# THE EFFECTS OF SINGLE PARENTHOOD ON EDUCATIONAL AND PSYCHOLOGICAL DEVELOPMENT AMONG ADOLESCENTS OF ACK CATHEDRAL ARCHDEACONRY DIOCESE OF MT. KENYA CENTRAL

BY

VERONICA WANGARI NGUNI

MTH/LMR/1024/17

THIS DISSERTATION IS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF THEOLOGY (MTH COUNSELLING OPTION) AT ST. PAUL UNIVERSITY

AUGUST, 2019

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SUPERVISOR: DR. ELIJAH MACHARIA

# DECLARATION

This research dissertation is my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agreed that this dissertation may be available for reference and photocopying at the discretion of the University.

SIGNATURE OF STUDENT……..…….. Date …….

I confirm that the work presented in this dissertation was carried out by the student under my/our supervision

NAME OF SUPERVISOR: DR. ELIJAH MACHARIA

Signature of Supervisor: ---------- Date: ----------

## DEDICATION

This dissertation is dedicated to my husband Mr. Charles Nguni and to my children Precious and Prince for agreeing to miss my care sometimes.

## ACKNOWLEDGEMENT

First, I thank the Almighty God for fueling me with good health, energy and determination to complete this work.

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## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| ACK | Anglican Church of Kenya |
| NACOSTI | National Council for Science, Technology and Innovation |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WHO | World Health Organization |
| SPSS | Statistical Package for Social Sciences |

## DEFINITION OF OPERATIONAL TERMS

| | |
|---|---|
| **Adolescence** | Refers to a stage in life between childhood and adulthood |
| **Single parent** | Refers to a either a mother or a father who is taking care of the children alone with the help of the other parent. |
| **Parenting** | Refers to the skills applied by the parent to bringing up their children |

## ABSTRACT

The purpose of the research was establish effects of single parenthood on educational and psychological development among adolescents of ACK Cathedral Archdeaconry Diocese of Mt. Kenya Central. The study objectives were; to determine the relationship between adolescent educational achievement, establish if adolescents exhibit same level of educational achievements irrespective of their parental background; to assess the impact of single parenthood on the adolescent's psychological development and to identify best practices in addressing single parenthood challenges among adolescents in ACK Cathedral Archdeaconry Diocese of Mt. Kenya Central. Theories of family deficit model and risk and protective factor models are going to guide the study especially since to find out the effect on academic performance of the children. The study employed descriptive research design. The target population was 250 adolescents from single parents. The study used purposive sampling. The finding of objective one on the relationship between adolescents' education achievement and the type of parents the study revealed that 92.3 percent of the adolescents were from single parent families and the performance of 53.9 percent was C+-and C-. From the Pearson Product moment correlation the research hypothesis is rejected and the null hypothesis is accepted that there is a significance difference between adolescents psychological development and grades achieved and the type of family. This meant that it did not matter which family an adolescent came from when it comes to their performance. The second objective on educational achievement of the adolescents irrespective of their parental background revealed that 49.2percent of adolescents indicated that their parents influence on their performance was moderate. The third objective on the impact of single parenthood on adolescent's psychological development, the study revealed that 55.4percent of the adolescents sometimes did their homework without supervision and 53.8percent of the adolescents most of the time had many positive qualities. The fourth objective was the best practices in addressing single parent challenge, revealed that 64.6 percent were in favour of adolescents camps, seminars and counselling sessions to equip them with necessary skills. The study concluded that the relationship between adolescents' education achievement and the type of parenthood did not matter since there are other factors that would influence adolescents' performance. Parents influence on adolescents' performance was found to be moderate hence the students' performance may have been influenced by other factors but not their parents. Adolescent psychological development would mean they are able to take on responsibilities without necessarily having someone to follow them up. The best practices in addressing single parenthood challenges among the adolescents were to have more seminars, camps which would have talks that would equip the adolescents with skills and knowledge on issues that affect their daily lives. The study recommends; need to fully support adolescents at school since single parent family have no or less influence on students' performance; need for adolescents to be guided in emotional respect for themselves and for others as this made them more competent in all responsibilities accorded to them and the government, school and the church to work together in equipping the adolescents with information, skills, and knowledge that would help them become all rounded human being when they are in school and at home.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Introduction

This chapter contained the background of the study, statement problem, research questions, statement hypotheses, significance of the study. It also contained the scope and delimitations, theoretical framework, assumptions of the study and definition of operational terms.

## 1.2 Background of the study

Family environment comprises of essential background where youngsters conduct is expressed, erudite, stimulated and inhibited (Inthorn & Sieh, 2015, p.4). This is because close relatives perform a significant part in preparation of the youngsters for adulthood through directions and discipline. During adolescence, there is a lot of influence of children from their peers especially on areas of socialization. Even with this new development, research shows the importance of parenting since they account for externalized behaviour in adolescence (Hoskin, 2014, p.1).

The rising number of single parent families has not been matched by an increase in the understanding of their best functioning (Inthorn & Sieh, 2015, p.5). In USA a third of the youngsters are staying in single parent family with a majority of them headed by the mother (83percent). In most cases families of single parents do not use a reduced amount of period as one since they have responsibility that nurture youngsters consume in absenteeism of extra custodian (Daryanai, Hamilton, Abramson & Alloy, 2016, p.3). These challenges faced by the family members may have a negative impact on different individuals in the family. Therefore, single

parents' family unit present exposure to countless of undesirable outcome for youngsters because the children are at high risk of internalising and externalising problems (Schleider, Chorpita & Weisz, 2014, p.196).

On the other hand, adolescence is a stage in the human development which is also known as puberty period. It is the period between childhood and adulthood. According to World Health Organization (2009, p.23) adolescent is the second span of life which is a period that one undergoes major physical and psychological changes. It is also seen as period when one gets opportunities which can also be risky. Steinberg (2014, p.3) notes that this is a precarious growing stage which is adventurously assumed, since it is a time for the adolescence to discover and founding of societal individuality. It could start as early as 10 years to 20 years of age grounded on the gender of the specific uneasy. In some cases the feminine is about one year after the male gender in getting to teenage (Ochonogor, 2014, p.3).

Psychological development in teenagers is promoted by physical, social, emotional, cognitive and moral development. The physical growth is realised through spurt growth, public and body hair, growth and maturation of reproductive organs. Social and emotional growth can be seen through emotional separation from parents, greater sense of personal identity, identification with peer group, exploration of romantic relations (Hoskin, 2014, p.3). The concept of ego has several dimensions such as physical, social, cognitive and academic (Steinberg (2014, p.4)). An important part of the concept of ego, the body image, involves conscious and unconscious emotions, thoughts and perceptions. Body image is a dynamic concept that starts to developed in infancy, becomes more important during adolescence,

keeps developing and changing throughout life and involves individual's subjective perception of his/her body(Ochonogor, 2014, p.5). Changes and developments in body and sexual organs, intrinsic enthusiasm and developmental issues in adolescence affect the development of sense of identity (Anyakoha, 2016). Identity development and self-acceptance are among the most important features of this period. Identity development varies depending on physical, cognitive and social elements (Amato, 2010). Sexual identity is defined as the process during which the adolescent perceives himself/herself as a male or female and internalize social gender roles with the influence of environmental attitudes.

During the adolescent developmental transition, it requires one to reorganize the specific and the setting influencing the thought, emotion, behaviour and relationships. Families are seen as agents of socialization (Ochonogor, 2014, p.4). Education on the other hand is seen as the option of intelligent growth, preparing ones understanding and discovery variety of responsible methods to deal with status quo. Hence children learn from different agents of life as presented from either home or school Geidd (2015, p.39)

Geidd (2015, p.34) notes that an individual contextual evolution may present multisystem experiments instituting the foundation of menace, resiliency and chances in adolescent. This means, as the individual is internalising the evolution that is taking place within the self, then he/she is bound to have confusion that would result to either attaining their goals or damaging their goals.

Anyakoha (2016, p.840) found out that although the single parents are able to maintain their children through school since they have the money because it did not

matter whether they had male or female in of their educational status. Single parents support their children fully when it comes to education. Single parents also take their time to encourage and motivate their children despite their commitment, work and businesses. According to Borg (1989, p.212) commitment shows the capacity shows the readiness of parents on quality education. He also notes that educational attainment depends mainly on the value of instructing and inspiration. Optimistic inspiration from home would help these children dedicate their time in education when in school.

A study carried out in South Africa by Davids, Ryan, Yassin, Hendrickse & Roman (2016, p.351) found out that children from single parents were more motivated towards intrinsic goals and aspiration, they performed relatively better like their counterparts from both parents' families. This would help them to be successful while working towards realise set objectives and take responsibilities of their actions. The results were also supported by those of Davis & Roman, (2013, p.23) who found that adolescents from single parent family had showed significant difference in life goals and aspirations as well education performance. This because they were intrinsic motivated to achieve their goals hence their academic performance was relatively high.

