

**COMPARATIVE STUDY OF LEVELS OF ACADEMIC ASPIRATION AND  
PSYCHOSOCIAL ADJUSTMENT OF ADOLESCENT STUDENTS  
FROM SINGLE-MOTHER AND DUAL-PARENT FAMILIES IN  
PUBLIC SECONDARY SCHOOLS IN GEM DISTRICT, KENYA**

**BY**

**AUDREY MONICA ATIENO ODHIAMBO**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
GUIDANCE AND COUNSELING**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**MASENO UNIVERSITY**

**© 2014**

## ABSTRACT

At high school, adolescent's educational aspiration and psychosocial adjustment are of critical importance to their academic attainment. Parenting nature plays crucial role in the adolescents' academic aspiration and psychosocial adjustment. From the year 2009-2012, Gem district registered an increase from 47.6% in to 50.3% in female-headed families (by choice, widowed, separated or divorced). Further, there was a decline in the percentage of students who obtained grade B from 24.22% to 17.93% and more than 50% (56.08% to 55.36%) of students failed to attain grade C+ which is the minimum requirement for direct entry to the university. The district also indicated a high drop-out rate at 19 % compared to 9.5% in Nyanza region and 6.6% nationally. The purpose of this study was to compare the levels of academic aspiration and psychosocial adjustment of adolescent students from single-mother families and dual-parent families in Gem district. Objectives of the study were to; establish and compare the level of academic aspiration of adolescent students from single-mother families and dual-parent families; establish and compare the level of psychosocial adjustment of adolescent students from single-mother families and dual-parent families and to establish and compare the level of impact of psychosocial difficulties in adolescent students from single-mother families and dual-parent families. The study was based on a conceptual framework showing the relationship between students parenting background and their levels of academic aspiration and psychosocial adjustment. *Ex-post-facto* and descriptive survey research designs were adopted. Study population consisted of 1050 form three students, 80 class teachers and 30 deputy principals. Purposive sampling technique was used to select students from single-mother and dual parent families. Simple random sampling technique was used to select 293 students from dual parent families, 137 students from single-mother families and 24 class teachers. Saturated sampling technique was also used to select 27 deputy principals. Data was collected using questionnaire and interview schedules. Face validity of the instrument was ascertained by experts in the department of Educational Psychology, Maseno University. A pilot study was conducted on 72 students from dual-parent families, 34 students from SMFs, 8 class teachers and 3 deputy principals using test-retest method and reliability coefficient of the instrument determined at 0.74. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and means, while the t-test was used to test the significant differences between the means in single-mother families and dual-parent families ( $\alpha=0.05$ ). Qualitative data was transcribed, organized thematically and reported in text form. The study established that majority (53.2%) of the adolescent students from both single-mother families (20.5%) and dual-parent families (32.7%) aspired for masters degree and beyond, Further, majority (74.0%) of the adolescent students from both single-mother families (28.4%) and dual-parent families (45.6%)m and were at risk of having clinically significant psychosocial problems. It was concluded that mean difference in academic aspiration, psychosocial adjustment and impact of psychosocial adjustment between adolescent students from SMFs and dual-parent families was not statistically significant. It was recommended that teachers, parents, guardians and other educators should assist the adolescent students set realistic academic aspiration goals and further help them cope with the psychosocial challenges.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Globally, one-quarter to one-third of all families were headed by single-parents since the year 2000, however by 2010 the number increased by 23%. Depending on how the society has allowed deviation from the normative dual-parent family structure, different forms of single parent family structures now occur. The single mothers: by divorce, separation, widowhood and by choice still ferociously outnumber single fathers (United States Census Bureau, 2010). This has led to existing trends of regional and considerable country variation in the US, France, United Kingdom, Australia, Sweden, Korea, East Asia, South-East Asia, and Africa (Raymo, Iwasawa & Bumpass, 2004; Scott, 2004; Garg, Melanson & Levin, 2007; Uwaifo, 2008; Park, 2008; Martinez, Chandra & Abma, 2006).

Extensive examination of the consequences adolescents growing up in single-parent families in United States and Western Europe reveal re-source deprivation (especially in female-headed households), less intense and consistent monitoring, low levels of academic aspiration and delinquent behaviours, including drug use. (Barrett and Turner, 2006; Bjarnason, Andersson, Choquet, Elekes et al 2003a; Eitle, 2006; Hoffman, 2002; Park, 2008; Scott, 2004).

Comparative studies in some of the developing countries in South America and Sub-Saharan Africa (SSA) (Colombia, Egypt, India, Kenya, Nigeria, Peru and Uruguay), reveal a growing prevalence of non-traditional family structure in Africa, where 9%

of children aged 15 years in the Sub-Saharan region do not have least one parent. Further, Kenya indicates the lowest percentage of secondary school-age children (aged 12-14) who were living with both biological parents and also the highest percentage of children living with just one parent either due to orphan hood or fosterage or both. (Monasch & Boerma, 2004; Abma, 2006; Wilcox, Lippman, Whitney & Cid, 2009; Clark & Hamplova, 2009).

In Kenya, most single-parent families consist of the woman as the parent: never-married mothers (82%), widows (11%) and divorced or separated mothers (11%) (Republic of Kenya, 2004). Single parenthood is also occasioned through dissolution of families due to parental death related to HIV and AIDS infection (Monasch & Boer-ma, 2004). The KAIS 2008 and National AIDS and STI Control program (NAS COP), 2005 reports indicate that Nyanza region had the highest prevalence in the country (15.4%) with the women (mostly single-mother parents) bearing the extra burden of added reproductive and productive roles. Owing to this, Nyanza region had the highest proportion of widows or widowers households (9.1%) and the highest number of female headed households (36.2%), of which Gem district is a constituent. As the percentage of widowers goes down since most of the men remarry, that of widows persists or rises because remarriage may not be an option (Amato, 2006).

This explains the increase in female-headed families (by choice, widowed, separated or divorced) from 47.6% to 50.3% from the year 2008-2013 in Gem district. Sad to note, the pandemic impacts on the demand for schooling, enrolment rates, participation and completion necessitated by high rate of absenteeism from classes by pupils and thus affecting their psychosocial development (Achoka, 2006). The age at

which they lose their fathers is significant since it influences their perception of males, females, the world as well as their emotional social and academic advancement (Krohn and Bogan, 2001). This scenario has led to the children growing without the father who is an equally important component of parenting without whom the child at adolescent stage begins to elicit gaps of parental needs typical of the Elektra and Oedipus complexes (Uwaifo, 2008; Kimani-Murage, 2011).

Researchers (Barrett and Turner, 2006; Bjarnason, Andersson, Choquet, Elekes et al 2003a; Eitle, 2006; Hoffman, 2002) indicate that children who live with only one parent were more prone to emotional distress, negative behaviour, delinquency, and drug use. In Kenya, every child especially boys under the age of five are affected by the impact of divorce and may become anxious or misbehave at home and at school. Fortunately for some, these long-term effects come to pass (Kimani-Murage, 2011). It is probable that the long term psychosocial impacts of growing in a single-parent family are not predictable. This explains why the top students in the recent Kenya Certificate of Secondary Education (KCSE) Examination (2009) were from single-parent families, thus contradicting previous research findings (Muturi, 2010). This created the need to establish and compare the levels of the impact of psychosocial adjustment of adolescent students from SMFs and compare them to those of adolescent students from DPFs in Gem district.

The absence of fathers at teenage has particularly negative socialization influences, which may be especially detrimental for boys. For example in Kenya, Kimani and Kombo's (2010) study examining the challenges facing nuclear families with absent fathers in Gatundu north district of Kenya revealed that children from absent father

families suffered identity and provision crisis. Gatundu North district is in the Central region of Kenya whose percentage for female headed households (30.8%) ranked second to that of Nyanza region (36.2%) in the country. The absent father is common phenomenon in almost 50.3% families in Gem district (Republic of Kenya 2008) and the results from Gatundu district cannot be generalised to be representative of Gem district. This raised the concern over the impact of growing in single-mother families and created the need to establish the levels of psychosocial adjustment of adolescents from SMFs in Gem District.

Psychologists indicate that adolescents with low means in academic aspiration tend to achieve less educationally (at high school and throughout life) compared to those with high means (Garg and Park, 2007; Park, 2008). Further, those from SMFs have been reported to register lower means in academic aspiration compared to those from DPFs. Although single-parenthood is negatively associated with children's educational outcomes in most Western countries, the strength of the negative relationship varies significantly across regions and countries (Hampden-Thompson and Pong, 2005). A recent comparative study in Kenya by Abuya, Mutisya, Ngware and Oketch (2013), reveals that the educational attainment of primary school children aged children (6-14yrs) from double parent households was higher compared to those from one parent households.

At high school, adolescents' educational aspiration is crucial to their academic attainment. Table 1 shows the KCSE results since the inception of Gem district in the year 2009.

**Table 1:1 K.C.S.E Examination grades for the years 2009 to 2011**

YEARS	A TO B		B- TO C+		C TO C-		D+ TO Y		TOTAL	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
2011	1286	22.8	1230	21.8	1638	29.1	1477	26.2	5631	100
2010	435	21.8	396	19.9	551	27.7	609	30.6	1991	100
2009	342	22.1	337	21.8	439	28.4	428	27.7	1546	100

**Source: Gem District Education Office (2011)**

Between the years 2009 and 2011, the percentage of students from Gem district who attained direct entry into the public universities with grade B and above declined from 24.09 % to 17.93%. At the same time more than 50% attained lower than grade C plus at 65.73 in 2009 to 51.86 in 2012. Further, though the number of students who were eligible for direct entry into the public universities increased from 525 to 685 the percentages decreased from 34.27% to 27.78%. Given that most dual-parent families in Gem district are perceived to be operating optimally and single-mother parenting is associated to negative educational achievement, high rates of school dropouts and psychosocial outcomes (Mudemb, 2013), the researcher sought to compare the academic aspiration levels of adolescents (14-19yrs) growing in Single-mother families to those from dual parent families.

## 1.2. Problem Statement

Gem district has experienced an increase in single-parent families from 47.6% in 2008 to slightly more than half (50.3%) of the homes in 2013 becoming female-headed (by choice, widowed or separated \divorced) (Republic of Kenya 2008). This is higher than the National figure of female-headed homes which was of 39.9%. Report from the district education office also reveal a decline in the percentage of adolescent students who attained direct entry into the public universities with grade B

and above from 24.09 % to 17.93%. At the same time more than 50% attained lower than grade C plus at 65.73 in 2009 to 51.86 in 2011. Since previous studies indicate that academic aspiration is a determinant of academic performance there was need to establish the levels of academic aspiration of the students in secondary schools in Gem district.

The district further indicated high dropout rate of 11.6 % which was comparatively higher than the Nyanza region at 9.5% and National level at 6.6%. Report from studies conducted in Gem district (Mudemb, 2013; KNBS 2009 Census, 2010) indicate that low academic achievement, indiscipline, HIV and AIDS scourge, poverty and teen pregnancy are indicated as some of the causes of dropout among boys and girls in secondary schools in Gem district. Previous studies by Kimani and Kombo's (2010) from Gatundu North district of Central region indicate that the absence of fathers at teenage has particularly negative socialization influences, which may be especially detrimental for boys and that children from absent father families suffered identity and provision crisis. Further, women (mostly single-mother parents) bear extra burden of added reproductive and productive roles. The population in Gem district is largely rural; the women form almost 70% of the rural population, constituting 80% of the work force and are the ones largely involved in the major economic activities like subsistent agriculture. Such busy mothers who bear extra burden of added reproductive and productive roles could rarely find time to be involved in monitoring the academic progress and psychosocial adjustment of their adolescent children (Kimani & Kombo, 2010).

This created a concern in Gem district where the absent father is common

phenomenon in almost 50.3% families. Furthermore the results from Gatundu district cannot be generalised to be representative of Gem district. Given that most dual-parent families in Gem district are perceived to be operating optimally and single-mother parenting is associated to negative educational achievement, high rates of school dropouts and psychosocial outcomes; the situation in Gem district necessitated the present study to establish and compare the levels of academic aspiration and psychosocial adjustment of the adolescent students from SMFs and DPFs. This crisis caused concern for examining the influence of dissolution of the family on the academic aspiration and psychosocial adjustments of the adolescent students. This study sought to establish and compare the levels of academic aspiration and psychosocial adjustment of adolescent students from single-mother and dual-parent family structures in Gem district.

### **1.3. Purpose of the Study**

The purpose of this study was to establish and compare the levels of Academic Aspiration and Psychosocial Adjustment of adolescent students from single-mother and dual-parent families in public secondary schools in Gem district, Kenya.

#### **1.3.1 Objectives of the Study**

Objectives of the study were to;

- i. Establish and compare levels of academic aspirations of adolescent students from single-mother and dual-parent family structures in Gem district.
- ii. Establish and compare levels of psychosocial adjustment of adolescent students from single-mother and dual-parent family structures in Gem district.
- iii. Establish and compare the level of impact of psychosocial difficulties of

adolescent students from SMFs and DPFs.

### **1.3.2 Research Questions**

This study was guided by the following research questions:

- i. Are there significant differences between levels of academic aspirations of adolescent students from single-mother and dual-parent family structures in Gem district ?
- ii. Are there significant differences between the levels of psychosocial adjustment of adolescent students from single-mother and dual-parent family structures in Gem district?
- iii. Are there significant differences between the level of the impact of psychosocial adjustment on adolescent students from single-mother and dual-parent family structures in Gem district?

### **1.4 Assumptions of the Study**

The following were the assumptions of the study:

- i. The entry level to form one for the adolescent students was the same.
- ii. The school environment was the same for all the students.
- iii. It was assumed that at form three, all of the adolescent students experienced identity or role crisis, transitional developmental adjustment that affected their lives and also compounded with parenting crisis.

### **1.5 Scope of the Study**

This study focused on the levels of academic aspiration and psychosocial adjustment of adolescent students from single-mother and dual-parent families in public secondary schools in Gem district, Nyanza region, Kenya. The target group was form three male and female students within the age bracket of 14-19 years. Form threes

were targeted since at that class, students are at their adolescence and are experiencing transitional developmental adjustments typical of the stage of identity versus role diffusion crisis (Erikson,1959). At the same time, it is in this class that individual adolescent students make career choices based on their academic or vocational aspiration levels. Their academic aspirations play a major role in critical decision making process on lifelong career or vocational subject choices.

### **1.6 Significance of the Study**

This study may benefit the students, school administration, teachers and parent(s) to understand the challenges faced by the students due to different parenting background. The study may also serve as a resource information on adolescent's academic aspiration and impact of psychosocial adjustment levels to the secondary schools management board, school administration, teachers, Ministry of Education, collaborating educators, local community leaders and groups linked with the youths' educational matters to develop intervention programmes that seek to help adolescent students undergo necessary developmental adjustments.

### **1.7 Conceptual Framework**

This study was based on a conceptual framework showing how at adolescence, exploration of identity issues, acquisition and establishment of an ego-identity becomes the outstanding characteristic of adolescent. Since identity is not readily given to the individual by society nor does it appear as a maturational phenomenon as do secondary sex characteristics, identity must be acquired through sustained individual effort as they seek to find an answer to the questions concerning where they come from, who they are, what they want to become.

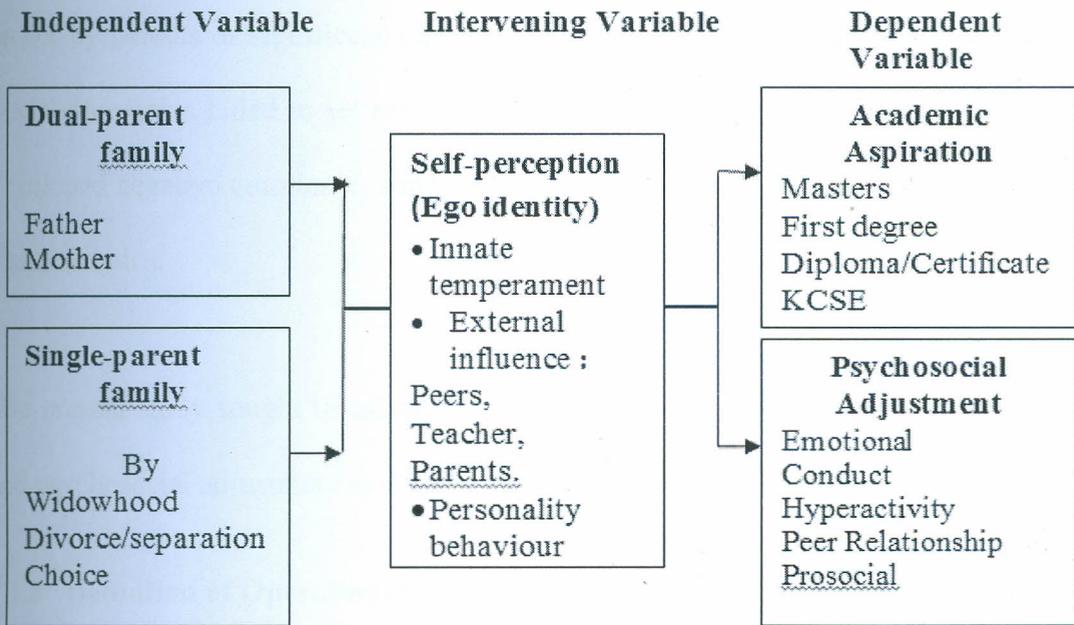
Components which have been conceptualized as independent variables include: dual-parent family and single-mother family. The dual-parent families constitute both father and mother while the single-mother parent (SMP) constituted SMPs by widowhood, divorce/separation or by choice, refer to fig 1.1. The researcher considered the nature of parenting as the background of adolescent which would help them find an answer to the questions concerning where they come from. Adolescents growing in DPFs take up new roles and status in the presence of both the mother and father while those growing in SMFs take up new roles and status in the presence single mother by widowhood, divorce/separation or by choice.

