

AFRICA INTERNATIONAL UNIVERSITY

EFFECTS OF SINGLE PARENTING ON THE ACADEMIC PERFORMANCE OF
TEENAGERS IN SELECTED HIGH SCHOOLS IN NGONG,
KAJIADO COUNTY KENYA

By
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A Thesis submitted to the University in partial fulfilment of the
requirements for the degree of Master of Education,
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STUDENT'S DECLARATION

**EFFECTS OF SINGLE PARENTING ON THE ACADEMIC PERFORMANCE OF
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KAJIADO COUNTY KENYA**

I hereby declare that this is my original work and has not been submitted to
any other College or University for academic credit

The views presented are not necessarily those of Africa International
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(Signed): _____
Hannah Njeri Ngigi

July, 2017

ABSTRACT

This study is a descriptive study which sought to investigate the effects of single parenting on the academic performance of teenagers in selected high schools in Ngong, Kajiado County, Kenya. The study further investigated whether single parent family structure affect teenagers and what factors affect these teenagers' academic performance. This study was prompted due to the fact that single parent families are on the rise and the fact that family structure has changed in today's world. The purpose the purpose of this research was to find out whether single parent family structure affect teenagers and what factors affect these teenagers' academic performance. The general objective was to determine the factors affecting the academic performance of teenagers from single parents' families in high schools. The study employed a mixed method design. Purposive sampling for students, snowball variation, was used while typical case variation was used for both teachers and parents. Data was collected using a questionnaire for students and interview schedules for teachers and parents. The data from these questionnaires was analysed statistically and findings presented in terms of discussion and frequency tables, with mean, standard deviation and percentages calculated. The data from the interviews were analysed to check for themes, which were later coded for presentation. The researcher concluded that single parenthood was not a direct major determinant of academic performance. There were other factors, which can be influenced by the family structure, and in turn influence academic performance. These factors include parental involvement, socioeconomic status and classroom environment. Gender was only a factor depending on how the individual student has received gender socialization. Recommendations were thus made to students, teachers, parents and other researchers based on these findings.

DEDICATION

To the Almighty God, the source of all wisdom, knowledge and understanding.

My late mother, Teresia Wambui, who encouraged me to study. She gave me all the support I required when in primary and high school by providing everything. She once told me to study without fear and one day she said, “even if you want to go to America, to study, I will support you financially” and yet she was a needy single mother, a casual labourer.

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LIST OF ABBREVIATIONS AND ACRONYMS

A	Agree
AERA	American Educational Research Association
AIU	Africa International University
APA	American Psychological Association
D	Disagree
FA	Father Absent
FP	Father Present
GPA	Grade Point Average
NACOSTI	National Commission on Science and Technology
NCME	National Council of Measurement in Education
NLSY	National Longitudinal Survey of Youths
OECD	Organization for Economic Co-operation and Development
RQ	Research Question
SA	Strongly Agree
SES	Socio-Economic Status
SP	Single Parent
TP	Two Parent
US	United States
USA	United States of America

CHAPTER ONE

INTRODUCTION

Single parent families have become so much pronounced in Kenya today than it did some years back. There are many causes of single parenthood and in turn varied factors influencing academic performance of teenagers from single parent families. With an increased number of students being raised in non-traditional families, like single parent families, there is a necessity to look at influences on academic performance of teenagers in light of this new family structures (Bianchi & Milkie, 2010; Vaughn, 2011).

Globally, Kinnear (1999) observes that one-quarter to one-third of all families are headed by single mothers, calling into question the normativeness of couple headed families. On the one hand, as divorce becomes more common, developed countries, in particular, are experiencing an increase in single-parent families. The United States has the highest percentage of single-parent families (34% in 1998) among developed countries, followed by Canada (22%), Australia (20%), and Denmark (19%). On the other hand, in developing countries, divorce is not as common, but desertion, death, and imprisonment produce single-parent families, primarily headed by women (Kinnear 1999). Rates vary from country to country. In countries such as Ghana, Kenya, Rwanda, Cuba, Puerto Rico, Trinidad, and Tobago more than 25 percent of households are headed by women (International Encyclopedia of Marriage and Family 2003).

The pan-African study conducted in 2012 by two Canadian sociologists, Prof Shelly Clark and Prof Dana Hamplová, and posted in the Daily Nation on 17/8/2013

shows that Kenya has one of the highest levels of children born out of wedlock on the continent. The study found out that Kenyan women have a 59.5 per cent chance of being a single mother by the age of 45 either through a premarital birth or dissolution of a union. These sociologists, Clark and Hamplová, warn that this trend could have a deep impact on society because studies in other parts of the world have shown that a significant number of children brought up in single parent families have lower life prospects than their peers brought up in two-parent families. The growing number of single parents is so evident that we need to study how children develop in such family arrangements, and how best parents parent their children without the aid of a spouse.

Background of the Problem

Single parents are not a phenomena of the 21st century only. They were very common in the 17th and 18th centuries (Encyclopaedia of Children and Childhood in History and Society, 2008). The most common cause then was death of a parent. Approximately 1/3 to 1/2 of all children in this era experienced the death of a parent during childhood. Medical advances and improvements in sanitation and maternal care since then have significantly reduced mortality of people in reproductive age. Today though, death of a parent is now a much less common cause of single parenting, - divorce, accidental pregnancies and single parenting by choice are now the leading reasons for the rising number of single parents. According to the Organization for Economic Co-operation and Development (OECD 2011), 15% of children live in single parent households worldwide, and women head approximately 85% of these households. Contrary to popular belief, the majority of single parents are employed.

Family structure has changed in today's world. Many children live in a home with just one parent. Research has revealed that the case of children being raised by

single parents has now become a global crisis. In the United States, about 4 out of 10 children were born to unwed mothers while nearly two-thirds are born to mothers under the age of 30. According to U.S. Census Bureau, out of about 12 million single parent families in 2015, more than 80% were headed by single mothers. Recently, 1 in 4 children under the age of 18 — a total of about 17.4 million — are being raised without a father and nearly half (45%) live below the poverty line. For those living with father only, about 21% live in poverty. In contrast, among children living with both parents, only 13% are counted as poor (US Census bureau 2015).

Further, compared to two-parent households, many studies have documented the challenges faced by single parents and the disadvantages of their children. A large majority of studies reviewed show that children from single-parent (SP) homes score lower on tests of cognitive functioning and standardized tests, receive lower GPAs, and complete fewer years of school when compared to children from two-parent (TP) homes, although some studies have been inconclusive (Mandara & Murray 2006; Sigle-Rushton & McLanahan 2004). Children from two-parent households outperform children from one-parent households across a variety of measures even when regulating for economic and racial differences of the family (Kim, 2004). A consideration of a study conducted by Rouse and Barrow (2006) in the U.S.A. revealed that years of schooling completed and educational achievement of students, varied widely by family backgrounds. They found out that compared to students from the more disadvantaged families, students who came from less disadvantaged families had higher average test scores and were more likely to have never been held back a grade.

Recent studies of Kenya populations indicated that, on a variety of social indicators, children from two-parent homes performed better than children from

single- parent homes. For instance, Kitainge (2011) found that children living with one parent were less likely to be in school at age 17 than their two-parent counterparts in most regions within Kenya. Kamar (2008) in another study showed that between father presence and self- esteem a significant positive relationship was found. In addition, stronger scholastic achievement and more stable peer relations were exhibited by father- present youths. One of the most important input factors for the production of education for given levels of ability, is student effort as determined by family background, which is different from other inputs like teacher quality, school autonomy, or class size (Otieno, 2010).

Problem Statement

Because students many times have greater accessibility to both parents simultaneously, students from two-parent families have an advantage over students from single-parent families or extended relative only families. A child's level of academic success is contributed to by numerous factors, one factor being the family. Due to the fact that the family is the first source of informal education for a child, the family unit is considered one of the most influential components of a child's academic achievement (Sumari, Hussin, & Siraj, 2010). More specifically, a child's ability to academically achieve is affected by parenting styles, discipline techniques, involvement with their children, and the home environment (Sumari et al.). Every child has the capacity to succeed in school and in life.

However, while many studies show why and how single parenting can affect a child's educational success, there is little research on ways to reduce the negative effects single parenting has on children's educational success. In this case, the researcher perceives that there are several factors that may affect the academic performance of teenagers from single parent families. The central problem of this

research therefore was to find out whether teenagers from single parent families are actually affected by this form of family structure and what other factors affect their academic performance.

Purpose of the Study

Long gone are the days when being a single parent, and especially when the cause was not death, raised eyebrows. Today, single parents are not generally viewed as deviants as it has become almost a common occurrence. Reviewed literature shows that, when compared to counterparts from two parent families, students from single-mother families tend to underperform academically (Bachman et al., 2009; Hampden-Thompson, 2009; Waldfogel et al., 2010). Therefore, the purpose of this research was to find out whether single parent family structure affects teenagers and what other factors affect these teenagers' academic performance.

Objectives of the Study

This study sought to achieve the following general and specific objectives.

General Objective

To determine the factors affecting the academic performance of teenagers from single parents' families compared to those from both parent families in high schools.

Specific Objectives

1. To establish the prevalence of single parenthood among teenagers among selected high schools in Ngong.
2. To determine the perception of single parenthood teenagers towards education as compared to teenagers with both parents.

3. To establish the difference in academic performance of teenagers from single parents' families and those from both parents' families?

Research Questions

This study was guided by the following three research questions:

1. What is the prevalence of single parenthood families in Ngong?
2. What are the perceptions of single parenthood teenagers towards education as compared to teenagers with both parents in selected high schools in Ngong?
3. To what extent is there a difference in academic performance of teenagers from single parents' families and those from both parents' families?

Significance of the Study

The present study was significant in several dimensions. First, it was to help shed light on the prevalence of single parenthood among students in high school. This may be important since teachers will have to realign their skills in meeting the psychological, emotional and education needs of their students. Secondly, the study was significant since it may help in creating awareness on how single parenthood affects teenager's academic performance in high schools. By finding out the factors that affect their academic performance while in high school, these teenagers from single parent families may be helped in order to help improve on their academic performance and try to maximize on their potential. Lastly, but not least, the findings were to have significance to teachers, school administrators and policy makers as they all work to find ways to help all students to learn.

Delimitation

This study was limited by the amount of time allocated for the research. It was therefore, not possible to do a study covering a large area and thus the researcher

delimited the study as indicated here below. Since it was not possible to conduct the research in the whole country and in all high schools, the study was delimited to selected high schools within Ngong in Kajiado County. It was also delimited to academic performance of teenagers in these selected high schools.

Limitations

The choice of the schools was made purposively because of the nature of as a suburban area. Its findings may therefore not apply entirely to other high schools; though the selected schools may share many characteristics with other schools. The application of the findings is to be done to other schools with caution.

Another limiting factor was the busy schedule of the schools timetables. Therefore, the researcher sought the respective school's administrations help and scheduled to collect the data during periods that would aid in avoiding disruptions of the schools' formal schedule.

Theoretical Framework

Research that has examined relationships between changing family structures and students' school-related outcomes, has tended to show that in relation to two-parent families, children in single-parent families have lower academic performance, are more susceptible to peer pressure to engage in deviant behaviour, have higher dropout rates from high school, and have greater social and psychological problems. Although the differences are generally small, a number of theories have been proposed to explain the variations. In this study the researcher looked at the ecological systems theory, the social cognitive theory and the school socialization style to help in finding out about factors influencing the academic performances of teenagers from single parent families.

Bronfrenbrenner's Ecological Systems Theory

The importance of the home environment on a child's development is illustrated by a review of Bronfrenbrenner's work. Urie Bronfrenbrenner was a Russian American psychologist renowned for developing the Ecological Systems Theory which predicts that additional layers of influence help shape the family environment and, consequently children's development (Papalia, Olds, & Feldman, 2009). Five environmental systems with which an individual interacts are identified in Bronfrenbrenner's theory.

An individual's immediate environment forms the first layer called the microsystem (Bronfrenbrenner, 1994). It includes interpersonal relations experienced by an individual as a first-hand experience and refers to groups that most directly impact the child's development. They might include family, school, friends, and neighbourhood. The mesosystem, wherein relations between microsystems exist, forms the second layer (Bronfrenbrenner, 1994). For example, the relation of family experiences to school experiences; if parents negatively reject their child at home, that child may have difficulty developing positive relations with teachers at school. The ecosystem forms the third layer which consists of the linkages taking place between two or more settings (Bronfrenbrenner, 1994). At least one of the settings is indirectly related to the immediate environment of the developing child, and one setting is directly related. The relationship between the child and the home, and the parent's workplace forms an example here. The workplace could influence the home, and thus, influence the child, although the child is not immediately related to their parent's workplace.

The fourth subsystem, the macrosystem (Bronfrenbrenner, 1994), consists of the culture in which somebody lives. An individual's nation, ethnicity, and

socioeconomic status (SES) would be connections within the macrosystem and includes the characteristics of material resources, customs, life-styles, opportunity structures, and hazards in which a developing child is engaged. Finally, the chronosystem extends the environment into a third dimension (Bronfenbrenner, 1994) and covers change over time in the characteristics of the child and in the environment in which a child lives. Changes in family structure such as divorce, relocation of residency, and employment opportunities are examples of the chronosystem. Though an individual's psychological development is independently influenced by each of the five systems, they are entwined so that a conflict in one system could negatively affect the others.

Social Cognitive Theory

People are neither driven by inner forces nor automatically shaped and controlled by the environment, that is, according to social cognitive theory. People function, within a network of reciprocally interacting influences, as contributors to their own motivation, behaviour, and development. Within this theoretical perspective, persons are characterized in terms of a number of basic capabilities. Human expectations, beliefs, emotional bents and cognitive competencies are developed and modified by social influences that convey information and activate emotional reactions through modelling, instruction and social persuasion (Bandura, 1986).

School Socialization Style

Socialization style was originally developed to explain interpersonal phenomena between children and parents, but the two-dimensional approach (demandingness and responsiveness) of socialization style can also be applied to

teachers and schools, which are active agents of socialization, just like parents.

Teacher support and teacher-student relationship can be measures of school socialization style if students are asked to consider the general practices of all teachers at the school. Particularly in middle and high schools where students interact with multiple teachers and school staff beyond the classroom, teaching style and school socialization style may exert shared influence on students.

Based on levels of demands and responses, studies of school socialization style use the categorical descriptors authoritative, authoritarian, permissive, and indifferent to describe schools. School demandingness comprises aspects like academic press, high expectations from school, and an orderly disciplinary climate, while school responsiveness contains supportive teacher-student relationships, a supportive school climate, and shared values.

Studies of teaching and school process suggest that the authoritative socialization style is the most effective for schools. Students in authoritative schools showed the lowest levels of behavioural disengagement, defined as absenteeism, tardiness, and turning in unfinished homework, while students in indifferent schools presented the highest disengagement levels according to a research by Pellerin (2005). For disadvantaged students, the appropriate combination of responsiveness and demandingness seems to be more critical than for others.

Conceptual Framework

According to Punch (2005, 53), a conceptual framework is a representation, either graphically or in a narrative form, of the main concepts or variables, and their presumed relationship with each other. It shows the conceptual status of the factors, variables or phenomena we are working with. For this study, the researcher conceptualized a relationship among several factors that affected teenagers from

single parent families when compared to those from two parent families. The researcher conceptualized that there is an interdependent relationship between academic performance and family structure and the teenagers' perceptions towards education. That is, academic performance of a teenager can be affected by the fact that he/she comes from a single parent family which in turn also affects his/her perception on education. These relationships were presented in a diagram as shown here below.

