



Examining The Study Habit Of Single Parent Children And Their Academic Performance

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Abstract:

Background: Single-parent households are increasingly common, and their impact on children's development has been a subject of extensive research. While single parents often face unique challenges, including financial strain and increased household responsibilities, their children's academic outcomes are not universally negative. This study aims to investigate the relationship between study habits and academic performance in children from single-parent families.

Method: A sample of 150 students from single-parent households studying in class X was recruited from various schools in Garo Hills region. Data were drawn by using scale on study habit and academic report card were used to generate data for the study. To accomplish this, the researchers employed survey method as a research design

Results: No significant differences were found in overall study habits between children from single-parent and two-parent households. However, some specific study habits, such as time management and organizational skills, showed a trend towards being slightly lower in the single-parent group. No significant differences were found in overall academic performance between the two groups. **Relationship between Study Habits and Academic Performance:** Strong positive correlations were found between study habits and academic performance in both groups, indicating that effective study habits are crucial for academic success regardless of family structure.

Index Terms: Single parenthood, Study Habit, Academic Performance, child well-being, social support, parenting practices.

1. Introduction

Single parenthood is a rapidly growing family structure in many societies, presenting unique challenges and opportunities for both parents and children. Previous research studies have shown that there is an immense effect of single parenting on the students' performance (Nyarko, 2007). A single parent is usually burdened with multiple household chores to the extent that little or no time is available in helping with the academic activities of their child (Abudu and Fuseini, 2013). The challenges and effects on child's academic progress depend on how deep parents involve themselves in their educational activities at home. Due to lack of quality time with the children and financial problem of the single parent, children face emotional and mental problems which brings reflection in their academic performances (Fareo, 2019). While the benefits of single parenting are numerous, including greater autonomy and flexibility, it can also significantly impact various aspects of a child's life, including their academic development. This study aims to investigate the impact of single parenthood on children's study habits and academic performance.

Research suggests that children from single-parent households may face unique academic challenges compared to their peers from two-parent families. These challenges can arise from various factors, including: **Limited parental resources:** Single parents often juggle multiple roles, such as primary caregiver, breadwinner, and homemaker, which can limit the time and resources available for supporting their children's education. **Increased household responsibilities:** Children in single-parent households may be required to assume more household responsibilities, potentially impacting their time for studying and homework. **Socioeconomic challenges:** Single-parent families often experience greater financial strain, which can limit access to educational resources such as tutoring, extracurricular activities, and quality education. **Socioemotional:** Children in single-parent families may experience emotional and social challenges such as stress, anxiety, and feelings of isolation, which can negatively impact their academic focus and motivation.

This study will explore the specific ways in which these factors may influence the development of effective study habits in children from single-parent households. It will investigate how these challenges may impact their academic performances. By examining these factors, this study aims to gain a deeper understanding of the unique academic experiences of children from single-parent families and identify potential areas for support and intervention. The findings of this research can have significant implications for educators, policymakers, and support organizations in developing effective strategies to improve the academic outcomes of children from single-parent households.

2. Significance of the Study

This study will highlight the particular difficulties experienced by children from single-parent households by examining how single parenthood affects their study habits and academic achievement. This knowledge is essential for creating support networks and focused interventions. The results of this study can help shape school procedures, educational regulations, and the creation of support initiatives tailored to the academic requirements of kids from single-parent households. This research can help design effective methods to improve the educational outcomes of children from single-parent households and guarantee that all children have equitable access to high-quality education by identifying the critical elements that affect their academic achievement. The special difficulties experienced by kids from single-parent households and the significance of offering them the resources and assistance to help them thrive academically can be brought to the attention of educators, legislators, and the general public by this study. Children from single-parent households may benefit greatly from this research's potential to improve their academic performance and future opportunities by tackling these important challenges.