The dependent variables constituted the levels of academic aspiration and levels of psychosocial adjustment. The levels of academic aspiration considered were: masters and beyond, first degree, diploma/certificate and KCSE, refer to fig 1.1. At adolescence, an individual set their life goals based on the ideal self. The setting of the levels of academic aspiration and acquisition of the same by the adolescent is in line with their demand for establishment of a sense of identity and this would help them find an answer to the identity question concerning what they want to become. Based on the adolescent's perception of their strengths and weakness, certain levels of psychosocial adjustment (emotional, conduct, hyperactivity and prosocial domains) would be established. This would help them find a means of expressing themselves depending on their perception of who they are.

The intervening variable constituted the innate temperament and the external influence of the environment which constituted peers, teachers and deputy principals, refer to fig 1.1. The students set goals which are to be acquired through sustained

individual effort and interaction with significant others which provide the adolescent with their perception and evaluation of him or her. Their ego identity is achieved through feedback from the significant others who further help them find an answer to the identity question concerning who they are.

The researcher has shown the interaction between the three variables in Figure 1.1



**Fig 1.1** Conceptual framework showing relationship between independent, intervening and dependent variables.

The intervening variables interplay with the independent variable to produce the outstanding characteristic that adolescent students exhibited in the dependent variables: academic aspiration, several domains of psychosocial adjustment and impact on the psychosocial difficulties.

Depending on how all these variables interplay, the adolescent could either establish realistic or unrealistic academic aspiration and may establish a positive or negative psychosocial adjustment. The more successful an adolescent student explored their potential (based on their perception and others perception of their strengths and weakness), the healthier the development and establishment of their identity. Such

adolescents resolved the aspiration crisis faster by setting more realistic goals and developed positive (emotional, conduct, hyperactivity, peer relationship and prosocial) psychosocial characteristics. However, if an adolescent failed to explore their potential (based on their perception and others perception of their strengths and weakness), they failed to resolve the aspiration crisis and identity was pushed on him or her by parents or significant others that led to identity crisis and role confusion. Such adolescents failed to set realistic academic aspirational goals and consequently developed negative emotional, conduct, hyperactivity, peer relationship and prosocial characteristics.

The present study sought to establish and compare the levels of academic aspiration and psychosocial adjustment in adolescent students from DPFs and SMFs.

### **1.8 Definition of Operational Terms**

**Adolescent students** refer to the youth and young people who are all in the stage of life that marks the transition from childhood to adulthood as people age 14-19 years.

**Dual-parents** are both the male and female biological parents of the adolescent.

**Dual-parent families** are families of adolescent students with both the male and female parents.

**Dual-parent household** is a household headed by two-biological parents, or foster parents acting as the primary caregivers and guardians of the child.

**Female-headed household** is a household headed by a mother, grandmother who acts as the primary caregiver and guardian of the child

**Level of academic aspiration** is the expected level of educational attainment postgraduate, graduate, College or diploma and KCSE level.

**Levels of Psychosocial adjustment** refer to levels of an individual's behavioural

ability to suitably adapt psychologically and socially to circumstances in the following domain; emotional, prosocial, hyperactivity and peer relationship.

**Non-marital birth** refers to birth of a child to an unmarried woman.

**Single Father** this is an unmarried man who heads his household and lives with his own children.

**Single-mother parent** is a female parent who becomes a single-parent to a biological or foster child by widowhood, divorce or separation or by choice.

**Single-mother families:** are families of adolescent students with the mother (biological or foster) as the only parent due to widowhood, divorce or separation or by choice.

**Single-mother by widowhood** is a female parent who becomes a single-parent to a biological child due to death of a husband.

**Single-mother by Divorce or separation** is a female parent who becomes a single-parent to a biological child due Divorce or separation from a husband.

**Single-mother by choice** is a female parent who voluntarily becomes a single-parent to a biological child from the very beginning, rather than by a later separation or divorce from a husband.

**Parenting type** refers to the status of the parent of the adolescent.

**Prosocial** refers to the ability of an individual to socialize freely with other people

## CHAPTER TWO

### LITERATURE REVIEW

This chapter discussed literature related to academic aspiration and psychosocial adjustment of adolescents from single-mother families and dual-parent families. It particularly focused on the existing levels of academic aspiration, psychosocial adjustment and impact of psychosocial difficulties secondary school going adolescents from single- mother parents (by widowhood, by divorce/separation and by choice) and dual-parent families. It also focused on existing compared levels of academic aspiration and psychosocial adjustment of secondary school going adolescents from single-mother families and dual-parent families.

#### **2.1 Academic Aspirations of students from SMFs and DPF**

Globally, studies have examined the variation in educational aspiration by family social status, gender, and race or ethnicity (Marjoribanks, 2005; Johnson, Crosnoe & Elder, 2001). Some studies conducted in the US (Garg, Melanson, & Levin, 2007; Saagar, 2010; Seginer & Vermults, 2002; Garg, Levin, Urajnik, & Kauppi, 2002) identified some variables that influence levels of educational aspirations directly, for example, academic self-schema while others indirectly, for example the background and environmental factors.

Erik Erikson's (1950) theory of identity development characterized adolescence as the period in the human life cycle during which the individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity confusion. Identity achievement implied that the individual assesses strengths and weaknesses and determines how he or she wants to deal with them. The adolescent must find an answer to the identity questions: "Where did I come from?" "Who am I?" "What do I

want to become?" Identity or a sense of sameness and continuity must be sought for. Identity is neither readily given to the individual by society, nor does it appear as a maturational phenomenon when the time comes, as do secondary sex characteristics but identity must be acquired through sustained individual effort (Erikson, 1959). In Kulkarni's (2010) longitudinal study to test the impact of academic aspiration on postsecondary choice, compared other known significant factors (race, parental involvement, gender among others) to see how they change in significance across the following different levels of academic aspiration: less than high school; high school; vocational, trade, or business school after high school; attend college, complete college and beyond college.

The findings from Kulkarni's (2010) study revealed that; academic aspiration clearly played a large role in a student's decision to enrol and eventually complete postsecondary education; Parental involvement and gender variables were noted as only significant for those with medium levels of academic aspiration. Further females were not only significantly more likely than males to attend a postsecondary institution but also very significantly, more likely to complete a four year bachelor's degree compared to males. The present study considered the academic aspiration of form three students which was more consistent than that of an eighth grader and also included parenting nature which was ignored by the previous study.

In 2011, Byun (from the U.S department of Education's Rural educational Achievement) Program, did a study on rural Students high school aspiration which revealed that majority of students wished to further their education beyond high school; more than 50% of the students aspired to careers that required a four-year college or an advanced degree while 35% of students aimed to obtain an advanced

degree. Byun's (2011) study did not consider the students parenting nature which the present study did.

In Japan, Nakanishi (2011) assessed the educational aspiration with a focus on tracking and pre-entry junior high school. It became apparent from the findings that the educational aspirations of Japanese students in junior high school were assigned to senior high schools according to their academic achievements. Nakanishi's study further revealed that the exercise was quite competitive and with the introduction of universities or colleges, it was observed that the nature of the schools they qualified to enter coupled with the entrance exams tended to 'cool off' the student's academic aspiration. In the study, the academic achievements were determinants of the nature of the schools they qualified to enter and this directly affected the academic aspiration of the students.

Previously, studies by Okabe (2009) and Nakamura (2006) had indicated that diversification in entrance examination for universities or colleges 'warmed up' the high school students' academic aspiration, to a point that some junior high school students who had been going to vocational high schools were eventually in the hope of going to university. This was manifested in the risen rate of students who had entered university.

Nakanishi (2011) had considered the following levels of academic aspiration; Junior or senior high school, Junior College or Technical College and university and beyond. The levels of schools strata considered were: high schools for going to university, high schools for learning general subjects and high schools for job. Findings indicated that 92% of high school students, 59.6% of students from high schools for learning

general subjects and 20% of students from high schools for job aspired for going to university. The findings also indicated that Junior high school students' academic aspiration was "warmed up" or "cooled off" by their preferred tracks and those from lower SES preferred entering vocational tracks with an aim of going to the university later. Findings also indicated that junior high school students, educational aspiration were determined by their preferred tracks rather than by their social class or academic achievements. Nakanishi's study was limited in that it had considered only three levels of academic aspiration and neither established nor compared the academic aspiration of students from SMFs and DPFs while the present study had five levels of academic aspiration, and further established and compared the academic aspiration of students from SMFs and DPFs.

In North Korea, Park (2008) compared the level of educational aspiration and disengagement of students from single-mother families (divorced and widowed) and dual families. Findings revealed that students with a divorced single-mother and widowed single-mother were much less likely to aspire to a four year university education and were more likely to be disengaged than their counterparts with both parents. The study had only considered the students from two different types of single-mother families (divorced and widowed) and dual families but it did not take into account the students from choice single-mother families which the present study considered.

In Europe's' Slovak republic, Andrea et al. (2010) conducted a study on adolescent students' educational aspirations with a particular focus on different educational tracks (grammar schools, specialized secondary schools, vocational schools). Data was collected on the considered factors and the level of association with educational

aspirations assessed. Findings indicated that attitude towards school was the main condition for the development of educational aspirations across all educational tracks, and not just within upper socio economic position of adolescent students. Besides attitude towards school which proved to be a significant factor of educational aspiration in all three educational tracks, the determinants of educational aspirations differed among adolescent students on different educational tracks.

Further, findings revealed that schools had the potential to stimulate educational aspirations and become important player in strategies aimed at diminishing the cumulation of socioeconomic disadvantage via the educational system. Educational aspirations of grammar school students were associated with father's education, while that of their peers on lower educational tracks (secondary and vocational) had a stronger association with mother's education and perceived social support from father and friends (Madarasova, Stewart, Van Dijk, Orosova, Groothoff & Post (2005).

Only one-third of adolescent students were found to be on an educational track lower than that of their parents' education. Up to 20% of adolescent students moved upward, and the remaining half of the adolescent students followed an educational track similar to that of their parents. These findings are in agreement with those of Abel (2008) and Andres, Adamuti-Trache, Yoon, Pidgeon and Thomsen (2007) which indicated that parents' education is important for the development of educational aspirations that is: parents with higher education had more potential to create an environment stimulating higher educational aspirations. Taking into account the crucial role of education in the demanding job market, the findings indicated that it was worthwhile to stimulate educational aspirations among adolescent students. The aim should not be university education for everyone, but the highest possible

qualifications for everyone (Andres et al., 2010).

The important strengths of the study were its high response rate and the inclusion of a wide range of variables, including adolescent students' economic background, social background (family social support, school, friends) and individual variables (gender, health, sense of coherence) in one analysis. However, it lacked data on their parent types (by widowhood, separation or divorce and by choice) and dual-parent families, which the present study included.

In South Africa, Malema (2004) purposed to examine certain aspects of educational and occupational development in adolescent females of black South African adolescent girls. The Subjects were 161 black girls, aged between 14 and 23 years, from two schools in the township of Atteridgeville, west of Pretoria. The overall results on the educational aspirations of this sample of adolescent girls indicated that these girls intend to graduate from, high school and achieve higher levels of education beyond high school. The study did not consider the parenting background and the academic aspirations of the girls, which the present study considered.

In Kenya some of the studies previously conducted focused on children-headed households (Ayieko, 2003), orphans and vulnerable children and widows (Ambasa-Shisanya, 2007) indicated poor psychosocial adjustment amongst the adolescent students. Study by Mudemb (2013) conducted in a neighbouring Ugenya district revealed that low academic aspiration led to low academic achievement and indiscipline. The study also indicated that low academic achievement and indiscipline were among the causes of school dropout among boys and girls in secondary schools in Siaya Districts (Gem, Alego, Bondo, Rarieda and Ugenya) which had higher

secondary school dropout rate of 11.6 % compared to 9.5% for Nyanza region and 6.6% nationally.

Based on the above mentioned state of single-parenting, the adolescent students from these single-parents faced a crisis of psychosocial adjustment nature which may have impacted on their academic aspiration.

## **2.2 Psychosocial Adjustment of students from SMFs and DPFs**

Research has indicated that the relationship between a parent and his or her child affects psychological well-being (Park, 2008; Kraynak, 2006) and that the absence of a father subjects children to identity crisis (Kimani & Kombo, 2010). It is therefore important that this study establishes and compares the domains and levels of psychosocial challenges that the adolescents face since the decisions made have a tremendous impact on the quality and length of their lives (Shane & Vinod, 2008). The domains of Psychosocial Adjustment whose levels were compared between students from SMFs and DPFs were; Difficulty (emotional, conduct, hyperactivity, peer relationship) and Prosocial.

### **2.2.1 Difficulty domain of psychosocial Adjustment**

#### **2.2.1.1 Emotional domain of Psychosocial Adjustment in students from SMFs**

The emotional domain of psychosocial adjustment in this study constitutes degree of emotional ability to adjust to circumstances. Adolescence is a period of transitional development when biological, physical, cognitive, and social traits mature from childhood to adulthood. At this time their developmental tasks involve physiological as well as social and emotional tasks (Erikson (1968). The challenges that the adolescent students face and the decisions made have a tremendous impact on the

quality and length of their lives (Shane & Vinod, 2008). Depending on how well-adjusted psychosocially they are, may or may not express their feelings of distress and internal conflicts in ways that are dangerous to themselves and to others.

The manner in which adolescent students respond to many of the social and behavioural problems that they encounter (substance abuse, acting out behaviour, suicide or suicide attempts, eating disorders, teenage pregnancy, dropping out of school, etc.), may reflect earlier difficulties with mistrust, shame and doubt, guilt, and inferiority feelings (Erikson, 1968).

In the US, Kraynak (2006) reported research findings pertaining to children's adjustment to divorce using a developmental perspective that divorce is a perceived as a highly stressful life event for most adults and children. He indicated that the short-term aftermath stage of divorce was characterised by emotional state shift from move from the initial shock engendered by the parents' separation to some form of acceptance of the divorce. The ones who fantasies about their parents' reunion have their fantasies dashed when one or both parents enter into a meaningful relationship with another adult. The long term aftermath was however characterised by mixed outcomes; while some adolescents whose parents had divorced when they were very young children appeared to cope fairly well, living in a divorced home seemed to compromise the well-being of other adolescent. Further findings revealed that teens were capable of expressing their feelings of distress and internal conflicts in ways that are dangerous to themselves and to others: for example engaging in chemical abuse of drugs and or alcohol, promiscuity and were prone to run away. According to Kraynak (2006), parental divorce at the may cause great emotional pain, damage feelings of self-esteem, and evoke fear and anger at adolescent stage. This study focused on the

emotional status of the adolescents in divorced families only but the present study considered the level of emotional domain of psychosocial adjustment in adolescents from SMFs by choice and by widowhood.

Researchers (Shane & Vinod, 2008; Erikson, 1968 & Kraynak, 2006) have shown that adolescent students in single parent families must cope with a number of stressors which include: dealing with the loss of stability, support and protection that one derives from living in a cohesive family environment. The perceptions and feelings that come with such a challenge range from: idealizing; to coping with derogatory feelings; to denouncing parents and finally even dealing with repercussions of egocentric thinking where they assume responsibility for the marital discord (Kraynak, 2006).

Findings from previous comparative study had shown that the strength of the negative relationship between single-parentage and children's academic outcome varied significantly across countries (Pong, 2000). Longitudinal studies indicate that students who experienced the divorce of their parents while they were in preschool or elementary school (10 years later), suggested that as females moved into late adolescence, they became frightened of failure and expressed concerns about intimate interpersonal relationships. These concerns centred on issues of betrayal, abandonment and not being loved. At the fifteen year follow-up, almost 50 per cent of the young women reported that they were worried and angry, engaged in self-deprecating behaviours and continued to demonstrate evidence of underachievement. This clearly reflects on the long lasting impact of divorce on the individuals from childhood into adolescent stage and into adulthood raising the concern about the same in the adolescents of Gem district of Kenya.

Concerning the stage of young adulthood, Amato, (2006) indicated that in today's youth the transition to young adulthood, which encompassed the years from high school graduation to approximately 26 years of age, had become more complex. His study also revealed that in today's society, young adults were more reliant on their parents for economic support, practical assistance and advice. During young adulthood, they are establishing career trajectories as well as intimate relationships.

In the US, researches have further (Levac, McCay, Merka, & Reddon-D'Arcy, 2008) identified considerable evidence that secure attachment to parents by the children facilitates adaptive adjustment, and this continues even into early adolescence. More positive attachment to parents among 15-year-olds had been found to be associated with fewer mental health problems such as anxiety, depression, inattention and conduct problems. Doyle (2010) observed that though attachment was not specifically assessed, adolescent students who reported a positive relationship with their parents, and who felt comfortable turning to them for support, have been found to have a greater sense of mastery of their worlds.

A multi-ethnic study in the US has found that being a single-parent does not appear to have a negative effect on the behaviour or educational performance of a mother's 12 and 13-year-old children (Ricciuti, 2004). The study indicated that there was consistent links between these maternal attributes and a child's school performance and behaviour, whether the family was White, Black or Hispanic. What mattered most was a mother's education, ability level to a lesser extent family income and quality of the home environment. The study considered the students' races is but was limited in

that it did not indicate anything on the student's academic aspiration nor on their maternal parental type which the present study considered. The present study focused on academic aspirations of mid and late adolescent students (14-20yrs) from different single-mother (widow, separated or divorced or choice) and dual-parent families.

Studies focusing on the effects of family structure on the adjustment of the children raised by single-mother parents revealed that Africa-American youth from single-mother families were at a greater risk of internalizing and externalizing problems relative to their peers from two parent homes (Park, 2008; Sterret, Jones & Kincaid, 2007). Bali and Feng (2005) compared children in families with two original parents and those in lone-parent and found out that ineffective parenting among other factors is more important in explaining the effects on emotional status of adolescent students. West, Mc Neill and Raw (2010) have also shown that high levels of family conflict and lack of family cohesiveness or joint activities have been implicated on lower levels of adjustment and educational achievement in children from divorced or remarried families. These studies lack documentation on academic aspiration and psychosocial adjustment of adolescent students from widowed SMFs which the present study considered.

