

EXAMINING THE EFFECTS OF SINGLE PARENTING ON THE EDUCATIONAL WELL-BEING OF CHILDREN IN NGORA DISTRICT.

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL FULFILLMENT
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AND SOCIAL ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**



**UGANDA CHRISTIAN
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DECLARATION

I, ACAM ROSE solemnly declare that the research report submitted in the partial fulfillment of a bachelors' degree in social work and social administration is the result of my own activities. This information has never been submitted to any institution for award and all sources used in this work have been cited appropriately.

Date: 12/06/2026 Signature: 

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APPROVAL

I confirm that conducted research under my guidance and this report had been submitted under my endorsement as a supervisor of the student's research.

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DEDICATION

I would like to dedicate this research to my family for always supporting me in all aspects like financially, socially, spiritually and physically and seeing me through my academic journey and also to my friends who supported in this journey

ACKNOWLEDGEMENT

I thank the Almighty God for his care, protection and provision throughout my academic journey at Uganda Christian University. To my family for always being there for me and also to my friends who walked this academic journey with me.

I am also grateful to my supervisor for the support and guidance offered to me during the period of this report writing.

ABSTRACT

The study examined the effects of single parenting on the educational well-being of children in Ngora District, Eastern Uganda. The study particularly looked and focused on the hardships under taken by children brought up in single parented household in relation to school development in relation to school attendance, academic performance, access to learning materials.

The findings showed that family set ups and influence greatly affected the educational development of children in society. The different challenges faced by many single parents have become a hurdle to the educational development and the academic excellence of children due to the inability of the parents to provide the basic materials they children need to facilitate their educational progress.

The study showed that mental stability of parents contributed to the academic progress of their children as any mental health problems faced by the parents is directly transited to their children which affects their academic development.

The study in conclude came to certainty that single parenting heavily contributes to the children's educational well-being due to contributory factors such as high levels of poverty, low parental involvement in the children's academic activities, mental distress and limited social support. The study recommended more government involvement and support in children's educational development through providing bursaries and other aid programs, strengthening school guidance and counseling services, and greater community involvement in supporting vulnerable children. The study emphasized that improving children's education requires cooperation among parents, schools, government, and the wider community.

TABLE OF CONTENT

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENT.....	vi
CHAPTER ONE.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	2
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	2
1.3.1 General Objective.....	2
1.3.2 Specific Objectives.....	2
1.4 Research Questions.....	3
1.5 Scope of the Study.....	3
1.5.1 Geographical Scope.....	3
1.5.2 Time Scope.....	3
1.5.3 Content Scope.....	4
1.6 Justification of the Study.....	4
1.7 Significance of the Study.....	4

1.8 Conceptual Framework.....	4
CHAPTER TWO.....	6
2.0 LITERATURE REVIEW.....	6
2.1 Introduction.....	6
2.1.1 Demographic Trends and Prevalence.....	6
2.1.2 Children Outcomes: Educational, Behavioral and Psycho-Social.....	6
2.1.3 Parenting Processes and Resilience.....	7
2.2 Single Parenting in Africa.....	7
2.2.1 Prevalence and Socio-cultural Context.....	7
2.2.2 Educational and Developmental Outcomes.....	8
2.2.3 Gender Dynamics and Social Norms.....	8
2.3 Single Parenting in Uganda.....	8
2.3.1 Educational Outcomes and Structural Barriers.....	8
2.3.2 Extended Family Networks and Social Support.....	9
2.3.3 Cross-Contextual Synthesis.....	9
2.3.3.1 Economic Resources and Children Outcomes.....	9
2.3.3.2 Parenting Processes and Social Support.....	9
2.3.4 Cultural Variability and Kinship Systems.....	10
2.4 The Educational Well-being of Children.....	10
2.4.1 Global Perspectives on the Educational Well-being of Children.....	10
2.4.1.1 Access and Enrollment.....	10

2.4.1.2 Academic Achievement and Learning Quality.....	11
2.4.1.3 Psycho-social and Emotional Dimensions.....	11
2.4.2 Educational Well-being in Africa.....	11
2.4.2.1 Access and Participation.....	11
2.4.2.2 Socio-Economic and gender inequalities.....	12
2.5 Educational Well-being in Uganda.....	12
2.5.1 Enrollment and Access.....	12
2.5.2 Learning Outcomes.....	12
2.6 The Relationship Between Single Parenting and Educational Well-being.....	13
2.6.1 Globally.....	14
2.6.2 Single Parenting and Educational Well-being in Africa.....	14
2.6.3 Limited Integration of Structural inequality.....	18
2.6.4 Cultural and Contextual Gaps.....	19
2.7 Gaps in Educational-Specific Analysis.....	19
2.7.1 Insufficient Attention to Policy and Intervention.....	20
2.7.2 Rationale for the Present Study.....	20
CHAPTER THREE: METHODOLOGY.....	22
3.0 Introduction.....	22
3.1 Research Design.....	22
3.2 Research Area.....	22
3.3 Study Population and Sampling.....	22

3.3.1 Study Population/target Population.....	22
3.3.2 Sample Size and Distribution.....	22
3.4.1 Data Collection Instruments.....	23
3.4.2 Interviews.....	23
3.4.3 Questionnaire.....	23
3.5 Data Analysis and Processing.....	23
3.6 Measurement of Variables.....	23
3.7 Data Management and Analysis.....	23
3.8 Ethical Considerations.....	24
3.9 Summary of the Chapter.....	24
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	25
4.0 Introduction.....	25
4.1 Demographic information aof Pupils raised by Single Parents.....	25
4.1.1 The Demographic information of teachers.....	26
4.1.2 The Demographic information of the key informants.....	27
4.1.3 The Demographic information of the parents of children with disabilities.....	28
4.2 The findings of the Study were presented as guided by each of the Objectives.....	29
4.2.1 Effects of Single Parenting on the Educational Well-being of Children in Ngora District..	29
4.2.2 Effects of Single Parenting on the Education Well-being of Children in Ngora District...	33
4.2.3 Effects of Single Parenting on the Educational Well-being of Children.....	37
4.2.4 Effects of Single Parenting on the Education Well-being of Children in Ngora District...	41

CHAPTER FIVE.....	46
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	46
5.0 Introduction.....	46
5.1 Summary.....	46
5.2 Conclusions.....	47
5.3 Recommendations.....	47
ACRONYMS.....	Xi
LISTS OF TABLES.....	Xii
Biobibliography.....	49

ACRONYMS

HIV/AIDS-Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome

UPE-Universal Primary Education

USE-Universal Secondary Education

UBOS-Uganda Bureau of Statistics

UNICEF-United Nations Children's Fund

UNESCO-United Nations Educational, Scientific and Cultural Organization

OECD-Organisation for Economic Cooperation and Development

PISA-Programme for International Student Assessment

SDG4-Sustainable Development Goal 4

USA-United States of America

UN-United Nations

LISTS OF TABLES

Table 1: Demographic Information of Pupils.....	25
Table 2: The Demographic Information of teachers.....	26
Table 3: The Demographic Information of the key Informants.....	27
Table 4: The Demographic Information of the Parents of Children with Disabilities.....	28
Table 5: Effects of Single Parenting on the Educational Well-being of Children in Ngora District.....	29
Table 6: Effects of Single Parenting on the Educational Well-being of Children in Ngora District.....	33
Table 7: Effects of Single Parenting on the Educational Well-being of Children in Ngora District.....	37
Table 8: Effects of Single Parenting on the Educational Well-being of Children in Ngora District.....	41

CHAPTER ONE.

1.0 Introduction

This chapter presents the introduction to the study on the effects of single parenting on the educational well-being of children in Ngora District. It outlines the background of the study from a global, national, and local perspective, the statement of the problem, objectives of the study, research questions, scope of the study, justification, significance of the study, the conceptual framework, and key terms used in the study.

