

Impact of Parental Deprivation on Academic Success of Children: A Study of Public Primary Schools in Masaba South, Kenya

ABSTRACT

This study investigated the relationship between parental deprivation and academic achievement among children from public primary schools. Using correlation and cross-sectional study designs, data were collected from 10 schools, involving 324 randomly selected children in grades 4 and 5. Results revealed a high prevalence of parental deprivation, with significant deficits in necessities, safety, shelter, educational resources, and parental care. Most children reported problems with clothing (95.1%), food (98.8%), safety (65.9%), shelter (34.7%), education (87.3%), quality time with parents (88.2%), and parental discipline (83.6%). Parental deprivation negatively impacted academic achievement. Grade level (Adjusted $\beta = 0.1$, 95% CI [-0.8, 1.0], $p = .819$) and age (Adjusted $\beta = 0.5$, 95% CI [-0.1, 1.0], $p = .110$) showed no significant associations with absenteeism or grades. However, difficulties affording shelter were a significant negative predictor of grades ($a\beta = -2.7$, 95% CI [-2.8, -2.6], $p < .001$), while spending quality time with parents positively influenced grades ($a\beta = 0.4$, 95% CI [0.2, 0.6], $p < .001$). The study demonstrated the need for comprehensive interventions addressing parental deprivation's material and education achievements. Recommendations include strengthening social safety nets, enhancing educational resources, promoting positive parenting practices, and addressing economic inequalities.

Keywords: Parental deprivation, parental care, educational difficulties, academic achievements, and education resources.

1. INTRODUCTION

Parental deprivation is the absence of parental care where children are denied basic needs such as food, shelter, security, clothing and education [1](Mao, 2020). Parental deprivation has several effects on children which results in poor mental conditions that reduce efforts and level of concentration in class [1]. (Mao, 2020) [27]. According to Jurado (2017) [18], parental deprivation in early childhood interferes with the development of children's daily behaviors, health status, and school academic performance. Academically, these children often perform poorly, as their basic needs are not met, affecting their concentration, attendance, and overall

engagement in school activities. Parental deprivation has adverse impacts on children such as educational difficulties which raise a high alert for poor academic achievements.

It has been discovered that successful children in schools come from backgrounds characterized by positive and healthy relationships among members. Parents are responsible for the affection, discipline, basic needs and training given to children which develops associated emotions and a range of behaviors in children. Some parents distance themselves from their children results in poor adjustment and individual character failure due to parental deprivation, which has devastating impacts and is the main concern in children's academic achievement and conduct disorder (Byegon, 2022).

There is a lack of adequate parental care and broken homes where children are not getting recommended enough meals, clothing, educational requirements, good hygiene, and proper medical attention, which has led to poor relationships between parents and children and their academic achievement.

Children who experience such deprivation are at a higher risk of developing behaviors that influence their academic achievement. These children often perform poorly, as their basic needs are not met, affecting their concentration, attendance, and overall engagement in school activities. The lack of material support can lead to low self-esteem and difficulties in class concentration (Choi, 2015). The well-being of a child involves development in multiple domains including physical, educational, health, psychological, and emotional which not only promotes the lives of children in the aspect of physical needs but also educational attainment, health, psychological, and emotional development (UNICEF, 2015; Minujin, Milliano & Plavgo, 2017).

Globally, longitudinal studies show that parental deprivation has significant effects on children. In Thailand, parental deprivation has affected the enrollment of children in school, A study done from a Mexican household survey out that most of the emotional problems and poor educational cases emerged in children due to parental absence [1](Mao, 2020).

Regionally in Sub-Sahara Africa, 34% of families are victims of parental deprivation. Children from these countries have indicators of parental deprivation though each country differs by the sex of the child (Kanamori, 2013). Forty percent (40%) of children are deprived of their health, more than 10% of children are deprived of water and sanitation, 80% are deprived of stable shelter and more than 15% are deprived of education (Kanamori, 2013).

The impact of parental deprivation on children varies significantly across different countries. For instance, the impact is non-significant in Ghana and Zambia, indicating that children in these countries may have access to better social support systems or coping mechanisms that mitigate the adverse effects of parental deprivation (Clark & Hamplová, 2013). In contrast, the impact is notably severe in other countries: it is 52 percent in Liberia, 36 percent in the Republic of Congo (DRC), 57 percent in Nigeria, and about two-thirds in Sierra Leone (Clark & Hamplová, 2013). These figures highlight the stark differences in how parental deprivation affects children, depending on the country's socio-economic conditions, cultural factors, and available support systems (Clark & Hamplová, 2013).

