

**THE IMPACT OF SINGLE PARENTHOOD ON ADOLESCENT EDUCATIONAL  
ACHIEVEMENTS: A SOCIO-EDUCATIONAL PERSPECTIVE**

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**THE IMPACT OF SINGLE PARENTHOOD ON ADOLESCENT EDUCATIONAL  
ACHIEVEMENTS: A SOCIO-EDUCATIONAL PERSPECTIVE**

BY

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## **DECLARATION**

I hereby declare that this work, **Impact of single parenthood on adolescent educational achievement: A Socio-Educational Perspective** was carried out by me and that all quotations and references quoted in this work have been acknowledged by means of complete references.

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## **DEDICATION**

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## CHAPTER ONE

### 1.0 Introduction

Adolescence is the stage of human development known as puberty period. It is a phase between a child beginning to develop above ordinary childhood stage and becoming an adult. It could be anywhere between 11 and 19 years of age, based on the gender of the individual concerned. The adolescent period of a female gender is about one year below that of the male gender.

An adolescent is a young man or woman between the ages of 13-18 years (Kanku, 2010). This is the age bracket within which the various forms of human development begin in the lives of children. Children of this age group are highly energetic and active as well as being very inquisitive. All these characterise the attitudinal formation, social cohesion of different types and levels which shape the educational attainment and perception of the adolescents for the future. Adolescents are usually full of the desire to copy and imitate whatever that happens around them. Morse and Wingo (1971) noted that the adolescent stage is a very important level of life development showing how teenagers try to learn by participation, imitation to acquire skills in observation, interest and responsiveness to new activities. They demonstrated this by a mere form of response that shows essential human nature of the learning process that involves not only sensory motor and perception learning, but also the assimilation of the parental actions and accommodations to them. This implies that the adolescent learner is faced with so many attitudinal, social and environmental issues that could influence his or her perception about his or her likes and dislikes and ability for foundational achievement in cognitive and educational development.

There are three social theories that try to explain how the society works according to theory of socialisation, (Huebsch, 2013). They are Macro, Mezzo and the Micro theories and they all work in accordance with the natural characters of man and the social environment. Macro level or functionalism theory believes that whatever is found the society is a functional component of the system (Kreppner and Lerner, 1989). In other words, it contributes in some ways to the functioning of the system.

The mezzo level of socialization theory shows how someone reacts to other members of the society and is related to the dominant theory of social reaction, or labelling theory (Niambi, 2014). On the other hand, Social Reaction Theory explains that whatever individuals tend to become depends on dictates of members of the society.

Micro level socialization theory discusses that societal taming with reflection form the basis of knowledge acquisition by individuals. Growing up in a single parent home brings a situation where the children are not being given full guidance and attention and it brings about lack of trust between the parents (father and mother). A situation where both of parents are not living together tends to break the link between the parents of networks of friends and associates. A situation where the child moves with mother to a place or new neighbourhood breaks the child's connections not just with the father but the teachers, friends and neighbours. This condition may hinder the academic achievement of the child; precisely parents may not like to keep their former friends after divorce or separation either because of the pains in the heart or because of the new associations that are more encouraging. This may make the child to feel cut off from friends and neighbours even from his or her school of his or her choice.

The understanding of educational achievement of a child should start very early in order to catch him young so that the child will be able to cope with problems and

challenges of life as he/she grows up. Education of a child comes in so many ways through parents, family, neighbours, friends and relatives which are primary groups so that the child will be responsible in adulthood. It comes also through clubs, associations, church and peer groups which are the secondary groups. Education of the child also comes through tertiary influences such as towns, films, television, literature, nation, public opinions, radio, state, and the press. These are various agents that contribute in different ways and at different levels to show how a child learns. The child learns from his or her society about the right attitudes, values and norms of the people. A child can equally learn from television through films especially watching of children`s programmes. Parents can teach the child through literature by encouraging him or her to take interest in reading, and discussing pictures in the literature. It is the duty of parents to teach the child the roles and regulations of the society.

If there is something that happens in a nation or state before the country takes decision on how to tackle the issues, there must be a way to seek the people`s public opinion on such an issue especially now we are in democratic era. These are some of the different ways a child socializes. Families are agents of primary socialization while peer groups and the media are secondary socialization agents.

Education according to Don, (2012) implies the course of intellectual development, planning one`s understandings and finding a diversity of trustworthy ways to ideal situations. Three role players have been generally identified to include learning agent, knowledge facilitator, as well as learning situation. All learners whose title characteristics constitute school curriculum form the learning agent. While a knowledge facilitator is any one or thing employed to bring about association between the learning agents and their understanding of of their environment. On the other hand, learning situation represents all the natural, emotional, traditional,

societal, and environmental elements which can profile the way a learner interacts with the teacher and the needed experiences (Don, 2012). Education is expected to exercise some positive influence on the learner based on the laid down guiding principles for learning agent, the teacher or human catalyst and the learning contexts involving parental and environmental attributes. It can therefore be appreciated that the education of a child starts from home by parents (mother and father). Parents are without doubt, key performers in the development of children. Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkens, and Closson (2005); Redding, (2006); and Nyarka, (2010) implied their reports that the first surrounding for all learners home-based which in turn greatly influences their educational achievement. A situation where this task is one-sided with either the mother or father alone (single parent), brings much problems in the life of the child.

The researcher wanted to empirically understand the effect of single parenthood on adolescent educational achievement from a socio-educational perspective. Whether divorced, or one of the parents is dead or parental separation or single never-married mothers or fathers are all single parents. Other researchers have shown that children training within single parenthood settings usually meet with several unpleasant values. According to McLanahan and Sandefur (1994), children from single parent homes are more likely to experience low academic achievement and aspirations.

Observations and some studies have shown that children from single parent homes are faced with many problems such as increased psychological distress, health and behaviour problems, deviant activities and high rate of poverty in the society. These adolescents also end up as single parents in most cases. Finance is the major challenge of many single parents, without the second parent either mother or father

around to help and do his or her own part, the family may be faced with many problems. Children living in single parent's families start school late and leave school earlier than children that are from two parent family (the intact family).

Ambert and Saucier (1984) and McLanahan (1995) explained the effects of broken homes and divorce to modify family income and spending on the children, which further affects amount of time spent with the children. These barriers affect educational achievement of a learner. As an implication, a girl learner may be stressed up and would not mind getting married at a very early age with a lower educational status than daughters of intact family parents. Following the findings of Conley and Glauber (2005), a family faced with prolonged financial inadequacies is not to have many children that cannot be properly cared for in the schools. This is because such situation will affect the children's educational achievement.

The budgets of single mothers are usually very tight and single mothers have to take second jobs to cover house hold expenses, day-care bills and debt repayments, transport for children to school especially when the children are many. Some research reports such as Onzima (2011), explained that single parent or step-parent children have the tendency of not finishing up their studies at the high school and college levels, have less parental care, parent monitoring of school work and have less social supervision. Ferreira (1994) and Zangqa (1994) add that such parents are not always available and children may grow up in a home where one or both parents are absent.

The researcher noted that parental presence around the children at the age of schooling to monitor and supervisor them is a predictor to adolescent academic achievement success. This is because the adolescent period is characterised by the high demand of parental supervision and emotional support for the children.

The young people manifest impulsive behaviours that will have far-reaching consequences on the later lives of the young adults in their adolescence. As biological parents share the same household with the children, they can monitor them and maintain some level of parental control. Parent being together creates a condition for checking the child and to protect the child against any parental neglect and abuse. Children are naturally bound to make dreadful mistakes if parents fail to give better guards and guides to them.

According to Sigle-Rushton and MchLanahan (2004), father-absent children graduate from high school and attend college at a lower rate and are more likely to use drugs than children from father-present homes. A father occupies a position that is in line with God's plan in the scriptures of the bible, such that the father being present at home will do so much in the life of children. There is no doubt that children fear their father and there are times they will be scared about some actions they want to exhibit when their father is around them. A child that has control at home must surely be controlled outside, even in the school and this will no doubt positively affect his or her academic achievement.

These results have really shown that the percentage of father-present children who have high school qualifications and attend college is higher than that of single fatherless children single-parent children who has higher school qualifications. This implies that there is gap in their educational achievement; it shows they are lacking the presence of father that would have affected their education in so many ways. The researcher after examining all the contributions of various researchers found that money alone is not the issue needed in this situation, but the presence of both parents is very important.

Three requirements for Academic Achievement that should be met by the school are as follows:

- “Children must be helped to recognised their potentials
- They should have to be motivated to utilize these potentials
- The school must recognize learners potentials” (Dreyer, 1994 and Zangqa, 1994)

All these are pointing to the fact that the school is the place where adolescents look forward to actualise their academic potentials. Parents are to give time to encourage and motivate these children when they are young despite their commitments, their office work, and businesses. Jacobs (2011) regards such commitments as the demonstrated capacity by parents to perform such tasks to aid the quality of schooling. The business of making children to realise their potentials cannot be for teachers alone because they have few hours to be with the children at school. Parents must not overlook their teens irrespective of tight their schedules, they should devote time to be with their children at home.

Jacobs (2011) and Berh (1990) state that academic achievement depends largely on the quality of teaching and motivation. Positive motivation of the child is expected to start from the home. Henderson (1981) concludes that the greatest potential for increasing learner`s achievement at school resides at home. The researcher is of the view that academic achievement of children are combined effort starting from parents to the teachers and the child`s ability and interest. While Masitsa (1995) feels that the social and psychological stimulation for the learner`s academic development is a parent` responsibility, he adds that parental involvement has an influence on the academic achievement of learners. The present researcher therefore submits that academic achievement is motivated by both teachers and parents. Education of a child is a combined effort by parents and teachers; however parents take the lead at home by educating the child the norms and values of the society. A child that is being taught at home cannot be same as the child that

is not being thought at home as a result of either of the parents not being available to help. There is a saying that charity begins at home. As such the child should be exposed to some academic work at home to enable him/her meet up at school.

Joshua and Victor (1996) found that children of single-parent homes show varying degrees of lower achievements dependent upon their individual backgrounds.

For adolescents to achieve their potentials whether from single parents or intact family, the learner must adjust to the environment physically, socially and otherwise. Single parent has to take the role of a mother, father, baby-sitter and also a tutor and this is not an easy task. If a child does not relate well with parents, it leads to depression in adolescents, this may lead to more frequent use of alcohol, which will link the child to early sexual activities. Early sexual urge is common among such children as explained by Davis and Friel (2001); Thornton and Camburn (1989). Closeness to parents by teens reduces their possible engagements in risky behaviours. Parents, whether intact family or single parents are expected to be role models to the children, thereby setting good examples by making their teens know what they stand for. This will help them not be too much difficult when being corrected. If children see that their parents smoke cigarette, marijuana, or do other evils it will be difficult for such parents to correct them.

Father`s absence may affect the children not only in one way. The children may feel that they are not secured when their fathers are not living with them. Some children see their father once in a month or there-about while children in intact family see their father every day. This is an indication to make the children of single parent with mother as the custodian parent instead of father. Many teenagers would not know where their fathers are living or not, while some others may not be allowed to visit their fathers or their mothers or make phone calls to their parents. This action may make the children feel insecured, it is a sympathetic situation. A child once said

that: *"I believe that knowing where my father was would have made the separation a lot easier. It would have been like a security blanket, knowing where he was, knowing that we had some access"*.

Single parenthood introduces what is new to a child's world. Lisa Werner's legal history of 2011 offers a good illustration of what it is like to grow up in a healthy post-divorce environment. However, it lends support to the theory that all marriage breakups, even though it is well managed, have long-term consequences for the children involved. Both parents take a share in raising children, but they assume different roles. There is nothing as good as parents being together with their children sharing daily in the good atmosphere of love and understanding each other. The present researcher had come in contact with a highly supportive post-divorced parents that still maintain good relationship especially when it has to do with their child's wellbeing. They have some good communications, the child has lacked nothing the father always visits his child during graduation at school, or celebration of his birthdays, although the parents are divorced. The researcher researched through and found that this was a good one; but it is not usually the case of the entire single parents. Majority of children that are raised from single parent home are suffering due to the fact that there is no good communications between of the both parents.

Despite all these, the children of the divorcee grow up understanding that life without a father is different from life in the intact family home. They miss the love, care and models of a family at dinner stands enjoyed in the intact family where the family share their meal and fellowship or get together at dinner time and talk about things that bother the members. There is not always a regular interaction among the parents and children due to distance. According to Bondenhorn (2006), the occurrence of single parenthood is on the rise across world-wide in recent times.

The effect of father absence does not only affect the men but also young women that are raised in disrupted families. McLanahan (2011) reported based on the National Longitudinal Survey of Youths (NLSY) data, that one-parent home increases the incidence of idleness by about 30 percent for Anglo children and by about 40 percent for black children. A girl-child growing through divorced and single parents sometimes develops ill-feelings that could lead to fighting siblings and friends, adolescents show theirs in other ways as early sex and pregnancy, drug addiction or by having long-term poor economic prospects. Furthermore, a child may be accustomed to a divorce life of the parents in his early life and may have behavioural problems during his or her adolescence. Bumpass and Sweet (1989) observed that most children that are raised by single parents spend a good proportion of their life-time with step-fathers. The implication of this is losing the actual and expected parental care and provision which are better provided by the biological parents in most cases.

Single parenthood reduces the financial resources of the family thereby reduces all the opportunities money could have given the children as to their education and all other necessary opportunities. Apart from lack of financial resources, children will want their parents to interact with them, have some problems solved or help in doing their home work disciplines and supervise them but in a family where there is no father present as a result of divorce, there is usually less parenting to do these for them, a single parent may not meet up with all these tasks.

## **1.1 Statement of Problem**

Having the age bracket of adolescents in Tshwane as 13-19 years (Kanku, 2010) in the schools, they are usually active and sometimes hyper-active with difference skills or levels. The general behavioural pattern of adolescents tends to show some levels of individual differences among them. This study intended to examine the impact of single parenthood on adolescent and Educational Achievement in Mamelodi Township in Gauteng Province of South Africa. It is hoped that the study will contribute towards finding a solution to the problem.

## **1.3 Research Questions**

### **1.3.1 Main Research Question:**

The main research question of this study is: Does single parenthood has any impact on adolescent academic development in Mamelodi Township?

### **1.3.2 Sub-research Questions:**

In specific terms, the sub-research questions in search of in-depth statistical data for the study are as follows:

- a. Is there any empirical relationship between adolescent educational achievement and type of parenthood?
- b. Do all adolescents exhibit the same level of academic achievement irrespective of their parental background?
- c. To what extent can other variables such as environment and peer group relate to the level of educational achievement of adolescent?
- d. What implications would the impact (if any) between adolescent educational achievement and single parenthood; have on the academic development of adolescents?

## **1.4 Research Aims**

One of the aims of research was to provide some statistical and empirical findings of possible impact (if any) of single parenthood on adolescent educational achievement. Furthermore, the study aimed at statistically determining any relationship between adolescent educational achievement and types of parenthood in South Africa. It also intended to find out the extent other variables including environment and peer group relate to the educational achievement levels of adolescents. The choice of Mamelodi is for convenience since the researcher was now familiar with Mamelodi terrain and this provided a platform for a proper follow-up of the research activities among the people and the schools.

### **1.4.1 Motivation**

Observations and experiences in the recent times tend to show that the level of criminality and school dropout has been on the increase especially among the single parenthood adolescents. This is strongly supported by Motsohi (2014) who stated that "school drop-out rate is still too high" in South Africa. Rademeyer (2014) in his review and analysis of 2013 matric result observed that up to 47% of learners quit school at Grades 10 and 11. The Minister of Basic Education, Angie Motshekga noted in her announcement of 2013 matric results that 20.8% with 1,055,790 Grade 10 pupils dropped to 835,667 Grade 11 pupils in 2012. This is in spite of the fact that teenagers today are the vehicles of leadership and national growth of tomorrow. A situation of negligence of the make-up of the adolescent individuals with regards to their nature and nurture influences may give rise to undefined and a failing future for the society since more of the adolescent would have gone astray thereby becoming troublesome in the society. Against this background the researcher was motivated to engage in a study that could translate into solutions to teenage problems in order to contribute to shaping the society in the future.

## **1.5 Hypotheses for the Study**

The study proposed to quantitatively test the following hypotheses at  $P < 0.05$ :

Ho<sub>1</sub>. There is no significant impact of type of parenthood on adolescent educational achievement.

Ho<sub>2</sub>. There is no significant difference in educational achievement between adolescents from single parenthood and intact (two) parent families.

Ho<sub>3</sub>. There is no impact of single parenthood on adolescent educational achievement and the influence of environment and peer group activities.

## **1.6 Scope and Delimitation of the Study**

This study attempted to cover issues that could possibly determine strong, weak or no impact of single parenthood on adolescent educational achievement. The study did not account for single men and women who per chance have not parented any child in any way as will be determined by the contents and requirements of the instruments.

The study was carried out among Grade 11 High School learners who were 18 years and above, their teachers and selected parents in Mamelodi Township in Gauteng Province. This implies that learners in Grade 12 and those below Grade 11 were not part of the study.

## **1.7 Significance of the Study**

The significance of this study is broadly expected to have both theoretical and practical influence on all the stake holders of education that shall have access to the final product of the study. Theoretically, the results shall statistically confirm whether or not adolescent educational achievement can be impacted on by single parenthood in Mamelodi Township. It shall further help to explain the level of impact if any, between the adolescent educational achievement and the influence of environment and peer group activities variables.