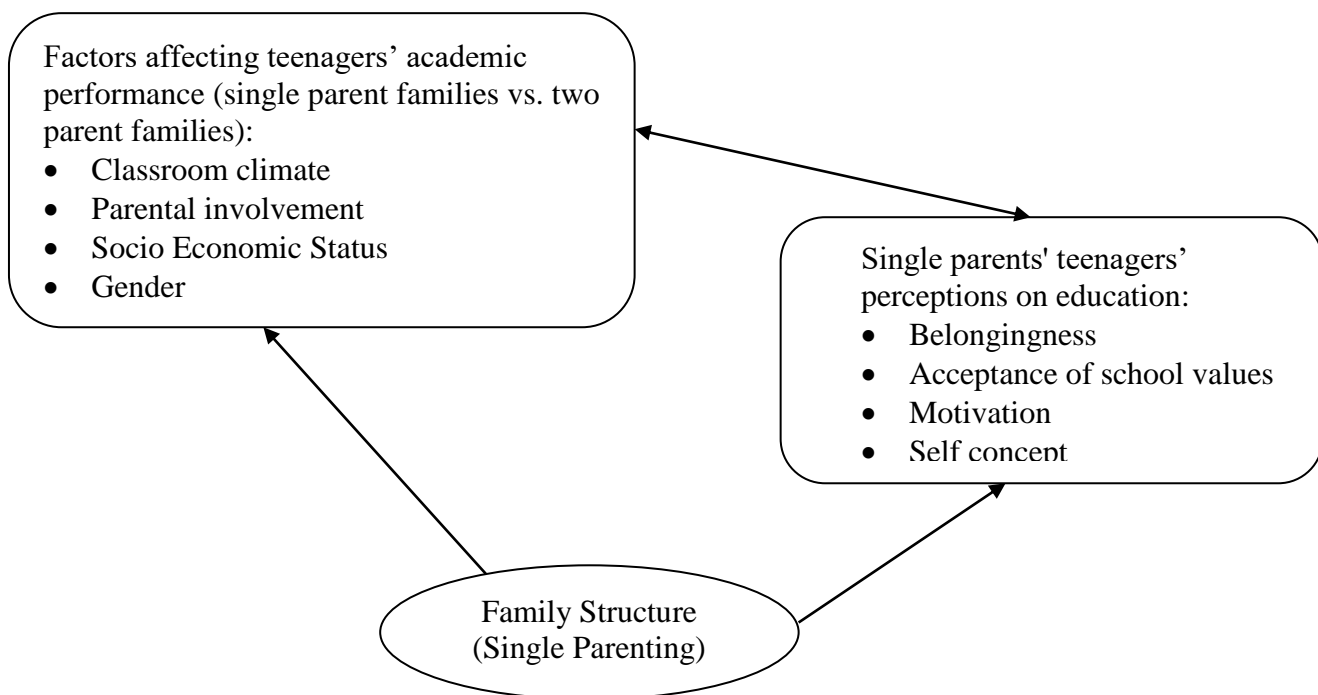


Figure 1: Conceptual Framework Diagram

Source: Researcher 2016

Definition of Key Terms

Under this section the researcher provided definitions of the key terms in this research as they were used for this study.

Parenting: For this study, parenting was taken to mean the skills and task

responsibilities of raising child/children. In this case the child's physical, emotional, social and intellectual developments are being promoted and supported by the parent.

Parenting is usually done by the biological or adopted parent of the child in question.

Single parenting: For this study, single parenting is the situation where there is only one biological parent to raise up a child/children. In most cases, this tendency may be as a result of many years of travel by one of the parents, divorce, death, early pregnancies, separation and desertion

Academic Performance: For this study, academic performance is student's grade or marks obtained from school examination. Although class contribution and participation can determine the strength of a student's work, the common method used globally to assess a student's academic performance is through written examination. For the purpose of this study, academic performance will be based on how the students performed on a most recent exam as per the time of data collection.

Teenager: For this study, a teenager is a child, usually between the ages of 13 and 19, who is developing into an adult. During this age the teenager relies on parents and important adults for advice but at the same time wants to make a personal decision. In Kenya, teenage students are normally in their upper primary school and secondary level and they mostly depend on their parents for their schooling.

CHAPTER TWO

LITERATURE REVIEW

This chapter explored literature related to this research in a bid to familiarize with the existing knowledge. The researcher then identified gaps in order to avoid duplication of other researcher's topics and work. The research sought to examine factors that affect teenagers from single parent families and how those factors affected teenagers' academic performance. The main goal of this chapter was to present supporting evidence from other researchers on the issue of single parenting of teenagers in light of their academic performance.

Developed countries, in particular, are experiencing an increase in single-parent families as divorce which is one most researched factors of single parenting, becomes more common (Single-Parent-Families-Demographic Trend, 2005). The absence of one parent has serious effects on the adolescent as single parent mother led homes experience lower household income which eventually influence the educational opportunities and success in school (Benokraitis, 2002, p.414). In this chapter, reviewed literature was divided into the following four major topics: Biblical concepts of single parenting, prevalence of single parenthood, perception on education by teenagers from single parent families and family structure and academic performance of teenagers.

Biblical Concept of Single Parenting

It is of prime importance to understand the whole aspect of single parenting from the Bible. According to Psalm 127:3-5, children are a gift from the Lord. They

are God's possession, not ours. He has temporarily placed them under our care. We have been given the task of raising them up from a state of complete dependence to a state of complete independence so that we can release them to God by the time they reach maturity. It is urgent that we as Christian parents recognize this truth.

According to Kenneth Boa, failure to do so will lead to unbiblical attitudes which can have a devastating impact on the self-image and development of our children. One such attitude is excessive possessiveness. Believing that their children are their own possessions, some parents do not adequately prepare them to leave the home. Because of this attitude, parents become overprotective and fail to give their children the growing independence, skills, and responsibility that they need. As a result, they are not equipped for life in the outside world (Boa 2005). This implies that parents play a great role in nurturing their own children, however, problems may arise when one of the parent is not in the scene of upbringing these children. The reasons for the absence are numerous. They include death of one parent, divorce, separation, never married parents, long distance marriages where one parent takes sole responsibility of nurturing the children and relationships that come to an end due to cohabitation.

The biblical mandate to care for the widows and orphans contextualized to our society is set forth. The Christian ministry has a responsibility to care for single parents including the welfare of their children within the context of the local church. Based on this, William Connors delves into the historical roots of singleness. He observes that, "Single parenting is virtually as old as creation itself, going back to the first single parent described in the Bible, Hagar" (Connors 1999, iii).

Single Parenthood in the Bible

In Chapter 16 of the book of Genesis we read the story of Hagar, maid to Abram's wife Sarai. This portion of the story occurs prior to God changing their

names to Abraham and Sarah. (The second part of the story is told in Chapter 21, following their name changes. For the sake of consistency they shall be referred to as Abraham and Sarah).

The Bible records that Sarah was barren before she gave birth to a miracle baby, Isaac, in her old age. The only apparent alternative for Abraham and Sarah to have children was to have them through what one might today call a surrogate mother. Abraham was apparently more than willing to participate. The apparent custom in regard to bareness was that Hagar, the Egyptian slave and maid to Sarah, was Sarah's personal property. She was considered "living chattel," and any child born to the slave would belong to the mistress, not the mother (Connors 1999, pp.22-23).

From the Scriptures, Sarah is seen as a godly woman seeking to have God's will fulfilled even though it was not in the way the Lord God intended. Thus Hagar, from the cultural practice of the day, becomes a second wife to Abraham, bearing him a son. Shortly following Sarah's great, self-sacrificing step of faith there appears to be a fly in the ointment. We see in verses 4 through 6 that Sarah's act of faith backfires on her and Hagar begins to "despise" Sarah. Hagar began treating Sarah with great contempt reminding her of her shameful bareness, which brought a reaction of anger from Sarah. Anytime a third party is brought into a situation such as this the complications are immense. We note several things from this portion of Scripture. Hagar became very insolent toward Sarah, perhaps thinking she might displace Sarah from her place of prominence due to God's apparent favour upon her and His apparent disfavour on Sarah shown through her bareness (Connors, 1999).

In the forming of a single parent situation there is often the break-up of a family and often a third party involved. We see several results, if not also causal

effects, in this portion of the story. In verse 4 we see Hagar exhibiting pride displayed through her insolence toward Sarah. This pride came from her apparent superiority over Sarah in her ability to bear Abraham a child. Sarah's response to the insolent pride of Hagar was to resort in anger, hurt, jealousy and desire for revenge. Sarah began to blame Abraham for these feelings she was experiencing, not taking responsibility for her own part in the situation. These accusations resulted in the anguish of Abraham and the guilt he felt from Sarah being so upset. Thus, in an effort to appease Sarah, he permits injustices to be done to Hagar by allowing Sarah to deal harshly with Hagar. The treatment was harsh, including physical abuse. This would seem clear as Hagar, being a slave to begin with, was acquainted with harsh treatment, yet Sarah's treatment of her was so harsh that she fled from it. Certainly we find a single parenting situation created through separation or divorce because of violence and abuse. Hagar had come to see that she would never displace the beautiful Sarah and that she would always be a slave, a means of bearing children for Abraham and no more. She would constantly be subject to the abusive ways of Sarah, which she in part had brought on herself by her attitude toward Sarah (Connors 1999).

Prevalence of Single Parenthood

Single-parenthood can be looked at as when one out of two people who is responsible for the nurturing and child rearing is not available, and the work meant for two people, is now been carried out by only one person. According to the Longman Dictionary of Contemporary English, single-parenting has been defined as a mother or father who looks after children on their own, without the other partner.

Throughout the years single parent families have increased even though it is a phenomena that was unheard of several decades ago. Therefore, there is a tremendous growth in the number of children of single parents. Udansky and Wolf (2008) identify

single parenting as a major social problem on the rise. In a study reported by The Adoption Media, LLC (n.d.) of children born since 1984, more than 60% will spend an average of 5 years of their childhood in a single-parent family. Moreover, 30% of all children in the United States spend their entire lives with single parents. Yongm and Yuanzhang (2008) make it clear that in some cases children who experience separation or divorce do not always perform well or achieve academically.

In the United States, over the last 20 years, although birth rates among teens have declined one in seven adolescent females (14.4 percent) is expected to give birth before age 20 with females of color (24 percent of Hispanics and 21 percent of African Americans) more than twice as likely to have a child when compared with white females (10 percent) (OAH 2014). All in all, it is clear that many children are currently living under single parents. But all the same, parents are primarily responsible for the educational and career development of their children (Salami and Alawode, 2000).

Perception on Education by Teenagers from Single Parent Families

A growing body of research suggests that universal benefits, such as academic achievement and progress in students can be promoted by a strong student-teacher relationship, characterized by caring and high expectations for students' success (Weiss et al., 2005). A longitudinal study was carried out by Klem and Connel (2004) to investigate teacher support to students' engagement and achievement. Their results revealed that students who were likely to report engagement in school were those who perceived their teachers as creating well-structured learning environment, in which expectations were high, clear and fair. In turn, higher attendance and test scores were associated with high levels of engagement. Effective learning also promotes good teacher-student communication (Fredericksen, Pickett, & Shen, 2000). This is true of teenagers irrespective of their family structure, including those from single parent

families.

Research findings have shown that to improve academic performance and sense of connectivity of students to schools, positive classroom environment coupled with interventions aimed at increasing the social-emotional skills are helpful (Sink & Spenser, 2007; Adelman & Taylor, 2005). Findings from a longitudinal study of adolescent health suggest that when their schools are small and when they get along well with each other and with teachers, students feel greater attachment to school (Blum, Meneely & Renenart, 2002).

With a sense of trust and autonomy towards the ultimate goal of fully intrinsic self-regulation and improved academic achievement and success, students explore their world when there is effective teaching and mentoring (Steven, 2005). According to numerous studies an increased academic performance of the students has to do with a positive teacher student relationship, whereas decreased motivation, self-regulation, autonomy and ultimately lower performance results from negative teacher student relationship (Barth, 2004). Marshalls (2008) indicates that teaching is more than making information available; students learning is more likely to be encouraged by interacting with the material and with an expert in the discipline. Therefore, students from two- and single- parent families are likely to perform highly academically if the above mentioned factors are considered.

Magnuson and Berger (2009) research discussed that family structure is associated with academic achievement. Specifically, within school, children living within single-mother families had more behaviour problems and less achievement than children living in a home with two biological-parents. Similarly, more behaviour problems and an individual's lack of ability to achieve within the school environment were linked to transitions such as divorce in the family structure. Explicitly, compared

to child residing in two-parent families, transitioning to a single-mother family was associated with more behaviour issues (Magnuson & Berger).

Family Structure and Academic Performance of Teenagers

Compared to children raised in two parent family structure, lack of warmth, love and disciplinary problems are some of the of emotional problems children from single parent families are reported to have, which may hinder their academic performance (Uwaifo, 2008). There exists a relationship between single parenthood and low socio-economic status. In a study on single parent headed homes in America, Floods and Anders (2005) discovered that only 10% of the parents were in the highest income quartile with the rest of the single parent homes falling in the low socio-economic status category, which was not conducive to good academic performance in children.

In an international research on student literacy by Hampden-Thompson's (2009), students from two-parent households were compared with students from single-mother families only. Hampden-Thompson (2009) said, "These results indicate a pattern of underachievement for children who live with their mother only" (p.520). Also, research by Magnuson and Berger (2009) discussed that academic achievement is associated with family structure. Specifically, more behaviour problems and less achievement within school was noticeable in children living within single-mother families than children living in a home with two biological-parents.

According to Hassan (2009) though, there is no significant effect on pupil's academic performance for those living with a single parent. Just like those children from two parent's family structure, research has also revealed that children in a single parent family structure can perform better academically. This situation may be brought about by other factors inherent in the child's personality. Academic

achievement of teenagers from single parent families is significantly related to a variety of factors. Therefore, the reviewed literature here will base on the classroom environment, parental involvement, socio-economic status and gender of the students.

Classroom Climate

Walberg and colleagues first used the expression 'classroom climate' in late sixties when they developed a learning environment inventory to assess students' perceptions of their educational experience (Walberg & Anderson, 1968). In a study on classroom climate, academic management and emotional environment, Harvey, Burkley and Yan (2009) suggested three differentiable components of a classroom climate. These were: Academic, which has to do with pedagogical and curricular elements of learning environment; Management, referring to discipline styles for maintaining order; and Emotional, referring to the effective interactions within the class room.

The motivation, enthusiasm, and commitment to learn among the students can be affected as a result from a failure to complete the syllabus due to teacher absenteeism and lateness (Kafui, 2005). Students generally lose interest in their studies in the absence of encouraging atmosphere, and in such a situation, their courses of study become difficult for them (Sidiqqi, 2003). Therefore, based on this premise the family structure of the teenagers might not be a sole factor of why some of them have dismal academic performance.

Homana et al. (2006) reports a study by Search Institute (2000) that discovered that one of the several internal development assets that encourage positive development is the bonding the students feel towards each other in a school community. Moreover, as revealed by several studies, higher academic performance (test scores and grades) and school behaviour is reliably linked to school

connectedness (Klem & Connell, 2004). Engagement within the school setting has also been closely linked to a sense of belongingness (Osterman, 2000). According to Cohen's work (2001) in the field of social and emotional education, improved classroom and social climate can create an environment where learning optimally takes place. Attitudes of other students and the absence or presence of bullying also influences motivation of students (Bethel & Oconor, 2000). Hence, students can perform highly irrespective of the family structures that they come from.

Again, powerful learning environment that promote cooperative learning group cohesion, respect, and mutual trust, important for the development of a sense of belonging, are created by true collaborative environment at school (Finnan et al., 2003; Kerr, 2004). Hardison (2005) indicated that students were less inclined to harm each other through gossip or bullying when they created a lasting personal relationship with one another, hence their academic achievement tended to improve. This implies that, with powerful learning environment teenagers from single parent families can enjoy high academic performances.

By providing conducive contexts, there has been strong indication from research that classroom and school environment play a facilitative role among students (Suleiman, 2006). This is both from two- and single- family structures. The Search Institute (2004) in a review of 19 studies on the impact of support in school discovered that a caring school climate is associated with higher grades, engagement, attendance, expectations and aspirations, a sense of scholastic competence, fewer school suspensions and on time progression through grades; higher self-esteem and self-concept (reported in five studies); lower anxiety, depression and loneliness (reported in three studies); and lower substance abuse (reported in four studies).

In addition, an enriching environment both for personal growth and academic

success can be provided by a positive school climate (Marshall, 2005). In a study by Dillala and Mullineax (2008), there is a relationship between positive classroom climate and the social behaviour of pupils, viz., reduced bullying and conflict, together with greater cooperation and social competence. Bishop and Glynn (2003) also noted that when classroom environment is positive, teachers become more effective with a diverse range of students who differ in their ability, learning style and culture. The diversity in this case can be extended to also include family structure, and specifically, single parent families.

