

Single Parent Family: Silhouette And Intricacy of Single Parent Child

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Abstract—Single parenthood is increasingly becoming a common phenomenon in the society and children are progressively being taken care of by only one parent. Based on empirical research, the study analyses the challenges encountered by these children; it looks at socio-economic and psychological challenges and how it affects their academic performance. The study was conducted using mixed approach and semi-structured questionnaires were administered to 25 participants for investigation. The research concluded that being a child of a single parent is associated with a lot of repercussions, more especially economic ones which have a direct influence on academic endeavors. However, despite these challenges it was found that the single parent children are doing quite well in their academics and are striving to achieve their educational goals.

Index Terms—Single parent – intricacy – psychological - academics

I. INTRODUCTION

Single parenting is defined as, “a situation whereby one parent brings up a child or children in their household without a partner living with them” (Cook, 2021). An individual can become a single parent for many reasons; one can be a single parent by choice, some may be single parents due to separation or divorce or one parent may have died (BetterHealth, 2021).

According to (Watt, 2019), children living in single parent households score lower marks than those in dual- parent households in education attainment. This is because children living in single parent households do not have all the necessary resources that are needed for a child to perform well at school.

In USA children in single parent families are said to be not performing well academically, if it happens that they strive to higher education level, they are less

likely to finish college than two parent children do (BeStrongInternational, 2023).

In china, research has also proven that single parents input to children’s education, supervision and interaction is limited in contrast to two-parent families (Wu, Wang, & Du, 2018). This is merely because single parent families in China usually have a lower socioeconomic status; therefore, they do not have the required resources like tutoring and special academic programs to assist their children in their educational development (Wang, 2022).

In Nigeria, single parenting is common for women, since in this country it is believed that women are not entitled to work but are expected to stay at home and take care of the children. Due to this, the single mothers are facing financial hardships as a result their kids are forced out of school which in the long run causes an increase in the rate of uneducated children in Nigeria (Edubirdie, 2022).

1. Locale of the study

Eswatini, formerly known as Swaziland is a landlocked country in Southern Africa. It is bordered by Mozambique to its northeast and South Africa to its north, west, south, and southeast. Eswatini is one of the smallest countries in Africa; despite this, its climate and topography are diverse, ranging from a cool and mountainous The Swazis established their kingdom in the mid-18th century under the leadership of Ngwane III. The government is an absolute monarchy, the last of its kind in Africa, and has been ruled by King Mswati III since 1986. Elections are held every five years to determine the House of Assembly and the Senate majority. Its constitution was adopted in 2005.

The University of Eswatini is the national university of Eswatini. It was established by act of parliament in

1982. The university has its campuses in Kwaluseni (the main campus), Luyengo and Mbabane campus.

2. Problem statement

On the basis of empirical data, it is believed that single parent children encounter a lot of challenges as they grow up which includes various socio-economic challenges that generate further academic intricacies. These socio-economic challenges range from economic hardships, lack of parental care and poor socialization skills which impact their academic achievements by poor school attendance, poor academic motivation, poor grades and bad behaviour. Students who experience parental divorce, death of a parent or separation undergo different socio-psychological traumas which affect their academic performance. There is a dearth of researches on the given topic specifically in the study area, which seems an emergent topic to realise the causes and effect of being a single parent child, this may help the educationist and policy makers to prioritise reformation policies.

3. Significance of the study

The empirical studies exhibit that a single parent child encounters various emotional as well as psychological challenges due to stress, aggression and depression. The present study shall be beneficial to policy makers in framing policies relating to children of single parent. It may assist the overall performance of the students pursuing higher education and reduce the number of dropouts in the institutes if suitable measures are provided by the government.

4. Aim of the study

This research seeks to explore the experiences encountered by children of single parents and its effects on their academic attainment and performance. The study further aims to provide an insight into the life and challenges of the proposed respondents with an intent to prioritise the research undertaking on the relevant subjects.

5. Objectives of the study

The objectives of the study are:

- To depict the socioeconomic profile of a single parent child.
- To analyse the academic challenges faced by a single parent child.

- To give suitable suggestions to overcome the academic problems associated with a single parent child.

6. Research questions

- What is the socio-economic background of a single parent child pursuing higher education at UNESWA?
- What are the various challenges associated with a single parent child?

