

THE INFLUENCE OF PARENTAL INVOLVEMENT AND STUDY HABITS TO THE ACADEMIC ACHIEVEMENT OF STUDENTS: A CAUSAL COMPARATIVE

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ABSTRACT

The main objective of this study was to determine the factors affecting the academic achievement of Grade 1 parent students. It is a causal-comparative correlation study and applied the following statistical tools: mean and Pearson-r. This investigation used researched-made survey questionnaire and summative assessment tool. The respondents were 28 single-parents students and 28 complete-parent students who were officially enrolled in school year 2021-2022 in the three elementary schools of Barangay Mayaon, Mayaon Elementary School, Magtaya Elementary School and Cabanggatan Elementary School. The result of the study revealed that factors identified in this study like home discussion involvement, home school communication involvement and study habits did not show any significant relationship with the academic performance of the single-parent students. It also revealed that there was no significant difference between the academic performance of single-parent students and complete-parent students. As recommendations, lack of confidence is one of many obstacles that prevent parents from being academically engaged; the schools will provide opportunities for parents to learn about mentoring their children and the school must provide parent education program that could be an avenue for the parents to be educated in terms of mentoring their children academically.

Keywords— *Study academic achievement, home discussion involvement, home-school communication involvement, causal-comparative correlation study*

I. INTRODUCTION

Family is the most basic social group, providing privacy, companionship, comfort, and socialization. The family arrangement and the needs that the family satisfies differ from society to society. However, a study revealed the following common issues that could potentially lead the learner to low academic performance, parental monitoring, acceptance, support, and exposure influence the learners' behavioral development (Ogoma, 2019).

When one of the parents is absent in a child's life, a gap is created as the child would lose the support that would have emanated from that parent. But, if both parents are present, it implies that the child would obtain most care and perform well or achieve academically (Nyarko, 2007). According to Salami and Alawode (2000), single parenting is the outcome of divorce, separations of various kinds, having children out of wedlock, or the passing of one spouse, leaving the roles to the single parent.

The scholastic attainment of children from single-parent families is a topic of constant research in the United States. For example, in reviewing research results from large longitudinal data found that, students from nuclear intact families had the best academic performance, while students from alternative family types such families had the best academic performance, while students from alternative family types such families with stepparents and single parents fared less well. Single parent families run the risk of their children not realizing their full potential (Sander, 2001).

From the national perspectives, in the Philippines, a study by Valencia and Roberto (2020) emphasizes that parental involvement is the foundation of a child's education that positively impacts students' academic outcomes. However, the lack of parents' support and involvement in the children's education persists in schools. With single parents, it raises questions about how it affects kids' academic success.

In Mayaon Elementary School, the lack of support and involvement of single parents in the education of their children persist. As the researcher of this study, she observes that there are issues related to the academic performance of the students that they are just left alone in pursuing their education without their single parents' involvement. In her classroom there are several students with single parents and all of these students are academically slow as compared to their counterparts from dual parent households. Seeing this problem she is interested to conduct this study to determine the cause of single parenting on the academic performance of the students in the three public elementary schools.

II. METHOD

A. Research Design

This study employed the quantitative causal-comparative research design and descriptive survey-correlational research design which will use an adapted survey questionnaire by Amankwaah (2018) to determine the relationship between the single parent involvement and the academic performance of the students. It is descriptive since the researcher will observe, investigate, and describe the relationship between two or more variables. According to Fraenkel and Wallen (1993), descriptive research determines the relationship among two or more variables. Correlational design is a procedure in a quantitative research in which the researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable (Baht, 2019). It is causal-comparative since the researcher will determine the consequences or causes of differences already existing among or between different groups of people. Using a causal comparative retrospective study design, one may determine the causes of the dependent and independent variables.

B. Research Locale

The study was conducted in the three schools of Barangay Mayaon, Montevista, Davao de Oro. Mayaon Elementary School, Cabangatan Elementary School and Magtaya Elementary School. The Municipality Montevista is a third-class municipality in Davao de Oro, Philippines, and is home to approximately 11,000 people. Approximately there are 46,558 people who were residing in this municipality according to the most recent census data in 2020. Caumanga, the Mandayan Tribe's original name for Montevista, was a quiet refuge where they could rest and relax.

