

Single parenting in proficiency on the English language: Predictor of academic performance

Sitti Renna P. Pulalun, MAEL¹; Leo C. Naparota, PhD²

¹Teacher, Department of Education, Sirawai District, School Division of Zamboanga del Norte, Philippines

²Dean, School of Criminal Justice Education and College of Arts and Sciences, Andres Bonifacio College, Inc., Dipolog City, Philippines

Received: 06 Feb 2026; Received in revised form: 08 Mar 2026; Accepted: 12 Mar 2026; Available online: 15 Mar 2026

©2026 The Author(s). Published by Infogain Publication. This is an open-access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

Abstract— *This study aimed to assess the single-parenting in proficiency on the English language and its relationship to academic performance in the English subject among the Junior High School students at Mauricio V. Landingin Integrated School, Sirawai District, School Division of Zamboanga del Norte, during the school year 2025-2026. There were one hundred seventy-two (172) respondents involved. It utilized survey and descriptive-correlational research methods. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with JAMOVI as the statistical software. The level of single parenting in proficiency in the English language was moderate. The students' academic performance was very satisfactory. The levels of single parenting in proficiency in the English language, and students' academic performance were not significantly correlated. Based on the findings and conclusions, the author recommends that the (School Heads School, Principals, Head Teachers, and department heads) use the findings of the study as a basis for the provision of technical assistance to the teachers to further improve the delivery of instruction. The English teacher would also use the findings of the study in reflecting on their teaching practice for continuous improvement. Guidance Counsellors/Advocates would use the findings of this study as a basis for crafting a values formation intervention program to help single-parent learners.*



Keywords— *single parenting, proficiency in the English language, academic Performance*

I. INTRODUCTION

Parenting is widely recognized as one of society's most significant responsibilities because it directly shapes children's physical, emotional, and cognitive development (Bornstein et al., 2021). Through consistent guidance and support, effective parenting helps instill values, regulate behavior, and prepare children to become responsible and productive members of society (Darling & Steinberg, 2017). However, parenting occurs within diverse family structures, including single-parent households. Single parenting has increasingly become a global reality due to marital dissolution, labor migration, or the death of a spouse (Amato, 2014). Although this family arrangement often places greater financial and emotional burdens on the custodial parent, it also reflects resilience and adaptability

as single parents continue to fulfill complex parental roles despite constraints (Bastais & Mortelmans, 2016).

Globally, single parenting is regarded as a critical social issue because it is frequently linked to economic vulnerability, reduced parental well-being, and disparities in children's educational and health outcomes (Lut et al., 2021). Evidence suggests that single-parent households—particularly in low- and middle-income countries—are more likely to experience poverty, limited healthcare access, and elevated levels of parental stress, which may increase risks of behavioral difficulties among children (Kareem et al., 2024). While many single-parent families demonstrate strengths and adaptive coping, structural inequalities such as limited childcare support, gender wage gaps, and weaker social protection systems continue to intensify the difficulties faced by custodial parents (Lansford, 2021).

Academic performance is strongly influenced by language proficiency, particularly in English, which remains a major medium of instruction in many educational systems, including the Philippines. Research indicates that learners with stronger English proficiency tend to demonstrate higher comprehension, improved critical thinking, and better academic achievement across subject areas (Martinez & Tejada, 2020). For students in single-parent households, however, English language development may be constrained by reduced parental supervision, fewer literacy-enriching experiences at home, and financial limitations that restrict access to learning resources (Alampay & Jover, 2020). These conditions may contribute to proficiency gaps that negatively affect reading, writing, and overall content mastery, thereby influencing academic performance (Kareem et al., 2024). Nonetheless, studies emphasize the importance of protective factors—such as parental warmth, teacher scaffolding, peer collaboration, and institutional support—which can buffer disadvantages and enable students from single-parent households to perform comparably with peers from two-parent families (Banawi et al., 2023).

Despite growing interest in family structure and educational outcomes, research on the relationship between single-parent family arrangements and students' academic performance remains limited, particularly because many studies have focused largely on developed societies. In response to this gap, the present study aims to examine factors that may strengthen or weaken the relationship between single parenting and students' academic outcomes. Specifically, this study investigates the relationship between single parenting and English language proficiency among students at Mauricio V. Lingatian Integrated School, and how family structure may influence English language skills and, consequently, academic performance.