7. Scope/delimitations of the study

The purview of the study focuses on the challenges of being a single parent child and its effect on the academic performance of students aged 18-24 who are pursuing higher education at UNESWA, Kwaluseni campus. The study specifically scrutinizes the various challenges associated with single parent child with an in-depth analysis on academic challenges.

8. Literature review

The researcher has utilised several studies conducted by previous researchers and some articles and books related to the study of the effects of being a single parent child on students' academic performance.

Review of theories

Vygotsky's social development theory asserts that a child's cognitive development and learning capability can be guided and mediated by their social interactions (GrowieMarketing, 2022). According to (McLeod, 2023), Vygotsky (1934) posited that children are born with mental abilities such as memory and perception and that their higher mental functions are developed from these through the influence of social interactions. This is to reveal that parents and teachers are very influential in how children perform academically (Malima, 2016). Positive interaction between teachers and students is very important in determining students' academic success (CARS, 2023). Moreover, students whose parents interact well with them, more especially in areas of education, they have better school attendance and behaviour, demonstrate better social skills, get better grades and adapt well to school (AnnieE.CaseyFoundation, Parent involvement in your child's education, 2022).

Review of empirical studies

Single parenting is becoming a common phenomenon in both developed and developing countries of the world. According to research conducted by the Make Mothers Matter organization (2023), out of all households in the world, 8% of them are headed by single parents and 84% of them are mothers, which is approximately 101.3 million single mothers. About 12.5% of women aged 18-60 worldwide are not married and they have children aged below 15 years of age in their households. Nevertheless, this figure is higher in some few regions, particularly Sub-Saharan Africa at 32% (Crabtree & Kluch, 2020). Crabtree and Kluch (2020) further stated that this high proportion of single mothers in Sub-Saharan Africa is due to high birth rates and the predominance of young population in the region. Women in this region tend to have a shorter longevity and more children on average than women in the other regions.

In similar veins, research conducted by Ferrell (2009) on the comparison of children with single and two parents in terms of academic affairs, school attendance and suspension, it is found that children living with both biological parents remain in school longer and attain higher educational qualification than children in single parent families. To be specific, children with absent fathers are more likely to drop out of school than those who live with their fathers. The participation of fathers in their children's education is very essential in regards to academic achievement and social behaviour. In accordance with (Nord, Brimhall, & West, 1997) fathers can provide a positive force to their children's education, and when they get involved, their children are likely to do better academically.

In research conducted by Malima (2016), she cited Curran (1991) that socialisation from a family set up depends on the contribution of both parents playing a complimenting role in the child's upbringing. Curran further mentioned that a well socialised child from such a set-up has many chances of achieving self-actualization than a child from a single parent family who suffers deprivation and denial of some rights and opportunities. The suffering experienced by such children tends to negatively affect the way they socialise in school; they are usually not good at making friends, more especially with kids who will help them improve academically.

Single parenting refers to a parent who brings up children without the assistance of a partner.

There are varying reasons why a single parent may bring up a child alone without help from a partner. It could be that they were in a relationship that ended. Other parents may opt to become single parents, and in other cases, a partner may have passed away. All parents want to see their children succeed in school and life. However, despite the desire to be there for their kids and support their academic efforts, single parents can find it hard to achieve this desire fully.

The single parenting effect on child development can be either good or bad. Despite the effect that single-parenting might have on children, they can grow up happily, successfully, and well-adjusted. With extra care, single parents can raise successful children with excellent overall development in their social and emotional lives.

A. The negative effects of single-parenting on children are as follows:

1. *Developmental Problems:* Many developmental problems for children of single parents revolve around their progress in school. They tend to get lower grades, and their dropout rate is higher than their counterparts from two-parent families.
2. *Economic Hardships:* Single-parent families are more likely to experience financial problems because they only have one earner. Single-parent children can feel frightened, stressed, and frustrated by the difference between their lives and their friends'.
3. *Psychological Effects:* Children of single parents are more prone to various psychiatric illnesses, alcohol abuse, and suicide attempts than children from homes with two parents. It is common for children to be exposed and even drawn to the conflicts between the parents during and even after divorce, which may leave children feeling lonely, abandoned, and even guilty.

B. The Positive effects of single parenting are as follows:

While hearing about the adverse effects of single parenting can be overwhelming, there are several positive effects on kids raised by one parent.