During the Japanese occupation, Caumanga was transformed into the headquarters of the Japanese Imperial Forces, which drew a large number of people to the area in search of refuge, shelter, medicine, and sustenance. Caumanga was originally named after the indigenous people, but the name was changed to San Jose in honor of its patron saint, Saint Joseph the Worker, when Christian immigrants began to arrive in greater numbers in the early 1950s. The creation of San Jose as a normal town was not completed until June 18, 1966, when Republic Act No. 4808 was signed into law.

Barangay Mayaon derived its name from the word "MAYA" it was called Maya because there was so many Maya birds found in this place way back. The original inhabitants of this barangay are the Dibabawon and Mangguangan tribe who were already present in Barangay Mayaon. The Dibabawon first called this place "Mayaon". They got the idea of naming this barangay. After many years have passed the people cultivate at the area and replace the big trees into cacao, corn, banana, coconut and other farm products. After a few years later, more people migrate in this area including farmers, soldiers, drivers, teachers, laborers and businessmen. On May 27, 1970, Barangay Mayaon declared as Barrio by virtue of an Executive Order. The barangay is located at the Western part of Montevista, and it is about 18 kilometers from the Poblacion of this municipality. It is bounded on the South New Dalaguit on the west by Municipality of Asuncion on the East by Barangay Cebulan on the North by Barangay Camansi. Barangay Mayaon has three schools, Mayaon Elementary School, Cabangatan Elementary School and Magtaya Elementary School.

Mayaon Elementary School, "the seat of excellence in the West," has several improvements and development. From Primary level grades to complete elementary grades are offered from makeshift classrooms to concrete classrooms. Teachers were filled the position in teaching grades one to six learners. Several teachers already transferred to schools nearer to their homes and were replaced with newly hired young teachers. Others

have been promoted to higher positions as master teachers, while others have been welcomed into the journey of being a school head. Several graduates have been produced and enjoying their chosen fields. Others have already teachers in their Alma matter.

Mayaon Elementary School has thirteen teachers, two males and eleven females, is headed by a female principal, and has 323 enrollees in SY. 2021-2022. The school continuously seeks support and lobbying for strong partnerships among stakeholders to offer a quality learner-centered institution. Mayaon Elementary School has an area of 265,261 sq.m and is 18 kilometers from the district office and accessible to any forms of land vehicles.

On the other hand, Magtaya Elementary School is one of the elementary schools of Barangay Mayaon and has 7 teachers, headed by a male head teacher, and has 199 enrollees for school year 2021-2022. It has an area of 24, 106 square meters and is 26 kilometers from the district office of Montevista, Davao de Oro and accessible to any form of land vehicles. Figure 2 on page 22 shows the location map of Mayaon Elementary School and Magtaya Elementary School.

Lastly, Magtaya Elementary school is also one of the elementary schools of Barangay Mayaon and has 5 teachers, headed by a male head teacher, and has 78 enrollees for school year 2021-2022. It has an area of 19, 180 square meters and is 32 kilometers from the district office of Montevista, Davao de Oro and is accessible only using a motorcycle and “skylab” vehicles. Figure 2 on page 22 shows the location map of Mayaon Elementary Scho, Magtaya Elementary School and Cabangatan Elementary School.

C. Population and Sample

The respondents of this study were the 28 single-parent students and 28 complete parent students in Mayaon Elementary School, Magtaya Elementary School and Cabangatan Elementary School in Barangay Mayaon, Montevista, Davao de Oro for school year 2021-2022. The researcher chose to have a universal sampling as the sampling technique in the selection of her respondents since these were all single parents each either the father or the mother. Table 1 below shows the distribution of single parents students and complete parent students in each of the respondent schools.

