FATHER-ABSENCE AND PSYCHOSOCIAL DEVELOPMENT OF LEARNERS IN SELECTED SECONDARY SCHOOLS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA

LUCY MUSEMBI

REG. NO: 1033688

A THESIS SUBMITTED TO THE FACULTY OF ARTS AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI, KENYA

AUGUST, 2023

DECLARATION

I, the undersigned student, declare that this thesis is my original work and has not been submitted to any other academic institution for the work of academic credit, and that all the referred sources have been acknowledged.

Lucy Musembi Adm. No.: 1033688

Signature ..... Date 24/08/2023

This thesis has been submitted by our approval as the University Supervisors.

Dr. Maria Ntarangwe

Signature ..... Date 29/08/2023

Lecturer

Department of Counseling Psychology

The Catholic University of Eastern Africa

Dr. Florence Githuthu

Signature ..... Date 28/08/2023

Lecturer

Department of Counseling Psychology

The Catholic University of Eastern Africa

DEDICATION

This work is dedicated to all the children growing up with or without a father-figure in their lives, to all fathers living with or without their children. And to my father; separated by death, united in love.

ACKNOWLEDGEMENT

My deep gratitude goes to God Almighty who is my Father, my life, my strength, my provider, my shield and my all in all. His graces and mercies sustained and enlightened my knowledge and enabled me to work on this thesis to the end. My profound and sincere gratitude go to my Supervisors Dr. Maria Ntarangwe and Dr. Florence Githuthu, for their guidance and comments that helped to shape my thesis.

ABSTRACT

A family is the basic unit of society that provide the first socialization experiences for children. Parents are key individuals for the nurturing and welfare of their children. Therefore, this study sought to investigate the influence of father-absence on adolescents' development among secondary school learners in Makueni Sub- County, Makueni County, Kenya. The study was guided by these objectives: to establish the influence of father- absence on social emotional adjustment of adolescent among secondary school learners, to assess the relationship between father-absence and social behavior of the adolescents among secondary school learners, to determine the influence of father-absence on the academic performance of adolescents' among secondary school learners and to identify strategies and intervention for supporting adolescents coming from father-absent families in Makueni Sub-County. The study was anchored on Psychoanalysis Theory by Sigmund Freud in 1901 and Social Learning theory by Albert Bandura in 1977. The study adopted Embedded mixed method design which was aided by descriptive survey and phenomenological design for quantitative and qualitative enquires respectively. Data was collected through questionnaires for students, and semi-structured interview guide for the teachers. Upon carrying out the research, father-absence was found to have an influence on academic performance among secondary school learners in Makueni Sub-County, Makueni County. The study presented various elements of adolescent psychosocial welfare aspects and outlined multiple possible interventions that can be used in resolving the effects of absent-fathers on adolescents' psychosocial development. The informed conclusions shed light on the complexities of absent-fathers. Multiple stakeholders may benefit from the findings of the study including: adolescents, caregivers, psychologists, teachers, policy-makers and parents, by knowing the psychological effects of fathers' absence on the adolescents' development, hence adapting appropriate strategies to deal with the challenges.

TABLE OF CONTENTS

DECLARATION i
DEDICATION ii
ACKNOWLEDGEMENT iii
ABSTRACT iv
TABLE OF CONTENTS v
LIST OF TABLES ix
LIST OF FIGURES x
ABBREVIATIONS AND ACRONYMS xi
OPERATIONAL DEFINITION OF KEY TERMS xii
CHAPTER ONE 1
INTRODUCTION 1
1.1 Introduction 1
1.2 Background of the Study 1
1.3 Statement of the Problem 14
1.4 Significance/Justification of the Study 15
1.5 General Objectives of the Study 16
1.5.1 Specific Objectives of the Study 16
1.6 Research Questions of the Study 17
1.7 Theoretical Framework 17
1.7.1 Psychoanalysis Theory 17
1.7.2 Social Learning Theory 18
1.8 Scope and Delimitation of the Study 19
CHAPTER TWO 21
LITERATURE REVIEW 21
2.1 Introduction 21
2.2 Theoretical Framework 21

2.2.1 Psychoanalysis Theory 21
2.2.2 Social Learning Theory 27
2.3 Review of Empirical Studies 30
2.3.1 The Influence of Absent Fathers on Emotional Adjustment of Adolescents 30
2.3.2 The Relationship between Father Absence and Adolescents' Social Behavior 36
2.3.3 The Influence of Father Absence on Academic Performance of Adolescents 38
2.3.4 Strategies and Interventions to Support Adolescent Secondary School Learners in Dealing with Father Absence. 41
2.4 Research Gaps 43
2.5 Conceptual Framework 44
2.6 Chapter Summary 46
CHAPTER THREE 47
RESEARCH METHODOLOGY 47
3.1 Introduction 47
3.2 Research Design 47
3.3 Study Area 48
3.4 Target Population 49
3.5 Description of Sampling Procedures and Sample Size 50
3.5.1 Sample Size of the Schools 50
3.5.2 Sample Size of the Student 50
3.5.3. Sample Size of Class Teachers 52
3.6 Description of Research Instruments 52
3.6.1 Questionnaires for Students 53
3.6.2 Semi- Structured Interview Guide for Class Teachers 55
3.7 Pre-Testing of the Research Instruments 56
3.8 Validity and Reliability of the Research Instruments 56
3.8.1.Validity of the Research Instruments 57
3.8.2 Reliability of the Research Instruments 58

3.8.3 Trustworthiness 59
3.9 Data Collection Procedures 59
3.10 Data Analysis Procedures 60
3.11 Limitations/Anticipated Constraints 60
3.12 Ethical Considerations 61
3.13 Chapter Summary 61
CHAPTER FOUR 62
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS 62
4.1 Introduction 62
4.2 Response Rate 62
4.2.1 Demographic Information of Respondents 63
4.2.2 Age Distribution of Respondents 63
4.2.3 Gender Distribution of Respondents 64
4.2.4 Parental Status Distribution 65
4.2.5 Age Distribution of Respondents and when they experienced Absent Fathers 67
4.3 Influence of Absent Fathers on Emotional Adjustment of Adolescents 68
4.4 The Relationship between Father Absence and Adolescents' Social Behavior 74
4.5 The Influence of Absent Fathers on Academic Performance of Adolescents 77
4.6 Strategies and Interventions to Support Adolescent Secondary School Learners 80
4.6.1 Teachers' Semi-Structured Interview Responses 81
4.6.2 Strategies and Interventions to Support Adolescents from Father Absent Families. 84
CHAPTER FIVE 88
SUMMARY, CONCLUSION AND RECOMMENDATIONS 88
5.1 Introduction 88
5.2 Summary of Key Findings of the Study 88
5.2.1 The influence of father absence on emotional adjustment of adolescent secondary school learners in Makueni Sub-County. 90

5.2.2 The relationship between father absence and adolescents' social behavior among secondary school learners in Makueni Sub-County. 91
5.2.3 Influence of father absence on adolescents' academic performance among secondary school learners in Makueni Sub-County. 92
5.2.4 Strategies and interventions to support adolescent secondary school. 93
5.3 Conclusion 93
5.4 Recommendations 94
5.5 Recommendations for Further Research 96
REFERENCES 97
APPENDICES 105
Appendix I: Participants' Consent Form 105
Appendix II: Semi- Structured Interview Guide for Class Teachers 107
Appendix III: Questionnaire for Adolescents 108
Appendix IV: Research Authorization Letter from CUEA 112
Appendix V: Research Permit from NACOSTI 113
Appendix VI: Authorization Letter from County Commissioner, Makueni County 114
Appendix VIII: Authorization Letter from the Ministry of Education, Makueni County 115
Appendix XI: Published Article 120
Appendix XII: Plagiarism Report 121

LIST OF TABLES

Table 1: Sampling Frame for the Students 52

Table 2: Response rate 63

Table 3: Distribution of Respondents by Age 64

Table 4: Participants distribution by Gender 65

Table 5: Parental Status Distribution 65

Table 6: Respondents count on age at which they experienced father absence 68

Table 7: Influence of Absent Fathers on Emotional Adjustment of Adolescents 69

Table 8: ERQ Analysis on Emotional Adjustment of Adolescents with Absent Fathers 71

Table 9: Regression analysis of Influence of Father's Absence on Emotional Adjustment 72

Table 10: Mean Response of Participants on Social Behavior 75

Table 11: Regression Analysis of Influence of father's absence on social behavior 76

Table 12: Results of Academic Performance of Adolescent Students with Absent Fathers 78

LIST OF FIGURES

Figure 1: Conceptual Framework of Father Absence on Adolescents' Development..... 44

Figure 2: Simple Histogram Count of Respondents' Parental Status 66

ABBREVIATIONS AND ACRONYMS

BDI- Beck Depression Inventory

CASAFS- Children and Adolescent Social and Adaptive Function Scale

ERQ- The Emotion Regulation Questionnaire

HDSS- Health and Demographic Surveillance System

HSRC- Human Sciences Research Council

KDHS- Kenya Demographic and Health Survey

KIHBS- Kenya Integrated Household Budget Survey

KNBS- Kenya National Bureau of Statistics

NLSY-YA- National Longitudinal Survey of Youth and the Young Adult

PCA- Principal Components Analysis

SARRI- South African Race Relations Institute

SeFP-CFCQ – Socio-economic factors, Father Perception and Challenges Faced by Children Questionnaire

SLT- Social Learning Theory

OPERATIONAL DEFINITION OF KEY TERMS

Academic performance- refers to grades attained by students in schools.

Adolescent- a young individual at the transitional stage from childhood to adulthood. In this study, an adolescent will be referred as a young individual between age 10 to 18 years.

Delinquent behavior- conduct of adolescents that does not conform to the legal or moral standards of society. In this study, delinquent behavior refers to any unbecoming behavior among the school going adolescents which may be associated with father- absence.

Emotional adjustment- the expression of feelings appropriate for a given situation that requires modification of attitudes. Due to the absence of one parent or both, this emotional maturity may not be attained or may be distorted leading to low- wellbeing.

Emotional complications- a situation in which children lack a sense of self-knowledge and clear understanding of their own feelings and how to express themselves, leading to feelings of shame and confusion.

Father-absence- lack of presence of the male parent to the children due to divorce, family discord, neglect, death, work obligations, mental illness, addiction and circumstances of children born out of wedlock.

Father presence- availability of the male parent to the children, not just physically but being involved in the children's nurturing and general wellbeing.

Self-concept- an individual's own awareness of who they are, which might be shaped by different experiences and opinions of other people. Lack of a father-figure may affect how children see themselves, causing them to doubt their abilities and their self-worth which may lead to confusion.

Interventions- ways in which certain involvements by significant others in the lives of children who grow up without a male parent can help them navigate through the adolescent stage to adulthood successfully.

Resilience- children's ability to adapt to their environment under given circumstances. In a situation where the father is absent, children may adapt differently to the absence leading to varied flexibility in different aspects in their lives, e.g. in academic performance, emotional well-being etc.

Social behavior- a child's way of responding to different situations that are predisposed to interpretation by others in the society. This includes a child's way of responding to the absence of his or her father in the home and/or in his or her life.

Social functioning- an individual's ability to carry out various roles normally and fulfil important functions in his/her life.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter covers the background of the study, statement of the problem, significance and justification of the study, research objectives and research questions. It also discusses the theoretical framework, gives a brief summary of theories used in the study, as well as the scope and delimitation of the study.

1.2 Background of the Study

The presence of a father-figure to adolescents is of great importance. Hence, father-absence in a family is likely to have serious implications for the adolescents especially in terms of emotional adjustment, mental health, delinquent behavior and cognitive development. From conception, individuals' self-concept as they grow up is usually acquired through socialization. What individuals acquire is largely dependent on the environment in which they are brought up, the kind of personalities they associate with as well as the culture in which they are brought up in. Of significance, too, is what important persons in the environment or society think of them, their attitude towards them, and who those important persons in the environment are (Cherry, 2017). There is much evidence that support the view that the father is one of those important persons. Thus, when he is absent from the home, it is highly likely that the children will experience some inconveniences (Cherry, 2017).

There is also considerable evidence to suggest that children experience some confusion, if not hardship, as they make a transition from childhood into adolescence and then into adulthood. Parental guidance of both mother and father in the home setting is therefore very key during this

time of transition, since they each have distinct roles to play in the nurturing of their young ones (Kruk, 2012).

The family as a social institution is present in all cultures. It is the basic unit of society and it introduces children to intimate, personal relationships, and gives them their first experiences of being treated as distinct individuals. The Oxford English dictionary, as cited by Soanes and Stevenson (2009), defines a family as a group consisting of two parents and their children living together as a unit. In most societies, the family is the key institution for the socialization of children. As they grow up, people experience two periods of intense growth: early childhood and adolescence.

Childhood is a stage during which a child understands the world and society from the parents. Adolescents as such undergo different phases of development from infancy through adolescence, and parents provide a strong base from which they can venture out to assert their will as well as be encouraged to foster autonomy. One develops courage, independence, a sense of judgment, and the taking of initiative which prepares one for good achievement and leadership roles for the future. One may develop destructive or negative behavior as a result of a sense of frustration for not being able to achieve a goal as planned (Walsh, 2016). The family is therefore considered the primary institution in the society. Adolescents learn the above-mentioned qualities especially from the parents, the father being one of them. East, Jackson and O'Brien (2006) observe that father absence has implications for adolescents.

Adolescence is a transitional stage between childhood and adulthood. Steinberg (2017) defines adolescence as a stage of development that begins with puberty and ends when individuals make transition into adult roles, usually from about 10 years until early 20s. Nicolson and Ayers (2004) state that it is a period of biological, social, emotional and cognitive development which, if

not negotiated satisfactorily, can lead to emotional and behavioral problems in adult life. They add that adolescence is generally defined as beginning at approximately 10 to 13 years of age and ending between 18 and 22 years of age. Usually, this stage can be subdivided into early and late adolescence.

In all societies, adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of adulthood, of preparation for the future (Steinberg, 2017). (Munguti and Kamaara (1999) observe that in most of our societies, it is characteristic that fathers and mothers tend to have different ways of relating to their children and so they provide different socialization experiences. It therefore follows that the absence of both or one of the parents in turn has lasting effects on the children, particularly the adolescents' psychosocial development. This is because the father and mother in a family have both manifest and latent roles.

On the one hand, manifest roles are those functions that are obvious and clear such as to guide, to protect and to provide for the children. On the other hand, latent roles are functions that are not so apparent or noticeable. They can be said to include the unconscious or unplanned roles that may occur even without one's awareness. These roles tend to be concealed yet they have great impact on the lives of children. It is therefore important to acknowledge these important roles of each parent in order to contribute to the family's stability and healthy growth of its individuals. These roles pertain the upbringing of their children as well, lack of which may affect the children in conscious or unconscious ways and the effects might be carried on into their future adult life (Munguti & Kamaara, 1999).

According to Walsh (2016), family dynamics and parenting styles are influential on children's well-being. Kamunde (2020) declares that, according to the African and Christian set up, a family is considered complete when there is a father, mother and children. She notes that

there is always a vacuum if a family lacks any of the three, and most importantly a father or mother. This is because both father and mother have distinct ways of relating with their children, and as such their roles translate into diverse effects, bringing about different experiences to their children.

It is known that many fathers participate in caring for their children and positively influence their psychological wellbeing (Walsh, 2016). However, as Stines (2016) observes, in most of our communities, the role of a mother is an element that has been perceived to be important due to various components such as nurturing abilities. Even with such significance of a mother's role, the father has a critical role in this effort of child development due to complex dynamics, such as the ability to inculcate useful skills in the child. Stines (2016) notes that the presence of a father in a child's life makes all the difference. Even with the most awesome and well put together mother, a child still misses the masculine parent, even if they never experienced one in the first place.

All the same, in the contemporary society, the number of single parents has been rising at a higher rate, which implies that the prevalence of the issues related to psychological development due to changing aspects of the family may increase. It has been discovered that father-absence usually has a negative impact on children, particularly adolescents. This may in turn leave an open window, rendering them vulnerable to facing an increased risk for developing behavioral problems. Markowitz and Ryan (2015) state that, whether father-absence influences behavior through socialization, emotional distress or parental monitoring, behavioral responses to that experience are likely to reflect and amplify existing tendencies.

The incidence of absent fathers is a phenomenon that is influenced by a wide range of factors. Oliker (2011) posits that, the world began to radically change with the social, economic and technical advances of the 20th century, and with those changes came a basic change in the structure and function of the family, with a consequent shift in the authority of the father. His

influence was increasingly seen as minor, even negligible, and his importance was defined by how well he provided for the family. There is a generalized social view that tends to imply that a mother's care and love is of more importance than the father's, leading to a lack of attention to father's absence and an overwhelming acknowledgement of maternal impact.

Traditional gender roles and identity tend to view the mother as the main parental figure in child rearing. This tendency spreads the view that the mother is responsible for a child's psychosocial wellbeing, and in addition, the development of maladaptive behaviors (Kamunde, 2020). For instance, when a child exhibits habitual unacceptable behavior, the mother is usually criticized for being uncaring and even blamed for not bringing up the child well. On the contrary, when a child turns out fine, many a time the praises and compliments don't go to the child's mother but to the father. This example serves to emphasize the fact that fathers are nonetheless indispensable contributors to important aspects in a child's healthy upbringing.

According to Stines (2016), fathers are not only providers and protectors of their children, but they also contribute to a child's development of social competence, likability, dependability, positive sense of self, internal locus of control, motivation to achieve and self-confidence. Freeks, (2017) indicates that some fathers are in crisis due to situational and /or moral issues. Research has shown that where the father is absent, it is reflected in both the development of masculinity in boys and femininity in girls. Many children experience a *father-hunger,* a deep, persistent desire for emotional connection with the father. Many children are uncertain and confused and deeply feel the need for a father's attachment, presence, and a lifestyle characterized by good values received from their fathers. In very specific ways, as Njung'e (2019) confirms, fathers affirm femininity in girls and masculinity in boys from 8 to around 11 years, where by children begin to push away from their mothers, this being a period of individuation, when children endeavor to

become individuals. A father's role is thus very crucial at this stage because he affirms his children, so his voice is very important. Despite this, more and more children are increasingly growing up without a father-figure in their homes.

Father-absence and fatherlessness is a worldwide phenomenon and a worldwide tendency in communities. A research done in twenty-one countries of the world, that is: America, Russia, South Africa, Brazil, Grenada, Seychelles, Chattanooga among others, revealed that in every country, father-absence and fatherlessness was identified as the biggest problem (Freeks, 2013). According to Munroe (2008), the root cause of many socio-economic problems and challenges are the absence of fathers in our world. This is unfortunate for children in many societies today. Because these children do not have fathers in their homes, they do not have the benefit of a father to help cultivate within them the integrity and respect they need for God, parents, people and society. Hence, the greatest contemporary problem with regard to the maturation of children, is the failure of many fathers to resolve their identity crisis vis-a-vis being a father (Castillo 2010).

In support of the fact that father-absence if becoming a global problem, Kwakye (2020) indicates that it is estimated that more than 20 million children live in a home without the physical presence of a father. Millions more have fathers who are physically present but emotionally absent, compounding the problem of father absence. Some children have fathers who are generally present in person but, the responsibilities they must discharge which connect them to their kids are non-existent. This means that being a father is not just being available but being involved in a child's upkeep, training and development.

As Pala (2018) notes, worldwide statistics state that the absence of fathers has a profound effect on the psychological development of boys. In Russia, fathers are often seen as less than secondary parents and even perceived by many as infantile, weak, irresponsible, and even

somewhat unessential. Traditions of father-absence and psychological detachment are now intensified because many men find it difficult to find or maintain employment and because public policies do not encourage men to be caregivers or providers (Utrata et al., 2013).

According to Shwalb (2014), Brazilian demographics continue to change rapidly with an increased divorce rate, decreasing family size; with increased levels of poverty; and with increased rate of women's employment and single-parent families; where by 33.8 percent of households are headed by women. Smyth et al. (2013) claimed that in Australia, the role of economic provider is still the main function of most Australian fathers, and that long work hours keep men away from their families and children, as was the case for fathers in many other societies.

Studies in the United States of America have shown an undisputable link between father absence and delinquency. Freeks (2017) cites a few American statistics that show that: 63 percent of people who commit suicide come from fatherless homes; 70 percent of juveniles in state-operated institutions come from fatherless homes; 80 percent of rapists motivated by displaced anger come from fatherless homes; 85 percent of children with behavioral problems come from fatherless homes; 90 percent of homeless children come from fatherless homes, and 71 percent of children who do not finish school come from fatherless homes. The question of fatherhood has thus received extensive attention in North America and Western Europe. Three American presidents, Bill Clinton, George W. Bush and Barack Obama, recognized father-absence as a serious social problem and addressed it as a matter of policy (Pala, 2018).

Kruk (2012) points out that many theories have been advanced to explain the sad state of our nations' children, most notably child poverty, race, and social class. A factor that has been largely ignored, however, particularly among child and family policymakers, is the prevalence and devastating effects of fathers' absence in children's lives (Children's Bureau, 2018). Parenthood,

and significantly fatherhood, has evolved into a complex matter owing to numerous causes. Some of these factors stick out in as far as Africa is concerned, the main among which is modernization/globalization. For instance, socio-economic demands which have become greater and broader than what a traditional family set up can afford, leads to the separation of fathers as they venture out in search of economic opportunities (Pala, 2018).

For many African families, usually the father is alleged to be the main economic provider. In some cases, the person recognized as being the head of the household - the father in this case- is not a regular resident member of the household (Nnoko-Mewanu, 2020). In some instances, the polygamous husband who may be the head of several households, or the husband who has migrated to the city leaving his wife and children behind in the village. In such situations, the father, who is still the main authoritative figure in the home is absent for some proportion of the time. Other fathers may be away from home for different reasons like demise, divorce or separation. For these reasons, reduced father involvement in adolescent's development is expected to have a disadvantageous implication on their well-being (United Nations, 2011).

As Kwakye (2020) notes, it is estimated that 30 million street children are found on the African continent. In Ghana, about 90,000 children are street children and that could then mean that about 90,000 fathers have evaded their responsibilities. A study conducted to look at the trends of father involvement and larger social challenges showed fewer fathers now live with their children over the period studied. The reasons associated with this unpleasant trend include non-marital childbearing, incarceration, and in relation to Ghana, drug abuse, poverty and sheer irresponsibility on the part of some men, among other factors (Kwakye, 2020).