In Kenya the rate of single parenting has increased and it has also embraced. Children from single parents have also achieved different things in life. A study carried out in Taita Taveta by Magara (2017, p.3) found out that single parent educational status had a correlation with their children academic attainment. The study revealed that single parents consumed slight or no time to monitor children's

educational performance and it also found out that a large family had an impact on student's performance negatively. Since the parent did not have time to monitor and supervise their children's performance.

Another study carried out in Nyeri showed that both single and dual parents believed that their involvement in their children school activities was beneficial hence would want to get more involved. The study also found out that there was a serious deficiency where parents did not visit the school at all (Ndirangu & Kibaara, 2014, p.412). Although Murang'a shares a lot in common with Nyeri, studies carried in Murang'a show different factors other than the single parenting factor. Hence the results from Nyeri may not be generalised in Murang'a. Factors such as socio economic and how they affect students' achievement in school, as well as alcoholism have been studied in Murang'a, no study however, has been carried out on the effects of single parenting on student's academic achievement. Hence, the need to conduct this study in Murang'a to establish the effects of single parenting on students' academic achievement.

### 1.3 Statement of the problem

Recent studies shows an increase in number of single parent families rise at an alarming rate (Laveena, D'Mello, Govindaraju & Monteiro, 2016, p.3; Goldscheider, Scott, Lilja & Bronte-Tinkew, 2015, p.1627 & Golash & Turkulainen, 2018, p.67). The problems facing single parenting are similar to those of dual parenting but they are difficult since they are to be managed single handily (Magara (2017, p.10)

Njau (2017, p.5) in a study on single mothers and parenting a case study of Zimmerman in Nairobi County, Kenya found that parenting is more than just giving birth. This is because single parent face different challenges with nurturing children

and their future and solving their problems. The study identified that though there are challenges among single mothers, they have devised coping strategies which in turn have helped in their children achievement in school.

There are many children living in single parent homes more than any other time in history of Kenya (Njau, 2017, P.5). Single parent families are an outcome on many challenges such as teenage pregnancies, one parent working far from home, separation, broken marriages and death. They may result into different challenges when it comes to educating their children especially adolescents who are now in secondary schools. Children may turn to be hostile towards their parents especially in adolescence as they are manoeuvring the stage because of the many biological changes happening in their bodies (Njau, 2017,p.5). Hence this general behaviour of the teenagers lean towards certain level of separate alterations amid which can also affect their educational objectives.

In Murang'a Archdeaconry there are many single parents. Children from single parenthood families are among the most vulnerable. This is because they have no way of enhancing their positive socio-emotional development. The parent may also not be in a position to provide educational support, all psychological and other physical needs that are necessary to help these children grow up all rounded individuals. It is worth noting there has not been such research carried out in Murang'a Archdeaconry showing the effects of single parenthood on adolescents' educational achievement, hence the need for the study.

## 1.4 Research objectives

1. To determine the relationship between adolescent educational achievement and the single parenthood in Cathedral Archdeaconry.
2. To establish whether adolescents exhibit same level of educational achievements irrespective of their single parenthood background in Cathedral Archdeaconry.
3. To assess the impact of single parenthood on the adolescent's psychological development in Cathedral Archdeaconry.
4. To identify best practices in addressing single parenthood challenges among adolescents in Cathedral Archdeaconry.

## 1.5 Research questions

1. What is the relationship between adolescent educational achievement and the single parenthood in Cathedral Archdeaconry?
2. Do all adolescents exhibit the same level of educational achievement irrespective of their single parental-hood background in Cathedral Archdeaconry?
3. What is the impact of single parenthood on the adolescent's psychological development in Cathedral Archdeaconry?
4. What are the best practices in addressing single parenthood challenges among adolescents in Cathedral Archdeaconry?

## 1.6 Hypothesis

There is a significant relationship between single parenthood and adolescent educational and psychological development in Cathedral Archdeaconry.

## 1.7 Significance of the study

The research focused towards be responsible for certain numerical and experiential discoveries of conceivable influence of parenting single handed on teenager's academic attainment and psychological development. The study findings may possibly be of importance to policy makers in drawing policy that would help adolescents from single parenthood and not become victims of circumstances as their parents. The study may be important to schools, principals, teachers and parents with knowledge on how to handle adolescents from single parent homes when behaviour or other challenges arise. The study wishes to establish if single parenthood has an effect on the increase on school dropout cases and how to curb it. This can be supported by studies carried out in South Africa where there was a high dropout rate especially of children from single parenthood families (Ithorn, 2015, P.16).

The study findings will have theoretical and practical impact among stakeholders of education officers. The outcomes of the study will statistically approve whether or not teenage academic attainment has been affected as a result of the type of parenting. The results of the research may be useful to single parents either for recommendation to help their children achieve their education goal without being prejudice.

## 1.8 Theoretical framework

This research was grounded on two models to shape the concrete structure. They include (a) family deficit model (Goldstein, Freud & Solnit, 1973) and (b) risk and protective factor model (Goldstein,(1973). The two theories looked at the influence of background factors on academic performance of the children. This is because the results can either be negative or positive.

### 1.9 Scope and delimitation of the study

This research attempted bringing to light problems that might perhaps control persuasive, feeble or no association between single parenthood on adolescent educational achievement. The study does not mean that single parents who are either male or female but rather for any child who has only one parent. The study was among form two and three students, teachers and selected parents in Cathedral Archdeaconry.

### 1.10 Assumptions of the study

This study assumed;

(i) there is an association amid teenager educational achievement and the type of parenthood;

(ii) all adolescent may display similar issues that affect them towards their educational achievement irrespective of their parental background;

(iii) peer influence have a relationship with the adolescent educational achievement.

(iv) And there are implications between educational achievement and single parenthood

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

This chapter contains the related literature on the relationship between adolescents and education achievement and the type of parenthood. It also discusses the level of educational achievement irrespective of parental background, the impact of single parenthood on the adolescent's psychological development and the best practices in addressing single parenthood challenges among adolescents. The theoretical framework and conceptual framework of the research study are also discussed in the chapter.

## 2.2 Related Literature review

The literature review contained related information on the research objectives.

### 2.2.1 Adolescent educational achievement on single parenthood

Family structure may mean different types of families which may include two parents' family or single parent family. Single parent family has only father or mother and their children as a result of breakup, death of either parent, single, split or desertion while both parent family is direct opposite (Ochonogor 2014, p.8). A study by Ushie, Emeka, Ononga & Owlabi (2012, p.178) found that brilliant pupils were from two parent families at 7.9 percent while 2.6 percent represent brilliant pupils from single parents. This evidently shows low achievement of pupils from single parent's home as a result of low parents' involvement in pupils academic. UNESCO (2011, p.20) also noted that children from single parent home performed poorly compared to children with two parents. Different reasons were given on poor performance among pupils from single parents household which include parents

working hard, anxiety among the children, being unsure of their career paths and low aspirations.

Single parent's family have their own advantages as well as disadvantages. Olowatosin & Tenibiaje (2011, p.242) found out that each parent has a vital part to participate in their child's education. For instance, father provides the necessary tools while the mother supplements what the father has done. Hence, in case of an absent father, the mother is supposed to be the one to take care of both essential requirements as well as educational needs which may result in poor supervision of academic work of the child resulting in poor grades (Olowatosin & Tenibiaje, 2011, p.242).

On the other hand, Olowatosin & Tenibiaje (2011, p.242) felt that when one parent dies, divorces or separates from the partner the child is more at psychological risk because of the psychological adjustment which may affect the child's academic performance. Omoruyi (2014, p.13) argues that children from single parents have emotional and educational problems since their parents are not able to cope with economic, social stress and subrogated parental guidance of their children. The study however noted that there were children from single parents home who recorded very impressive academic performance due to other underlying factors such as role modelling and mentorship (Omoruyi, 2014, p.13). Uchena (2013, p.5) noted no disputes regarding academic performance of children from single mother or single father led home. She also noted that children from single mother homes were supported by their mothers since the mothers were more involved in school functions than children brought up by fathers (Uchena, 2013, p.5).

On the other hand Klein (2012, p.10) noted that children coming from divorced families performed poorly in academic since they deal with different challenges psychological/ emotional, physical and financial arising from the divorce of their parents. In early adolescence children experience rapid changes. The brain changes faster in this stage of development than in other stages of life other than infancy (Orotho (2005,p. 31). The psychological challenges are many because the individual is trying to create an identity. Gay (1996.110), adolescents after divorce experience anger, fear, loneliness, depression and guilt. Hence identity crises may lead to feelings of inferiority among their peers because they want to be true to self as well as to the peers. This led to adolescents experiencing mood changes and other rapid changes especially in friendship with this constant confusion it result to stress which may have other psychological challenges. (Martin, 2002, p. 20). These challenges affect the adolescent performance in class and they start performing poorly in class.