3 Review of related Literature

The family structure significantly impacts children's educational outcomes. Studies show that children from single-parent households often face challenges related to reduced parental supervision, financial constraints, and emotional stress (Amato, 2005). These factors may hinder their academic performance compared to children from two-parent households (Downey, 1994). However, other researchers argue that single parents who establish strong support systems and provide consistent guidance can mitigate these negative effects (Mandara & Murray, 2006).

Study habits are critical determinants of students' academic performance. Crede and Kuncel (2008) emphasized that good study habits, such as time management, focused learning environments, and regular revision, directly correlate with better academic achievement. Conversely, poor study habits, such as procrastination and lack of organization, can lead to suboptimal outcomes. For children in single-parent households, the lack of parental guidance may affect the development of effective study habits (Odongo & Rono, 2020). Children from single-parent families often face unique stressors, including economic hardships and limited parental availability due to work commitments (McLanahan & Sandefur, 1994). These factors may lead to lower engagement in academic activities. Additionally, the emotional toll of parental separation or the absence of one parent can result in decreased focus on academics (Demo & Acock, 1996). Despite challenges, some studies highlight the resilience of children in single-parent households. According to Hetherington and Stanley-Hagan (1999), children who receive emotional support from their custodial parent, extended family, or teachers are more

likely to perform well academically. Encouraging independence and self-discipline in such children can also foster strong study habits and improve their academic outcomes (Kim, 2018).

Parental involvement is a critical factor in shaping children's study habits and academic performance, regardless of family structure. Research by Hill and Tyson (2009) shows that active involvement, such as monitoring homework and attending school events, positively influences students' academic achievements. Single parents who prioritize quality time with their children and maintain open communication can create a supportive environment conducive to academic success (Jeynes, 2015).

The academic performance of single-parent children is influenced by various factors, including socioeconomic conditions, emotional well-being, and study habits. While challenges exist, supportive parenting, strong community networks, and fostering resilience can significantly mitigate these impacts, promoting better educational outcomes.

4. Conceptual Framework

Single Parenthood encompasses the various challenges and experiences associated with raising children as a single parent, including financial strain, time constraints, emotional stress, and the potential for reduced social support. Children's Study Habit here in this study refers to the consistent patterns of behavior and strategies that children employ to learn effectively, such as time management, organization, note-taking, homework completion, and study environment and Academic Performance encompasses a range of academic outcomes, including grades, test scores, standardized test results, and overall academic achievement.

5. Theoretical Framework:

Family Systems Theory: This theory emphasizes the interconnectedness of family members and how changes within the family system can impact individual members. In the context of single parenthood, changes in family structure can affect family dynamics, parental roles, and ultimately, children's development.

Social Learning Theory: This theory suggests that children learn behaviors by observing and imitating others, particularly their parents. In single-parent households, children may observe their parents' coping mechanisms and problem-solving strategies, which can influence their own study habits and academic approaches.

Human Capital Theory: This theory posits that investments in education and human capital (knowledge, skills) yield significant returns in terms of future earnings and social mobility. This framework highlights the importance of parental support and investment in children's education, which may be differentially impacted by family structure.

6. Objectives:

- i. To find out the level of academic achievement of secondary school students
- ii. To find out the relationship of study habit and academic achievement of single parent children of secondary students.

7. Hypothesis:

H1: There is no significant relationship between Study habit and Academic Achievement of single Parent Children.

8. Method: This study is a descriptive study comprising of 150 students from Garo Hills Meghalaya selected based on a stratified random sampling method. The data collection tools. The data from this research were analyzed using mean descriptive and inferential statistical tests, standard deviation, Spearman's correlation coefficient, and multiple r with a significance level of $p < 0.05$.

The researchers employed exploratory method as a research design.

- i) **Population:** The population of this study was drawn from secondary schools in Garo Hills Meghalaya.
- ii) **Sample and Sampling Method:** Stratified random sampling was employed in selecting 150 participants. 1 – 5 students from 10 randomly selected Secondary Schools in West Garo Hills Meghalaya.

Table 1. Sample showing frequency and percentage of students from single parent family.