II. LITERATURE REVIEW

English Language Proficiency

Proficiency in the English language is widely recognized as a key predictor of students' academic success, especially in contexts where learners must access textbooks, research articles, and assessment tasks written in English. In a large-scale regression study involving 4,959 university students, English proficiency significantly predicted GPA, with the effect varying across faculties (Azkiyah et al., 2023). Similarly, evidence from higher education indicates that prior English exam performance can predict later academic achievement in English courses, with self-rated English proficiency helping to explain this relationship (Chakiso et al., 2025). These findings suggest that strengthening English proficiency supports learning not only by

improving communication skills but also by expanding students' access to academic resources and meeting classroom demands that rely heavily on English.

English proficiency also develops through core language subskills, particularly vocabulary knowledge, reading engagement, and balanced competence across listening, reading, speaking, and writing. A meta-analysis found a meaningful positive relationship between reading interest and vocabulary acquisition among EFL learners, indicating that students who read more and enjoy reading tend to acquire more vocabulary (Santi et al., 2021). In addition, institutional assessment research shows that well-designed CEFR-based proficiency tests can demonstrate strong reliability and validity across major English skills and may even predict performance on international measures such as the TOEIC (Waluyo et al., 2024). Together, these studies highlight that English proficiency is not a single skill but a multidimensional competence strengthened by sustained reading exposure, vocabulary growth, and assessment systems aligned with internationally recognized standards.

Single Parenting

Single parenting can shape learners' English language proficiency through differences in time, supervision, emotional climate, and material resources available for language learning at home. In a large descriptive survey of secondary students in Ekiti State, Nigeria, learners from dual-parent households generally showed stronger engagement and better performance in English than those from single-parent homes, suggesting that family structure may relate to how consistently students practice and receive support in English learning (Akinyemi et al., 2025). However, evidence also shows that the relationship is not always uniformly negative: research among Nigerian secondary students found that single parenting did not necessarily exert a significant negative direct effect on overall academic performance when learner motivation and perceived community support were accounted for, implying that single-parent learners can still perform well when protective factors are present (Hiko et al., 2023).

A key explanation is that home and parenting processes not family structure alone influence language outcomes. Using data from 975 first-year Chinese undergraduates, family environment and parenting styles were linked to English language proficiency, and parenting style helped explain how family conditions connect to English outcomes (Xu et al., 2024). In a related line of evidence among Chinese university EFL students, parental involvement significantly predicted multiple components of L2 motivation, reinforcing that students' English development is partly supported by how much parents (or caregivers) participate, encourage, and scaffold learning mechanisms that may be

harder to sustain consistently in many single-parent households due to workload and role strain (Guo et al., 2025).

Studies suggest that support systems and the quality of involvement can buffer risks to single-parent learners' language development. Among adolescents raised in single-parent households, structured learning programs that required regular attendance and homework completion were associated with higher school connectedness and academic engagement factors that can indirectly strengthen language learning through persistence and participation (Pandya, 2023). At the same time, meta-analytic evidence indicates that not all parental homework involvement is equally beneficial: autonomy-supportive involvement is positively associated with achievement, while other forms (e.g., controlling or frequent direct help) may be unrelated or even negatively linked. This highlights practical strategies schools can recommend to single parents (e.g., routines, encouragement, and autonomy support) to promote stronger literacy and English learning outcomes (Xu et al., 2024).

Academic Performance

The academic performance of students across different educational levels, especially at the secondary level, can be influenced by numerous elements, including institutional, socioeconomic, motivational, and family factors, with the family regarded as a main agent of socialization (Bago, 2022). Academic performance denotes the extent of knowledge acquired by students and can be quantified through numerical scores and their corresponding transmuted grades. It also pertains to how students engage with their studies and manage or complete various assignments given by their educators. The factors influencing a student's academic achievement may be internal or external to the school environment. A range of variables must be considered to identify the factors influencing the quality of academic success (Lozano et al., 2020). Academic performance is considered an accomplishment that reflects the potential abilities of every student and the effectiveness of every school. Furthermore,

student motivation directly influences performance in the curriculum. Motivation is an inner drive that causes an individual to act and to persevere; it energizes behavior, initiates action, directs effort, and strengthens persistence. Many factors affect a student's motivation to learn, including interest in the subject matter, perceptions of usefulness, the desire to achieve, self-confidence and self-esteem, patience and persistence, the approval of others, and the ability to overcome challenges (Agito, 2013).