Findings from other related studies of the US populations had revealed that adolescent males respond differently to parental divorce and it is often claimed that the absence of fathers has particularly negative socialization influences, which may be especially detrimental for boys (Garg, 2007; Kimani, 2010). The boy would need a father at teenage to develop in the areas of: sex role orientation- "how the individual perceives himself in terms of his sex role adequacy", sex role preference-"desire to adhere to culturally defined sex role guidelines" and sex role adoption-"masculinity

and or femininity of the individual's publicly observed behaviour" (Summers, 2006). For the females however, it is possible that they manifest distress in ways which are more difficult to detect, such as depression, anxiety, and sexual precociousness (Hetherington, 2002). Though there are gender differences in responses, it is obvious that both male and female adolescents manifest distress in sex role adequacy, sexual precociousness and orientation.

In Britain, National Children Bureau explains that there are four reasons why girls become pregnant; they do not have enough education on sex; "they get mixed messages from about sex and relationships;...and the girls whose mothers were teenage mothers are more likely to do the same" (Jill, 2006). Parental relationship is a factor in parenting that is worth considering. Allen (2003) estimated that 66% of girls become pregnant at teen increased if one had a parent who was inattentive, unloving or failed to instil moral values. A survey for Joint Centre for Political and Economic Studies (2003) attributed the occurrence of adolescent pregnancy to a breakdown of communication between parents and children and inadequate parental supervision. This study failed to single out the types of single-mother families where these youth hail from. However the present study considers the emotional domain of psychosocial adjustment of both Kenyan male and female adolescent students from the different single-mother family types.

Studies by Uwaifo (2008) and Adekoge's (2008) carried out a study in in Nigeria in Sub-Saharan Africa; show that there was a significant difference between students from single-parent families and those from two-parent families in terms of attitude to examination malpractices and attitude to studies. Their findings further revealed that

if adolescent students are to overcome psychosocial emotional difficulties, they needed to be helped by their parents and teachers in school who were the primary agents of socialization. Adegoke (2008) further shows that these sorts of changes in the adolescent-parent relationship reflect the development of 'emotional autonomy' but did not reveal their effect on the academic aspiration which the present study did.

On the other hand, Summers (2006) revealed that life in a single-parent family was traumatic and children brought up in such family structure often suffered some emotional problems such as lack of warmth, love and disciplinary problems which hindered their academic performance. Summers (2006) further revealed that children raised in two-parent family structure are often stable emotionally and suffer less emotional problems thereby making them less anxious in the pursuit their academic work and that girls proved to have better academic and regulatory self-efficacy but a lesser degree of emotional self-efficacy. Further findings on emotional domain of adolescent revealed that; changes in the expression of affection, the distribution of power and patterns of verbal interaction, are likely to occur whenever important transformations take place in the child's or parents competencies, concerns and social roles (Steinberg, 2002). Moreover, in Africa this has led to the high levels of teenage pregnancy even in the secondary schools that was probably attributed to the rise in high number of choice single-mothers currently being experienced (Adegoke, 2008).

In Kenya, the Demographic Health Survey (2003) report indicated that 30% of the adolescent students (15-19years) of age have experienced physical or sexual violence. A further survey revealed that 20% of youth aged 10-24 years had been sexually abused especially by family members; parents, uncles, cousins (CSA & UNICEF, 2003). While divorce widowhood, in many cases, produced changes in socio economic

status and temporary disruption and emotional stress, if the parent remained supportive and involved with their education, it did not significantly alter the adolescent students' orientation to education (Garg, 2008; Abd-El-Fattah, 2006). These previous studies focused on their socioeconomic changes and emotional distress characterising single mother parent families by divorce but the present study included the other domains of: hyperactivity, prosocial conduct and peer relationship domains of psychosocial adjustment of adolescent students from single-mother parent and dual-parent families and not changes in their socio economic status.

#### **2.2.1.2 Conduct domain of psychosocial adjustment in students from SMFs**

According to Ferrel (2009), single-parent families in the US are commonly seen in urban environments. His experience as a middle school Principal was that students from single-parent households perform lower academically, exhibited more behavioural problems, and received less parental support at school. The study purposed to determine if there was a relationship between single-parent households versus two-parent households on student success as measured by among other factors, suspensions from school. The study revealed that one might want to assume a link among single-parent families, urban environments, poor academic performance, behaviour problems, and low parental support at school. Further findings were that, there was not a relationship between the number of times a student was suspended and the type of household in which the student lived. The limitations of the study were; sample size and the location of study posed a threat to internal validity since it was a longitudinal study. The present study was not a longitudinal study and only considered the single-mother parents.

Smith, Mc Loughlin and Pennington (2010), purposed to establish whether parents

who are close to their children have children who affiliate with prosocial friends who may in turn serve as a buffer against violence and also considered how parent and peer influences could change as youth transition to adolescence. A cross-sectional health behaviour survey was administered to 384 low-income, African-American youth aged 10–15 from three Chicago area schools. The findings indicated that parental closeness did not have a direct influence on youth violence involvement, but having a close parent–child relationship improved the youth's ability to select prosocial friends which was directly related to decreased involvement with violence. Findings also suggested that the presence of prosocial friends was a stronger factor for adolescent violence avoidance when compared to preadolescent students.

Globally, research has shown that adolescent students from single-parent households are more prone to delinquent behaviours, including drug and alcohol use (Barrett and Turner, 2006; Bjarnason, Andersson, Choquet, Elekes et al, 2003a; Eitle, 2006; Hoffman, 2002). Although some researchers maintain that household composition has relatively little predictive utility with regard to adolescent problem behaviour (Ford-Gilboe, 2000), their observations conflict sharply with findings from many other studies, which indicate that children who live with only one parent were more prone to emotional distress, negative behaviour, delinquency, and drug use (Cheadle, Amato & King, 2010; Amato, Meyers & Emery, 2009; Cairney, Boyle, Offord & Racine, 2003; Cummings, Keller & Davies, 2005; Griffin, Botvin, Scheier, Diaz & Miller, 2010). Relative to intact families, children of single-parent families generally were more likely to be resource deprived, especially in female-headed households, and receive less intense and less consistent monitoring, all of which had been associated with adolescent drug use (Amato & King, 2010). It bears mentioning that although research has focused primarily on negative youth outcomes associated with single-

parent status, positive outcomes also may be associated with such family structures.

Following the dissolution of high-conflict or volatile marriages, children often report feelings of relief and lower levels of stress, depression, and anxiety (Kelley, 2003). In such post-divorce circumstances, the resulting single-parent dynamic may be a preferable environment for children's well-being and may place them at less risk for developing emotional or other dysfunctional problems. Although empirical investigations have explored such differences among dual-parent households, researchers had only begun to challenge general assumptions that mother-only and father-only families were relatively homogeneous with respect to children's behaviours and subsequent outcomes. Considerable evidence emerged indicating that adolescents who lived in mother-only households were less likely to engage in deviant behaviour and drug use than children from father-only households (Demuth & Brown, 2004). Two central issues were investigated in the analysis: the first was concerned with differences in illicit drug use in youth from intact versus single-parent households.

On the basis of the findings of Demuth and Brown (2004), it was also evident that 8th through 12th graders in single-parent families were at considerably greater risk for use of inhalants, marijuana, and amphetamines. The findings after analyses indicated that children from intact families used significantly less inhalants, marijuana, and amphetamines than children from single-parent families. Analysis also showed that children in single-parent families used significantly more inhalants with girls living with only their fathers being at significantly greater risk for illicit drug use than girls living with only their mothers (Marijuana, and Amphetamines) than peers from intact (dual-parent families). This necessitated the present study which sought to establish

and compare the conduct of adolescents in SMFs and DPFs in Gem district.

Although prior research (Bjarnason, Davidaviciene, Miller, Nociar et al. 2003b; Hoffman, 2002) had found that youth from non-intact families were more prone to deviant behaviour such as drug use, the refinement of the single-parent category was a novel approach not common to other studies of this nature (Barrett & Turner, 2006). Considerable research was available to help answer the question how dual-parent families differed from one another by collapsing such a category into never-divorced or traditional, step-parent or remarried, and foster dual-parent families, yet the same scrutiny had failed to cross over into the single-parent domain. As such, little research is available that highlights how mother-only, father-only, neither-parent, widowed single-parent, sole-custody parent, and never-married single-parent households may differ. Just as not all dual-parent households are the same, it can be argued as well that not all single-parent households were the same. As data from the current study suggested, important variations emerged among different single-parent families. This created the need to establish and compare the conduct levels of adolescents from SMFs and DPFs.

Previous investigations by Bjarnason, Andersson, Choquet, Elekes, et al. in 2003 established that children from intact families engaged in less illicit substance use than children from single-parent homes (Barrett & Turner, 2006). Differences between the usage patterns of boys and girls in single-parent homes, across the range of popular illicit substances had largely been overlooked. Understanding the causes of adolescent differences in drug use associated with family structure greatly facilitated efforts of drug prevention and cessation (Hoffman, 2002). The present study considered

comparing the conduct of male and female students from SMFs and DPFs and not from single Father Parents.

### **2.2.1.3 Hyperactivity domain of psychosocial adjustment in students from SMFs and DPFs**

Findings from researches in the US on hyperactivity domain of psychosocial adjustment in students from SMFs and DPFs have exhibited mixed revelations. Manning & Lamb (2006) indicated that adolescent students in single-mother parent families are more likely than adolescent students in intact married families to have problems in paying attention in school. Garg (2007) also indicated that with parental involvement, the adolescent students in single-parent families were more likely to adjust to the interruptions both during and after widowhood and divorce or separation just like adolescent students from intact married families. These findings are contrary to those of Shannon, Cavanagh & Aletha (2006), who indicated that students born to married mothers are less likely to have inattention in class. This created concern about the situation of hyperactivity in adolescents from SMFs compared to that of adolescents from DPFs in Gem district.

### **2.2.1.4 Peer relationship domain of psychosocial adjustment in students from SMFs and DPFs**

The peer relationship domain of psychosocial adjustment in this study refers to the degree to which adolescents relate to peers successfully. In the U.S studies by Sterret, Jones and Kincaid (2007) on evaluating the relative contribution of parents and peers to the psychosocial adjustment of adolescent from single-mother homes revealed that when mothers engage in lower levels of positive parenting behaviour, peer relationship quality was not associated with youth externalizing behaviour. However high peer relationship quality was associated with greater youth

externalizing behaviour. The study did not consider distinguishing the adolescents from different SMFs and comparing against the DPFs which the present study did.

Some related comparative studies in the US (Manning & Lamb, 2006; Garg, Melanson & Levin, 2007) indicated that; adolescents in SMFs were not only more likely than adolescent students in DPFs to have problems getting along with their peers. It was more is important for adolescents in SMFs with higher educational aspirations to have academically oriented peers (particularly when family support might be lacking) than those in DPFs. On the other hand, Smith, Mc Loughlin and Pennington (2010) stated that parental closeness did not have a direct influence on youth violence involvement, but having a close parent-child relationship improved the youth's ability to select prosocial friends which was directly related to decreased involvement with violence. Whereas studies in Nigeria (Adekoge, 2008) and US (Steinberg, 2002) indicate that, adolescent students from hostile SMFs and DPFs turn to their peers or friends for advice and emotional support, the findings of these studies are limited to comparison between adolescent students from single-mother parent and dual-parent but do not consider the different types of SMFs; by choice widowhood and divorce/separation. The studies did not consider how the parenting nature also affected the level of peer interaction levels of adolescent students which the present study did.

De Vore, Elise & Ginsburg, Kenneth, (2005) suggested that future research needed focus on the development and long-term evaluation of effective parenting interventions adjustment. Smith (2010) purposed to establish whether parents who are close to their children have children who affiliate with prosocial friends who may in

turn serve as a buffer against violence and also considered how parent and peer influences could change as youth transition to adolescence. A cross-sectional health behaviour survey was administered to 384 low-income, African-American youth aged 10–15 from three Chicago area schools. The findings of the study conducted by Smith (2010) indicated that parental closeness did not have a direct influence on youth violence involvement, but having a close parent-child relationship improved the youth's ability to select prosocial friends which was directly related to decreased involvement with violence. Findings also suggested that the presence of prosocial friends was a stronger factor for adolescent violence avoidance when compared to pre-adolescent students. While the studies in this paragraph focused on the adolescent in both parents only, the present study sought to compare the levels of peer relationship of adolescent students between students from SMFs and DPFs.

### **2.2.2 Prosocial behaviour domain of psychosocial adjustment in students from SMFs and DPFs**

While focusing on social relationships as a measure of well-being, Kraynak (2006) indicated that most adolescent students in the US had problems with interpersonal relationships. His study also indicated that poor social relationships lead to over indulgence in retrogressive activities: (for example drugs and substance abuse, sexual immorality) that impact negatively on their educational achievement. The number of teens who become mothers as adolescent students or young adults is higher for those raised in single-parent families than those raised in two parent families, suggesting the premature formation of a family and the concomitant stress engendered by this event (Sobolewski, Juliana & Amato, 2007; Hetherington, 2006). The study clearly focused on all the stages of the adolescent students growing in divorced families occasionally comparing them against those raised in two parent

families and left out those from widowed families and single-parent by choice which the present study considered.

Previous longitudinal studies on sibling conflict and ineffective parenting as predictors of adolescent boys' antisocial behaviour and peer difficulties by Bank, Burraston & Snyder (2004), revealed that during adolescence and early adulthood, extensive sibling conflict was predictive of multiple poor adjustment outcomes. It was established that the frequency and developmental impact of such conflict may be conditional on ineffective parenting. From the findings of Bank et al. (2004), sibling conflict may add to or amplify the negative effects of ineffective parenting especially on adolescent boys' adjustment.

Smith (2010), purposed to establish whether parents who are close to their children have children who affiliate with prosocial friends who may in turn serve as a buffer against violence and also considered how parent and peer influence could change as youth transit to adolescence.

A cross-sectional health behaviour survey was administered to 384 low-income, African-American youth aged 10–15 from three Chicago area schools. The findings indicated that parental closeness did not have a direct influence on youth violence involvement, but having a close parent–child relationship improved the youth's ability to select prosocial friends which was directly related to decreased involvement with violence. Findings also suggested that the presence of prosocial friends was a stronger factor for adolescent violence avoidance when compared to preadolescent students. The study did not reveal the level of prosocial domain and parent structure of the adolescents which the present study considered.

### **2.3 Impact of the Psychosocial Adjustment difficulties on students from SMFs and DPFs**

The impact of the of psychosocial adjustment difficulties on students from SMFs and DPFs in the current study focused on the levels of chronicity, distress level, degree of social impairment and burden to others, (see appendix 1). Research has revealed that the challenges that the adolescent students face and the decisions made have a tremendous impact on the quality and length of their lives (Amato, 2006; Sobolewski, Juliana & Amato 2007; Hetherington, 2006, Shane & Vinod, 2008). Amato (2006) carried out a study the US, found out that for today's youth the transition to young adulthood, which encompasses the years from high school graduation to approximately 26 years of age, had become more complex and were more reliant on their parents for economic support, practical assistance and advice. However, Sobolewski, Juliana & Amato (2007) and Hetherington (2006) revealed that the well-being of young adults who had lived in a single-parent home created by divorce revealed that young adults who lived in divorced families tend to have fewer years of education.

Entrance into the workforce and economic independence has also been used to measure the well-being of young adults who are not preparing for careers by attending college; young adults from one parent families are 1.5 times more likely to be idle. This meant that, they are not consistently employed nor engaged in a job that helps them build vocational skills; are less likely to enrol and complete college or be gainfully employed and therefore have fewer financial resources at their development included early entrance into motherhood, depressed academic achdisposal (Kraynak, 2006). Research has evidence connecting specific interruptions of achievement in

adolescent students to problems with interpersonal relationships (Amato, 2010), as well as emotional and behaviour problems (Hetherington, 2006; Manning & Lamb, 2006) revealed that students born to married mothers were less likely to have ever been suspended or expelled from school, to have participated in delinquent activities, to have problems getting along with teachers, doing home-work, and paying attention in school.

In Africa studies conducted in Nigeria showed that these sort of changes in the adolescent-parent relationship led to the high levels of teenage pregnancy even in the secondary schools that was attributed to the rise in high number of choice single-mothers presently being experienced (Adegoke, 2008). Extensive studies concerning the impact of family structure have been conducted in developed countries (especially in North America) (Amato, 2010; Hetherington, 2006; Manning & Lamb, 2006). Much less is known about this theme in Sub-Saharan Africa. Some of the limited studies in Kenya and Malawi indicate that, female enrolment in could be boosted by reducing the fee barriers (including ancillary fees such as uniforms) relative to male enrolment and possibly reduce the incidence of early marriage and pregnancy among girls in Kenya and Malawi (Duflo, Esther, Pascaline & Michael, 2010; Baird, Craig & Berk, 2010).

In South Africa, Nhlangulela (2011) in his findings pointed out that experiences and meaning attributed to the divorce of parents entailed pain, abuse, development, loss, despair, responsibility, deprivation and lot more. The majority of the experiences of children of divorce were negative and had negative impacts to their well-being (personally, psychologically, economically and even socially). He also indicated that

much as the meanings attributed to these experiences were mostly negative attributions, there were few positive ones. The reason why some of the participants benefited from their negative and painful experiences was because they changed their thought orientation to be more focused and responsible individuals. Nevertheless, for others it changed their personality and self-perception for the bad. The study identified the nature of the impact of divorce on the adolescents' personality thus necessitating the present study which established and compared the impact levels of adolescents from SMFs and DPFs whose parents had divorced only, the parent structure was not considered, an aspect that the present study factored focusing on adolescent students from DPFs and SMFs.