1.1 Background of the Study

Family structure is widely known as an important factor that affects a child's education and overall life. In all societies, the family is the first place where a child learns behavior, receives love and care, is taught right and wrong and gets basic needs for growth. However, in recent years, social and economic changes around the world have changed family patterns, leading to an increase in families with only one parent.

In many cases, children are required to contribute to household survival through domestic work or income-generating activities, leading to irregular school attendance, poor academic performance, and in some instances, early school dropout.

In Uganda, many families are headed by one parent because of different social and economic reasons. These include deaths caused by HIV/AIDS, family violence, unstable marriages, child neglect, alcohol and drug use, and people moving away for work. Even though the Government has introduced educational programs like Universal Primary Education (UPE) and Universal Secondary Education (USE) to help children go to school, not all of them benefit equally. Children from single-parent families still experience challenges related to poor performance, missing school and emotional difficulties. Research in different parts of the country can lead to lack of money, less parental involvement in school matters, and emotional stress among children, all of which negatively affect their educational outcomes.

Ngora District has seen an increase in homes headed by one parent. This is mainly caused by poverty, early and forced marriages, family misunderstandings, alcohol use, separation and lack

of counseling services. Most people in the district depend on small scale farming and casual work which donot bring steady income.

1.2 Statement of the Problem

In Ngora District, some children from single-parent families appear to experience challenges such as poor academic performance, absenteeism, lack of school requirements, low concentration in class, and limited parental guidance. In some cases, single parents struggle to balance work and parenting responsibilities, which may affect the level of attention and support given to children's education. If such challenges are not addressed, they may continue to affect children's educational progress and future opportunities.

Although studies have been conducted on family structure and child development in different areas, there is still limited information on how single parenting specifically affects the educational well-being of children in Ngora District. Therefore, this study intends to examine the effects of single parenting on the educational well-being of children in Ngora District in order to generate information that may help parents, schools, community leaders, and policy makers develop appropriate interventions to support children from single-parent families.

1.3 Objectives of the Study

1.3.1 General Objective

To examine the effects of single parenting on the educational well-being of children in Ngora District.

1.3.2 Specific Objectives

- I. To assess the academic performance of children from single -parent families in selected primary schools in Ngora district.
- II. To examine the school attendance patterns and dropout rates among children from single -parent households in Ngora district.

III. To investigate the socio- economic challenges faced by single -parent families and how these affect their children's education.

1.4 Research Questions

I. How does single parenting affect school attendance of children in Ngora District?

II. What is the influence of single parenting on the academic performance of children in Ngora District?

III. What challenges do single parents face in supporting their children's educational well-being in Ngora District?

1.5 Scope of the Study

1.5.1 Geographical Scope

This study will be conducted in Ngora district, located in the Eastern region of Uganda within the Teso sub-region. Ngora district was carved out of the former Kumi district and consists of multiple sub-counties including Ngora sub-county, Mukongoro sub-county, and Kapingiri sub-county among others. For the purposes of this research, the study will focus on three selected sub-counties: Ngora sub-county (representing the semi-urban trading center area), Mukongoro sub-county (representing a rural agricultural area), and Kapingiri sub-county (representing a remote rural area). This selection ensures representation of different socio-economic contexts within the district.

The study will include six primary schools: two schools from each of the three selected sub-counties, with one government-aided school and one private school from each area where possible.

1.5.2 Time Scope

The study will focus on a three-year period from 2023-2025. This period is considered appropriate because it captures recent trends in children's academic performance, school attendance and drop out rates in Ngora district. It also acknowledges recent transformations in

family structures, particularly the growing number of single-parent families, and the issues that have been faced by children in relation to their education over the past few years.

1.5.3 Content Scope

The study was limited to single parenting as the main influencing factor and educational well-being of children as the outcome of interest.

1.6 Justification of the Study

The number of single-parent families in Ngora District is increasing and many children from these families seem to face challenges in school. By studying this, it will help to clearly understand how single parenting affects children's education. The information gathered will help in finding better ways to support these children and improve their performance in school. It will also add more knowledge about how family structure influences education, especially within the local area.

1.7 Significance of the Study

The study will help single parents to understand how their situation may affect their children's education and guide them on how to better support their learning.

Provides information that can guide the design of programs and policies aimed at supporting vulnerable children in education.

Helps in planning interventions and support services for children facing educational challenges due to family structure.

1.8 Conceptual Framework

Independent variable

Dependent variable



The independent variable in the frame work is single parenting. This means the different forms of single-parent families such as widowhood, divorce or separation, abandonment, and teenage parenthood. This is the factor that is believed to cause or influence changes.

The dependent variable is the educational well-being of children. This includes things like academic performance, school attendance, motivation to learn, participation in class.

Key Terms

Single Parenting: In academic literature, single parenting is broadly defined as the process by which a single mother or father assumes the primary responsibilities of nurturing, protecting, and rearing one or more children without the co-residence or physical assistance of a partner or spouse.

Educational Well-being: refers to an approach that integrates mental, emotional, and physical health into learning systems.

CHAPTER TWO.

2.0. LITERATURE REVIEW

2.1. Introduction

Single parenting has emerged as a major issue focusing on household development and child growth in the recent times. Over time, academicians have closely studied single parented families especially those headed by mothers as environments that placed children at risk for poor child developmental and educational outcomes (McLanahan & Sandefur, 1994). However, the literature looks more at examining contextual, socioeconomic, and process-based that characterize child well-being beyond family structure alone (Amato, 2005; Horowitz, 1995). This study analyses different studies on single parenting across three fronts which are global, African, and Ugandan highlighting key findings, methodological approaches, and critical gaps. Throughout, different available research is characterized by population-level data to provide an easier understanding of how single parenting interacts with children's developmental capacities.

2.1.1 Demographic Trends and Prevalence

There are many single-parent families across the world. In most developed countries such as the USA and Europe, around 40%, of the children spent their early lives in the care of a single parent most often with their mother (OECD, 2011; United Nations, 2020). Globally, social relations such as rising divorce rates, non-marital fertility, and male labor migration have contributed highly to the emergency of new forms of families. Despite the different studies and research carried out, the new family moods emerging don't give the full picture but of how it affects child development and its effect on the society at large (McLanahan & Percheski, 2008).

2.1.2 Child Outcomes: Educational, Behavioral, and Psychosocial

Previous studies, such as McLanahan and Sandefur's landmark work *Growing Up with a Single Parent* (1994), indicate that single parent ran families are highly characterized by the following features: lower academic achievement, higher school dropout rates, and increased behavioral difficulties when compared to peers from two- parent homes. However, McLanahan and Sandefur insists that this should not actually be attributed to the emergency of single families but

the **limited economic resources and reduced parental time** as some of the above features actually exist across all forms of families.

Additionally, more study and analysis by Amato (2005) showed limited relationship between single parenting and negative outcomes but relied more on different contributory factors such as economic disadvantage, parental education, and social support.

Building on this, Weinraub and Wolf's longitudinal work illustrated that emotional stress rather than single motherhood alone led to poor child development, mostly within domains of academic performance and social competence (Weinraub & Wolf, 1983, 1995). These findings have shown the relevance of emotional stress on child social development (Bronfenbrenner & Morris, 2006).

2.1.3 Parenting Processes and Resilience

June Andrews Horowitz's (1995) conceptual model characterizes single parenting as a raising children rather than a family breakdown. She proposed six different characteristics of proper parenting (tasks, roles, rules, communication, resources, and relationships) that determine child outcomes, arguing that proper parenting relies on observing the above principles rather than the kind of family one establishes.

Further, Barber and Eccles (1992) examined how much divorce and family breakdown generally has on the development of a child which among others include, educational aspirations, and gender role attitudes. The study proves that some children of single mothers may develop greater autonomy and non-traditional views on career and family roles, mostly among girls.

2.2.0 Single Parenting in Africa

2.2.1 Prevalence and Sociocultural Context

In sub-Saharan Africa, many different factors contribute to single parenthood, including widowhood (partly due to HIV/AIDS), work movements, war displacement, and non-marital fertility. According to UNICEF, at least 1/5 of the families in Africa run without a father figure (UNICEF, 2019). Despite this, the cultural norm among the African families characterized by extended families limited the impact of the negative aspects of single parenting unlike in the Western family setting.