Practically, the outcomes of this study shall be useful to single parents either for commendation or correction in order to maintain or ensure high educational achievements for the adolescents without bias. Furthermore, the Department of Education and teachers shall benefit from the study's findings and recommendations in planning and executing daily educational activities for the teenagers who are the future drivers of tomorrow's economy of the country.

### **1.8.0 Ethical Clearance Issues**

This study deals with human subjects and shall be fully subjected to ethical considerations according to the dictates of the University of South Africa, Unisa. Furthermore, she must obtain a written permission from the Department of Education with the help of a letter of introduction from her supervisor to enable her carry out her research study in the chosen schools. She shall also obtain letters of consent from the Principals of schools to be used including the participating teachers. None of the study participants shall be forced to take part in the study and the identities of all the participants must be under strict confidentiality, hence names of the participants will not be used but numerical numbers and alphabets shall be assigned to them and the schools to be used.

Finally, the researcher shall apply through her supervisor with all necessary documents to Unisa Research Ethical Committee for clearance before setting out for the field.

### **1.9.0 Structure of the Dissertation**

As five chapters were proposed for this study, they are as follows:

#### **1.9.1 Chapter One**

Introduction - This convey detailed discussions of the background of the study, problem statements, research questions, hypothesis, and purpose of the study,

significance of the study and operative definition of terms and conclusion of the chapter.

### **1.9.2 Chapter Two**

Review of Related Literature – The views of researchers, journal articles, textbooks and other materials related to the topic of this study shall be carefully and analytically reviewed in the course of the study, and summary of the chapter

### **1.9.3 Chapter Three**

Research Methodology and Procedure: This chapter shall account for the research design, population of the study, sample and sampling technique, instrumentation (construction, validation and reliability of instruments) method of data collection, method of data analysis, and ethical clearance issues and conclusion of the chapter.

### **1.9.4 Chapter Four**

Data Analysis, Discussion of Results and conclusion of the chapter

### **1.9.5 Chapter Five**

Summary, Conclusion, Suggestions and Recommendations

## **References**

## **Appendices**

### **1.10.0 Definition of Terms/Concepts**

The following key words have been defined as used in this study by the researcher:

**1.10.1** Adolescent is any person (boy or girl) between the age brackets of 13-18 years in the schools. This is the inferred view of the researcher from Kanku, (2010).

**1.10.2** Educational Achievement is the level and quality of attainment shown by an individual after a given learning task. This is comparable to (Coetzee, 2011).

**1.10.3** Intact Family is two-parent family, husband and wife being together. This is an implied meaning by Nyarka, (2010) and many other researchers.

**1.10.4** Socio educational perspective refers to people's social lives in an educative and educational context, child's total social context including the family, the school and society. Socio-education entails the style employed by parents, teachers and other adults in the guidance of children (Spera, 2006)

**1.10.5** Single Parenthood is a phenomenon whereby the care and training of a child is undertaken by only one of father or mother as a result of death of spouse, divorce, separation, and never-married (Klaush and Own, 2009)

#### **1.11.0 Conclusion**

In conclusion, the contents of this chapter explored the necessity and background to the study. One main research question with four sub-research questions and three hypotheses were stated to guide the study. The researcher believed that the outcomes of the study shall make some significant contributions to finding solutions to the problem of adolescent educational achievement and single parenthood.

## **Chapter Two**

### **Review of Related Literature**

#### **2.0 Introduction**

Issues discussed and reviewed in this Chapter are based on literatures related to this study that were explored by the researcher. The review has been carried out under the following sub-headings:

- Theoretical Framework for the Study;
- Family Structure and Academic Achievement of the Learner;
- Types of Parenting and Influence on the Adolescent;
- Academic Achievement of Adolescents;
- Peer Group Influence on Teenage Activities;
- Parental Involvements;
- Motivation;
- Poor Performance of Learners;
- Parents Educational Level;
- Economic Backgrounds of the Learners;
- Summary of the Review.

#### **2.1.0 Theoretical Framework of the Study**

This study was based on two carefully selected models to form the theoretical framework. They are (1) Family Deficit Model and (2) Risk and Protective Factor Model.

##### **2.1.1 Family Deficit Model**

Hetherington and Kelly, (2002) described Family Deficit Model as the ideal and normal family structure of the nuclear or two-parent family.

This model upholds that single-parent families tend to show some negative influences on children since such families are not nuclear in structure. The structure plays down the effects that economic and other background factors could have on academic attainments of the learners (Donahoo, 2003). In the view of Hill (2006), family deficit model assumes that single-parent households are deficient in some critical ways for effective child training. This could be so since there may not be any single parent (father or mother) that can fully play roles father and mother in the upbringing of the child in all these areas such as housing feeding clothing shelter and education.

### **2.1.2 Risk and Protective Factor Model.**

Risk factors are the all measurable attributes that tend to reduce the effective and appropriate attainment of a family. On the other hand, protective factors describe all measurable potentials that can ensure the success and appropriate family achievement. Donahoo (2003), Ushie, Emeka, Ononga, and Owolabi (2012) opined many risk and protective factors exist which work together to influence a child's academic success or poor school performance, rather than seeing single parenting as the sole predictor of academic failure for children. This model describes family structure as one of many risk factors that may cause negative outcomes for children's academic achievement depending on the form of the family structure. Such factor could be attributes and experiences which negatively influence the children's achievement.

Protective factors are those factors which have positive influence on the offsprings, thereby reducing possible effects of risk factors. Therefore, risk factors are the weaknesses and protective factors are the strengths of any given single parent family (Marsh, 1990). Factors such as personality which is an internal characteristic common to all children, the child's intellectual ability and approach to learning,

feelings, character, and sense of worth and urge management (Marsh, 1990) have been found to be possible attributes which could influence the academic ability of a child. Type of family and the associated attributes including parental mental illness and wellness, parenting mode, and traditions and family size have some impact on adolescent education (Donahoo, 2003). In the view of the present researcher, family structure could determine the positive or negative development of the learner's educational achievement.

### **2.2.1 Family structure and academic achievement of the learner**

A single parent family as stated by Tenijbanije (2009) and Eweniyi (2005) has only father or mother and the children resulting from divorce, loss of one parent, never married, separation or dissolution, while a two parent family is the direct opposite. The home that is being managed by only a father or a mother due to one of these reasons is a single family. It follows that children brought up under this family structure are likely to have challenges because it is not the ideal family in accordance with the family deficit model, hence such children may be lacking in one way or the other.

According to Usher et al (2012), respondents in their studies with excellent and brilliant performances revealed that 2.6% and 7.9% came from single parent and two parent families respectively. Such finding shows the evidence of low achievement of single parent children. It has also shown how they are not able to achieve as much as children of two-parent families for not getting complete support from both parents. Uwaifo (2008) states that children from intact families show less anxiety about their academic activities because they are emotionally more stable with less emotional problems.

Klein Knitzer (2007) explained in his study that early literacy skills form part of the important predictive factors about the academic achievement of children. One can

infer from this information that it is better to create awareness of reading, writing and drawing in a child before the child's preschool or kindergarten age because such will help his development and academic achievements in the future. Tenibiaje (2009) and Eweniyi (2005), claim that family structures have been widely found from various studies and documents to be of significant influence on learners' overall performance including cognitive attainment level.

Schultz (2006) is of the view that higher levels of emotional, social and academic problems are recorded among children from unstable households than from intact households. Jeynes (2002b), 2003a, 2005a) stressed the ease of displaying high level of involvement in children's up-bringing by intact parents than by the broken home parents. According to Johnson (2005), higher levels of emotional risks and failures are commonly observed among learners from separated families and all forms of single parenthood. However, there could be some exceptions to such a claim considering some learners from different broken homes. There are still some learners that are gifted that no matter the conditions surrounding their home background, they struggle hard and become successful.

The researcher agreed with all the contributors about how easy for two people, that is: mother and father, to support to the educational achievement of children but also quite agrees that without good environment the learner may not achievement well academically. A two-parent family appears to be more favored than the single parent due to the fact that sometimes one of the two takes care of the children in the absence of the other by agreement.

OECD/UNESCO, (2003) states some concerns about lower income found among single parenthoods more than among the intact families and that single parents contend with the double role of employment and child care all alone. According to Ayodele (2006), the learning ability of a child, viz-a-viz his or her academic

achievement in the school is largely dictated by his or her immediate environment. The researcher agrees with the duties of any single parent family to be much and that such a parent may not always be able to face the challenges of providing all that the learner may need to complete his or her education. Osunloye, (2008) reported that family background which include family structure size; socio-economic status and educational background play important foundational roles towards learners' educational achievement and level of social development.

Moore (2007) in the Child Trends Research Brief found children from single mothers to be five times poorer than those from homes with intact parents. In other words, a mix of poverty and single parenthood was further explained to poorly and negatively influence the educational attainment level of affected children. It is generally believed that a single parent family frequently relocate from one place to the other, a situation that introduces other dimensions of hardship to the the family stability level. Settling in a particular place by single parents is not certain and so the children are bound to experience different environments of living conditions.

Moore explains that greater parental distress with less supervision found among single parent households bring about persistent tension capable of affecting both social and educational attainment of a child. The learner experiences so many difficulties with the single parent due to inadequate finance prop up to cope with the affairs of the family moving from one place to another. It may take some time for the learner to understand the recent surroundings for proper integration his latest friends.

Adejuwon (2005) discussed identity formation among children and concluded that children of low parenting demands demonstrated significantly higher externalizing behaviors than children of higher parental responsiveness as a key factor in identity formation of Nigerian youths. Adolescents from with low self-evaluation of child up-

bringing have overt attributes than mothers with high self-evaluative attributes. Brown (2004); Manning and Lamb (2003), revealed that stable biological-parent families offer better environments for children's development and life chances than other family structures. O'Connor, Dunn, Jenkins, and Rasbash (2006), observed increased cases of marital discords and mothers' hostility toward children in the recent times. Richmond and Stocker (2008), Bumpass and Lu, 2000); Manning, Smock and Majumdar (2004); Raley and Wildsmith (2004), pointed out that the children from cohabiting-parent homes are likely to have more problem of family transition than those from married-parent homes due to higher level of instability in cohabiting-parent homes. It was summarised that marriage increases financial resources (Page and Stevens, 2004) and to a large extent lowers the degree of poor life quality (Lichter, Roempke, Graefe, and Brown, 2003). OECD (2007) reported that disruption leads to a drop of economic resources, with much effect in due course. According the report, even Norway where educational costs are highly subsidized, economic and opportunity costs of tertiary education have been found to be higher.

Lauglo (2008) and Størkersen, Røysamb, Moum, and Tambs (2005) reported that there were some evidence of more school problems and lower academic achievement among children who have experienced divorce in Norway. According to the National Centre for Children in Poverty (NCCP) children of low-income families start school at older age than their peers from high-income families (Knitzer and Klein, 2007).

Children who are raised from single family home are faced with abnormal behaviours due to the fact that they lack care, control and close relationship that supposed to exist between child with his or her both parents. Literature show that the Chinese and Indians believe that the raising up of a child without education is a

factor counted against the father; and so the fathers took up the challenge of training of children as an honour-bringing instrument in maintaining the family grace and status. Indians and Chinese share almost the same parenting culture to some extent. Parenting according to literature show that, both Indian and Chinese fathers take up great responsibilities to ensure son's academic capital because the sons will care for their old parents (Pal, 2004). Lee, Kuser, and Cho (2007) are of the view single-parent family unit threats to a child's development since such unit lacks appropriate responsibilities towards the child. However, they noted that some children from single-parent families registered some degree of success in different developmental aspects including good quality socialization.

Suvarna, (2006) considered adolescence is a stage where children suffer from the "storm and stress" symptoms in the course of development. Any inadequate parental involvement in single-parent households poses some threats to the overall developmental rating of the adolescent (Spera, 2005). Supporting a popular saying that unfavourable living contexts such as single parent family, lack of bedroom and having family members with chronic diseases are less detrimental if the parent possesses responsive parenting behaviour; Spera (2006) opined that parenting should depend on critical set objective and goals. The researcher feels that no matter the goals and principles of responsiveness of single parents, there are still short falls in many of such homes, because of lack of the second adult at home, two good heads are better than one.

### **2.2.2 Single parent family**

A single parent is one who has the day to day duty in the raising of his or her children alone without the wife or husband. Single parenthood did not start today; rather it is a long time issue that was caused by slavery or having given birth outside wedlock, separation, divorced, or death of spouse. Single parents have been

reported to have the highest level of family challenges, work and conflicts compared to partner and/or couple-parent individuals. Bellavia and Frone, (2005), indicated that single parents struggle with most family demands. Single parents are not more likely to report spending insufficient time with their children, but they do suffer from the highest rates of time-strain based conflicts (Milkie, Mattingly, Nomaguchi, Bianchi, 2004).

A previous research comparing single parents and couple parents found that single parents tend to report higher degrees of work and family conflicts (Bellavia and Frone, 2005). The single-parent family is a social phenomenon which has become more common over the past few decades (Gucciardi, Celasun and Stewart, 2004). According to Custodial Mothers and Fathers and Their Child Support: 2007, released by the U.S. Census Bureau in November, 2009, there are about 13.7 million single parents in the United States today, who are responsible for bringing up their 21.8 million children (approximately 26% of children under 21 in the U.S. today). Stereotypical thinking about single-parent families considers them as mothers solely involved in child training (Kalman, 2003), but there are also single fathers. In other words, single parent fathers could be of lesser number compared to the single parent mothers particularly in the recent times.

Klaush and Own (2009) showed from their study that reports of depression and low sensitivity towards children were more common among stably cohabiting mothers than were married mothers. Dickerson, (1995) studied and interviewed six African American professional women for a documentary on single parenting. Among them, two were divorced, two made the decision to become single parents, one decided to adopt a child and one was a widow. Dickerson found the six women shared some commonalities and problems as most other single professional mothers as two parent households. The common issues and problems according to the study

include finances, commitment, personal sacrifices, child care, lifestyle, stress, challenges of parental involvement and so on.

### **2.3 Type of Parenting and Influence on adolescence**

Four types or styles of parenting (Cherry, 2012) have been identified and discussed below. They are Authoritarian Parenting, Authoritative Parenting, Permissive Parenting and the uninvolved parenting.

#### **2.3.1 Authoritarian Parenting Style**

This type of parenting style is also called strict parenting or 'Totalitarian Neglectful' parenting, where parents place elevated hope of traditional values and observance to parental instructions over their children. It usually allows a few chances for discussion among parents with their children. They tell the children what must be done without advancing any reasons for the rules or boundaries. Such parents spank on their children rather than discussing the problem and hence they show less responsiveness to children's needs. The children are conditioned to obey whatever decision suggested to them. If a child refuses to obey his or her parents, the child will be severely punished. Children from such parental background show the tendency of less achievement in school compared to those from authoritative households.

Authoritarian parents like hitting a child instead of discussing with the child on any issue. Ribeiro (2009) reported that authoritarian parenting styles to produce obedient and proficient children, with lower ranks in terms of cheerfulness, social fitness and confidence than authoritative and other forms of parenting.

According to Gurian (2012), Zervides and Knowles (2007) an authoritarian parenting style points to some firm control of the child but with lower levels of responsiveness.

Jelani (2006) reported that African-American male children from authoritarian parent homes showed the tendency of higher success in their school works than their counterparts from other parenting types.

Teachers rate Children from authoritarian environment to be low about their expected work at school in terms of persistence, motivation and satisfaction (Ginsburg and Bronstein, 1993). They also explained that children of democratic parents perform better in school, with higher level of independence and social responsiveness than those from both permissive and authoritarian households.

Naiker (2011) reported that under-achiever-parents tend to be over restrictive and demanding. According to them, such domination by over protection may have the effect of retarding the children's ego involvement, aspirations and educational achievement.

Furthermore, they reported that children who gain the least from educational opportunities in most cases come from homes where their thinking is dominated by their parents and the children just accept. They therefore recommended that parents should be democratic in dealing with their children to give them some level of independence in the area of their social and emotional life. This will allow children to selectively associate with their peers at school.

Dewar (2011) and Wise (2003) observed that authoritarian parents emphasise good characters and morality before their children and not achievement and school performance. They are not flexible and would always want the child to strictly observe the rule and orders which they take to be most important. They make decisions for the children without their consent and would not allow feedback from children on the decision.

Authoritarian parents attach so much importance to dependence on parental wishes and ideas by children and this is an indirect way of discouraging independence.

Grobman (2006) found that children of authoritarian parents show higher dispositions to drugs and alcohol abuse and also the intent of joining gays. This is probably because they have no democratic parenting relationship hence many of them go wayward to do whatever they like as they come of age. Some authoritarian parents are demanding, directive, obedient and would ever want their orders to be obeyed to the later (Dewar, 2011).

Two classes of authoritarian parenthood have been identified: non authoritarian-directives with directive character but not oppressive and the authoritarian directives that enjoy disturbing, with their disciplining style as supportive not corrective measures. They set direction the child must adhere to otherwise the child will be rejected. Several reports show that children raised in this type of families will always be unable to perform well academically. The authoritarian parent children are less in terms of social behavior rating because instead of allowing the children to choose by them the parents chose for them with well stated instructions and guidelines.

### **2.3.2 Authoritative Parenting style**

Authoritative parenting is variously described as `assertive democratic` or `balanced` or `propagative` parenting. It provides the opportunity of being able to be in command, dealing with every form of misbehaviour, in order to bring about with the intention of encouraging distinctiveness and communications among the children (Ginsburg and Bronstein, 1993 and Monyela, 1999). It involves a child-centred approach with high expectations of maturity from the child. Authoritative parents tend understand their children`s feelings with the extra function of directing the children how to deal with such feelings.

