

## Effect of Single Parenthood in Students' Academic Performance; A Case of Selected Secondary Schools in Bitereko Sub County Mitooma District

Birihanze Augustine Bago

Department of Development Studies, Kampala International University, Uganda.

---

### ABSTRACT

Academic performance of students at various levels of education and particularly at secondary level can be predicated through many factors such as institutional factors, social economic factors, motivation factors and family factor which is considered as the primary agent in terms of socialization. In United Kingdom, studies on the role of single parents and academic performance by learners have been carried out using two of the family models namely; family deficit model and risk factor protective model. In the United States of America (USA), almost half of all children aged 15 have lived in single parent family, while an empirical study in Africa have shown that students from single parent families are at a greater risk of not performing well academically compared to other types of families, despite the fact that they may have equal academic intellectual abilities. The academic performance in selected secondary schools of Bitereko sub county is below the national average at both Ordinary and Advanced levels as indicated by poor examination performance, low grades, limited number of students completing both Ordinary and Advanced levels of education and inability to go for further studies at the end of each level and poverty. If this situation is not handled, there is going to be early marriages, low standards of living, high illiteracy levels and high dropout rates among others, thus, creating a vicious cycle of poverty. Single parenthood has been seen as one of the causes of poor academic performance.

**Keywords:** Single Parenthood, Academic Performance, family deficit model and risk factor protective model.

---

### INTRODUCTION

Academic performance of students at various levels of education and particularly at secondary level can be predicated through many factors such as institutional factors, social economic factors, motivation factors and family are considered as the primary agent in terms of socialization [1].

In United Kingdom, studies on the role of single parents and academic performance by learners have been carried out using two of the family models namely; family deficit model and risk factor protective model. According to different types of family deficit model, single parent families have a negative impact on children simply because they do not have nuclear family structure. The model begins with the assumption that single parenting is bad for children thus overlooking other factors which have an influence on academic performance [2].

In the United States of America (USA), almost half of all children aged 15 have

lived in single parent family. The percentage of single parent families has tripled in the past 50 years and has continued to be larger among Latino and African families when compared to the general population [3]. In 2000, 27% of all U.S.A children were living when living in single parent families; among African-American children, 53% were living the only one parent and the vast majority of these single-parent homes are headed by women reported that single-father homes represent only 7% of the total single-parent homes in the country. Studies have shown that students from single parents perform better than other students from families with both parents [4].

Empirical studies in Africa have shown that students from single parent families are at a greater risk of not performing well academically compared to other types of families, despite the fact that they may have equal academic intellectual abilities. They are likely to

have higher chances of dropping out of school due to financial constraints. This may be attributed to the fact that the single parent may not be in position to provide all the basic needs and the student may be forced to child labour to help assist the parent financially [5].

In Ghana and South African states, a study conducted by UNICEF, established that students' performance in school was greatly determined by family background in terms of single parenthood, parents level of education. In a study conducted in 2011 by the government, UNICEF and the Family Support Institute in 13 districts in Ghana found out that 45% of the families had both parents and 55% were headed by single parents indicating that the rate of single parenthood is alarming [6].

In Kenya, it was found out that in most regions children living with one parent were less likely to be in school at the age of 17 compared to those with both parents [7]. Another recent study in Kenya was carried out in Coast, Nyanza, Rift valley and North Eastern and found out that living in single parent home had a significant risk factor to manifest violent behavior which negatively impacts academic performance [8].

In Uganda, according to Uganda Bureau of Statistics [9], among population which is 18 years and above 65.1% of

### Conceptual perspective

Education is referred to as the process by which an individual develops knowledge, skills, habits and attitudes that are expected to enable one become a good citizen [11]. A family is defined as two or more persons who love and care for each other. These share resources, responsibility for decisions, values and goals and have a commitment to one another over time [12].

