

**AN INVESTIGATION INTO THE EFFECT OF SINGLE
PARENTHOOD ON ACADEMIC PERFORMANCE OF
PUPILS IN BUKEDEA TOWN COUNCIL PRIMARY
SCHOOLS, BUKEDEA DISTRICT**

BY

**ACAM LILIAN FRIDA
(BU/UP/2022/0255)**

**A RESEARCH DISSERTATION SUBMITTED TO THE DEPARTMENT
OF EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF EDUCATION - PRIMARY OF BUSITEMA
UNIVERSITY**

2024

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2024

DECLARATION

I Acam Lilian Frida, declare that the work presented in this research report is my own work and has never been presented in any other University or institution for examination for an academic award.

Sign: ALF

Acam Lilian Frida (Student)

Date: 18/09/2024

APPROVAL

This is to approve that this research report written under my supervision is solely authored by the candidate and is now ready to be submitted for examination.

Sign: Abulo

Ms. Abulo Rebecca (Supervisor)

Date: 18/9/2024

DEDICATION

I take this glorious opportunity to dedicate this piece of work to my parents and friends who supported in various ways to ensure that I accomplish this task.

ACKNOWLEDGEMENTS

I wish to acknowledge everyone for the support rendered to me, both moral and material while carrying out this research. Specifically, I wish to acknowledge all the respondents in various schools for their positive attitude and contributions towards filling my questionnaires.

I cannot forget my supervisor, Ms. Abulo Rebecca who always created time and guided me through this work at all stages.

May the Almighty Father bless you all abundantly.

ABSTRACT

Single-parent-families may be caused by separation, divorce, death, or never-married parents. This study investigated the effects of single-parent-hood on academic performance of primary school pupils in Bukedea Town Council, Bukedea. In this study, the descriptive survey research design was adopted. The descriptive survey design was deemed appropriate because the study sought to collect quantitative and qualitative data on learners' difficulties, effects on pupils' performance and proposed solutions to challenges and learning difficulties from pupils, teachers and parents on how single parenting affects children's education in Bukedea Town Council through the use of questionnaires.

The findings revealed that learners from Bukedea Town council have significant learning difficulties that include poor hand writing had the highest percentage score of 27%, followed by reading and writing difficulty at 24% and poor organisational skills at 19%. Other learning difficulties were comprehension and mathematical skills at 16% and challenges with spelling words correctly and consistently at 14%. The study further revealed the effects single parenthood on academics of pupils to include Lacking part of the scholastic materials and reporting late after lessons 92%, absenteeism by the affected children 67% and below average performance 46%. All the three categories of respondents proposed provision of children with scholastic materials, provision of meals at school and the need to provide counselling and guidance services to children at school as solutions to the effects of single parenthood on children's academics.

In conclusion, children from single parent families do not get sufficient study opportunities, both at school and at home and as such the phenomenon of single parenting delivers a negative effect on the academic performance and development of pupils leading them to lag. It is thus recommended that children should be provided with the necessary scholastic materials, meals at school, counselling and guidance services and where possible children should be placed to the boarding section of school.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter summarises the background to this study, statement of the problem under study, the purpose of the study, the justification for this study and scope of the study on single parenthood and its effects on children's academics.

1.1 Background of the Study

A considerable body of research indicates that children's academic performance and learning outcomes are better when parents participate in their children's education. Parents play a major role in educating their children and the type of parenting they offer to their children has the ability to influence their learning abilities (Sulaiman, 2012). Changes in family structure arising from divorce, non-marital births, death and a steady increase in the proportion of married women engaged in wage-earning labour has resulted in the rise of single parenthood with attendant effects on children's academic performance.

A Single-parent (also lone, solo and sole parent) is a parent who cares for children without the physical assistance of the other biological parent in the home. Single parenthood may occur for a variety of reasons. A few possible scenarios are by choice, as in, divorce, adoption, artificial insemination, surrogate motherhood, while others are the result of an unforeseeable occurrence, such as a death, child abuse, child neglect, or abandonment by one of the biological parents, or an unmarried woman or teenage girl becoming pregnant by a short relationship.

Along with substantial prevalence of single parenthood, the consequences of growing up with a single parent for children's education have extensively been examined (Scott, 2004; Ermisch & Francesconi, 2001). Single parenthood is negatively associated with children's educational outcomes in most countries. Benokraitis (2002), argues that the absence of one parent has serious effects on the child which eventually influences the educational opportunities and success of the child in school. Recent comparative studies show that the strength & the negative relationship varies significantly across countries (Hampden Thompson & Pong, 2005).

The recent changes in family structure across societies that once had strong family ties which ensured low levels of divorce and incidence of birth outside of marriage, child neglect have

now resulted in the rise of single parent families. This has resulted into concerns of single parenthood and its effects on children's education and well-being is no-longer a peripheral issue. A similar trend is being experienced in Bukedea district and Uganda at large and as such, examining the relationship between family structure, especially in the context of single parenthood and children's education may contribute to the extended understanding of the implications of changes in family structure on children's education attainment and well-being. Until recently, many studies on single parenthood have been in developed countries with a few in developing countries, and with many of those studies being focussed on the roles of parents in the education of their children and less on the implications of family structure on children's education in developing societies. This study therefore attempts to examine how children of single-parent families fare in their educational achievements, especially at primary level in Bukedea Town Council, Bukedea district.

1.2 Statement of the Problem

According to the World Bank, there has been tremendous growth in the provision of free primary education in Sub-Saharan Africa in the last two and half decades. This has led to a great increase in primary schools enrolment in the region. This expansion has put pressure on the quality of education as the number of learners continues to rise. Generally, many pupils in primary schools and in Bukedea district in particular, manifest varying degrees of academic achievement and performance. Reports and observations indicate that family structure and family composition are indicators to children's academic performance.

Many factors accounting for differences in academic performance point to the fact that children from single parental homes are faced with many problems such as poverty and lack of opportunities. These factors result in emotional/psychological breakdown and lack of social belonging and thus affecting academic performance. Numerous studies on single parenting and its impact on childrens' academic performance have been carried out, but no study specifically had focused on single parenthood and academic performance of primary school children in Bukedea Town Council. Therefore, this study was set out to determine how single parenthood affects primary school children's academic performance in Bukedea Town Council.

