INFLUENCE OF TYPE OF PARENTHOOD ON ACADEMIC PERFORMANCE OF PUBLIC DAY SECONDARY SCHOOL STUDENTS IN NAKURU MUNICIPALITY, KENYA

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EGERTON UNIVERSITY

October, 2010

DECLARATION

I declare that this research report is my original work and has not been submitted in this or any other university for the award of a degree or diploma.

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RECOMMENDATION

This research report has been submitted with my approval as the university supervisor.

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DEDICATION

To God almighty and my family members who stood by me, encouraged me and inspired me to go on.

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This report would not be what it is, were it not for the support and suggestions I received from many people, both moral and material. Though their names may not appear in this section, I will forever be grateful to them for their actions. I acknowledge my employer, the Teachers Service Commission (TSC) for granting me a 2 years study leave which enabled me to successfully undertake and complete my postgraduate studies. I am also forever grateful and indebted to my supervisor Dr. Fr. S.N. Mbugua of the Department of Psychology, Counselling and Educational Foundations for his commitment, tireless assistance and guidance from topic conceptualization, proposal writing and research report. His personal commitment and encouragement helped make this report a success. I am grateful to the class teachers of the various sampled schools who assisted me with data collection. Last but not least, I owe much gratitude to my husband for all the support, financial and emotional and the encouragement he accorded me throughout my studies and to my children too for their being understanding and patient with me.

God bless them all.

ABSTRACT

The family remains one of the most significant contributors to individuals' development in all aspects. The effects the parents have on growing children spread across all areas of their lives, academics and career included. The academic performance of most public day secondary schools in Nakuru municipality is not impressive. The purpose of this study was to determine the influence of types of parenthood on academic performance of public day secondary school students in Nakuru Municipality. The study employed an *ex post facto* research design. There were 17 public day secondary schools. A sample of 5 schools was drawn randomly. Ten teachers were sampled purposively from the 5 schools. The population of the form three students in the public day secondary schools was 1875. From the 1875 students, 145 students from both parenthood types were sampled. Stratified random sampling was employed to sample students from dual parenthoods. Purposive sampling was employed to sample students from single parenthoods. Required data was collected using questionnaires. Validity was established through setting items from the research objectives and in consultation the supervisor. Reliability was established using Cronbach's Coefficient alpha. A reliability of 0.72 was established and accepted. Data was analyzed by use of descriptive statistics (frequencies, percentages and means) and inferential statistics (t-test). The study findings indicated that students from dual parenthoods perform better academically than those from single parenthoods. There was significant gender difference in academic performance between students from single and dual parenthoods. The study recommends that there is need for the Ministry of Education to develop relevant counselling programmes and materials to address the different needs of students from both dual and single parenthoods. There is need also for all parents to be educated on the important role they play in influencing students' academic performance.

TABLE OF CONTENTS

DECLARATION....ii
COPY RIGHT....iii
DEDICATION....iv
ACKNOWLEDGEMENTS....v
ABSTRACT....vi
TABLEOF CONTENTS....vii
LISTOF TABLES....vi
LIST OF FIGURES....vii
LIST OF ABBREVIATONS AND ACRONYMS....viii
CHAPTER ONE: INTRODUCTION....1
1.1. Background to the Study....1
1.2 Statement of the Problem....3
1.3 Purpose of the Study....4
1.4 Objectives of the Study....4
1.5 Research Questions....6
1.6 Significance of the Study....6
1.7 Scope of the Study....7
1.8 Limitations of the Study....7
1.9 Assumptions of the Study....7
1.10 Definition of Terms....8
CHAPTER TWO: LITERATURE REVIEW....10
2.1 Introduction....10
2.2.1Parenthood....12
2.2.2 Single Parenthood and its Types....14
2.2.2.1Single-Parenthood due to Divorce....18
2.2.2.2 Single Parenthood Due to Widowhood....21
2.2.2.3 Single parenthood by Choice....22

2.2.2. 4 Single Parenthood Due to Teenage Pregnancy.....23
2.3 Types of Parenthood and Academic Performance.....24
2.4 Impact of Guidance and Counseling on Students' Academic Achievement. 27
2.5Theoretical Framework..... 28
2.6Conceptual Framework.....30
CHAPTER THREE: RESEARCH METHODOLOGY.....32
3.1 Introduction.....32
3.2 Research Design.....32
3.3 Location of Study.....32
3.4 Population of study.....33
3.5 Sampling Procedure and Sample Size..... .34
3.6 Instrumentation.....36
3.6.1 Validity.....36
3.6.2 Reliability.....37
3.7 Data Collection Procedure.....37
3.8 Data Analysis.....38
CHAPTER FOUR: RESULTS AND DISCUSSIONS.....39
4.1 Introduction.....39
4.2 Demographic Characteristics of Respondents.....39
4.3 Types of Parenthood Students belong to.....42
4.4 Students Academic Performance.....46
4.5 Factors that Contribute to the Academic Performance of Students in Relation to the Types of Parenthood.....51
4.5.1. Teacher Counsellors' Responses to Factors that Contribute to Students' Academic Performance.....51
4.5.2 Students Responses to Factors that Contribute to their Academic Performance.....52

4.6 Gender Differences in Academic Performance of Public Day Secondary School Students Relation to Parenthood Type in Nakuru Municipality.....59

CHAPTER FIVE: SUMMERY, CONCLUSION AND RECOMMENDATIONS 65

5.1 Summary.....65

5.2 Conclusion.....67

5.3 Recommendations.....67

5.4. Suggestions for Further Research.....68

REFERENCES.....69

APPENDIX A: QUESTINNAIRE FOR STUDENTS.....75

APPENDIX B: QUESTINNAIRE FOR COUNSELLING / CLASS TEACHERS.....78

APPENDIX C: PERMIT FROM DEPARTMENT OF PSYCHOLOGY, COUNSELLING & EDUCATIONAL FOUNDATIONS, EGERTON UNIVERSITY.....79

APPENDIX D: PERMIT FROM MINISTRY OF EDUCATION.....80

LIST OF TABLES

Table 1: Mean Scores for Public Day Secondary Schools, Nakuru Municipality, 2006-2008.....5

Table 2: Types of Parenthood in Kenya.....33

Table 3: Students' and Teachers' Sample Population.....35

Table 4: Teacher Counsellors' Teaching Experience.....41

Table 5: Person(s) Students Live With During School Term.....44

Table 6: Responses of students Factors That Contribute to Their Academic performance in Relation Their Parenthood Type 48

Table 7: Achievement Differences in Academic Performance between Students from Dual and Single Parents.....50

Table 8: Responses of Students to Factors That Contribute to Their Academic Performance in Relation to Their Parenthood Types.....54

Table 9: Differences in the Academic Performance of the Male Students by Their Type of Parenthood.....60

Table 10: Differences in Academic Performance of Girls from Dual and Single Parenthood 61

Table 11: Gender Differences in Academic Performance of Boys and Girls from Dual Parenthoods.....62

Table 12: Gender Differences in Academic Performance of students from Single Parenthoods 63

LIST OF FIGURES

Figure 1: Types of Parenthood and Their Influence on Students' Academic Performance.....24

Figure 2: Gender of Respondents-Students.....31

Figure 3: Type of family Students Comes From.....34

Figure 4: Person(s) Living With Students during School Holidays.....35

Figure 5: Students' Percentile Group in Previous Terms' Performance 36

LIST OF ABBREVIATIONS AND ACRONYMS

D.E.O.	District Education Office
G.O.K	Government of Kenya
K.C.S.E	Kenya Certificate of Secondary Education
M.O.E	Ministry of Education
U.S.A	United States of America
UNICEF	United Nations Children Education Fund

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Parenthood is the process of raising children from infants to adults who will provide continuity within the family for years to come (Oslon &Defrain, 2000). There are two main types of parenthood. These are dual and single parenthoods. These are also found in the Kenyan society. A third type of parenthood which is gaining popularity in the western world is the gay and lesbian type of parenthood. Dual parent families are those where the father and the mother are actively involved in the upbringing of their children socially, physically, economically, morally and in some cases spiritually. Single-parent families are those where one of the parents is absent due to death, divorce, separation, teenage pregnancy or incidences where one decides not to get married but still have children.

Many factors influence development of children but parenthood is the "final common pathway" to childhood care giving, development and stature, adjustment and success (Henslin, 2006). Parenting today however is faced by many challenges on account of strong secular and historical trends operating in modern society. Industrialization, urbanization, globalization, poverty and widespread dual parent employment, rise of single-parent headed families are some of these challenges (Rice, 1990). These society –wide changes exert many influences on parenthood, on interactions between parents and children and consequently on children and their overall development (Oslon & Defrain, 2000). Overall, the quality of parenting and family relations strongly affect children's social, psychological and academic adjustments in both two-parent and single-parent families.The government of Kenya in conjunction with UNICEF and the Family Support Institute carried out a study in 13 districts in

Kenya to establish the types of parenthood. The findings of the study were that two –parent families constituted 45% of the total sample, single –parent families constituted 39%, (30% were female-headed and 9% were male-headed), extended families constituted 8.7%, grand-parent families constituted 2.3% whereas child-headed families were 5% of the total families sampled. Most of the single-parent families headed by mothers lived below the poverty line in Kenya (Family Support Institute 1995 as cited in Kimani, 2006). Seventy percent of the female-headed single parents were unmarried teenage mothers. In the year 2008, 53% of all those parents who applied for bursary funds allocation for school fees in Nakuru Municipality were single-parents. The other 47% of the Bursary fund applications were from orphaned students, students from dual parent families and from other family configurations (Nakuru Bursary Fund committee, 2009).

Universal access to basic education and training ensures equity for all children to enrol in schools. Provision of education and training to all Kenyans is fundamental to government's overall development and the development of individual persons. The government of Kenya is committed to meeting Education for all in the millennium development goals by the year 2015. It has already taken a number of significant steps to increase enrolment in schools and improve the quality of education. Over the past decades, the number of students enrolled at various levels of educational institutions has substantially increased. At the secondary school level, enrolment grew from 30,000 in 1963 to 700,000 in 2003. In 2008, it rose to 1,382,200 due to the implementation of free secondary tuition education programme. This was mainly recorded in Day Schools that required minimal fee levels for development and lunch only (Mugambi, 2009). Since January 2003, major reforms to revamp the education sector have been implemented which cut across the major sub-sectors in

education in Kenya. At secondary education level, bursaries which are aimed at enhancing retention for the bright and needy students are disbursed by Bursary Constituency Committees. The government's policy priority is in ensuring that quality is at the core of all educational programmes. To ensure this, the government has a well trained teaching force that numbers about 240,000 teachers. Kenya has experienced a rapid expansion of the education system partly due to high government expenditure on education through the free primary education and subsidised secondary school education. In the 2009/2010 budgetary allocations, the education sector got the highest allocation of 117 billions which is over 1/6 of the entire recurrent budget and 19% of the entire budget (Kwama, 2009).

A number of schools have been performing very well in the Kenya Certificate of Secondary Education Nationally. In Nakuru Municipality, the performance of most Public Day Secondary schools in K.C.S.E. for the last three years has been below a mean grade of 6 as summarised in table1. The highest grade that can be scored is 12 points. This then means that most of the public day secondary schools in Nakuru Municipality have been scoring below average.

1.2 Statement of the Problem.

Parenthood is important in the overall development and preparedness of students' later academic, social and career lives. Dual parenthood may be viewed as the ideal. However, single- parenthood is increasingly becoming more common in Kenya despite being viewed negatively by some people in the society. Children raised in single parent families may be exposed to more challenges compared to those from dual parent families yet the importance of academic performance on overall personal and career development of students can not be overemphasized. The academic performance of most of the public

day secondary schools in the Nakuru municipality is below average .This is despite the fact that the schools are adequately equipped and enjoy qualified teachers from Teachers Service Commission. This poor performance then may be linked to the students' type of parenthood. It was therefore imperative to establish whether parenthood types affect the academic performance of students in secondary schools; which is a critical stage of transition to formal career-based education at tertiary level. This study aimed at finding out the influence of types of parenthood on students' academic performance among public day secondary school students in Nakuru Municipality, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of type of parenthood on academic performance of secondary day school students in Nakuru Municipality, Kenya.

