SINGLE PARENTING AND ADOLESCENTS BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN VIHIGA SUB-COUNTY, VIHIGA COUNTY, KENYA

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DECLARATION

I, the undersigned, declare that this Thesis is my original work and has not been presented in any other college or university for the award of any degree. The information obtained from other sources has been dully acknowledged.

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DEDICATION

This work is dedicated all adolescents who are raised in single parent families, to single parents who have found themselves raisng children single handedly and to those planning to be future single parents.

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I thank God who has given me knowledge and good health to write this thesis.

My sincere gratitude goes to my Superior General of the Franciscan Sisters of St. Joseph and her Council who allowed me to further my studies and supported me financially, spiritually and materially. I also thank my religious community members who understood the nature of my study and offered me mutual support. They played a great role of strengthening me whenever I got discouraged and almost giving up.

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I deeply thank all who participated in this study especially the County Director of Education Vihiga County who permitted me to carry the study in secondary schools in Vihiga Sub-county. To the actual partcipants; the principals in the sampled schools, teacher counselors and the students from the sampled schools. I thank them for the information they freely gave, making the study successful. If it were not for them the study could not materialize.

May God bless them all.

ABSTRACT

Some adolescents from single parent families have been found to engage in anti-social behaviour such as; drug abuse, substance abuse, prostitution, truance, school dropouts and early pregnancies in girls among others. The purpose of this study was to investigate single parenting and behavior of adolescents in public schools in Vihiga Sub-County. The study was guided by the following research questions: What is the prevalence of students from single parent families in public secondary schools in Vihiga Sub County? How socio-economic status of Single Parent (SP) families influence the behavior of adolescents in public secondary schools in Vihiga Sub-County? In what ways parenting styles in SP families affect the behavior of adolescents in public secondary schools in Vihiga Sub-County? In what ways can adolescents from SP families be supportd to live the desired behavior. The study targeted a population of 385 teachers and 1145 students. Simple random sampling was used to sample secondary schools and students. Purposive sampling was used to sample teacher-counselors and deputy principals. The study employed a mixed method, that is; descriptive survey and phenomenology. The researcher used questionnaires, interview guides, and document analysis to collect data. The validity and reliability of instruments was determined through Pilot testing. Quantitative data was analyzed using Statistical Package for Social Sciences (SSPS) version 22.0 and presented using frequencies, graphs, tables and percentages. Qualitative data was obtained, analyzed and presented in a narrative form. The study established that the number of adolescents born and raised by single mother headed families were more than those headed by father only. The findings showed that the behavior problems experienced by some adolescent students were as a result poor socio-economic status of the existing parent. Parenting styles also contributed to the behavior of some of the adolescents from SP families. The study recommended adolescents from SP families be fully supported by various stakeholders to show acceptance and sense of belonging. The study also recommended that single parents be educated through SP forums on the best way to nurture and parent their adolescent children for character formation. The school administration to undertake periodic campaigns to sensitize students on antisocial behavior.

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ABBREVIATIONS AND ACRONYMS

DE	Director of Education
CDE	County Director of Education
PISA	Program for International Student Assessment
SA	South Africa
SAIRR	South African Institute of Race Relations
SES	Socio-Economic Status
SP	Single Parent
SPSS	Statistical Package for Social Sciences
TP	Two Parent
G&C	Guidance and counseling
QUASO	Quality and Assurance Officer
KESSHA	Kenya Secondary Schools Association

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Family pattern and structure has in the recent times changed in Kenya and other countries across the world as well. Single parenting has gathered momentum where children are raised by single parents as opposed in the African traditional set up and is a very challenging social issue that can have negative effects on a child's psychological behaviour (Mbithi, 2019). Children who are raised in single parent families are at risk of not reaching their full potential (Mullan, 2014). Students within any educational system who come from single parent (SP) families may encounter many challenges in their families which may extend to the classroom and school. Single-parenthood can be defined as the absence of one of the two parents responsible for nurturing and rearing the child in a family such that the work meant for two parents is carried out by only one parent (Morfatt, 2019). The study sought to investigate the impact of single parenting on the behavior of adolescents in Vihiga Sub-County owing to the fact that cases of drop outs, early pregnancies and drug and alcohol abuse had claimed the adolescents in public secondary schools in the area of study.

1.2 Background of the Study

According to Pew research (2019) almost a quarter US child under age of 18 live with one parent and comparatively 3% of children in China 5% in India live in SP households. Despite the increase of SP households across the globe, challenges of it can be felt by both parents and children. Studies from the United Kingdom (UK) indicate that a two parent (TP) family structure provides an ideal sense of security and stability that is necessary for the psychological and

emotional growth of children. Its breakdown may have a tremendous impact on the emotional development of children and their ability to function normally or achieve academically is interfered with. Due to this breakdown, a child no longer has two parents to depend on for material and psychological support. Therefore, the child has to rely on one parent to meet most, if not all needs. This may be a burden to the SP who may be financially unstable (Howe, 2011). This does not necessarily imply that the parent raising the child is not providing adequate love and attention; but there are different dynamics within the SP model that can affect a child's behavior. Marital status plays a great role in a child's development (Luciana, 2011). The current study seeks to establish how SP influence the behavior of adolescent students in public secondary schools within Vihiga Sub-County.

The American Psychological Association (APA, 2020) noted that, SP families find it hard to juggle between parenting, maintaining employment requirements and household responsibilities. Thus life became stressful for both the child and the parent. Single parents were faced with challenges of inadequate time to monitor their adolescent chuldren. They had less financial resources and opportunities for both parent and child to spend and share experiences together among others. Becker, G.S (2010) noted that if an adolescent from unstable home is compared with those from stable homes, the former has more social, and emotional problems. The study conducted by Canno and Petruso (2017) found out that there is a high correlation between the impact of SP families on children and their social relationship.

Magnuson and Berge (2009) noted that family structure is associated with the behavior development of a child in school. Specifically, children living with single mother families have more behavior problems and less academic achievement in school than children living with both parents. Glasgow (2007) established a growing body of evidence that children who resided with

single or step parents demonstrated less academic achievement and had problems of low self esteem compared to children residing with two biological parents.

A study conducted by (Cairney J, 2006) found a higher percentage of psychiatric disorders like depressive anxiety and mood disorders or alcoholism in single mothers. Being raised in families headed by single mothers doubles the risk for children to develop emotional behavior problems. Such children together with their parents show lower ego functioning, self-esteem, less empathy, greater aggression, fighting and vandalism, less tolerance to negative behavior and are more likely to display none age appropriate behaviors (Knoester C, 2005).

According to the US Labour Market Review (2020), a greater percentage of SP families lived below the poverty line compared to TP families. Single mothers experienced a high rate of unemployment due to covid-19 pendamic and were more likely to exit the labor force than single fathers. Their small savings ment that single mothers felt these financial pressure more acute than groups with sizeable resources. Also, children who come from singlemother households experienced long term psychological problems, higher rates of absenteeism at school, higher dropout rates and more delinquency such as alcohol and drug addiction. It is likely to be the case in some of the SP families due to the fact that the one parent is weighed down by the burden of raising children single handedly.

In South Africa, approximately 100 000 children lived in child-headed households. A recent study by the South Africa Institute of Race Relations (SAIRR, 2019) revealed that 60% of children in South Africa (SA) have absent fathers and more than 40% of SA mothers are single. Families headed by single mothers are currently 42.6% struggle to make ends meet. Studies further revealed that single mothers experience severe psychological and economical strain which is passed on their children. Just over 39% of children lived with their mothers only, 4% lived with

their fathers only and 8% lived with their grandparents, aunts and uncles. The remaining 16% of children included those living in care homes and with relatives other than their biological parents, grandparents, aunts and uncles.

The Social Research Foundation Survey in South Africa (2019) revealed that single parenting is more pronounced in rural areas than urban. Two fifths of children across political lines and incomelevels in SA have grown up in single parent homes. In so speaking, the living arrangements of children could have an impact on their future because they are vulnerable to poverty and unemployment, and may also be exposed to various forms of abuse thus they are likely to have behavioral problems (Statistics SA report, 2019). The report added that children living with both parents were statistically less likely to become teenage parents or drug and alcohol abusers and performed better at school. The country was considering that parenting lessons to be introduced at primary school level to help school children rethink their decisions and understand the role of parenting. Single parenting did a lot of sociological damage to a child and it must be avoided if possible. Almost half of all mothers in South Africa were single. Increasing numbers of fathers were absent, and a 'crisis of men' in South Africa seems to be perpetuating patterns of abuse and desertion that will most likely continue (Jones, 2011).

In Africa, Ntoimo and Mutanda (2020) found out that 22% of women aged 22 to 49 were single mothers. In Nigeria, 4% of children live with single parent while in South Africa 60% children had absent fathers and more than 40% mothers are single. This poses a great threat on the proper parenting of children. Research has it that boys who grow up in absent father figure are likely to display aggression and other hyper- masculine behaviours which increase their risk sexual behaviours, experience unwanted pregnancies and find themselves in abusive relationship. This consequences may propagate the cycle of fatherless home (Nicollet, 2019)

In Kenya, the increase in SP is mainly caused by the death of a spouse, divorce, sexual abuse especially rape, lack of orientation to family, intolerance and pre-marital sex (Kehongeh, 2015). Of all the above, divorce and separation are the stressors that are experienced most by adolescents in learning institutions because of the transition and adaptation to the new life and environment without the two parents (Mwaura, 2010). The Pan African study by two Canadian sociologists (Nation Correspondent, August, 2020) shows that an average Kenyan woman has 59.5% likelihood of being single by the time she is 45. Kenya has one of the highest number of children born out of wedlock in the continent. They contend that single parent families in Kenya was attributed to high incidences of teenage pregnancy and pre-marital and extra marital sex, which resulted to many children being brought up without a father figure. The study established that 59.5% of Kenyan women became single mothers through a pre-marital birth or through dissolution of a union. In addition, the National Census report of 2019 showed that families headed by single parents rose from 25.1% in 2009 to 38.2% in 2019 after a decade. The report warned that the trend if not checked would destroy the fundamental character of Kenya and reap untold harm to the most vulnerable members of the society- the children whom. The current study established that most SP families in the study area were headed by mothers and the number is likely to increase due challenges facing the family as an institution.

In the traditional African society, the function of the family was clearly defined and understood by all the family members. Each member had a function to play for the well-being of the family. The clan, tribe and society as a whole joined in bringing up of a holistic individual. The father was the head of the family and his leadership role was well known and respected by all family members (Omoraka, 2015). The mother took care of domestic matters and brought up

children. Girls and boys learnt what was expected of them from their parents, older brothers and sisters and older relatives who played their part as was expected of them (Mbiti, 2019).

In Kenya, a family is a great source of pride (Munini, 2014). However, family and marriage relations in Kenya are gradually changing in response to the changing social and economic environment. In this regard the indigenous favored family systems are eroding, either through complete abandonment or evolution into more viable forms that are conventional. According to Munini (2014) the number of educated women choose to avoid their traditional roles as wives is increasing in modern times; hence they choose to live single, get children and never marry. On the other hand, husbands migrate to urban areas in search for jobs, leaving women in charge of the families. As a result, many children grow up without a father figure- the disciplinarian, hence the children venture into delinquency. The boy child will fear the wrath of their father and with that they submit to their fathers than mothers who have soft spots for their children.

The survey conducted by Kenya National Bureau of Statistics (2023) showed an increase in the number of births registration by single mothers compared to married mothers from the year 2018 to 2022. The proportion of registered births by married women decreased to 85.6 in 2022 from 85.9 in 2021 while the proportion of registered births by single mothers increased slightly from 13.5% in 2021 to 13.9% in 2022. This indicates that single mothers are on an increase which is a challenge to children who grow without a father figure in their lives. Apparently, this current study established a whether single parenting can have an impact on the behavior of adolescent who are brought up in such families.

In most African culture there is a well-marked social distance between male and female. Male adolescents feel more secure and comfortable when parented by both parents guided by fathers while girls would cling to their mothers who understand their feminine problems Therefore, in father-headed families, girls will be unable to open up their hearts to their fathers and their fathers would be in a difficult to position to nurture, counsel or guide their daughters into the best societal accepted characters, likewise mothers to their sons. As a result of family structure and gender, single parenting may lead to problems of psychological distress in the children. Thus, this situation at the end may affect the children's effectiveness in school activities. This study, therefore, attempts to investigate if single parenting was the cause of undesirable behaviour of the adolescent students in public secondary schools in Vihiga Sub County, Kenya.

1.3 Statement of the Problem

Family pattern and structure in the recent times has changed in Kenya adn other countries accross the world as well. The issue of SP has gathered momentum where children are raised by a single parent and not both parents as it is expected in an African set up. Parenting is more than giving and involves numerous activities performed by parents to influence the outcome in growth and develpoment J.N Mbithi (2019). It is important for children to grow socially, physically, emotionally and mentally healthy. Such growth and development is highly dependent on the family structure and upbringing. Subsequently, APA (2020) argued that single parents find it hard to balance between child caring and socio-economic activities which could result in parenting challenges to an extent that most adolescents end up living their own life not monitored by their parents. Inability for parents to properly monitor their children especially adolescents may propagate the opportunity to antisocial behavior (Low et al.,2018).

This study sought to invistigate why Public Secondary schools in Vihiga Sub-County were experiencing high dropout rates, cases of indiscipline, drug use and abuse, anti-social behavior, pre-marital sex and high incidences of pregnancies among secondary school students which was blamed on the rising number of students from single parent homes (Vihiga DQASO report, 2019). Further, there was an outcry from secondary school principals that cases of drug misuse and even drug trafficking among students was rampart in the learning institutions making it very hard for them to manage many dayschools in the sub-county. The principals in their meetings discovered that most adolescents who were headed by one parent and those under the custody of grandparents were unruly and most of them were experiencing behavior problems such as; truancy, poor self concept, low self esteem sexual abuse, early pregnancies, aggressive behavior, negative attitude towards learning and attempts to burn schools (KESSHA Report, 2021) Vihiga Sub-County. As a result, the behavior and general conduct of adolescent students was worrying the education sector in Vihiga Sub-County.

The report from Vihiga Sub County gender unit in the ministry of devolution and planning indicated that the number of SP families in the Sub county was at 33% of the total families in 2016 up from 16% in 2014. This indicated that children born and raised in SP families were on increase in the learning institutions. The outcry from the KESSHA report (2021) on maladaptive behaviour among adolescents from families who fail to provide proper parenting guidlines to their children especially those from SP homes in secondary schools in Vihiga Sub-County. The findings from the Gender report (2022) on SP families, KESSHA report, (2021) were sufficient ground for the current study to invistigate whether unruly behaviours in secondary schools Vihiga Sub-County was indeed influenced by adolescents raised in single parent families.

Further, there was an outcry from secondary school principals that cases of drug misuse and even drug trafficking among students was rampart in the learning institutions making it very hard for them to manage many dayschools in the sub-county. The principals in their meetings discovered that most adolescents who were headed by a single parent and grandparents were unruly and most of them were experiencing behavior problems such as; truancy, poor self concept, low self esteem sexual abuse, early pregnancies, aggressive behavior, negative attitude towards learning and attempts to burn schools (KESSHA Report, 2021) Vihiga Sub-County. As a result, the behavior and general conduct of adolescent students was worrying the education sector in Vihiga Sub-County.

The report from Vihiga Sub County gender unit in the ministry of devolution and planning indicated that the number of SP families in the Sub county was at 33% of the total families in 2022 up from 16% in 2016. This indicated that children born and raised in SP families were on increase in the learning institutions.. The findings from the Gender report, (2022) on SP families, KESSHA report, (2021) and the general out cry of the number of youths abusing drugs and engaging in ant-social behavior were sufficient ground for the researcher to carry out the current study.

1.4 Significance / Justification of the Study

The present study was significant in several dimensions. First, it was to help shed some light on the prevalence of single parenthood among students in the the learning institutions. This may be important since teachers will have to realign their skills in meeting the psychological, emotional mental and education needs of their students. This information is vital for both global and regional localities because teachers are across the world and have a duty to support students in learning institutions.

The study contributes valuable information to the existing body of knowledge by focusing on the number of students who come from SP families, it therefore avails figures that can be useful to stakeholders on the challenges and extent of SP families. It also helps to relate the SP concept and the psychological outcome of internalizing and externalizing behavior of adolescents from SP homes in learning institutions. The knowledge gained from this study could be useful to educators to device new approaches of handling various types of learners and integrate life skills in the learning as they attempt to meet the individual needs of their students. The aim of this research creates awareness to people who still view single parents and their children negatively to accept them in the society and support them in all ways so that the feel a sense of belonging and curb stigmatization which is associated with the single parent students. The knowledge gained will assists teachers, counselors, child psychologists and administrators to have a better understanding on challenges affecting children born and raised in single parent homes and accord the the necessary support they need.

The study also tried to give a way forward on how to encourage students from SP families to discover their potentials and opportunities, to relate well with their colleagues and perform equally well with their counter parts from TP homes. The study suggests possible ways of helping students from SP families develop high self-esteem and resilience in order to be able to compete comparatively with their colleagues from TP homes. The study increases knowledge on the theoretical basis of the influence of the family structure on behavior of students from SP families by showing correlations that exist. It is hoped that the findings will help counseling practitioners to develop appropriate counseling techniques and programs which could be implemented to assist adolescent students from single parents accept the family structure they come from

The study provides information and recommendations to educationists like education policymakers, educational planners i.e. curriculum developers and education officers, teachers, parents, the society at large and individual students on how to combat problems that resulted from changing family structures for secondary school students with a view of character formation of all students from TP families with SP families. To planners such as curriculum developers and education officers, the study would enable them to plan and allocate relevant resources according to the needs of all learning institutions to cater fo the needs of all students. Similarly, the findings of the study would also enable policy makers to formulate proper policies which would address the problems faced by secondary school students from single parent homes.

1.5 Objectives of the study

i. To establish the gender of the primary parents of the adolescents from single parent families in public secondary schools in Vihiga Sub-County.

ii. To invistigate whether the socio-economic status of SP influence behavior of the adolescents in secondary schoole in Vihiga Sub-County.

iii. To establish whether parenting styles in single parent families influence behavior of adolescents in public secondary schools in Vihiga Sub-County.

iv. To determine ways in which SP families can be supported to cope with behavior problems of the adolescents in public secondary schools in Vihiga Sub-County

1.6 Research Questions

This study was guided by the following research questions:

i. How does the prevalence of SP influence the behavior of the adolescence in the public secondary schools in Vihiga?

ii. How has the socio-economic status of SP influence the behavior of adolescents in public secondary schools in Vihiga Sub-County?

iii. In what ways do parenting styles in SP families influence the behavior of adolescents in public secondary schools in Vihiga Sub-County?

iv. In what ways can SP families be supported to improve the behavior of the adolescents in the public schools in Vihiga Sub-County?

1.7 Scope and Delimitations of the Study

The study was limited to adolescents from single parent families in Vihiga Sub-County and in some selected public secondary schools. The respondants included the adolescents from single parent families, the guidance and counseling teachers and the deputy principals of public secondary schools in vihiga sub- county. It could incould include single parents for a rich results because they are the ones holding the trueth about the status oftheir famiky life. Vihiga County has five Sub-Counties and Vihiga Sub-County is the headquarterof the County is within Vihiga with an administrative town which has attracted different ethnics from all over Kenya to setttle for business. Due to this, some people have introduced the use of illicit drugs like the use of bhang, miraa and shisa and have influenced the adolescents in secondary schools within the area. The town being a metropolitan accommodates every other culture and backgrounds thus a centre of all types of crimes including drug peddlers, burglery and prostitution whereby the adolescents in schools are targeted and lured. The study focused on the adolescent from SP families who had challenges brought by the family structure and background. It was confined to public schools in Vihiga Sub-County covering learners from form one to form four between 15-19 years. These were not enough sampes to generize the results.

During adolescent stage, it is not only the concepts learnt from parent that shape the child's behavior but also adopted behaviors from friends and social environment. Single parenting may face a number of challenges ranging from emotional to socio-economic. It is therefore important to consider how single parenting is able to meander between connection with the adolescents and socio-economic activities.

1.8 Theoretical Framework

The study was guided by the Structural Family Therapy theory by John Bowlby (1969) which sheds light on the family structure and relationships that co-exist within a family. The reason for considering the theory was to guide the study due to its nature in bringing ou how the child can attach to the remaining parent in the absence of one other parent. The theory will be discussed in detail in chapter two with the help of other theories.

1.9 Conceptual Framework

In this study, the independent variable was single parent family with factors such as social economic status, parenting styles, parental involvement, monitoring and role modeling. These factors have significant association with the adolescents' behavior (dependent variable) which in turn affects the discipline in public secondary schools in Vihiga Sub-County. The fact that when one parent is left to carry out the roles meant for two parents, the single parent is overburdened and may tend to share that burden with the children by making them play the role of the missing parent. Due to a lot of commitments, a single parent may not have time to monitor their children and get involved in what they do at home and in the school. This may create a lee way for the child to engage in anti-social behavior without the knowledge of the parent. Also, there are support

systems that if put in place would assist adolescents from single parents re-adjust in case of divorce and live meaningful lives.

The relationship between SP and adolescents' external and internal behaviors is to be contravened by the support systems including family, relatives, civic and spiritual leaders, and teacher counselors in schools. When both material and psychological support is given to SP families, they gain acceptance and a sense of belonging which in turn boost their self-esteem. When single parents are adequately supported, they will help their adolescent students live positive life feeling accepted in the society. Stress and other emotional related feelings that may be the core source of problems in such families are reduced.