Academic performance is commonly assessed through examinations or continuous assessment; however, there is no universal consensus on the optimal evaluation methods or on the relative importance of procedural knowledge (e.g., skills) versus declarative knowledge (e.g., facts). Academic achievement is frequently measured through tests, quizzes, projects, and other performance tasks, yet educators and scholars continue to debate which aspects of learning should be emphasized (Atienza et al., 2017).

In the Philippine context, the Department of Education (DepEd) has established a standardized assessment and grading policy under DepEd Order No. 8, s. 2015, which outlines guidelines for evaluating learners' academic performance. Under this policy, academic performance is assessed based on four components—Written Work, Performance Tasks, Quarterly Assessment, and the corresponding weight distributions across learning areas. This system emphasizes both content mastery and the application of skills, aligning with the idea that academic achievement encompasses not only factual knowledge but also students' ability to apply what they have learned in practical contexts (Department of Education, 2015).

III. CONCEPTUAL FRAMEWORK

The conceptual framework is presented in below. Part I presents the independent variable, single parenting, and its influence on learners' English language proficiency, as measured using a 20-item instrument (Akinyemi et al., 2025). Part II presents the dependent variable, the students' academic performance in English, based on their First Quarter grade in the subject (DepEd, 2015).

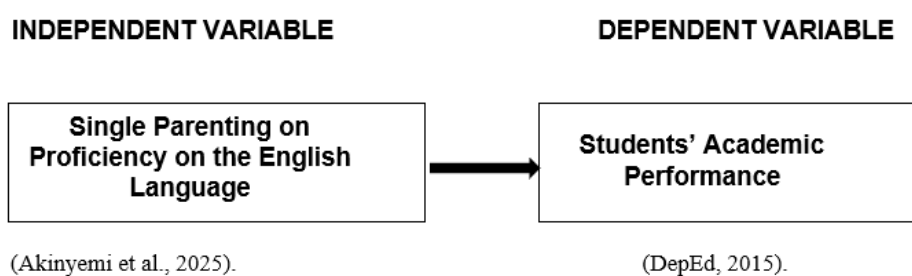


Fig. 1: the framework reflects a correlation between single parenting, and its influence on learners' English language proficiency and students' academic performance in English. The study intends to examine the influence of single parenting in English language proficiency and students' academic performance in English.

Statement of the Problem

This study aimed to assess the single parenting in proficiency on the English language and its relationship to academic performance in the English subject among the Junior High School students at Mauricio V. Landingin Integrated School Sirawai District, Schools Division of Zamboanga del Norte, during the first quarter of the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of single parenting proficiency in English language?
2. What is the respondents' level of academic performance during the first quarter?
3. Is there a significant relationship in the perceived level of single parenting in proficiency on English language and level of academic performance in English subject?

Hypothesis

Numerous studies have demonstrated the significant influence of single parenting on learners' English language proficiency and academic performance during the first quarter (Akinyemi et al., 2025). Building on this research, the current study seeks to explore the effect and relationship between single parenting and English language proficiency, as well as students' academic performance.

Scope and limitation of the study

This study is limited to the single-parenting proficiency in the English language and academic performance among the one hundred seventy-two (172) Junior High School Students during the school year 2025-2026. It also limited its scope to single parenting in proficiency in the English language with twenty (20) items. This study is intended to assess the significant relationship between single parenting proficiency on English language and students' level of academic performance. Other descriptors of single-parenting proficiency in the English language and academic performance may exist, but this study focused on the ones listed above.

IV. RESEARCH METHODOLOGY

The study included survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire of single parenting in proficiency on English language. Clark et al. (2021) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a non-

experimental research method in which a researcher measures variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). Therefore, a correlational analysis was performed to determine the significant relationship between single parenting in proficiency in English language and students' academic performance.

The researcher received permission from the Department of Education to distribute the questionnaires in order to start the data collection process. Designated teacher representatives assisted in this process. After taking ethical factors into account, it was decided that an ethical assessment was not required because there were no delicate human issues.