In countries like Liberia, DRC, Nigeria, and Sierra Leone, the high percentages suggest that children suffer significantly due to inadequate social support, widespread poverty, and perhaps insufficient governmental and community interventions (Clark, 2013). The lack of stable family structures and consistent parental care in these regions exacerbates the risks associated with parental deprivation. Consequently, children in these areas are more likely to experience severe health issues, poor educational outcomes, and heightened vulnerability to exploitation and abuse (Clark & Hamplová, 2013).

Kenya is experiencing widespread and severe parental deprivation due to poverty, with 52.6% of the population suffering from severe poverty (Kenya Demographic and Health Survey, 2014). This high level of poverty significantly impacts parental ability to provide for their children's basic needs, resulting in substantial parental deprivation and adversely affecting children's well-being (Byegon, 2022). The situation is exacerbated by widespread family break-ups or separations (Ngina, 2013).

Masaba South Sub-County, 41% of families deprive their children of basic needs, primarily due to family break-ups or separations caused by conflicts between parents, conflicts between parents and children, poverty, and unemployment (Obwocha, 2018&Ngina, 2013). The high rates of parental deprivation in areas like Masaba South Sub-County underscore the urgent need for targeted interventions. Factors such as unemployment and poverty exacerbate family conflicts and separations, leading to children being deprived of essential emotional and physical support. This deprivation has profound implications for their development, contributing to higher incidences of behavioral issues and poor academic performance (Obwocha, 2018).

1.1 The purpose of the study

The purpose of the study was to determine the relationship between Parental Deprivation and Academic Achievement among children in public primary schools in Masaba South sub-county, Kisii County, Kenya.

1.2 Objectives of the study

To investigate the relationship between Parental Deprivation and Academic Achievement among children from public primary schools in Masaba South Sub-county, Kisii County.

1.3 Research question

What was the relationship between Parental Deprivation and Academic Achievement among children from public primary schools in Masaba South Sub-county, Kisii County.

1.4 Hypothesis

H₀: There is no relationship between parental deprivation and academic achievement from public primary schools in Masaba South, Kenya.

2. CONCEPTUAL FRAMEWORK

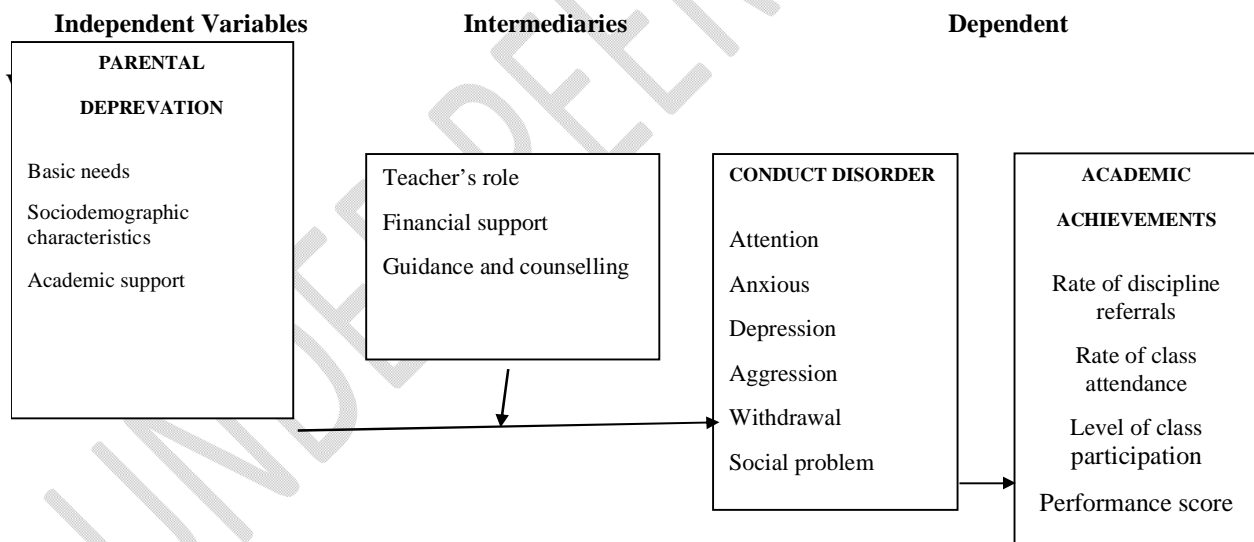


Fig.1. The relationship of Parental Deprivation on Conduct Disorders and Academic achievement among children