1.4 Objectives of the Study

The objectives of this study were:

i. Establish the types of parenthood to which students in public day secondary schools belong to in Nakuru Municipality.
ii. Establish the difference in academic performance of students from dual and single parenthoods in public day secondary schools in Nakuru Municipality.
iii. Establish the factors that contribute to the academic performance of students in relation to type of parenthood in public day secondary schools in Nakuru Municipality.
iv. Find out if there are any gender differences in academic performance of public day secondary school students in relation to parenthood type in Nakuru Municipality.

Table 1

Mean Scores for Public Day Secondary Schools, Nakuru Municipality, 2006-2008.

School	Mean Scores		
	2006	2007	2008
Menengai High School	7.48	7.57	7.18
Langalanga Secondary	5.92	6.07	6.01
Nakuru Day Secondary	6.53	6.81	5.90
Flamingo Secondary	5.26	5.37	4.82
Tumaini Secondary	4.52	4.67	4.60
Kenyatta Secondary	4.77	4.46	4.52
Moi Secondary	4.57	4.60	4.36
Nakuru west Secondary	4.00	4.64	4.28
Uhuru Secondary	4.34	4.30	4.07
Crater View Secondary	4.29	3.73	4.03
Upper Hill Secondary	4.24	4.33	4.04
Lanet Secondary	4.75	4.18	4.02
Hillcrest PTA Secondary	4.16	3.80	3.60
Nakuru Central Secondary	3.47	3.48	2.88
Mogoon Secondary	3.42	4.02	2.85
Afraha High	5.10	4.96	5.42
Kilelwet Secondary	New		2.00

Source: Nakuru District K.C.S.E. Analysis and Rankings Handout (2009).

1.5 Research Questions

The research questions for this study were: -

i. What are the types of parenthoods to which public day secondary school students in Nakuru Municipality belong?

ii. What is the difference in academic performance of students from dual and single parenthoods in public day secondary schools in Nakuru Municipality?

iii. What factors contribute to the academic performance, in relation to type of parenthood, of public day secondary school students in Nakuru municipality?

iv. Is there any gender difference in academic performance of public day secondary school students in relation to parenthood types in Nakuru Municipality?

1.6 Significance of the Study

In order to adequately assist students to perform better in their academics, a detailed and empirical study highlighting the influence of type of parenthood on students' academic performance was carried out. This was due to the fact that academic performance continues to be a major determining factor to students' career development and upward mobility in Kenya and other parts of the world. Such a study was important in providing information that could be useful in assisting students improve in their academic performance. It encouraged them to accept themselves in relation to their parenthood types and work harder to improve on their academic performance.

The ministry of Education could utilize the study findings in developing appropriate guidelines for schools on how to handle students from varied parental backgrounds and also in disbursing bursaries for those who are needy

by the Bursary Constituency Committees and other donors. School administrators and teachers would also benefit in understanding students' parental backgrounds and so assist them to improve academically. Guidance and counselling departments in schools could also benefit as they would be sensitive to the students' parental backgrounds when counselling them.

1.7 Scope of the Study

This study covered public day secondary schools in Nakuru Municipality. The respondents were form three students, both boys and girls. The study focused on influence of type of parenthood on students' academic performance.

1.8. Limitations of the Study

The study focused on students from dual and single parenthoods in public day secondary schools. It would then not be possible to generalize the research findings to students who are orphans and those students from the extended family.

1.9 Assumptions of the Study.

This study was guided by the following assumptions.

i. Respondents were honest in answering the questionnaires.

ii. Other factors did not influence students' academic performance.

1.10 Definition of Terms

Academic Performance: This is achievement that is measured by tests of scholastic ability or knowledge in schools. In this study, it was measured by the continuous assessment tests and end of term examinations. This was for the past one year.

Dual Parents: Was used to refer to a man and a woman living together as husband and wife and taking care of their children (Students).

Gender: Was used to refer to the students being male or female.

Influence: Was used to mean one variable predicts another The independent variable predict the dependent variable.

Parenthood: This was used to refer to the process of raising children by persons who are the parents/custodians.

Single-Parenthood: Was used to mean one of the parents taking care of the children either the father or the mother.

Single-Parenthood Types: Was used to refer to those who are single parents as a result of divorce, separation, death, teenage pregnancies and out of choice.

Students: This was used to refer to those who are in their third year of study (Form 3) in public day secondary schools.

Teenage: Was used to refer to the ages between 13 and 19 years.

Types of Parenthood: Was used to refer to dual or single parents.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter focused on the influence of type of parenthood on students' academic performance. It covers literature on types of parenthood and how guidance and counselling impacts on students' academic performance. The Family Systems Theory was examined and how it related to the topic of study. The conceptual Framework was also included.

2.2 Parenthood

Parenthood is a process where a person has children either naturally or through adoption .The person takes up the responsibility to bring up the child. The family remains one of the most significant contributors to individuals' feelings about the quality of their lives (Lauer&Lauer, 2002). For the first several years of life, at least, families provide the main settings in which children's fundamental needs are met. The parents supply most of the love, nurturing and care that children need in order to develop basic sense of trust in other human beings (Cherlin, 2002). Later, they provide the guidance, support and discipline children need in order to become competent members of their society.

Parenthood is important in the overall development and preparedness of children's later academic, social and career lives. In many comparably industrialized countries, the family has undergone a series of profound changes during the past 30 years that have diversified its form and as a result adolescents' daily experience (Steinberg, 2002). These series of changes have also been experienced in the Kenyan family. The family structure has evolved due to industrialization, education, poverty and widespread dual parental employment. These society wide changes exert many influences on parenthood,

on interactions between parents and children and consequently on children and their development (Kendall, 2007).

There are basically two main types of parenthood. These are dual and single parenthoods. Dual parenthood is where a man and a wife live together as husband and wife and take care of their children. Single parenthood is where one of the parents raises the children alone. The other parent is absent either due to divorce, death, choice or even due to teenage pregnancy. The single parent family is headed either by a father or a mother. Increased rates of divorce, childbearing outside marriage and maternal employment as well as a changing international economy and accelerating geographical mobility all have dramatically altered the world in which children and adolescents grow up. The divorce rate, the proportion of single parent families and the rate of maternal employment have been high (Chakravarty, 2007). Questions abound whether these changes have weakened the family's influence over young people or, have harmed them. Some of the problems encountered by the young have been attributed to these changes in the family. The dual and the single parent families are also found in the Kenyan society as found out in a study carried out in 1995 by Family support institute in conjunction with UNICEF (Family Support Institute as cited in Kimani, 2006).

Parents play a critical role in their children's cognitive and emotional development. They also provide the nurturance and discipline, promote language development and act as teachers and are responsible for monitoring and managing the care the child receives from other adults (Fomby & Cherlin, 2007).Though many factors influence development of children, parenthood is the final common pathway to childhood oversight and care giving, development and stature, adjustment and success (Henslin, 2006).

2.2.1 Dual Parenthood

Children should have both a father and mother in the home (Oslon & Defrain, 2002). When the actual situation falls short of the ideal, the quality of family life may be affected. Most infants in dual-parent homes form secure attachments to their fathers during the later half of the first year particularly if the father has a positive attitude about parenting, is extraverted and agreeable, spends a lot of time with them and is a sensitive caregiver (Henslin, 2006). Research conducted in Australia, Israel, India, Italy, Japan and the U.S.A. reveals that mothers and fathers in all these societies tend to play somewhat different roles in a baby's life (Oslon & Defrain 2000). In Kenya, two parent families constituted 45% of the families as found out in a study carried out in 13 districts in 1995(Family support Institute as cited in Kimani, 2006)

Two parent families are advantageous over single parent families in that biological fathers make distinctive, irreplaceable contributions to their child's welfare as fathers offer a strong male role model to sons (Giddens, 2005). They also play the role of disciplinarian for trouble-prone children. Fathers provide their daughters with a male perspective on heterosexual relationships and also through their unique play styles. Where fathers are more generative, the children have greater educational and occupational success (Henslin, 2002). Studies suggest that fathers' involvement with daughters may be more consequential when they are adolescents than when they are younger. As for boys, father's involvement may be more consequential when they are pre-adolescents than when they are older since this is the time when they must separate from their mothers and identify as male (Cherlin, 2002).

For families in which a couple truly shares parenting, children have two primary caregivers. Some parents share parenting responsibilities by choice,

others share out of necessity because both hold full time jobs (Kendall, 2007). Some studies have found that a father taking an active part in raising the children is beneficial not only for mothers who then have more time for other activities but also for the men and the children. The men benefit through increased access to children and greater opportunity to be nurturing parents (Henslin, 2006). According to O'Donnell (2002), the dual parent family offers the following advantages to the children:

i. Increased educational opportunities
ii. The children are more easily cared for emotionally and financially by both parents.

Children from families with two biological parents are more likely to be well adjusted than are children from other family configurations (Rice, 1990). Dual parents tend to be more involved with their children for example taking them to cultural and recreational activities, doing things with them at home and talking with them about their problems than are parents in single parent families (Oslon&Defrain, 2000). Functions of a family may differ from society to society. However, a primary function of the family is to provide for the children's daily requirements (Lamana, 1988). Parents are expected to care for their children and be responsible for their moral and intellectual development (Hagee, 2006). The family is primarily responsible for children's socialization. The family acts to provide emotional security by countering family members' feelings of isolation and giving them a sense of belonging (Oslon &Defrain, 2000).

2.2 .2 Single Parenthood and Its Types

The increasing number of children growing up in single-parent families is staggering. Nearly 60% of all children born in U.S.A. in the 1980's and1990's spent some time in a single parent family (Eggebeen &Litcher, 1991). In the modern Kenya, there is a generation, both male and female that wants children, peace and happiness without the loss of personal freedom, incessant supremacy, financial freedom, the petty squabbles and emotional upheavals that have become synonymous with the institution of marriage (Malanda, 2009). Life in a single-parent family can be extremely stressful in both economical and emotional terms (Schaefer, 2006). Single parent families face many of the same challenges that other families face, yet they must also cope with additional unique challenges. Single parents tend to feel overloaded with too much responsibility and too much to do (Howse, 1998). The difficulties of providing single handed for their own and their children's physical, social and emotional needs often result in role overload and fatigue. The impact on children growing up in single parent families is debatable. However, children raised up in single parent families will differ from those brought up in two parenting families (Giddens, 2005). The difference will be due to inadequate parental attention and lack of social ties. Separation or divorce weakens the connection between child and the absent parent.

In comparison to the two-parent family, the single parent family however offers the child especially the older child an opportunity for real responsibility (Lamana, 1988). Single parents may discuss a wider range of matters with their children. The presence of only one parent is sometimes a handicap, even after lower income is taken into account. One danger of single-parent family is the loss of the parent-child relationship and the development of a buddy-buddy friendship between mother and child. In such families, the child is usually

considered to be more mature than he is (Howse, 1988). The parent relies on the child for emotional support, help in decision making, freely expressing personal difficulties such as bitterness towards the ex-spouse and frustrations with the numerous burdens and social isolation (Kendall, 2002). By abducting their roles, the parents force the child to acquire the role of peer and partner left vacant. The parent may be gratifying her or his needs but the child is thrust into a level of development for which he or she is not prepared for and the emotional needs of the child are neglected (Cherlin, 2002). At its extreme, the parent-child relationship can become inverted where a reversal of roles occurs in which the child takes care of the parent.

Poverty in single-parent families has far reaching effects on children (Henslin, 2006). Children in poor families are more likely to die at infancy, to go hungry and become malnourished, to develop more slowly and to have more health problems. An analysis of four national surveys in the U.S. found that low income and declines in income could account for about half the disadvantages of living in a single-parent family such as the higher risk of dropping out of school (Cherlin, 2002). Several studies show that single parents do not monitor and supervise their children as well as married or cohabiting parents do (Cherlin, 2002).

For instance, in a study of high school students in Boston in 1990, it was found that those in single-parent families were less likely to report that their parents kept close track of how they were doing in school than students from two-parent families (Mclanahan & Sandefur, 1994). It was thus observed in the above study that children from single-parent families have less success in school, less educational attainment, lower earnings and less occupational

prestige than do children raised in intact two parent families. A single parent family may either be headed by a father or a mother.