A single parent is a parent, not living with spouse or partner, who has most of the day-to-day responsibilities in raising the child or children [13]. Single-

### Conceptual Framework

A conceptual framework is a visual presentation that explains the main thing to be studied in research including the key factors, concepts or variables and the presumed relationship between them [15]. The conceptual framework

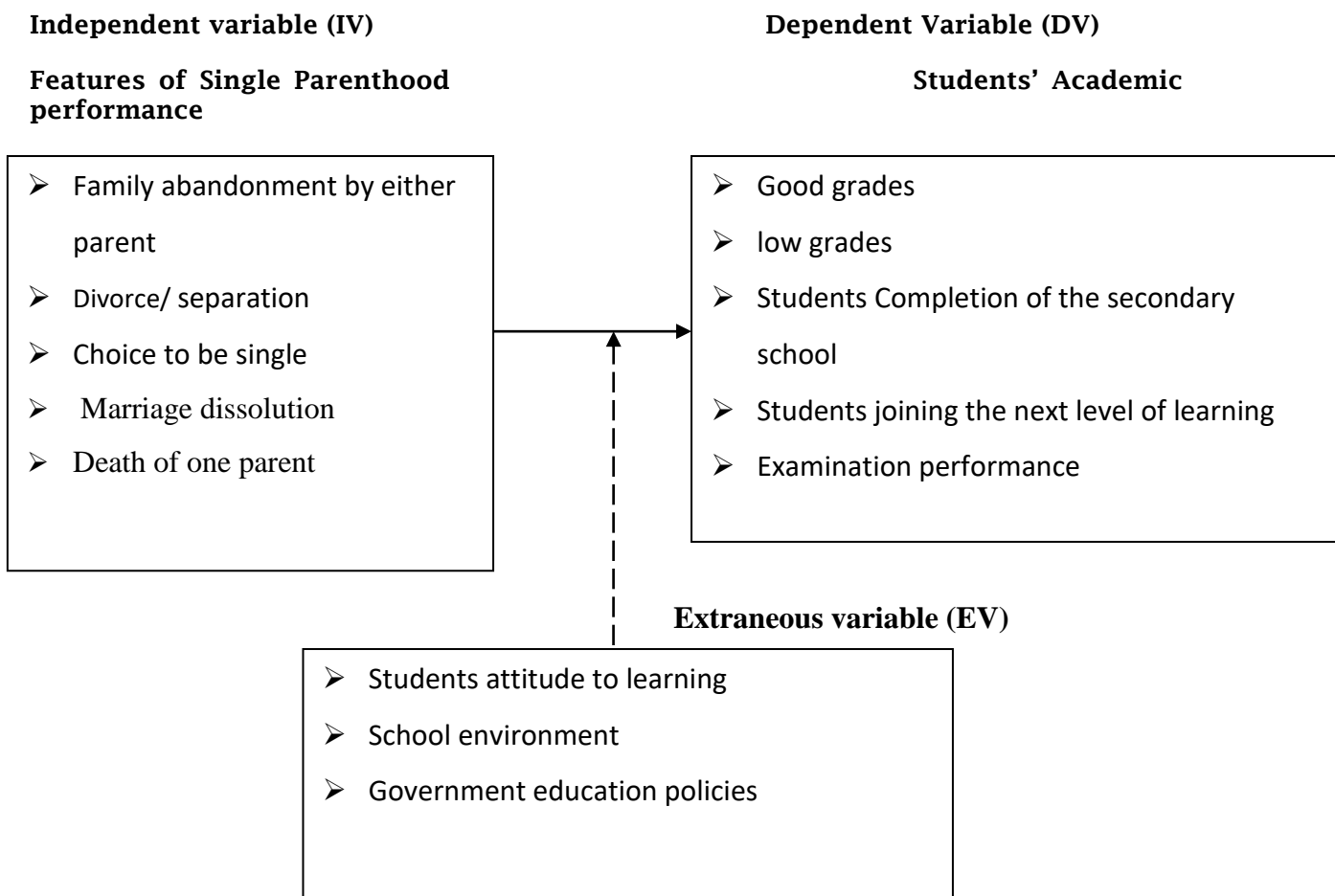
them were married; 22% were never married; 5.8% were separated; 1.2% were divorced while 5.9% of them were widowed. This indicates that in Uganda about 23.7% of the people are single parents (i.e., those people separated, divorced and widowed). In addition, World Vision (2013) observed that in western Uganda the rate of single parenthood in the region was at 12.1% which is much lower than that of national average which currently stands at about 25% [10].