Statistics from the World Bank (2010) show that in Kenya, the secondary school net enrolment rate for boys is approximately 51%, while that for girls is 48%. However, the gender gaps in secondary school completion are even more pronounced. In 2008, 54% of secondary completers (those who took the KCSE) were boys while 46% were girls. This was consistent with the findings of the study by Lloyd, Cynthia, Barbara and Wesley (2000), which indicated that gender gaps in enrolment widen during teenage years influences. The dropout rates and repetition rates in Kenya provide an additional way to examine the overall quality of the secondary school system.

The study by Mudemb (2013) conducted in Ugenya district revealed that low academic achievement and indiscipline are among the causes dropout among boys and girls in secondary schools in Siaya County. Further findings reveal that Siaya Districts (Gem, Alego, Bondo and Ugenya) has a high secondary school dropout rate of 11.6 % compared to 9.5% for Nyanza region and 6.6% nationally. The probable high dropout rate may be as a result of socio-economic factors such as poverty, early

marriages, and health status of parents as well as of children. The study found out that pregnancy, early marriage, low academic achievement, poverty and indiscipline caused dropout among boys and girls in secondary schools in Siaya County. Additionally, more girls dropped out of school compared to the boys with dropout rates of 16% and 11 respectively. This necessitated the current study to establish the levels of academic aspiration and psychosocial adjustment conducted in Gem district of Siaya County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Both Descriptive survey and ex-post facto research designs were adopted in the current study. Descriptive survey research design presented an opportunity to explore the existing status of two or more variables and also gave an opportunity to collect information about a variety of educational and social issues (Mugenda & Mugenda, 2003; Orodho & Kombo, 2002). For the purposes of this study, descriptive survey research design facilitated collection of demographic information and comparison of information on the levels of academic aspiration and psychosocial adjustment of form three adolescent students from single-mother parent and dual-parent family structures. The design thus helped the researcher to capture the actual situation as it existed at the time of data collection.

Ex-post-facto research design generally entails collecting already existing information based on events that occurred in the past by obtaining data from the already existing records (Lammers & Badia, 2005). In this study, the researcher obtained information from records in the Deputy Principal's office concerning levels of psychosocial adjustment of form three adolescent students from single-mother and dual-parent families. The design was therefore relevant in the study.

#### **3.2 Area of Study**

The study was conducted in Gem district in Nyanza region. The district is one of the 21 districts in Nyanza region, Kenya. It lies within the latitudes of 0° 26' South to 0°

18' North and longitudes of 33° 58' East and 34° 33' West. According to the Kenya 2009 Census it covers a total area of 404.99 square kilometers. It is bordered by Emuhaya district to the East and North-East; Butere and Ugenya district to the North, and North-west; Ugenya to the south-east; Kisumu district to the south west and Alego district to the west, (see appendix 9). It has got two administrative divisions namely; Yala and Wagai, 9 locations and 39 sub-locations (KNBS 2009 Census, 2010).

There are a few hills found in the district namely; Akala, Regea and Nyambare. The water body in Gem district is river Yala which traverses the district entering Lake Victoria through the Yala Swamp. This river is the principal source of water in the district. Though water from river Yala is currently being used for rice irrigation at the Yala swamp, little has been done to harness the water of this river for large scale irrigation or power generation. Water as a resource when optimally used can boost agricultural production which is the main economic activity in the district therefore contributing to sustained economic development and poverty reduction.

The low altitude areas of Wagai receive less rainfall and are thus suitable for the growing of cotton. The main food crops grown are maize sorghum, beans, cassava, sweet potatoes, and vegetables while the main cash crops are rice, sugarcane and cotton, respectively (Republic of Kenya, 2008). According to the Kenya population and census report of 2009, the population density of the district stood at 416.5 with 37,202 households. The estimated district population is estimated at 160,675: males at 76,527 and females at 84,148. Total number of public secondary schools was 31.

Low academic achievement and indiscipline are among the causes dropout among boys and girls in secondary schools in Siaya County. Siaya Districts (Gem, Allegro, Bondo, Rarieda and Ugenya) has a high secondary school dropout rate of 11.6 % compared to 9.5% for Nyanza region and 6.6% nationally. Additionally, more girls dropped out of school compared to the boys with dropout rates of 16% and 11 respectively (Mudemb, 2013). High school dropout rates could be directly attributed to HIV and AIDS scourge, poverty and teen pregnancy (KNBS 2009 Census, 2010). The adult literacy level by gender in percentage was; 89.2% for males and 68% for females (Republic of Kenya, 2008).

The population in Gem district is largely rural in settlement with women forming almost 70% of the total population in the rural area. The 2005/06 Kenya Indicator Health Bureau Survey (KIBS) revealed that the trends among the 70% population of women was as follows: 30% widows, 21% divorced or separated, 10% unmarried and 8% married. The distribution of males and females at the divisions indicate that in all the divisions' women formed the majority upper age bracket of 20 years and above. The main challenge facing gender included gender inequality, gender equity, access and control of productive resources. Many women in the district continue to be overburdened by many roles such as home keeping which are culture defined and which can easily be redefined to ease burden on the women (Republic of Kenya, 2008).

A report from Kenya Integrated Household Budget Survey (KIHBS) 2005/06 indicated that majority of the household head are headed by men, portraying the patriarchal nature of Kenya societies. The report from the Siaya district Development plan 2008-2012, indicated that the district was among one of the districts with the highest number (50.3%) of female-headed households compared to 33.90 % in Kenya

(Republic of Kenya 2008). This necessitated a study to assess the extent to which the different single-mother families (in the female-headed households) influence the adolescent academic aspiration and psychosocial adjustment.

According to KIHBS (2005/2006), poverty index of Gem district was reported at 42% while that of Nyanza region at 46.5% with about half of the population in the region are currently living below poverty line. This may have been due to the social burden of the prevalence of HIV and AIDS. The Preliminary Kenya Aids Indicator Survey (KAIS) 2007 reported the HIV and or AIDS prevalence at 6.3% nationally compared to Nyanza region where it was 13.9% (Kenya National Bureau of Statistics (KNBS) and ICF Macro, 2010). Siaya county from which Gem district is carved off, has had one of the highest prevalence rates in the country at 24% in 2007 this is from 32% in 2005 (NASCOP, 2008) a drop from the high of 38.4% in 2002 (Republic of Kenya, 2008). Some of the major challenges faced by the district were the high number of orphan and vulnerable children arising from the high deaths occasioned by HIV and AIDS, which significantly puts pressure on resource to support OVCs and their care givers.

This resulted to increase in the prevalence of the child-headed households being more than 5000: 4% of all households, while female-headed households was 50.3% of all households (Republic of Kenya 2008). The long term psychological effects of becoming a single-parent family were not predictable on the adolescents; some children continued to yearn for the absent parent while others did not. Given such a crisis, it was important to assess the influence of single-mother family types on the adolescent students' academic aspiration and psychosocial adjustment in Gem district.

### **3.3 Target Population**

The target population comprised of 1050 students in public secondary schools, 80 form three class teachers and 30 deputy principals in Gem district. The form three adolescent students selected for this study were boys and girls between aged 14-19 years.

### **3.4 Sampling Techniques and Sample Size**

Purposive sampling technique, simple random and saturated sampling techniques were used. In Purposive sampling technique, the researcher uses common sense and best judgment in choosing the right number of correct people for the purpose of the study (Kombo & Tromp, 2006). Using the method, the researcher purposely targeted adolescents who were from single mother and dual parent backgrounds; believed to be reliable for the study, leaving out students from single father parents and orphans. Simple random sampling technique is a procedure in which all the members of the accessible population have an equal and independent chance of being selected as a member of the sample (Mugenda & Mugenda, 2003). Simple random sampling technique was used to select 137 form three adolescent students from SMFs, 293 form three adolescent students from DPFs and 24 form three class teachers.

In the present study, the simple random sampling (without replacement) enabled the selection of students from SMFs and DPFs as representatives of the population. Once a student and selected as a sample unit, one was not be replaced in the population pool. The data yielded could be generalized for the larger SMF and DPF population. Saturated sampling technique involves selecting all the members of the accessible population (Kombo & Tromp, 2006). In this study the technique was used to select 27

deputy principals. The researcher found it to be appropriate since the population was too small to be sampled. Table 3.1 provides target population and sample size.

**Table 3.1: Target Population and Sample Size**

No.	Respondents	Target Population	Accessible Population	Sample Size	Percentage %
1	DPFs	716	644	293	45.50
2	SMFs	334	300	137	45.67
3	Class Teachers	80	72	24	33.33
4	Deputy Principals	30	27	27	100.00
	Totals	1,160	1043	481	46.12

**SOURCE: Gem District Education Office (2011).**

For all the respondents, 10% of each target population was used for piloting. The remaining accessible was sampled accordingly as earlier explained.

### 3.5 Data Collection Instruments

The instruments that the researcher used to collect data were; questionnaires and an interview schedule. A questionnaire is a collection of items which a respondent is expected to react to in writing (Orodho, 2005). If delivered and supervised by a researcher, it is one method that guarantees a high response rate (Meller, 2001). Using questionnaire in this study was advantageous because the researcher was largely in control of the response situation and a lot of information was gathered in a short time. An interview schedule is a person to person verbal communication in which one person asks the other questions, intended to elicit information that cannot be directly observed (Orodho, 2005b).

### 3.5.1 Questionnaire for Students

In the present study, close-ended questionnaire was used to elicit information from students on background factors, levels of academic aspiration and levels of psychosocial adjustment. In order to allow for consistency of the responses, the questionnaire designed for this study contained a series of thematic, closed-ended questions which was used to elicit information from concerning the psychosocial adjustment levels of students. Goodman's (2005) student-rated Strength and Difficulty Questionnaire (SDQ) questionnaire index has been adopted for use as an instrument by other researchers (Garg, 2002; 2007). In the present study it was considered for use since it is a universal standardized instrument to facilitate assessment of the levels of adolescent psychosocial adjustment, see appendix 1. According to Goodman (2003), the SDQ can be used as a brief screening research tool that describes adolescent students' behaviours, emotions and relationships.

The instrument comprised items that depicted a positive or negative attribute and 'roll up' into five scales: Emotional symptoms; Conduct problems; Hyperactivity-inattention; Peer problems; Prosocial behaviours and an impact supplement. The high level scores ranged from 50-100 and represented a state of substantial risk of having clinically significant emotional, conduct, hyperactivity-inattention and peer relationship problems. The slightly raised level scores ranged from 39-49 and indicated a state where an individual may have substantial risk of having clinically significant emotional, conduct, hyperactivity-inattention and peer relationship problems. The average level scores ranged from 0-38 and represented an unlikely state of clinically significant emotional, conduct, hyperactivity-inattention and peer relationship problems, see appendix 4. The adolescent was asked to consider his/her behaviour over the past six months.

### **3.5.2 Interview Schedule for Class Teachers**

In the present study, interview schedule was used to gather information from the Class teachers in regard to the conduct, hyperactivity and peer relationship domains and impact of psychosocial adjustment, see appendix 2. Since the class teacher interacts with the students highly and almost takes up the role of a 'foster parent' while they are in school, it was necessary to use this instrument so as to obtain the required Class teacher's opinion in order to support the views gathered from students using the questionnaire.

### **3.5.3 Interview Schedule for Deputy Principals**

A structured interview schedule was used this so as to gather information from the deputy principals in regard to the effective parenting and ineffective parenting in SMFs and DPFs; on academic aspiration; conduct, hyperactivity and peer relationship domains of psychosocial adjustment of the students, see appendix 3. It was therefore necessary to use this instrument in order to obtain the required deputy principal's opinion about effective parenting and ineffective parenting in SMFs and DPFs.

### **3.6 Pilot Study**

A pilot study was conducted on 72 students from DPFs, 34 students from SMFs, 8 class teachers and 3 deputy principals using test-retest method and reliability coefficient of the instrument was determined at 0.74. The piloted population represented 10% of the student, class teacher and deputy principal population who did not form part of the actual study. This helped to ascertain reliability of the data collection instruments by reducing and clearing the vague and ambiguous test items in the instruments.

### **3.6.1 Validity of the research Instrument**

Validity is concerned with how well a measuring instrument measures what it is supposed to measure (Kombo & Tromp, 2006). Face and content validity of the instruments was ascertained by experts in the area from the department of Educational Psychology, Maseno University. Their comments after perusing through the document were used to improve the instruments.

### **3.6.2 Reliability of the Instruments**

Reliability is a measure of how consistent a measuring instrument is (Kombo & Tromp, 2006). It refers to the extent to which a measuring instrument contains variable errors. It is important that reliability be established in order to ascertain consistency of the measuring instruments. A pilot study was conducted on 72 students from DPFs, 34 students from SMFs, 8 class teachers and 3 deputy principals using test-retest method and reliability coefficient of the instrument was determined at 0.74, see appendix 5.

### **3.7 Data Collection Procedures**

The researcher sought permission to collect data for this research from the National Council of Science and Technology (Ministry of Higher Education, Kenya), through the School of Graduate Studies (SGS), Maseno University, see appendix 8. Notification letters were sent to the Provincial Director of Education office, Nyanza region, the Gem district Education office and to the principals of the sampled Schools. Consent was sought from the parents through the PTA representatives and the school Principals in order to obtain parenting information from the students, see appendix 7. The researcher visited the schools and briefed the Principals about the research and also agreed on the intended data collection dates. On the second visitation, the

researcher met respondents and briefed them on the purpose of the research, assured them of confidentiality of the information provided by them. Thereafter, the researcher administered the questionnaires to the respondents and also conducted in-depth interview schedules and collected data. After finishing with the respondents the researcher collected the copies of the questionnaires and left.

### **3.8 Data Analysis**

Data collected was sorted, edited, classified, coded, tabulated and analyzed. Quantitative data collected using questionnaires was analyzed using descriptive statistics such as frequency counts, percentages, mean. Goodman's SDQ interpretation index was used to analyze the responses on the student rated SDQ index, see appendix 4. In addition, to test the significant differences between the means of the two variables (from single-mother parent and dual-parent families), a t-test was used, setting the alpha level at 0.05. Qualitative data was transcribed, organized and categorized thematically and reported in text form.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

In this chapter the results of the study are presented and discussed beginning with the adolescent students' background information; adolescent students' levels of academic aspiration; adolescent students' levels of psychosocial adjustment; comparison of levels of academic aspiration of adolescent students from single-mother and dual-parent families and comparison of levels of psychosocial adjustment of form three students from single-mother and dual-parent families in Gem district.

#### 4.2 Adolescent students' Background Information

Adolescent students' background factors considered were: age and parenting nature..

Table 4.1 shows summary of the results.

**Table 4.1: Distribution of Students from SMFs and DPFs**

n=430								
<i>Frequencies (age in years)/ Percentages</i>								
Parenting Nature	14-15 yrs		16-17 yrs		18-19 yrs		TOTALS	%
	Freq	%	Freq	%	Freq	%		
DPFs	6	1.4	188	43.7	99	23.0	293	68.1
SMF by Widowhood	0	0.0	81	18.8	35	8.1	116	27.0
SMF by Divorced or Separation	0	0.0	9	2.1	6	1.4	15	3.5
SMF by Choice	0	0.0	3	0.7	3	0.7	6	1.4
<b>Totals</b>							<b>430</b>	<b>100</b>

Table 4.1 reveals that, majority of the adolescent students 188(43.7%) from dual-parent families were within the age of 16-17yrs, those who were aged between 18-

19yrs were 99 (23.0%) while those within the age of 14-15yrs were only 10(2.3%).

Table 4.1 further indicated that majority of students 81 (18.8%) in SMFs by widowhood were within 16-17yr age group while 18-19yr old students were 35 (8.1%). Students from SMFs by Divorce or separation were made up of 9 (2.1%) within 16-17yr old students and 6 (1.4%) 18-19yr old students. Students from the SMFs by Choice were made up of 3(0.7%) within the16-17yr old age bracket and 4(0.9%) within the 18-19yr age bracket. Since most students join secondary school between age 14-15years, it would be expected that by form three they would range between 16-17 years of age. The results reveal that whether these students from DPF or SMF and irrespective of their cultural background they had a need to establish a sense of personal identity. This was in agreement with Erikson (1959), who explained that during this time new roles and status were presented to them and the individual must successfully explore the self and avoid the dangers of role diffusion and identity confusion.

### **4.3 Academic aspiration levels of students from single-mother and dual-**

#### **Parent families**

To establish the level of academic aspiration of form three students from SMF and DPF structures in Gem district, form three students from SMFs and DPFs were asked to indicate their academic aspiration levels. Their responses were as shown in Table

4.2

**Table 4.2: Academic aspiration levels of Students from single-mother families and dual-parent families**

n= 430

Academic aspiration Levels	Parenting type	Frequency	Percentage
Masters Degree and Above	<b>SMF</b>		
	Widowhood	80	18.6
	Divorce or separation	6	1.4
	Choice	2	0.5
1st University Degree	<b>DPF</b>	141	32.7
	<b>SMF</b>		
	Widowhood	13	3.0
	Divorce or separation	2	0.5
	Choice	1	0.2
Certificate/ Diploma	DPF	112	26.1
	<b>SMF</b>		
	Widowhood	16	3.7
	Divorce or separation	1	0.2
	Choice	0	0.0
K.C.S.E	DPF	33	7.7
	Widowhood	5	1.2
	Divorce or separation	1	0.2
	Choice	0	0.0
	<b>DPF</b>	11	2.6
Undecided	Widowhood	2	0.5
	Divorce /separation	0	0.0
	Choice	0	0.0
	<b>DPF</b>	4	0.9
TOTAL		430	100%

**KEY: SMP -Single-mother parent      DPF –Dual-parent families**

Table 4.2 indicates that in both the SMFs and DPFs, majority of the adolescent students aspired for the masters degree and above at 88 (20.5%) and 141 (32.70%) respectively. The aspiration to reach this level in SMFs was attributed to the presence of all the SMF types (that is by widowhood, divorce or separation and by choice) which were represented, but mostly to SMFs by widowhood. Further upon

interviewing the deputy principals, it was that most adolescent students from effectively parented SMFs and DPFs aspired for the masters degree and above. They further indicated that most parents from DPFs were perceived to exhibit effective parenting than those from SMFs form of parental involvement in school activities like P.T.A, setting academic targets, provision of moral, social and material support. The present study found that from the year 2009 less than 45% of the candidates actually qualified for degree course with grade C+ and above (Table 1.1 ), yet more 232(54.1%) of the adolescent students aspired for this level.