Father –headed single parent homes are more common than they used to be. Father-headed families account for about 17% of all single-parent families in the U.S.A. (Eggebeen & Litcher, 1991). Despite statistics being scanty in Kenya, father-headed single parent families are not a new phenomenon. Some men are choosing to have children, live with them and bring them up without the presence of the mother. This is a current emerging trend among some men who feel that they want to have the joys of having children without necessarily being married (Malanda, 2009). The strengths of single-fatherhood include the fact that they are able to watch their children grow and they enjoy the love between them and their children. Single-fathers however go through financial constraints. They are also likely to have less practice than mothers in juggling parental and professional roles and they worry that they do not spend enough time with their children (Insel &Roth, 2002). Single fathers like single mothers find that one of their greatest challenges is balancing the demands of work and parenthood (Zanden, 2003). Most single fathers are concerned about not spending enough time with their children. Single fathers undergo considerable intrapersonal stress as they take on the responsibility of raising their children (Rice, 1990). The single fathers are often forced to change their circle of friends and to rebuild their social life. They are also faced with the dilemma of finding adequate child care services.

Single fathers are under additional intrapersonal pressure to prove their competency as parents. Part of their stress arises because they are often forced to change their circle of friends and to rebuild their social life (Rice, 1990). Findings reveal that the earlier a boy is separated from his father and the longer

the separation is, the more affected the boy will be in his early years. Fathers have an effect on daughters as they play a significant role in encouraging their daughter's feminine development. The father's acceptance and reinforcement of his daughter's femininity greatly facilitates the development of her self-concept (Henslin, 2006). Interaction with a competent father also provides the girl with basic experiences that help in her relationships with other males. Girls who have positive relationships with their fathers are more likely to be able to obtain satisfaction in the later heterosexual relationships (Zanden, 2003).

A single parent family may also be headed by the mother. In most instances, when youngsters live with only one of their natural parents, it is nearly always their mother (Steinberg, 2002). This is because mothers spend far more time with children, do most of the care-taking and if the family breaks up are far more likely to raise the children as single parents (Chakravarty, 2007). Mothers with child custody experience many stresses. They are more likely to experience poverty than male-headed families due to limited finances (Lauer & Lauer, 2002). In recent years, the rate of poverty among families headed by a female with no husband present has been more than twice that of the general population as about half of all the millions of children living in poverty are in female-headed families (Steinberg, 2002). 54% of children living in female-headed homes live in poverty compared to 10% of those in two-parent homes (Eggebeen&Lichter, 1991). Loneliness is common for most single mothers.

There are also advantages in female- headed single parent homes. There is appreciation and affection for each of the family members, commitment to the family, open, honest and straightforward communication patterns, adequate amounts of time together, spiritual well-being and the ability to cope creatively with stress and crisis (Oslon &Defrain, 2000). The mothers are also free to

decide about their own lives and the lives of their children without interference from fathers who may be hostile (Cherlin, 2002).

Children in mother only families however may also show more adolescent deviance, higher susceptibility to peer pressure and increased substance abuse (Rice, 1990). Children who grow apart from their biological fathers score lower on standardized tests, report poorer grades and view themselves as having less academic potential than children who grow up with both biological parents (Amato, 2005). These effects are similar for boys and girls children who grow apart from their biological fathers. They also experience a higher prevalence of behavioural and psychological problems such as shyness and aggression than other children (Santrock, 2005).

2.2.2.1. Single-Parenthood Due to Divorce

Although marriage is popular, it is not necessarily lasting (Oslon & Defrain, 2000). Divorce is one of the major causes of single parenthood. Based on current trends, about 50% of all recent U.S.A. marriages are likely to end in divorce and even though 50% may survive, the quality of some of those marriages may be poor. The divorce rates in Kenya are also on the rise as evidenced by the rising number of single parents. In a study conducted in Kenya, single parent families constituted 39% of the total number of families sampled (Family Support Institute as cited in Kimani, 2006). Disadvantaged groups have a higher incidence of divorce, youthful marriages, premarital pregnancy, low educational levels and low income (Santrock, 2005).

Reasons why there are so many divorces are many and varied. Children as well as adults are affected. Both the number and the proportion of affected children are increasing (Snyder& Sickmund, 1999). Demographers estimate that 2/3 of all first marriages are likely to disrupt through divorce or separation (Steinberg,

2002). Teen marriages are more likely to end in divorce than marriages occurring after 20 and most adolescent mothers spend at least some portion of their lives as single parents (Hagee, 2006). Children born during the 1990's, today's teenagers, will experience their parents divorce (Steinberg, 2002). The first months after the break-up of a marriage is the most traumatic as each family member try to cope with the emotional consequences of loss such as depression, self-doubt and anger (Howse, 1988). Even those adults who initiated their divorce experience challenges after a marriage dissolves (Amato, 2000). Both divorced men and women complain of loneliness, diminished self-esteem, anxiety about the unknowns in their lives and difficulty in forming satisfactory new intimate relationships (Santrock, 2005). The newly divorced person must deal with disputes over child support and custody since the physical care of the children is given to only one person, the mother in most cases.

Most youngsters whose parents divorce also experience living in a step family because 75% of divorced men and 2/3 of divorced women remarry in the U.S.A. (Steinberg, 2002). Custodial mothers experience the loss of about ¼ to ½ of their pre-divorce income in comparison of only 1/10 by custodial fathers. This income loss for divorced mothers is accompanied by increased workloads, high rates of job instability and residential moves to less desirable neighbourhoods with inferior schools (Amato, 2000). Most people are surprised by how long it takes to recover from divorce. After divorce, custodial mothers have more trouble communicating with their children, spend less time with them because of demands on their time and are often too absorbed with their prior problems to help their children. Children are also likely to leave home early and be on their own. The mother also deals with her own emotional needs for affection and adult companionship (Rice, 1990).

Relationships between the non-custodial parent and children are also affected because of separation and divorce. Family researchers have found out that many fathers do a good job raising children after a divorce, just as many mothers. The fathers also go through many challenges. They often feel sorrow over the fact that the family unit has broken down, they miss their ex-wives and find the loneliness nearly unbearable. Time and money become limited. They have no one with whom to share their joys of parenting and the children miss their mother (Steinberg, 2002).In many child-custody cases, children often become the pawns of divorcing parents who want to get back at each other thus forcing the courts to enter and decide what is in the children's best interests (Oslon &Defrain, 2000). In about 60% of divorces, children are involved. This is because most spouses divorce when they already have children and as such can not stop being parents to their children despite the divorce. It has been estimated that in the U.S., 80% of the children in divorced families live with their mothers, 6% with their fathers and 14% live with other relatives (Oslon &Defrain, 2000). Even five years after a divorce, more than 1/3 of the children show signs of moderate to severe depression. After 10 years, some of the children underachieve in school and have emotional problems (Amato &Booth, 1997).

Children in divorced families are more likely to have academic problems, to show externalized problems for example acting out, deliquescence and internalized problems such as being less socially responsible, having less competent intimate relationships, dropping out of school, becoming sexually active at an early age, taking drugs, associating with anti-social peers and having low self-esteem (Amato & Booth, 2002). The children also show signs of moderate to severe depression (Oslon &Defrain, 2000). Parents' marital

unhappiness and discord thus have a broad negative impact on virtually every dimension of offspring well-being.

The effects of divorce follow children into adulthood, for example compared with adults who grew in intact families, grown up children of divorced parents have less contact with either their father or their mother. They are also less likely to marry and more likely to divorce (Henslin 2003). Children of divorce also feel anger, sadness, vulnerability, guilt, insecurity, betrayal, resentment along with conflicts of loyalty and self identity concerns (Howse, 1988).

It is the consensus of most social scientists that adolescents from divorced homes have more difficulties than those from non-divorced homes (Steinberg, 2002).These are problems in school, behaviour problems and more anxiety. Some studies show that many individuals whose parents divorce during pre-adolescence and adolescence demonstrate adjustment difficulties later even after two or three years. These problems include higher rates of drug and alcohol abuse, more behaviour problems, pre-conscious sexual activity and poorer school performances, poorer interpersonal relationships with members of the opposite sex in late adolescence and early adulthood including more negative attitudes towards marriage and higher rates of divorce. Some research indicates that individuals whose parents divorced during childhood or adolescence continue to have adjustment problems well into their thirties (Hernandez, 1997).

2.2.2.2 Single Parenthood Due to Widowhood

Death of a father as the main family breadwinner results to stress in the family as several incomes within the family may be lost. The salary of the employed father may be the first to go (Furgson &Johnson, 1999). The death of a spouse is a difficult life transition for most, and for some, it is a devastating personal crisis. In the U.S.A., 11 out of every 12 people who have lost a spouse are

women. This is because women live about 7 years longer on average than men their own age. Three out of four wives can expect to become widows (Oslon & Defrain, 2000). The number of those being widowed in Kenya is on the rise especially due to HIV/AIDS related deaths.

Widowhood involves a number of challenges. These include the transition to single hood from husband or wife, social and financial adjustments. Widowed mothers may be better off economically than their divorced or never married counterparts (Giddens, 2005).Women are more likely than men to become widowed and to have to face the wrenching problems this entails. This is because the average wife lives longer than her husband and is also married to a man older than her (Henslin, 2003). Adolescents in bereaved families score significantly lower on academic achievement tests and males are less likely to finish high school (Amato, 2005). According to Biblarz and Gottainer (2000), children who experience parental death are less likely to finish high school than children with two married parents. Children exposed to a parent's death may also have more behavioural problems and lower psychological adjustments than children in two-parent families.

2.2.2.3 Single Parenthood by Choice

Most people do not wish to be single parents but a growing minority chooses to become so. Out of Wedlock births are responsible for more mother –child families than is divorce (Blanchi, 1995.) Since 1970, the proportion of all births that occur out of wedlock has nearly tripled in the U.S.A. (Lauer & Lauer, 2002).The never married single mother is even more likely than the divorced single mother to be in poverty. Nearly 1/3 of children living in single-parent homes live with a parent who has never been married (Steinberg, 2002).

Women constitute the larger percent of the never married. They set out to have children without the support of a spouse or partner (Giddens, 2005). These are single mothers by choice. There is a slight trend today for single well-educated career women to bear children outside marriage (Lamana, 1988). In the modern Kenya, some educated and sophisticated women no longer place a premium on husbands and marriage opting instead to raise a "happy family" on their own terms (Malanda, 2009). Even for a person with a stable income and a network of friends and family to help with childcare, raising a child alone can be an emotional task due to role overload (Kendall, 2007). By 2000, 25% of all dependent children lived with a single mother in the U.S.A. (O'Donnell, 2002).

2.2.2.4 Single-parenthood Due to Teenage Pregnancy

One out of ten girls in the 15 - 19 year old girls become pregnant every year in the U.S.A. (Cherlin, 2002). In Kenya; child bearing begins early putting many students at risk of maternal morbidity and mortality. Almost a quarter of young Kenyan girls aged 15-19 have began child bearing (UNICEF, 2007). The proportion of adolescents aged 15-19 who get pregnant has remained static since 2003 at about 23%.Teenage mothers may be less skilled at parenting and are less likely to complete high school than those girls that are teenagers but do not have children. Teen marriages are highly unstable. They are more likely to end in divorce than marriages occurring after 20 years. Most adolescent mothers spend at least some portion of their lives as single mothers. The children of teen parents are affected and tend to score lower than children of older parents on intelligence tests (Hagee, 2006). They also do typically less well in school and are more prone to behaviour and adjustment disorders. They are also more likely to become teen parents themselves (Kendal, 2007). Teenage mothers thus may have had low opportunity costs in terms of lost earnings or wages themselves (Hoffman, 2008).

2.3 Type of Parenthood and Academic Performance

Home influence is greatest during the pre-school years. A favourable emotional climate is one in which the needs of adolescents are met (Massey, 2007). Two key aspects of parenting behaviour are parental support and control that parents exercise and have a social, psychological and academic impact on the child (Oslon &Defrain, 2000). Increasingly higher levels of parental support are related to a variety of positive outcomes for children, including better academic achievement, higher self esteem, more social competence and better psychological adjustment (Amato & Booth, 1997). Children from balanced parenting families tend to have a higher level of self esteem, more friends, greater affection for their parents, better academic achievement and more satisfaction (Amato & Booth 1997). Sons and daughters often have different experiences growing up in the same family because they are treated differently by each parent.