The following ranges of values with their descriptive interpretation will be used:

Single-Parenting in Proficiency on English Language

| Scale | Range of Values | Description | Interpretation |
|-------|-----------------|-------------------|----------------|
| 5 | 4.21 – 5.00 | Strongly Agree | Very High |
| 4 | 3.41 – 4.20 | Agree | High |
| 3 | 2.61 – 3.40 | Somewhat Agree | Moderate |
| 2 | 1.81 – 2.60 | Disagree | Low |
| 1 | 1.00 – 1.80 | Strongly Disagree | Very Low |

To describe the academic performance of the respondents, the researcher used the following descriptors and grading scale based on DepEd Order No. 8 S. 2015.

Students' Academic Performance

| Scale | Description | Grading Scale |
|-------|---------------------------|---------------|
| 5 | Outstanding | 90 – 100 |
| 4 | Very Satisfactory | 85 – 89 |
| 3 | Satisfactory | 80 – 84 |
| 2 | Fairly Satisfactory | 75 – 79 |
| 1 | Did Not Meet Expectations | Below 75 |

Data presentation and analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of single parenting proficiency in English language?

Table 1: Perceived Level of Single Parenting in Proficiency in the English Language

| Statements | AWV | SD | Description | Interpretation |
|---|-------------|-------------|-----------------------|-----------------|
| 1. My parent(s)/guardian regularly check my written English assignments or schoolwork. | 3.02 | 1.32 | Somewhat Agree | Moderate |
| 2. I get enough help at home with my English Language homework. | 2.91 | 1.14 | Somewhat Agree | Moderate |
| 3. I enjoy reading English storybooks or newspapers at home | 3.65 | 1.18 | Agree | High |
| 4. I feel encouraged to practice the English Language at home | 3.26 | 1.18 | Somewhat Agree | Moderate |
| 5. I feel more confident in English when my parent is actively involved | 3.23 | 1.16 | Somewhat Agree | Moderate |
| 6. I rarely practice speaking English at home due to limited family interaction | 3.13 | 1.18 | Somewhat Agree | Moderate |
| 7. My parent does not often engage me in English conversations. | 3.55 | 1.05 | Agree | High |
| 8. I feel less confident speaking English because I lack support at home. | 2.91 | 1.32 | Somewhat Agree | Moderate |
| 9. I can express myself fluently in English even with one parent at home. | 2.98 | 1.15 | Somewhat Agree | Moderate |
| 10. I find it hard to complete reading or writing tasks in English without parental help. | 2.95 | 1.21 | Somewhat Agree | Moderate |
| 11. I have access to English Language resources (textbooks, dictionary, internet). | 3.81 | 1.14 | Agree | High |
| 12. My family structure affects how often I read or write in English at home. | 2.99 | 1.01 | Somewhat Agree | Moderate |
| 13. I find it difficult to focus in English class because of challenges at home. | 2.77 | 1.12 | Somewhat Agree | Moderate |
| 14. My family condition sometimes distracts me emotionally in English class. | 2.74 | 1.18 | Somewhat Agree | Moderate |
| 15. I miss English Language classes to help my parent at home. | 2.63 | 1.35 | Somewhat Agree | Moderate |
| 16. I would perform better in English if I had more academic guidance at home. | 3.93 | 0.98 | Agree | High |
| 17. I find it difficult to participate in oral English activities in class. | 2.70 | 1.29 | Somewhat Agree | Moderate |
| 18. My parent attends school functions like PTA meetings. | 3.30 | 1.20 | Somewhat Agree | Moderate |
| 19. I get help with correcting my English grammar or essay writing at home | 2.64 | 1.27 | Somewhat Agree | Moderate |
| 20. I struggle to meet English homework deadlines due to a lack of supervision. | 2.72 | 1.26 | Somewhat Agree | Moderate |
| Overall | 3.09 | 0.61 | Somewhat Agree | Moderate |

Source: (Akinyemi et al., 2025).