1.3 Purpose of the Study

The purpose of the study is to improve academic performance of primary school children from single parent families in Bukedea Town council, Bukedea district.

1.4 Objectives of the Study

- 1) To identify the learning challenges of children with single parent.
- 2) To investigate the effect of single parent on academic performance of primary school pupils in Bukedea Town Council.
- 3) To determine how pupils from single parenting can be assisted to overcome their learning difficulties in school.

1.5 Research Questions

- 1) What are the learning challenges of single parent children?
- 2) What are the effects of single parenting on academic performance of primary school pupils in Bukedea Town Council?
- 3) How can pupils from single parenting be assisted to overcome their learning difficulties in school?

1.6 Significance of the Study

Since education is the foundation on which any nations development pivots, it therefore calls for the need to improve learning conditions for all learners irrespective of their family structure. Family structure reportedly influences educational achievement and academic performance of children in school and as such, an extended understanding of effects of family structure on education is beneficial for provision of remedial actions. Generally, this study serves as a source of information for family guidance and counselling as it provides information on behavioural problems associated with single parenthood.

Specifically, this study provides the foreknowledge of children's academic deficiency due to single parenting and other circumstances surrounding the upbringing of young children. The study also, provides suggestions and recommendations that assist in planning for improvement in educational conditions for learners from single parents.

1.7 Scope of the Study

The study is about the effects of single parenthood on children's academic performance in Bukedea district. This study is limited to Bukedea Town Council in Bukedea district. The target population are mostly the primary school pupils of single parents' families. It was carried out between June 2024 – August 2024.

1.8 Operational Definition of key Terms and Concepts

Academic Achievement: Educational progress, positions or acquisition of knowledge in school.

Effect: An end-result on the set target or somebody.

Primary School: A level of education attended by young persons (also known as pupils) from the ages of about five (5) to twelve (12) years.

Parenthood: The stage of being a parent. A father or mother, by man or woman respectively.

Single Parent: A situation in which one parent alone takes care of his or her child(ren) due to permanent or temporary absence of the other member.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The general purpose of this literature review is to provide an overview of the effects of single parenthood on children's academic performance in primary schools as established from previous studies. Many writers have written to express their concern on single parenting and its effects on the development of child and consequently academic performance. A single parent usually refers to a parent who has most of the day-to-day responsibilities in the raising of the child or children, which will categorize them as the primary caregiver, who is not living with a spouse or partner. The primary caregiver is the parent which the children have residency with the majority of the time (Dowd, 1997). If the parents are separated or divorced, children live with their custodial parents and have visitation or secondary residence with their non-custodial parents (Benokraitis, 2012).

For decades and even centuries, one of the most concerning issues to conservative people is the issue of single parenting. Ancient social philosophies have often linked single parenting to adventurism and liberation of people (Ezine Jenny, 2002). According to Ellen Miller (2009), Single parenting is already becoming a rapidly growing trend in the society. This chapter is divided into several sections, all meant to create an understanding of single parenting and its effect on children's development and education.

2.1 What is single parenting?

Single-parenthood can be defined as when one out of two people responsible for the nurturing and rearing of a child is not available, and the work meant for the two people, is now been carried out by only one person. The Longman Dictionary of Contemporary English refers to a single-parent as a mother or father who looks after children on their own, without the other partner. Single-parenting thus can be defined as a situation in which one of the two individuals involved in the conception of the child is being responsible for the upbringing of the child (Whitting and Child, 1993). Single-parenthood also may arise when either the male or the female decides to produce and rear a child or children outside wedlock (Ortesse, 1998). In Uganda, the existence of single-parenthood was not emphasised and where they existed, they were ignored as exceptional cases. However, nowadays, they are fast growing family patterns. In Uganda, until recently, parental roles were culturally determined and distributed. The maternal roles are that of child-rearing, home training and playing of complimentary roles, while the paternal roles are that of economic responsibilities and disciplines of children.

The child is morally, mentally upright and emotionally balanced when the caring responsibilities are carried out by both parents. Sociology of education makes us to know that the family is the first primary social group that the child first belongs to, come in contact with, and this group has a greater influence on the child's physical, mental and moral development. The family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home(family), (Maduewesi and Emenogu, 1997).

2.2 Role of parents in children's upbringing and education

What makes up a family is the father, mother and kids, not father and mother alone. Fadeiye(1985) pointed out that both parents have their own roles to play in child's education. The father is to provide every necessary tool for the educational advancement while the mother is expected to supplement the efforts of the father. But in the case where the father is absent and the mother is not privileged enough to cater for all the necessary and basic needs as well as supervising the academic performance of the child, by checking the academic records of the child or by going through their class and lesson notes or books everyday. Also giving of counselling supports when needed, these will affect the educational state or level of the child. So also, if a child is not well nurtured and mentally assisted, it will also affect his/her educational outcome. If it were to be a male child, there is a likelihood for the child to be anti-social in nature by joining gangs, also, if it were to be a female child, there is a likelihood for her to become wayward.

Many studies have documented the challenges faced by children living under single parents and its effects on their performance at school. A majority of these studies show that children from single-parent homes score lower in their class, have poor thinking abilities and eventually complete fewer years of school as compared to children from two-parent homes. In a study conducted by Kim (2004), it was pointed out that parental involvement in the school environment appears greater because most parents engaged themselves in some school activities such as Parent-Teacher Associations (PTA). Some also spends enough time to discuss the potentials of their children, others parents discuss school work and make sure that their children do their exercises, homework, projects. The results further showed that responsible couples are more likely to involve in their children's education than single parent. In another research conducted by Clarke-Stewart, Vandell, McCartney, Owen and Booth (2000), the findings reveal that parental involvement is positively associated with students' academic performance in school but student's will turn to perform poorly when their parents

are not much involved in their education. In a related way, Donkor (2010) in his study indicated that lack of proper supervision and monitoring of their wards progress in schools leads to poor performance of their children. He further expanded that parents who actively engage themselves in the academic activities of their children, are most likely to have a positive influence on their academic performance.