According to Mtuta (2019), it is estimated that 2.13 million children in South Africa are fatherless, and 9 million grow-up without fathers, a tremendous fatherhood challenge for the country. The General Household Survey 2018 by Stats SA revealed that, 43.1% of children lived only with their mothers. Another research conducted by the Human Sciences Research Council (HSRC) and the South African Race Relations Institute (SARRI) over a period of 5 years showed that 60% of SA children have absent fathers, and more than 40% of South African mothers are single parents (Mtuta, 2019). That is the reason why father absence can be mentioned as one of the main causes that put family life in jeopardy. This phenomenon is today on the increase in the South African context, and it generates problems such as broken families, aggressive behavior among children, financial and social problems and poverty (Freeks 2017).

A longitudinal study of the Rufiji Health and Demographic Surveillance System (HDSS), a District of the Pwani Region in Eastern Tanzania reports that 40 percent of children experienced father absence in some form by 10 years of age, with absence usually initiated by the age of 5 years (Gaydosh, 2015). Using the 1999 Tanzanian Demographic Health Survey (DHS), Monash & Boerma (2004) as quoted by Lawson et al. (2016) estimate that 31 percent of Tanzania children under the age of 15 years did not presently live with their biological father and 6 percent had experienced paternal death. This reveals that, while adult mortality is certainly higher in Tanzania than many other countries, paternal death accounts for less than a quarter of the cases of father-absence (Lawson et al.,2016).

According to the US Census Bureau, children who grow up without fathers are five times more likely to live in poverty and commit crime, nine times more likely to drop out of school and twenty times more likely to be jailed. They are likely to run away from home, become teenage

parents, suffer abuse, drop out of school, use drugs or get divorced. Even though these are statistics from the US, that reality lives with us in Kenya (Pala, 2018).

According to Pala (2018), in Africa, Kenya has one of the highest levels of children living without their fathers in the home. Munguti and Kamaara (1999) state that the most extensive form of the family in Kenya is the extended family, which, in many precolonial societies, functioned as an informal social insurance system, or mutual support mechanism where members of the family lineage felt strongly obliged to care for one another. This, however, has been changing due to residential patterns and structures springing from the colonial and post-colonial economic systems. The role of the extended family, to some extent, has declined giving way to nuclear families (Eastin, 2003). Economic constraints, with the father generally seen as the primary bread winner, and rural-urban migration have spread the members of the family over large distances. Lack of day-to-day contact has weakened the rights and obligations within the family group (Munguti & Kamaara, 1999). This has led to alterations in society, which in turn, resulted in a weakened ability of families to successfully care and raise children.

Other family changes, as noted by Munguti and Kamaara (1999), have been the increase of single parent families, the majority of which are female-headed. The effect of father's absence is, for the most part, mediated through an unstable family context. As Pala (2018) observes, today, we often hear about the frustrations of ‘the boy child’ as a reaction to the empowerment of ‘the girl child,’ but little about the crisis of father absence. Njung’e (2019) notes that there are many broken marriages in Kenya. Women are complaining that the men are not stepping up: they are not fulfilling their responsibilities; they are not involved in raising their children. The reason women are choosing to raise their children alone is because they are tired of dealing with men who have not resolved their issues. This points out to the fact that Kenya’s men and boys do not have

role models. Many men, Njung'e (2019) posits, are going about life carrying what he calls "father wounds" that affect how they relate to their children. This again can be said to be stemming from, and has a connection with the over emphasis on empowerment of the girl child, leading to insensible neglect of the boy child. The boy as such ends up growing and becoming an unkeen father to his children in future.

According to Pala (2018), the Kenya Demographic and Health Survey (KDHS) report in 2014 stated that nearly half (45 percent) of all children in Kenya do not live with both biological parents. The death of father accounts for only 5.3 percent of households; 22 percent of children in Kenya live with their mothers while their fathers are alive and live elsewhere. A widely quoted Pan-African study in 2012 by Canadian Sociologists Prof Shelly Clark of McGill University and Dana Hamplova from Prague's Charles University and Institute of Sociology reported a 60 percent probability of a single motherhood for a Kenyan woman by the age of 45 because of birth outside marriage and the breakup of the marriage union (Pala, 2018).

Consequently, research done at Industrial Area Prison in Kenya indicates that 78 percent grew up in fatherless homes, while a subsequent study at Nairobi West Prison indicates 72 percent of the inmates did not grow up with a father. Numerous research studies suggest there is a correlation between fatherlessness and crime. Many social scientists believe that boys who grow up without their fathers are likely to become criminals (Njung'e, 2019). The evidence of this is based on the frequency of crime, poverty, drug abuse, teenage pregnancy and school drop-outs. Despite all these factors, fatherhood is still not a social policy issue in Kenya.

With this in mind, it could therefore be argued that the safety of a society, to some extent, depends on the availability of fathers in their children's lives particularly at the early adolescent stage when they struggle with identity issues. Njung'e (2019) adds that, this availability entails not

just the father living in the same house as his children, but being actively involved in their lives and forging a close relationship with them.

Moreover, Nzioka (2018) notes that Makueni County, which is the focus area of the study, leads in the number of children living without fathers, according to a report released by Sunday Standard. He adds that, the Kenya Integrated Household Budget Survey (KIHBS), 2015/16 report had indicated that 37.0 per cent of children live with their mothers despite the fact that their fathers are alive (Nzioka, 2018). Adolescents living without their fathers are 2 times as likely to drop out of school, 2.5 times as likely to become teenage mothers, and 1.4 times as likely to be unemployed. Children who live in homes without their father are more likely to be incarcerated and/or juvenile delinquents, engage in teenage sexual behavior, suffer with an affective disorder, run away from home, and struggle with self-esteem issues (Stines, 2016). These observations are a clear indication that adolescents without a father are more likely to exhibit behavioral and emotional complications, and diminished self-concept.

In pointing out how the contemporary female-headed households are disadvantaged within the existing social-political and economic systems, more so in the rural areas and among low-income slum dwellers in urban areas where income earning opportunities are scarce, Munguti and Kamaara (1999) indicate that these households are associated within low production, low consumption and poverty. While this is true and of concern, nonetheless, what these two scholars fail to draw attention to in their study are the challenges faced by the children of these female-headed families as a result of their fathers being absent and the subsequent effects of lacking a male figure in the family.

It is therefore evident that father-absence is an issue that is widespread, and its impact on children is of concern both locally and globally. In many households, childcare roles are allocated to mothers by the culture. Similarly, in the African society the role of the father as a provider to the family is acknowledged, and he is seen as responsible for his children. Sometimes, however, this role is likely to overshadow the significance of his presence in the family. Material and financial provision is no doubt an important role. What is not fully considered are the consequences the absence of a father-figure may have on the children, specifically the adolescents, especially where financial provision is emphasized at the expense of his presence. It's for this reason the researcher decided to look at the impact a father's absence has on adolescents' psychosocial development. The researcher chose to base the study on the real-life experiences of those affected in Makueni sub-county, Makueni County. This study, therefore, seeks to call attention to the fact that fathers contribute a lot to adolescents' well-being and evidence indicates that their absence may impact negatively on them, affecting them socially and psychologically.

Again, despite the alarming statistics on father-absence among many Kenyan families, and in particular Makueni County, there seem to be no empirical data on the effects of father absence on the adolescent's development. More and more children are increasingly growing up without a father-figure in their homes. Therefore, this study intends to assess the impact that the absence of the father has on the early adolescents' psychosocial development. It particularly focused on how father-absence impacted adolescent's emotional adjustment, social and delinquent behavior, cognitive development and psychological well-being in general.

1.3 Statement of the Problem

The adolescence stage is a period of biological, social, emotional and cognitive development which, if not negotiated satisfactorily with the necessary parental support, can lead to emotional and behavioral problems in adult life. Nevertheless, cases of children growing up with absent fathers have been on the rise in the recent past. Some factors contributing to this include economic constraints that lead to many men moving to urban areas in search of jobs, leaving their families back in the rural homes. Again, some children are brought up by single mothers. For others, the father may be absent due to divorce, separation or death. As a result, these adolescents are likely to experience developmental challenges which may include social, emotional and behavioral adjustment. The challenges may be manifested through depression, low self-esteem, problematic relationships, poor academic performance, school dropout, substance misuse and delinquent behavior. These adolescents are therefore prone to face developmental difficulties.

However, the developmental effects on adolescents due to father-absence seem under researched in Kenya, and to the best of the researcher's knowledge, there may be no known study on the same that has been done in Makueni County where the prevalence of father absence is strongly felt. In addition, although the concept of absent fathers has been investigated by various authors seeking to increase comprehension on its implication on adolescents, there has been less research on the psychosocial effect of absent fathers on adolescents, specifically in Makueni Sub-County.

1.4 Significance/Justification of the Study

Adolescent's psychosocial development is critical in influencing an individual's capacity to acquire a specific set of behavioral attributes. The research findings of this study may be essential in demonstrating the association between the absence of fathers and development of their adolescents. The conclusions of this study may be helpful in enlightening and explaining the occurrence of specific developmental changes related to mental welfare. Therefore, the counseling fraternity may be able to rely on these conclusions in understanding the factors that influence adolescents to exhibit specific behavioral changes. This information may in turn be of benefit to parents, especially fathers, to help them understand the significance of their involvement in their children's nurturing.

The findings of this study may equally provide important and helpful information to parents and to other primary caregivers to understand that fathers' absence affect adolescents, and that their presence is an important factor in adolescents' development. It may particularly help non-resident fathers to recognize the impact of their absence on their own children. It may also be found particularly helpful by adolescent educators and other practicing teachers in providing useful information on understanding the character of the children they are handling. The findings would help the primary caregivers to understand the likely cause of some of the behaviors that adolescents exhibit while in their care. Policy makers may find this information influential as they formulate policies concerning child care and custody in cases of parents' separation so that it is not only based on financial provision.

The research will be inclined towards illustrating the effects of absent fathers on their adolescents' development in representative secondary schools in Makueni Sub-County, Makueni County. This area is of interest to the researcher because Makueni County has been identified as

an area leading in number of children living without fathers, despite the fact that some of these fathers are alive (Nzioka, 2018). The researcher therefore sought to focus on effects of father absence on the different components of the adolescents' development in Makueni Sub-County, in Makueni County.

1.5 General Objectives of the Study

The general objective of this study was to identify how father's absence influences the psychosocial development of the adolescents in secondary schools in Makueni Sub-County, Makueni County.

1.5.1 Specific Objectives of the Study

The specific objectives of this study were:

1. To establish the influence of father absence on emotional adjustment of adolescent secondary school learners in Makueni Sub-County, Makueni County.
2. To assess the relationship between father absence and adolescents' social behavior among secondary school learners in Makueni Sub-County, Makueni County.
3. To determine the influence of father absence on adolescents' academic performance among secondary school learners in Makueni Sub-County, Makueni County.
4. To examine strategies and interventions to support adolescent secondary school learners coming from absent father families in Makueni Sub-County, Makueni County.

1.6 Research Questions of the Study

This research sought to answer the following questions:

1. What is the influence of father absence on emotional adjustment of adolescent secondary school learners in Makueni Sub-County, Makueni County?
2. What is the relationship between father absence and social behavior of adolescents among secondary school learners in Makueni Sub-County, Makueni County?
3. To what extent does the absence of a father influence the academic performance of adolescents among secondary school learners in Makueni Sub-County, Makueni County?
4. What are the possible strategies and interventions to adolescents from absent father families among secondary school learners in Makueni Sub-County, Makueni County?

1.7 Theoretical Framework

The research was guided by Psychoanalysis theory and Social Learning theory.

1.7.1 Psychoanalysis Theory

Psychoanalysis Theory was founded by Sigmund Freud in 1901. The theory posits that for a child to develop a "normal" gender identity, they will have to be raised in a conventional family where there is a father and a mother. Freud believed that being parented by a single mother could confuse the child's identity. According to Freud (1917), absent fathers affect boys' cognition development, influencing their interaction with fellow family members. Father absence may also hinder the son's acquisition of the traditional masculine role, as he is not able to model his own behavior and attitude on his father (Jones, 2007).

Freud's psychoanalysis theory argues that fathers' involvement in boys' development influences their future psychological wellbeing. For instance, affirmation and encouragement facilitate character and personality development (Freud, 1917). Subsequently, absent fathers impact children's identity and disposition to personality and character differences.

This study examined the role of a father and the effects of his absence within the context of psychoanalytic theory. It began by exploring some of the father roles in child development, mainly during the adolescent stage. The literature describing the effects of father absence from a developmental perspective is presented in regard to significant areas such as: the quality and nature of attachment to father; oedipal issues and father's capacity to have functioned as an important self-object. A second theory, Social Learning Theory, was also used to address other determinants of development that were not covered by the Psychoanalysis theory.

1.7.2 Social Learning Theory

Social Learning Theory (SLT) was founded by Albert Bandura in 1977. Social learning theory is based on the premise that children acquire behavioral strategies that are modeled by significant others in their environment. It provides the basis for how social norms are learned and internalized during adolescence (Leff & Posner, 2009). At this stage in development, adolescents are at a very critical point in life. They are very vulnerable and therefore it is easy to see that they would imitate their favorite celebrities, or other role models in the media, in their dress code, actions, and speech.

Essentially, based on the SLT, adolescents are especially driven by this pattern of behavior because they are at a critical point in the development of their identity. As a result, they will copy almost anything that seems to benefit the image of the people they deem important to them, and this

include their parents. Furthermore, Bandura's social learning theory contends that cognitive development is actualized through fathers due to their role in children's growth (Bandura, 1986). A child's linguistic development and problem-solving strategies, according to Bandura (1986), are learned from their fathers. For this reason, absent fathers affect a child's psychological wellbeing, such as socialization aptitudes and gender identity. This theory thus explains why fathers should be available role models to their adolescents.

1.8 Scope and Delimitation of the Study

It is a fact that the absence of fathers equally affects the mothers, who are wives to the absent husbands and the society from which they are absent at large. The study however, focused on the impact a father's absence has on boys and girls, especially as they grow through the adolescence stage, a stage during which the development of one's self-concept really explodes. It is the stage in which individuals (about age 10-18) play with their sense of self, including a time when they experiment with their identity, compare themselves with others, make important decisions and develop the basis of a self-concept that may stay with them the rest of their life (Ackerman, 2019).

The researcher wished to limit the study to investigating the experiences of the impact and effects of father's nonattendance on adolescents' psychosocial development. This is so because young people between the age of 10 and 18 years go through some of the most dramatic life changes. Social relations within this age group change when the members reach puberty. The biological, cognitive and socio-emotional changes during early adolescence are changes that are unique in one's lifespan, and as such helps determine the quality of one's adult life. The adolescent stage therefore forms a critical time in human development.

The study worked to explore the effects of father absence on adolescents' development in representative secondary schools in Makueni Sub-County. This area was picked because it has been identified as leading in prevalence of father absence, and with a high number of children living without their fathers. Target population included form three students and form three class teachers, from where a sample size for the study was drawn.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines the theories that the current study was grounded on. The chapter presents the review of empirical literature related to the influence of absent fathers on the psycho-social development of adolescents according to the objectives of the study. The chapter also has the research gaps as well as the conceptual framework that guided the study.

2.2 Theoretical Framework

The study was grounded on two theories, namely: Psychoanalysis theory and Social Learning Theory. These theories inform the current study by showing how adolescents relate with their parents and the society, and therefore enlighten the current study on the experiences of the adolescents of an absent father and the impact it has on their psychosocial development.

2.2.1 Psychoanalysis Theory

Psychoanalysis theory was founded by Sigmund Freud in Vienna in 1890s. Freud posited that most of what motivates individuals lie outside of their immediate awareness. Hence, by becoming aware of our unconscious wishes and our defenses against them, we increase the choices available to us. According to Sigmund Freud's psychoanalysis theory, personality develops through a series of stages, which he called psychosexual stages. Each developmental stage is characterized by a certain internal psychological conflict, and each has its goals. If individuals do not satisfactorily go through any of the stages, they will experience anxieties in the future (Montana, 2013).

Freud believed that as the sex instinct matured, its focus shifted from one part of the body to another and that each shift brought on a new stage of psychosexual development (Freud, 1940). At each stage, the libido's pleasure-seeking energy is focused on a different part of the body (Cherry, 2020). These five stages are: The oral stage, during which the libidinal energies are focused on the mouth; the anal stage- libidinal energies are focused on the anus. Third stage is the phallic stage, and sexual energies are focused on the penis or clitoris. The latent stage is a period of calm in which little libidinal interest is present. The fifth and last stage is genital stage during which sexual energies re-emerge and are focused on the genitals (Cherry, 2020).

Across these five stages, the child is presented with different conflicts between their biological drives (id) and their social and moral conscience (superego) because their biological pleasure-seeking urges focus on different areas of the body (Sibi, 2020). The Phallic stage, which runs from age 3 to 5, is believed to be the most important stage in psychosexual development in which boys and girls develop healthy substitutes for their attraction to the opposite-sex parent. The Oedipus complex is a term used to refer to a male child's attraction to their parent of the opposite sex (mother) and jealousy of their parent of the same sex -the father (Cherry, 2020). According to the Oedipus complex concept, children view the same-sex parent as a rival. Specifically, a boy feels the need to compete with his father for the attention of his mother, or a girl will compete with her mother for the attention of her father, a concept termed as Electra complex (Hartke, 2016).

For the boys, conflict, arises because the boy develops sexual (pleasurable) desires for his mother. He wants to possess his mother exclusively and get rid of his father to enable him to do so. Irrationally, the boy thinks that if his father were to find out about all this, his father would take away what he loves the most, which, during the phallic stage, is his penis. Hence the boy develops castration anxiety. The boy then sets out to resolve this problem by imitating, copying

and joining in masculine dad-type behaviors. This is called identification, and it is how the 3 to 5-year-old boy resolves his Oedipus complex.

Identification means internally adopting the values, attitudes, and behaviors of another person. The consequence of this is that the boy takes on the male gender role, and adopts an ego ideal and values that become the superego (McLeod, 2019). Thus, by aligning themselves with the father, boys pick gender roles for men. This is therefore the stage when gender role identity develops. Consequently, gender role confusion can arise at this point if one of the parents is absent. That is due to lack of a role model. Thus, as Freud (1917) posits, father absence impact children's identity and disposition to personality and character differences.

Again, fixation at this stage may lead to behavior problems such as homosexuality and issues with close relationships due to fear of commitment. Sibi (2020) states that a child's ability to resolve these internal conflicts determines their future ability to cope and function as an adult. Failure to resolve a stage can lead one to become fixated in that stage, leading to unhealthy personality traits; while successful resolution of the stages lead to a healthy adult.

a) Strengths of Psychoanalysis Theory

The Psychoanalysis theory emphasizes the importance of early childhood experiences. The implications that development proceeds in a stage like fashion and that early childhood experiences and conflicts heavily influence our adult interests, activities and personalities have helped shape the direction and assumptions of developmentalists in every field (Shaffer & Kipp, 2010). This approach suggests that behavior is motivated by basic needs and drives, and is sometimes shaped by unconscious childhood experiences. It therefore clearly explains the process of solving conflicts that arise from childhood (Montana, 2013).

Another strength of this theory is that it helps individuals who want to understand and deal with certain experiences that have left them confused, and so it's useful to people who want to understand the motive of their behaviors, and in helping people to explore their past, and understand how it affects their present psychological difficulties. It can therefore provide a lot of insight into what drives a person's behavior, and help one shed the bonds of past experience to live more fully in the present (Naar, 2021).

However, the theory describes development in a more psychosexual approach, which gives emphasis on sexual instincts as determinants of personality and the motives of human behavior. This theory was therefore used along with Social Learning theory in order to try to address various other aspects that are not addressed by the Psychoanalysis theory, and are nonetheless significant in influencing adolescents' development.

b) Limitations of Psychoanalysis Theory

One of the weaknesses of this theory is that, in his singular emphasis on the structure of the human mind, Freud paid little to no attention to the impact of environment, sociology, or culture to an individual's development. His theories were highly focused on pathology and largely ignored "normal," healthy functioning. He has also been criticized for his narrow-minded view of human sexuality to the exclusion of other important factors (Sibi, 2020).

Ackerman (2020) points out that many of the hypotheses or assumptions of psychoanalytic theory cannot be tested by empirical means, making it nearly impossible to falsify or confirm. In order for a theory to be scientifically valid, it must be possible to disprove ("falsify") it with experimental evidence, and many of Freud's notions are not falsifiable (Sibi, 2020). According to Ackerman (2020), the theory overemphasizes the deterministic roles of biology and the unconscious, leaving little room for influence from the conscious mind. Again, the theory has

generally not been supported across cultures, and may actually apply only to Western culture. It may be termed as highly subjective since it was not developed through the application of the scientific method but from personal reports from Freud on his experience with clients (Ackerman, 2020). Nevertheless, the theory was useful in this study in addressing some of the impacts father absence has on adolescents' psychosocial development within the context of psychoanalysis theory. It explored some of the father roles in child development, mainly during the adolescent stage.

Cherry (2017) states that no single factor causes development of problematic behavior in children, as there are various factors that can lead to such. This therefore, makes the theory limited in addressing fully the topic under study, since there are other determinants of development such as heredity and environmental factors which are equally important aspects that affect and influence a person's development. It is for this reason that a second theory was used for this study.

c) Justification of Psychoanalysis Theory

Jones (2007) proposes that, the impact of father loss or absence can best be understood within the context of the father's role in child development. Psychoanalytic theory was used in this study to show how the literature describing the effects of father absence from a developmental perspective was presented in regard to significant areas such as the quality and nature of attachment to father; Oedipal issues and father's capacity to have functioned as an important self-object. Children who are securely attached in childhood, as Cherry (2017) points out, tend to develop good self-esteem, strong romantic relationships, the ability to self-disclose to others and better self-reliance as they grow older. These children also tend to be more independent, perform better in school, have successful social relationships, and experience less depression and anxiety.

Again, as Jones (2007) posits, the theory shows that adolescents growing without a father are likely to develop without a normal gender identity. It is implicated that for a child to develop a "normal" gender identity, they will have to be raised in a conventional family where there is a father and a mother. Freud believed that being parented by a single mother could confuse the child's identity or lead them to become homosexual. Father absence may hinder the son's acquisition of the traditional masculine role, as he is not able to model his own behavior and attitude on his father (Jones, 2007).

From a psychoanalytic perspective, as described by Sigmund Freud, the father plays an important role in both the pre-Oedipal and Oedipal phases of child development. Freud suggested that the development of a loving attachment to the father, most particularly for boys, was crucial for both healthy development and resolution. Freud (1917) argues that fathers' involvement in boys' development influences their future psychological wellbeing. For instance, affirmation and encouragement as well as facilitating character and personality development. Freud also saw the role of a father more positively as a protector, and that of a "great" being that is idealized by the small child (Jones, 2007).