Table 1 portrays the perceived level of single parenting in relation to English language proficiency. The data reveal a nuanced and somewhat contradictory picture of the perceived impact of single parenting on English language proficiency. While students report a moderate overall influence (Overall AWV = 3.09), a deeper analysis uncovers a critical divergence between access to resources

and the provision of active academic support. On the positive side, students strongly agree that they have high access to English language resources such as books and the internet (Statement 11) and that they personally enjoy reading in English (Statement 3). However, this potential appears to be undermined by a significant lack of interactive engagement: students agree that their parents do not often

engage them in English conversations (Statement 7), and they only somewhat agree that they receive help with homework or grammar (Statements 2 and 19). This gap culminates in the study’s most definitive finding a strong consensus that performance would improve with more academic guidance at home (Statement 16). This suggests that the primary challenge is not material deprivation but an “engagement gap,” or the absence of dialogic, corrective, and encouraging interactions that foster language confidence and practical skills.

Furthermore, the moderate agreement with statements about emotional distraction (Statements 13 and 14) and missing classes to help at home (Statement 15) points to broader socio-emotional burdens that can indirectly affect academic focus and consistency. Overall, the results indicate that

students in single-parent households are motivated and resource-equipped but are critically limited by a lack of sustained, interactive academic partnership at home, which may stifle confidence and hamper the full realization of their English language potential.

The current finding agrees with the study of Amato et al. (2015), which indicated that single parenting can introduce socio-emotional stressors that disrupt children’s academic focus and motivation. It further suggests that the key limitation in many single-parent households is not resource scarcity but the “engagement gap”—the lack of consistent communicative and emotional interaction that nurtures language competence and self-efficacy.

2. What is the respondents’ level of academic performance during the first quarter?

Table 2: Level of Students’ Academic Performance

| Scale | Range of Value | | Description | Frequency | AWV | Description |
|--------------|----------------|----------|---------------------------|------------|------|-------------------|
| 1 | 1.00-1.80 | below 75 | Did not meet Expectations | 6 | 3.47 | Very Satisfactory |
| 2 | 1.81-2.60 | 75-79 | Fairly Satisfactory | 26 | | |
| 3 | 2.61-3.40 | 80-84 | Satisfactory | 46 | | |
| 4 | 3.41-4.20 | 85-89 | Very Satisfactory | 69 | | |
| 5 | 4.21-5.00 | 90-100 | Outstanding | 25 | | |
| Total | | | | 172 | | |

Source: DepEd Order No. 8 S. 2015.

Table 2 displays the level of students’ academic performance. The data indicate that students’ academic performance is notably positive, clustering strongly in the upper tiers of the grading scale. The overall average weighted value (AWV) of 3.47 falls within the “**Very Satisfactory**” description, corresponding to a grade range of **85–89**. This strong overall performance is driven by the majority of respondents, with **94 students (54.65%)** achieving either “**Very Satisfactory**” (69 students) or “**Outstanding**” (25 students) ratings. Furthermore, an additional **46 students (26.74%)** fall within the “**Satisfactory**” band (80–84), meaning that **over 80%** of the students are meeting or exceeding satisfactory academic expectations. However, the data also reveal a subgroup of students who may be struggling, with **32 students (18.60%)** performing in the “**Fairly Satisfactory**” or “**Did Not Meet Expectations**” categories. This distribution suggests that

while the student body as a whole is performing very well, there is a distinct group that may require additional academic support to reach the level of their peers. The high overall performance is particularly significant given the previously noted moderate challenges in home academic support, which may indicate strong student resilience or the effectiveness of school-based learning in compensating for domestic limitations.

The present finding contradicts the study of **Camacho and Naparota (2025)**, who reported that Grade 7 and 8 students’ academic performance in their study was only “**Satisfactory**,” suggesting that the respondents in the present research performed above comparable cohorts.

3. Is there a significant relationship in the perceived level of single parenting in proficiency on English language and level of academic performance in English subject?