2.2.2 Educational and Developmental Outcomes

African studies prove that the main impact of poor child development goes beyond just the form of the family as other economic factors play a major role. In Ghana and Kenya, studies have shown that children from poor families are prone to poor academic development despite which type of family they originate from (Lloyd & Blanc, 1996; Case, Paxson, & Ableidinger, 2004).

In South Africa, Hall (2017) research shows that children from female headed families exhibit low academic excellence as compared to other children from full composed families, yet household poverty and school quality explained most of the variance. Qualitative research in Tanzania shows that limited emotional attachment between the children and the parents mostly in single-mother households affect the educational and general development of children, though the effect is mediated by kin support and community ties (Tengeru, 2025).

2.2.3 Gender Dynamics and Social Norms

Several African scholars have critically looked at the effect of single parenting based on gender basis and according to their findings, the female gender is highly affected by the impact of single parenting due to the extra work load that comes along with being part of a single family (Biddlecom, Gregory, & Lloyd, 2009). However, the research also provides the positive impact this has had on the girl child as it builds their economic independence and resilience over time, echoing Barber and Eccles' findings on identity formation.

2.3.0 Single Parenting in Uganda

Uganda's household formalities in terms of single families show that most of these families are led by women due to different cultural norms and deaths caused by HIV/AIDS and other diseases. Uganda Bureau of Statistics reported that an estimated **30% of households** in most village settings are headed by a mother without a male figure (UBOS, 2022). Despite Universal Primary government initiatives such as Universal Education (UPE) and Universal Secondary Education (USE), the levels of literacy remain disturbing.

2.3.1 Educational Outcomes and Structural Barriers

Research without doubt has increasingly shown that children that come from single parented families are prone to school absenteeism, grade repetition, and dropout especially when the household are under heavy poverty (Ntozi & Nakayiwa, 1999). However, as in other contexts, resource availability explain the major factor of such circumstances.

Assessments by Uwezo Uganda indicate that a high number of pupils struggle academically not only due to household socioeconomic status rather than family structure alone (Uwezo Uganda, 2021).

Quantitative evidence from Mukono District suggests economic disadvantage has reduced the involvement of parents in their children's lives (Mukaga, Namuyonga, & Matovu, 2025).

2.3.2 Extended Family Networks and Social Support

Unlike in developed Western nations and societies dominated by nuclear families, African families are characterized by extended families that provide social support to children. Studies in northern Uganda show that family relatives provide the needed support for educational continuity, providing childcare assistance, school fees, and psychosocial support (Annan et al., 2011).

These findings align with Horowitz's (1995) process show how the social structure in Africa can bridge the gap left by the missing parent.

2.3.3 Cross-Contextual Synthesis

2.3.3.1 Economic Resources and Child Outcomes

Across global, African, and Ugandan studies, the level of poverty determines the level of support parents give to their children. Single parenting often directly affects the level of income in a family hence this directly affects the level of support given to children to be able to access quality schooling, learning resources, and extracurricular enrichment (McLanahan & Percheski, 2008; Filmer & Fox, 2014).

2.3.3.2 Parenting Processes and Social Support

Process-oriented frameworks (Horowitz, 1995) and resilience literature underpin the relationship parents have with their children. Children's school engagement and achievement are determined by the interest the parents have in the academic affairs of their children.

2.3.4 Cultural Variability and Kinship Systems

The literature illustrates heavy differences on the effect of single parenting depending on the level of family settings and social connections. In many African and Ugandan settings, the extended family setting and the communal upbringing of children facilitates the growth of children as compared to the Western nuclear family.

2.4.0 The Educational Well-being Of Children.

Educational well-being is a multiform aspect with different branches such as academic achievement, emotional engagement, safety, inclusion, and long-term developmental outcomes. It does not only focus on just physical development and going through the education system but it is also attributed for lifelong learning. Globally, education is taken as a fundamental and constitutional right, as articulated in Sustainable Development Goal 4 (SDG 4), which attempts to provide generally access to education for everyone (United Nations, 2015).

Despite global progress in school enrollment, its access has been limited due to different social and economic factors. This literature review synthesizes research on the educational well-being of children in worldwide, Sub Sahara Africa and Uganda in specific.

2.4.1 Global Perspectives on the Educational Well-Being of Children

2.4.1.1 Access and Enrollment

Globally, a lot of energy and effort has been put in children accessing early childhood education. According to the UNESCO (2023), global primary school enrollment rates exceed 90%. However, approximately 244 million children and youth aged 6–18 remain out of school, with most of them under 3rd developed countries (UNESCO, 2023).

While enrollment has improved, graduation from the higher institutions which is the final step in education has a totally different reflection. The World Bank (2022) indicate that 70% of children

in 3rd world countries experience high levels of illiteracy. This statistic challenges the perception of access to education, and to learning.

2.4.1.2 Academic Achievement and Learning Quality

Large cross-country differences in literacy, numeracy and problem solving skills are found in international large-scale assessment measurements, like the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) (OECD, 2019). Socio-economic status has been a key determinant of academic performance in every country studied.

2.4.1.3 Psychosocial and Emotional Dimensions.

Academic measures are not the most important factor of educational well-being. Research indicates that school climate, peer relationships, teacher support, and emotional safety are key factors that impact student engagement and achievement (Eccles & Roeser, 2011). Children who feel safe and supported in school are more likely to be resilient and continue to be motivated to learn.

The COVID-19 pandemic also revealed the shortcomings in the educational systems. UNICEF (2022) estimates that school closures had an impact on more than 1.6 billion children globally, worsening inequalities and impacting learning, and mental health.

2.4.2 Educational Well-Being in Africa

2.4.2.1 Access and Participation

South Africa has some of the most pressing learning issues in the world. According to UNESCO (2023), there are almost 98 million children out of school in sub-Saharan Africa. Primary school enrolment has risen significantly since early 2000s, but drop outs are still high.

According to the African Union (2020) gross enrolment has been above 80% in many African nations in primary education, but the rates in secondary education are much lower and completion rates are lower.

The overall quality of learning is high, and 2.4.3 Learning Outcomes is achieved.

Learning poverty is especially high in sub-Saharan Africa. According to the World Bank (2022), as many as 89% of children in the region are unable to read proficiently by age 10. Overcrowded classrooms, shortage of teachers, poor teaching materials and lack of infrastructure are among the factors.

Bold et al. (2017) pointed out teacher absenteeism and lack of teacher training as important factors affecting low learning outcomes in some African countries. Additionally, educational pathways are shaped by socioeconomic inequalities, rural-urban disparities, and gender norms.

2.4.2.2 Socio-economic and gender inequalities

A range of socio-economic factors have a significant effect on school attendance and progression. Grade repetition and dropouts are more likely to happen for children from low income families (Filmer & Fox, 2014). There are still differences in gender in some areas, such as conflict-affected areas, early marriage and the cultural barriers in the education of girls.

Resilience is also seen in African communities, however. Children's access to education can be sustained through extended family support or community based support systems.

2.5 Educational Well-Being in Uganda

2.5.1 Enrollment and Access

The Government of Uganda has achieved significant progress in enhancing access to education as a result of policy changes, including Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2007. The Uganda Bureau of Statistics (2022) reported that the net primary school enrolment rate is above 85%. However, the transition rate to S2 is significantly less.

Although there is high enrollment, there is a concern about retention. According to UNICEF Uganda 2023, children's enrolment rates in primary education drop off significantly with some of them not making it to the end of the school. UNICEF Uganda (2023) states that before the Primary education finish, many children drop out of school, especially in rural areas.

2.5.2 Learning Outcomes

The issue of learning achievement still is a significant challenge. Assessment results from the Uwezo Uganda (2021) revealed that there is a significant proportion of children who do not have the expected skills in lower grade levels that would qualify to be in the upper primary grade. This is attributable to the overall learning poverty in the region.

The World Bank (2018) also notes that Uganda has teachers shortages, limited instructional materials, infrastructural deficits among others, most especially in remotes areas.

The socioeconomic and structural determinants are assessed in 2.5.3 Socioeconomic and Structural Determinants.

In Uganda, poverty is still a key determinant of educational well-being. The Uganda National Household Survey (UBOS, 2022) shows that children from poor households are less likely to attain primary school and more likely to be absent.

There are other factors influencing educational wellbeing such as Child labour, especially in agricultural areas, Early marriage and teen pregnancies, It is difficult to get a child to the school and Poor access to sanitation facilities particularly for girls.

Despite the difficulties, Uganda has made strides in reducing gender disparities in primary enrolment, that is, the result of inclusive education policies.

2.6 The Relationship Between Single Parent and Educational Well- being

The study examined the effects of single parenting on the educational well-being of children in Ngora District, Eastern Uganda. The study particularly looked and focused on the hardships under taken by children brought up in single parented household in relation to school development in relation to school attendance, academic performance, access to learning materials.

The findings showed that family set ups and influence greatly affected the educational development of children in society. The different challenges faced by many single parents have become a hurdle to the educational development and the academic excellence of children due to the inability of the parents to provide the basic materials they children need to facilitate their educational progress.

The study showed that mental stability of parents contributed to the academic progress of their children as any mental health problems faced by the parents is directly transited to their children which affects their academic development.

The study in conclude came to certainty that single parenting heavily contributes to the children's educational well-being due to contributory factors such as high levels of poverty, low parental involvement in the children's academic activities, mental distress and limited social support. The study recommended more government involvement and support in children's educational development through providing bursaries and other aid programs, strengthening school guidance and counseling services, and greater community involvement in supporting vulnerable children. The study emphasized that improving children's education requires cooperation among parents, schools, government, and the wider community.

2.6.1 Globally

2.6.2 Single Parenting and Educational Well-Being in Africa

Early studies in Western societies typically associated single-parent households, especially male led families, with poor school achievement and the increased risk of dropping out. McLanahan and Sandefur (1994) determined that children who were raised by a single parent were more likely to drop out of school and less likely to go to college than children raised by both parents. They determined that these results were due to lower levels of economic resources and parental time. Likewise, Amato (2005) did a meta-analysis on the effects of divorce and identified that there were small but significant academic differences between children raised by divorced parents and children whose parents had not divorced. The reported effect sizes, however, were relatively small indicating that family structure accounts for only a small amount of variance. Weinraub and Wolf (1983, 1995) did longitudinal studies of children of "single" mothers versus children of married mothers. There were no differences found in early outcomes at preschool that could be identified. But, when the mother was stressed, differences were found at preadolescence in academic performance and social competence. The chronic stress and economic burden of repeated stresses over time were emphasized. The links between single parenthood and educational outcomes are mediated by parental stress and economic disadvantage, as indicated

by a growing body of research. Lareau (2003) highlighted the importance of the parent involvement practices, saying that whether married or not, middle class families were more likely to engage in practices to improve academic achievement. Parental involvement in education has been found to be positively related to academic success, and single parents may be limited in their ability to be involved by the time pressure (Hill & Yeung, 2001). The family structure thus does not have a direct and only impact on the well-being in education; other structural factors such as employment needs and poverty have a different impact. The socioeconomic and structural influences are explored and involve the following: In Africa, single parenthood often occurs as a result of divorce, widowhood, migration for work, and conflict and births outside of marriage. Unlike many western societies, in Africa the extended family system is often in place, and relatives are actively involved in the nurturing of children. Indeed, in a Ghana study carried out by Lloyd and Blanc (1996) the family structure was not the best predictor of school attendance; rather, household income and the education and qualifications of parents. Similarly, in sub-Saharan Africa, Case, Paxson, and Ableidinger (2004) found that while children's education was affected by being an orphan, poverty was the key determinant of school performance. When a child's family was struggling with the financial aspects, Educational issues were a recurring theme for children living in female headed households in South Africa (Hall, 2017). This effect was lessened when adjusting for other factors such as the household income and living conditions. There are also different gender roles in the single parent families in Africa that impact on their educational outcomes as outlined . Researchers at Biddlecom et al. (2009) also determined that girls from low income families were more likely to be absent from school due to domestic duties. The study also noted, however, that there were some daughters of economically active single mothers who were resilient, independent and had higher educational aspirations. Unfortunately, Uganda has a high proportion of female headed households, which is attributed to a variety of reasons, such as widowhood, separation, migration and death caused by HIV/AIDS, among others. The government put in place a number of programmes to improve enrolment in school across the country, such as: Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2007. Even with all these efforts, the effects of the hidden school costs for children from low-income families remain. According to Uganda Bureau of Statistics (2022), children from poor socio-economic status of female headed households are more likely to be repeating classes or dropping out of school. Education outcomes are affected

by stress and poverty. These are the impacts of poverty and stress on educational outcomes. Economic adversity has significant impacts on the child's educational welfare in Ugandan single-parent families, as evidenced through research carried out in Uganda. Ntozi and Nakayiwa (1999) reported that orphans' and single-parent children's school attendance rates are below the average school attendance rate, this was attributed to financial difficulties. Concurrently, Atim (2014) reported that single mothers whose financial difficulties were a problem could not afford school requirements and children could not engage in learning activities. Many single parents work outside the traditional lines of employment and their income is irregular, making it difficult for them to pay for education.

The pressure single parents might feel could also diminish their participation in school-related activities like checking homework, attending meetings or communicating with teachers. Consequently, children may face difficulties in school, frequent absences and lack of motivation towards learning.

The extended family support systems will be discussed in more detail.

While in the developed world priority is given to nuclear families, the African context suggests an extended family context that can provide emotional and resourceful support to the children of the community. African societies look after children as a community, which lessens the burden of raising a child by a single parent and which is dependent on the overall economic stability of a society (Annan et al. 2011).

Across global, African, and Ugandan contexts, single parenting has been characterized by emotional distress, economic hardships and social stigma as by most research. However, it has also been proved through study that when financial differences are controlled, family structure alone accounts for relatively small differences in child development wellbeing.

In African and Ugandan contexts, extended family networks highly differ from Western social settings. The extended family system and communal mindset of child upbringing redistribute parental responsibilities, reducing the impact of single-parent status.

However, children from single-parent homes are still impacted by persistent poverty and other social inequality issues in their educational health. Single parents find it challenging to meet

school requirements including fees, uniform, scholastic material and transport, resulting in poor participation and performance of children in school. Improvements in the educational well-being of children in single-parent families should be directed towards enhancing the economic support, access to education, and guidance and counseling for parents and children. Single parenthood and children's education is not a simple issue and cannot be discussed through one lens. Although there are some studies that link single parent families to less than optimal educational results, studies indicate that poverty, parental stress and lack of support systems are more likely to affect children's academic achievement than family structure. In Africa and Uganda, the extended family system reduces some of the problems of single parent families. Family and community members may provide support and care for children, guidance and provision of basic needs. But, poverty is a significant problem for many children's education. Therefore, it is important to recognize that children's educational well-being must be understood in the context of a broader social, economic and cultural landscape. A single-parent family should not be seen as the only reason for school problems and social supports and poverty reduction strategies should be developed. Single parenting studies have made valuable contributions to knowledge of children and education. Weinraub and Wolf (1983; 1995), Horowitz (1995) and Barber and Eccles (1992) all noted that the education of children is affected by a number of factors such as parental stress, economic conditions, and social support. Despite the above contributions, there are several gaps in the literature that need attention, particularly in Africa where family structure and cultural practices differ from those of western societies. The majority of previous research has been done in developed nations and may not apply to the communities in Uganda. The present study is therefore intended to provide findings that are more relevant to the local context by examining how single parenting affects children's educational well-being in relation to social and economic conditions within the community.

This structural framing leaves unanswered questions about how diverse family forms function independently of comparison to married households. In many societies particularly in African contexts family systems include extended kin, guardianship arrangements, and communal caregiving models that cannot be adequately captured by binary structural categories.

The present study is therefore motivated by the need to adopt a structure-neutral framework that evaluates educational well-being across family configurations without presuming deficit relative to two-parent households.

Although Weinraub and Wolf identified maternal stress as a moderating factor influencing child outcomes, their study only reflects on a single parent family headed by mothers and a two parent family leaving out the fact that there are single parent families ran by fathers.. Similarly, Barber and Eccles examined divorce and single parenting primarily in relation to continuously married families. While informative, such comparisons don't not give a full and clear picture of the different family structures.

This structural framing causes the existence of gaps between the existence of different forms of family as the extended family is highly ignored yet it forms the dominate family structure across many African societies. In many societies particularly in African settings, extended families provide guardianship arrangements, and when combined with communal caregiving models that cannot be have not been completely recorded.

The present study is therefore motivated by the need to adopt a structure-neutral framework that evaluates educational well-being across different family settings and not focusing on a particular family setting.

2.6.3 Limited Integration of Structural Inequality

Weinraub and Wolfs stated that parental emotional stress affects the child wellbeing; however, their study doesn't show how the emotional stress is connected directly to stress poverty, gender wage disparities, and weak social protection systems from stress associated parenting. Likewise, Horowitz's process-oriented framework emphasized proper parenting but does not consider the different conditions that attribute to good parenting such as economic stability.

This leaves a gap in the knowledge about single parenthood and child educational wellbeing. Ignoring the broader social and economic needs of many single-parent households may simplify the focus on parental performance. Hence, the current research aims to investigate the relationship between social support, economic status, and educational well-being factors on children from single parent families. The following methodological weaknesses, which require

further research, were identified: Weinraub and Wolf's study was longitudinal, but the number of subjects was relatively small, and may not be representative of other populations. In a similar fashion, Barber and Eccles largely used correlational data, which made it difficult to draw a definite cause and effect relationship. While Horowitz's ideas on parenting were important, the work didn't have enough empirical evidence to back some of the arguments. Due to these constraints, there is some uncertainty about several aspects. For example, it is uncertain whether similar findings would appear in different communities and cultural settings. It is also not fully clear how parental stress, family structure, and educational outcomes are connected.

The current study therefore intends to use both qualitative and quantitative methods in order to obtain broader and more reliable findings on the effects of single parenting on children's educational well-being.

2.6.4 Cultural and Contextual Gaps

Most earlier studies on single parenting were conducted in Western societies where the nuclear family is considered the standard family structure. However, in many African societies, including Uganda, child upbringing often involves extended family members and communal support systems.

As a result, some findings from Western countries may not fully reflect the realities of African families such as Multigenerational households, Shared economic responsibility and Collective child-rearing practices.

In addition, earlier studies focused more on single mothers and gave less attention to single fathers and other caregivers. This limits understanding of the different experiences within single-parent households.

The present study is therefore intended to generate findings that are more relevant to the Ugandan context by considering local cultural practices, family relationships, and economic conditions.

2.7. Gaps in Educational-Specific Analysis

Previous studies mainly focused on academic performance, behavior, and educational aspirations. For example, Weinraub and Wolf emphasized behavioral adjustment and school performance, while Barber and Eccles focused on aspirations and gender-related attitudes.

But school wellbeing is not just about academic attainment. It also includes aspects such as; Pupil attendance and retention in school. How students are emotionally connected to learning. Access to learning materials Peer relationships Academic resilience Long-term educational attainment Past research has tended to be focused, and there is a need to understand the wider educational experiences of children from single parent families. Hence, in the present study, attention is accordingly given to a broader consideration of educational well-being in terms of academic, emotional and social aspects of children's learning experiences.

2.7.1 Insufficient Attention to Policy and Intervention

Another gap identified in previous studies is the limited attention given to interventions that may support single-parent families. Most studies concentrated on the relationship between family structure and children's educational outcomes without examining the role of support programs and policies.

This omission limits the policy importance of the research and the studies that were carried on earlier. If stress and economic hardship are central mediators, research must be directed on how to deal with those factors.

The current study is thus designed not only to made to find solutions to the educational wellbeing of children but also facilitate the policy reform.

2.7.2 Rationale for the Present Study

Given the identified gaps, the present research is justified on many different and relevant grounds:

Theoretical Advancement:

To move beyond a theoretical narrative about single families and the effect on the education wellbeing of a child to an evidence based one.

Contextual Relevance:

To generate culturally and socially grounded that prove that extended family settings contribute to the general wellbeing of the society which includes parenting.

Methodological Expansion:

To use wider and more accommodative research designs that enhance give a wide view and interpretation

Educational Focus:

To examine educational well-being as a whole instead of narrowing it to behavioral or performance-based characteristics.

Policy Implications:

To propose and provide workable policy reforms for educational planning and family-support policies.

By finding the gaps that exist within the policy framework, the study will help to come up with better policies that facilitate the education wellbeing of the children

Conclusion

The different research carried out Weinraub and Wolf, Horowitz, and Barber and Eccles greatly and relevantly show the effect of single parenthood on child development. However, their conceptual boundaries, methodological constraints, and cultural majorly leave more questions to answer than answers given. The relevant gaps in their studies include bias towards nuclear-family norms, wide outlook of the different social inequalities, cultural differences, high levels of illiteracy, and lack of policy-focused analysis.

The gaps manifested within their research gives a proper need for a new study that looks not at how single parent families are economically disadvantaged but the different conditions that make it hard for children under such family settings to develop fully. By giving a wider and different mirror of view, the research aims to contribute to both academic knowledge and practical policy development.

CHAPTER THREE.

METHODOLOGY

3.0 Introduction

This chapter will cover the Research design, research area, study population and sampling, sample size, data collection instruments, measurement of the variables, data analysis and processing, ethical considerations and the summary of the chapter.

3.1 Research Design

A research design is a plan aimed at answering specific questions. Saunders, et al (2012). This study used the descriptive research design, where the researcher is interested in describing a case, situation or a phenomenon. This design helps the researcher to gain insights in to the problem. Imed, (2024). This will be used to capture quantitative data like the frequencies, and percentages and also used to capture non-numerical data like people's perceptions about a particular objective, observations and comments

3.2 Research Area

This research will be conducted in Ngora District

3.3.Study Population and sampling

This will look at the population of a given area of study and the sampling technique will be used will be purposive, this will help the researcher to select individuals who have relevant information about the topic of study, thus gaining in-depth sights of the problem at hand.

3.3.1 Study population / target population

The target population will be pupils who are raised through single parenting in Ngora District accessing education at the main stream school setting, teachers, parents and key informants

3.3.2 Sample size and distribution

The researcher will take a sample size of 60 respondents, 20 of the pupils from single families, 10 key informants, 10 teachers and 20 representatives of the single parents.

3.4.1. Data collection instruments.

The researcher will use a structured questionnaire, interview guide, observations and focused group discussions in order to obtain information from the respondents.

3.4.2. Interviews

The research will conduct an oral interview with the respondents to get first-hand information on the challenges pupils with disabilities face in accessing inclusive education. This information will be got from respondents who were believed to be knowledgeable on the topic of study. This will provide in-depth and detailed information.

3.4.3. Questionnaire

A questionnaire will be designed carefully consisting of questions that are related to the objectives of the topic of study. This will be to ensure confidentiality and to also get first-hand information from the respondents. Questionnaires are also cost and time effective and can be administered to respondents via emails.

3.5 Data analysis and processing

Qualitative data. After the collection of data, it will be edited, coded and analyzed by the researcher manually. This involves cross checking for errors and omissions, and later putting the qualitative information into classes and categories of age, classes and also in relation to the themes and sub themes of the study.

Quantitative data . analyzing this will involve the tabling of the work in order to find out the frequencies of the data collected.

