



Challenges Facing Primary School Pupils from Single Parent Families towards Education Achievements in Arusha City

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Abstract: The study assessed the challenges facing pupils from single parent families towards academic achievement in Arusha city council. The objectives of the study were to; examine the challenges facing pupils from single parent families in primary school and explore the possible solutions to the challenges facing pupils from single parent families in primary school education. Attachment Theory guided the study. Mixed methods approach was adopted. Target population of the study was 1055 and sample size of 108 respondents from public primary schools were involved in the study. Purposive sampling technique was employed for both teachers and pupils. Questionnaires and interviews were used to collect data. Content validity was validated through the expert judgment. Reliability was determined using test re-test technique and reliability index, $r=0.835$ was obtained using Cronbach Alpha Method. Quantitative data was analyzed using descriptive statistics in SPSS version 25. The obtained results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically alongside research questions. The study established that economic hardship, lack of parental care, lack of G/C and socialization are the major challenges facing pupils from single parent families towards their education achievements. In recommendation, pupils from single parent's families with low income should be identified, assisted and mentored towards their education. The government needs to set a budget for those pupils in need. The school administration should encourage teachers to offer G/C services to single parent pupils in order to encourage them to work hard in their academics.

Keywords: Challenges, Primary, Pupils, Single Parent, Families, Arusha

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1. Introduction

Family is an agent of culture and socialization and is the basic unit of human civilization. Family serves as the nursery for the society's population. In a family, parents are the primary caretakers of children. Stephan (2014) reported that, in child's finest social and cognitive growth, the presence of parents is very critical. The presence of parents in a family leads a child to receive love, care, and

any means needed to grow into a healthy human person. Smith (2017) stated that, most institutions, schools, religious institutions, media and government entities, define the ideal family as one consisting of two married, heterosexual biological parents living with their children. The father and mother as the head of families are referred as the primary agents for cultivating the desired morals in young children but in some cases, there are some reasons over spouse's ability that make one parent to raise children and therefore, the occurrence of single parent families.

According to Mpofu et al. (2022), a single parent family means being the breadwinner and managing the house all alone. It is also important to clarify that all single parent families are broken families, but not all broken families have single parents. Broken families could denote losing a child, losing parents, a sibling or guardian. Mokohe (2021) advance the argument that single parenthood comes with concerns about the next generation suffering from possible disadvantages due to the developmental and well-being challenges for the children.

A study by Stephan, (2014), in the United State of America revealed that the number of single father households have increased from about 300,000 in the 1960's to nearly 2 million in 2016 (U.S Census, 2016). In 1960, only about 14 percent accounted for single parent households were led by fathers, while more recently nearly quarters (24 percent) of single parents in the United States were led by women. The rise in numbers can partially be attributed to children being born out of marriage but again due to divorce. Ali and Soomar (2019) posted that not only single parenting directly affects a child's physical, psychological, emotional wellness and overall upbringings but also a child ends up with the primary caregiver when there is a separation of mother and father hence single parent family accelerates to negative outcome to children, mostly in academic achievement.

In Africa a study by Härkönen, (2017), exposed that divorce is not such a common thing due to their culture yet desertion, death and imprisonment produce single-parent families, primarily headed by women. The rates vary from country to country, for example in Ghana the rate is less than 5% compared to 40% in Botswana and Barbados. In addition, Mrinde (2014) noted that Tanzania and other African societies such as Kenya, Nigeria and Uganda, women were not allowed to bear children before getting married. It was helpful to the problem of single parenting; the situation has since changed due to downfall of African moral standards and the advancement of science and technology (Taylor et al., 2017).

Rubamande et al, (2021) observed that Tanzanian children are becoming the victims of single parenting and they encounter many challenges including poor education achievements. The Tanzania Media Women Association (TAMWA) reported that Magomeni court in Dar-es-salaam received 118 divorce cases in 1997; they rose to 422 cases by the year 1999. Divorce cases in the country may even be higher, but it might be that other divorce cases are not reported at all and that is why Tanzania is also ranked as one of the East African countries with largest number of

children from single parent families who are facing myriad of challenges in their education. Therefore, this scenario has motivated the researcher to carry out a study in Tanzanian context to assess whether there are challenges facing pupils who are from single parent families towards education achievement in Arusha city, Tanzania.