Table 3: Test of Relationship between the Levels of Single Parenting in Proficiency in English Language and Students’ Academic Performance

| Variables | rho-value | p-value | Interpretation |
|-----------|-----------|---------|----------------|
|-----------|-----------|---------|----------------|

| | | | |
|--|--------|-------|---|
| Single Parenting in Proficiency in English Language and Students' Academic Performance | -0.049 | 0.524 | Negligible/slight negative correlation Not Significant |
|--|--------|-------|---|

Table 3 presents the test of the relationship between the perceived level of single parenting's influence on English language proficiency and students' academic performance. Using the Spearman Rank-Order Correlation Coefficient (Spearman's rho), the results indicate a negligible and statistically non-significant relationship between these variables ($\rho = -0.049$, $p = 0.524$). Thus, the null hypothesis is not rejected. This suggests that there is virtually no monotonic association between students' perceived influence of single parenting on their English proficiency and their actual grades. In practical terms, a student's perception of how their single-parent household supports or hinders their English learning cannot reliably predict academic performance. A student who reports significant challenges at home may still perform very well academically, and conversely, a student who reports strong home support may not necessarily achieve the highest grades. This important finding implies that students' academic resilience may be high and that factors within the school environment such as effective teaching, personal motivation, peer influence, and individual ability may be stronger determinants of grades than perceived challenges or support related to family structure. Although the correlation is slightly negative, it is too small and non-significant to be interpreted as meaningful, reinforcing the conclusion that the challenges documented in the study do not directly translate into lower report card scores.

The current finding is supported by Hiko and Baysen (2023), who reported that while single parenting may introduce emotional and social challenges, its direct effect on students' grades is often not significant once school support systems and student motivation are considered. Their study further emphasized that academic performance is more closely associated with teacher engagement and peer collaboration than with household composition.

V. DISCUSSION

Single parenting may influence learners' English language proficiency through differences in time for supervision, the emotional climate at home, and access to learning resources. In this study, the respondents reported a moderate level of single-parenting influence on English learning, suggesting that while learners are generally motivated and have access to resources (e.g., books and internet), they experience limited interactive support at home, particularly in English conversations and homework guidance. Despite these

perceived challenges, the students' academic performance in English during the first quarter was "Very Satisfactory", with most learners clustering in the higher grade bands. When the relationship between the two variables was tested using Spearman's rho, the result showed a negligible and non-significant correlation, indicating that perceived single-parenting influence on English proficiency did not predict students' first-quarter English grades. This suggests that learners' academic outcomes may be shaped more strongly by school-based factors such as teaching effectiveness, classroom support, and peer collaboration as well as individual motivation and resilience, rather than family structure alone. Consistent with related research, the findings highlight that while single parenting may introduce emotional and social pressures, its direct impact on grades may be minimal when protective factors and school support systems are present.

VI. CONCLUSION

In conclusion, the study found that while students perceived a moderate influence of single parenting on their English language learning particularly in terms of limited interactive support at home such as English conversations and homework guidance their first-quarter academic performance in English remained Very Satisfactory, with most learners achieving higher grade levels. Moreover, the negligible and non-significant correlation between perceived single-parenting influence on English proficiency and actual English grades indicates that single parenting, as perceived by students, does not reliably predict academic performance in the subject. These findings imply that school-based factors (e.g., effective instruction, classroom support, and peer collaboration) and learner-related strengths (e.g., motivation and resilience) may play a more decisive role in shaping academic outcomes than family structure alone, suggesting that the potential challenges linked to single parenting can be mitigated when protective supports are present.

AUTHORS' CONTRIBUTION

Conceptualization, research methodology, data gathering and analysis is performed by the authors.

CONFLICT OF INTEREST STATEMENT

All authors declare no conflict of interest.

ETHICAL REVIEW STATEMENT

The research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.

FUNDING

The study is funded by the authors.