3.6 Measurement of variables

The variables were measured through looking at the effects of single parenting on the educational well-being of children in Ngora District through their responses and the response to each objective in the sub themes measured through the use of a yes and no scale.

3.7 Data management and analysis

The data will be managed and analyzed through interpreting and explaining the responses of the respondents according to the objectives of the study that will be divided in to sub themes

3.8 Ethical considerations

The ethical consideration of informed consent , this is where the researcher asks for permission from the respondent to participate willing in the exercise and if the respondent refuses the researcher is not supposed to force them

Confidentiality.

Voluntary participation.

3.9 Summary of the chapter

The chapter will look at the methodology designs that will be used in data collection, the tools of data collection and how the data will be analyzed, and how the data collected will be managed

CHAPTER FOUR.

DATA PRESENTATION, ANALYSIS AND DISCUSSION.

4.0 Introduction

This chapter entails the data analysis, results and discussions that are presented in line with the objectives of the study. With the focus on the effects of single parenting on the educational well-being of children in Ngora District.

4.1. Demographic information of pupils raised by single parents

Table 1: Demographic information of pupils raised by single parents

Item	Description	Frequency	Percentage
Gender	Male	9	45%
	Female	11	55%
	Total	20	100%
Age	5-9	6	30%
	9-13	9	45%
	13-17	5	25%
	Total	20	100%

Source: Field Data (2026)

According to the table 1 shows that, there was almost a gender balance in the population of the respondents where there was a difference of 10%. The females were more by a percentage of 55% and the males with a percentage of 45%. From the above table, we are also able to see that most of the respondents were in middle primary from the age bracket of 9-13 which stands at a percentage of 45%, secondly from the age group of 5-9 at a percentage of 30% and lastly the age group of 13-17 representing 25%.

4.1.1 The Demographic information of teachers.

Table 2: The Demographic information of teachers.

Item	Description	Frequency	Percentage
Gender	Male	6	60%
	Female	4	40%
	Total	10	100%
Age	20-35	3	30%
	35-45	5	50%
	45-60	2	20%
	Total	10	100%
Years of Experience	0-5	2	20%
	05-10	4	40%
	10-15	3	30%
	15+	1	10%
	Total	10	100%

Source: Field Data (2026)

Table 2 shows that a total of 60% of the respondents were teachers and the female teachers had a total of 40%. Most of the respondents were at the age bracket of 35-45, which stands at a percentage of 50%, followed by 30% of the teachers who are at the age bracket of 20-35, and lastly 20% of the teachers who were from the age bracket of 45-60.

As per the years of teaching experience, 40% of the teachers had a teaching experience of 05-10 years, between 10-15 years at a percentage of 30%, 0-5 years at a percentage of 20% and between 15years and above at the percentage of 10%. This therefore means that there were a

higher number of teachers who had a long-time experience of teaching and interacted so much with the pupils raised by single parents, and therefore were able to identify some of the challenges the pupils raised by single parents face while accessing education.

4.1.2 The demographic information of the key informants.

Table 3: The demographic information of the key informants.

Item	Description	Frequency	Percentage
Gender	Male	6	60%
	Female	4	40%
	Total	10	100%
Age	25-35	2	20%
	35-45	6	60%
	45-60	2	20%
	Total	10	100%
Years of experience	0-2	00	
	3-5	2	20%
	5-6	6	60%
	7+	2	20%
	Total	10	100%

Source: Field Data (2026)

Table 3 shows the demographic features of the respondents who were the key informants, with a percentage of males at 60% and the female respondents at 40%, this showed some slight difference in the number of respondents between the male and the female. From the table, the

age bracket of the respondents from 35-45 stands at a percentage of 60% and then the age bracket from 25-35 at a percentage of 20% and also from 45-60 at 20%.

As per the table, most of the respondents had an experience with single parented pupils with the highest at the percentage of 60% from the year of 5-6 years, second being for the years of 3-5 at a percentage of 20% and the from 7 years and above at a percentage of 20%

4.1.3. The demographic information of the parents of children with disabilities.

Table 4: The demographic information of the parents of children with disabilities.

Item	Description	Frequency	Percentage
Gender	Male	4	40%
	Female	6	60%
	Total	10	100%
Age	20-25	2	20%
	25-35	4	40%
	35-45	2	20%
	45+	2	20%
	Total	10	100%
Level of education	Primary	6	60%
	O level	2	20%
	A level	00	
	Tertiary	2	20%
	Graduate	00	

	Total	10	100%
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Source: Field Data (2026)

As per the table above the female number of respondents were at 60% and then the male at a percentage of 40%. And from the table, most the respondents were of the age group of 25-35, standing at a percentage of 40%, and the rest of the respondents from the age bracket of 20-25, 35-45, 45 above all occupied a percentage of 20%.

As per table, the number of respondents with highest level education level were at the primary level, which has a percentage of 60%, O level with a percentage of 20% and then tertiary at a percentage of 20%, none of the respondents attained the A level and university level.

KEY FINDINGS.

4.2: The findings of the study were presented as guided by each of the objectives.

4.2.1: Effects of Single Parenting on the Educational Well-Being of Children in Ngora District (N = 10)

Table 5: Effects of Single Parenting on the Educational Well-Being of Children in Ngora District (N = 10)

Statement	Yes	Percentage	No	Percentage
Do you ensure that your child attends school regularly?	8	80%	2	20%
Do you face challenges in meeting your child's school	7	70%	3	30%

requirements (fees, books, uniform)?				
Does your parenting situation affect your child's academic performance?	6	60%	4	40%
Do you provide assistance with homework and other academic activities?	5	50%	5	50%
Do financial constraints affect your ability to support your child's education?	8	80%	2	20%
Does your child experience emotional or behavioral challenges related to being raised by a single parent?	6	60%	4	40%

Do you attend school meetings and participate in school activities concerning your child?	7	70%	3	30%
Do you regularly communicate with teachers about your child's academic progress?	6	60%	4	40%
Do you feel that your child receives equal treatment at school	8	80%	2	20%
Have you ever considered withdrawing your child from school due to financial or personal challenges?	4	40%	6	60%

Source: Field Data (2026)

This objective examined how single parenting affects the educational well-being of children in Ngora District. Data was collected from 10 parent respondents, and the results are presented below according to the questionnaire items.

The study found that 8 parents (80%) ensure their children attend school regularly, while 2 parents (20%) face difficulties that affect regular attendance. That is, while education is a priority for most parents, others face difficulties due to personal or financial issues. Of parents' answers to the question whether they have difficulties to meet the school's requirements with regard to fees, books and uniform, 7 parents (70%) said that they have difficulties and 3 parents (30%) said they do not have major difficulties. That is a testament to the fact that most single parents have an issue with insufficient finances. In response to the question "Does being a single parent have an impact on their children's academic achievements?" 6 parents (60%) agreed and 4 parents (40%) disagreed. This indicates that there may be a relationship between single parenthood and the performance of children in the school due to stress, inadequate support and financial difficulties. As far as assisting with homework and schoolwork, 5 parents (50%) reported that they assist their child with homework/schoolwork, and 5 parents (50%) reported that they do not always assist their child with homework/schoolwork. This could be due to some parents' heavy work schedules and other commitments. The results also indicated that 8 parents (80%) have financial problems impacting their ability to support their child's education and 2 parents (20%) reported that finances have a small impact on their ability to support their child's education. This means financial problems are one of the most significant concerns of single mothers. Regarding emotional and behavioural issues, 6 parents (60%) reported that their child has emotional or behavioural issues due to their single-parenthood, and 4 parents (40%) did not notice such issues. This can lead emotional stress in some children that may impact their learning. In terms of involvement in school activities, 7 of the parents (70%) attend school meetings and 3 parents (30%) don't participate regularly in school activities. Furthermore, 6 parents (60%) said that they talk to teachers about their children's progress and 4 parents (40%) did not talk to teachers regularly. This indicates that a lot of single fathers and mothers are still making an effort to maintain their involvement with their children's education. The study also revealed that 8 parents (80%) think that their children are treated equally at school whereas 2 parents (20%) do not think that their children are treated equally at school. This indicates that there is not a lot of discrimination in most schools. Without a doubt, 4 parents (40%) have at least thought about withdrawing their kids from school due to financial or personal issues, whereas 6 parents (60%) have never considered it. This indicates that there are children in single parent families who may be in danger of leaving school because of at home difficulties. In

general, the evidence indicates that single parenthood impacts on children's education primarily in economic, emotional, and academic support in the home. Although numerous single parents work arduously to provide for their children, financial difficulties continue to be the most serious challenge to children's education in Ngora District.