While Matsumoto and Juang (2008) stated that justice, with adequate encouragement by parents over their children are strong attributes associated with authoritative parenthood, they opined that the most common form of parenting is

authoritative. Authoritative Parenting use positive and negative sanctions to show the child right from wrong. Authoritative parents explain to the child why they took whatever action they may have taken. Henshaw (2009) in discussing what parenting style is best using three styles, considered authoritative parenting style to stand out among others.

Grobman (2006) explained that self-regulating, higher social skills, self-assurance, ability to manage feelings and anxiety remain important characteristics of off-springs of authoritative parenthood than other forms of parenting. The children tend to practice better ways of studying than their peers from authoritarian parents. Furthermore, literature has proved that children whose parents are authoritative appear to achieve more than those from other types of parenting styles. Parents are expected to take their stand when raising children because the success of the children shows how much of their efforts that are being applied in the lives of their children.

Pellerin (2005) suggested that “children from authoritative homes may succeed at school better than others because the authoritative climate at home prepares them to function well in authoritative contexts” usually found in schools. Parents in this context are resolved and warm in dealing with their children. These parents uphold order and independence as key to character moulding and capacity building. Hence, Milevksy, Schlechter, Netter and Keehn (2007), concluded that such parents are positively defensive. Using authoritative ruling on the children at times pays so much in raising them especially in their adolescent years that are usually characterised by high risk of improper behaviours.

Tiller, Benchea, Block, Gramer, and Tiller, (2008) noted that such children from authoritative parents showed better studying outcomes. Baumrind (1989), summarised the attributes of authoritative parents as being authoritative parents are

both tough, receptive, assertive about standards and norms, supportive and not just punitive towards their children to ensure proper self-confidence, social responsibility and cooperative in overall character disposition.

Madeline (2012) explained that children from authoritative parents produce better scores, yet show an over-all better optimism and disposition towards academic life. Baumrind's classification (Authoritative, Authoritarian and Permissive Parenting Styles) of parenting styles shows that authoritative parenting demonstrates a significant level of understanding and resolve. Children in authoritative family have good relationship with their parents tend to be more open to their parents. They are very free to discuss with parents at home. They are independent in thinking, and are able to do well academically. They are supported and guided by their parents.

### **2.3.3 Permissive Parenting**

This is referred as indulgent or Free-ranger parenting or non-directive parenting style (Baumrind, 1989). Parents in this category have the feeling that showing and giving their children love is their ultimate goal in parenting and they are generally very lenient. The parents are responsive and require some level of responsibility and conduct from the children. They allow the children with much freedom with the intention of not wanting to offend the children.

Permissive parents believe that their children should be free to make their choices of life and most of the children selfish become selfish in the process (Leow and Chan, 2011). Some parents are seen to be over-committed and over-protective about their children giving rise to the children losing the opportunity of self-confidence, independence, peer-interactions and initiative development (Richmond. and Stocker, 2008) in order to prepare for the future.

The children from permissive parents have good self-esteem and better social skills than their peers from other parenting styles, but lack academic motivation. No child

is supposed to be over protected if a child is to be socially and academically well trained and directed.

Permissive parents generally are soft and liberal, with less demand on the children. It is a common observation that such parents would not usually deal with naughtiness. Children from permissive parenting style always find it difficult to be independent and responsible and may feel insecure due to lack of boundaries and guidance Cherry, (2011). The researcher noticed from several literatures that permissive parents produce children that cannot learn from their mistakes and their troubles.

#### **2.3.4 The Uninvolved parenting**

The Uninvolved parent is also known as neglectful, detached, dismissive or hands-off form of parenting (Darling, 2010). In uninvolved parenting, parents are somehow loose in the training of their children. When parents hand-off from their own children the children may be wayward. Uninvolved parents have less control in child training. They are less responsive, undemanding and do not set limits to their children's training. Such parents are emotionally unsupportive of their children; they just provide the basic needs of their children such as feeding for them in some cases.

Parents in this type of parenting neglect the needs of their children. The children therefore struggle to provide for themselves and eventually develop poorly and experience problems in several aspects of their lives (Darling, 2010). As parents only base their training of the children on only food, clothes and a little comment on the other things, the children are likely to achieve less academically and many other aspects of their lives. Parents are supposed to be up and doing to meet up with their responsibilities so that the children will be able to achieve their academic demands.

## **2.4 Academic Achievement of adolescents**

Academic achievement indicates the numerical score of a student's knowledge. It measures the degree of a student's adaptation to school work and to the educational system Coetzee (2011). Dambudzo (2009) uses an example by Mudra of Illinois University to demonstrate how a negative belief of the self can lead to failure. High expectations of excellence from adolescents by teachers, parents and themselves introduce some level academic stress in the learners (Ang and Huan, 2006). It could be inferred from the literatures, that even when the adolescents in Korea were aware of the importance of education that leads to their acquiring well paid employments, increased societal ranks in addition to successful marriages, they get stressed up due to their high commitment not having time of their own. Also literature has it that Singaporean adolescents experienced some great deal of traumatic learning situations.

Ho and Yip (2003) reported that majority of the 1500 adolescents surveyed ranked education to be the most stressful aspect of their lives in Singapore and that rush by adolescents to gain entrance into reputable universities created great contests among them in Korea. In a similar vein, Hui (2000) found and stated that adolescent girls have "more concerns relating to education, family, psychological wellbeing and future" and that issues of unstable characters, general indiscipline and peer influences proved to be major problems among the boys in Hong Kong. These factors mentioned above do have varying degrees of effect on the academic achievement of the adolescents in the different countries. Societal experience in the recent times tends appear to show that adolescent girls are more serious with their studies as compared to boys while the boys are more problematic in the society. Academic failure and poverty seem to be related in life and could be the reason for Orfield, Losen, Wald, and Swanson (2004) to conclude that reducing poverty growth

rate will require encouraging higher level of academic achievements among the adolescents. Downey and Yuan (2005); Kutnick (2000); in their various studies noticed tend to see male learners as under-performing in the schools compared to their female counterparts with higher achievement mean scores and more positive attitudes towards learning in the schools than the boys. Mack-Canty and Wright (2004) explained that the quantity and quality of adolescents` learning are dependent on school and home relationships. They further explained that the level of flexibility of adolescents to interpret acceptable gender characters is directly proportional to the level parental openness about gender roles at home. Girls generally are doing better academically than the boys. Academic attainment depends on the socialization influence children (boys and girls) get at home in school.

Sirin, (2005) reported that different aspects of social economic status such as income, parental education, and parental occupation produce several deciding factors to influence educational achievements. Self-efficacy leads to the general social, emotional success and physical well-being the individual which is an important role in adolescent development. As believed by Capara, Barbaranelli, Pastorelli, and Cervone (2004), individuals are being socialized by their families, peer groups and church as agents of social realization. It can therefore be inferred that an adolescent`s family and environmental situations can effectively determine his or her level of self-efficacy.

The researcher found from the above contributions that self-concepts matters much. Academic achievement is related to performance. When a student is having negative feelings about education, such student finds it difficult to achieve academically. Academic achievement indicates the numerical score of a student`s knowledge. It measures the degree of a student`s adaptation to school work and to

the educational system (Baadjies, 2008). Literature appear to show that in addition to parenthood, other off-putting factors such as teenage pregnancy and general negligence stand as possible individual causes of poor academic attainments among the adolescents. It is interesting to observe that some single-parent children exceptionally achieve in their academic endeavours. However, children who grow up in intact, two-parent families tend to significantly perform better than those brought up in the single parenthood homes. Mc-Lanahan, Garfinkel, Reichman and Teitler, (2001); Haveman, Wolfe, and Pence (2001) showed that lower number of children of single parent American families could graduate from high schools compared to from intact parenthood homes. Considering “children’s cognitive development, the disadvantage of children with never-married mothers is greater than that of children with divorced or separated mothers” (Korenman, Kaestner, and Joyce, (2001), Pomerantz, Moorman and Litwack (2007:382) highlighted that helping with take home activities by discussing school related matters with the learners, and engaging with them in intellectual activities form key parts of parental home-based involvement. Parents should be involved in all aspects of child’s life, and let this involvement start at home.

Jeynes, (2010) reviewed some related studies with the conclusion to show expectations and communication as more influencing determinants to affect academic attainments of learners than the open behaviours. Parents should show commitment by communicating with the children and let their abilities starting showing from the home. Grissmer, (2003) noted that parent’s educational height is the key and major determinant upon which adolescents` level of educational attainment can be based. Children raised from educated home tend to do better if they cultivate the habit of studies and be humble to their parents’ advice. Since every child has the tendency to imitate others around them, children whose parents

are educated work after what they see in their parents and such will eventually help them to perform academically better than others from uneducated parents in some cases. Teese (2004) found similar clear and consistent trends considering socio-economic background of parents. This is to say that higher socio-economic is a moderator of children's academic achievement. The lower socio economic parents may not have finance to give children the expected level of attention and materials that can enable the children excel in the school with experiences from the house. Margoribanks (2003:1287), observed that most "high achievers have high socio-economic status background and they hail from highly educated families". Adolescents who want brighter future should not look at the social economic status of the family but should go ahead to engage themselves and continue to study as that will make up their future status.

House (2002) reported learners' learning and achievement to be of higher quality particularly as such learners come from relatively average income level and or concerned well-educated parents. The author concluded that learners' academic accomplishments could depend on their socio-economic standing. Jaffe, (1985); Rani, (1998); and Simon, (2004), reveal that a strong relationship exists between learners' attainment levels and their parental education levels, employment, earnings and overall livelihood. The middle and upper class learners are more advantageous academically because they have access to all their academic needs. Hayes and Bronzaft (2006) reported children's educational attainment to be influenced by their general background, inheritance and mothers' ages at their births. Single parent mother who is not well educated may end up in poverty because she may not have access to good job, as such she may not be able to encourage the child by providing all necessary materials that the child may need for his or her academic attainment.

## **2.5 Peer Group Influence on Adolescent Activities**

Adolescents are faced with so many vices especially from among their peers which can negatively influence them in many ways. They are full of self-defense and do not always need any interference from anybody. Adolescents like to desire their lives alone or to discuss among their peers. Peer group according to Kaplan (2000), proves to occupy a central position in the lives of the adolescents as young adults. According to literatures, adolescents from poor single mothers find it more difficult to go to school and eventually perform poorly in their studies with greater troubles while in schools, (<http://psychcentral.com/news/archives/2004-08/rufsi081204.html>). The adolescents want independence from their parents and usually offer themselves social rules for interacting with other peers of their group. They want to be identified and to show some sense of personal worth. Kaplan (2000) sees peer-group membership by adolescents as an escape not to be accountable for their actions and expectations of their parents, (<http://www.factbites.com/topics/Peer-group>). Zarrett and Eccles (2006) stated that adolescents would always push for freedom and moment among themselves, and yet cannot forego parental assistance for proper development. No matter the independence nature of the adolescents the guiding nature of parents cannot be over emphasized until they are aware of themselves. A child whose parents spend time to teach at home would undoubtedly do well at school.

## **2.6 Parental Involvement**

The definition of parental involvement varies from groups or organizations. Many have argued that parental involvement cannot have one blanket meaning. Educational institutions link parental involvement to parental duties towards the educational advancement and achievement of the child. On the other hand, parental

involvement is conceived by child service organizations as family building activities by parents. Involvement is referring to the time and participation put in the education of child's schooling and life. Involvement can be at home and at school or out of the school. Bacallao and Smokowski, (2007) were of the view that Mexican American mothers frame their hard work in terms of their desire for their children to succeed in the future, in order to motivate the youth to succeed academically. This implies that children of mothers with increased human and social capital could have greater academic attainments and ratings. According to Gutman (2008) the level of educational attainment of adolescents depends on the level of parental and children's attitudes and aspirations. Parents that demonstrate elevated aspirations tend to be more involved in the education of the children in order meet up with their set goals for the family. The researcher has observed from the above discussions that early parental involvement in the education of children predicts their future academic achievement.

Pomerantz, Moorman and Litwack (2007) said that parental involvement is vital for enhancing adolescents' educational attainments. Hence, this researcher opines that there is no easy way children can be successful academically without the home assistance by the family members, especially the father who is like the protector, the provider, the teacher and the authority head of the family based on recent literature findings. The views of Figueroa-Moseley, Ramey, Keltner, and Lanzi, (2006) showed that the parental involvement influence levels differ among racial-ethnic and Latino nationality divides. Jeynes (2003 and 2005) described academic attainment to be strongly related to level of parental involvement in the up-bringing of the child. Parents are the foundation of their children academic achievement due to the fact that parents are the home teachers to their children.

Domina, (2005) and Pomerantz et al, (2007) reported that parental involvement in academics often distinguished that school-based and home-based involvements by parents are of great significance to child training. Epstein and Sheldon, (2002); Israel, Beaulieu and Hartless, (2001); Pong, Hao, and Gardner (2005) and many others have studied effects of parental support and monitoring on adolescents' academic attainments. Martinez, DeGarmo and Eddy (2004); Quiocho and Daoud, (2006) also explained the importance of support by parents towards the up-liftment of the academic level of the the children. When parents' expectations for their children's academic success are high, they care for them and provide all the necessary school materials needed for their studies to inspire them academically towards successful achievement. Indeed, adequate parental investments in the education of their children are a common factor to determine the level of success made by the children at school. (Gershoff, Aber, Raver, and Lennon. 2007; Yeung, Linver, and Brooks-Gunn 2002; Guo and Harris, 2000).

Direct encouragement by parents for children is a vital class of parental involvement towards the educational success of their children (Fantuzzo, McWayne, Perry and Childs, 2004). The present researcher observes that children's success depends on early intervention of parents for them to achieve their future potential and this intervention is in many ways at home and in doing their school work, monitoring their whereabouts after school. In the views of Jeynes (2007:241) the level and strength of the connection between parental participation and adolescents' educational attainment remains unclear and explained parental involvement as "parental participation in the educational processes and experiences of their children". Domina (2005) explains that in addition to guiding the child on his or her take home activities, parental involvement includes the parents becoming active in all activities related to the child's academic well-being. Adalbjarnardottir and Hafsteinsson (2001)

considered this type of parenting as promising because it explores strong association between the various features of parenting and adolescent regulations.

### **2.6.1 Involvement at Home**

Henderson and Berla (1994) reviewed 66 student cases in relation with their academic success and level of participation of their parents in their studies; and concluded that children whose parents were well involved at home achieved much better at school. Encouraging learners by parents to do their assignment at home, taking the children to museums and other places children tend to succeed if families work together with the schools to support learning.

Harris and Goodall, (2007), observed that supporting the child at home earns his or her more significant attainment than supporting school activities. Parents need to remember that they are home teachers, supervisors, guards, directors of the children at home such as getting involved in their children's education by reading to them, showing them how to recognize some words and monitoring the type of friends they keep. Parents need to see all round development of their children both at school and outside school; these are ways parents influence their academic achievement which will influence your child anywhere he goes. Listening to what he/she has to tell you and being vigilant about where they go to. Knowing their likes and dislikes and always encourage them, the parent is still an important part of their life and need to stay involved as much as possible by always communicate with the teachers about their teens and always visit the schools where their children is schooling, when children are aware that their parents are capable of visiting, they will be serious to their studies.

Domina, (2005) showed that various forms of parental involvement bear individual associations about educational attainments. Although different people with difference views on what parent involvement is, a child that is being supervised by

the parents is of great benefit when he or her grows up. The child needs to be well balanced and it provides the child a positive influence to model after as he or her grows up. Hawes and Plourde (2005:55) concluded that “parental involvement has a powerful influence upon eight graders’ and that parents’ participation in their children’s education results in higher achievement” particularly in Mathematics and Social studies. Children should study at home because charity begins at home; academic stimulation at home environment is one of the chief determinants of learning.

Wendy (2004) observed most of the learners that graduated and completed from high schools were the ones that had higher levels of parental involvement and that the number of years of parental involvement is directly proportional to quality achievement made by children. If parents want their children to succeed academically, the primary and secondary school stage is a very tempting stage that parents cannot joke with in raising their children. It is the foundation stage for achievement. It is a time parents need to supervise, care for, check their children’s homework, control the viewing of television and discuss career achievement and also plan about their teen’s higher school.

There are others indicator as per learners’ academic achievement but not withstanding, single mothers have a lot of engagements to cover, hence they are not able to meet up children’s academic demand. Single mothers are less involved in outside activities of children education.

Bondenhorn (2006) points that cases of single parenthood is on the rise in the present dispensation and single parents do not easily to be in charge over their children compared to the intact parents. The child of single mother assumes the duty of adulthood early. Children who are raised in single headed home whose parents have high conflict in marriage have high behavioral problems. Academic success of

every student is dependent upon appropriate family contribution, accounting for income and education levels of the parents (Allen and Tracy, 2004).

## **2.7 Motivation**

Sikhwari (2004) said that human learning is a complex phenomenon, and motivation is an essential part of it. Areepattamanil and Freeman (2008) declare that researchers have used a variation of motivational approaches. Motivation is like engine that drives someone to do something. It is a stimulus just like a push. As a form of stimulation, motivation points to opening ways and road maps that can lead to increased passion and determination in the learners. It involves pushing for convinced aspirations coupled with eagerness for particular actions. Motivation could be intrinsic and extrinsic. It is intrinsic when it is inwardly rewarded and extrinsic when it is outwardly rewarded.

Specific characters developed in individuals depend on the level of motivation they are exposed to. Sikhwari (2004:51) states “that motivation is an essential part of the complex process of human learning and despite its importance, there is much that remains unknown about it.”