The theory therefore enlightens on how father absence affects boys' cognition development, influencing their interaction with fellow family members (Freud, 1917). It emphasizes on the importance of a father figure to children as they grow up. This is so because children need to identify with particular roles in the society as they grow up. The presence of a mentor or a model figure they can identify and align with is very key for them to navigate this stage successfully. This study therefore examined the role of a father and effects of his absence on adolescents. Since development is complex and character formation is influenced, not by a single factor but by a wide spectrum of factors, a second theory- Social Learning theory- was used to try

and address other factors considered important in determining and affecting adolescents' development.

2.2.2 Social Learning Theory

Social learning Theory (SLT) was used as a second theory together with Psychoanalysis theory in an attempt to address other factors like environmental factors that were not addressed by the first theory. Social Learning theory was founded by Albert Bandura in 1977, who suggested that social behavior is learned by observing and imitating the behavior of others (Bandura, 1977). This theory is based on the premise that children acquire behavioral strategies that are modeled by significant others in their environment. It provides the basis for how social norms are learned and internalized during adolescence (Leff & Posner, 2009). At this stage in development, adolescents are at a very critical point in life. They are very vulnerable at this time, and therefore it is easy to see that they would imitate their favorite celebrities, or other role models in the media, in their dress code, actions, and speech.

According to the Social Learning Theory, humans are naturally developed to mimic any behaviors that they frequently see as positive and see performed, unless there are negative, undesirable consequences to the behavior (Arnett, 2000). Shaffer and Kipp (2010) point out that many of the behaviors that children observe, remember and imitate are actions that models display. Observational learning permits young children to quickly acquire thousands of new responses in a variety of settings where their 'models' are pursuing their own interests and are not trying to teach them anything (Shaffer & Kipp (2010).

Bandura (1986) stresses that children and adolescents are active, thinking beings who contribute in many ways to their own development. According to Shaffer and Kipp (2010), observational learning requires the child to actively attend to, encode, and retain the behaviours displayed by social models. And children are often free to choose the models to whom they will attend, which makes presence of both mother and father crucial for the child to choose from. Essentially based on the SLT, adolescents are especially driven by this pattern of behavior because they are at a critical point in the development of their identity. As a result, they will copy almost anything that seems to benefit the image of the people they deem important to them, and this include their parents.

Bandura (1986) asserts that, a child's linguistic development and problem-solving strategies are learned from their fathers. For this reason, the absence of a father affects a child's psychological wellbeing, such as socialization abilities and gender identity. This theory thus explains why fathers should be available role models to their adolescents.

a) Strengths of Social Learning Theory

Social learning theory recognizes that people learn by observing others, even if they themselves have not been reinforced or punished. Children are particularly susceptible to social learning, but all humans are affected by what they notice in other people (Arnett, 2000). In Social Learning Theory, learning occurs through imitation, identification, and modeling or through the association of behavior with its consequences (Bandura, 1986). Identification with role models, observation of those role models and emulations of the role models' characteristics facilitate children's ability to engage in social learning. Through this theoretical point of view, studies operating from social learning have emphasized relationship learning in the family as the means through which children acquire skills and transfer them to the peer context (kocayörük, 2016).

Social Learning Theory emphasizes observation as the key mechanism by which the individual learns. Parents, specifically fathers, are power role model for children, a reason as to why fathers should try as much as possible to allocate more time to their children in indirect interaction, which results in more opportunities for children to observe and learn from their fathers.

According to McLeod (2016), the social learning approach takes thought processes into account and acknowledges the role that they play in deciding if a behavior is to be imitated or not. As such, it provides a more comprehensive explanation of human learning by recognizing the role of mediational processes.

Furthermore, Bandura's social learning theory contends that cognitive development is actualized through fathers due to their role in children's growth which includes problem solving strategies as well as linguistic skills (Bandura, 1986). This theory is therefore flexible in explaining differences in a child's behavior, and it allows for different ways of learning depending on the environment where one is, either through observation or one's direct experiences.

b) Limitations of Social Learning Theory

One of the limits of SLT is that, although it can explain some quite complex behavior, it cannot adequately account for how people develop a whole range of behavior including thoughts and feelings. The theory assumes that one's behavior is determined by society and not how one handles or processes information. It thus fails to account for all behavior, especially in a situation where there is no perceived role model to observe or imitate (McLeod, 2016).

Furthermore, some criticisms of SLT, according to McLeod (2016), arise from its commitment to the environment as the chief influence on behavior. It is limiting to describe behavior solely in terms of either nature or nurture and attempts to do this underestimate the complexity of human behavior. This is so because behavior is complex, and it is as a result of

interaction between nature, basically the biological aspect determining behavior, as well as nurture, which accounts for the environment and its influence on behavior.

c) Justification of Social Learning Theory

This theory informed the present study by way of reinforcing the suggestion that a father plays a significant role in the life of an adolescent who is eager to learn about social norms from such an important person in their lives. Growing up without a father is therefore likely to result to a developmental crisis among adolescents. Hence, fathers play an important role in shaping the behavior of the adolescents through nurturing.

The focus of this theory is basically on how children learn behavior through imitating other people in their environment whom they consider their role models. Social learning theory is therefore not a full explanation for all behavior. This is particularly the case when there is no apparent role model in the person's life to imitate for a given behavior (McLeod, 2016). The theory was therefore used alongside Psychoanalysis theory in order to try to address holistically the various aspects that influence adolescents' development.

2.3 Review of Empirical Studies

The review focused on influence of absent fathers on emotional adjustment, social behavior and academic performance of adolescents. Strategies for supporting adolescents in dealing with father absence were also reviewed.

2.3.1 The Influence of Absent Fathers on Emotional Adjustment of Adolescents

Based on accumulated research, it is evident that a father's involvement has a significant impact on their children in terms of increased cognitive, social and emotional developmental abilities and decreased negative behavioral consequences. Scholar Works and Castetter (2020)

conducted a study on the developmental effects on the daughter of an absent father throughout her lifespan in the United State. The study involved online survey by reviewing the current literature on empirical studies on father absence done in united State. The study revealed that girls are impacted more than boys when growing up without a father. The study notes that a male's sense of self comes through gradual separation from the adults in his life. First, he is separated from his mother, then the rest of his family and eventually from any mentors that helped to guide him. For women, their identities are achieved through relationships with other people. They define themselves based on the quality of relationships with family, friendships, among other relations. Hence, lack of a father-daughter relationship for a girl makes her feel incomplete and her self-esteem is negatively affected as they feel they missed some help and support from their fathers.

The reviewed study has shown the importance of having a father figure to an adolescent in the United States. However, it focused more on the impact of absent fathers on a girls' development. It also employed online review of literature. The current study was done is another continent, employing proper empirical procedures and was broader as it looked at the effects of father absence for both male and female adolescents in Makueni County, Kenya.

Proper family relationships are vital for all the members of the family. However, these relationships are crucial for adolescents who are still developing in all aspects. Pyun (2014), conducted a study on influence of father- child relationship on adolescents' mental health in United State. The study employed descriptive survey. Involved respondents were 48 adolescents from a youth voice community program, data was collected through questionnaires and analyzed through descriptivism statistics and linear regression. The results showed that the adolescents who had good relationships with their fathers had lower levels of internalizing problems. Old adolescents had more problems but age was not associated with the internalizing problems. The study enriches

the current study; however, fewer respondents from same environment were used. The current study therefore carried out a mixed method study that involved more respondents from diverse demographic background in Makueni Sub- County.

Horne (2011) carried out a study on the impact of father absence on adolescents' romantic relationship ideals in the United States. The study examined the association between the duration of father absence and adolescents' romantic relationship ideals of commitment, sex, and pregnancy within a romantic relationship. The study revealed that adolescents whose fathers were always absent did not want to commit to their partners and wanted to engage in riskier behaviors, such as sex and pregnancy outside a committed relationship. The study established that boys were more impacted by father absence than girls with regards to their desires for commitment and sexual activity.

The reviewed study illuminated on the risky behaviors exhibited by adolescents who had no father presence in their lives. However, the study only focused on the romantic relationship of adolescents who grow without fathers. It did not address the problem of emotional adjustment and academic performance as well as social behavior such as juvenile delinquency, which are the other aspects that the current study explored.

O' Dwyer (2017) conducted a study on the psychotherapeutic exploration of the effects of absent fathers on Children in Ireland. The study revealed that fathers play a central role in the development of an adolescent which includes emotional well-being, educational achievement and social interactions. The study noted that children who lose the presence of a father in their lives experience a sense of loss and sadness. The adolescents whose fathers are still alive but not a part of their lives feel rejected and angry while those deprived of a father will want to seek out another male figure, to fulfil the paternal role.

The study used semi-structured interviews to collect data with four psychotherapists and one counseling psychologist, where qualitative approach was adopted. The study shows the importance of having a father figure in an adolescent's life as he is instrumental in enhancing their emotional well-being. This study employed mixed method design so as to further explore in depth the effects of father absence on the emotional, social and academic aspects of developing adolescents in Makueni County, Kenya. Semi-structured interview enquiries for the current study was done with ten class teachers. Results revealed that presence of a father figure in an adolescent's life enhanced their emotional wellbeing, healthy social functioning as well as improved academic performance.

Fu, Xue, Zhou and Yuan (2017) carried out a study on how the parental absence predicts suicide ideation through emotional disorders in China. The study's objectives were to investigate the association between the parental absence and suicide ideation and to examine the roles of emotional disorders in the aforementioned relationship. The study revealed that the mental stress of parental absence had negative impact on children's mental health. The study unearthed that, children with the absence of both parents were statistically more likely to show suicide ideation. Father absence, mother absence, and both-parents' absence were significantly associated with negative emotional outcomes. These children were seen to be more susceptible to depression, social anxiety, physical anxiety and suicidal tendencies.

The study shows that children who are deprived of a parent are likely to suffer from mental disorders such as suicide. However, the reviewed study focused on the absence of either a father or a mother or both and how it impacts their suicidal tendencies. The study was conducted in China, but the current study was done in Kenya which is in a different continent.

Salami & Okeke (2018), carried out a study in South Africa on absent fathers' socio-economic status and perceptions of fatherhood as related to developmental challenges faced by children. The study used Ex post facto research design, which involved 300 participants; 43% were male and 57%. The respondents were teachers in university for foundation phase education programmes. The data was collected using socio-economic factors, Fathers' Perception and Challenges Faced by Children Questionnaire (SeFP-CFCQ). Analysis was done using descriptive statistics and multiple regression. The findings of the study revealed that financial factors, fathering skills, relationship with the mother has a significant relationship with challenges faced by children. This study was done among elite and parents, while the current study was done among adolescents in Makueni Sub-County.

Bray & Dawes (2016), did evidence-focused literature review on parenting, family care and adolescent in East and South Africa. Based on the availability of required literature and data the study involved Kenya, Malawi, Mozambique, South Africa, Tanzania and Zimbabwe. A systemic review was employed to carry the exploratory research following the recent guideline by Hagen-Zanker and Mallett (2013). A total of 408 peer-reviewed journal articles, books and also edited volumes were identified among other academic works. The study revealed that parental care for children was influenced by environment, age, gender, birth-order and socio-economic status. Migration for education, work and family duties were noted as factors contributing to limited parental reach to the adolescents. This study greatly informed the current study. However, it doesn't establish the psychosocial effects of parents' absence on the adolescent, which is a gap that the current study sought to fill.

Mutie (2015) investigated the effects of emotionally absent parents on the behavior of adolescents in Kenya. The study revealed that younger participants in forms one and two were affected by the emotional absence of their parents more than those in forms three and four. Majority of students who expressed emotional parental neglect also expressed hatred for school rules and elders, and reported having engaged in different forms of indiscipline while in school.

Further, the study revealed that there was a positive correlation between parental emotional absence and the challenges faced by the adolescents. The target population of this study was all the adolescent students with a record of indiscipline in Machakos County. The sample was arrived at through stratified random sampling whereby, 200 students were selected from ten secondary schools in different classes in the County. The researcher used Correlational research design and a questionnaire was used as a tool for data collection. Both descriptive and inferential methods of data analysis were used to analyze data. The reviewed study has shown the importance of having emotional presence of parents. This study though done is Kenya, was in a different County, and it concentrated on the effects of absence of both parents. The current study was more specific by addressing the effects of father absence and it was done in a different County in Kenya, which is Makueni County. The researcher conducted a regression analysis, and the findings show that F (1, 154.626) = .094, and P = .760, which was above 0.005 significant level. As such, this study concluded that the regression model was not significant in establishing the influence of the predictor on the dependent variable. Therefore, according to the results presented, father-absence did not influence emotional regulation among adolescents.

2.3.2 The Relationship between Father Absence and Adolescents' Social Behavior

Father absence has a profound effect on the social emotional adjustment of early adolescents. This is confirmed by a study conducted by Markowitz & Ryan (2016), on the father absence and adolescent depression and delinquency in United States of America. The study established that father departure later in childhood is associated with increased delinquency in adolescence. The study used the National Longitudinal Survey of Youth and the Young Adult survey (NLSY-YA). Data was collected through interviews at different levels and was analyzed through descriptive statistics and linear regression.

The study compared the behavior of siblings discordant for age at father departure across two outcomes, depressive symptoms (N= 5108) and delinquent behavior (N= 4882). The findings of the study revealed that father absence later in childhood was related to increased delinquency in adolescents but was associated with greater depressive symptoms. The study suggested that parental monitoring instead of disrupted socialization may account for links between having a nonresident father and adolescent delinquency. The current study used embedded mixed method which was aided by descriptive survey for quantitative enquiries. Analysis for quantitative data was done using descriptive statistics. In order to establish the influence of father absence on emotional adjustment of adolescents, a regression analysis was conducted. According to the results presented, father-absence did not influence emotional regulation among adolescents.

Kofler-Westergren, Klopf and Mitterauer (2010), investigated influence of father absence on the risk factors for juvenile delinquency in Austria. The study established that the adolescents are likely to suffer from juvenile violent offending, conduct disorder, family psychopathology, father deprivation and substance abuse. The study conscripted 75 juvenile delinquents. The study noted that 66% of all juveniles had experienced father deprivation, 20% had never been living with

the father, and 25% had an alcoholic father. The most negative effects were registered in 32 juvenile delinquents growing up without a father and also reported a negative relationship with their mother. The reviewed study shows the kind of anti-social behavior exhibited by adolescents who grow without fathers. This study informs the current study on the effects father absence has on the social behavior of the adolescents. However, it was done in Austria. Therefore, the current study worked to establish whether similar effects of father absence are found among adolescents in Makueni Sub-County in Kenya.

The boy child is more likely to be influenced by the father's absence due to the fact that he needs someone as a role model as he grows towards adulthood. Johnson (2017), did a study on behavioral impacts of father absence on middle school African American boys in United States. The quantitative study explored how father absence affected school behavior among African American boys aged 13-15 from mother-only homes in comparison with boys from intact families.

A multivariate analysis was used to explore overall and types of externalizing behavior of sixty purposive sampled participants obtained from the Child Behavior Checklist-Teacher Report Scale. The findings revealed higher rate of externalizing behavior from boys coming from father absent homes than same age peers from intact homes. The current study examined the same variables among both gender of adolescents in Makueni County. The current study also used mixed method design which was not used in Johnson's (2017) study.

Divorce does not only affect the partners involved but also the children that are part of the relationship that is terminated. Njeru (2017), conducted a study on the effects of parental divorce on adolescents: The dimensions of the wellness model in Nairobi County, Kenya. The study employed descriptive survey that involved 100 adolescents aged 12-18 years who were purposively selected. The data was collected using questionnaires. Data was analyzed using

descriptive statistics and inferential statistics mainly Pearson correlation. The findings showed that there was a positive relationship between parents' divorce and social, emotional, and academic performance of the adolescents. The current study was, however, done in Kenya but in a different County. Therefore, the study worked to explore the relationship of these variables in Makueni Sub-County, which is a different setting. The presented results on regression analysis findings showed that F (1, 6.680) = 1 .997, and P value = 0.159, which is less than the 0.005 level of significance. This reveals that the model is significant in establishing that the independent variable had an influence on the dependent variable. Thus, father-absence was considered to have an influence on social behavior among secondary school learners in Makueni Sub-County, Makueni County. The study therefore concluded that there is a relationship between father absence and adolescents' social behavior.

2.3.3 The Influence of Father Absence on Academic Performance of Adolescents

Academic achievement is very important for an adolescent since they are at their identification stage in life. Li, Xiong, Li, Xie & Liu (2020), conducted a study on how psychological frustration tolerance and self-esteem influence the association between father absence and hostility in depressed adolescents: A multiple mediation model. The study was done in China, which employed cross-sectional design and data was collected using questionnaires. The findings revealed a positive relation between adolescent hostility and father absence, but was negatively correlated with self-esteem and academic performance. This study was done in China which is in a different continent. Therefore, the current study worked to establish the relationship between father absence and adolescents' academic performance among adolescents in Makueni Sub-County, Kenya.

Ahmad (2014) carried out a study on the effects of father absence on children's academic performance in Pakistan. The study explored how father absence affects the academic performance of children. The study revealed that children who had father presence had better academic performance than those with absent fathers. The study used a sample of 45 students of 6th, 7th, 8th, 9th, and 10th grade drawn from a population of same socioeconomic status and with no cultural differences. The study shows the relationship between father presence and academic performance. The reviewed study however was carried out in Pakistan, a country with a different geographical, social economic and cultural background from Kenya where the present study was conducted. Therefore, the current study worked to establish whether there is similar relationship between father absence and adolescents' academic performance among adolescents in Makueni Sub-County which is in Makueni County, Kenya.

Mao, Zang and Zhang (2020) investigated effects of parental absence on children development. The study focused on the effects of parental absence on the short-term in-school outcomes and long-term educational achievement of left-behind children. The results of the study showed that parental absence negatively affected the cognitive development of the children left behind. Further, the study noted that left-behind children have a lower cognitive test score and academic test score, and they are also less likely to attend a college. The study used two nationally representative datasets collected in China.

Addo (2020), carried a study in Ghana on parenting typologies and adolescents' academic and behavioral outcomes. A total of 800 adolescents drawn from two southern sector regions took part in the study. The quantitative study used questionnaires to collect data and it was analyzed through descriptive and inferential statistics. Though adolescents whose parents were authoritative

indicated low externalizing and internalizing behavioral problems, there was no significant difference across the six Ghanaian cultural areas in the occurrence of parenting styles, behavioral and academic outcomes. Therefore, the study informs the current one, although it does not specifically look at the effects of father absence, which was done by the current study.

Oseko (2018) carried out a study on the influence of father absence on academic performance of secondary school students in Keiyo Sub-County, Kenya. The study sought to investigate the effects of father absence on academic performance among secondary school students. The study was guided by the following specific objectives: To investigate the difference between academic performance of father absent and father present students; To determine the difference between academic performance of father absent and father present boys; and to establish the difference between academic performance of father absent and father present girls.

The findings of the study established that students from father absent families performed poorly in school as compared to their counterparts from intact homes. The mean of students from father absent family was 10.66 while that of students from father present family was 20.178. This meant that there was a significant difference in academic performance of father absent and father present students. The study selected its sample through purposive sampling where students from father absent families were selected while random sampling was used to select the students from father present families. An average of three end term examinations served as an index of academic performance. Data was analyzed using descriptive statistics. Inferential statistics was also used to compare the results specifically students t-test.

The reviewed study showed that the absence of a father figure negatively affects the academic outcome of both boys and girls equally. However, this was a comparative study where both genders were focused on, while the current study focused on adolescents without segregating

their gender. The current study was also done in a different County in Kenya. The findings revealed a F-Value of 2.242 at a significance value of P = 0.000, which is less than the 0.005 level of significance. Based on these findings, the study held that the regression model was significant in establishing that the predictor had an influence on the dependent variable. Thus, father-absence was found to have an influence on academic performance among secondary school learners in Makueni Sub-County, Makueni County.

2.3.4 Strategies and Interventions to Support Adolescent Secondary School Learners in Dealing with Father Absence.

Tully, Piotrowska, Collins, Mairet, Black, Kimonis et al., (2017), carried out research in Australia on optimizing child outcomes from parenting interventions: Fathers' experiences, preferences and barriers to participation. A sample of 1001 fathers of children aged 2-16 years was used to carry out an online survey. Data was collected through questionnaires, and analyzed through descriptive statistics and inferential statistics, in particular chi-square, co-variance and multivariate. The findings revealed that, to minimize internalizing and externalizing problems among the adolescents, the fathers should participate in parenting intervention treatments to get tips on how to raise their children. The current study involved class teachers and adolescents in Makueni Sub-County to explore possible interventions to negotiate challenges of father absence. Results of the current study show that fathers' participation in their children's upbringing is of great importance. Similarly, presence of a father figure was also considered handy in helping the adolescents in handling various issues as they grow up.

Adolescents are not the only ones who struggle with father absence. The fathers themselves struggles too, and are in need of help. Fazel (2017), did a study on responding to the challenges of father absence and fatherlessness in the South African context. It was a case study involving concerned fathers from the North West Province. The study was a qualitative research that used exploratory design. Data was collected through structured interviews. The findings of the study revealed that launching a fatherhood convention which involve training, can help equip the fathers to be available and better fathers to their families. The study used fathers as the respondents, whereas the current study involved the adolescents themselves and class teachers, in exploring the possible ways to supports the adolescents that are struggling due to father absence in Makueni Sub-County. the teachers interviewed suggested that a similar intervention as in Fazel's (2017) study, which stated that institutions like churches and other organizations need to introduce mentoring sessions to train and enlighten fathers and men in general on importance of a father's presence and participation in children's nurturing as well as the effects of their lack of involvement.

Adolescents coming from families where father's presence is not felt need alternative ways to experience what they lack. Yi (2019), conducted a study on father absence and adolescents in South Africa. The study used the qualitative approach where it enlisted twenty-one father-absent adolescents and twelve local pastors. Data was collected through questionnaires and interviews. Analysis was done through thematic analysis. The study established that the absence of a father affects adolescents' development, adolescents' well-being, adolescents' culture, juvenile delinquency and even youth ministry. The study suggested that the local church must take an interest in the absence of a father and father-absent adolescents, and help them as an extended family to manage preventable problems.

Further, the study observed that church leaders should focus on re-educating or retraining of fathers and men to build up their families and the local church. The reviewed study shed some light on some of the interventions that could be employed to support children and adolescents struggling with challenges related to father absence. Thus, the current study established that similar interventions are appropriate and helpful for adolescents struggling with issues related to father absence in Makueni Sub-County.

2.4 Research Gaps

The reviewed literature helped to shed light on several issues related to father absence and how it impacts the development of adolescents. However, the reviewed studies revealed some knowledge gaps mainly in terms of contextual, methodological, theoretical, geographical and conceptual gaps. For instance, Scholar Works and Castetter (2020) study on the developmental effects on the daughter of an absent father throughout her lifespan in the United States, focused more on the impact of absent fathers on a girls' development and not adolescents of both gender as it is the case with the current study. Most of these studies have been done is other contents and they employed single paradigm. Therefore, the current study filled this gap by conducting a similar study in Makueni County Kenya, employing mixed method design to draw rich information on the effects of father absence on adolescents' development.

