

**INFLUENCE OF SINGLE PARENTING ON PSYCHOLOGICAL
WELL-BEING OF SECONDARY SCHOOL STUDENTS IN
KENYA: A CASE OF ELDORET MUNICIPALITY**

BY

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DEDICATION

This thesis is dedicated to my Mother, Rebecca, husband Kiplagat and my children

Sarah, Amos and Doreen.

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ABSTRACT

The purpose of this study was to investigate the effects of single parenting on psychological well-being of secondary school students. This study investigated the influence of single parenting on the emotions of adolescents in secondary schools; the influence of single parenting on self-esteem of adolescents of secondary schools; the influence of single parenting on the self-discipline discipline of secondary school adolescents; the influence of single parenting on the attitude towards marriage of adolescents in secondary schools. The study was guided by the following objectives: To investigate the influence of single parenting on the emotions of adolescents in secondary schools ,to investigate the influence of single parenting on self-esteem on adolescents of secondary schools ,to investigate the influence of single parenting on the discipline of secondary school adolescents and to investigate the influence of single parenting on the attitude of secondary school adolescents towards marriage. In this study the null hypotheses tested included the following: There is no significant difference in(emotions ,self; esteem, self-discipline and attitude towards marriage)between secondary school adolescents from single parent families and those from intact families. The study was conducted in 10 secondary schools in Eldoret Municipality. The quantitative research designs used was causal comparative . The accessible population was Form 2 and 3 students in the selected secondary schools. Stratified random sampling technique was used to select the study sample of 30%. The researcher in the study also used simple random sampling to select the participants involved. Data collected was analyzed using Statistical Package of Social Sciences (SPSS).Computer programme both descriptive and inferential statistics were used in data analyses. The descriptive statistics used in analysis includes means, frequencies and percentages, whereas inferential statistics were t-test for independent samples and Chi-square tests The results of the analysis showed that there was non significant difference. Students from single parent families and those from two parent families do not differ in their emotional level $t(279) = -.49, P = .626$, self-esteem $t(279) = -.95, P = .344$.,self discipline $t(279) = -.600, P = .549$ and intension to marry $\chi^2(1) = 12, P = .730$. The results showed that there were non-significant differences and so the null hypotheses were accepted .The confidence level was 0.05. The study findings provided a basis for equipping teachers, couples, single parents, policy makers and organization dealing with children on psychological well-being and adolescents from single families and those from intact families.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, the purpose of the study, the objectives of the study, the research questions, justification for the study, the significance of the study and its scope, limitation and assumptions of the study, the theoretical framework and lastly the operational definition of terms used in this study.

1.1. Background to the Study

The family is the principle force in shaping an individual development especially during childhood and adolescence. People turn to their families for emotional nurturance and support as well as for their social identity. The family is a unique institution that performs certain functions not performed by other institutions or groups in society. These functions include education, recreation, religious status conferred and nurturance. The survival of the family depend on how well they meet member's emotional needs since the family is the primary arena for teaching effective interpersonal skills to children .Owoundo (2000) adds that, the family inculcates into the young values, skills and attitudes that would enable them in adulthood to play their role as useful members of society.

Functions of the family are being eroded due to the new western value systems. The Extended family is becoming a thing of the distant past and is being replaced with the

nuclear family especially among the educated and urban dwellers.

There is also rapid rural-urban migration that has led to the splitting of families, marital conflicts and skewed socialization of children especially the adolescents.

Furthermore the institutions of concubinage and single parenthood have weakened the family as a socializing agency and economic unit (Owoundo, 2000).

Gelles and Levine (1999) argue that the disintegration of the family is behind many of our most urgent personal and social problems, including delinquency, crime, drug abuse. Alcohol abuse, suicide, depression, and long term poverty. They add that the main victims of the weakening of the family are children. A family is a set of people related by blood, marriage, or some other agreed upon relationship or adoptions, who share the primary responsibility for members of society. An intact family is where both parents are present while a single parent family is where one parent cares for one or more children without the assistance of another parent. Single parent families are on the increase in the in the whole world. In 2006, 12.9 million families in the US were headed by a single parent 80% of which were headed by women. Since 1994, the percentage of US households headed by a single parent has remained steady at around nine percent, although it has nearly doubled since 1970 (Amato, 1988).

According to Giddens (2001), single parent household have become increasingly common in the past three decades. More than 20% of dependent children now live in single parent households. The vast majority approximately 90 percent are headed by women. By the mid 1990s there were 1.6 million single parent households in Britain

and the number is increasing. Among the 1.6 million single parent families in Britain, the fastest growing categories are that of single, never married mothers. In 1997 they constituted 42 percent of the total number of single parent families. Gelles & Levine (1999) argues that in many families with divorced adults, single parents, and step children, the functions of the family are hard to accomplish. A single parent family is created through one of any four means 1) Divorce, desertions or separation of adults 2) Death of one adult. 3) Having a child illegitimately 4) By choice.

Parenting has been recognized as the cornerstone of raising up all round children throughout the world. Every child in the world has every right to get paternal and maternal guidance.

In Australia, 14% of all household, were single parent families, since 2001 31% of babies born in Australia were born to unmarried mothers. In the United Kingdom in 2005, there were 5.9 million single parents with 3.1 million children. About one out of four families with dependent children are single parent families, nine percent of which have a male single parent. In South Korea, where societal disapproval of unmarried mothers is strong, 1.6% of birth in 2007 were to unmarried women, and of those women, 70% are estimated to have opted for adoptions (Barber & Eccles, 1992).

Single parenting is strongly associated with an increased risk of a number of negative social behaviour and emotional outcomes for children. Mandara and Murray (2009) argue that single parenting has adverse mental, emotional and psychological effect on the child and this has been validated by psychologists and advocated from time to

time. Single parenting is already becoming a rapidly growing trend in the society. Studies show that in US alone, there are four single parents to every 10 parents and there are two single parents for every 10 adults. Barber and Eccles (1992) reporting on the experience in the USA, fatherless families are considered incomplete and are frequently seen as primary contributors to delinquency, poor academic performance, dropping out of school. negative relationships with parents, decreased self- esteem, sexual promiscuity, and welfare dependence.

In the USA children and adolescents from divorced families are more likely to engage in deviant behaviour than children from intact families. The explanations for these is that there is decreased parental supervision in single parent homes and with less parental supervision, adolescents become more susceptible to the influence of other societal agents such as the peers (Coleman,1995).

After divorce according to Gelles and Levine (1999) most children suffer interim emotional upset at the time their parents separate, that most recover within a year or two but that a minority suffer long term, sometimes severe psychological problems as a result of their parents breakups.

Teenagers have complex requirements, which are not easy to meet as a sole parent. Students have problems related to themselves, their parent/ family, friends and teachers. Some may have disappointing memories related to home or family. Parents could leave their children with a feeling of incompetence and insecurity, when they

fail to live up to their expectations. Some parents nag their children and create unfavorable atmosphere at home. At times the strained and unhappy relationship at home hampers progress in studies (Barber & Eccles, 1992). There may be lack of sense of belonging in both intact and single parent family, which could disturb the mental equilibrium of the young students. Poor psychological well-being of some students result from lack of friends, loneliness, failure, feelings of inadequacy and sometimes inferiority. (Gelles & Levine, 1999).

In Kenya, as in other developing countries, the changing economic, social and health climate makes adolescence an especially challenging time for young people in general and for young women in particular (Njue & Evelia, 2009). The majority of students in Kenyan secondary schools are in the transition period from puberty to adolescence. This period is characterized by physical and social changes as well as mental and psychological developments. Physically, the transition is marked by the changes in the body as a whole but specifically changes are manifested in the voice, sex organs, height and weight. Socially they become attracted to members of the opposite sex. They become emotional and almost respond in the same to similar events or situations (Munyua, 2006).

Young people growing up without adequate information and have difficulties coping with some of the physiological and psychological changes taking place in their bodies are on the increase. Sexual activity among the youth begins early: 42% of girls 15-19 years old have had sexual intercourse and 17% were sexually active. It is much earlier

in the rural areas - a survey by the Population Council in Nairobi in four rural districts in Kenya (Kilifi, Kiambu, Siaya and Bungoma) reports that 75% of adolescent girls had their first sexual experience before age 16.

This situation can be arrested by such adolescents being taken care of in a two parent family (Carolyn & Evelia, 2009). The adolescents tend to develop adventures and rebellious character that propels them to do the forbidden, like defying and challenging authority by getting involved in a wide range of disciplinary infractions like bullying, rudeness, graffiti, fighting, stealing, noise making. Smoking cigarettes, abusing alcohol and drugs and disruptive behaviour (Munyua, 2006).

To the list we can add prostitution, with its economic and social problems like immoral behaviours among the youth and the spread of sexually transmitted diseases. As children seek to establish their so called independence from parents due to new life styles, they develop unruly characters epitomized by drug addiction, alcoholism, wildcat strikes in our schools and carefree behaviour as dramatized by the high school dropout rates among school girls due to teenage pregnancies. Studies reveal that one of the contributing factors to the above problems is lack of parental counseling. (Owoundo, 2000)

Gelles & Levine (1999), while reporting on the negative effects of single parenting say that single mothers also report poorer relations with their adolescents than do married mothers. Children in single families are worse off, on average, than children who live

with both of their parent's regardless of the parent's race or educational background, whether the parents were married when the child was born, and whether the parent with whom the child lives remarried.

They further illustrate that children of single mothers are more likely to have low educational goals, to drop out of high school, to get into trouble with law, to abuse alcohol and drugs, to marry and bear children at an early age, to get divorced and to remain poor into adulthood. However compared to single fathers, Schaefer (2004) says whereas single mothers develop social networks, single fathers are typically isolated. In addition, they must deal with schools and social service agencies more accustomed to women as custodial parent.

1.2 Statement of the Problem

The institution of marriage and family is experiencing profound changes that are affecting parenting of adolescents. The changes due to divorce, death, having children outside marriage and personal choice are now creating a new type of family that may have negative effects on the psychological well-being of adolescents being raised in such families. The trend of having single parenting families seems to be on the rise.

Single parenting is strongly associated with an increased risk of a number of negative social behavioural and emotional outcomes for children, since single parenting is stressful for one parent the overall relationship between a parent and his or her child most likely affects the psychological well-being of adolescents. As the number of single parenting families increase the society will have to live up with rebellious adolescents. Jeffrey (2001), observed that children who grew up in the absence of the

mother experienced conflicts and difficulties in their growth and development. This implies to physical, social and psychological aspects. Single parent families increased dramatically in the united states in the later part of the 20th century. In 1960 about 9% of children under than 18 were living in a father absent family and by 2000 the figure was 27%. It is estimated that during their childhood as many as 60% of US children will live in a single parent family.