In Mitooma district, about 19.8% of the population were single parents Statistics (UBOS, 2014); and the performance of among the secondary school students in the district is low, however, there is no study that links these two variables in Mitooma district which this study ought to fill.

In Bitereko sub county, the academic performance is still very low as shown in table 1.1 and 1.2 respectively; for instance, about 10% of students who finished A-level join the university and 30% of the students who finish O-level join A-level to continue with studies. Some studies in different parts of the world have linked single parenthood to the students' poor academic performance, there is need to establish whether this is the case in the selected secondary schools Bitereko sub county in Mitooma, Uganda.

parenthood can also be defined as when one out of two people who is responsible for the nurturing and child rearing is not available, and the work meant for two people, is now being carried out by only one person [14]. For purposes of this study single parenthood will be operationalized in terms of indicators of single parenthood and this is associated with it which include; family abandonment, divorce/separation, choice to be single, premarital sex, conflicts in marriage, death of one parent.

shows the relationship between the independent variable associated with single parenting and the dependent variable in terms of students' academic performance as shown in the figure below;



**Source Self developed model basing on [15]**

Single Parenthood as independent variable is explained in terms following features family abandonment by parent, Divorce/ separation, Choice to be single, marriage dissolution, Death of one parent. Directly influence academic performance of students in selected secondary schools. Students' Academic performance is conceptualized in terms of good grades, low grades, Students Completion of the secondary school, Students joining the next level of learning, Examination performance. Students' academic performance is affected by single parenthood as shown in the diagram above. However, there are extraneous variables such as Student attitude to learning, School environment, Government education policies which indirectly influence students' academic performance.

**Features of Single Parenthood** [16] observe that single parenthood may also occur as result of death of one parent leaving the other to raise the children alone. Parents are very important in the lives of children, whenever one parent dies a child's relationship with someone important in life is reaching to an end. In most cases death of one parent greatly affects the economic status of the family and the living situation. Moreover, the death of one-parent affects the child psychologically and can lead to change in behaviour and school performance as well. In Africa deaths of parent are often caused by HIV/AIDS-related diseases, accidents, civil wars and other calamities like floods and earthquakes. [17] in his findings on causes of single parent families in the US sites divorce and death as some of major causes of single parent families. New York Times (2004) made studies in the southern part

of African and found out that poverty and teenage pregnancies led to a rise in single parent families. Therefore, the current study sought to establish the major cause of single parent families in Zimbabwe. Due to poverty, illness or unemployment most single parent families fail to provide adequate financial and material resources for their children's learning and development. [18] explains that a family is defined as poor when their family income is less than 100% of their official poverty threshold. [19] reveal in her research findings that some single parents may fail to provide their children's basic needs because of unemployment. The studies reveal that some single parents may not have the opportunity to take their children to various education sites such as museums, zoos, educational centre and other places to equip their children with various educational concepts they learn at school.

[20] also supports [21] that because of economic hardships and unemployment some single parents fail to provide their children's educational material needs, for their children to acquire academic and skills competence during their childhood development period. From the above previous findings it is clear that it is difficult for most single parents to provide for their children's education in order for the children to experience quality learning and development at home during the early years of life for children to perform well at school.

Premarital sex is common among young people, and to them a young person who does not engage in premarital sex is regarded as outdated and not civilized, this promotes young boys and girls to involve themselves in premarital sex. In Uganda almost thirty percent of unmarried women (aged fifteen to twenty-four) and forty-three percent of unmarried men (aged fifteen to twenty-four) have premarital sex [22]. Premarital sex was very rare in the past but nowadays many adolescence start sexual activities very early. According to [23] societal increase in acceptance of premarital sex has led to an increase in premarital sexual activity hence the increase of single parent children.