1. *Stronger Bonds:* Single parents spend more quality time with their children. They tend to develop a strong and unique bond with their

child that may not have been possible to achieve in a two-parent home setting.

2. *Experience Interaction with an Authentic Community*: Children raised by a single parent often grow up within a community of supporters. Extended family and friends are likely to take part in the lives of the children. In other cases, some single parents choose to participate in various community groups such as churches and support groups that interact with the whole family
3. *Share Responsibilities*: Children from a single-parent family are much more likely to be accustomed to handling responsibilities and contributing to family operations. These children understand the value of taking responsibility and many enjoy performing tasks they know are real contributions.
4. *Maturity*: Single parents have to work harder, and their children have to collaborate with them for the good of the family. The children also learn how to deal with disappointments and turbulent emotions.

II. METHODOLOGY

The study employs descriptive research design where a mixed approach was used to allow an in-depth

9. Data Analysis and Interpretation

1. Profile for the Respondents

understanding of the participants' lived experiences, insight and point of view. This approach was also chosen because it seeks reality from individuals' experiences and feelings. The present research entitled, "*Single parent family: Silhouette and intricacy of single parent child*" used primary as well as secondary data as data sources. Primary data was collected by utilising a questionnaire method in which a semi-structured questionnaire was used to collect the first-hand information from the participants. Secondary data was collected from books, websites, government reports, articles, and published or unpublished thesis.

Here, purposive as well as snowball sampling is used in drawing the sample. The students pursuing graduation from UNESWA which currently accounts to be fairly around 7000 and are under the age group of 18 to 24 years are considered for the research undertaking.

The information collected from the field through the use of questionnaires is described and presented using SPSS version 25 to construct descriptive statistics. The research also utilises thematic analysis and data presentation using tables, charts and graphs wherever applicable as far as data analysis is concerned.

Table No. 1. Program-wise distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA Social Science	11	44.0	44.0	44.0
	B.Sc.	03	12.0	12.0	56.0
	B.Sc. Computers	02	08.0	08.0	64.0
	B.Sc. IS	01	04.0	04.0	68.0
	Bachelor of Humanities	01	04.0	04.0	72.0
	B.Sc. IT	02	08.0	08.0	80.0
	B. Com	04	16.0	16.0	96.0
	B.Ed. Secondary Humanities	01	04.0	04.0	100.0
Total		25	100.0	100.0	

Source: Field survey, 2024

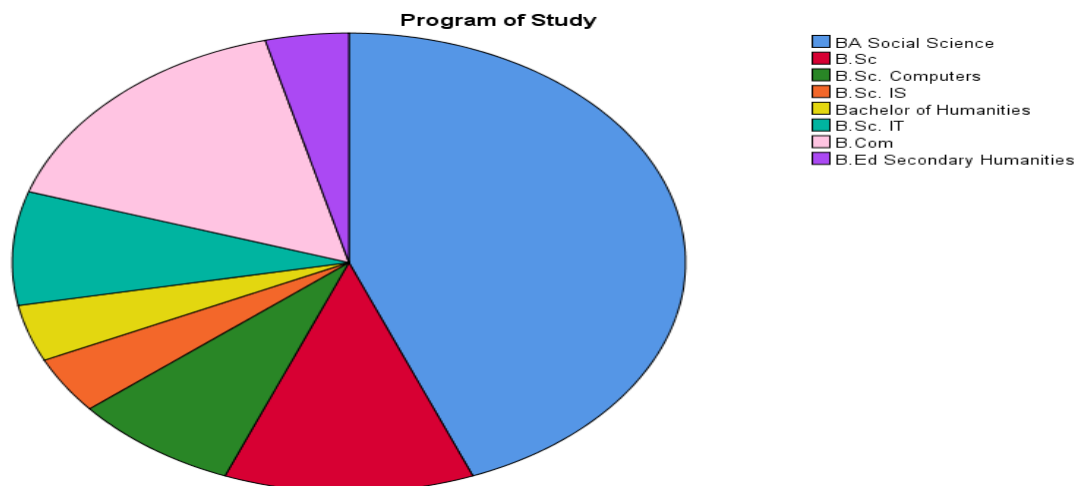


Table No. 1 depicts program-wise distribution of the respondents. Here, 44 percent of the respondents are enrolling Bachelor in social sciences, 12 percent in B.Sc., and 8 percent in B.Sc. Computer Science. The equal number of respondents i.e., 4 percent each is

enrolled in B.Sc. IS, Bachelor of Humanities and B.Ed. in Secondary humanities. Majority of the respondents are either pursuing B.A Social Sciences or Bachelor of Commerce.