2.1 Parental Deprivation

Parental deprivation is a subject of considerable importance in our own day, especially to those concerns with social welfare. The psychologists insist that parental loss has a significant effect on the development of the personality, and this is true whether it came about by rejections,

estrangement as through divorce or by death. At the present time something like a sixth or more of all children under the age of 18 may well have suffered departure of a parent from the home. It is probable that less than a quarter of these parentally deprived persons have actually lost father or mother or both because of death. Deprived of a natural family life, children in destitute homes are maladjusted, have low super ego strength, lack acceptance of group moral standards, disregard roles, have low mental capacity, and are unreflective. Deprived groups of children and young adolescents, exposed to an unsupportive social climate, often fail to adjust to environmental demands. This further interferes with the realization of their potential (Ghosh, 2016).

Ghosh (2016) documented the dysfunctional health consequences of deprivation. The death of a parent or sibling (family bereavement) is associated with mental health problems in approximately, 25% of the affected children. However, it is still unknown whether mental health problems of family bereaved adolescents are predicted by pre-existing mental health problems, pre-loss family functioning, or multiple bereavements. The death of a parent during adolescence is a tragic, irreversible loss, which leads to elevated levels of psychological distress. Parentally bereaved adolescents are at risk for developing internalizing disorders. Adolescents who overcome bereavement without developing serious mental health problems may have certain protective factors in common. Theoretical and clinical accounts suggest that family functioning, including family organization, cohesion, communication and role differentiation, pre- and post-bereavement is important for the effect of parental bereavement on mental health problems.

2.2 Academic Achievement

Academic achievement can be seen as the knowledge gained or achieved which is assessed by marks by a teacher. The parameter for employment, work placement, and human advancement both in public and private organization depend strongly on academic achievement. Also, due consideration is given to grades of results when giving admission to schools all over the world. For this reason, it put those concerned under serious pressure in the process, since work placement and in life in general is absolutely the product of success in examination or academic achievement (Afu, Oguiche, Usman & Gimba, 2023).

Bolt (2011), explained that academic achievement is the achievement in academic settings rather than overall acquisition of knowledge in non-academic settings. It revolves around the central goal of improving the educational knowledge of the students. It is the progress made towards the

goal of attaining educational skills, materials, and knowledge, and it cut across a variety of disciplines. Parental involvement great impacts on the academic achievement and behavior of students (Bolt, 2011).

2.3 The relationship between parenting and children's academic achievement

Constructive parenting has been largely influenced by the conceptualization of authorization, authoritative, and permissive parenting styles which hold various characteristics such as nurturance, maturity, communication styles, involvement, and warmth. The family is the first door of the child. Therefore, it greatly influences the children's conduct, attitude, and school achievement. A strong relationship between parental involvement and children's well-being improves their academic performance in school (Abdorreza & Baharudin, 2010).

Children from deprived families often lack the social, financial, and educational support that other children get (Schoon, 2019), children who were affected 16% were considered poor, followed by the middle class 69% and those from rich backgrounds 11% (Njambi, 2018). Therefore, economic deprivation has negative effects on children's academic performance and low economic status affects their performance academically, and this results from unstable homes and home environments which is not friendly to academics (Ebuk& Abbas, 2020).

Children of deprived or broken families tend to perform poorly in school and also seem to have low expectations in their later careers because they have internalized their academic incompetence and sense low self-esteem. This is motivated by a lack of support from parents (Sandler, Sigal, Tien and Wolchik, 2012). According to Kalodziej-Zaleska and Przybyla-Basista (2016) children need psychological and social support to remain healthy after parental deprivation to do well in life.

The study done in Saudi Arabia on the academic outcome of children affected by parental abuse (Gnanaselvam & Joseph, 2018; Kuppens, 2020) indicated that school problems and neurological were detected in 500 children who were examined at different points in time, approximately 80% of children with behavior problem came from alcoholic families and had prenatal alcohol-related challenges affect academic performance, school enrollment, classroom behavior, and comprehension. Children with severe conduct disorder were 7.5%, moderate conduct disorder 39%, mild conduct disorder 35%, and no conduct disorder 18.1% (Njambi, 2018). This implies that children who are exposed to deprivation delay in school enrollment (Kanyua, 2012). Generally, these children struggle to concentrate in class which is an indication that higher

behavioral conditions lower self-esteem and experience social troubles with classmates and their parents (Haimi and Lerner, 2016).