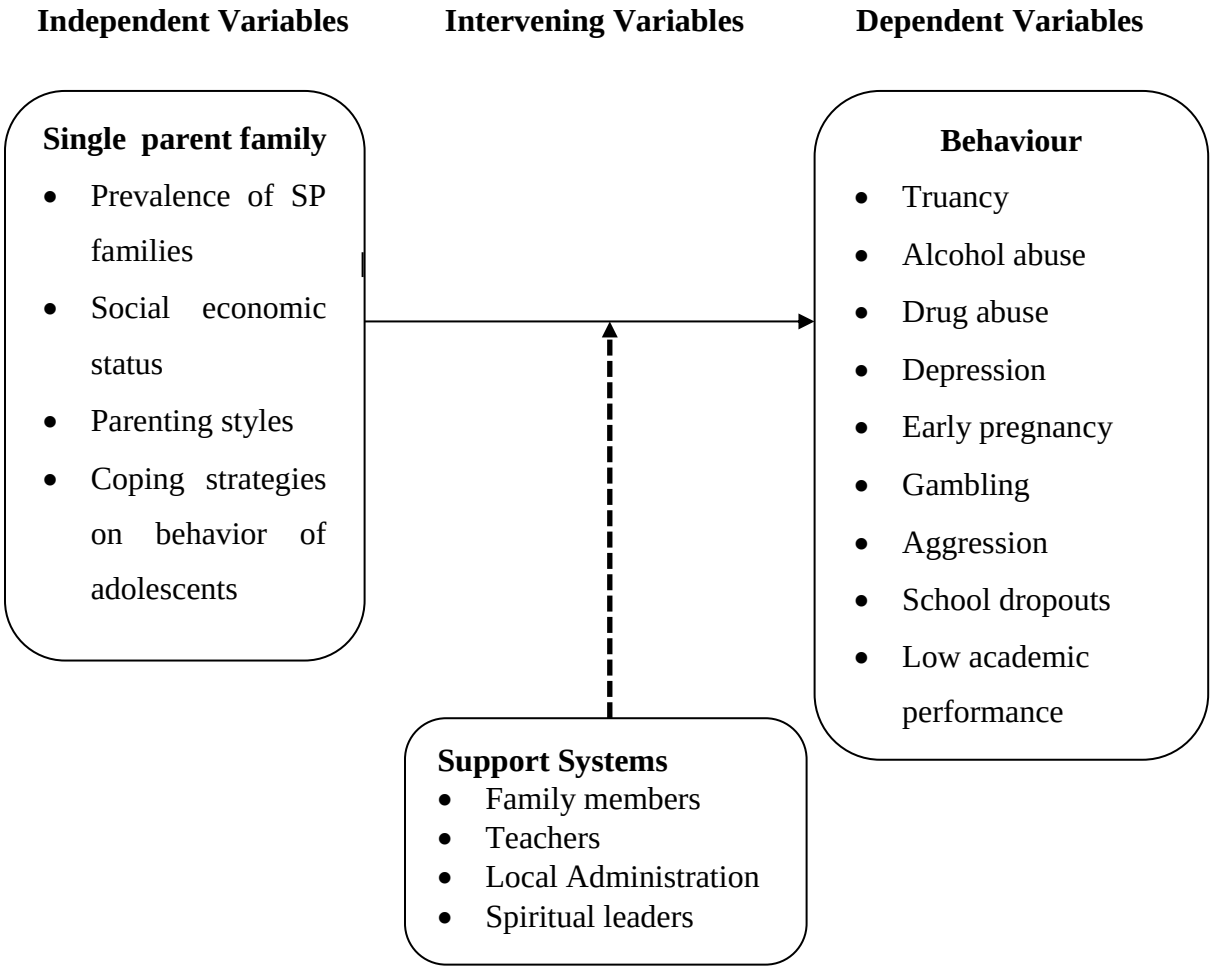

Figure 1: Relationship between Variables

1.10 Operational Definition of Key Terms

Behavior- refers to the manifestations of interactions with others and the societal norms after experiences in a SP family.

Prevalence of adolescents from SP homes-refers to the gender of primary parents of the adolescent students existing in the public secondary schools .

Parental styles- these are the various ways in which parents find suitable to bring up their children. This differs from home to home; you can find a parent who is very strict on the upbringing of children and another parent may choose to raise up children in a relaxed manner by allowing some freedom to children.

Parenting – refers to a state in which parents bring up their children morally, spiritually and psychologically in accordance with norms accepted by the society.

Single Parenting (SP) - Single parenting is a situation in which one of the biological parents takes the responsibility and the burden of raising children single handedly. Teacher counselor- refers a professionally trained secondary teacher who has been entrusted by the school administration to deal with the psychological welfare of students by listening and addressing their issues. They also guide students to relate well with others.

'Boda boda'---This is a Kiswahili word commonly used to mean the motorbike riders whose business has attracted the school going adolescents to drop out of school for fast money. It is also connected to mostly young men whose character formation is questionable in the society because most of them are school dropouts; they misuse drugs and engage in gambling.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews relevant literature in line with the study's research questions. It examines empirical resources through critique on the research questions. These are: Statistics on Prevalence of SP families, Socio-economic Status of SP families; Parenting Styles in SP families; Coping with the challenges of SP families and an identification of the knowledge gaps the study proposed to fill.

2.2 Critica Review of Theories

Apart from the attachment theory by John Bowlby (1969), the study was informed by the Structural Family theory and Social Learning Theory. These theories are further discussed in this chapter.

2.2.1 Attachment Theory

The avoidant involves a situation where the child pulls away from the caregiver and ignores her/him. The resistant attachment is when the child holds on the mother and does not want to let go. According to Santrock (2012), in the context of an adolescent, secure attachment involves positive view of relationships where an individual finds it easy to get close to others without stress. Likewise, the avoidant attached adolescent is hesitant about getting involved in relationships and for anxious one, they demand closeness and are less trusting. Attachment consists of deep emotional bonds and this bond especially between parent and children may increase positive development of the child. One of the importance of this theory is that is clear shows the role of the caregiver especially parents in the development of a child/infant life. However, other critics have

argued that the development of child does not solely depend on the parental care but the important role played by the peers. For example, Harris (2011) argued that as the child grows, he/she will not take into consideration all that they have learnt from their parent, but will incorporate what learnt from peers. Therefore, during adolescent stage, it is not only the concepts learnt from parent that shape the child's behavior but also adopted behaviors from friends and social environment. Single parenting may face a number of challenges from emotional to socio-economic. It is therefore important to consider how single parenting is able to meander between connection with the adolescents and socio-economic activities. Is it because single parents are likely to be busy because of work that their children are likely to miss out on the three key factors of attachment and develop antisocial behavior? The other consideration is that due to absence of social support from other members of the extended family that likely to influence attachment style of the adolescents from SP households that lead to antisocial behavior.

Strength and Weakness of Attachment Theory

The strength of attachment theory is that it is used for therapy in our health care and to those children who are born in prison. The weakness is that it is lacks scientific rigor so it can not be tested. The fact that it was done long time ago where women used to stay at home with children and it is different story in our world today because every body works and children spent most of their day at school. His theory promotes the idea that attachment behaviour has evolved therefore the child`s development presents good face validity. But he fails to take into consideration that these evolutionary ideas he proposes are seen as outdated and not universal to today's modern society. Secondly, the theory is viewed as gender bias because it emphasises on the role of the mother being the caregiver.

2.1.2 Structural Family Theory

Essentially, the goal of structural family therapy is to disrupt dysfunctional relationships and reorganize them into healthier patterns. This can be accomplished through the following: modification of familial rules of interaction; development of appropriate, clear, and flexible boundaries; creation of an effective hierarchal structure or other structural change; and or reduction of distressing symptoms in the family. Integral to this process is the role of the therapist whose functions include the following: joining in with the family and assuming a position of leadership; mapping the underlying familial structure; and intervening ways designed to transform ineffective structures into effective ones.

The family structure is considered the major cause of dysfunction in character formation amongst children (Callister & Burks , 2006). Mwaura (2010) believes that school programs are not designed to accommodate dysfunctional families and emphasizes the need to provide various measures of support. The current study established that the teacher counsellors can play a transformative role in the dysfunctional SP environment that the adolescent student lives in, to a more effective one where the parent and the child can cope up with the challenges they face. The study further established that, the existing boundaries in the family structure had an effect on behaviour of the adolescent student.

Like any theory, structural family therapy has also been subjected to many criticisms. This theory met with criticism among many feminists, who argued that this type of theory focused more on issues of power between different generations, rather than focusing more on issues of power that take place between relationships inside the current generation, for example, spousal abuse. In addition to this criticism, it has also been said that this kind of therapy only considers members of a nuclear family and ignores the interaction of other factors such as; extended family, social

institutions, and neighbours (Santrock, 2012). However, this study cuts across this limitation by focusing on the support given to adolescents from SP families in order to bridge the challenges that arises in such families and enhance the right behaviour.

The family srtuctural theory is appropriate for the current study because it informs school psychologists to device ways of handling students who have been disconnected by the one parent they knew. By giving the necessary support to the adolescents from SP families by the concerned stakeholders, cases of anti social behaviours will be reduced and the desired behaviour will be enhanced

2.2.3 Social Learning Theory

The Social Learning Theory (SLT) by Albert Bandura (1977)focuses on learningby observation, imitation and attitudes. Children do their initial interaction with their family members, they observe and learn the actions of care givers. According to Bandura, children learn behaviour from their families as the first institution then the environment as later postulated in the social cognitive learning theory in 1986. If parents are irresponsible in some manner, the child will learn the same. If the parent havent built trustworthy relation in their children there are higher probability that childre will face difficuties in forming good relationship with the sorruonding Sherry D.(2012). The main focus of SLT learning through observation and modelling behaviour, emotions and attitude of others. In single parenting, the child has only one parent to look at and immitate the actions. It is very important to have both parents to avoid children falling in oedipus complex.

The theory based on the idea of s that adolescent acquire belief about ant-social behaviour from their role models especially close friends, teachers and parents. Social learning theory explains human behaiours in terms of continuous interraction between cognitive behavioural and

environmental influences. It holds that behaviour is moulded by rewards, punishment or reinforcement. The study employed variours support systems in which adolescents from SP families are assisted to reinforce the the desired behaviour and punish the undesirable behavior. The school administrators and other education stakeholders had to design ways of supporting the adolescents from SP housheols in order to reward the desired behaviour copied from their conterparts.

This theory has played a great role in the history of education policies within the domain of the school of psychology and has created more effective classroom environment (O'Donel (2012). One of the responsibility of teacher counselors is to work in collaboration with other teachers and school administrators to ensure the their psychological well being and that of students. Using the Social Learning Theory, teachers are helped to elleviate behaviour issues by modelling appropriate environment for students

2.3 Review of Emperical Studies

This section presents a review of emperical studies focusing on the research questions on the prevalence of SP families focusing on the primary gender of single parent families, the socio-economic status of single parent families, the parenting styles in SP families and their impact on adolesente behaviour and finally methods used to assist adolescents in SP families. The studies were reviewed globally and locally.

2.3.1 The Prevalence of SP families

The US Bureau of Statistics (2019) reported that the number of female-headed families shot up 39% of low-income working families which is much higher among African Americans and 60% compared to non-Hispanic whites, 36% Asians 20% and Latinos 31%. They make up the

largest number of low-income working females headed by women. The increase in the number of children raised in single parent families in the US and UK could still have gone up due to many cases of divorce and separation. Further, the significant financial stress as well as the stress related to securing social support is strong among single parent families. Single parent become solely responsible for meeting the essential material, financial and emotional needs of their children which can be overwhelming and challenging.

The findings from the research conducted by Hilton (2011) indicated that stress levels for SPs were higher than those of TP families. This could be due to the burden that the single parent was carrying, playing all roles meant for two people. The study further established that stress levels of single mother and single father affected behavior and academic achievement of the adolescents in school.

According to US Census Bureau data (2022) nearly 24 million children live in single parenting households. This is due to the increase in divorce rates and late marriages. The report shows that most children 1.4 Million live in families headed by mother only while 3.5 Million live with father only. In 2021 nearly 30% of single parents live in poverty while 6% of the married couples fit the same status. Thus, single mothers are likely to live in poverty compared to single fathers. Transiting to SP households after divorce can discrupt a child's routines, education and family income. This could also intensify the incidences of parental conflict and stress. This changes are difficult and even traumatic for some children and later translates to aggressive behaviours and low self-esteem among the adolescent

Marloes, Dronkers and Wolbers (2011) in their study on SP families and children's performance, found that attending a school with many children from SP households negatively affected the education performance and discipline of many children in that school. Respondents

were students from 25 countries which covered a large population compared to the current study. Their findings also revealed that countries in which the number of SP was higher, the negative effects of attending a school with higher SP decreased because strategies had been put in place on how to handle children born and raised in SP familes.

In Australia a longitudinal study by Jessica (2018) with regard to the effects of family structure on the severity of juvenile delinquency, found that the differences in family structure did not affect delinquency. This meant that whether the child came from SP or TP home had no effect on their outcomes as delinquents. The sample comprised of boys aged between 12-18 years who had gone through a brief day treatment program for juvinile offenders from varying family dynamics (SP or TP). According to the afore mentioned study, single parenting does not in any way affect the behavior of children raised in those families this is contrary to other studies that found family structure contributing to the behaviour of children raised in those families.

A study by Ganesha & Venkatesan, (2019) conducted in india comparing problem behaviours in children from single and dual parent families, found that adolescent children from dual families had fewer problem behaviours than those from single parent families. The study further revealed that children from father headed families had greater propensity for problem behaviour than those from mother headed homes. They noted that more girls than boys and more urban children were reported to have additional problem behaviors within the studied sample of single parent households. They used a sample of 300 children from both single and dual families, all sampled by simple random sampling technique. They targeted sample children between the ages of 6-18 years. Thi study did not compare children raised in single and dual families rather dealt with adolescents from single parent homes and targeted adolescents in secondary schools.

There was a clear indication that mother headed families are on the increase denoting that many children are bound to be raised by single mother households.

Salami and Alowade (2010) carried out a study in Osun state in Nigeria to find out SP influenced the behaviour of students in secondary schools. Their study employed a descriptive survey research design and used t-test to analyze the quantitative data . In their findings, there was a significant difference in behavior and academic performance of students from SP families and those from TP families. The students from two-parent families had less behaviour problems compared to those from single parent families which highly contributed to their academic performance.. The current study used the discipline records of each of the sampled students inorder to ascertain to what extent SP families do influence behavior apart from academic perfomance of their adolescents students in secondary schools.

The South Africa statistics Report (2023) roughly 4 in 10 South Africa children grew up in single parent homes and roughly the same proportion of current parents are single.the report.the study found that generally the responsibility of single parenting rested on mothers significantly to a greater degree than fathers. Single parenting mothers was more pronounced in poorer communities than in high-income communities. This could impact negatively on a child born and raised in the poor community and is raised by a single mother. Poverty contributes to anti social behaviour like tenderncies to steal inorder to fill the gap of what is missing and to a female adolescent could resort to prostitution for her survival. The big percentage of children born and raised in SP families could have been as a result of high teenage pregnancies among school going students in South Africa who could not manage to raise them up financially as the report indicated that 61% of the children were receiving grants. From this report, it is clear that the prevalence of

single mothers is on increase indicating that many adolescents are raised by mother-headed families.

In Kenya, the number of children living in single parent families according to Pan African study conducted by Prof.Shelly Clark and Dana. H (2021) found that the average Kenyan woman has a 59.5% likelyhoodof being single by the time she reaches 45. According to kenya nation bureau of statistics (KNBS, 2022) the number of teenage mothers aged 10-19 to 1.9 M from 2017 to 2021 had topped with the highest nuber recorded in 2018 only for those who attended the antenatal care at a healthy facility. This endicated that the number of single mothers will still go up and children born out of wedlock will still miss the presence of their biological father.

The study conducted by Kimani (2009) in Nakuru established that students from the TP families tended to have high self esteem levels compared to those from SP families. He also found out that the gender of SP influenced the level of self esteem, discipline of students in the study area. He focused on the effects of SP on discipline and interpersonal relationships. The current study focused on the influence of single parenting on the behavior of students in secondary schools in Vihiga Sub County .

In another study conducted by Magangi (2008) focused on the influence of father absent families on self esteem of students in Keiyo district, it was established that girls from father absent homes performed poorly when compared to their counter parts from TP families. The study further revealed that girls from father absent homes had issues to relationship since most of them fell in oedipus complex. The current study was carried at Sub-County level which is not as wide as the afore mentioned.. Secondly, this study analyzed the number of SP per sampled school to obtain the extent to which it effects the behavior of adolescents in public secondary schools in Vihiga

Sub County. It was also interested in the anti-social behavior displayed by adolescents from single parent families in public schools which interfered with the smoth running of learning institutions.

The respondents for the current study were adolescent students; boys and girls of between 14-18 years a presumed age for secondary school students in Kenya. The current study established, through survey method, a wide variety of externalizing and internalizing behaviours exhibited by the students from SP families. Some of which included covert,errant and secretive bebaviours. The study found out that adolescents from single parent families depicted negative internalizing and externalizing behavior . The researcher used a series of muiltiple regression data analysis to ascertain the correlation of faith and the child's outcome.

Munini (2014) conducted a research on pre-shool children and found out that father absence and risk protective factors were the major influences on pre school performance. The study focused on the behaviour and performace of pre-school children from the father absent homes and risk protective factors. The results of the study showed that children were affected especially girls who at that time were fond of their fathers. Their self esteem was low and they were likely to have problems of reationship with their male counterparts as they grew to adolescents stage. The current study sought to invistigate the the prevalence of the primary gender of single parenting families and how it has affected the behaviour of adolescents in the learning institutions. The literature reviewed points to the fact that the question of SP family is quite widespread and a lot need to be done to check the outcomes of children raised from these families.

2.2.2 The Influence of Socio-Economic Status on Behavior of Adolescents

Single parenting can be burdensome because one parent carries the entire family's load which could be shared if two parents took custody of the children. Some of the single mothers, for

example, are economically unstable because most of them are in low paying jobs which may not allow them to sustain the family single handedly. In Europe a study carried out by Demi and Lewis (2011), found out that the social-economics status of SP affected the academic outcome and future life of the child. The study found that most children from SP with low income were less likely to displayed aspects of low self-esteem than children from middle and high income families. Demi and Lewis (2011) concluded that, a child's socio-economic status is strongly correlated with their self-esteem through the resources provided at home, which are necessary for a child to achieve in school. The adolescents have a lot of needs which should be provided by their parents. When a parent fails to provide what a child needs, it opens leeway to other undesirable ways of substituting their needs like engaging in anti-social behaviours.

According to Burch (2009), poor women and SP face economic depression, forcing them to sacrifice a lot to be able to meet basic needs. He further says that such parents may fail to provide love and acceptance to their children, which are essential for the children's self-esteem and eventually impacted on their behaviour. Stress experienced in single parent homes with low income may lead to depressed feelings of children in such homes which could further result in suicidal attempts, drug abuse and strong emotional feelings of anger. Thus, the higher the level of parent's socio-economic status (i.e., their level of education, occupation status, income and household income), the greater the strength of the parental involvement in their child's education. This is due to their education and economic resources gained from their socio-economic status which provided for effective involvement in their child's education. Thus, parents could provide more help and better quality of involvement in their child's education. In short, a positive learning attitude and behavior is created and instilled in the mind of their child to ensure their academic

success. This study established that parental factors and Socio-Economic factors influenced the behavior and academic achievement of adolescent students in the study area.

The findings from a study by Jeynes (2010) contradicted the findings from other studies that adolescents from SP families are affected by the economic status of their families. He said that even when single mothers re-marry and the family income doubles, the discipline of the adolescent from SP homes remains the same. According to him, there were other factors within re-marriage, such as adjustment to having a step-parent, that overthrow the benefits of having more finances in step family settings. He concluded by saying that, the income does not have any effect on academic achievement but impacted greatly on behavior. The current study therefore established that, the findings of Jeynes (2010) do not hold, as it revealed that low Socio- Economic status as an aspect in SP homes negatively influenced behaviour of adolescents raised in single parent homes.

According to the US Labour Market Review (2022) single mothers were found to have very low levels of financial reservers after the crisis of Covid-19. The report indicated that most single mothers experienced a huge unemployement rates and were likely to exit labour force than single fathers. The children brought up in such families found it hard to cope with the situation and most of them experienced low levels of self esteem. According to US Bureau data of 2021 it was revealed that about 30% single mothers live in povert which affected children in these famies and most of them were likely to have mental and behavioural problems. When adolescents experience low self-esteem because of the low socio-economic background, their minds could be loaded with how they could get their missing needs. This study did not come out clearly with the behaviour problems associated socio-economic status of SP families and that why the researcher decided to carry out the current study in order to bridge the gap.

Omoraka (2009) found that in modern society, parents' influence plays a very important role in the character formation and discipline of a student. According to Otula (2008), effective provision of secondary education is hampered by SES of parents. Parents from low SES fail to provide their children with basic requirements for schools including books, pens or pencils, proper nutrition and supportive environment for learning. It is generally accepted that parental SES has an impact on a student's behavior since it leads those students who lack to engage in picking other learners things without permission. For example, children whose parents are of high educational scales have a far better statistical chance of participating in secondary education.

In Kenya, Otula (2008) supported this by stating that effective learning involves partnership of students, teachers and parents. Parents' level of education has a multifaceted impact on children's ability to learn in school. The studies above dwelt on the effects of Socio-Economic status of the student on academic performance. Mwaura (2010) argued that the social economic status of a family also helps determine what school a child will attend as well as the kind of classroom environment that is available to that child. It is evident that single parents who are financially stable will have their children learn in quality institutions and get quality education unlike poor SP who may not afford quality education for their children. The current study focused on how economic status affects not only quality education but also internal and external behavior of children from SP families. SP families which are faced with financial constraints were found encouraging their children to engage in unpleasant activities such as stealing, prostitution and child labor in order to provide for the family's essential needs. The economic status of SP is important in assessing family roles. This study filled the gap left by narrowing down low Socio-economic status of adolescent students from SP families which could interfere with their social behavior and relationship at school.