4.2.2 Effects of Single Parenting on the Educational Well-Being of Children (Pupil Respondents, N = 20) in Ngora District

Table 6: Effects of Single Parenting on the Educational Well-Being of Children

Statement	Yes	Percentage	No	Percentage	Total
Do you enjoy going to school?	16	80%	4	20%	20
Has being raised by a single parent affected you academically?	13	65%	7	35%	20
Has being raised by a single parent affected you socially?	12	60%	8	40%	20
Has being raised by a single parent affected you psychologically ?	11	55%	9	45%	20
Do you actively participate in	14	70%	6	30%	20

class activities?					
Do you face challenges in school due to being raised by a single parent?	15	75%	5	25%	20
Does your parent/guardian help you solve school-related problems?	14	70%	6	30%	20
Do you receive enough school requirements (fees, books, uniforms, lunch)?	7	35%	13	65%	20
Does your parent/guardian encourage you to attend school regularly?	17	85%	3	15%	20
Are you treated well by your classmates?	15	75%	5	25%	20
Do you experience difficulties	14	70%	6	30%	20

attending school (absenteeism, lack of fees, domestic responsibilities) ?					
Does your parent/guardian attend school meetings and follow up on your academic progress?	16%	80%	4	20%	20
Are you treated equally with other children in your family?	15	75%	5	25%	20

Source: Field Data (2026)

In this section the effects of single parenthood on the educational well being of pupils in Ngora District was explored. The information was collected from 20 pupils. The majority of pupils, 16 (80%) stated that they enjoy being at school, with 4 (20%) stating that they do not enjoy going to school all of the time. This indicates that although a lot of kids enjoy school, so do not a lot of children have a complete experience in school. For their academic impact of being raised by a single parent, 13 pupils (65%) stated that it has had an impact on them academically, and 7 (35%) said it has not had an impact. This implies that over half of the pupils are impacted in some manner. When asked about social life, 12 pupils (60%) reported that single parenting has had an impact on their relationships with others, and 8 pupils (40%) indicated that single parenting has not had an impact on their relationships with others. This can lead to some children having social difficulties in the classroom and/or the community. Psychological effects: 11

pupils (55%) said that it affected them emotionally or mentally, 9 pupils (45%) said it had no effect. This indicates that some of the children are suffering emotional stress related to their family situation. In terms of participation in class activities 14 pupils (70%) indicated that they actively take part in class, with 6 pupils (30%) stating that they do not always participate in class. This means that for most students, classroom learning is the main mode of learning even though there are problems in their homes. 15 pupils (75%) answered that they have difficulties in school because of being a single parent, and 5 (25%) pupils answered that they don't have difficulties in school because of being a single parent. This demonstrates that a significant proportion of pupils experience some difficulties in their school life. Of those who receive support from parents/guardians, 14 pupils (70%) reported that they receive assistance with school issues and 6 (30%) reported being under-supported. This indicates that parents, in some cases, are engaged, but in others they are constrained by time or resources. Concerning the financial support in the school (e.g. school fees, books, uniforms, lunch) 13 pupils (65%) reported that they do not get enough, and 7 pupils (35%) reported that they do get enough. This is obviously a reflection of the poor provision for basic needs among the majority of pupils. When asked about being encouraged to attend school, 17 pupils (85%) reported that their parents encourage them to attend school on a regular basis and 3 (15%) reported that their parents do not encourage them. This indicates that parents in the majority of homes are supportive despite difficulties. Of the number of pupils who are treated well by classmates, 15 (75%) said they are treated well and 5 (25%) said they are not always treated well. This indicates that the majority of pupils have good relationships with other pupils. Of those who answered about attendance challenges (e.g. domestic work, lack of fees, absenteeism), 70% (14 pupils) indicated that they do have challenges, and 30% (6 pupils) indicated that they do not. This demonstrates that for many learners school attendance is impacted. When asked about parents attending school meetings and following up with academic progress, 16 pupils (80%) reported that their parents attended and followed up on their academic progress, and 4 pupils (20%) reported that their parents did not attend and did not follow up on academic progress. This means that most parents are involved in their child's education. Finally, 15 children (75%) stated that their family treats them at the same level as other children and 5 children (25%) stated that they are not. This indicates that, for the majority of children, their home experience of being fairly treated is satisfactory. It is generally observed that the findings indicate that the learners' educational well-being in Ngora District is

mainly affected by single parenting because of financial hardships, emotional stress and sometimes absence from school. But for many pupils, there are some mitigating factors such as high expectations and resilience from parents.

4.2.3 Effects of Single Parenting on the Educational Well-Being of Children.

Table 7: Effects of Single Parenting on the Educational Well-Being of Children.

Statement	Yes	Percentage	No	Percentage	Total
Do children from single-parent families regularly attend school?	7	70%	3	30%	10
Does single parenting affect a child's academic performance?	8	80%	2	20%	10
Do single parents provide adequate educational support (e.g., homework supervision, school	4	40%	6	60%	10

materials)?					
Does financial constraint in single-parent families affect children's access to learning materials?	9	90%	1	10%	10
Do children from single-parent families experience emotional challenges that affect their learning?	7	70%	3	30%	10
Do teachers provide additional academic support to learners from single-parent families?	4	40%	6	60%	10

Are children from single-parent families more likely to drop out of school?	6	60%	4	40%	10
Does the absence of one parent negatively affect a child's discipline at school?	7	70%	3	30%	10
Do single parents attend school meetings and participate in school activities?	5	50%	5	50%	10
Are there community or government programs in Ngora District that support children from single-parent	3	30%	7	70%	10

families?					
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Source: Field Data (2026)

This section presents findings from 10 key informants, including social workers and local leaders, on the effects of single parenting on the educational well-being of children in Ngora District.

7 informants (70%) noted that children in single parent families attend the schools regularly, whereas 3 informants (30%) noted that their attendance was sometimes irregular. Those who made irregular attendance claims correlated this with financial problems and domestic duties at home. Regarding the impact of single parenthood on academic achievement, 8 informants (80%) agreed that it does impact negatively on the academic achievement of children while 2 informants (20%) disagreed. A few learners from one parent families do not perform well in school because of lack of parental supervision, emotional stress and financial difficulties, informants explained. In reference to providing educational support at home, such as helping with homework, and providing school materials, 6 informants (60%) reported that they are not able to provide such support, while 4 (40%) reported that some parents do provide support. This implies that there is support in certain homes but this is sometimes constrained because of economic and social factors. In terms of financial limitations, 9 informants (90%) agreed that there were financial limitations affecting children's access to learning materials like books, uniforms and other scholastic needs and 1 informant (10%) disagreed. This suggests poverty poses a critical issue for the education of children of single parent families. The informants' comments on emotional problems showed that 7 (70%) noticed that children of single-parent families have emotional problems that impact their learning, whereas 3 (30%) did not notice significant emotional problems. Some of the learners were reported as experiencing stress, low self esteem, lack of guidance and emotional instability, among others, as reported by informants. With regard to extra academic support by teachers, 6 informants (60%) said that teachers offer limited support while 4 informants (40%) said that some support is offered by teachers to learners from single-parent families. This means that there are inconsistencies in the support systems in schools. When asked about school dropout, 6 informants (60%) said that single-parent families are more likely to drop out of school; and 4 informants (40%) said that they do not think

that single-parent families are likely to drop out of school. Informants who agreed associated dropout with poverty, lack of parental follow-up, and limited educational support at home.

Regarding discipline, 7 informants (70%) stated that the absence of one parent negatively affects a child's discipline at school, while 3 (30%) disagreed. Informants emphasized that limited parental monitoring may influence behavior and adherence to school rules.

In terms of parental involvement in school meetings and activities, 5 informants (50%) reported that single parents attend and participate in school activities, while the other 5 (50%) indicated low active involvement due to work commitments and poverty.

Finally, on the availability of community or government programs aiding children from single-parent families in Ngora District, 3 informants (30%) affirmed the presence of government aid programs, while 7 (70%) reported that these programs are either limited or not functioning to their full expected capacity.

Overall, the findings from key informants reveal that single parenting in Ngora District affects children's educational well-being mainly due to factors such as poverty and mental health of the parents.

4.2.4 Effects of Single Parenting on the Educational Well-Being of Children (Teacher Respondents, N = 10) in Ngora District

Table 8: Effects of Single Parenting on the Educational Well-Being of Children

Statement	Yes	Percentage	No	Percentage	Total
Do you have learners from single-parent families in your class?	10	100%	0	0%	10
Do learners from single-	7	70%	3	30%	10

parent families attend school regularly?					
Have you observed differences in academic performance between learners from single-parent families and those from two-parent families?	8	80%	2	20%	10
Do learners from single-parent families face challenges in completing homework and assignments?	7	70%	3	30%	10
Are financial difficulties common among	9	90%	1	10%	10

learners from single-parent families?					
Do learners from single-parent families show emotional or behavioral challenges that affect their learning?	6	60%	4	40%	10
Do you provide additional academic support to learners from single-parent families?	5	50%	5	50%	10
Do single parents regularly attend school meetings and follow up on their children's	4	40%	6	60%	10

academic progress?					
Are learners from single-parent families at a higher risk of absenteeism or dropping out of school?	7	70%	3	30%	10
Do you believe that single parenting significantly affects the educational well-being of children?	8	80%	2	20%	10

Source: Field Data (2026)

This section offers the results of 10 teacher respondents on the impact of single parenting on children's educational wellbeing.

100% (all the 10 teachers) indicated that there are pupils in single-parent households. This means that there are indeed single parent families in Ngora District.

As for school attendance, 7 teachers (70%) reported that pupils from single parent households were in school every day, with 3 (30%) reporting some irregular attendance. Pupil absence due to high levels of poverty and other factors were blamed by teachers.

In order to establish whether there are significant differences in the academic performance of the learners of two parent families with their counterparts in single families, 8 teachers (80%) were able to prove that the academic performance of the learners of the two parent families is better than that of their counterparts in single families, 2 (20%) teachers did not detect significant differences. Those teachers who agreed indicated that the performance is influenced by the lack of parent involvement in their children's academic life and poverty.

As regards the completion of homework and assignment by learners from single-parent families, 7 teachers (70%) agreed that the situation is serious, whereas 3 teachers (30%) disagree. This challenges were primarily due to absence of support at home and lack of access to basic learning materials.

Regarding financial problems, 9 teachers (90%) agreed, and 1 teacher (10%) disagreed, that the financial problems faced by learners from single-parent families are common. This indicates that the financial support is not adequate enough, which greatly impacts on the learning well-being of learners.

Sixty percent (6) of the teachers agreed that children of single parents have emotional or behavioral issues that hinder their learning and 40 percent (4) disagreed. Low self-esteem, stress and indiscipline are some of the common issues that were talked about.

5 teachers (50%) said that they do provide extra academic assistance to learners from single parent families, 5 teachers (50%) said they do provide assistance but not very much because of the numbers of learners in the classes.

Regarding parent involvement, 4 teachers (40%) reported that single parents attend school meetings regularly, and they do regularly check on their children's academic performance, while 6 teachers (60%) reported low levels of parent involvement. Teachers said that this was due to the high poverty levels and work schedules. 7 teachers (70%) felt that pupils from single parents family households are more likely to be absent or to drop out of school, compared to 3 (30%) who disagreed.

Lastly, 8 teachers (80%) stated that single parenting has a definite impact on children's educational health, with 2 teachers (20%) not strongly agreeing.

Generally, the results of the teacher respondents revealed that single parenting influences the learners, most importantly financially, by the reduction of parental involvement, emotional imbalance and the risk of absenteeism, which both have an impact on the child's academic performance and education in general.

CHAPTER FIVE.

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0. Introduction

This chapter represents the summery of the study as carried out in chapter four. The findings of the research is consistent with the results of the objective of the study which was to conclude and recommend on the effects of single parenting on the education well-being of children in Ngora District.

5.1 Summary

The study was carried out in Ngora District to examine the effects of single parenting on the educational well-being of children. The respondents comprised of single parents, pupils brought up by single parents, teachers, and community informants. The data collection methods used were questionnaires, interview and focus group discussions.

The findings showed that although many parents wished their children to receive an appropriate schooling. They have to face various economic challenges that prevent them from fulfilling the requirements of children for basic needs. A considerable number of parents admitted that financial shortages limit on how much they can interact with their children and provide adequate academic supervision at home.

The research indicated that the pupils' perspective is that the pupils in single parenthood families are being impacted by social segregation and mental distress. Quite a number of pupils reported facing poverty-related issues including school dropouts, late notification of school, inadequate school supplies, etc. Some also indicated low levels of motivation, which has a negative impact their class participation and academic performance. But some pupils showed resilience and good attitudes towards learning in the face of difficulties.

Key informants and teachers affirmed that children of single-parent homes are more likely to be experiencing financial difficulties, uncompleted homework, emotional and behavioral issues, and absenteeism or drop-out. Some teachers try to offer extra academic support and encouragement to their pupils despite the size of their classes as compared to the student teacher ratio. Parental involvement in school meetings was reported to be low but this could be attributed to their high levels of financial demands.

5.2 Conclusion

The study also concluded that Single Parenthood significantly affects the educational well being of children in Ngora District. The single parent child rearing has several problems such as financial problems, absence of school materials, emotional problems, absenteeism and poor performance in school. The study also indicated that whilst many single parents are committed to supporting their children's education, economic constraints, and time constraints limit their involvement and supervision of their children in school-based activities. Also, teachers and key informants attest to the fact that these learners may need extra academic and emotional assistance. Thus, the educational welfare of children of single parent families can be enhanced if there is a collaborative program of action from parents, schools, government and community to offer financial, emotional and educational assistance to the disadvantaged children.

5.3 Recommendations

To Government

Policies should be developed to promote parental empowerment programs aimed at improving household income and parenting skills.

Education officers should be able to keep track of school attendance and drop out rates of at-risk learners in single parent households and provide support.

To the Community and Parents

Single parents need to emphasize good attendance at the school and offer only the simplest school tools to the extent possible.

Parents are encouraged to attend school meetings and keep up to date with their children's learning.

The community should not stigmatise children from single parent families and establish a supportive environment which will promote equal opportunities for all learners.

Form support programmes, including mentorship, and provide material assistance to vulnerable learners by community leaders, religious institutions and NGOs.

To Schools & Teachers

Schools should have guidance sessions within the school to uplift the mental health of children.

Teachers should provide extra classes to disadvantaged students in order to cover up for the time lost due to other activities.

Schools should build a relationship between the parents and the school authorities in order monitoring of learners' progress.

The number of children in financial difficulty is determined by school administrations and support programmes are found for them.

To conclude, ensuring the educational well-being of children from single-parent families demands a round and collective efforts. Education is a basic right of any child, and it is the combined efforts of the parents, schools, government and community that make it achievable. Supporting children of single parents very significant to strengthening the academic development of children in Ngora District.

Discuss what additional research is needed in this area. Discuss what further research is required in this field.

A study should be conducted to study the long term impact of single parent families on the children of Ngora District.

The level of poverty and the connection between poverty and dropouts in school for children from single parent families should be examined in further study.

Comparative research should be done on the nexus of child early school dropout learners in single parent and two parent families in the district.

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