### **2.7.1 Intrinsic Motivation**

Intrinsic motivation drives one to do things he or she believes is good or right to do for a desired benefit. Intrinsic motivation is stronger than extrinsic motivator. It is the in-born desire and passion to do any thing of choice for the personal satisfaction and reward the individual derives from participating in such activity (Crous, Roets, Dicker and Sonnekus, 2000). Coetzee (2011) declares that intrinsic motivation involves the internal urge to acquire capability with self-actualization. Wigfield, Guthrie, Tonks and Perencevich, (2004) explained that self motivated individuals get willfully and

more profitably involved in chosen activities and work towards increasing their levels of proficiency.

### **2.7.2 Extrinsic Motivation**

Extrinsic motivation is external motivation that comes from external influences. It can come from the teacher, parents, peers and the society in general. It acts to displace intrinsic motivation if not properly managed. Stockdale and Williams (2004) provide good evidence that extrinsically caused behaviour actually undermines motivation in the classroom. Aja (2009) advises that teachers must encourage and nurture intrinsic motivation while at the same time make sure that the level of extrinsic motivation is right. Intrinsic motivation and extrinsic motivation are likely twins in the life of a learner. If a learner is not properly backed up in his academics engagement the learner may not achieve his potential.

### **2.8 Poor Performance of learners**

Ajila and Olutola (2000) categorized the problems of student's poor achievement as their environment, sufficiency of instructive materials and social order. Tenibiaje (2009) highlighted causes of poor learners' performance in Nigeria higher institutions as learners, school, parental factors and other variables. Learners factors include attitudes to school, approach to learning and academic self-concept. Parental factors include their social class, educational status and inputs. Single mothers may feel not to have enough all the required funds for their children's school needs. This situation creates poor feelings in such mothers not to see the compelling necessity to send their children to high schools. It is a problem for single mothers to encourage their children to go to university because of the financial aspect involved. Caughy and O'Campo, 2006; Delores and Godwin, 2007; Evans, 2004; Suh and Suh, (2007) all pointed to poor educational achievement, general

difficulties at school, withdrawal, among others as some characteristics adolescents from poor single parent families.

## **2.9 Parents Educational Level**

The overall disposition and attitude of parents towards their children are usually affected by their level of academic standing. In other words, the quality and development level for every child could be seriously affected when the parents have no enough education. Single parents that are educationally not qualified will not have the opportunity of having good jobs with adequate wages. According to Schulz (2005), such a condition may earn the parents loss of wage potential with higher incidence of health problems, while violent behaviour, dejection and nervousness become the attributes of their children. This implies that the higher the socio-economic level of parents, the higher the opportunities for the children to receive appropriate parental support.

School should create awareness to parents on the possible are as they should be of help to the children in other to encourage their interest on their children educational attainment. Elizabeth, Clements, Arthur, and Niles (2004) stated that early parental involvement in school activities favours higher educational attainment from nursery school in the course towards adolescent age. Families with appropriate educational desires often produce more successful children because such desires are functions of how the children perceive school life and the practises (Jodl, Malanchuk and Sameroff, 2001). In the same vein, the level of parental educational practices determines the amount of parental contribution, vis-a-vis supervising of the student's learning (Spera, 2005 and 2006). This was supported by Begum (2007) that, parents-child connection involves participating in all activities that can sustain, persuade, aid, facilitate, be on familiar terms with and add to the overall educational

attainment of the student. The researcher infers that apart from monetary provision to inspire the children, that there are other numerous ways to inspire children's education both at school and at home. Gonzalez-DeHass, Willerns and Holbein, (2005) argued that the setting of norms in the home, encouragement of children to take up challenges by parents go a long way to produce love and care in their children. Parents need to demonstrate authoritative parenting style where love, care and responsiveness are implemented by monitoring the child's school work and supervising his activities generally.

Davis-Kean, (2005) also agreed that parents' levels of education and parents' expectations for their children's success are positively related, and that this gives the children the courage to build up higher prospects by themselves. Parental educational achievement proves to be a pointer to their children educational achievement due to the fact that they know what it takes and what the children want to be able to succeed in life.

The researcher assumes that parents' educational attainment may be a pointer to adolescence educational outcome and job placement, if the adolescence is not carried away by influences around.

Apart from difficulties in financial and psychological effects of children that are raised in a single family home, they have a different outlook of life, than children that are raised with two parents. This behavior was shown by studying 159 spouses and ex-spouse with their 12 years old children (Tesse, 2004). According to this study, children have lower self-esteem when they are being brought up in a single parent home. Marjaribanks (2003) identified that higher achievers have been linked to high socio-economic status having come from highly educated families. This is supported by Lloyd (2002) that children with high level success scores could have come from well to do families. The present researcher observed that adolescent who is not

ready to achieve academically even with the high socio-economic family many still fall out, the most important is determination and interest to really follow the trend of academics otherwise money with lack of interest in the child may not bring the much desired academic achievement. Ajila and Olutola (2007) have it that home situations affect learners because the first socializing agents are the parents, home backgrounds have major functions in dealing with a child's life experiences and academic achievement. Parents are one of the agents of socialization, so the home is just like a mirror to the children, the home should not shift its roles to any other, and the children learn more through what they see.

### **2.10 Economic Backgrounds of the Learners**

Young mothers are at risk due to the fact that their state may warrant them to leave the children to their grand parents who may not understand much about education. The young mother may face the problem of social and economic disadvantage than her peers whom are not pregnant. Many teen mothers' dropout from school as a result of their economic status and as such, cannot achieve academically. This situation can result in reduction of job opportunities which in turn it affects the child's training. Hence Frazer, Brockert and Ward (2004) indicated that early age childbearing practice necessitates seeking support among the lower socio-economic families in particular. Children of low-income families begin their academic training below their advantageous peers. Alderman-Swain and Battle, (2003), Mistry Biesanz, Chien, Howes and Benner, (2008), supported that socio-economic status of a household is three times more influential than household itself. Staff and Mortimer (2008) insisted that children from higher socio-economic status families spend more hours on homework and extra curricular activities with higher conscientiousness about their future educational plans. Bliss (2004) reported that for the reason of lack of initial experience of forms of infrastructures in the school

system from the home, children of low socio-economic background react incomprehensively to classroom teaching. Ajila and Olutola (2007) agreed that home background and level of educational attainment of children are related, however, this relationship is not always strong in all circumstances because a proportion of learners from single parenthood perform academically better than those of intact families. This researcher therefore agrees with the duty of parents as to make home environment to work for the learner. Without the parents' guards and motivation, no matter how good the environment will be the learners may not achieve academically. Klein and Pellerin (2004) reported single fathers to be of better economic standing compared to their single mother counterparts and learners of single fathers enjoy significant higher economic advantage than their peers from single mothers. This researcher would find out the weights of these claims in the course of this study.

### **Summary of the Review**

The review for this study started with a theoretical framework based on Family Deficit and Risk and Protective Factor Models. While Family Deficit Model favours intact family as the ideal and normal family type, Risk and Protective Factor model sees family structure as one of many risk factors that could cause negative outcomes for learners' educational attainment. The review further looked into family structure and educational achievement of learners; types of parenting and influence on the adolescent; educational attainments of the learners; peer group influence on teenage activities; parental involvements; motivation; poor performance of learners; parents' educational level; and economic backgrounds of the learners as sub-topics based on available recent literatures and documentations. Findings of the review show that the adolescent education is facing challenges in different ways including family background which entails types of family, dimension, socio-economic

standing and instructive settings that impact on learners' education achievement with societal assimilation.

The review critically studied the nature, and implications of family structure and four types of parenting including Authoritarian Parenting, Authoritative Parenting, Permissive Parenting and the uninvolved parenting and their effects on adolescent education.

## Chapter Three

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter deals with the research methodology applied in the study. It comprises of the following sub-headings:

Research Design, Population of Study, Sample and Sample Techniques, and Research Instrument. Other sub-headings covered in the chapter are: Validation of Instrument, Method of Data Collection, Method of Data Analysis, Ethical Considerations and Summary of the chapter.

#### 3.1.0 Research design

Research design which could be experimental, quasi-experimental or survey (non-experimental) design according to de Vos, Strydom, Fouché and Delport (2011) refers to a set of logical arrangements from which prospective researchers can select one suitable for their specific research goals. McMillan and Schumacher (2006) indicate that research design describes how the study is conducted; it indicates the general plan, what happens to the subjects, and which methods of data collection are used in order to generate empirical evidence that will be used to answer the research questions. According to McMillan and Schumacher (2006) a non-experimental or non-probability sampling is the most commonly used type of sampling method in educational research such as this. Maree and Pietersen (2007) classify quantitative research designs in two main categories, namely experimental and non-experimental designs. According to them, non-experimental designs are mainly used in descriptive studies in which the units that have been selected to take part in the research are measured on all the relevant variables at the same time without any manipulation. The researcher here used non-experimental design in this study in order not to give room to any manipulations of data.

The design for this research is a descriptive survey design using mixed method research involving qualitative and quantitative approaches. Descriptive survey research is usually used as a pre-cursor to quantitative research designs (De Vos, Strydom, Fouchè and Delport, 2012). The overview of descriptive survey design gives some valuable pointers as to what variables are worth testing quantitatively. This was to afford the researcher the opportunity of surveying across the sample area as stated in the earlier chapter.

The researcher interviewed the sampled parents using a semi-structured interview schedule (Appendix 6) for this study with the aid of an interpreter to enable the parents that needed language interpretation to understand the purpose and content of study very well and the need to support the study. The interview sessions afforded the researcher (interviewer) to directly work with the interviewees (respondents) (Valenzuela and Shrivastava, 2013) in order to properly comprehend the meaning of the responses given by the interviewees (Kvale, 1996) in triangulation to the administered questionnaires for the study. The Face-to-face (FtF) interview has the advantage of synchronous communication in time and place (Opdenakker, 2006). This enabled the researcher to take advantage of some social cues such as voice, intonation and body language of the interviewees that gave some extra information that added to the verbal answers to the questions from the interviewer. Two of the five interviewees permitted the researcher to tape-record their interview sessions and this helped the researcher to play and replay the clips during the analysis for needed details. Indeed, the researcher used a mixed method design in order to combine both quantitative and qualitative data for in-depth analysis and interpretation.

The research made use of questionnaires in addition to the interview schedule for this study to collect the data and to determine the impact on single parenthood on

adolescent's educational achievement. McMillan and Schumacher (2006) found that questionnaire is the most widely used technique for obtaining information from respondents. De Vos, Strydom, Fouche, and Delport (2005) noted that although the concept of questionnaire suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which the respondents hold a particular attitude or perspective. They further observed that the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on that particular issue. The researcher determined the impact of single parenthood on adolescent's educational achievement of the research sample, and well-structured questionnaires for teachers and learners; and interview for parents for data collection were deemed appropriate for this study.

The researcher found while studying, that there are different kinds of questionnaires structured and unstructured questionnaire and for the benefits of this study the researcher administered questionnaire to teachers and learners on individually basis. This allows each respondent to respond as it affects him/her. (Dambudzo 2009) mentions that questionnaires allow each respondent to read and answer identical questions, thereby ensuring consistency in the demands of what respondents had to give as answers. The researcher required responses from the respondents themselves for whom the questionnaires were made. The basic objective of a questionnaire was to obtain facts and opinions about a phenomenon from people who are informed on that particular issue (De Vos et al. 2005).

A major advantage of mixed method is that using multiple approaches capitalizes on the strengths of each approach and offsets their different weaknesses (Spratt, Walker, and Robinson, 2004). It is better to look at things and phenomena from different angles in order to make clear conclusions. According to Bergman (2008);

Creswell and Plano Clerk (2007); Hanson, Creswell, Clark, Petska, and Creswell (2005); Johnson and Onwuegbuzie (2004); Teddle and Tashakkori (2009); mixed methods research enables the researcher to simultaneously address a range of confirmatory and exploratory questions with both the qualitative and quantitative approaches and therefore verify and generate theory in the same study. They further showed that mixed methods research eliminates different kinds of bias, explains the true nature of a phenomenon under investigation and improves various forms of validity or quality criteria. Mixed methods can occur in a single study, within a programme of research, or in an area of research (Rocco, Bliss, Gallagher, and Perez-Prado, 2003; Schutz, Chambless, and DeCuir, 2003). Based on the understanding of the researcher, the use of mixed method design was to be able to clear some biases and conflict of the studied phenomenon and to be able to corroborate the same result in the case of any possible differences. The researcher ensured the study of this phenomenon in a great depth to determine the actual reasons for any different result. It was worth doing because the world is a complex one and things are changing every day.

The hypotheses of the study were tested and verified quantitatively. The study made use of well-structured questionnaire for 4 teachers and 35 Grade 11 adolescent-learners of 18 years and above in the sampled district while five parents were interviewed.

### **3.2.0 Population of Study**

The population for this research was composed of parents, teachers, and Grade 11 adolescents-learners in Memalodi Township of South Africa.

### **3.2.1 Research Sample and Sampling Technique**

Sampling is described as "...taking a portion of a population or universe and considering the representativeness of that population or universe" (De Vos et al.

2005:156). The sample for this study included 5 parents, 4 teachers, and 35 Grade 11 adolescent learners and sample technique was random convenient sampling style. **3.3.0 Research Instrument**

Research questionnaires bear interrogative questions and statements that a researcher would like to investigate (Creswell, 2002). The research question is used to design the appropriate question items that the researcher would want to use to generate data. Questionnaires allow each respondent to read and answer identical questions. This study made use of two main instruments which are questionnaires for teachers and learners; and interview schedule for parents. The questionnaires were of both open-ended and Likert structure statements. The open-ended items took care of such aspects as demographics, socio-economic status, amount of time given to children`s attention in the home, teenage activities at home, likes and dislikes of the teenagers, and so on where respondents are expected to differ significantly.

The Likert scaled items and statements of the questionnaire used to determine the level (Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree) of agreement of the respondents to the stated points. This was to enable the researcher collect relevant data for the study. The interview for parents and questionnaire for the learners had six sections each of `parental employment, parent/child relationship, parental education level, peer group influence, parental provisions and children`s support, and parental involvement with a total of 20 statements each for teachers and learners. The teachers` questionnaire had five sections including Educator/Learner Relationship, Learners` level of discipline, Motivation, Peer group influence and Poor home background with a total of 18 statements.

### **3.3.1 Validation of Instrument**

Denscombe (2010) suggests that the idea of validity hinges on the extent to which research data and the methods of obtaining the data are deemed accurate, honest and on target. Validity is a situation-specific concept: it is dependent on the purpose; the population and the situation where the measurement takes place (McMillan and Schumacher, 2006). The validity of an instrument is assessed in relation to the extent to which evidence can be generated in support of the claim that the instrument measures the attributes targeted in the proposed research (Dambudzo, 2009).

De Vos et al. (2005) mention that a definition of validity includes two aspects, namely that the instrument actually measures the concept in question, and that the concept is measured accurately. They refer to four types of validity, namely content validity, face validity, criterion-related validity and construct validity. In this study the focus was specifically on content validity, face validity and construct validity because of the nature of the instruments as described above. De Vos et al. (2005) further stated that content validity is established on the basis of judgments.

The instruments for this study (interview schedule for Parents, questionnaires for the Teachers and adolescents) were constructed by the researcher in two types and given out to the supervisor and two other experts in the field for appropriate validation. The validated instruments were pilot tested in order to determine the reliability of the instruments for use in the final field work.

### **3.3.2 Reliability of the Instruments**

A pilot study was carried out with the validated instruments on respondents from Sunnyside High School who were not part of the main study. The pilot data collected from six teachers were analysed using Cronbach`s alpha statistics that generated an alpha value of  $\alpha = 0.89$ . In the same manner, learners` questionnaire was

administered on eight learners and the data on analysis with Cronbach's alpha statistics had an alpha value of  $\alpha = 0.83$ . It was then judged that the instruments were statistically reliable with their resultant high alpha values and were good enough for the main study.

#### **3.4.0 Method of Data Collection**

Questionnaires (Appendix 4 and Appendix 5) and interview (Appendix 6) were used to collect the necessary data in this study. The Interview made the researcher to listen to and hear from the parents as part of the study respondents. This was carried out with the help of one language interpreter who good in both English and Sotho languages. The use of questionnaires for teachers and learners was preferred for this study because it is a means of supplying the researcher with quantifiable data from the respondents for statistical analyses (Dambudzo 2009). The researcher administered the questionnaires to grade 11 learners and the teachers through the help of the school Principals and their officers charged with such portfolio. She further conducted the interviews on the sampled parents. The researcher received back from 31 learners' questionnaires which amounted to 88.6% of the 35 copies originally given out and 100% of the 4 teachers' questionnaires for analysis.

5 parents were interviewed in the process of data collection and only two of them consented to voice recording of my interactions with them. The researcher made her personal entries or records as the other three interviewees gave their responses through the interpreter used.

#### **3.5.0 Method of Data Analysis**

The researcher had to go beyond the frequency and percentages to present her findings. Qualitative data resulting from the interviews were well coded and given appropriate interpretations. Quantitative data for hypothesis  $H_{02}$  was analysed using

t-test statistics showing frequencies, means and standard deviations using SPSS Statistics 20. Indeed, Likert Scale data shall be further analysed using the Spearman Rank correlation coefficient for hypotheses  $H_{01}$  and  $H_{03}$  that dealt with relationship data. The researcher made some comparative triangulations between the qualitative and quantitative data collected, as well as ranking preferences within each group.