2.2.3 The influence of Parenting Styles on adolescents' Behavior in SP Families

Parenting styles can be defined as purposive activities aimed at ensuring the survival and development of children (Mc Lahan, 2009). Parents play a significant role in the growth and personal development of a child. Successful parenting is the ability of parents to understand and support their children in the face of unwanted situations. Through the interraction with their children, the parents understand their childrens' attitudes, beliefs, values, interests as well as their training behavior (Glasgow et al, 2009).

Parenting styles have proved to have significant impact on children's development (Baumrind and Mccanldles, 1971). Parenting styles are defined as a set of attitudes, goals and patterns of parenting practices which were thought to create emotional climate for parents-child relationship (Wood, Mcleod, Sigman and Chu, 2003) the way a person chooses to parent has been found to have a direct effect on their child's behaviour (Lago, Urbano,Sanches, 2017)

From their study with 59 African-American mothers and legal guardians (Attaway & Bry 2005) it was found that the greater the amount of control by the parents, the lower the grades received by the adolescent population. They further provided succinct yet useful definitions of the four parenting styles: authoritarian, where parents are the sole decision-makers; authoritative, where parents collaborate with adolescents in decision-making but have the final say; permissive, where adolescents make the majority of the decisions unilaterally; and unengaged or neglectful, where adolescents make all of the decisions with no parental intervention.

Authoritarian parents have high expectations of their children and have very strict rules that they expect to be followed unconditionally. According to Baumrind, these parents "are obedient- and status-oriented, and expect their orders to be obeyed without explanation (Baumrind, 2010)" People with this parenting style often utilize punishment rather than discipline, but are not

willing or able to explain the reasoning behind their rules. In a small research study conducted at Rowan University (Picasano, 2010), 41 college students were compared based on self-identification of parenting styles and grade point average (or academic success). The research focused on Baumrind's three parenting styles: authoritarian, authoritative, and permissive. The findings of this study indicated that, there was a clear positive correlation on the impact of authoritative parenting style on behavior of students and a negative correlation between permissive parenting style and self-esteem. He noted that, the authoritarian parenting style which is restrictive and punitive would therefore lead to reduced problem-solving techniques and lower academic ranking in adolescents. The current study also established such a positive correlation exists between parenting style and desired behaviour of adolescent students in Vihiga Sub County.

Single parents have a big responsibility over the family. Authoritarian single parents would expect much from their children but may not have time to explain the rules and boundaries. An authoritarian parent will have no time to listen to what the children say; they tend to be harsh and unapproachable keeping the children off. Research reveals that, adolescents of authoritarian parents learn that following rules and adhering to strict discipline is valued over independent behavior. As a result of this adolescents may become rebellious or independent; those who become rebellious might display aggressive behavior and develop problems of interpersonal relationships resulting into depression, pre - marital sex or drug abuse.

A study conducted by Samuilah (2019) revealed that authoritarian parenting style lead adolescents to become rebellious and adopted problem behavior due to more than necessary power exercised over them by their one parent. In contrast authoritative style of parenting was found to be effective as it encouraged moderate parenting on children. The study further revealed that parents who spent maximum time with their children reduced the probability of developing

delinquent behavior among their children. When a child is brought by a parent who is so strict in the home and does not give any freedom to a child, the outcome could bring fear and anger in children as they grow up to mature adults.

Baumrind (2008) observed that parenting styles was associated with a variety of child's outcomes including social skills to handle problems. The children of authoritarian parents tend to associate obedience and success with love. Some children display more aggressive behavior outside the home. Others may act fearful or overly shy around others, often have lower self-esteem and have difficulty in social situations. This current study was to determine the influence of single parenting on specifically on the behavior of the adolescents outside the home set up and in this chase in the school set up.

Donahoo (2003) conducted a quantitative research with regard to the impact of single mother's authoritarian parenting style on the social behaviour of adolescent male. The findings indicated that, African American mothers utilize authoritarian parenting style on their male youths. This has led to an adolescence with weak decision-making, reduced goal-setting and difficulty in developing positive strategies for situation based problems during adolescence. She further established that the stress resulting from broken relationships and the SP were key components of anti-social behavior exhibited by African American adolescents particulary boys. The current study established the effect of parenting styles on both male and female adolescents, and further found out that, there is a link between parenting styles and antisocial behaviour of the adolescents..

Alex (2008) conducted a quantitative research with regard to the impact of single authoritarian parenting style on the academic achievement of an adolescent male. The findings indicated that, African American mothers utilize authoritarian parenting style on their male youth. This led to a weak decision-making, reduced goal setting and difficulty in developing positive

strategies for situational based problems during adolescence. She further identified the stress resulting from broken relationships and sinle parenting were the key components of anti-social behavior exhibited by the African American adolescents particulary boys. The current study established that, the authoritarian parenting style in SP families irrespective to whether they are father or mother absent had influence on the behavior and academic achievement of adolescents in those households. Most adolescents from authoritarian parents were found to exercise discipline at school due to the fear they had from the one parent thus they had no big isssues in school.

Lewis (2011) in his study on the role of mother's authoritative parenting style in adolescents attachment, security and social support, found that there was no significant relationship between mothers authoritative parenting and the adolescent attachment security but there was a positive relationship between adolescent attachment and social support. The participants were single mothers and adolesecents who attended a treatment centre. The main concern of the current study was to find out the percieved influence of parenting styles on the behavior of adolescents from SP households without singling out whether the family is mother headed or father headed. Ronald and Marian (2004), in their study on the effects of authoritative parenting style on adolescents, found out that parent-child closeness is associated with reduced adolescent girls' pre-marital pregnancy. Parental monitoring and supervision which characterizes the authoritative parenting style might lower alcohol and drug use and abuse, there by decreasing teenage unprotected sex.

A study by Milevsky, (2007) has shown that authoritative parenting style is optimal for the adolescents adjustment, given that it is characterised by a high degree of warmth and responsiveness, along with non-punitive discipline and more parental involvement. They found out that the authoritative parenting style was predictive of classroom adjustment, achievement and

a greater sense of autonomy. They also found out that, the authoritative parenting style which is characterized by high acceptance and involvement as well as supervision was predictive of great life satisfaction and self-esteem as well as lower depression for adolescents. The study focused mainly on the impact of this parenting style on the academic achievement with little emphasis on the behavior outcome. The current study found out that, the authoritative parenting style in SP families enhances social behavior of the adolescent students in public secondary schools in Vihiga Sub-County.

Neglectful Parenting Style

This is a style in which a parent is least involved in the adolescent's life. The adolescents develop with the notion that they are not important in the eyes of their parents. It is associated with outcomes such as adolescents exhibiting socially incompetent behavior such as lack of self control, they are non responsive and some may become dependant on significant others or to drugs (Santrock, 2010). Children who are brought up in neglectful families often display contradictory behavior from what society expects of them and are emotionally withdrawn from the social situations. This disturbed attachment and also impacted negatively on relationships later on in life and as a result, adolescents could show patterns of truancy and depressed felings, they may become egocentric and this interfereed with the proper development of peer relationships. A study by Badner and Fisher (2009) on neglectful or uninvolved parenting style, showed that adolescents with neglectful parents were likely to turn to their peers for social decision making and oriented more towards deviant peer groups. Similary this study ascertained the contribution of indulgent parenting style of single parents towards the behavior out come of adolescents in high schools which later affects their education attainment. Berge et al (2017) in their study found out that neglectiful parenting was associated with worse substance use, delinquent behaviour, association

with rebellious friends and prior use of drugs. Single parent homes experiencing problems of low socio-economic are like to belive children find their way to life. This could be due to sterss and depression they experience in life after separation or divorce.

In the Dunedin Health and Development study by (Henry, 2007) for example, poor parenting in early life was associated with a two-fold increase in delinquent behavior and was an especially important predictor of delinquent behavior among children judged to have an irritable temperament. There was, therefore, an implicit assumption, at least in most research, of a 'dose-response' connection between poor parenting environment and antisocial related outcomes: the more extreme the parenting environment, the worse the child outcome and or the likelihood of clinical disturbance.

Chan and Koo (2010) in their study found a strong and consistence relationship between parenting style and wide variety of adolescents outcome such as wellbeing, self–esteem, And risky behaviors. They found that children raised in an authoritative parenting were likely to have higher self-esteem, decreased likelihood of smoking, getting into fights and knowing people who use drugs. Following a review of related studies on parenting styles, the current study established that indeed the externalizing and internalizing behaviour exhibited by the students and their poor performance is not solely related to the students' SP family parenting styles.

Parental Involvement and Monitoring

A key aspect of the managerial role of parenting is the effective monitoring of adolescents. Monitoring includes the supervision of the adolescents' choice of social setting activities and friends as well as their academic efforts. A research conducted by Mandara (2006) found out that SP who monitored their children's academic achievement by ensuring that homework and assignments were completed, restricted time spent on non-productive distractions such as TV and

video games and as such, encouraged them to participate in a consistent, positive dialogue with both teachers and school administrators. In this sense, they helped to improve their children's academic achievement. The current study established both academic achievement and behavioural outcomes of the adolescent children of SP families. Most of the students were found performing averagely in academics with majority of the boys especially from father headed SP exhibiting indiscipline cases in the schools.

In another study, Vamadevappa (2009) studied the impact of parental involvement on the academic achievement of higher primary students. He found out that there was a positive and significant relationship between parental involvement and academic achievement. Parental involvement has been linked to both positive and negative influences on the academic achievement of children. It is argued that the levels of involvement may make a difference and that in some cases parents become involved after their child has already had behavior andacademic difficulties. The current study found out that parental involvement in SP households also contributes to the behavior and academic achievement of adolescents in public secondary schoolsin Vihiga Sub County, Kenya.

In another study by Kendrom (2009), he found more conclusively that while parent involvement does help prevent behavior problems. Because of the heavy burden they carry, SP may not have time to visit their children in school or attend parents' meetings where issues concerning their children are discussed. Adolescents whose parents don't make an attempt to visit them in schools may have their self-concept disturbed thus affecting their self esteem. The parents' knowledge and awareness of their children's activities as well as monitoring has positively been related to higher adolescent self esteem, higher academic achievement and fewer behavior problems from the students (Parker and Benson, 2004). Research has shown that single mothers

are likely to spend less time in cognitive stimulating activities with their children because they are the sole bread winners and are more focused on meeting the physical needs rather than psychological ones (Gibson and Davis, 2008). However, the current study established that, there exists a correlation between parental involvement and academic achievement among adolescent students in public secondary schools in Vihiga Sub County

The nature of a community could contribute to deliquency behavior in adolescence (Loeber, Drinkwater, Anderson, Schmidt, & Crawford, 2002). Their study showed that a community with a high crime rate allowed adolescents to observe models who engaged in criminal activities and learnt from them. Such a community was characterized by poverty, unemployment and feelings of alienation. Negative neighbourhood activities were some of the community factors that would be related to delinquency among adolescents. If such adolescents would carry the negative behavior they learnt to school, they are bound to influences their peers which will affect the discipline in the entire school. The home environment could contribute to character formation of the adolescent since it is believed that adolescents who live in high quality neighborhoods perform better in school than those who live in poorer neighborhoods.

In his study, (Eamon, 2010) found that the economic status of a neighbourhood contributed to having role models who could affect the youth. He ascertained that poor neighborhoods lacked role models, adult supervision and connections to good schools where learners could develop their self esteem. The environment often dictates on whether or not students create healthy social networks that could lead to eithee positive or negative motivation. This negatively affects their behavior as well as their academic performance.

2.2.4 Ways in which adolescent in SP families can be supported develop positive behavior

When counselors or psychologists are out to assist students with negative behavior, efforts should be made to identify the type of home the students come from and as much as it is possible, the counselor need to counsel the parents of such students if it is found that such students are from single-parent homes (Ahmar, 2013). Such parents should be educated on the need to reduce the amount of housework assigned to the students so that they can face their studies better. The single parents should also be counseled on provision of basic and social needs for their children so as to reduce cases of theft in school and neighborhood. Lack of basic needs contributes highly to early pregnancies and early marriages in girl child as well as from exposing them to child labour and all the risks it carries. In conclusion, all hands should be on deck in ensuring that appropriate counseling programs such as group counseling, family counseling, home visits, and supportive associations are designed to help children from single-parents and their parent to cope up with lives challenges. The current study established psychological counseling implications for adolescent maladjusted behavior.

Salami and Alawode (2013) noted that group counseling could be used to enhance psychological well-being. They gave a seven-step process of therapy. The first step was to help children form an accurate concept of the process of divorce and the resultant aspects of single parenting. The second goal was to normalize the experience or help children learn and understand that there are other children undergoing the same experience as they. The third goal was to provide a place where the children could feel safe to express their feelings and concerns about the Single parent family. Fourth step was to help children label, understand and express their feelings. Fifth was to help the children develop new skills to cope with the SP and related experiences. The sixth goal was to dispel unrealistic beliefs children might have such as the SP family was their fault or

that both parents were going to abandon them. The seventh and final goal was to assist children from SP homes focus on the positive aspects of their new family structure. The current study established that group and face on face counseling should be one of the strategies in enhancing adolescent behavior in secondary schools in the study area.

A study by (Degarmo et al, 2004) in Berk (2005) tested a hypothetical model of how Parent Management Training would influence the behavior of children from divorced families and, in turn, the psychological well-being of their mothers. Their study suggests that there was an inverse relationship between changes in effective parenting due to increased maternal depression and stress as a result of divorce, and a child's problem behavior. The Parent Management Training, or PMT, was one of the strategies used to produce appositive change in effective parenting. This in turn would produce appositive change in a child's problem behavior, decrease maternal depression and stress, and ultimately feedback into effective parenting.

Bibliotherapy is the use of books, literature, songs, and stories from various different medium as a therapeutic intervention. Pehrsson, Allen, Folger, Mc Millen, and Lowe (2007) suggested that from their experience in schools and clinical settings, that sort of intervention would have particular impact on adolescents dealing with the divorce or separation of their parents .Pre-adolescents are still in a transitioning period from the concrete to formal operational cognitive stages and often lack the linguistic and cognitive sophistication to participate in and maintain conversational therapy, yet are too mature for traditional play therapy. They do not that the use of Bibliotherapy is an effective intervention. The current study established that Bibliotherapy can be used as a strategy to manage behavior problems in adolescents in the study area.

Children from intact families tended to exhibit better emotional and psychological well-being and were less likely to exhibit behavioral problems such as school violence, juvenile delinquency and substance abuse. In addition, they were less likely to be sexually active (Njoroge, 2012). The main purpose of the research was to find strategies which could be employed by all stakeholders to help the troubled adolescence from SP families cope with the challenges facing them and interfering with their discipline in the schools. In relation to the findings of this study, the researcher recommends the provision of quality-effective-student centered Guidance and Counseling services in schools to combat adolescents' maladaptive behavior and to assist the adolescent from single parent homes live positive.

In his study, Munini (2010), suggested that parents' marital status could strongly influence their teens' sexual behavior. Parents' marital status, their disapproval of and discussion with teens about the standards of behavior, the moral consequence of teen sexual activity as well as parental monitoring all appear to impact teens' decisions to engage in sexual activity. Adolescents whose mothers discussed the social and moral consequences of being sexually active are less likely to engage in sexual intercourse. The more mothers communicated with their adolescent children about the social and moral consequences of sexual activity, the less likely adolescents were to engage in sexual intercourse. Parental Monitoring is also very significant. Children whose parents monitor them more closely are less likely to be sexually active when they are in their teens. Adolescents whose parents report stricter monitoring of their children's behaviors during pre-adolescence are 30 percent less likely to be sexually active when compared to adolescents whose parents reported less strict monitoring of their children's behaviors during adolescence (Nation Correspondent, 2013).

Single-Parent socializing played a big role in the character formation of their children in that, teenage boys whose mothers dated more often and immediately after a divorce are more likely to be sexually active. Among a sample of recently divorced mothers and their adolescent children, mothers' dating behaviors (number of dating partners, frequency of dates, and length of time began dating after divorce) were directly related to their son's sexual activity. Sons whose divorced mothers dated often, had multiple dating partners, and dated soon after divorce were more likely to report having been involved in heavy petting or sexual intercourse and finally parental attitudes also played a role. Teenagers who felt their parents strongly disapprove their being sexually active are less likely to contract a sexually transmitted infection (Mwaura, 2010). Adolescents who felt that their parents strongly disapproved of their having sex were less likely to have a sexually transmitted infection (STI) than peers who did not perceive their parents' strong disapproval. The current study established that good parenting by single parents had a positive influence on adolescent children especially those adolescents who understood clearly why the other parent was absent.

2.3 Gaps Identified from the Literature Review

Most studies conducted on the influence of SP on adolescents were mainly from western countries. Many of them focused on the effects of divorce on the acadenic performance of adolescents in high school and were mainly based on other fields of education, and few in the field of educational psychology. The current study added to the knowledge base of psychological counselling as it focused on how adolescents in SP families are affected psychologically in terms of behaviou. The current study did not compare SP families with TP families but concentrated on

on the influence of SP on adolescent behaviour in public schools. The recommendations differed from the other studies in the literature reviewed.

Most studies on the influence of SP families were conducted in developed countries and little research had been done in Kenya. The limitation of the existing body of literature is that, less has been known about how single fathers' parenting practices influence behavior outcome for their developing adolescents. In African context fathers are not expected to live single since most of them re-marry immediately after the death of their partner or after divorce interest and if they have to stay alone, their children are in the custody of grandparents but most single mothers bring up the children single-handedly. The study focused mostly on adolescents living with single mothers rather than single fathers which is practical in Kenya.

The few studies conducted in Kenya were mainly concerned with the effects of single parenting especially mothers on the academic achievement of adolescents, they did not focus on behavior as a variable. The aforementioned studies failed to address the positive aspects of adolescents who hail from SP families. The current study assumed that if the intervening variable is put into consideration, then the image of adolescents from SP would change and they would be viewed positively.

The studies conducted in other countries as well as Kenya had different research questions to answer and employed different research designs to solve their research problem. They had different tools for collecting data while the current study a mixed method approach of both qualitative and quantitative approach. The researcher used questioners, interview guides and observation schedule to collect data. The respondents were school based: the teacher counselor, the deputy principals and the students from single parent homes. On the Socio-Economic influences, most studies reviewed generally focused on how socio-economic status of a family

affected the academic achievement of the adolescents from SP homes. The studies did not capture on how socio-economic status could impact on the behavior of the adolescents as well.

On the psychological implications of counseling on the behavior of the adolescent students, studies reviewed offered a number of strategies to be used to check on adolescent maladaptive behavior but also shed light on the gaps to be filled. There were gaps noted on the methodology which was used. Most of the research studies were qualitative in nature because they were carries in a family set up contrary to the current study conducted in a school set up .The current study sampled respondents from a school background which included teachers, learners and administrators as opposed to the aforementioned studies whose respondents were single fathers and mothers.

Different theories were used to answer different research questions while the current study used three theories such as; Family Structure Theory, the Social Learning Theory and Attachment Theory to answer the research problem. Since other studies used different research design, tools for collecting data differed and the method of collecting data was different, the researcher embraced variety of methods for collecting data, and methods of data analysis also was different. And lastly studies conducted in other countries made resolutions in accordance to the culture of people in those places. Culture differ from one community to another thus study findings was also based on the culture of the study area. Having identified the gaps to be filled by the study, the researcher moved to the next section of the study and presented the methodology used for the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides the methodology used in this research in terms of research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques and ethical considerations.

3.2 The Location of the Study

Vihiga County is one of the 47 counties created in Kenya during the promulgation of the constitution on 27thAugust; 2010. This County has an area of 568km^2. The County is divided into five sub-counties namely; Vihiga, Hamisi, Luanda Sabatia, and Emuhaya. Within the Sub County of Vihiga there are 28 Secondary schools, one individual owned secondary school, two TTC, and three Tertiary and Vocational training Institutes, (County Education Office, 2016). In reference to the Kenya Population and Housing Census, the County of Vihiga has 590,013 and the Sub County of Vihiga has 45,788 household. The climate in Sub County of Vihiga is suitable for agriculture. The terrain of the region is suitable for settlematent since the area is not affected by flooding. Due to these factors, most people have come to settle in this place. The subsistence crop grown mostly on small scale include maize and beans and small number of people take part in commercial farming (Tea and Horticulture). The economic status of the citizens is very low thus living in poverty. Education has remained the only investment people can venture into it. There are 163 secondary schools in Vihiga County of which 28 are in Vihiga Sub County. The teacher: learner ratio is 1:45. There are 9,104 students in secondary schools in Vihiga Sub County. (County

Education Office, 2016). Vihiga Sub-County was selected because its characteristics greatly identified with the research problem that the researcher was investigating and therefore the varied number of school type were easily captured within the study sample. This ensured that the researcher obtained a balanced representation of the traits and conditions likely to give a balanced representation of the variables under inquiry. The study was carried out in Vihiga Sub County.

3.3 Research Design

This study employed a mixed method design, Creswell (2014) described mixed method design as one which involves integrating qualitative and quantitative research. the researcher adopted a convergent parallel method which according to Creswell (2014) involves collection of both qualitative and quantitative data, analyze them separately and then compare results to see if the findings confirm or disconfirm each other. The purpose of convergent parallel method was for triangulation since the weakness of one method offsets the strength of the other. According to Ngigi, Wakahiu and Karanja, (2016) the combination of both qualitative and quantitative research approaches provides better understanding of the research problem. This design was used by the researcher with the intention of merging concurrent qualitative and quantitative in order to address the study aims. The data analysis consists of merging and comparing the two sets of data results. In convergent design, data is collected concurrently, analyzed separately and then merged (Creswell, 2014). The study adopted a cross section research design for quantitative data and phenomenological design to collect qualitative data.

To collect quantitative data, cross section survey method was used because it describes characteristics of a large population, a large sample thus making the study results significant. The design also allows the use of questionnaires and findings can be generalized. Cross-section survey

is the most frequently used design for collecting information about peoples' perceptions; attitudes, opinions habits or any of the variety of education issues and this is why it was preferred and appropriate for this study.