It is possible that, the academic aspiration of some of the students for this level was unrealistic because only 45% could qualify with time. The 9.1% who failed to qualify could have had aspired unrealistically higher than their potential and may have been subject to role diffusion and identity confusion as they sought for other lower options. The high dropout rate of 19% and poverty index of 42% in Gem district may have contributed to less than 45% adolescents students achieving their academic aspiration to aspire for Master's degree and above. The findings were in agreement with those of Byun, Irvin and Meece (2011) which revealed that majority (35%) of the students wished to have an advanced degree. In addition, Garg, Melanson & Levin (2007) in their study indicated that more adolescent students (40% of sons and 44.7% of daughters) from DPFs aimed to get more education after obtaining their undergraduate degree, compared to (30.7% sons and 35.3% daughters) those from SMFs.

Given that masters degree and above in Kenya opens up better life chances, students from both SMFs and DPFs indicated it as the most prestigious compared to all the

other lower levels.

The level of first degree was the second to masters and above level in preference order. In both SMFs and DPFs adolescent students aspired for the first degree and above at 169(3.7%) and 11(26.1) respectively. The popularity of this level among the students SMFs was attributed to the presence of all the SMF types (by widowhood, divorce or separation and by choice) which were represented, but mostly to SMFs by widowhood. According to Table 1.1 less than 45% of the adolescent students attained grade C+ in the KCSE examination since the year 2009 indicated that 28.2% of the adolescents aspired for this level yet about qualified for degree course with grade C+ qualified from the year 2009. It is probable that the adolescent students who had low socio economic status in SMFs and DPF in Gem district considered first degree level affordable because of the sponsorship by higher education loans board (HELB), constituency development fund and government bursaries. This was to take care of the increasing number of needy students in the district as stated by one of the deputy principals in the interview schedule and also by Mudemb (2013) in Ugenya district.

The findings are in agreement with those of Byun, et al. (2011), who indicated that most of the students wanted to complete a four-year degree. However, the findings disagree with those of Park, (2008) and Garg, et al. (2007) which revealed that more students from single-mother parent families did not plan to get a college degree compared to students from two-parent families. Given that in Kenya, the students who qualify for public university education at K.C.S.E level are sure of funding their four year degree course through HELB, bursary and Constituency Development Fund (CDF). However, students from both SMFs and DPFs indicated preference for first degree level considering that it was affordable.

The Certificate/Diploma level of academic aspiration was ranked third to Masters

level. This finding reveals that it was preferred by fewer respondents from SMFs 17 (3.90%) than from DPFs at 33(7.7%) respectively. The popularity of this level among the students SMFs was mostly attributed to the presence of SMF by widowhood and by Divorce or separation) which were represented, but mostly due to SMFs by widowhood. In this study, Certificate/Diploma level of academic aspiration was established as less popular than first degree level in Gem district. There were 12.1% who aspired for this level compared to 29.1% who attained grade C & C- and 14.2% who attained grade D+ and therefore qualified for diploma/certificate level.

More students attained the requirement for this level than those who actually aspired for it. Such students may have set their aspirational goals higher than their potential due to unrealistic self-perception. Poverty index 42% in Gem district may also have contributed to more adolescents students attaining Certificate/Diploma level than higher levels of academic aspiration like Master's degree and above.

During the deputy principals' interview, one of them stated that fewer adolescent students growing up in SMFs (by widowhood and divorce) aspired for the level lower than first degree because of lack of finances and emotional interference experienced as compared to the students from DPFs. These findings are consistent with the findings of the study carried out by Fagan (2001) in reviewed literature who observed that adolescent students from single-mother families were less likely to aspire for college level than those from intact biological families. Given that most middle level institutions in Kenya equip most of their students with vocational, technical and academics skills in readiness for the job market, students who perceived their chances of pursuing a university degree as slim due to economic challenges typical of Gem

district, indicated preference for Certificate/Diploma level.

The K.C.S.E level of academic aspiration was ranked as the lowest level preferred by minority of respondents from both DPFs and SMFs at 6(1.4%) and 11(2.6%) respectively, refer to table 4.2. Considering the poverty index in Gem district, the adolescents from households with low income may have given up on their academic aspiration of ever proceeding beyond form four levels. In the interview, the deputy principals expressed that perceived ineffectively parented adolescent students from both DPFs and SMFs lacked academic targets and had poor work attitude which was reflected in low academic aspiration levels.

Given that some students were from SMF by widowhood, divorce /separation, they may have experienced some level of disruptions before and after parental death or divorce/separation which may have lowered their academic aspirations. These findings were consistent with those of Garg, Kauppi, Lewko and Urajnik, (2002); Park, (2008) and Sun and Li, (2002; 2011), in reviewed literature who revealed that students from SMFs who had been experiencing disruptions both before and after parental death or divorce or separation had low academic aspirations. Given that such students were overwhelmed by poor self-perception and had to make extra adjustments due to lack of parental follow-up, it consequently lowered their academic aspirations. Further findings about levels of academic aspiration also revealed that in both SMFs and from DPFs 4 (0.9%) and 4 (0.9%) were undecided about their aspired level of academic aspiration. Those from SMFs were exclusively male students from SMFs by widowhood. This may have been because they were experiencing the temporary emotional and socioeconomic disruption caused by death of the father and the widowhood state of their mother as previously discussed by Garg, et al. (2002).

From Table 4.2, the preference for the levels of academic aspiration in both DPFs and SMFs was progressive with the majority 141 (32.7%) and 88 (20.5%) showing preference for Master's Degree level and above while the minority aspired for K.C.S.E level. The setting of the academic aspiration level and acquisition the same by the adolescent was in line with the adolescent demand for establishment of a sense of personal identity. This finding was in agreement with that of Nakanishi, (2011) in reviewed literature which indicated that majority (92%) of high school students, aspired for going to university.

Upon comparing the level of academic aspiration of adolescent students from SMFs and DPFs in Gem district, the mean academic aspiration of adolescent students from SMFs and DPFs were compared using a t test with the alpha level set at 0.05. It is important to note that since at all the levels of academic aspiration the value for standard deviation was similar/identical and therefore no comparison could be made for mean academic aspiration between adolescent students from SMFs (collectively) and from DPFs. The mean academic aspiration values for students from DPFs and SMFs was 4.67 and 4.38 respectively. However, when the total mean academic aspiration was considered, the results were as shown in Table 4.3

**Table 4.3: Compared mean Academic Aspiration of adolescent students from DPFs and SMFs**

**Independent samples test for mean academic aspiration of adolescent students from DPFs and SMFs**

(n=430)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances Assumed	.874	.351	-.946	428	.345	-.137	.145	-.423	.149
Equal Variances Not Assumed			-.946	427.301	.345	-.137	.145	-.423	.149

From Table 4.3, it was evident that a t test failed to reveal a statistically significant difference between the mean academic aspirations of the adolescent students from DPFs compared to that of adolescent students from SMFs since the calculated p-value (0.345) was greater than the set p-value of 0.05. One of class teachers during the interview schedules also revealed that “in both SMFs and DPFs where perceived parental involvement and support was experienced, adolescent students are more focused and high academic aspirations are realized.” This meant that at each of the academic levels, the adolescent from SMFs in Gem district aspired at a similar level to that of adolescent students from the DPFs.

The findings confirmed this in that there was no statistically significant difference between the academic aspiration levels of adolescents from SMFs and DPFs. This implies that the SMF or DPF was not a factor that significantly affected the academic aspiration levels of adolescents from SMFs and DPFs. These findings are in agreement with those of Garg, Sarah & Laura, (2008) who indicated that adolescent students in single-mothers families are more likely than adolescent students in intact married families to care about doing well in school, to do schoolwork without being forced, to do more than just enough to get by. It is evident that this category of adolescent students was at a substantial risk of having clinically significant conduct difficulty. These findings are also in agreement with those of Garg, (2008); Abd-EI-Fattah (2006), who indicated that parental involvement in the intact biological families and highly supportive single-mother parent's facilitated adolescent students' high and targeted educational aspiration and that the student's orientation to education would not be significantly altered if their parents remained involved in their education.

In adolescent students from divorced or separated families since there was lack of significant statistical difference in the academic aspiration levels of adolescent students from SMFs and DPFs, this study established that parenting type did not significantly influence the student's level of academic aspiration. These findings are in agreement with those of Ahrons (2005), who acknowledged the positive outcomes that result from divorce; in that divorce is a process that results in family reorganization rather than disintegration of the family. He indicated that, adolescent students may benefit from a binuclear family in which both parents are actively involved in adolescent child rearing even though they are divorced and living in separate households.

This preference for academic aspiration was from the highest masters level and beyond to KCSE level. Given that the adolescent students were who are at the period during which the individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity confusion, their preference could be explained by the fact that they set goals which were to be acquired through sustained individual effort and feedback from evaluation of significant others. Taking into account the crucial role of education in the demanding job market, it could be worthwhile to for teachers to stimulate realistic educational aspirations in the adolescent students. Andrea et al. (2010) who quote Jung's (1971) analytic theory of personality indicated that teachers play the role of 'auxiliary parents' to the adolescent students when they are in school and that the adolescent's aim should not be university education for everyone (but the highest possible qualifications for everyone).

These researchers findings are consistent with those of the current study which show that the majority of adolescent students from both DPFs 245 (56.9%) and SMFs 109 (21.4%) who aspire for 1<sup>st</sup> degree and masters and beyond levels is do not make it as revealed by the K.C.S.E results in Gem district, refer to table 4.1.

#### **4.4 Psychosocial Adjustment levels of Students from single-mother and dual parent families**

To establish the level of psychosocial adjustment of students from single-mother and dual-parent family structures in Gem district adolescent students responded to items on four domains of psychosocial difficulty and prosocial domain, see appendix 4. Class teachers and deputy principals during the interviews, also gave their personal opinion on how effective and ineffective single-mother and dual-parenting impacted

on the adolescent students' psychosocial adjustment.

#### 4.4.1 Total Difficulty levels of form three students from SMFs and DPFS

To establish the Total Difficulty level the adolescent students from SMFs and DPFS indicated their level of agreement with the statements on the emotions, conduct, Hyperactivity/inattention, peers relationship and their responses were summed up in the difficulty index as shown in Table 4.4

**Table 4.4: Levels of Total Difficulty of form three students from SMFs and DPFS**

(n=430)			
Difficulty index score	Parenting Nature	Frequency	Percent
50-100 (High)	Widowhood	103	24.0
	Divorce/Separation	13	3.0
	Choice	6	1.4
	Dual	196	45.6
39-49 (Slightly raised)	Widowhood	26	6.0
	Divorce/Separation	1	0.2
	Choice	0	0.0
	Dual	71	16.6
0-38 (Close to average)	Widowhood	10	2.3
	Divorce/Separation	1	0.2
	Choice	0	0.0
	Dual	3	0.7
<b>TOTAL</b>		<b>430</b>	<b>100%</b>

**KEY:**

50-100 (High) – Substantial risk of clinically significant difficult problems.

39-49 (Slightly raised) – May reflect clinically significant difficulty problems.

0-38 (Average) – Unlikely to be clinically significant.

From Table 4.4 it was observed that at the high level of total difficulty index (50-100), were 196 (45.6 %) and 123 (28.6 %) of the adolescent students from DPFs and SMFs respectively. This implied that majority of adolescent students were at a substantial risk of having clinically significant emotional, conduct, hyperactivity and peer relationship difficulty scored on the difficulty scale, with a similar percentage of adolescent students from SMFs than from DPFs. During the interview the Deputy Principals further indicated that in both single mother and dual parent Families, perceived ineffectively parented adolescent students were; emotionally unstable, withdrawn, had poor self- perception and presented poor psychological adjustment. However, analysis of the Deputy Principals interview revealed that the females are more unstable emotionally than the males. The high percentage of these difficulties in SMFs was attributed to the disruptions caused by the unique circumstances presented by widowhood, divorce/separation and by choice and probably by lack of support from DPFs in Gem District.

From table 4.4, findings reveal that a few adolescent students from both DPFs and SMFs scored slightly raised level on the difficulty scale in at 71 (16.4 %) and 11 (2..5%) respectively. It is worthwhile to note that at this level, there was a higher percentage of adolescent students from DPFs than from SMFs. In SMFs the adolescent students were from SMFs by widowhood only. This implied that these students were likely to be at risk of clinically significant (emotional, conduct and peer relationship psychosocial) difficulty. It is probable that irrespective of parenting type, adolescents whose parents were absent or not highly involved in the affairs of their adolescent children were likely to experience a lot of emotional and conduct problems in Gem district. These findings are contrary to those of Cavanagh & Aletha,(2006);

who indicated that adolescent students born to married mothers are less likely to behave disruptively (that is to disobey the teacher and be aggressive with other children) than those born to single-mothers. This this category of adolescent students from both SMFs and DPFs in Gem district were all likely to reflect clinically significant (emotional, conduct, hyperactivity and peer-relationship) difficulty if not attended to promptly.

The average level on this scale comprised of minority of from both DPFs and SMFs at 3(0.9 %) and 11(2.5%) respectively with more adolescent students from SMFs than from DPFs. The Deputy Principals through the interview revealed that effectively parented adolescents have freely interacting character and are emotionally stable. This implied that these adolescent students were unlikely to have clinically significant difficulty problems (in emotional, conduct, hyperactivity and peer relationship areas).this population could may have been of those who had established their identity issue and may therefore adjust positively to the challenging emotional, conduct and psychosocial issues In both DPFs and SMFs.

These findings are in agreement with those of Cavanagh & Aletha,(2006), who indicated that adolescent students in single-parent families were more likely than adolescent students from intact married families to behave disruptively (that is disobey a teacher, be aggressive with other children), doing home-work and paying attention in school. These adolescent students were at no risk of experiencing clinically significant Emotional, Conduct and Peer relationship difficulties. Given the findings that only a minority were at no risk of experiencing clinically significant (emotional, conduct and peer relationship) difficulties in Gem District, there may be need to establish an intervention in order to increase the number of adolescent

students who were not at risk of experiencing psychosocial difficulties.

On comparing the psychosocial adjustment difficulties between adolescent students from SMFs and DPFs in Gem district, the mean of the established psychosocial adjustment difficulty levels of adolescent students from SMFs and DPFs were compared using a t test with the alpha level set at 0.05 as shown in Table 4.5. The value of mean for SMFs was 2.89 while that for DPFs was 2.90.

**Table 4.5: Compared level of Total Difficulty domain of psychosocial adjustment of adolescent students from DPFs and SMFs**

(n=430)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances Assumed	.211	.647	-.192	428	.848	-.010	.051	-.110	.091
Equal Variances Not Assumed			-.192	421.752	.848	-.010	.051	-.110	.091

It emerged that there was no significant statistical difference in psychosocial difficulties experienced by the adolescent students from both SMFs compared to those from DPFs, since the calculated p-value (0.848) was greater than the set p-value of 0.05.

One of the class teacher's confirmed during the interview that "irrespective of parenting type, students whose parents were absent or not highly involved in the

affairs of their adolescent children, were likely to experience a lot of emotional and conduct problems.” In addition, the deputy principal’s interview one indicated that; “these high percentages could have stemmed from perceived ineffective parenting in both SMFs and DPFs.”

This meant that the level of psychosocial challenges experienced by the adolescent students from SMFs was similar to that of adolescent students from the DPFs at the high, slightly raised and average levels in Gem district. The implication was that nature parenting background did not significantly determine the levels of emotional, conduct and peer relationship domains of psychosocial adjustment in the adolescent students in Gem district. These findings are in agreement with those of Hou (2003) who compared children in families with two original parents and those in lone-parent and found out that ineffective parenting as a factor was more important in explaining the effects on emotional status of adolescent students. In Gem district the majority of adolescent students from both SMFs 103 (24.0%) and DPFs 196 (45.6%), were predisposed to emotional, conduct and peer relationship psychosocially difficult conditions that were substantially risky. The student’s ability to cope with these identity issues could have led to the low high school drop-out rate earlier indicated in Gem district.

#### **4.4.2 Prosocial Levels of form three adolescent students from SMFs and DPFs**

The prosocial components of the student questionnaire SDQ index was considered for identifying the difficulties in the area of being able to go along with other people. To address this domain, form three adolescent students from SMFs and DPFs were asked to indicate their level of agreement with the statements depending on how much they influenced their being able to go along with other people and their responses yielded the results shown in Table 4.6.

**Table 4.6: Prosocial behaviour levels of form three adolescent students from SMFs and DPFs**

(n=430)

Prosocial behaviour levels	Parenting Nature	Frequency	Percent
0-12 (Low)	SMFs		
	Widowhood	113	26.3
	Divorce or separation	15	3.5
	Choice	6	1.4
	DPFs	274	64.0
13 (Slightly low)	SMFs		
	Widowhood	1	0.2
	Divorce or separation	0	0
	Choice	0	0
	DPFs	18	4.9
14-25 (Close to average)	SMFs		
	Widowhood	2	0.5
	Divorce or separation	0	0.0
	Choice	0	0.0
	DPFs	1	0.2
<b>TOTAL</b>		<b>430</b>	<b>100%</b>

**KEY:**

**0 – 12 (Low) – Substantial risk of clinically significant Prosocial problems.**

**13 (Slightly low) – May reflect clinically significant Prosocial problems.**

**14-25 (Close to average) – Clinically significant Prosocial problems unlikely.**

From table 4.6, it can be observed that 274 (64.0%) of adolescent students from DPFs and 134 (31.2%) of adolescent students from SMFs scored **low** level on the prosocial scale. This finding implied that the majority of adolescent students from both SMFs and DPFs in Gem district were at substantial risk of having clinically significant problems in getting along with other people. The class teacher's interview revealed that most adolescent students in both SMFs and DPFs had challenges in getting along

with others. In Gem district, this was observed more in adolescent students from SMFs by widowhood, divorce or separation and choice than in those from DPFs.