As children get older, parents serve as models and definers of their children's educational aspirations and attainment (Cohen, 1987). Parents transmit their educational values to their children. Parents who are well-educated serve as examples of what they hope their children will achieve. Those who take an interest in their children's schooling are teaching them that education is important and they are expected to do well (Rice, 1990). In his study of parents as educational models and definers, Cohen (1987) found out that mothers and fathers were about equal in their modelling influence although whichever parent had more education tended to influence more. There's a fairly common difference between boys raised in single-parent families as they have a lower level of educational attainment and consequent lower income as adults. The proportion of young men from single-parent families who do not finish high school is more than twice the proportion of those who have always lived in

two-parent families. The proportions of those who receive a bachelor's degree or go on to graduate school from two-parent families is almost double that of single-parent families (Henslin, 2006).

In father absent families due to death, most students may end up either declining in their academic grades due to being absent because of lack of school fees or even dropping out of school completely. It seems more important for adolescent boys to identify with their father than for girls to identify with their mother. The student who achieves better grades in school has a happy relationship with the father (Garrison, 1965). The fathers continue to influence the intellectual and academic performance of their children throughout middle childhood and into adolescence (Corey, 1998). Parents are expected to care for their children and be responsible for their moral and intellectual development. There is thus a correlation between the absence of the father and lower academic achievement (Henslin, 2006).

Students in single-parent homes also tend to have lower academic achievements due to excess domestic chores (Lauer & Lauer, 2002). Compared with those who grow up with both parents, teenagers who spend part of their childhood apart from their natural fathers are twice as likely to drop out of high school and are therefore less likely to achieve higher levels of education, occupation and income(Amato, 2005). The better the quality of the father and the mother's relationship, the better is the child's behaviour and school achievement on average (Santrock, 2005). Fathers also have influence on early intellectual development of the children. Infants whose fathers were highly involved with them scored higher on infant intelligent tests than those whose fathers were less involved (Shaffer, 2000). Fathers continue to influence the intellectual and academic performance of their children throughout middle childhood.

Research has found out that third graders and fourth graders in single-parent mother headed households performed much better academically if they had maintained a warm relationship with an absent father who encouraged them to do well and who monitored their progress to ensure that they did. This was especially very important for girls (Rice, 1990). Children are also socially responsive when they are securely attached to both the mother and the father. Children from mother only families are more likely than children in two parent families to have poor academic achievement, higher school absentee and drop out rates, early marriage and parenthood, high rates of divorce and more drug and alcohol abuse (Kendall, 2007).

Teenage pregnancy leads to disruption of young girl's education and reduces future potential of a good life. Children of teen parents are also affected and tend to score lower than children of older parents on intelligence tests and they typically do less well in school (Hagee, 2006). These children are also more prone to behavioural and adjustments disorders and are more likely to become teen parents themselves (Zanden, 2003). Children from mother only families are also more likely than children in two-parent families to have poor academic achievement, higher school absentee and drop out rates, early marriage and parenthood, higher rates of divorce and more drug abuse (Kendall, 2007). Adolescence has the potential for being a time of conflict between parent and child, for in this stage both are involved in periods of transition. Both are experiencing biological shifts (Giddens, 2005). The child is undergoing the physical and hormonal changes accompanying puberty and the parents those of midlife (Lamana, 1988). For many parents, power struggles with teenagers tend to involve the child's style of dress and general appearance. Other decisions for example if homework will be done /finished also come into play (Zanden, 2003). Parents do influence their adolescent children as models and as

consultants and thus should be prepared with facts and information about the alternatives so that adolescents can make knowledgeable decisions. There are important differences between adolescent relationships with mothers versus fathers. In general, adolescents interact much more often or closer to and argue more with their mothers than with their fathers and this is seen among males as well as females and across a variety of cultures (Zanden, 2003).

2.4 Impact of Guidance and Counselling on Students Academic Achievement

School counsellors are concerned with the comprehensive needs of their students, that is, educational, vocational, personal and social (Brigman & Goodman, 2005). Preventive counselling provides information on life skills where as intervention counselling deals with issues affecting the student. The underlying purpose of school counselling program is to facilitate the instructional process and students' academic success (Dahir, 2004). In a study evaluating the impact of school counsellor-led interventions on students' academic achievement, it was found that school counsellors have a positive influence on students' performance (Brigman & Goodman, 2003). These results revealed that combined school counsellor interventions of group counselling and classroom guidance were associated with a positive impact on student self-esteem, academic achievement and behaviour. In another study on effective classroom guidance on student achievement by Lee (1997), it was found out that group guidance has positively affected students' academic achievement (Gerler &Anderson, 2005).

Counselling in secondary schools is important as it helps curb frustrations and other challenges facing students (Shechtman, 2002). These challenges include peer influence, environment and home background among others. At secondary

school stage, students realize the absence of a parent more vividly. Intervention through counselling thus is vital as students especially from single parenthoods may compare themselves with others from dual parenthoods. This feeling of incompleteness may be seen where some of the students use their grandparent's name as a surname to be like those from two-parent families and also to identify themselves. The students may also suffer low self-esteem. Counselling helps the students understand themselves and also equips them with skills and knowledge, which are necessary if they are to excel in their academic performance (A.S.C.A. 2003). Guidance and counselling services also address the developmental needs of the students (Key & Lockhart, 2000). It deals with career guidance, vocational placement, psychological needs and those issues the student may be struggling with that are home-oriented. Guidance and counselling also equips students with necessary knowledge and techniques to achieve their set goals both in school and in their future (Whiston, 2002). Guidance and counselling thus is a life process (Dahir, 2004).

2.5 Theoretical Framework

This study was guided by the Family Systems Theory developed by Murray Bowen. Bowen's professional interest in the family began early in his career in the late 1940's. He became particularly interested in the possible trans-generational impact of a mother-child symbiosis in the development and maintenance of schizophrenia. Bowen discovered that the emotional intensity of the mother child interaction was very powerful. This emotional intensity seemed to characterize relationships throughout the family (Goldenberg & Goldenberg, 2000). Fathers and siblings too were found to play key roles in fostering and perpetuating family problems as triangular alliances were continually formed and dissolved among differing sets of family members. The reciprocal functioning of all the individual members within the family

became so apparent that Bowen began to view the entire family as an emotional unit made up of members unable to separate or successfully differentiate themselves from one another (Goldenberg & Goldenberg, 2004). He thus conceptualized the family as an emotional unit, a network of interlocking relationships. Bowen believed that the driving force underlying all human behaviour came from the submerged ebb and flow of family life, the simultaneous pull between family members for both distance and togetherness (Goldenberg & Goldenberg, 2000).

Family changes will have an impact on all members thus the relevance of this approach. The processes that occur in the family, functional or dysfunctional, will also have an impact on the students. To understand students' academic performance and other areas of their development, type of parenthood is of great importance then as students are born into families and most of them live their entire lives attached to one form of family or another (Corey, 2005). Within these families, they discover who they are, develop, change, give and receive support they need for survival. They create, maintain and live by often unspoken rules and routines that they hope will keep the family functional (Corey, 2005). Actions by any individual family member will influence all the others in the family and their reactions will have a reciprocal effect on the individual (Goldenberg & Goldenberg, 2004). In relation to this then, single parenthood either due to death, divorce, choice or teenage pregnancy will greatly impact on the students as it will result to role overload on the remaining parent.

Absence of the father will impact negatively on the family as a whole economically and particularly on the boy students who will lack a role model and at times a disciplinarian. This then will have an impact on their academic

performance. Deficiencies in parenting will thus affect the students who are part of the system and in turn will impact on their overall development. If the family fails to support a choice, a student may also experience a conflict between his choice and his desire to remain 'connected' with the family. How parents feel about their children has an impact on their overall development, academic performance included (Corey & Hyness, 2005). In a report where 50 studies were summarized by the U.S. department of Education in 1987, it was found out that parental involvement in education boosts students' academic achievement and their career choices (Henderson, 1988).

2.6 Conceptual Framework

The relevance of the theoretical framework to the study is that the study basically drew ideas from the family systems theory that focuses on the processes that occur in the family, functional or dysfunctional. Academic performance may be due to factors related to the mentioned theory. The Family Systems theory explains that the family is an emotional unit made up of members unable to separate or successfully differentiate themselves from one another. Processes occurring in the family would have an impact on the students' academic performance.

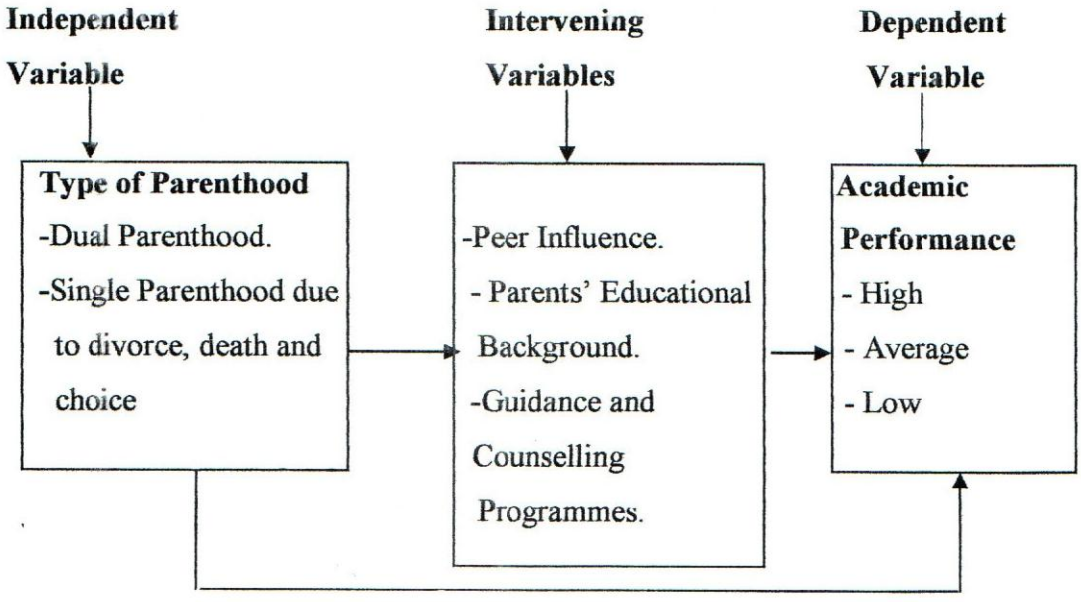


Figure 1: The Influence of Type of Parenthood on Student's Academic Performance

Figure I illustrate how the type of parenthood, the independent variable influences academic performance, the dependent variable. However, the intervening variables may also influence the dependent variable. For example, guidance and counselling may influence a student who was performing poorly to improve academically. Peer influence on the other hand may negatively or positively influence a student's academic performance. Parents who are also highly educated may also influence their children's academic performance positively as they serve as models of what they expect their children to achieve.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a framework of the methodology that was used. It includes the research design, location of the study, population of the study, sampling procedure and the sample size. Instrumentation, data collection and data analysis procedures are also included.

3.2 Research Design

This study employed an *ex post facto* research design. The term *ex post facto* is used to refer to an experiment in which the researcher, rather than creating the treatment, examined the effects of a naturalistically occurring treatment after that treatment has occurred (Kathuri & Pals, 1993). For this study, the research attempted to relate this after the fact treatment to an outcome or dependent measure. Treatment was included by selection rather than manipulation. The effects of type of parenthood (independent variable) on students' academic performance (dependent variable) had already occurred at the time of study.

3.3 Location of Study

The study was carried out in public day secondary schools within Nakuru Municipality. The public day secondary school students were selected because they were in daily interaction with their parenthood types. The public day secondary schools were also mixed making it possible to examine the gender differences in academic performance. Nakuru Municipality is in the urban setting. Nakuru as a town is a historical place, populated by people across the ethnic groups in Kenya. It has a cultural heritage of more than 42 tribes (Constituency Development Fund magazine, 2007). The town's population is predominantly African giving it a cosmopolitan feel as people from different

regions of the country have added a unique flavour to the town. Nakuru municipality is the most densely populated division of Nakuru District, with a population of 255,215 people (Ministry of Planning and National Development, G.O.K., 2002-2008).

3.4 Population of Study

The population of study was form 3 students, both boys and girls in the public day secondary schools in Nakuru Municipality. The total number of the form three students was 1875. Out of 1875 students, 766 were girls and 1109 were boys (Nakuru District Education Office, 2008). The form three students' population distribution in the public day secondary schools in Nakuru Municipality is summarised in table 2.