Generation gap of values is also one of the causes of Single Parenthood [24]. What was valued in the past is not valued today, people are doing things differently, behaviour have changed dressing is quite different from the past. In the past in Uganda and other African societies including Kenya, Nigeria and, Ghana, women were not allowed to bear children out of wedlock, but this situation has become very common in recent years [25]. May be the reason is the fall of moral standards and the advancement of science and technology. [26] argues that the younger generation has a very different set of beliefs and moral values compared to their elders. Today it is considered normal for young people to live together as husband and wife without getting married. This can lead to unplanned parenthood in which one partner leaves the other to up bring the children alone. According to [27], divorce is also a cause for the increase of Single Parenthood. It is often a result of unresolved conflicts in the marriage where, in the end, couples decide to end up marriage officially. Conflicts in the marriage can be caused by misbehavior, influence of parents and relatives, lack of trust, the problem of infertility and expectations of the spouses. After divorce, children are often required to live with one-parent, often the mother. Divorce has negative effects for both parents and children. Some women prefer legal divorce because it involves dividing properties that they have acquired together with the husband. [28] insists that divorce creates a crisis in the family life-cycle, an unbalancing of equilibrium, experienced by all members throughout the nuclear and extended family system. Divorce often results in the loss of contact with one parent and, with this loss; children also lose the knowledge, skills and resources of that parent.

Divorce is one of the main causes of poverty for women and children [29]. For example, children can experience a 70% drop in household income after divorce and unless there is remarriage, these children still experience a 40% to 45% decrease in household income six years after divorce [30]. According to [31], in Uganda divorce has increased drastically in the recent years in the

courts of law [7] demonstrate that millions of children and youth are living in separated divorced families each year. The Women Legal Aid Centres (WLAC) annual report [4], showed that their organization received a total of 2,390 cases in 2000, this increased to 4,349 cases in 2006. If divorce cases are increasing, the growing number of single parent children will likely increase studies by [18] and [12] reveal that family life in Uganda has changed drastically, they show that many adolescent children are living with single parents due to divorce and this brings great challenges in the social, economic, and political context of these children. Apart from divorce many couples engage in informal separation without following legal procedures. Informal separation often happens when one partner, especially the female, moves out of the house willingly or by force. [2] state that separation and divorce are common phenomena in the community today, but also represent a major life stressor for the individuals involved, with potentially strong negative consequences for the mental and physical health of all members of the family especially children who face uncertainty.

Conflicts in marriage have discouraged some women to get married and have decided to have babies without being married to avoid complications of husbands. According to the 2014 Ugandan census the number of women is greater compared to the number of men, leading to a shortage of men hence women choose to be single-parents. [9] argues that some women choose to become single-parents because they want to be independent. They have their own careers and earn decent salaries and are motivated to become mothers without getting married. They can opt for adoption or bearing a child out of wedlock when deciding to start a single-parent family.

#### **Challenges faced by single parented students**

[2] assert that students from single parent or deserted families are more likely to use drugs and alcohol, with boys raised by single father more affected. Single parents struggle with time management due to double

responsibilities; therefore, they are less involved with their children, who give less encouragement to their children and on some days if not most of the time there is no one to follow up on the regular attendance.

The effect of parent involvement in their children has been linked to both negative and positive influence. Parental involvements prevent behavior problems; whenever parents are less involved with their children, the use of alcohol, smoking cigarettes as well as marijuana increases, this is done to relieve anxiety and forget their problems [16]. Furthermore, children from Single Parenthood face health problems as a result of financial constraints. For example, parents cannot afford to get balanced diets for their children then they are more vulnerable to diseases. Moreover, when children lack psychological support, they are more likely to develop, mental problems. State that children in single-parent homes are more likely to experience health-related problems as a result of the decline in their living standard, including unbalanced meals, poor shelter and lack of health insurance for medication. Later on, as children from single parent or deserted families become adults, they are more likely to marry early, have children early, and divorce. Girls are at the great risk of becoming single-mothers as a result of non-child-bearing within a marriage or else divorce [25]

According to [10], children growing up without married parents are linked with higher rates of stress, depression, anxiety and low self-esteem during the teenage years, problems that can significantly reduce their ability to focus on classroom work, attend regularly and to achieve in school.