Table No. 2. Age-wise distribution of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	3	12.0	12.0	12.0
	21-23	19	76.0	76.0	88.0
	Above 24	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

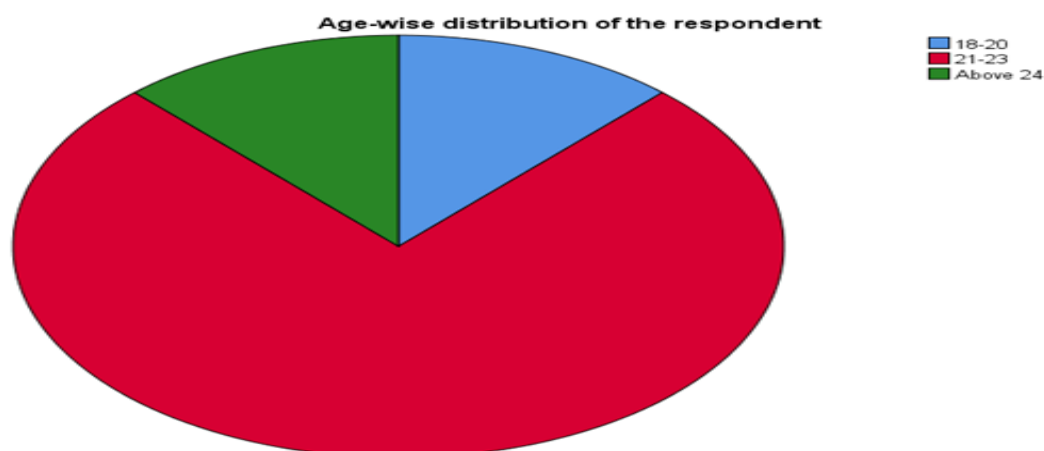


Table No. 2 shows the age-wise distribution of respondents. From the table it is observed that an equal number of the participants, which is 12 percent each, belong to the age group of (18-20) and (24 &

above). It is seen from the table that a majority of the respondents with a proportion of 76 percent belong to the age group of 21 to 23.

Table No. 3 Sex-wise distribution of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	40.0	40.0	40.0
	Female	15	60.0	60.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

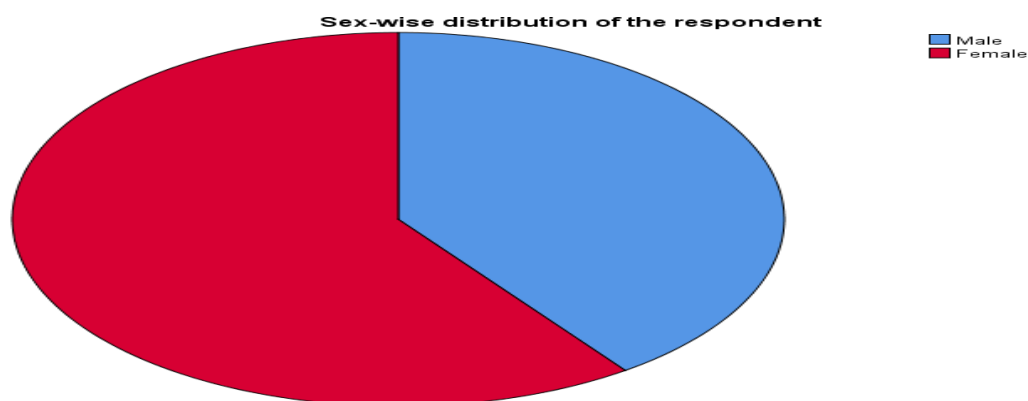


Table No. 3 exhibits the gender-wise distribution of respondents whereby it is observed that 60 percent of the respondents are females and the remaining 40

percent are males. This depicts a more representation of female respondents as compared to males.