Family conflict have resulted to single parenthood has grown tremendously though in African tradition it was unheard off. This has come with different challenges which at the end affect the children more than the grown up (Okaka 2015, p.57). Children from these families having poor performance in their exams. Magara (2014, p.54) noted that single parent family can be quite a challenge with respect to monitoring and getting involved fully in the academic progress of the child. This is because the parent may have less time and ability to effectively interact with child at school and at home respectively because of their nature of work. This may result in low morale among the children and poor academic performance. Hence this study sought to establish the connection concerning adolescent educational achievement on single parenthood.

### 2.2.2 Level of educational achievement irrespective of single parenthood background

Students achievement was found to positively related to different family values process variables include high parental expectation and beliefs, access to textbooks, and parental involvement (Froiland, Peterson & Davison 2013, p.35). Children brought up by single parents who had choosen to remain that way or those who spouse had either separation or divorce or died. This is because the parents who had prepared to become single parents had prepared to bring up their children. Mabuza, Thwala and Okeke (2014, p.2252) found out that children from single parents households worked extra hard in their school work to prove their parent and the world wrong by making it in life. They noted that these children were motivated to work hard since the single parent was sacrificing a lot to support them.

Arulsubila (2015,p.32) noted that one to attain highly in academic it is the effort of both the student, the teachers and the parents. Class work can be assessed through assessments such as class tests and examinations. On the other hand, it can be measured using class test and examination from examination boards. It is said that academic attainment is influenced by different factors such as provocation as well as family background.

### 2.2.3 The impact of single parenthood on the adolescent's psychological development

The term psychological wellbeing has different meanings but usually related with wellness. Wellness is seen as one not being sick, have no anxiety, depression or other mental problems. Psychological well-being is seen as values one have gained and is able to control their surrounding without being influenced by daily life pressures (Arulsubila & Subasree 2015, p.4). There six components of psychological wellness which include, self-recognition, commitment in life, individual development, optimistic association with other, eco-friendly and independent (Ryff 1995, p. 720).

Arulsubila & Subasree (2015, p. 4 ) argues that single parenting and psychological wellbeing of the adolescents shows that both the mother and father were positive on the adolescent psychological wellbeing which could have been as a result of the post education given on life-skills which again they passed to their adolescents and this improved the adolescents' psychological well-being. This would then mean psychological wellbeing and life skills are essential for promoting positive mental health and wellbeing among adolescents (Arulsubila & Subasree 2015, p. 5).

Psychological wellbeing can also be looked as a person ability to take control, assessment of their ability in maintaining relationships, maintenance and function (Amato 2010, p. 806). When adolescent have negative personal thoughts and emotions may results to psychological disturbance. Psychological distress may result to physical illness and other problematic symptoms. This means psychological distress may affect an individual psychological well-being as well as physical health and behaviour patterns (Caskey, Cripps & Brett 2009, p.3).

Okaka(2012, p. 225) noted that parental involvement in a teenage life may improve on areas on individual acceptance, self-worth, self-efficacy and self-esteem. He meant that parental involvement is essential for adolescents' psychological wellbeing. Hence, the research seeks to find when there is a connection between single parenthood on adolescents' psychological wellbeing.

### 2.2.4 Best practices in addressing single parenthood challenges among adolescents

Single parenting has effect on adolescent development. Mabuza, Thwala & Okeke (2014, p. 2253) found out that single parents lack general supervising and daily monitoring of their children. This was also supported by Cavanagh & Fomby (2012, p.3) who noted that there is less communication on requirements for the child than in two family parents. Mabuza, Thwala and Okeke (2014, p.2253) also found out that such would make or destroy the child since such children may result to having risky behaviours. Since they are unhappy they would easily engage in these risky behaviour. This failure on the parent of the parent possibly will mark the beginning of character disarrays which become the makings risk and a basis of discontent to the person.

To raise children who are equally held responsible for their actions parents' supervision is paramount. Parents may require to have to have personalised skills which help them in parenting. Hence they may try their best to bring up their children with fewer frustrations. According to Davids (2016, p.169) the parents foresee an imagination of the type of individual they desire their teenagers to turn out to be hence try to instil the characters that they appreciate as well as value systems

they yearn to instil. In most cases children are modelled by the persons they leave with. This means if the parent wants to have children who are confident then they have to be role models (Mabuza, Thwala and Okeke 2014, p.2252). This study therefore wishes to identify the best practices in addressing single parenthood challenges among adolescents.

## 2.3 Theoretical Framework

There are two types of theoretical framework that explain the deficits experienced by the children from single parenting and the risk factors that are supposed to help the family prevail, hence making the children from these families resilient.

### 2.3.1 Family deficit model

The Family Deficit Model was developed in the 1970s by Goldstein, Freud, & Solnit (1973, p.23). The model was also revised by Hoskins (2014, p 20). It states that an ideal family can be seen as nuclear or two parent family. The model assumes that being one parent family have an impact on the children because there is no partnership (Mireya & Navarro, 2008, p.23). The study assumes one parent family is not good for a child because they lack support. This means it doesn't make take into consideration like psychological well-being, academic attainment, stable income that could make changes on the model (Thiessen, 1997, 28). In this study, the family deficit model shows that the single parent cannot be suited to deal with challenges affecting the adolescent's education. Since there is no health family structure, hence the adolescents' psychological development and other needs may not be met. This is because the model looks at the two parent family as a more functional family than single parent family.

Davids and Roman (2013, p. 5) showed there was a significance difference in life goals and aspirations of adolescence from one parent and two parent family. Children from one-parent family aspired more than children from the two parent family. Hence contradicting the family deficit model that children from two parent family are more on life goal and aspirations. Davis, et.al., (2016) disagreed with family deficit theory on psychological development when they found that intrinsic goals was not determined by adolescents family structure.

In this study the theory helps the study to look at the difference on the performance of students from single parent and those from two parent family. This is because the results of this study showed that performance of adolescents did not matter as per their family background. The children from single parent family actually performed better that those from two parent family. This is because of their aspiration to have a better life than their parents could offer.

### 2.3.2 Risk and Protective factor Model

The theory was developed in 1992 by Hawkins, Catalano & Miller (1992). It does look at single parent family as uneven (Thiessen, 1997, p.28) since all families have their ups and down in life (Marsh, 1990, 29). Instead of looking at one parent family as cause of misfortunes it instead say that problems affect the intimate make up (Hawkins, Catalano & Miller, 1992). This means, Risk factors are issues that have undesirable results in child growth. The Protective factors are ways that reduce the effects caused by the risk factors (Thiessen, 1997, p.28). Hence this model look at the single parents as both risk factor as well as protective factor that children in this type of family encounter.

The two factors may work together to either have a negative or positive academic achievement for the student. For instance, it does not mean that whenever one takes the risk there are always negative results. The protect factor may bring about ways of reducing the harm that would be caused by the risk involved. Children coming from a background that has a lot of pressure they perform well in school. This is because they have to prove themselves (Hoskins,2014). Equally, childrearing remains a protective factor, youngsters from family that have a low background have outdone other children because they challenge themselves, and they also wish to outdo their parents expectation hence may achieve highly in school (Kaplan, Diane, Liu, Xiaoru & Kaplan, 2001, p.201). This means the strength and protection offered to the children by their family are more important for students' performance.

In this study, this risk protective factor model was used to help in assessing the support given to the adolescents by their parents and their offspring. This may reduce the risk of psychological and behavioural problems that would results in poor academic achievement. The single parents are able to deal with their own challenges without affecting the adolescents' educational performance.