Another challenge for children that is associated with single parent or deserted families' is involvement in early sexual activities and teen pregnancy. Engagement in relationships with friends of the opposite sex is seen to compensate for the missed parental love and joy at their homes. This behaviour increases the risk to teen pregnancy and/or sexually transmitted diseases such as HIV/AIDS. Some girls engage in sexual activity so as to get

money to support their family and themselves. Billy et al (1994) comment that adolescent female between the ages of fifteen and nineteen years, who are reared in homes without fathers, are significantly more likely to engage in premarital sex than adolescent females reared in homes with both a mother and a father. As a result, most of these girls risk failure in school as they are likely to be expelled from school for such behaviour.

[17] who found out that most single parents were either unemployed or involved in work that involved doing menial activities. The activities would be so tiresome that the single parent had no time to assist their children with school work. [7] in his research studies on single parent families in Australia found out that parental stress has direct impact on children's learning and social competences thus compromising quality child care. [30] explains that quality child care means consistent response to children's signals, being available for communication, stress alleviation and creating a base for attachment bond with child. Quality child care enables the child to have confidence in the parent as well as other care givers as teachers whom the child interacts with during school time. [17] is supported by [9] who clarify Mary Ainsworth's ethological theory as supporting the need to have positive attachment bond between the child and parent in order for the child to develop a sense of security and trust in later life.

Most single-parented families have a low level of economic power and therefore they often cannot provide their children with school requirements like school fees, text books, exercise books and other learning materials. While some of single parent are able to afford the costs of schooling, many are poor. Family poverty also can lead to other problems such as diseases, poor school attendance and performance and psychological problems which may force students not to attend regularly which affects their performance [10]. [2] reveal in her research findings that some single parents may fail to provide their children's basic needs because of unemployment. The studies reveal that some single parents may not have the

opportunity to take their children to various education sites such as museums, zoos, educational centre and other places to equip their children with various educational concepts they learn at school. [7] comment that for many low-income, deserted and single-parented families, most challenges faced by children and youths are directly or indirectly related to the poor economic condition of their families, not to parenting style. Poverty directly reduces the access and quality of resources, social and health services and opportunities such as food, shelter, health care, education, and transportation as well as fees resulting in some cases where students are forced to stay away from school. [25] also maintains that poverty affects the ability of parents to provide consistent supervision and monitoring, adequate family management practices, and a range of socially and educationally stimulating experiences. Due to low income, single parented children struggle to get needed education resources which can lead to instances of child labour, dropping out or having poor academic performance. Another other challenge faced by children of single parents is lack of discipline at school [1].

Usually good behaviors, appropriate values and attitude of children are molded by parents. The children from single parent or deserted families have fewer role models as well as less supervision from parents. Due to the absence of one of the parents income, the remaining parent is forced to use most of her/his time looking for home needs and as a result the children start misbehaving at home and at school. [19] observed that adolescents in intact families are less likely to exhibit behavior problems in school and tend to have higher levels of academic achievement. The note that compared to children living in intact families, children living in single parent, deserted families or with cohabiting partners are more likely to be suspended or expelled from school; more likely to be engaged in delinquent activities, more likely to have problems getting along with their teachers, doing homework, paying attention in school and sometimes do

not attend regularly. Children growing up in single parent households are at a great risk of depression that is manifested in chronic and pronounced unhappiness, sexual promiscuity, delinquency in the form of drug abuse [18], petty stealing, alcoholism and acts of breaking into intense anger, apathy and restlessness. [12] argued single parent students are a special population who require different avenues of advisement than traditional. Stresses ordinarily present in an average college student's academic experience can present extraordinary challenges for single parents. For example, having to schedule child care, care for sick or special needs children, meal planning and preparation, assisting with children's homework, and taking children to doctor's appointments, and prioritizing work/financial support with allocation of time for study in order to ensure academic success are just a few of the obstacles single mother students face weekly.