Qualitative data was collected using the phenomenological research design to describe and interpret the experiences of participants with the aim of understanding the experiences of the participants Creswell (2014). This helped the researcher to understand people's perceptions and understanding of the situation about the influence of single parenting on the behavior of adolescents among public secondary schools in Vihiga Sub-County. Plano and Ivankova (2016) observed that phenomenological approach enables an in-depth study of the relevant variables in order to describe the existing situation by use of interview guide. Therefore, the phenomenology research method will enable the use of in-depth interview for the key informant who are the deputy principals and the teacher for guiding and counseling.

3.4 Target Population

Target population refers to the entire group of people, event or things of interest that the researcher wishes to consider in the study (Mugenda & Mugenda, 2013). Furthermore, a target population refers to a group of individuals, objects or items which a sample is taken for measurement. In line with the above information, the researcher obtained the participants and schools from Vihiga Sub County which is the area of study. The target population in this study comprised 1145 students from SP familes, 28 guidance and counseling teachers and deputy principals of the 28 public secondary schools in Vihiga Sub-County. Public schools were targeted because they were the majority and had high numbers of students from different family structures and economic backgrounds. The academic report in the Sub-County indicated a high number of

students from public secondary schools had high records of indiscipline and pregnancies (Vihiga, 2013). Deputy principals participated in the study because they are the key informants and in custody of disciplinary reports. They too work closely with principals which gives them an upper hand to sensitive information in school. The guidance and counseling teachers were included in the study because they provide counseling services to students in schools and possess records on behaviour outcome of students. They too could have reasons why an individual student behaved the way they did and how they have assisted the indivual to come out of their problems. The study area had 28 government sponsored secondary schools, 210 female and 175 male teachers employed by TSC totaling to 385 teachers and 1145 students from single parent families. The total population was 1530. These participants were expected to provide a significant data concerning research problem.

3.5 Sample and Sampling Procedure

Sampling is the process of selecting participants for a study. The selected participants are to be a representative enough of the population from which samples are drawn (Kathari, 2011). The study adopted both probability and non-probability sampling procedures. Non-probability sampling was used by the researcher on the key informants who were the deputy principals and teacher counselors. According to Best and Kahn (2006), purposive sampling which is one type of non-probability sampling procedure helps the researcher to build a sample which is satisfactory to their specific needs. According to Kombo and Tromp (2007), in probability sampling, the researcher specifies the probability each member of a target population will be selected for the sample. Cresswell (2014) said that, probability sampling is useful because the researcher is able to make generalization since it seeks representatives of the wider population. In addition, it gives

equal chances of participation to each member of the population such that, he or she has a known or a zero chance of being selected into the study. Simple random sampling was used to select schools and students who participated in the study.

3.5.1 Sampling of Schools

The sample size adopted by a study depends on the purpose of the study and the nature of the population under scrutiny (Cohen & Swerdlick, 2007). Gay (2014) suggested that 53.75% of the reachable population is enough to serve as a study sample. Therefore, the researcher considered 15(53.75) of the 28 schools to be representative enough for the study. A list of schools was obtained from the Sub-County Education Office in Vihiga. Papers were folded and put into a box and schools picked at random with a replacement to increase chances of equal probability for any school to be picked. In total 15 schools out of the possible 28 participated in the study. This according to Kasomo (2007) and Ogula (2002) ensured equal chance of selecting schools on the basis of categories.

3.5.2 Sampling of Students

A total of 278 students from single parent families participated in the study whereby in each of the 15 sampled schools, 19 students were selected to represent students from single parent families. The students were picked randomly by their class teachers who had knowledge and records of students from single parent families in their classes.

3.5.3 Teacher Counselors

Teacher counselors participated in the research because the researcher believed that they possess knowledge on the behavior of adolescent students who hail from different family structures

including those who come from SP families. In non-probability sampling method, purposive sampling was done to identify teacher counselors in the 15 selected schools which were homogeneous therefore 15 guidance and counselors were included in the study. Purposive sampling helps the researcher to build a sample that is satisfactory to their specific needs (Best & Kahn, 2006). Teacher counselors, because of the nature of their work, provided crucial information about their experiences with adolescent students from SP homes and how they journey with them through guidance and counseling sessions.

3.5.4 Deputy Principals

Deputy Principals were automatically included in the study because they are key informants. Each sampled school had one deputy principal therefore 15 deputies participated in the study. Deputy Principals were purposively selected for the study because they are school administrators and supervisors of schools' activities. Furthermore, they deal with disciplinary cases in the school and keep records of the same. They too work closely with the principals, parents and teachers in charge of guiding and counseling giving them an upper hand in possessing knowledge of most students with disciplinary cases in school. Mugenda and Mugenda (2008) said that, purposive sampling techniques allow the researcher to use cases that have the required information with respect to the objective of his/her study.

3.5.5 Sample Size

Krejcie and Morgan (1975) suggested that, with a population between 1500 and 1600, the sample size shall be 308. Therefore, sampled size for this study was 308 which entailed 15 deputy principals, 15 guidance and counselors, and 278 students from the target population of 1530. The researcher typed the names of the schools on piece of paper, cut into pieces, mixed them and

quickly chose 15 schools. The deputy principals and guidance and counselors teachers from all the sampled schools participated in the study. To select the students, simple random sampling was used whereby teachers' picked them randomly after which 19 students were picked from each school to participate in filling of the questionnaires. The researcher believed that this sample was appropriate to represent the salient characteristics of the accessible population targeted. (Mugenda and Mugenda, 2003).

The sample size for this research was arrived at using the formula below:

$S=X^2NP\ (1-P) \div d^2\ (N-1) +X^2P\ (1-P)$

Where s is the required sample size

X is the table value of chi-square

i.e.1.96×1.96=3.841

N=population size

P=population proportion (assumed to be .50 since this would provide the maximum sample size)

d=degree of accuracy expressed as a proportion (.05)

Therefore $s=3.841\times1530\times0.5(1-0.5) \div (0.05)^2(1530-1) +3.841\times0.5(1-0.5)$

$= (3.841\times1530\times0.25) \div (0.0025\times 1530) + (3.841\times0.25)$

$= (934) \div [(2.07) + (0.96025)]$

$=934\div3.03025$

$=308.22$

Approximately= 308 participants for sample size

The table shows target population and sample size.

Table 3.1: Sampling Matrix

Target Group	Actual Population	Sampling Techniques	Sample Size	%
Schools	28	Simple Random	15	53.75%
Deputy principals	28	Purposive	15	53.75%
G&C teachers	28	Purposive	15	53.73%
Students	1145	Simple Random	278	24.3%
Total	**1530**		**308**	**20.1%**

3.6 Description of Research Instruments

The study used questionnaires, interview schedules for counselors, observation guide and document analysis to collect data. The use of a wide variety of data collection tools contributes to the trustworthiness of the data (Ogula, 2008). The instruments were developed by examining research questions, conceptual framework and related literature.

3.6.1 Questionnaires for Students

Questionnaire is a relevant tool in collecting information from a large number of respondents. It facilitates easy and quick derivation of information within a short time (Kerlinger, 2004). The questionnaires used were semi structured so as to enable the researcher to use open-ended and closed-ended questions. The open-ended items were used because they give the respondent the freedom to respond to items in their own words. This reveals the hidden information, background, interests, decisions and feelings that cannnot be captured in closed ended

items. The closed-ended items were accompanied by a list of all possible alternatives from which respondents selected the suitable answer that described their situation by simply ticking (Mugenda and Mugenda, 2003). The questionnaire had five sections: A,B,C,D,E which helped to gather different infomation. The questionnaires were then administered to the selected students from single parent families in the selected schools.

Section A contained demographic information of the respondents, section B addressed the prevalence of adolescent students from single parent families, section C dealt with the socio-economic status of SP families, section D addressed parenting styles which affect adolescents from SP familie and finally section E sought to find out strategies which would help adolescent students improve their behaviour.

The responses of the closed-ended questions were in five option likert scale.

3.6.2 Interview Guides for Deputy Principals

This tool was for collecting qualitative information from deputy principals. This instrument supplemented and supported information from questionnaires. It was chosen because it gives support for cooperation of respondents and a refusal rate is low. The tool was chosen because the respondents had the required data. Since the deputy principals normally are incharge of curriculum and discipline in schools, they were in a better position to tell the characteristics of these students from single parent. The researcher used a semi-structured interview to gather data in actual words from the deputy principals. Interview guide enables a researcher to gather information needed to achieve study objectives.

3.6.3 Interview Guides for Teacher Counselors

The interviews were administered to teacher counsellors. McMillan (2008) describes interviews as vocal questionnaires which involve gathering data through face-on-face interaction between the interviewer and the interviewee. It allows for a great response from participants but is prone to subjectivity and bias on the part of the interviewer (Cohen & Swerdik, 2007). The researcher used interview guides to obtain in-depth information from teacher counselors who provided face-on-face interaction with students during counseling sessions. The interview guides aimed at probing deeper into teacher counselors' experiences with SP students in their institutions so as to get deeper information.

Interview guide was divided into sections according to major research questions so as to obtain information on the influence of SP on behavior of adolescents in Vihiga Sub-County. The guides for the teacher counsellors contained five items as outlined. Section A presented demographic information of the respondents, sec section B addressedthe prevalence of section adolescents from single parent homes, section C dealt with socio-economic status of SP families, section D sought to find out how parental factors influenced the behaviour of adolescents from single parent families and finally section E presented srategies to help adolescents from single parents.

3.6.4 Document Analysis Guide

The documents analyzed included records of statistics of students from single parent homes, the summary of the class attendance register and reports on the discipline of the sampled students. All the records analyzed by this study were of adolescent students from single parent homes. Records on the statistics of students from single parent homes were obtained from the Sub-

County education office and statistics from the Deputy Principals in the admission registers and from class teachers in the sampled schools. Students' academic records were analyzed to ascertain whether students from SP homes have a history of poor academic performance. The class registers were analyzed to ascertain whether the sampled students attended school regularly or had truancy behavior. The students' discipline was obtained from the records kept by the deputy principals to ascertain whether adolescents from single parent homes were the ones with behavior cases.

3.7 Validity and Reliability of Instruments

Greenwood, Horton and Utly (2002), definedvalidity as the accuracy and meaningfulness of influences, which are based on the research results while Reliability as the ability of the insrument to give consistent results after a number of repeated trials Kerlinger (2003).

3.7.1 Validity of Quantitative Instruments

Mugenda and Mugenda (2004) defined validity as the accuracy and meaningfulness of inferences which are based on research results. It is the degree to which explanations of a phenomena match the realities of the world. Creswell (2009) describes validity as the extent to which the response from an instrument makes sense and is meaningful so as to enable the researcher to draw a good conclusion. McMillan and Schumacher (2008) contended that the evidence of content validity was accumulated by having experts examine the contents of instrument and indicate the degree to which they measure the predetermined criteria or objectives.

The validity of the instruments was ascertained by subjecting them to the scrutiny and judgment of my collegues and one of my lecture in the department of psychology. The criticism and suggestions were adhered to in the research instrument. This meant identifying the relevant items for each of the instrument that was used in this study and deleting the redundant items and

aspects included in the instrument, this was to ensure accuracy and effectiveness of the instruments to be used. Content validity assessed whether the information in the research instruments was within the study objectives. This was ascertained through regular consultation with supervisors who are expert in research. The researcher distributed the research toolsto the supervisors and experts of psychology in the faculty of education (CUEA). Face validity was also determined by my supervisor who checked on the outline, grammatical mistakes in the document and constructiveness of the tools basing on the research questions of the study. To enhance validity, pilot testing was carried out to help the researcher in identifying items in the research instrunents that are ambiguous in producing relevant information.

3.7.2 Pilot Testing of Instruments

Effectiveness and accuracy of the tools were tested before the actual research. Piloting of instruments was done in 3 schools in Vihiga Sub County which were not part of the study sample. These involved 3 schools, 3 Deputy Principals, 3 Teacher Counselors and 28 students which was 10% of the sample in the study according to the explanation by Kirlinger, (2010). Piloting took place in these schools as they had the same traits and environment for learning with those sampled. It was the duty for the researcher to distribute the instruments to the respondents. It was repeated after two weeks with the same participants after which the researcher analysed the information. This enabled researcher to fine tune the instruments for data collection. Biasness in the questions was corrected, and other aspects concerning the variables put in place.

3.7.3 Reliability of Research Instruments.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2013). consistency that the instrument or procedures used in data collection demonstrate. Creswell (2014) says that reliability means stability and consistency of the instruments used. In this study, internal consistence technique was used to test the reliability of the questionnaires and interview guides. Instruments were pilot tested in two schools within the Sub-County which were randomly selected. The instruments were administered to participants only once. Reliability was determined using split-half where instruments were split into two halves (odd and even numbers) and respondents' scores on the halves correlated. The odd numbers, set A were administered separately and score accordingly and the even numbers, set B done the same way. The scores were then correlated from the two groups of items using SPSS 21 to get reliability coefficient. The two sets wer computed using Pearson's Correlations Coefficient of analysis. Mugenda, (2003) said that a coefficient of 0.7 or above suggests that the instrument is reliable for the study. In this case the calculated coefficiency yeilded yielded 0.81 Reliability Coefficient which was considerd satisfactory.Therefore the data collection instrument was regarded as reliable.

3.7.4 Reliability of Qualitative Data

Qualitative research uses a naturalistic approach that seeks to understand the phenomena in context or specific settings such as a real world setting where the researcher does not attempt to manipulate the phenomena of interest (Patton, 2010). Qualitative research produces findings arrived at from the real-world settings where the phenomena of interest unfold naturally (Patton, 2010).

The reliability of the research instruments in qualitative data according to Cohen, Manion and Marrison (2010) focuses on the researcher since he/she is the instrument itself in qualitative research both validity and reliability of research instruments are treated the same. The trustworthiness of data findings involves credibility or true value. The credibility of instruments was established by subjecting the instruments to pilot testing to ensure that the respondents in the main study did not experience any difficulties in completing the questionnaire. Triangulation of instruments was used to check credibility and dependability. The same questions were administered to different respondents to get the most appropriate representation of the situation being investigated.

Transferability or applicability refers to showing that the findings can be applied to other contents and settings. In this study the researcher ensured that findings were applicable not only to schools in Vihiga County but also in town and slums schools in Kenya where single parenting applies.

Dependability which is the consistency of findings was determined through pilot testing done in three schools in the Sub-County which did not participate in the study. This showed that the findings were steady.

3.8 Description of Data Collection Procedures

The researcher first obtained permit from the Catholic University of Eastern Africa (CUEA) and the National Commission for Science, Technology and Innovation (NACOSTI) to carry out the research. Thereafter the researcher proceeded to the County Director of Education and the County Commissioner of Vihiga County (see appendix VIII) and submitted copies of the research permit to them in order to be permitted to carry out the study in the sampled schools

within Vihiga Sub-County. The researcher made pre-visits some schools, to school for familiarization with the school administrations and booked appointments with principals to seek permission to conduct research in those schools. The researcher issued informed consent forms for students to be signed by their parents to voluntarily participate in the study. The researcher then discussed a convenient day to administer the questionnaires to participants whose informed consent was obtained as indicated in Appendix 1. Each school had a different day but time allocation was in the afternoon after class. On the material day, the researcher with the help of class teachers and deputy principals administered the questionnaires to the sampled students in the sampled schools. Interviews were conducted on teacher counselors and deputy principals using the interview guides (Appendixes II &III). Although the time for conducting interviews was limited due to the busy schedule in schools, the objective of the study was achieved. The researcher recorded the interviews in a note book and voice was also recorded to tap information said by teacher counselors and deputy principals.

3.9 Data Analysis Procedures

According to Sekaram (2003) cited in Ndigwa (2005) there are three objectives in data analysis: getting a feel for data, testing goodness of the data and testing objectives or research questions of the study. Data analysis is therefore the process of bringing order and meaning to raw data. Quantitative data was derived from the closed-ended questions of student respondents which were organized and analyzed using Statistical Package for Social Sciences (SPSS). Data was summerized using descriptive frequencies, percentages, and tables and presented using tables, graghs and charts.

Qualitative data was derived from open-ended questionnaires and interviews conducted on teacher counsellors and deputy principals. It was organized according to themes, analysed and used to describe major findings. A thematic analysis was used and presented in narratives. The findings were interpreted and discussed in relation to research questions. Then the researcher made conclusions and recommendations based on findings.

3.10 Ethical Considerations

Ethical issues have been defined as moral principles and values that guide researchers when conducting studies. In the research process, ethics focus on the apllication of ethical standards in planning of the study., data collection and analysis, dissemination and use of the results. The research was in control of the three ethical considerations as discussed by Cohen, Marnion and Morrisone, (2013). They include informed consent, anonymity and confidentiality. To ensure the protection of the respondents from pain and harm, the following considerations were undertaken. The researcher obtained approval from the Catholic University of Eastern Africa (CUEA) and permit to carry research from the National Commission for Science And Technology Innovation (NACOSTI). The researcher further obtained permission fro the office of the County Director of Education Vihiga County and further presented a copy of the permit and a copy of permision letter to the Sub-County Director of Education Vihiga Sub-County. She then visited principals of the sampled schools to explain further the purpose of the visit. After principals granted permission the researcher met the participants and explained to them the aim of the research. She read the items in the questionnaire to students for better understanding and further told them that the exercise was voluntary and they were at liberty to pull out if they felt uncomfortable. The researcher gave them a consent form for their parents which they were to return after their parents consented. The

participants were assured of confidentiality, that whatever they write will remain with the researcher and that they should not write their names on the questionnaire for anonymity. The identity and information from the participants was secured through reporting findings based on groups and not individuals. Further, the information that was collected in the field was kept safe and was not shared to any other individual apart from the supervisors and Academic Office of Catholic University of East Africa. The Consent was also sought from the deputy principals and the G&C teachers for their voices to be recorded during the interviews. All information from other sources other than the researcher was acknowledged to avoid plagiarism.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of this study. The study invistigated the influence of single parenting on adolescent behavour in public secondary schools in vihiga sub-county. Data was collected by use of questionaires for the sampled students while interview guides were used to interview teacher counselors and deputy principals from the sampled public secondary schools in Vihiga Sub-County.

This chapter therefore deals with presentation of data, analysis and discussion of findings. The presentation and analysis of data were done in line with the research questions, and objectives. The research questions and related tasks involved in the study were: what is the prevalence of adolescence students from single parents families, how does the socio-economic status of SP influence behavior of adolescent from SP families, how do parenting styles within SP affect adolescents from SP families and how single parent families can be helped cope with the behaviors of their adolences in Vihiga County. Quantitative data was analyzed using statistical analysis while qualitative data was analyzed using thematic analysis.

4.2 Return Rate of the Instruments

Fowler (2014) defined the response rate as the total number of people who responded to the questions divided by the total number of respondents targeted in that survey. The study had a sample size of 308 participants and the researcher administered the questionnaire to all 278 students but managed to get back 250 filled in questionnaires. This represents a response rate of 89.92 percent of the total response as indicated in table 4.1 below. The 28(10.08%) did not

complete filling their questionnaires and did not return them to the researcher. The percentage return rates were within the expected percentage of return rate of at least 50 percent (Mugenda and Mugenda, 2004). The study considered the rate of 89.92% as very good since it was over 70 percent as stated by Saunders, (2015) proposition that a response rate, which is over 70 percent, is very good. The feedback from the teacher counselor and deputy principals was 100% because they were available for the interview.

Table 4.1: Respondents Response Rate for Students

	Frequency	**Percentage**
Returned Questionnaires	250	89.92
Not Returned Questionnaires	28	10.08
Total	**278**	**100**

4.3 Demographic Data of Respondents

This was critical in not only indicating the credibility of the respondents but also in providing insight into the nature of these respondents. The following sub-sections give demographic data regarding the deputy principals, guidance and counseling teachers on their; gender, age, level of education and work experience and students. Demographic information on students was sort in terms of; class, age and gender.

4.3.1 Demographic Characteristics of Students

Figure 4.1 represents demographic information of respondents who hail from SP families according to their class, age and gender. Figure 4.8 represents demographic information of teacher counselors and deputy principals interms of age, gender, level of education and experience.

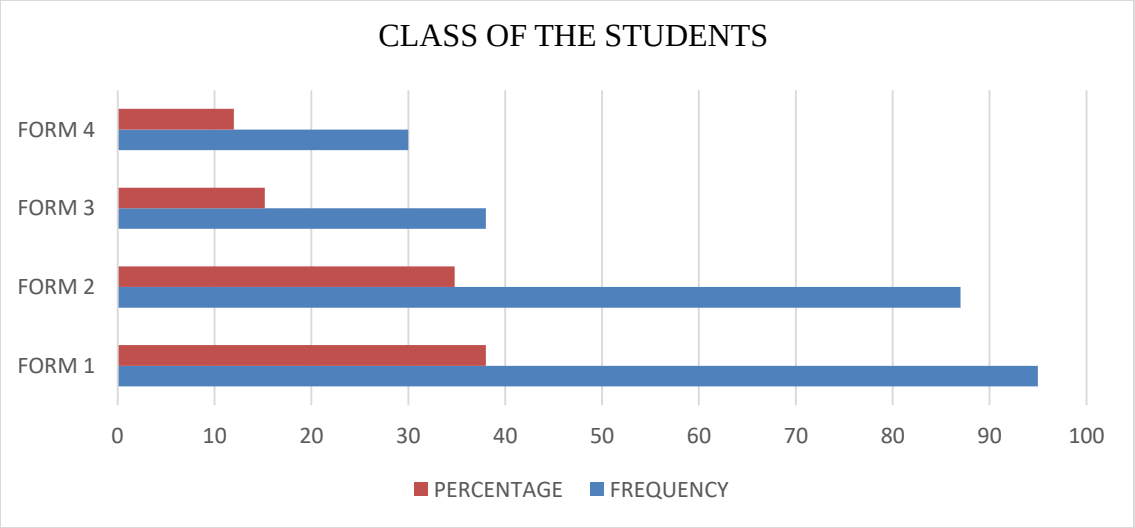

Figure 4.1: Class of the Students

Figure 1 indicates that, majority of student participants came from Form one at 95(38%) followed by those in Form 2 at 87(34.8%), Form three and four represented 38(15.2%) and 30(12%) respectively. From the data, all classes were represented but the senior classes; form three and four had the least number of participations. This could be due to the fact that the form fours were very busy with their studies in preparation of the final exam that was a head of them or simply shied away not to participate in the study. It may also be an indication that the number of adolescents from single parent is on increase in junior classes. The study conducted in Kenya (2019) by two Canadian sociologists showed that single parenting is on the increase.