Table 2

Distribution of Form 3 Students' Population by School, 2008

School	Boys	Girls	Total
Afraha Secondary.	142	68	210
Langalanga Secondary.	99	57	156
Lanet Secondary	60	42	102
Uhuru Sec. Sch.	32	16	48
Crater View Secondary	26	29	55
Nakuru Day Secondary	102	52	154
Mogoon Secondary	18	17	35
Kilelwet Sec. Sch.	14	4	18
Moi Sec. Sch.	70	59	129
Nakuru West Sec. Sch.	57	57	114
Hill Crest Sec.Sch.	39	16	55
Nakuru Central Sec.	26	31	57
Menengai Sec.Sch.	146	119	265
Flamingo Sec. Sch	97	60	157
Tumaini Sec. Sch.	53	39	92
Kenyatta Sec. Sch	92	56	148
Upper Hill Secondary	36	44	90
Totals	**1109**	**766**	**1875**

Source: District Education Office, Nakuru, (2008)

3.5 Sampling Procedure and Sample Size

There were 17 public day secondary schools in Nakuru Municipality. For Descriptive research, a sample size of 10% is considered the minimum (Gay & Diel, 1992). The researcher used a sample size of 30% (5 schools) of the

population of public day secondary schools. The 5 schools were sampled randomly. Purposive sampling was employed to sample ten teachers, a class teacher and a teacher counsellor from each sampled school.

Students' sample was obtained through coefficient of variation. Nassiuma (2000) stipulates that a coefficient of variation of 30% maximum is usually acceptable. The researcher used a coefficient of variation of 24% and a standard error of 0.02 to work out the students' sample. Students' sample size was 145. Out of the 145 students, 78 students came from dual parent families, 39 boys and 39 girls. Sixty seven students hailed from single parent families, 37 boys and 30 girls. Stratified Random sampling was employed to sample students from dual parenthood type. Purposive sampling was employed to sample students from single parenthoods.

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

Where n=Sample
N= Population
C= Covariance
e= Standard error

$$n = \frac{1875(24\%)^2}{(24\%)^2 +(1875-1)\,(0.02)^2} = 145$$

Table 3

Students' and Teachers' Sample Population

School	Boys	Girls	Teachers	Total
1	10	10	2	18
2	18	16	2	36
3	14	12	2	26
4	10	12	2	24
5	24	19	2	40
Total	**76**	**69**	**10**	**155**

3.6 Instrumentation

Two sets of questionnaires were used to collect data .The questionnaire items were developed by the researcher from the set research objectives. The researcher also consulted with the supervisor during the development of the questionnaire items. The students' questionnaire (Appendix A) had 2 sections. Section I targeted student's personal information and parenthood type. Section II contained items related to student's academic performance and factors that contributed to the academic performance. Questionnaire 2 (Appendix B) was filled by the counselling teachers. It targeted students' parental background and their academic performance.

3.6.1 Validity

The researcher developed research items from the set research objectives. The researcher then conducted a pilot study to establish whether the questionnaire items were suitable using 10% of the entire sample size (14 students) as recommended by Orodho (2004). This was in a Public day Secondary School in Nakuru Municipality which was not part of the sample. This assisted in

detecting vague questions and making them more appropriate and easily understood, and deleting those that were not relevant to the study. The researcher also consulted with the supervisor and experts from the Psychology, Counselling and Education Foundations Department of Egerton University to establish content validity.

3.6.2 Reliability

The internal consistency of the instrument was determined from scores obtained from a single test. Cronbach's Alpha coefficient was computed to determine the correlation. A reliability of 0.72 was established and accepted. The reliability was within the recommended values of 0.7 and above (Fraenkel & Wallen, 2000).

3.7 Data Collection Procedure

The researcher had a letter of introduction from the department Psychology, counselling and Education Foundations explaining the purpose of the study. The researcher next obtained permission from the Ministry of Education. The researcher individually went to each sampled school one week before the actual day of data collection to seek permission from the school heads and also set time when the data would be collected in liaison with the class teachers. Data was collected in one week. The researcher visited one school every day from Monday to Friday so as to administer the questionnaires during the week data was to be collected. During data collection, the researcher administered the questionnaires, assisted by the class teachers. The counselling teacher filled in the questionnaire designed for them. The questionnaires were collected immediately they were filled.

3.8 Data Analysis

Data collected was processed and presented using tables, cross tabulations, graphs and a pie-chart. The data was then analysed using percentages, frequencies, means and t-test with the aid of a computer-based programme, Statistical Package for Social Sciences (SPSS) version 11.5 for windows to facilitate answering of the research questions. Types of parenthood students belonged to and students' gender were analysed using percentages and frequencies. Inferential statistics (means and t-test) were employed to find out if there were any statistical significant differences in the academic performance of students from both types of parenthoods and by gender.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the demographic characteristics of the respondents and a discussion of the research results based on the research objectives. The research objectives of the study were:

i. Establishing the types of parenthood to which students in public day secondary schools belonged to in Nakuru Municipality.
ii. Establishing the difference in academic performance of students from dual and single parenthoods in public day secondary schools in Nakuru Municipality.
iii. Establishing the factors that contributed to the academic performance of students in relation to type of parenthood in public day secondary schools in Nakuru Municipality.
iv. Finding out if there were any gender differences in academic performance of public day secondary school students in relation to parenthood type in Nakuru Municipality.

The data collected was analysed using descriptive and inferential statistics using Statistical Package for Social Sciences version 11.5 for windows.

4.2 Demographic Characteristics of Respondents

There were 1875 form three students from the public day secondary schools in Nakuru Municipality. These figures were obtained from monthly returns from schools in the Nakuru Municipality Education Office (2008). From this population, 145 students were sampled out of which 52% (75) were boys and 48 % (70) were girls. This is an indicator that there were more boys enrolled in the public day secondary schools in the municipality than girls. This scenario is

also a true reflection of enrolment at the District level where out of the 5,514 students who sat for the K.C.S.E. national examinations in the year 2008, 3,076(55.8%) were boys and 2,438(44.2%) were girls (Nakuru District Education Office, 2009).

There are many reasons why the number of boys is higher in the secondary schools. Some of them could be that most girls may choose to forego their education in preference for marriage. There is also the possibility that most girls drop out of school due to teenage pregnancy. In this era of high prevalence rates of HIV/AIDS, it could also be that most girls drop out of school to take care of either their ailing parents or orphaned siblings. Cultural factors may also come into play where some parents may still believe that it is uneconomical to educate the girl child thus opting not to enrol the girls in secondary schools. Most of the girls may also be employed as domestic helps in the urban areas after class eight leaving their male counterparts to continue with education.

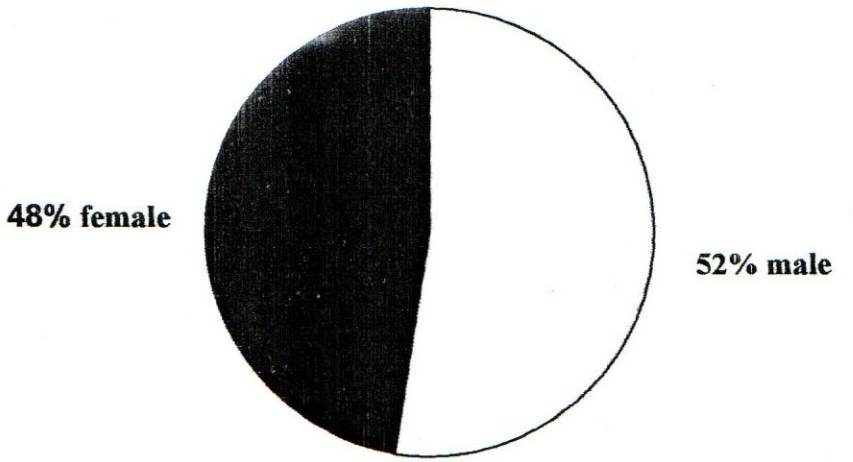


Figure 2: Gender of Respondents (Students)

Ten class teachers and teacher counsellors drawn from the sampled schools were also included. Forty percent of the teacher counsellors and class teachers had teaching experience of more than 15 years, 30% of the teachers had teaching experience of 11 to 15 years and 20% of them had teaching experience of 6 to 10 years. The remaining ten percent of the teachers had teaching experience of less than 5 years. This is summarised in table 4.

Table 4

Teacher Counsellors' and Class Teachers' Teaching Experience

Year	**Frequency**	**Percent**
Up to 5 years	1	10.0
6 to 10 years	2	20.0
11 to 15 years	4	40.0
Above 15 years	3	30.0
Total	**10**	**100.0**

Table 4 shows that 70% of the teacher counsellors had a teaching experience of more than 11 years. This then may be an indicator that the teachers had interacted with students for a longer period of time and thus had a chance of forming independent opinions related to students' parenthood types and their academic performance. It also is an indicator that most of the teacher counsellors were mature in age and thus able to deal with the challenges they may encounter in a counselling situation

4.3 Type of Parenthood Students Belonged to

The first objective of this study was to establish the types of parenthood students belonged to. To obtain this information, students were required to indicate their parenthood type as either dual or single parenthood in the questionnaire. Seventy eight students (53.8%) indicated that they were from two-parent families, 39 boys and 39 girls. Sixty seven students (46.2%) were from single parent families, 37 boys and 30 girls. As shown in fig 3, 53.8% of the students were from dual parent families and 46.2% of the students were from single parent families.

This is a diversion from traditional African family set-up where single parenthood was rare. The father was the head of the family in Traditional African Communities (Mbiti, 1969). From the figures obtained, girls from single parent families were fewer than the boys, may be an indicator that some of the girls from single parents do not continue with secondary school education due to financial problems experienced in the single parent family making it hard for the single parent to meet the costs of secondary school education. It could also be that most of the girls easily find employment as house helps after class eight in the major urban areas with the support of the parent so as to try and supplement the meagre family income. The figures also may be an indicator that the dual parent family is more prevalent than the single parent family in Nakuru Municipality. This is in line with the study findings by Family Support Institute on types of parenthood in Kenya (1997) which found out that the two-parent family constituted 45% of the sampled population compared to the single parent family which constituted 30%. Out of the 67 students from the single parent families, 57 indicated that they were from mother- only families while 10 students indicated that they hailed from father-only families. This shows that that most of the students were growing up in a

father –absent family in Nakuru Municipality. This is in line with the findings of Steinberg (2002) that when youngsters live with only one of their natural parents, it is nearly always the mother. This is because mothers spend far more time with the children, do most of the care-taking and if the family breaks up are far more likely to raise the children as single parents than fathers.

The causes of absence of the other parent were identified as death, divorce, never married and jail. Out of the 67 students from single parent families, 34 came from families where one of the parents was absent due to death, 25 students came from divorced parents while parents of 6 students had never been married and parents of two students had been jailed. From those students whose parents had divorced, 16 of the parents had been divorced for more than five years, 8 less than one year and 1 less than one year. This shows that most of the students were still struggling with the effects of divorce.

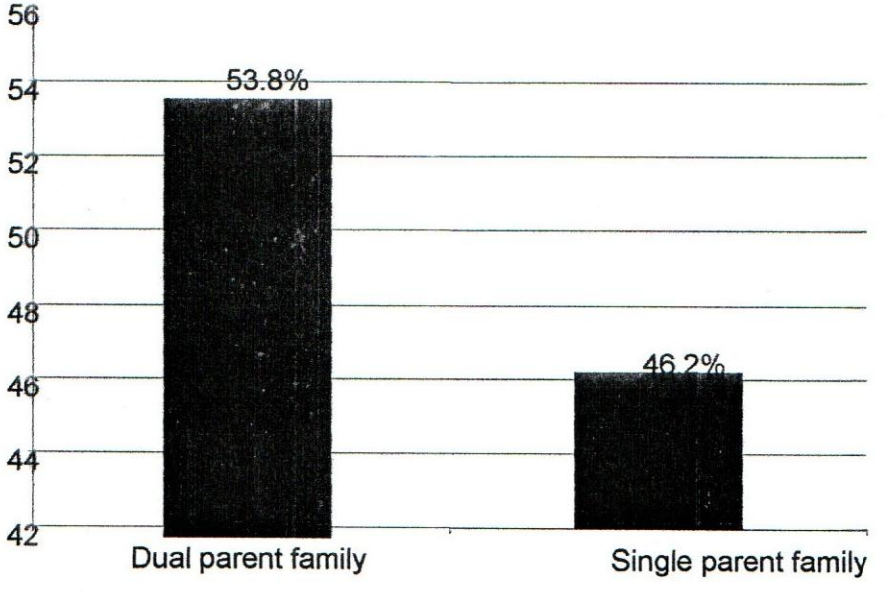


Figure 3: Type of Family Students Come From

Table 5

Person(s) Students Live With During School Term

	Frequency	Percentage
Parent	116	80.0%
Relatives	20	13.8%
Others	9	6.2%
Total	145	100.0

Table 5 indicates that 80% of the students lived with their parents during the school term, 13.8% with relatives and 6.2% with others. Those who lived with relatives could have been due to a number of reasons. Among the reasons could have been that they be assisted to go to school by the relatives who may be were more financially endowed than their parents by paying school fees for them. It could also be that the students lived with relatives so that they assist with domestic chores even as they continued attending school within the urban area, especially for the female students. The schools in the urban areas are also relatively closer to the residential areas compared to those in the rural areas making them more attractive. The students thus could be staying with their relatives due to this proximity of schools to where they were residing with their relatives.