Divorce is the most prevalent cause of single families of the 14.8% million children living with one parent in 1985, 42% were the children of divorced parents, 27% had parents who never married, 24% had parents who were married and separated and 7% had a widowed parent (Rose, 1996).

Adolescents from single parent families are more likely to engage in deviant behavior than adolescence from intact families (Dornbush, 1985). This is because there is less supervision which makes them more susceptible to the influence of other socializing agents such as the peers. In turn, greater compliance with peer pressure could increase the likelihood of engaging in deviant behaviour.

In support of this perspective adolescents living with both parents have been found to be less susceptible to pressure from trends to engage in deviant behavior (Steinberg 1987).

In a two parent family both adults collaborate and reinforce each other's decisions on rules and discipline. In single parent families children participate in many required household tasks and may have more control in negotiations on rules (Hertherigton ,1989).

Single parent families may experience financial constrains and this has a negative effect on the adolescent. Adolescents from families with higher incomes perceive themselves as more likable and have a higher self control than the from low income single families and this leads to a high self- esteem (Mandara and Carolyn,2007).

Children from single parent families and especially those of divorce have several risks that have affected their psychological well beings which include: parental loss, economic loss, poor parental adjustment, lack of parental competence and loneliness (Emery, 2003) Research has been done on the following areas: the influence of father absence on self esteem and academic performance (Mgangi,2007). Effects of single parenthood on educational operations and disengagement (Hyunjoon,2008) . This study seeks to fill the gap created by the above studies therefore the study was mainly to investigate the influence of single parenting on psychological well- being of secondary school adolescents. This will constitute a bulk of the study's concerns. Specifically; the study was carried out in secondary schools in Eldoret Municipality

1.3 Objectives of the Study

In this study, the following objectives that were derived from the statement of the problem were pursued:

- i. To investigate the influence of single parenting on the emotions of adolescents in secondary schools.
- ii. To investigate the influence of single parenting on self- esteem of adolescents of secondary schools.
- iii. To investigate the influence of single parenting on the discipline of secondary school adolescents.
- iv. To investigate the influence of single parenting on the attitude of adolescents towards marriage.

1.4 The Research Questions

In this study, the following four research questions, which were formulated from the research objectives, were answered:

- i. Do secondary school adolescents from single parent families and those from intact families differ in emotions?
- ii. Do secondary school adolescents from single parent families and those from intact families differ in self- esteem?
- iii. Do secondary school adolescents from single parent families and those from intact families differ in self-discipline?
- iv. Do secondary school adolescents from single parent families and those from intact families differ in their attitude towards marriage?

1.5 Null Hypotheses of the Study

In this study, the following four null hypotheses, which were derived from the research questions, were tested:

Ho1: There is no significant difference in emotions between secondary school adolescents from single parent families and those from intact families.

Ho2: There is no significant difference in self- esteem between secondary school adolescents from single parent families and those from intact families.

Ho3: There is no significant difference in self-discipline between secondary school adolescents from single parent families and those from intact families.

Ho4: There is no significant difference in the attitude towards marriage between secondary school adolescents from single parent families and those from intact families.

1.6 Research variables

This study involved two categories of variables. These are the independent and the dependent variables. Independent variable is a variable that a researcher may manipulate in order to determine its effects or influence on another variable. It is the presumed cause of the changes in the dependent variable. Whereas the dependent variable attempts to indicate the total influence arising from the effects of the independent variable (Mugenda & Mugenda, 1999). It is the presumed effect of the independent variable.

1.6.1 Independent variable

In this study single parenting is an independent variable because of its influence on the psychological well-being of adolescents in secondary schools was the one being investigated.

1.6.2 Dependent variables

The dependent variable investigated in this study was the psychological well-being of adolescents in secondary schools. This included. Emotions, self-esteem, self-discipline and attitudes towards marriage. The influence of single parenting on these variables were investigated in this study.

1.7 Justifications to the study

Single parenting is on the increase due to the weakening of family values. This means the percentage of single parent families is likely to grow in the next decade. As a result many adolescents will have to be parented by either single mother or single father.

Therefore, there will be many adolescents who will grow up with one parent and they may experience some psychological problems associated with single parenting. This will pose a greater challenge to the society since adolescents who are not well adjusted are more likely to be deviant in future. This study was to enhance the understanding of the effects of single parenting on the psychological well-being of secondary school adolescents. It will therefore contribute to a body of knowledge that will lead to greater comprehension on the role of both parents in parenting to the general public and in the academic circles.

1.8 The Significance of the Study

The study was to focused on the effects of single parenting on psychological well-being of secondary school adolescents in Eldoret Municipality. It assessed how single parenting impacts on the behaviour of adolescents. The research challenged policy makers at various levels of education and parents to take the task of parenting

seriously to ease the burden of the secondary school students who undergo many psychosocial challenges.

The study suggested some of the possible remedies for teachers to help children from single parent families. It is hoped that the findings of the study will be used by various agencies working with children and marriage counsellors to better their knowledge. The study could form a basis for further research on influence of single parenting on psychological well being not only in Kenya but also the rest of the world.

1.9 Scope of the Study

According to Oso and Onen (2005) the scope or the delimitation of a study is the description of the boundary of research in terms of content, time, methods, sample size and geographical and theoretical coverage of the study. The researcher of this study was basically concerned with carrying out an investigation on the influence of single parenting on the psychological well-being of secondary school students. Adolescents from single parent families are those living with one parent, either the mother or father. The study was conducted in Eldoret Municipality in Kenya. It was conducted between April and June 2010 by use of casual comparative research design. Eldoret municipality is a cosmopolitan town with all kinds of families including single parent families and therefore ideal for the study.

The town also has a range of schools where participants were drawn. The study specifically sought to determine the influence of single parenting on psychological well-being of secondary school students

1.10 Limitations of the Study

The use of questionnaires as the only research instruments had some limitations. For instance, the answers were accepted as a final result since no opportunity was given to the respondents beyond the answers they gave. There is no clarifying answer and the respondent can go through all the items before responding to them, so the various answers cannot be regarded as independent (Moses & Kalton, 1971). This was overcome by ensuring that the participants understood the questions clearly before responding.

Administration of questionnaire might have evoked anxiety related to being a child of a single parent. This might have made some to shy away from participating or give wrong information resulting in inaccurate data. This was overcome by assuring participants of confidentiality and informing them that the study was meant for research only. The fact that they did not write names on the questionnaires boosted their confidence in responding to the items

1.11 Assumptions of the Study

In the process of conducting the study, the following assumptions were made:

- 1) The students' responses to the questions represented a true measure of their psychological well-being.
- 2) The instrument chosen for the data collection was adequate to gather relevant information required for this study.

1.12 Theoretical Framework

The researcher was guided by Erik Erikson's(1982) theory of psychosocial development. The emphasis that Erikson's theories placed on the importance of early childhood experiences on later development of the child is very relevant to this study. The care that the child is given in a single family is very crucial to their development. The single parent family could be a result of divorce, death of one parent or single by choice. The care that children under one parent or both parents receive affects their development, which could be reflected in their psychological well-being during childhood and adolescence.

Erikson's observation on what is to be done to the child at every stage was of prime importance to this study.

Erikson (1968) hypothesized that the personality of an individual forms as the ego progresses through a series of interrelated stages. Each of these ego stages has critical period of development.

Personality develops in a series of turning points, which he described in terms of dichotomous of desirable qualities and dangers. Only when the positive quality is outweighed by the negative quality do difficulties in developments arise. Erickson(1982), proposed eight stages in the development of an individual .However only five stages of the theory are relevant to the study.

These stages are designated as follows:

- 1) Trust vs. Mistrust (birth - 1 year)
- 2) Autonomy vs. shame and doubt (2-3 years)
- 3) Initiative vs. guilt (4-5 years)

- 4) Industry vs. inferiority (6-11 years)
- 5) Identity vs. role confusion (12-18 years)

Trust vs. Mistrust (birth - 1 year)

The basic psychosocial attitude to be learned by infants is that they can trust their world. Trust is fostered by consistency, continuity and sameness of experience in the satisfaction of the infant's basic needs by the parents. The quality of the maternal relationship is more important than "absolute quantities of food or demonstrations of love" (Erikson 1963 & Bieleher, 1983). If the needs of infants are met and if the parents communicate genuine affection, children will think of their world as safe and dependable. However, if care is inadequate, inconsistent and negative, the children will approach their world with fear and suspicion.

Children, who are under parental care if they are brought up well with all their basic needs, will be able to trust their world since they have consistent and genuine experiences from the parents. The child who is deprived of parental love cannot develop consistent and genuine experience since the caregivers are different and attend to the children at different times.

Single father parent has a negative effect on the child at this age due to inconsistency, and deprived love, such fathers give the responsibility to care givers or house helps.

Autonomy vs. shame and doubt (2-3 years)

When children have learned to trust (or mistrust) their parents, they must exert a degree of independence. If children are permitted and encouraged, to do what they are capable of doing at their own pace and in their own way but with judicious supervision by parents they will develop a sense of autonomy. If parents are impatient and do too many things for children or shame the child for unacceptable behaviour, the child will doubt his ability to deal with the environment. Single parents sometimes do too many things for the children to compensate the absence of the other parent, and this makes the child to doubt his/her ability to do things for himself or herself. Such children doubt their abilities and potentials and this may affect their psychological well-being and may lead to maladaptive behavior. such children develop low self esteem.

Initiative vs. Guilt (4-5 years)

The ability to participate in many activities and use of language sets the stage for initiative if children are given freedom to explore and experiment and if parents and teachers take time to answer questions, tendencies towards initiative will be encouraged. If children are restricted and made to feel their activities and questions are pointless or a nuisance, they will feel guilty about things done on their own without the presence of parents. Thus, adequate parenting that allows children to develop initiative is necessary; otherwise if the children have no parents to listen to them or receive restrictions from the care givers or parents, they are likely to feel guilty. For children in single parent family where caregivers and the parent restrict them and make them feel that they are a nuisance are more likely to develop a sense of guilt

sometimes the single parent may do this due to stress of what could be happening to them e.g. divorce or death of the spouse. Such children may not take in initiative in their behaviour and in the learning process, resulting to maladaptive behaviour. (Bender & Goldfarb, 1981)

Industry vs. Inferiority (6-11 years)

A child entering school is at a point in development when intellectual curiosity and performance dominate behaviour. “He now learns to win recognition by producing things that develops a sense of industry” Erikson (1963) in Biehler (1983). The child’s danger at this stage lies in a sense of inadequacy and inferiority.

If the child is encouraged to make and do things, allowed to finish tasks and praised for trying, industry results. If the child’s efforts are unsuccessful or if they are treated as bothersome, inferiority results.

It is at this stage when the children are in primary school years. Parenting is very important in meeting the development of industry in the child.

If parents treat the child as a bother as in some cases of single parent families, the child develops inferiority which affects their psychological well-being .This may have a negative effect on their emotions, self esteem and even self discipline.