1.1 Research Questions

The following research questions guided the study:

1. What are the challenges facing pupils from single parent families in primary school education in Arusha City?
2. What are the possible solutions to the identified challenges facing pupils from single parent families in primary school education in Arusha City?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was anchored on Attachment Theory which was developed by John Bowlby (1969).

2.1 Attachment Theory

Attachment theory conceptualized a model for understanding how experiences with the caregiver shape social and personality development in the child (Scott et al., 2011). In simple terms, attachment can be defined as an emotional bond with another person. This theory is focused on the relationships among people. Hence, attachment theory explains how the parent child relationship emerges and influences a child's subsequent development.

2.1.1 Application of the Theory to the Current Study

Attachment theory is one of the most influential contemporary conceptual frameworks for understanding mental health, psychological functioning, and social behavior. The theory will help the current study to explain why the availability of caring, loving relationship partners and beginning in infancy is so important to developing a sense of safety and security. This sense facilitates emotion regulation, promotes harmonious and satisfying interpersonal interactions, and sustains psychological well-being and mental health of a child.

2.2 Empirical Review

The researcher reviewed empirical studies under the following study objectives: to examine the challenges facing pupils from single parent families' households in primary school education and explore the possible solutions to address the identified challenges facing pupils from single parent families' households in primary school education in Arusha City.

2.2.1 The Challenges Facing Pupils from Single Parent Families' Households in Primary School Education

In USA, McArthur and Winkworth (2017) pointed out "social isolation and limited social ties to have increased the risk of child abuse and neglect". Single mothers typically do not receive enough child support to maintain the standard of living in the family. McLanahan et al. (2019), revealed that single mother, have less time to complement father's role. Yet, children who grow up with strong and loving relationships with both parents tend to feel good about them.

A study by Behere et al., (2017) revealed that, any factor that causes genuine interest in family structures leads to the effects on a child; particularly their mental health status, which in turn affects a multitude of other areas of performance. According to Adewale (2019), thousands of women in Nigeria lost their husbands very early and caused many families to remain single parents. This has affected many children in schools as many parents could not be able to care for the basic needs of their children.

According to Graetz (2019), parental education and occupational status are highly correlated with children's educational choices and attainment; this implies that the higher the parental educational qualification, the higher the occupational status of such a parent; and vice versa. Further, McLanahan et al. (2019), reported that, children from parents having low occupational status face many barriers in transiting from one stage of education to the next; revealing that low parental occupational status has negative influence and effect on student's school achievement.

Abudu and Moses (2013) revealed that most students from single-parent households experience low parental involvement in their academic activities. For example, a study by (Mpofu et al., 2022), assert that family conflict rate has increased, women have surged into work place as

a result, family life has become more diverse than it was in generation ago. These changes in family have affected not only the form of the family life but also the psychological well-being of pupils towards their education, hence challenges to their academic achievement.

2.2.2 The Possible Solutions to Address the Identified Challenges Facing Pupils from Single Parent Families' Households in Primary School Education

In discussing the academic achievement of students from single-parent households, Ford (2017) insisted that to be successful, negative thoughts must be replaced by positive thoughts, and teachers and parents must believe in the student. Nonoyama-Tarumi (2017) noted parental involvement is an indicator for student academic achievement and consequently has a stronger effect on elementary school students.

According to Akinsanya (2011), in Ogun state in Nigeria, parents' occupation has contributed to a child's good caring; this means that a child from a well-educated parent with high socio-economic status is more likely to perform better in schools than a student from an illiterate family. In the same vein, Nonoyama-Tarumi (2017) noted that mothers are mostly responsible for the child's academic success. Single parents use educational attainment to escape the grip of poverty that many of them face (Assari, 2018). In a study by Jones et al. (2018), it was pointed out that students from single parent households who attend rural schools had an advantage for academic success.

However, according to Previ et al. (2020), single mothers who use protective strategies of restrictive parenting, support engagement and encouragement when it comes to education, offer emotional support, and provide financial security contributed to their children getting into college. African American single mothers groom and socialize their daughters for future success in a way that they do not seem to do with their sons.

The study by Hakovirta et al. (2021) indicates variables such as age, political affiliation, and religion also play a part in the idea that single parents can be good parents. Single-parent households are usually located in low-income areas and have high unemployment and inadequate schools (Previ et al., 2020). It is not outside of the realm of possibility that students exposed to such negativity would have a bleak future. Single mothers can be creative instructors, and they do what they must in order to assist their children academically (Jarrett and Coba-Rodriguez,

2019). Students who were raised by single parents are constantly defying the odds that are stacked against them.