The SMFs which are characterised by the absence of the father could have lacked or had insufficient parental support necessary for the development of ego and role identity. It is probable that these adolescents therefore grow with low self-esteem and insufficient interpersonal skills that would help them adolescent overcome the challenge of asserting their identity while socialising with the others. The repercussion of not being able to get along or socialize with others appropriately could have had profound effect on the adolescent students' life in Gem district. It may have precipitated in a situation where they may be taken advantage of and end up in drug and substance abuse, teenage pregnancy, indiscipline and drop out from school as indicated by Mudemb, 2013.

These findings are in agreement with the findings of Kraynak, (2006) in reviewed literature who, indicated that most adolescent students in the US had problems with interpersonal relationships. Manning & Lamb (2003) also observed that the adolescent students from single-parent families were more likely than adolescent students from intact married families to have problems of relating with other people. It is apparent that that these adolescent students from both DPFs and SMFs in Gem district were actually at risk of having clinically significant problems in the area of being able to go along with other people.

The adolescent students who scored slightly low level were made up of 6(1.4 %) from SMFs only and 18(4.2%) from DPFs. In Gem district, these adolescent students were from SMFs by widowhood and SMFs by separation /divorce reflected a category which not at risk of having difficulties in the area of being able to cope with other

people. Though the SMFs are characterised by the absence of the father who could have supported them during the establishment of ego and role identity, it is probable that these few adolescents in Gem district grow with high self-esteem and sufficient interpersonal skills that would help them overcome the challenge of asserting their identity while socialising with the others. The findings are in agreement with those of Smith (2010), which indicated that parental closeness did not have a direct influence on youth violence involvement, but having a close parent-child relationship improved the youth's ability to select prosocial friends which was directly related to decreased involvement with violence. Findings by Smith (2010) also revealed that the presence of prosocial friends was a stronger factor for adolescent violence.

Findings from the Table 4.6 indicate that a few of adolescent students from both DPFs and SMFs scored close to average level at 1(0.2%) and 2 (0.5%) respectively with more or less similar number of adolescent students from both DPFs and SMFs. The SMFs attributed their high percentage to adolescent students from all SMFs (by widowhood, separation/divorce and by choice) but majorly from SMFs by widowhood and by divorce or separation. This implied that only a minority of adolescent students from both DPFs and SMFs in Gem district were at no risk of having clinically significant problems of getting along with other people. This revealed that the cause for this situation in Gem district was not parenting nature, since it affected students from both SMFs and DPFs.

Since “identity can be found only in interaction with significant others” (Erikson, 1959), having problems in the area of being able to gong with other people could jeopardize adolescent students endeavour to search for identity, Ability to gong with other people was important since it could get the adolescent students a long way in

their psychosocial adjustment. Given that only a minority of adolescent students from both DPFs and SMFs were at no risk of having clinically significant problems of getting along with other people, indicates the need to look into means of enhancing reduction of prosocial problems among adolescents in Gem district.

On comparing the prosocial difficulties between adolescent students from SMFs and DPFs in Gem district, the mean prosocial levels of difficulty were compared using a t test with the alpha level set at 0.05 as shown in Table 4.7

**Table 4.7: Compared levels of Prosocial behaviour domain of psychosocial adjustment of form three adolescent students from DPFs and SMFs**

(n=430)

Levene's		t-test for Equality of Means							
Test for								95% Confidence	
Equality of								Interval of	
Variances								the	
								Difference	
F	Sig	t	Df	Sig. (2-	Mean	Difference	Lower	Upper	
				tailed)	Difference				
Equal									
Variances									
.439	.508	-.673	428	.502	-.049	.073	-.193	.095	
Assumed									
Equal									
Variances									
Not		-.673	420	.118	.502	-.049	.073	-.193	
Assumed								.095	

The values of the mean for prosocial problems were 2.77 for SMFs and 2.82 for DPFs. The t-test failed to indicate significant statistical difference in Prosocial problems experienced by adolescent students from DPFs as compared to those from SMFs, since the calculated p-value (0.502) was greater than the set p-value of 0.05. The class

teachers indicated during that interview that “adolescent students in both SMFs and DPFs they were equally at risk of getting involved in antisocial behaviour for example drug abuse and sexual perversion if not well guided.” Both DPFs and SMFs were characterised by the lack of or insufficient parental support necessary for the development of ego and role identity.

It is probable that these adolescents therefore grow with low self-esteem and insufficient interpersonal skills that would help them adolescent overcome the challenge of asserting their identity while socialising with the others. Previous findings reported that youth born to married mothers were less likely to behave disruptively, that is, to disobey a teacher, be aggressive with their peers children) than those born to single-mothers (Shannon, Cavanagh & Aletha, 2006). In Gem district, majority of adolescent students from both SMFs and DPFs were at risk of having problems in the area of getting along with other people.

#### **4.5 Impact level score**

The impact domain was considered for identifying the impact of the difficulties in any of the following areas: chronicity, distress, degree of social impairment and burden to others, (see appendix 1). To address this domain, form three adolescent students from SMFs and DPFS were asked to indicate their level of agreement with the statements depending on levels of chronicity, distress, degree of social impairment and burden to others.

The results were as shown in Table 4.8

**Table 4.8: Impact level score of form three adolescent students from DPFs and SMFs**

(n=430)

Impact index levels	Parenting Nature	Frequency	Percent
<b>5-30 (Low)</b>	<b>SMF</b>		
	Widowhood	111	25.8
	Divorce or separation	12	2.8
	Choice	3	0.7
	<b>DPFs</b>	<b>273</b>	<b>63.4</b>
<b>3-4 (Slightly low)</b>	<b>SMFs</b>		
	Widowhood	0	0
	Divorce or separation	0	0
	Choice	0	0
	<b>DPFs</b>	<b>10</b>	<b>2.3</b>
<b>0-2 (Close to average)</b>	<b>SMFs</b>		
	Widowhood	5	1.2
	Divorce or separation	3	0.7
	Choice	3	0.7
	<b>DPFs</b>	<b>10</b>	<b>2.3</b>
<b>TOTAL</b>		<b>430</b>	<b>100%</b>

**KEY: scores of 5-30 (Low) substantial risk of clinically significant impact problems  
 scores of 3-4 (Slightly low) impact problems may be clinically significant scores of  
 0-2 (Close to average) clinically significant impact problems unlikely**

Information from Table 10, revealed that impact index was between 5-30 for students from DPFs and SMFs who scored low on the impact scale at 283 (65.8%) and 126 (28.3%) respectively. During the interview one of the class teachers indicated that when an adolescent fails to adjust to fit in a prevailing circumstance they become frustrated and end up engaging in drug and substance and abuse may become thieves to sustain the lifestyle or even finally become social psychopaths. In addition another class teacher further indicated that, “in adolescent students, good peer relationships

affected the peer's character positively. Whereas some ended up becoming role models, bad peer relationships affected the peers character negatively. From the interview, one of the class teachers "most adolescent students who were emotionally unstable could not keep friendship with peer, acted disrespectfully to grown up's and ended up becoming deviants in school". Another class teacher observed that such adolescent could not perform well in academics and either dropped out of school or were expelled. During the deputy principals interview most of them shared the view that that low parental education and low SES could also have impacted on the adolescent student's psychosocial adjustment. As a result of this, they indicated that there was need to train peer counselors who would help their peers adjust to challenges appropriately.

These results implied that majority of students from both DPFs and SMFs in Gem district risked having clinically significant impact problems typical of interference in home life, friendships, classroom learning, leisure activities, and relating with those around the adolescent. Given that the adolescent students in Gem district were at the critical stage where they must establish a sense of personal identity, it was important that this be done through their sustained individual effort their parenting nature notwithstanding. These impact problems could have contributed to the low levels of psychosocial adjustment in the adolescent students from both DPFs and SMFs in Gem district had impact problems as those from the SMFs.

In SMFs in Gem district, this situation could have resulted because of the low social and emotional parental support especially absence of the father figure in order to overcome the life challenges. Inability or unwillingness to work actively on one's

MASENO UNIVERSITY  
S.G. S. LIBRARY

identity formation as a result of the impact of the difficulties could have exposed them to the dangers of role diffusion and identity confusion, manifested in alienation and a sense of isolation and confusion. This could have been the reason for the low levels of psychosocial adjustment in Gem district. The SMFs attributed the impact of the difficulties on the disruptions caused by widowhood, divorce or separation and SMFs by choice. This was in agreement with the studies in the U S which indicated that:

Entrance into the workforce and economic independence has also been used to measure the well-being of young adults who are not preparing for careers by attending college; young adults from one parent families are 1.5 times more likely to be idle, they are not consistently employed nor engaged in a job that helps them build vocational skills; are less likely to enrol and complete college or be gainfully employed and therefore have fewer financial resources at their development included early entrance into motherhood, depressed academic achievement disposal" (Kraynak, 2006).

With respect to educational attainment, several studies in the US Forum on Public Policy have documented that young adults who lived in divorced families tend to have fewer years of education (Sobolewski, Juliana & Amato, 2007; Hetherington, 2006).

These findings are consistent with those of Manning and Lamb (2003) who observed that adolescent students born to married mothers are less likely to have ever been suspended or expelled from school, to have participated in delinquent activities, to have problems getting along with teachers, doing home-work, and paying attention in school. They further indicated that in adolescent students, good peer relationships affected the peers' character positively where some ended up becoming role models while bad peer relationships affected the peers' character negatively. As a result of this they indicated that there was need to train peer counsellors who would help their peers adjust to challenges appropriately.

At the slightly low level, the table shows that there were no adolescent students from both DPFs and SMFs who may have been at risk of having clinically significant

impact problems.

At the close to average level, both SMFs and DPFs constituted 11 (2.6 %) and 10 (0.7%) adolescent students respectively. The SMFs who had no risk of having clinically significant impact problems constituted those from SMFs by widowhood, divorce and by choice. The findings revealed that there were more adolescent students in SMFs who were at no risk of having clinically significant impact problems than those from DPFs. These few adolescents in both SMFS and DPFs could have established their identity and were therefore not experiencing the impact of adolescent challenges. This is in agreement with the findings of Garg, et al. (2007), who indicated that if the adolescent students received sufficient parental support, they could overcome the parental disruptions. Kraynak (2006) observed that adolescent students whose parents had divorced when they were very young children appeared to cope fairly well during adolescence while others suggested that the well-being of adolescent students and young adults is compromised by living in a divorced home (Kraynak, 2006). Given that they had no clinically significant impact problems, many could have psychologically adjusted and were therefore adapted to the prevailing parenting situation.

On comparing the impact of psychosocial difficulties between adolescent students from SMFs and DPFs in Gem district, the mean of the established impact levels of adolescent students from SMFs and DPFs were compared using a t test with the alpha level set at 0.05 as shown in Table 4.9

**Table 4.9: Compared levels of impact scale of psychosocial adjustment of adolescent students from DPFs and SMFs**

(n=430)

Levene's		t-test for Equality of Means								
Test for				Std.	95%		Confidence			
Equality of				Error	Interval of		the			
Variances				Difference	Difference		Difference			
F	Sig	t	Df	Sig. (2-	Mean	Difference	Lower	Upper		
				tailed)	Difference					
Equal										
Variances										
Assumed	.520	.472	-.299	428	.819	-.020	.086	-.149	.188	
Equal										
Variances										
Not										
Assumed			-.299	413	.315	.819	-.020	.086	-.149	.188

As shown in the Table 4.9, there was no statistical difference in the mean impact levels experienced by adolescent students from SMFs compared to those from DPFs, since the calculated p-value (0.819) was greater than the set p-value of 0.05. The mean impact value for SMPs was 2.73 while that for DPFs was 2.71. This meant that the impact of psychosocial problems exhibited by the adolescent students from SMFs was similar to that of adolescent students from the DPFs at the average, slightly low and low levels. One class teacher expressed during the teacher's interview that "the worries experienced by adolescent students from both DPFs and SMFs clouded their emotions and impacted negatively on their academic aspiration".

One of the deputy principals during the interview also indicated that, "in some SMFs,

the impacts of these difficulties were seen on elder siblings who assumed parental responsibility.”

This meant that in Gem district adolescent students from SMFs experience similar level impact of psychosocial difficulty as those from DPFs and parent structure is not a factor that impacts on the psychosocial adjustment of the adolescents. Such adolescents could have failed in the search for an identity would experience self-doubt, role diffusion, and role confusion; such individuals may indulge in a self-destructive one-sided preoccupation or activity. This was in agreement with the findings Ford-Gilboe, 2000 who explained that household composition has relatively little predictive utility with regard to adolescent problem behaviour.

According to Erik H. Erikson's (1959) theory of identity development, the adolescent who fails in the search for an identity would experience self-doubt, role diffusion, and role confusion; such an individual may indulge in a self-destructive one-sided preoccupation or activity. He or she will continue to be morbidly preoccupied with the opinion of others or may turn to the other extreme of no longer caring what others think and withdraw or turn to drugs or alcohol in order to relieve the anxiety that role diffusion creates. When the impact of Ego diffusion and personal confusion become permanent, it can be observed in the chronic delinquent and pathological personality disorganization. In its most severe form, the clinical picture of identity diffusion may lead to suicide or suicide attempts. Erikson in 1959 “Many adolescent students, faced with continuing diffusion, would rather be nobody or somebody bad, or indeed, dead than be not-quite-somebody.” The increase of suicide attempts among adolescent students in the last decades is well documented and appears to parallel the widely reported increase

in identity diffusion.

Given that the majority of adolescent students from both SMFs 126 (29.3%) and DPFs 283(65.8%) of were at a risk of having clinically significant impact problems, it was apparent that most of the students in Gem district needed to be educated appropriately on the ways of reducing the chronicity, distress level, degree of social impairment and burden to others. This would enable them to overcome psychosocial challenges promptly and avoid dangers of prolonged psychosocial challenges which may go a long way to interfere with their sound psychosocial development.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary of Findings

The study's findings were summarised based on the research objectives.

#### 5.2 Academic aspiration level of Adolescent students from single-mother and dual-parent families.

Findings revealed that the academic aspiration levels of adolescent students in both SMFs and DPFs were: High school graduation, Certificate /Diploma, 1st university degree and master's degree and beyond. It was also established that majority of the adolescent students aspired for master's degree and beyond in both DPFs 141 (32.7%) and SMFs 88 (20.5%) by divorce or separation and by widowhood. It was further revealed that first degree level was the second-most preferred in both SMFs 16 (3.7%) and DPFs 112 (26.1%). Further, certificate/diploma level was ranked third in both DPFs 33 (7.7%) and SMFs 17 (3.9%) by widowhood and by divorce or separation. The lowest academic level aspired for was K.C.S.E with more adolescent students from DPFs 11 (2.6%) than SMFs 6(1.4%), refer to table 4.2.

Some of the adolescent students from both DPFs 4 (0.9%) and 2 (0.5) from SMFs were not decided on their academic aspiration levels. there was no significant statistical difference between the mean academic aspiration of adolescent students from DPFs compared to that of adolescent students from SMFs since the calculated p-value (.345) was less than the set p-value of 0.05 in the t test. Deputy Principals interviewed indicated that perceived effective parenting in both DPFs and SMFs was characterized by highly supportive and caring parents in terms of parental

involvement and commitment in fee payment.

### **5.2.1 Psychosocial Adjustment Levels of Adolescent students from SMFs and DPFs.**

Results revealed that in adolescent students from both SMFs and DPFs, the considered domains of psychosocial adjustment were; Total difficulty; Impact and Prosocial behaviour.

#### **5.2.1.1 Total difficulty Domain levels of adolescent students from SMFs and DPFs**

From the study's findings, majority of the adolescent students from both DPFs 196 (45.6%) and SMFs 122(28.3%) (by widowhood, divorced or separated and by choice) were at a substantial risk of having clinically significant (emotional, conduct and peer relationship) psychosocial difficulties. The study further established that 71(16.6%) students from DPFs, 26 (6.0%) from SMF by widowhood and 1 (0.2%) from divorce or separation, may have been at risk of having clinically significant (emotional, conduct and peer relationship) difficulty. The study also established that only a minority 11 (2.5%) of the adolescent students from both DPFs 3(0.7%) and SMFs (by widowhood and by divorce or separation) were unlikely to experience clinically significant (emotional, conduct and peer relationship) difficulties, refer to table 4.4.

It was also established that there was no significant statistical difference between the mean (emotional, conduct, hyperactivity and peer relationship) psychosocial difficulty of adolescent students from SMFs and that of adolescent students from DPFs since the calculated p-value (0.848) was greater than the set p-value at 0.05. Findings further established that perceived ineffective parenting in both DPFs and

SMFs respectively, contributed to some adolescent students being 'indisciplined, withdrawn, reserved and thus presented negative psychological adjustment.

#### **5.2.1.2 Prosocial Domain levels of adolescent students from SMFs and DPFs**

Findings revealed that majority of the adolescent students in both DPFs 274 (64.0%) and SMFs 129 (30.0%) (by widowhood, divorce/ separation and by choice) were at risk of having clinically significant prosocial problems. The study established that the adolescent students who were likely at to be at risk of reflecting clinically significant prosocial problems were 18 (4.9%) in DPFs and 1(0.2%) from SMFs widowhood. The study established that a minority of the adolescent students in DPFs 1(0.2%) and 2(0.5%) from SMF by widowhood were unlikely to experience clinically significant prosocial problems, refer to table 4.6. The findings of the study also established that there was no significant statistical difference between mean prosocial behaviour of adolescent students from DPFs compared to that of adolescent students from SMFs since the calculated p-value (0.502) was greater than the set p-value at 0.05.

