

A Study of Academic Achievement of the students of Senior Secondary School from Single versus Dual Parent Families



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Abstract

Parenting style plays a very important role in child's Academic Achievement. It also plays an important role in child's personality development. In the present study an Attempt was made to study Academic achievement of students of senior secondary school from Single and dual parent families. For this purpose 150 students of lucknow district of Uttar Pradesh were taken as sample and stratified sampling was used. Academic Achievement of the student's was measured by their academic performance in previous class. Data were collected from the schools of different boards. From the findings it is concluded that the type of parenting effects child's academic achievement but except this many factors are also responsible for his/her academic performance.

Keywords: Academic Achievement, Single Parent, Dual Parent, Student

Introduction

Families fulfill an important function in every society; Most of the children in developed countries grow up in a family, although the form of family might change during the life course. Generally, a family provides a child with opportunities to develop into a stable and independent person, for instance, through enabling the child to attend school and providing a congenial atmosphere at home. The future success of children thus greatly depends on the household they grow up in. Adolescence is one of the most critical stage of development. This stage is marked by physical, social, and emotional changes. Academic demands and the complexity of the school structure make the task of academic success for adolescents more difficult. The two most important environments are home and school.

Parent involvement is considered to be a very important positive force in a child's life. As children progress through school, parent involvement declines. Several factors contribute to this decline: the complex structure of middle and high schools, the demanding curricula that can be intimidating to parents, and the fewer school efforts to involve parents.

Parents are the first point of contact of children. When both parents are present, it implies that the child would derive most care (Ortese, 1998). However, when one of the parent is absent in a child's life, a gap is created as the child would lose the support that have emanated from that parent. Ortese (1998) and Salami and Alawode (2000) have asserted that single parenting result from divorce, separation of various kinds, having children from wedlock or death of one spouse which leaves the roles in the hands of a single parent.

The literature on academic performance among children suggests that children's academic performance improve when both parents are actively involved in their education (Fadeye 1985; Nyarko 2007; Nyarko and Vorgelegt, 2007). Some studies seem to neglect the issue of single-parenting as a variable. Generally such studies have tied academic performance of children to socio-economic status, parents' educational level, student attitudes to learning, school environmental factors, housing and residential experience (Win and Miller, n.d.; Donkor, 2010; Farooq, Chaudhry, Shafiq and Berhanu, 2011; Mahama and Campion, 2011; Insah, Mumuni and Bowan, 2013). What these studies failed to realize is that the variable family structure (particularly single parenting) is crucial in determining a person's academic performance.

Although growing up in a single-parent family is frequently viewed as a risk factor for a child, single-parent families are now fairly common.

Operational definition of the terms used in the study**Academic Achievement**

The level of schooling which the students have successfully completed and the ability to attain success in his/her studies. Academic achievement refers to a student's success in meeting short or long term goals in education.

Single Parent

A person who looks his/her child or children without a husband, wife or partner.

Dual Parent

It is term that describes those times when both parents are available, active and on the same page when it comes to raising children.

Review of Literature

- Admin, (2015) Studied on "Single Parenting and Children's Academic Achievement". In this study it is concluded that Single parenting is not the sole predictor of academic failure for children. There are many risk and protective factors that interplay to encourage a child's academic success or contribute to a child's poor school performance. Regardless of family type, parents should stay involved with their children's education from elementary school through high school and beyond to help them maximize their academic achievement.
- Malima, joyce (2016) Studied on "The effect of single parenting on students' Academic performance in secondary schools in Arusha city, Tanzania". The study concluded that, single parenting is caused by divorce, death, separation and not married. Also, the study confirms that, single parenting hinders students' academic performance in secondary schools. The study recommended that, single parents should buy all school requirements for their children and spend time for academic issues related to their children. The study also recommends that, head teachers should pay more attention to single parenting students and provide counseling to them to encourage them. Also, the government should identify the needs of single parenting students and act accordingly.
- Stefan Inthorn (2015) Concluded "Parent-Child Attachment in Single parent families". The focus of this study is to identify whether being raised in a single parent family and parental depressive symptoms are related to lower quality of parent-child attachment in adolescent. As a result he found that there was a higher quality parent-child attachment in adolescents from single parent.
- Marloes de Lange, Jaap Dronkers and Maarten (2013) "Single-parent family forms children's educational performance in a comparative perspective: Effect of school's share of single-parent families". Aim of this study was to study the extent of school's composition of children from single parent families which affect children's educational performance.