Both academically and socially, a caring school climate has been identified as one of the several external development assets or characteristics of student's environment that encourages positive development (Search Institute, 2000). Positive school climate, as reported by Homana & Torney-Purta (2006) are crucial for the development of a competitive, responsible, and capable citizen. High academic achievement, participation in extra-curricular activities, good school attendance and relationship with multiple social groups have been found to be related to increased school connectedness (Weiss, Cunningham, Lewis & Clark, 2005). Rana and Akbari (2007) observed that effective learning is predicted by various aspects of the classroom learning environment, viz., instructional effectiveness, teacher-student interaction, and students' collaboration. All those factors are necessary for high academic performances for teenagers from single parent families as well.

Parental Involvement

Parental involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enrol in higher level

programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis (Belfield and Levin 2007) and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students (Barton 2003). The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background; and the research shows parental involvement affects minority students' academic achievement across all races (Jeynes 2003), several of whom are from single parent families.

Parents have an impact on their children. In fact, parents tend to be cautious of their children's progress in life. A study conducted by Nyarko (2011) showed that parents worry about their children's school environment. For this reason, Nyarko contends that parents often help mostly on a limited basis towards ensuring completion of their children's homework. Similarly, Chowa et al. (2012) showed that parental involvement in the school environment appears high because most (87%) reported attending Parent Teacher Activities meetings, discuss expectations with their children, discuss school work and make sure that their children do their homework. The results further showed that married parents are more likely to involve in their children's education than single parents. As parents engage in the academic activities of their children, it is most likely to have a positive influence on their academic performances. For instance, Nyarko (2007), Nyarko and Vorgelegt (2007) and Topor, Keane, Shelton, and Calkins (2010) found that parental involvement is positively associated with students' academic performance in school. Therefore, the researcher contends that with the many responsibilities that single parents have, they might not have much time to involve in their children's education and therefore the teenager's academic performances are influenced negatively.

The findings in a Meta-analysis studies involving 24,826 families conducted by Fan and Chen (2001) showed that the average correlation of parental expectations, parenting style and school achievement was as high as 0.39. Achievement also correlated with student's perceptions of parental expectations. Therefore, given the positive influence of parental involvement on children's educational outcomes (Scott 2004; Kim 2002), a major reason for poorer educational outcomes of children with a single parent is the lower level of parental involvement among single-parent families (McLanahan & Sandefur, 1994).

The Adoption Media. LLC (n.d.) reports that children in single-parent families are three times more likely to drop out of high school than children from two-parent families. Because they are the primary and frequently sole source of financial support for the family, single parents have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement.

Socio-Economic Status

Socio-economic status is a wide area of study that include parental income, education level of the parent, parental occupation, and family structure of the learner.

Willms (2003) writing for the Program for International Student Assessment observes that the home background has been observed to influence academic and educational success of students and school work, while the activities and functioning of teachers and students are reinforced by socio-economic status. Marzano (2002) notes that socio-economic status (SES) is the family characteristic that is the most powerful predictor of school performance. He observes that the higher the academic performance, the higher the socio-economic status of the students family. However, it has been noted that a number of single parent families, especially those headed by the

mother, are more likely than not to be in the lower socio economic status segment. As a consequence, the academic performance of teenagers from these families is more likely to be influenced negatively. It is believed that, because it prevents access to vital resources and creates additional stress at home, low socio-economic status (SES) negatively affects academic achievement (Emmon, 2005; Jeynes, 2002). Especially among single parent households, these economic hardships, in turn, lead to disruption in parenting, an increasing amount of family conflict and an increased likelihood of depression in parents (Emmon, 2005).

In a longitudinal study, utilizing data collected in 2006, Hassan (2009) found that there was a positive association between children's grades and their parent's labour market. The quality and regularity of satisfaction of a child's survival and academic needs are largely predicted by the quality of home background of students (Basil, 2007). Poor academic performance of the child is a result of poor parental care combined with gross neglect of the socio-economic needs of a child. In a study to examine the socio-economic factors influencing academic performance in Oyo state in Nigeria designed by Basil (2007), the results revealed that insufficient parental income, family type, and lack of funding by the government were the factors influencing academic performance in Oyo State. These factors are largely pronounced in families with single parents and for teenagers in these families, therefore, their academic performances are affected.

Not surprisingly, poor schools, with fewer resources to offer to their students, are likely to be attended by children from poor families, who are more likely to have single parents. As observed by Emmon (2005), positive role models, adult supervision, and connections to good schools often lack in poor neighbourhoods. Students are often prevented from creating healthy social networks, which in turn

leads to lack of motivation and low academic performance by this kind of environment. An observation by the National Commission on Children in U.S. (1999) showed that adolescents from poor families are more likely to work after school hours and this may be harmful to school achievement if work hours are extremely long. Low test scores are earned by students who have low socio-economic status and thus they are more likely to drop out of school (Emmon, 2005, Hochschild 2003).

In meeting the needs of their homes, high occupational status people have more resources while the low occupational status people have limited resources for the same. Families ability to purchase the resources and goods (school, housing, food and cognitively enriched learning environment) that are critical for successful development and academic performance, is limited by unstable or insufficient funds (Kalil, 2005). This is especially felt in families with single parents.

Hill et al. (2004) notes that due to perceived or actual discrimination of their children by the school, parents of low occupational status have been known to distrust schools and even go to an extent of monitoring rather than collaborating with school. As found by Jordan and Plank (2000), lack of guidance and support from parents of low occupational status was the primary reason that low income, middle school students were less likely to attend college despite the parents aspirations and involvements. In America, lower academic performances, completion of fewer years of schooling, and lower career aspirations were associated with adolescents from lower socio-economic status backgrounds and ethnic minorities, many of whom were from single parent families (Hill et al., 2004).

Gender

In looking at gender, the present researcher reviewed literature both in terms of the gender of the parent and the gender of the teenager. The relevant literature was

presented here below in this study.

Single-mother families warrant much attention as it is the largest subgroup of non-traditional families (Heuveline et al., 2003). Although the achievement gap between students from single-mother families and students from two parent families is apparent for both sexes, research suggests that being a male student from a single-mother family presents pronounced academic challenges (Zimiles & Lee, 1991).

According to research, compared to children from father present (FP) homes, father absent (FA) children graduate from high school and attend college at a lower rate (Sigle-Rushton & McLanahan, 2004), perform worse on standardized tests (Bain, Boersma, & Chapman, 1983), and are more likely to use drugs (Mandara & Murry, 2006). Research has also shown that growing up without a father seems to have a greater negative effect on boys as compared to girls (Mandara & Murry; Sigle-Rushton & McLanahan, 2004).

Nearly 70% of children from FA homes do graduate from high school and 50% of them attend college even though children raised in a home where a father is present graduate from high school and attend college at much higher rates than children raised in a fatherless home (Sigle-Rushton & McLanahan, 2004). In a study a decade now by Mandara and Murray (2006), boys raised in FA homes were reported to be much more likely to use drugs than were boys from FP homes. This has negative implication on their academic achievement.

Based on the National Longitudinal Survey of Youths (NLSY) data, McLanahan (2011) reported that the incidence of idleness in one-parent home increases by about 30 percent for Anglo children and by about 40 percent for black children. Sometimes, there is the development of ill-feelings that could lead to fighting siblings and friends, adolescents show theirs in other ways as early sex and

pregnancy, drug addiction or by having long-term poor economic prospects for a girl-child growing through divorced and single parents. These factors affects negatively on academic performance.

Moreover, to try hard in school, feel their grades were important, and to place a high value on education, a father's academic support was positively related to adolescent boys' academic motivation (Alfaro, Umana-Taylor, & Bamaca, 2006). Better socio-emotional and academic functioning in school related areas for children with single or married adolescent mothers was also associated with father contact (Howard et al., 2006).

Also, involved fathers are more likely to cause their children to have higher levels of economic and educational achievement, career success, occupational competency, better educational outcomes, higher educational expectations, higher educational attainment, and psychological wellbeing (Flouri, 2005). Moreover, Flouri and Buchanan (2004) found that educational attainment by age 20 for both sons and daughters was independently predicted by father and mother involvement at age 7 indicating that early father involvement can be another protective factor in counteracting risk conditions that might lead to later low attainment levels. Therefore, as a consequence, it shows that teenagers from FA families are affected negatively on their academic performances.

Adolescent well-being can be improved by a close, non-conflictual stepfather-stepchild relationship (Yuan & Hamilton, 2006) and better adolescent outcomes in regards to grades, self-efficacy, internalizing and externalizing behaviours, and acting out in school is associated with close relationships with both stepfathers and non-resident fathers (King, 2006).

On average, children who live without their fathers, are more likely to

experience behaviour problems at school (Horn & Sylvester, 2002), or have poor school attendance. More likely, they are to drop out of school (Painter & Levine, 2000), twice as likely to repeat a grade (Nord & West, 2001), less likely to graduate from high school, more likely to complete fewer years of schooling, less likely to enrol in college and more likely to be out of school (Painter & Levine, 2000).

Furthermore, results have also been reported by other researchers that point out that females from single parent families performed academically better than those males from the same family type (Farooq et al., 2011). Farooq et al. (2011), in their study on academic performance of secondary school students in Pakistan, found that females performed better than males.

In sub-Saharan Africa, the situation is not much different from similar patterns reported in developed countries. Salami and Alawode (2000) researched on influence of gender on the adolescent's academic achievement and found a significant difference between the academic achievement of the male and female adolescents from single parenting homes with girls scoring higher than boys. It was also clear from the result of the null hypothesis on male and female from intact homes that, there was no significant difference in the academic achievements of male and female students from two parent homes. In another study, Eweniyi (2005) examined the impact of family structure on the academic performance of university students and found significant differences in academic performance of male and female students compared to two types of family structures (single versus two parent homes).

Summary

The reviewed literature has shown that academic performance of teenagers, and specifically those from single parent families, is affected by an array of factors. These factors included, but were not limited to, parental involvement, socio economic

status, gender, and school/ classroom environment. There is no specific factor that is responsible for the low-grade scores of some teenagers from single parent families. The researcher also realized that a multitude of literature deals with teenagers from single parent families headed by the mother and they did not put into consideration the reasons why the family was headed by a single parent. From the few studies that considered the cause of the single family structure, the researcher realized that teenagers coped well in some single parenthood situations compared to others. For instance, children tended to cope well when one of the parents was dead than when both were alive but divorced. In addition, though teenagers are treated as a block, the different sexes tend to be affected differently in situations of single parenthood. It is worth noting here that not much has been done in Kenya on the effects of single parent families on the academic performance of teenagers from these families.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the research methodology and procedures that were used to find out some of the factors affecting the academic performance of teenagers in single parenthood families. As a reminder, the research was guided by three research questions as provided here below: 1) What is the prevalence of single parenthood among teenagers among selected high schools in Ngong? 2) What are the perceptions of single parenthood teenagers towards education as compared to teenagers with both parents in selected high schools in Ngong? And 3) To what extent is there a difference in academic performance of teenagers from single parents' families and those from both parents' families? This chapter therefore included among others, research design, target population, sample size, sampling techniques, instrumentation and ethical consideration.

Research Design

The researcher employed both the qualitative and quantitative methods in this study in order to capitalize on the advantages of each and minimize the shortcomings that might be incurred in the use of one method. On the one hand, quantitative approach means that certain types of important questions can be systematically answered, opening the way to the development of useful knowledge. On the other hand, qualitative methods are the best way we have of getting the insider's perspective, the 'actor's definition of the situation', the meanings people attach to things and events (Punch 2005, 238). In order to provide a general picture, qualitative

and quantitative research were combined. To plug the gaps in qualitative research which arise because, for instance, the researcher cannot be in more than one place at any one time, quantitative research may be employed. Alternatively, it may be that not all issues are amenable solely to a qualitative investigation or solely to a quantitative one (242). The study employed a descriptive research design in seeking to understand the effects of single parenthood on the academic performance of teenagers among selected high schools in Ngong, Kajiado County. Descriptive design studies are conducted in communities to establish the extent of a range of issues. Descriptive studies provide the foundation upon which correlational and experimental studies emerge and thus are important. They also help to generate hypotheses as opposed to testing them (Mugenda, 2008, 66). The descriptive research here permitted the researcher to summarize the characteristics of teenagers in single parent families and to measure attitudes and opinions toward teenagers in single parent families and their academic achievement (Ary, Jacobs, Razavieh and Sorensen (2006, 31).

Target Population

The target population for the study were teenagers from the age of thirteen to nineteen years. This group was expected to be first to fourth year high school students. Basically, all teenagers in selected high schools in Ngong qualify to be participants in the study. In addition, the target population involved teachers of these teenagers and their parents.

Study Population

A population, as defined by Ary, Jacobs, Razavieh and Sorensen (2006, 167) are all members of any well-defined class of people, events, or objects. Punch (2005, 101) defines population as the total target group who would, in the ideal world, be the

subject of the research, and about whom one is trying to say something. Since the researcher was not be able to sample all the teenagers in all high schools in Ngong, due to diverse geographical locations, time and financial constraints, form three and form four students were selected. To ensure representativeness of this population, the schools included private schools and public schools, day and boarding schools, single-sex and mixed schools and schools that are ranked differently by the Ministry of Education according to their status. These schools included Kenswed high school situated 3km from Ngong town in a place called Kibiku, Oololaiser high school situated within Ngong town, Kibiko Mixed High school, Ooloolua secondary school, and Enoomatasiani Girl's High school. The teachers to be considered for this study were teachers of high school who have been in the teaching profession for over five years and who were teaching in third and fourth years of high school. On their part, the parents considered were parents currently having teenagers in high school and who were single parents. For both teachers and parents, both genders were considered. The total population comprised of 1758 students, parents and 103 teachers. Therefore, for students and teachers, this total was 1861 people.

Table 1: Total Population

School	Teachers	Students
Oololaiser High School	32	640
Kibiko Mixed High School	20	274
Ooloolua Secondary School	23	360
Enoomatasiani Girls Sec. Sch	18	334
Kenswed Academy	10	150
Total	103	1758

Sample and Sampling Procedure

Ary, Jacobs, Razavieh and Sorensen (2006, p.167) define a sample as a portion of the population. A small group that is observed. According to Punch (2005, p.101), sample is the actual group who are included in the study, and from whom the

data are collected. Since the study population was very big to be dealt with in this study, the researcher selected a manageable sample that took part directly in this study. The sample selected was able to be representative of the characteristics that are realized to be in the population. This was necessary for the researcher to be able to clearly describe and understand the problem being dealt with. Ary, Jacobs, Razavieh and Sorensen (2006, p.176) state that the most important characteristic of a sample is its representativeness and not size alone. Representativeness, therefore, must remain the prime goal in sample selection. With this in mind, a sample size of 1/10 for students was considered and it was to be proportional to the number of students in the third and fourth forms in the selected schools. With reference to the mixed school, the sample was proportional to the girls and boys in the third and fourth forms in those schools.

In order to select the sample for the population, first the schools were selected using non-probability sampling in order to meet all the characteristics highlighted in the study population. For this purpose, the researcher employed the purposive sampling method. A list of all the high schools in Ngong were prepared. Next, the researcher established from the list the schools that have Form three and Form four. The other characteristics mentioned earlier, these are, private schools and public schools, day and boarding schools, single-sex and mixed schools and schools that are ranked differently by the Ministry of Education according to their status, were used as a criteria for inclusion of the schools in the sample. The grade levels, teachers and parents were also selected by purposive sampling. Ary, Jacobs, Razavieh and Sorensen (2006, p.472), suggest that qualitative researchers select purposive samples believed to be sufficient to provide maximum insight and understanding of what they are studying.

Writing on the same, Guba and Lincoln (1981) state, “Sampling is almost never representative or random but purposive, intended to exploit competing views and fresh perspectives as fully as possible” (p. 276). In selecting the students, the researcher used purposive sampling. For the sample from each school who participated directly in the study, the variation used was the snowball, chain or network sampling which occurs when the initially selected subjects suggest the names of others who would be appropriate for the sample. These next subjects might then suggest others and so on. This was necessary in order to include students from single parent families in the sample and exclude those without parents. The first student was picked randomly. Thereafter, he/ she was asked if they knew of any student in their class who had a single parent. If yes, the student provided the name, if not then the student was asked who else they might wish to see participate in the study. This next respondent was asked the same question and the process continued in that manner. To ensure proportionality, the researcher ensured that the number of boys and girls participating in the study were directly proportional to their population in the class.