2.4 Variations in How Parental Deprivation Impacts Academic Achievement

Parental deprivation has become a more common experience in many countries which has changed the education perception and has significant impacts on children's educational outcomes which have been contributed by social and economic hardships difficult situations and positions (Banerjee, 2016) [6]. Several factors such as lack of parental care and poverty limit the potential of children's academic achievement (OECD, 2018).

A strong relationship between parental participation and children's educational attainments has been focused on in various studies which have found that the relationship between parenting and academic attainment is psycho-social maturity (Abdorreza & Baharudin, 2010). This therefore means that parental involvement influences children's school performance and is the most important ingredient that is associated with educational problems (Wilder, 2014).

Parents have a significant influence on their children's academic achievement, especially in the involvement of children's education supervision and monitoring of their children after school (Abdorreza & Baharudin, 2010). In the study done by Kanyua (2012), 39% of teachers strongly agreed that parents failed to attend school regularly, while 35% just agreed. 32% agreed and 29% strongly agreed that children from deprived families often came to school late. However, 23% disagreed and 16% strongly disagreed on the same. This indicates that children from deprived and alcoholic families experienced family squabbles that had affected their attending to school late, 35% strongly agreed while 32% agreed. Home squabbles also contributed to children attending school irregularly, 39% of teachers strongly agreed while 35% agreed (Kanyua, 2012). Research also explores school suspensions, exclusions, adjustment, truancy, and early school departure (Lowthian, 2022). Studies at the population level have shown that children who frequently witness their parents being intoxicated are more likely to display behavioral issues (Gnanaselvam & Joseph, 2018). These children often have discipline issues at school which result from angry or impulsive and deprived parents are associated with early suspension or exclusions of children and departure from school (Hampton, Raker, Habbach, Deda, Heisler & Mishori, 2022).

2.5 Provision of Children's Basic Needs and Learning Materials

Parental participation is very sensitive when it comes to the provision of children's needs such as food, shelter, clothing, education, and school materials which is the concern and responsibility of parents. When children's needs are met it promotes positive growth and development in them Erickson (1963; Freud (1965); Bandura (1977); Ingule (1996) and Njenga (2009) emphasize the significance of providing basic needs and learning materials to children because when children lack proper nutrition it leads to hunger thus interferes with children's socio-emotional development.

Children from deprived families have poor school attendance which affects their academic progress as they miss school couple of days or weeks (Njambi, 2018). And they miss school more often than children who suffer from maltreatment alone (Njambi, 2018). According to the recent study conducted by Dosunmu and Sowunmi (2013), 79.2 of children agreed that their parents never bought books for them 20.8% disagreed, 79.8 children received uniforms while 20.8% disagreed, 77.7% indicated that parents never attend school functions or meetings. The implication of these parents is less concern for their children's academic performance which interferes with their progress. Only 11.5% agreed they take breakfast before going to school while 88.5% disagreed. This means that these children suffered physical and material deprivations.

When parents fail to contribute to school funds it generally affects children's learning program and in most cases, children are sent home for money and could children to drop out of school (Adhiambo, 2018). The study also found that such parents were involved in activities that resulted in behavior problems and physical harm at home. Therefore, this study seeks to determine the influence of parental deprivation on conduct disorder and academic engagement in regards to the provision of basic and learning needs.

2.6 Academic achievement abilities of children with conduct disorder

Paternal and maternal abuse is associated with averagely higher levels of conduct problems and attention. Deprived parents like heavy-drinking parents are not aware of their children's academic results and their children have risks of conduct problems and attention(Adhiambo, 2018). Parent-school relationships should be intact, in communal and cultural contexts (Adhiambo, 2018). Demographic characteristics like ethnicity, socioeconomic status, and cultural background are systematically related to parental school participation and involvement.

Parents from supportive backgrounds are likely to be involved in children's well-being such as school issues than unsupportive parents. In contrast, parents from lower status face more barriers such as lack of resources, transportation problems, and stress which disadvantage children (Adhiambo, 2018).