## 2.4 Conceptual framework

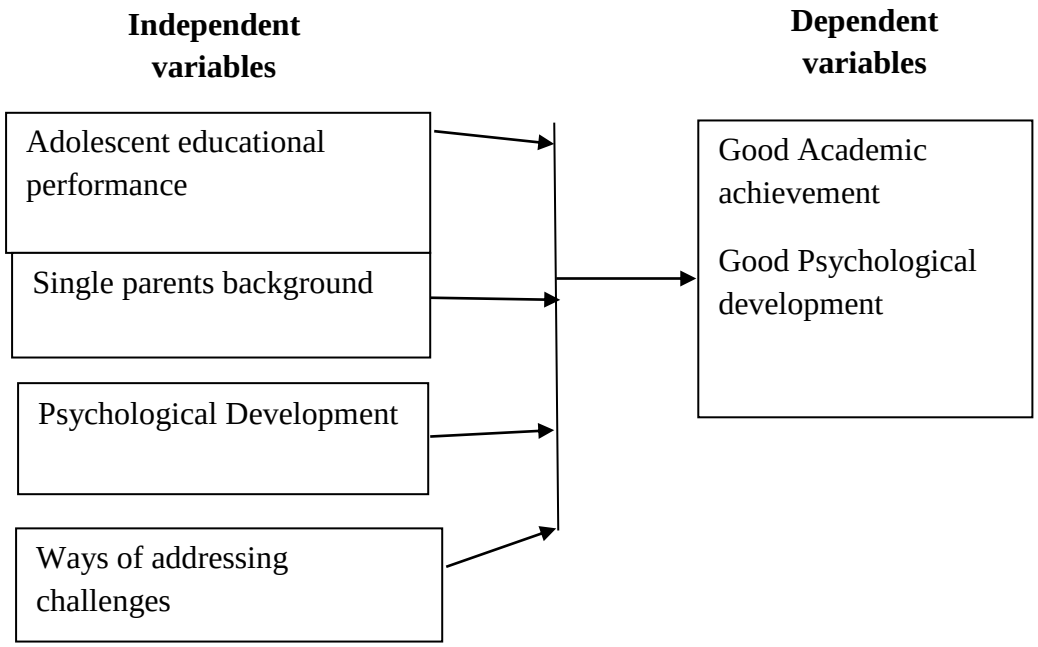



**Figure 1: Conceptual Framework**

This research sought to investigate the effects of single parenthood on educational and psychological development among adolescents of ACK Cathedral Archdeaconry Diocese of Mt. Kenya Central. The dependent variables of this study were academic performance among the adolescents. Academic achievement is dependent on adolescent education performance, parent's background that is single parenting, and psychological development as well ways of addressing the various challenges affecting the single parent. Though other factors may have an impact on the outcome on pupil's academic attainment even when all the independent factors have been dealt with amicably.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter described the research designs, target population, sampling procedure, research instruments, data collection, data analysis procedures and ethical consideration.

## 3.2 Research Design

The research employed a mixed research method. Mixed research method was used in initial and fact-finding studies to let academics gather data, summarize, present and interpret for the purpose of clarification (Orodho, 2005 p. 32). Mugenda and Mugenda (2003, p. 117) argue that the drive of mixed research method was determining in addition to reporting the methods ideas happen. Mixed research method is the best for this study since it help the researcher collect data from both parents and the adolescents on single parenthood on educational and psychological development among adolescents of ACK cathedral archdeaconry diocese of Mt. Kenya Central.

## 3.3 Target Population

Target population for the study comprised all the adolescents and their parents attending ACK Cathedral Archdeaconry church in Murang'a town. There are two hundred and fifty (250) adolescents from single parents who have been attending Junior Youth Programme in the church.

## 3.4 Sampling Procedure and Sample Size

A sample refers to a subset of a specific population Mugenda and Mugenda (2003, p.41). Its purpose is to gain information about the overall population by selecting a smaller number of individual cases from the population (Mugenda 2011, p.43). This

study used purposive sampling method which according to Mugenda and Mugenda (2003, p.41), Kothari (2011, 55) is a technique that helped the investigator usage of situations which can provide the needed information to answer the objectives of the study. There are 250 adolescents in the ACK Archdeaconry hence 30 percent of the population was selected that is 75. Mugenda and Mugeanda (2003, p.45) notes that a sample of 30 percent or more is sufficient for the study. They are children between the class 7 to form 4 students aged between thirteen years and eighteen years. Parents of these children were purposely select. Hence sample size was 75 adolescents and 75 parents.

### 3.5 Research Instruments

Data for this study was collected using a questionnaire, interviews and observation methods for primary data.

**(I) Questionnaire**

One questionnaire was used for the adolescents (students) (Appendix B). The questionnaire was selected because it offered a smooth incentive potentially to huge statistics concurrently and deliver the exploration through tranquil build-up of data (Borg & Gall 1989, p.18). Gay (1992, p. 24) suggests that questionnaires allow the respondents to give their own opinions as well as generate recommendations. It is anonymous, and this helps to produce more candid answers (Borg & Gall 1989, p.18). Mugenda (2011, p. 35) also says questionnaires enabled a study to be carried out in wider geographically dispersed.

In the development of the questionnaire two techniques were used; closed ended and open ended technique. The items contained in the questionnaire were based on the single parents who have been attending Junior Youth Programme in the church. Closed ended items were developed for they allow easier and accurate analysis of the

data. They also make numerical comparison relatively easy while allowing a high degree of respondents' objectivity. They also reduce the problem of falsification. Open ended questions were considered feasible since they to give the respondents a chance to deliver rich information and not to feel the constraints imposed by a fixed choice question.

Likert scale type of questions was developed. These two questionnaires had four parts. Part A consisted of queries that helped get information on demographic of the respondents. Part B, C and D had questions designed to elicit responses on the effects of single parenthood on educational and psychological development among adolescents of ACK Cathedral Archdeaconry Diocese of Mt. Kenya Central.

**(ii) Interviews**

The Church Management were given an interview. Interviews provide a rich data from a small sample group like in the study. This study is exploratory and the interviews were used to identify information that could be used to refine and develop the study for further investigation (Mugenda 2011, p.43). The interviews were structured. The researcher read out the questions to the respondent who answered appropriately. It has an advantage over a questionnaire in that the respondent can seek clarification over questions that may be unclear or ambiguous. The interview allowed the participant to talk about their own experiences in their own words. It is more insightful than other methods in that the respondent becomes an 'informant', providing data from their own perspective. It allowed unexpected data to emerge; it allowed in assessing the informants body language, facial expression, and tone of voice; it also allowed the researcher to introduce himself or herself to the subject and

therefore establishes trust and rapport; it allowed the researcher to investigate target groups (Mugenda 2011, p.43).

**iii) Observation**

Non participant observation were carried out on the students. This is the situation whereby the researcher observes the phenomena from outside with no engagement with the activity (Mugenda 2011, p.45). Advantages of observation are; it is possible to record a phenomenon as and when it happens, rather than having to rely on an individual's recall of a particular activity. It took place in a natural setting. The researcher is able to observe the phenomenon in a natural setting rather than in artificial surroundings of completing a questionnaire or an interview. Observation allows a researcher to observe the true behaviour. Disadvantages of observation methods include; misunderstanding of the phenomena; difficulties in data recording and a negative effect of the observer on the subjects (Mugenda and Mugenda 2003, p. 92).

### 3.6 Pre-testing or Piloting

The researcher piloted the instruments at the Mission Youth Movement Murang'a Catholic Diocese that is not among the area of study. The results of the pilot survey were used as a basis of amending the questionnaires. The amended tools were then employed for final data collection process. Piloting process also helped ascertain the validity and reliability of the data collection instruments.

### 3.7 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003, p.99). In other word

validity is the information that will actually represents phenomena under study. Validity, according to Borg and Gall (1989, p. 20) is the degree to which an analysis purports to measure. According to Borg and Gall (1989, p. 24) validity of an instrument is improved through expert judgment. A pilot study helped in identifying and rectifying the questions that are not relevant and enhance the validity of the tool.

### 3.8 Reliability

Mugenda and Mugenda (2003, p. 95) indicates the reliability is the consistent of the instrument repeated trial. The test-retest technique of reliability testing was used to assess the reliability of the research instruments. The instrument were given twice in an interval of one week then the results were compared the two sets for each respondent to find out whether the responses are consistent. A reliability correlation coefficient was then be calculated. The correlation coefficient for the study was 0.8 meaning the data was reliable. Mugenda and Mugenda (2003, p. 95) recommend that a coefficient of 0.7 and above is acceptable.

### 3.9 Data Collection Procedures

After approval of the research by the University ethical committee, a research permit which authorized the researcher to visit the area of the study obtained from the National Council for Science, Technology and Innovation (NACOSTI). The researcher then paid a courtesy call to all the five pastors in charge of Murang'a Anglican Churches where the study took place. The instruments were administered, after authorization from the Church Management. The researcher observed directly how the talent programme is carried out. The interviews to the parents were done by the researcher. After one week the questionnaires were collected. Due to the vastness of the study area sampled and the large number of the questionnaires

involved the researcher was assisted by research assistants whose duty were mainly to follow up the questionnaires.