For the parents and the teachers, the typical case sampling variation of purposive sampling was used. This was necessary because it helped the researcher to select parents and teachers of teenagers from single parent families, which were considered typical of the subject being studied (Ary, Jacobs, Razavieh and Sorensen, 2006, p.473). The names of the parents in the school that were used in this study, and who were single parents, was suggested by the school administration. In situations whereby the school administration might not have these information, then the students who directly participated in the study were asked to suggest. For the teachers, the first teacher was the teacher who had been in the school the longest. He/she would then suggest the name of a teacher, of opposite gender, who had been in the school at least

for more than four years and had taught the students currently in form 3 and 4 since he/ she joined the respective schools.

The sample of students was 221. The students who participated in this study from each school were proportional to their proportion in the population of this study. In addition, they were proportional to the number in Forms 3 and 4 and also proportional to the different genders in the specific classes. The researcher selected two teachers and one single parent in each school to participate in the study. Therefore, in total, the sample size comprised of 221 students, 5 parents and 8 teachers, all genders inclusive proportionately. Thus the total sample size was 234 people.

Table 2: Total Sample

School	Students	Teachers	Parents
A	79	2	1
B	38	2	1
C	33	1	1
D	48	2	1
E	23	1	1
Total	221	8	5

Research Procedure

The researcher contacted the school authorities of the five schools in order to secure an appointment for data collection. This was done through the visits to the various schools where the researcher sought to meet the head teachers and the senior teachers to discuss the possibility of using their schools for an academic work. The content of the questionnaires were handed to the school authorities for approval. After fixing the dates, the researcher obtained a letter from the Graduate School Board of AIU and stamp for authenticity and presented it on the appointment days. After the data has been collected, it was analysed and findings presented. Later, conclusion of

the study was drawn and recommendations were made to teenagers, parents, and teachers on single parenting and academic performance of teenagers.

Sources of Data

Both qualitative and quantitative data were used for the analysis. The primary data was collected through a questionnaire for students and interview schedules for parents and teachers. By using the responses by this sample on the items on the questionnaire and interview schedule, the researcher was able to determine whether single parent family structure affects teenagers and what factors affect their academic performance. Secondary data was used to be able to determine the academic performance of the sample, thus, school records for the past two years in end term exams were considered. This enabled the researcher identify if significant differences existed between the academic performance of teenagers from single parent families and those from both parent families.

Research Instruments

For this study, questionnaires, interview schedule and document analysis were used as the research instruments. The researcher administered a questionnaire to the students. Mugenda (2008, 85) indicates that a questionnaire is a tool often used by researchers to collect information on several indicators in a target audience or population.

An interview schedule was also prepared for the parents and teachers. Maykut Morehouse, (1994, 81) say that qualitative interview formats are open-ended and designed to reveal what is important to understand about the phenomena under study. As an advantage of interviews, large volumes of in-depth data can be supplied by interviews rather quickly and they do provide insight on participants' perspectives, the

meaning of events for the people involved, information about the sight and information on unanticipated issues (Ary, Jacobs, Razavieh and Sorensen 2006, 480).

These research instruments contained both open -and close-ended questions. Ary, Jacobs, Razavieh and Sorensen (2006, 421-422) highlighted some of the advantages of open- and close-ended questions. Rather than restricting the respondent to a choice from among alternatives stated, the open-ended questions permits a free response from the individual's frame of reference, thus providing a wide range of responses. Conversely, closed-ended questions can be answered by respondents more easily and quickly. A closed format ensures also that all subjects have the same reference in responding and may also make it easier for subjects to respond to questions on sensitive or private topics.

The questionnaire for students contained Likert scale type of closed-ended question that required the students to share their opinions on the factors affecting academic performance of teenagers from single parent families. Nachmias and Nachmias (1996, 465-466) refer to Likert scale as a method designed to measure attitudes and which has a five-point continuum with values of 1,2,3,4,5 or 5,4,3,2,1 assigned. These values express the relative weights and their direction is determined by the favourableness or unfavourableness of the item. Therefore, after the researcher came up with the factors that affect teenagers' academic performance from single parent families, the researcher also came up with statements that could be used to answer the research questions by getting the attitudes of the respondents about those factors. For this study, the scale was reduced from five to three: Strongly Agree (SA), Agree (A), and Disagree (D). Nassiuma (2000, 17) notes that the choices we provide should help us to answer the research questions and thus choices that do not help in the solution to the problem should be omitted. On this basis, the middle scale of

neither Agree nor Disagree was omitted. The distance between Strongly Disagree and Disagree will also be considered not to be the same as the other distances of Strongly Agree and between Agree and Disagree, on this basis Strongly Disagree was omitted. Thus, the categories were adopted and adapted to three.

The questionnaire contained two parts. Part one contained the general information of the students. These are gender, family structure, current average score, cumulative average score and mode of study. Part two, divided into three sections, had the statements that would help respond to the research questions. Section A dealt with the prevalence of single parenthood and had 4 statements. Section B, which had 11 statements helped respond to the issue of teenagers' perception on education. The third section, C, had 23 statements that seek to deal with the issue of family structure and academic performance.

The interview schedules for both teachers and parents had three sections containing open questions. On both, the first section dealt with the prevalence of single parenthood and contained 2 questions. The second section had one question contained in four parts which helped deal with the teenagers' perception on education. The third, and last, section on family structure and academic performance contained 5 questions.

Data Gathering Procedures

The questionnaires were presented to the students upon reception of permission to collect the data. The researcher made use of a research assistant so that the students were able to fill the questionnaires and return them on the same day. The data from these questionnaires was analysed statistically and findings presented. The interviews were conducted by the researcher at the convenience of the interviewee.

The data from the interviews were analysed to check for themes, which were later coded for presentation.

Validity of the Research Instruments

In the *Standards for Educational and Psychological Testing* (1999), prepared by the American Educational Research Association (AERA), National Council on Measurement in Education (NCME) and the American Psychological Association (APA), validity is defined as "the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests" (9). The process of validation, whereby evidence was gathered to support (or fail to support) a particular interpretation of test scores, was conducted. Experts in education were provided with the research instruments to find out if the elements included in the research instruments were measuring the factors that affect the academic performance of teenagers from single parent family structures. Their suggestions for additions of elements or deletion of others was put into consideration and the final research instruments refined and designed accordingly.

Reliability of the Research Instruments

Ary, Jacobs, Razavieh and Sorensen (2006, 254) define the reliability of a measuring instrument as the degree of consistency with which it measures whatever it is measuring. Theoretically, they state that reliability is concerned with the effect of error on the consistency of scores. For these instruments to be said that they are reliable, then they will have to be used at a different time on a sample with the same characteristics as the one for this study. If they generate the same findings as for this study, only then can the researcher claim that this instruments are reliable. Otherwise, the researcher is not claiming reliability of the instruments.

Piloting of Research Instrument

Ary, Jacobs, Razavieh and Sorensen (2006, 112) indicate that a pilot study provides an opportunity to assess the appropriateness of the operational definitions and the research methodology. It helps the researcher determine if the study is feasible and whether it is worthwhile to continue. Therefore, piloting was necessary for the researcher to ensure that all the questions asked are understood by the respondents. Unanticipated problems with the instruments were able to be solved at this stage, thereby saving time and effort later. The researcher piloted the research instruments among By-Grace High School teachers and students. Since the research instruments were designed by the researcher, the piloting helped to restructure some of the questions to be understood by the respondents in order to gather the information that would help in finding a solution to the research problem.

Data Analysis

This study comprised of both numerical and qualitative data. Therefore, to analyse these data, descriptive statistics was essential in the analysis of numerical data. These data were presented in tables where frequencies were indicated and percentages calculated where need arose. Further, to get clearer interpretations, a measure of central tendencies, that is, mean, and a measure of dispersion/ spread, that is, standard deviation, were calculated. The measures of central tendencies was useful in portraying where the data is accumulated while the measures of dispersion gave a clear picture on the homogeneity or heterogeneity of the responses. As it pertained to the data from the interviews, the researcher was looking for themes that were recurring. These themes were coded, categorized and their interpretations made accordingly. Moreover, both the numerical and qualitative data were considered with reference to the school and family structure.

Ethical Issues Considered

The American Educational Research Association ethical standards, adopted in 1992, state that as educational researchers we should strive to maintain the integrity of our research, of our research community, and of all those with whom we have professional relations (AERA, 2004). In this study, the researcher considered some of the ethical issues to enable her do an academic research that will be truthful and sincere. The researcher understood that this is very important in research. The researcher also ensured that the participants freely gave their information and that their identity was protected. The researcher obtained informed consent by making sure that research participants entered the research of their own free will and with understanding of the nature of the study. Here below were discussed some of the ethical issues that were of paramount importance in this study according to Ary, Jacobs, Razavieh and Sorensen (2006, pp.584-593)

The researcher avoided plagiarism under all costs. The researcher was well aware of the copy and paste of other researchers work and she avoided it and produced her own work. She therefore acknowledged sources by citing works of other people, which she used in her research.

In order for the researcher to issue questionnaire to respondents, an introductory letter from the university was acquired and any other document from the government was attained. Additionally, the researcher had designed an introductory letter where the purpose of the study was clearly stated to both the respondents and the schools authorities. The letter sought the consent of the respondents to make informed choices as to their participation in the study and to document their decision to participate.

The researcher assured her respondents that their identities would be

concealed. No part of the information provided by the respondents during the study was released to outsiders and also no identification was attached to the data obtained. Thus, anonymity and confidentiality were guaranteed.

CHAPTER FOUR

DATA FINDINGS AND ANALYSIS

This chapter presents the findings of the study and analysis of the findings. The purpose of this study was to find out whether single parent family structure affect teenagers and what factors affect these teenagers' academic performance. The research was guided by three research questions. These were: 1. What is the prevalence of single parenthood among teenagers among selected high schools in Ngong? 2. What are the perceptions of single parenthood teenagers towards education as compared to teenagers with both parents in selected high schools in Ngong? And 3. To what extent is there a difference in academic performance of teenagers from single parents' families and those from both parents' families?

The demographics for the respondents was presented first. Then the presentation of the findings from the students according to the research questions. The findings were from the questionnaires distributed to and completed by the students. Then, the findings from the interviews with teachers were presented and finally findings from the parents interviews.

Respondents Demographic Characteristics

The demographic characteristics of the students involved their gender, family structure, the average grade score in the previous exam, the cumulative average end term grade since Form 1 and finally their mode of study. The findings were first discussed here below and later followed by a summary in Table 3.

Considering all the respondents who took part directly in the study, the male were 128 representing 57.9% while the female were 93 representing 42.1%. Individually per school, there were three mixed schools, one boys only school and one girls only school.

In terms of family structure that the students belonged to, there were 77.8% who belonged to both parent families and 22.2% who came from single parent families. In addition, when the current average grade score in the previous exam was considered, the researcher found out that majority of the students, 58.8%, had obtained an average of grade C. 28.5% had a B, 9.5% had a D and finally, 3.2% had obtained an average grade score of A. There was no student who recorded a grade score of E among all students who took part in the study.

Moreover, when the cumulative grade score was considered from Form 1, it was realized that among all students who took part in the study, none had recorded a cumulative grade score of E. Also, majority of the student 49.3% had recorded a cumulative average grade score of C.

Lastly, considering the mode of study, there were 127 students in boarding school and 94 students from day school. These represented 57.5% and 42.5% respectively. Considering the individual schools, all students who participated from 3 schools selected day school mode of study while those from 2 schools indicated boarding school mode of study. The information above was represented in Table 3.

Table 3: Students Demographics

	Variable	Total Freq.	Percentage
Gender	Male	128	57.9%
	Female	93	42.1%
Family Structure	Both parents	172	77.8%
	Single parents	49	22.2%
Current Average Grade	A	7	3.2%
	B	63	28.5%
	C	130	58.8%

	D	21	9.5%
	E	0	0%
Cumulative Average Grade	A	3	1.4%
	B	97	43.9%
	C	109	49.3%
	D	12	5.4%
	E	0	0%
Mode of Study	Boarding	127	57.5%
	Day	94	42.5%

Source: Researcher's Findings 2017

In addition to the students who participated, there were 8 teachers, mixed gender, and 5 parents, all single parents, who took part directly in the study.

Findings on Prevalence of Single Parenthood

This part of the questionnaire was meant to answer Research Question 1. This was 'What is the prevalence of single parenthood among teenagers among selected high schools in Ngong?' the researcher here sought to find out how prevalent was single parenthood families. There were 4 questions that would guide in finding an answer to this question.

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

It was realised that majority of the students who participated directly in the study lived with both parents. These represented 59.3% of all those who directly participated in the study. 30.3% regularly lived with their mothers. 6.8% of the students regularly lived with their fathers while 3.6% indicated they did not live with either of their parents regularly.

Also, the students were asked if they knew any single mother who had a child or children in high school. 79.6% of all the students who took part in the study

directly indicated they knew while 20.4% did not know of any. Among those who knew of single mothers with a child or children in high school, 62% knew between 1 and 3 parents. In addition, 26.3% knew between 4 and 6 single mothers while 5.3% knew between 7 and 9 single mothers. 6.4% knew 10 and above single mothers with high school teenagers.

Moreover, the students were asked if they knew any single father who had a child or children in high school. Majority of the students who participated directly in the study, 61.1%, indicated they did not know of any. 38.9% said they knew of single fathers with a child or children in high school. For those who knew of some single fathers with high school students, 73.3% knew between 1 and 2 single fathers. 12.8% knew between 3 and 4 while 14% knew 5 and above single fathers with a child or children in high school.

Lastly, the students who knew of any case of single parenthood for mother or fathers were asked if they knew the cause of single parenthood for the cases that they had mentioned. In their responses to this, it was found out that death of a partner was the major cause of single parenthood. This was closely followed by divorce and separation. These were represented by 47.4% and 36.7% responses respectively. Cases where parents never got married and adoption were 13% and 3% responses respectively.

Therefore, in responding to Research Question 1, What is the prevalence of single parenthood among teenagers among selected high schools in Ngong?, it was realized that most of the students regularly live with both parents. When it comes to single parents, most live with their mothers compared to fathers. In addition, it was realized that there were more single mothers compared to single fathers. Moreover, the major cause of single parenthood was attributed to death and divorce and

separation. Thus, single parenthood was found to be a factor among teenagers in high schools in Ngong.

The above information were summarized in Table 4.

Table 4: Student findings on prevalence of single parenthood

Variable		Total Freq.	Percentage
Regularly lives with	Father	15	6.8%
	Mother	67	30.3%
	Both	131	59.3%
	None	8	3.6%
If they know any single mother with high school child(ren)	Yes	176	79.6%
	No	45	20.4%
If yes, how many	1 to 3	106	62%
	4 to 6	45	26.3%
	7 to 9	9	5.3%
	10 and above	11	6.4%
If they know any single father with high school child(ren)	Yes	86	38.9%
	No	135	61.1%
If yes, how many	1 to 2	63	73.3%
	3 to 4	11	12.8%
	5 and above	12	14.0%
Causes of single parenthood for the mentioned cases	Death	128	47.4%
	Divorce and Separation	99	36.7%
	Parent never got married	35	13.0%
	Adoption	8	3%

Source: Researcher findings 2017

Responses from Teachers' Interviews on Prevalence of Single Parenthood

In order to help respond to Research Question 1 regarding the prevalence of single parenthood, the teachers were asked if they knew of any single parents with children in high schools. All the 8 teachers who directly participated in the study answered with a yes. They were then asked who were in the majority of the single parents they knew. To this, they all responded by acknowledging that mothers formed the majority of single parents.

Furthermore, the teachers were asked the major cause of single parenthood among the single parents they knew. Several causes were provided. These were presented in order of their frequencies: these parents never got married, separation, death, divorce, physical abuse, conflicts in marriage, relationships that do not work, distance because of jobs and polygamous families.

Responses from Parents' Interviews on Prevalence of Single Parenthood

Five parents took part directly in the study. With reference to the first research question on prevalence of single parenthood, the parents were asked if they knew of any single parents with children in high schools. 80% of the parents said they knew of a single parent with children in high school. 20%, or one parent, did not know of any. These information is shown in the Table 5.

Table 5: If parents knew other single parents

Response	Frequency	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Source: Researcher findings 2017

The parents were also asked about the major cause of single parenthood among the single parents. Their responses were as provided here. The several causes provided were: Death, separation, divorce and parent never got married or they are single by choice.