Regarding the effects of parenting, father absence, and affiliation with delinquent peers on delinquent behavior among African-American male adolescents, Paschall, Ringwalt and Flewelling (2003) study focused on juvenile delinquency and missed out on other areas such as emotional, mental health and cognitive development, which were the main focus of the current study. Similarly, Yi (2019) study on father absence and adolescents in South Africa focused more

on youth ministry, while the current study focused on psycho-social well-being of early adolescents in secondary schools.

Mutie (2015) conducted a study that explored the effects of emotionally absent parents on the behavior of adolescents in Kenya. However, this study was done in Machakos County which is a different location from where the current study was conducted. Therefore, after reviewing literature there seemed to be few studies done on these variables in Kenya. Thus, the area is under-researched, with more studies done in South Africa. Also, there may be no known study done on similar variables in Makueni Sub-County where the prevalence of father absence has been recorded as high. Hence, the current study sought to establish the effects of father absence on adolescents' psychosocial development in Makueni Sub-County, Makueni County, Kenya.

2.5 Conceptual Framework

A conceptual framework is used to illustrate what a researcher expects to find through research, including how the variables under consideration might relate to each other. Conceptual framework therefore identifies the variables required in the research investigation. According to McGaghie and Bordage (2015), a conceptual framework "sets the stage" for the presentation of the particular research question that drives the investigation being reported based on the problem statement. The conceptual framework illustration in figure 1 provides a visual display of how the variables in this study relate and interact.

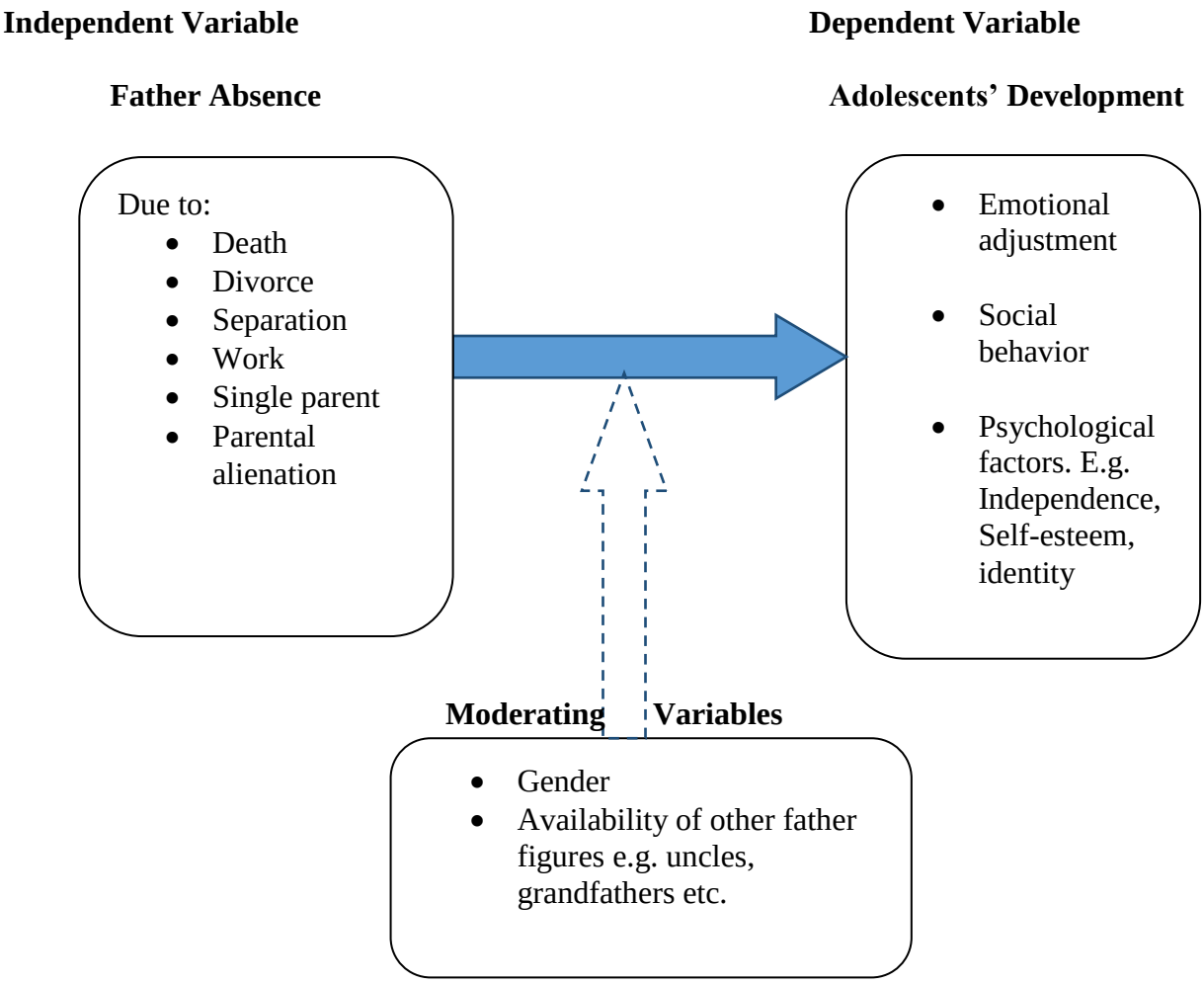


Figure 1: Conceptual Framework of Father Absence on Adolescents' Development.

The arrow that flow from the independent variable to the dependent variable shows how the independent variable influences the dependent variables. The arrow flowing from the intervening variables indicates the role the intervening variables play in controlling the influence of the independent variables on the dependent variables. The independent variable for the study is father absence, which is shown by the following elements: father's absence due to death, divorce or separation, work, single mother and parental alienation. The dependent variable is adolescents' development, which is represented by indicators such as emotional adjustment, social behavior

and psychological factors such as academic performance, independence, self-esteem etc. Moderating variables are represented by indicators such as gender and availability of other male figures other than the adolescents' fathers. The relationship between independent variables and dependent variables is implied through the assumption that father absence is likely to negatively impact various aspects of adolescents' development. However, this relationship may be moderated by variables.

2.6 Chapter Summary

This chapter has created an understanding of the present study based on existing theories and empirical studies. Literature gaps that needed to be filled by the present study were exposed. A Conceptual framework showing the independent variables, dependent variables and intervening variables was also drawn to guide the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the various methods that were used when carrying out this study. It focused on the research design, study area, target population, sample size, sampling procedure, and description of the instruments for data collection, pretesting of the study, validation, reliability, data collection procedures, data analysis, anticipated constraints and ethical considerations.

3.2 Research Design

Byrne (2017) describes a research design as a plan that is used to generate answers to a research problem. This study used a mixed method research design in collecting and analyzing data, mixing both quantitative and qualitative research. Descriptive survey and phenomenological methods were used in the study to understand and explain the research problem being investigated. In particular, this study adopted embedded mixed method design in order to provide a comprehensive analysis of the research problem. This design is used when one type of data is used to play a secondary role and is meaningless if not embedded in the primary data (Edmonds & Kennedy 2017). In this study, quantitative data was the primary data, and was enriched by the qualitative data. This design was chosen because it was deemed appropriate for academic research due to limited time and resources. To address the problem effectively in this study, descriptive survey and phenomenological methods were adopted for quantitative and qualitative enquiries respectively.

3.3 Study Area

The study was carried out in Makueni Sub-County in Makueni County. Makueni County is one of the 47 counties in Kenya. It borders Machakos to the North, Kitui to the East, Taita Taveta to the South and Kajiado to the West and covers an area of 8,008.9 km.$^{2.}$ (Mangendi, 2018). The County lies in the arid and semi-arid zones of the Eastern region of the country, and is divided into six Sub-Counties namely: Makueni, Mbooni, Kaiti, Kibwezi East, Kibwezi West and Kilome. Makueni County is predominantly inhabited by the Akamba community who form approximately 97% of the total number of the inhabitants. The main economic activity is subsistence agriculture. The fertile upper part of the County experiences a higher average rainfall of 800mm-1200mm, while the lower side on the county receives rainfall ranging from 300mm to 400mm and hardly sustains the major food farming.

The projected population, according to the 2019 census, is 987,653. The total projected population under 35 years is 745,336 comprising of 432,149 under 15 years and 313,187 aged 15-34 years (KNBS Population Projections, 2019). It therefore means, 75% of the projected county population are under 35 years. According to the County Statistical Abstract Makueni County (2020), the larger younger population, who are under 35years, characterizes the county's population structure. This indicates that the under 15 years who are still under care of their guardians, put pressure on the incomes thus leaving the working population without adequate savings for investment.

This location was selected due to the abundance of father absent families. According to Nzioka (2018), Makueni County leads in the number of children living without fathers compared to other Counties. The Kenya Integrated Household Budget Survey (KIHBS), 2015/16 report indicated that 37.0 per cent of children in this area live with their mothers despite the fact that their

fathers are alive (Nzioka, 2018). With this in mind, the study was conducted in Makueni Sub-County, with reference to the effect father absence has on the adolescents in the area.

3.4 Target Population

A population is a complete set of individuals, cases or objects with some common observable characteristics (Kumar & Owen, 2019). The target population for this study was Form three students in forty-eight secondary schools in Makueni Sub-County. The secondary schools were targeted because it is where large population of adolescent aged 13- 18 years are found, and form three students mostly lie in this age brackets. The Sub-County has five educational zones, namely: Kee, Mukuyuni, Kilala, Wote and Mulaani. According to information obtained from Makueni Sub- County education department office records, the total population of students in the secondary schools is 15,889 (Elimu Centre, 2021). However, for the purpose of this study, only the form three students were involved.

The population of the form three students in the entire Sub-County is 2,016 (Elimu Centre, 2021). Form three adolescents were targeted since they are at a transitional stage from childhood to adulthood, during which parental guidance and involvement from both parents is crucial. Form one and two students are still settling in school and form four are busy preparing for National examinations, so form threes are considered to have settled and focused. The form three class teachers of this adolescents were targeted since they were considered to have interaction with their students at personal level and hence have concrete information about their emotional, behavioral and academic aspects.

3.5 Description of Sampling Procedures and Sample Size

Sampling procedure is a process of selecting a number of individuals for a study in such a way that, the individuals selected represent the large group from which they are selected (Kalton, 2021). A sample is defined as a set of respondents selected from a large population for the purpose of the survey (Kumar & Owen, 2019). A sample was therefore drawn from the form three students for purposes of generalization. For this study, both probability and non-probability sampling techniques were employed to arrive at appropriate sample size.

3.5.1 Sample Size of the Schools

According to Mugenda (2013), ten to thirty percent of the population is enough sample for a target population that is less than 10,000. Therefore, ten schools were sampled from 48 schools in Makueni sub- County which makes 20% of the population. Since there are five zones in Makueni Sub- County which include: Kee, Mukuyuni, Kilala, Wote and Mulaani, Simple Random Sampling technique was used to sample two schools from each zone, and proportionate sampling was used to select the form three students from each school to participate in the study.

3.5.2 Sample Size of the Student

The study focused on a sample drawn from 2,016 students who are in form three. The form three students were targeted since they have been in the school for two years and so they are considered to have settled in their schools as compared to form one and two students, and so are in a better position to respond to items in the questionnaire. Form four students were not involved in the study since they are busy preparing for the National Examination. The sample size of the form three students was obtained using Yamane 2001 formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where N = Target Population (2,016)

n = sample size

e = significance level =5%

$$= \frac{2016}{1 + 2016(0.05)^2}$$

$$\frac{2016}{1 + 2016(0.0025)}$$

$$= 333.8$$

Therefore, n = 334 students.

From Yamane's formula, the sample size for this study was 334 form three students. A non-randomized sampling technique was used to sample 334 students from the ten schools selected for the purpose of the study. The requirement to interact with people from various family configurations motivated this strategy. This approach was also informed by the need to identify participants from absent father families without exposing them to stigma. Due to the fact that there are five zones, two schools were chosen at random from each zone, and proportionate sampling was used to determine the number of participants from each school. The results are displayed in table 1.

Table 1

Sampling Frame for the Students

Zone	Schools	Population	Percentage	Sample Size
1. Kee	1. Kivani Sec.	125	15.0%	50
	2.Kola Sec.	93	11.1%	37
2. Mukuyuni	1. Ukia Girls'	145	17.3%	58
	2.Mukuyuni Sec.	83	9.9%	33
3. Kilala	1. Kyumu Sec.	45	5.4%	18
	2.Kaumoni Boys'	130	15.6%	52
4. Wote	1. Malivani Sec.	80	9.5%	32
	2. Watuka Sec.	58	6.9%	23
5. Mulaani	1. Munyuni Sec.	35	4.3%	14
	2.Mandoi Sec	42	5.0%	17
Total	**10**	**836**	**100%**	**334**

3.5.3. Sample Size of Class Teachers

Since ten schools were sampled for the study, the researcher purposively sampled one form three class teacher from each of the sampled schools, making a total of ten class teachers that participated in this study. The teachers were considered as helpful in providing important leading information and specifics about their emotional, behavioral, and academic characteristics, since they interacted with their students on a personal basis as their class teachers and mentors.

3.6 Description of Research Instruments

Research instruments are data collection tools that a researcher uses to collect data in a scientific manner (Kalton, 2021). The present study used questionnaires and Semi-structured interview guide as the research instruments. Both instruments were prepared by the researcher with the help of research experts.

3.6.1 Questionnaires for Students

According to Gandeebo (2015), a questionnaire is a research instrument consisting of a series of questions for the purpose of eliciting information from respondents. Quantitative data from the students sampled for the study was collected using standardized questionnaires. The modified standardized questionnaire used was Emotion Regulation Questionnaire (ERQ, Gross & John, 2003) and Child and Adolescent Social Adaptive Functioning Scale (CASAFS, 2000). A section of father presence questionnaire was adapted to help generate data needed to check the eligibility of the participants for the current study (Krampe & Newton, 2006). Participants were asked to record the appropriate answer for each item. Choosing from the Never (N), Seldom (S), Occasionally (O), Frequently (F), or Always (A) options.

The questionnaire was based on the research objectives, and was subdivided into four sections. Section A of the questionnaire focused on the demographic information of the respondents; Section B was seeking information about emotional adjustment of adolescents. Section C focused on social behavior and academic performance information of the adolescents. Section D sought to check the eligibility of the participants. Anonymity of the respondents was ensured by asking them not to indicate their names on the questionnaires, which allowed respondents freedom to respond to the questions without fear of breaching of confidentiality.

a) Emotion Regulation Questionnaire (ERQ)

Emotional adjustment of adolescents was measured using the Emotion Regulation Questionnaire (ERQ), a 10-item self-report developed by Gross and John (2003). The scale was designed to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal and (2) Expressive Suppression. According to Butler et al (2003), at times, people keep their emotions from showing during social interactions. The authors' analysis suggests that

such expressive suppression may disrupt communication and increase stress levels. (Butler et al., 2003). The capacity to control emotion is important for human adaptation (Ochsner, 2005).

The items of the scale asked questions about one's emotional life, in particular, how one controls or regulates and manages their emotions. The questions involve two distinct aspects of emotional life: emotional experience, or what an individual feel like inside; and emotional expression, that is, how an individual shows his/her emotions in the way they talk, gesture, or behave. Respondents were asked to answer each item on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). Scoring was categorized into two facets: items 1, 3, 5, 7, 8, 10, which make up the Cognitive Reappraisal facet, and items 2, 4, 6, 9 for Expressive Suppression facet (Gross & John, 2003). This tool has strong psychometric properties and was therefore considered by the researcher as suitable to be used confidently regardless of participants' status.

b) Child and Adolescent Social Adaptive Functioning Scale (CASAFS)

The Child and Adolescent Social Adaptive Functioning Scale (CASAFS) was used to examine father-adolescent relationship in comparison with Social behavior and academic performance. The CASAFS was developed and piloted by Susan H. Spence, Carmen S. Price, Jeanie Sheffield, and Caroline Donovan in 2000. It is a self-report measure designed to examine social and adaptive functioning of young people in areas of school performance, peer relationship, family relationship and home duties/self-care. According to Crowe et al (2011), Social functioning refers to a wide concept encompassing cognitive, emotional and linguistic skills, and is understood as the degree to which an individual fulfills various roles in his or her life. They assert that, it is necessary to use social functioning measures to identify social and adaptive functioning deficits in

early stages of human development. Some of the items contained in this tool were used to measure academic performance of the adolescent, in comparison with their social behavior.

The CASAF scale measures children's and adolescents' social and adaptive functioning in contexts of family and peer environments using a 4-point scale marked as 1 (never), 2 (sometimes), 3 (often), 4 (always). A fifth category is provided with Family relationships items stating "*does not apply to me*" in case of those individuals without siblings or one of their parents. Category 5 responses are scored as 2.5 (the midpoint). Reverse Score Items 17, 18, 19, and 22 are negatively worded and are reverse scored before calculating subscale and total scores. The sub-scale scores are computed by adding the individual item scores on the set of items. The total score is the sum of all the four sub-scale scores, with a maximum possible score of 96. Higher scores reflect higher levels of social and adaptive functioning, and vice-versa (Spence et al., 2000).

3.6.2 Semi- Structured Interview Guide for Class Teachers

Semi-structured interviews combine both structured and unstructured interviewing styles. The interviewer asks few predetermined questions while allowing opportunity for spontaneous explore of topics relevant to the problem under study (Pollock, 2019). In this study semi-structured interview guide was used to collect qualitative data from ten form three class teachers sampled for the study. The semi structured interview guide comprised of open-ended questions, which enabled the researcher to gather in-depth information through probing. It also ensured anonymity to the respondents, for purposes of reducing subjectivity as well as maintaining confidentiality.

3.7 Pre-Testing of the Research Instruments

The pre-testing of the research instrument was done in one secondary school in Makueni Sub-County at an interval of two weeks. It was done in a secondary school different from the sampled schools for the study. Pre-testing was carried out to contextualize the standard instruments that was used, the questionnaire for students. This was useful in helping the researcher to identify any omission or commissions that may have occurred during the research instruments' construction. It also enabled the researcher to establish how the instrument was to be performed during the actual study.

Thus, the researcher was able to detect any structural errors, ambiguous items, spelling mistakes, layout and format of the items, the appropriateness and levels of the language used in the tools. The feedback from the pre-testing of the research instrument enabled the researcher to make the necessary changes on the potential problem areas that were identified in the instruments. This enhanced the validity and reliability of the research instruments.

3.8 Validity and Reliability of the Research Instruments

According to Mwituria (2015), validity indicates whether the items selected measure what they were designed to measure. Reliability refers to the extent to which a test or procedure produces similar results under constant conditions on all occasions (Mvumbi & Ngumbi, 2015). Validity and reliability of data collection instruments is important, and this study ensured this was done.

3.8.1. Validity of the Research Instruments

Both content validity and face validity were used to validate the instruments. Face validity is the extent to which an instrument appears to measure what it is supposed to measure. Therefore, accuracy in terms of measurement is required for one to be able to make conclusive interpretations of findings. To ensure content validity, the researcher submitted the questionnaires for scrutiny and review to the research supervisors at CUEA to check on their content and face validity. In addition, a pilot test was undertaken through issuance of the questionnaire to 20 participants who were not part of the actual study.

The researcher engaged in various steps to guarantee quality. The collected data was cleaned through a spreadsheet to make sure the responses reflected on the underlying research variables, discerning the psychosocial effects of absent fathers among adolescents. Moreover, principal components analysis (PCA) was used to enable quantification and measurability of the research questions. Hence, the researcher was better positioned to adequately discuss the underlying themes.

Internal consistency was established by measuring how the questions addressed the underlying identified factors. The questionnaire validity and accuracy were thus understood through the above identified steps. Moreover, the study's validity was further reinforced through comparison with the results of a research carried out to ascertain Validity and reliability of emotion regulation questionnaire (ERQ) in Chinese rural-urban migration adolescents and young adults (Wang et al., 2022). The aim of the study was to explore the psychometric properties of the ERQ, using a total sample of 397 rural-to-urban migrant adolescents and young adults (age 16.78 + 1.92 years old). The ERQ was significantly correlated with subjective well-being, psychological well-being, and academic emotion, which indicated the criterion validity of the ERQ is good (r = 0.17

~ 0.41, all *p*s < 0.01). The Cronbach's α of the ERQ total scores and subscales were acceptable (0.73 ~ 0.82), indicating that the ERQ had acceptable to excellent levels of internal consistency reliability (Wang et al., 2022).

Further, to ascertain the reliability and validity of CASAF Scale, Price et al. (2002) examined its psychometric properties in 1,478 Australian adolescents. A good internal consistency ($\alpha = 0.81$) and moderate test-retest reliability ($r = 0.58$) was reported. The instrument has therefore shown adequate levels of internal consistency (0.67-0.81), as well as a test-retest reliability of 0.48-0.63 (Price et al., 2002). Construct validity was measured with Beck Depression Inventory (BDI) scores (Price et al., 2002). A negative significant correlation was found between the total CASAFS scores and Beck Depression Inventory's (BDI) total scores (Beck et al., 1961; Price et al., 2002).

As such, both tools were considered valid and reliable to be used in the current study. Thus, the researcher sought to adapt the standardized tools' questions to reflect on the study objectives and goals. Combining these two strategies proved useful in guaranteeing validity and reliability of the collected data.

3.8.2 Reliability of the Research Instruments

To ascertain that the questionnaires were reliable, the researcher pre-tested them in one secondary school in Makueni County that was not part of the sampled schools for the study. Reliability was tested using Cronbach's alpha using SPSS version 28, arriving at a coefficient with an alpha value 0.7 and above.

3.8.3 Trustworthiness

According to Korstjens and Moser (2018), trustworthiness involves the following elements; Credibility, transferability, dependability and conformability of the study findings. Credibility is the confidence that can be placed in the correctness of the findings. This was achieved through persistent observation, triangulation and prolonged engagement with the participants in the field during data collection especially for the semi- structured interviews. Transferability is the degree to which the findings can be used in other contexts with other respondents. This was achieved through thick descriptions of the study findings. Dependability is the stability of the findings over time, and was achieved through audit trail by keeping a record of the research path throughout the study which was reviewed by experts. Conformability is the level at which the results of the study could be confirmed or repeated by other researchers. This was also achieved through audit trail.

3.9 Data Collection Procedures

The researcher systematically adhered to the recommended data collection procedures. To begin with, the researcher sought a research authorization letter from CUEA, NACOSTI and Makueni County Education department office prior to the commencement of the data collection exercise. These letters were presented to the principals of the sampled secondary schools to seek their approval to conduct data collection in their institutions. Upon being granted permission, the researcher visited to the schools to meet the coordinators of this exercise in the schools sampled.