D. Research Instrument

An adapted questionnaire by Randy B. Gurit was used to gather essential information from the single parents of those students who were enrolled at Mayaon Elementary School, Magtaya Elementary School, Cabangatan Elementary School. The questionnaire covered the involvement which includes these indicators: home discussion involvement and home school communication involvement and the level of students’ effort which include their study habits. The questionnaire also contained the moderating variables are believed to affect the academic performance of the students and also affect how the single parents get involve with the education of their children. In order for the respondents understand every item in the questionnaire, the researcher had translated all items to the common dialect of the majority. To aid the statistical interpretation, the five-point Likert scale below was used.

Range of Mean	Descriptive Equivalent	Interpretation
4.50-5.00	Always	Indicator is always manifested.
3.50-4.49	Most of the Time	Indicator is most of the time manifested.
2.50-3.49	Moderate	Indicator is sometimes manifested.
1.50-2.49	Seldom	Indicator is rarely manifested.
1.00-1.49	Never	Indicator is never manifested.

Table 1 the Five Likert Sclae

To ensure the validity of the adapted questionnaire, it was presented first and checked by five selected validators for content validity. Comments and suggestions from them were followed. After validation, the questionnaire was tried out to 10 selected single-parents students who were not included in the study. Further, the results were checked and analyzed. After checking every items in the questionnaire, the researcher administered it to the single-parent students and complete-parents students.

E. Data Collection

In gathering the data for this study, the researcher employed the following procedures:

Seeking Permission to Conduct the Study. The researcher sought permission from the Division Superintendent of Davao de Oro through a letter conveying the reasons to conduct this study. Upon the approval of the superintendent, another letters were prepared for the principals of Mayaon elementary School and Magtaya Elementary School. Furthermore, the single parents were informed about their participation of this study.

Administration and Retrieval of the Research Instrument. The researcher herself was the one to distribute the questionnaire to the single parents’ students and complete-parent students. The researcher asked permission from the teachers to allow her to administer the said questionnaire. After getting the consent from the principals, the researcher immediately conducted the study with the survey questionnaire as the instrument to gather the data. During the conduct of the study, the researcher strictly followed the different health protocols for safety of both the researchers and the respondents.

Collation and Tabulation of Data. When the questionnaire was completely done, the researcher collated, tallied and encoded all the data in her personal computer for confidentiality and safety. The data collected were submitted to the statistician for statistical treatment. Subsequently, the data was subjected to analyses and interpretations using the five-point Likert scale.

F. Statistical Tools

The data obtained were tallied and tabulated. The statistical tools used to ensure the accuracy in the analysis and interpretations of the findings are the following:

Mean. This was used to determine the level of parental involvement and the academic performance of the students.

Correlation analysis. This was used to determine the correlation between study habits, single parental involvement and the academic achievement of the students.

T-test. It is a statistical test frequently employed in hypothesis testing to establish whether a procedure or treatment truly affects the population of interest or whether two groups differ from one another.

III. RESULTS

Level of Single Parent’s Involvement

Home Discussion Involvement. Table 2 shows the level of involvement of the single parent in terms of home discussion involvement.

Table 2
Single Parent’s Home Discussion Involvement

My parent....	Weighted mean	Descriptive rating
1. Sees to it that I understand the lessons in the modules.	3.43	Moderate
2. Provides enough time in helping me answering my modules.	3.14	Moderate
3. Provides information that is useful to my studies.	3.25	Moderate
4. Assists my homework and other tasks given by my teachers.	3.29	Moderate
5. Cares about my personal needs especially those things that are needed in school.	3.39	Moderate
6. Talks about how I participate in school activities.	3.29	Moderate
7. Encourages me to do my best by giving moral support every time I have my participation at school.	3.54	Most of the time
8. Creates a positive attitude towards school as well as my studies.	3.43	Moderate
9. Supports effective learning by providing reading materials and positive atmosphere at home.	3.04	Moderate
10. Discusses current events so that I would also know what is going on about the world that I should know.	2.93	Moderate
Overall Weighted Mean	3.3	Moderate

Table 2 Shows the level of involvement of the single parent in terms of home discussion involvement.