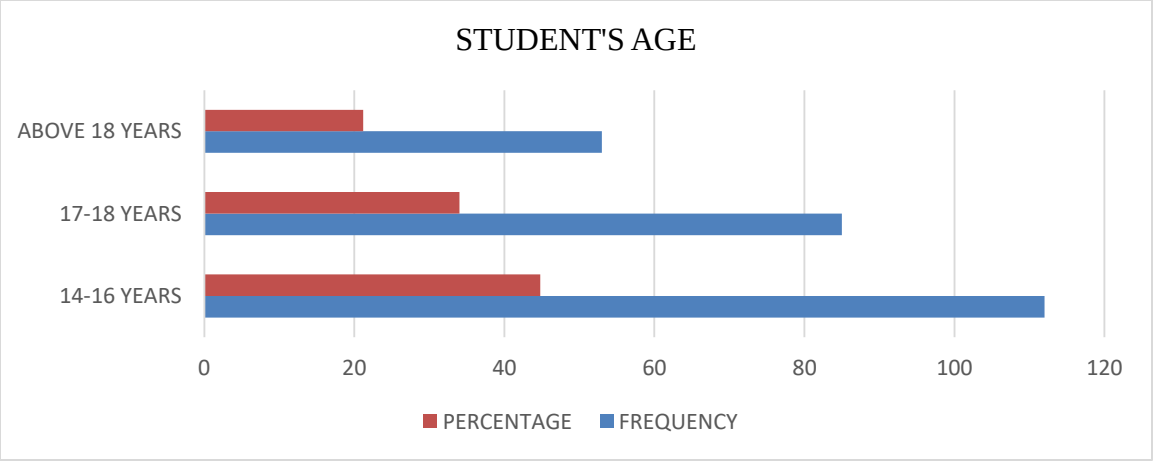

Figure 4.2: Student's Age

As concerns the age, majority of the students 112(44.8%) were in the age bracket of between 14 to 18 years while those above 18 years were 53(21.2%). The age of majority of the student respondents is therefore normal for students in secondary schools and within the adolescent age. It is worth noting that the majority of the students 112(44.8%) who aged 14-16 years were likely to be in junior classes, form one and form two.

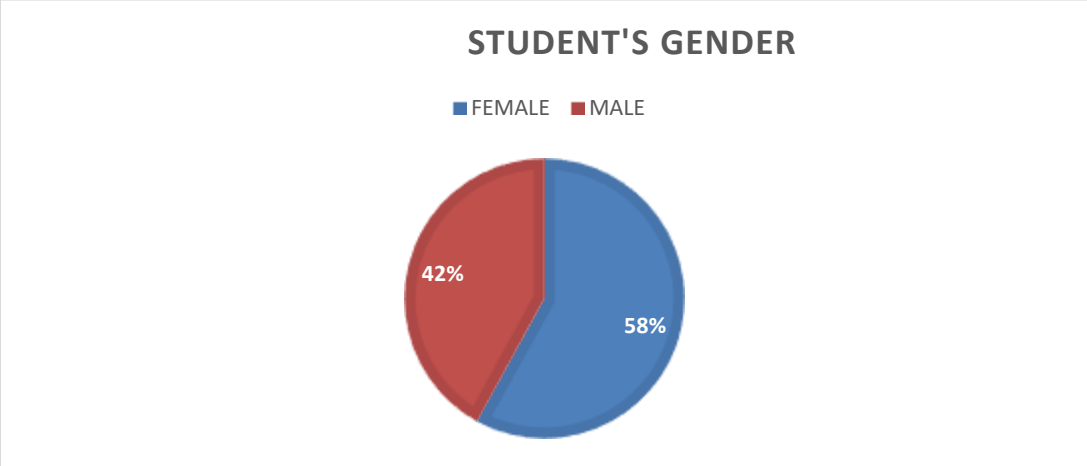

Figure 2.3: Student's Gender

The data shows that female students participated most representing 145(58%) compared 105(42%) male students. This indicated gender imbalance in secondary schools in Vihiga County which is the area of study. Lastly, the findings shows that most single families in the area of study

are headed by mothers. The brief interview showed that167 (66.8%) of the student respondents live with mother only while 83(33.2%) stay with father only but in the custodian of a grandmother or an auntie. A study by South African Institute of Race Relations (2013) showed that 39% of families were headed by mother only while 4% headed by father only.

4.3.2 Demographic Characteristics of Deputy Principals'

The sub sequent section shows the demographic information of the deputy principals in terms of age, gender, level of education and experience.

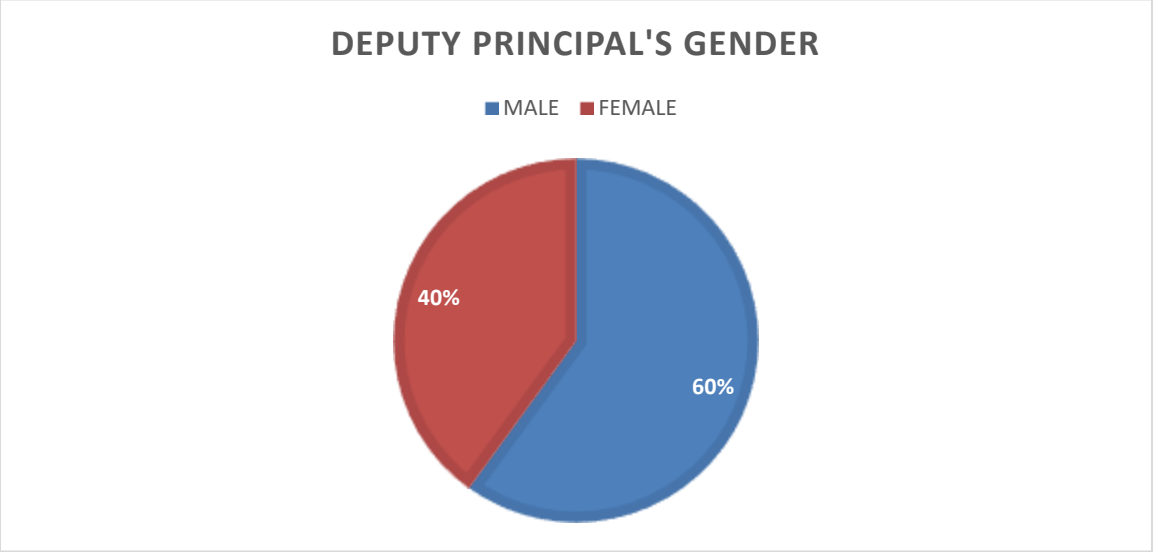

Figure 4.4: Deputy Principals' Gender

Based on the information on figure 4, most deputy principals were males representing 9(60%) while 6(40%) were female. This showed that most secondary schools in Vihiga Sub County were under male leadership.

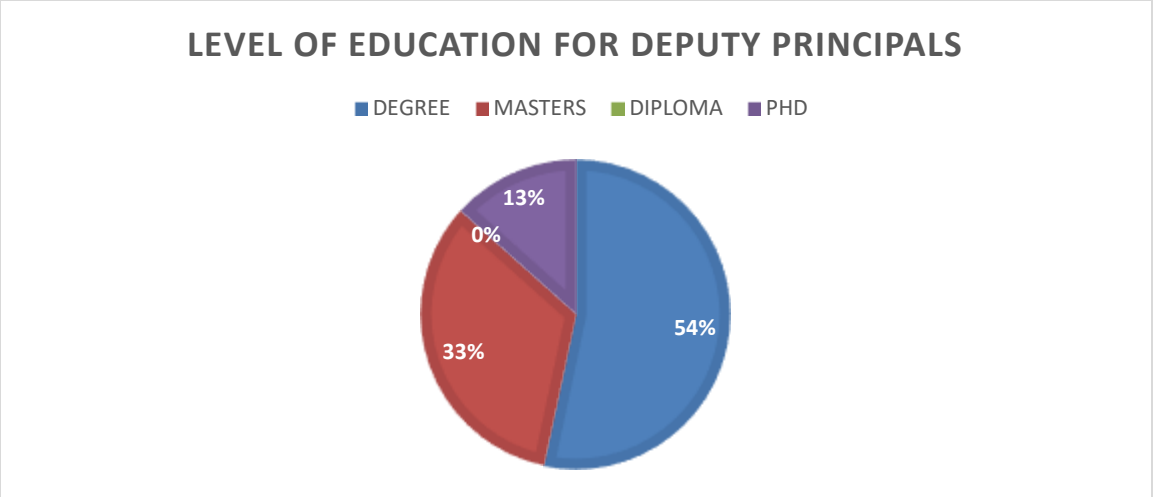

Figure 4.5: Level of Education for Deputy Principals

From the findings it was established that at least 8(54%) of deputy principals were degree holders and 5(33%) with Master's Degree. Those with PHD were 2(13%). From the findings, most deputy principals have not advanced their level of education for most of them hold the first degree though few have advanced to the highest level of education.

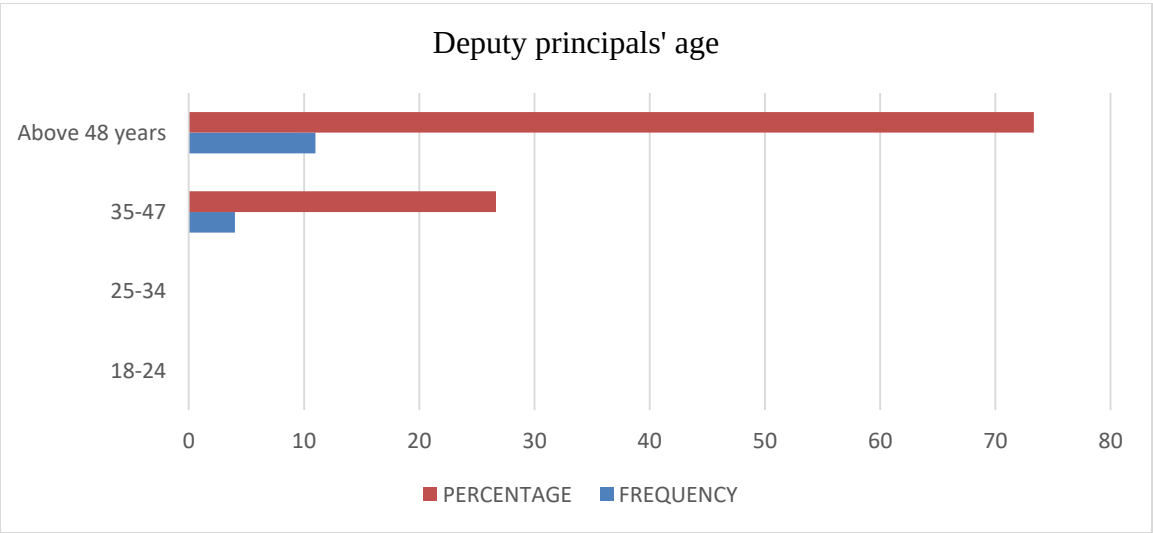

Figure 4.6: Deputy Principal's Age

The chart further depicts that majority of deputy principals and counselors fell in the age bracket above 48 years 11(73.34%) and only 4(26.66%) in the bracket of 35-47 years. This

indicates that most schools are led by mature deputy principals who understand how to handle cases of students with different disciplinary cases.

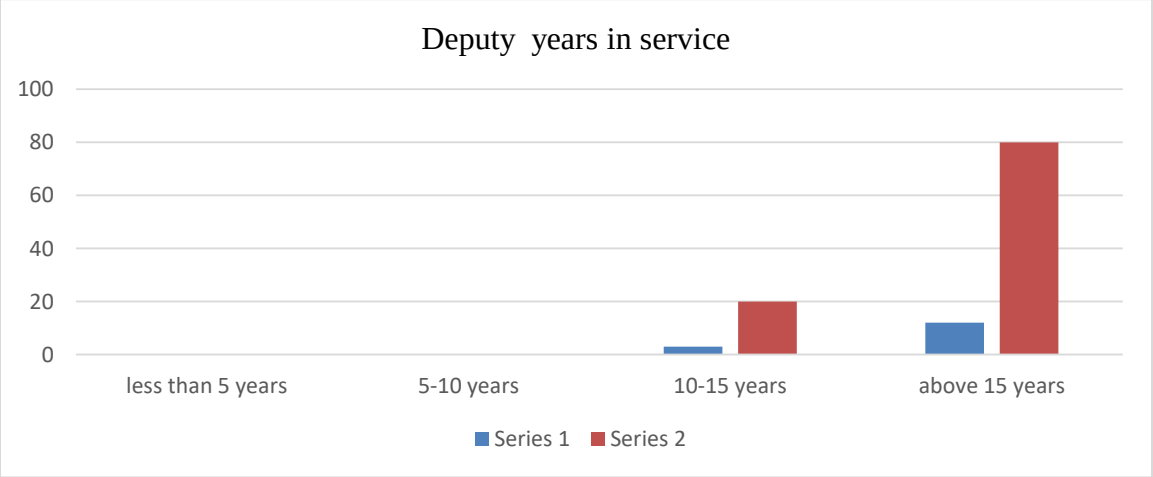

Figure 4.7: Deputys' Teaching Experience

The finding showed that majority of the deputy principals had served for more than 15 years in service 12(80%) this showed that the researcher was dealing with experienced deputy principals who had knowledge and skills in handling the students 'behavior. Due to experience they had, they too understood the various home backgrounds most students came from and how to handle problems associated with the student's home background.

4.3.3 Demographic Characteristics of Guidance and Counselors

Demographic information of the guidance and counseling teachers according to their age and gender, education and years of service is presented in the figures below.

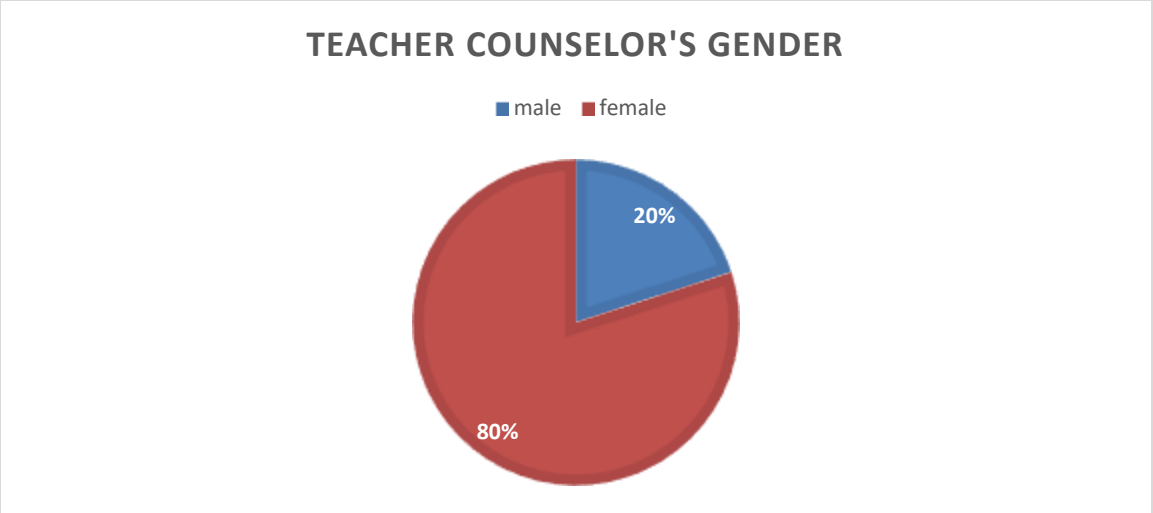

Figure 4.8: Teacher Counselor's Gender

The notion that females can listen and understand problems children go through and can provide better counseling because most of them are considered good listeners favored female teacher counselors who represented (80%) as teacher counselors. Most female teachers have a soft spot for learners as they are motherly.

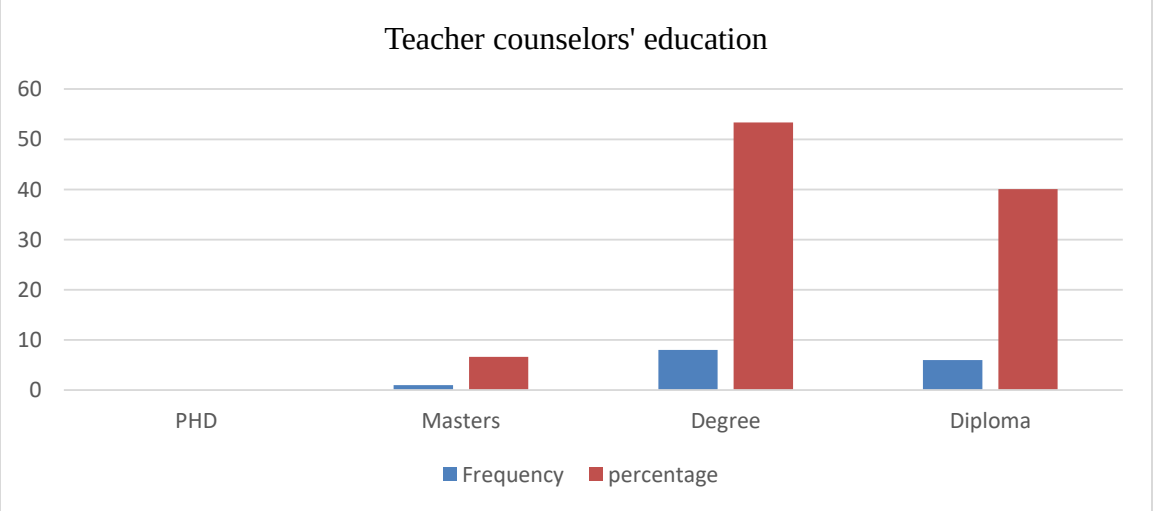

Figure 4.9: Teacher Counselor Level of Education

The information shows that the teacher counselors were professionally trained for the roles they play in school as teachers. The information showed that most teachers handling guidance and counseling department had not qualified in the field as counselors, instead they were practicing on

the job. The findings showed that only 4(40.07%) teachers had a diploma in guiding and counseling, 6(53.33%) were holders of a bachelor degree in the field of counseling and 1(6.6%) qualified with Master's degree the rest 4(40.07%) had no qualification in guiding and counseling but a bit of experiences through workshops. Teachers holding a Master's degree were few; this calls for more teacher counselors to upgrade their levels of education in counseling in order to be equipped with counseling skills to help them tackle emerging issues in schools.

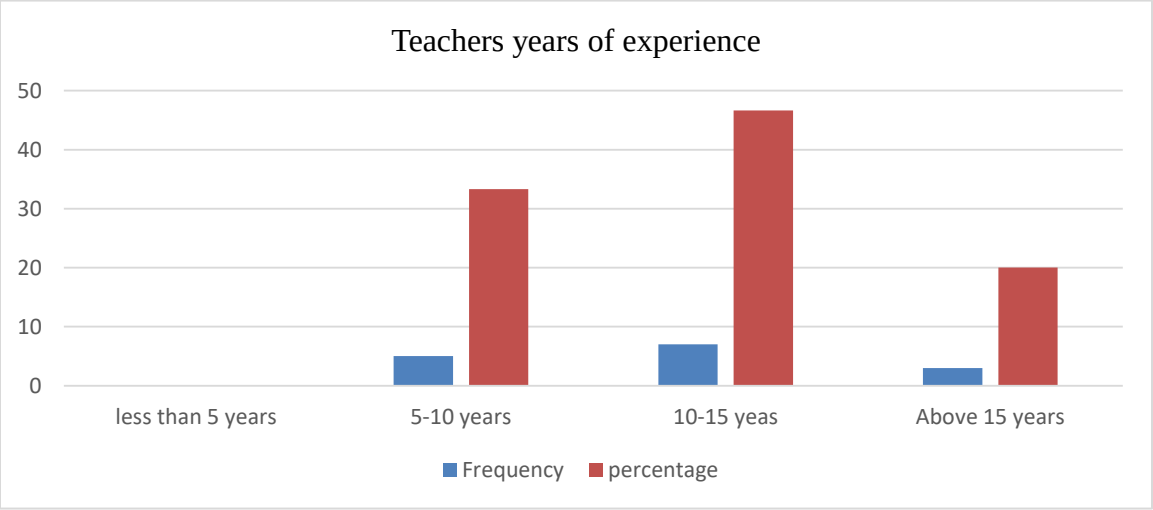

Figure 4.10: Teacher Counselors Experience

The findings showed majority of teachers 7(46.66%) had worked for between 10-15 years, and 5(33.33%) had worked for between 5-10 years. This information was vital as it showed teacher counselors were mature people in age and experienced in the field of guidance and counseling, thus their information was reliable.