### **3.6.0 ETHICAL CONSIDERATIONS**

According to De Vos et al. (2005), ethics can be defined as a set of moral principles that is proposed by an individual or group and that is subsequently widely accepted, and that offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and learners. Ethics as stated by McMillan and Schumacher (2010) is about protecting the rights and the welfare of the respondents who participate in a study.

For this study the researcher ensured that all the learners included in the sample were 18 years old and above. In fact, two of the respondents in grade 11 were found to be 20 and 22 years of age respectively. Furthermore, the researcher obtained a written permission from the Provincial Department of Education (Appendix 1) and the District Department of Education (Appendix 2) that enabled her carry out her research study in the sampled schools. She also obtained letters of consent from the Principals of schools (Appendix 8) that allowed her to carry out her research in their schools. McMillan and Schumacher (2006) opined that research conducted at an institution, such as a university, a school or a school system, approval for conducting the research should be obtained from the institution before any data may be collected. This researcher sought the permission of the Department of Education and the permission of the Principals of High School A and School B, both in Mamelodi East before using the learners and teachers for the study.

McMillan and Schumacher (2006) stated that informed consent is achieved by providing the subjects with an explanation of the research, with the opportunity to terminate their participation at any time with no penalty, and the full disclosure of any risks associated with the study. McMillan and Schumacher (2006) found that informed consent implies that the subjects have a choice about whether or not to participate.

The participants in this study were advised to exercise the freedom to pull out of the study at will; their identities not disposed all through and after the study and their inputs have been put under strict confidentiality. Also, names of the participants were not required but numerical numbers and alphabets were assigned to them and the schools used. Finally, the researcher applied through her supervisor with all necessary documents to Unisa Research Ethical Committee for clearance before setting out for the field. The Research Ethics Clearance Certificate is attached as Appendix 3.

### **3.7.0 SUMMARY**

This chapter aimed at providing a detailed description of the study approach including the research design, the composition of the sample, instruments used, validity and reliability of the instruments resulting from the pilot study. The statistical tools used for the analysis have all been stated in accordance with the stated null hypotheses. The steps taken towards all ethical considerations were also discussed.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

This chapter contains the relevant data generated from the pilot study, the main field work, analyses and interpretation of the results of the empirical study.

#### 4.1 DATA PRESENTATION

##### Questionnaire for Teachers (Pilot Study)

Marital status: Married (2) Widow (Nil) Single father (1) Single Mother (3)

Separated (Nil).

**Table 4.1: Data from the Pilot Study**

Six (6) teachers took part in the pilot study and were kindly requested to tick (✓) in the boxes that agreed with their opinions about the following 18 statements under five themes having Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree and Undecided (U) responses.

| S/N | Themes and Statements  | SA<br>5 | A<br>4 | D<br>3 | SD<br>2 | U<br>1 | No Response |
|-----|--|---------|--------|--------|---------|--------|-------------|
|     | <b>Educator/learner Relationship</b>   |         |        |        |         |        |             |
| 1.  | I relate cordially with all my learners/learners                             | 1 (5)   | 2 (8)  | 2 (6)  | -       | 1 (1)  |             |
| 2.  | I interact well with my bright learners only                                 | 1 (5)   | 2 (8)  | 3 (9)  | -       | 1 (1)  |             |
| 3.  | I am satisfied with how the learners go about their studies                  | -       | 1 (4)  | 4 (12) | -       | 1 (1)  |             |
| 4.  | My learners perform well academically  | -       | 1 (4)  | 4 (12) | -       | 1 (1)  |             |
|     | <b>Learners` level of discipline</b>   |         |        |        |         |        |             |
| 5.  | My learners always do their assignments and home-work                        | 1 (5)   | -      | 5 (15) | -       | -      |             |
| 6.  | Some of my learners are always absent or late to school due to home problems | -       | 5 (20) | 1 (3)  | -       | -      |             |
| 7.  | Some of my learners are  | -       | 4      | 1 (3)  | -       | -      | 1           |

|     |  |        |        |        |       |       |  |
|-----|--|--------|--------|--------|-------|-------|--|
|     | always late to school.   |        | (16)   |        |       |       |  |
| 8.  | My learners are truly respectful   | -      | 2 (8)  | 4 (12) | -     | -     |  |
| 9.  | Some of the learners` friends that use drugs.  | 1 (5)  | 3 (12) | 2 (6)  | -     | -     |  |
|     | <b>Motivation</b>  |        |        |        |       |       |  |
| 10. | I motivate my learners about their studies   | 4 (20) | 2 (8)  | -      | -     | -     |  |
| 11. | I take time to talk to my learners about their future academic life                  | 5 (25) | 1 (4)  | -      | -     | -     |  |
| 12. | I help the learners to plan their study timetables                                   | 4 (20) | 1 (4)  | -      | -     | 1 (1) |  |
| 13. | My learners are always zealous about studies   | -      | 2 (8)  | 2 (6)  | -     | 2 (2) |  |
|     | <b>Peer Group Influence</b>  |        |        |        |       |       |  |
| 14. | Some of the student are faced with peer pressure                                     | 5 (25) | 1 (4)  | -      | -     | -     |  |
| 15. | The relationship among the learners is friendly                                      | 2 (10) | 2 (8)  | -      | 1 (2) | 1 (1) |  |
|     | <b>Poor Home background</b>  |        |        |        |       |       |  |
| 16. | Some of the learners have financial problems from home                               | 2 (10) | 4 (16) | -      | -     | -     |  |
| 17. | Some learners see schooling as time wasting  | -      | 5 (20) | 1 (3)  | -     | -     |  |
| 18. | Some learners lack the necessary study materials for class activities and home-works | 2 (10) | 1 (4)  | 2 (6)  | 1 (2) | -     |  |

The above data in Table 4.1 were used to determine the reliability of the instrument applying the Cronbach`s alpha. As stated in chapter three of this study the reliability coefficient of this instrument was found to be  $\alpha = 0.89$  and  $\alpha = 0.83$  for the instrument used on the learners. By these reliability coefficient values the instruments were taken to be reliable enough for the main study. Of the six teachers that took part in the pilot study, two claimed to be married, one was a single father and the other three were single mothers. In other words, 33.3% of them were of double (two) parent families and 66.7% were of the single parent families. The table shows one `no response` for statement number 7 that sought the opinions of respondents about whether or not "Some of their learners were always late to

school” however, 4 (66.7) of the respondents agreed to the statement. This could rather mean that lateness to school by learners may not necessarily be traced to the type of families the learners have come from.

#### 4.2 Data from the Main Study

**Table 4.2a Responses from the Teachers**

Marital status: Married (2) Widow (1) Single father (1)  
Single Mother (Nil) Separated (Nil).

As originally proposed, four (4) teachers from two sampled schools took part in the main study and were kindly requested to tick (√) in the boxes that agreed with their opinions about the following 18 statements under five themes having Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree and Undecided (U) responses.

| S/N | Themes and Statements  | SA | A | D | SD | U | No Response |
|-----|--|----|---|---|----|---|-------------|
|     | <b>Educator/learner Relationship</b>   |    |   |   |    |   |             |
| 1.  | I relate cordially with all my learners/learners                             | 1  | 3 |   |    |   |             |
| 2.  | I interact well with my bright learners only                                 |    |   | 4 |    |   |             |
| 3.  | I am satisfied with how the learners go about their studies                  |    | 2 | 2 |    |   |             |
| 4.  | My learners perform well academically  |    | 2 | 2 |    |   |             |
|     | <b>Learners` level of discipline</b>   |    |   |   |    |   |             |
| 5.  | My learners always do their assignments and home-work                        |    |   | 4 |    |   |             |
| 6.  | Some of my learners are always absent or late to school due to home problems | 2  | 2 |   |    |   |             |
| 7.  | Some of my learners are always late to school.                               |    | 2 | 1 | 1  |   |             |
| 8.  | My learners are truly respectful   |    | 3 |   |    | 1 |             |
| 9.  | Some of the learners` friends that use drugs.                                | 1  | 2 |   | 1  |   |             |
|     | <b>Motivation</b>  |    |   |   |    |   |             |
| 10. | I motivate my learners about their studies                                   | 4  |   |   |    |   |             |
| 11. | I take time to talk to my learners about their future                        | 4  |   |   |    |   |             |

|     |  |   |   |   |   |  |  |
|-----|--|---|---|---|---|--|--|
|     | academic life  |   |   |   |   |  |  |
| 12. | I help the learners to plan their study timetables                                   | 1 | 3 |   |   |  |  |
| 13. | My learners are always zealous about studies   |   | 2 | 2 |   |  |  |
|     | <b>Peer Group Influence</b>  |   |   |   |   |  |  |
| 14. | Some of the student are faced with peer pressure                                     | 1 | 3 |   |   |  |  |
| 15. | The relationship among the learners is friendly                                      | 1 | 2 | 1 |   |  |  |
|     | <b>Poor Home background</b>  |   |   |   |   |  |  |
| 16. | Some of the learners have financial problems from home                               | 2 | 2 |   |   |  |  |
| 17. | Some learners see schooling as time wasting  |   | 3 | 1 |   |  |  |
| 18. | Some learners lack the necessary study materials for class activities and home-works | 1 | 1 | 1 | 1 |  |  |

The respondents in Table 4.2a were two (50%) married teachers of double parent families and the other two (50%) were one widow and one single father, both of whom were from the single parent families. It is worthy to observe that all the 18 statements in Table 4.2a were responded to by all the four sampled teachers in comparison with statement number 7 in Table 4.1a that was not responded to by one of the pilot study respondents. This is a measure of further proof of validity of the instrument for the study.

**Table 4.2b: Average Achievement scores of learners in the last exam in % and their parental types**

| Average Achievement score in the last exam in % | Gender (Female (F) and Male (M)) | Frequency | Parent Type                                    |
|---|----------------------------------|-----------|--|
| 80  | F                                | 1         | Two -Parent home                               |
| 72  | M                                | 1         | Two -Parent home                               |
| 70  | M (22 years for one of them)     | 2         | 1 from Single-P home<br>1 from Two-Parent home |
| 67  | M                                | 1         | Two-Parent home                                |
| 65  | M                                | 2         | Two-Parent home                                |
| 62  | M                                | 1         | Two-Parent home                                |
| 55  | M                                | 1         | Single-Parent home                             |

|    |              |                  |  |
|----|--------------|------------------|--|
| 54 | M, F         | 2                | M from Single-Parent home  |
| 50 | F (20 years) | 1                | Single-Parent home   |
| 45 | F            | 1                | Two- Parent home   |
| 42 | M            | 1                | Single-Parent home   |
| 38 | F            | 1                | Two-Parent home  |
| 31 | F            | 2                | Single-Parent home   |
| 30 | M, F, F, M   | 4                | M and F from Single-Parent home and Two-parent home respectively |
| 24 | F            | 2                | Two-Parent home  |
| 23 | F            | 2                | 1 from Single-Parent home  |
| 19 | M            | 1                | Single-Parent home   |
| 16 | M, F, M      | 3                | 2M from Single-Parent home                                       |
| 11 | M, F         | 2                | Both from Single-Parent home                                     |
|    |              | # 31<br>LEARNERS |  |

Table 4.2b above shows that, only 12 learners (38.71%) out of the 31 that returned their completed copies of the Learners` questionnaire passed with marks between 80 and 50 percents in their last examinations. The other 19 learners (61.29%) failed with marks between 45 and 11 per cents. This gave a mean achievement score ( $\bar{x}$ ) of participants to be 36.81% from their last examinations. The implication from the table is that the respondents performed poorly on a general note and this could be dependent upon several factors. The factors of interest in this study were classified into the following themes: parental employment, parent/child relationship, parental education level, peer group influence, parental provisions/children`s support and parental involvement.

**Table 4.2c: Responses from the Learners**

35 grade 11 learners from two sampled schools took part in the main study and were kindly requested to tick (√) in the boxes that agreed with their opinions about

the following 20 statements under five themes having Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree and Undecided (UN) responses.

| S/N | Themes and Statements   | SA | A  | UN | D  | SD | No Response |
|-----|---|----|----|----|----|----|-------------|
|     | <b>Parental Employment</b>  |    |    |    |    |    |             |
| 1.  | My parents are self-employed  |    | 10 | 2  | 8  | 6  | 5           |
| 2.  | My parents are employed   | 3  | 16 | 2  | 7  | 2  | 1           |
|     | <b>Parent/Child Relationship</b>  |    |    |    |    |    |             |
| 3.  | I interact well with my parents   | 13 | 12 | 6  |    |    |             |
| 4.  | My parents help me to plan my time management at home                     | 2  | 7  | 7  | 8  | 6  | 1           |
| 5.  | My parents always check performance at school                             | 6  | 9  | 2  | 9  | 5  |             |
| 6.  | I am happy with my level of school progress                               | 1  | 8  | 2  | 11 | 7  |             |
| 7.  | My academic performance is not very encouraging                           | 3  | 12 | 5  | 10 | 1  |             |
| 8.  | My parents have time to supervise my study at home                        | 5  | 4  | 5  | 9  | 8  |             |
|     | <b>Parental Education Level</b>   |    |    |    |    |    |             |
| 9.  | My parent(s) have/has enough education to properly guide my study at home | 2  | 6  | 6  | 11 | 6  |             |
|     | <b>Peer Group Influence</b>   |    |    |    |    |    |             |
| 10. | My parents know my all of friends   | 5  | 11 | 5  | 6  | 4  |             |
| 11. | I enjoy discussing my future career with my friends                       | 8  | 16 | 1  | 1  | 1  |             |
| 12. | I do show some enough seriousness with my studies at school and at home   | 7  | 12 | 4  | 4  | 2  | 2           |
| 13. | I love going to the parks with other of friends                           | 6  | 8  | 3  | 8  | 5  | 1           |
|     | <b>Parental Provisions and Children's support</b>                         |    |    |    |    |    |             |
| 14. | My parents provide all my needs for study                                 | 10 | 9  | 2  | 7  | 3  |             |
| 15. | I always study at home  | 3  | 12 | 5  | 8  | -  | 3           |
| 16. | I have friendly environment for my studies at home                        | 1  | 11 | 3  | 7  | 8  |             |
| 17. | My parents like my reading habits   | 4  | 11 | 7  | 4  | 5  |             |
|     | <b>Parental Involvement</b>   |    |    |    |    |    |             |
| 18. | My parents visit my school regularly to find out how I am doing           | 1  | 3  | 4  | 6  | 15 | 2           |
| 19. | My parents moderate my television viewing                                 | 1  | 6  | 6  | 9  | 8  | 1           |

|     |                                |    |   |   |   |   |   |
|-----|--------------------------------|----|---|---|---|---|---|
| 20. | I am from a single-parent home | 10 | 4 | 2 | 8 | 6 | 1 |
|-----|--------------------------------|----|---|---|---|---|---|

Table 4.2c above shows that 31 (88.6%) learners out of the 35 sampled learners returned their completed copies of the study questionnaire. It further shows that a few of the respondents did not respond to a few of the statements contained in the questionnaire. For instance 4 out of 31 learners did not respond to the statement “My parents are self-employed” and 3 out of 31 did not respond to the statement “I always study at home”. The researcher believed that these few pockets of no responses could be cases of omission and not as deliberate act.

**Table 4.2d: Interview Responses from Sampled Parents at a glance**

Marital Status: Married (2) Widow (1) Single father (1) Single Mother (1) Separated (Nil).