Table No. 4. Place of birth of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hhohho	05	20.0	20.0	20.0
	Manzini	09	36.0	36.0	56.0
	Shiselweni	03	12.0	12.0	68.0
	Lubombo	08	32.0	32.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

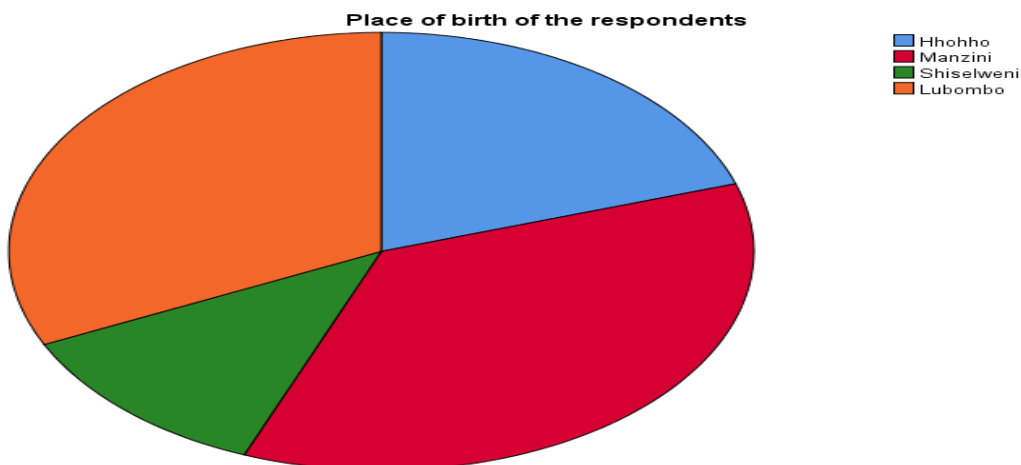
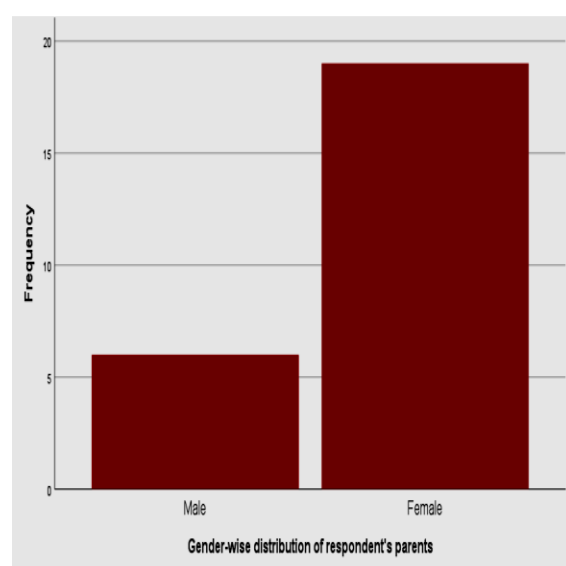


Table No. 4 reveals the place of birth of respondents, from where it is seen that 20 percent of the respondents are from the Hhohho region, 36 percent are from Manzini, 12 percent are from Shiselweni

and 32 percent are from Lubombo. The table basically shows that a majority of students who are children of single parents are found either in Manzini or Lubombo region.

Table No. 5 Gender-wise distribution of respondent's parent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	06	24.0	24.0	24.0
	Female	19	76.0	76.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024



Gender-wise distribution is disclosed in table No. 5. Here, a majority i.e., 76 percent of single parents are mothers as compared to fathers which have a proportion of 24 percent. This is because mothers are more attached and responsible for taking care of the children as compared to fathers.

Table No. 6. Number of Siblings of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 -3	09	36.0	36.0	36.0
	4-7	14	56.0	56.0	92.0
	8-11	01	4.00	4.00	96.0
	12-15	01	4.00	4.00	100.0
	Total	25	100.0	100.0	