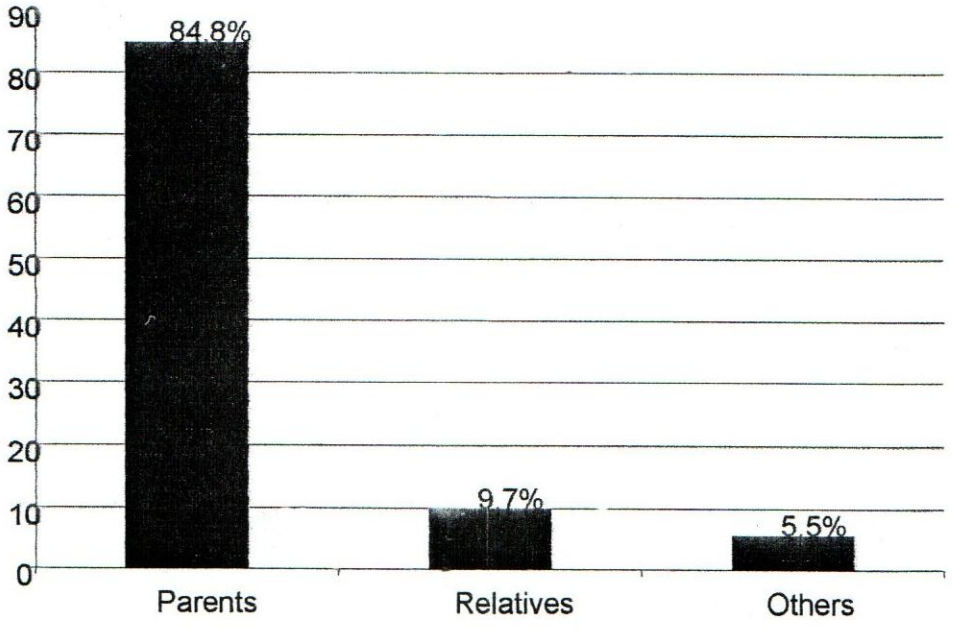


Figure 4: Person(s) Living With Students during School Holidays.

During the school holidays, 84.8% of the students lived with their parents, 9.7% with relatives and 5.5% with others. Those who lived with relatives and others during the school holiday them may just have gone to visit with them. This is as shown in figure 4. The students thus spent most of their time with their parents as compared to relatives and others in Nakuru Municipality.

Looking at figure 3 and figure 4, it can be deduced that the parents had the greatest opportunity to influence the academic performance of their students as they spent most of the time with them during the school term and during the school holidays. The parents had the opportunity to follow up on their students' academic performance as they were with them in the evenings and on the weekends during the school term and also with the students almost throughout during the school holidays.

4.4 Students' Academic Performance

The second objective of this study aimed at establishing if there were any significant differences in academic performance of students by their parenthood types in public day secondary schools in Nakuru municipality. To address this objective, the students were required rate themselves academically and also indicate their individual mean grades for the previous four terms.

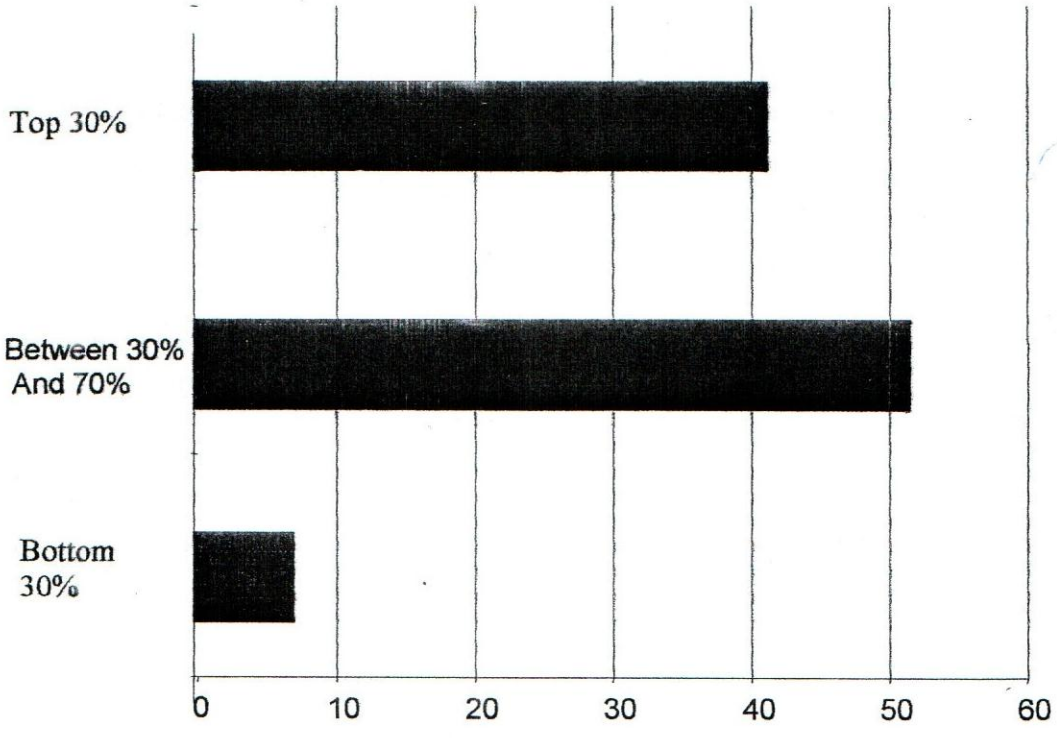


Figure 5: Students' Percentile Group ratings in Previous Terms' Performance in Exams

As shown in figure 5, 6.9% of the students rated themselves as being in the bottom 30% in performance in exams, 51.7% of the students rated themselves

as being between30% and 70% in their performance in exams, and 41.4% of the students rated themselves as being in the top 30% in performance in exams. This is in relation to how they had performed in their previous term's exams. Majority of the students rated themselves as being average. This was also reflected in the mean grades the students had scored in the previous four terms. This then means that the students did understand what was expected of them from the questionnaire items. It is also an implication that that they were honest in filling in the research items.

The teacher counsellors also responded to the item on which students performed better academically. Seventy percent of teacher counsellors agreed that students from two parent families performed better academically than students from dual parent families. Ten percent of the teacher counsellors were undecided on which students performed better with 20% of them indicating that student from single parent families performed better academically than those from dual parent families

Table 6

Summary of Students' Family Type and their Average Mean Scores for the Previous Four Terms

Average Mean Scores for the Previous Four Terms				Total Students	Average Scores
Category Mean grade	High A- B+ B-	Average B- C+ C. C-	Low D+ to- E		
Students' Frequencies from dual parents	5	66	7	78	6.70
Students' Frequencies From single parents	1	47	19	67	5.79
Total	**6**	**113**	**26**	**145**	**6.25**

The students filled in the mean grades they had scored for the previous four terms. This was in consultation and with assistance from the class teachers of the concerned classes to ensure that that the correct mean grades were recorded. The average mean grade from the four previous mean grades indicated by each student was first calculated. The average mean grade of students from dual parenthood was then calculated and compared with the average mean grade of students from single parenthood families. Students were put into two categories. These were those from single parent families and those from dual parent families.

The mean grades got from the students were ranked into three categories. These were low, average and high in relation to the mean grades attained and their frequencies as summarised in table 6. The high category ranged from grades A to B, average from grades B- to C- and low from grades D+ to E. The

students were put into two categories with regard to their parenthood type that is dual and single parenthood. Five students from dual parenthood and one student from single parenthood were ranked in the high category giving a total of 6 students. No student scored a mean of A from both parenthood types. This could be because the students in day schools are admitted to form one with lower K.C.P.E. marks. It may also be due to the fact that much revision time is wasted as students commute to and from home to school daily.

In the average category, 60 students from dual parents and 47 students from single parents were ranked. Students from dual parents were more in the higher ranked categories. Seven students from dual parents were ranked in the low category compared to 19 students from single parenthoods. In overall rankings, more students from dual parent family were ranked in the high and average categories than the students from single parent families. There were more students in the low category from single parents. The mean score for the students from dual parents was 6.70. The mean score of students from single parents was 5.79. Students from dual parents scored a higher mean grade than students from single parent families.

The average mean score for the 145 sampled students was 6.25 points. This is a better performance compared to what the mean score for the municipality in the 2008 K.C.S.E results were. This could be because the students are yet to cover the form four syllabus which could result in a lowered final grade due to more workload in the final year.

T-test was computed using the students' average mean grades to determine if there was any statistically significant difference in academic performance between students from single and dual parenthoods.

Table 7

Achievement Differences in Academic Performance between Students from Dual and Single Parents.

Gender	Type of Parenthood	n	mean	sd	df	t- value	sig(2 tailed)
Boys and Girls	Dual Parent	78	6.7	1.395	143	1.96	0.05
Boys and girls	Single Parents	67	5.79	1.71			

The results indicated that t =1.96, P<0.05. This implies that there is a statistically significant difference in academic performance of students from dual and single parenthoods in public day secondary schools in Nakuru municipality. Students from dual parenthoods performed better academically than those from single parenthoods as found out in public day secondary schools in Nakuru Municipality.

According to O'Donnell (2002), the dual –parent family offers increased educational opportunities to the students. Lauer &Lauer (2002) stipulates that students in single parent families tend to have lower academic achievements compared to those in two parent families. This could be attributed to the fact that those from two parent families are sent home less often due to school fees problems compared to those from single parent families in Nakuru Municipality. Students from single- parent families are more likely to have poor academic achievement and higher school absentee than students from two – parent families (Kendall, 2007). Students from single parent families also may be affected negatively in their academic performance due to the absence a role model and the father as a disciplinarian

4.5 Factors That Contribute to the Academic Performance of Students in Relation to the Type of Parenthood.

The third objective of this study was to establish the factors that contribute to the academic performance of the students in relation to parenthood types. The responses were from the teacher counsellors and the students.

4.5.1 Teacher Counsellors' Responses to Factors That Contribute to Students' Academic Performance

Eighty percent of the teacher counsellors agreed that students from single parent families were absent from school more often due to school fees problems compared to those from dual parent families while 20% of them strongly disagreed. Forty percent of the teacher counsellors were undecided on which students had more revision materials, 50 % indicated that those from dual parents had more revision materials and 10% indicated that those from single parents had more revision materials.

Ninety percent of the teacher counsellors indicated that all students from both parenthood types participated in academic activities and class discussions compared to 10% of the teacher counsellors who were undecided. On the research question on which students were given more work at home, 80% of teacher counsellors strongly agreed that those students from two parent families are given less work at home compared to those from single parent families. Twenty percent of the teacher counsellors disagreed that those from two parent families are given less work at home.

4.5.2 Students' Responses to Factors That Contribute to Their Academic Performance

Majority of students (93.9% from dual parents and 86.6% from single parents) agreed that they worked very hard to improve on their academic performance with 1.5% of them strongly disagreeing, 5.1% of the students disagreeing that they worked very hard and 4.2% of the students being undecided.

Most students also indicated that they enjoyed participating in class discussions and other academic activities (88.5% from dual parents and 79.1% from single parents). This was a total of 122 students out of the 145 students sampled. These statistics are an indication that there were other factors at play in influencing the students' academic performance other than just individual factors which were necessary to establish.