### 3.10 Data Analysis Procedures

The data collected from the field was cleaned, coded and entered in the computer for analysis. Statistical Package for Social Sciences (SPSS) version 20.0 was used. Data collected from objective one of methods of identifying the gifted and talented were mainly descriptive and it was used techniques such as frequency distributions, cross-tabulations and measures of central tendency. Analysis using the computer spread sheet will be suitable as this Statistical Package for Social Sciences (SPSS) enables a lot of data to be processed through statistical procedures purposefully designed for social sciences (Martin & Acuna, 2002, p.40).

### 3.11 Ethical considerations

The research acquired an approval letter of the research from St. Paul's University and the research permit authorizing the researcher to collect data from the National Council for Science, Technology and Innovation (NACOSTI). Permission was also sought from the Bishop of ACK Diocese of Mt. Kenya Central. Consent of the participants were sought whereby the parents agreed to participate as well as allow their children to be part of the study when they are already informed of the need of the study. In addition the respondents were guaranteed that answers given were to be kept confidential and exploited for intention of research. For anonymity the defendants were requested to omit their identities in the questionnaire section while the appropriate chain of command was followed before the commencement of the data collection process.

# CHAPTER FOUR
# DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

## 4.1. Introduction

This chapter contains the research findings of the study. The results are presented and interpreted in relation to the research study questions. The data collected from the field was analysed using the descriptive analysis from questionnaires on the effects of single parenthood on educational and psychological development among adolescents of ACK Cathedral Archdeaconry Diocese of Mt. Kenya Central**.** The summarized data was interpreted in the form of frequency distribution tables. This helped in describing patterns and drawing conclusions.

## 4.2 Questionnaire return rate

The questionnaire return rate is important to determine whether the study was able to capture the required population. The results are as shown in Table 4.1.

**Table 4.1 Response Rate**

| | **Sampled** | **Percent** | **Response Rate** | **percent** |
|---|---|---|---|---|
| **Adolescents** | **75** | **100** | **65** | **86.7** |
| **Parents** | **75** | **100** | **75** | **100** |

There was a response rate of 86.7 percent of adolescents and 100 percent parents. This implies that the response rate was very good since Mugenda and Mugenda (2003, 95) indicates that a return rate of 50.0 percent is good while, 60.0percent and above is very good for the study to capture the required information.

### 4.3. Demographic data

Demographic information in a study is very important since it shows whether the study was able to capture the sampled population and whether they were in a position to give the required information. This study analysed at the gender, age, school attended and type of family the adolescents came from. Table 4.2 shows the gender of the adolescents

**Table 4.2 Gender of adolescents**

| **Gender** | **N** | **Percent** |
|---|---|---|
| Male | 35 | 53.8 |
| Female | 30 | 46.2 |
| **Total** | **65** | **100** |

From Table 4.2, it is clear that there were more male (53.8percent) than female (46.2percent). This implies that there was no gender parity among the adolescents who were captured in the study. This could also mean that few female adolescents were able to attend to attend church activities than their male counterparts. This was because the information was collected within the different church premises which belong to ACK Cathedral Archdeaconry Mt. Kenya Central. The research established the age group of the respondents. The results are as shown in Table 4.3

**Table 4.3: Age of the adolescents**

| **Age in years** | **n** | % |
|---|---|---|
| 13-15 | 5 | 7.7 |
| 16-18 | 40 | 61.5 |
| 19-21 | 20 | 30.8 |
| **Total** | **65** | **100** |

Majority of the respondents (61.5percent) were between 16-18 years of age while 30.8 percent were 19-21 years of age and only 7.7 percent were 13-15years. This implied that the adolescent age ended at the age of 21 years where teenage years were captured. They are mostly students in form one to form four. Hence the need to know the type of schools they are shown in Table 4.4.

**Table 4.4: Type of school Attended**

| | **N** | **%** |
|---|---|---|
| Girls school | 19 | 29.2 |
| Boys school | 30 | 46.2 |
| Mixed school | 16 | 24.6 |
| **Total** | **65** | **100** |

About 46.2 percent of the adolescents were boys schools while 29.2 percent were from girls school and 24.2 percent were in mixed schools. This implies that there are parents who preferred their adolescents being in single sex school and those who had their adolescents in the mixed sex school. The study established the type of family background the adolescents had, the results are shown in Table 4.5.

**Table 4.5 Type of family the adolescent come from**

| | N | % |
|---|---|---|
| Single parent family | 59 | 90.8 |
| Nuclear family | 6 | 9.2 |
| **Total** | **65** | **100** |

Majority of the adolescents (90.8percent) in the study were from single parent family while 9.2percent were from a nuclear family. This implied that the study was able to capture the required information.

### 4.4 The relationship between adolescent educational achievement and the single parenthood in Murang'a Archdeaconry.

Adolescent achievement is important to all parents' regards of their family background. This then would mean all parents work towards the same goal to see their children successful adults. Hence this objective started with questions that answer the several factors that shows students rating of themselves regardless of their family background. The results are as shown in Table 4.6

**Table 4.6 Rating of student's performance in school**

| | N | % |
|---|---|---|
| Above Average | 16 | 24.6 |
| Average | 40 | 61.5 |
| Below Average | 9 | 13.8 |
| **Total** | **65** | **100** |

Majority of the adolescents (61.5percent) rated their performance in school as average while 24.6percent of them rated it above average and 13.8percent rated it

below average. This means most of the adolescents were aware of their performance in class and were willing to rate themselves. The research enquired from the students to rate their trend of performance. The results are as shown in Table 4.7.

**Table 4.7 Student rating on their trend of performance**

| | **N** | **%** |
|---|---|---|
| Improving | 26 | 40.0 |
| Stagnant | 27 | 41.5 |
| Declining | 12 | 18.5 |
| **Total** | **65** | **100** |

It is notable from the results of table 4.7 that the student rated their trend of performance with most of them indicating they had a stagnant performance (41.5 percent) while 40.0 percent had improved and 18.5 percent had declined. This self-evaluation is very encouraging to note how students would give their own rating on their trend of performance. This promoted the research asked from the students the grade they attained in their examinations. The results are as shown in Table 4.8.

**Table 4.8 Grades attained in the last examination by the students**

| | **n** | **%** |
|---|---|---|
| A- | 1 | 1.5 |
| B+ | 1 | 1.5 |
| B | 5 | 7.7 |
| B- | 3 | 4.6 |
| C+ | 12 | 18.5 |
| C | 12 | 18.5 |
| C- | 11 | 16.9 |
| D+ | 6 | 9.2 |
| D | 8 | 12.3 |
| D- | 2 | 3.1 |
| No Response | 4 | 6.2 |
| **Total** | **65** | **100** |

Most of the students had attained between grade C+ and C- this translates to 53.9 percent of the students if your add those who had attained other grades that between grade A- and B- which means above half of the students had attained grade C- and A- at 69.2 percent. The other grades that had low population included D+ to D-. This would mean that the students were doing well in their classes. The results were confirmed by the parents with majority of the parents noting that their children had a grade C- and A- while only a small percentage of the parents who noted that their students were below average. This implies that the parents and the students gave education some importance. This promoted the researcher to enquire from students

whether this was an improvement from previous term (year) grades. The results are in Table 4.9.

**Table 4.9: Students response on improvement of last term (year) grades**

| Indicate the question here | **N** | **%** |
|---|---|---|
| Yes | 41 | 63.1 |
| No | 24 | 36.9 |
| **Total** | **65** | **100.0** |

Majority of the students (63.1 percent) indicated that the grades were an improvement while 36.9 percent indicated that it was an improvement. This may imply that majority of the students previously had not performed well and had improved from their previous years grades. This prompted the research to enquire from the students to indicate whether their parents participated in the school activities. The results in Table 4.10 shown parents attendance of school activities.

**Table 4.10: Student's response on parents attend school activities**

| Indicate the question here | **N** | **%** |
|---|---|---|
| Yes | 24 | 36.9 |
| No | 41 | 63.1 |
| **Total** | **65** | **100** |

Table 4.10 shows that a majority of the students (63.1percent) indicated that their parents did not attend school activities while 36.9 percent of them attend school

activities. This implied that single parents since they were the majority in this study were overwhelmed by activities hence lacked time to attend to school activities. From the parents questionnaire, majority of the parents were casual labourers hence had to work hard to be able to sustain their children in school as well as put something on the table for their children. This explained why they failed to attend to school activities regularly but had to push for the some activities within the school. The study sought from the adolescents whether their parents assisted in their homework especially during holidays. The results are as shown in Table 4.11.