#### **5.2.2 Impact Domain of adolescent students from SMFs and DPFs**

The findings revealed that majority of adolescent students in both DPFs 283 (65.8%) and SMFs 126 (28.6%) (by widowhood, by separation/divorce and by choice) were at a risk of having clinically significant impact problems. While none of the adolescents from SMFs may have reflected clinically significant impact problems, 10 (2.3%) from DPFs may have reflected clinically significant impact problems. Findings further revealed that minority adolescent students in both DPFs 10 (2.3%) and SMFs 11 (2.6%) (by widowhood, separation/ divorce and by choice) were not at risk of having clinically significant impact problems , refer to

table 4.8.

The findings of the study further established that there was no significant statistical difference between mean impact levels of adolescent students from DPFs compared to that of adolescent students from SMFs since the calculated p-value (0.819) was greater than the set p-value at 0.05.

### **5.3 Conclusions**

The following conclusions were arrived at based on the study's findings.

#### **5.3.1 Levels of academic aspiration in SMFs and DPFs**

On the levels of academic aspiration for both SMFs and DPFs, it was concluded that majority of the adolescent students aspired for the highest level (masters degree and beyond), while, the least preferred level was unique to each parenting nature: high school graduation for student from DPFs; SMFs by widowhood and divorce or separation. The least preferred level for adolescents from SMF by choice was 1st university degree. There was no significant statistical difference between the levels of academic aspiration of adolescent students from SMFs and that of adolescent students from and DPFs.

#### **5.3.2 Levels of Psychosocial Adjustment in SMFs and DPFs**

On the levels of Psychosocial Adjustment, the study concluded that in both DPFs and SMFs, majority of the adolescent students at high level risked having clinically significant (emotional, conduct and peer relation) difficulty, only a minority at the average level were unlikely to experience clinically significant prosocial problems and that there was no significant statistical difference between levels of difficulty (emotional, conduct, hyperactivity or inattention, peer relationship) and prosocial

domains of adolescent students from SMFs and that of adolescent students from DPFs.

### **5.3.3 Levels of Impact of Psychosocial Adjustment in SMFs and DPFs**

On the levels of Psychosocial Adjustment, the study concluded that in both DPFs and SMFs, majority of adolescent students who were at a risk of having clinically significant impact problems, the minority were unlikely to experience clinically significant impact problems and there was no significant statistical difference between levels of impact levels of psychosocial adjustment of adolescent students from SMFs and that of adolescent students from DPFs.

## **5.4 Recommendations**

Based on the study's findings the following recommendations were made.

- i. Given that most adolescent students in both SMFs and DPFs had high levels of academic aspiration, some had low and while others had unknown, the researcher recommended that their teachers, parents, guardians and sponsors assist them set realistic academic aspiration goals
- ii. Since majority of the adolescent students in both SMFs and DPFs were at a substantial risk of having emotional conduct and peer relationship problems, the researcher recommended that parents, teachers, guardians and sponsors be involved in helping adolescent students cope with psychosocial challenges.
- iii. Since majority of the students from both SMFs than DPFs were at a substantial risk of having psychosocial impact, all adolescent students (especially peer counsellors ) needed to be appropriately educated on the dangers of prolonged psychosocial challenges in order to help them (and their peers) overcome psychosocial challenges promptly.

## 5.5 Suggestions for Further Research

Based on the findings of the current study the researcher has made the following suggestions for further study:

- i. Realism of academic aspirations of adolescent students from single-mother and dual-parent families, this will shed light on how realistic the academic aspirations of adolescents are.
- ii. The impact of parenting style on the levels of academic aspiration in adolescent students in Secondary School from SMFs and DPFs, this will shed light on the role of parenting style on academic aspiration of adolescent students in both SMFs and DPFs.
- iii. The impact of parenting style on the levels of psychosocial adjustment in Secondary school adolescent students from SMFs and DPFs, this will shed light on the role of parenting style on psychosocial adjustment in adolescent students in both SMFs and DPFs.

## REFERENCES

- Abuya, B., A., Mutisya, M., Ngware, M., & Oketch, M. (2013). Family Structure and Education Attainment of Children in the Slums. *Education 3-13*, 1-14. doi:10.1080/03004279.2011.631562
- Adekoge, T. G. (2008). Effects of Parenting Styles on Psychological Well-Being of Students in selected secondary schools. *African Journal for the Psychological Study of Social Issues*, (2), 307-430.
- Ahrons, C. R. (2005). *We're still family: What grown children have to say about their Parents' divorce*. New York: HarperCollins.
- Allen, E. B., & Stephen, M. (2003). *Secession and self-determination*. New York University Press.
- Amato, P. R. (2010). "Research on Divorce: Continuing Trends and New Developments." *Journal of Marriage and Family*, 72, 650-666.
- Amato, P. R., Catherine, E. M., Robert, E. (2009). Changes in Non-resident Father-Child contact From 1976 to 2002. *Family Relations*, 41-53.
- Ambasa-Shisanya, C. R. (2007). Widowhood in the era of HIV and AIDS: A case study of Siaya District, Kenya. *Journal of Social Aspects of HIV and AIDS*, 606-615.
- Andrea, M. G., Peter, T., Jitse, P. Van D., Thomas A. and Sijmen A. R. (2010). Factors associated with educational aspirations among adolescent students: *cues to counteract socioeconomic differences?* Geckova et al; licensee Biomed Central Ltd.

- Andres, L., Adamuti-Trache,. (2007). Educational expectations, parental social class, gender and post-secondary . *Youth and Society*,39, 135-163.
- Apia, C. & Otutola A. (2007). Impact of parents' socio-economics status on university adolescent students' Academic performance. *The Journal of Education Studies*, 39, 20-24.
- Baird, S., Craig, M., Berk, O. (2010). "Cash or Condition: Evidence from a Randomized Cash Transfer Program", World Bank Working Paper
- Bank, L., Burraston, B., Snyder, J. (2004). Sibling Conflict and Ineffective Parenting as predictors of Adolescent Boys' Antisocial Behaviour and Peer Difficulties: Addictive and Interactional Effects. *Journal of Research and Adolescence*, 14,99-125.
- Barry, D. H. (2003). The Effects of Divorce on the Academic Achievement of High School Seniors. *Journal of Divorce and Remarriage* 38(3), 180.
- Baumrind, D. (1971). Current patterns of Parental Authority. *Development Psychology Monograph*, 4(1) Part 2, 1-103.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*,11(1), 56-95.
- Beller, E., & Hout, M. (2006). The Future of Children. *American Educational Research Journal*,42(4),575-603.
- Biblarz, T. J., & Gottainer, G. (2000). Family structure and children's success. a comparison of widowed and divorced single-mother families. *Journal of Marriage and Family*,62: 533-548.
- Bikos, L. H. (2000). Educational and vocational aspirations of minority and female student: A longitudinal study. *J Couns Dev.* 78:186-194.

- Bjarnason, T., Andersson, B., Choquet, M., Elekes, Z., Morgan, M., Rapinett G. (2003a). Cultural, family structure and adolescent alcohol use: multilevel of frequency of heavy drinking among 15-16 year old students in 11 European countries. *Journal of Studies of Alcohol*, 64, 200-208.
- Bjarnason, T., Davidaviciene, A.G, Miller, P., Nociar, A., Pavlakis, A., Stergar, E. (2003b). Family structure and adolescent cigarette smoking in eleven European countries. *Addiction*; 98, 815–824.
- Boswell, K. R., Smithson, D., Mc Loughlin, R., Pennington, J. D. (2003). *Advance Psychology, and Child development, Perspectives and Methods*. London: Martins, the Printers Limited.
- Bowlby, Jeffrey, W., McMullen & Kathryn (2002). *At a Crossroads: First Results for the 18 to 20-Year-Old Cohort of the Youth in Transition Survey*, (pp. 69).Quebec: HRDC Publications Centre.
- Byun, S. Y., Irvin, M. J., Meece, J. L. (2011). Rural-nonrural disparities in postsecondary education attainment revisited. *American Educational Research Journal*. Advance online publication. doi: 10.3102/000283121141634.6.9.2012
- Cairney, J., Boyle, M., Offord, D.R., & Racine, Y. (2003). Stress, social support, and depression in single and married mothers. *Social Psychiatry and Psychiatric Epidemiology*, 38,442–449.
- Central Bureau of Statistics, (CBS) (2004). Ministry of health (MOH) [Kenya] and ORC Marco., *Kenya Demographic & Health Survey, 2003*.Calverton, Maryland: CBS, MOH and ORC Marco.

- Chandra, A., Martinez, G. M., Mosher W. D., Abma J. C., Jones, J. (2005). Fertility, family planning, and reproductive health of U.S. women: Data from the 2002 National Survey of Family Growth. National Center for Health Statistics. *Vital Health Stat* 23(25).
- Cheadle, Jacob, Paul R. Amato, and Valarie King. 2010. "Patterns of Non-resident Father Involvement." *Demography* 47: 205-226.
- Colin, F., & Ian, H. (2006). *The Sage Handbook of Counselling and Psychotherapy*. (2nd Ed). London: Sage Publications Ltd.
- Corey, G. (2001). *A case approach to Counselling and Psychology (5th ed)*. Pacific Groove: Brooks Cole.
- Cummings, E. M., Braungart-Rieker, J. M. and Du Rocher-Schudlich, T. 2003. Emotion and Personality Development in Childhood. *Handbook of Psychology*. Three: 211-239
- Cummings, E. M., Keller, P. S, Davies, P. (2005). Towards a family process model of maternal and parental depressive symptoms: exploring multiple relations with child and family functioning . *Journal of Child Psychology and Psychiatry*, 46,479-489.
- Dario, B., Fabrizia, M. (2003). Self-Image and Perceived Self\_Efficacy during adolescence. *Journal of youth and adolescence*, 2 (5), 337.
- Demuth, S., & Brown, S.L. (2004). Family structure, family processes, and adolescent delinquency: the significance of parental absence versus parental gender..41:58-8. *Journal of Research in Crime and Delinquency*, 41,58-8.
- Devore, Elise R., Ginsburg, Kenneth, R. (2005). Current Opinion in Paediatrics: paediatrics, 17 (4), 460-465.

- Diane Scott-Jones, (2007). *The family school connection; Theory and practice.*  
London: SAGE.
- Donald, K. K., & Delno L. A. T. (2006). *PROPOSAL AND THESIS WRITING; An introduction.* Nairobi: Pauline's Publication Africa.
- Doyle, (2009). Conduct Disorder: New Directions in Promoting Effective Parenting and Strengthening Parent-Adolescent Relationships. *J Can Acad Child adolescent Psychiatry.* 15(1), 6–15.
- Duflo, Esther, Pascaline, D., & Michael, K. (2010). "Education, HIV, and Early Fertility: Experimental Evidence from Kenya" MIT Department of Economics Working Paper.
- Egan, G. (2002). *The skilled helper-A Problem Management and Opportunity development Approach to helping* (7th Ed.) Boston: Brooks Cole.
- Eitle, D. (2006). Parental gender, single-parent families, and delinquency: exploring the moderate influence of race or ethnicity. *Social Science Research*, 35, 727-748.
- Embelton, T. L., Keemar, K., Valentine, J., & Worrall M.(2004). *The Person Centered Approach; A contemporary Introduction.* Basingstoke: Family Research Council, 801.
- Ermisch, J. F., & Francesconi, M. (2001). Family structure and children's achievement. *Journal of Population Economics*, 14, 249-270.
- Fagan, P. F., Have, L. Ten., & Chen W. (2011). *Marriage, Family Structure and Children's Educational Attainment.* NW Washington, DC: Palgrave.
- Farmer, H. (1985). Model of career and achievement motivation for Women and Men. *Journal of Counselling Psychology* ( 32) 363-390.

- Ferrel, (2009). *The effects of single-parent households versus two-parent Households on student academic success, attendance, and suspensions*. (Doctoral dissertation, Lindenwood University) Retrieved from Pro Quest Dissertations.
- Ford-Gilboe, M. (2000). Dispelling myths and creating opportunity: a comparison of the strengths of single-parent and two-parent families. *Advances in Nursing Science*, 23, 41–58.
- Gall, M. D., Gall, P., Borg, W. R. (2007). *Educational research; An Introduction*. 8th edition. Boston: Pearson Education Inc.
- Garg, R, Kauppi C, Lewko J, Urajnik D. (2002). A structural model of education aspirations. *Journal of Career Development*, 29, 87-108.
- Garg, R, Levin, E.U, Urajnik, D., & Kauppi, C. (2005). Parenting and style and academic achievement for East Indian and Canadian adolescents students. *Journal of Comparative Family Studies*, 35, 653-661.
- Garg, R., Melanson, S., & Levin, E. (2007). Educational aspirations of male and female Adolescent students from Single-Parent and Two Biological Parent Families: A Comparison of influential Factors. *Journal of youth and Adolescence*, 6(8), 1010 –1023.
- Glennerster, R., Kremer, M., Mbiti, I. & Takavarasha, K., (2011). *Access and Quality in the Kenyan Education System: A review of the progress, Challenges and Potential Solutions* pp.32-34. Nairobi: Government Printer.
- Goodman, R. (2003). *The Strengths and Difficulties Questionnaire (SDQ). Innovations in Clinical Practice: Focus on Children and Adolescent students*. Sarasota, 109-111 FL: Ellis Human Development Institute.

- Goodman, R. (2005). *Australian Mental Health Outcomes and Classification Network: Strengths and Difficulties Questionnaire, Training Manual*, (pp11- 12). Canberra: NSW Institute of Psychiatry.
- Government of Kenya, (2005a). “*Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research*”, Nairobi: Government Printer.
- Griffin, K.W., Botvin G.J., Scheir L.M., Diaz., Miller, N.L. (2000). Parenting practices as predictors of substance use, delinquency, and aggression among urban minority youth: Moderating effects of family structure and gender. *Psychology of Addictive Behaviours*, 174-184.
- Halpern-Meehin & Tach, (2008) Heterogeneity in Two-Parent families and Adolescent Well-Being. *Journal of Marriage and Family*, 70(2) 445.
- Hamilton B. E., Martin J. A., and Ventura S. J. (2010). *Births: Preliminary Data for National Vital Statistics Reports, Volume 60* (20)4.
- Hampden-Thompson, G. and Hampden-Thompson S. (2005). Does family environment moderate the effect of single-parenthood on children's academic achievement? A study of 14 European countries. *Journal of Comparative Family Studies*, 36:227-248.
- Hetherington, E. M. (2006). *The influence of conflict, marital problem-solving and parenting on children's adjustment in non-divorced, divorced, and remarried families. Effects on child and adolescent development.* pp. 203-237. New York: Cambridge University Press.
- Heron, M., Sutton, P. D., Xu, J., Venture, S. J., Strobino, D. M., & Guyer, B. (2010). Annual summary of vital statistics: 2007. *Pediatrics*; 125, 4-15.

- Hicks J., Michael, K., Isaac M., & Edward, M., (2011). *Vocational Education Voucher Delivery and Labor Market Returns: A Randomized Evaluation Among Kenyan Youth*. Report to World Bank Spanish Impact Evaluation Fund.
- Hoffman, J. P. (2002). The community context of family structure and adolescent drug use. *Journal of Marriage and Family*, 64:314-330.
- Imogie, A. I. (2002). Counselling for quality assurance in Education. A key note address delivered on the occasion of the 26th Annual conference on CASSION. Benin.
- John, F., & Marco, F. (2001). Family structure and children achievement. *Journal of Population Economics*. Springer, 4 (2) 249–270
- Johnson, M.K., Crosonoe, R, Elder G. H. J. (2001). Student attachment and academic engagement: The role of race and ethnicity. *Sociology of Education*,74, 318-340.
- John, F., Marco, F. (2001). Family structure and children achievement. *Journal of Population Economics* 74:318–340.
- Kelley, J. B. (2003). Changing perspectives on children's adjustment following divorce: *a view from the United States Childhood*. 10, 237–254
- Ken, C. W., (2004). Adolescent Brain Development and Drug Abuse Philadelphia: Treatment Research Institute.
- Kenya Demographic and Health Survey, (2003). Calverton, Maryland: KNBS and ICF Macro.
- Kenya National Bureau of Statistics, (KNBS) (2010). ICF Macro, Calverton, MD
- Khan, S., & Mishra,V. (2008). Youth Reproductive and Sexual Health: DHS Comparative Reports 19, Calverton, MD: Macro International Inc.
- Kenya National Bureau of Statistics (KNBS), (2008) KIHBS-2006-2007-v1.3; 2006 – 2007 ICF Macro.

- Kilpatrick, S. & Abbott-Chapman, J. (2002). Rural young people's work/study priorities and aspirations: The influence of family social capital. *The Australia Educational Researcher*, 29, (1), 43-68.
- Kimani, E., & Kombo K. (2010). Challenges Facing Nuclear Families With Absent Fathers In Gatundu North District Central Kenya. *The African Symposium: An Online Journal for the African Educational Research Work*. 10, 2.
- Kombo, D. K. & Tromp, L.A.D. (2006). *Proposal and Thesis Writing: An Instruction*. Nairobi: Pauline Publication Africa.
- Kraynak, A. R. (2006). *A Historical Review of Research Findings Regarding the Adjustment of U.S. Children to Divorce*. pp 19-25. Forum on Public Policy.
- Kulkarni, S., (2010). *Academic Aspiration and Postsecondary Attainment: Evidence from the National Education Longitudinal Study of 1988 (NELS:88)*.
- Lammers, W. J., & Badia, P. (2005). *Fundamental of Behavioural Research*. California: Thomson and Wadsworth.
- Levac A. M., McCay E., Merka P. & Reddon-D'Arcy M.L. (2008). Exploring parent participation in a parent training program for children's aggression: understanding and illuminating mechanism of change. *Journal of Child & Family Studies* 16(5), 606-614.
- Lippman, L., Guzman, L., Dombrowski Keith, J., Kinukawa, A., Schwalb, R., & Tice, P. (2008). Parent Expectations and Planning for College: Statistical Analysis Report (NCES 2008-079). *National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education*. Washington, DC.
- Living Conditions and Social Protection database online CEDLAS,(2009) and The World Bank, Socio-Economic Database for Latin America and the Caribbean (SEDLAC) (2009); national statistical offices ; 6th edition, Chapter 1, section B.