Perceptions of Teenagers towards Education

This section sought to respond to Research Question 2, 'what are the perceptions of single parenthood teenagers towards education as compared to teenagers with both parents in selected high schools in Ngong?' This was responded to by 11 statements that sought to measure the attitudes or opinions of the students

who took part in the study. Frequencies were calculated, the mean found and standard deviation of the responses established. The general findings from all the students were presented followed by findings from students from single parent families and both parent families respectively. There were four items that were being tested here with regard to the students. These were: Their sense of belongingness in terms of their relationships with peers, acceptance of school values, motivation and self-concept. The findings here were as discussed below.

While students were more likely to participate in extracurricular activities, see value in learning, and identify with school when they had peer support, results for compliance were mixed and depended on the type of peer support and the values espoused by a student's chosen friend group. The researchers concluded that "across all of the behavioural components of school engagement, peers are just as likely to exert positive influences on adolescents as negative influences" (Wang and Eccles 2012, 891).

Sense of Belongingness in Terms of their Relationships with Peers

The findings for this item was presented as per the findings from all the respondents. That is, students, teachers and finally single parents. For students, they were asked to complete a questionnaire while teachers and parents were interviewed.

This item was tested by 3 statements on the students' questionnaire. Of the three items, the students strongly agreed on 2 items which had a mean of 2.5 each and disagreed on one item with a mean of 1.1. When the students were asked about their sense of belonging in the school, 49.8% strongly agreed and 45.6% agreed that they felt they belonged to their respective schools. Only 4.6% disagreed that they felt they belonged to their school.

Asked if they enjoyed good relationships with classmates, 53.6% and 44.1% strongly agreed and agreed respectively. There were 2.3% who disagreed to the fact that they enjoyed good relationships with classmates.

Next, the students were asked if they felt like complete strangers in their school. While 4.1% and 2.7% of the students strongly agreed and agreed respectively, 93.2% of the students disagreed.

Therefore, regarding how students felt a sense of belonging in terms of their relationships with peers, it was found out that majority of the students felt that they belonged and had good relationships with classmates. On disagreeing that they felt like strangers in their schools, the students were affirming to the fact that they felt that they belonged.

These information was presented in Table 6.

Table 6. General responses of students on their sense of belongingness

Statement	SA	%	A	%	D	%	Mean	St Dev
Sense of belonging in the school	108	49.8%	99	45.6%	10	4.6%	2.5	0.58
Good relationships with classmates	118	53.6%	97	44.1%	5	2.3%	2.5	0.54
Feel like a stranger in school	9	4.1%	6	2.7%	204	93.2%	1.1	0.43

Source: Researcher's findings 2017

Next the researcher considered what students from single parent families said with regard to the item of feeling a sense of belonging. The findings revealed that these category of students strongly agreed on feeling a sense of belonging and having good relationships with classmates whereby only 4.3% and 2.2% disagreed respectively. They disagreed 100% to feeling like strangers in their respective schools. The findings were as presented in Table 7.

Table 7. Findings from single parent students on their sense of belonging

Statement	SA	%	A	%	D	%	Mean	Stdev
Sense of belonging in the school	29	61.7%	16	34%	2	4.3%	2.6	0.58
Good relationships with classmates	22	47.8%	23	50%	1	2.2%	2.5	0.55
Feel like a stranger in school	0	0%	0	%	46	100%	1	0

Source: Researcher's findings 2017

Moreover, findings from students from families with both parents showed that while they strongly agreed to having good relationships with classmates, they agreed to feeling a sense of belonging in the school and disagreed to feeling like strangers in their schools. Noticeably though, there were students who strongly agree and agreed to feeling like strangers in their respective schools. The information is contained in Table 8.

Table 8. Findings from both parent students on their sense of belonging

Statement	SA	%	A	%	D	%	Mean	St Dev
Sense of belonging in the school	79	46.5%	83	48.8%	8	4.7%	2.4	0.58
Good relationships with classmates	96	55.2%	74	42.5%	4	2.3%	2.5	0.54
Feel like a stranger in school	9	5.2%	6	3.5%	158	91.3%	1.1	0.48

Source: Researcher's findings 2017

Furthermore, the researcher considered what the teachers had to say about the sense of belonging for single parent teenagers with regard to the relationships the teenagers had with peers. The teachers revealed that these teenagers have a low self-esteem, they are affected, withdrawn, hostile, and argue among themselves. In addition, some of these teenagers hold back and that they are not very strong. These teenagers look lost and are passive in class. They look reserved; they do not open up even when interacting with others.

In addition, the teachers indicated that the problem was with identity crisis. Girls wanted to know their father. Mothers become harsh on children wanting to know their father. Other kids talk of imaginary dads. Others want to commit suicide. The teenagers in single parenthood families did not feel that they belong. They had a

low sense of belonging. The teenagers in question have a feeling that they are incomplete, lack something and thus are withdrawn.

Moreover, the researcher interviewed single parents and presented here the findings with relation to their view on the feeling of belongingness of single parent teenagers in school. Findings from these parents presented here showed varied views. To some parents, since the single parent teenagers had others from both parents, they felt they belong. They were free and thus they felt they were ok. But there were some teenagers who felt rejected. There was a parent who indicated that this sense of belonging by the teenagers was largely determined by the perception of parents towards education. Also, when they go to school they found others belonging to single parents and thus realized it was not only them hence they developed the feeling of belongingness.

Additionally, there was this view that the teenagers from single parent families seem withdrawn, rejected and unloved. The difference seemed to be felt when single parent teenagers observe neighbouring children with both parents, such that, while both parent kids have all their needs met, the single parent teenagers have no one to meet their needs. In this instance, these teenagers feel a sense of not belonging especially when they drop from school because of school fees. Also, there is a feeling that they are discriminated by the community. There is also a feeling that they are rejected by the peers when peers form groups to discuss about the single parent student.

Therefore, for the single parents, the sense of belonging for this teenagers depended on how the world around them was in terms of their needs being met and the relationships they had in schools.

In summary therefore, while the teenagers who participated directly in this study, both from single parent families and both parent families, affirmed that they felt a sense of belonging, the teachers responded to the contrary and the parents revealed mixed reactions. The parents stated that there were those who felt they belonged and those who felt they did not belong.

Acceptance of School Values

This item was tested by 2 items on the student questionnaire. The students were asked to respond to whether they liked and respected the values put forward in their school and whether they realized and accepted that good grades will help them fare well in the society. Considering the mean, while the students agreed to the liking school values they strongly agreed that they realized that good grades will make them fare well in society. Moreover, it was noticed that the first item here, the liking of school values, produced high variability among the students than the item on good grades making them fare well in the society.

Looking at the percentages, 43.6% and 43.1% were to the affirmative that they liked the school values while 13.3% disagreed that they liked the school values. On the other hand, 83.1% and 15.1% affirmed that they knew good grades will make them fare well in the society. Only 1.8% disagreed that with good grades they would fare well in the society.

Therefore, regarding the item on acceptance of school values, the findings showed that the students generally accepted the values that had been put forward by the institution of the school. The information is contained in Table 9.

Table 9. General findings from students on acceptance of school values

Statement	SA	%	A	%	D	%	Mean	St Dev
Liking of school values	95	43.6%	94	43.1%	29	13.3%	2.3	0.69
Grades and to fare well in society	182	83.1%	33	15.1%	4	1.8%	2.8	0.44

Source: Researcher's findings 2017

Furthermore, the teenagers from single parent families indicated that they strongly agreed to the fact that with good grades they knew they will fare well in the society. They agreed that they liked the school values. There was greater variability as well in terms of how they responded on whether they liked the school values compared to if they knew good grades would make them fare well in the society.

In terms of percentages of the individual responses, while 44.7% and 42.6% strongly agreed and agreed to liking of school values, 12.8% disagreed on the same. In addition, while 89.1% and 8.7% strongly agreed and agreed to know that good grades will make them fare well in the society, 2.2% disagreed. Table 10 gives this information.

Table 10. Findings from single parent teenagers on acceptance of school values

Statement	SA	%	A	%	D	%	Mean	St Dev
Liking of school values	21	44.7%	20	42.6%	6	12.8%	2.3	0.69
Good grades and faring well in society	41	89.1%	4	8.7%	1	2.2%	2.9	0.40

Source: Researcher's findings 2017

Similarly, responses from teenagers from both parent families revealed that they had strongly agreed to the item on good grades helping them to fare well in the society. They had also, agreed that they did like the values brought forward by their school.

For individual response category, the students had strongly agreed and agreed both at 43.3% on whether they liked the school values and 13.5% disagreed on the same. On whether they knew good grades would help them fare well in the society,

the students had strongly agreed with 81.5% and agreed 16.8%. Only 1.7% of the students disagreed on this item. Table 11 provided this information.

Table 11. Findings from both parent families on acceptance of school values

Statement	SA	%	A	%	D	%	Mean	St Dev
Liking of school values	74	43.3%	74	43.3%	23	13.5%	2.3	0.69
Good grades and faring well in society	141	81.5%	29	16.8%	3	1.7%	2.8	0.44

Source: Researcher's findings 2017

Furthermore, on acceptance of school values, the teachers also provided their view through the interviews conducted with them. The responses from the teachers with regard to this item showed varied views. While some teachers indicated that the teenagers break rules and find the values problematic, in that the teenagers were rebellious and abuse drugs, there were some who showed that the teenagers partly accept the school values – they lack something. Also, some single parent teenagers were frequent absentees and always went out when present. Further, there were those who indicated that the teenagers accept the values and regulations. They follow the system of the school they are in.

On the item concerning acceptance of school values, the parents had mixed views. Some said that the teenagers do accept the school values so that they belong to the school, but there were those who rebelled. There was a parent who was of the view that the acceptance of school value depends with the home. That is, it depends with family values at home. For some, there were single parents who were not able to control their teenagers hence they become deviant at home and school. They do not accept the school values because the single parent is not able to guide them.

Thus, it was also realized that while the teenagers had strongly agreed and agreed to their acceptance of the values put forward by the schools, the parents and teachers had mixed responses on the same in that they considered some of these

teenagers, especially from single parent families, to be rebellious and not accepting the school values. Next, the researcher considered motivation.

Motivation

Student motivation is influenced not only by parents, but also to varying degrees by teachers and peers, according to a study by Ming-Te Wang and Jacquelynne S. Eccles at the University of Michigan (2012). This study examined the relative influence of social support from parents, teachers, and peers on student engagement.

This item was tested by 3 items on the student questionnaire. With regard to their perception of education, the students were to respond to whether they looked forward to attending class the following day, whether they felt they were learning a lot in their classes almost every day and whether they felt that the teachers did care for them. A look at the mean to see where the data accumulated, it was found out that the students strongly agreed that they felt that they were learning a lot every day. In addition, the agreed to the 2 remaining items, that they looked forward to the next day of school and felt that teachers cared for them.

It was realized that there was slightly a higher spread on the two items that they agreed on than the one they strongly agreed on. It was also noticeable that only 2.7% of the students disagreed that they were learning a lot almost daily. These information was presented in Table 12.

Table 12. General findings from students with regard to motivation

Statement	SA	%	A	%	D	%	Mean	St Dev
Look forward to the next day of school	84	39.1%	88	40.9%	43	20.0%	2.2	0.75
Learning a lot almost daily	121	55%	93	42.3%	6	2.7%	2.5	0.55
Care from teachers	78	36.4%	100	46.7%	36	16.8%	2.2	0.70

Source: Researcher's findings 2017

In considering the responses of the students from single parent families concerning motivation, it was realized that they strongly agreed on one and agreed on the two remaining items. Noticeably as well was the fact that there was no single parent student who disagreed that they learnt a lot almost every day. Also, there were some students who indicated that they did not look forward to the next day of school. Similarly, there were those who indicated that they did not feel that the teachers cared much about them. Table 13 provided the findings.

Table 13. Findings from single parent families' teenagers on motivation

Statement	SA	%	A	%	D	%	Mean	St Dev
Look forward to the next day of school	22	46.8%	20	42.6%	5	10.6%	2.4	0.67
Learning a lot almost every day	31	68.9%	14	31.1%	0	0%	2.7	0.47
Care from teachers	20	44.4%	20	44.4%	5	11.1%	2.3	0.67

Source: Researcher's findings 2017

Moreover, the researcher considered what the students from both parent families thought about motivation. It was realized that just like their peers from single parent families, they had strongly agreed on the item that they were learning a lot almost every day and agreed on the remaining two statements. These two items also produced the highest variability in responses.

Moreover, a fact that was noticeable for this category of students was the percentages of the students who disagreed that they looked forward to the next day of school and that they felt teachers cared about them. This information was contained in Table 14.

Table 14. Findings from both parent families' teenagers on motivation.

Statement	SA	%	A	%	D	%	Mean	St Dev
Look forward to the next day of school	62	36.9%	68	40.5%	38	22.6%	2.1	0.76
Learning a lot almost every day	90	51.4%	79	45.1%	6	3.4%	2.5	0.56
Care from teachers	58	34.3%	80	47.3%	31	18.3%	2.2	0.71

Source: Researcher's findings 2017

On the issue of motivation, majority of the teachers interviewed were of the view that the teenagers were not motivated at all, they wanted to give up. They did not see the value of education. Adolescent crisis was very strong and they always seek for attention in that they always want something.

Generally, the teachers said there were two types of teenagers with regard to motivation. There were those who know and have accepted their status as teenagers from single parenthood, they focus and are motivated. The other type consists of those who do not accept and thus are demotivated. Others feel sorry for themselves and thus accept their single parenthood status negatively.

Also, there was some for the view that motivation does not depend with single parenthood or both parents family structures. There were those teenagers from single parenthood who were more motivated than those with both parents.

While some parents indicated that the teenagers are motivated since they observe others and learn from them, some said that motivation depended on how the one parent handled their child, if not properly then the teenager felt demotivated. Also, this parent said that some parents are not able to provide academic facilities e.g. books, school fees, meetings hence the child is less motivated. The parent struggles to pay fees and hence she/he is not motivated. Some indicated that these teenagers are less motivated and therefore they needed guidance.

Hence, just like with the previous items, the students tended to provide different views with regard to their motivation compared to teachers and parents who provided mixed views. Both students from single parent homes and those from both parent homes responded in a similar pattern to the items tested. But teachers and parents indicated that there are teenagers from single parent families who are not motivated at all.

Self-concept

Several studies have been done all over the world on the influence of type of parenting on children's self-concept. A majority of these studies point to a significant influence on type of parenting and self-concept. The study of Elfhag, Tynelius and Rasmussen (2010) found out that children from single parent families had lower self-esteem compared to those raised by both parents. Amato and Keith (1991) examined the 92 studies involving 13,000 children ranging from preschool to young adulthood and the overall result of this analysis was that children from divorced families are on "average" somewhat worse off than children who have lived in intact families. These children have more difficulty in school, more behavior problems, more negative self-concepts, more problems with peers, and more trouble getting along with their parents. Further research has shown that children with present fathers do better in school, are less prone to violence, and have higher self-esteem and self-confidence (Kevorkian 2010). Boys without fathers are less likely to finish high school, more likely to suffer emotionally and economically, and are more likely to have difficulty forming relationships (Passley, Gerring, & Gerson, 2006).

The students were also tested on their self-concept. This item was tested by 3 items from the students' questionnaire. A quick look at the mean revealed that there was no item here that the students strongly agreed on. They did agree on two items, whether they felt that teachers respected their ideas and suggestions and if they had good relationships with teachers. Otherwise, they disagreed when asked if they were comfortable when working alone at school. The 3 items also revealed heterogeneity in the students' responses when the standard deviation was considered.

While 9.6% and 19.6% of the students strongly agreed and agreed respectively to being comfortable while working alone at school, 70.8% disagreed to the same. In

addition, while 24.4% and 53% of the students strongly agreed and agreed respectively to the idea that teachers respected their ideas and suggestions, 22.6% disagreed on this. Also, while 38.1% and 49.8% strongly agreed and agreed to having good relationship with their teachers, there were 12.1% of the students who disagreed.

Therefore, generally these findings showed that with respect to the self-concept of students and their perception of teenagers toward education, the students needed to improve on their self-concept. These findings were presented in Table 15.