Table 2 shows the profile of Single- parent students respondents in terms of home discussion involvement. My parent encourages me to do my best by giving moral support every time I have my participation at school has

the highest mean of 3.54 and interpreted as most of the time. This means that single- parents always provide words of encouragement and motivation in their children that makes their children perform well in school. Parents are aware that they need to be active participants in the lives of their children and that they have to consider that dialogue with their children is the most important way to be in touch with them. Through dialogue parents would know the needs of their children which should be addressed. Dialogue is a way to understand their relationship. On the other hand, the item, my parent discusses current events so that I would also know what is going on about the world that I should know has the lowest mean of 2.93. this means that single parents have a hard time finding efforts on discussing about what is going on about the world that their child should know. In this area, parents are hesitant to inform their children about the things around them. They do not know much about these things or events that happened around them. One reason for this is that parents are focused on the welfare of their children that they are not interested that looking into the other aspect of their children is also important. Mapp’s (2002) study supported previous research that found that parents want children to succeed in school regardless of ethnicity or socioeconomic status. The study also showed that parents have a strong desire to help their child and that they understand parental involvement has a positive impact on their child’s success (Mapp, 2002).

The overall mean is 3.3 which has a descriptive equivalent of moderate and interpreted as sometimes manifested. This means that single parents have moderate involvement in discussing about the lessons, assignments, and other academic activities of their children. The participation of the single parents in mentoring and guiding their children to succeed their educational pursuit is sometimes manifested.

Home-School Involvement. Shown in Table 3 the level of the single parents’ home-school communication.

My parent....	Weighted mean	Descriptive rating
1. Gets my modules in school regularly	3.54	Most of the time
2. Sees to it that I finish answering all the activities before submitting the modules	3.00	Moderate
3. Encourages me to study independently	3.43	Moderate
4. Talks to my teacher about my academic performance in school	3.32	Moderate
5. Talks with the teacher about my academic performance.	3.75	Most of the time
6. Make sure that the payment of PTA miscellaneous fees and school contributions are updated.	3.61	Most of the time
7. Visits the school to ask any information about important activities.	3.25	Moderate
8. Participates in school programs and activities like Brigada Eskwela	3.71	Most of the time
9. Participates in decision making in the school.	3.39	Moderate
10. Attends convocation and Recognition in the school.	3.39	Moderate
Overall Weighted Mean	3.4	Moderate

Table 3 the level of the single parents’ home-school communication

As presented in Table 3, the level of the parents’ home-school communication received an overall mean of 3.4 which has a descriptive rating of moderate which is interpreted as sometimes manifested. This indicates that the level of participation of the single parents in school activities such as communicating with the teachers and following up of the performance of their children at school is sometimes manifested and is very important for the better academic performance of students. In this case parents are slightly involved since their time is spent for working to earn a living since they are single. It is for them very hard to attend frequently to school activities because they are alone and no companion in life to help them specifically on their attendance to school activities or to make some follow-up with their children’s activities in school.

Level of Academic Performance of Grade 1 Students as Measured by Their Test Scores

Table 4 shows the data on the level of academic performance of Grade 1 students in terms of test scores.

Table 4
Students' Academic Performance

Subject	Proficiency	Interpretation
Mathematics (Numeracy)	58%	Satisfactory
MTB (Literacy)	58%	Satisfactory

Table 4 shows the data on the level of academic performance of Grade 1 students in terms of test scores.

The achievement level of Grade 1 students in the test is equivalent to 58% class proficiency which implies the class is nearing the mastery level according to DepEd standard. When their achievement is transmuted to equivalent grade according to DepEd order number 8, series of 2015, the class academic performance is equivalent to 83% which is considered satisfactory level of performance.

Study Habits of Students. Table 5 shows the level of Study habits of Grade 1 Students.