According to Berk (2000), the differences in academic performance of children will exist when children living under single parents are provided with the need academic as compare to children who enjoy all the academic benefits. Berk further explained that in two parent's homes, both the parents have a significant role to play in child's education lifetime. The role of the father is to give the necessary learning aids for the child educational advancement, whilst the mother is to serve as a supplement to the father's efforts in order to give the best to the child. Kelly and Emery (2003) in their study examined the effects of family structure and parenthood on the academic performance of students. They pointed out that children from single parent families sometimes perform poorly due to the fact that they do not get external support from the parents.

2.3 Single parenting and its effects on academic performances of students

Studies conducted on effects of single parenting provide ample evidence that single parenting generates a lot of effects on the well-being of the children living under such conditions. Hilton and Desrochers (2002) posits that parental separation has far reaching effects on the moral and psychological wellbeing of children. Undoubtedly, all parents want their children to do well at school, but not all parents are willing in putting strategies in place to facilitating the success and progress of their children (Nelson, 2009). Children need educational assistance from their families, especially with their immediate parents to be able to succeed in their education and their life as well. Tope (2012) points out that, because of the impact that single parenting has on the development of children's personality traits, as well as social and academic achievements, it is necessary and worthwhile that it should be given the needed attention.

Similarly, Jacobs and Harvey (2005) indicated in their study that single parenting serves as one of the major contributors to student's academic attainment in schools. They further established that most children under the guidance of single parents are seriously affected in the pursuit of their educational career as they grow. According to them, these effects come most of the time from the single mother or father who does not have adequate resources to

support their children's educational enterprise. Hamplova (2013) found out that most children under the supervision of single parenting lose concentration of their academics.

The above ample evidence in literature insinuates that single parenting is correlated with children's school achievement. Inconsistency and poor parenting given to children are correlated with lower grades in children performance. Tope (2012) further reported that recognising the impacts of education in the world today, it is very imperative that parents are encouraged and motivated to make positive efforts to ensure an active involvement and participation in the education of their wards so as to provide their children with the capacity to receive all the necessary assistants in their education. Tope further reiterated that although learners are primarily the ones for whom curricula are designed, textbooks are written, and schools are built for, parents are chiefly the ones who are held responsible for preparing their children for learning, preparing them physically, psychologically, behaviourally, attitudinally, emotionally, and motivationally. From the assertions of Tope (2012) it therefore means that without the appropriate parenting children are more likely to perform poorly in school especially at their formative years of age.

Truancy (absenteeism) is another negative mark that has been associated with children from either weak or single parent families. Truancy occurs when a child misses a certain number of days from school within a specific period and time. Truancy is an issue that affects many people, because truancy has been associated with various criminal behaviours such as vandalism, burglary and drug use. Also, truancy can be the symptoms for other emotional/mental, economic and family situations. Pupils' non-attendance is a problem that extends much further than the school. It affects the student, the family, and the community and such truancy as been identified as the most powerful predictor of delinquency.

Police reports indicate that many students not in school during regular hours are committing crimes, including vandalism and shoplifting. Absenteeism is detrimental to students' achievement, promotion, graduation, self-esteem, and employment potential. Clearly, students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk children will drop out of school. According to Nwachukwu (1998), children from single parent homes are more hostile, hyperactive and aggressive in nature. Many of the problems that single parents have, are similar as those for two parents family, but these problems seem more difficult to bear or manage when the home is being tutored by only one person. For example, all children feel

hostile towards their parents as they grow-up and try to be independent. But in a situation, where the anger and rebellion are all directed towards one person, it may seem worse, if there is only one to bear it, not for the two to share.

There are some problems that are exceptional, which are only faced by the single-parents, which make it somewhat difficult to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising children alone without a help. For these and some other reasons, single parents sometimes cling to their children or over-indulge them. It is widely believed that children from broken homes have higher incidence of academics, emotional and behavioural problems than other children from intact homes. In case of divorce, separation or death of a parent, children are at somewhat greater risk for symptoms of poor psychological adjustment, behavioural and social problems, low self esteem and poor performance in school. Ortesse (1998), found that most medical students whose fathers had been absent while they were at ages one to five of life were more psychiatric, psychopathic and criminalistic in nature than those whose parents were present during this period. According to Ortesse (1998), a child from intact homes will be well taken care of and well socialised as possible. This is due to the fact the process of socialization depends on both parents playing complementary roles in bringing up the child.

2.4 Learning difficulties faced by children

Learning difficulties and sometimes called learning disorders are umbrella terms for a wide variety of learning problems. Learning disabilities are a generalized expression of some of the individual difficulties encountered by students. More specifically, the concept of learning disabilities refers to a variety of heterogeneous disorders, which result in difficulty in learning, speaking, writing, reading, information processing, mathematical computation, attention retention and in the coordination of movements (Theofilidis, 2022). Learning difficulties are reportedly fairly present across schools and are known to vary across schools and countries lying between 12 to 30 percent of the school population (Westwood, 2004).

Students with learning difficulties are sometimes confused and referred as being disabled or of below average intellectual level, and often are from lower socio-economic and deprived backgrounds. These disorders can cause problems throughout the life of the individual Gugoumi & Lau (2015) and early detection could a long way to helping the individuals address the challenges and become productive in life Kokkinaki (2014). Most children with Learning Disabilities have problems with the cognitive process of reading and understanding

the written text. The process of reading is a complex task of cognitive function, which refers to the processing and analysis of graphs, phonemes and semantic information of the written language (Theofilidis, 2022).

Learning difficulties are a common problem for many learners and as such they require effective intervention programs. Proper intervention comes from a valid assessment of learners' dysfunctions and weaknesses and is a multifactorial process, requiring adequate knowledge of the child's weaknesses, strengths and personality, cooperation with parents, study of social, family and cultural environment of the child, as well as many other important information. Assessment in terms of cognitive objects should be based on phonological awareness, short-term memory, decoding and finally, comprehension of the reported text Kokkinaki (2014). The relationship of learning difficulties with various emotional problems that children may manifest is considered important as it tends to develop less positive and more negative emotions, which reduce their willpower and prevent them from making the necessary effort in the school context Gugoumi & Lau (2015).

2.5 Assistance to children for better academic performance at school.

For a child to be able to study well, it calls for provision of the necessary scholastic materials by the parents/family, counselling services and a conducive study environment. Several studies have indicated that children from two parent families stand a better chance of accessing most of these services as compared to single parent families. The effect of single parenting on the development of children's personality traits, as well as social and academic achievements can be long lasting and as such should be given due attention Tope (2012).