Table 15. General findings from students with regard to self-concept

Statement	SA	%	A	%	D	%	Mean	St Dev
Comfortable working alone at school	21	9.6%	43	19.6%	155	70.8%	1.4	0.66
Teacher's respect to ideas and suggestions	53	24.4%	115	53%	49	22.6%	2.0	0.69
Good relationships with teachers	82	38.1%	107	49.8%	26	12.1%	2.3	0.66

Source: Researcher's findings 2017

With regard to self-concept, the students from single parent families disagreed on the item that they were comfortable while working alone at school. For this item, 73.9% of the students disagreed while 4.3% and 21.7% strongly agreed and agreed respectively. 50% of the strongly agreed that they had good relationships with teachers. Table 16 gave these information.

Table 16. Findings from single parent families on self-concept

Statement	SA	%	A	%	D	%	Mean	St Dev
Comfortable working alone at school	2	4.3%	10	21.7%	34	73.9%	1.3	0.55
Teacher's respect to ideas and suggestions	17	36.2%	23	48.9%	7	14.9%	2.2	0.69
Good relationships with teachers	23	50%	19	41.3%	4	8.7%	2.4	0.65

Source: Researcher's findings 2017

Similarly, those teenagers from two parent families also responded to these statements by agreeing on two, that is, they had good relationships with teachers and

that teachers respected their ideas and suggestions. They disagreed to the item that they were comfortable working alone at school. Table 17 provided this information.

Table 17. Findings from two parent family students on self-concept

Statement	SA	%	A	%	D	%	Mean	Stdev
Good relationships with teachers	59	34.9%	88	52.1%	22	13%	2.2	0.66
Comfortable working alone at school	19	11%	33	19.1%	121	69.9%	1.4	0.69
Teacher's respect to ideas and suggestions	36	21.2%	92	54.1%	42	24.7%	2.0	0.68

Source: Researcher's findings 2017

For the teachers interviewed, these teenagers from single parent families do not accept they are from single parenthood which has an effect on their self-concept. It was said here that they did not have a high sense of self-concept, not fully (partial). They do not believe in themselves.

Furthermore, the teacher said they had a low self-concept of themselves. Also, they looked untidy and did not accept themselves. Most of them drop out of school and disappear since they are discouraged.

There were teachers also who indicated that the teenagers' self-concept depended on how they were brought up. It was also affected by motivation. According to the teachers, self-concept is skewed depending on how the mother looks at the teenager. For example, if the child is considered a mistake or maybe if the mother could be married elsewhere, then the teenagers in this case keep wondering if the marriage will stand for them or the parent will separate.

According to some parents, these teenagers had a positive attitude and a sense of being free. They accepted they belonged to single parent families which helped them improve on self-concept. Moreover, for some parents, the single parenthood teenagers here may feel incomplete and thus cannot get to where they want to get to. They do not speak up, they feel a sense of inferiority complex, wanting to stay alone

because they are not accepted. Boys are very close to their mothers and so they lack acceptance, especially when in school.

Parents should encourage their child with regard to improving their self-concept, according to one parent. Having a positive self-concept is very important for academic performance. The parents need to boost teenagers' self-confidence. Therefore, they needed proper mentorship.

With regard to self-concept, although both set of students tended to indicate that they had a high self-concept, the findings revealed a greater variability in their responses and thus an indication that self-concept had an individual dimension to it and thus generally it signalled a need for the students to improve on it. The teachers and parents on the other hand also indicated that the issue of self-concept was largely depended on the individual single parent teenagers and their homes. Therefore, the responses to this item was somehow similar from the respondents.

Family Structure and Academic Performance

This section was meant to find out how classroom environment, parental involvement, socio-economic status and gender affected academic performance of students from single parent families. The Research Question 3 was 'To what extent is there a difference in academic performance of teenagers from single parents' families and those from both parents' families?' This question was tested by 23 closed items on the students' questionnaire meant to respond to the influence of the factors mentioned above with respect to family structure. The frequencies, percentages, mean and standard deviation was calculated for each item and presented. The general findings were first presented followed by findings from individual schools.

Family Structure and its Influence on Teenagers' Academic Performance

Many studies have documented the challenges faced by single parents and the disadvantages of their children relative to children raised in two-parent households. Although some studies have been inconclusive, a large majority of studies reviewed show that children from single-parent (SP) homes score lower on tests of cognitive functioning and standardized tests, receive lower GPAs, and complete fewer years of school when compared to children from two-parent (TP) homes (Mandara & Murray 2006; Sigle-Rushton & McLanahan 2004). Even when controlling for economic and racial differences of the family, children from two-parent households outperform children from one-parent households across a variety of measures (Downey, 1994; Kim, 2004). McLanahan and Sandefur (1994) summarize the research by writing:

Children who grow up in a household with only one biological parent are worse off, on average, than children who grow up in a household with both of their biological parents, regardless of the parents' race or educational background, regardless of whether the parents are married when the child is born, and regardless of whether the resident parent remarries. (1)

The general findings from the students with regard to how family structure influenced academic performance revealed that the students agreed on all the 4 items that were used to test this section. Despite this agreement by the students, the researcher realized that there was greater variability in the responses.

A noticeable fact on the responses categories for all the four items is that there was only one instance where more than 50% of the students responded to a certain category. This was when 62% responded by strongly agree to both parents positively influencing academic performance. In addition, though the students agreed to this items, it was also noticed that a bigger percentage of the responses had responded with disagree on the items that stated that single parenthood and one parent could

negatively influence academic performance. These information is presented in Table 18.

Table 18. General findings on family structure and academic performance

Statement	SA	%	A	%	D	%	Mean	St Dev
Both parents positively influences academic performance	137	62%	39	17.6%	45	20.4%	2.4	0.81
Single parenthood negatively influences academic performance	39	17.7%	75	34.1%	106	48.2%	1.7	0.75
One parent could negatively affect academic performance	40	23.5%	53	31.2%	77	45.3%	1.8	0.80
Living with both parents could improve academic performance	16	36.4%	12	27.3%	16	36.4%	2	0.86

Source: Researcher's findings 2017

The researcher also considered what teenagers from single parent families had to say about the issue of family structure and its influence on academic performance. It was found out that they agreed on 2 items and disagreed on one item. 66% of these students disagreed that single parenthood negatively influences academic performance. The greatest variability in the responses was noticeable when the students responded to the item that stated that both parents positively influences academic performance. Table 19 contained this information.

Table 19. Findings from single parent teenagers on family structure and academic performance

Statement	SA	%	A	%	D	%	Mean	St dev
Both parents positively influences academic performance	23	48.9%	7	14.9%	17	36.2%	2.1	0.92
Single parenthood negatively influences academic performance	3	6.4%	13	27.7%	31	66%	1.4	0.61
Living with both parents could improve academic performance	16	36.4%	12	27.3%	16	36.4%	2	0.86

Source: Researcher's findings 2017

Furthermore, the input of teenagers from both parent families was considered. The researcher noticed that they had strongly agreed to the item on both parents positively influencing academic performance while agreeing on the other 2 items.

However, the responses were largely heterogeneous with no response category being responded to by more than 50% of the respondents. Table 20 provided this information.

Table 20. Findings from both parent teenagers on family structure and academic performance

Statement		SA	%	A	%	D	%	Mean	Stdev
Both parents positively influences academic performance	114	65.5%	32	18.4%	28	16.1%	2.5	0.76	
Single parenthood negatively influences academic performance	36	20.8%	62	35.8%	75	43.4%	1.8	0.77	
One parent could negatively affect academic performance	40	23.5%	53	31.2%	77	45.3%	1.8	0.80	

Source: Researcher's findings 2017

Additionally, according to some teachers, though not for all, generally the performance of teenagers from single parent families is not good. For teenagers from both parent families, their academic performance was not affected so much. However, some are affected at home because their parents fight a lot, parents drinking, others so poor and residents in slum areas. Therefore, it all depends on how they handle their respective situations.

There were some teachers who said that single parent families' teenager students perform average. They have the ability but many issues makes them loose focus. The teachers indicated that both parent students were high performers since they put in a lot of effort and have minimal absenteeism. They are self-driven.

Also, some teenagers from single parents do well, especially those from single parents who are financially stable. Those with irregular income single parents underperform. Additionally, even those teenagers from both parents have issues as well. When the father is absent, the mother is struggling and lacks empowerment. In situations with irresponsible breadwinner, also teenagers struggle and underperform.

Also, pastoralists migrate with animals yet the student has both parents – these affects negatively the academic performance

According to one teacher though, academic performance is not affected by the single parenthood status. Those from both parents are affected even more than the single parents' depending on how parents relate. Parents pushing students to do a certain course affects them negatively. Also, both parents arguing in the presence of the students, some fathers beating their wives and both parents not able to pay school fees, all these affect the teenagers' academic performance negatively.

Furthermore, when the single parents were asked about their view regarding the single parent family structure in relation to the academic performance of teenagers from these families, there were mixed reactions. For instance, there were parents who said that single parent teenagers do better since they have morale to read and do other activities in school. The parents stated that they were better than those with both parents. Those from both parents differ because they feel they are protected by their parents and so they don't need to study very hard. Their parents provide everything they need. They feel they can be sponsored to do anything.

There was yet another parent who categorically stated that there was no difference. If they are encouraged they both perform well. Moreover, some indicated that single parent teenagers' performance drops since they do not open up, they hide issues. On their part, performance of both parent students is good since they fear their fathers and so they work hard. But if parents argue with each other the academic performance of these students is affected negatively.

In addition, there were those of the view that single parents delay their teenagers from joining school because they lack fees, and eventually take their children to below average school and so the student performs poorly. Some are taken to day

schools which do not perform well. Compared to both parent, because they provide and take their children to good performing schools, then their children perform well. Otherwise, if the single parents are able financially, then the performance is not different.

The researcher had presupposed that there were other factors that affected academic performance of teenagers from single parent families and not entirely the fact that they were from single parent families. These factors were also tested and their findings presented here below. The findings for classroom environment were presented first.

Classroom Environment

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts 2007).

The researcher asked the respondents on how they viewed classroom environment as a factor that influenced their academic performance. The students agreed that classroom environment affected their academic performance. Even though they did agree, the standard deviation showed a great variability in how they responded to the items.

Again, the findings showed that for school environment, just over half of the students 50.7% strongly agreed while for classroom environment almost half of the students, 49.3%, disagreed. Therefore, the influence of these two items was not a guarantee to either affect positively or negatively the academic performance of the students. This information was provided in Table 21.

Table 21. General findings from students on classroom environment

Statement	SA	%	A	%	D	%	Mean	St Dev
School environment	111	50.7%	88	40.2%	20	9.1%	2.4	0.65
Classroom environment	34	15.5%	77	35.2%	108	49.3%	1.7	0.73

Source: Researcher's findings 2017

The researcher also looked at what students from single parent families had to say about these two items. From the findings, it was realized that they agreed to both items as affecting academic performance though there was slightly a higher variability in the responses for classroom environment compared to school environment.

With regard to the percentages, it was also noted that half the students strongly agreed that school environment affected academic environment and more than half disagreed that classroom environment affected academic performance. Table 22 provided this information.

Table 22. Findings from single parent family students on classroom environment

Statement	SA	%	A	%	D	%	Mean	St dev
School environment	23	50%	19	41.3%	4	8.7%	2.4	0.65
Classroom environment	6	12.8%	16	34%	25	53.2%	1.6	0.71

Source: Researcher's findings 2017

For those students from both parent families, their responses were similar to those of their colleagues in terms of the pattern of how they responded. They agreed to both items as affecting academic performance and also showed greater variability in the responses to classroom environment compared to those on school environment.

In addition, looking at the percentages of how each response category was responded to, the researcher noted that just over half, 50.9%, strongly agreed that school environment influenced academic performance while almost half of these students, 48.3%, disagreed that classroom environment affected academic performance. Table 23 gave the findings.

Table 23. Findings from both parent family students on classroom environment

Statement	SA	%	A	%	D	%	Mean	St Dev
School environment	88	50.9%	69	39.9%	16	9.2%	2.4	0.66
Classroom environment	28	16.3%	61	35.5%	83	48.3%	1.7	0.74

Source: Researcher's findings 2017

On the issue of classroom environment, the teachers indicated that students need to be mixed with those from both parents. Also, an effort needs to be made by teachers to understand the behaviour. The teachers further said that the sitting arrangement matters a lot. If they are not checked, teenagers from single parent homes keep to the back of the classroom and are angry with themselves. Therefore, teachers need to be sensitive on background of their learners.

The teachers indicated that a friendly classroom environment boosts performance. There needs to be no discrimination. The language used in class should also portray respect. In addition, some of these teenagers should be given responsibility to become prefects which helps them to adjust well. The teachers also need not to discuss single parent students. Create supportive environment for the child. Also, there was need for teachers to listen to single parent families in such a way they open to them, they will guide and assist the students and be motivated. This will improve their performance.

The parents stated that time management needs to be respected. Also, the class rules and regulations needed to be observed. In addition, prefects were needed for class obedience. If all these are observed the academic performance will be positive. For example, if the bell rings, it is time to change to another subject. Again, the class needs to be clean and the child needs to be neat.

Some parents also stated that classroom environment was very paramount and especially the teacher. Teachers need to be agents of hope and remove the authoritarian old teacher mentality. There were some students going without food. The teachers should encourage students. They should encourage students not to hate

teachers and learn how to cope with the society. Students should be friends with their teachers. The teachers should give their teenagers skills to be able to cope. Also, ensure that as a parent and as teachers, teenagers are properly dressed. In addition, teachers should ensure assignments are done.

Socio Economic Status

Socio economic status was the other factor looked at to determine how much it influenced academic performance of the students. Socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). The low socioeconomic status causes environmental deficiencies which results in low self-esteem of students (US Department of Education, 2003).

The general findings from students were first presented followed by findings from students from single parent family, both parent family students, teachers and parents respectively. This item had 3 statements on the student questionnaire.

The students agreed that all the items tested here affected academic performance. The standard deviation showed that there was great variability in how the students responded to the individual items here.

A consideration of the percentages showed that when asked whether they attended school because their educational needs had been met and if their parents were able to meet all their educational needs, there was no response category that was responded to by more than half of the students. Moreover, more than half of the

students strongly agreed that their parents frequently discussed their expectations with them. These findings were presented in Table 24.

Table 24. General findings from students on socio economic status

Statement	SA	%	A	%	D	%	Mean	St Dev
Attendance because educational needs have been met	67	30.9%	60	27.6%	90	41.5%	1.9	0.85
Parents able to meet all educational needs	94	42.7%	76	34.5%	50	22.7%	2.2	0.79
Frequent discussions of expectations by parent(s)	119	54.1%	64	29.1%	37	16.8%	2.4	0.76

Source: Researcher's findings 2017

Moreover, responses from single parent families' teenagers were also looked at. The mean revealed that these students had agreed that socio economic status affected academic performance. The standard deviation showed that though they agreed, there was a great spread in their responses an indicator that the influence may be determined with individual responses.

A glance at the percentages revealed that on the issue of educational needs being met, there was no response category that received responses from more than half of the respondents. 60.9% strongly agreed that their parents discussed frequently their expectations of the students with them. The findings were as provided in Table 25.

Table 25. Findings from single parent family students on Socio Economic Status

Statement	SA	%	A	%	D	%	Mean	Stdev
Attendance because educational needs have been met	14	31.1%	14	31.1%	17	37.8%	1.9	0.84
Parents able to meet all educational needs	18	38.3%	16	34%	13	27.7%	2.1	0.81
Frequent discussions of expectations by parent(s)	28	60.9%	10	21.7%	8	17.4%	2.4	0.78

Source: Researcher's findings 2017

The teenagers from both parent families were also considered for their views on the effect of socio economic status on academic performance. Similar to the responses by those from single parent families, there was no response category on the items on needs that had responses from more than half of the respondents. On frequent discussions by the parents on their expectations of the students, 52.3% responded with strongly agree.

The mean showed that they agreed that socio economic status affected academic performance even though there was also high variability in their responses.

Table 26 had these information.