3. Methodology

The study adopted mixed methods approach under convergent mixed methods design which enabled the researcher to converge or merge qualitative and quantitative data in order to provide comprehensive analysis of the research problem (Creswell and Creswell, 2018). In this approach both qualitative and quantitative data were obtained differently, analyzed separately and the findings were later integrated to complement each other. The current study targeted 49 head teachers, 100 teachers teaching class seven pupils and 945 standard seven pupils (MoEST, 2022). The selection of sample size was done according to Vasileiou (2018) who stated that, a sample of 10% to 30% of the target population is representative enough for the research study. Therefore, 10% of each category of respondents were sampled. Consequently, 5 heads of schools from 5 primary schools were purposively selected, 10 teaching staff and 95 pupils from class seven were selected using both stratified and simple random sampling techniques. Questionnaires were used to collect data from the pupils and interview guide was used to collect data from teachers and head teachers. Research

instruments were validated through the experts from the department of children who improved the content validity. Reliability was determined using test re-test technique and reliability index, $r=0.835$ was obtained using Cronbach Alpha Method. These results are consistent with the assertions of George and Mallery (2003) that any reliability coefficient above 0.5 is good and thus the instruments were reliable. Quantitative data was analyzed using descriptive statistics in the SPSS version 25. The obtained results were presented in tables of frequencies and percentages. Qualitative data were analyzed thematically alongside the research questions and presented in narrative forms (Braun and Clarke, 2017).

4. Results and Discussion

Table 1 shows the results of the first objective that examined the challenges facing pupils from single parent families in primary school education achievement. Questionnaires were used to collect data from the pupils where they indicated their level of agreement with 10 statements based on Likert scale of Strongly Agree (SA) = 5 Agree (A) = 4, Undecided (U) =3, Disagree (D) =2, and Strongly Disagree (SD) =1. While interview guide was employed to collect data from teachers and head teachers.

Table 1: Pupils’ Responses on the Challenges Facing Pupils from Single Parent Families in Primary School Education in Arusha City Council (n=95)

Statement	SA	A	U	D	SD
i. Lack of pupils’ concentration in learning is brought by psychological problems due to single parent care	53.2%	14.5%	19.4%	4.8%	8.1%
ii. Majority of pupils from single parent families face school dropout	69.4%	12.9%	8.1%	4.8%	4.8%
iii. Pupils from single parent families are faced by poor academic achievement	74.2%	8.1%	11.3%	3.2%	3.2%
iv. Indiscipline cases in school is a challenge towards pupils from single parent families	72.6%	14.5%	8.1%	1.6%	3.2%
v. Lack of learning material is one of the problems facing pupils from single parent families	54.8%	11.3%	17.7%	11.3%	4.8%
vi. Financial constrain faces pupils from single parent families	61.3%	19.4%	9.7%	3.2%	6.5%
vii. Poor law enforcement to protect the rights of pupils from single parent families	75.8%	14.5%	1.6%	6.5%	1.6%
viii. Pupils from single parent families engage in immoral behavior at school	85.5%	9.7%	1.6%	1.6%	1.6%
ix. Pupils from single parent families lack seriousness in education due to lack of proper parental responsibilities	71.0%	14.5%	11.3%	1.6%	1.6%

Source: Field data (2023)

In identifying the challenges facing pupils from single parent households in primary school education, 95 respondents (pupils) were given questionnaires and table 1 shows that about 53.2% of pupils strongly agreed that; lack of student concentration in learning is brought by psychological problems due to single parent care, 14.5% of respondents agreed followed by 19.4% who were undecided while only 4.8% disagreed and 8.1% strongly disagreed. The finding implies that single parent care exposes pupils to lack of basic needs such as food shelter and clothes. Pupils therefore experience lack of concentration in learning brought by psychological effects. While answering the same research question which was aimed at finding out the challenges facing pupils coming from single parent families in primary school education. Response from interviewee (T1, T3 and T5) indicated that:

“...pupils from single parent families face psychological problems therefore they lack concentration in learning...”

(Personal interview on 7th May 2023).

Another respondent reported that:

“...pupils coming from single parent families face several distressing challenges such as lack of food and learning materials which affect them psychologically which hinder them from learning...”
(Personal interview on 8th May 2023).