Similarly, Jacobs and Harvey (2005) established that most children under the guidance of single parents are seriously affected in the pursuit of their education. According to them, these effects come most of the time from the single mother or father who does not have adequate resources to support their children's education. Hamplova (2013) found out that most children under the supervision of single parenting lose concentration of their academics and such needed regular counselling and contact between the parent, child and teachers.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter describes the research design, the study area, and the target population, sample size, sampling procedures; research instruments and methods of data collection and analysis that were used in this study.

3.1 Research design:

The research design adopted for the study was a descriptive survey. The descriptive survey design was deemed appropriate because the study sought to collect data from pupils, teachers and parents on how single parenting affects children's education through the use of questionnaires.

3.2 Study area:

Bukedea Town Council is located in Bukedea district in Eastern Uganda. Bukedea Town council houses the district headquarters. The district has a population of more than 288,000 (2022 Pop. Projections). Local people are predominantly Iteso, with few Bagisu and Bagwere. Bukedea TC has many primary schools whose learners come from families that predominantly stay in Bukedea Town and a few surrounding villages. This made it easy to conduct this type of research here.

3.3 Population:

The population of this study was drawn from pupils of primary schools in Bukedea Town Council, Bukedea district. Additionally, Teachers and parents were equally drawn through the same schools.

3.4 Sample and sampling technique:

For purposes of this study, sixty (60) pupils from single parent families were sampled from three (3) primary schools within Bukedea Town Council. Equally twenty-four (24) teachers were sampled from the same schools. About thirty (30) single parents were considered for this study. Purposive sampling was used in selecting pupils and parents while simple random sampling was used for selecting teachers in the respective schools. The rationale for using this sampling techniques in selecting the participants is informed by the fact that the respondents constitute the core subject for the study. Besides, they are the ones who possess the appropriate information for the study.

3.5 Data collection instrument:

The instrument that was used for data collection is a questionnaire. Questionnaires were broken into three; one for pupils, the other for teachers and the third one for parents. Care was taken to ensure that the questions are clear and unambiguous and easy for the pupils, teachers and parents to understand and respond accurately. Additionally, the class- register and the pupils last examination results was used by teachers for checking absenteeism and pupils' academic performance.

3.6 Data analysis:

Data was summarised and analysed using descriptive statistics methods and was presented in form of tables, frequencies, percentages and graphs/charts.

3.7 Procedure:

The questionnaires were self-administered. Items in the questionnaire were thoroughly explained to the respondents before they were made to provide responses to the items. This ensured clarity and accuracy of the responses. The questionnaire were administered and collected on the same day. This ensured 100% return rate. The secondary data in the class registers was informed by the teachers. Basically, data gathered in the study was analysed descriptively (using tables, frequencies and percentages). The results of the findings were then interpreted.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.0 Introduction

This chapter summarises the results and findings of the study and associated corresponding discussions.

4.1 Demographic Data

Tables 1, 2 & 3 show the demographic data of the respondents involved in the study. Demographic information is important as social, cultural and psychological constructs of the society are described and associated expected attitudes and behaviours of society are highlighted.

Table 4- 1: Demographics of children (pupils)

Aspect		N	& %
Gender	(a) Male	34	57%
	(b) Female	26	43%
Age range	(a) 4-6 years	0	0%
	(b) 7-9 years	1	2%
	(c) 10-12 yrs	17	28%
	(d) 13-15 yrs	25	42%
	(e) > 15 yrs	17	28%
Religious Affiliation	(a) Christianity	50	83%
	(b) Islam	10	17%
	(c) Others	0	0%
Class level	(a) P1-P3	8	13%
	(b) P4-P5	18	30%
	(c) P6-P7	34	57%
Parent child stays with?	(a) Mother	43	72%
	(b) Father	17	28%
	(c) Both Parents	0	0%
	(d) Guardian parents	0	0%
	(e) Others?	0	0%
Fate of the other parent?	(a) Travelled	6	10%
	(b) Separated	38	63%
	(c) Divorced	0	0%
	(d) Dead	16	27%
	(e) Parent Never married	0	0%
Number of siblings	(a) Don't have	1	2%
	(b) 1-3	24	40%
	(c) 4-5	21	35%
	(d) > 5	14	23%

Key: N – Number of respondents, % - Percentage.

Source: Author's Survey, August, 2024

Table 4- 1 represents the demographic data of children (pupils) living under single parents who participated in the study and their corresponding percentages. From the table, it is indicated that 34 (57%) were males, 26 (43%) were females. The table further shows that a majority of pupils were in the ages of 10- 12 and 13-15 years, all totalling to 42 (70%). A majority of the children interacted with were in the mid and upper primary classes, totalling to 52 (87%). Table 1 still reflects that a majority of the single parent children lived with their mothers 43(72%). Further still the separation, death and distant travel had claimed the fate of the other parents and they stood at 38 (63%), 16 (27%) & 6 (10%) respectively. With respect to siblings, only one respondent did not have a sibling, while some had as many as more than five.

Table 4- 2: Demographics of Teachers

Aspect		N	& %
Gender	(a) Male	11	46%
	(b) Female	13	54%
Subject taught	(a) Mathematics	7	29%
	(b) English	9	37%
	(c) Science	4	17%
	(d) SST	4	17%
Classes taught	(a) P1-P3	4	17%
	(b) P4-P5	8	33%
	(c) P6-P7	12	50%

Key: N – Number of respondents, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-2 represents the demographic data of teachers who participated in the study and their corresponding percentages. From the table, it is indicated that 11 (46%) were males, 13 (54%) were females. The table further shows that a majority of teachers who participated in the study taught English 9 (37%) and Mathematics 7 (29%) while a similar number taught Science and SST, standing at 4 (17%) each. The highest number of teachers who participated in the study taught P6-P7 12 (50%), P4-P5 had 8 (33%) and P1-P3 only had 4 (17%) participate in this study.