REFERENCES

- [1] Alampay, L. P., & Garcia, A. S. (2019). Education and parenting in the Philippines. In *School systems, parent behavior, and academic achievement: An international perspective* (pp. 79–94). Springer International Publishing.
- [2] Amato, P. R. (2014). The consequences of divorce for adults and children: An update. *Društvena istraživanja*, 23(1), 5–24.
- [3] Amato, P. R., Patterson, S., & Beattie, B. (2015). Single-parent households and children's educational achievement: A state-level analysis. *Social Science Research*, 53, 191–202.
- [4] Agito, D. (2013). *Learning styles of the first-year college students at Sta. Teresa College and their effect on their academic performance in English: Basis for developing instructional materials* [Master's thesis, Sta. Teresa College].
- [5] Atienza, A. A., Flores, J. P., Manalo, P., Bacay, T. E., Tamayo, M. R., & Laguador, J. M. (2017). Relationship between maritime students' attitude towards school-related factors and academic performance. *Asia Pacific Journal of Maritime Education*, 3(1), 31–37.
- [6] Azkiyah, S. N., Rahmawati, Y., Shohibussirri, M., Nisa, Y. F., Sunengsih, N., & Mukminin, A. (2023). English proficiency as a predictor of academic performance in the context of non-English as a medium of instruction. *PASAA*, 65, 32–55.
- [7] Banawi, A. F., Foy-awen, N. P., Joseph, A. S., Rosario, G. D., Andawi, L. L., Eslao, N. L., & Pelila, J. R. (2023). Examining the impact of single parenting on the academic performance of junior high school students. (*Publication details incomplete in the provided list*).
- [8] Bastiais, K., & Mortelmans, D. (2016). Parenting as mediator between post-divorce family structure and children's well-being. *Journal of Child and Family Studies*, 25(7), 2178–2188.
- [9] Bhat, P. I. (2019). *Idea and methods of legal research*. Oxford University Press.
- [10] Bornstein, M. H., Rothenberg, W. A., Lansford, J. E., Bradley, R. H., Deater-Deckard, K., Zietz, S., ... Esposito, G. (2023). *Parenting and child development in low- and middle-income countries*. Routledge.
- [11] Chakiso, Z. T., Bushisso, E. W., & Wanna, W. (2025). Unveiling predictive validity of English language exam on student achievement: Mediated by self-rated English proficiency. *Language Testing in Asia*, 15, Article 26. <https://doi.org/10.1186/s40468-025-00356-x>
- [12] Clark, T., Foster, L., Bryman, A., & Sloan, L. (2021). *Bryman's social research methods*. Oxford university press.
- [13] Department of Education. (2015). *Policy guidelines on classroom assessment for the K to 12 basic education program* (DepEd Order No. 8, s. 2015). Department of Education.
- [14] Hiko, M. A., & Baysen, E. (2023). Single parenting and students' academic performance. *South African Journal of Education*, 43(4).
- [15] Kareem, O. M., Oduoye, M. O., Bhattacharjee, P., Kumar, D., Zuhair, V., Dave, T., & Orbih, O. M. (2024). Single parenthood and depression: A thorough review of current understanding. *Health Science Reports*, 7(7), e2235.
- [16] Lansford, J. E. (2022). Annual research review: Cross-cultural similarities and differences in parenting. *Journal of Child Psychology and Psychiatry*, 63(4), 466–479.
- [17] Lozano, J. B., Ilagan, A., & Maluluyon, L. J. A. (2020). *Linguistic competence and academic performance in English of grade 11 students in Sta. Teresa College*. *International Journal of Research Studies in Education*, 9(2), 121–134. <https://doi.org/10.5861/ijrse.2020.5807>
- [18] Lut, I., Woodman, J., Armitage, A., Ingram, E., Harron, K., & Hardelid, P. (2021). Health outcomes, healthcare use and development in children born into or growing up in single-parent households: A systematic review study protocol. *BMJ Open*, 11(2), e043361.
- [19] Martínez, R. A., & Mejía, A. F. (2020). Looking closely and listening carefully: A sociocultural approach to understanding the complexity of Latina/o/x students' everyday language. *Theory Into Practice*, 59(1), 53–63.
- [20] Pandya, S. P. (2023). Adolescents raised by single parents: Examining the impact of spiritual education lessons on school connectedness, wellbeing, and resilience. *Children and Youth Services Review*, 148, 106885.
- [21] Santi, E., Kholipa, R., Putri, M. G., & Mujiono. (2021). Reading interest strength and vocabulary acquisition of EFL learners: A meta-analysis. *Journal of Language and Linguistic Studies*, 17(3), 1225–1242. <https://doi.org/10.52462/jlls.87>
- [22] Waluyo, B., Zahabi, A., & Ruangsung, L. (2024). Language assessment at a Thai university: A CEFR-based test of English proficiency development. *REFlections*, 31(1), 25–47.
- [23] Xu, L. (2024). Impacts of family environment on Chinese university students' English language proficiency: The mediating effect of parenting styles. *SAGE*