Significance of the Study

- Through this study we will be able to know the psychology of single parent families 'children.
- The point of view of the society will be changed for single parent families and their children.
- The result of this study can give new thought to the society.
- Through this study it will be easier to understand the problem of single parent families.

Objectives of the Study

- To study the difference in Academic Achievement of Senior secondary school student in relation to single and dual parent families.
- To study the Academic Achievement of male student of Senior Secondary school from single and dual parent families.
- To study the Academic achievement of Female students of senior secondary school from single and dual parent families.

Hypothesis

- There is no significant difference in Academic Achievement of senior secondary school students from single and dual parent families.
- There is no significant difference in Academic Achievement of male student of senior secondary school from single and dual parent families.
- There is no significant difference in Academic Achievement of female students of senior secondary school from single and dual parent families.

Methodology of the Research- Population

Student of senior secondary school from single and dual parent families.

Sample

Total Sample of the study is 150 students of senior secondary school. From single parent families 78 students and from dual parent families 72 students has been taken. Among 78 students of single parent families 37 male and 41 female students has been taken. Among 72 students from dual parent families 38 male student and 34 female students has been taken.

Sampling technique

Stratified sampling has been used.

Variables

Academic Achievement.

Statistical Techniques

Mean, SD, 't' test, Correlation.

Tool

Marksheet of previous year of every student has taken as a tool, which shows their academic achievement.

Data Collection

Data for the study was taken from senior secondary schools of Lucknow district.

Analyses and Interpretation of data

After collection of necessary data the researcher has tabulated the data systematically appropriate data analysis technique were applied. Detail of data analysis and interpretation has been discussed in following ways.

Hypothesis 1

There is no significant difference in Academic Achievement of senior secondary school students from single and dual parent families.

Table 1

Variable	Type of Parent	N	MEAN	Std. Devt.	t test	L.S.
Academic Achievement	Single parent	78	79.12	11.26	2.28	S
	Dual parent	72	74.83	11.69		

S-Significant(Null Hypothesis is rejected)

There is significant difference in Academic achievement of the students from single versus dual parent families. Therefore null hypothesis is rejected it shows that there is significant difference between

academic Achievement of the child in relation to single and dual parent.

Hypothesis 2

There is no significant difference in Academic Achievement of male student of senior secondary school from single and dual parent families.

Table 2 Male Students

Variable	Type of parent	N	MEAN	Std. Devt.	t test	L.S.
Academic Achievement	Single parent	37	76.54	11.44	.370	NS
	Dual parent	38	75.55	11.69		

N.S.-Not significant (Null hypothesis is accepted)

There is no significant difference in Academic achievement of the male student from single versus dual parent families. Hence there is no significant

difference in Academic Achievement of the male student from single versus dual parent families.

Hypothesis 3

There is no significant difference in Academic Achievement of female students of senior secondary school from single and dual parent families.

Table 3 Female students

Variable	Type of parent	N	MEAN	Std. Devt.	t test	L.S.
Academic Achievement	Single parent	41	81.44	10.70	2.846	S
	Dual parent	34	74.03	11.82		

S-significant (Null Hypothesis is rejected)

There is significant difference in Academic Achievement of the Female student from single versus dual parent families. Therefor null hypothesis is rejected and it shows that there is significant difference in Academic Achievement of female students from single versus dual parent families.

Conclusion

The result indicates that the the form of parenting influences child's academic achievement. In the result of this research, difference has found in female students of senior secondary school from single and dual parent families, but we don't get difference in the male student. It shows that parenting form is not only the responsible factor for a good and bad academic result. Although many other factor are also responsible for the result like nature, social maturity, feeling of security-insecurity, emotional strength and psychology of female and male child.

It is true that the children from single parent families suffer more than the children from dual parent families. Educational performance, Sociability, Social Maturity, Emotional strength and feeling of Security-Insecurity etc. are some aspects of the children from single parent families, which has been affected. But it is very important to know that ...it is better for children to grow up in a single parent family where there is love rather than in a dysfunctional two-parent family where there is bitterness and hostility.

Single parenting is not the sole predictor of academic failure for children. There are many risk and protective factors that interplay to encourage a child's academic success or contribute to a child's poor school performance. Regardless of family type,

parents should stay involved with their children's education from elementary school through high school and beyond to help them maximize their academic achievement.

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