Table 4- 3: Demographics of parents

Aspect		N	& %
Gender	(a) Male	16	53%
	(b) Female	14	47%
Age range	(a) 18-29 years	0	0%
	(b) 30-39 years	7	23%
	(c) 40-49 yrs	18	60%
	(d) >50 yrs	5	17%
Religious Affiliation	(a) Christianity	24	80%
	(b) Islam	6	20%
	(c) Free Thinker	0	0%
	(d) Others	0	0%
Education level	(a) Never been to school	3	10%
	(b) Primary	9	30%
	(c) Secondary (O-level)	9	30%
	(d) Secondary (A-level)	4	13%
	(e) College Certificate	3	10%
	(f) College Diploma	2	7%
	(g) Degree	0	0%
Marital Status	(a) Married	1	3%
	(b) Never married	2	7%
	(c) Widow(er)	3	10%
	(d) Separated	24	80%
	(e) Divorced	0	0%
No. of children	(a) 1-2	14	47%
	(b) 3-5	11	37%
	(c) 6-10	4	13%
	(d) >10	1	3%

Key: *N – Number of respondents, % - Percentage.*

Source: *Author’s Survey, August, 2024*

Table 4- 3 represents the demographic data of parents who participated in the study and their corresponding percentages. From the table, it is indicated that 18 (53%) were males, 14 (47%) were females. A majority of the parents were in the age range 40-49 years 18 (60%) followed by 30-39 years at 7 (23%) with 5 (17%) of the parents at more than 50 years. The table further reveals that 24 (80%) of the respondents were affiliated to Christianity as a religion and 6 (20%) practiced Islam. Relatedly, out of the parents who participated in the study, only three (3) 10% had never been to school, others had completed Primary Education, Secondary, while some had studied up to the level of college diplomas. With reference to marriage, only two (2) 7% of the respondents had never been married, one (1) 3% was still in marriage with

3 (10%) being widowed and 24 (80%) having separated with their partners. Many of the parents had children between 1-5 (25) 84%. Few parents had more than six (6) children 16% (5).

4.2 Learning difficulties of children from single parents

Learning difficulties are a generalized expression of some of the individual difficulties encountered by learners. Specifically, it refers to a variety of heterogeneous disorders, which result in difficulty in learning, speaking, writing, reading, information processing, mathematical computation, comprehension and in other instances coordination of movements. Table 4-4 below summarises learning difficulties exhibited by children from Bukedea district.

Table 4- 4: Learning difficulties exhibited by pupils

Learning difficulty	F	&	%
(i) Difficulty with reading and writing (speed & accuracy)	9		24%
(ii) Poor hand writing	10		27%
(iii) Poor organisational skills (Messy desk & home work)	7		19%
(iv) Difficulty with comprehension and mathematics skills	6		16%
(v) Challenge with spelling words correctly and consistently	5		14%

Key: F – Frequency of response, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-4 represents data of learning difficulties exhibited by pupils from Bukedea town council schools. Data of learning difficulties is represented by frequencies and corresponding percentages. From table 4 above, it is indicated that poor hand writing had the highest frequency score of 10 (27%), followed by reading and writing difficulty at 9 (24%) and poor organisational skills at 7 (19%). Other learning difficulties were comprehension and mathematical skills with a frequency score of 6 (16%) and challenges with spelling words correctly and consistently 5 (14%).

The learning difficulties exhibited by learners from Bukedea Town Council are within learning difficulties experienced by learners globally. This is consistent with those shared by Theofilidis (2022) who noted the main learning difficulties to include difficulty in learning, speaking, writing, reading, information processing, mathematical computation, attention retention and in the coordination of movements. This study further correlates with cognitive objects proposed in assessment of learning difficulties by Kokkinaki (2014). He argued that

assessment should be based on phonological awareness, short-term memory, decoding and comprehension.

4.3 Effects of single parenthood on children's education

There is a general consensus that single parenting generates a lot of effects on the well-being of the children living under such conditions. Parental separation has been observed to have far reaching effects on the moral and psychological wellbeing of children. Undoubtedly, all parents want their children to do well at school, but not all parents are willing in putting strategies in place to facilitating the success and progress of their children (Nelson, 2009). Children need educational assistance from their families, especially with their immediate parents to be able to succeed in their education and their life as well. Accordingly, Tables 5, 6, 7 & 8 reveal the effects of single parent hood on children's academics.

Table 4- 5: Pupils' responses on effects of single parenting on children's education

Pupils' responses		N	& %
Provision of scholastic materials by parents	(a) Yes	34	57%
	(b) No	26	43%
Class performance	(a) Not improved	27	45%
	(b) Improved	20	33%
	(c) gone down	13	22%
School section	(a) Day	39	65%
	(b) Boarding	21	35%
Means of transport	(a) On foot	25	64%
	(b) Bicycle	9	23%
	(c) Boda-boda	5	13%
	(d) School van	0	0%
Finishing homework intime	(a) Yes	42	70%
	(b) No	18	30%
Why they can't finish homework in time	(a) Difficult home work	9	15%
	(b) Engagement in other domestic chores	37	62%
	(c) No support from parents	11	18%
	(d) Insufficient time	3	5%
	(e) Others	0	0%
Period when school fees get paid-up	(a) Beginning of term	10	17%
	(b) Middle of term	12	20%
	(c) End of term	32	53%
	(d) Balances outstanding at	6	10%

Key: N – Number of respondents, % - Percentage.

Source: Author's Survey, August, 2024

Table 4-5 represents the responses from pupils who participated in the study on effects of single parenthood on children's academics with corresponding percentages. From the table, it is indicated that the main effects of single parent manifest as inadequacy of scholastic materials 26 (43%), Footing as a means of transport 25 (64%), Not finishing homework in time 18 (30%), Inability to complete home work due to domestic chores or no parental support 48 (80%), Class performance remained static or it went down 40 (67%) and School fees get paid at end of term or balances exist 38 (63%).