**Table 4.11: Adolescents response on parents assist with homework**

| Indicate the question here | **N** | **%** |
|---|---|---|
| Yes | 16 | 24.6 |
| No | 49 | 75.4 |
| **Total** | **65** | **100** |

Majority of the adolescents indicated that their parents (75.4percent) did not assist with their homework while 24.6 percent helped with their homework. This meant that since parents were busy looking for money they may have had very little time to see the homework the adolescents brought home from school hence very little help was offered. It may also imply the level of education of the parents may have inhibited them from helping the students with their homework. There could be other reasons that also kept away the parents from assisting their children while doing their homework especially the type of work they were engaged in. The research sought to establish whether parents provide discipline when behaviour was inappropriate. All

the students indicated that their parents disciplined them when they had inappropriate behaviour. This implied that the parents participated in disciplining the students. To answer the objective a Pearson correlation was tested to identify the relationship between the performance of the students and type of family they were coming from. The hypothesis was tested using correlations and the results are as shown in Table 4.12.

$H_1$ There is significance relationship between single parenthood and adolescents' educational and psychological development in Muranga' Archdeaconry

**Table 4.12: Correlations between type of family and students' performance**

| | | Type of family | Grade Achieve | Psychological development |
|---|---|---|---|---|
| Type of family | Pearson Correlation | 1 | -.114 | -.161 |
| | Sig. (2-tailed) | | .364 | .200 |
| | N | 65 | 65 | 65 |
| Grade Achieve | Pearson Correlation | -.114 | 1 | .523** |
| | Sig. (2-tailed) | .364 | | .000 |
| | N | 65 | 65 | 65 |
| Psychological development | Pearson Correlation | -.161 | .523** | 1 |
| | Sig. (2-tailed) | .200 | .000 | |
| | N | 65 | 65 | 65 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

The most common measure of Pearson's Product-moment Correlations with type of family being negative correlated grade achieved with a r= -0.114 p= .364>0.005 level of significance. This means there is a strong negative correlation between the type of family and the grade achieved. On the other hand the psychological development and type of family was also correlated with a correlation coefficient r =.-161 p = .200>0.005 level of significance which means there is no significance level between the two variables. The Psychological development and the grade achieved was also tested with the correlation coefficient r=.523** p= 0.001 meaning there is no significance difference between the grade achieved and the psychological development of the students. Hence the research hypothesis is accepted.

### 4.5 Adolescents exhibit same level of educational achievements irrespective of their parental background in Murang'a Archdeaconry

Every child is capable of achieving highly regardless of their family background. The adolescents in this study were asked to rate their parents influence on their academic performance. The results are as shown in Table 4.13.

**Table 4.13 Adolescents rating of parents influence on their academic performance**

| Indicate the question here | **n** | **%** |
|---|---|---|
| Strongly | 11 | 16.9 |
| Moderately | 32 | 49.2 |
| Not at all | 22 | 33.8 |
| **Total** | **65** | **100** |

Slightly below half of the adolescents (49.2 percent) felt that their parents had a moderate influence on their academic performance while 33.8 percent felt that their parents had not at all influence their performance and 16.9 percent had felt their parents influence them strongly. This implied that since there were different types of learners. There were those in need of seating in class and are able to grab what the teachers are teaching, those who are good at looking at the demonstration given in class and those who have to keep reading the materials offered so that what they learnt can go to the long term memory. Having this in mind, a conclusion was drawn that those adolescents who felt that their parents had no influence on their performance were either in the category that just needed to enter a class and get what is being taught and could remember this when it came to their examinations. This then prompted the researcher to ask the adolescents to indicate whether parents helped the adolescents to work and cope with stressful situations in the school. The results are as shown in Table 4.14.

**Table 4.14: Parents help adolescents work and cope with stressful situations in school**

| Indicate the question here | **N** | **%** |
|---|---|---|
| Yes | 48 | 73.8 |
| No | 17 | 26.2 |
| **Total** | **65** | **100** |

A majority of the adolescents (73.8 percent) indicated that they were helped by their parents to work and cope with stressful situations in school. This implied that parents were ready to listen to the students and help work solutions for stressful issues that affected the students in the school. For those whose parents did not help

work and cope with stressful situations in school may have been as the results the parents having too much on their hands to deal or they had their peers who could intern mislead them. The adolescents were also asked to tick on different attitudes that were listed towards the teachers and the school. The results are as shown in Table 4.15.

**Table 4.15: Adolescents' attitude towards the teachers and school**

| Indicate the question here | **Agree** | | **Neutral** | | **Disagree** | |
|---|---|---|---|---|---|---|
| | **N** | **%** | **n** | **%** | **N** | **%** |
| I understand my school rules and consequences | 32 | 49.2 | 16 | 24.6 | 17 | 26.2 |
| I am trying to do the best I can in my school | 30 | 46.1 | 16 | 24.6 | 19 | 29.3 |
| My teachers have concern over me | 28 | 43.1 | 17 | 26.2 | 20 | 30.8 |
| My teachers encourage me in studies as well as in examinations | 24 | 36.9 | 22 | 33.8 | 19 | 29.3 |
| My teachers and the school is the best | 19 | 29.3 | 31 | 47.7 | 15 | 23.1 |
| I find the rules not very harsh on the students | 16 | 24.6 | 17 | 26.2 | 32 | 49.2 |
| I able to share with my teacher my problems | 13 | 20.0 | 24 | 36.9 | 28 | 43.0 |

Slightly below half (49.2 percent) of the adolescents agreed that they understood school rules and consequences while 26.2 percent of them disagreed and 24.6 percent were neutral on adolescents understanding school rules and consequences. This implies that adolescents had read the school rules and were aware of the consequences. The second highly rated factor was the adolescents were trying to do the best they could in school at 46.1 percent agree, 29.3 percent disagreed and 26.2 percent on this factor. About 43.1 percent agree that they felt that the teachers were concerned over them while 30.8 percent disagreed and 26.2 percent were neutral on this factor. This implies that the students who felt that teachers were concerned over

them may have acted differently and may also have worked hard to achieve their goals. It could also mean they were among the students who said were trying their best in school. On the factor of teachers encouraging the student in their studies as well as their examinations, 36.9 percent agree while 33.8 percent were neutral and 29.3 percent disagreed. This may imply that there are some students who felt encouraged by the teachers in their studies as well as in their examinations. This may also mean these students were performing better than others since they were positive on the teachers concern and encouragement. There were also the factor on the school and teacher being the best with 29.3 percent agree, while 47.7 percent were neutral and 23.1 percent disagree. This implies that less than a third of the adolescents did feel the school and teachers were the best while others had their own reservations and this may have had an effect on their performance.

On the other hand, about 49.2 percent disagree with the rules not being very harsh on the students. This implies that the school should have put in place rules that would make the students feel the impact. A small percentage of adolescents (20.0 percent) felt that they were able to share with their teacher their problems. This implies that the adolescents had little or no trust with their teachers when it comes to their problems. Hence this could be affecting their performance in one way or the other since they are not free to share what they felt and the experiences they had within the school with the teachers. It could also have an impact on the adolescents' ways of communicating with the teachers on issues that were affecting them in their class.

### 4.6 The impact of single parenthood on the adolescent's psychological development in Murang'a Archdeaconry

Single parenthood could have an impact on adolescent's psychological development. This is because at home is where the adolescents reality of social arena starts at the home environment which is supervised by the parent. This is because the adolescents start seeking inclusion with peers during this period of development. Hence this study sought to establish how the students perspective of their development at home. Table 4.16 gives different factors on adolescent value development.

**Table 16: Factors explaining Single parenthood impact on adolescents' psychological development**

| Statements | All the time | | Most of the time | | Sometime | | None of the time | |
|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | N | % |
| I have many positive qualities | 7 | 10.8 | 35 | 53.8 | 17 | 26.2 | 6 | 9.2 |
| I feel confident and know a can handle most situation | 6 | 9.2 | 27 | 41.5 | 25 | 38.5 | 7 | 10.8 |
| I like myself and I am worthwhile person | 8 | 12.3 | 26 | 40.0 | 25 | 38.5 | 6 | 9.2 |
| I am capable and willing to learn new skills | 6 | 9.2 | 24 | 36.9 | 29 | 44.6 | 6 | 9.2 |
| I carry out school duties assigned to me appropriately | 4 | 6.2 | 24 | 36.9 | 29 | 44.6 | 8 | 12.3 |
| I am competent and good at many things | 6 | 9.2 | 23 | 35.4 | 29 | 44.6 | 7 | 10.8 |
| I always complete my homework on time | 6 | 9.2 | 21 | 32.3 | 28 | 43.1 | 10 | 15.4 |
| I have emotional control and I am respectful of others | 13 | 20.0 | 17 | 26.2 | 26 | 40.0 | 9 | 13.8 |
| Other people generally like me and I have a sense of belonging | 13 | 20.0 | 15 | 23.1 | 25 | 38.5 | 12 | 18.5 |
| I have a personal study timetable which I follow | 4 | 6.2 | 15 | 23.1 | 34 | 52.3 | 12 | 18.5 |
| I do my work without supervision | 6 | 9.2 | 13 | 20.0 | 36 | 55.4 | 10 | 15.4 |

A majority of the adolescents (55.4 percent) indicated that sometimes they did their homework without supervision while 20.0 percent of them most of the time did without supervision,15.4 percent of them said none of the time did they do their

homework without supervision and 9.2 percent all the time they did their homework without supervision. This implies that majority of the adolescents did not need supervision to do their homework and but a small percentage of them (9.2 percent) who did their homework without supervision at all. Hence this may mean that even for adolescents coming from single parents' homes they require their parents to supervise what they carried from school as homework. The results from the parents indicate that a majority of the parents did not check on their children studies at school. This may imply that the teacher then have a lot of responsibility to follow up the students to do their homework as required.