In schools, the prevalence of conduct disorder is 3% which is the major reason for referral to mental health services (De Brito, 2019). Children from deprived families experience low socioeconomic status and more signs of social, academic, and behavioral difficulties (Serum, 2019). According to Gage (2017), children with conduct disorder behaviors experience short and long-term poor behavioral and academic outcomes. They also maintain well below mean both in reading and math in elementary schools (Gage, 2017). And often attain lower grades due to poor academic self-concept, lower attendance, and behavioral problems (Lowthian, 2022).

Both school and family play a vital role in regulating social conduct disorder and supporting academic achievement, more than two-thirds (67.3%) indicate that family is responsible for conduct disorder and education attainment while 32.7% indicate school plays the central role in regulating a child's behavior and academic attainment (Obwocha, 2018).

3. METHODOLOGY

3.1 Research Design

The cross-sectional and correlation study designs were both used in this investigation. Correlational study designs are useful in predicting events and identifying correlations and prevalence using available data (Cohen, Manion, and Morrison, 2011). Data from children were collected for this research using a cross-sectional survey methodology, which helped to ascertain the prevalence rate of parental deprivation indicators (Worthman, Tomlinson, & Rotheram-Borus, (2016).

3.2 Target population

The study's primary focus was the 1714 grade 4 and 5 children. This study only looked at children in grades 4 and 5, aged 10 to 12, because they are transitioning from lower to higher grades and are most affected by parental deprivation. Parental neglect disproportionately affects children making the transition to upper primary school (Ngina, 2018).

3.3 Sampling techniques and Sample size

The target population was determined to consist of children. The researcher sampled these children using a simple random sampling. When there are fewer than 10,000 people, Mugenda & Mugenda (2003) stated that ten to thirty percent of the total population is considered sufficient for research. Therefore, the sample consists of 323 (18.8) children.

Table 1. Sample Size

Respondents	Population size (N)	Sample size (n)	%
Children	1714	323	18.8

Source: DEO office Masaba South Sub-County (2024)

Slovin's Formula: $n = N / (1 + Ne^2)$

Throughout the sampling procedure, the number of students in grades 4 and 5 in each school was the same, depending on the sample size in the school. The sample size of children from each elementary school was calculated using Slovin's algorithm (Zach, 2023).

Where n = Sample size

N = Target population

E = Acceptable margin of error at 5% (STD value of 0.05)

3.4 Instrument for Data Collection

To gather data for the study, questionnaires, interview schedules, and observation checklists were the main tools used. Data on the following parental deprivation indicators were gathered through interviews and observations: academic support, emotional attachment, character development, and requirements.

3.5 Piloting the Research Instruments

The validity and reliability of the instruments were validated through the use of content validity. The researcher sought input from the Pwani University Department of Educational Psychology and Special Needs as well as Special Needs Education Experts to ensure content validity. To make sure there was no chance of error, similar groups underwent the test-retest procedure.

There was internal consistent of instruments where 17 out of 20 children recorded same results from test that are designed to measure which indicated high test retest reliability.

3.6 Data Analysis

The data collected for this study was analyzed using STATA software version 15. The frequency of parental deprivation was determined. Categorical data was displayed using frequencies and matching percentages. Bivariate and multivariate analyses were carried out using generalized linear models (GLM) identity link to determine the prevalence rate of parental deprivation indicators among children attending public elementary schools. Results were shown in tables.

4. RESULTS

4.1 Influence of Parental Deprivation on Children’s Academic Achievement

A univariable generalized linear model regression analysis was conducted to explore the influence of parental deprivation on children’s academic achievement (school absenteeism and performance grades), considering both sociodemographic and parental deprivation factors as shown in Table 2.

Table 2. Sociodemographic factors varied associations with academic outcomes

Response		Frequency N (%)
Grade	4	185(57.3)
	5	138(42.7)
Age in years	Median (IQR)	11(10-12)
Parents live together	No	135(41.8)
	Yes	188(58.2)
Parents ever separated	No	102(31.6)
	Yes	221(68.4)

Number of siblings	Median (IQR)	4(3-6)
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According to this result, Grade level of children had a weak, non-significant positive association with absenteeism ($\beta = 0.5$, 95% CI [-0.4, 1.4], $p = 0.246$), while age had no significant effect on either absenteeism or grades ($\beta = 0.5$, 95% CI [-0.1, 1.1], $p = 0.084$ for absenteeism; $\beta = 0.0$, 95% CI [-0.2, 0.2], $p = 0.839$ for grades).