Table 5
Study Habits of Students

My parent....	Weighted mean	Descriptive rating
1. I study and answer my modules regularly.	3.14	Moderate
2. I study the lessons I missed if my parents were not able to get the modules from my teachers.	3.18	Moderate
3. I spend my vacant time in reviewing or studying my lessons from the modules in our home.	3.43	Moderate
4. I study and prepare for the weekly summative test.	3.4	Moderate
5. I study harder to improve my performance when I get low grades.	2.82	Moderate
6. I spend less time with my friends during school days to concentrate more on my studies at home.	3.1	Moderate
7. I prefer to finish answering my modules first before playing with my friends and watching any television program.	2.86	Moderate
8. I see to it that I answer all the activities in the modules correctly before submitting it.	3.32	Moderate
9. I have a specific place to study at home which I keep clean and orderly.	3.29	Moderate
10. I am motivated to study at home with my neighbourhood- classmates.	3.18	Moderate
Overall Weighted Mean	3.17	Moderate

Table 5 shows the level of Study habits of Grade 1 Students.

As presented in Table 5, the level of study habits of Grade 1 students. "I spend my vacant time in reviewing or studying my lessons from the modules in our home" has the highest mean of 3.43 and interpreted as moderate. This means that student are motivated to study by having their own module since they can have access to learning through the self-learning modules.

The overall mean is 3.17 has a descriptive rating moderate. The result entails that most of the students in grade 1 has shown study habits at home sometimes manifested.

Significant Relationship Between Single Parent Involvement and the Students Academic Performance

Table 6
Relationship Between Single Parent Home Discussion Involvement and the Academic Performance of Students

Pupils Profile Variables	r	p-value
Single parent involvement (Home Discussion Involvement)	-0.199	0.320
Academic Performance		

Table 6 shows the correlation analysis between single parent students' involvement and the academic performance of students

It can be seen in the table the result of the correlation analysis between single parent involvement in home discussion and the academic performance of the students. It reveals single parent home discussion involvement has no relationship with their students' academic performance. This is evidenced by the r- value of -0. 199. Thus

the null hypothesis is accepted with respect to these profile variables. The result indicates that whether the parents are involved or not involved in the making of assignments, or assisting some performance tasks, and or discussion some important lessons of their students have nothing to do with their academic performance. In this scenario students are independent enough to have their assignments or tasks to be performed.

Table 7
Relationship Between Single Parent Home School Communication Involvement and the Academic Performance of Students

Pupils Profile Variables	r	p-value
Single parent Involvement (Home-School Communication Involvement)	-0.238	0.232
Academic Performance		

Table 7
Relationship Between Single Parent Home School Communication Involvement and the Academic Performance of Students

Table 7 shows the result of the correlation analysis between single parent involvement in home school communication involvement and the academic performance of the students. It can be gleaned from the data that single parent involvement in home discussion involvement has no relationship with the academic performance. This is evidenced by the r- value of -0. 238. Thus the null hypothesis is accepted with respect to these profile variables. The result indicates that whether the parents are involved or not involved the students’ academic performance remain the same. In other words the students are independent with regard to their performance. With the guidance of their teachers, the students are able to perform in the school. It could not be denied that if an individual feels that they are not complete in terms of the presence of both the father and the mother, they tend to develop independence and become more mature in decision making and doing their responsibilities as students.

Significant difference between the effort of single-parent students and the academic performance of complete-family students

The table below shows the correlation analysis between the level of students’ effort and their academic performance.

Table 8
Correlation Analysis between the Level of Students’ Effort and their Academic Performance

Pupils Profile Variables	r	p-value
Level of students effort (Study Habits)	-0.265	0.181
Academic Performance		

Table 8 shows the correlation analysis between the level of students’ effort and their academic performance.

It can be gleaned from the table that the level of students effort has no significant relationship with the academic performance. This is evidenced by the r- value which is -0.265. thus the null hypothesis is accepted. The result may suggest that the students’ academic performance is not influenced by their study habit. High score in the test canbe credited to the performance of the teachers. When teachers explained very effectively the lesson students can grasp what is given. However, this is only one factor to consider but in this research, students are so independent that the guidance and mentoring ability of their parents are not very important for them to learn the lesson. They are used to learn by their own infact they have only either the father or mother in their lives. It would be so challenging on their part to strive hard because they know very well that they belong to a single parent.