Table 4- 6: Parents responses on effects of single parenting on children's education

Parents Responses	N	&	%
Provision of all scholastic materials to children			
(a) Yes	11		37%
(b) No	19		63%
School section where your child(ren) is/are			
(a) Day	23		77%
(b) Boarding	7		23%
Means of transport used by your children			
(a) On foot	24		80%
(b) Bicycle	2		7%
(c) Boda-boda	4		13%
(d) School van	0		0%
Class performance of your children			
(a) Not improved	10		33%
(b) Improved	12		40%
(c) gone down	8		27%
Supporting children with home work			
(a) Yes	8		27%
(b) No	22		73%
Reasons for not supporting children with homework			
(a) Busy (No time)	17		57%
(b) Tired (Fatigue)	11		37%
(c) Equally un-able to understand	2		6%
(d) Others	0		0%
School fees payment period			
(a) Beginning of term	7		23%
(b) Middle of term	10		33%

(c) End of term	7	23%
(d) Balances exist at end of term	6	21%

Key: N – Number of respondents, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4- 6 represents the responses from parents who participated in the study with corresponding percentages. From the table, it is indicated that the main effects of single parent manifest as inability to provide all scholastic materials 19 (63%), Inability to put children in boarding section of school 23 (77%), Footing as a means of transport for children 24 (80%), Inability to support children with home work 22 (73%), Class performance of children remained static or it went down 18 (60%) and School fees get paid at end of term or balances exist 13 (44%).

Table 4- 7: Teachers responses on state of academic performance of children

Teachers’ Responses		N & %	
Absenteeism / missing of attendance	(a) Yes	6	25%
	(b) No	18	75%
Family structure of absentee children	(a) Two parent families	7	29%
	(b) Single parent families	16	67%
	(c) Guardian parent	1	4%
	(d) Other	0	0%
Reasons for absenteeism	(a) Not liking the subject	2	8%
	(b) Lacking scholastic materials	12	50%
	(c) Reporting late after the lesson	10	42%
	(d) Other reasons	0	0%
Performance of pupils across subjects	(a) Poor	2	8%
	(b) Fair	9	38%
	(c) Good	13	54%
	(d) Very good	0	0%
Boys versus girls’ (Better performers)	(a) Girls	9	37%
	(b) Boys	15	63%

Key: N – Number of respondents, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-7 represents the responses from teachers who participated in the study with corresponding percentages. From the table, it is indicated that the main effects of single parenthood on children’s academics manifest as absenteeism by the affected children 16 (67%), Lacking all scholastic materials and reporting late after lessons 22 (92%) and below average performance (fair & poor) 11 (46%).

Table 4- 8: School section and academic improvement

Section	Number & Percentage of respondents	
Section (a) Day	2	10%
(b) Boarding	18	90%

Key: N – Number of respondents, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-8 represents improvement in academic performance relative to the school section of the learners. Out of the 20 pupils who registered an improvement in their academics, 18 (90%) were in boarding section of the school while 2 (10%) were day scholars.

Studies conducted on effects of single parenting provide ample evidence that single parenting generates a lot of effects on the well-being of the children living under such conditions and these culminate to poor academic performance at school. The above results in Tables 5, 6, 7 & 8 indicate an agreement by the three categories of the respondents on how children’s education is grossly affected by single parenthood. The study has revealed that single parenthood in Bukedea Town council leads to absenteeism of children from school, lack of all the necessary scholastic materials, reporting to school late after lessons, children footing to school and delayed payment of school fees. Other effects of single parenthood include lack of parental support for children, inability of children to finish home work in time due to engagement in other domestic activities and all these compounded contribute to poor to fair performance in class. This study relates to Hilton and Desrochers (2002) assertion that parental separation has far reaching effects on the moral and psychological wellbeing of children.

All parents reportedly want their children to do well at school and in order for children to succeed at school, they need educational assistance from their families, especially with their immediate parents. This study further supports the notion that in order for children to be able

to succeed in their education and their life as well, the necessary scholastic materials and conducive environment should be provided. This corroborates with the work of Nelson (2009) who asserted that parents should be willing in putting strategies in place to facilitating the success and progress of their children at school. The study is further in agreement with the work of Jacobs and Harvey (2005) and Hamplova (2013) who asserted that most children under the guidance of single parents are seriously affected in the pursuit of their educational career as they grow. From this study, parents do not provide enough resources and ample time to attend to their children and as such most of these children under single parenting lose concentration of their academics.

4.4 Solutions to improvement of children’s academic performance

For a child to be able to study well, it calls for provision of the necessary scholastic materials by the parents/family, counselling services and a conducive study environment. Several studies have indicated that children from two parent families stand a better chance of accessing most of these services as compared to single parent families. The effect of single parenting on the development of children’s personality traits, as well as social and academic achievements can be long lasting and as such should be given due attention. The following solutions have been proposed by children (pupils), parents and teachers as long-lasting remedies to address challenges faced by children from single parent families.

Table 4- 9: Solutions to challenges faced by children from single parent families

Proposed Solution by Children	F	&	%
(i) Providing children with scholastic materials	40		25%
(ii) Putting children in boarding section of school	22		14%
(iii) Supporting children to do home work	5		3%
(iv) Providing transport for day scholars	20		13%
(v) Provision of meals at school	36		23%
(vi) Paying school fees in time	30		19%
(vii) Remedial coaching	5		3%

Key: F – Frequency of response, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-9 represents children’s proposals on improving academic performance of children in schools. Provision of children with scholastic materials had the highest frequency of 40 (25%), followed by provision of meals at school at 36 (23%). Children also proposed the need to have school fees paid in time 30 (19%), Putting children in boarding section of school 22 (14%) and transport be provided for day scholars 20 (13%). Other ideas proposed by

children were remedial coaching 5 (3%) for children and children being supporting to do home-work 5 (3%).

Table 4- 10: Teacher proposed solutions to challenges faced by children from single parent families

Proposed solution by Teachers	F	&	%
(i) Providing children with scholastic materials	20		23%
(ii) Putting children in boarding section of school	5		6%
(iii) Encourage parents to take care of children	18		21%
(iv) Provide guidance and counselling services to children	19		22%
(v) Support children individually in areas of weakness	15		17%
(vi) Lobby for donor support for children	9		11%

Key: F – Frequency of response, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-10 represents Teacher’s proposals on improving academic performance of children in schools. Provision of children with scholastic materials had the highest frequency of 20 (23%), followed by provision of guidance and counselling services to children at 19 (22%) and Parents to take care of their children 18 (21%). Teachers also proposed the need to support children individually in areas of weakness 15 (17%), lobby for donor support for children standing at a frequency of 9 (11%) and putting children in boarding section at a frequency of 5 (6%).

Table 4- 11: Parents proposed solutions to challenges faced by children in their academics

Proposed Solution by Parents	F	&	%
(i) Providing children with scholastic materials	25		30%
(ii) Provision of meals at school	24		29%
(iii) Provide guidance and counselling services to children	20		24%
(iv) Children should be supported with bursaries	14		17%

Key: F – Frequency of response, % - Percentage.