Table 26. Findings from both parent family students on Socio Economic Status

Statement		SA	%	A	%	D	%	Mean	Stdev
Attendance because educational needs have been met	53	30.8%	46	26.7%	73	42.4%	1.9	0.85	
Parents able to meet all educational needs	76	43.9%	60	34.7%	37	21.4%	2.2	0.78	
Frequent discussions of expectations by parent(s)	91	52.3%	54	31%	29	16.7%	2.4	0.75	

Source: Researcher's findings 2017

The effects of SES are still prevalent at the individual level (Capraro, Capraro & Wiggins 2000). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student's quality of achievement (Jeynes 2002; Mitchell & Collom 2001; Ma & Klinger 2000). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon 2006; Kahlenberg 2006; Kirkup 2008).

For some teachers, students drop from school because of inability to pay school fees, they are affected academically. Also, when buying uniform and paying activity fees is a problem, academic performance is affected negatively. Lots of absenteeism because of fees arrears, doing odd jobs, being sent home frequently then makes many of them to become not active in school programs and withdraw from school activities like trips hence negatively affecting academic performance.

On the other hand, for those in the high SES, it could also contribute negatively since parents do not care. They are not interested with the teenagers. The teenagers have all the freedom at home. In addition, some teenagers might be bright but affected by bad morals – especially those at home with single parent.

In some instances, girls works very hard at home since they want their mothers to change their social status. In other instances, some rich parent never went to school – the children feel they do not have to struggle. Single parent of one child – the child feels everything is hers but other siblings makes her work hard. Depending on the parents' culture, the teenager can study.

Parents struggling at home and no food affects the girl negatively at school. In addition, the low SES can make the teenager receive negative comments from other students and the student doing casual work to get fare to come back to school, all these affects academic performance negatively.

According to the parents, they concurred that SES affects academic performance. For instance, if the status is stable, the parent is able to keep the child in school and provide all the requirements and thus performance improves. If the status is low, the parent goes to the institution to ask for bursaries so that the child is in school. Meanwhile, the child drops from school to wait for the bursary to be approved or the mother to get a job, this affected academic performance negatively.

The parents said that many single parents are doing casual jobs. Also, majority of single parents struggle for school fees, food on the table and sleep hungry. All these affects negatively.

For them, SES has to do with the finances and where they live. There was a parent who said that academic performance is not a function of financial status since there were some single parents who earn much more money than both parents combined. And that there was no choice but work. Some teenagers ask for money and yet misuse not in education but in other things. Therefore, depending on the case, academic performance could be affected positively or negatively irrespective of family structure.

Also, for some students from low socio economic status families, missing a meal affects the child in school. In addition, the home environment: lack of electricity and other basic needs all affects performance negatively. Rich parent on the other hand affects the child positively. There is enough food, breakfast, school fees is paid on time and thus the child's mind is focused on academics.

Parental Involvement

The researcher next considered the effects of parental involvement on academic performance of students. Parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg & Hughes 1995). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard 2004; Shumox & Lomax 2001). Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement

in the years prior to entering school (Hill, 2001; Wynn, 2002). Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers 2005; Fan 2001; Hong & Ho 2005).

The general findings presented revealed that generally parental involvement affected academic performance. This was evidenced by the mean on the items. The students responded with disagree on items regarding parents not caring about academic performance, never bothering to check performance, not checking performance regularly and being satisfied with dismal performance from the teenagers. Therefore, the disagreement showed that they were for the affirmative side that parents cared, bothered, checked academic performance and were not satisfied with dismal performance. The standard deviation also showed that these 4 items the responses were homogeneous compared to the other items under consideration here. Table 27 presented these findings.

Table 27. General findings from students on parental involvement

Statement	SA	%	A	%	D	%	Mean	St Dev
Parental involvement	135	62.2%	73	33.6%	9	4.1%	2.1	0.79
Parent(s) and completion of homework	84	38.7%	78	35.9%	55	25.3%	2.1	0.79
Parent(s) always attends PTA meetings	117	54.2%	65	30.1%	34	15.7%	2.4	0.74
Daily discussion about school work	57	26.4%	69	31.4%	90	40.9%	1.8	0.81
Parent(s) not caring about academic performance	3	1.3%	5	2.3%	208	96.3%	1.1	0.29
Parent(s) never bothering to check performance	1	0.5%	13	5.9%	205	93.6%	1.1	0.27
Parent(s) not checking performance regularly	7	3.2%	35	16%	177	80.8%	1.2	0.49
Parent(s) satisfied with dismal performance	8	3.8%	14	6.6%	191	89.7%	1.1	0.44
Performed first thing parent(s) ask for after any exam	151	68.6%	51	23.2%	18	8.2%	2.6	0.64

Source: Researcher's findings 2017

In addition, single parent family teenagers were also involved in responding to this items. They strongly agreed that their parents did involve themselves in their education and that how they performed was the first thing their parents asked after any exam. They also affirmed that parental involvement was a factor that determined academic performance. Table 28 had the findings.

Table 28. Findings from single parent family students on parental involvement

Statement	SA	%	A	%	D	%	Mean	Stdev
Parental involvement	31	66%	14	29.8%	2	4.3%	2.6	0.57
Parent(s) and completion of homework	17	37%	14	30.4%	15	32.6%	2.0	0.84
Parent(s) always attends PTA meetings	26	56.5%	12	26.1%	8	17.4%	2.4	0.77
Daily discussion about school work	11	23.9%	17	37%	18	39.1%	1.8	0.79
Parent(s) not caring about academic performance	1	2.2%	1	2.2%	44	95.7%	1.1	0.33
Parent(s) never bothering to check performance	0	0%	2	4.5%	42	95.5%	1.0	0.21
Parent(s) not checking performance regularly	2	4.3%	5	10.6%	40	85.1%	1.2	0.50
Parent(s) satisfied with dismal performance	2	4.3%	4	8.7%	40	87%	1.2	0.49
Performed first thing parent(s) ask for after any exam	33	71.7%	11	23.9%	2	4.3%	2.7	0.56

Source: Researcher's findings 2017

Similarly, both parent family students also affirmed that parental involvement affected academic performance of teenagers. These students strongly agreed on parental involvement in their education and performance being the first thing parents ask for after any examination. High variability was evident in the responses to the item on daily discussion about school work, with majority, 42.3% of the students disagreeing. Table 29 provided the information.

Table 29. Findings from both parent family students on parental involvement

Statement	SA	%	A	%	D	%	Mean	Stdev
Parental involvement	104	61.2%	59	34.7%	7	4.1%	2.6	0.57
Parent(s) and completion of homework	67	39.2%	64	37.4%	40	23.4%	2.2	0.78
Parent(s) always attends PTA	91	53.5%	53	31.2%	26	15.3%	2.4	0.74

meetings								
Daily discussion about school work	46	27.1%	52	30.6%	72	42.3%	1.8	0.82
Parent(s) not caring about academic performance	2	1.2%	4	2.4%	164	96.5%	1.1	0.28
Parent(s) never bothering to check performance	1	0.6%	11	6.3%	163	93.1%	1.1	0.28
Parent(s) not checking performance regularly	5	2.9%	30	17.4%	137	78.7%	1.2	0.49
Parent(s) satisfied with dismal performance	6	3.6%	10	6%	151	90.4%	1.1	0.43
Performed first thing parent(s) ask for after any exam	118	67.8%	40	23%	16	9.2%	2.6	0.65

Source: Researcher's findings 2017

Next, the findings from teachers were presented here. For some teachers, there were those parents who were able and may be there but not support. In addition, some do not guide the teenagers. Also, for some parents, their morals were bad. All this negatively influenced academic performance of teenagers.

According to some teachers, it was indicated that some parents do not come for meetings. Mothers do not come and those who come do not participate. Most mothers feel sympathy for themselves, many do casual jobs: washing clothes or are house girls.

According to one teacher, parental involvement adds value, the child appreciates the care and so the child performs well. Some single parents look at education positively and makes the student see it positively. Some single parents provide basic things, hence the teenagers view the parent as caring, visiting to support and provide a shoulder to lean on. It becomes negative if the parent sees it as a burden. If you say something evil or constantly speak negative about the girl she will be affected negatively. Struggling to pay school fees because of doing casual jobs and the dressing of some parents embarrasses their children. Parents speaking life to the

child helps improve academic performance but when parents are very busy for their child it affects the child – especially those on drugs.

In addition, the input of single parents was also sought through interviews with them. The parents indicated that they motivated teenagers by encouraging the teenagers to go to school and study smart in order to perform well. Discipline and respect and obedience are key in academics and so the parents stresses the three to the teenagers.

Most of the parents indicated that they involved themselves in their teenagers' education using several ways. Some said they emphasize on discipline, doing homework and paying school fees, talking to the teenager, attending academic clinics and being there when needed. Also, they get involved when they make sure school fees is available, he works very hard and plans since the salary is low. Forced to forego some things so that the student is in school always. There was a parent who said that the students normally performs well if the parents are involved in the teenagers' education. But from a single parent, the parents have many responsibilities and no time to be involved so their teenagers academic performance is affected negatively.

Next, the researcher turned attention to the discussion on gender and whether it influenced academic performance.

Gender

The relationship between gender and the academic achievement of students has been discussed for decades (Eitle 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers & Schreiber, 2004). Gender, ethnicity, and father's occupation are significant contributors to student achievement (McCoy, 2005). Girls usually

show more efforts leading towards better grades at school (Ceballo, McLoyd & Toyokawa 2004).

Students were asked on whether gender did affect their academic performance. This item was looked at in terms of the gender of the parent and the gender of the individual students. The findings showed that generally, the students agreed that the gender of the parent had an influence on academic performance. But noticeably, they disagreed that a single parent of the opposite gender as the teenager would affect academic performance negatively. Though this was the case, the standard deviation revealed greater variability in the responses with the percentages revealing that half or more of the students disagreed on these items on the parents' gender.

On the other hand, the students disagreed that their gender affected academic performance. They were asked whether their gender influenced how they performed, they disagreed, asked whether they could have performed better if they were of the opposite gender, they also disagreed. Therefore, the researcher concluded that gender of the student did not affect academic performance directly. The information was presented in Table 30.

Table 30. General findings from students on gender

Statement	SA	%	A	%	D	%	Mean	St Dev
Same sex single parent positively affects academic performance	36	16.8%	71	33.2%	107	50%	1.7	0.75
Opposite sex single parent affects academic performance negatively	25	11.5%	42	19.3%	151	69.3%	1.4	0.69
Parent of the same sex/gender affects academic performance	33	15.6%	47	22.3%	131	62.1%	1.5	0.75
Gender influences academic performance	26	12%	38	17.6%	152	70.4%	1.4	0.70
The opposite gender perform better	11	5%	15	6.8%	195	88.2%	1.2	0.49

Source: Researcher's findings 2017

Furthermore, the same item was considered to find out how students from single parent families had responded. The findings showed that these students also affirmed that the gender of the parent had an influence on academic performance though opposite sex single parent as the teenager did not affect performance negatively.

Moreover, they also disagreed that their gender influenced their academic performance or that if they were of the opposite gender they could then perform better. This therefore showed that gender as a factor had no influence on academic performance for the single parent family teenagers. Table 31 has these information.

Table 31. Findings from single parent family students on gender

Statement	SA	%	A	%	D	%	Mean	Stdev
Same sex single parent positively affects academic performance	8	17.4%	15	32.6%	23	50%	1.7	0.76
Opposite sex single parent affects academic performance negatively	5	10.6%	6	12.8%	36	76.6%	1.3	0.67
Parent of the same sex/gender affects academic performance	9	20%	11	24.4%	25	55.6%	1.6	0.81
Gender influences academic performance	5	10.6%	6	12.8%	36	76.6%	1.3	0.67
The opposite gender perform better	1	2.1%	2	4.3%	44	93.6%	1.1	0.35

Source: Researcher's findings 2017

In addition, the students from both parent families also agreed on the influence of the parent's gender on academic performance but disagreed to the statement that the opposite sex single parent as the teenager affects academic performance negatively. Noticeably though, half or more of the students responded with disagree to these three items.

Also, they disagreed that their gender affected their academic performance. Therefore, again this showed that gender was not a factor that directly affected academic performance. Table 32 provided this information.

Table 32. Findings from both parent family students on gender

Statement	SA	%	A	%	D	%	Mean	Stdev
Same sex single parent positively affects academic performance	28	16.7%	56	33.3%	84	50%	1.7	0.75
Opposite sex single parent affects academic performance negatively	20	11.7%	36	21.1%	115	67.3%	1.4	0.70
Parent of the same sex/gender affects academic performance	24	14.5%	36	21.7%	106	63.9%	1.5	0.74
Gender influences academic performance	21	12.4%	32	18.9%	116	68.6%	1.4	0.70
The opposite gender perform better	10	5.7%	13	7.5%	151	86.8%	1.2	0.52

Source: Researcher's findings 2017

According to the teachers, the findings revealed mixed responses with regard to whether gender influenced academic performance. There were those of the view that gender does not have much effect. The teachers observed that both genders were playing on a level ground. It all has to do with accepting yourself.

Yet for some, boys were the most affected gender. The teachers said that discipline cases touch on boys a lot. They abuse drugs. On their part, girls perform well and boys are poor academically. Girls are neat and emerge the best while boys are withdrawn. On the contrary, some indicated that girls were very vulnerable. Boys from single parenthood work hard.

There were those of the view that that gender in single sex school does not affect while in mixed school it affects. In single sex schools, it is better since they can compete for many things and compete in the same level. They also were of the view that gender might not directly affect academic performance but other factors might affect indirectly through gender.

While some parents thought that gender did affect academic performance, others disagreed. There were yet others who indicated that there were factors that influenced specific genders which then had an effect on academic performance. There was a parent who said that the influence of gender on academic performance is relative. For

the parent though, gender of the teenager does not really matter in academic performance. For yet another, the girl child is not active. When the girl child is troubled, she is not firm, she gets married at an early age. Does not even consider the male person whether able or not able financially. Boys misuse drugs and become pick pockets since there is something lacking in the home.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section provided the summary of findings and the researcher came up with the conclusion. Moreover, based on the findings of the study, the researcher also came up with recommendations to those who had directly participated in the study and also to further researchers. The study was guided by three research questions. These were: 1. What is the prevalence of single parenthood among teenagers among selected high schools in Ngong? 2. What are the perceptions of single parenthood teenagers towards education as compared to teenagers with both parents in selected high schools in Ngong? And 3. To what extent is there a difference in academic performance of teenagers from single parents' families and those from both parents' families? The purpose of the study was to find out whether single parent family structure affect teenagers and what factors affect these teenagers' academic performance.

Summary of Findings

Basing on the findings in the previous chapter, the researcher provided a summary here. In responding to Research Question 1, What is the prevalence of single parenthood among teenagers among selected high schools in Ngong? It was realized that most of the students regularly live with both parents. Most of these students live with their mothers and not their fathers. In addition, it was realized that there were more single mothers compared to single fathers. Moreover, the major cause of single parenthood was attributed to death and divorce and separation. Thus,

single parenthood was found to be a present factor among teenagers in high schools in Ngong.

The teachers all responded by acknowledging that mothers formed the majority of single parents. The causes of single parenthood, presented in order their frequencies, were: these parents never got married, separation, death, divorce, physical abuse, conflicts in marriage, relationships that do not work, distance because of jobs and polygamous families.

The single parents who took part also agree that they knew of other single parents with teenagers in high school. They also provided several causes of single parenthood. These were: Death, separation, divorce and parent never got married or they are single by choice.

In response to Research Question 2, the researcher found out that there was no difference in the perceptions of single parenthood teenagers towards education as compared to teenagers with both parents. They perceived education in the same way. This was because, when the general responses, the responses of those with both parents, and those with single parents were compared, it was found out that they had responded similarly in almost all instances. Though the researcher noted that on the items regarding their self-concept the effect on academic performance could have been more pronounced at an individual student level.

For their part, with regard to perceptions that teenagers from single parent families have toward education, the teachers were asked to provide their opinions on four items that were being tested in this study. These were 1. The teenagers' sense of belongingness in terms of their relationships with peers, 2. Acceptance of school values, 3. Motivation and 4. Student self-concept. Many teachers had indicated that these teenagers had low self-esteem and thus many felt that they did not belong. Also,

while some accepted the school values, some did not. On motivation, many teachers said that these teenagers had low motivation and lastly they had a very low self-concept.

On their part as well, the parents stated that mostly, the perception of single parent teenagers toward education depended to a larger extent on the individual teenager and their parent. For those teenagers who had accepted their circumstances and decided to move on, they always felt a sense of belonging and had high self-esteem, were motivated, accepted the school values and had a high self-concept of themselves. The opposite was also true. Therefore, their perception on education could not be generalized.