Identity vs. Role confusion (12-18 years)

This is a stage of adolescents, which is characterized by physiological and social changes in the children. Children develop independence from parents and achieve physical maturity. They are concerned about what kind of a person they are becoming “the growing and developing youth faced with physiological revolution within them, and with tangible adults tasks a head of them are now primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are” (Bieleher, 1983, p. 100) In their search for a new sense of continuity and sameness, adolescents have to re-fight many of the battles of earlier years.

The goal is development of ego identity, the accrued confidence of sameness and continuity (Bieleher, 1983). The danger of this stage is the role confusions, particularly doubt about sexual and occupational identity.

If adolescents succeed in integrating roles in different situation to the point of experiencing continuity in their perception, self-identity develops. If they are unable to establish a sense of stability in various aspects of their lives, role confusion results. Most of the secondary school students are in this stage, they need role models to identify with especially parents who will help in the molding of character to avoid confusion. Thus, children from single parent families are likely to be at a disadvantage if they do not get good role models to emulate from parents of both sexes. Children from both parent families may be better placed to develop identity and avoid confusion since their parents serve as models and guides.

1.13 Operational Definitions of Terms

In this study, key words used were defined in operational terms as follows:

Adolescence: Transition stage between childhood and adulthood.

Discipline: Is the process of helping children learn to behave in acceptable ways.

Dysfunctional family: one with impaired capacity for interaction in which all members and individuals are ineffective in varying degrees and all the relationships between the members are functionally impaired.

Emotions: Can be described in terms of pleasure, fear, anger, depression and grief. They are expressed through facial expressions, vocal channels (voice) content, entire situation and empathy.

Family: A set of people related by blood, marriage, or some other agreed upon relationship or adoptions, who share the primary responsibility for members of society.

Functional family: A family whose members work together and have effective communication. Each member is concerned with each other.

Intact families: Two parent family, which is functional.

Parenting: Is the process of caring for children and helping them grow and learn.

Psychological well being: Is a mental health that leaves one with a feeling of accomplishment in all aspects of life.

Self Discipline: Refers to the training that one gives oneself to accomplish certain tasks.

Self-esteem: This is the worth one places upon him/her self.

Single parent: Is a parent who cares for one or more children without the assistance of another parent.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The literature review provided a critique of studies done by other people. The aim of the researcher was to identify a gap on the topic of study and evaluate knowledge of various studies and other people's contributions towards single parenting and its influence on psychological wellbeing of adolescents. The literature review was divided into the following subsections:-

- 1) Single parent family.
- 2) Intact/two parent /functional family.
- 3) Single parenting and adolescents emotions.
- 4) Single parenting and adolescents' self-esteem.
- 5) Single parenting and adolescents' self-discipline.
- 6) Single parenting and adolescent's attitude towards marriage.

2.1 Single Parent Family

Single parent (also lone parent or sole parent) is a parent who cares for one or more children without the assistance of another parent in the home on a permanent basis. There was rapid and drastic increase in the number of single parent families in the later half of the twentieth century.

This change has been used by some researchers to argue that it is caused by the breakdown of the family (defined as married couple's residing with their dependent offspring's) with negative effects for children, families and society (Amato, 1993)

Gelles & Levine, (1999) argue that in many families with divorced adults, single parents and step children, the functions of the family are hard to accomplish. A single parent family is created through one of the means (1) Divorce, desertion or separation of adults (2) Death of one adult (3) Having a child illegitimately (4)By choice .Parenting has been recognized as the cornerstone of raising up all round children throughout the world. Every child in the world has a right to get parental guidance from both parents (mother and father).The family is a unique institution that performs certain functions not performed by any other institution or groups in society. The survival of the family depends on how well it meets members' emotional needs and the family is still the primary arena for teaching effective interpersonal skills to children. However, institutions of concubinage and single parental hood have weakened the family as a socializing agency and economic unit (Owoundo, 2000).

In 1992 alone, a survey by AMREF revealed that 10,000 school girls dropped out of secondary school every year on account of pregnancy. According to USAID, by 1997, the figure had risen to approximately 8,000 to 13,000 girls annually, 20% female students in teacher training colleges drop out annually due to pregnancy. The above statistics have contributed to single parenthood in Kenya.

Births outside marriage are on the increase, and to many, divorce is better than an abusive marriage to the children. A mother raising children alone is trying to accomplish by herself what is usually a demanding task for two adults and this is quite strenuous. Socially, the mother in a single parent household is often isolated and lonely (Hetherington & Kelly 1999). She has no one to support her when her children question her authority, nor does anyone act as a buffer between her and her children when she is not functioning well as a parent.

Single parenting is strongly associated with an increased risk of a number of negative social, behaviour and emotional outcomes for children. Mandara & Murray (2009) argue that single parenting has adverse mental, emotional and psychological effect on the child and this has been validated by psychologists and advocated from time to time. They also found out that single parents commonly experience difficulties with role identity. Some social stigma is attached to single parents and children are psychologically affected and therefore single parents often experience role strain from attempting to balance wage earning and parental responsibilities. Benson, (1968) found out that boys growing in the absence of a father have problems with sex roles and do not acquire strong masculine identities. This affects the gender identity development, school performance and psychological adjustment. Jeffrey (2001), observed that children who grew up in the absence of the mother experienced conflicts or difficulties in their development and growth.

In one American study, adolescents whose parents divorced tended to have increased levels of externalizing problems (aggressive and delinquent behaviour) and internalizing problems (emotional distress, such as depression) in most cases this was due a reduction in the quality of the mother's parenting. In addition, reductions in the level of father's involvement were associated with increases in boy's aggression and delinquent behaviour. Girl's increased anti-social behaviour was explained in large part by post divorce conflict between parents.

For boys, parental divorce was associated with an increase in likelihood of depression, even accounting for other factors. The author concluded that it might be that 'parental divorce tends to be inherently depressing for boys. Many of our secondary school students do not come from stable healthy families. Many have not had fathers or mothers present in their lives and a surprising number have not had love and attention that is necessary for a child to grow up to be a psychologically a fit human being (Barber & Eccles,1992).

Less than 10% of current families have both mother and father living together and a single bread winner (Bigner, 1994). Although the traditional nuclear family is not necessary the only effective form for raising children, lack of affection and attention from a parent or parents has decidedly negative effects on children and adolescents. Divorce and subsequent emotional upheaval experienced by children and adolescent have great effects on their psychological development and this trauma can resurface during secondary school and college years (Barber & Eccles, 1992).

As a result of dysfunctional family situations, adolescents in secondary schools have more worries and anxieties about the future and about the serious problem facing them in modern society. Most students in secondary school are in transition period from puberty to adolescents, this period is characterized by physical and social changes as well as mental and physical development. Young people who grow up without adequate information and have difficulties coping with some of the physiological and psychological changes taking place in their bodies. They tend to develop adventure and rebellious character that propels them to do things which are not acceptable by society, like defying and challenging authority by getting involved in a wide range of disciplinary infractions like bullying, rudeness, graffiti, fighting and stealing (Munyua, 2007).

Gelles and Levine (1999), while reporting on the negative effects of single parenting say that single mothers also report power relations with their children than do married mothers. Children in single families were worse off on average than those who lived with both parents regardless of parent's race or educational background. They further illustrated that children of single mothers are more likely to have low educational goals, to drop out of high school, to get into trouble with the law, to abuse drugs and alcohol, to marry and bear children at an early age, to get divorced and to remain poor into adulthood. However, compared to single fathers, Schaefer (2004) says single mothers develop social networks while single fathers are typically more isolated.

David (1977), states that children living with divorced or separated mothers have significantly low arithmetic scores than children living with both parents. He further

observed that children living in poor environment like housing and with low family income are associated with poor academic performance. A study by Coleman (1995), has shown that children whose fathers have been absent for prolonged periods tend to have lower scores on tests of intellectual and academic achievement. He observed that a child growing in a step parent home has similar consequences on education attainment as those growing up in a single parent family. Children from single parent families (especially divorce) face a lot of difficulties compared to their counterparts from intact families. These difficulties include: parental loss, economic loss, more life stress, poor parental adjustment, lack of parental competence and exposure to conflict between parents. These difficulties weigh down on the adolescents and in most cases lead to psychological and social problems which affect his/her self-esteem, emotions and self-discipline.

2.2 Intact /Two Parent/ Functional Family

The family is the universal and primary agent of socialization. The family group provides all the initial indications to the child as to whether he is loved or not, accepted or not, a success or a failure, worthy or unworthy, because until school days the family is virtually his sole learning context. According to Burns (1979), the parents loving care helps the child to develop a basic sense of security and trust, especially during the first years.

In UNICEF, 2000 article 9, the child has the right to live with his or her parents unless this is deemed to be incompatible with the child's best interests.

Parenting is not a very easy task since it involves the husband and wife prior to conception of the child, all the way through adolescents and even later stages in life. Parenting needs supportive programmes in order for it to be successful Teenagers living with married biological parents are far less likely to exhibit behavioural problems than those living with cohabiters and blended families. This is because such adolescents get support from the parents in terms of guidance and counseling. Only three percent of white teenagers living with married biological parents have emotional and behavioural problems, 18.9 percent have low levels of school disengagement and 7.1% have been suspended or expelled (Bumpass & Relley 2000). From the above, teenagers living with their biological parents are less likely to experience emotional and behavioural problems, and low school disengagement.

Research carried out on children by Siegler (1998), cited in Hetherington and Kelly (1999) showed that children from functional families perform better academically and had fewer behavioural problems in their schools, he further reported that children from functional families had higher academic grades than pupils from dysfunctional families.

Children from two parent families are better off emotionally, socially and economically (Amato, 1999). He added that researchers now know that while chronic

and overt conflict can be harmful, two parent families usually benefit the children. The research shows that a well functioning two parent family provides huge benefit but not all two parent families are well functioning. A functional family is one whereby each member is allowed to have a separate as well as shared life with the family.

Change is expected and welcome and not viewed as a threat while differences are viewed as opportunity for growth rather than an attack. In such a family there is freedom and flexibility, open communication, secure to be themselves and are encouraged to share experiences. Research indicates that one key factor to a functional family is the healthy marital relationship between parents in such a case the couple takes responsibility for meeting personal needs as well as enhancing each other's growth. When a couple feels secure and stable, they do not need to use their children to meet their needs, in fact they are in a healthy position to provide a model relationship for their children who will in turn develop and function fully (Dobson,1986).Another fundamental factor to a functional family is understanding the emotional system within the family. This includes bonding, separateness and to develop the ability to make wise and responsible choices. The system is open to allow contacts with other family members. Boundaries are both limiting and permeable. An essential factor to a functional family is effective communication. Good and effective communication centers on highly developed individual awareness and differentiation. A good communicator is aware of both internal processes in themselves and external processes in others that is self-awareness, i.e. being aware of one's perceptions, interpretations, projections, feelings and desire of being aware of others. When

individuals have good self-awareness, they have very clear boundaries and one knows where one begins and ends. One other communication skill that makes a healthy and fully functioning family is the courage and ability to give good feedback (Conson, 1986).