- Lloyd, Cynthia, Barbara M. and Wesley C. (2000): "The Effects of Primary School Quality on School Dropout among Kenyan Girls and Boys". *Comparative Education Review*, 44, (2).
- Lombe M., Safadi N., & Newransky, C. (2011) Predictors of welfare and child Outcomes in female-headed households in sub-Saharan Africa. *Journal of Comparative Social Welfare* (27)1, pp. 75-89
- Mackay, Ross. (2005). The impact of family structure and change on child outcomes: a personal reading of the reaserch literature. *SocialPolicy Journal*, 131-146.
- Manning W. & Lamb, K. (2006). Adolescent Well-Being in Cohabiting, Married and Single Parent Families.. *Journal of Marriage and Family*, 876-893.
- Marjoribanks, K., & Mboya, M. (2005). Family and individual correlates of academic goal orientations: Social context differences in South Africa. *Psychological Reports*, 87:373-380.
- Marjoribanks, K. (2005). Family background adolescent's educational aspirations, and Australian youth adults' educational attainment. *International Education Journal*, 6:104-112.
- Martinez, G.M., Chandra, A., Abma, J. C., Jones, J., Mosher, W. D. (2006). Fertility, Contraception, and fatherhood: National Center for Health Statistics. *Vital Health Stat* 23(26), 7.
- Mau, W. C., Bikos L. H. (2000). Educational and vocational aspirations of minority and female students. A longitudinal study. *Journal of Counselling and Development*, 78:186-194.
- McHenry, P. C. & Price, S. J. (2005). *Families and change: Coping with stressful events and transitions*. 3rd ed. Thousand Oaks, CA: Sage Publications, Inc.

- McMunn, A.M., Nazroo, J.Y., Boreham R, Goodman R. (2001). Children's emotional and behavioural well-being; findings from the health survey of England. *Social science and Medicine* 53; 432-440.
- Merry, J., & Tudor, K. (2000). Dictionary of Person Centered Psychology. London: Michele, V. P. (2002). "Children from Disrupted Families as Adults: Family Structure College Attendance and College Completion," *Economics of Education Review* 21, no. 2: 174.
- Mimizuka, H. (2000). *Structure and Transformation of Career Choices*, in D Hilda (Ed.), Transformation of the High school Culture and Career Choices, pp. 65-85.
- Ministry of Education, (2010). *Ministry of education educational briefs Nyanza Region education brief* (2010).
- Ministry of Education, (2010). *Educational Statistical Booklet 2003-2007*, Nairobi, Kenya: Government Printers.
- Mosher, W. D., Martinez, G. M., Chandra, A., Abma, J. C., & Willson, S. (2004). Use of contraception and use of family planning services in the United States, 1982-2002. *Advance data from vital and health statistics; no 350*. Hyattsville, MD: National Center for Health Statistics.
- Moxnes, K. (2003). Risk factors in divorce: Perceptions by children involved. *Childhood. A global Journal of child research*. 10(2): 131-146.
- Mugenda. M. O., Mugenda, A.G. (2003). Research Methods; Quantitative and Qualitative Approaches. Nairobi: Acts Press.
- Muturi, J. (2010, march 27). *Parenting and family; Rising above the odds*. The Standard, pp.8.

- Nakamura, T. (2006). 'University admission from Vocational High School; A Study of Change in Educational Aspirations', in BULLETIN, Graduate School of Human Sciences, Osaka University,32, 125-144.
- Nakanishi, H. (2011). *A Study of Junior High School students' Educational Aspiration in present day Japan, with a focus on tracking and pre entry. Socialization in Education'* in A.C. Kerckhoff (Ed.), *Research in Sociology of Education and National AIDS and STI Control Programme*, Ministry of Health, (2008). Kenya AIDS Indicator Survey 2007: Preliminary Report. Nairobi: Government Printer.
- NASCOP, (2005). AIDS in Kenya: background, projection, impact, interventions and policy. Nairobi: AIDS Control Unit, Ministry of Health, National Aids Control Council, Government printers.
- Nelson, J. K. (2009). Impact of parent education on student success / Utah valley university 800 W. University Parkway, MS 126Orem, UT 84058 (801)226-203 Socialization. 2,116-126. New York: JAI Press.
- Nhlangulela, N. C. (2011). *A phenomenological investigation of experiences and meaning attributed to the divorce of one's parents*. Masters Thesis, University of Zululand.
- Okabe, S. (2009). *Determinant Factors of College-bound Students in Tokyo Metropolitan Vocational High School in Benesse Educational Research on the Studies and Careers of students in Tokyo*: Benesse Educational Research and Development Centre.
- Olson, D., DeFrain, J., & Skogrand, L. (2010). *Marriages and Families: Intimacy, Diversity, and Strengths*. McGraw Hill, 141

- Orawo, J., Olieva, J. & Owaa, J. (2008). *Pointers to students' unrest in secondary schools: A Therapeutic Approach to Peer Counselling*. Vintage Consultancy Services. Kisumu: In. press.
- Orodho, J. A. (2005a). *Techniques of writing Research Proposals and reports to Educational and Social Sciences* (2nd Ed.) Nairobi: Kanezja H.P enterprises.
- Orodho, J. A. (2005b). *Education and Social Sciences Research Methods*. Nairobi: Masolo Printers.
- Park, H. (2004). Educational expansion and inequality in Korea. *Research in Sociology of Education*, 14:33–58.
- Park, H. (2008). Effects of single parenthood on educational aspiration and Student disengagement in Korea. *Demographic research*, (18)13, 377-408.
- Paula, S., Brian, R. Flay, Carl, C. Bell, Roger, P. Weissberg, (2001). The Protective Influence of Parents and Peers in Violence Avoidance among African-American Youth. *Maternal and Child Health Journal*, 5(4), 245-25, from doi: 10.1023/A:1013080822309
- Pong, S. and Ju, D. (2000). The effects of change in family structure and income on dropping out of middle and high school. *Journal of Family Issues*, 21, 147– 169.
- Ram, B. & Hou, F. (2003). Changes in Family Structure and Child Outcomes: Roles of Economic and Familial Resources. *Policy Studies Journal*, 31(3), 309-330.
- Raymo, J. M., Iwasawa, M., and Bumpass, L. (2004). Marital dissolution in Japan: Recent trends and patterns. *Demographic Research*, 11:395–420.
- Republic of Kenya, (2003). United Nations assistance framework (UNDAF) Kenya (2004-2008) ".....For Kenya's Future.....". Nairobi: UNON Print Shop.
- Republic of Kenya, (2004). Guidance and Counseling module for primary school teachers. Nairobi: Government Printer.

- Republic of Kenya, (2005). Development Achieving Millenium development Goals; A needs assessment and research. Nairobi: Government Printer.
- Republic of Kenya, (2005). Seasonal paper No. 1 A policy frame work for education training and cost report. Nairobi: Government Printer.
- Republic of Kenya, (2008). National development and vision 2030; Siaya district development plan (2008-2012). Nairobi: Government printer.
- Ricciuti, H. N. (2004). Single parenthood, achievement, and problem behaviour in White, Black and Hispanic children. *Journal of Educational Research*, 97, 196-206.
- Sabry, M. & Abd-El-Fattah. (2006). Effects of family background and parental involvement on Egyptian adolescents students' academic achievement and school disengagement: a structural equation modelling analysis. *Social Psychology of Education*, 9, 153.
- Sarah, Halpern-meeKin, & Laura Tach,. (2008). Heterogeneity in Two-parent Families and Adolescent Well-Being. *Journal of Marriage and Family*, 2, 445.
- Schatz, E. & Madhavan, S. (2011). Headship of older persons in the context of HIV and AIDS in rural South Africa. *Journal of African Population Studies*, 25(2), 440-456.
- Scott, J. (2004). Family, gender, and educational attainment in Britain: A longitudinal study. *Journal of Comparative Family Studies*, 565-589.
- Seginer, R. & Vermulst A.D. (2002). Family environment, educational aspirations, and academic achievement in two cultural settings. *Journal of Cross-cultural Psychology*, 33, 540-558.
- Smith, D., Mc Loughlin, R. & Pennington, J. D. (2010). Advance Psychology, and Child development, Perspectives and Methods London: Martins, the Printers.

- Sobolewski, J. & Amato P. R. (2007). Parents Discord and Divorce, Parent-Child Relationships, and Subjective Well-Being in Early Adulthood: Is Feeling Close to Two Parents Always Better than Feeling Close to One? *Social Forces* 85: 1105-1124.
- Steinberg, L. (2002). *Adolescence* (6th Ed). New York McGraw-hill.
- Sterret, E. M., Jones, D. J. & Kincaid, C. (2007). The psychosocial adjustment of African-American Youths from single-mother homes: the relative contribution of parents and peers. *Journal of Clinical and Child-adolescent physiology*, 38.
- Suet-Ling Pong, & Gillian Hampden-Thompson. (2003). Family Policies and Children's School Achievement in Single-Versus Two-Parent Families. *Journal of Marriage and Families*, 681-699.
- Sun Youngmin ., & Li Yuanzhang,. (2002). Children's Well-Being During Parents' Marital Disruption process: A Pooled Time-Series Analysis. *Journal of Marriage and Family*, 472-488.
- Sun, Y., & Li, Y. (2011). Effects of family structure type and stability on children's academic performances trajectories. *Journal of Marriage and Family*, 73(3), 541-556. doi: DOI: 10.1111/j.1741-3737.2011.00825.x
- Trusty, Jerry & Ng, Kok-mun, (2000). "Interaction Effects of Gender, SES, and Race-Ethnicity on Postsecondary Educational Choices of US Students." *The Career Development Quarterly*, (September) 49.
- United States Census Bureau, (2005). Statistical abstract of the United States: 2005. 125th ed. Washington, D. C.: U. S. Government Printing Office.
- Uwaifo, V. O. (2008). The effects of family structure and parenthood on the academic Performance of Nigerian University students. (PhD Thesis, University of Nigeria.

- Ventura, S. J., Bachrach C. A., (2000). Non marital childbearing in the United States, 1940–99. *National vital statistics reports*; (48),16.
- Ventura, S. J., Mathews, T. J. & Hamilton, B. E. (2001). Births to teenagers in the United States, 1940–2000. *National vital statistics reports*; (49), 10.
- Ventura, S.J., Abma, J. C., Mosher, W.D. and Henshaw, S.K. (2008). Estimated pregnancy rates by outcome for the United States, 1990=2004. *National Vital statistics reports*; (56),15.
- Ventura, S. J., Hamilton, B. E. (2011). U.S. teenage birth rate resumes decline. *NCHS data brief*, 58.
- Wellings, P. (2006). Occupational and Educational Aspirations and Expectations of kenyan Secondary School Students: realism and structural inequalities. *Journal of Education Review*, 253-265.
- West, R., Mc Neill, A. & Raw, M. (2010). Smoking cessation guidelines for health professionals. *Thorax*, 55, 987–999.
- Willimas, H. J. (2000). The Effects of Several of the Most Common Family Structures on the Academic Achievement of Eighth Graders. *Marriage and Family Review*, 73-97.

## Websites

- Ayieko, M. A. (2003). From single parents to child-headed households: The case of children orphaned by aids in Kisumu and Siaya districts. (PHD Thesis University of Illinois). <http://www.Undp.Org/hiv/publications /study/English /sp7e.html>.
- Belkin, L. (2013). Single Fathers: Pew Research Reports Number of Single Dads Has Jumped In U.S. <http://www.huffingtonpost.com/lisa-belkin html> accessed 9/4/2014

- Clark S. & Hamplova D. (2011) Single-motherhood and child mortality in sub-Saharan Africa: a life course perspective. Retrieved on 1 Jan 8; 35 2013 from <http://uaps.princeton.edu/sessions/45>
- Doyle, A.B., & M.M. Moretti. (2010). Attachment to Parents and Adjustment in Adolescence. Retrieved December 12, 2011, from [acsa-caah.ca/P/tals/0/Member/PDF/en/acsa/Parent](http://acsa-caah.ca/P/tals/0/Member/PDF/en/acsa/Parent).
- Erikson, Erik H. (1959) Identity and the Life Cycle. New York: International Universities Press. Accessed January 16, 2008, from <http://www.muskingum.edu/~psych/psycweb/hist/y/erikson.html>
- Erikson, Erik H. (1968) Identity, Youth and Crisis. New York: Norton. Accessed January 16 2008 from <http://www.muskingum.edu/~psych/psycweb/history/erikson.html>
- Hetherington, E. M. (2002). Hetherington's ground-breaking work shows how families cope with divorce. Retrieved on December, 12, 9: 24, 2011 from [www.virginia.edu/insideuva/2000/09/hetherington.html](http://www.virginia.edu/insideuva/2000/09/hetherington.html)
- Jung, C. (1971). Carl Jung's Theory on Personality. StudyMode.com. Retrieved 05, 2011, from <http://www.studymode.com/essays/Carl-Jung-s-Theory-On-Personality-686165.html>.
- Kenya Demographic Trends, (2001a). Single-Parent Families. Retrieved September 9, 2012, from <http://family.jrank.g/pages/1574orSingle-Parent-Demographic-Trends.html>
- Kenya Demographic Trends, (2001b). Kenya-Nonextended-Family.html Accessed August 6, 2009, from <http://family.jrank.g/pages/1012/Kenya-Nonextended-Family.html>

KNBS 2009 Census, (2010).Vol.11Table 4: Activity status by sex, activity status,

2007 KENYA Accessed June, 16, 5:142012 from

[http://www.knbs/pdf/Basic%20 \(Revised%2](http://www.knbs/pdf/Basic%20(Revised%2)

Mackay, Ross (2005) ."The impact of family structure and family change on child outcomes: a personal reading of the research literature“. *Social Policy Journal*, 24. 111-133. Accessed September 15, 2012 from

<http://www.msd.govt.nz/documents/publications/msd/journal/issue24/pages>

Malema, K. P. (2004). Self-esteem in relation to the educational and occupational aspirations of black South African adolescent girls. Retrieved on September 15, 20:03. 2012 from <http://hdl.handle.net/10530/1076>

Martin, J. A., Hamilton, B.E. & Ventura, S. J. (2009). Births: Final data for. # National vital statistics reports; vol 60 no 1. Hyattsville, MD: National Center for Health Statistics. 2011. Accessed on June 11, 2:53, 2013 from: [http://www.cdc.gov/nchs/data/nvsr/nvsr60/nvsr60\\_01.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr60/nvsr60_01.pdf).

Martin, J. A., Hamilton, B.E. & Ventura, S. J. (2009). Births: Final data for. National vital statistics reports; vol. 60 no 1. Hyattsville, MD: National Center for Health Statistics. 2011. Accessed on June 11, 2:53, 2013 from: [http://www.cdc.gov/nchs/data/nvsr/nvsr60/nvsr60\\_01.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr60/nvsr60_01.pdf)

Mitru, Milrood & Matieka, (2002). The Impact of Sleep on Learning and Behaviour in Adolescent students.104 (4), 704-726. Accessed on April 6, 7:44. 2010 from <http://www.tcrecord./g/home.asp>

Mudemb, E. V. (2013) Causes Of Dropout Among Boys And Girls From Secondary Schools In Ugenya District, Siaya County, Accessed 10/04/14 @ 22.14 Kenya <http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/55775>

National Longitudinal Study of Adolescent Health. (n.d.). "Family Structure and School Performance of U.S. High School Students." Retrieved September 12, 2012, from <http://www.frc.org/contentormapping-america-family-structureand-school-performance>.

Projections (2010-2050) U.S. Census Bureau, Components of Change for the Total Resident Population, Middle Series 2010-2100, Accessed on July 17, 13:50.2011 from <http://www.census.gov/population/www.projections>.

Rampell, C. (2008). Single Parents, Around the World .Retrieved on March 10, 2010, 2:43 pm from <http://www.nytimes.com/ef/membercenter/help/infoservdirectory.html>

Single-Parent Families, (2003). International Encyclopaedia of Marriage and Family. Encyclopedia.com. Accessed on 19 Jun. 2012 from <http://www.encyclopedia.com>

Single Parents, (2006). Retrieved from <http://family.jrank.org/pages/1574orSingle-Parent-Families-Demographic-Trends.html>">Single-Parent-Families-Demographic-Trends Accessed on September 25, 2009, from <http://www.pobronson.comorfactbookorpagesor43.html>

Timothy, S. G. (2007). United States. Census Department Custodial Mothers and Fathers and Their Child Support, Accessed on February 26, 2010, from <http://www.census.gov/prod/2009pubs/p60-237>.

U.S. Bureau of the Census. (2000). Census 2000. Washington, DC: Retrieved September 7, 5:37. 2009, from <http://www.census.gov/main/www/cen2000.html>

US Demographic Trends, (2001). Single-Parent Families. Retrieved January 24, 7:13.2009, from <http://family.jrank.org/pages/1574/Single-Parent-Families-Demographic-Trends.html>.

United States Census Bureau. (2010). Census 2010 .Washington, DC: U. S. Retrieved  
June 11, 3:22. 2011 from <http://www.census.gov/2010.html>

Ventura, S. J. (2009). Changing patterns of non-marital childbearing in the United  
States. NCHS Data Brief. ; [www.cdc.gov/nchs/data/databriefs/db18.htm](http://www.cdc.gov/nchs/data/databriefs/db18.htm).  
Accessed August 18:2012

Wilcox, W. B., Lippman, L., Whitney, C. and Cid, A. (2009). Making the Grade:  
Family Structure and Children's Educational Participation in Colombia, Egypt,  
India, Kenya, Nigeria, Peru & Uruguay. Accessed on 20. Feb 2013 19:07 from  
<http://mpa.ub.uni-muenchen.de/id/eprint/39906>