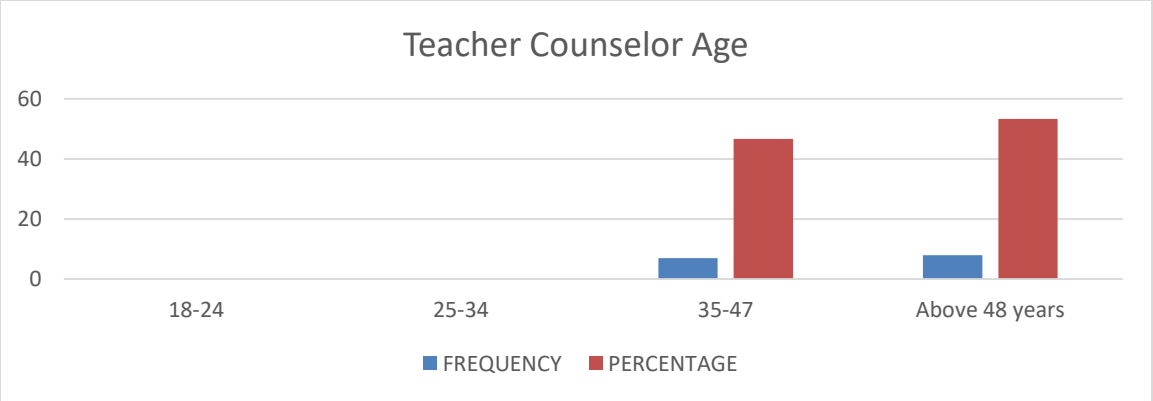

Figure 4.11: Age of Teacher Counselors

Most teachers were mature people in terms of age as 8(53.34%) were above 48 years while 7(46.66%) were between 35-47 years. The age and years in service was vital for detecting the behavioral change among the adolescents who reside from SP as it is said that experience is the best teacher.

4.4 Prevalence of Adolescent Students from SP families

This research question was aimed at finding the gender of the primary parent which will give the statistics on SP adolescents in the public schools. The area of study. The results are presented in the following sub-sections; the status of single parent homes and the number of single parent adolescent students in Vihiga Sub-County.

The items here involved knowing whom the respondents regularly lived with, if they knew any single mothers and fathers with children in high school and finally the cause of single parenting for the cases they knew. The findings with this regard were presented in form of a discussion from a table summary.

4.4.1 Prevalence of SP adolescents of gender of the Primary Parent

Respondents were asked to indicate the gender of the single parent at home; years they had spent with the parent and whether the absent parent was alive or dead. They responded as depicted from the figure below.

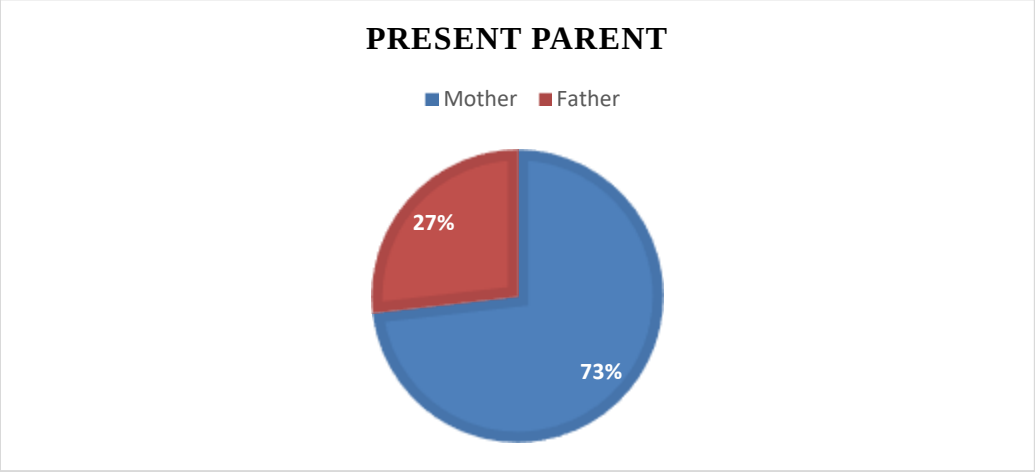

Figure 4.12: Prevalence of adolecents from SP families

From figure 4.12, majority of the respondents (73%) indicated that, most adolescent students from SP hailed from families headed by mothers, (27%) are raised by their fathers only. From these findings, it is evident that, majority of single parents were mothers. The findings concurred with the survey by the Kenya National Bureau of Statistics (2023) which established that the increased number of single mothers rose from 13.5% in 2021 to 13.9% in 2022. The survey projected that the number of single mothers is bound to go up in future due to increased domestic rows in some families. This report further noted that the number of teenage mothers aged 10-19 from 2017-2021 topped to 1.9 M only for those who attended antenatal care at a health facility. From that report the possibility of children being born out of wedlock was high and many of them possibly were raised in single mother households.

Table 4.2: Duration stayed with the single parent

Variable		F	%
Absent parent	Alive	147	58.8
	Not Sure	103	41.2
Years spent with one parent	1 – 10	189	75.6
	11 – 15	61	24.4
	Total	**250**	**100**

Findings from table 4.1 show that most students, 147(58.8%) were aware that the absent parent was alive while 103(41.2%) were not sure whether the absent parent was alive or not meaning that the present parent did not disclose to them who their other parent was. Majority of the student respondents 189(75.6%) indicated that they had stayed with the single parent for between 1 – 10 years while 61(24.4%) had stayed for 11-15 years with their parents. The findings indicated that their parents might have divorced or separated when the respondents were quite young and they knew who the absent parent was. On contrary the ones who did not know the absent parent was could have been born out of wedlock by teenage mothers who possibly were dropouts or from mothers who choose to be single but bore children from different partners whom she could not disclose to the children.

These findings concur with that of Jayson and Sharon (2009) that showed an increase in the number of children living in single parent homes. South Africa Institute of Race Relations (SAIRR, 2019) report also showed that there were 77% single parent families in South Africa. The alarming rate of single parenting may be attributed to increased cases of divorce, separation and men abandoning their responsibility to provide for the family, some mothers prefer stay single but get children and children born out of wedlock or early pregnancies.

The findings further concurred with Kenya Demographic Household Survey (2020) which showed 18% of women between 15yrs and 19yrs had already begun child-bearing out of wedlock. This is a school going age and adolescent age, meaning early pregnancies bringing to children born out of wedlock thus increasing the number of father absent children. The study found out that single parenting was on the increase and it was becoming a norm in the society due to early pregnancies and fathers abandoning their responsibility and burdening the other one parent. This resulted to more single mother headed families than father headed families. Children who are not told the truth about who their biological father is normally develop behavioural problems of low self-esteem and a likelihood of falling into depression.

The interviews with the teacher counselors and deputy principals show that 13(86.6%) of them were in agreement that the number of adolescent students from single parent homes admitted in those schools was going up year after year. Some deputy principals who had the records said that the number of students from SP families had increased by 6% from 11% in 2012 to 17% in 2016. They also reported that the number was increasing whenever new admissions were done. Findings from teacher counselors also revealed that majority of adolescent students from single families hailed from families headed by mothers only and added that boys who lived in mother headed families felt insecure. One of the teacher counselors had the following to say:

> It is becoming a trend that the data of students living with one parent has been going up every academic year whenever new students are admitted in this institution. Many of our students from SP live with their grandparents especially those who are father headed.

Another teacher counselor made the following observation:

> The number of students living with mother only has doubled for the past two years. The introduction of devolved government has seen many migrants settle in the town, most of whom are single mothers and every year, the number of SP increase. This being a growing town, the number will still go up. From the cases I have handled on discipline, most boys who hail from mother only families tend to feel insecure and depressed because they miss the father figure. Some disrespect their mothers and grandmothers and get into drug abuse, drinking and some even drop out of school. A boy disclosed that the mother had never shown him who the father is and that was disturbing him most.

This finding concured with Magangi (2007) who found that children who were affected by father absence had problems with discipline and self esteem. These findings further more concurs with Munini (2014) who found that, most educated women choose to live single, get children and never marry indicating that the number of childern from SP families is on an increase. One deputy principal had the following response when asked about the prevalence of learners that hail from single parent families;

> It is evedent from the admission register that we have students headed by one parent. Due to challenges in the family institution, the children left in the custody of one parent are increasing every other time we do new admission. The number used to be few but nowaday it is alarming that from the records we have, many students miss one parent.

The findings revealed that majority of student respondents hailed from families headed by mothers only and the father headed ones lived with their grandparents. The results further showed

that students who hail from single parent families were existing in the secondary schools and that their numbers kept on increasing every year with new admissions.

4.5 Influence of Single Parents' Socio-economic Status on the Behavior of Adolescents in Public secondary Schools in Vihiga Sub-County

The study sought to find out how socio-economic status of SP families influences the behavior of adolescent students in public secondary schools. The results are presented on Table 10 below:

Table 4.3: Socio-economic status of SP families

Variable/ factors	Yes		No		Not Sure	
	F	%	F	%	F	%
My parent provides adequate basic needs for the family	113	45.2	75	30	62	24.8
Do you get into commercial labour to support your family financially	109	43.6	89	35.6	52	20.8
My parent pays school fees on time	57	22.8	185	74	8	3.2
Are your siblings in learning institutions	195	78	53	21.2	2	0.8
I have adequate textbooks and other materials required in class	88	35.2	157	62.8	5	2
My parent permanently employed	78	31.2	137	54.8	35	14
We grow enough food for the family	64	25.6	168	67.2	18	7.2
My personal needs adequately provided	69	27.6	144	57.6	37	14.8
We live in a temporal rental house	125	50	93	37.2	32	12.8
I attend school regularly	112	44.8	136	54.4	2	0.8

The findings showed that SP struggled to provide basic needs for their children. From the table, 113(45.2%) of the respondents from SP families were affirmative that their parent was able to provide basic needs for their entire family, 75(30%) disagreed and 62(24.8%) were non-committal. This is contrary to 67.2% of the respondents said that they do not grow enough food for the family and the 144(57.6%) who said that their personal needs are not adequately provided. This could mean that single parents in Vihiga Sub-County struggle to provide the basics for children even if not adequate. Personal needs become a problem to some families due to the fact that they lack enough financial resource thus most needs are shared in the family.

Table 4.4 indicates that 78(31.2%) of single parents are on permanent employment and 137(54.8%) are not on permanent employment and surprisingly 35(14%) are not sure what their parents do to earn a living. This could send a mean that some parents never disclosed their employment status to their children. The study revealed that majority of single parents live on meager wages and their jobs lack security thus not reliable because only 31.2% have permanent jobs. Moreover 185(74%) of the respondent said that their fees were not cleared on time while 57(22.8%) had their fee cleared on time. This could mean that many students from Single parent families were frequently send home for school fees which could impact negatively on their internalizing behavior. These findings were supported by US Labour Market Review (2020) which found that single mothers experienced high rate of unemployment and live below poverty rate, their children experienced long term psychological problems, high rates of absenteeism, dropouts and more delinquent such as alcohol and substance abuse. Lack of financial resources has contributed to early pregnancies and early marriages among school going females. When students are sent back home for school fees, they encounter a lot of trials along the road as they travel. Most female students are lured with money and cannot reason maturely, so they inter the trap.

The table further shows that 168 (67.2%) of the respondents said that they don't grow enough food for the family. In addition, 125 respondents representing 50% live in temporal rental houses while 37.2% live in their own house. This is a clear sign that many adolescent students from single parent homes in Vihiga Sub-County could be staying in pathetic houses from the responses given. This could mean that those affected are settlers who ran from the harsh experiences they had in their marital homes for safety but still struggling to get paying jobs. When the ends fail to meet, the single parent engaged the children into child labour whereby some students either develop truancy or drop out of school to help the struggling parent. Truancy as an externalizing behavior can be a source of indiscipline in schools. The responses from students on table 10 show that 136(54.4%) did not attend school regularly meaning that absenteeism may have been caused by failure to pay fee on time so students sent home most of the time. The 112(44.8%) adolescents who attended school regularly had no problems with fee payments and may be their one parent had a stable income and was able to settle children in school. Thus, not all adolescent students who hailed from single parent homes exhibited the behavior or truancy.

One of the teacher counselors concurred with the findings from students and said;

> Most male students who are not stable at school due to school fees normally give up with school and fall prey into boda boda business while girls gradually pull out of school because some of them have been lured by 'boda boda' ridders. The socio-economic status of single parent families has greatly affected students in this school because some of them search for dubious means of getting money to the extent of trafficking drugs in the school. Even some of the boys from both parent homes have been influenced into the use and abuse of drugs. Some of our girls are now at home nursing their babies due to early pregnancies or early marriages and when such girls

> resume after maternity break, they become unruly again because they see themselves as mothers and grownups.

This finding was supported by one of the deputy principals who had the following to say:

> . We have experienced a lot of challenges with students from single parent homes though some students from both parent homes with low income are also affected with fee payments. Most single mothers complain how difficult it is for them to raise fees single handedly when they are not employed. Apart from fees, single mothers also complain of unruly behavior in their adolescents. The male adolescents from mother headed families play truant and join miners. This has contributed to unruly behavior and some are searching for ways of getting quick money by stealing and trafficking drugs in school.

Findings from teacher counselors and deputy principals concurred with the quantitative data of students that most single parents were struggling to make ends meet. From the interviews, it was clear that single with low socio-economic status found it hard to contain their adolescents in school thus creating gaps for some of them to engage in anti-social behavior like drug and alcohol abuse, drug trafficking in schools, sexual behaviors, early pregnancies and indiscipline as a whole.

In another school, the teacher in charge of guiding and counseling had the following information to qualify what was shared by other teachers;

> Most of the time we sent students for school fees, a good number take days to report back and some disappear. After a follow up we find that some of them especially boys end up into *boda boda (*motorbike riders) business and others into mines where one can easily get money at the end of the day. The boys who do these mostly hail from mother headed families who have either lost control over them and

> somehow happy that someone is helping them to meet family budget. Finally, they are influenced into drug and alcohol abuse and carry these to influence other adolescents even from both parent homes. At the end they end up dropping out of school because the school is also tough on their behavior and cannot allow such to continue lest you ruin the entire population of the school. As a guiding and counseling teacher, I have really tried to journey with some students having family issues, very few overcome but majority still in denial.

Results from some teacher counselors showed that low socio-economic status of SP families affected the internalizing behavior of low self-esteem and self-concept of the adolescents. Deputy Principals added that some students who hailed from SP homes which were not stable financially were also found with externalizing behaviors of aggression, fighting and even stealing from other students and even from teachers. The deputy principals and teachers who participated in this study confirmed that the problem of low socio-economic status did not only affect children from SP homes but also students from two parent families.

> In this school, I have dealt with cases of adolescent students who destabilize others by stealing from them right and left even female teachers have had students steal money from their purses and majority of the culprits have been students who hail from poor families who a lot of challenges in meeting their personal needs majority coming from single parent families. The cases I have solved present students who cannot say the truth and are on the argument side trying to defend themselves and threatening the prefects who have reported them, some even fight back. Some of these students after realizing the mistakes they have committed, begin to sympathize with themselves because they don't have what others have and start

> feeling depressed. When culprits of theft are mentioned by others, they develop bitterness and are ready to fight those who mention them or whose items were recovered. This creates a lot of uneasiness in school and fear of unknown and because of these, many students will conceal reporting some of these unbecoming behaviors to safeguard their lives at school and at home. (Deputy Principal from school C)

Therefore, depending on the case, the behavior of the adolescent could be affected positively or negatively irrespective of family structure they come from. From the findings the adolescent from single parent are most affected by truancy, school dropout and early pregnancies among girls compared to other students from both parents. Depression in them could result to being aggressive and wanting to fight their colleagues.

This findings concurred with South Africa Institute of Race Relationship (SAIRR, 2020) which found out that the percentage of single mothers who were not employed were high and most of them experienced severe psychological stress which was passed on to their children. Lack of employment could result into stress, depression and projected anger which could easily be passed on children and affect their behaviors psychologically.

4.6 Document Analysis

Observations from the class registers presented to me by the deputy principals in the sampled schools indicated that some students were absent especially a few weeks after the opening of schools and even in the middle of term. This could mean that may be the affected students knew that if they would be sent back home for school fees immediately as it is custom for many schools to send students back home when a term begins or in the middle of a term after mid break. It was

also observed that the most affected students were those from single parent homes with low socio-economic status. One deputy from a sampled school said the following;

> Some male students from SP families with poor socio economic background and especially those raised in single mother headed homes work in mines during holidays and after tasting money, they forget that they are students and take again time to resume school till the intervention of the local administration. Surprisingly, some parents don't even report to school why their children are late to report. The school takes the initiative of searching for the absent student. It is not easy to contain such adolescents in school after tasting what life is outside. Most of them are absent minded in class and don't settle in the learning environment, we face a lot of problems in trying to bring their minds back in school.

She added;

> Even though the problem of low income affects even both parent families, we find that children from two parent homes are adversely affected in terms of dropping out of school and having issues of sex immorality. Students from both parent families with low economic problems are easily contained in school because their parents plead with the school administration to give them some time to clear the fee.

A deputy principal from another school had the following to add on students who failed to be in school regularly

> The father headed students mostly stay under the custody of the grandparents and most of them have taken the advantage of their aged grandparents to cheat them right and left. These students have had issues ranging from absenteeism,

> dishonesty, rioting and attempts to burn school. As though that is not enough, checking through my records, some of these adolescents have hade cases of destruction of school property like breakages of student lockers in attempt to steal from them. A few students from single parent homes are working quite hard and compete reasonably in class work and have respect for people. The indiscipline observed from adolescent students, some of whom reside in single parent headed homes has contributed a great deal to the overall performance of the school and that's why you see our school has been recording low mean grades for the past four years.

This findings concurs with Dronkers (2010) who established that student from families which are financially challenged are four times more likely to be chronically absent from school for reasons beyond their control, such as unstable housing, unreliable transportation, lack of school fees and access to health care. He further says that, absenteesm from school may lead to poor academic achievements and antisocial behaviours among the students. Thus, unless the low socio-econimic factors of single parents are addressed, students from these homes are most likely to stay absent from school and engage in crimes and achieve poor academic grades.

4.7 Influence of Parenting Styles on Behavior of Adolescents From SP Families

The study question is aimed to find out how parental factors such as parental involvement, montoring, role modeling and parenting styles in single parents families influence behavour of adolescents. The findings are summerized in quantitative data from the students' questionnaires and the qualitative data presented by teacher counselors and deputy principals.

Table 4.4: Results on Parenting styles in SP families

	Agree		Uncertain		Disagree	
Parental factors	**F**	**%**	**F**	**%**	**F**	**%**
My parent is involved in my education	153	61.2	-		97	38.8
I am allowed to participate in decision making at home or your parent is final.	163	65.2	37	14.8	50	20
My parent monitor my performance an attends meetings when called upon.	137	54.8	28	11.2	85	34
I admire the way my parent takes care of the home	127	50.8	10	4	113	45.2
My parent sometimes come home drunk but responsible.	73	29.2	37	14.8	140	56
My parent attends school functions	153	61.2	17	6.8	80	32
I have freedom at home to work on your own.	137	54.8	23	9. 2	90	36
I can share my problems with my parent	177	70.8	10	4	69	27.6
My parent concerned about the friends I have	137	54.8	5	2	108	43.2
I sometimes feel depressed and stressed.	129	51.6	5	2	116	46.4
My parent always busy at work leaves us alone.	187	74.8	--	-	63	25.2
My parent is very harsh and quarelsome but caring	78	31.2	-	-	172	68.8
I can comfortably participate in class group work.	69	27.6	18	7.2	163	65.2
I do not have a role model	137	54.8	-		113	45.2
I feel loved and cared for	69	27.6	-	-	181	72.4

From the findings on table 4.3, there was no much difference between the response from students whose parents got involved in their education 153(61.2%) and those whose parents did not involve in their education represented by 97(38.8%). This shows that despite the fact that single parents are busy and overburdened, they are concerned with the education of their children and that is why they attend school functions and meetings whenever they are called upon. This is contrary to Raqif et.al (2013) who in his study, found that majority of single parents were not involved in their children's eduaction and that impacted negatively on their performance and relationship with others. From table, it is evident that majority of respondents, 163(65.2%) agreed that they were given chance to participate in the family decision making while 50(20%) disagreed having been given chance to participate in decision making at home. This could mean that some single parents did not want theirr adolescents to know much about their families thus they took everything onto themselves. It could also mean that some of the single parents by not allowing their adolescents to participate in decision making, blocked their adolescent from growth and development to maturity which was not healthy. When the decision of the parent becomes final without the voice of the adolescent child, some children develop stress and depression , others become aggressive and even resistant.

The table further indicates that 127 (50.8%) of participants admired the way their single parent took care of the home while 45.2% of them disliked the way their home was managed. Their could be some aspects in parenting that they did not admire. Drunkardness and being quarelsome could be some of the reasons why some adolscents did not likes the style of leadership in their single parent. In their response, (29.2%) agreed that their parent came home drunk but majority disagreed that their parent came home drunk. This was a positive response that most single parent did not engage in substance a buse apart from the few who drunk cautiously because they knew

they had a responsibility to take care of the family. Some children would model the behavior of their parents while others develop their own indipendent behavior they learn through influence. In this study some adolescents from SP when they were sent home for fees, they were lured into anti-social behaviours by the' boda boda' riders and drug traffickers.

From the findings, 177(70.8%) agreed that they freely shared their problems with their parents and 69(27.6%) disagreed sharing thier problems with their parent. The percentage of those who shared problems was encouraging and this could mean that the present parent was available and gave ear to their children. Not sharing problems with a parent is an indication that the present might be very harsh, unapproachable or not even available. It is presummed that when problems are shared they are half solved. Keeping unsolved problems onto oneself could easily rapture unto negative consequencies like tenderncies of students wanting to commit suicide or attempts to burn schools. The following is the response by a teacher counselor from one of the sampled schools

> During a group counseling session some students from SP families expressed their disatisfaction on how they were handled in their families. They complain of dictatorship from their custodians and harrassment from their extended family members they live with.They bitterly expressed their feelings of missing a second parent who could defend them when things seem hard on them. Quite a number of them were not happy with the tough ruling from the single parent. For some, it looked hard to forgive their absent parent while others were comfortable and positive with the way the present single parent treats them

This finding concurred with the study of Samuila (2017) whose finding revealed that that authoritarian parenting style led children to being rebelious and adopted problem behaviour due to more power exercised over them. In contrast The findings were in support with Munini (2010)

who found that children from SP homes are deserted by their single parents who never monitored them because they were always busy and unavailable at home. It would also imply some single parents had neglected their parenting roles, they give a lot of freedom to their children and failed to monitor how the adolescents used that freedom.