Sex	Frequency	Percentage
male	46	46
female	104	104
	150	150

(source: Field Data, March 2023.)

Tools: Tools used for the study:

- i. Scale for Study Habit of single parent children by researcher.
- ii. Annual marks obtained by single parent Children studying in Class X in West Garo Hills Meghalaya.

8.1 Data Collection: Data is collected from the total of 50 schools. In total of 30 schools total number of 150 students from single parent home participated in the study. Participants were included from all the districts of Garo Hills Meghalaya.

8.2 Data Analysis: After data collection data analysis was carried out by using appropriate statistical technique. The results were interpreted in terms of the objective and hypothesis formulated for the study, which follows in the following sections.

i. To find out the level of academic achievement of secondary school students

Table 2. Academic achievement Level.

Level (	N	Percentage
High	7	4.6
Average	94	62.6
Low	49	32.6
N=150	N=150	

The table represents the academic achievement levels of **150 secondary school students**, categorized into **High**, **Average**, and **Low** achievement levels. Below is a detailed analysis: **N = 7 (4.6%)** Only a small proportion of the students have high academic performance, indicating that few students excel in their studies. This low percentage might reflect either a lack of advanced support systems for high performers or other factors such as limited access to resources or motivation. **N = 94 (62.6%)** A significant majority of the students are in the average performance category. This suggests that the academic abilities of most students are within a standard range, meeting basic expectations but without outstanding performance.

N = 49 (32.6%) Approximately one-third of the students are categorized as low achievers. This is a notable percentage, suggesting that a considerable number of students may be facing challenges such as poor study habits, lack of motivation, insufficient resources, or inadequate academic support.

Objective 2: To find out the relationship of study habit and academic achievement of single parent children of secondary students.

H1: There is no significant relationship between Study habit and Academic Achievement of single Parent Children. (To find out the Relationship between Study Habit and Academic Achievement the investigator calculated (Mean, SD,t- value, df and p value) as shown in table 3)

Mean	SD	t value	Df	N	P
47	11.64	2.15	148	150	0.03

*=not significant **=significant

The average score for the academic achievement of single-parent children is **47**. This indicates the overall level of academic achievement based on the sample data. The SD is **11.64**, suggesting a moderate variation in academic achievement among the single-parent children in the study. The calculated t-value is **2.15**, which measures the difference between the mean scores in relation to variability in the sample data. The degrees of freedom is **148**. This is determined based on the sample size and is used to assess the critical value in a t-test. The total sample size is **150**, which is a sufficiently large sample to generalize findings. The p-value is **0.03**, which is below the commonly accepted significance level of 0.05.

The p-value (0.03) is less than 0.05, indicating that the relationship between **Study Habit** and **Academic Achievement** of single-parent children is statistically significant. This means that there is enough evidence to reject the null hypothesis (H1), which stated that there is no significant relationship between study habits and academic achievement.

The results suggest that **study habits** do have a significant impact on the academic achievement of single-parent children. This indicates that fostering good study habits among these students could potentially improve their academic performance. Educational interventions aimed at improving time management, study skills, and motivation might be especially beneficial for this demographic group.

9 Findings and Discussions:

The p-value (0.03) indicates a statistically significant relationship between study habits and academic achievement among single-parent children. This suggests that better study habits are associated with higher academic performance. The mean score of 47 reflects the average academic performance of the sample group. While this gives a general idea of the group's performance, individual scores may vary, as indicated by the standard deviation (11.64).

The standard deviation shows that there is a moderate spread in academic achievement within the group, indicating that some students performed much better or worse than the average. The t-value (2.15) confirms that the observed difference is meaningful and not due to chance. This strengthens the conclusion that study habits are linked to academic performance. The findings emphasize the critical role study habits play in academic success, particularly for single-parent children. These students may face unique challenges at home, such as reduced parental supervision or emotional stress, making effective study habits even more vital. Schools and educators should focus on fostering good study habits through structured programs, such as time management workshops, study skills training, and personalized coaching, especially for students from single-parent households.