Children from families where parents lived together reported significantly lower absenteeism ($\beta = -0.6$, 95% CI [-1.5, -0.3], $p = 0.179$) but achieved slightly higher grades ($\beta = 0.1$, 95% CI [-0.2, 0.4], $p = 0.409$) compared to children from separated families ($\beta = 2.5$, 95% CI [1.6, 3.4], $p < 0.001$ for absenteeism; $\beta = -0.4$, 95% CI [-0.7, -0.1], $p = 0.023$ for grades).

The number of siblings did not significantly influence academic performance ($\beta = 0.1$, 95% CI [-0.2, 0.3], $p = 0.556$ for absenteeism; $\beta = 0.0$, 95% CI [-0.1, 0.1], $p = 0.393$ for grades) (Table 4)

The results further shows parents' socio-economic status presents difficulty in providing clothing and safety was associated with a significant increase in absenteeism but expectedly, lower grades Interestingly, difficulty affording food had no significant association with absenteeism ($\beta = 0.4$, 95% CI [-3.6, 4.3], $p = 0.853$) and a weak negative association with grades ($\beta = -0.2$, 95% CI [-1.6, 1.2], $p = 0.757$). Difficulty affording education, on the other hand, was associated with both increased in absenteeism ($\beta = 1.6$, 95% CI [0.3, 2.9], $p = 0.019$) and lower grades ($\beta = -1.1$, 95% CI [-1.6, -0.7], $p < 0.001$).

Lack of quality time with parents ($\beta = -2.0$, 95% CI [-3.3, -0.6], $p = 0.004$), discipline ($\beta = -1.7$, 95% CI [-2.9, -0.6], $p = 0.003$), feeling loved ($\beta = -1.8$, 95% CI [-2.6, -0.9], $p = 0.003$), and having clear rules at home ($\beta = -1.7$, 95% CI [-3.0, -0.5], $p = 0.006$) were all associated with increased absenteeism. However, these same factors expected were also associated with higher grades (quality time: $\beta = 0.9$, 95% CI [0.5, 1.4], $p < 0.001$; discipline: $\beta = 0.6$, 95% CI [0.2, 1.0], $p = 0.003$; feeling loved: $\beta = 0.5$, 95% CI [0.2, 0.8], $p = 0.003$; clear rules: $\beta = 0.6$, 95% CI [0.1, 1.0], $p = 0.009$).

Table 3. Univariable generalized linear model regression analysis of influence the relationship between parental deprivation and academic achievement among children

Predictors	School Absenteeism		Performance grade	
	Beta Coefficient β (95%CI)	P value	Beta Coefficient β (95%CI)	P value

Predictors	School Absenteeism		Performance grade	
	Beta Coefficient β (95%CI)	P value	Beta Coefficient β (95%CI)	P value
Sociodemographic				
Grade	0.5(-0.4-1.4)	0.246	0.1(-0.2-0.4)	0.409
Age in years	0.5(-0.1-1.1)	0.084	0(-0.2-0.2)	0.839
Parents live together	-0.6(-1.5-0.3)	0.179	0.7(0.4-1)	<0.001
Parents separated	2.5(1.6-3.4)	<0.001	-0.4(-0.7--0.1)	0.023
Number of siblings	0.1(-0.2-0.3)	0.556	0(-0.1-0.1)	0.393
Problem providing clothing	2.2(0.2-4.2)	0.029	-1(-1.7--0.3)	0.004
Problem providing food	0.4(-3.6-4.3)	0.853	-0.2(-1.6-1.2)	0.757
Problem providing safety	2.8(2-3.7)	<0.001	-1.1(-1.4--0.8)	<0.001
Problem providing shelter	1.2(0.3-2.1)	0.008	-2.8(-2.9--2.7)	<0.001
Problem providing education	1.6(0.3-2.9)	0.019	-1.1(-1.6--0.7)	<0.001
Quality time with parents	-2(-3.3--0.6)	0.004	0.9(0.5-1.4)	<0.001
Discipline by parents	-1.7(-2.9--0.6)	0.003	0.6(0.2-1)	0.003
Feeling loved	-1.8(-2.6--0.9)	0	0.5(0.2-0.8)	0.003
Set rules at home	-1.7(-3--0.5)	0.006	0.6(0.1-1)	0.009

Following the initial univariable analysis, a multivariable generalized linear model regression analysis was conducted to explore the combined effects of parental deprivation factors and sociodemographic characteristics on children's academic achievement. The model provided adjusted beta coefficients ($a\beta$) output accounting for potential interactions between the predictor variables. Grade level ($a\beta = 0.1$, 95% CI [-0.8, 1.0], $p = 0.819$) and age ($a\beta = 0.5$, 95% CI [-0.1, 1.0], $p = 0.110$) showed no significant associations with either absenteeism or grades after controlling for other factors.