From table 4.3, 137(54.8%) of the respondents felt inferior to their colleagues from two parent families and 129(51.6%) agreed that they felt depressed and stressed due to challenges they face in the one parent headed families. When a child's family background is interrupted by divorce or separation and not respected by the society, there is a feeeling of depression, insecurity, stress and inferiority. These kind of feelings may stigmatize students from SP homes and can cause low self esteem in them. This findings agree with Amato (2008) who cited that both parents are the foundation to a child's healthy development, through them, children achieve a sense of belonging, stability and insecurity. A break in the marital relationship increases the risk of social problems, substance abuse and academic decline.

Findings from the same table on role models showed that 137(54.8%) of the student respondents agreed that they had role models while 113(45.2%) said that they did not have role models. There was no much difference between those who had role models and those who did not have, meaning that some students from single parent homes live positively because they have role models either from their family or from the community while some students from SP homes had nobody to model from. Adolescents from the SP families who lack role models for inspiration may eventually end up having poor self- concept, low self-esteem and self pity. For the adolescents to grow healthy in mind and heart, they need someone to show them the right direction in life.

The findings above, the responses from students showed that 73 (29.2%) agreed that thier parent came home drunk against the 140(56%) who disagreeed that their parents were drunkards.

This was encouaging that most single parents in the area of study did not engage in the acts of substance abuse. It also meant that the single parents were responsible of taking care of their children despise the challenges they were facing. A teacher counselor concurred with the student's response when she added:

> Some girls and boys openly said that they dont have any role model from their families both nuclear and extended. Some have not liked their father's behavior of coming home drunk and not neglecting them, others claiming that their mothers introduced them to sexual abuse when they brought differnt men in the house same applied to those who stayed with their single fathers. Since they already knew how weak their single parents were and so they could learn nothing good from them.

The table further shows 129(51.6%)student respondents were in agreement that they felt depressed against the 116 reprenting 46.4% who had no feelings of depression. Depression can be a result of not having someone you trust to share your problems with may be because you fail to trust other people who are present thus one suffers silently. Depressed feelings could end in death or suicidal feelings especially if a person lives in a state of hopelessness. Some of the cases of suicidal attempts have been experienced in the learning institutions due to some students failing to share their problems with people who can help them out. Other students feel depressed when they fail to get the maximum love they expect from their parent and friends. To support this, here is the response from adeputy principal from another school:

> We had a very difficult case to solve of a girl staying with a grandparent because her single mother is working in Saudi Arabia. This girl was threatening to kill the classmates and herself. After some interrogations, she confessed that she has missed the mother for some time and the grandmother was too busy to listen to her

> problems so she saw no need to live. Strange enough the the girl confessed having no respect for other peoples lives and that was why she was threatening to kill her classmates. The girl ended up in a hospital for mental treatment.

On parenting styles, 78(31.2%) agreed that their parents were harsh and 172(68.8%) disagreed their parents were not harsh. Again 137 (54.8%) of student repondents agreed that they are given freedom by their parent to work independently. This indicates that many adolescents from single parent homes relate well with their parent who is not harsh and this gives them the freedom to work independently. Deputy principals together with teacher counselors were in agreement that parenting styles used in single parent families influenced behavior of the adolescent students depending on which style was used in a particular family. One of the deputy principal had the following to add;

> Students whose parent is very authoritative and hash have shown signs of fear when they fall in mistakes and you mention to them that you want they parent in school, you read the fear they have on their face. They feared to be found in mistakes because of the wrath that will befall on them from the one parent appears

Deputies added by saying that single parents who were involved in the education of their children and monitored their behavior helped reduce cases of indiscipline and anti-social behaviours.These was said by a deputy principle from another:

> Students whose parents are in collaboration with teachers and always concerned about the progress of their learners theough regular monitoringhave indeed helpred the school to curb the unbecoming behavior of their adolescence. Parents who are not in communication with the teachers and dont attend meetings or school function

when called upon have given us hard times and especially when dealing with issues touching onthe discipline of their children.

The researcher found out that parenting styles affected the behavior of the adolescents from single parent families.The results showed that parents whose adolescents did not participated in decision making and were harsh to them thus blocking the freedom of expression. On the other hand parents who were authoritative and neglectful contributed negatively on the character formation of their adolescent students,.

4.8 Support Systems to help Students from Single Parent Families

The researcher aimed at establishing ways in which students from single parent families were assisted to avoid the negative influence in their behaviour and improve academic achievements. The results were presented in Table 6.

Table 4.5: Support systems for adolescentsfrom single parent families

Factor/ Variable	YES		NO	
I get support from:	**F**	**%**	**F**	**%**
Relatives	87	34.8	163	65.2
Neighbours	93	37.2	157	62.8
Guiding and Counseling	97	38.8	153	61.2
School administration	73	29.2	177	70.8
Friends	75	30	175	70
Guardians	189	75.6	61	24.4
Civic leaders (CDF, Bursary)	181	72.4	69	27.6
The church (donations)	139	55.6	111	44.4

Findings on table 6 show that 163(65.2%) students disagreed getting support from their relatives and 87(34.8) % confirmed that they got support from their relatives. Majority representing 157(62.8%) denied getting support from the neighbors while 93(37.2 %) who were in agreement that neighbors supported them. This shows that majority of relatives to these students were not ready to sacrifice and support these students in any way. The few who got support could be that they received moral support from those relatives and not financial support to pay fees in school. Sifuna and Wango (2009) found that, lack of support and understanding from close family relatives led to some children from SP families drop out of school and engaging in malpractices such as chemical and substance use and abuse. Therefore, able relatives of students from SP families should be willing to give; moral, mutual and psychological support to these students to live positively.

The findings depicted a community where neighbors are so individualistic and selfish that they rarely assist children from poor single parent families. This was in agreement with the study conducted by Mwaura (2010) who found out that students from SP students never received support from neighbours and argued that a single parent had little, if any, acceptance in most communities in Kenya. Further, Munini (2010) asserted that there exist negative perception of single parenting in Kenyan society. Moreover children raised in SP family structures may not get adequate acceptance, support and recognition from peer sand the society. Indeed adolescents from single parent families may be stigmatized once they realize that no one supports them. This can adversely affect their self esteem and result in indiscipline, drug abuse and poor academic achievement.

The results from student respondents showed that 97(38.8%) agreed that they get support from teachers almost the same percentage from school administrators (29.2%). The findings show that only 75(30%) received support from friends compared to 175(70%) who did not receive any

support from friends. The findings show that adolescent students received a small percentage of help from teachers and school administrators, could be psychological support through guiding and counseling services which was not adequate. When adolescent student misses the support they need from the people they trust that should listen to them, they resort to behavior practices that ruin them further like drug addicts, school dropout, sexual promiscuity which further turns to destruction of school property and theft.

One of the deputy principals had the following to say about the support the students from single parent homes receive from the school and outside school.

> Our students especially those from single parent families with challenges need a lot of support from all stakeholders. Some of them receive partial bursaries from the CDF and county government to supplement their fees but still sent home for full fee. This has discouraged many of them who feel that it is better to exit schooling and search for casual job. Others have decided to steal from their neighbors at home and at school for life to continue. Girls who fail to get the support they need in order to be comfortable even at school have been lured by the motorists who have taken the advantage of their vulnerability.

One of the guiding and counseling teacher responded that most students from SP families received minimum support from teachers who were supposed to understand them better and offer the necessary support. She added

> In fact some teachers are quite discouraging to these students and have contributed to the negative behavior among these adolescents. Some students who have shared with me one on one expressed their fears on how teachers insult them on the basis of their family status and haul abuses thus discouraging them and making some of

them not to continue with schooling for fear of some teachers. With these, some of the affected students have low self-efficacy and self-esteem. Others have developed resistance and are rebellious in that for them burning the school is normal since the same school has not helped them to come out of their problems.

Mandara and Murray (2000) who argues that teachers are among the most important influences in the lives of adolescents from SP homes. They further stated that the most students from SP families find remedy from their teachers compared to their relatives and neighbours. Eccles (2004) concured by establishing that schools were important venues for discussing and providing solutions to problems of students. Therefore teachers should be positive and closer to their learners and provide solutions where need be.

The table further shows majority of student respondents deny receiving support from civic leaders 69(27.6%) as 139(55.6%) agreed having been assisted by church leaders while189 (75.6%) of student respondents were in total agreement that they received support from their guardians. The findings concurred with Hetherington (2009) who asserted that, if one person takes interest in a child, it will save his or her life. If two or three adults take an interest, the child starts to prosper. When adolelscents from SP homes are given recognition, material and psychological support, they gain acceptance and a sense of belonging which in turn boost their self-esteem and academic performance.

These was supported by many deputy principals who said that civic leaders including the area MPs, MCAs were surounded by greedy people such that the poor could not penetrate through while chiefs struggled for their own families. A deputy principal from another school had the following to add:

> Our leaders are quite greedy and only interested in their personal development and that of their friends who are financially able. The chiefs are worse when it comes to helping the needy, they push their own families for bursaries and discriminate children from poor home backgrounds especially those from single mother families. Some male adolescents from single mother headed family feel discriminated and this lowered their self-efficacy and most of the time they feel ot of place withdrawn while some of them use the opportunity to work hard in class for their future good. Due to lack of support some boys have ended up in drinking, abuse of drugs like bhang, quite rebellious and placing their energies in destruction of school property.

From table 6 still, (30%) student respondents received help from friends while 175(70%) denied having been supported by friends. This contributes greatly to poor self-concept. Rather, peers should help peers become more integrated into the school culture and thus enhance high self esteem, effective interpersonal skills and high academic achievements.

Majority of the respondents indicated that they get spiritual and emotional support from the church through their spiritual leaders. The findings contradicted Davis (2010) who argued that many children from single parents felt unaccepted as their parents are judged by the church. Children in single-parent homes experience uncomfortable identification by what they were not, instead of what they were. Eventually they develop low self-esteem and antisocial behaviors.

> The church has played a great role in ensuring that single parents are given a place in the society recognizing them as part of the family institute. Workshops and seminars organized by the church and other material donations to single parents contributes a lot to these families because they feel recognized and belong. We have

> seen the sponsor of the school organizing seminars over the vacations and inviting learners to join, other learners are kept busy during holidays in crusades organized by their pastors. These practices have helped us curb some undesirable behavior among adolescents and retaining some of them in school till completion. Said one of the deputy principals.

The deputy principals and the guidance and counseling teachers were in agreement with what the students said about the support they receive from the school. Teacher counselors talked of the school offering psychological and somehow material support to some adolescents hailing from poor families especially those of SP with financial challenges. Majority of teacher counselors said that their principals supported only bright and needy student especially from single parent families by recommending them for bursaries and sponsorship. A few deputies talked of their schools having department organized by their principals that caters for vulnerable students by providing material support to students from families headed by one parent and those vulnerable once from both families. Another teacher counselor added by saying:

> In this school, the principal organizes recollection days and motivational talks to students and teachers at the end of every term inviting the school chaplain or motivational speakers to give spiritual talks that and pastoral counseling to the entire student body. This has seen many students change in character thus reducing cases of indiscipline among students. Motivation speakers who are also invited once a term to give motivation talks to students have impacted positively on our students since the talks cut across all issues in life including what students from single parent homes go through.

In another school, the deputy principal had the following to say:

> After a lengthy discussion on how to support students with financial problems, principal came up with a suggestion of starting school foundation kit to assist brighter students from needy families giving priority to those from single parent homes. Teachers and students contribute to this kitty termly and has seen some students exit the school happily because their needs were met. Lack of finance to to satisfy the needs of adolescents have contributed to behavior problems like theft, promiscuity and all sorts of substance abuse including drug trafficking. As a school, we have reduced cases of theft and dropouts by introducing the financial kit for needy students and even some able parents volunteering to support some needy students.

The findings revealed that students from single parent were equally affected because school dropout was evident, early pregnancy was noticed among the students from SP families and gambling was rampant among the adolescents from SP who failed to get support from the relatives and local administration. The adolescents who were guided well by their relatives, church leaders, teacher counselor and peer counselors showed desirable behavior.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents summary of the research findings, conclusions, recommendations and suggestions for further studies.

5.1 Summary of the study

The study sought to invistigate the influence of single parenting on the behavior of adolescents in Public Schools in Vihiga Subcounty. It was guided by four research questions; statistics on prevalence of adolescents from SP families, influence of socio-economic status on behavior of the adolescents, the influence of parenting styles on the behavior of adolescents in public secondary schools and the support strategies given to the adolescents from SP families to overcome behavior problems.

The study employed mixed method design specifically convergent parallel method. Both probability and non probability sampling techniques were used to select the sample of 15 schools, 278 students, 15 deputy principals and 15 teacher-counselors. Data collection was done through the use of questionnaires for students, document analysis guide and interview guide for teacher counselors and deputy principals. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 21 and presented using frequencies, charts and percentages while qualitative data was thematically analyzed, categorized into themes and presented in form interview transcript and narratives.

5.2 Summary Findings

From the findings of the study, it is evident that the number of adolescent students raised in single parent families was on increase in public schools in Vihiga. The findings indicated that adolescents born and raised by single mothers were more compared to those raised by fathers only. Those raised by fathers only were hidden in the umbrella of grandmothers. This further revealed that majority of the adolescent students who hailed from mother headed families had more behavior problems and most of them were unruly. The results further showed that with the increasing number of children headed by one parent, the schools were bound to face problems of indiscipline brought about the challenges in SP homes. The school administration and teacher counselors testified that increasing number of students from single parent families was posing a challenge because majority of those students had behavior problems. it was projected that the prevalence of adolescent raised in SP families will keep on increasing due to domestic row and unsolved conflicts in some families today.

In research question two on how the Socio-economic Status of SP affected the behavior of adolescents in Public secondary Schools in Vihiga Sub-County. The findings showed that many Single parents especially mothers were not employed and engaged in casual and small businesses which made them strain financially to provide for their families and this further affected the smooth learning of the students. However, a few SP who were on a stable income were able to provide their children with basic and secondary needs but some adolescents still had behavioral problems emanating from other factors. From the narratives, it was evident that most single parents were struggling financially to pay fees and meet other school needs for their children. The adolescents whose parents were employed on permanent jobs had no issues of school fees thus they never frequented home for school fees and this might have saved them from too much exposure to anti-

social behavior. Most of the adolescents who were financially challenged gave in to anti-social behaviours having been influenced in it by those who were already failures in the society. When adolescents are not settled in school and exposed on the road every now and then, some may be influenced into negative behavior and get themselves right in it.

The fact that some single parent families stayed in rentals and were on casual jobs could mean that the adolescents in these families were idle since they had no farm or other activity at home to keep them busy when schools close. The narrative from the teacher counselors indicated that some male adolescents broke their idleness at home by joining those mining gold, 'boda boda' riders and trafficking drugs to support the one parent make ends meet. In so doing, they engaged in maladaptive behaviour from their accomplice and carried the same to school to influence other students. Single parent families in the area of study who were not economically stable which disturbed regular learning of their children thus contributing greatly to truancy and school dropouts. Many adolescents developed feelings of despair and low self-concept due to the family structure they came from.

The poor social-economic status in some of the single parent families affected the behavior of adolescents in public secondary schools in vihiga. Poor female students were lured by' boda boda 'men when they were sent back home for fees and many of them bowed to the demands of the motor bike riders resulting in school drop outs, early pregnancies and early marriages and general unruly behavior at school. Some girls headed by mother only were lured into drug and alcohol abuse since they despised their mothers and saw them weak for discipline. It was due to such financial constrains that made some adolescents from SP families resort to anti-social practices. The male adolescents found it easy to drop out of school to help their single mothers meet the family budget, others joined money gambling games, drug trafficking and abuse, alcohol

and sexual abuse under the cover of no school fees. The findings revealed that due to poverty in homes adolescents from families headed by one parent had low self-esteem, some of them decided to steal from their colleagues in order to balance with the haves. Truancy, drug use and trafficking, early pregnancies, despair and indiscipline came out clearly as pattern behavior among the adolescents from SP.

Findings on whether parenting styles influenced behavior of the adolescents raised in single parent families showed that majority of students from single parent families where authoritative parenting style was used socially related well with their teachers and colleagues. This enhanced their behaviors both at home and in school and these are the learners who participated in group work in class, they believed in themselves. However, the adolescents from authoritarian and permissive parents were afraid to be found in mistakes because of the wrath they could face from their parents. These adolescents hid their true character and were found to be shy and quiet hiding their true character of which some could end up committing suicide or joining the life on the street. These adolescents have been discovered to have quire character and behavior which has negatively affected them later.

On the other hand, adolescents who said that their parent get involved in their studies by attending meetings whenever called are bound to have a feeling of high self-esteem because their parent cared and loved them. These adolescents would fear to engage in unbecoming behaviors because they are aware that their parent is monitoring them. When adolescents realize the laxity in their parent to attend school meeting and is not involved in any program of the school, they become don’t cares and develop quire.

From the findings, role modeling as an aspect of parenting styles was seen to influence the behavior of the adolescent from single parents. The interviews from the deputies and teachers showed some adolescents engaging in anti-social behaviors like drinking, abusing drugs, promiscuity, use of abusive language, aggressive behavior like fighting and negative attitudes towards some subjects because some of them learnt these behaviours from the people closer to them and from the environment they interacted with. In brief, parenting styles were found to have contributed to the behavior of adolescents in SP families depending on the parenting they received in those households.

The last research question was on the ways in which adolescents from SP received support to develop positive behavior. From the findings, most adolescents were not satisfied with the support they received from various stake holders. To help them live comfortably, accept themselves and the situation of their families, they needed full support from all the stakeholders ranging from material support, psychological support, financial support and acceptance. The findings revealed that most adolescents from SP families engaged in undesirable behavior because they lacked support and acceptance from the people they trusted most. It was evident that adolescents were supported psychologically from the school counseling programs. In addition, only the bright ones received the financial support from the school kit leaving out the average and low achievers from poor SP families. All adolescent students from SP families with poor socio-economic status needed financial support to retain them at school. Failure to treat them all equally resulted to behavior problems of low self-concept, self-pity, aggressiveness, school drop outs, suicidal attempts, feeling of no acceptance which resulted into misuse of drugs, alcohol and attempts to destroy and burn schools.

When adolescents from SP homes are given recognition, material and psychological support, they gain acceptance and a sense of belonging which in turn boost their self-esteem and academic performance. The findings of this present study indicated that not all adolescents from s received adequate help from the concerned stakeholders and especially the financial assistance and acceptance. The bursary funds allocated for needy students were not enough to cater for their school needs and biased in that the allocations never reached some of them. This enkindled anger and bitterness in some adolescents, they hoped the local administration could support them but instead displayed corruption which further aggravated their behavior.

5.3 Conclusion

Based on the study findings, the researcher concluded that the number of adolescents born and raised in such families will continue increasing in the learning institions due to increased cases of divorce and separation currently experienced in some families. It was realized that there were more single mothers compared to single fathers thus posing a challenge in the discipline of children who take advantage of the soft-spot in their mothers. Mothers will always be on the defending side of their children when a mistake is made in school. This could increased indiscipline cases of the adolescents raised by single mothers and give hard time to teachers and school administration who insure discipline prevails in school.

It was also evident that most single parents in the study area were economically low due to the fact that majority were casual workers with unreliable income, struggling single handedly to carry the burden of the family. Failure of parents to complete school fees saw their adolescent students sent back home which resulted in a lot of frustration, bitterness and anger for both parents and students. Thus, unless the stakeholders addresss the issue of unemployment and the low socio-

economic status in some single parent families, the adolescent from these homes are most likely to stay away from school and fall into criminal activities that would affect their externalizing behavior. The stressed and depressed adolescents could easily be involved in the acts of destruction of school property, sexual abuse, early marriages, drug abuse, trafficking of drugs, theft and even suicidal attempts.

The type of parenting employed in these families also impacted strongly on the behavior of the adolescents from single parent homes. It was noted that the adolescents brought up in families where the existing parent was authoritarian and final in decision making, tended to hide their true character and lived in fear. This could help the administration when it came to discipline. Unlike those adolescents from neglectful parents who really gave the stakeholders hard time in taming them. Parents who were good role models to their children by making them understand the situation they were in contributed to the discipline of their adolescents and thus helped the school to curb indiscipline. The behavior of the adolescent students from SP homes depended on the way they were brought up by the present parent. For character formation, proper parenting is needed paired with role modeling because the adolescents tend to copy what they see.

In addition adolescents from single parent families need a lot of support for them to develop healthy practices that can impact positively on their externalizing behavior. The findings were clear that those adolescents who receive all support, be it psychological, material, spiritual, mental and financial feel accepted and grow positive not engaging in anti social behavior. It is the effort of all stake holders and the society to come together and accept the children born and raised in SP families by supporting them whenever need be. Guiding and counseling to be intensified in schools and motivation talks be encouraged. This will help reduces cases on indicipline brought in by the use and misuse of drugs and alcohol. The adolescent who are guided well by their relatives, church

leaders, teacher counselors and peer influence hardly exhibit problem behavior. In conclusion the Adolescents from single parent have the potential to behave well if all the stakeholders will join hands to support adolescents with behavior challenges moreover parenting contribute a great deal to the child's behavior.

5.4 Recommendations of the Study

In the light of research findings and the conclusions given, the following recommendations were put forward by the researcher to mitigate the influence of single parenthood on adolescent behavior:

Since the family is the first institution to mold and instill right behavior in children and this is done by the custodian parent. They way children are brought up by their parents in terms of character formation will determine their social relationship. It is therefore very important for single parents to attend workshops and seminars on parenting issues organized by church leaders and other interested bodies. This would help them change their parenting styles which affect the behavior of their adolescent students. This study recommends a lot of empowerment to single parents on parenting single handedly and to accept the situation they are in.