Factors related to parenthood types were analysed concerning whether students had been paid for extra tuition by their parents. From the dual parent families, 29.5% of the students strongly disagreed that they have been paid for extra tuition, 17.9% of the students disagreed making a total of 47.4% of those students who had not been enrolled in extra tuition. From the single parent families, 34.3% of the students strongly disagreed and 19.4 % disagreed, totalling to 53.7% of the students who had not been paid for extra tuition. This may be an indicator that all parents have confidence in the public day secondary schools to offer whole and quality education. This is in respect to the fact that the public schools enjoy qualified teachers from the government. The schools are also fully staffed and most of them are also adequately equipped with stationary and other learning facilities to offer wholesome education.

On the item those students who had been paid for extra tuition, those from dual parents were more than those from single parents that is 43.6% and 32.8% respectively. This may be an indication that dual parent families are better off financially as stipulated by Henslin (2006) and thus can afford to pay for extra tuition compared to the single parent families. Single parent families have lower incomes compared to the two parent families. This is especially so in cases of divorce where custodial mothers experience the loss of about ¼ to ½ of their pre-divorce income (Steinberg, 2002). The single parents may then not be in a position to pay for the extra tuition for their students. This in turn may result to the students from the single parent family scoring lower mean scores than the students from the two parent families.

Table 8

Responses of Students to Factors That Contribute to Their Academic Performance in Relation to Their Parenthood Types

Question/ item		Response (percent) SD	D	U	A	SA	TOTAL
I work very hard to improve on my grades	dual parents	0	2.6	3.8	47.4	46.5	100% (78 students)
	single parents	1.5	7.5	4.5	41.8	44.8	100 %(67 students)
I enjoy participating in class discussions and other academic activities	dual parents	6.4	0	5.1	51.3	37.2	100% (78 students)
	single parents	5.9	2.9	11.9	40.3	38.8	100% (67 students)
My parents have paid for me extra tuition to help improve on my academic performance	dual parents	29.5	17.9	9.0	21.8	21.8	100% (78 students)
	single parents	34.3	19.4	13.4	20.9	11.9	100% (67 students)
I have enough revision time during the school holidays	dual parents	7.6	11.5	14.1	41.0	25.6	100% (78 students)
	single parents	25.3	14.9	10.4	28.4	20.9	100% (67 students)
I am sent home many times from school due to fees problem	dual parents	47.4	21.8	5.1	14.1	11.5	100 %(78 students)
	single parents	25.4	25.4	4.5	19.4	25.4	100% (67 students)
I have been bought for enough revision books /materials by my parents	dual parents	34.6	26.9	7.7	15.4	15.4	100% (78 students)
	single parents	40.3	23.9	10.4	19.4	5.9	100% (67 students)
My parents attend parents meetings and other school functions always except when they can not due to unavoidable circumstances	dual parents	7.7	5.1	2.6	29.4	55.1	100% (78 students)
	single parents	10.4	14.9	3.0	25.4	46.3	100% (67 students)
My parents discuss with me the challenges/ problems i encounter as a student in a relaxed and friendly manner	dual parents	28.2	12.8	3.8	28.2	26.9	100% (78 students)
	single parents	20.9	14.9	10.4	22.4	31.3	100% (67 students)
My parents visit school to consult with teachers about my academic progress	dual parents	38.5	17.9	10.2	24.3	6.0	100% (78 students)
	single parents	38.8	19.4	10.4	19.4	11.9	100% (67 students)

On the item whether the students had enough revision time during the school holidays, 86.6 % of the students from dual parents indicated that they had enough revision time compared to 49.3% of the students from single parents. This may be an indication that those from single parent families have more work to do in the home compared to those from dual parent families leading to less revision time. The students from the single parent families may be are expected to assist more with the family chores during the school holidays. This could be in the small scale family business especially for the boy students and domestic chores for the girl students. The students' holiday revision time is then spent in other ways other than revising. This may be especially so since most single parents may end up delegating most of their duties to the students when they are home. This could be due to role overload the single parents experience as observed by Oslon&Defrain (2000).

From single parent families, 40.2% of the students disagreed that they had enough revision time compared to 19.1% from dual parents. The number of students from single parents who indicated that they did not have enough revision time is more than double that of those from dual parent families. Lack of enough revision time then may be a major factor contributing to the differences in academic performance of students from dual and single parenthoods. Not all students from dual parent families have enough revision time however as would be expected. This may be an indicator that revision time is a major challenge students in day schools have to contend with.

Of those students who were undecided on if they had enough revision time during school holidays, 14.1% were from dual parent families and 10.4% from single parent families, a possible indicator that students from single parent families are better decision makers due to being exposed to responsibilities

earlier in life than those from two-parent families. This is because the single parent family offers the child, especially the older child an opportunity for real responsibility according to Giddens (2005).

In response to the item on those sent home many times from school due to fees problems,69.2% of the students from dual parents and 50.8% from single parents indicated they are not sent home many times. Above 50% of students from both parenthood types are not sent home many times due to school fees problems. This may be due to the government's introduction of free secondary tuition education which has greatly subsidised the cost of secondary education for all parents. This in turn has made secondary school education in day schools accessible to most students as parents are expected to meet development and lunch costs only. This has had positive results of the students being retained in schools for longer periods within the term than was the case before. It also indicates that all parents are interested in their children's education despite the financial constraints they may be experiencing and that not all single parents are financially strained. It is possible to deduce from these figures that more than 50% of the students are present in school most of the term from both parenthood types and as such the students should perform better academically than they are performing. For those who indicated that they are sent home many times because of school fee problems, those from single parent families were more than those from dual parent families that is 34.5% and 25.6% respectively. This indicated that students from single parents are absent from school more often due to school fees problems than those from two parent families. This may be due to the lower income earned in the single parent family compared to the income earned in the two-parent family. Howse (1998) indicates that the two-parent family has a higher income than the single parent family. This absence from school in turn causes students in the single parent

family to perform poorer academically compared to those from two parent families. The figures indicate that some of those from dual parent families also experience financial difficulties which in turn also negatively affect their academic performance (25.6% of the students). The number of those students who were undecided was 5.1% from dual parents and 4.5% from single parents.

More than 30% of students from dual parents agreed that they have been bought for enough revision books/materials by their parents compared to 25.3% from single parents showing that dual parents are more financially able to provide their children with the necessary revision materials so as to boost their children's academic performance. However, 61.5% of the students from dual parents and 64.2% from single parents disagreed that they had been bought for enough revision materials. This may be an indication that the schools are well equipped with books and so the parents may be hesitant to buy more books. This is especially due to the introduction of the free secondary tuition education programme. This has made it possible for most of the schools to internally equip themselves well with books and other learning resources.

Most students also agreed that their parents attend parents' meetings and other school functions with 84.5% students from dual parents and 71.7% of the students from single parents agreeing. From this, it can be deduced that dual parents tend to be more involved with the students and attend school activities more compared to single parents as stipulated by Oslon & Defrain (2000). Another reason why the attendance was so high could be because of the hefty fines levied on those parents who do not attend the said functions by the school management in most of the day schools. Of those students who disagreed, 12.8% were from dual parents and 25.3% from single parents. The number of the single parents who did not attend the school functions was higher than that

of the dual parents, may be due them not having someone to stand in for them in their businesses especially for those who were self employed. This then may have translated to lack of time unlike in the two parent family where they could attend the school functions alternately.

Students too responded to the item on whether their parents discussed with them the challenges and problems they encountered in a relaxed and friendly manner. Forty one percent of students from dual parents disagreed that their parents discussed with them the challenges and problems they encountered in a relaxed and friendly manner compared to 35.8% of students from single parents. This is an indication that most parents are too busy at the work place to talk with the students especially in the dual parent families where both parents work. This in turn may affect the students' academic performance negatively.

Of those students who strongly agreed, 31.3% were from single parents and 26.9% from dual parent families. This was a diversion from Oslon and Defrain's (2000) observations that dual parents tend to be more involved with their children for example taking them to cultural and recreational activities, doing with them things at home and talking with them about their problems than are parents in single parent families. The higher percentage of students from single parent families who agreed could be an indication of the type of relationship that exists between them and their parents. This could be the buddy -buddy relationship that develops in single parent families thus making it easy for the students to talk with their parents almost on an equal level (Howse, 1998). The communication patterns in the single parent family are also open, honest and straight forward as stipulated by Oslon and Defrain(2000). Students then may perform better academically if parents took more time to discuss with

them the challenges and problems they encounter more seriously as this appeared to be an area greatly ignored by both parenthood types.

It also emerged that most parents, both dual and single do not visit the schools to consult with teachers about the academic progress of the students, with 56.4% from dual parents indicating the parents do not visit to consult and 58.2% from single parents indicating the same. Parental involvement in education boosts students' academic achievement and their career choices (Henderson, 1998). Of those parents who visit the schools to consult, 30.3% were dual parents and 31.3% were single parents. The dual parents were more than the single parents. However, the total figures of those who visit the school to consult with teachers on the academic performance of their students was found to be much lower compared to the number of those who did not. This then may explain why the academic performance of most public day secondary school students in the municipality is below average. Most of parents seem not to be involved or interested with how their children are doing in school once the students leave home in the morning.

4.6 Gender Differences in Academic Performance of Public Day Secondary School Students in Relation to Parenthood Type in Nakuru Municipality

The fourth and final objective of this study was to establish if there were any gender differences in academic performance among students from both dual and single parents. T-tests were computed to find out if there were any significant differences in the academic performance of male students from dual and single parenthoods, female students from dual and single parenthoods, male and female students from dual parenthoods and finally male and female students from single parenthoods.

Table 9

Differences in the Academic Performance of the Male Students by Their Type of Parenthood

Respondents	Type of Parenthood	n	means	sd	df	t-value	sig(2 tailed)
Male students	Dual Parenthood	39	6.92	1.97	74	2.0	0.05
Male students	Single Parenthood	37	6.25	1.81			

The results in table 9 indicates t=2.0, P>0.05. This implied that there was no significant difference in performance of boys from dual and single parenthoods in public day schools in Nakuru municipality schools. The performance of boys, from both single and dual parenthoods did not differ significantly. This is in line with a study conducted by Sall (2000) in Tanzania which found out that there was no statistically significant difference in the academic performance of boys from dual and single parents. The mean score of boys from single parents was however slightly lower than that of boys from dual parents despite the difference not being statistically significant. This however differs from the study findings in the U.S. by Lamb (1997) which found out that there is a fairly common difference between boys raised in single parent families as they had a lower level of educational attainment and consequent lower incomes as adults compared to those raised in dual parent families. The proportion of young men from single parent families who did not finish high school was more than twice the proportion of those who had always lived in two parent families. The proportions of those who received a bachelor's degree or went on to graduate school from two parent families was almost double that of single parent families as found out by Henslin(2006).

Table 10

Differences in Academic Performance of Girls from Dual and Single Parenthoods

Respondents	Type of Parenthood	n	mean	sd	df	t-value	sig(2 tailed)
Girl students	Dual Parenthood	39	6.48	1.37	67	2.0	0.05
Girl students	Single Parenthood	30	5.28	1.39			

t=2.0, P< 0.05.

The t value was 2.0, the P value was less then 0.05. This implies that there was a statistically significant difference in academic performance between girls from dual and single parents. The girl students from two parent families performed better academically than those from single parent families in Nakuru municipality. The girls from single parent families were from mother only families. According to Henslin (2006), fathers are important figures in the intellectual development of young adults. The absence of the father then may have affected the girls' academic performance negatively.

Children who grow apart from their biological fathers score lower on standardized tests, report poorer grades and view themselves as having less academic potential than children who grow up with both biological parents (Amato, 2005). The girls from the single parent families may also have had more work at home assisting their parents in domestic chores as their parents worked overtime in an effort to supplement the family's income. This in turn may have resulted in less time for revision for the girls in the single parent family compared to the girls in the two-parent families.

Table 11

Gender Differences in Academic Performance of Boys and Girls from Dual Parenthoods

Respondents	Type of Parenthood	n	mean	sd	df	t-value	sig(2 tailed)
Boys	Dual Parenthood	39	6.92	1.97	76	2.0	0.05
Girls	Dual Parenthood	39	6.48	1.37			

The t value was 2.0, P>0.05. This implies that there is no significant difference in academic performance of boys and girls from dual parents .The performance of both girls and boys from dual parent families did not differ significantly. This may be because the dual parent family may be more advantaged financially. Both the boys and the girls also benefit equally from the father's presence. Henslin (2006) found out that the father is an important figure in the intellectual development of children. Dual parents also take more interest in their children's schooling thus teaching them that education is important and that they are also expected to do well (Rice, 1990). Looking at their academic average points however, the boys' mean score is slightly higher than that of the girls. This indicates that the boys still perform better academically than the girls despite the difference not being significant.