The significant relationship highlights the need for additional support systems at both school and home. Counseling and after-school programs could help mitigate the challenges faced by single-parent children, enabling them to develop better study habits. The moderate standard deviation suggests that while some students excel despite challenges, others may struggle. This underlines the importance of tailored interventions to meet the diverse needs of this group.

10 Conclusions:

There is a statistically significant relationship between study habits and academic achievement among single-parent children, as evidenced by the p-value (0.03). This confirms that study habits play an essential role in influencing their academic performance. Better study habits are associated with higher academic achievement. Therefore, fostering effective study strategies is critical for improving the educational outcomes of single-parent children. The variability in academic performance (as indicated by the standard deviation) highlights the need for targeted interventions. Schools and educators should prioritize teaching and reinforcing good study practices. Given the unique challenges faced by single-parent children, additional support systems such as counseling, mentoring, and structured study programs can help bridge the gap and enhance academic success. The findings underscore the importance of addressing broader factors that may impact study habits, such as emotional well-being, family support, and access to resources. These should be considered in future research and policy-making.

In conclusion, promoting strong study habits and providing targeted support to single-parent children can significantly enhance their academic achievement, ultimately helping them overcome challenges and achieve their full potential.

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		Scale for Study Habit	
	Sl.no	Statements	Response
STYDY HABIT (19-40)	19	I am confident with my future plans. (Anga mikangchi janggi tanganina namen kadonga).	SA A U D SD
	20	I treat my classmates gently. (Anga ripeng skaranko name jakala).	SA A U D SD
	21	I chalk out my daily work beforehand. (Anga pangnan maiko daken uko plan ka'a).	SA A U D SD
	22	I have not set my goal for future. (Anga mikangchi mai ongen uko chanchikuja).	SA A U D SD
	23	I am unable to decide what i should do. (Anga janggi tanganio maiko daken chanchina changja).	SA A U D SD
	24	I practice/ study math and science for at least 5 hours a day. (Anga math ming Science ko kanta bongana poraironga).	SA A U D SD
	25	I depend on tuition class for subjects like math and science. (Anga math ming Science kode tuitionosa pangchakaia).	SA A U D SD
	26	I study before going to school. (Anga skul re'na skang poraia).	SA A U D SD
	27	I don't have time to study every day. (Anga salanti poraina somoi dongja).	SA A U D SD
	28	I study only at night. (Anga walosan poraiaia).	SA A U D SD
	29	I try to get new meaning while reading the chapter. (Anga gital katarangni meaningko pangnan sandie donronga).	SA A U D SD
	30	I hardly overcome challenges at school. (Skulo obostarang ongon uko chelchakna nengnika)	SA A U D SD
	31	I follow the instructions extremely well. (Anga ge'etaniko taraken masiaia).	SA A U D SD
	32	I often ask for clarification of instructions being provided. (Masijaode singpillronga).	SA A U D SD
	33	I am not able to perform my duty at school. (Anga skulo an'tangni dutyko name ka'na manrongja).	SA A U D SD
	34	I always find difficulty in following teacher's instruction. (Skigiparangni agananiko jarikna nengnika).	SA A U D SD
	35	I consider education is not important for life (Lekha porara gamchata ong'ja)	SA A U D SD
	36	I complete my assignments on time. (Anga home worko somoigitan matchotata).	SA A U D SD

	37	I seek other's assistant to complete my assignment. (Anga kamko chusokatna sakgipini dakchakaniko bi'a).	SA	A	U	D	SD
	38	I never complete home assignment on time. (Homework somoigita matchotrongja).	SA	A	U	D	SD
	39	Cramming, parroting, or just memorising is my way of studying. (Anga mikosto kae poraironga).	SA	A	U	D	SD
	40	I frequently use my phone while studying. (Anga poraimitingoba phoneko niaia).	SA	A	U	D	SD