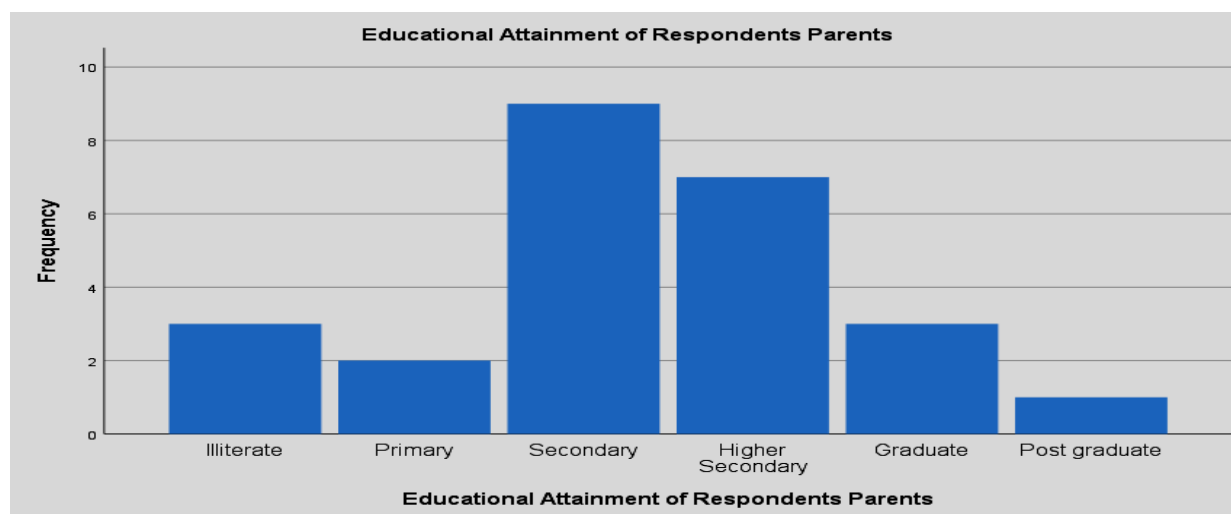
Source: Field Survey, 2024

Table No. 6 demonstrate the number of siblings the participants have. It is seen that 36 percent of them have at least 3 siblings, 4 percent of them have 8-11 siblings and another 4 percent have 12-15 siblings. A larger proportion of the respondents i.e., 56 percent

have 4 – 7 siblings which is relatively higher to be taken care of by a single parent. This can also be explained as one of the factors causing a strain or a burden to the single parent in taking care of his/her children properly.

Table No. 7 Educational Attainment of Respondent's Parent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Illiterate	3	12.0	12.0	12.0
	Primary	2	8.0	8.0	20.0
	Secondary	9	36.0	36.0	56.0
	Higher Secondary	7	28.0	28.0	84.0
	Graduate	3	12.0	12.0	96.0
	Post graduate	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024



The educational attainment of the respondents' parents is analysed in table No. 7. It is observed from the table that 12 percent of the respondents are illiterate, 8 percent of them went as far as the primary level with their education, 36 percent went as far as secondary level, 28 percent went as far as higher secondary level, 12 percent are degree owners and only 4 percent are master's degree owners.

The higher proportion in the secondary level and high secondary level implies that most single parents are struggling in taking care of their kids because with their secondary and higher secondary certificates, they cannot earn enough money to effectively support their children academically.

Table No. 8 Occupation of Respondents Parent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	15	60.0	60.0	60.0
	Self Employed	05	20.0	20.0	80.0
	Business	02	08.0	08.0	88.0
	Teacher	03	12.0	12.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