The excerpts in the current study indicate that concentration in learning is as a result of several factors that include psychological and physical wellbeing. Learners who have not settled psychologically are likely to perform dismally as compared to learners who are mentally

and psychologically settled. This is due to distresses such as lack of essential basic needs they often experience. In the same vein, Odeyemi (2019) and Odeyemi-BSD (2018) have shown that children from single parenthood often experience increased psychological distresses including health and behavioral issues, deviant activities and possible high rates of poverty, these psychological distresses often lead to poor academic performance.

Moreover, table 1 indicate that 69.4% of pupils strongly agreed that school dropout faces majority of pupils from single parent families while 12.9 % were in agreement. This show that majority of respondents facing school dropout were pupils from single parent families. Also, about 8.1% were undecided, followed by 4.8 % who disagreed and 4.8% who strongly disagreed. This finding was in agreement with some of the responses from qualitative data (interview) which revealed that; majority of pupils who dropped out from school come from single parent families as T4 put forth that:

“...when we look at our school most of pupils who dropped out from school are the ones coming from single parent families, I think it is because they lack good parental care from both parents...” (Personal interview on 7th May 2023).

This finding implies that through good parental care, pupils from single parent families may lack proper guidance on need to consistently attend school and work hard. Additionally, in support towards the findings above, Ferrell (2019), revealed that children from single mothers are faced with poor academic achievement; these children are likely to have higher absenteeism rates at school; and to drop out of school, these lead them to poverty. Furthermore, they are more likely to engage in early marriage and have children at tender age, both in and out of marriage; to divorce, if married commit delinquent acts such as drug abuse and alcohol usage.

Majority (74.2%) of respondents strongly agreed while only 3.2% strongly disagreed that pupils from single parent families are faced by poor academic performance due to lack of school fees, inadequate revision materials and lack of parental support towards academics. During the interviews, T1 reported that:

Last year in our school we had a certain case of a pupil who would report to school only two days in a week. A few months later, the pupil disappeared completely. That pupil also performed

poorly in his studies. Interrogation carried out among his friends revealed that the pupil decided to stop coming to school because his parents separated due to hardship of life and his father divorced his mother after shifting to another to search for employment (Personal interview on 7th May 2023).

The findings from qualitative data indicates that hard economic times have caused several families to separate and children have bore the consequences of parents' separation. In support of the findings, Ferrell (2019) found out that these children from single parent families are likely to have higher absentee rate at school; to have low marks; and to drop out of school, which led them to drop out of school.

The statistical data in table 1 revealed that a total of 87.1% (72.6% strongly agreed and 14.5% agreed) of the respondents gave affirmative approval that indiscipline cases in school is another challenge facing students from single parent families. The findings show that as a result of poor parental guidance, most pupils from single families are indiscipline. Their single parents pampers them thus they are denied the necessary guidance that would shape their behavior. In support of the findings, Wendy and Kathleen (2018) noted a general level of increased indiscipline among students from single parents due to inadequate parental guidance and lack of follow up on assignments given in school. In addition, the findings from quantitative data during the interviews with T3 and HT4 pointed out that:

“...majority of children coming from single parent families lack discipline, because for a child to have good discipline, parental guidance is inevitable. Guidance and counseling (G/C) should be conducted by both parents but when a child is raised by a single parent chances of increased indiscipline cases among pupils are reported...” (Personal interview on 7th May 2023).

The interpretation of the findings shows that pupils' discipline is a responsibility of pupils themselves, parents, teachers and society at large. The current study establish that guidance and counseling improves pupils' discipline. Therefore, parents should embrace G/C in order to shape pupils' discipline. The finding is supported by attachment theory; (O'Connor et al., 2013) that focuses on the relationships among people. Hence, attachment theory explains how the parent child relationship emerges and

influences a child's subsequent development. The attachment theorists have developed a model of parent and child relationships from a broad theoretical base that includes cognitive, psychological and control systems. Therefore, based on the attachment to the parents; children's behavior, psychological development, and achievements will be enhanced.

The study also shows that a total of 66.82% agreed lack of learning material is one of the problems facing pupils from single parent families due to absence of reliable source of income. Regarding this statement, 4.8% held contrary opinion. The few respondents with divergent opinion had a feeling that the government should provide adequate learning materials in school while their parents should simply supplement.

During the interview, the sample respondent (HT3) remarked that:

"...Majority of single-parent families are living in low level of economic power and therefore they cannot provide their children with school requirements like school fees, textbooks, exercise books and other learning materials..."
(Personal interview on 9th May 2023).