The study recommended that students from single parent families to be contained in school most of the time to avoid the temptations of frequenting home for school fees. The calling Ministry of Education to increase the capitation fund to cater for basic needs of all needy students school including uniforms and lunch programs which are not catered for in the current capitation. Day secondary schools should be totally free to enable adolescents from financially challenged families access educationn for all.

I too recommend the NGOs to step in to support needy students from SP families who are facing acute financial problems and rejection by close relatives and the community by paying their fees and providing their basic needs. Most girls fall prey because they lack personal effects like pads which is another reason for absenteeism and early pregnancies. The NGOs working for child protection to collaborate with the ministry of education to organize seminers and workshops on child rights for students and teachers. This will create alot of awareness in the adolescents to live positively. A strong policy by the children activists to protect the disadvantaged adolescents of single mothers from rogues who interfer with their continueing education by impregnating them or marrying them early before they comple schooling.

To Single parents who are living with challenges of upbringing their children single handedly to be equiped with skills on proper parenting and how to cope up with their curent situation through organized seminars. Single parents to avoid quareling and referring to their past experiences with their divorced or separated partners in the ears of their adolescent children because this impacts negatively on their self esteem and can cause frustration and depression to them instead they should be positive in life. I recommend single parents who have challenges with finance and unemployment to brave get loans from Women Banks to help start small businesses which could assist them meet their financial obligations. They could join small groups of ‘ Mary go round’ to source for capital for own empowermwnt.

The school is the most safe place that students feel protected and at home. I call upon school principals together with their Board of Management to start school foundation kitty with the intention of raising funds from school alumni and other wishers to support students with challenges. This will solve the problem of adolescents from SP families and other vulnerable

students from two parent families.. Guidance and counseling programs to be intensified in our schools and learning institutions where by one on one counseling to be encouraged.

I recommend that the guiding and counseling teachers who were not trained in counseling skills to be trained through regular seminars and workshops so that they are equiped for proper delivery of the counseling services at school. Through proper counseling, teachers will be able to identify the problems adolescents from single parent families undergo and provide appropriate solutions before matters run out of hand. The school administration should undertake periodic campaigns to sensitize students on dangers antisocial behavior and the importance of completing their education by inviting guest speakers who are expert in the areas of concern.

Other stakeholders like the church and civic leaders to use their platform to encourage and support adolescents raised in single mothers headed families by considering them for employment and giving single mothers positions in church and community. The devolved gorvernment have rules protecting single parent families and their children never to be discrininated upon and to consider giving loans to single parents who wish to start business. The County government could also consider single parents who merit whenever chances of employment arise, this will boost their standard of living and save their children from angaging in undesirable behavior which are associated with poverty and uplift their self-esteem.

5.5 Suggestions for Further Research

The study was confined to Vihiga Sub-County, which may not be representative enough for purposes of generalization. Therefore, the researcher suggests the area of study to be expanded to schools in vihiga county and spreads within other counties in order to make it more representative.

The study suggests other areas for further research to include:

1. To invistigate causes of single parenting and how this affects children in learning institution and have acomparison as to whether behaviorial issues in schools and society are most contributed by the adolescents from single parenting homes.

2. To compare effects of single parents on the academic perfomance of students from single parentand those from both parent families.

3.Invistgate psycho-social challenges faced by SP children comparing familes headed by mothers only and those heaeded by fathers only.

4. Invistigate the place of single mothers in the society and the effects of divorce on the children.

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APPENDICES

Appendix I

Participants' Informed Consent Form

Dear participant,

You have been purposely selected to participate in this study whose aim is to establish the influence of single parenting on adolescents' behavior in secondary schools in Vihiga Sub County. This study shall require your views. The study will involve the use of interviews, questionnaires, and document analysis

Your views in the aforementioned data collection instruments will remain confidential and will not be divulged to anyone. All interviews will take place in a private setting. No reference will be made in oral or written reports which could link you to any information collected and your name will not appear anywhere. Only researchers will have access to the information and all the records of views shared will be under the researcher's control. Audio-taping may be used for certain portions of the interview. However, prior to this, you will be informed appropriately and your approval sought. Your participation in this exercise is voluntary, you may refuse to answer any question or participate in the study. You are allowed to withdraw from participation any time you feel uncomfortable and there will be no penalty for doing so. If you agree to participate in this project, please sign and tear the consent slip below and return it to the interviewer before you start.

Participant's Signature.....

Appendix II

Interview Guide for Teacher Counselors

Section A: Demographic Information

1. Indicate your gender

Male ( ) Female ( )

2. How many years have you worked as a guiding andncounseling teacher in this school?

3. What is your highest level of education? BED ( ) MED ( ) MA ( ) PHD ( ) others, specify------

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Section B: Prevalence of students from SP families in public secondary schools in vihiga

4. According to your records, how many students come from SP families in your school?

5. From your records, which classes have the highest number of adolescents from SP families?

6. How has the number affected the behavior of these adolescents from SP families?

7. From your interactions with the adolescents from SP families, is the most prominant, the one headed by a father or the one headed by a mother?

8. How do you compare the behavior of the adolescents headed by single mother to those headed by father only?

Section C: The influence of Socio-Economic Status of Single Parent families on adolescent behavior

7.Generally describe the Socio-Economic status of SP families in your school.----------

8. How do the following affect the socio-economic status of the SP families in this school? Briefly explain

a) Family income----------

b) Parents' educational levels and occupation?----------

9. In what ways have the Socio-Economic Status influenced the behavior of students from SP families in regard to;

Self-esteem----------

Self-concept----------

Externalizing and Internalizing behaviors----------

10. Do all the adolescents from SP families have problems of paying school fees? If yes, how has this imparted on their behavior?

12. As a G&C teacher what have you to say about the behavior of students who don't attend the school regulary and are from single parent homes?

Section D: The influence of Parenting styles on adolescents' behavior

11.From your encounter with adolescents from SP homes, do you think that parenting styles affect their behavior? Explain briefly ----------

13. What characters have you observed in adolescents from SP families that are as a result of lack of parental involvement and monitoring?----------

14. How has role model afffected the adolescents from SP families

Section E: Ways in which adolescents from SP received support from stakeholders

14. What strategies have you put in place to assist the affected students from SP to cope up with the problems they face and treat their situation positively? ----------

15. Does your school has a program to assist the needy students from single parent homes? -------

16. How do you avert other challenges faced by adolescents from single parent home?----------

17. Can you explain briefly how the CDF funds have assisted students in your school?

18. Does your school has a chaplain who takes care of spiritual nourishment of students?

Thank you

Appendix III

Interview Guide for School Deputy Principals

Section A: Demographic Information

1. Please state your gender

Male ( )

Female ( )

2. Please indicate your age bracket?

18-24 years ( )

25-34 years ( )

35-47 years ( )

Above 48 years ( )

3. State the number of years you have worked in the teaching profession

Less than 5 years( )

5-10 years ( )

10-15 years ( )

Above 15 years ( )

4. Please indicate the level of your education

Masters ( )

Bachelor's degree ( )

Diploma ( )

5. How long have you served in your current institution?----------

Section B: Prevalence of SP families among students in the study area

6. Comment on the number of students from SP families in your school?----------

7. .From your interactions with the students, which SP families is the most common, one headed by a father or the one headed by a mother----------

8. From the school disciplinary records, are most cases handled from SP students or from both parents? Give a brief explanation.

9. Which behavioral problem do you encounter most with adolescents from SP families?

10. From your admission register, which classes record the highest number of students from SP families? Comment.

11. Has the discipline in the school been affected by the increased number of adolescent students from SP families? Briefly explain.

Section C: The influence of Socio-Economic Status of Single Parent families on adolescent behavior

12. Generally describe the Socio-Economic status of single parents in your school.----------

13. Do the single parents in your school meet their obligation in school? Especially paying fees on time?

14. In what ways have the Socio Economic status affected adolescents from SP families in regard to;

a) Family income----------

b) Self-esteem----------

c) Self-concept----------

d) Externalizing and internalizing behaviors----------

e) Regular attendance of lessons----------

15. What do you comment about the stability of this adolescent students from single parent home?

16. From your disciplinary records, what are the common behavior problems have you experienced from the adolescents from single parent homes?

Section D: The influence of Parenting styles on adolescents' behavior

17.What do you commend on the parenting styles of single parents in your school and how have these influenced the behaviour of the adolescents from these families?----------

18. Have you ever had cases where students from SP families have been neglected by their parent? If yes, how do you know in which ways has this influenced their behavior?----------

19. Comparing adolescents from SP and TP homes, who display more ant-social behavior resulting from parenting styles?----------

20. Parental involvement and monitoring are very essential for good behaviour in students. Do all SP attend meetings when called upon? Are they involved in the education of their children?-------

21. How has role model affected students from single parent homes?

Section E: Ways in which adolescents from SP families received support from the stakeholders

22. In your opinion, how best can the adolescents from SP families in your school be supported to reach their full potential?

23. What support in particular has the school given to adolescent students in your school from SP to contain them in school?

24. As an administrator, what can you say about the capitation you receive to cater for free dayschool?

25. What steps have the County Government of Vihiga taken to support your school students from SP families with challenges

26. What other help has the school received from any other source to assist needy and vulnerable students?

Appendix IV

Students' Questionnaire

Parent Informed Consent Form

The Catholic University of Eastern Africa

Faculty of Education

P.O Box 62157-00200

Nairobi.

Dear Parent,

Your child has been selected to participate in this study whose aim is to establish the influence the single parenting has on the behavior of adolescents in Secondary Schools in Vihiga Sub-County. This study requires your consent so that your daughter/son can participate fully and without fear give information that will help this study.

I do promise that any information given will remain confident. No references will be mentioned and the name of your child will not appear anywhere. Only the researcher will have access to the information and any sensitive information shared will be under the control of the researcher. Your son/daughter will be given the freedom to withdraw from the study any time she/he feels uncomfortable. If you agree kindly sign the consent slip below and return it to the researcher.

Parent's Signature…….

Date……

Section A: Demographic information

1. Indicate your class by ticking (٧)

Form one ( ) Form Two ( ) Form Three ( ) Form Four ( )

2. How old are you?

3 a) which of your parents is present at home? Mother ( ) Father ( )

b) Is the absent parent alive? YES ( ) NO ( )

4. How many years have you stayed with one parent?

5. Your gender, male or female?

Section B: Prevalence of adolescents from single parent families in the school

6. How many students do you know in your school or in your class who come from SP homes?

7. Going by gender, who are the most affected students from an SP family in your class?

Girls ( ) Boys ( )

8. From your interactions with the other students from SP families, which SP families is the most common, the one headed by a father or the one headed by a mother?

9. Apart from your school, do you have student neighbours who have only one parent and how do they behave in the village?

Section C: The influence of Socio-Economic Status of Single Parent families on adolescent behavior.

Note: Kindly tick only one which is applicable to you.

Socio –Economic factors	TRUE	FALSE	NOT SURE
a) Does your parent provide adequate basic needs for the entire family			
b) Do you get involved in child labourto support your family?			
c) Does your parent pay your school fees is paid on time?			
d) Do you have adequate revision text books and other materials needed in school?			
e) Is your parent on permanent employment?			
f) Do you grow enough food on your farm for the family?			
g) Are your personal needs adequately provide?			
h) Do you stay in a temporal rented house or you have your own?			
i) Do you attend school regulary or you are frequantly send back home for fees?			

Section D: **The influence of Parenting styles in Single Parent families on adolescents behavior**.

11.On a scale of 1-5, 1 =strongly disagree (SD), 2= disagree (D), 3=not sure (U), 4=agree (A), and 5=strongly agree (SA), comment on the following parental factors.

	SD	D	U	A	SA
a) My parent is so involved in my education					
b) Are you allowed to make some decisions at home					
c) My parent's word is final					
d) I admire the way my parent takes care of the home					
e) I do not admire my parent's behaviour					
f) Does your parent monitor yuor performance at school by attending meetings when called to?					
g) I admire the way my parent takes care of us and the home					
h) Does your parent come home sometimes drunk and quarrelsome?					
i) I easily fight back when I feel looked down upon					
j) Do you sometimes feel depressed and stressed					
k) I am left to make choices on my life as my parent is always busy and away from home					
l) My parent is very harsh but caring					
m) Do you have enough freedom at home to work on your own?					
n) I do not have a role model					
o) I can handle personal problems					
p) I perform better in class than students from two parent homes					
q) My peers do not respect my family status					

Section E: Ways in which adolescents from SP families are supported by the stakeholders

12. Do you receive support from the following groups of people?

SUPPORT	YES	NO
Relatives		
Neighbours		
Teachers		
School administration (Principal, Deputy, Board of Management)		
Friends		
Guardian		
Civic leaders(MP, Councillor,chief,Woman Rep, Ward Rep)		
Church		

13. Briefly mention the kind of support you receive from above group of people and what you wish to be supported in to achieve your goals?

Appendix V

Kreijcie and Morgan Sampling Table

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

Appendix VI

Documents Analysis Guide

1. Student's Report form

Document Students' Code	Form /year	Term	Marks	Grade	Comment
Report Form	One	1 2 3			
	Two	1 2 3			
	Three	1 2 3			
	Four	1 2			

2. Disciplinary report from the deputy principal

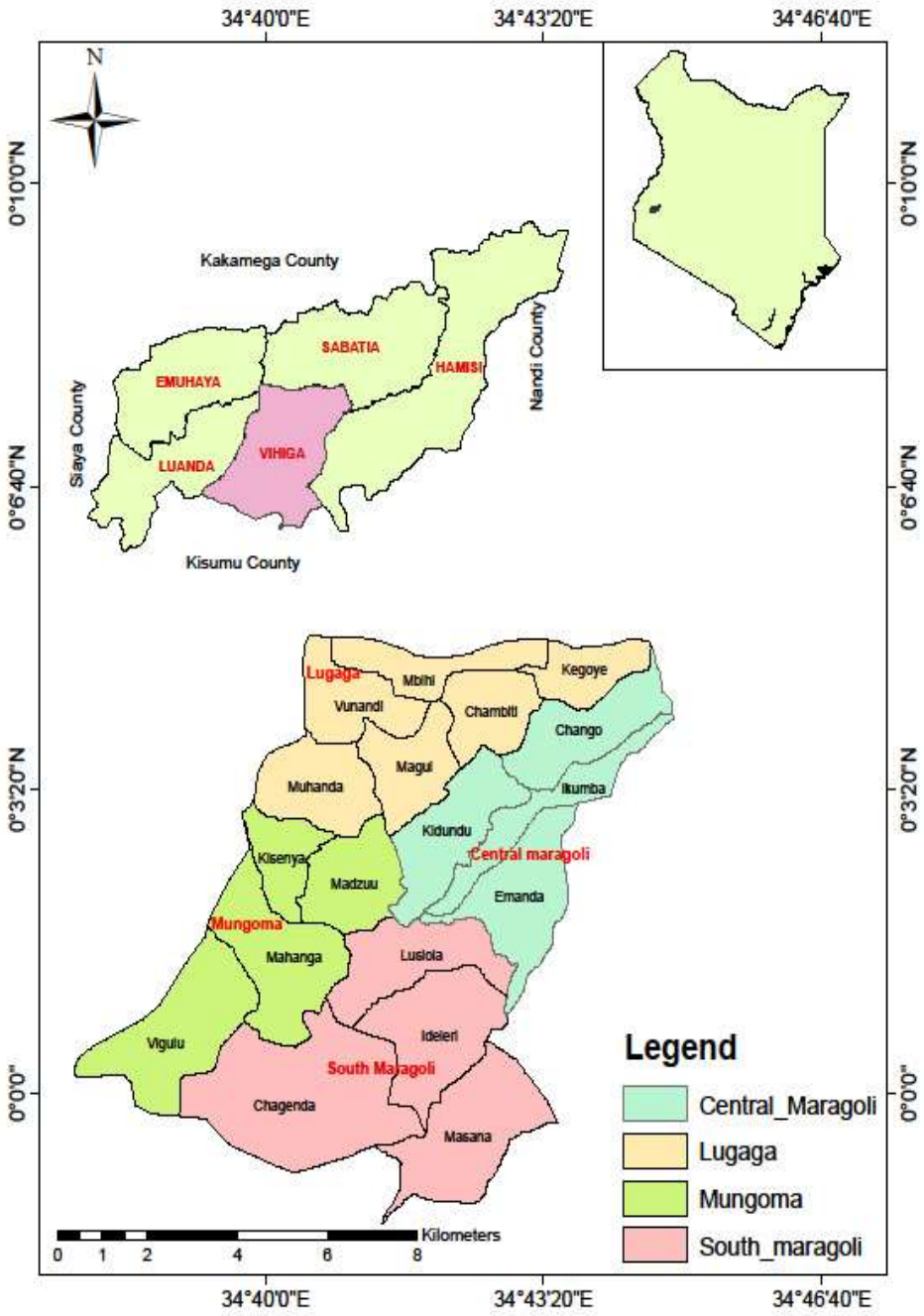
Document Students' code	Form /year	Disciplinary reports	Comment
	One		
	Two		
	Three		
	Four		

3.Class register

Student code	Comments	
	Regular	Irregular
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

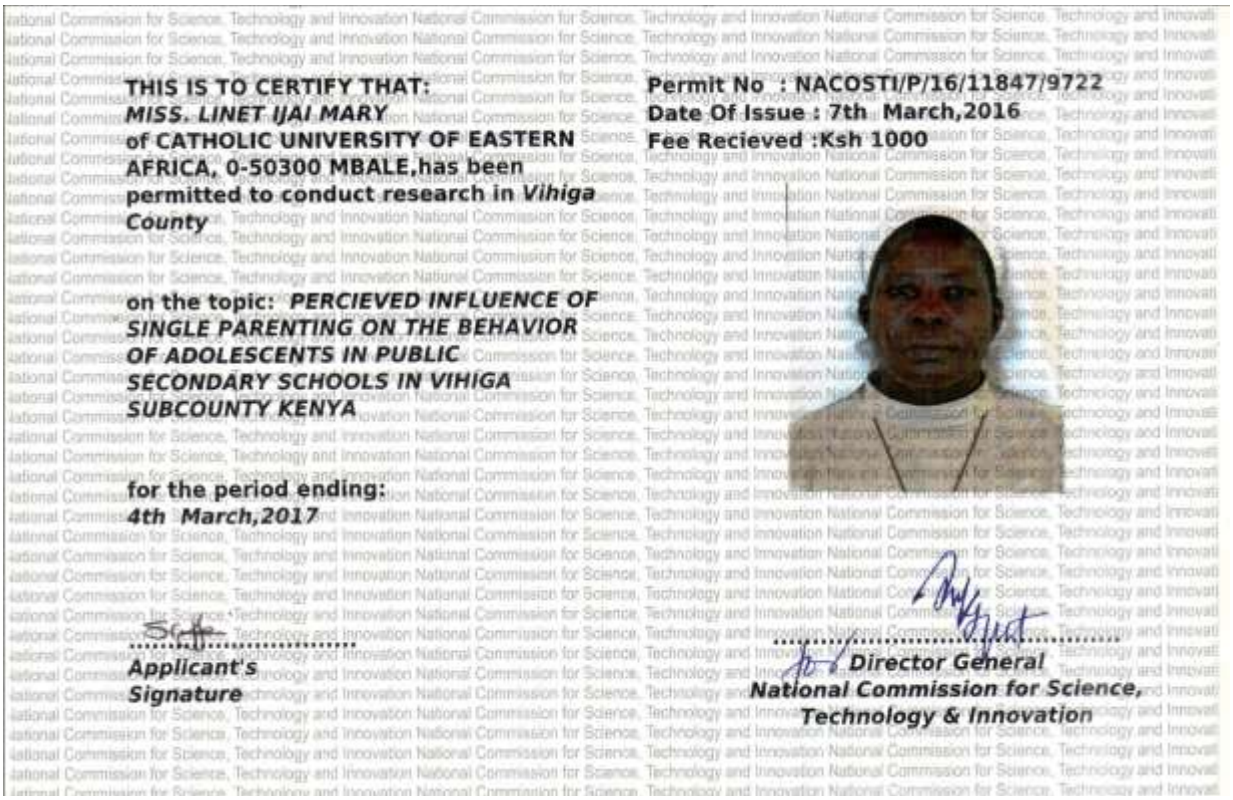
Appendix VII

Map of Vihiga County



Appendix VIII

Permission from NACOSTI



THIS IS TO CERTIFY THAT:
MISS. LINET IJAI MARY
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 0-50300 MBALE,has been permitted to conduct research in *Vihiga County*

on the topic: *PERCIEVED INFLUENCE OF SINGLE PARENTING ON THE BEHAVIOR OF ADOLESCENTS IN PUBLIC SECONDARY SCHOOLS IN VIHIGA SUBCOUNTY KENYA*

for the period ending:
4th March,2017

.....
Applicant's Signature

Permit No : NACOSTI/P/16/11847/9722
Date Of Issue : 7th March,2016
Fee Recieved :Ksh 1000

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

Appendix IX

Permission from Teachers Service Commission

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: .....
Telephone: (056) 51450
When replying please quote

EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 640,
MARAGOLI.

REF: MOE/VC/ADM/24/128

18th March, 2016

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH
LINET IJAI MARY

The above subject refers.

Permission is hereby granted to the above named student from National Commission for Science, Technology and Innovation to carry out research on **"Perceived influence of single parenting on the behavior of adolescents in public secondary schools in Vihiga Sub County - Kenya",** to enable her write a report/thesis to meet the university requirements.

Kindly give her the necessary assistance.

THE COUNTY DIRECTOR OF EDUCATION
19 MAR 2016
VIHIGA COUNTY

Anne Kiilu
County Director of Education
VIHIGA COUNTY

Copy to:

County Commissioner
VIHIGA

The Sub county Director of Education
VIHIGA