#### **Effect of Single Parenthood on students' academic performance**

Single parenthood is negatively associated with children's academic performance; however, recent comparative studies show that the strength of the negative relationship varies significantly across countries. Likewise, emerging facts from other studies of developing societies have found no apparently negative effects of single parenthood rather they found that in sub-Saharan African countries, children in female-headed households tended to have greater educational opportunities in terms of school enrolments and attainment relative to children in male-headed households [29]. [15] shows that most single parent families in USA fall into low-income bracket where they do manual work as a way of raising their income. The author above goes on to explain that due to low income most single parent families may not afford to pay bills, buy food and provide adequately for their children's education resources such as computers, books and other various learning materials to help their children learn concepts at home to achieve success at school. Further, [9] argue that the presence of both mother and father

contribute to the health development of a child which is very important in the education of the children hence the absence of an adult male in the house seems to be a disadvantage for children. [20] explains that number of Single Parenthood in 2000 was 22% in Canada, 20% in Australia, 19% in Denmark. The increased number of Single Parenthood implies the problems in upbringing those children who are the victim of Single Parenthood. In South Africa, [10] study shows that only 36% of children live with both parents, this differs with Egypt where 91% live with both parents. UNESCO Institute for statistics (2006) conducted a study in Colombia, Egypt, India, Kenya, Nigeria and Peru on the potential impact of single parenthood on secondary school students. The study had 86,727 secondary school children participants. The result indicates that poor attendance and lower academic grades increased for single parent students. [5], argue that in the wealthier countries like United State of America children from Single Parenthood face challenge of having lower academic performance than those in two parent families. These children score lower because they have fewer intangible resources (such as parent time and cultural communication) which are important to children. on the other hand, advocate that in mother-only families, children tend to experience short-and long-term economic and psychological disadvantages, higher absentee rates at school, lower levels of education, and higher dropout rates with boys being more negatively affected than girls, and more delinquent activities including alcohol and drug addiction. Children in single-mother homes are also more likely to experience health-related problems as a result of the decline in their living standard, including the lack of health insurance. Later, as children from deserted and single-parent families become adult, they are more likely to marry early, have children early, and divorce [28]. [9] asserted that in the United States of America, although some studies showed lower educational attainment of children from single-father families than children from single mother families, however, the general consensus is that children

from single-mother and single-father families do not show significant differences in educational outcomes. [18] conducted a quantitative study on the effect of single parent households versus two parents on academic success, attendance and suspension in United states of America the results indicated a relationship between the number of times a student was absent and the type of households whereby students from single parent households were more likely to have a higher rate of absenteeism. However, there were no statistical significant differences between exam scores of students in single parent compared to two parents. Further the study found that there was no relationship between the number of times a student was suspended and type of household in which the students lived in Russia, single parent family has increased and the life of the victims is becoming a society challenge due to the fact that those families live in poverty. On the average 60.9% are considered to be poor and having serious financial problem. In Sub-Saharan Africa specifically the children of single mothers succeeded academically compared to single fathers' children. Similarly in Uganda children are being negatively impacted by belonging to single parent families and encounter the similar challenges. This is due to the fact that family life in Uganda has recently changed. Family conflict rates have increased and as well as women in the workplace. As a result, potential family life in Uganda has become more diverse than it was in generation ago. These changes in family have impacted not only the form of family life but also the social, psychological wellbeing of children and adolescence [30].

Divorce, separation, death and unmarried women choosing to have children alone create challenges to single parents students because the remaining or single parent is concentrating on looking after the family's financial needs and this can result in sacrificing other roles of a parent such as to be a role model, to monitor, supervise, guide, counsel and to follow up on the academic progress of the children [23].