Average age of parents interviewed: 47.2 years

Numbers of children of interviewees were 2 (M + F); 3 (2F+ 1M); 3 (all males); 3 (1M + 2F); and 4 (3M + 1F) respectively where M is male and F is female.

| Theme and Statement                      | Parent A             | Parent B         | Parent C         | Parent D             | Parent E                               |
|--|----------------------|------------------|------------------|----------------------|--|
| 1. Are you employed or working anywhere? | <i>Employed</i>      | <i>Employed</i>  | <i>Yes</i>       | <i>Self employed</i> | <i>Self employed</i>                   |
| 2. What kind of work do you do?          | <i>Office admin.</i> | <i>Lecturing</i> | <i>Lecturing</i> | <i>Petty trader</i>  | <i>Care giver (looking after kids)</i> |

|  |  |                              |   |  |   |
|--|--|------------------------------|---|--|---|
| <p><b>Parent/Child Relationship</b></p> <p>1. How much time do you have with your child/children?</p>          | <p><i>2 hours per day</i></p>            | <p><i>So little time</i></p> | <p><i>Average time</i></p>              | <p><i>Enough time</i></p>  | <p><i>Enough time. I am always with them as it is my job.</i></p> |
| <p>2. Do you have time to check his or her/their performance at school?</p>                                    | <p><i>No</i></p>                         | <p><i>Sometimes</i></p>      | <p><i>Sometimes</i></p>                 | <p><i>Yes</i></p>  | <p><i>Yes</i></p>   |
| <p><b>Parental Education Level</b></p> <p>1. What is your highest educational qualification?</p>               | <p><i>Higher Cert. in Office Mgt</i></p> | <p><i>Degree</i></p>         | <p><i>Honours</i></p>                   | <p><i>Grade 11 (Standard 9)</i></p>                                | <p><i>Grade 10</i></p>  |
| <p>2. Does your level of education enable you to follow-up with your child`s/children`s studies at school?</p> | <p><i>Yes</i></p>                        | <p><i>Yes</i></p>            | <p><i>Yes, it is an advantage</i></p>   | <p><i>Just a little. My husband helps more in this regard.</i></p> | <p><i>Yes</i></p>   |
| <p><b>Peer Group Influence</b></p> <p>1. Do you know your child`s/children`s friends at school?</p>            | <p><i>No</i></p>                         | <p><i>Yes</i></p>            | <p><i>Some I know but, not all.</i></p> | <p><i>Yes, because I am selling there.</i></p>                     | <p><i>Just a few.</i></p>   |

|  |                   |                                       |   |   |  |
|--|-------------------|---------------------------------------|---|---|--|
| 2. Do you know your child`s/children`s friends at home?  | No                | Yes,<br>Some.                         | Yes, I do.  | Some  | Yes, some  |
| 3. Briefly comment on the influence of friends on your child/children.                           | N/A               | N/A                                   | They do have negative Influence, but I try to cut the bad ones. | No bad influence. She is doing well                 | Negative influence on the children with low achievements   |
| <b>Parental Provisions and Children`s support</b>  |                   |                                       |   |   |  |
| 1. Are you able to adequately provide for your child/children with your present level of income? | No                | Yes                                   | I do provide to some extent                                     | My support is not enough due to my level of income. | Just manage to take care of them with my low income.       |
| 2. How much support do you give to your child/children about his or her/their school activities? | None              | 40%                                   | 70%   | I contribute to her home works and projects.        | To some extent, just checking their works on weekly basis. |
| <b>Parental Involvement</b><br>Briefly comment on your general                                   | I pay school fees | "When my children were still little I | I do involve in the old children by                             | I always attend the Parents Teachers                | I always attend the Parents Teachers meeting to            |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
| <p>involvement about the education of your child/children.</p> |  | <p><i>stayed with them all the time because I was a house wife. Now that they are a bit grown I don't have so much time any more. I work full time hours and I study with Unisa so it does not give me much or flexible time to spend with them now that they are teenagers. It's really difficult to deal with teenagers as a single parent"</i></p> | <p><i>reminding them of every necessary things they need to do. While the younger in High School I monitor their exam timetable, teach and revise those subjects I can contribute. I do attend some parent meeting in their school but some I confess I do not make it. While the older ones I do try to maintain good relationship with their lecturers and supervisors and campus head.</i></p> | <p><i>meeting and this encourages my daughter so well. I wake her up early and prepare her for school including ensuring that her uniform was all the time neat and ironed.</i></p> | <p><i>encourage my children. I wake them up early and prepare them for school including ensuring that their uniforms were all the time neat and ironed.</i></p> |
|--|--|---|---|---|---|

## **4.3 DATA ANALYSIS**

### **4.3.1 Main Research Question:**

The main research question of this study is: Does adolescent level of academic development have any relationship with the type of parental background of adolescents in Mamelodi Township?

The answer to the main research question of this study comes through the answers provided to the sub-research questions made to expand the details and contents in specific terms of the main question.

### **4.3.2 Sub-research Questions:**

In specific terms, the sub-research questions in search of in-depth statistical data for the study are as follows:

1. Is there any empirical relationship between adolescent educational achievement and single parenthood?
2. Would all adolescents exhibit the same level of cognitive development irrespective of their parental background?
3. To what extent can other variables such as environment and peer group relate to the level of educational achievement of adolescents?
4. What implications would the relationship (if any) between adolescent educational achievement and single parenthood; have on the academic development of adolescents?

#### **Sub-Research Question 1:**

This states as follows: Is there any empirical relationship between adolescent educational achievement and single parenthood? Table 4.2b on Average Achievement scores of learners in the last exam in percents and their parental types shows that eight learners scored the highest marks between 65 and 80 percents among whom only one came from a single-parent home. In other words, seven or

87.5% of the eight of the learners that performed well came from double or two-parent homes. Also, only seven or 36.84% of the nineteen learners that scored between 11 and 45 percents were from the two-parent homes while twelve or 63.16% were from single-parent homes. This observation implies that a level of relationship exists between adolescent academic achievements and their parental of family types. To further be sure of this answer to sub-research question 1, a statistical test of hypothesis  $H_{01}$  was carried out with Spearman's correlation using SPSS and reported under Table 4.3c.

### **Sub-research question 2.**

The sub-question 2 states that: Would all adolescents exhibit the same level of cognitive development irrespective of their parental background? A comparison of Tables 4.3a (Average Achievement scores of learners from Single Parent Homes) and 4.3b (Average Achievement scores of learners from Double (Two) Parent Homes) shows that of the 16 learners from single-parent homes only four (4) or 25% scored between 50 and 70 percents, while seven or 46.67% of the learners from Double (Two) parent homes scored between 50 and 80 percents in the same examination. It was also observed that the quality passes was better among the learners from double-parent homes with none of them that scored less than 54 percent to pass. The two tables also show that only one (25%) of the four single-parent learners that passed the examination was a female with the other 75% as males; while two (28.57%) of the seven two-parent learners that passed the examination were females and all the other 71.43% were males. All these appear to show that all adolescents cannot exhibit the same level of cognitive development but will depend on their parental background. Six or 54.56% male learners and five 45.44% female learners from single-parent homes performed poorly in the examination; while only one or 12.5% male learner and seven or 87.5% female

learners from double-parent homes performed poorly in the same examination. It can therefore be concluded that the level of cognitive development of adolescents cannot be the same but depends on family or parent type from which the learners must have come.

### **Sub-research question 3**

The third sub-question states that: To what extent can other variables such as environment and peer group relate to the level of educational achievement of adolescents?

Table 4.3f shows responses of the learners to items related to peer group and Parental Provisions and Children`s support factors. 24 (88.89%) of the 27 respondents agreed to item 11 which states that *“I enjoy discussing my future career with my friends”* and 4 of the learners showed no response. 14 (51.85%) of the 27 respondents agreed to item 13 that states *“I love going to the parks with other of friends”*, 13 of the disagreed while 3 were undecided and no response at all from one of the learners. These are pointers showing that adolescents like mowing together and will surely influence one another in their groups. The 88.89% here show a high degree of possible relationship between the peers and quality, level and direction of academic and other achievements in life.

The table also shows that 19 (61.29%) of the respondents agreed to item 14 that says *“My parents provide all my needs for study”* with 10 in disagreement and 2 as undecided, while 12 (38.71%) agreed to item 16 which states that *“I have friendly environment for my studies at home”*. In other words, 3 were undecided and 48.39% of the respondents indicated that their environments were not friendly enough for studies. Also, 15 agreed that their parents like my reading habits as stated in item 17. It is worthy to observe that all the 11 learners that scored from 50 percent and above in Tables 4.3a and 4.3b were from among those learners that said their

environments were conducive for studies. Therefore, to some great extent, such variables as environment and peer group influence relate well to the level of academic achievement of adolescents. The strength of this relationship was determined by testing  $H_{o3}$  with Spearman's correlation statistics using SPSS and result reported under Table 4.3d.

#### **Sub-research question 4**

**The sub-question 4 states that:** What implications would the relationship (if any) between adolescent educational achievement and single parenthood; have on the academic development of adolescents.

#### **4.3.3 Test of the Hypotheses for the Study**

The study made use of the following three null hypotheses and tested at  $P < 0.05$ :

$H_{o1}$ . There is no significant relationship between adolescent educational achievement and single parenthood?

$H_{o2}$ . There is no significant difference in educational achievement between adolescents from single parenthood and double (two) parent families.

$H_{o3}$ . There is no relationship between the level of adolescent educational achievement and the influence of environment and peer group activities.

Hypotheses  $H_{o1}$  and  $H_{o3}$  have been tested with Spearman's correlation statistics using SPSS version 20. The choice of this statistics was because the data were generated from the responses the 5-point Likert scale questionnaires administered on the respondents. Hypothesis  $H_{o1}$  was tested with T-test statistics which agreed with the two groups and number of respondents in the groups as conditions for its application.

**Assumptions considered for the use of Spearman`s-rank-order-correlation coefficient in this study are:**

1. The variables of the study were measured on an ordinal 5-point Likert Scale. The points are for “Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree”. Academic achievement was measured from 0 to 100 percent as the dependent variable, while Parental type or family type was the independent variable.
2. The two variables involved have some level of monotonic relationship which is a strong measure or consideration for carrying out Spearman`s correlation using SPSS version 20.

The Spearman Rank formula to calculate the coefficient is:

$$(R) = 1 - (6 * \text{sum}(d^2))/(\text{n}^3 - \text{n})$$

Where "R" is the coefficient, "sum (d^2)" is the total of the "d^2" column and "n" is the number of observations.

**Ho<sub>1</sub>.** There is no significant relationship between adolescent educational achievement and type of parenthood?

**Table 4.3a: Average Achievement scores of learners from Single Parent Homes**

| Serial Number | Average Achievement Scores in the lasts exam in % (Dependent Variable) | Gender (F = Female and M = Male) | Single Parent learners (frequency)- Independent Variable |
|---------------|--|----------------------------------|--|
| 1.            | 70   | M (22 years old)                 | 1  |
| 2.            | 55   | M                                | 1  |
| 3.            | 54   | M                                | 1  |
| 4.            | 50   | F (20 years)                     | 1  |

|     |    |      |                 |
|-----|----|------|-----------------|
| 5.  | 42 | M    | 1               |
| 6.  | 31 | F    | 2               |
| 7.  | 30 | M, F | 2               |
| 8.  | 23 | F    | 2               |
| 9.  | 19 | M    | 1               |
| 10. | 16 | M, M | 2               |
| 11. | 11 | M, F | 2               |
|     |    |      | $\Sigma f = 16$ |

16 (51.6%) of the 31 respondents came from single parent homes with 9 of them as males and only 7 as female learners.

**Table 4.3b: Average Achievement scores of learners from Double (Two) Parent Homes**

| Serial Number | Average Achievement score in the last exam in % | Gender (F = Female and M = Male) | Double (two) Parent learners (Independent Variable) Frequency |
|---------------|---|----------------------------------|---|
| 1             | 80  | F                                | 1   |
| 2             | 72  | M                                | 1   |
| 3             | 67  | M                                | 1   |
| 4             | 65  | M                                | 2   |
| 5             | 62  | M                                | 1   |
| 6             | 54  | F                                | 1   |
| 7             | 45  | F                                | 1   |
| 8             | 38  | F                                | 1   |
| 9             | 30  | M, F                             | 2   |
| 10            | 24  | F                                | 2   |
| 11            | 23  | F                                | 1   |

|    |    |   |                 |
|----|----|---|-----------------|
| 12 | 16 | F | 1               |
|    |    |   | $\Sigma f = 15$ |

8 learners or 48.4% of the 31 respondents (5 boys and 3 girls) or 53.33% of the learners from intact (double) families scored 40 and above to pass and 7 learners (6 girls and 1 boy) had average achievement between 16 and 39 as fail.

**Table 4.3c: Spearman`s correlation for the relationship between adolescent educational achievement and single parenthood.**

| Independent Variable Data 1 (Environmental Influence) | Dependent variable Data 2 (Academic Achievement) | Rank 1 | Rank 2 | D    | d <sup>2</sup> |
|---|--|--------|--------|------|----------------|
| 5   | 80   | 31     | 31     | 0    | 0              |
| 4   | 72   | 25     | 30     | -5   | 25             |
| 4   | 70   | 25     | 29     | -4   | 16             |
| 4   | 67   | 25     | 28     | -3   | 9              |
| 4   | 65   | 25     | 26.5   | -1.5 | 2.25           |
| 4   | 65   | 25     | 26.5   | -1.5 | 2,25           |
| 4   | 62   | 25     | 25     | 0    | 0              |
| 4   | 55   | 25     | 24     | 1    | 1              |
| 4   | 54   | 25     | 22.5   | 2.5  | 6.25           |
| 4   | 54   | 25     | 22.5   | 2.5  | 6.25           |
| 4   | 50   | 25     | 21     | 4    | 16             |
| 4   | 45   | 25     | 20     | 5    | 25             |
| 3   | 42   | 17.5   | 19     | -1.5 | 2.25           |
| 3   | 38   | 17.5   | 18     | -0.5 | 0.25           |
| 3   | 31   | 17.5   | 16.5   | 1    | 1              |

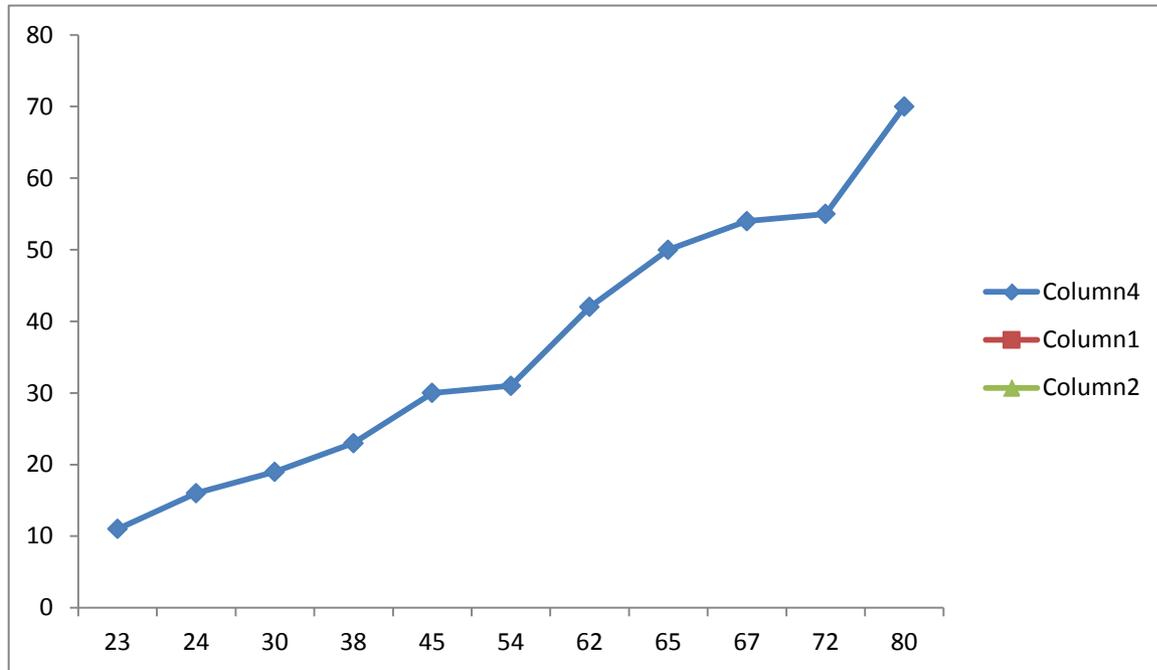
|   |    |      |      |      |                     |
|---|----|------|------|------|---------------------|
| 3 | 31 | 17.5 | 16.5 | 1    | 1                   |
| 2 | 30 | 12   | 13.5 | -1.5 | 2.25                |
| 2 | 30 | 12   | 13.5 | -1.5 | 2.25                |
| 2 | 30 | 12   | 13.5 | -1.5 | 2.25                |
| 2 | 30 | 12   | 13.5 | -1.5 | 2.25                |
| 2 | 24 | 12   | 10.5 | 1.5  | 2.25                |
| 2 | 24 | 12   | 10.5 | 1.5  | 2.25                |
| 2 | 23 | 12   | 3.43 | 8.57 | 73.45               |
| 1 | 23 | 4.5  | 3.43 | 7.93 | 62.89               |
| 1 | 23 | 4.5  | 3.43 | 7.93 | 62.89               |
| 1 | 19 | 4.5  | 6    | -1.5 | 0.25                |
| 1 | 16 | 4.5  | 4    | 0.5  | 0.25                |
| 1 | 16 | 4.5  | 4    | 0.5  | 0.25                |
| 1 | 16 | 4.5  | 4    | 0.5  | 0.25                |
| 1 | 11 | 4.5  | 1.5  | 3    | 9                   |
| 1 | 11 | 4.5  | 1.5  | 3    | 9                   |
|   |    |      |      |      | $\sum d^2 = 345.23$ |

$$R = 1 - \left[ \frac{6 \sum d^2}{n(n^2 - 1)} \right]$$

$R = 1 - 0.0696 = 0.93$ . This establishes a strong positive relationship between adolescent educational achievement and single parenthood. With this result, the researcher could not accept the first null hypothesis of this study which states that:

$H_{o1}$  There is no significant relationship between adolescent educational achievement and single parenthood.

**Figure 1: Linear Regression graphical representation for the bivariate data**



This two-dimensional linear regression graphical representation in Figure 1 above, of the sets of data generated from the single-parent and double or two-parent learners further shows the strong and positive relationship found to exist between academic achievement scores of adolescents and their parental types. The pattern and closeness of the dots and plots is progressive and can be seen as a mark of positive relationship that supports the above determined value of  $R = 0.93$  at  $P < 0.05$ .

$H_{o2}$ . There is no significant difference in educational achievement between adolescents from single parenthood and double (two) parent families.

**Table 4.3d: T-Test for hypothesis Ho<sub>2</sub>**

| Group | N  | Mean score (x̄) | Standard Deviation (SD) | Standard Error | Degree of freedom (df) | t-Calculated |
|-------|----|-----------------|-------------------------|----------------|------------------------|--------------|
| 1     | 16 | 32.00           | 17.54                   |                | 28                     | 2.40         |
| 2     | 14 | 48.50           | 20.19                   | 6.887          |                        |              |

Note: Group 1 means learners from single-parent homes and Group 2 means those from two-parent homes.

At a degree of freedom of 28, t-calculated value of 2.40 which is greater than the Table or Critical t-value of 2.05 and a two-tailed P value of 0.0235, a significant difference was observed. The second null hypothesis, Ho<sub>2</sub> was therefore not accepted. Hence there is a statistically significance difference in educational achievement between adolescents from single and double (two) parent families.