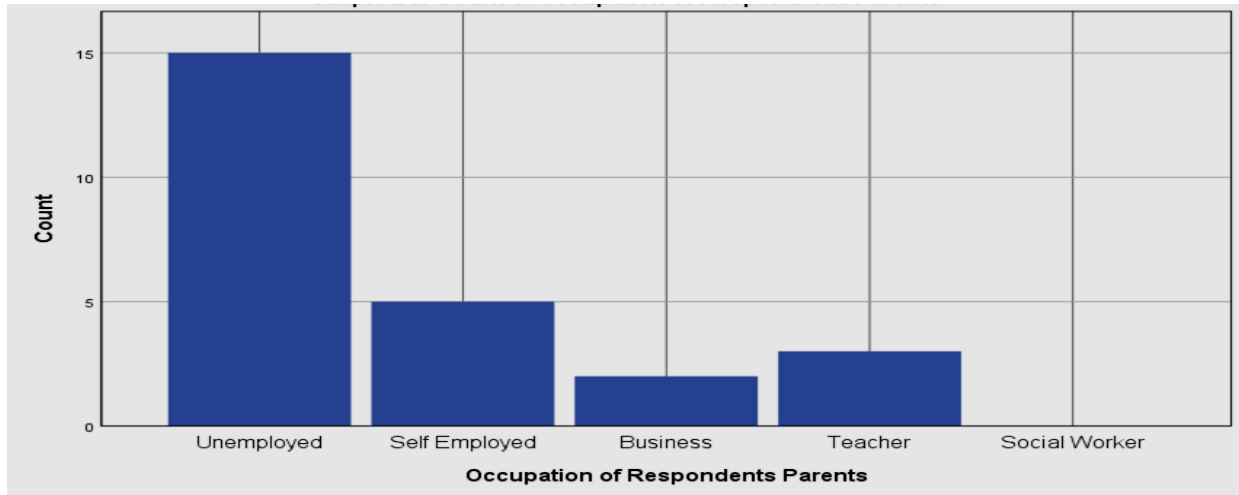


Table No. 8 reveals the occupational status of respondents' parents whereby 20 percent of the parents are self-employed; 8 percent are business owners and 12 percent of them are teachers. Most of the parents, ie., 60 percent are unemployed. Therefore, this implies that most single parents are unable to properly sustain their families economically.

However, the researcher observed a contradiction in this, and asked the participants how come they have reached tertiary level whilst their parents are unemployed. The response was that the parents are hustlers and that some sponsors from companies, organisations and churches assisted them financially from primary to high school.

III. NATURE OF RELATIONSHIP:

Relationship between the respondents and their parents

A=Agree D=Disagree SA=Strongly Agree SD=Strongly Disagree

Table No. 9 (a) My parent is financially supportive when it comes to my academics.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	56.0	56.0	56.0
	D	03	12.0	12.0	68.0
	SA	07	28.0	28.0	96.0
	SD	01	04.0	04.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 9 (b) My parent economic support is not enough					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	60.0	60.0	60.0
	D	02	08.0	08.0	68.0
	SA	04	16.0	16.0	84.0
	SD	04	16.0	16.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 9 (c) My parent always pay for my school fees on time.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	03	12.0	12.0	12.0
	D	17	68.0	68.0	80.0
	SA	02	08.0	08.0	88.0
	SD	03	12.0	12.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table 9 (d) My parent frequently takes school updates					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	60.0	60.0	60.0
	D	03	12.0	12.0	72.0
	SA	02	08.0	08.0	80.0
	SD	05	20.0	20.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 9 (e) My parent pays for my toiletry					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	09	36.0	36.0	36.0
	D	12	48.0	48.0	84.0
	SA	01	04.0	04.0	88.0
	SD	03	12.0	12.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 9 (f) My parent support me morally					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	56.0	56.0	56.0
	D	05	20.0	20.0	76.0
	SA	04	16.0	16.0	92.0
	SD	02	08.0	08.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 9 (g) My parent is my ideal and source of motivation.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	13	52.0	52.0	52.0
	D	06	24.0	24.0	76.0
	SA	04	16.0	16.0	92.0
	SD	02	08.0	08.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 9 (h) My parent is very compassionate about me.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	60.0	60.0	60.0
	D	01	04.0	04.0	64.0
	SA	06	24.0	24.0	88.0
	SD	03	12.0	12.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Tables No. 9 (a...i) illustrate the nature of the relationship between respondents and their parents. It is seen that most of the parents, i.e., 56 percent, are financially supportive when it comes to their children's academics, however, 60 percent of the respondents agreed that the support is not enough. 68 percent of the respondents agreed that their parents are unable to pay for their school fees on time. It is

also revealed that 60 percent of the participants agreed that their parents do check up on them and ask about school. The participants' parents are compassionate and motivators of their children and are morally supportive to them. However, try to support financially but the financial support is insufficient and thus they are not only unable to pay the school fees in time but also for the toiletries.