Table 12

Gender Differences in Academic Performance of Boys and Girls from Single Parenthoods

Respondents	Type of Parenthood	n	mean	sd	df	t-value	sig(2 tailed)
Boys	Single Parenthood	37	6.25	1.81	65	2.0	0.05
Girls	Single Parenthood	30	5.28	1.39			

The t= 2.0, P<0.05. This implies that there is a statistically significant difference in academic performance of boys and girls from single parents in public day secondary schools in Nakuru municipality. Girl students from single parent families perform worse academically than boy students from single parent families in public day secondary schools in Nakuru Municipality. This may be due to the fact that in our current society, most senior positions in the Kenyan government and the private sector are occupied by men. This then provides the boy child with more educated role models in the society which acts as an incentive to their aspirations and by extension their academic achievement. The girls on the other hand are exposed more to the domestic chores and "soft" careers for example nursing and the service industry. This then may cause the girls to be less motivated to work hard in school as most of these careers do not require very high mean grades to join them.

The difference in academic performance may also be explained by different cultural practices and expectations. This may be because the girls find themselves performing more duties at home to assist their parents especially in taking care of their younger siblings and as such end up having little time and energy left for school work at the end of the day. Single parents also do not keep close track of how their children are doing in school as found out in a

study in Boston in 1990(Mclanahan & Sandefur, 1994). The girls are thus less motivated to work hard in school due to this laxity by their parents. The girls also are more absent from school to assist with household duties when their parents are away compared to the boys who continue with their schooling uninterrupted as established by Sall (2000).In a study carried out by Mbugua (2000) on a Standardization of the Ravens Coloured Progressive Matrices in the Nakuru Municipality, Kenya, boys still performed better than the girls, with a mean of 16.85 for the boys on RCPM compared to the girls whose mean was 14.96. The performance of the boys was higher than that of the girls with 1.89. The academic performance of the boy students from single parents in public day secondary schools in Nakuru municipality was found to better than that of the girl students from single parenthoods.



CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

This chapter presents a summary of the findings based on the research objectives, conclusions from the findings and recommendations derived from the conclusions. Suggestions for further research are also included.

5.1 Summary

The main purpose of this study was to find out the influence of types of parenthood on academic performance of public day secondary school students in Nakuru Municipality, Rift Valley, Kenya. The following findings were established based on the objectives of the study:

(i) The first objective of the study was to establish the parenthood types of the students. From a sample of 145 students, 53.8% of the students (78 students) were from dual parent families and 46.2 %(67 students) were from single parent families. The causes of single parenthood were identified by the students as:

(a) Thirty four students indicated death as the cause of single parenthood

(b) Twenty five students indicated divorce as the cause

(c) Six of the students indicated that their parents had been never married.

(d) Two of the students indicated that one of the parents was in jail.

(ii) The second objective of the study aimed at establishing if there was any difference in academic performance of the students in relation to their parenthood types. The research findings were that there is a significant difference in performance of students from dual and single parenthoods. Students from dual parenthoods perform better than those from single parent families. The academic mean score of the students from dual parent

families was 6.7 points compared to the academic mean score of the students from single parent family which was 5.79 points.

(iii) The third objective of the study aimed at establishing the factors that contribute to the academic performance of students in relation to type of Parenthood in Nakuru Municipality. The factors identified were :

a. Financial factors. Students from single parent families were sent home more often (34.5% of the sampled students) compared to those from dual parent families (25.6%).

b. Students from dual parent families had enough revision time (86.6% of the sampled students) compared to those from single parent families (49.3%).

c. More students from dual parent families were paid for extra tuition (43.6% of the sampled students) compared to those from single parent families (32.8%).

d. The number of students from dual parenthood who were bought for enough revision materials was higher (30% of the students) than that from single parent families (25.3%).

(iv) The fourth objective of the study aimed at finding out if there were any gender differences in academic performance of students in relation to parenthood types. The research findings were:

(a)There was no statistically significant difference in academic performance of boys and girls from dual Parent families. The academic mean score for the boys was 6.92. The academic mean score for the girl students was 6.48.

(b)There was a statistically significant difference in the performance of boys and girls from single parenthood where the boys performed better academically than the girls. The academic mean score for the boys was 6.25 while the academic mean score for the girls was 5.28.

5.2 Conclusion

Based on the summary findings, the study makes the following conclusions:

(i) Type of parenthood did have an influence on students' academic performance in public day secondary schools in Nakuru Municipality. Students from dual parenthoods performed better academically than those from single parenthoods.

(ii) Factors that influenced the academic performance of the students included financial constraints and lack of enough revision time at home .Students from single parent families felt they were given more work at home which contributed to their lower academic performance compared to those from two parent families.

(iii) Girls from single parent families performed worse academically compared to those from the dual parent families. Boys from single parent families performed better academically compared to the girls from the single parent families.

5.3 Recommendations

This study makes the following recommendations in view of the above conclusions.

(i) The Ministry of Education should intervene for the students from single parent families through development of appropriate counselling materials. The students need to be counselled on how to cope with the challenges they encounter as a result of growing up in a single parent family. The Ministry of Education should also organise workshops to train the counselling teachers so that they are well equipped and prepared to handle the various challenges they may encounter in the process of counselling the students.

(ii) The ministry of Social Services should organise workshops to educate parents, both dual and single parents on the major role they play in influencing the students' academic performance and on the overall development of the child. The parents mainly influence their children through training, guidance and role modelling. The single parents should also be counselled on how to cope with their dual roles without having to overload their children with the extra chores.

(iii) The M.O.E. and the Constituency Development Committees should award bursaries to the bright and needy students with more emphasis on girls from single parenthoods as they are the most negatively affected in their academic performance and are mostly likely to drop out of school due to the various challenges encountered, financial challenges included. This is with an aim of retaining those students from single parenthoods in school.

(iv) The M.O.E should also develop relevant counselling programmes to address the needs of the students from different parenthood types

(v) Religious and non-governmental organisations should also be more actively involved in financially supporting the students from single parent backgrounds, with more emphasis on the girl students as they are the ones mostly affected negatively in their academic performance.

5.4 Suggestions for Further Research

The following areas are suggested for further research:

(i) Influence of type of parenthood on academic performance of public secondary school students using a National Sample.

(ii) Influence of type parenthood on students' academic performance using samples of students from rural and urban settings.

(iii) Challenges facing students from single parenthoods in achieving their academic and life goals in Kenya.

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APENDIX A

STUDENTS' QUESTIONNAIRE

Dear respondent,

This questionnaire is designed to assess the influence of type of parenthood on students' academic performance. The information supplied will be treated in confidence. Please be as genuine as possible.

There is no right or wrong answer so answer according to your opinion.

Tick(√) your response (only one) in the box.

SECTION 1

1. Gender

   Male ☐ Female ☐

2. What type of family do you come from?

   Dual Parent (two-parent) Family ☐ Single Parent ☐

3. If you come from a single-parent family, what is the gender of your parent?

   Male ☐ Female ☐

4. What caused the absence of the other parent?

   Death ☐ Divorce/Separation ☐ Jail ☐ Never married ☐

5. If due to divorce/separation, how long has it been since the divorce/separation?

   One year ☐ Less than five years ☐ More than five years ☐

6. Whom do you live with during the school term?

Parents ☐ Relatives ☐ Others ☐

7. Whom do you live with during the school holidays?

Parent(s) ☐ Relatives ☐ Others ☐

8. In what group are you in, in regard to your last end-tem academic performance in your class?

Top 30% ☐ Between 30% to70% ☐ Bottom 30% ☐

9. Please indicate your mean grades or total marks for the terms indicated in the spaces below (each term).

i. Term Two 2008 mean grade/Total Marks (Form Two second term.)

ii. Term Three 2008 Mean Grade/Total marks.(Form Two Third term)

iii. Term One 2009 Mean Grade(Form Three First Term)

iv. Term Two CAT One Mean Grade(Form Three Second Term)

SECTION 11

Select only one response for each statement and put a tick(√) in the box beside the selected responses.

The selected responses are as follows:-

Strongly Agree **(SA)** Agree **(A)** Undecided **(U)** Disagree **(D)**

Strongly Disagree **(SD)**

10. I work very hard in school to improve on my grades.

SA ☐ A ☐ U ☐ D ☐ SD ☐

APPENDIX B

QUESTIONNAIRE FOR CLASS /COUNSELLING TEACHER

1. Teaching Experience

1-5yrs ☐ 6-10yrs ☐ 11-15yrs ☐ above 15yrs ☐

Select only one response for each statement and put a tick in the box beside the selected response.

The selected responses are as follows:-

Strongly Agree (**SA**) Agree (**A**) Undecided (**U**) Disagree (**D**)
Strongly Disagree (**SD**)

2. Students from two parent families perform the same academically as those from single-parent families.

SA ☐ A ☐ U ☐ D ☐ SD ☐

3. Students from single parent families are absent from school more often due to fees problems than those from two parent families

SA ☐ A ☐ U ☐ D ☐ SD ☐

4. Students from single -parent families have more revision materials than those from two parent families.

SA ☐ A ☐ U ☐ D ☐ SD ☐

5. Students from two-parent families participate more in academic activities and class discussions than those from single-parent families.

SA ☐ A ☐ U ☐ D ☐ SD ☐

6. Students from two parent families are given less work at home.

SA ☐ A ☐ U ☐ D ☐ SD ☐

APPENDIX C

RESEARCH PERMIT

EGERTON
Tel: 051-
62276/19/62280/-4
Fax: 051- 62213



UNIVERSITY

P.O. Box 536
Egerton, Kenya

EMAIL: regadmin@egerton.ac.k

DEPARTMENT OF PSYCHOLOGY, COUNSELLING AN
EDUCATIONAL FOUNDATIONS

25th June 2009

TO WHOM IT MAY CONCERN

RE: MASTERS' STUDENTS' FIELD RESEARCH

It is a requirement for our Master of Education students to carry out a field research for their project report. The research can be carried out in institutions of learning or other institutions that the student may be interested in.

I therefore wish to introduce to you **Betty C.W. Murage** registration number **EM16/1931/07** for your kind assistance in her study entitled: **Influence of Types of Parenthood on Academic Performance of Public Day Secondary School Students within Nakuru Municipality, Kenya.**

Please, accord her the help she may need in order to achieve this objective. While she is carrying out the research, she is familiar and bound by the ethical standards of collecting information, safeguard of the same, and using the findings pro-actively.

On behalf of the University, I wish you well and thank you for your partnership in the training of our students.

Sincerely,

CHAIRMAN
DEPT. OF PSYCHOLOGY, COUNSELLING &
EDUCATIONAL FOUNDATIONS
P.O. Box 536, EGERTON
Date .....

Dr. M. Chepchieng
CHAIRMAN, DEPARTMENT OF PSYCHOLOGY,
COUNSELLING AND EDUCATIONAL FOUNDATIONS.

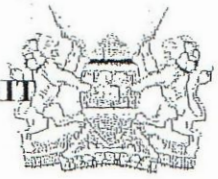
For: Vice-Chancellor- Egerton University

MINISTRY OF EDUCATION

APPENDIX D

RESEARCH PERMIT

ams: "LEARNING"
one: 221[illegible]
replying please quote



DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU

Ref. NKU/ED/156/VOL II/9

29th June, 2009

THE PRINCIPAL

1. MOI SECONDARY
2. CRETER VIEW
3. TUMAINI HIGH SCHOOL
4. NAKURU DAY
5. NENENGAI HIGH SCHOOL
6. KENYATTA SCONDARY

RE: BETTY C. W. MURAGE
EGERTON UNIVERSITY

The above named student has permission to conduct research in your school as per the attached request. The research will take place during the month of July.
Please give her the necessary assistance.

[illegible] DISTRICT EDUCATION OFFICER
NAKURU DISTRICT

KAMAU CHRISTOPHER
FOR: THE DISTRICT EDUCATION OFFICER
NAKURU