Understanding family rules is another factor in a functional family. Rules in such as families are overt and clear. The wife and husband will be aware of their differences in attitudinal, communication and behavioral rules. In a healthy family conflicts are a kind of contact while in a dysfunctional family problems are denied. Functional rules allow for flexibility and spontaneity. Whereas viewing mistakes as opportunities for growth, good functional rules promote fun, laughter and appreciating each other as precious and unique. As the family evolves through its life cycle, rigid rules that stifle maturity or cause immobility will require some modification. When children grow up, they press for a re-definition of a family relationships and rules. E.g. teenagers may no longer wish to accompany their parents on a shopping spree over the weekends preferring instead to go with their friends.. The family should be able to accept this change for healthy family to last, it requires time and effort. Parents need to work on their emotional issues so as to assist their adolescents and also to build a strong foundation for their family (Melgosa, 1977).All the above will help the adolescent to be balanced in terms of emotions and to develop a high self-esteem.

2.3 Single Parenting and adolescents Emotions.

Emotions are positive or negative feelings generally in reaction to stimuli that are accompanied by physiological (body change) arousal and related behaviour. The

stimulus is the situation that provokes the reaction. The feelings, which are either negative or positive, are dictated by the situation or stimulus. The psychological arousal is produced by the autonomic nervous system that brings about involuntary actions of internal body organs such as the heartbeat and breathing among others (Muite & Ndambuki ,2000).

Emotions can be described in terms of pleasure, fear, anger, depression and grief. Emotions can be exhibited through facial expressions, vocal channels (voice) content, entire situation and empathy. During strong emotional state, many changes occur in the body when we experience an intense emotion, such as fear or anger, we are aware of a number of body changes like rapid heartbeat and breathing, dryness of the mouth. Increased muscle tension, perspiration, trembling, a sinking feeling in secretion of gastric is inhibited. Most of the physiological changes that occur during the intense emotional state, result from the activation of the sympathetic division of the autonomic nervous system as it prepare the body for an emergency or action (Coleman,1995).

Teenagers have a different set of emotions and stress triggers than toddler's or elementary children. As a single parent, the challenges of teenagers can be complicated by the fact that there is no partner to rely on as a backup. In the absence of their mothers, all girls find their fathers inexperienced to deal with their day-to-day problems.

Single fathers are often blamed for being insensitive by teenage girls particularly on dating issues. Similarly, the relation between sons and their single mothers is not without problems, these relations and emotions are at full swing in this relationship. As the boys grow up, they usually become taller than their mothers because of the testosterone surge at this age. At the age of 16 may be up to 6 ft tall whereas most mothers are short. As this happens, boys try to take charge within the hour defying their mothers. As a parent therefore, a single mother needs to be firm at this point. At times when the mother becomes tough, the adolescents become angry, moody and may even harm themselves (Amato, 1999).

When a single parent deals with adolescent's emotion, it's important that the parent communicate to them that he/she (parent) is the only parent in charge of the family and that emotions are part of everyday life but they have to keep them under control. Children who have been abandoned may have difficulty expressing their emotions. They may also have difficulty sharing their feelings .They tend to keep their emotions bottled up and lack trust necessary to share their true selves with others. This is because the parent has failed to communicate with the child or have any role in the child's life in the absence of the other parent (Kinard,1984).

Adolescents from divorced families experience considerable distress about the break-up of their families and these feelings linger. Some new work with these children indicates that while children may not be significantly impaired as a result of divorce, they carry painful memories. Laumann Billings and Emery (2000) report that young

adults in early twenties who experience the divorce of their parents still report pain and distress over their parent's divorce ten years later. Feelings of loss about the relationship with their fathers were the most common report. Those young people who reported high conflict between their parents were even more likely to have feelings of loss and regret.

Current evidence suggests that the loss of contact with parents, economic difficulties, stress, parental adjustment, competence and inter-parental conflict all contribute at least to some degree in the difficulties of children. Some new findings shift our attention from major problems to milder but important long-term painful memories and feelings of helplessness. These feelings can continue well into young adulthood.

(Hetherington & Kelly, 1999) Children living without their biological fathers are more likely to have emotional or mental problems. After controlling for other demographic factors, lone-parent households are 2.5 times likely to be sometimes or often unhappy. They are 3.3 times as likely to score poorly on measures of self-esteem. Among children aged five to 15 years in Great Britain, those from lone-parent families were twice as likely to have mental health problems as those from intact/ two parent families (Mandara & Murray, 2009).

A major longitudinal study of 1,400 American families found that 20-25% of children of divorce showed lasting signs of depression, impulsivity (risk-taking), irresponsibility or antisocial behaviour compared with 10% of children in intact two-parent families. In one American study, adolescents whose parents divorced tended to have increased levels of externalizing problems (aggressive and delinquent behaviour)

and internalizing problems (emotional distress such as depression). In most cases, this was due to a reduction in the quality of the mother's parenting. In addition, reduction in the level of father's involvement was associated with increases in boy's aggression and delinquent behaviour.

Girl's increased antisocial behaviour was explained in large part by post divorce conflict between parents. For boys parental divorce was associated with an increase in likelihood of depression. The author concludes that it might be that, parental divorce tends to be inherently depressing for boys.

Children from broken homes are almost five times more likely to develop emotional problems than those living with both parents, a report has found. Young people whose father and mother split up are also three times as likely to become aggressive or badly behaved (Ermisch, 2001).

According to the comprehensive survey carried out in Britain by the office for national statistics, after interviewing 5,364 children age between five and 16 in 2004 and again in 2008, the researcher found that three percent had developed problems at the first survey and 43 percent who had behavioral issues, still had them three years later. Children whose parents had divorced over three years were 4.5 times more likely to develop emotional problems than those from intact families and were 2.8 times more likely to show the onset of behaviour disorders. The report said, "The odds of developing an emotional disorder were increased for children where there had been

changes in the number of parents between surveys from two parents to one parent compared with children and adolescents from intact families”. It went on “Children and adolescents in households of “reconstituted” families particularly where there were step children were more likely to develop conduct disorders than those from families which had two parents.

Children who endured three stressful events such as seeing one’s parent divorce or appear in court or suffering a serious disease or being badly injured were three times as likely to develop emotional problems (Barber & Eccles,1992).

2.4 Single Parenting and Adolescents Self- Esteem

Self-esteem is a term used in psychology to reflect a person’s overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, “I am competent-incompetent”) and emotions (for example, triumph despair, pride-shame. Behaviour may reflect self-esteem (for example, assertiveness-shyness, and confidence- caution).

Self-esteem is a widely used concept both in language and in psychology. It refers to an individual’s sense of his or her value or worth or the extent to which a person values ,approves , appreciates, prizes or links himself/herself (Bioascovich & Tomaka, 1991). The most broad and frequently cited definition of self-esteem within psychology is described as a favourable or unfavourable attitude towards the self (Rosenberg & Pearlin, 1978). Psychologists usually regard self-esteem as an enduring personality characteristic (Trait self-esteem), though normal, short-term variations

(state self-esteem) occur. Self-esteem can apply specifically to a particular dimension (for example, 'I believe I am a good writer, and feel proud of that in particular') or have global extent (for example, "I believe I am a good person and feel proud of myself in general").

Synonyms or near synonyms of self-esteem include: self-worth, self-regard, self-respect, Self-love, and self-integrity. Many early theories suggested that self-esteem is a basic human need or motivation (Coppersmith,1967).American psychologist Maslow (1968) included self-esteem in the hierarchy of needs. He described two different forms of esteem: the need for respect from others and the need for self-respect or inner self-esteem. Respect from others entails recognition, acceptance, status and appreciation and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of self-esteem need, individuals will be driven to seek it and if one does not get he/she will be unable to grow and obtain self-actualization.

Modern theories of self-esteem explore the reasons why humans are motivated to maintain a high regard for themselves. Socio-meter theory maintains that self-esteem evolved to check one's level of status and acceptance in one's social group. According to terror management theory, self-esteem serves as a protective action and reduces anxiety about life and death. McDougall (1973) conceives self-esteem as various simple feelings, with the nucleus of an individual self regard.

Such feelings might be either positive in nature derived from praise or by achievement or negative in nature resulting from criticism or under achievement.

Psychologists Mandara, and Murray(2009) of the university of California, Riverside, studied perceptions of self esteem and family functioning from a sample of 116, 15 year old African American girls and boys and their parents from various high schools in southern California. Fifty percent of the parents were married, 38% were divorced and 13% were never married single mothers. Results showed that boys with married parents had higher over all self- esteem compared with boys from non-married parents, even when family income and family functioning were taken into consideration.

Parental marital status had no effect on girl's self-esteem. The study showed that the role in which fathers play in socializing their children should be included in the public policy in order to focus on reversing the current trends of low marriage rates and high divorce rates. Free or subsidized family counseling before and during marriage along with expanding visitation rights for non-custodial parents are among the public policy changes the authors suggested. Results from the study also indicated that adolescents from families with higher incomes perceived themselves as more likable and lovable and as having higher self-esteem.

Also results suggest that, the better the family functions, the higher the self-esteem of the adolescents. Mandara &Murray(2009) further argue that focusing directly on

adolescent's self-esteem with productive extracurricular activities and increasing the quality of family functioning may buffer the effects of single parents. They also say parents need to become more aware of the family factors that affect male and female children differently.

The way a person is judged by others affects the opinion and perception that one makes about one's own self. The person, valued by others as worthy and competent, is more likely to have a positive view of one's self. The favourable opinions of parents, peers and significant others may provide a fundamental base for the positive evaluation of the self later. Throughout life, that person keeps verifying their judgments in the light of the information that one may receive from the people in the social environment (Mandara & Murray, 2009).

The numerous researchers in self-esteem indicate that the construct self-esteem is contrast to personality psychology. Psychologists have long since been interested in understanding and formulating a theory of self. A large number of self-referred constructs include self-acceptance and self-regard (Rogers, 1959), self-concept and self-esteem (Cooper Smith, 1967, Rosenberg & Pearlman 1978).

The most important and quite frequently used constructs are self-concept and self-esteem. Self-concept is broadly defined as a person's perceptions of his or her evaluation.

Perceived characteristics of Self-esteem is considered a single most significant key factor in understanding human behaviour. It is the important list of individuals psychological functioning that affects his attitude towards others and life (Coppersmith, 1967).

The importance of adolescent's self-esteem can't be over emphasized. Probably the most important development task of adolescence is to answer the question "who am I"? It is during this time that an adolescent will ask himself "am I okay"? Am I important? "Am I special"? Their self-esteem is influenced by parents' teachers and friends.

There is no factor that can be credited or blamed for good self-esteem or lack of self-esteem. Factors blend together and lead the adolescent to form an opinion of himself /herself which may vary from day to day. Extremes in parenting may bring down adolescents' self-esteem, meaning parents who are overly permissive can hurt a teen's self-esteem, but so can parents who are particularly restrictive and non-supportive. The most important message for a parent to communicate is love and acceptance of their adolescent as well as treating the child with respect. Parents have a significant but not exclusive influence on adolescent's self-esteem.

Teachers and other significant adults can affect a child's self-esteem by favouring certain students. Particularly damaging are teachers that ridicule a child who does not excel in a particular area in sports or academics (Barber & Eccles, 1992). Probably the

most important influence on adolescent self-esteem is peers. It's so important to most adolescents to be accepted by other teens. If an adolescent feels consistently rejected, depression or inappropriate coping skills such as drugs and alcohol abuse may follow. Low self-esteem is a common problem to the adolescent. This is because of the numerical emotions and physical changes that are taking place in their lives.

The urge to fit with their peers is very strong and perceived rejection by friends and classmates may lead to low self-esteem.

Some typical struggles of adolescence are: Acne, weight problems, rejection by members of the opposite sex, feelings that they don't fit in a particular crowd, sibling rivalry and hormonal mood swings. Changes in their bodies and their own inability to control their emotions can make a teen feel confused and scared. Low self-esteem in teenagers can lead to bigger problems, such as experimenting with drugs, alcohol, or sexual activity or eating disorders or adolescent's suicide (Bigner, 1994). Some signs of low self-esteem in adolescents include: Sleeping all the time, lack of energy and motivation, sudden drop in grades or interest in academics, neglecting their personal appearance, slurred speech and even skipping meals.

With a number of psychologists concerned about the psychological functioning of children from single parent families, a great deal of research has focused on personal adjustment and more particularly, on self-esteem. In some studies parental divorce and father absence have been associated with lower self-esteem and lower feelings of

competence in children and adolescents, especially in short term (Brody, 1986, Nastasi & Guidabaldi, 1987; Parish & Dostal, 1980; Parish & Wigle 1985; Smith, 1990).

Young & Parish (1977) indicated that their differences in self-esteem often decline over time. Other studies however fail to find such differences for children (Kalter 1990 Kinard Reinherz, 1984).

Thus as with cognitive performance, the difference in self-esteem between children from divorced and intact families are not consistent and when there are differences they decrease over time. Coping inappropriately with life's disappointments can further damage adolescent's self-esteem. When parents divorce, the adolescents may cope by getting into drugs or alcohol.

In conducting research on divorce effects, it's important to remember that processes such as parental control, discipline responsibility allocation and decision making styles may be related to family structure. In turn these family processes can influence outcomes which can be more negative in divorce families, such as school performance and adjustment (Dornbusch et al., 1985., Kurdek, 1987), or those considered to be more positive such as independence and self-esteem. Early adolescents from highly authoritarian homes have been found to have lower self-esteem (Yee & Flanagan, 1985), and those from homes with high authority, low punishment and high household responsibility were found to be generally high in self-esteem and independence.

2.5 Single Parenting and Adolescents Discipline

Discipline refers to the acceptable behaviour that students learn through a period of time and produces a conducive atmosphere at home and school (Kiura ,1999).

Discipline problems arise in a situation in which the needs of the students conflict with the needs of the society, or the authority. When such indiscipline behaviour occurs, then there is need for measures to disrupt such behavior (Melgosa ,1997).

A study by Bandura (1986), established that aggressive behaviour in adolescence was reinforced by family members as the most prominent source of behaviour modeling. He noted that boys who witnessed their fathers repeatedly striking their mothers were more likely to become abusive parents and husbands.

Research carried on children's thinking by Siegler (1998), as cited in Hetherington and Kelly (999), showed that children from functional families perform better academically and had fewer behaviour problems in schools. He further reported that children from functional families had higher academic grades than pupils from dysfunctional families. He cited examples of single parent families and step father families as included among dysfunctional families. Aston & Maclanaham (1991) found that, children from dysfunctional families and particularly those from single parent families, those with step parents and those affected by marital disruptions reported less monitoring of their school work and less supervision of their social activities as opposed to functional families without marital disruptions.

A study by Coleman (1995), showed that children whose fathers had been absent for prolonged periods tended to have low scores of academic performance. A study by Harlow (1958) showed that physical, intellectual and social development were usually retarded when the young are deprived of nurturance and maternal care conversely, the instrumental nature of the father's role as presented by Parsons and Bales (1955), implies that the father serves as a master teacher of his children. He teaches them the appropriate skills ensuring that each child will be able to assume responsibility for his/her behaviour and actions as an effective member of a society. Mwiria (1987) noted that authoritarian parents put some demands on their children to do well in academic performance. He also noted that the demand usually puts a lot of pressure on the student to behave and be disciplined in school.

A study by Bigner (1979) concluded that emotional and psychological problems found in fatherless homes are complicated by loss of his economic support, and this has many implications for children's development. Observations of children who lack fathering experience indicated that the effects were generalized to other areas of development including cognitive , thought skill and behaviour. According to Varkey (1999), if a child lives with hostility, he learns to fight. He concluded that when a child is beaten at home, he/she comes to conceptualize that when daddy gets angry he hits, when mummy gets angry she hits, so when I get angry I will hit. This will affect the psychological well-being of the child. All the cases studied by Varkey (1999) found out that all bullies at school come from homes where they were bullied or canned. He also noted that most children in school, who looked happy, relaxed and who behaved

well and succeeded academically were the ones who had been brought up in homes without strictness or use of cane.

These studies implied that, there were different discipline practices used in different homes or type of families, that is, single parent families and intact families. Farrington (1989) noted that family management practices such as failure to set clear expectations for children's behaviour, poor monitoring and supervision, strict parenting, permissive parenting and severe and inconsistent discipline consistently predict later indiscipline and substance abuse even in schools. He also noted that proactive acceptable family management practices during early childhood reduce the likelihood of indiscipline activities. For example, he found out that sons whose fathers engage in leisure activities with them, did not exhibit indiscipline activities in schools.

This might be because of how the children first perceived the discipline practices at home. In single parent families especially those headed by mothers, the adolescents may be indiscipline due to lack of modeling and authority since the father is a figure of authority.

Bradley, (1988) found out that children from abusive or neglected upbringing may engage in activities which provide short term gratification like gambling, irresponsible sex, smoking and alcoholism. He observed that parenting is the most important factor which determines the level of self control. A child living in hostile environment is likely to involve in crime and those children whose parents supervise develop self

control to resist temptation offered by crime. Bardley further observed that children from families affected by marital disruption (death, divorce or separation) reported low monitoring in school work by their mother or father and less supervision of social activities resulting in relatively poor performance in schools and indiscipline.

The extent to which living with a single divorced mother is predictive of delinquent or antisocial behaviour has been examined extensively. The most popular process focused explanation for these higher rates is decreased parental supervision in single parent homes (Dornbusch et al 1985). For White and Hispanic, children growing up in divorced single parent family has been linked to less parental supervision (McLanahan, Astone & Marks ,1988). Such children may be more susceptible to the influence of other socializing agents, such as their peers.

In turn, greater compliance with peer pressure could increase the likelihood of engaging in deviant behaviour, in support of this perspective, adolescents living with both natural parents have been found to be less susceptible to pressure from friends or to engage in deviant behaviour than adolescents in single parent family homes even when sex, age, socio-economic status, maternal employment and family decision making are controlled (Steinberg, 1987).

Family processes have been linked to the dynamics associated with the distribution of power and responsibility in the family (e.g. family decision making, parental disciplinary style, and family responsibility allocation). These areas are likely to be different in various family configurations and to influence adolescent aspirations. For

example. In two parent's families, both adults can collaborate and reinforce each other's decisions about rules and discipline. Children in single mother homes who participate in many required household tasks, and who have more household responsibilities, may have more control in negotiation over rules. In partial support of this idea, adolescents, especially boys, in single mother headed families report experiencing greater parental permissiveness in several areas of decision making and less parental control (Hetherington & Kelly, 1989).

In 1991 Amato and Keith conducted a research on the difference between children who live in divorced families and children who live in married or two parent families (intact). They examined the results of 92 studies involving 13,000 children ranging from Pre-School to young adults to determine what the overall results indicated.

The overall results of the analysis were that children from divorced families are on 'average' worse off than children who have lived in intact families. These children have more difficulty in schools more behaviour problems, more negative self-concept, more problems with peers and more trouble getting along with parents. More recent update of the findings indicates that this pattern continues in more recent research (Amato, 2001).

A study by Ogoma, (2000) examined family styles and learned helplessness in performance of mathematics. Using 185 students in the study, he noted that authoritarian family styles were related to higher learned-helplessness orientation and poor performance in mathematics, and democratic family styles were associated with

lower learned-helplessness and higher mathematics performance. Single parenting use authoritarian family style and on this strength secondary school adolescents from single parent families have higher learned-helplessness orientation and poor performance in mathematics.

However on the other hand, in a famous study by Goertzel and Goertzel (1986) cited in Dobson (1986), in a book entitled the Cradles of Eminence, the family background of 400 highly successful people were investigated, the subjects studied had made it to the top of world charts of the famous and successful. They were men and women whose names one could recognize as brilliant or outstanding in respective fields, they included Churchill, Gandhi, F.D. Roosevelt, Schweitzer and Freud just to mention a few. The intensive investigation into their family lines yielded some surprising results.

One, that 75% of them, while as children came from families that were troubled by poverty, broken family relationship, homes with rejection ,over possessive, estranged or dominating parents, or by parental dissatisfaction over the children's school failures or vocational choices. Two that 74% of the 85 % writers of fiction or drama and 16% out of 20 poets come from dysfunctional families where as children, they saw high psychological dramas played by parents as they quarreled and manipulated each other. Three, that one fourth of the sample had some handicap such as blindness, or overweight or having a speech defect while they were young children. The researcher used purposive sampling technique. The study concluded that the need to

dysfunctional family was a major or determining factor in the individual's struggle for personal achievement (Dobson, 1986).

Scholars have found out that children who are unsupervised at home were more likely to engage in problem behaviour than those who were supervised. The father's absence and the maternal parenting skills and family functioning may have an effect on the behaviour of the children. Disruption in the home atmosphere and the routine monitoring of children's behaviour may lead the children to be involved in discipline problems which may make them more vulnerable to engage in anti-social behaviour. Parents with badly behaved children were less affectionate and less likely to reward positive behaviour of their children. The parents were more critical and gave more instructions to their children on how to behave than the parents of well behaved children. He concluded that effective parenting is very important influence on the child's character and behavior (Dobson, 1986).

Children with abusive or neglected upbringing may engage in activities which provide short term gratification like gambling, irresponsible sex, smoking and alcoholism. He observed that parenting is the most important factor which determines the level of self control. A child living in hostile environment is likely to be involved in crime but those children who are supervised by parents their will develop self-control and self discipline to resist the temptation offered by crime (Bradly, 1988).

2.6 Single Parenting and Adolescents attitude towards Marriage.

Single parenting affects the attitude of secondary school adolescents towards marriage. It has been suggested that divorce produces more negative attitude towards the institution of marriage (Glenn & Kramer, 1987; Kinnaird & Gerrard, 1986). Women from intact families have been found to have more positive attitudes about marriage and more negative attitudes towards divorce than those from divorced, separated or reconstituted families (Greenberg & Nay, 1982; Kinnaird & Gerrard, 1986).

Whether the difference is seen as good or bad depends on the values of the researchers because accepting attitudes towards divorce and lower commitment to marriage may be seen as either a negative outcome or an adaptive positive outcome. Most researchers who interpret this effect as negative do so because such attitudes are likely to increase the possibility that one will seek divorce one's one is an adult. Parental divorce has been cited as a contributor to subsequent marital dissolution for the children involved (Glenn & Kramer, 1987; Keith & Finaly, 1988; McLanahan & Bumpas, 1988).

This intergenerational transmission of divorce has been attributed, in part to a love and commitment to marriage and in part to a tendency of children of divorce to marry at an earlier age. An alternative possibility is that these women perceive the option to leave a bad marriage as viable and choosing to leave a marriage may be positive for these women and reflect their personal courage. Some studies do not support the strong long term influence of parental divorce on the child's subsequent marital patterns. Kulka and Weingalen (1979) found only moderate evidence for the intergenerational

transmission of marital instability and nothing in their results suggest major long-term adjustment problem in adults who experienced parental divorce as children. However, they did suggest that married women from divorced parent-families consider the marital role as less important than their married peers from intact families. Women from non-intact families of origin were more likely to identify positive appraisals of their work role as more important than their role as wives. It's interesting that the men in their study do not show these differences.

Finally, it may not be parental marital status that contributes to the negative attitudes about marriage but the ongoing parental conflict that precedes the divorce. The ensuring negative relationship between the children and the parents if a child observes a marriage that is unhappy, it may not be the legal marital status that influence the ensuring negative attitudes about the marriage, but the observation that it is unhappy. (Keith & Finlay 1988).

Conclusion of the literature review

The literature review on the effects of single parenting on the psychological well-being of secondary school adolescents indicate that a great percentage have psychological problems. Among the problems is low self-esteem, emotional and discipline problem.

Adolescents from intact families enjoy a better atmosphere and this started at infancy and thus such adolescents enjoy good psychological well-being compared to their

counter parts from single parent families. Most of the studies reviewed have been carried out in developed countries. Findings from such settings have been generalized to developing countries in disregard of difference in ethnicity, culture and other variables. Search has been done on the influence of father absence on self-esteem and academic performance (Mgangi ,2007).Another study was done on effects of single parenthood on educational disengagement (Hyunjoon,2008).The study seeks to fill the gap created by the above studies by investigating the influence of single parenting on the psychological well-being of secondary school adolescents. The study investigated emotions, self-esteem, self-discipline and attitude towards marriage.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter presents a description of the procedure and methods that the researcher Used in order to obtain the required data needed for the study. It comprises of the geographical location of the study, the research design, the research population, sampling procedure and sample size, data collection instruments, validity and reliability of the research instrument, scoring of research instrument, data collection, procedures, and data analysis methods.

3.1 Geographical Location of the Study

The study was carried out in secondary schools in Eldoret Municipality. It's located in the centre of three districts namely, Wareng, Eldoret North and Eldoret East (formally Uasin Gishu District). The town lies between latitude 00 30 North and longitude 35° 16 East at an altitude of 2,085m above sea level. It has an area of 148 square kilometers. Due to its favourable climate; the town has attracted a high population which in turn has led to the high student population.

Eldoret Municipality has 31 secondary schools that belong to different categories for the researcher needed to carry out the study effectively. The categories include girls boarding, boys boarding and mixed day secondary school.

According to Uasin Gishu District Development plan (2002-2008) of 2001. Eldoret municipality has an estimate population of 300,000 people. This population is multi-ethnic and multi-racial in composition, which is typical of cosmopolitan population.

This means that students from the population come from different family backgrounds and types including single parenting and its effects on psychological well-being, which the study intended to establish.

3.2 The Research Design

The researcher of the study employed quantitative research method. The quantitative research design used was causal comparative design. The causal comparative design, allowed the researcher to collect one or more information from one participant. It's a design used when the independent variable cannot be manipulated, for example gender (Oso & Onen, 2005). According to Mugenda and Mugenda (1999), a causal comparative research allows researchers to investigate the possibility of a causal relationship among variables, which cannot be manipulated. This research design was used to establish the effect of single parenting on the psychological well-being of secondary school adolescents.

3.3 The Research Population

The study was conducted in Eldoret Municipality, Rift Valley Region of Kenya. Population refers to a large group from which the sample is taken. Research population comprise form 2 and Form 3 students in selected secondary schools in Eldoret Municipality.

The total number of form 2 and 3 students in Eldoret Municipality at the time of the study was 2,014. There are 31 registered secondary schools in Eldoret municipality. The selection of these two classes was considered because of students who have a longer experience in school and are mature and were able to respond to the questionnaire items.

The Form 4 students were not involved in the study because they were preparing for examinations and the Form 1 were too new in the school to offer useful data. 10 schools were involved in the study because this formed 30% of the total number of secondary schools in the Municipality. A sample of 281 students were selected from the 10 sampled secondary schools to respond to the questionnaire. According to Mugenda and Mugenda (1999), 30% of the population is large enough to represent the salient characteristics of the research population, which was the study sample..

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling Procedure

The study used stratified sampling technique to select girls' boarding schools, boys' boarding schools and day secondary schools. The technique ensured that all the sub-groups in the population were equitably represented.

To ensure that all sub-groups in the population were represented in the sample, the researcher identified the number of schools in each stratum. After sorting out the

different types of schools in each stratum simple random sampling was used to select the schools.

Each school was given a number, which was written on a piece of paper, folded and then placed in a container. The papers in the container were mixed thoroughly before picking the required number randomly at a time. A total of 10 schools were selected.

This procedure ensured that each member of the population of the school has equal and independent chance of being included in the sample.

From each stratum, 30% of the population was sampled to form the study sample. The researcher used simple random sampling to select participants to be included in the sample and therefore involved in data collection.

Stratified random sampling was used to select students from single parent families and intact or two parent families. The goal of stratified random sampling is to achieve desired representation from various subgroups in the population. In stratified random sampling, subjects are selected in such a way that the existing subgroups in the population are more or less reproduced in the sample (Mugenda & Mugenda, 1999).

3.4.2 Sample Size

The sample size of the study was 281 students. The main factor in determining a sample size in a study is the need to keep it manageable enough. This enabled the researcher to derive from the sample a detailed data at an affordable cost in terms of time, finance and human resources (Warwick & Lininger, 1975).

The use of different types of schools was adopted in order to provide a representative sample of the secondary school population in Eldoret Municipality.

A total of 10 secondary schools in the Municipality participated in the study. A total of 281 Form 2(116) and Form 3(165) students were involved in the study.

3.5 Data Collection Instruments

In this study, two research instruments developed by the researcher were used.

Section A was the biographic form which the participants gave information about their background which included class, type of family, orphan hood, and intention to get married in future.

Section B was made up of questions related to psychological well being using Likert Scale. The questions were as follows:

Question 1	-	9	-Self esteem
Question 10	-	15	Emotions
Question 16	-	19	Self discipline

The questions were measured using a four point scale that is Likert Scale

1. None of the time
2. Some of the time
3. Most of the time
4. All the time

3.6 Validity and Reliability of the Research Instrument

3.6.1 Validity

According to Mugenda and Mugenda (1999), validity refers to the accuracy and meaningfulness of inferences which are based on research results. It is the degree to

which results obtained from the analysis of the data represent the phenomenon under study.

Content validity refers to a judgment concerning how adequately a test samples behaviour representative of the universe of behavior the test was designed to sample (Cohen et al; 1996).

For content validation, the 19 test items in the questionnaire catered for the following components: self-esteem; items, 1-9, emotions; items, 10 -15, self-discipline; items, 16-19.

The content validity of the questionnaire was also verified by the researcher's fellow graduate students, lecturers from the Department of Educational Psychology of Moi University and the supervisors. The latter two are considered experts (Cohen et al., 1996). These persons were asked to critically examine and judge the clarity of the items in the questionnaire. Their suggestions were used to improve the quality of the items in the questionnaire.

Piloting was carried out to provide construct validity evidence for the instrument by means of scores the two distinct groups (single parent and two parent students). It was found out that the scores of students from single parent families and those from intact families were not different ,a contrast of the literature review.

3.6.2 Reliability

According to Mugenda and Mugenda (1999) the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test reliability of the instrument used in the study, test-retest method was used.

The questionnaire was administered to 30 students picked randomly from one school not included in the sample of the main study. The questionnaire was re-administered to the same individuals after two weeks.

This was consistent with Mugenda & Mugenda's (1999) indication that one can wait one to four weeks before administering the instrument a second time.

To determine the correlation coefficient of stability, Pearson's product moment formula was used. This established the extent to which the questionnaire elicits the same responses every time it is administered. A reliability coefficient between .5 and 1.0 if established was to be considered the desired index of reliability. The Pearson correlation of the two scores yielded a correlation coefficient of .62. This was a positive correlation giving the researcher confidence to use the instrument. The results obtained from the pilot study assisted the researcher in revising items in the questionnaire to make sure that it covered the objectives of the study. Questions which were not clear were rectified or omitted from the questionnaire. For this study question 20 which was not clear was omitted. The reliability of the instrument was also

improved by the researcher giving test instruction with clarity and making simple, the scoring rules.

3.7 Scoring of Research Instrument

A biographic form was used to collect information about the family background, class, orphan hood, and intention to marry. The responses of the participants for the items in the biographical form were coded and entered into the SPSS computer data file.

A questionnaire was used to collect information on psychological well-being that is self-esteem, emotions and self-discipline and were rated on self-rating scales.

The completed questionnaires obtained from the respondents were serialized that is, numbered from No. 1 to 281. For purposes of scoring, each item in the questionnaire had a value as follows:

- 1) Self-esteem had 9 questions on a 4 point scale so the total is 36 points (that is, 9 items x 4) the range is from 9 - 36 points
- 2) Emotional level – had 5 questions on a 4 point scale so the total 20 (that is, 5 items x 4)The range is from 5 – 20 points.
- 3) Self- discipline 4 questions on a 4 point scale a total of 16 points. Range is from 4-16

From the results obtained, the higher the points, the better the psychological well-being and the lower the level the lower the psychological well being.

This was followed by coding which was done using the SPSS Programme.

(Statistical package for social sciences)

3.8 Data Collection procedures

The permission to conduct this study in Eldoret Municipality was obtained from the National Council of Science and Technology (see Appendices 111 & 1V). The researcher then presented the permit from the National Council of Science and Technology to the district education office who then granted permission for the study to be conducted (see Appendix V). Permission was also obtained from the principals of the sampled schools through a letter of consent to conduct the research (see Appendix VI).

The principals introduced the class teachers to the researcher since they would be in a position to get the participants of the study. The researcher trained the class teachers in the sampling procedures. The class teachers and the researcher then used random sampling method to select 30% of the class to participate in the study. The participants were informed about the purpose of the study before responding to the items in the research questionnaire. Clarifications were made where necessary and respondents were assured of anonymity and confidentiality. The participants were asked to complete a biographical form and a questionnaire. Each participant completed his or her questionnaire without discussing the items with classmates. Sufficient time was allowed for students to respond to the questions accurately. The completed research instruments were collected and returned to the researcher by the class teacher.

3.9 Data Analysis Method

The researcher first established that all the questionnaires were duly completed. The questionnaires were first numbered to get the total number of participants that is, they

were 281. Data collected from the Biographic form and questions on the psychological well being that is, level of self-esteem, level of emotions and self -discipline were coded for the purpose of analysis. The data was analyzed using Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used in data analyses. The descriptive statistics used frequencies and percentages whereas inferential statistics used t-tests for independent samples and chi-square.

The t-test for independent samples was used to compare mean scores on self-esteem, level of emotions and self-discipline between adolescents from single parent families and those from intact families. The t-test is a special ANOVA which is used to test whether there are significant differences between two means derived from two samples of groups at a specific probability level (Mugenda and Mugenda, 1999).Independent samples are samples that are randomly formed that is, formed without matching. In such samples, the members of one group are not related to members of the other group in any systematic way other than that they are selected from the same population.

In this study, the two independent samples are secondary school adolescents from single parent family and those from intact families. t-test was used to test whether there is a significant difference in the psychological well-being between the two groups. The t-test was used to compare the mean scores of the two independent samples.

The Chi-square (χ^2) was used to analyze the non-parametric statistics that is, attitude towards marriage. Chi-square (χ^2) is a statistical technique, which attempts to establish the relationship between two variables both of which are categorical in nature. The technique compares the proportion observed in each category with what would be expected under the assumption of independent samples between the two variables (Mugenda and Mugenda, 1999). In this study, the chi-square test for one way design was used since the independent variable is 1 that is, single parenting.

The chi-square was used to determine the attitude towards marriage between adolescents from single parent families and those from intact families'. For all the statistical tests, the alpha (significance level) was set at .05.

3.10 Ethical considerations.

The researcher ensured ethical requirements were upheld during the study. The participants in the study made their decisions to participate based on adequate knowledge of the study. The researcher provided the participants with the information about the purpose of the study, the expected duration of time and procedure to be followed and about the respect of privacy and confidentiality. The participants were assured that the information they revealed about themselves was confidential and anonymous. They were instructed not to write their names on the instrument used in data collection. They were also informed that they were free to withdraw from the study at any time they deemed fit.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Overview

This study investigated the influence of single parenting on the psychological well-being of secondary school students in Kenya, a case of Eldoret Municipality. This chapter presents the results of descriptive and inferential statistics used to analyze the data. The reporting of the results follows a consistent pattern: a restatement of the null hypothesis, after which the pertinent descriptive statistics, inferential statistics and appropriate interpretations are presented. The chapter opens with demographic description of the participants involved in the study.

4.1 Demographic description of Participants

The sample for this study comprised of 281 participants. The participants were drawn from Form 2 and 3 male and female students from the selected single sex boarding and mixed day secondary schools from Eldoret Municipality. The demographic description of participants is presented in Table 4.1

Table 4.1**Demographic description of participants**

Gender	Class			
	form2	Form3	Single parent	two parent
Male	65	88	62	73
Female	51	77	60	86
Total	116	165	122	159

Test of the Null hypotheses**Null hypothesis one: HO₁**

The first null hypothesis which was derived from research question one stated that there was no significant difference between secondary school adolescents from single parent family and those from intact families in emotions. To test this hypothesis a biographical form and a questionnaire were administered to the participants. On the biographical form the participants were asked in item 2 to indicate the type of family they come from, they were also asked to respond to items in the questionnaire(10 -15) which measured their level of emotion. Their responses were scored and the mean scores they obtained are presented in table 4.2

Table 4.2**Type of family and emotional level**

Type of family	N	Emotions	
		mean	SD
Single parent	122	17.16	2.94
Two parent	159	17.33	2.84
Total	281		

To test whether the mean scores obtained by participants from single and two parent families were significantly different, a t-test for independent samples was conducted.

The results of the analysis showed that there was non-significant differences $t(279) = -.49, p = .626$. It was concluded that students from single parent families and those from two parent families do not differ in their emotional levels. The null hypothesis is therefore accepted. This was confirmed at 0.05 level of significance.

Null Hypothesis two: HO2

The second null hypothesis which was derived from the research question 2 stated that there was no significant difference between secondary school adolescent from single parent families and those from intact families in self-esteem.

To test this hypothesis a biographical form and a questionnaire were administered to the participants. On the biographical form the participants were asked in item 2 to indicate the type of family they came from. They were also to respond to the items in the questionnaire (1 – 9) which measured their levels of self-esteem. Their responses were scored and the mean scores obtained are presented in table 4.3

Table 4.3**Type of family and level of self-esteem**

Type of family	N	Self esteem	
		Mean	SD
Single Parent	122	29.66	3.23
Two parent	159	30.04	3.31
Total	281		

To test whether the mean scores obtained by participants from single parent and two parent families were significantly different, a t-test for independent samples was conducted. The results of that analysis showed that there was non-significant difference, $t(279) = -.95, p = .344$.

It was concluded that students from single parent families and those from two parent families do not differ in their levels of self-esteem. The null hypothesis was accepted.

Null hypothesis three HO3

The third null hypothesis which was derived from research question 3 stated that there was no significant difference between secondary school adolescents from single families and those from intact families in self-discipline. To test this hypothesis a biographical form and a questionnaire were administered to the participants. On the biographical form the participants were asked in item 2 to indicate the type of family they came from. They were also asked to respond to items in the questionnaire (16-

190 which measured their levels of self discipline. Their responses were scored and the mean scores they obtained are presented on table 4.4

Table 4.4

Type of family and level of self-discipline

<u>Type of family</u>	<u>N</u>	<u>Self discipline</u>	
		<u>Mean</u>	<u>SD</u>
Single parent	122	12.78	2.33
Two Parent	159	12.61	2.34
<u>Total</u>	<u>281</u>		

To test whether the mean scores obtained by participants from single parent and two parent families were significantly different a t-test for independent samples was conducted. The results of the analysis showed that there was non- significant difference $t(279) = -.600, p = .549$.

It was concluded that students from singles parent families and those from two parent families do not differ in their levels of self-discipline. The null hypothesis was accepted.

Null hypothesis four HO4

The fourth null hypothesis which was derived research question 4 stated that there was no significant difference between secondary school adolescents from single parent families and those from intact families in their attitude towards marriage. To test this hypothesis a biographic form and a questionnaire was administered to the participants.

They were also asked to respond to item 4 on the biographical form which measured their attitude towards marriage. Their responses were scored and the results obtained are presented on table 4.5

Table 4.5

Intention to marry

<u>Type of Family</u>	<u>N</u>	<u>Frequencies</u>	
		<u>Yes</u>	<u>No</u>
Singles family	122	104	16
Two parent family	159	140	19
<u>TOTAL</u>	<u>281</u>	<u>244</u>	<u>35</u>

To test whether the results obtained by participants from single and two parent families were significantly different, a Chi-Square test for non-parametric was conducted. The result of that analysis showed that there was non-significant difference $\chi^2 (1) = 12, p = 0.730$.

It was concluded that students from single parent families and those from two parent families do not differ in their attitude towards marriage. The null hypothesis was accepted.

4.3 Summary of the Analysis

The analysis in testing the hypotheses showed that there was no significant difference in the psychological well-being of adolescents from single parent families and these from intact or two parent families. Statistical results analyzed on levels of emotions, self-esteem, self-discipline and intention to marry all showed that there was no

significant difference if one came from a single parent family or a two parent family.

All the null hypotheses were therefore accepted.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents the discussion, summary and conclusions of the findings. It also presents the implications of the study findings for policy makers. The chapter opens with the summary and discussion of the results of the influence of single parenting on the psychological well being of secondary school adolescents in Eldoret Municipality. This is followed by summaries and discussions of the findings about the influence of single parenting levels of emotions, self-esteem, self-discipline and attitude towards marriage as posed by the research questions. The chapter ends with recommendations for further research.

The sample comprised of 281 secondary school adolescents from 10 secondary schools in Eldoret municipality. The sample data were collected through a direct questionnaire and a biographic form. Data analyses was done using descriptive (frequencies, percentages, means and standard deviation) and inferential (t-test and Chi-square) statistics.

5.2 DISCUSSION OF FINDINGS

5.2.1 Single Parenting and adolescents Emotions

This first objective of this study investigated the influence of single parenting and two parent (intact) family on the emotions of adolescents in secondary schools.

Data analysis and interpretation of questionnaire responses from form 2 and 3 adolescents of selected schools revealed that there was no significant difference on the emotions of adolescents in secondary school from single parents and those from intact families.

The finding of this study agrees with Laumann & Emery (2000) who reported that adolescents from divorced families may not be significantly impaired as a result of divorce. They carry painful memories which may affect them in later life. However, the study disagrees with current evidence which suggest that the loss of contact with the parent, economic difficulties, stress, parental adjustment and competence of parental conflict all contribute at least to some degree of difficulties of children. Some new findings shift our attention from major problems to milder but important long-term painful memories and feelings of helplessness. These feelings can continue well into young adulthood (Hetherington, 1999).

Adolescents who have been abandoned may have difficulty expressing their emotions and feelings. They tend to keep their emotions bottled up and lack trust necessary to share their true selves. Sometimes it's difficult to communicate with the child or have any role in the child's life in the absence of the other Parent (Amato, 1999). This could be the case with the adolescents from single parent families who participated in the study.

From the findings of the study, it is possible that some adolescents are not comfortable to be associated with single parenting.

Therefore, Teachers, counselors and the parents (especially single) should help their adolescents to open up and share their feelings without fear that is to be true to themselves.