**Ho<sub>3</sub>.** There is no relationship between the level of adolescent educational achievement and the influence of environment and peer group activities.

**Table 4.3e: Selected Responses to consider possible relationship between educational achievement and environmental and peer group influences**

|     | <b>Peer Group Influence</b>   | SA | A  | UN | D | SD | NR |
|-----|---|----|----|----|---|----|----|
| 10. | My parents know my all of my friends                                    | 5  | 11 | 5  | 6 | 4  |    |
| 11. | I enjoy discussing my future career with my friends                     | 8  | 16 | 1  | 1 | 1  | 4  |
| 12. | I do show some enough seriousness with my studies at school and at home | 7  | 12 | 4  | 4 | 2  | 2  |
| 13. | I love going to the parks with other of friends                         | 6  | 8  | 3  | 8 | 5  | 1  |
|     | <b>Parental Provisions and Children`s support</b>                       |    |    |    |   |    |    |
| 14. | My parents provide all my needs for study                               | 10 | 9  | 2  | 7 | 3  |    |
| 15. | I always study at home  | 3  | 12 | 5  | 8 | -  | 3  |
| 16. | I have friendly environment for my studies at home                      | 1  | 11 | 3  | 7 | 8  |    |
| 17. | My parents like my reading habits                                       | 4  | 11 | 7  | 4 | 5  |    |

**Table 4.3f: Spearman`s correlation for the relationship between educational achievement and environmental and peer group influences**

| Independent<br>Data 1 (Peer<br>Group<br>Influence) | Data 2<br>(Academic<br>Achievement) | Rank 1 | Rank 2 | D      | d <sup>2</sup> |
|--|-------------------------------------|--------|--------|--------|----------------|
| 5  | 80                                  | 5      | 30     | -25    | 625            |
| 5  | 72                                  | 5      | 29     | -24    | 576            |
| 5  | 70                                  | 5      | 28     | -23    | 529            |
| 5  | 67                                  | 5      | 27     | -22    | 484            |
| 5  | 65                                  | 5      | 13     | -8     | 64             |
| 5  | 65                                  | 5      | 13     | -8     | 64             |
| 4  | 62                                  | 3      | 24     | -21    | 441            |
| 4  | 55                                  | 3      | 23     | -20    | 400            |
| 4  | 54                                  | 3      | 11     | -8     | 64             |
| 4  | 54                                  | 3      | 11     | -8     | 64             |
| 4  | 50                                  | 3      | 20     | -17    | 289            |
| 4  | 45                                  | 3      | 19     | -16    | 256            |
| 4  | 42                                  | 3      | 18     | -15    | 225            |
| 4  | 38                                  | 3      | 17     | -14    | 196            |
| 3  | 31                                  | 5.33   | 8      | -2.67  | 7.1289         |
| 3  | 31                                  | 5.33   | 8      | -2.67  | 7.1289         |
| 3  | 30                                  | 5.33   | 3.5    | 1.83   | 3.3489         |
| 2  | 30                                  | 1.625  | 3.5    | -1.875 | 3.5156         |
| 2  | 30                                  | 1.625  | 3.5    | -1.875 | 3.5156         |
| 2  | 30                                  | 1.625  | 3.5    | -1.875 | 3.5156         |
| 2  | 24                                  | 1.625  | 5      | -3.375 | 11.391         |

|   |    |       |      |        |                      |
|---|----|-------|------|--------|----------------------|
| 2 | 24 | 1.625 | 5    | -3.375 | 11.391               |
| 2 | 23 | 1.625 | 2.67 | -1.045 | 1.0920               |
| 2 | 23 | 1.625 | 2.67 | -1.045 | 1.0920               |
| 2 | 23 | 1.625 | 2.67 | -1.045 | 1.0920               |
| 1 | 19 | 1.25  | 5    | -3.75  | 14.063               |
| 1 | 16 | 1.25  | 1.33 | -0.08  | 0.0064               |
| 1 | 16 | 1.25  | 1.33 | -0.08  | 0.0064               |
| 1 | 16 | 1.25  | 1.33 | -0.08  | 0.0064               |
| 1 | 11 | 1.25  | 1    | 0.25   | 0.0625               |
|   |    |       |      |        | $\sum d^2 = 4377.26$ |

$$R = 1 - \left( \frac{6 \sum d^2}{n(n^2 - 1)} \right)$$

$R = 1 - 0.1623 = 0.84$ . This establishes a strong positive relationship between environmental influence and academic achievement of adolescents. With this result, the researcher could not accept the third null hypothesis of this study which states that:  $H_{03}$ . There is no relationship between the level of teenage educational achievement and the influence of environment and peer group activities.

**Triangulation of the quantitative results with the qualitative interview results:**

This presented here according the themes of the interview which are:

**Parental Employment:** *Are you employed or working anywhere? What kind of work do you do?*

Parents **A**, **B** and **C** were employed by other organisations or employers of labour.

While parents **D** and **E** were self-employed as *petty trader* and *Care giver (looking*

after kids) respectively. However, parents **A**, **D** and **E** answered that their level and kind of employment could not earn them enough to cater for their children.

**Parent/Child Relationship:** *How much time do you have with your child/children?*

*Do you have time to check his or her/their performance at school?*

Parent **A** noted that he has “2 hours per day” while Parent **B** has “so little time” to be with their children. Parents **D** and **E** who were self-employed showed that they have enough time to be with their children. Parent **E** said “*Enough time. I am always with them as it is my job*”. This implies that parents who are self-employed usually have more time to attend to their children since they are their own masters. They both simply answered “yes” to the question “*Do you have time to check his or her/their performance at school?*” while Parents **B** and **C** struggle to meet up with time for the children and Parent **A** never has time for this level of Parent/Child relationship. It could therefore mean that official engagements with employers of labour sometimes would not give such workers the need time to attend to their children apart from being able to provide material needs for them.

**Parental Education Level:**

*What is your highest educational qualification? Does your level of education enable you to follow-up with your child`s/children`s studies at school?*

The interview result and the responses of the interviewees showed that they have varied levels of education as parents and this may have impacted on types of job and employment and ability to follow-up their children`s studies. Parents **B** and **C** hold Honours degrees and are lecturers according to them. Parents **D** and **E** hold Grade 11 (Standard 9) and 10 (Standard 8) respectively. In fact, in reacting to the question: *Does your level of education enable you to follow-up with your child`s/children`s studies at school?* , Parent **D** said “*Just a little. My husband helps more in this regard.*” According to her, she is faced with the disadvantage of low

educational attainment and hence she cannot do much in terms of following up the children`s studies.

**Peer Group Influence:** *Do you know your child`s/children`s friends at school?, Do you know your child`s/children`s friends at home? Briefly comment on the influence of friends on your child/children.*

In answering the questions under the theme `Peer Group Influence`, Parent **A** said no to all irrespective of his level of education (Higher Certificate). According to him, his ever tight schedule at his job place do not allow him the time to be close to his children and since he does not know any of his children`s friends, he does not know if they are being influenced in any way by anybody. Only one of the parents said *“Yes, I know my daughter`s friends in the school because I am selling there. In her words, such friends have “No bad influence on my daughter. She is doing well”.* On the other hand, Parents **B**, **C** and **E** admitted that there are levels of peer group influence from the friends of their children. Parent **C** while commenting on the influence of friends on the children, said *“Yes they do (negative) influence but I try to cut bad ones.”* Also, Parent E said *“Negative influence on the children and that this has always made the children to have low achievements”.* This is agreement with the statistical result of the test for Hypothesis Ho<sub>3</sub> above in which R = 0.84 showing a strong positive relationship between environmental and peer group influences and academic achievement of adolescents. The implication of this discuss is that some measures of peer influence exist among learners and such influence may be positive or negative.

**Parental Provisions and Children`s support:** *Are you able to adequately provide for your child/children with your present level of income? How much support do you give to your child/children about his or her/their school activities?*

It should be a thing of joy that all parents provide for and support their children. However, the interview result and responses to the study questionnaire tend to show that this is not always the case. For instance, Parent **A** in this study answered “No” and “None” to the two questions under the theme ‘ Parental Provisions and Children’s support’. According to him, his low level of income at the work place makes it unable to adequately provide for the children even though it was in his mind to do so. He further could not support the children’s school activities at home because of lack of time to do so. Conditions such as these usually affect the progress of learners from such homes since they will only be left to their fate. Parent **D** in her words said “*My support is not enough due to my level of income.*” “*I contribute to her home works and projects.*” This parent sees the need for parental provisions and support but is handicapped by the low level of income which could be as a result of some other factors low level of education. The situation of Parent **E** looks similar to that of Parent **D**. Parent **E** said “*I just manage to take care of them with my low income; to some extent, I just check their works on weekly basis.*” It seems clear that parents with higher educational qualifications have higher abilities to provide for and support their children’s school activities since they are likely have higher incomes when employed. The responses of Parents **B** and **C** are pointers to this claim as they showed some fair proportions of their time and resources for their children.

**Parental Involvement:** *Briefly comment on your general involvements about the education of your child/children.*

All the interviewees were given the opportunity to freely comment on their general involvements about the education of their children and Parent **A** simply said “*I pay school fees*”. On further interrogation he said that “*even to pay fees in addition to feeding the family was a big challenge to me*”. It seems that this parent took parental

involvement to mean just paying of fees and perhaps provision of food to the children. This is evident in the responses the parent gave to the questions raised under the other five themes of the interview schedule for this study. It may not be surprising to have children from such a parent not doing very well at school unless with a few exceptions.

Parent **B** commented that: *“When my children were still little I stayed with them all the time `cos I was a house wife. Now that they are a bit grown I don` t have so much time any more. I work full time hours and I study with Unisa so it does not give me much or flexible time to spend with them now that they are teenagers. It`s really difficult to deal with teenagers as a single parent”*. This parent spoke with deep feelings of doing everything all alone as a result of her marital status. The disposition of the parent could impact on the level of Parent/Child Relationship and hence she has “so little time”, and can only sometimes check the children`s performance at school according to the interviewee. In other words this interviewee was of the view that double parenthood could ease off life activities and child rearing.

Parent **C** said *“I do involve in the older children by reminding them of every necessary thing they need to do. While the younger ones in the High School I monitor their exam time-tables, teach and revise those subjects I can contribute. I do attend some parent meetings in their school but some I confess I do not make it. While the older ones I do try to maintain good relationship with their lecturers and supervisors and campus head.”*

Considering the comment of this interviewee shows that the Parent was educated to some high level and she showed the ability to help the children in different ways. Her work position could also have given her the opportunity of relating more closely with the children through others more than she could personally have time for.

Parent **D** said *“I always attend the Parents Teachers meeting and this encourages my daughter so well. I wake her up early and prepare her for school including ensuring that her uniform was all the time neat and ironed.”*

Parent **E** said *“I always attend the Parents Teachers meeting to encourage my children. I wake them up early and prepare them for school including ensuring that their uniforms were all the time neat and ironed.”*

Parents **D** and **E** commented in a very similar way. From their comments, they have more personal time for their children than the more educated respondents who also were under the employment of other employers of labour. However, they appear to be more interested in the external look or physical look of the children than their academic development and achievement.

### **Summary of Findings of the Study**

The following are the summary of findings of the study:

1. There is a strong positive relationship between adolescent educational achievement and single parenthood. This has been shown by the statistical value of  $R = 0.93$  with the test for hypothesis 01 and strongly supported by the qualitative responses from most of the parents interviewed.
2. There is a statistically significance difference in educational achievement between adolescents from single and double (two) parent families because the t-calculated value of 2.40 was greater than the Table t of 2.05 at P value of 0.0235. The discussions of the respondents pointed out that majority of double-parent children achieve well at school while fewer and exceptional children of single-parent children achieve well academically.

3. A good number of respondents expressed the difficulty of taken adequate care of adolescents by single parents and that such responsibility should be borne by both parents where possible.

4. Furthermore, it was found out that there is a strong positive relationship between environmental influence and academic achievement of adolescents. This is shown by the value of  $R = 0.84$  from the test of hypothesis 03 with the Spearman's Correlation coefficient statistics. Environment is made up of different factors including friends or peers that people keep, reading space, home infrastructures and the general surroundings of the people. Many of the respondents stated that the poor state of these factors negatively affected their children's level of achievements in their schools.

# **Chapter Five**

## **Summary, Recommendations, Suggestions and Conclusion**

The aim of this Chapter is to show how the study dealt with the research problem.

The conclusions, as indicated in Chapter 4, will be discussed and summarized.

Recommendations will also be made, and the limitations of the study will be showed.

### **5.1 Overview of the Study**

The purpose of this study was to investigate the impact of single parenthood on adolescents' academic achievement in Mamelodi Township in Gauteng Province. A descriptive survey research design with mixed method approach was employed in the study. A total number of 35 High school grade 11 learners who were 18 years and above and 4 teachers were randomly selected from 2 High schools in Mamelodi Township to participate in this study. Five (5) parents also were interviewed to get information about how parents contribute to their children academic achievement.

Four sub-research questions based on one main question and three hypotheses were stated to guide the study. The answer to the main research question of this study came through the answers provided to the sub-research questions made to expand the details and contents in specific terms of the main question.

The main research question of this study is: Does single parenthood has any impact on adolescent academic development in Mamelodi Township?

#### **5.1.1 Sub-research Questions:**

In specific terms, the sub-research questions in search of in-depth statistical data for the study are as follows:

- a. Is there any empirical relationship between adolescent educational achievement and single parenthood?
- b. Do all adolescents exhibit the same level of cognitive development irrespective of their parental background?
- c. To what extent can other variables such as environment and peer group relate to the level of educational achievement of adolescent?
- d. What implications would the impact (if any) between adolescent educational achievement and single parenthood; have on the academic development of adolescents?

Questionnaires were used to collect relevant data and information from both learners and teachers while the parents were interviewed to get information about their involvement in their children`s academic achievement. As stated in Chapters one and four, the following three hypotheses were stated and tested in the study:

Ho<sub>1</sub>. There is no significant relationship between adolescent educational achievement and single parenthood?

Ho<sub>2</sub>. There is no significant difference in educational achievement between adolescents from single parenthood and double (two) parent families.

Ho<sub>3</sub>. There is no relationship between the level of adolescent educational achievement and the influence of environment and peer group activities.

An extensive review of related literature was carried out in Chapter two on the following sub-headings:

- Theoretical Framework for the Study;
- Family Structure and Academic Achievement of the Learner;
- Single Parents
- Types of Parenting and Influence on the Adolescent;
- Academic Achievement of Adolescents;

- Peer Group Influence on Teenage Activities;
- Parental Involvements;
- Motivation;
- Poor Performance of Learners;
- Parents Educational Level;
- Economic Backgrounds of the Learners

Student's t-test and Spearman`s Correlation Coefficient statistics were used to analyse the data collected as presented in Chapter four. The Results among others show that a statistically significant difference in educational achievement between adolescents from single and double (two) parent families exist and that there is a strong positive relationship between environmental influence and academic achievement of adolescents.

## **5.2 Discussions of the Findings of the Study:**

The first finding or result of this study shows that:

1. There is a strong positive relationship between adolescent educational achievement and single parenthood. This has been shown by the statistical value of  $R = 0.93$  with the test for hypothesis  $H_{01}$  and strongly supported by the qualitative responses from most of the parents interviewed. This finding is supported by Ushie, Emeka, Ononga and Owolabi (2012) whose studies with excellent and brilliant-performances revealed that 2.6% and 7.9% came from single parent and two parent families respectively. This implies some low achievement of single parent children with a few exceptions. In other words, they are not able to achieve as much as their counterparts from two-parent homes for the reasons of not getting complete support from both parents.

A second finding of the study shows that:

2. There is a statistically significant difference in educational achievement between adolescents from single and double (two) parent families because the t-calculated value of 2.40 was greater than the Table t of 2.05 at P value of 0.0235. The discussions of the respondents pointed out that majority of double-parent children achieve well at school while fewer and exceptional children of single-parent children achieve well academically.

3. A good number (66%) of respondents expressed the difficulty of taken adequate care of adolescents by single parents and that such responsibility should be borne by both parents where possible. As stated difficulty of taking adequate care of adolescents by single parents and that such responsibility by Lisa Capretto (2012), parents are to show responsibilities through direct involvement in school management and choice and by being present in the schools' parent/teacher meetings; participation in special parenting training programs; and through family resource and support programs. These forms and levels of visible responsibilities of caring parents go a long way to boost the adolescents' love, attitude and perception about school and academics in general. Hence they will perform better academically as they receive such supports from their parents. This finding is further supported by Griffin and Steen (2010) who summed up parental involvement under six forms as: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. These forms of parental involvement help to motivate the learners because such intrinsic motivation entails a drive to experience a sense of competence and self-actualization (Coetzee, 2011).

4. Furthermore, it was found out that there is a strong positive relationship between environmental influence and academic achievement of adolescents. This is shown

by the value of  $R = 0.84$  from the test of hypothesis  $H_{03}$  with the Spearman's Correlation coefficient statistics. This finding is in agreement with Moore (2007) who explained that settling in a particular place by single parents is not certain and so the children are bound to experience different environments of living conditions. Environment is made up of different factors including friends or peers that people keep, reading space, home infrastructures and the general surroundings of the people. Many of the respondents stated that the poor state of these factors negatively affected their children's level of achievements in their schools. (Ajila and Olutola, (2007) also reported that home environment of family background has a very big influence on the academic of learners as has been statistically found in this study.