Another 53.8 percent of the adolescents indicated that most of the time they have many positive qualities, while 26.2 percent of them had the qualities sometimes, 10.8 percent of them had the positive qualities all the time and 9.2 percent said none of the time did they have the many positive qualities. The results shows that the adolescents understood their qualities and may have implied that they thought their psychological development was not affected by coming from single parents homes. All the parents indicated to offer their children psychological support. This implies that the parents may have imparted positive qualities on their children because of their psychological support they offered. This may have also helped the adolescents to develop positively.

Slightly above half of the adolescents (52.3 percent) indicated that sometimes they have a personal study timetable which they follow while 23.1 percent indicated they had most of the time a personal study timetable, 18.5 percent indicated that none of the time did they have a personal study timetable which they followed and 6.2

percent indicated that all the time they had a personal study timetable which they followed. This may implied that a majority of the adolescents had a timetable they followed for their studies as well as other activities at home. Hence this did not matter whether they are from single parents or both parents.

On the other hand 44.6 percent of the adolescents indicated that sometimes they were competent and good at many things and could carry out school duties assigned to them appropriately respectively. This may imply that since these adolescents were guided by a timetable this was also replicated in carrying out their school duties as well as being competent and good at many things. This may have results from the parents' psychological support. This means when parents are available to offer their adolescent psychological support this results in their children having a positive psychological development which can help them become whatever they wish to become in their lives.

### 4.7 Best practices in addressing single parenthood challenges among adolescents in Murang'a Archdeaconry

Single parenthood has a lot of challenges that may affect the adolescent development. This study sought to get suggestions from the adolescents how the challenges they experienced from their homes could be tacked. The results are as shown in Table 4.17.

**Table 4.17 Suggestions on dealing with single parenthood challenges**

| Indicate the question here | **n** | **%** |
|---|---|---|
| Going for camping, seminars and counselling sessions | 42 | 64.6 |
| Getting role models | 33 | 50.8 |
| Having a father figure | 30 | 46.2 |

N= 65

A majority (64.6 percent) of the adolescents were in favour of having more camps, seminars, counselling sessions that would help them with issues that affect them both at home and in school. The results concurred with those of the parents who indicated that they would wish their adolescents to be invited more for seminars, counselling sessions and talks that would help them with skills to cope with live challenges that they encountered. Another 50.8 percent indicated that they need role models in their lives to help them deal with challenges of coming from single parent homestead. The results from the parents interview guide indicated that they had role models for their adolescents especially the grandparents of the children and uncles. About 46.2 percent indicated that they need a father figure in their lives and that they wished their mother would be helped to get a stable income which would help her in bringing them up differently. This implies that the adolescents may be having different challenges that they have not shared when answering the questionnaire which calls for more time with them by the church leadership.

# CHAPTER FIVE
# SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This chapter contains the summary, summary of findings, conclusions drawn from the summary of findings, recommendations as well recommendations for further studies.

## 5.2 Summary of findings

The study was able to capture a question return rate of 86.7 percent adolescents and 100 percent parents. There was gender parity since the different in percentages was not large that is 53.8 percent male and 46.2 percent female. The adolescents were aged between 13-21years of age. They attended both single sex and mixed schools. The study revealed that 92.3 percent of the adolescents were from single parent families. About 61.5 percent of the adolescents' performance in school was average and their performance trend was stagnant. A majority of the students attained a grade C+ and C- (53.9 percent) and 63.1 percent indicated that they had improved their grades from those of the previous term (year). On the other hand 63.1 percent of the students said that their parents did not attend school activities and 75.4 percent of them said they were not assisted by the parents with their homework. From the Pearson Product moment correlation the research hypothesis is rejected and the null hypothesis is accepted that there is a significance difference between adolescents psychological development and grades achieved and the type of family. This meant that it did not matter which family an adolescent came from when it comes to their performance. The study also revealed that 49.2 percent of the adolescents believed that parents had a moderate influence on their academic performance. About 73.8 percent of the adolescents were helped by their parents to cope with stressful situations in school. On the other hand the adolescents' attitude towards school and

teachers was evaluated with 49.2 percent of the adolescents agree that they understood school rules and consequences and they also disagreed that they find the rules not very harsh on the students. On the factors explaining the impact of single parenthood on adolescents psychological development, the study revealed that 55.4 percent of the adolescents sometimes did their homework without supervision and 53.8 percent of the adolescents most of the time had many positive qualities. Parents were also available to support their adolescents psychologically. The study also revealed that 64.6 percent of the adolescents were in favour of camps, seminars and counselling session as the best practices in addressing single parenthood challenges that affect the adolescents. This also concurred with the parents results.

## 5.3 Discussion of findings

### 5.3.1 Relationship between adolescents' education achievement and the type of parenthood

The study revealed that 61.5 percent of the students were average on the adolescents self-rating. The students were asked to rate their performance trend which 41.5 percent noted to be stagnant and 40 percent indicated it was an improvement. From their performance a majority (53.9 percent) of adolescents who participated in the study had attained a C+ and C- . They noted that the grades were an improvement on what they had achieved on their 3$^{rd}$ term of 2018. The study also revealed that 63.1 percent of the students indicated that their parents did not participate in school activities. This was also shown on the parents interview guide since majority of them were casual labourers hence had to work. From the Pearson Product moment correlation the research hypothesis is rejected and the null hypothesis is accepted that there is a significance difference between adolescents psychological development

and grades achieved and the type of family. This meant that it did not matter which family an adolescent came from when it comes to their performance. The results disagrees with those of Ushie, Emeka, Ononga & Owlabi (2012, p.178) who found out that children from two parents family were brilliant than children from single parents family. It also disagrees with the results of UNESCO (2011, p.20) who noted that children from single parents home performed poorly compared to children with two parents. The researcher observed that many children from the central region of Kenya where Muranga Archdeaconry is situated are from single parents (mothers) who work tirelessly to provide for their children. These children are determined to make a difference in their lives and those of their parents hence they work hard to excel in life.

### 5.3.2 Educational achievements of the adolescents irrespective of their parental background in Murang'a Archdeaconry

The study revealed that 49.2 percent of the adolescent indicated that their parents influence on their performance was moderately. The results concur with those of Mabuza, Thwala and Okeke (2014, p. 2252) who noted that children from single parents households worked extra hard in their school work to prove their parents and the world wrong by making it in life. This is because the children are motivated to work hard since the parents are sacrificing to support them. The researcher observes that this could be the reason as to why the adolescents need moderate influence from their parents to perform but were working on their own to achieve the set goals in life.

The study also revealed that 73.8 percent of the adolescents indicated that their parents helped them deal with work and cope with stressful situations in school. The researcher observed that for these adolescents to achieve their set goals they need to talk to their parents openly on the challenges they are facing in school since this would help them relieve and get new ways of coping with stressful situations they experienced in school. This therefore would help them work with little or no distractors in school because they are open with their parents.

### 5.3.3 Adolescent's psychological development

The study revealed that there are different factors that shows how adolescent psychological development was influenced. About 55.4 percent of the adolescents sometimes doing their homework without supervision. The researcher observes that when one requires little or no supervision to carry on with their homework it shows that the person has taken control of their life and can function competently. The finding concur with Amato (2010, p. 806) who argue that psychological wellbeing can be looked at as a person ability to be in control and being able to maintain and function as expected of them.

Another 53.8 percent of the adolescents indicated that most of the time they have many positive qualities and 52.3 percent of them being about to sometimes have a personal study timetable. The researcher observed that when an adolescents has developed positive qualities that helped them carry out their responsibilities with little or no supervision from the parents and the teachers. The results agrees with Arulsubila & Subasree (2015, p. 5) who noted that psychological wellbeing and life skills promotes positive mental health among the adolescents.