On the day of data collection, consent from the participants was sought and they were required to sign on the questionnaire forms to that effect. Those who consented to participate were assured of privacy and confidentiality of the information they would provide. Although the

intention was to administer in one day on each of the schools sampled to minimize cases of unanswered or lost questionnaires, adequate time was given for the entire exercise to ensure everyone targeted was able to participate. This was so bearing in mind that the COVID-19 era may not allow for quick data collection.

3.10 Data Analysis Procedures

Data analysis refers to the process of examining the collected data with the aim of making deductions and inferences (Kalton, 2021). Data analysis exercise is therefore meant to analyze and interpret data collected from the field to make it more meaningful to a general reader. After the data was cleaned and coded, quantitative data was analyzed using descriptive statistics which involved means and frequencies, and inferential statistics mainly chi-square and correlation. This process was aided by a computer program which is the Statistical Package for Social Sciences (SPSS) Version 28. The qualitative data was analyzed using content analysis.

3.11 Limitations/Anticipated Constraints

The researcher encountered some challenges especially during the data collection exercise due to observation of COVID-19 protocols. This delayed the process as some of the schools required that the questionnaires be left behind and be collected on another day, which took more time than expected. There was also the cost element, given that Makueni Sub-County is far and some areas isolated. The researcher resorted to use of research assistants on the ground to minimize cost of traveling and accommodation.

3.12 Ethical Considerations

Kumar and Owen (2019) define ethics as the conduct that guides one's behavior. The researcher therefore endeavored to adhere to all the ethical procedures required in academic research. The major ethical issues of concern were the informed consent from the respondents, their privacy in terms of identity and confidentiality, as well as anonymity of their data.

The ethical procedure began with seeking an official permission to carry out this research from the relevant authorities.

The other responsibility was to seek respondents' consent to participate in the study with the option of accepting or declining. Respondents were asked not to write their names on the questionnaire forms. The researcher also provided standby counselors for debriefing during the data collection time since the process was anticipated to be emotive for some of the participants. Finally, the researcher tried to acknowledge all sources of information consulted by way of citations and references using the APA style. The final findings are meant to be used for academic purposes only.

3.13 Chapter Summary

This chapter highlighted the various methods that were used to carry out the study, to collect and analyze data. It has also discussed on how credibility and reliability of data collection instruments were ensured. In addition, it outlined how the ethical considerations were observed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

Chapter four presents the findings of the study on Father absence and adolescents' psychosocial development among secondary school learners in Makueni Sub-County in Kenya. It also presents the discussions of the findings. The findings were presented in five sections: demographic information of respondents, the influence of an absent father on emotional adjustment of adolescents, the influence of father absence on adolescents' social behavior, how absent fathers influence the academic performance of adolescents, and possible strategies and interventions to adolescents from absent father families.

4.2 Response Rate

The sample size for the study was 344 respondents, involving 334 form three students and 10 form three class teachers. The researcher, with the help of a research assistant administered a total of 334 questionnaires to the students. Out of the 334 questionnaires issued to students, 255 were properly filled and returned, while 79 responses were invalidated due to various reasons, such as double responses and incompleteness. In three schools, the researcher was asked to leave the questionnaires for the students to fill and collect them on a different date, resulting to some of the questionnaires not being returned. The ten class teachers were interviewed using an interview guide, and all of them responded. A summary of the study's response rate is presented in Table 2.

Table 2

Response rate

Category	Questionnaires issued	Questionnaires returned	Response rate
Students	334	255	76.3%
Teachers	10	10	100%
Total	**344**	**265**	**77.0%**

The response rate for students was 76.3%, while the one for teachers was 100%. According to Mugenda and Mugenda (2012), a response rate of 50% and above is deemed sufficient for data analysis to proceed. The researcher therefore considered the 77% response rate for this study adequate for data analysis and statistical reporting.

4.2.1 Demographic Information of Respondents

The demographic information of students was analyzed to provide key characteristics of the respondents. Characteristics discussed included gender, age, parental status (that is, who they live with at home), and at what age they stopped living with their father (for those living without their father).

4.2.2 Age Distribution of Respondents

The age of the students was sought to establish whether the respondents' age lay within the estimated age for adolescents targeted by the researcher, that is, 13-20 years. This was important to determine whether the individuals participating in the study were representative of the population targeted by the researcher. Table 3 shows students' mean and median age distribution.

Table 3

Distribution of Respondents by Age

N	**Valid**	**255**
	Missing	0
Mean		16.6510
Median		17.0000
Std. Deviation		.47760
Range		1.00
Minimum		16.00
Maximum		17.00

The age distribution of respondents as indicated in table 3 shows that the maximum age for the respondents was 17 years while the average age was 16 years. The median age of the participant was 17, befitting appropriate age for form three students. The lowest recorded age was 16 years old.

4.2.3 Gender Distribution of Respondents

The student participants were requested to indicate their gender as male or female, since the study targeted both boys and girls adolescents. This was sought in order to establish whether there was true representation of the participants in terms of their gender, since this was one of individual's characteristics that could affect the results of the study and inform future research focus.

The study demonstrates that majority of the respondents were male students, with a frequency of 132 representing 51.8% of the respondents, while 123 were female representing 48.2%. Both genders were well represented in the study. In this case, gender inclusivity was essential in improving the results derived from the variable manipulation. In addition, it illustrates

impartiality on participants' gender, depicting the researcher's strive to improve the findings. The frequency and percentage of gender distribution are shown in table 4.

Table 4

Participants distribution by Gender

		Gender			
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	F	123	48.2	48.2	48.2
	M	132	51.8	51.8	100.0
	Total	**255**	**100.0**	**100.0**	

4.2.4 Parental Status Distribution

The student respondents were requested to state who they lived with on the questionnaire as, whether they lived with mother and father (FM), mother only (MO), father only (FO) or with others/guardians who were not their parents (G). The responses were analyzed as shown in table 5.

Table 5

Parental Status Distribution

		Who do you live with			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FM	119	46.7	46.7	46.7
	FO	20	7.8	7.8	54.5
	G	63	24.7	24.7	79.2
	MO	53	20.8	20.8	100.0
	Total	**255**	**100.0**	**100.0**	

The research engaged with various different students with unique residency in terms of whom they lived with. As shown in table 5, 119 respondents out of a total of 255 respondents lived with both parents, 20 lived with their father only, 63 lived with guardians and 53 lived with mother only. These results translated into 46.7% of the respondents who affirmed that they lived with both father and mother. On the other hand, 7.8% lived with fathers only. Those with mothers only reported 20.8%, while those living with guardians other than their own parents accounted for 24.7% of the total respondents.

Over-all, 54.5% of the respondents lived with their fathers while 45.5% did not live with their fathers. Each of these distinctive categories demonstrated valid data as illustrated in figure 2.

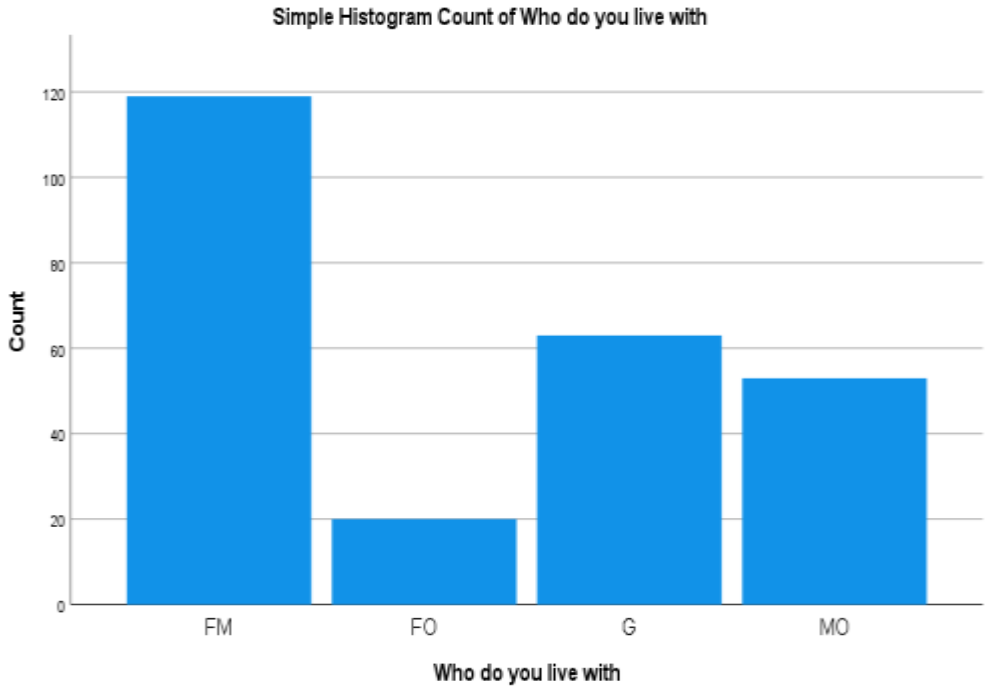


Figure 2: Simple Histogram Count of Respondents' Parental Status

The simple histogram illustrates the actual figures of respondents depending on their residing parents or guardians. Students living with their both parents was the highest with 119 respondents, which could be attributed to the high family stability within the area of study. The sample population living with their guardians was the second largest cohort with 63 respondents. In this group, the respondents affirmed to be living with either nuclear or extended family members, such as brothers, aunties or grandparents. 53 respondents affirmed to be living with their mother only, attributable to high numbers of absent or non-resident fathers. Only 20 participants stated to be living with their fathers only. Such low trends are linked to the cultural norms of widowers marrying again in case their wives are deceased.

According to the presentation, almost half of the respondents, 45.5% lived without their fathers. The findings point out to the fact that, even though a good percentage of the respondents live with their fathers, father absence still account for a considerable percentage of the sample population, making it a significant variable that may influence adolescents' psychosocial well-being.

4.2.5 Age Distribution of Respondents and when they experienced Absent Fathers

Respondents who indicated that they did not live with their fathers at home were asked to indicate the age at which they stopped living with their fathers. In this case, the age is an important component in an adolescent's psychosocial development, considering the time a child spent with their father during the early formative years during which early positive or negative experiences can have a long-lasting effect on one's adulthood. Table 6 presents the respondents count on the age at which they stopped living with their fathers.

Table 6

Respondents count on age at which they experienced father absence

Absent father age					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	12 over	18	7.1	7.1	7.1
	6-12	36	14.1	14.1	21.2
	0-6	62	24.3	24.3	45.5
	NA	139	54.5	54.5	100.0
	Total	**255**	**100.0**	**100.0**	

The age at which father was absent among the respondents demonstrates a unique pattern as shown on table 6. The study established that majority of the respondents living without a father (24.3%) affirmed that their father's absence was within 0-6 years old. Conversely, 14.1% had no fathers at age 6-12 years old, while 7.1% respondents affirmed absent fathers at 12 years old and above. Such dynamics demonstrate that most respondents had absent fathers between infancy and early childhood, a critical platform in discerning the implications of absent fathers on their emotional and behavioral wellbeing.

4.3 Influence of Absent Fathers on Emotional Adjustment of Adolescents

The first objective of the current study sought to establish the influence of father absence on the emotional adjustment of adolescent secondary school learners in Makueni Sub-County, Makueni County. Adolescents of absent fathers usually respond in diverse ways as they attempt to cope with the absence of fathers. Using a 5-point Likert scale where 1 represents Never (N), Seldom (S), Occasionally (O), Frequently (F), and 5 represented Always, several questions in form of a tool to father absence were used and the results are as shown in table 7.

Table 7

Influence of Absent Fathers on Emotional Adjustment of Adolescents

	N	Mean	Standard deviation
I could/can talk with my father about anything	255	2.1897	1.25498
As a child, I felt warm and safe when	255	2.4664	1.33477
I felt/feel close to my father	255	2.0632	1.3377
My father is very important to me	255	2.2767	1.30723
I felt my father was behind me and supported my choices and activities	255	2.1818	1.22416
I looked to my father	255	2.7589	1.36901
I felt/feel inspired by my father	255	2.5296	1.35258
My father has a special space in my life and no one	255	2.5336	1.34070
I need my father	255	2.4862	1.37322
My father and I enjoyed/enjoy being together	255	2.1462	1.26865
I want to be like my father	255	2.4545	1.35507
When I remember past experiences with my father, I feel angry	255	2.6561	1.48415
I feel disappointed with my father	255	2.5889	1.53691

The most prevalent experience by adolescents with absent fathers was *I looked to my father* (mean= 2.758; standard deviation= 1.369) followed by, *when I remember past experiences with my father, I feel angry* (mean= 2.656; standard deviation= 1.484) and *I feel disappointed with my father* (mean=2.588; standard deviation= 1.536). The least prevalent experience of adolescents with absent fathers was *I felt/feel close to my father* (mean=2.063; standard deviation= 1.337) followed by *my father and I enjoyed/enjoy being together* (mean= 2.146; standard deviation=

1.268) and *I felt my father was behind me and supported my choices and activities* (mean=2.181; standard deviation= 1.224).

For the majority of the adolescents with absent fathers, the mean was determined to be over 2.40 meaning that the majority of the respondents had or have the above experiences, either, never, seldom, occasionally, frequently, or always as per the scale used. A maximum standard deviation of 0.462 was determined across all mean scores thus indicating a small variation from the mean score. This meant that there was no huge difference between the respondents as they were answering the questions increasing the confidence level of the data.

The researcher further analyzed the emotional adjustment of adolescents with absent fathers. Using a 7-point Likert scale where 1 represents strongly disagree, 2 disagree, 3 somewhat disagree, 4 neutral, 5 somewhat agree, 6 agree and 7 strongly agree. Several questions in form of a tool to measure emotional adjustments were used and the results were presented in table 8.

Table 8

ERQ Analysis on Emotional Adjustment of Adolescents with Absent Fathers

	N	Mean	Standard deviation
When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.	255	3.6522	1.77883
I keep my emotions to myself.	255	3.4783	1.83347
When I want to feel less negative emotions (such as sadness or anger), I change what I'm thinking about.	255	3.1700	1.97574
When I am feeling positive emotions, I am careful not to express them.	255	4.1107	1.882889
When I am feeling positive emotions, I am careful not to express them.	255	4.1107	1.82889
When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	255	4.2451	1.60704
I control my emotions by not expressing them.	255	4.6956	1.87883
When I want to feel more positive emotion, I change the way I'm thinking about the situation.	255	4.6640	1.99249
I control my emotions by changing the way I think about the situation I'm in.	255	4.2292	1.80465
When I am feeling negative emotions, I make sure not to express them.	255	4.2846	1.81212
When I want to feel less negative emotion, I change the way I'm thinking about the situation.	255	4.4743	1.47611

The most prevalent emotional adjustment experience by adolescents with absent fathers was *I control my emotions by not expressing them* (mean= 4.695; standard deviation= 1.878) followed by *when I want to feel more positive emotion, I change the way I'm thinking about the*

situation. (mean= 4.664; standard deviation= 1.992) and *when I want to feel less negative emotion, I change the way I'm thinking about the situation*. (mean=4.474; standard deviation= 1.4761). The least prevalent emotional adjustment was *when I want to feel less negative emotions (such as sadness or anger), I change what I'm thinking about.* (mean=3.1700; standard deviation= 1.1975) followed by *I keep my emotions to myself* (mean= 2.478; standard deviation= 1.8334) and *when I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about* (mean=3.6522; standard deviation= 1.7783).

In order to establish the influence of father absence on emotional adjustment among secondary school learners in Makueni Sub-County, Makueni County, the researcher conducted a regression analysis, and the findings were presented in the table 9.

Table 9

Regression analysis of Influence of Father's Absence on Emotional Adjustment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.058	1	.058	.094	.760[b]
1 Residual	154.626	251	.616		
Total	154.684	252			

a. Dependent Variable: emotional regulation adjustment
b. Predictors: (Constant), parental absence

As indicated in table 9, the findings showed that F (1, 154.626) = .094, and P = .760, which is above 0.005 significant level. As such, this study found out that the regression model used was not significant in establishing the influence of the predictor on the dependent variable. Therefore, father absence did not influence emotional regulation among adolescents.

Pyun (2014), conducted a study on the influence of the father-child relationship on adolescents' mental health in the United State. The study employed a descriptive survey. Involved respondents were 48 adolescents from a youth voice community program, data were collected through questionnaires and analyzed through descriptivism statistics and linear regression. The results showed that the adolescents who had good relationships with their fathers had lower levels of internalizing problems. Old adolescents had more problems but age was not associated with internalizing problems. The study thus complements the findings of the current study.

The findings of the current study are in line with the findings of Mutie (2015) who investigated the effects of emotionally absent parents on the behavior of adolescents in Kenya. The study revealed that younger participants in forms one and two were affected by the emotional absence of their parents more than those in forms three and four. The majority of students who expressed emotional parental neglect also expressed hatred for school rules and elders and reported having engaged in different forms of indiscipline while in school. Further, the study revealed that there was a positive correlation between parental emotional absence and the challenges faced by adolescents.

These findings also challenge the findings of Fu, Xue, Zhou and Yuan (2017) who carried out a study on how parental absence predicts suicide ideation through emotional disorders in China. The study's objectives were to investigate the association between parental absence and suicide ideation and to examine the roles of emotional disorders in the aforementioned relationship. The study revealed that the mental stress of father absence had a negative impact on children's mental health. The study unearthed that, children with the absence of both parents were statistically more likely to show suicide ideation. Father absence, mother absence, and both parents' absence was significantly associated with negative emotional outcomes. For instance, Sibi

(2020) states that a child's ability to resolve these internal conflicts determines their future ability to cope and function as an adult. Hence, the lack of father or male figure to assist a child in understanding their developmental dynamics is expected to result in possible emotional instability. As a result, the affected adolescent is prone to exhibit poor emotion management, such as concealing their feelings of sadness or anger instead of expressing them in a healthy manner.

As regards the first objective, which was to establish the influence of father absence on emotional adjustment of adolescents, the study findings established that father-absent participants reported low emotional development compared to those with present father. The most prevalent emotional adjustment experience by adolescents with absent fathers was demonstrated by the respondents struggles to express their emotions (mean= 4.695; standard deviation= 1.878). Such conclusion is informed by the evident findings on emotional dynamics. For this reason, there is a correlation between the availability of father or male figure and inclination to experiencing challenges with emotional adjustment.

4.4 The Relationship between Father Absence and Adolescents' Social Behavior

Research question two was to assess the relationship between father absence and adolescents' social behavior among secondary school learners in Makueni Sub-County, Makueni County. In order to assess this, a quantitative tool was used; participants were given a self-administered Children and Adolescent Social and Adaptive Function Scale (CASAFS) which measured social behavior in three domains: peer relationships, family relationships, and home duties. Table 10 shows the mean response to the items on social behavior.

Table 10

Mean Response of Participants on Social Behavior

	N	Mean	Standard deviation
I go out to places with my friends	255	2.0039	1.09796
I have a good relationship with my mother	255	2.4016	1.36158
I help around the house.	255	2.6024	0.80227
I have friends of the opposite sex	255	3.3976	1.20414
I have a good relationship with my father	255	2.3976	1,20414
I keep my room and belongings tidy	255	2.3937	1.01885
I go to parties or school dances	255	2.0000	0.89796
I get on well with my brother(s)/sister(s) (if you have any)	255	2.6024	1.20414
I keep my clothes clean and tidy	255	2.2047	1.47355
I have at least one or two special friends	255	2.1969	0.74959
I get on well with my relatives	255	3.0000	1.09977
I shower and keep myself clean	255	2.4016	1.02352
spend most of my spare time alone	255	2.4016	1.02354
I have fights with my parent(s)	255	2.5984	1.02342
I help with the cooking at home	255	2.8031	0.74959
I have difficulty making friends	255	1.6024	0.80227
I have an adult who I can talk to if I have a	255	2.9961	0.63182
I help with the cleaning up after meals	255	2.5984	1.02352

The results revealed that the majority of the adolescents with absent fathers among secondary school learners in Makueni Sub-County, Makueni County, exhibit various social behaviours inquired at a very high degree. This was so following the mean score of 3.0000 meaning that most respondents admitted that they adopted various positive social behaviours. The maximum standard deviation obtained across the mean scores was 1.473 thus a high confidence level. The most prevalent social behavior described by respondents was getting on well with my relatives.

To identify the influence of father absence on social behavior among secondary school learners in Makueni Sub-County, Makueni County. Regression analysis was conducted, and the findings are seen in table 11.

Table 11

Regression Analysis of Influence of father's absence on social behavior

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.053	1	.053	1.997	.159[b]
	Residual	6.680	251	.027		
	Total	6.733	252			

a. Dependent Variable: social behavior
b. Predictors: (Constant), parental absence

According to the results in table 11, the findings demonstrated that F (1, 6.680) = 1 .997, and P value = 0.159, which was less than 0.005 level of significant. This revealed that the model was significant in establishing that the independent variable (father absence) had an influence on the dependent variable. Thus, father absence was termed to have influence on social behavior among secondary school learners in Makueni Sub-County, Makueni County.

The findings of the current research are parallel with the findings of Markowitz & Ryan (2016), on father absence and adolescent depression and delinquency in the United States of America. The study established that father departure later in childhood is associated with increased delinquency in adolescence. The study used the National Longitudinal Survey of Youth and the Young Adult survey (NLSY-YA). Data was collected through interviews at different levels and was analyzed through descriptive statistics and linear regression. The study compared the behavior of siblings discordant for age at father departure across two outcomes, depressive symptoms (*N*=

5108) and delinquent behavior (*N*= 4882). The findings of the study revealed that father absence later in childhood was related to increased delinquency in adolescents but was associated with greater depressive symptoms. The study suggested that parental monitoring instead of disrupted socialization may account for links between having a nonresident father and adolescent delinquency.

These findings are also in line with the findings of Njeru (2017), who conducted a study on the effects of parental divorce on adolescents: The dimensions of the wellness model in Nairobi County, Kenya. The study employed a descriptive survey that involved 100 adolescents aged 12-18 years who were purposively selected. The data was collected using questionnaires. Data were analyzed using descriptive statistics and inferential statistics mainly Pearson correlation. The findings showed that there was a positive relationship between parents' divorce and the social, emotional, and academic performance of the adolescents.

4.5 The Influence of Absent Fathers on Academic Performance of Adolescents

Research question three was to find out the influence of father absence on adolescents' academic performance among secondary school learners in Makueni Sub-County, Makueni County. Using a 4- point Likert scale where 1 represented never, 2 represented sometimes, 3 represented often and 4 represented always, the study was able to determine the academic performance of adolescent students with absent fathers. Table 12 presents the outcome of the inquiry.

Table 12

Results of Academic Performance of Adolescent Students with Absent Fathers

	N	Mean	Standard deviation
I get good marks in Maths /Arithmetic	255	3.2008	1.17072
I get good marks in Science	255	2.3976	0,80227
I get good marks in Social Science and/or History	255	3.1969	0.74959
I get good marks in reading/writing/English	255	2.5945	1.02002
I have trouble with my school work	255	2.0079	1.09253
I am successful at my schoolwork	255	2.5984	1.36158

The results revealed that the majority of the adolescent secondary school learners in Makueni Sub-County, Makueni County Sub County, had achieved a certain level of academic performance in the various spheres of their academics. The highest score recorded in terms of academic performance was *I got good marks in Maths/Arithmetic* (mean= 3.200; standard deviation= 1.170) followed by *I get good marks in Social Science and/or History* (mean= 3.196; standard deviation= 0.749) and *I get good marks in reading/writing/English* (mean=2.594; standard deviation= 1.0120). The lowest record on academic performance among adolescents with absent fathers was *I have trouble with my school work* (mean=2.007; standard deviation= 1.092) followed by *I get good marks in science* (mean= 2.3967; standard deviation= 0.802) and *I am successful at my schoolwork* (mean=2.598; standard deviation= 1.361).

To find out whether father absence had any influence on adolescents' academic performance among secondary school learners in Makueni Sub-County, Makueni County, a regression analysis was carried out. The findings were presented in table 13.

Table 13

Regression Analysis of Influence of father's absence on academic performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.623	1	.623	2.242	.000[b]
	Residual	69.736	251	.278		
	Total	70.358	252			

a. Dependent Variable: academic performance
b. Predictors: (Constant), parental absence

Table 13 demonstrated that the F-Value for this study was 2.242 at a significance value of P = 0.000, which is less than the 0.005 level of significance. Based on these findings, the study held that the regression model was significant in establishing that the predictor has an influence on the dependent variable. Father absence was therefore considered to have influence on academic performance among secondary school learners in Makueni Sub-County, Makueni County.

These findings are in line with those of Ahmad (2014) who carried out a study on the effects of father absence on children's academic performance in Pakistan. The study explored how a father's absence affects the academic performance of children. The study revealed that children who had a father's presence had better academic performance than those with absent fathers. The study used a sample of 45 students of 6th, 7th, 8th, 9th, and 10th grades drawn from a population of the same socioeconomic status and with no cultural differences. The study shows the relationship between father presence and academic performance.

The findings also challenge the findings of Mao, Zang, and Zhang (2020) who investigated the effects of parental absence on children's development. The study focused on the effects of parental absence on the short-term in-school outcomes and long-term educational achievement of left-behind children. The results of the study showed that parental absence negatively affected the cognitive development of the children left behind. Further, the study noted that left-behind children have lower cognitive test scores and academic test scores, and they are also less likely to attend college.

The findings also challenge those of Oseko (2018) carried out a study on the influence of father absence on the academic performance of secondary school students in Keiyo Sub-County, Kenya. The study sought to investigate the effects of father absence on academic performance among secondary school students. The findings of the study established that students from father-absent families performed poorly in school as compared to their counterparts from intact homes. The mean of students from father-absent families was 10.66 while that of students from father-present families was 20.178. This meant that there was a significant difference in academic performance of father absent and father present students. Consequently, the current study validated the objective that father-absent adolescents were likely to have lower academic performance compared to those with available fathers.

4.6 Strategies and Interventions to Support Adolescent Secondary School Learners

A semi-structured interview guide was used to interview 10 form three class teachers. All the 10 respondents from ten school participated in the interviews. The interviews were aimed at establishing, from the class teachers, their experience in handling adolescent students coming from father absent families in terms of their emotions and behavior, academic performance of these

adolescents in comparison with those from parent intact families, adolescent gender and impact of father absence, and how they handled student issues emanating from father absence. The interview also sought to find out from the participants what would be some suggestions to parents and adolescents in handling the issues of father absence.

4.6.1 Teachers' Semi-Structured Interview Responses

The semi-structured interview informed on various dimensions of the research. All of the ten respondents affirmed that their interaction with father-less adolescents was characterized by low emotional stability. Some of the responses given specified that students without male figures in their families were inclined to experiencing some issues in the way they behave. For instance, one teacher expressed that, *"some adolescents with absent fathers exhibit low self-esteem, tend to be high tempered, experience loneliness and rarely broaden their socialization. The boys tend to be unruly, are at a higher risk of engaging in violence or verbal abuse, and they account for the highest suspension and expulsion rates."* (Participant CT 02, personal communication, June, 10, 2022). Another one said, *"I have noticed that some have mood swings and are emotionally unstable and are at a risk of violating school rules or being suspended. Others are involved with bad peer company and abuse drugs, engage in violence or become rude or have a 'don't care' attitude."* (Participant CT 05, personal communication, June, 14, 2022). These statements implied that some class teachers felt that sometimes adolescents without male figures face challenges in managing their emotions.

Behavior wise, adolescents from father absent families were said to face some social and behavior challenges compared to those coming from families with both parents. Regarding behavior, one of the class teachers said, *"Students from father-absent families are unruly in the*

classroom and are likely to violate school rules, such as drug abuse or verbal confrontation. Because of this behavior, they are likely to be suspended or expelled from school." (Participant CT 04, personal communication, June, 14, 2022). Moreover, one of the respondents felt that nurturing children was a complex matter and sometimes children grow up and turn out different despite how or who brought them up. She said, *"Nobody is an expert when it comes to child upbringing. I've seen children who are brought up by single parents, some even by their 'nyanyi' (grandmothers) and they are very responsible. Others are brought up by their both parents and are impossible)"* (Participant CT 08, personal communication, June, 17, 2022). Nonetheless, majority of the respondents indicated that students with absent fathers exhibited some behavior issues while in school, as stated by the class teachers in their experience in handling such students.

The teachers further suggested that academic performance and father absence were subjective, varying from one student to another. One teacher stated that, *"student performance is a relative phenomenon; it varies from one student to another depending on their personality."* (Participant CT 01, personal communication, June, 10, 2022). Some of the respondents observed that there are multiple instances where students without fathers excel more than those with both parents. One of the respondents observed that, *"openness to learning affects one's performance, whether they have a present father or not."* (Participant CT 02, personal communication, June, 10, 2022). Conversely, 3 teachers had a different opinion and believed that students from intact family had higher performance. One of them said, *"academic performance is average, and there is high absenteeism than those with both parents."* (Participant CT 07, personal communication, June, 14, 2022). Another one specified that, *"the highest performing students are primarily from father and mother families. In addition, those with male guardians also have high academic performance."* (Participant CT 10, personal communication, June, 17, 2022). While another one

added that, *"adolescents from stable families, with either a father or male figure, have high academic performance."* (Participant CT 03, personal communication, June, 10, 2022). Accordingly, the researcher, while agreeing with the participants' responses, argues that academic performance is comparative and can be influenced by other factors besides father absence.

Regarding gender, all the 10 respondents agreed that both genders are affected by father absence, and that father absence had unique impacts among female and male adolescents. Female adolescents are prone to emotional issues while the male ones are predisposed to depression and being antisocial. As stated by one responded, *"boys are more prone to become defiant, have low confidence, act recklessly, and abuse drugs. Girls are likely to be withdrawn or get pregnant."* (Participant CT 06, personal communication, June, 14, 2022). In approving that both genders are affected, another teacher said, *"I think girls with absent fathers are likely to exhibit emotional instability, characterized by high mood swings. On the other hand, boys will have antisocial tendencies."* (Participant CT 09, personal communication, June, 17, 2022). From the responses gathered, the researcher concluded that both adolescent boys and girls were affected by father absence, even though the degree and the way they responded to the absence may vary.

The respondents indicated that they utilize different strategies in handling students with absent fathers, ranging from striving to be father figures to practicing empathy. Some of the class teachers appeared not to have considered handling students with absent fathers differently from their counterparts who had both parents. One admitted, *"You know, most of the time I am concerned with class performance and discipline. When there is an issue, I don't pay much attention to whether the student has a father or not! Maybe it's something I need to consider, thank you for the awareness."* (Participant CT 08, personal communication, June, 17, 2022). On the other hand, some of the teachers admitted to have noted and paid keen interest on how they handle

and engage students who have absent fathers, especially those from single families. One of them said, *"I practice empathy and eliminate any biasness."* (Participant CT 01, personal communication, June, 10, 2022). Another teacher said, *"I strive to be a father figure to them by instilling the importance of being virtuous. I also engage them on how to improve their social interactions with peers."* (Participant CT 03, personal communication, June, 10, 2022). The researcher notes that, regardless of whether the students are well behaved, performed well in academics or not, taking note of those students without both parents and introducing mentoring programs can be of paramount help to adolescents' welfare.

4.6.2 Strategies and Interventions to Support Adolescents from Father Absent Families.

The study sought to identify some strategies and interventions that can be helpful in supporting adolescent secondary school learners coming from absent father families in Makueni Sub-County. The semi-structured interview carried out on teachers gave different suggestions. The suggestions from the 10 participants were identified and categorized into interventions that can be helpful to parents in handling adolescents from father absent families. Table 14 presents some strategies and interventions that emerged from the study.

Table 14

Possible Strategies and interventions to support adolescents from father absent families

No.	Theme	No. of Participants	%
1.	Increased parental or guardian involvement on the adolescents' wellbeing	10	100%
2.	Being open to tell them the truth about their fathers' whereabouts; and actively involved in their social and academic affairs.	5	50%
3.	Strengthening family interactions in nuclear and extended families	7	70%
4.	Counselling and mentoring programs for adolescents	8	80%
5.	Mentoring sessions to train and enlighten fathers and men in general on importance of a father's presence and participation in child's nurturing	3 10	30%
6.	Advocating for an increased father- adolescents time together to cultivate healthy interactions		100%

Some of the suggestions to parents, guardians and adolescents in handling issues emanating from father absence included increased parental or guardian involvement on the adolescents' wellbeing. From the results, it was identified that all the respondents (n=10; 100%), felt that increased parental or guardian involvement is paramount in ensuring adolescents' wellbeing. In the same line, all respondents strongly felt that increasing the time parents, especially fathers, spend with their adolescents is important so as to help them cultivate healthy interactions.

This was followed by a need to introduce and encourage Counselling and mentoring programs for adolescents (n=8; 80%). Regarding the suggestion on Counseling programs, one of the teachers expressed a need for adolescents to be taught about counselling and its importance, and be encouraged to seek help when they feel overwhelmed; and for teachers to be open to help these adolescents. She said, *"I would suggest that students be encouraged to join counseling*

sessions. I also encourage teachers to volunteer to mentor students on importance of counseling, to mentor and help students with adverse cases" (Participant CT 05, personal communication, June, 14, 2022).

Another suggested strategy was to strengthen family interactions in nuclear and extended families (n=7;70%). One respondent pointed out that "*establishing strong family interactions in nuclear and extended families is paramount in improving children's connection with male/father figures, e.g. their uncles and grandfathers."* (Participant CT 03, personal communication, June, 10, 2022).

Additionally, a number of respondents (n=5' 50%) felt that being open with adolescents and telling them the truth about their fathers' whereabouts can help them better understand and cope with the stress and dilemma of not having a father like other kids in a healthier manner. They advocated for single mothers and guardians to be open with their children regarding the whereabouts of their fathers instead of lying to them, as well as being actively involved in their social and academic affairs so as to know where and when they are facing challenges and struggling, and help them before it adversely affects them. One teacher pointed out*: "some single mothers lie to their children that their fathers are dead, or some get aggressive and discourage the discussion by telling them that they do not have a father, yet there is no child without a father. It is better to tell them the truth and help them deal with it in a healthy way, than have them find out about their father's whereabouts on their own"* (Participant CT 08, personal communication, June, 17, 2022).

Other potential interventions included setting up mentoring sessions in places like churches and other organizations to educate and enlighten fathers and men in general about the value of a father's presence and involvement in a child's upbringing as well as the consequences

of his absence (n=3; 30%). In circumstances where the fathers are still alive, they should become more involved in the care of their children by increasing their level of involvement in their children's welfare. It was also proposed as a potential aid to adolescents, to encourage parents to cultivate a positive relationship with their children from a young age, in order to help them be aware of their development needs during and through the adolescence period. This is in line with Fazel's (2017) study in which he observes that adolescents were not the only ones struggling with father absence, but also the fathers did. The findings of the study revealed that launching a fatherhood convention which involve training, can help equip the fathers to be available and better fathers to their families. The current study proposed a similar strategy in helping fathers better understand their roles in parenting.

The last objective was to identify strategies and interventions to support adolescent secondary school learners coming from father absent families. The teachers' semi structured and literature review outlined multiple possible interventions that can be used in resolving the effects of absent-fathers on adolescents' psychosocial development. Increasing family relations by expanding to the extended family is paramount in increasing the students' identity. More importantly, the presence of male models helps to shape their character and behavior, decreasing their risk to adverse behavioral issues. In addition, increased parental or guardian involvement on the adolescents' wellbeing was regarded as practical measure. Improving their ability to express their feelings or emotions cultivates healthy emotional management. Emphasis on these solutions demonstrated that the study has validated its goal of proposing countermeasures on the adversities arising from absent-father among adolescents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study's findings based on effects of father absence on adolescents' psychosocial development. In addition, conclusions and recommendations from the findings are presented. It also gives additional possible areas for further research.

5.2 Summary of Key Findings of the Study

This study's main goal was to determine how adolescents' psychological development in secondary schools in Makueni Sub-County, Makueni County, Kenya, is impacted by the absence of their fathers. Although it is a crucial factor, families and educational institutions frequently ignore adolescents' mental health and wellness. According to Salami and Okeke (2018), adolescence is the most crucial stage of a person's development because it is the time when their personality is most heavily influenced by many factors. Achieving optimal outcomes is dependent on a wide range of factors, such as socioeconomic stability. However, father presence is arguably one of the most important components shaping their psychological welfare. Although mothers are caregivers and nurturers, fathers play a critical role in shaping a child's character. In this case, focusing on the implication of absent fathers was critical in expounding on various subjects, ranging from social to academic.

The researcher utilized a sample of 255 participants, drawn from 10 schools in Makueni sub-county, Makueni County. The number reflected a considerable percent of the target population. In addition, a semi-structured interview was administered for class teachers to understand their perspective while interacting with absent-father students. The sample selection

process was non-randomized to create an ideal platform and context in understanding the relevance of researched variables. In this case, the researcher sought to engage with participants from four family structures: father and mother, mother only, father only and guardian. Broadening into these four distinctive areas enabled validation of the research objectives. In addition, the approach guaranteed consistent comparison of participants' psychosocial wellbeing based on father presence. In this case, the research methodology was adequately aligned with the research objectives to ensure improved hypothesis validation.

Although father absence is a national phenomenon, it is highly prevalent in Makueni County. Discerning the underlying dynamics on this phenomenon is imperative towards developing viable counselling approaches. For this reason, the study sought to investigate the influence of father absence on adolescents' development among secondary school learners in Makueni Sub- County, Makueni County. The research sought to validate four major objectives. The objectives were structured to capture the different components affecting adolescents' psychosocial wellbeing. In this case, emotional, social and psychological attributes were captured. Korstjens and Moser (2018) argue that a holistic approach in understanding psychosocial issues enables establishment of informed conclusions. Thus, emphasis on emotional and behavioral aspects, such as adolescents' ability to build relationship and navigate within their social environment was imperative. Culmination of these aspects allowed for incorporation of the academic variable, a critical determinant on father presence.

5.2.1 The influence of father absence on emotional adjustment of adolescent secondary school learners in Makueni Sub-County.

In order to establish the influence of father absence on emotional adjustment among secondary school learners in Makueni Sub-County, Makueni County, the researcher conducted a regression analysis, and the findings show that F (1, 154.626) = .094, and P = .760, which is above 0.005 significant level. As such, this study holds that the regression model is not significant in establishing the influence of the predictor on the dependent variable. Therefore, according to the results presented, father-absence does not influence emotional regulation among adolescents.

The findings of this study complement the findings of Pyun (2014), who conducted a study on the influence of the father-child relationship on adolescents' mental health in the United State. The study employed a descriptive survey. Involved respondents were 48 adolescents from a youth voice community program, data were collected through questionnaires and analyzed through descriptivism statistics and linear regression. The results showed that the adolescents who had good relationships with their fathers had lower levels of internalizing problems. Old adolescents had more problems but age was not associated with internalizing problems. These findings also challenge the findings of Fu, Xue, Zhou and Yuan (2017) who carried out a study on how parental absence predicts suicide ideation through emotional disorders in China. The study's objectives were to investigate the association between parental absence and suicide ideation and to examine the roles of emotional disorders in the aforementioned relationship. The study revealed that the mental stress of parental absence had a negative impact on children's mental health. The study unearthed that, children with the absence of both parents were statistically more likely to show suicide ideation. Father absence, mother absence, and both parents' absence was significantly associated with negative emotional outcomes. Based on the of the regression analysis of the current

study, it is apparent that father absence was a determining factor on the onset of participants' incapacity to manage their emotive faculties.

5.2.2 The relationship between father absence and adolescents' social behavior among secondary school learners in Makueni Sub-County.

To assess the relationship between father absence and social behavior among secondary school learners in Makueni Sub-County, Makueni County, Regression analysis was conducted. The findings showed that F (1, 6.680) = 1 .997, and P value = 0.159, and this is less than the 0.005 level of significance. This reveals that the model is significant in establishing that the independent variable has an influence on the dependent variable. Thus, father-absence has an influence on social behavior among secondary school learners in Makueni Sub-County, Makueni County.

The findings of the current research were parallel with the findings of Markowitz & Ryan (2016), on father absence and adolescent depression and delinquency in the United States of America. The study established that father departure later in childhood is associated with increased delinquency in adolescence. The study used the National Longitudinal Survey of Youth and the Young Adult survey (NLSY-YA). Data was collected through interviews at different levels and was analyzed through descriptive statistics and linear regression. The study compared the behavior of siblings discordant for age at father departure across two outcomes, depressive symptoms (*N*= 5108) and delinquent behavior (*N*= 4882). The findings of the study revealed that father absence later in childhood was related to increased delinquency in adolescents but was associated with greater depressive symptoms. The study suggested that parental monitoring instead of disrupted socialization may account for links between having a nonresident father and adolescent delinquency.

The results of this study established that father absence affected the respondents' ability to develop prerequisite social behavior. Such culmination indicates that father's or male figure's presence influenced participants' social behavioral trajectory.

5.2.3 Influence of father absence on adolescents' academic performance among secondary school learners in Makueni Sub-County.

To determine whether father absence had an influence on adolescents' academic performance among secondary school learners in Makueni Sub-County, Makueni County, a regression analysis was carried out, and the findings shows that the F-Value for this study is 2.242 at a significance value of P = 0.000, which is less than the 0.005 level of significance. Based on these findings, the study holds that the regression model is significant in establishing that the predictor has an influence on the dependent variable. Thus, father-absence was found to have an influence on academic performance among secondary school learners in Makueni Sub-County, Makueni County.

These findings are in line with those of Ahmad (2014) who carried out a study on the effects of father absence on children's academic performance in Pakistan. The study explored how a father's absence affects the academic performance of children. The study revealed that children who had a father's presence had better academic performance than those with absent fathers. The study used a sample of 45 students of 6th, 7th, 8th, 9th, and 10th grades drawn from a population of the same socioeconomic status and with no cultural differences. The study shows the relationship between father presence and academic performance.

Furthermore, the current study found out that academic performance was dependent on father availability among the participants. Respondents with father or male figures had a higher academic performance than those without. Consequently, the study concluded that father presence influences participants' academic performance by affecting their psychosocial abilities, which later determine their academic performance.

5.2.4 Strategies and interventions to support adolescent secondary school.

The research identified several strategies and interventions that can be utilized to address issues emanating from father absence, and to support adolescents' in secondary school who are without father figures. The study established that expanding family relations by growing to the extended family is vital in improving the students' character. All the more significantly, the presence of male models shapes their personality and conduct, diminishing their inclination to unfavorable social issues. Likewise, expanded parental or guardian contribution to the adolescent's prosperity was a feasible measure. Moreover, encouraging adolescents to be open on their emotions or mental well-being increased early detection of underlying issues, useful in the realization of viable adapted solutions.

5.3 Conclusion

The main objective of this study was to identify how father's absence influences the psychosocial development of the adolescents in secondary schools in Makueni Sub-County, Makueni County. The study's participation rate was high with a 77% response rate which the researcher considered adequate for data analysis and statistical reporting. Similar success rate proved useful in development of informed conclusion from the research findings. In addition, gender impartiality took precedence to eliminate any biasness. As such, there was uniform

distribution of female and male participants in the research. Moreover, focusing on the four different family structures allowed for informed comparison on how the dependent variables changed across the different contexts.

Reflecting on the purpose of the study, the findings established that father presence is of great significance in adolescents' psychosocial development. The study therefore concludes that father absence may have some detrimental effects on adolescents' wellbeing. The study also informs on various elements of adolescent psychosocial welfare aspects. It established that father absence may adversely affect emotional adjustment of adolescent secondary school learners in Makueni Sub-County. This may lead to destructive adolescents' social behavior. Adolescents with absent fathers, to some extent are also predisposed to low academic performance. Notably, the study found out that the presence of other male figures decreased inclination to psychosocial issues, and can therefore aid in adolescents' adjustment in various aspects of their psychosocial wellbeing.

5.4 Recommendations

The informed conclusions shed light on the complexities of fatherlessness and absent-fathers. In this case, there are multiple stakeholders bound to benefit from the research findings. Recommendations were therefore made to stakeholders who would be vital in implementation and taking into consideration the findings of this study. These stakeholders include parents and other primary caregivers handling children and adolescents, as well as counselling psychology professionals.

- Parents and caregivers are notable entities bound to embrace these findings by adapting their parenting regimens and approaches to decrease inclination to the adverse effects of

psychosocial complications. For instance, increasing children's connectivity with their family members, especially male figures, is essential in shaping their character and identity. Improving such aspects facilitates improved social and emotional development, as well as decreasing inclination to delinquency or drug abuse.

- Dealing with absent father can be a demanding undertaking. However, the research has analyzed critical areas that experts like psychologists and mental health practitioners can utilize in the development of an improved profiling, which influences quality of service delivery. For instance, broadening the scope of psychosocial aspects, such as emotional elements to social capacity allows for establishment of informed conclusions. Moreover, these findings enable psychologists and related professionals to discern the emotional and social components of absent father adolescent. Thus, it informs the importance of adopting evidence-based practices, such as cognitive behavioral therapy to aid in resolving mental issues associated with father absence. Therefore, the mental health fraternity are better positioned to develop informed practice measures whilst engaging with absent-father adolescents. In addition, academicians can utilize the findings to inform on various theoretical and conceptual frameworks on adolescents' psychosocial development dynamics. The research findings on absent fathers enable theorists to broaden their understanding on the subject. Subsequently, it guarantees continuous improvement on the preexisting related theories, such as social learning theories. Such contribution is essential in development of informed inferences on the subject.
- More importantly, school management and teaching fraternity are informed on the underlying and interwoven factors affecting children's psychosocial wellbeing. Although the educators could be empathetical, it is imperative to adopt a holistic approach while

dealing with absent-father adolescent students. Focusing on their family background dynamics, such as father or male figure presence allows for initiation of improved interventions. Understanding their social background informs discernment of the character and personality, explaining their behavioral inclinations. The school counsellors are therefore enabled to instigate viable solutions.

5.5 Recommendations for Further Research

The research has analyzed the interconnected and interwoven factors related to absent-father affecting adolescents' psychosocial aspects. However, the research could not embrace an in-depth approach on the underlying aspects of behavior aspects associated with the research variables. For this reason, it is recommended for future research to focus on these various topics:

- The research established that there were instances were adolescents with both parents exhibited similar traits to those raised by mother only or guardians. Such dynamics redefine the subject to father involvement in raising their children. Thus, a study can focus on the effect of emotionally unavailable parents on adolescents' psychosocial development.
- Moreover, the male presence phenomenon decreasing inclination to psychosocial issues was observed. Thus, this study recommends research that can seek to establish the correlation between male figure availability for fatherless children and their psychosocial welfare.

REFERENCES

Ackerman, C. E. (2019*). Positive psychology*.com: Retrieved from: https://positivepsychology.com/self-concept/ Vol. 3(2),107-113.

Ackerman, C. E., MA. (2020). *Psychoanalysis; A brief history of Freud's psychoanalytic theory.* Retrieved:https://positivepsychology.com/psychoanalysis/&tbm=ilp&biw=1366&bih=661&dpr=1

Addo, O.O, (2020). *Parenting typologies and adolescents academic and behavioral outcomes in Ghana*. Dissertations-ALL.1252. https://surface.syr.edu/etd/1252

Ahmad, M.S. (2014). Effects of Father Absence on Children's Academic Performance. *Journal of Educational, Health and Community Psychology, 3,* 1-6.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist,* 55(5), 469-480. Doi: 10.1037/0003-066X.55.5.469

Bandura, A. (1986). *Social foundations of thought and action*: *A social cognitive theory.* Englewood Cliffs, New Jersey: Prentice Hall.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, New Jersey: Prentice Hall.

Beck, A.T., Ward, C.H., Mendelson, M., Mock, J., and Erbaugh, J. (1961). An inventory for measuring depression. *Arch. Gen. Psychiatry* 4, 561-571. doi:10.1001/archpsyc.1961.01710120031004

Bray, R., & Dawes, A. (2016). *Parenting, family care and adolescence in East and South Africa:* An evidence-focused literature review, Innocent Discussion Paper 2016-02, UNICEF office of research innocent, Florence. Retrieved from unicef-irc.org/publications/pdf/IDP-2016-02.pdf

Butler, E. A., Egloff, B., Wilhelm, F. H., Smith, N. C., Erikson, E. A., & Gross, J. J. (2003). The social consequences of expressive suppression. *Emotion, 3*, 48-67.

Byrne, D. (2017). *Research design*. Los Angeles, California: SAGE.

Castillo, J.T. (2010). The relationship between non-resident fathers' social networks and social capital and the establishment of paternity. *Child Adolescent Social Work Journal*, 27:193-211.

Cherry, A. K. (2017). *Child development theories*. Retrieved: June 5, 2018 from: https://www.verywellmind.com/child-development-theories-2795068

Cherry, A.K. (2020). *An overview of Sigmund Freud's Theories*. Retrieved from: https://www.verywellmind.com/freudian-theory-2795845.

Children's Bureau (2018). *A father's impact on child development child abuse*. Retrieved from: https://www.all4kids.org/news/blog/a-fathers-impact-on-child-development/

County Statistical Abstract Makueni County (2020). *Government of Makueni County*: Retrieved from: https://maarifa.cog.go.ke/assets/file/4f56a04f-county-statistical-abstract makueni.pdf

Crowe, L.M., Beauchamp, M.H., Catroppa, C., and Anderson, V. (2011). Social function assessment tools for children and adolescents: a systematic review from 1988 to 2010. *Clin. Psychol. Rev.5, 767-785.*doi: 10.1016/j.cpr.2011.03.008

East, L., Jackson, D., & O'Brien, L. (2006). Father absence and adolescent development: a review of the literature. *Journal of Child Health Care*. 2006; 10(4):283-295. doi:10.1177/1367493506067869

Eastin, J. F. (2003). *Impact of absent father-figures on male subjects and the correlation to juvenile delinquency:* Findings and implications [doctoral dissertation]. Retrieved from: https://pdfs.semanticscholar.org/2668/4818350e43e37d63e64d2930e0444b32f888.pdf

Edmonds, W.A., & Kennedy, T.D. (2017). *Embedded approach.* An applied guide to research designs: Quantitative, qualitative and mixed methods, SAGE. https://dx.doi.org/10.4135/9781071802779.n16n

Elimu Centre. *Secondary schools in Makueni County.* (2021). Retrieved from: https://www.elimucentre.com/extra-county-secondary-schools-in-makueni-county

Fazel, F. (2017). *Responding to the challenges of father absence and fatherlessness in the South African context:* A case study involving concerned fathers from the North West Province. Stellenbosch Theological Journal. STJvol.3 n.I. https://dx.doi.org/10.17570/stj.2017.v3n1.a05

Freeks, F.E. (2013). *Dad is destiny: the man God created to be,* Ivyline Technologies, Potchefstroom.

Freeks, F.E. (2017). *Responding to the challenge of father absence and fatherlessness in the South African context.* Theological Journal: A case study involving concerned fathers from the North West Province: North-West University. STJ vol.3 n.1 Stellenbosch 2017: http://dx.doi.org/10.17570/stj.2017.v3n1.a05Stellenbosch.

Freud, S. (1917). *Introduction to Psychoanalysis*. New York: Stanley Hall

Freud, S. (1940). An outline of psycho-analysis. In J. Strachey (Ed and Trans). *The standard edition of the complete psychological works of Sigmund Freud,* Vol. 23. (pp. 144-207). London: Hogarth.

Fu, M., Xue, Y., Zhou, W., & Yuan, T.F. (2017). *Parental absence predicts suicide ideation through emotional disorders.* PLoS One. 2017 Dec 7;12(12): e0188823. doi: 10.1371/journal.pone.0188823. PMID: 29216233; PMCID: PMC5720745.

Gandeebo, C. B. (2015). *Rudiments of research methodology in education*. Saarbrucken, Deutschland: LAP Lambert Academic Publishing.

Gaydosh, L. (2015). Childhood risk of parental absence in Tanzania. *Demography*,52, 1121–1146.

Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology, 85,* 348-362.

Hagen-Zanker, J. & R. Mallett, (2013). How to do a rigorous, evidence-focused literature review in International development: A Guidance note. ODI Working Paper. Retrieved from: https://www.researchgate.net/publication/268809055_How_to_do_a_Rigorous_Evidence-focused_Literature_Review_in_International_Development_A_Guidance_Note

Hartke R. (2016). The Oedipus complex: A confrontation at the central cross-roads of Psychoanalysis. https://doi: *10.1111/1745-8315.12561*

Horne, M. (2011). *The impact of father absence on adolescent romantic relationship ideals*. Georgetown University.

Johnson, I.J (2017). *Behavioral impacts of father absence on middle school African American boys.* Walden Dissertations and Doctoral Studies Collection. Walden University. Retrieved fromscholarworks.waldeuedu/cgi/viewcontent.cgi?referer=&httpsreddir=1&article=5247&context=dissertations

Jones, K. A. PhD, LCSW (2007). *Assessing the Impact of Father-Absence from a Psychoanalytic Perspective; P*sychoanalytic Social Work, 14:1, 43 58, DOI: 10.1300/J032v14n01_03

Kalton, G. (2021). *Introduction to survey sampling*. Thousand Oaks, California: SAGE Publications.

Kamunde, A. (2020). Parents Magazine Africa; *What psychologists say about absent fathers*. Retrieved from: https://parentsafrica.com/2018/12/07/what-psychologists-say-about-absent-fathers/

Kocayörük, E. (2016). *Father involvement in adolescent development: Promoting the father-child relations in adolescence.* Saarbrucken, Germany: Lambert Academic Publishing.

Koffler, W. B., Klopf, J., & Mitterauer, B. (2010). Juvenile Delinquency: Father Absence, Conduct Disorder, and Substance Abuse as Risk Factor Triad. *International Journal of Forensic Mental Health, 9,* 33 - 43.

Korstjens, I., & Moser, A. (2018). *Series: Practical guidance to qualitative research.* Part 4: Trustworthiness and publishing, European Journal of General Practice, 24:1,120-124. https://doi.org/10.1080/13814788.2017.1375092

Krampe, E. M., & Newton, R. R. (2006). The father presence questionnaire: A new measure of the subjective experience of being fathered. *Fathering: A Journal of Theory, Research, and Practice about Men as Fathers, 4*(2), 159-190.

Kruk, E. (2012). *Father absence, father deficit, father hunger*. Retrieved from https://www.psychologytoday.com/blog/co-parenting-after-divorce/201205

Kruk E. (2012). *Father absence, father deficit, father hunger.* Psychology Today. Retrieved from: http://www.sakkyndig.com/psykologi/artvit/kruk2012-1.pdf

Kumar, R., & Owen, A. (2019). *Research methodology: A step-by-step guide for beginners*. Los Angeles: SAGE.

Kwakye, K. (2020*). Ghana: Child Waywardness and Why We Need an Involved Father.* Retrieved from: https://allafrica.com/stories/2020

Lawson, D. W., James, S., Ngadaya, E., Ngowi, B., Mfinanga, S.G. M., & Borgerhoff, M. Schaffnit, S.B. & Hassan, A. (2016). *Father absence but not fosterage predicts food insecurity, relative poverty, and poor child health in northern Tanzania.* https://doi.org/10.1002/ajhb.22938

Leff, S.S. & Posner, J.C. (2009). *Developmental-behavioral pediatrics* (4th ed). Retrieved from https://www.sciencedirect.com/book/9781416033707

Liu, X.G., Xie, Y.R., Li, Y., Xiong, F., & Li, W.T. (2020). *How psychological frustration tolerance and self-esteem influence the association between father absence and hostility in depressed adolescents:* A multiple mediation model. https://doi.org.10.21203/rs-289958/v1.

Mangendi, D. (2018). *Influence of understaffing of teachers on teaching and learning in public primary schools in Makueni Sub-County, Makueni County, Kenya*. Catholic University of Eastern Africa.

Mao, M., Zang, L., & Zhang, H. (2020). *The effects of parental absence on children development:* Evidence from Left-Behind Children in China. *International Journal of Environmental Research and Public Health, 17,* 18, 6770.

Markowitz, A. J., Ryan, R. M., & Claessens, A., (2015). Associations between family structure changes and children's behavioral trajectories: The moderating effect of family income. *Child Development.* 2015; 86:112–127. Doi: 10.1111/cdev.12283 [PubMed: 25209138

Markowitz, A.J., & Ryan, R. (2016). *Father Absence and Adolescent Depression and Delinquency:* A Comparison of Siblings Approach. *Journal of marriage and the family, 78 5*, 1300-1314.

McGaghie, W. C., & Bordage, a. J. (2015). *Problem Statement, Conceptual Framework, and Research Question.* Retrieved from http://goo.gl/qLIUFg

McLeod, S. A., (2016). *Bandura - social learning theory*. Simply Psychology. https://www.simplypsychology.org/bandura.html

McLeod, S. A. (2019). *Psychosexual stages*. Simply Psychology. https://www.simplypsychology.org/psychosexual.html

Monash, R., & Boerma, J. T. (2004). *Orphan hood and child-care patterns in sub-Saharan Africa: An analysis of national surveys from 40 countries.* AIDS,18, S55–S65.

Montana, K. (2013). General psychoanalytic field theory: Its structure and application to psychoanalytic perspectives. *Psychoanalytic Inquiry*, *33*(3), 227-292. Web.

Mtuta, L. (2019). *Most children in SA have absent fathers, says survey.* Retrieved from: https://www.iol.co.za/news/south-africa/most-children-in-sa-have-absent-fathers-says-survey-34066995

Mugenda, O. M., & Mugenda, A. G. (2013). *Research methodology sample for social researches.* pdf. Retrieved from: https://www.academia.edu/30090893/research_methodology_sample_for_social_researches_pdf

Munguti, K. and Kamaara, E. (1999). *Situation analysis of the Family in Kenya: An Annotated Bibliography.* Nairobi: AAWORD.

Munroe, M. (2008). *The fatherhood principle: Priority, position, and the role of the male,* Whitaker House, New Kensington, PA.

Mutie, J.M. (2015). *Effects of emotionally absent parents on the behaviour of adolescents in selected secondary schools in Machakos County, Kenya*. Nairobi: Kenyatta University.

Mvumbi, F. N., & Ngumbi, E. (2015). *Companion to research methodology: Focus on humanities, education and social sciences*. Nairobi: CUEA Press.

Mwituria, M. (2015). *Quantitative and qualitative research methods simplified.* Nairobi: Frajopa Printers Mall.

Naar, D., (2021). *What are the strengths & Weaknesses of Psychoanalytic Theory?* https://www.reference.com/world-view/strengths-weaknesses-psychoanalytic-theory-e2731eb633f2ca1?utm_content=params%3Ao%3D740005%26ad%3DdirN%26qo%3Dserp Index

Nicolson, D., & Ayers, H. (2004). *Adolescent problems*. London: David Fulton publishers Ltd.

Njeru, M.W (2017). *The effects of parental divorce and adolescents: A focus on the dimensions of the wellness model.* Retrieved from www. Euro.usiu.ac.ke/bitstream /handle/11732/3342/Mercy%20Wawira%20Njeru%20ma%20clinical%20psychology.pdf ?sequence=1&isallowed=y

Njung'e, C. 2019. *Missing in action: Why Kenya is in the grip of a fatherhood crisis.* Retrieved from: https://www.nation.co.ke/newsplex/Where-are-the-dads/2718262-5161416-lfbxdw/index.html

Nnoko-Mewanu, J., Human Rights Watch (Organization), & International Federation of Women Lawyers. (2020). *"Once you get out, you lose everything": Women and matrimonial property rights in Kenya*.

Nzioka, S. (2018). *Makueni County leads in number of children living without fathers.* The Standard, 1-4. https://www.standardmedia.co.ke/eastern/article/2001275204/amazing-strength-of-single-mums-of-makueni

Ochsner, K. & Gross, J. J. (2005). The cognitive control of emotion. *Trends in Cognitive Sciences, 9,* 242-249.

O' Dwyer, D. (2017). *A psychotherapeutic exploration of the effects of absent fathers on children*. Dublin Business School, School of Arts.

Oliker, D. M. (2011). *The Importance of fathers. Psychology today.* Retrieved from: https://www.psychologytoday.com/intl/blog/the-long-reach-childhood/201106/the-importance-fathers

Oseko, A. (2018). Influence of Father Absence on Academic Performance of Secondary School Students in Keiyo Sub-County, Kenya. *American Scientific Research Journal for Engineering, Technology, and Sciences, 46*, 135-145.

Pala, O. (2018). *The Making of a Fatherless Nation.* Retrieved from: https://www.theelephant.info/reflections/2018/12/28/the-making-of-fatherless-nation/

Paschall, M., Ringwalt, C., & Flewelling, R. (2003). Effects of parenting, father absence, and affiliation with delinquent peers on delinquent behavior among African-American male adolescents. *Adolescence, 38 149,* 15-34.

Pollock, T. (2019). *The difference between structured, unstructured & semi-structured interviews.* Oliver parks consulting llc-technology sector recruitment experts. Retrieved from www.oliverparks.com/blog-news/the-difference-between-structured-unstructured-amp-semi-structured-interviews%fformat=amp

Price, C.S., Spence, S.H., Sheffield, J., and Donovan, C. (2002). The development and psychometric properties of a measure of social and adaptive functioning for children and adolescents. *J. Clin. Child Adolesc. Psychol.* 31, 111-122. doi:10.1207/S15374424JCCP3101_13

Pyun, Y.S. (2014). *The influence of father-child relationship on adolescents' mental health.* Theses, dissertations, and other capstone projects. Paper 311. Retrieved from www.cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=131&context=etds

Salami, I.A., & Okeke, C.I.O. (2018). *Absent fathers' socio-economic status and perceptions of fatherhood as related to developmental challenges faced by children in South Africa; South African Journal of Childhood Education* 8(1), a522. https://doi.org/10.4102/sajce.V8il.522

Scholar Works, M., & Castetter, C. (2020). *The Developmental Effects on the daughter of an Absent Father Throughout her Lifespan.* Merrimack College.

Shaffer, D.R. & Kipp, K. (2010). *Developmental psychology: Childhood & Adolescence.* Belmont, CA: Wadsworth Cengage Learning.

Shwalb, D. W., & Shwalb, B. J. (2014). *Fatherhood in Brazil, Bangladesh, Russia, Japan, and Australia.* Online Readings in Psychology and Culture, 6(3). https://doi.org/10.9707/2307-0919.1125

Sibi, K. J., (2020). *Sigmund Freud and Psychoanalytic Theory*. https://www.researchgate.net/publication/342610778_sigmund_freud_and_psychoanalytic_theory

Smyth, B. M., Baxter, J. A., Fletcher, R. J., & Moloney, L J. (2013). *Fathers in Australia*: A contemporary snapshot. In D. W. Shwalb, B. J. Shwalb, & M. E. Lamb (Eds.), Fathers in cultural context. (pp. 361-382). New York: Routledge.

Soanes, C., & Stevenson, A. (Eds). (2009). *Concise oxford English dictionary* (11th ed., revised). New York: Oxford.

Spence, S.H., Price, C., Sheffield, J., and Donovan, C. (2000). *The child and adolescent social and adaptive functioning scale (CASAFS).* Brisbane, Australia: University of Queensland.

Stines, S. (2016). *Do fathers matter?* Psych central professional. Retrieved from: https://pro.psychcentral.com/recovery-expert/2016/04/do-fathers-matter/

Steinberg, L. (2017). *Adolescence (11th ed).* McGraw-Hill: New York.

Tully, L.A., Piotrowska, P.J., Collins, D.A.J., Mairet, K.S., Black, N., Kimonis, D. J. et al. (2017). *Optimizing child outcomes from parenting interventions: fathers' experiences, preferences and barriers to participation.* BMC Public Health 17,550. https://doi.org/10.1186/s12889-017-4426-1

United Nations. (2011). *Men in families and family policy in a changing world*. New York: United Nations.

Utrata, J., Ispa, J. M., & Ispa-Landa, S. (2013). Men on the margins of family life: Fathers in Russia. In D. W. Shwalb, B. J. Shwalb, & M. E. Lamb (Eds.), *Fathers in cultural context.* (pp. 279-302). New York: Routledge.

Walsh, F. (2016). *Strengthening family resilience (3rd ed.).* New York: Guilford Press.

Wang, D., Yuan, B., Han, H., & Wang, C. (2022). Validity and reliability of Emotion Regulation Questionnaire (ERQ) in Chinese rural-to-urban migrant adolescents and young adults. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues, 41*(4), 2346–2353. https://doi.org/10.1007/s12144-020-00754-9

Yi, H. (2019). *Father absence and adolescents: A youth ministry approach.* University of Pretoria. Retrieved from repository.up.ac.za/bitstream/handle/2263/71384/Yi-Father-2019.pdf?sequence=1&isAllowed=y

APPENDICES

APPENDIX I: PARTICIPANTS' CONSENT FORM

The Catholic University of Eastern Africa (CUEA)

Faculty of Arts and Social Sciences

Department of Counseling Psychology

Title of the Project:

FATHER ABSENCE AND ADOLESCENTS' DEVELOPMENT AMONG SECONDARY SCHOOL LEARNERS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA.

• This study is being done by an individual student for Master of Arts Thesis requirements in the field of Counseling Psychology at the Catholic University of Eastern Africa (CUEA). • The study has been approved by the Department of Psychology (Contact: psychology@cuea.edu) • The task requires you, the participant to answer a series of questions which will take approximately 30 minutes. • There are no known risks to your participation and no deceptions involved. • All your responses will be treated with high confidentiality and you have a right to the results. • Participation in the study is voluntary and refusal to take part will not affect you in any way, therefore you have the right to withdrawal at any time.
Name of the Researcher: LUCY MUSEMBI
Position of the Researcher: Master of Arts student in Counseling Psychology
Contacts of the Researcher: Email –lucy.musembi@sndden.org Phone- +254718828554
Signature of the Researcher……...Date…….
Statement to be signed by the participant: • I confirm that the researcher has explained in detail the nature of the study and the different activities that I will be expected to undertake. • I confirm that I had adequate opportunity to ask questions about the study and to seek clarifications.

- I confirm that I understand my participation is voluntary and that I am free to withdraw at any time without having to give any reasons; and that if I withdraw, I will not be penalized in any way.
- Therefore, I agree to take part in this study by answering the questions that are asked of me.

Signature of the Participant…….. Date……...

APPENDIX II: SEMI- STRUCTURED INTERVIEW GUIDE FOR CLASS TEACHERS

Dear Respondent,

I am a student at the Catholic University of Eastern Africa pursuing a Masters' degree in Counselling Psychology. I am carrying out research on, **"Father Absence and Adolescents' development among secondary School learners in Makueni Sub-County, Makueni County, Kenya".** The research is one of the requirements for the award of Master's degree. I will be grateful for your cooperation in participating in the interview. Kindly note that the information you will provide will be treated with utmost confidentiality. Thank you in advance for your cooperation.

1. How has been your experience in handling adolescent students coming from father absent families in terms of their emotions and behavior?
2. In comparison with parent intact families, how would you rate the academic performance of adolescents from father absent families?
3. What is your opinion concerning the gender of the adolescents in terms of how they experience father absence?
4. As their class teacher, how have you been handling student issues emanating from father absence?
5. What will be your suggestions to parents and adolescents in handling the issues of father absence?

APPENDIX III: QUESTIONNAIRE FOR ADOLESCENTS

Dear Respondent,

I am a student at Catholic University of Eastern Africa pursuing a Masters' degree in Counselling Psychology. I am carrying out research on, "Father Absence and Early Adolescents' Psychosocial Development among Secondary School Learners in Makueni Sub-County, Makueni County, Kenya." The research is one of the requirements in our course. I will be grateful if you kindly assist to fill in this questionnaire by responding to the questions either by ticking [√] or giving a brief explanation in the spaces provided. All the information you will provide will be treated with utmost confidentiality. Thank you in advance for your cooperation.

Section A: Demographic Information

1. Gender: **a.)** Male [ ] **b).** Female [ ]
2. Age: **a).** 10-13 [ ] **b).** 14-15 [ ] **c).** 16 and above [ ]
3. Who do you live with at home?

   a.) Father and mother [**]** **b).** Mother only [ ] **c).** Father only [ ]

   d). other (specify)…….

4. At what age did you stop living with your father?

a). infant – 6 years [ ] **b).** 6 – 12 years [ ] **c).** 12 and above years [ ]

5. Do you have other male figures at home, such as uncles or grandfather?

   a). Yes [ ] **b).** No [ ]

Section B: Father Presence Questionnaire

Please record the appropriate answer for each item. Choosing from the Never (N), Seldom (S), Occasionally (O), Frequently (F), or Always (A) options. For each question, please choose the response that you feel most accurately represents your experience.

Father-Child Relationship					
1. I could/can talk with my father about anything	N	S	O	F	A
2. As a child, I felt warm and safe when	N	S	O	F	A
3. I felt/feel close to my father	N	S	O	F	A
4. My father is very important to me	N	S	O	F	A
5. I felt my father was behind me and supported my choices and activities	N	S	O	F	A
6. I looked to my father	N	S	O	F	A
7. I felt/feel inspired by my father	N	S	O	F	A
8. My father has a special space in my life and no one can replace him	N	S	O	F	A
9. I need my father	N	S	O	F	A
10. My father and I enjoyed/enjoy being together	N	S	O	F	A
11. I want to be like my father	N	S	O	F	A
12.* When I remember past experiences with my father, I feel angry	N	S	O	F	A
13.* I feel disappointed with my father	N	S	O	F	A

SECTION C: Emotion Regulation Questionnaire (ERQ)

The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another; they differ in important ways. For each item, put a tick ***[√]*** *in the most appropriate space to indicate your response using the scale given below: Strongly Agree (**SA**) Neutral **(N)** Strongly Disagree (**SD**)*

ITEMS	**1**	**2**	**3**	**4**	**5**	**6**	**7**
	SA			**N**			**SD**
1. When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.							
2. I keep my emotions to myself.							
3. When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.							
4. When I am feeling *positive* emotions, I am careful not to express them.							
5. When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.							
6. I control my emotions by *not expressing them*.							
7. When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.							
7. I control my emotions by *changing the way I think* about the situation I'm in.							
8. When I am feeling *negative* emotions, I make sure not to express them.							
10. When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.							

SECTION D: CHILD AND ADOLESCENT SOCIAL AND ADAPTIVE FUNCTIONING SCALE (CASAFS)

*Please **circle** the number for each item that best describes you. If the item **'Never'** describes you circle the **'1'**, if it **'Sometimes'** describes you circle the **'2'**, if it **'Often'** describes you circle the **'3'** and if it **'Always'** describes you circle the **'4'**. Some of the family questions may not apply to everyone, so if this is the case for you, please circle the **'Does Not Apply'** response.*

	Never	**Some-times**	**Often**	**Always**	**Does not apply**
1. I get good marks in Maths/Arithmetic	**1**	**2**	**3**	**4**	**5**
2. I go out to places with my friends	**1**	**2**	**3**	**4**	**5**
3. I have a good relationship with my mother	**1**	**2**	**3**	**4**	**5**
4. I help around the house	**1**	**2**	**3**	**4**	**5**
5. I get good marks in Science	**1**	**2**	**3**	**4**	**5**
6. I have friends of the opposite sex	**1**	**2**	**3**	**4**	**5**
7.I have a good relationship with my father	**1**	**2**	**3**	**4**	**5**
6. I keep my room and belongings tidy	**1**	**2**	**3**	**4**	**5**
7. I get good marks in Social Science and/or History	**1**	**2**	**3**	**4**	**5**
8. I go to parties or school dances	**1**	**2**	**3**	**4**	**5**
11. I get on well with my brother(s)/sister(s) (if you have any)	**1**	**2**	**3**	**4**	**5**
12. I keep my clothes clean and tidy	**1**	**2**	**3**	**4**	**5**
13. I get good marks in reading/ writing/ English	**1**	**2**	**3**	**4**	**5**
14. I have at least one or two special friends	**1**	**2**	**3**	**4**	**5**
15. I get on well with my relatives	**1**	**2**	**3**	**4**	**5**
16. I shower and keep myself clean	**1**	**2**	**3**	**4**	**5**
17. I have trouble with my school work	**1**	**2**	**3**	**4**	**5**
18. I spend most of my spare time alone	**1**	**2**	**3**	**4**	**5**
19. I have fights with my parent(s)	**1**	**2**	**3**	**4**	**5**
20. I help with the cooking at home	**1**	**2**	**3**	**4**	**5**
21. I am successful at my school work	**1**	**2**	**3**	**4**	**5**
22. I have difficulty making friends	**1**	**2**	**3**	**4**	**5**
23. I have an adult who I can talk to if I have a problem	**1**	**2**	**3**	**4**	**5**
24. I help with the cleaning up after meals	**1**	**2**	**3**	**4**	**5**

Please check that you have answered each question

Thank you for completing this questionnaire

APPENDIX IV: RESEARCH AUTHORIZATION LETTER FROM CUEA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Arts and Social Sciences

Department of Counseling Psychology

Our Ref: CUEA/DVC-ACAD/FASSc/Psychology/Research/Nacosti/ March 2022

Date: 11th April 2022

TO WHOM IT MAY CONCERN

RE: LUCY MUSEMBI REG NO 1033688

I am writing to introduce to you **Lucy Musembi** who is a final year Master's Degree student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Her master's Degree specialization is in Counseling Psychology. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, her research topic has been approved. She will conduct research on the following topic:

"Father Absence and Adolescent Psychosocial Development among Secondary School learners in Makueni SubCounty, Kenya".

Thanking you in advance for any assistance you give to Lucy.

Sincerely,

11 APR 2022

Dr. Stephen Asatsa,
HOD. PSYCHOLOGY.

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: psychology@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX V: RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **524713**

Date of Issue: **04/May/2022**

RESEARCH LICENSE



This is to Certify that Miss.. LUCIA MUSEMBI of Catholic University of Eastern Africa, has been licensed to conduct research in Makueni on the topic: FATHER ABSENCE AND ADOLESCENTS PHYCHOSOCIAL DEVELOPMENT AMONG SECONDARY SCHOOL LEARNERS IN MAKUENI SUBCOUNTY MAKUENI COUNTY KENYA for the period ending : 04/May/2023.

License No: **NACOSTI/P/22/17050**

524713

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX VI: AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, MAKUENI COUNTY

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone: 0101-362-089
Fax:
Email: makuenicc@yahoo.com

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.IV/136 12th May, 2022

Lucia Musembi
CATHOLIC UNIVERSITY OF EASTERN AFRICA

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science Technology and Innovation Research License Ref. No. NACOSTI/P/22/17050 dated 4th May, 2022 on the above subject.

The above mentioned foundation has been authorized to undertake research on ***"Father Absence and adolescents phychosocial development among secondary school learners in Makueni county Kenya"*** for the period ending 4th May, 2023.

N. J. KIMUTAI
FOR: COUNTY COMMISSIONER
MAKUENI

C.C.
County Director of Education
MAKUENI

Deputy County Commissioner
MAKUENI SUB COUNTY

APPENDIX VIII: AUTHORIZATION LETTER FROM THE MINISTRY OF EDUCATION, MAKUENI COUNTY

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: .....
Fax: .....
Email:deomakueni12@yahoo.com
When replying please quote

MKN/ED/5/38/VOL. V/304

MAKUENI SUB-COUNTY
EDUCATION OFFICE
P.O. BOX 41 - 90300
MAKUENI.

5/13/2022

TO WHOM IT MAY CONCERN

RE: LUCY MUSEMBI REG NO. 1033688

Lucy Musembi in the above reference is a student at the Catholic University of Eastern Africa in the Faculty of Arts and Social Sciences.

She is pursuing a masters degree in counselling psychology. She is currently required to conduct research on *"Father absence and Adolescent Psychological Development among secondary school learners in Makueni sub county."*

The purpose of this letter is to request you to accord her necessary assistance.

Yophes O. Magara
Sub-County Director of Education
Makueni.

SUB-COUNTY DIRECTOR OF EDUCATION
13 MAY 2022
MAKUENI

APPENDIX VIII: AUTHORIZATION PERMIT FOR ACCESSIBILITY TO THE RESEARCH TOOLS

musembilucy31@gmail.com> Sun, 28 Aug 2022, 00:01)
to **hauck-spencers@sutterhealth.org**

Lucy Musembi
The Catholic University of Eastern Africa
Department of Counseling Psychology
PO Box 62157
00200 Nairobi- Kenya
+254718828554

Dear Sir/Madam

RE: PERMISSION TO USE (CASAFS)TOOL FOR MY ACADEMIC RESEARCH

I am a master's student doing Counseling Psychology at the Catholic University of Eastern African. Registration No. 1033688. I intend to conduct academic research on **"Father- Absence and Adolescents' Psychosocial Development Among Learners in Selected Secondary schools in Makueni Sub-County, Makueni, Kenya".**

Therefore, I humbly request whether I may adopt your scale on **Children and Adolescent Social and Adaptive Function** (CASAFS). Your permission will be highly appreciated.

Yours Sincerely
Lucy Musembi

Hauck Spencer <hauck-spencers@sutterheath.org> Thur. 22 Sept 2022, 21:14)
to me

Hello Lucy
You have permission to use the CASAFS for your research. The topic of your study is interesting and important.

I have attached the original CASAFS items and several early papers on psychometric properties in two East Asian countries.
The scale has also been tested in other countries. I am not aware of previous studies that used the CASAFS in Eastern Africa.

You may find it useful to read about the survey methods and instruments in the PhD theses of several of my students regarding Social and adaptive functions.

Good luck for your research.

Hauck Spencer, BA(Hons), PhD.
Adjunct Professor (Social Epidemiology
) Queensland University of Technology,
Brisbane, Australia; hauck-spencer@sutterhealth.orgu

Sun, 28 Aug 222, 00:01)

Musembilucy31@gmail.com
to **jgross@3m.com**

Lucy Musembi
The Catholic University of Eastern Africa
Department of Counseling Psychology
PO Box 62157
00200 Nairobi- Kenya
+254718828554

Dear Sir/Madam
RE: PERMISSION TO USE ERQ SCALE FOR MY ACADEMIC RESEARCH

I am a master's student doing Counseling Psychology at the Catholic University of Eastern African. Registration No. 1033688. I intend to conduct academic research on **"Father- Absence and Adolescents' Psychosocial Development Among Learners in Selected Secondary schools in Makueni Sub-County, Makueni, Kenya".**

Therefore, I humbly request whether I may adopt your scale **Emotional Regulation Questionnaire** (ERQ SCALE) for my study. Your permission will be highly appreciated.

Yours Sincerely

Lucy Musembi

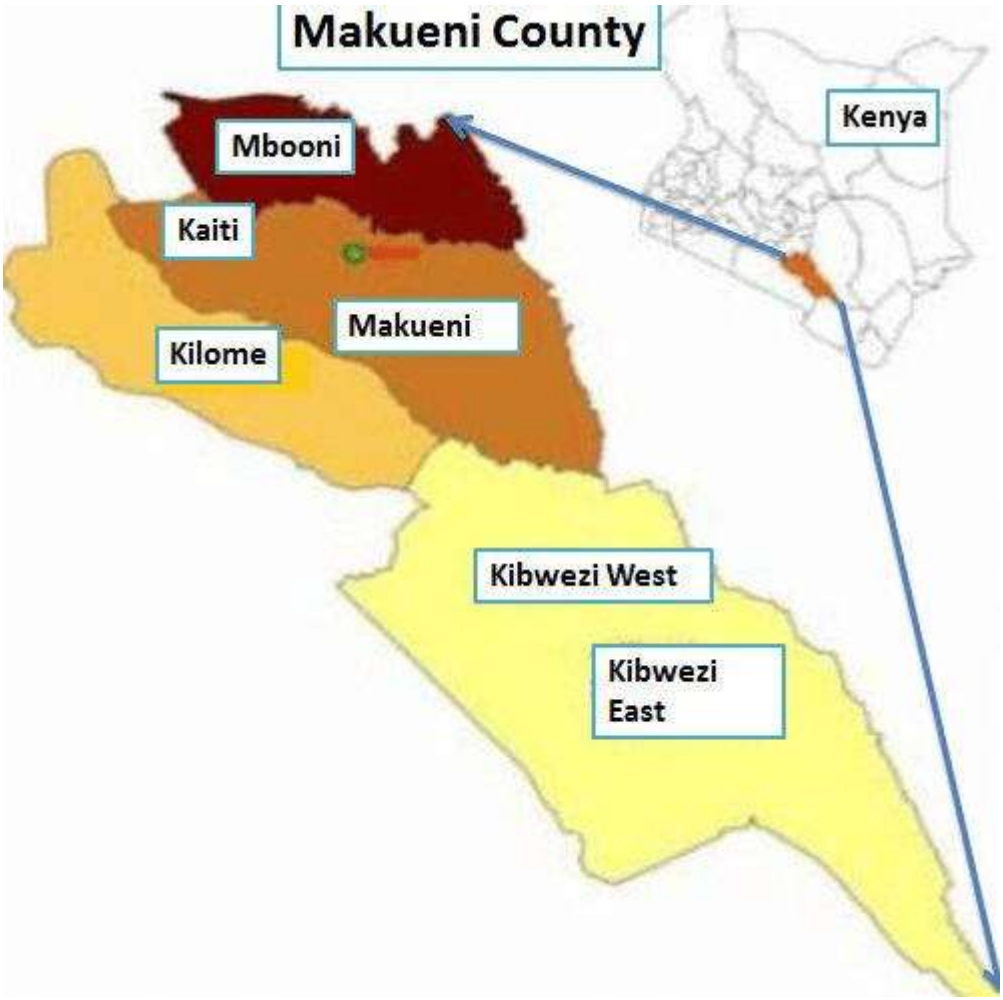
J. Gross Sun, 11 Sept 2022, 15:24)
to me

Dear Lucy,

You are welcome to use the ERQ SCALE in your research. You can download the questionnaires (including translations in certain languages) and scoring key from the ERQ website www.psy.unsw.edu.au/erq/. Please also see the FAQ page on the website for further information.

Best regards,
Dr. J. Gross

APPENDIX IX: MAP OF MAKUENI COUNTY



Retrieved from: https://www.google.com/search

APPENDIX XI: PUBLISHED ARTICLE

International Journal of Research and Innovation in Social Science (IJRISS) |Volume VI, Issue VIII, August 2022|ISSN 2454-6186

The influence of father absence on emotional adjustment of adolescent among secondary school learners in Makueni Sub- County, Kenya

Lucy M. Musembi, Dr. Joel Kiambi Muriithi*, Dr. Florence W. Githuthu*

Department of Counseling Psychology, Faculty of Arts and Social Science
Affiliation: The Catholic University of Eastern Africa, Nairobi City, Kenya
**Corresponding authors*

Abstract: **Adolescents living without father figures are likely to encounter some psycho-social challenges. Therefore, this study sought to investigate the influence of father absence on emotional adjustment of adolescent among secondary school learners in Makueni-Sub County, Kenya. The study adopted quantitative descriptive survey design a total sample of 344 respondents, all form three students sampled through non-random. Data was collected through questionnaires. Analysis for quantitative data was done using descriptive statistics involving means and frequencies, and inferential statistics involving chi-square and Pearson correlation. This process was aided by use of a computer program, Statistical Package for Social Sciences (SPSS) Version 28. The study established a correlation between the availability of father or male figure and adolescents' psychosocial wellbeing. To establish the influence of father absence on emotional adjustment, a regression analysis was conducted, and the findings showed that, and P value was above 0.005 significant level. Therefore, according to the results presented, father-absence did not have significant influence emotional regulation among adolescents. On father absence and social behavior among secondary school learners in Makueni Sub-County, regression analysis findings showed a P value which is less than the 0.005 level of significance. This revealed that the independent variable had an influence on the dependent variable. Thus, father-absence had an influence on social behavior among secondary school learners in Makueni Sub-County, Kenya. The informed conclusions shed light on the complexities of fatherlessness and absent fathers. Multiple stakeholders may benefit from the findings of the study including adolescents, caregivers, psychologists, teachers, policy makers and parents, by knowing the psychological effects of father's absence on the adolescents' development hence adapting appropriate strategies to deal with the challenges.**

Key words: **Father Absence, Social emotional adjustments, adolescents, secondary schools**

I. INTRODUCTION

What an individual acquires is largely dependent on the environment in which they are brought up, the kind of personalities they associate with as well as the culture in which they are brought up in. There is much evidence that support the view that the father is one of those important persons. Thus, when he is absent from the home, it is highly likely that the children will experience some inconveniences. There is also considerable evidence to suggest that children experience some confusion, if not hardship, as they make a transition from childhood into adolescence and out of it into adulthood. Parental guidance of both mother and father in the home setting is therefore very key during this time of transition, since they each have distinct roles to play in the nurturing of their young ones. The family as a social institution is present in all cultures. It is the basic unit of society, and it introduces children to intimate, personal relationships, and gives them their first experiences of being treated as distinct individuals. The Oxford English dictionary, as cited by Soanes and Stevenson (2009), defines a family as a group consisting of two parents and their children living together as a unit. In most societies, the family is the key institution for the socialization of children, as they grow up, people experience two periods of intense growth, that is, early childhood and adolescence.

Childhood is a stage during which a child understands the world and society from the parents. Children as such undergo different phases of development from infancy through adolescence, and Parents provide a strong base from which the child can venture out to assert their will as well as be encouraged to foster autonomy. One develops courage, independence, a sense of judgment, taking initiative and prepares for good achievement and leadership roles for the future. One may develop destructive or negative behavior because of a sense of frustration for not being able to achieve a goal as planned. As such, the family is considered the primary institution in the society that a child learns all these, especially from the parents, the father being one of them. East, Jackson, and O'Brien (2006) observe that father absence has implications for adolescents. In all societies, adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of adulthood, of preparation for the future (Steinberg, 2017). In most of our societies, it is characteristic that fathers and mothers tend to have different ways of relating to their children and so they provide different socialization experiences. It therefore follows that the absence of both or one of the parents in turn has lasting effects on the children. All the same, in the contemporary society, the number of single parents has been rising at a higher rate, the incidence of absent fathers is a phenomenon that is influenced by a wide range of factors. Oliker (2011) posits that, the world

APPENDIX XII: PLAGIARISM REPORT

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
INFORMATION SYSTEMS LIBRARIAN
TURNITIN ORIGINALITY REPORT

REF: PGS/FASS/101/LANGATA,

Turnitin Originality Report

The Catholic University of Eastern Africa
INFORMATION SYSTEMS LIBRARIAN
P. O. Box 62157-00200, NAIROBI

Similarity Index 8%
Similarity by Source
Internet Sources: 6%
Publications: 2%
Student Papers: 5%

FATHER- ABSENCE AND ADOLESCENTS' PSYCHOSOCIAL DEVELOPMENT AMONG SECONDARY SCHOOL LEARNERS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA By Lucy Musembi 1033688

I HEREBY CONFIRM THAT **LUCY MUSEMBI** REG NO: **1033688**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **FATHER-ABSENCE AND ADOLESCENTS' PSYCHOSOCIAL DEVELOPMENT AMONG SECONDARY SCHOOL LEARNERS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA.** A THESIS **SUBMITTED TO FACULTY OF ARTS AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.**

Verification by Systems Librarian:

Name: HARUN MWANGI ..... Signature: ..... Date: 17/10/2022

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: antiplagiarism@cuea.edu Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conferences in Eastern Africa)

Turnitin Originality Report

Processed on: 14-Oct-2022 16:55 EAT
ID: 1925244480
Word Count: 25081
Submitted: 1

Similarity Index	Similarity by Source	
8%	Internet Sources:	6%
	Publications:	3%
	Student Papers:	5%

FATHER- ABSENCE AND ADOLESCENTS' PSYCHOSOCIAL DEVELOPMENT AMONG SECONDARY SCHOOL LEARNERS IN MAKUENI SUB-COUNTY, MAKUENI COUNTY, KENYA By Lucy Musembi 1033688

The Catholic University of Eastern Africa
INFORMATION SYSTEMS LIBRARIAN
P.O. Box 62157-00200, NAIROBI.

< 1% match (student papers from 18-May-2022)
Submitted to National University of Ireland, Galway on 2022-05-18

< 1% match (student papers from 12-Apr-2021)
Submitted to University of Central Florida on 2021-04-12

< 1% match (David W. Lawson, Susan B. Schaffnit, Anushé Hassan, Esther Ngadaya et al. "Father absence but not fosterage predicts food insecurity, relative poverty, and poor child health in northern Tanzania", American Journal of Human Biology, 2017)
David W. Lawson, Susan B. Schaffnit, Anushé Hassan, Esther Ngadaya et al. "Father absence but not fosterage predicts food insecurity, relative poverty, and poor child health in northern Tanzania", American Journal of Human Biology, 2017

< 1% match ()
Makumi, Caren Mwikali, Mulwa, Janet Kavula, Mwania, Jonathan Muema. "The Influence of Performance Feedback Practices on Implementation of Teachers' Performance Appraisal in Public Secondary Schools in Makueni Sub- County, Kenya", The International Institute for Science, Technology and Education (IISTE), 2021

< 1% match (Internet from 03-Mar-2021)
https://www.safetylit.org/citations/index.php?citationIds%5B%5D=citjournalarticle_535636_16&fuseaction=citations.viewdetails

< 1% match (student papers from 04-Aug-2021)
Submitted to Bridgepoint Education on 2021-08-04

< 1% match (student papers from 15-Apr-2012)
Submitted to Bridgepoint Education on 2012-04-15

< 1% match ()
Pyun, Yea Seul. "The Influence of Father-Child Relationship on Adolescents\u27 Mental Health", Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato, 2014

< 1% match (Internet from 14-Feb-2022)
http://repository.rongoversity.ac.ke/bitstream/handle/123456789/2326/School%20organizational%20factors%20as%20predictors%20of%20student%20achievement.pdf?isAllowed=y&sequence=1

< 1% match (Internet from 06-Oct-2022)
https://www.mdpi.com/1660-4601/17/18/6770

< 1% match (Internet from 14-Sep-2022)
https://www.mdpi.com/1660-4601/17/18/6770/htm

< 1% match (student papers from 03-Oct-2022)
Submitted to Rhodes University on 2022-10-03