5.2.2 Single Parenting and adolescent's self-esteem.

The second objective of this study was to investigate the influence of single parenting and two parent family on the self esteem of the adolescents in secondary schools. Data analysis and interpretation of the questionnaire responses from Form 2 and form 3 students from the selected schools revealed that there was no significant difference on the self-esteem of adolescents in secondary schools from single parent family and those from intact or two parent family.

Many researchers who have carried out studies have indicated that there are many factors that may influence the self-esteem of individuals that is peers, parents, teachers and physical changes in the body (Coppersmith, 1981). There is no factor that can be credited or blamed for good self esteem or lack of self-esteem since factors blend together and lead to adolescents to form an opinion of himself/herself. However the opinion may vary from day to day. In this study single parenting may not therefore be the only factor that influences self-esteem. The study revealed that adolescents from single and intact families had a high self-esteem, a mean of 30 out of 36 and 29 out of 36 points on the self rating scales for intact and single parent families respectively.

5.2.3 Single Parenting and self-discipline

The third objective of this study was to investigate the influence of single parenting and two parent family on the self-discipline of the adolescent in secondary schools.

Data analysis and interpretation of the form two and three students responses from selected schools revealed that single parenting had no significant influence on the self-discipline of secondary schools that is, there was no significant difference in the level of self-discipline of adolescents from single families and those from intact or two parent families. This study does not agree with Aston and Maclanham (1999) who found in their studies that children from dysfunctional families and particularly those from single parent families, those with step parents and those affected by mental disruption reported less monitoring of their school work and less supervision of their social activities as opposed to functional families without mental disruption.

5.2.4 Single Parenting and Adolescents attitude towards marriage

The fourth objective of this study was to investigate the attitude towards marriage of secondary school adolescents from single parent family and those from two parent family.

Data analysis and interpretation of the form 2 and 3 students from selected schools revealed that there was no significant difference in the attitude towards marriage of adolescents from single parent families and those from intact or two parent families.

It has been suggested that divorce produces more negative attitude towards the institution of marriage (Kinnard & Gerald, 1986). Women from intact families have

been found to have more positive attitude about marriage and more negative attitudes towards divorce than those from divorced, separated or reconstituted families (Greenberg & Nay, 1982).

Whether the difference is seen as good or bad depends on the values of the researchers because accepting attitudes towards divorce or lower commitment to marriage may be seen as either negative outcomes or an adaptive positive outcome.

The above research does not support the findings of this study because those from single parent and from intact families each had a large number who wanted to get married in future. The study therefore indicated that single parenting has no negative influence on the adolescents' attitude towards marriage.

5.4 Conclusions

The research gained understanding on the influence of single parenting on psychological well-being of secondary school adolescents which includes emotions, self-esteem, self discipline and attitude towards marriage .The study achieved the objectives outlined on chapter 1(see p.8).

According to the results of the present study, there is no significant difference on the emotional level between secondary school adolescents from single parent families and those from intact families. Analysis for the level of emotions (table 4.2) using t-test for independent samples conducted indicated that there was no significant difference $t(279) = -.49, p = .626$.

The mean for the adolescents from single parent families was 17.16 with a standard deviation of 2.94 while those from two parent families had a mean of 17.33 and a standard deviation of 2.84 and therefore it was non significant. The research finding apparently suggest that whether a secondary school adolescent is from single parent family or a two parent family ,their level of emotion is the same.

According to the results of the study, there is no significant difference on the level of self-esteem between secondary school adolescents from single parent families and those from two parent families. Analysis on self-esteem (table 4.3) using t-test for independent samples conducted indicated that there was non significant difference $t(279) = -.95, p = .344$. The mean of the level of self-esteem was 29.66 for adolescents from two parent families with a standard deviation of 3.23 while those from single parent families had a mean of 30.04 and a standard deviation of 3.31. The research finding suggest that whether a secondary school adolescent comes from a single parent family or two parent family their level of self- esteem is the same.

The results of the present study also showed that there no significant difference on the self-discipline of secondary school adolescents from single parent family and those from two parent families. Analysis for self-discipline (4.4) using t-test for independent samples indicated that there was no significant difference $t(279) = -.600, p = .549$.

Also the mean of the level of self-discipline was 12.78 with a standard deviation of 2.33 for adolescents from single parent families while those from intact families had a

mean of 12.61 with a standard deviation of 2.34. These findings suggest that whether an adolescent is from single parent family or from intact family, their level of self-discipline is the same.

The results of the present study showed that there is no significant difference on the attitude towards marriage between secondary school adolescents from single parent family and those from intact families. Frequencies on the intention to marry (table 4.5) indicate that those from single parent families who intended to marry was 45.62% while those from intact families was 57.37%. Those who had no intention to marry was 45.71% and 54.28% from single parent and intact parent families respectively. The results show that there was a slight difference in the percentages, however Chi Square tests results for analysis indicated that there is no significant difference in the frequencies $\chi^2(1) = 12, p = 0.730$. These findings suggest that whether a secondary school adolescents from single parent or intact family their intention to marry or not to get married is the same.

5.3 Recommendations of the study

The recommendations of the study were made based on the findings as follows:-

- i. Guidance and counseling be made available and strengthened in secondary schools so that students from single parent families will have the same psychological well being as those from intact families as seen in the study.
- ii. Guidance and counseling teachers should assist students from single parent families to accept their situations and not to pretend or be ashamed.

- iii. Schools should be encouraged to have trained counselors to be in charge of guidance and counseling programmes so that students from different family backgrounds can be helped on various issues of concern.

5.3 Suggestion for further Research

This study investigated the influence of single parenting on psychological well-being of secondary school adolescents in Eldoret Municipality. On the basis of the findings, I recommend for further research in the following areas:-

- 1) To replicate the same study in other places to establish whether it would yield the same results.
- 2) To include young adults in the study for example university students because the effects of single parenting could be more realistic at this age.
- 3) To carry out the same study in primary schools.
- 4) The same study to be carried out in schools in rural setting.

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APPENDICES

APPENDIX 1 - BIOGRAPHIC FORM

Respond to the items in this form as honestly and accurately as you can by filling the spaces and ticking (V) the boxes that correspond

1) In which class are you learning?

A. Form2 B. Form3

2) Which type of family do you belong?

A. Single parent B. Two Parent

A. Yes B. No

4) Would you like to get married in future? A. Yes B. No

APPENDIX II - QUESTIONNAIRE ON SELF-ESTEEM, EMOTIONS AND SELF-DISCIPLINE.

Take this simple inventory to find out about your self-esteem. Circle the number that reflect your true feeling

4 all the time 2= some of the time

3=most of the time 1 none of the time

- | | |
|---|---------|
| 1. I like myself and I am worth while person | 4 3 2 1 |
| 2. I have many positive qualities | 4 3 2 1 |
| 3. Other people generally like me and I have a sense of belonging | 4 3 2 1 |
| 4. I feel confident and know a can handle most situation | 4 3 2 1 |
| 5. I am competent and good at many things | 4 3 2 1 |
| 6. I have emotional control and I am respectful of others | 4 3 2 1 |
| 7. I am a person of integrity and character | 4 3 2 1 |
| 8. I respect the kind of person I am. | 4 3 2 1 |

- | | | | | |
|---|---|---|---|---|
| 9. I am capable and willing to learn new skills | 4 | 3 | 2 | 1 |
| 10. Although I want to improve and grow I am happy with myself | 4 | 3 | 2 | 1 |
| 11. I take responsibility for my thoughts, belief and behaviour | 4 | 3 | 2 | 1 |
| 12. I am empathetic and interested in others and the world around me. | 4 | 3 | 2 | 1 |
| 13. I do not think of things that make me feel frustrated | 4 | 3 | 2 | 1 |
| 14. I have emotional control over situations | 4 | 3 | 2 | 1 |
| 15. I like sorting out in my mind things that make me unhappy | 4 | 3 | 2 | 1 |
| 16. I do my work without supervision | 4 | 3 | 2 | 1 |
| 17. I always complete my homework on time | 4 | 3 | 2 | 1 |
| 18. I have a personal study timetable which i follow | 4 | 3 | 2 | 1 |
| 19. I carry out school duties assigned to me appropriately | 4 | 3 | 2 | 1 |

APPENDIX III - RESEARCH AUTHORIZATION FOR NATIONAL
COUNCIL FOR SCIENCE AND TECHNOLOGY

**NATIONAL COUNCIL FOR SCIENCE AND
TECHNOLOGY**

Telegrams: "SCIENCETECH", Nairobi

Telephone: 254-020-241 349, 2213 102

254-020-310571, 2213123.

Fax: 254-020-22 13215, 318245, 318249

When replying please quote

ke

P.O.Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go

Our Ref:

NCST/RR1/12/1/SS/149/5
2010

Date

18th March,

Ms. Martha Jepkemboi Tubei –
0722356 630

**Moi University P. O. Box 3900
ELDORET**

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for extension of authority to carry out research on *"The influence of single parenting on psychological well-being of secondary school students in Kenya: A case of Eldoret Municipality"* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu District** for a period ending *30th June, 2010*.

You are advised to report **to the District Commissioner and the District Education Officer Uasin Gishu District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.



P.

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DI **FOR:**

SECRETARY

CEO

Copy to:

The District Commissioner

APPENDIX IV - RESEARCH PERMIT

**APPENDIX V: AUTHORIZATION FROM THE DISTRICT EDUCATION
OFFICE**

MINISTRY OF EDUCATION



Telegrams: "EDUCATION", **Eldoret Telephone:** 053-2063342
Email: eldoretwestdeo@yahoo.com **When replying please quote:**

Ref. No. ED/EW/GEN/3/5/37

MS. Martha Jepkemboi Tubei Moi
University P O BOX 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Your letter Ref: NCST/RRI/12/1/SS/149/5 dated 18th March, 2010 refers.

Following your application for authority to carry out research on "The influence of single parenting on psychological well-being of secondary school students in Kenya" I am pleased to inform you that you have been authorized to carry out the research in our Secondary Schools and access to the necessary data in our office that can be used in your project only.

DAVID K. TOROITICH
For: DISTRICT EDUCATION OFFICER
ELDORET WEST

**District Education *Office*,
Eldoret West District, P.O. Box
371, ELDORET.**

Date: 10th June, 201

APPENDIX VI - LETTER OF CONSENT

Martha Tubei
Department of Education Psychology
Moi University
P.O. Box 3900
Eldoret

To the Principal School_____

Dear Sir/Madam,
RE: CONSENT TO CONDUCT RESEARCH

I am a post graduate student in the department of education psychology, Moi University. I am pursuing a masters degree in guidance and counseling.

I hereby kindly request you to allow me to carry out a research in your school. The purpose of the study is to investigate *the influence of single parenting on the psychological well being of secondary school students in Eldoret municipality.*

**Kindly accept my humble
request Yours faithfully**

Martha Tubei