Source: Author’s Survey, August, 2024

Table 4-11 represents parents’ proposals on improving academic performance of children in schools. Provision of children with scholastic materials had the highest frequency of 25 (30%), followed by provision meals at school at 24 (29%). Parents also proposed the need to provide counselling and guidance services to children 20 (24%) and others suggested the need to have bursaries for children 14 (17%).

In tables 4-9, 4-10 and 4-11, the preferred remedies to challenges faced by children from single parents in pursuit of their academic careers by the three categories of respondents

include provision of scholastic materials, provision of meals at school, provision of counselling and guidance services, provision of transport for day scholars, payment of school fees in time and where possible putting children in boarding section of schools. These proposals are consistent with several studies that affirm that for a child to be able to study well and develop good personality traits, it calls for a conducive study environment. The findings of this study are consistent with studies by Tope (2012) who observed that children from two parent families stood a better chance of accessing most of these services and as such were able to have better achievements in their academics. This study similarly augers with the work of Hamplova (2013) who found out that most children under the supervision of single parents lose concentration of their academics and such needed regular counselling and contact between the parent, child and teachers. A study by Jacobs and Harvey (2005) further agrees with this study findings of the necessity for supportive services and guidance services to be provided to these children as a means to improve their academics.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the conclusions derived from this study and the corresponding recommendations that have been proposed to improve on the academics of children from single parent families. The area for further research is equally proposed in the recommendations.

5.1 Conclusions

Leading a single parent family can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources. It is clear from the study that most of the pupils from single parent homes experience low parental involvement in their academic activities. Equally children from single parent families exhibit a wide range of learning difficulties like poor hand writing, reading and writing difficulty and poor organisational skills. Other learning difficulties are comprehension and mathematical skills and challenges with spelling words correctly and consistently.

Children from single parent families in most instances also do not have sufficient scholastic materials, they miss lessons as they arrive at school late following them attending to domestic activities early in the morning. Equally children from these families hardly study at home due to involvement in domestic chores, especially where parents do not have regular income sources.

In conclusion, children from single parent families do not get sufficient study opportunities, both at school and at home and as such the phenomenon of single parenting delivers a negative effect on the academic performance and development of pupils. In order to avert these negative effects, children should be provided with the necessary scholastic materials, meals at school, counselling and guidance services and where possible children should be placed to the boarding section of school.

5.2 Recommendations

Single parenthood results to inadequate engagement between teachers and parents and inadequate supervision of children's academic work by parents which inadvertently tends to affect their academic performance. Based on the findings of this study, the following recommendations are suggested to improve on academic performance of children from single parent families.

- i. Schools should intensify the activities of the guidance and counselling units in schools; where students with peculiar family backgrounds can seek adequate assistance where it is needed.
- ii. Minimise household chores for children during school days.
- iii. Targeted support for such children should be given a priority by all stakeholders. Stakeholders like non-governmental organizations (NGOs), community-based organizations (CBOs), religious groups, etc. should prioritise supporting children from single parent households.
- iv. Parents should structure an effective balance between work and family, in this way parental support will be felt by these children.
- v. Parents should also seek out for ideal activities and opportunities e.g., sports, computer programs, vocational and skilling activities, etc., that positively engage children and go along way to address some of the learning difficulties.
- vi. Strong synergy should be created between the parent and the school authority, particularly the teachers in the supervision of the academic progress of such children.
- vii. Further research should be done to investigate the effect of child headed families and guardian managed children on academic performance of children.

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ANNEXES

ANNEX 1: DATA COLLECTION TOOLS

Questionnaire for Children (Pupils)

My name is Lilian Frida Acam, a student pursuing Bachelor of Education at Busitema University. In fulfilment of the requirements for the award of the degree, I am conducting research on “The effects of single parenthood on the academic performance of pupils in Bukedea Town Council Primary schools, Bukedea District”. This work is purely for academic purpose. Confidentiality will be observed.

Section A: Demographic Characteristics of Children

1. What is your gender?

a) Male []

b) Female []

2. What is your age?

a) 4-6 []

b) 7-9 []

c) 10-12 []

d) 13-15 []

e) above 15 []

3. What is your religion?

a) Christianity []

b) Islam []

c) Others (specify) [_____]

4. What is your class?

a) P1-P3 [],

b) P4-P5 [],

c) P6-P7 []

Section B: Understanding Family Structure

5. Who do you stay with?

- a) Mother []
- b) Father []
- c) Both []
- d) Others (please specify) [_____]

6. If only one then where is the other?

- a) Travelled []
- b) Separated []
- c) Divorced
- d) Dead []
- e) Parent never married []

7. How many siblings do you have?

- a) Don't have []
- b) 2-3 []
- c) 4-5 []
- d) more than 5 []

Section C: Effects of Single Parenting on Children's Education

8. Are your parent(s) able to provide you all the scholastic materials you need for school?

- a) Yes []
- b) No []

9. What was your class position last term? out of

10. If compared to the school terms before, has your performance in class improved or gone down?

- a) Not improved [],
- b) improved [],
- c) gone down []

11. What section of school are you?

- a) Day scholar [],
- b) Boarding []

12. If you are a day scholar, what means of transport do you use to commute to and fro school?

- a) On foot [],
- b) Bicycle [],
- c) Boda boda [],
- d) School van []

13. Whenever you are given homework from school, do you finish it in time?

- a) Yes [],
- b) No []

14. What makes you unable to finish your homework in time?

- a) Difficult homework [],
- b) Engagement in other activities at home [],
- c) Lack of support from the parent(s) [],
- e) Not enough time to complete homework [],
- d) Other reasons (specify) []

Section D: Solutions to Challenges Faced by Pupils From Single Parent Families at School

15. What do you think can be done to help you improve in your academics at school?

.....

.....

.....

.....

.....

Thank you for your Cooperation

Questionnaire for Parents

My name is Lilian Frida Acam, a student pursuing Bachelor of Education at Busitema University. In fulfilment of the requirements for the award of the degree, I am conducting research on “The effects of single parenthood on the academic performance of pupils in Bukedea Town Council Primary schools, Bukedea District”. This work is purely for academic purpose. Confidentiality will be observed.

Section A: Demographic Characteristics of Parents

1. What is your gender?

a) Male [],

b) Female []

2. What is your age?

a) 18-29 [],

b) 30-39 [],

c) 40-49 [],

d) above 50 []

3. What is your religion?

a) Christianity []

b) Islam []

c) Free thinker []

d) Others []

4. What is your highest level of education?

a) Never been to school [],

b) Primary [],

c) Secondary (O-level) [],

d) Secondary (A-level) [],

e) College Certificate [],

f) College Diploma [],

g) Degree []

5. What is your marital status?

- a) Married [],
- b) Never married [],
- c) Widow/er [],
- d) Separated [],
- e) Divorced []

6. How many children do you have?

- a) 1-2 [],
- b) 3-5 [],
- c) 6-10 [],
- d) More than 10 []

7. What is the ownership of the house where you reside with your child(ren)?

- a) Rental [],
- b) Own house /self-apartment [],
- c) Family house [],
- d) Others [] (specify)

Section B: Economic Structure of the Family

8. What work (economic activity) do you do? *Tick all that apply*

- a) Farming [],
- b) Trading [],
- c) Driving [],
- d) Unemployed [],
- e) Civil Servant [],
- f) Other work (specify) []

9. To what extent do your school going children participate in the economic activity you are engaged in?

- a) Not at all [],
- b) Somewhat (25%) [],
- c) Moderately (50%) [],
- d) A great extent (>75%) []

Section C: Causes of Single Parenting

10. What caused you to be a single parent?

- a) Out of marriage birth [],
- b) Divorce [],
- c) Death of partner [],
- d) Separation with partner [],
- e) Others [] (specify).....

Section D: Effects of Single Parenthood on Children's Academics

11. How many of your children are at school?

12. What class is/are your children?

- a) P1-P3 []
- b) P4-P5 []
- c) P6-P7 []

13. What section of school is/are your child(ren)?

- a) Day []
- b) Boarding []

14. As a parent, do you provide your child(ren) all the scholastic materials they need for school?

- a) Yes []
- b) No []

15. If compared to the school terms before, has the academic performance of your child(ren) improved or gone down?

- a) Not improved []
- b) improved []
- c) gone down []

16. If your child(ren) is/are (a) day scholar(s), what means of transport do they use to commute to and fro school?

- a) On foot []
- b) Bicycle []
- c) Boda boda []
- d) School van []

17. Whenever your child is given homework from school, do you help them out with it?

- a) Yes [],
- b) No [],

18. If no to qn 17, what could be the reason?

- a) Busy (no time) []
- b) Tired/ fatigued []
- c) Equally un-able to understand []
- d) Other reasons (specify)

Section E: Solutions to Challenges Faced by Pupils from Single Parent Families at School

19. What do you think can be done to help children from single parent families to improve on their studies at school?

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Thank you for your cooperation

Questionnaire for Teachers

My name is Lilian Frida Acam, a student pursuing Bachelor of Education at Busitema University. In fulfilment of the requirements for the award of the degree, I am conducting research on “The effects of single parenthood on the academic performance of pupils in Bukedea Town Council Primary schools, Bukedea District”. This work is purely for academic purpose. Confidentiality will be observed.

Section A: Teacher Basic Information

1. What is your gender?

a) Male []

b) Female []

2. What subjects do you teach?

a) Mathematics [],

b) English [],

c) Science [],

d) SST

3. What classes do you teach?

Section B: State of Academic Performance of Children

4. Do you have children from single parent families in your class?

a) Yes []

b) No []

5. Do you experience cases of absenteeism/ missing of attendance in your class?

a) Yes []

b) No []

6. As per your class register/ attendance to lessons, which children have been the main culprits of absenteeism/ missing of attendance?

- a) Two parent families [],
- b) Single parent families [],
- c) Guardian parents [],
- d) Other

7. What could be the reasons for absenteeism/missing of attendance?

- a) Not liking the subject []
- b) Lack of scholastic materials []
- c) Reporting to school late after the subject is taught []
- d) Other reasons

8. Do all children in your class have all the necessary scholastic materials?

- a) Yes [],
- b) No []

9. How has been the performance of pupils in your subject?

- a) Bad [],
- b) Poor [],
- c) Fair [],
- d) Good [],
- e) Very good []

10. Comparing girls and boys, which ones tended to perform better?

- a) Girls [],
- b) Boys []

Section C: Learning difficulties exhibited by learners

11. What are some of the learning difficulties exhibited by some of the learners in your class?

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Section D: How to Improve Academic Performance of Children

12. How do you think children from single parents can be supported in their academics?

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Thank you for your cooperation

ANNEX 2: WORK PLAN & BUDGET

S.N	Activity	Materials required	Time frame	Amount (UgX)
01	Proposal development & approval	-Stationery -Internet bundles -Airtime -Printing services	May/June 2024	125,000=
02	Data collection tools production (printing)	-Printing /photocopying stationery	Week 1: July, 2024	95,000=
03	Data collection	-Inland travel -Airtime	Week 1-3: July, 2024	105,000=
04	Data sorting and analysis	-Stationery	Week 4: July, 2024	15,000=
05	Draft report writing and production	-Stationery -Internet bundles -Airtime -Printing services	Week 2: Aug, 2024	90,000=
06	Final report production and submission	Stationery/ printing/ binding	Week 4: Aug, 2024	110,000=
			Miscellaneous	60,000=
			Total	600,000=

ANNEX 3: INTRODUCTION LETTER



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Pursuing Excellence

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**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

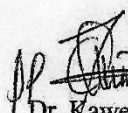
BACHELOR OF EDUCATION, PRIMARY

MR/Ms. ACAM LILIAM FRIDA.....is a student
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is... BSU/UP/2022/0255.....

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

His/her research topic is... "the effects of single parenthood on
academic performance of pupils in Bukedea
Town Council primary schools, Bukedea District".

Yours Sincerely,


BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024 ★
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)
Ag Head of Department, Education



*Received by HTR
OPLO CHARLES*

*Received by The HTR
ADWARD A GRAES*

HEADTEACHER
BUKEDEA DEM. PRI SCH
★ 14 AUG 2024 ★
P.O. BOX 5026,
BUKEDEA

