
SINGLE PARENTING ENCOURAGEMENT IN THEIR CHILDREN 'ACADEMIC ACHIEVEMENT.

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Abstract

Background: Single Parenting is a raising phenomenon resulting into number of issues and challenges. Various researches indicate that children from both parents perform better in school than those children from single parent home. Single Parenting is one among various types of learning disruptions that influences children academic performance in school. The performance of children living under single parent is one major concern as parents fail to give enough care to their children as they need to hustle in their daily life. The present study is an attempt to understand the Single Parenting and their role in their Children's academic achievement. The study was conducted in the West Garo Hills District of Meghalaya. The objectives of the study were: i) to find out the level of academic achievement of secondary school students ii) to find out the relationship between parental encouragement and the academic achievement of their children studying in secondary schools.

Methods: The Sample of the present study were 50(Students) participants who were selected by using stratified random sampling method. To generate data for the Study Questionnaire was used to collect the data. The researchers employed survey method.

Results: The result indicated that there is a significant relationship between Single parenting encouragement and academic achievement of their children. It is also found that maximum single parents children fall under average level of academic achievement.

Suggestion: Single parents should manage their scheduled and take out a little time to the extent that their children feel attended and encouraged by their parents.

Keywords: *Single Parenting, Academic achievement, School performance, parental encouragement.*

0.1 Introduction:

It is a well-known fact that students seek family with security and stability. With the complexities in our life, we tend to lose sense of security and stability due to which students are facing disruptions in their school performances. Single Parenting is one of the learning disruptions that affect students' performance in schools. (Yaw 2016) Life is not easy when only one parent takes up the responsibility of the children. Previous research studies have shown that there is an immense effect of Single Parenting on the Students Performance (Nyarko. 2007). A Single Parent is usually burdened with multiple household chores to the extent that little or no time is available in helping with the academic activities of their child (Abudu and Fuseini, 2013). The challenges and effects

on child's academic progress depend on how deep parents encourage their children in their educational activities at home. Due to lack of adequate finance and quality time with their children, children face emotional and mental problems which brings reflection in their academic performances (Fareo,2019). Academic success is important as it strongly links to positive outcomes in one's life. The child's academic achievement depends greatly on family structure. Researchers suggest that children's academic performance improves when both parents are actively involved in encouraging their children in academic performance. When the child is in the school, they are in their formative years. Any disruptions at this stage have an adverse effect on academic performance of the child (Salami and Alawode, 2000). Parental encouragement, it is evident to be one such important factor that inspires or gives extra boost to children enabling them to face challenges in future. It involves a number of things like deep understanding developmental process and learning of temperaments, intelligent personality patterns, inner personality action and socialization. (Lawrence and Barati 2016). In absence of this attribute there can be disruption in educational performances. As the Single parenting is increasing day by day globally and issues related to them is also have become a concern locally. Single Parent in West Garo Hills is becoming widespread problem. Therefore, it become a necessary topic to be discussed and find out the pros and cons of the same.

0.2 Conceptual Framework

Parental encouragement is essential in school-based activities of their children. These may include contacts with teachers, checking children in school, monitoring their activities in school, checking their school performances. All these things are very helpful in student's performances at school. Parents are responsible for shaping the personality of a child and they are primarily responsible for a child's basic care, direction, support, protection and guidance. Parents generate vital source of satisfaction for the child's physical and psychological needs. (Akhter and Pandey.,2018). Most of the secondary school student in West Garo Hills Meghalaya lack parental encouragement in their school activities. It is wrong to say that all learning happens in school; more learning takes place at home. To ensure students are encouraged or motivated to learn at home, educators must involve parents. Parental encouragement in secondary education is very important as parental encouragement and involvement in education is associated with better academic achievement.

0.3 Theoretical framework.

The theoretical framework of this study reviewed theories which give explanation to how single parent encouragement influences students' academic achievement. Theories that are reviewed include. Vygotsky's social development theory which believed that external factor (such as parents, care giver and peers) play a significant role in the developmental process. Second Moreno's theories which constitute the conceptual basis of individual personality development like interweaving of the intra psychic, interpersonal and social dimension that characteristic human life. Another theory is that of Piaget Cognitive development theory which asserts that children were active learners in their own development. The main issue for this study is that a lot of parent fail to communicate, fail to give attention to child's educational progress.

0.4 Literature review:

Parental encouragement is one vital phenomenon that results in high academic achievement. In this regard Kishor. V in 2015 revealed that Parental encouragement in school activities boost student's learning performances at school. He revealed that a parent-child relationship, relationships between parents, parents' behaviour with children and children's perception of parents, seems to be related to educational outcomes and expectations. Parental encouragement beside school activity influences students' performance. Also, Abudu and Fuseini (2013) found that pupils from two parent's homes have most of their parenting helping them in their academic work as compared to those from single parent. They found that Pupils from single parent families, about 52.9% of the pupil indicated that the level of the parent's encourage in their educational activities at home is low and about 42% of them note that the level of their parents' encouragement in school activities is high In a same manner Munir *et al.*, (2021) investigated on the Single Parenting and their findings were that students who are living with mother have positive attitude towards living than those living with father. Topics of Encouragement and academic achievement have been researched on different ground. Anuradha Sharma and Jyoti K. Hajuria., (2014) also revealed that there is significant and positive relationship between parental encouragement and academic achievement of students. M.L Jaida., (2015) also put forward that there is a significant positive correlation between value pattern and parental encouragement.

(Munir *et al.*, 2021) while studying on single parenting and academic achievement they found that single parent do not regularly monitor and supervise the academic progress of their children and in effect, these children are normally not provided with necessary learning materials to aid their learning. So also, Adesokan and Makura in 2020 found that most single parent depend on their children's peer friends to monitor the progress of their children's academic performances. They further revealed that the interaction reduces the burden of visiting the school often to monitor their children. In her studies she found that single parent supports their children's education by checking and assisting their children with homework, giving the necessary learning materials and attending Parent-Teacher meetings. She further stated that students of single parents seek support from someone else (their child's elder brother, or a tutor) to help out on difficult subjects. Mrinde (2014) found that economic hardship, lack of parental care, lack of supervision and monitoring, lack of guidance and counselling and socialization were the major challenges. He also revealed that these have affected single parented students' education attainment as they have poor academic performance, poor attendance, drop out of school, and engaging in bad behaviours. In a same vein Lange *et al* (2014) found that students from single-parent home perform less and that there is a strong negative relationship between school's percentage of single-parent families and performance.

0.5. Objectives:

- i. To find out the level of academic achievement of Single Parents' Childre.

ii. To find out the relationship between Single Parenting encouragement and academic achievement of their Children.

0.6: Hypothesis:

For achieving the above objectives following hypotheses is formulated:

1. a) H_0 . There is no significant relationship between Single Parenting Encouragement and Academic Achievement of their Children.
- b) H_1 . There is a significant relationship between Single Parenting Encouragement and Academic Achievement of their Children.

0.7. Methodology:

- i) **Method:** The researchers employed survey method as a research design.
- ii) **Population:** The population of the study were Children of Single Parents Studying in secondary schools of west Garo Hills District of Meghalaya.
- iii) **Sampling Method:** Stratified Random Sampling method is used for selecting the Samples
- iv) **Sample:** 50 (students) participants. 1 – 5 students from 10 randomly selected Secondary Schools in West Garo Hills Meghalaya. (Shown in table 1.)

Table 1. Sample of Male and Female Children of Single Parent.

Sex	Frequency	Percentage
Male	17	17
Female	33	33
N	50	50

- v) **Tools:** Self -made Questionnaires

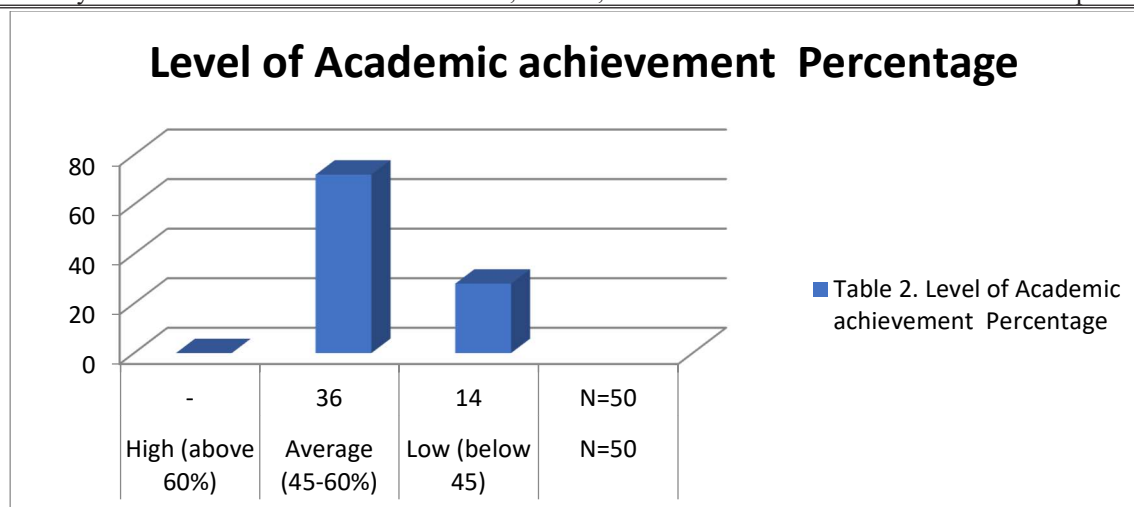
0.8. Results and discussions:

Objective 1. To find out the level of Academic Achievement of Single Parents Children
(To find out the level of Academic Achievement of Single Parents Children the investigator collected information from relevant secondary school affiliated to MBOSE as shown in table 2 below:

Table 2. Level of Academic achievement

Level	N	Percentage
High (above 60%)	-	0
Average (45-60%)	36	72.0
Low (below 45)	14	28.0
N=50	N=50	

(Sources: Selected schools)



(Graphical Representation of Level of Academic achievement)

Table 2 above shows that mean = 50. With regards to the level of achievement it shows that maximum no. of students i.e. 72.0% have fall into average category (45-60%) and then 28.0% fall into the low level of academic achievement below 45 % and 0 (zero) number of students have been found into fall in high category.

Objective 2: To find out the Relationship of Parental Encouragement and Academic Achievement of Single Parents Children

(To find out the relationship of parental encouragement and academic achievement of their Children following hypothesis is formulated);

H1: There is no significant relationship between Parental Encouragement and Academic Achievement of single Parent Children.

(To find out the Relationship between Parental Encouragement and Academic Achievement the investigator calculated (Mean, SD,t- value, df and p value) as shown in table 3)

Table-3 Significant relationship between Parental Encouragement and Academic Achievement of their Children.

Mean	SD	t value	Df	N	P
33.74	4.34	54.9	49	50	<.001

*=not significant **=significant

Significant at 0.05 level

The result in table 3 shows that the calculated t-value is 54.9, p is 0.0001 and the significant level is 0.05. It is clear from the results that the p value is less than the significance level ($0.00 < 0.05$) which implies that the null hypothesis is rejected and research hypothesis is accepted. Where Mean = 33.74, SD = 4.34, t value = 54.9 and df = 49. This means shows that there is a significant relation between parental encouragement and academic achievement of single parent children. The above findings are also in congruence with the findings of Mrinde (2014, Kishor. V 2015, Watt (2019), Hajuria (2014), M.L Jaida., (2015) who all stated that there is a significant positive correlation between value academic achievement and parental encouragement.

0.9. Conclusion and Suggestions

The result shows that since there is significant relationship between parental encouragement and academic achievement. So, the parents are inclined to state that the children should be encouraged by their parents towards their studies. Hajuria (2014) also revealed that there is significant and positive relationship between parental encouragement and academic achievement of students. M.L Jaida., (2015) also put forward that there is a significant positive correlation between value pattern and parental encouragement. The current study will be one of the few to consider especially for the educators and single parents that the parental encouragement is positively responsible for the better student's performance. It is therefore suggested that Single parents should manage their scheduled and take out a little time to the extent that their children feel attended and encouraged by their parents in any kind of endeavours.

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