### **5.3 Recommendations**

The following recommendations have been made based on the findings of the study:

1. The school and social systems partner together to see that all adolescents are treated in the same manner that would encourage the learners as if they all come from double family structures. This can be done by the school creating an atmosphere of equality and love among the learners irrespective of their parental backgrounds. The teachers need to deemphasize the use of any language that would remind learners from single parent homes about the nature of their family compositions. This approach will enable the learners who by chance have come from single parent homes to see themselves just like other learners and will be more confident to pursue their academic careers alongside others.
2. All parents should also be encouraged through the parents/teachers association meetings to create time for their children at home for home work activities. This is to

ensure that the learners do their school assignments under the supervision of their parents, whether they are single or double parent families.

3. The government should have some forum with single parents particularly at the Township levels for interactions and counseling sessions that would make single parents see themselves as having the same level of responsibilities towards their children just like the double parents. This kind of support will go a long way to help to closer to their children.

4. Adolescent age is usually a more delicate age in human development. Adolescent learners should be more properly supervised about the friends they keep since the influence peer group on others as have been found in this study, can be negative. Negative peer group influence will always make the influence adolescent not to be serious with his or her academics and eventually leads to dropping out of school.

5. With a very strong relationship between environment and adolescent academic achievement found by this study, it is advised that parents should endeavour to create environments suitable for their children`s academic growth in the homes. To do this means to moderately provide materials and gadgets such as reading tables and chairs, writing and study materials that are just necessary to support the children`s academic progress. Time monitoring and censoring game choices and discussions among the adolescents will help them a lot to ensure that no part of them is wasted throughout their developmental period.

#### **5.4 Suggestions for Further Studies**

Through my experiences in the course of this research and the relevance it has towards the adolescent learners in the area of the study, I therefore make the following suggestions for further and future studies by other researchers; that

1. This study may be replicated in other Townships in Gauteng Province and South Africa in general in order to have findings that can reflect the national outlook.
2. A similar study may be undertaken but with interest in the orphans` academic achievements in Gauteng Province and other parts of South Africa.

### **5.5 Limitations of the Study**

Some forms of limitations could have affected this study in some slight ways. They include the difficulty of receiving all the distributed copies of questionnaire for analysis. 31 (88.6%) of the student respondents returned their completed questionnaires. The choice of two high schools for the study in the Township may have also limited the findings thereby making it difficult to generalise the result of the study.

### **5.6 Conclusion**

The findings of this study showed that a strong positive relationship exists between adolescent educational achievement and single parenthood. This is agreement with Barajas (2012) who found out that with some exceptions, children from single parent homes are more associated with lower high school graduation rates among others. Furthermore, the study result showed that a strong positive relationship also exists between environmental influence and academic achievement of adolescents.

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## Appendices

Appendix 1: GDE RESEARCH APPROVAL LETTER from Gauteng Provincial Department of Education.



## GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

**For administrative use:**

**Referenceno.020141141**

## GDE RESEARCH APPROVAL LETTER

|                                |   |
|--------------------------------|---|
| Date:                          | 19 July 2013  |
| Validity of Research Approval: | 19 July 2013 to 20 September 2013   |
| Name of Researcher:            | Ochonogor N.V.  |
| Address of Researcher:         | 742 Reginald Hopkins Street<br>Montana Tuine<br>Pretoria<br>0182  |
| Telephone Number:              | 0124296334/0748215842 /0731751636   |
| Email address:                 | <a href="mailto:Ochonv@yahoo.com/">Ochonv@yahoo.com/</a><br>47974060@mylife.unisa.ac.za                 |
| Research Topic:                | The impact of single parenthood on adolescents' educational achievement: a socio- education perspective |
| Number and type of schools:    | TWO Secondary Schools   |
| District's/HO                  | Tshwane North   |

### Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the schools and/or offices involved to conduct their search. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the search to be conducted.

j.lld(c.«.l  
:22/D9/2013

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

*Making education a societal priority*

Office of the Director: Knowledge Management and Research  
9<sup>th</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
P.O. Box 7710, Johannesburg 2000 Tel (011) 3550506  
Email [David.Makhado@gauteng.gov.za](mailto:David.Makhado@gauteng.gov.za)  
Website: [www.education.gpg.gov.za](http://www.education.gpg.gov.za)

1. *The District/Head Office Senior Managers concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for Permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct their search study.*
4. *A letter/document that outlines the purpose of their search and the anticipated outcomes of*  
*Such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort to obtain the good will and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his or her own research resources, such as stationery, photocopies, transport fares and telephones and should not depend on the good will of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in their search report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management and Research with one Hard Cover bound and an electronic copy of their search.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his or her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of their search study.*

The Gauteng Department of Education wishes you well in this important undertaking and look forward to examining the findings of your research study.

Kind regards

*David Makhado*

Dr David Makhado  
Director: Education Research and Knowledge Management

2013/07/22

DATE: .....

*Making education a societal priority*



**Office of the Director: Knowledge Management and Research**

1<sup>st</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
PO Box 10, Johannesburg, 2000 Tel: (011) 3550506  
Email: [David.Makhado@gauteng.gov.za](mailto:David.Makhado@gauteng.gov.za)  
Website: [www.education.gov.za](http://www.education.gov.za)



**GAUTENG PROVINCE**  
DEPARTMENT: Education  
REPUBLIC OF SOUTH AFRICA

Enquiries : Sello Ngweny  
Sub-directorate: Education Operations and Support  
Telephone : 0124016322  
Fax-2–Email : 086 5674276  
E-mail : Sello.Ngwenya@gauteng.gov.za

---

To : N. V. Ochonogor (Researcher)  
From : H.E.Kekana (Director: Tshwane South District)  
Date : 17 September 2013  
Subject : Permission to conduct research.

---

N.V Ochonogor (Researcher)  
742 Reginald Hopkins Street  
Montana Tuine  
Pretoria  
0182  
Telephone: 0124296334; Mobile: 0748215842; 0731751636  
e-mail: [Ochonv@yahoo.com](mailto:Ochonv@yahoo.com); [47974060@mylife@unisa.ac.za](mailto:47974060@mylife@unisa.ac.za)

Cc: The Principal and SGB

Dear Sir/Madam

#### **PERMISSION TO CONDUCT RESEARCH: N.VOCHONOGOR**

Your research application has been approved by Head Office. The full title of your Research: "The impact of single parenthood on adolescents' educational achievement: A socio-educational perspectives". You are expected to adhere strictly to the conditions given by Head Office. You are also advised to communicate with the school principal/s and/or SGB/s of the targeted schools regarding your research and time schedule.

Our commitment of support may be rescinded if any form of irregularity/ no compliance to the terms in this letter or any other departmental directive/ if any risk to any person/s or property or our reputation is realised, observed or reported.

Terms and conditions

1. The safety of all the learners and staff at the school must be ensured at all times.
2. All safety precautions must be taken by the researcher and the school. The Department of Education may not be held accountable for any injury or damage to property or any person/s resulting from this process. The school/s must ensure that sound measures are put in place to protect the wellness of the researcher and his or her property.

*Making education a societal priority*

Office of the District Director: Tshwane South  
(Mamelodi/Eersterust/Pretoria East/Pretoria South/Atteridgeville/Laudium)  
President Towers Building, 265 Pretorius Street, Pretoria, 0002  
Private Bag X198, Pretoria, 0001 Tel: (012) 4016317; Fax: (012) 4016318  
Website: [www.education.qpp.gov.za](http://www.education.qpp.gov.za)

NB Kindly submit your report including findings and recommendations to the District at least two weeks after conclusion of the research. You may be requested to participate in the Department of Education's mini-research conference to discuss your findings and recommendations with departmental officials and other researchers.

The District wishes you well.

Yours sincerely

Mrs H.E Kekana  
Director: Tshwane South District  
Date: 19/09/2013

Page 2 of 2

*Making education a societal priority*

Office of the District Director: Tshwane South  
(Mamelodi/Eersterust/Pretoria East/Pretoria South/Atteridgeville/Laudium)  
President Towers Building, 265 Pretorius Street, Pretoria, 0002  
Private Bag X198, Pretoria, 0001 Tel: (012) 4016317; Fax: (012) 4016318  
Website: [www.education.qpp.gov.za](http://www.education.qpp.gov.za)

Appendix 3:

Research Ethical Clearance Certificate



## Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance  
submitted by

**N.V. Ochonogor**  
**[47974060]**

For a MEd

Study

The impact of single parenthood on adolescents' educational achievement: a socio educational perspective has met the ethical requirements as specified by the University of South Africa College Of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

A handwritten signature in black ink, appearing to read "CSleRoux", is positioned above the printed name of the signatory.

ProfCSleRoux  
2013  
CEDUREC (Chairperson)  
[lrouxcs@unisa.ac.za](mailto:lrouxcs@unisa.ac.za)

16 August

Reference number: 2013Aug/47974060/CSLR

Appendix 4:

Questionnaire for Learners

**Learner Questionnaire**

I am a research student from the University of South Africa, Pretoria, working on the Impact of Single Parenthood on Adolescent Educational Achievement: Socio-Education Perspective. I solicit your kind cooperation in responding to the items of this questionnaire. Be informed the content of your response will confidentially treated for research purposes only and your identity is not required, please.

Thanks in advance.

Ochonogor, N.V.

**INSTRUCTION:**

Definition of Abbreviations Used

- SA - Strongly Agree
- A - Agree
- UN - Undecided
- D - Disagree
- SD - Strongly disagree

Gender: Male: ..... Female: .....

How old are you? ..... What grade are you?

.....

My average achievement score in the last examination is:

.....

Kindly tick (√) in the boxes that agrees with your opinion about the following statements

| S/N |   | SA | A | UN | D | SD |
|-----|---|----|---|----|---|----|
|     | <b>Parental Employment</b>                            |    |   |    |   |    |
| 1.  | My parents are self-employed                          |    |   |    |   |    |
| 2.  | My parents are employed                               |    |   |    |   |    |
| 3.  | The income of my parent(s) is low                     |    |   |    |   |    |
|     | <b>Parent/Child Relationship</b>                      |    |   |    |   |    |
| 4.  | I interact well with your parents                     |    |   |    |   |    |
| 5.  | My parents help me to plan my time management at home |    |   |    |   |    |
| 6.  | My parents always check performance at school         |    |   |    |   |    |
| 7.  | I am satisfied with my level of academic performance  |    |   |    |   |    |
| 8.  | My academic performance is not very encouraging       |    |   |    |   |    |
| 9.  | My parents have time to supervise my study at home    |    |   |    |   |    |

|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
|     | <b>Parental Education Level</b>   |  |  |  |  |  |
| 10. | My parent(s) have/has enough education to properly guide my study at home |  |  |  |  |  |
|     | <b>Peer Group Influence</b>   |  |  |  |  |  |
| 11. | My parents know my all friends  |  |  |  |  |  |
|     | I enjoy discussing my future career with my friends                       |  |  |  |  |  |
| 12. | I do show some adequate seriousness with my studies at school and at home |  |  |  |  |  |
| 13. | I love going to the parks with other of friends                           |  |  |  |  |  |
|     | <b>Parental Provisions and Children`s support</b>                         |  |  |  |  |  |
| 14. | My parents provide all my needs for study                                 |  |  |  |  |  |
| 15. | I always study at home  |  |  |  |  |  |
| 16. | I have friendly environment for my studies at home                        |  |  |  |  |  |
| 17. | My parents like my reading habits   |  |  |  |  |  |
|     | <b>Parental Involvement</b>   |  |  |  |  |  |
| 18. | My parents visit my school regularly to find out how I am doing           |  |  |  |  |  |
| 19. | My parents moderate my television viewing                                 |  |  |  |  |  |
| 20. | I am from a single-parent home  |  |  |  |  |  |

Thanks for participating.

Appendix 5:

Questionnaire for Teachers

**Questionnaire for Teachers**

I am a research student from the University of South Africa, Pretoria, working on the Impact of Single Parenthood on Adolescent Educational Achievement: Socio-Education Perspective. I solicit your kind cooperation in responding to the items of this questionnaire. Be informed the content of your response will confidentially treated for research purposes only and your identity is not required, please.

Thanks in advance.

Ochonogor, N.V.

**INSTRUCTION:**

Definition of Abbreviations Used

- SA - Strongly Agree
- A - Agree
- U - Undecided
- D - Disagree
- SD - Strongly decide

What is your status: Married ( ) Window ( ) Single father ( ) Single Mother ( )

Separated ( )

How old are you? .....

How many children have you? ..... How many boys? ..... How many girls? .....

Kindly tick (√) in the boxes that agrees with your opinion about the following statements

|     |  | SA | A | D | SD | U |
|-----|--|----|---|---|----|---|
|     | <b>Educator/learner Relationship</b>   |    |   |   |    |   |
| 1.  | I relate cordially with all my learners/learners                             |    |   |   |    |   |
| 2.  | I interact well with my bright learners only                                 |    |   |   |    |   |
| 3.  | I am satisfied with how the learners go about their studies                  |    |   |   |    |   |
| 4.  | My learners perform well academically  |    |   |   |    |   |
|     | <b>Learners` level of discipline</b>   |    |   |   |    |   |
| 5.  | My learners always do their assignments and home-work                        |    |   |   |    |   |
| 6.  | Some of my learners are always absent or late to school due to home problems |    |   |   |    |   |
| 7.  | Some of my learners are always late to school.                               |    |   |   |    |   |
| 8.  | My learners are truly respectful   |    |   |   |    |   |
| 9.  | Some of the learners keep smoke/drug addicts as friends                      |    |   |   |    |   |
|     | <b>Motivation</b>  |    |   |   |    |   |
| 10. | I motivate my learners about their   |    |   |   |    |   |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
|     | studies  |  |  |  |  |  |
| 11. | I take time to talk to my learners about their future academic life                  |  |  |  |  |  |
| 12. | I help the learners to plan their study timetables                                   |  |  |  |  |  |
| 13. | My learners are always zealous about studies   |  |  |  |  |  |
|     | <b>Peer Group Influence</b>  |  |  |  |  |  |
| 14. | Some of the student are faced with peer pressure                                     |  |  |  |  |  |
| 15. | The relationship among the learners is cordial                                       |  |  |  |  |  |
|     | <b>Poor Home background</b>  |  |  |  |  |  |
| 16. | Some of the learners have financial problems from the home                           |  |  |  |  |  |
| 17. | Some learners see schooling as time wasting  |  |  |  |  |  |
| 18. | Some learners lack the necessary study materials for class activities and home-works |  |  |  |  |  |
|     |  |  |  |  |  |  |

Thanks for participating.

## Appendix 6:

### Interview Schedule for Parents

#### **Interview Schedule for Parents (with the help of a Language Interpreter)**

I am a research student from the University of South Africa, Pretoria, working on the **Impact of Single Parenthood on Adolescent Educational Achievement: Socio-Education Perspective**. I solicit your kind cooperation in responding to the items of this interview. Be informed the content of your response will confidentially treated for research purposes only and your identity is not required, please. Participation is voluntary and a participant is free to withdraw from the study at any point he/she wants.

Thanks in advance.

Ochonogor, N.V.

What is your marriage status: Married ( ) Window ( ) Single father ( ) Single Mother ( )

Separated ( )

How old are you? .....

How many children have you? ..... How many boys? ..... How many girls? .....

#### **Parental Employment**

1. Are you employed or working anywhere?
2. What kind of work do you do?

#### **Parent/Child Relationship**

1. How much time do you have with your child/children?
2. Do you have time to check his or her/their performance at school?

#### **Parental Education Level**

1. What is your highest educational qualification?
2. Does your level of education enable you to follow-up with your child`s/children`s studies at school?

#### **Peer Group Influence**

1. Do you know your child`s/children`s friends at school?
2. Do you know your child`s/children`s friends at home?
3. Briefly the influence of friends on your child/children.

#### **Parental Provisions and Children`s support**

1. Are you able to adequately provide for your child/children with your present level of income?
2. How much support do you give to your child/children about his or her/their school activities?

#### **Parental Involvement**

Briefly comment on your general involvement about the education of your child/children.

**Thank you for participating in this study.**

Appendix 7 **Letter to District Senior Manager**

CELL No. 0731751636  
Dept of Educational Foundation  
College of Education  
University of South Africa  
Pretoria

19 Oct, 2012

THE DISTRICT SENIOR MANAGER  
DISTRICT

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN MAMELODI HIGH SCHOOLS.**

I am a Master degree student studying Socio Education at the University of South Africa (Unisa). The major component of the study is to carry out a research, therefore I am requesting for permission to conduct a research in Mamelodi Township. The topic of study is: Impact of Single Parenthood on Adolescent Educational Achievement: Socio-Education Perspective. The research involves distributing questionnaires to selected teachers, grade 11 learners and parents in the selected schools at the FET band.

Your cooperation will be highly appreciated.

Yours faithfully

Ochonogor, N, Veronica (Mrs)

Appendix 8

**Letter to School Principals**

CELL No. 0731751636  
Dept of Educational Foundation  
College of Education  
University of South Africa  
Pretoria

.....  
THE PRINCIPAL

.....  
.....

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN YOUR HIGH SCHOOL.**

I am a research student currently studying for a Master`s degree in Socio-Education at the University of South Africa, Unisa.

I am requesting for permission to conduct a questionnaire distribution and collection to and from 20 sampled Grade 11 learners, their parents and teachers at your school. The topic of study is: Impact of Single Parenthood on Adolescent Educational Achievement: Socio-Education Perspective. The exercise may take about one hour each day for two days

Please find attached a letter of authorisation from the District Department of Education to

Conduct the research in Mamelodi Township.

Your cooperation will be highly appreciated.

Yours faithfully

Ochonogor, N, Veronica (Mrs)