Compared to children from separated families, those from families where parents lived together reported non-significantly lower absenteeism ($a\beta = 0.5$, 95% CI [-0.4, 1.4], $p = 0.302$) but maintained a significant positive association with grades ($a\beta = 0.1$, 95% CI [0.0, 0.2], $p = 0.156$). This suggests a potential interaction between family structure and other deprivation factors.

Table 4. Multivariable generalized linear model regression analysis of influence the relationship between parental deprivation and academic achievement among children

Predictors	School Absenteeism		Performance grade	
	Adjusted Beta Coefficient a β (95%CI)	P value	Adjusted Beta Coefficient a β (95%CI)	P value
Sociodemographic				
Grade	0.1(-0.8-1)	0.819	0(-0.1-0.1)	0.565
Age in years	0.5(-0.1-1)	0.11	0(-0.1-0.1)	0.618
Parents live together	0.5(-0.4-1.4)	0.302	0.1(0-0.2)	0.156
Parents separated	2.3(1.4-3.2)	<0.001	0(-0.1-0.1)	0.791
Number of siblings	0(-0.2-0.3)	0.835	0(0-0)	0.81
Problem providing clothing	1.3(-0.7-3.2)	0.215	0.1(-0.1-0.4)	0.249
Problem providing food	0.7(-3-4.3)	0.714	0.1(-0.3-0.6)	0.54
Problem providing safety	2.3(1.3-3.3)	<0.001	-0.1(-0.2-0)	0.202
Problem providing shelter	0(-0.9-0.9)	0.969	-2.7(-2.8--2.6)	<0.001
Problem providing education	0(-1.3-1.2)	0.943	-0.4(-0.5--0.2)	<0.001
Quality time with parents	0.2(-1.3-1.7)	0.795	0.4(0.2-0.6)	<0.001
Discipline by parents	-0.9(-2.3-0.6)	0.242	-0.1(-0.2-0.1)	0.461
Feeling loved	-0.8(-1.8-0.1)	0.073	0(-0.1-0.1)	0.511

From Table 4, the results revealed that the initially observed negative influence of separated families on grades in multivariable analysis became non-significant ($a\beta = 0.0$, 95% CI [-0.1, 0.1], $p = 0.791$) in multivariable analysis. Difficulty affording shelter remained a significant negative predictor of grades ($a\beta = -2.7$, 95% CI [-2.8, -2.6], $p < 0.001$) while difficulty affording education lost its significant association with absenteeism but remained associated with lower grades ($a\beta = -0.4$, 95% CI [-0.5, -0.2], $p < 0.001$). The previously observed findings regarding parental practices (quality time, discipline, feeling loved, clear rules) were mostly non-significant with absenteeism in the multivariable analysis. However, the positive association with grades

remained significant for quality time ($a\beta = 0.4$, 95% CI [0.2, 0.6], $p < 0.001$), indicating its independent positive influence on academic achievement.

5. DISCUSSIONS

The study also explored the relationship between parental deprivation and academic achievement. While sociodemographic factors like grade level and age had minimal influence, family structure seemed to play a role. Children from families where parents lived together reported lower absenteeism, but slightly higher grades compared to those from separated families. Interestingly, difficulty affording food did not significantly impact academic performance. However, difficulty affording clothing, safety, and especially education, were associated with both increased absenteeism and lower grades. Such a relationship influences the academic achievement of children (Abdorrezza & Baharudin, 2010).

While lack of quality time, discipline, feeling loved, and clear rules are seen in poor backgrounds (Schoon, 2019), were associated with increased absenteeism (Njambi, 2018), these same factors were also linked to higher grades. Family structure was less significant after controlling for other factors. However, difficulty affording shelter remained a strong negative predictor of grades. Difficulty affording education, though not impacting absenteeism, remained associated with lower grades. The positive association between quality time with parents and grades remained significant as stated by Ebuk & Abbas (2020).