IV. DISCUSSION

After the data were analyzed and interpreted, the following discussions were made.

The level of single parents involvement in terms of home discussion involvement. The overall mean is 3.3 which has a descriptive equivalent of moderate which is interpreted as sometimes manifested. This means that

single parents has moderate involvement in discussing about the lessons, assignments, and other academic activities of their children. The participation of the single parents in mentoring and guiding their children to succeed their educational pursuit is sometimes manifested.

As cited by Baxer (2013) the frequency and intensity of single parent in communicating with children play an important role in creating attitudes and behaviour of openness, empathy, supportiveness, positive attitude and equality. Dialogue allows them to gain a deeper grasp of the variations in their relationship. Moreover, Rich (2020) cited that parents should cast their children's fear of the situation of the world. The stress and anxiety level of the children in the new normal situation increase due to the challenging times. The role of the parents intensifies as their children are home-schooled. They should be keen on the problematic reactions of their children as it increases their stress level. While doing autonomous learning, it is best to have suitable distractions.

The level of academic performance of Grade 1 students when measured according to test scores. The performance level of Grade 1 students in the test is equivalent to 53% class proficiency which implies the class is nearing the mastery level according to DepEd standard. When their achievement is transmuted to equivalent grade according to DepEd order number 8, series of 2015, the class academic performance is equivalent to 83% which is considered satisfactory level of performance.

According to Lindgren, as quoted by Ararao (2002) that the performance of children on quizzes, periodical test and other achievement test cannot promote for good performance of the child. It is also dependent on his moral values at home and at school.

One of the reasons it was most important to analyze factors affecting academic performance is because of its significant influence on academic success. As a result, learning and motivation are two variables that should be studied together. Though for some years research on school learning has centered its attention in the cognitive trend, we currently find, coming from different perspectives, a generalized emphasis on the necessary interrelation between the cognitive and the motivational (Pintrich, 2000).

Significant Relationship Between Single Parent Involvement and the Students Academic Performance.

The correlation analysis between single parent involvement in home discussion involvement and the academic performance of the students reveals that single parent involvement in home discussion involvement has no relationship with the academic performance of the students. This is evidenced by the r -value which is -0.238 . Thus the null hypothesis is accepted. The result indicates that whether the parents are involved or not involved the students' academic performance remain the same. In other words the students are independent with regard to their performance. With the guidance of their teachers, the students are able to perform in the school. It could not be denied that if an individual feels that they are not complete in terms of the presence of both the father and the mother, they tend to develop independence and become more mature in decision making and doing their responsibilities as students.

Furthermore, The result also reveals that single parent home discussion involvement has no relationship with their students' academic performance. This is evidenced by the r -value of -0.199 . Thus the null hypothesis is accepted. It suggests that whether the parents are involved or not involved in the making of assignments, or assisting some performance tasks, and or discussion some important lessons of their students' academic performance has nothing to do with them. In this scenario students are independent enough to have their assignments or tasks to be performed

Relationship between the level of students study habits and the academic performance of the students.

The level of students effort has no significant relationship with the academic performance. This is evidenced by the r -value of -0.265 that is lower than the p -value of 0.181 , which suggests that the null hypothesis is accepted. This result supports the finding of Crow and Crow (2007) in their study which revealed that there is experimental evidence that support the assumption that distributed efforts is more effective than effort applied continuously. A student's study habit is not a determinant on students academic performance.

V. CONCLUSION

It can be concluded that factors identified in this study like home discussion involvement, home school communication involvement and study habits did not show any significant relationship with the academic

performance of the single-parent students. It also indicated that there was no statistically significant difference in academic achievement between single-parent and complete-parent students.

VI. RECOMMENDATION

The following observations are made based on the study's findings and conclusion:

1. Lack of confidence is one of many obstacles that prevent parents from being academically engaged. The schools will provide opportunities for parents to learn about mentoring their children.
2. The school must provide parent education program that could be an avenue for the parents to be educated in terms of mentoring their children academically.

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