#### **Contextual perspective**

According to UBOS, in Uganda about 23.7% of the people are single parents (i.e., those people separated, divorced and widowed). In addition, world vision (2013) observed that in western Uganda the rate of single parenthood in the region was at 12.1% which is much lower than that of national average which at 23.7% in 2014. In Mitooma district, out of 183444 children below 18 years in 2014, a total of 8308 were single parented children; this was about 8.22% [1]. This is notably not clear if single parenthood has any significant effect on students' academic performance in Bitereko Sub County Mitooma district in Uganda. The academic performance in the national examinations in secondary schools of Bitereko Sub County in Mitooma district and specifically Uganda certificate of education (U.C.E) and Uganda advance certificate of education (U.A.C.E) has not been good. In the past five years the Sub County has only managed to score an average of third grade in UCE. And in UACE it has been able to score average points of 3.442 which are below average point score of 10 points. The examination results for UACE and UCE in Bitereko Sub County are shown in the tables below;



**Table 1.1: The performance of the selected schools in Bitereko Sub County in UACE for the past 3 academic years**

Academic year	school	Average point score	Overall annual average point score
2017	Kigarama S.S	4.63	4.155
	Mahugye SS	3.68	
2016	Kigarama S.S	5.92	3.02
	Mahugye SS	3.12	
2015	Kigarama S.S	4.88	3.15
	Mahugye SS	4.42	
<b>Grand average score in the past 3 academic years</b>			<b><u>3.442</u></b>

Source: DEO's office Mitooma district

**Table 1.2: The performance of the selected schools in Bitereko Sub County in UCE for the past 5 academic years**

Academic year	Division one	Division Two	Division Three	Division four	Division Nine	Overall average division
2017	13	39	71	155	19	Division four
2016	08	61	51	118	40	Division four
2015	07	49	58	110	31	Division four
2014	09	40	68	141	58	Division four
2013	05	26	109	108	46	Division four
<b>Average</b>	<b>42</b>	<b>215</b>	<b>357</b>	<b>632</b>	<b>194</b>	<b>Division four</b>

Source: DEO's office Mitooma district

From table 1.2 above, the average grade performance of selected secondary schools in Bitereko Sub County was Division four for the past five years and on average most of the students (632) at UCE passed in Division four which is also not a good performance.

Some of the factors that could have contributed to the poor performance in

Bitereko Sub County are lack of scholastic materials, high poverty levels and lack of enough well trained and experienced teachers. On the other hand, single parent family structure may be overwhelmed by many responsibilities of bringing up a child thus creating less favourable learning conditions [10].

#### CONCLUSION

Academic performance is very important for social economic transformation of a society and improved welfare of societies. The academic performance in selected secondary schools of Bitereko sub county is below the national average at both Ordinary and Advanced levels as indicated by poor examination

performance, low grades, limited number of students completing both Ordinary and Advanced levels of education and inability to go for further studies at the end of each level and poverty. If this situation is not handled, there is going to be early marriages, low standards of living, high illiteracy levels and high dropout rates

among others, thus, creating a vicious cycle of poverty. Single parenthood has

been seen as one of the causes of poor academic performance.