This excerpt from the head teacher reveals that most households do not have stable economic activities. Therefore, their contribution in terms of supplementing teaching/learning materials supplied in schools through government capitation is low. The situation is not any better for single parents who receive no support from their former partners and other sources. This finding is supported by the study done by Öztürk and Boylu (2015). The study revealed that single mothers carry the responsibilities of childcare and home schooling and often receive insufficient assistance from their former husbands, inner circle, relatives or the states. This is in combination with lack of affordable day care, which constitute to be one of the most important reasons single mothers face economic difficulties in many countries.

The second objective of the study explored the possible solutions to the challenges facing pupils from single parent families towards improvement of their primary school education achievement in Arusha District Council. Questionnaires were used to collect data from the pupils where they indicated their level of agreement with 10 statements based on Likert scale of Strongly Agree (SA) = 5 Agree (A) = 4, Undecided (U) =3, Disagree (D) =2, and Strongly Disagree (SD) =1. While interview guide was used to collect data from teachers and head teachers as presented in table 2.

Table 2: The Findings on the Possible Solutions to Address the Identified Challenges and to Improve the Primary School Education Achievement of Pupils from Single-Parent Households

Statement	SD	D	U	A	SA
i. Donors and Non-Government Organization's should offer scholarships to the pupils from single parent	74.2%	16.1%	4.8%	3.2%	1.6%
ii. The specific single parents should become academic mentors to their children so as to enable them to avoid psychological destructions in learning	40.3%	29.0%	1.6%	16.1%	12.9%
iii. The government should make proper policies to inhibit violation of rights of pupils from single parent families.	82.3%	9.7%	3.2%	1.6%	3.2%
iv. Moral and material support to the pupils coming from single parent families is vital	69.4%	27.4%	1.6%	1.6%	0.0%
v. Guidance and counseling experts should play an important role towards advising the couple before entering marriage in marriage.	93.5%	4.8%	0.0%	0.0%	1.6%
vi. Government support is vital to the pupils coming from single parent families	67.7%	29.0%	1.6%	0.0%	1.6%
vii. Education should be provided to the single parent families on how to raise their children without their partners	88.7%	1.6%	0.0%	8.1%	1.6%
viii. Provision of teaching and learning materials is important to pupils from single parent	79.0%	19.4%	0.0%	1.6%	0.0%
ix. Guidance and counseling support is good for the pupils from single parent	74.2%	17.7%	4.8%	1.6%	1.6%
x. Financial assistance by the community is vital to single parented pupils	77.4%	17.7%	4.8%	0.0%	0.0%

Source: Field data (2023)

From table 2, 74.2% of respondents strongly agreed that donors and non-government organization should support pupils from single parent, followed by 16.1% of the respondents who agreed as well. The study indicates that 4.8% of the respondents were undecided while 3.3% disagreed. In nutshell it was revealed that few numbers of respondents that is, 1.6% strongly disagreed that the best alternative of supporting pupils from single parent families is not by inviting the donors and non-government organizations through offering scholarships to the pupils from single parent families. However, the way forward is for parents to resolve their differences and uphold a united family, get involved in income generating activities that will enable them to invest in their children's education and other basic needs.

Again, in qualitative data collection during interviews with HT1, the respondent revealed that:

"...School management, teachers, and the members of the welfare societies should have a joint mechanism to help pupils from single parent families in order to make their education

foundation stronger..." (Personal interview on 9th May 2023).

This finding agrees with the findings from quantitative results that emphasized government and community support to single mothers in order to enable their children have advantage of strong education foundation. This study was supported by URT (2016) which revealed that at the community level, it is possible to find a mother who is willing to care for a child whose parents passed away. Family composition supremely offers a good judgment of security and steadiness that is indispensable for children. When there is a breakdown in the family composition, it may have a remarkable effect on children.

Quantitative data also revealed that majority of respondents suggested that single parents should be given opportunity to become academic mentors for other pupils from single parents. However, while collecting qualitative data during an interview with T5, the respondent pointed out that:

“... I have three children, though I’m a teacher by profession also a single parent; the second child and the third child cannot attend classes because they lack school requirements like excise books, pens and pencils but also school contributions like money for examinations; they are afraid of being punished by my fellow teachers. Then I have to talk to my children to bear with my situation up to the end of the month...” (Personal interview on 9th May 2023).

The finding from this excerpt shows that even teachers who are single parents face economic challenges that negatively affect their children’s academic achievement. Both quantitative and qualitative results were supported by Xu, Xu et al. (2019) argued that single mother-parenting is a significant contributing factor to childhood development and psychopathology. This shows that parents play a considerable role in shaping children’s emotional health, particularly during the early years of childhood.

The government should make proper policies to inhibit violation of pupils’ right from single parent families was supported by 82.3% of the respondents. These policies if enacted and reinforced will help pupils from single households to overcome problems which could inhibit their academic success.

During the field interviews, the study revealed that:

“...the issues and challenges that pupils from single-parent face have adverse effects not only on their academic performance but also on the overall well-being of the pupils. In addition, low parental involvements in pupils’ academic careers and less attention from school administration, teachers, welfare societies and educational counselors have worsened the issue. Therefore, all education shareholders should play their role in helping pupils from single parents to achieve their academic goal...” (Personal interview on 10th May 2023).

The respondent put forth a reminder to parents to participate in school activities involving their children. This will encourage pupils to work hard and motivate teachers to give their best in managing pupils’ affairs. The study was supported by Brady et al, (2017), which found out that a poverty and poor single parenthood negatively affect the educational attainment level of affected children.

The quantitative study indicated that 69.4% of the respondents who strongly agreed that moral and material support to the pupils coming from single parent families is vital just to support the development of education of single parented children. However, the qualitative results from interviewee (HT5) in the fourth question noted that:

“...the difference in the academic performance of pupils from single-parent households and those from two-parent families is partly due to the disagreements and inability of single parents to give their children all the necessary care. Moreover, with support, the child can adjust to the good academic achievement if there is moral and material support...” (A personal interview on 10th May 2023).

The current study established that moral and material support to the pupils coming from single parent families is vital towards their academic achievement. Provision of material and financial support will minimize anxiety among children from single parents hence they will concentrate in their education. This study was supported by Okaka, (2016) who holds the view that single parenting can contribute (moral and material support) to a child’s academic performance just like in a two-parent family, provided that the single parent is well equipped to handle the challenges that are present due to the absence of the other parent.

Similarly, involving the support of guidance and counseling experts in advising the couple before entering marriage was identified as a possible solution to the challenges facing pupils from single parents. This statement was supported by 92.9% of the respondents. In qualitative findings on the fourth question during an interview with an interviewee (T5), the study noted that:

“... It is best for the children to grow up in a family where both mother and father play their respective roles in children’s upbringing. A balanced and conducive family situation contributes not only to the social, physical, spiritual and psychological development of the children but also to the children’s educational performance...” (Personal interview on 11th of May 2023).

The study found out that a family is a big institution and parenting is a noble responsibility that involves establishing a pillar with societal norms and values being accountable for developing psychological and emotional wellbeing of the child for future academic achievement. In the same vein, Fotoh (2021) reported that the children with experience of separation, divorce, or death of a parent do not perform well or achieve academically. However, the student’s academic performance is a prime concern in the teaching-learning process. Thus, schools prioritize the teaching-learning process by drawing all the possible resources to equip the teaching-learning process and facilitate the students to achieve better academic performance.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The study identified economic hardship, insufficient financial resources to support children upbringing and education expenses therefore they could not get school requirements were identified as challenges facing pupils from single parent family. In addition, pupils from single parent had at the same time failed to get proper care from their parents, poor monitoring and/or supervision, poor emotional support and cognitive stimulation were also identified as challenges facing pupils from single parent household. For remedial measures, the study suggested guidance and counseling, identify and participating in income generating activities in order to maintain the family while supporting school activities that requires financial input of her/his children, provide guidance and counseling, Similarly, majority of low-income single parents should engage in small business to get money to support their pupils' education.

5.2 Recommendations

Based on the study findings the following recommendations were made:

1. Teachers in all public primary schools should improve teaching methodologies by developing and motivating pupils from single parents for academic achievement.
2. Teachers and parents as education stakeholder should be very closer to the pupils from single parent families and give them the necessary guidance and counseling in the whole process of maintaining their studies.
3. Community should work together to guide and counsel children on how best to improve academic success. Parents should be sensitized on the importance and good ways of rearing and encouraging their children to attend school. This can be done through media.
4. The government should ensure that all primary schools are supported both materially and financially because it is the only level of education that comprised of single parent pupils who are faced by numerous academic challenges. The government should provide financial support through emergency budget that will enhance the implementation of learning recovery programmes in primary schools where there is any number of pupils from single parent families.

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