The relationship between parental deprivation and academic achievement was complex and influenced by a range of factors. The role of social and cultural capital in this relationship is well documented (Pishghadam & Zabihi, 2011; Roksa & Potter, 2011) with parental education levels and specific parenting practices being significant predictors of academic success. (Kuan & Chuen, 2017) challenged the traditional view, finding no significant relationship between parental involvement and academic achievement (Kuan & Chuen, 2017). However, Idris (2020) emphasized the positive impact of parental involvement, particularly in lower socioeconomic status families.

Deprivation was a barrier to educational attainment, limiting children's opportunities and future life prospects. Academic failure further contributed to feelings of low self-esteem and social isolation (Bahmani, 2018). Programs that provide educational resources, scholarships, and after-school support can help children overcome challenges related to deprivation. School-based interventions that address emotional and behavioral problems can also improve academic

performance. Additionally, supporting positive parental practices can have a multifaceted benefit for children's well-being, including academic success.

6. CONCLUSION

The results of this study demonstrated that parental deprivation is a complex problem that impacts children's emotional and material development. Specifically, the lack of necessities like enough food, clothing, and housing, as well as limited access to high-quality education, negatively impacted a child's physical and cognitive development as well as their academic performance. Overall, the study presented a worrisome picture of parental deprivation and its detrimental effects on children's well-being. According to Njambi (2018), children who are deprived are more affected than children who are not since they don't get support from parents (Sandler, Sigal, Tien and Wolchik, 2012).

Deprivation's emotional effects were just as significant. Children who did not receive enough emotional, caring, or caring parental guidance frequently felt abandoned and ignored. Most of such children come from alcoholic families (Adhiambo, 2018). Anxiety, despair, and low self-esteem were just a few of the mental health conditions that resulted from this emotional instability. Inadequate parenting techniques, such as inconsistent punishment or a deficiency of positive reinforcement, were also a factor in children's conduct disorders and behavioral issues (Lowthian, 2022).

The study's findings demonstrated the critical need for all-encompassing therapies that address parental deprivation's material and emotional aspects as indicated by Obwocha (2018), by providing children with the foundation for their physical and intellectual development by making sure they have access to necessities and a nurturing learning environment. Furthermore, establishment of loving relationships and good parenting techniques to give children the emotional comfort and stability they require to flourish.

Taking a comprehensive approach to addressing these problems would help children's mental health, lower the incidence of conduct disorders, and increase their academic performance. Some of the most successful interventions that could be implemented include family resource and support programs in the community, parenting education programs that encourage positive parenting styles, and laws that attempt to lessen economic disparities and guarantee that all children have access to basic services as found by Dosunmu and Sowunmi (2013).

7. RECOMMENDATIONS

Families should have access to essentials like food, clothing, and housing by strengthening the social safety net programs that are currently in place. This can include lowering the stigma attached to obtaining help, simplifying the application procedure, and raising benefits.

To guarantee that schools in impoverished areas have the facilities, instructional materials, and skilled instructors needed to offer all children a top-notch education, more funding should be given to these institutions.

Enacting programs that teach parents about child development, effective parenting techniques, and the value of emotional health is a good idea. Online tools, support groups, and workshops may fall under this category.

It is important to provide children who are experiencing parental deprivation with increased access to early childhood intervention services. Important support is given by these programs for social skills, emotional control, and cognitive growth.

There should be the development of policies and initiatives that increase economic opportunity and lessen income disparity. Increases in the minimum wage, tax credits for low-income families, and job training programs might all be part of this.

It would be beneficial to carry out longitudinal research to monitor the long-term impacts of parental deprivation on children's general well-being, academic performance, and mental health. That way, the long-term effects of deprivation would be better understood.

Exact mechanisms by which distinct forms of parental deprivation material vs emotional affect children's development should be the focus of future research. The creation of focused treatments can be guided by this knowledge.

The impact of cultural variables on the connection between parental deprivation and child outcomes ought to be investigated in further research. Ensuring cultural sensitivity and efficacy of interventions for varied communities would be ensured through this approach.

To address parental deprivation and its effects, it is important to assess the efficacy of different approaches. Finding the most effective methods for enhancing children's well-being would be much easier with this.

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- 2.
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Consent

As per international standards, parental written consent has been collected and preserved by the author(s).

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