IV. CHALLENGES AND ACADEMIC PERFORMANCE

Table No. 10 (a) My parent has a low-paying job (salary of less than E10, 000).					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	07	28.0	28.0	28.0
	D	03	12.0	12.0	40.0
	SA	10	40.0	40.0	80.0
	SD	05	20.0	20.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 10 (b) I sometimes go to bed with an empty stomach.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	09	36.0	36.0	36.0
	D	09	36.0	36.0	72.0
	SA	01	04.0	04.0	76.0
	SD	06	24.0	24.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 10 (c) The challenges stress me so much that I lose my focus.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	68.0	68.0	68.0
	D	01	04.0	04.0	72.0

	SA	06	24.0	24.0	96.0
	SD	01	04.0	04.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No.10 (d) I have friends/classmates who help me with my schoolwork.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	68.0	68.0	68.0
	D	01	04.0	04.0	72.0
	SA	06	24.0	24.0	96.0
	SD	01	04.0	04.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 10 (e) My lecturers help me whenever I am struggling with a particular subject					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	07	28.0	28.0	28.0
	D	09	36.0	36.0	64.0
	SA	03	12.0	12.0	76.0
	SD	06	24.0	24.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 10 (f) I punctually attend my subject lectures every time.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	09	36.0	36.0	36.0
	D	08	32.0	32.0	68.0
	SA	06	24.0	24.0	92.0
	SD	02	08.0	08.0	100.0
	Total	25	100.0	100.0	

Source: Field Survey, 2024

Table No. 10 (g) I need to repeat at least two courses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	7	28.0	28.0	28.0
	D	8	32.0	32.0	60.0
	SA	2	8.0	8.0	68.0
	SD	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

The challenges and academic performance of respondents are discussed in Tables No. 4.10 (a to g). it is seen from the tables that 40 percent of the

respondent's parents have low paying jobs and some of the respondents, i.e., 36 percent, sometimes go to bed with an empty stomach. However, another 36

percent of the participants disagreed that they sometimes go to bed hungry. Moreover, 68 percent of the respondents agreed that they lose focus due to stressful situations.

Most of the respondents have a sound peer relationship which is exhibited in seeking help with school work. This supports *Vigotsky's Social Development theory whereby good social interaction is said to enhance academic capability*. However, the percentage of students being helped by their lecturers is relatively less, whereas the unique finding is that, most of the respondents are not repeating at least 2 courses.

Based on the observation, the *resiliency theory is at play; it can be declared that, though the respondents face several challenges, these challenges have made them stronger and develop more interests in education for a better future in life*.

3.1. Economic Challenges

During the data collection, participants were requested to disclose their feelings towards the economic challenges they are experiencing as children of single parents. Their responses were as follows:

- The economic challenges encountered are stressful such that they cause the respondent to lose focus and underperform academically. One participant stated that the financial crisis makes her to feel vulnerable to bad commitments such as sugar daddies and prostitution, which she could use as fast and easy way of accumulating money to sustain her in her academic affairs.
- To some, these challenges are overwhelming such that they feel like giving up sometimes. They also mentioned that the lack of finances in their lives is so frustrating and sad in a way that triggers hopelessness and helplessness. *Others revealed that they feel like losers, yet they know deep down that they are capable*, but because of the financial barriers, they are unable to reach their full potential.
- One respondent said, *'Sometime I feel like committing suicide'*, because being unable to satisfy her economic needs is stressful such that she ends up losing focus in her academics'
- One unique response from one of the participants was that she is now used to the situation such

that she feels nothing at all, because she understands that stressing out will not alter the situation. However, two of the participants mentioned that they are depressed by the financial challenges but motivated at the same time to work hard and try to make their lives even better.

4. Government Intervention

The participants were also requested to divulge their opinions as to how the government can curtail the academic challenges they are encountering, and their responses were as follows:

- The respondents mentioned that these challenges can be lessen by increasing the monthly allowances that students get. They suggested that the monthly allowances should increase to at least E3000.00 per month to accommodate most of their personal needs.
- They also stated that the state should make a provision of in-time allowance to avoid financial stresses that arise because of late payment.
- The participants further suggested that the government can expand the allowance contract to 12 months per annum instead of ten months to ensure consistent financial assistance to students, because the two months gap during the year gets flooded with debts which eventually leads to financial stresses.
- However, some respondents thought it would be wiser for the state to hold off the monthly allowances when the university is closed so that it does not get wasted on non-academic affairs.
- They further suggested that government can also assist by paying fees for the repeated courses, providing food in all tertiary institutions, financial assistance in the form of grants to children of single parents was disclosed as strategies the government can implement to ease the academic burden.

However, some respondents mentioned that they do not think the state can be of help to the matter because of corruption in the government bureaucracy.

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