In responding to Research Question 3, generally the findings showed that the students concurred that all the elements tested, that is, classroom/ school environment, parental involvement, socioeconomic status and family structure had an effect on the academic performance of teenagers except gender. Though this was the case, an observation of findings from single parent students and both parent students indicated that in some instances, there were groups that felt gender had an influence on academic performance though not directly.

For the teachers, in responding to research question 3, they seemed to indicate that the single parent student only had a challenge compared to both parent student where poverty was also an issue to the single parent and both parent families were stable and effective. But generally, performance of single parent family students was not good. The teachers in responding to parental involvement stated that in most cases these single parents are mothers who have a lot of other things to do, but when they get involved in their children's education, performance improved. The teachers seemed to contend that many single parent families faced financial problems which

influenced for example paying fees, buying school requirements and home environment. These then affected academic performance negatively. In addition, many teachers indicated that gender does not have much effect. Though some other things depended on gender hence affecting academic performance. The teachers also were of the view that proper classroom management positively affected academic performance of these teenagers and vice versa.

For the parents, their responses were also mixed, while some considered the single parent students to be tested because of the challenges they had, some considered these challenges to be a reason why single parent students performed better compared to those from both parent families so that they could perform better and improve their lives. Many parents mentioned their involvement to be in terms of talking to the students to encourage them to work hard. The parents concurred that low SES affected academic performance negatively and vice versa. But, in some instances, the parents said that the low SES helped some students to put in more effort while the high SES made some not to work hard. On gender, gender per se did not affect academic performance but rather the interactions that came up due to gender are the ones that affect academic performance. They concurred that positive and good classroom environment affected academic performance positively and the opposite was also true.

Therefore, generally, there were students from single parent families in high schools in Ngong. Majority of these came from families headed by mothers. The major causes of single parenthood were attributed to death and divorce and separation. The perception of students from single families about education was not different compared to that of students from both families. Again, there are factors that do influence the academic performance of students from single parent families. These

include classroom environment, socioeconomic status, parental involvement and gender (relatively).

Next, the conclusion of the study was presented.

Conclusion

Just a few years ago, single parent families were not given so much consideration as they were very few. Those that existed were considered as exceptions. Today though, single parent families are no longer exceptions and exist in almost all areas. In Kenya, the single parent families are also on the rise. Children and teenagers from single parent families are also found in our schools in the country. So many studies have been done globally, not so much in the country, on the effects of single parent families on the academic performance of teenagers. In a study on the effects of single-parenthood on the academic performance of secondary school students in Ekiti State, Nigeria, Oluwatosin and Tenibiaje (2011, p. 240) found out that there is no significant difference between the academic performance of adolescent students from single parent homes and those from intact parent homes. Their second hypothesis revealed that there is significant difference between truancy behaviour of adolescent students from single parent homes and those from intact homes.

The present study on the effects of single parent families on the academic performance of teenagers in selected high schools in Ngong, Kajiado County comprised of five chapters. The first chapter, the problem, briefly explained about single parenthood in Kenya. The second chapter, literature review, dealt with reviewing precedent literature on single parenthood and academic performance of teenagers. Third chapter was research methodology which provided the design and methodology used in the study. The fourth chapter, findings and analysis, provided

the findings from the students, teachers and parents who participated directly in the study. Lastly, chapter five comprised the summary, conclusion and the recommendations made.

Therefore, this study has established that single parenthood is not the major direct determinant of academic performance. There are other factors, which can be influenced by the family structure, and in turn influence academic performance. These factors include parental involvement, socioeconomic status and classroom environment. Gender was only a factor depending on how the individual student has received gender socialization.

Recommendations

The researcher made several recommendations to the students, teachers, parents and further researchers.

Recommendations for Students, Teachers and Parents

1. Students from single parenthood should be counselled on self-esteem and self-concept.
2. Though it is almost impossible to avoid single parenthood due to death, but marriage disagreement should be handled with love between the parents, instead of settling for divorce.
3. Teachers should encourage all parents through the parents/teachers association meetings to create time for their children at home for home work activities. This is to ensure that the learners do their school assignments under the supervision of their parents, whether they are single or double parent families.

4. In addition, teenage stage is usually a more delicate age in human development. Adolescent learners should be more properly supervised by teachers and parents about the friends they keep since the influence peer group on others can be negative. Negative peer group influence will always make the influenced adolescent not to be serious with his or her academics and eventually leads to dropping out of school.
5. Lastly, with a very strong relationship between environment and adolescent academic achievement, it is recommended that parents should endeavour to create environments suitable for their children's academic growth at home. They should moderately provide materials and gadgets that are just necessary to support the children's academic progress. Time monitoring and censoring game choices and discussions among the adolescents will help them a lot to ensure that no part of them is wasted throughout their developmental period.

Recommendations for Further Research

1. For further researchers, the researcher recommends a similar study for primary school children to be replicated to find out if these findings were similar for children as well.
2. Other factors also need to be put into consideration while studying the influence of single parenthood on academic performance. These include: parenting styles, resiliency and truancy.

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APPENDICES

This section will provide the research instruments to be used for data collection from teachers, parents and students.

Appendix 1: Research Instruments

The section contains the instruments that will be used for data collection.

General Instructions

Dear Respondent,

You have been selected as one of the respondents for the study.

This instrument is part of a study of the effects of single parenting on the academic performance of teenagers in high schools in Ngong. The information you give will be treated with utmost confidentiality and used purely for the academic purposes. There is no right or wrong answer. Kindly spare some of your valuable time to answer these questions.

PLEASE DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.

Thank you

Yours faithfully

Hannah Ngigi

Appendix 1 A: Response Sheet for Students

Part 1

Put a mark in the space that best describes you

Gender Male _____ Female _____
 Family structure: Both parents _____ Single parent _____
 Which one is your current average grade score in the previous exam? A ___ B ___ C
 ___ D ___ E ___
 Which is your cumulative average end term grade since form 1? A ___ B ___ C ___
 D ___ E ___
 Mode of study: Boarding school _____ Day school _____

Part 2

Please, read each statement carefully as it regards you, decide whether you Strongly Agree (SA), Agree (A), or Disagree (D) by encircling your answer.

SECTION A: Prevalence of Single Parenthood Families

NOTE: Answer all statements by ticking the most appropriate answer.

1. With whom do you regularly live with? Father _____ Mother _____ Both _____
2. Do you know of any single mother(s) with (a) child(ren) in high school? Yes
 ___ No ___
 If yes, how many? _____
3. Do you know of any single father(s) with (a) child(ren) in high school? Yes ___
 No ___
 If yes, how many? _____
4. What is the cause of single parenting for the cases mentioned above? (*Tick as many as it applies*) Death ___ Divorce and Separation ___ Parent never got married ___ Adoption ___

SECTION B: Perception of Teenagers on Education

NOTE: Answer all statements, one answer per statement.

No	Statement	Strongly Agree	Agree	Disagree
1	I feel a sense of belonging in this school			
2	I have good relationships with my classmates			
3	I like the values put forward by my school			
4	I have good relationships with my teachers			
5	I know that with good grades I will fare well in society			
6	I always look forward to the next day of school			
7	I feel like a complete stranger in this school			
8	I am comfortable working alone at school			
9	My teacher respects my ideas and suggestions			

10	My teacher in this class makes me feel that s/he really cares about me			
11	In this class, we learn a lot almost every day			

SECTION C: Family Structure and Academic Achievement

NOTE: Answer all statements, one answer per statement.

No.	Statement	Strongly Agree	Agree	Disagree
1	I believe having both parents positively influences a student's academic performance			
2	Single parenthood negatively influences a student's academic performance			
3	Same sex single parent as a student positively influences on academic performance			
4	Academic performance is affected negatively by having a single parent of the opposite sex			
5	(For those with both parents) If I had only one of my parents, my academic performance would be affected negatively			
6	(For those with one parent) If I could be living with both my parents, my academic performance would have been much better			
7	I attend school because all my educational needs have been met			
8	My parent(s) involves themselves in my education			
9	My parent(s) always makes sure I have completed my homework			
10	My parent(s) always attends Parent Teacher Activities meetings			
11	My parent(s) frequently discusses his/ her/ their expectations with me			
12	My parent(s) discusses on a daily basis my school work with me			
13	My parent(s) is (are) in a position to meet all my educational needs			
14	This school's environment makes it possible for me to work hard			
15	My academic performance, in a way, is influenced by my parent of the same sex/gender			
16	My grades are influenced by the classroom environment			
17	My parent(s) do not care about my academic performance			
18	My parent(s) never bother to check how I performed			
19	My parent(s) do not check my performance regularly			
20	My parent(s) have no problem when I perform dismally			
21	How I performed is the first thing my parent(s) ask for after any exam			
22	My gender has an influence on my academic performance			
23	If I was of the opposite gender then I could perform better than how I have been performing			

*Appendix 1 B: Interview Schedule for Teachers***SECTION 1**

1. Do you know of any single parents with children in high schools?
2. Of the single parents that you know, who are the majority? Mothers or fathers?
3. What is the major cause of single parenthood among the single parents that you know?

SECTION 2

1. With regard to the perceptions that teenagers from single parent families have toward education, what is your opinion on:
 - Their sense of belongingness in terms of their relationships with peers
 - Acceptance of school values
 - Motivation
 - Self-concept

SECTION 3

1. What can you say about academic performance of teenagers from single parent families compared with those from both parent families?
2. How does parental involvement influence academic performance of teenagers from single parent families?
3. What role does socio economic status play in the academic performance of teenagers from single parent families?
4. Do you think gender affects the academic performance of teenagers from single parent families? Explain
5. Describe how classroom environment can influence academic performance of teenagers from single parent families.

*Appendix 1 C: Interview Schedule for Parents***SECTION 1**

1. Do you know of any other single parents with children in high schools?
2. What is the major cause of single parenting among the families you have mentioned?

SECTION 2

1. With regard to the perceptions that teenagers from single parent families have toward education, what is your opinion on:
 - Their sense of belongingness in terms of their relationships with peers
 - Acceptance of school values
 - Motivation
 - Self-concept

SECTION 3

1. What can you say about academic performance of teenagers from single parent families compared with those from both parent families?
2. How does your involvement influence academic performance of your teenager(s)?
3. As a single parent family, what role does socio economic status play in the academic performance of your teenager(s)?
4. Do you think gender affects the academic performance of teenagers from single parent families? Explain
5. Describe how classroom environment can influence academic performance of teenagers from single parent families.

**CURRICULUM VITAE
HANNAH NJERI NGIGI
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NGONG
MOBILE: +254727367571/+25463367571**

PERSONAL DETAILS

Date of Birth	1972
Religion	Christian
Marital Status	Single
Language	English, Swahili, Kikuyu

EDUCATION BACKGROUND

1979-1987	Kenya Certificate of Primary Education Ngegu Primary School
1988-1991	Kenya Certificate of Secondary Education Dandora Secondary School
1993-1994	Certificate in Typing Elementary - First Class Intermediate Advanced - First Class
2001-2002	Certificate of Computer Operations Introduction to Computers Microsoft Windows 95 Microsoft Excel
2009-2011	Diploma in Christian Ministries Africa International University
2012-2014	Degree in Theology Africa international University
2014-2017	Masters in Education- Leadership and Administration Africa International University

WORK EXPERIENCE

BYGRACE HOME AND SCHOOLS 2014 - 2017

TITLE: MANAGER

Task and Responsibilities

- Managing all staffs, supporting, coordinating and supervising them for efficient running of both home and school
- Planning and evaluating departmental activities in order to accomplish departmental objectives of the organization.
- Maintains staff by recruiting, selecting, orienting, and training employees in their different workstations and creating social networks for healthy relationships within the institution.
- Maintaining a safe, secure, and legal work environment; developing personal growth opportunities.
- Accomplishes staff results by communicating job expectations; planning, monitoring, and appraising job results; coaching, counseling, and disciplining employees; developing, coordinating, and enforcing systems, policies, procedures, and productivity standards.
- Establishes strategic goals by gathering pertinent business, financial, service, and operations information; identifying and evaluating trends and options; choosing a course of action; defining objectives; evaluating outcomes.
- Accomplishes financial objectives by forecasting requirements; preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective actions.
- Maintains quality service by enforcing quality and customer service standards; analyzing and resolving quality and customer service problems; identifying trends; recommending system improvements.
- Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; benchmarking state-of-the-art practices; participating in professional societies.
- Responsible for staffing, creating job descriptions, running advertisements for open positions, interviewing prospective employees, hiring and firing.
- Overseeing staffs and ensuring they are trained properly and they perform the job satisfactorily and received feedback on a regular basis.
- Responsible in resolving conflicts, motivating employees, speaking to the public on behalf of the company and preserving customer relationships.

Achievements

Participated in organizing a training seminar for all teachers held at Tumaini Secondary School- Mathare (Nairobi), which was pioneered by a group of teachers from California – U.S.A.

BYGRACE HOME AND SCHOOL: September 2009 - 2013

Title: MATRON/FUNDRAISER

Task and Responsibilities

- Receiving donations of medical supplies from our partners and well-wishers both internationally and locally.
- Organizing and facilitating medical camps once yearly with international teams
- Follow up with patients and especially children of ByGrace home and school treated at the yearly camp
- Providing children and staffs at ByGrace home and school with exemplary service in healthy eating by making sure the food is cooked and served in a clean environment and a balanced diet for healthy living.
- Ensuring that the stock of medications are replenished and the stock is updated for smooth recording
- Ordering and maintaining the inventory and ordering and developing the school and home budget for the year
- Maintain the strictest confidentiality of all staffs and children to seal their information and especially regarding their health status
- Organizing and storing books, documents and other information for easier access.
- Helping in time management by training children on time management

FUNDRAISER

- Identifying companies, organizations and well wishers that can fund the home
- Ensuring that proposals are made and sent to the funding agencies, well wishers.
- Following up to ensure that there are some results be it positive or negative
- Ensuring that I acknowledge the results by writing thankful letters to all organizations and well wishers
- Initiate good relationship with the neighboring community and inviting them to be part and parcel of the ByGrace community.
- Being in regular communication with the parents, guardians and my employers
- Giving monthly reports concerning fundraising both to my employers and our partners.
- Updating our sponsors with information regarding their sponsored children and listing those in need of the same
- Updating on the welfare of the children to our local and international partners.

Achievement

Participated in setting and planning a medical camp held at living word church situated in Mathare (Nairobi) pioneered by an international team (Foundations for Peace) in California U.S.A

PAMSTECH PHARMACEUTICALS LIMITED 1992-2007**Title: Pharmacy Assistant****Task and Responsibilities**

- Monitoring and evaluating daily, weekly and monthly sales performance of the branch
- Managing the cash register and sale of medications
- Dispensing medicines and advising patients on the appropriate dosage and the possible side effects of the medicine
- Advising and referring patients accordingly depending on their need
- Rotating the stock and arranging all medications prior to expiration date and discarding those that expire
- Establishing and maintaining patients profiles and prescription in an orderly manner and recording the prescriptions received on a daily basis
- Benchmarking with other pharmaceutical companies so as to be updated on any changes and especially in pricing.
- Receiving and pricing all medications and ensuring that the dispensary is well arranged.
- Responsible in allocating duties to other staffs and supervising to make sure the company runs smoothly
- Co-coordinating stocks, ordering and counseling patients
- Supervising of staffs and managing them and filling in the gaps as a manager in the absence of the directors
- Report writing on the warfare of the pharmacy to the directors and making sure that it is up to date.

Achievement

- Training new staffs and orienting them on proper work ethics for quality service
- Participated in launching of new products in the markets and marketing them
- Attended a pharmacy assistants training held at the Norfolk Hotel and received a certificate on the same.
- Pioneered and planned in opening two new branches and managing them

PERSONAL STRENGTHS

- Excellent interpersonal and team building skills
- Good analytical approach to problem identification, assessment, resolution and conflict management

- Excellent presentation skills

HOBBIES AND INTERESTS

- Travelling
- Listening to music (Gospel)
- Swimming
- Reading Inspirational literature

REFEREES

1. Prof. Paul Mungai Mbugua
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2. Daniel Macharia
Mactec Computers College
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3. Rev. Grace Itegi
Board Chair
ByGrace Home and School
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