## REFERENCES

1. Alekseeva, L. (2005). Single-parent family state and tendency. *A journal of social work*.43:2-13
2. Amato, P.R. (2000). The consequences of divorce for adults and children. *Journal of Marriage and the family* 62:1269-1287.
3. American Association of family and Consumer Sciences (2004). Call for 2004 program proposals. Washington, DC: Author. Retrieved September 5, 2007, from <http://www.aafcs.org/>
4. Andersson, G. (2002). Children's experience of family disruption and family formation: Evidence from 16 FFS countries. *Demographic Research*, 7(7), 343-364.
5. Bandura (2012). Social Learning Theory: An agentic perspective. *Annual Review of Psychology*, 1, 1-36
6. Billy, J. O. G., Karin, L., William, R.G. (1994). Contextual effects on the sexual behaviours of adolescent women. *Journal of Marriage and Family*. 56:381-404.
7. Bradshaw, J. and Millar, J. (1991). *Lone parent families in the UK*. London: Crown press
8. Bryant, W. K. (1990). *The economic organisation of the household*. Cambridge: Cambridge University Press.
9. Burke, S. McIntosh, J. and Gridley, F. (2009). *Parenting after separation*. Australian Psychological Society Ltd.
10. Cambridge University Reporter. (2003). Indicators of academic performance. Available: <http://www.admin.cam.ac.uk/reporter/2002-03/weekly/5915/> [Accessed Feb. 12, 2014]
11. Creswell, J. W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Pearson Education
12. David, H.D. and Allan, A.A. (1988). The impact of divorce on children. *Journal of Marriage and Family*, Vol.50, pp.619-648.
13. Demo, D. H. and Acock, A. (1991). *The impact of divorce on children: In contemporary families*. MN: National Council on Family Relations.
14. Demo, D.H. and Adcock, A.C. (1996). Motherhood, marriage and remarriage: The effects of family structure and family relationships on mothers' well-being. *Journal of Family Issues*, 17, 338-407.
15. Eamon, M. (2005). Social-demographic, school, neighborhood, and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescents*, 34(2), 163-175.
16. Ferrell, R. T. (2009). The effects of single-parent households on student academic success, attendance and suspensions. USA: UMI Microform 3354734.
17. Garasky, S. (1995). The effects of family structure on educational attainment: Do the effects vary by the age of the child? *American Journal of Economics and Sociology*, Inc.54 (1)89-105.
18. Hochschild, Jennifer, L. (2003). Social Class in Public Schools. *Journal of Social Issues*, 59(4), 821-840.
19. Hughes, D.L. (2009). *The Effects of divorce on children*: U.S.A, University of Illinois. Board of Trustees.
20. Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: the challenges of controlling family income. *Journal of Family and Economic Issues* 23(2).
21. Kothari, C. R. (2004). *Research methodology: methods and techniques*, (2<sup>nd</sup>ed.). New Delhi. New Age International (P) Limited
22. Krapp, K.M. and Wilson, J. (2005). *The Gale encyclopaedia of*

- children's health*. Thomson Gale: Pennsylvania State University.
23. Lahaye, T. (1982). *The battle for the family*. New Jersey: Fleming H Revell Company.
  24. Lilian, C. Kimaiyo, Kisilu. M. Kitainge and Jackson T (2016). Influence of Trainee Teacher Philosophy about Teaching and Learning on Integration of Computer Technology into Future Teaching Practices. *American Journal of Applied Psychology*. 2016; 4(1):17-22. doi: 10.12691/ajap-4-1-3.
  25. Lwelamira, J., Nyakoki, S., and Zakayo, M.O. (2012). Prevalence and correlates of pre-marital fertility (childbearing) among unmarried female youths in Chamwino district in central Tanzania.
  26. Mabuga, L. M. (2008). Sexual and reproductive health needs of adolescents and programmes and response towards these needs in Tanzania. 44th International Course in Health Development (ICHHD). KIT (Royal Tropical Institute) Vrije Universiteit Amsterdam, The Netherlands.
  27. Mandara, J. and Murray, C. (2006). Father's absence and African adolescent drug use. *Journal of Divorce and Remarriage*, 46, 1-12.
  28. Constantine Abenawe (2022). Evaluation of the relationship between socio-economic status and the quality of education in secondary schools in Ibanda District. *IAA Journal Arts and Humanities* 9(1):83-94.
  29. Constantine Abenawe (2022). Social Economic Status in Selected Secondary Schools in Ibanda District Uganda. *IAA Journal of Education* 8(1):73-89.
  30. Mwesigye Elisado (2022). Management styles used in the selected secondary schools in Uganda. *IAA Journal of Education* 8(1):90-96.