### 5.3.4 Best practices in addressing single parenthood challenges

The study revealed that majority of the adolescents (64.6 percent) were in favour of adolescents camps, seminars and counselling sessions since they would equip them with necessary skills to deal with issues that affect them both at home and at school. The researcher observes that the parents were also in favour of the camps, seminars and counselling sessions. This may mean parents are unable to foresee the type of teenagers they went out of their children. Hence, they feel the need for the counsellors and pastors instilling these desired characteristics. Therefore this would disagree with Daryanai (2016, p.130) who felt that parents should be the carriers of the person they would wish their teenagers to become when they grow up since they have put in place the values they would want to see in these children. This means there is need to educate parents on the need to be the ones who instill the values the wish to see in their children as they grown up and not let them just be taught without them playing an active role in parenting.

## 5.4 Conclusion

On the relationship between adolescents' education achievement and the type of parenthood we can conclude that there other factors that would influence adolescents performance but not their family background. Parents influence on adolescents' performance was found to be moderate hence the students' performance may have been influenced by other factors but not their parents.

Adolescent psychological development would mean they are able to take on responsibilities without necessarily having supervision. This means the support accorded from school as well at home have helped the students to development positively skills. The best practices in addressing single parenthood challenges among the adolescents were to have more seminars, camps which would have talks

that would equip the adolescents with skills and knowledge on issues that affect their daily lives.

### 5.5. Recommendation

1. There is need to fully support adolescents at school since single parent family have no or less influence on students' performance.
2. There are other factors such as school factors that would have had an influence on adolescents performance.
3. There is need for adolescents to be guided in emotional respect for themselves and for others as this will make them more compete in all responsibilities accorded to them.
4. There is need for the government, school and the church to work together in equipping the adolescents with information, skills, and knowledge that would help them become all rounded human being when they are in school and at home.

### 5.6 Recommendations for further studies

A similar study on the effects of single parenthood on educational and psychological development among adolescents should be carried out in different parts of the country to establish if similar findings which can be applied else.

The researcher recommends that a study on effects on empowered single parents on the adolescents' academic performance should be carried out. This would help to establish if there is a difference on adolescents' performance when their parents are empowered. It would also help the researcher to establish it empowering single parenthood would curb the challenges encountered by the adolescents both psychological and physical challenges.

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## APPENDICES

## APPENDIX A: INTRODUCTION LETTER TO THE RESPONDENTS

St. Paul University
Department of Counselling Psychology
P.O. Box Private Bag LIMURU

Dear Sir/Madam,

**RE: RESEARCH VISIT TO YOUR SCHOOL**

I am a Post Graduate Student at St. Paul University. I am conducting a study on the effects of single parenthood on educational and psychological development among adolescents of ACK Cathedral Archdeaconry Diocese of Mt. Kenya Central. The respondents for the study are single parents and adolescents from the ACK Cathedral Archdeaconry of Mt. Kenya Central- Murang'a. The purpose of this letter is to seek your participation in the study. The information gathered from respondents will be used for purposes of this study only. To ensure confidentiality of your identity, please do not write your name on the questionnaires.

Thank you for your co-operation.

Yours Faithfully,

**Rev. Veronica**

## APPENDIX B: QUESTIONNAIRE FOR ADOLESCENTS

### Introduction

Introduce yourself and the aims of the study

I am Ven. Veronica, a master's degree student in Counselling at St. Paul's University carrying out a research **on the effects of single parenthood on educational and psychological development among adolescents of A.C.K Cathedral Archdeaconry Diocese of Mt. Kenya Central.** This is part of the fulfilment of the masters degree. To achieve this your voluntary participation is requested in filling the questionnaire. All information given will be confidential and only for the purpose of this study . No names are required to be written.

Please tick (√) or fill the space provided where appropriate. MATTERS TO NOTE;

i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.

ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.

iii) The word parent can be substituted with guardian Personal profile

1. What is your gender? Male [ ] Female [ ]

2. What is your age?

   13-15 [ ] 16-18 [ ] 19-21 [ ] Above 21 [ ]

3. What kind of school do you attend?

   Girls school [ ] Boys school [ ] Mixed school [ ]

4. Type of family you come from

   Single parent family Nuclear family

   Extended family Step family

### Academic Performance

5. How would you rate your performance in school?

Above average [ ] Average [ ] Below Average [ ]

6. How would you rate your trend in performance?

   Improving [ ] Stagnant [ ] Declining [ ]

7. What grade / marks did you attain in last exams?_____

8. Was this an improvement from the previous year?

   Yes [ ] No [ ]

9. Does your parent attend school activities?

   Yes [ ] No [ ]

10. Do your parent assist you with your homework?

    Yes [ ] No [ ]

13. Do your parents volunteer or take part in your school?

    Yes [ ] No [ ]

14. Do your parents provide discipline and explanations if your behaviour is inappropriate?

    Yes [ ] No [ ]

15 I have a health psychological development

   Yes [ ] No [ ]

**Section C: Adolescent exhibit the same level of educational achievement irrespective of parental background**

11. At what degree do your parents influence your academic performance?

    Strongly [ ] Moderately [ ] Not at all [ ]

12. Do your parents help you work through and cope with stressful situations or school problems?

    Yes [ ] No [ ]

Please rate the factors below towards the teacher and school attitudes

Key: SA Strongly Agree A – Agree N Neutral

D- Disagree SD- Strongly disagree

| | SA | A | N | D | SD |
|---|---|---|---|---|---|
| My teachers and the school is the best | | | | | |
| My teachers have concern over me | | | | | |
| I understand my school rules and consequences | | | | | |
| I find the rules not very harsh on the students | | | | | |
| My teachers encourage me in studies as well as in examinations | | | | | |
| I able to share with my teacher my problems | | | | | |
| I am trying to do the best I can in my school | | | | | |

**Section D: Impact of single parenthood on adolescent's psychological development**

Rate your parents encourage on the following statements

1. All the time 2 Most of the time

3 Some of the time 4. None of the time

| Statements | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| I like myself and I am worthwhile person | | | | |
| I have many positive qualities | | | | |
| Other people generally like me and I have a sense of belonging | | | | |

| | | | | |
|---|---|---|---|---|
| I feel confident and know a can handle most situation | | | | |
| I am competent and good at many things | | | | |
| I have emotional control and I am respectful of others | | | | |
| I am capable and willing to learn new skills | | | | |
| I do my work without supervision | | | | |
| I always complete my homework on time | | | | |
| I have a personal study timetable which i follow | | | | |
| I carry out school duties assigned to me appropriately | | | | |

**Section E: Best practices addressing challenges of single parenthood among adolescents**

Suggest ways in which you feel you can helped to deal with challenges you are facing?

_____

_____

_____

_____

Thank you for your cooperation

## APPENDIX C: INTERVIEW GUIDE FOR PARENTS

1. Are you a single parent family?
2. Are you employed or working anywhere?
3. What kind of work do you do?
4. How much time do you share with your child?
5. Do you check on your child's performance at school?
6. Do you attend school activities regularly?
7. Do follow your child's studies at school?
8. How much support do you give them in school activities?
9. Do you give your child psychological support|?
10. Suggest ways you can be helped to deal with issues affecting your child?

## APPENDIX D: OBSERVATION SHEET

| **Statements** | |
|---|---|
| Parents and their children behaviour | |
| Relationship between parents and the adolescents | |
| How the adolescents behave when in school | |
| How the adolescents behave when with peers | |

## APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
*MS. VERONICAH WANGARI NGUNI*
of ST PAULS UNIVERSITY , 0-10200 MURANGA,has been permitted to conduct research in *Muranga County*

on the topic: *THE EFFECTS OF SINGLE PARENTHOOD ON EDUCATIONAL AND PSYCHOLOGICAL DEVELOPMENT AMONG ADOLESCENTS OF ACK CATHEDRAL ARCHDEACONRY DIOCESE OF MT KENYA CENTRAL*

for the period ending:
*23rd April,2020*

Permit No : NACOSTI/P/19/25005/29247
Date Of Issue : 23rd April,2019
Fee Recieved :Ksh 1000



.....
*Applicant's Signature*

.....
*Director General*
*National Commission for Science, Technology & Innovation*

### THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

### CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
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RESEARCH LICENSE

Serial No.A 24174

CONDITIONS: see back page

## APPENDIX F: RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
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When replying please quote

NACOSTI, Upper Kabete
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/25005/29247** Date: **23rd April, 2019**

Veronicah Wangari Nguni
St. Pauls University
P.O. Private Bag - 00217
**LIMURU.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***"The effects of single parenthood on educational and psychological development among adolescents of ACK Cathedral Archdeaconry Diocese of Mt Kenya Central"*** I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for the period ending **23rd April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang'a County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P.KALERWA MSc.,MBA,MKIM**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Murang'a County.

The County Director of Education
Murang'a County.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified