

**THE INFLUENCE OF SINGLE PARENTING ON STUDENTS'  
ACADEMIC ACHIEVEMENT IN SELECTED SECONDARY  
SCHOOLS IN TAVETA SUB-COUNTY, TAITA TAVETA COUNTY,  
KENYA.**

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FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION IN SOCIOLOGY OF EDUCATION,  
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## **DECLARATION**

I declare that this is my original research project work and has not been presented for a degree, in any other university or institution.

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## **DEDICATION**

I dedicate this research project report to my entire family members; my son Ryan Magara my father Nicholas Magara, my brothers Victor Magara and Cliff Magara and my sister Emily Magara for their kindness, love, prayer and support throughout my studies. May the almighty God highly reward all of them.

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## **ABSTRACT**

This study had a purpose of finding out the influence of single parenting on students' academic achievement in selected secondary schools in Taveta Sub-county. The objectives of the study were to establish how single parenting affected parental involvement in their children's education, influence of single parent's level of education, parents' occupation and family size on their children's academic achievement. The study employed an exploratory research design and targeted 800 Form 3 students, 115 teachers from Taveta sub-county. A sample of 80 students from Form 3 class which formed 10% of total population were randomly selected. Some 34 teachers out of 115 constituting 30% were also randomly selected. The researcher employed the use of questionnaires as the main data collection instrument. The data collected was analyzed using descriptive statistical methods. The resultant data were presented in tables, frequencies, percentages and charts. The study found that parental involvement in students' academic achievement was very crucial to academic performance. For instance, 41 percent of students with a single parent indicated that their parents were rarely fully involved in their school work compared to 16 percent of students with both parents who said that their parents rarely involved themselves in their academic work. Concerning discipline, 28 percent of students with single parents agreed that their teachers always complained about their behavior compared to 11 percent of students with both parents who also agreed that their teachers always complained about their behavior implying that discipline and academic achievement goes hand in hand. The results obtained revealed that parents' level of education had a direct correlation with students' academic achievement. Some 65 percent of the student respondents strongly agreed that educated parents were more involved in their children's education. The study found out that most single parents were most of the time busy in their occupations thus leaving them with inadequate time to monitor their children's academic progress. Similarly, only 6 percent of student respondents from single parents indicated that their parents always rewarded them for performing well academically compared to 8 percent of students with both parents. The results also showed that the size of the family has a direct effect on a student's academic achievement, the bigger the family size the lesser the level of attention given to the children. For instance, 53 percent of students from single parents agreed that their large family sizes contributed negatively to their academic achievement compared to 42

percent of students with both parents. Further, 15 percent of students with single parents also agreed that their needs were always met compared to 26 percent of students with both parents whose needs were always met by their parents. The study has recommended that the school management should encourage single parents to be involved in their children's academic matters. Relevant bodies like the Ministry of Education should enlighten the parents and the society on the importance of education. The Government should educate parents on the need for proper planning of families because parents with smaller families are more likely to give maximum attention to their children's academic work and overall welfare. Further, a study should be carried out to establish the influence of single parenting on child's development and interaction dynamics in the classroom between teachers and children.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Shariff (2011) referred to education as the process by which an individual develops knowledge, skills, habits and attitudes that are expected to enable one become a good citizen. According to Plato, education is the transfer of knowledge from one generation to another and it is when an individual can be said to have acquired discipline. (Plato,428/427-348/347BC).

The Academic achievement of students at various levels of education and particularly at basic level can be predicted through many factors such as institutional factors, social economic factors, motivation factors and the family which is considered as a primary agent in terms of socialization (Olayinka, 2015). Horton and Hunt (2004) define socialization as a life learning process in which individuals or groups of people interact and learn social norms and develop human characteristics. The agents of socialization include the family, school, peers and the media among others. The family plays a major role during socialization, because a baby is completely dependent on others especially family members in order to survive. Parents in particular are responsible for teaching us to function, care for ourselves and how to fit in the outside world from infancy and through the years of basic education (Horton and Hunt, 2004).

This study therefore focused on the influence of the family and in particular single parenting on academic performance of secondary schools in Taveta Sub-County. In most cases life with only a single parent is often seen as a risk factor (Olayinka, 2009) but in

the recent years single parenting has continued to become a common thing, thus making it a focus of study in relation to its influence on academic performance of learners.

Studies on the role of the family on academic achievement by learners has been carried out using two types of family models namely: family deficit model and risk factor protective factor model (Black Family Initiative, 2015). According to family deficit model, single parent families have a negative impact on children simply because they do not have a nuclear family structure. The model begins with an assumption that single parenting is bad for children thus overlooking other factors which have an influence on academic achievement. On the other hand, the risk and protective factor model by Schumaker, Smith Slep and Heyman (2001) have a contrary idea as it views that all families have advantages and disadvantages.

Nevertheless, observations have shown that students from single parent families are at a greater risk of not performing well academically compared to other types of families, despite the fact that they may have equal intellectual abilities (Lankard, 1995). They are likely to have higher chances of dropping out of school due to financial constraints. This may be attributed to the fact that the single parent may not be in a position to provide all the basic needs for the family and the child may be forced to drop out of school to assist the parent financially (Stipek, 1998). The single parents again may not be in a position to monitor the academic progress due to their busy schedule as they spent most of their time trying to earn a living thus leaving them with inadequate and quality time to give their children guidance in discipline and academic matters (McLanahan, 1994).

In the united States, the percentage of single parent families has tripled in the past 50 years and has continued to be larger among the Latino and African American families

when compared to the general population (US Census, 2010). In the year 2000, 27 percent of all US children were living in single parent families, the vast majority of these single parent homes were headed by women (Sigle-Rushton and McLanahan, 2007).

Many authors have documented differences between children raised in father absent and father present homes. Research has shown that father absent children graduate from high school and attend college at a lower rate (Sigle-Rushton and McLanahan, 2004). In addition they perform worse academically and are more likely to use drugs respectively compared to children from homes where father is present (Bain, Boersma and Chapman, 1983). Increase in the number of single parent families may mean that a large number of children are likely to experience problems associated with single parenting due to limited parental contact, economic deprivation, decrease in parental control and effective control (Amato and Keith, 1991).

In Ghana and South Africa states, a study conducted by UNICEF, established that students' performance in school was greatly determined by the family background in terms of single parent family, parent's level of education and income which are determinants of children's attainments. In a study conducted in 1997 by the Government, UNICEF and The Family Support Institute in 13 districts in Ghana found 45 percent of the families had both parents present and 55 percent were headed by single parents indicating that the rate of single parenthood is alarming.

In Kenya, single parent families are also increasing at a very rapid rate. This is due to modernization and urbanization which in turn contribute to breakdown of traditional structures. For instance, Kitange (2011) found out that in most regions within Kenya, children living with one parent were less likely to be in school at age 17 compared to

those with both parents. Another recent study carried in Coast, Nyanza, Rift valley and North Eastern by Otieno in 2010 found out that children living in a single parent home had a significant risk factor to manifest violent behavior.

According to McLoyd (1989) teenage mothers face economic adversity with the interruption of their education. Consequently, teenage mothers often move into adulthood unemployable. In the targeted Taita Taveta County, 13 percent of girls aged 15-19 years are teenage mothers (Kenya Demographic Health Survey,2014). In Taveta Sub-County the case is likely to be similar in view of the fact that, poverty level of the County was at 66 percent (Kenya Interagency Rapid Assessment, 2010). In addition, World vision (2013) observed that the rate of single parenthood in the County was at 12.1 percent. This is much lower than that of national average which currently stands at 45 percent (Standard Digital group, 2017).

Although studies have linked students' family background to poor academic achievement, there is need to establish whether this is the case in Taveta Sub-County, Kenya. Academic performance in the national examinations and specifically the Kenya certificate of secondary education (K.C.S.E) has not been good in Taita Taveta. In the last five years the County has only managed a mean score of C- plus which is way below the minimum university entry requirement of C+. The examination results for K.C.S.E for the last five (5) years are summarized in Table 1.1

**Table 1.1: Average KCSE performances in Taita Taveta County between (2012-2016)**

<b>Year</b>	<b>Average</b>
2012	4.48
2013	4.53
2014	4.23
2015	4.34
2016	4.29

Source: The County Director's Office Mwatate, April 2017

Some of the factors that might have contributed to poor academic performance in Taita Taveta region include high poverty levels and family background. The poverty level of the County stands at 66 percent compared to the national poverty level which is at 45 percent (Standard Digital group, 2017). This means that the county's poverty level is extremely high. It is generally observed that children, whose family structure has two parents, pay more attention to their children because they share responsibilities between themselves in helping them to grow up. On the other hand, single parent family structure may be overwhelmed by many responsibilities of bringing a child thus creating a less favourable condition (Eamon, 2005). The study therefore sought to find out the influence of single parenting on students' academic performance in Taveta Sub-County, Kenya.

### **1.1 Statement of the problem**

Literature reviewed seemed to suggest that by and large single parent families are poorer compared to families with two parents in terms of time, attention and financial help assistance they give to their children and therefore children coming from single parent families in Taveta Sub-County where poverty level is high, are more likely to face socio-economic challenges as well as socio-emotional support. Given that literature has on the



whole indicated that there is a relationship between single parenting and poverty and academic achievement of children, it is important to investigate the extent to which single parenting has influenced academic achievement of children in Taita Taveta County, Taveta Sub-County. The variables of investigation included the influence of single parents' involvement in their children's education, level of single parents' education, occupation and family size on children's academic achievement.

### **1.2 Purpose of the study**

The main purpose of the study was to investigate the influence of single parenting on children's academic performance in Taveta Sub-County, Kenya.

### **1.3 Objectives of the study**

The objectives of the study sought to:

1. determine how single parenting affected parents' involvement in their children's academic achievement at secondary level of education in Taita Taveta County.
2. assess the extent to which single parent's level of education influenced academic achievement of secondary school students in Taita Taveta County.
3. examine the level to which single parent's occupation influenced academic achievement of students in secondary schools in Taita Taveta County.
4. find the extent to which family size of a single parent influenced academic achievement of students in secondary schools in Taita Taveta County.

#### **1.4 Research questions**

The following questions guided the study:

1. How does single parenting affect parents' involvement on students' academic achievement of secondary schools in Taita Taveta County?
2. How does the single parent's level of education influence students' academic achievement of secondary schools in Taita Taveta?
3. To what extent does the single parent's occupation influence students' academic achievement of secondary schools in Taita Taveta?
4. To what extent does family size of a single parent influence students' academic achievement of secondary schools in Taita Taveta?

#### **1.5 Significance of the study**

The research findings are expected to assist the Government and policy makers in their efforts to make effective policies in the educational sector on how to mitigate against negative effects of single parent families on academic performance. The study on academic achievement of secondary school students is also intended to contribute to the body of knowledge in provision of quality, affordable secondary education by the National and County Governments as well as all the stakeholders interested in improving the academic performance in the secondary education sector and particularly in Taita Taveta County.

In addition, the results are likely to be useful to Guidance and Counselling department in coming up with strategies to help students from single parent homes in coping with life

challenges. Finally, the study is expected to provide areas for future research in the same topic.

### **1.6 Basic assumptions of the study**

The respondents would give accurate, honest and true responses without fear.

### **1.7 Limitations of the study**

Children's unwillingness to provide information, on independent variables like parents' occupation and parents' level of education. This is because family issues are very sensitive.

### **1.8 Delimitations of the study**

This study only focused on the influence of single parent families on students' academic achievement. The study was carried out in selected secondary schools in Taita Taveta. The study was also confined to four independent variables: Parental involvement in children's academic work, parent's occupation, level of education, and family size.

### **1.9 Definition of Significant Terms**

**Academic Achievement-** Extent to which a student has achieved the educational goals based on the points acquired in secondary school based on the Kenya National Examination Council scale of 1-12 points. The higher points, above 6 points mean that the students achievement above average.

**Family Structure-** Refers to the combination of relatives that comprise a family; this can be a single parent family, two parent family or a guardian headed family.

**Level of education-** Refers to the highest certificate achieved according to the Kenyan system of education.

**Parental involvement-** The participation of a parent in a student's school related activities.

**Single parent-** Refers to an uncoupled individual who shoulders most or all of the day to day responsibilities for raising a child or children.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This Chapter has presented a review of related literature on influence of single parents on students' academic achievement among secondary schools in Taita Taveta County, Kenya. This chapter reviewed literature on the relationship between parents' level of education, type of occupation and family size and their influence on their children's academic achievement. The chapter has also presented a conceptual framework that guided the study.

#### **2.2 Parental involvement and academic achievement of their children.**

The family is the first agent of socialization, thus parents are the first role models of the child, meaning that a child's character and behavior may be shaped by the family background (Bysenk & Locksoh, 2011). In a single parent family it can be quite a challenge with respect to monitoring and getting involved fully in the academic progress of the child. Lankard (1995) argued that a parent who does not involve himself or herself in the learning activities of their child contributes a lot to the destruction of motivation and the ability of their children as a result of neglect and indifference to their achievements.

Parents of different sex by and large play complimentary roles in raising their children, which in turn may impact positively on the child during the school going years. The deprivations experienced by children with single parents have usually been associated with anti-social behaviors and negative academic records (Ortese, 1998).

The six major categories of parental involvement in education according to Joyce Epstein, (2002) include parenting skills and child rearing. This is where there is provision of basic needs. Another one is effective interaction between school and home and home and school. It also involves encouraging learning activities of school at home by assisting their children with homework and participating in educational activities and decision making as members of Board of Management and the Parents Teachers Association.

Parental involvement in whatever form it may take is likely to bring about positive results (Dixon, 1992). The level of commitment of a parent is very crucial thus it is better if both parents are committed to the needs of their children (Vandergrift & Greene, 1992). Diminishing parental involvement has been attributed to the type of families that we have such as single parent family (Wanat, 1992). The single parent family is often times struggling to deal with many factors such as shortage of time to accomplish everything and financial constraints. Thus it is the duty of schools to find out why parents are not participating in the school activities and advise them appropriately about the importance of their participation in their children's academic work (Wanat, 1992).

### **2.3 Parent's level of education and students' academic achievement**

The parent's level of educational is an important indicator of a child's education and behavioral outcomes (Davis-Kean, 2005). Research also indicates that the education of the mother is linked positively to children's academic outcomes even after controlling for a variety of other social-economic status indicators such as household income (Duncan and Brook-Gunn, 1997).

If a parent's educational level is low, it could affect family interaction patterns and child behavior that might contribute to low academic achievement over time (Stipek, 1998). In

addition Davis-Kean, (2005) found out that there is a positive relation between parent's level of education and parents' expectations for their children's success. This appears to suggest that parents who are highly educated to some extent encourage their children to develop high expectations in academic achievement (Stephen, 1999).

The literature reviewed seem to lack information directed towards parents not appearing supportive towards encouraging their children to participate in co-curricular activities.

#### **2.4 Parent's occupation and student academic achievement**

The parent's interest, encouragement and occupation have an influence on student's performance in the school. According to Yee and Eccles (1988), career modeling from parents could have an impact on children's academic development. For instance mothers who engage in menial jobs are more likely to have less contact hours with their children and as a result might influence the academic development of the child.

The children of young mothers seem to be at risk due to the fact that their state may warrant them to leave their children to their grandparents who may not understand much about education (Frazer, Brockert & Ward, 2004). Similarly, McLoyd (1989) has observed that, parents who have financial constraints have children who are living in fear about the future of their education. This may be attributed to the fact that they lack the assurance that fees will be available for their education as they move to higher levels which often demand more finances.

#### **2.5 Family size and student academic achievement**

The family is the basic unit of any society and a stable and well developed childhood can be guaranteed by a stable family (Olayinka, 2009). The studies by Eamon,(2005) and

Erist whistle,(1986) have come to a consensus that a child coming from a small family size has higher chances of greater educational attainment than a child coming from a bigger family and those from single parent families are likely to be more delinquent because they may be deprived of security, protection and love that are normally associated with both parents. It is therefore assumed that absence of either of them is likely to affect the academic success of the child (Billings, 2011). In a family of many girls, the parent may not be in a position to provide sanitary towels to all the girls and this may keep them away from school during the menstrual period for fear of spotting their clothes with menstrual blood. On the other hand, boys are likely to join child labour so as to cater for the family needs; this in turn may lower their concentration level in turn affecting their academic achievement.

## **2.6 Theoretical framework**

The study was guided by the conflict theory by Karl Marx (1867). The theory argues that society is in a state of perpetual conflict due to competition for limited resources thus those with power and wealth try to hold on it by any means possible thus suppressing the poor and powerless. Students of low socioeconomic status are generally not afforded the same opportunities as students of higher status, no matter how great their academic ability or desire to learn is (Collins,1975). The children might tend to lag behind in their emotional and psychological wellbeing thus inevitably influencing their academic achievement. This theory is therefore thought to be appropriate when interpreting results of students from single parent family structures that are generally poorer compared to two parent family structures.

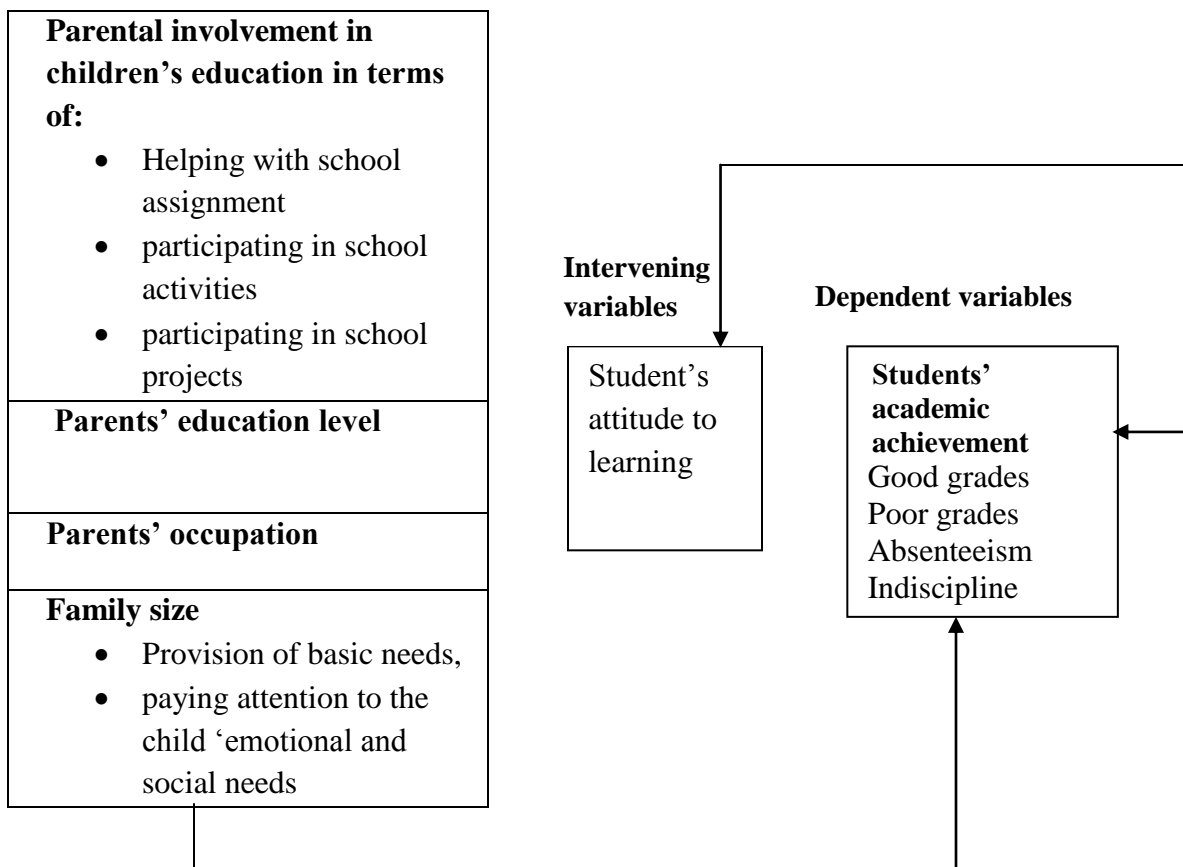


## 2.7 Conceptual framework

A conceptual framework is a visual presentation that explains the main things to be studied in research including the key factors, concepts or variables and the presumed relationship among them (Miles and Huberman,1994). The conceptual framework has shown the relationship between the independent variables associated with single parenting and dependent variables in terms of academic performance. The relationship of these factors is illustrated in Figure 2:1

**Figure 2:1 Conceptual framework on the influence of single parenting on children’s academic performance**

**Independent variables: Characteristics associated with single parent families**



The information presented in Figure 2:1 seem to suggest that parents' involvement in their children's education, educational level, occupation and family size are likely to affect academic achievement. This is because single parent families are faced with challenges such as, decision making as an individual on his or her children which may be hampered by level of education and financial constraints. All these factors may contribute to poor academic achievement of a student.

### **2.8 Summary of related literature review**

The literature reviewed focused on the effects of parental involvement, parent's level of education, parent's occupation, and family size on students' academic achievement. The review further looked at theoretical framework based on the conflict theory which postulates that the society is in a state of perpetual conflict due to competition for limited resources. Findings of the literature review indicated that living in a single parent family was likely to be detrimental to academic achievement due to the fact that most single parents are overburdened partly with financial responsibilities and lack of adequate time to interact with their children among other factors. Most of the single parents too, have low educational levels and therefore do not provide a good model for academic achievement.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the methodology that was used to study the influence of single parenting on their children's academic achievement in Taita Taveta County. The chapter sections include: Research design, location of the study, target population, sampling technique, research instruments, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The study adopted an exploratory research design as the design establishes priorities, improves the final research design and also determines the best data collection method and selection of subjects (John Creswell, 2013). This design involved gathering data mainly through described events and thereafter were organized, tabulated, depicted in tables, charts, frequencies and percentages. The design was used to explain the research findings without manipulating the research variables in an attempt to get the views from the respondents on the influence of single parenting on students' academic achievement.

#### **3.3 Location of the study**

The study was carried out in Taveta Sub-County which lies approximately 200 km northwest of Mombasa and 360km south east of Nairobi. It is a semi-arid area. The main land use is cattle grazing. The poverty level of Taita Taveta County is at 66 percent (Kenya Interagency Rapid Assesment, 2010). The area provided a fertile environment for the study as poverty level of the county is too high at 66 percent thus she wanted to establish the impact of poverty on children from single parents and its influence on academic achievement.

### **3.4 Target population of students of secondary schools in Taveta Sub-County**

The target population consisted of principals, teachers, students from 10 secondary schools within the sub-county. Teachers were involved in the study because they are closely involved in monitoring students' progress in terms of discipline, school attendance, assessment and evaluation of students. According to the Sub-County Education office March 2017, there were a total of 2000 students in the Sub-county but the target population was 800 students in Form 3 class with teacher population of 115.

### **3.5 Sampling Techniques and Sample Size**

Mugenda and Mugenda (2012), recommend a sample size of 10-30% from a target population where there are similar characteristics. The study sampled 3 schools out of 10 which is 30% of the population. The study then used 10% sample of Form three (3) students using systematic random sampling thus a sample of 80 students who were divided equally among the selected schools. The study sampled 30% or 34 teachers using random sampling technique out of 115 teachers in the County.

### **3.6 Research Instruments**

Questionnaires were used in this study for teachers and students due to their low cost and their ability to collect information from large samples within a short time (Kothari, 2004). The questionnaires contained a set of questions prepared to tap information on issues related to the research topic. The questionnaire had both the close ended or likert-type and open ended questions. Open-ended questions allowed the respondents to express themselves in their own words.

### **3.6.1 Piloting of research instruments**

The research instruments were piloted to a selected sample similar to the sample in the actual study. The schools used for piloting were not included in the main of study. The piloting procedure was similar the actual data collection .The piloting was done to a population equivalent to 10 percent of the entire sample .The piloting helped in identifying and correcting deficiencies of the instruments (Orodho,2008).

### **3.7 Instrument Validity**

Validity refers to the extent to which an instrument is able to measure what it is supposed to measure (Mugenda et al,1999) in terms of accuracy and effectiveness of an instrument. Piloting was done in two schools which were not included in the study for the purposes of finding out if the questionnaire items were clear and able to respond to the research problem. The unclear questionnaire items were rectified.

### **3.8 Reliability of Instrument**

Reliability refers to the consistency of measures (Mugenda & Mugenda, 1999). Test-re-test probability was done through pilot study in the place of study, to achieve this the researcher administered questionnaires then re-administered them after two weeks to check for similarities and differences, thus the internal consistent reliability was determined by use of Cronbach alpha coefficient in the Statistical Package of Social Science (SPSS) in the piloting stage. A reliability coefficient of 0.8 was considered high enough for the instruments to be used for the study (Neuman, 2000).

### **3.9 Data collection procedure**

The researcher was issued with an introductory letter from the School of Education, University of Nairobi, thereafter got a research permit from NACOSTI National Commission for Science, Technology and Innovation. The District Education officer Taveta Sub County was contacted to issue the introduction letter to the school principals. At school level, the researcher with the help of the principal administered questionnaires to Form three (3) students and teachers.

### **3.10 Data analysis techniques**

Data for the study was analyzed using descriptive statistics by use of measures of central tendencies, with the help of Statistical Package for Social Science Software (SPSS). The data provided summaries about the samples which then were presented in tables frequencies, percentages and charts.

### **3.11 Ethical considerations**

The participants were assured that the data collected was to be used for research purposes only. All the respondents were requested not to write their names in the questionnaire as a measure of ensuring confidentiality. The study ensured that parents of the selected students granted permission to allow their children to respond to the questionnaire since majority of students had not reached the legal age of eighteen (18) years of age. All respondents were encouraged to be honest as they were protected from any harm, there was informed consent at individual level, right to privacy and also they had a right to withdraw.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter has presented the findings of the study and the interpretation of the results of data analysis in relation to the influence of single parenting on students' academic achievement among secondary schools in Taveta Sub-County, Taita Taveta County, Kenya. The findings have been presented in the terms of each of the specific research objectives. These objectives sought to: determine the extent to which single parenting affects parents' involvement with their children's academic work. Further, the study sought to establish the extent to which the level of education and occupation influenced academic achievement. Finally, the study investigated how family size of single parents influenced their children's academic achievement.

#### 4.2 Response rate of the respondents

The study sampled 80 Form three students, 34 teachers drawn from 4 public secondary schools in Taita Taveta County. The response rate is presented in Table 4.1.

Table 4.1: Response rate of participants by teachers and students

<b>Respondents</b>	<b>Issued</b>	<b>Returned</b>
Teachers	34	34
Students	80	70
<b>Total</b>	<b>114</b>	<b>104</b>

The results in Table 4.1 have revealed that, 34 teachers returned the questionnaires while 70 Form Three out of 80 students returned the questionnaires. This represented a 91.94% response rate.

### 4.3 Demographic characteristics of student respondents

The study collected demographic information of the participants in terms of gender, age of both students and teachers, the highest level of education of teachers, school size, school type and teaching experience of the teachers. The demographic data of students by gender, age and the school type they attended are summarized in Table 4.2

**Table 4.2: Demographic characteristics of student respondents**

<b>Demographic factors</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Male	35	50
	Female	35	50
<b>Total</b>		<b>70</b>	<b>100</b>
Age bracket	13-15 years	18	26
	16-18 years	47	67
	Over 18 years	5	7
<b>Total</b>		<b>70</b>	<b>100</b>
Type of school	Boys boarding	14	20
	Mixed day	35	50
	Girls boarding	7	10
	Mixed day and boarding	14	20
<b>Total</b>		<b>70</b>	<b>100</b>

The results in Table 4.2 have shown that 35 students for each gender participated in the study. Majority 67% of the student respondents were aged between 16-18 years. Half of the students 50% sampled came from mixed day schools while 20% were from boys boarding. A few girls (10%) came from girl only boarding schools. According to UNICEF, 2016 enrollment in secondary schools of males was at 51.6% and females 48.4% nationally.

After analyzing the demographic data for students that of teachers was done with respect to their gender, age, highest educational level, teaching experience and size of the school where they taught. These findings are captured in Table 4.3.



**Table 4.3: Demographic characteristics of teacher respondents and school size**

<b>Demographic factors</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Male	19	56
	Female	15	44
<b>Total</b>		<b>34</b>	<b>100</b>
Age bracket	21 -30 years	9	26
	31-40 years	12	35
	41-50 years	10	29
	Above 50 years	3	10
<b>Total</b>		<b>34</b>	<b>100</b>
Highest education level	Doctorate	2	6
	Masters	4	12
	Degree	28	82
<b>Total</b>		<b>34</b>	<b>100</b>
Length of service	Less than 5 years	6	17
	6 to 10 years	22	65
	Above 10 years	3	9
	11-15 years	2	6
	16-20 years	1	3
	<b>Total</b>		<b>34</b>
School size	Single stream	3	9
	Double stream	5	15
	Three streams	10	29
	Four and above	16	47
<b>Total</b>		<b>34</b>	<b>100</b>

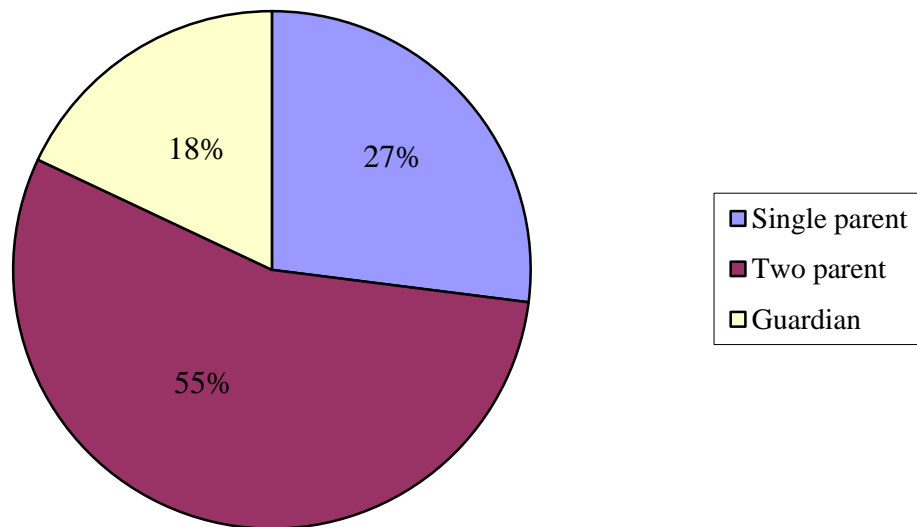
The findings in Table 4.3 reveal that a large number (19 or 56%) of teacher respondents were males possibly because education for girls had been under emphasized for a long period of time. In terms of age 12 or 32% of the teacher respondents were between 31–40 years of age while. Majority 28 or 82% of the teachers had degree qualification as their highest level of education followed by holders of masters degree at 12%. Majority 22 or 65% of the teachers had worked for between 6 to 10 years. With respect to school size 47% of the teachers came from schools which had four streams per class. These results

seem to suggest that 82% the teacher respondents were highly educated with a bachelor's degree thus would be expected to understand the likely influence of single parenting on students' academic achievement in selected secondary schools in Taveta Sub-County.

#### 4.4 Family types of student respondents

Before analyzing the effect of the different types of family structures on academic performance, student respondents were requested to indicate the type of family they came from. The findings are captured in Figure 4.1

**Figure 4.1: Family types of student respondents**



The results in Figure 4.1 indicate 55% of the student respondents were from a family of two parents while 27% were from single parents. Some 18% of the student participants were from a guardian kind of family. The findings of this study seem to be almost similar to the the national level percentage of single parents which is at 30% seem to correspond with those of United States family structure (Anderson, 2002 and US Census, 2010).

To establish the extent to which single parents and two parents influenced students' academic achievement, students were asked to state the source of their academic inspiration. The results are summarised in Table 4.4.

**Table 4.4 Source of inspiration in students' life in single parent and two parent family structures**

<b>Source of inspiration</b>						
Single parent family	<b>Father</b>		<b>Mother</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Both parent family	18	56	14	44	32	100
	20	53	18	47	38	100

The findings in Table 4.1 indicate that most students are inspired by their fathers, meaning that fathers have a great role to play in ensuring the academic achievement of their children therefore an absent father contributes a lot to the lowering of motivation and ability of their children in academic achievement (Lankard,1995).

Further the students were asked whether they were inspired in their academic work by their father, mother or friends. The analysis of the source of inspiration of students is captured in Table 4.4.1

**Table 4.4.1: Source of inspiration in students' life**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Father	37	53
Mother	23	33
Friends	10	14
<b>Total</b>	<b>70</b>	<b>100%</b>

The findings in Table 4.4.1 reveal that (37 or 53%) of the students indicated that they got source of inspiration from their fathers while (23 or 33%) were mothers. This means that the fathers play a big role of providing inspiration in the family set up. Parents have the power to shape and develop the personality of their children (Sigle-Rushton and McLanahan, 2004).

Again students were requested to indicate how frequently parents assisted them with school related activities. The summary findings are illustrated in Table 4.5.

**Table 4.5: Frequency of times parents assisted their children with school related activities by family type structures**

Type of assistance given by parents from different Family structures	Type of family																			
	Single parents						Both parents													
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %								
	n %	n %	n %	n %			n %	n %	n %	n %										
Parent(s) assist students in doing assignments	6	19	15	47	10	31	1	3	32	100	11	29	18	47	6	16	3	8	38	100
Parent(s) participates in school activities	7	22	17	53	8	25	0	0	32	100	21	56	9	23	8	21	0	0	38	100
Parent(s) provides for students basic needs	5	16	20	62	6	19	1	3	32	100	13	34	17	45	5	13	3	8	38	100
Parent(s) are fully involved in students school work	7	22	12	37	13	41	0	0	32	100	11	29	20	53	6	16	1	2	38	100

The results in Table 4.5 have shown that, some ( 6 or 19%) of the student respondents with a single parent had their parents always assisting them in doing assignments while

11 or 29% of those from both parents indicated that they were always helped by their parents. Other students from single parents (7 or 22%) indicated that their parents always participated in school activities while 21 or 56% of those with both parents indicated that their parents always participated in school activities. Some (5 or 16%) of the students with a single parent said that their parents always provided for their basic needs while (13 or 34%) those with both parents stated that their parents always catered for their needs. A large number (13 or 41%) of the students with a single parent indicated that the parents were rarely fully involved in students school work while (6 or 16%) those with both parents indicated that their parents were also rarely involved with their academic work. This means that most single parents do not have enough time at their disposal to assist their children in school related activities. Parental involvement in whatever form it may take brings about positive results (Dixon, 1992). The level of parental activity and participation is also important for example engaging in an activity that is observable (Vandergrift & Greene, 1992).

The analysis on student discipline among students from different family structures has been captured in Table 4.6

**Table 4.6: Statements on discipline among students by family type structures**

Statements on discipline	Type of family											
	Single parents						Both parents					
	Strongly agree	Agree	Disagree	Strongly disagree	Total n	Total %	Strongly agree	Agree	Disagree	Strongly disagree	Total n	Total %
	n %	n %	n %	n %			n %	n %	n %	n %		
I always find myself being punished in school	1 3	2 6	12 37	17 54	32	100	4 11	5 13	14 37	15 39	38	100
I often find myself quarreling with almost every student in class	2 6	5 15	11 35	14 44	32	100	7 18	8 21	10 26	13 35	38	100
My teachers are always complaining about my behavior	4 12	9 28	9 28	10 32	32	100	4 11	4 11	10 26	20 52	38	100
I never get along with my parents at home	10 31	8 26	2 6	12 37	32	100	8 21	12 32	7 18	11 29	38	100
I spend little time thinking about my academic work	3 10	5 15	10 31	14 44	32	100	5 13	11 29	4 11	18 47	38	100
I often take actions without thinking about the consequences	5 15	4 13	11 35	12 37	32	100	7 18	6 16	8 21	17 45	38	100

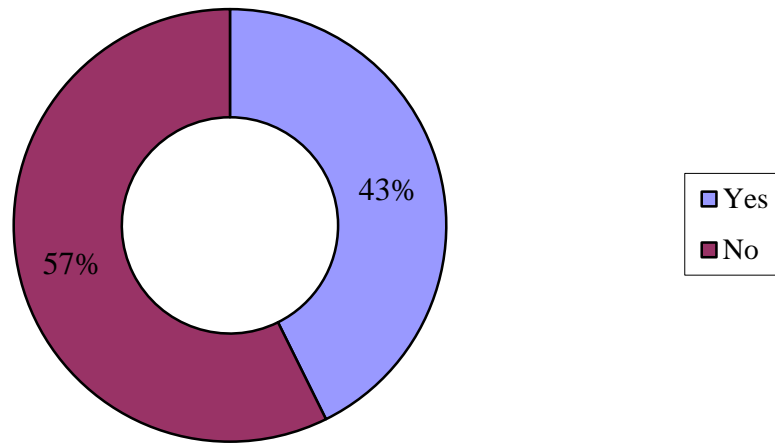
The findings in Table 4.6 reveal that some (17 or 54%) of the students with a single parent strongly disagreed that they always found themselves being punished in school compared to 15 or 39% of students with both parents who also strongly disagreed that they often found themselves being punished in school. A few (2 or 6%) of the students with a single parent strongly agreed that they often quarreled with almost every student in class compared to 7 or 18% of students with both parents who also strongly agreed

that they often found themselves quarrelling with almost every student in class. Some (9 or 28%) of the students with a single parent agreed that their teachers always complained about their behavior while 4 or 11% of students with both parents also agreed that their teachers always complained about their behavior. In addition 10 or 31% of students with single parents strongly agreed that they never got along with their parents at home while 8 or 21% of students with both parents also strongly agreed that they never get along with their parents while at home. In addition, 10 or 31% of students with single parents disagreed that they spent little time thinking about their academic work compared to 4 or 11% of students with both parents who also disagreed that they spent little time thinking about their academic work. Some (4 or 13%) of the respondents with single parents agreed that they often took actions without thinking about the consequences while 6 or 16% of students with both parents also agreed that they also took action without thinking about the consequences. This results do not support those of Ortese, (1998) where he found out that children with single parents have usually been associated with anti-social behaviours and poor academic records more compared to children with both parents as students in this study appear to be better behaved possibly because they did not respond honestly for fear of being victimized.

The study again probed students' opinion on the influence of single parenting on parents' involvement with their children's academic achievement. The findings are summarized in Figure 4.2.



**Figure 4.2: Student's responses on the influence of single parenting on their involvement on students' academic achievement**



The findings in Figure 4.2 show that most (57%) of the student respondents agreed that single parenting affected parents' involvement on students' academic achievement. It had been observed that parental involvement usually declined depending on the type of families such as single parent family compared to a family with two parents (Wanat, 1992). The single parent family is generally perceived to be struggling with many factors that in one way or another affect every member of the family and which in return may affect the way the parent is involved in the student's education. The challenges involved may include shortage of time, whereby the hours available in a day may not be enough to accomplish everything including finances necessary for provision of school items and personal items (Duncan and Lewis, 1992).

In order to countercheck the responses of students against the involvement of parents by family type in students' academic work, teachers were asked to indicate the extent to which parents participated in school activities. Their responses concerning parents' attendance of academic functions are illustrated in Table 4.7.

**Table 4.7: Teachers response on parents’ attendance to academic functions in schools**

Response	Frequency	Percentage
Very often	4	13
Often	10	29
Less often	7	20
Rarely	13	38
<b>Total</b>	<b>34</b>	<b>100</b>

The findings in Table 4.7 have revealed that a number (13 or 38%) of teachers indicated that the parents rarely attended academic functions in the schools while others (10 or 29%) indicated that they often attended. These findings seem to support those of (Wanat, 1992).

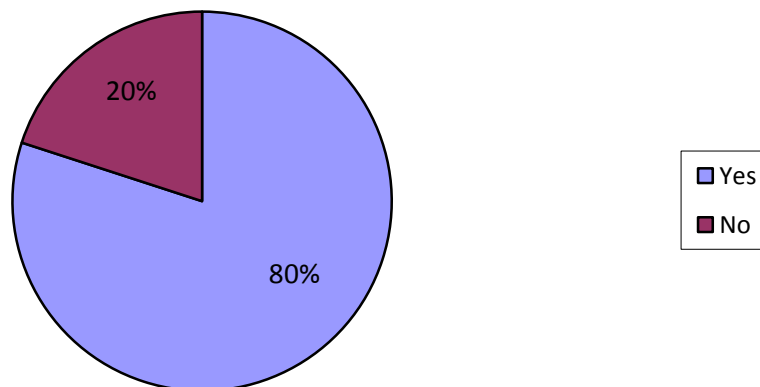
The teachers’ responses on the level of assistance that single parents give their children in terms of academic work, participation in school activities, provision of basic needs and guidance in discipline are contained in Table 4.8

**Table 4.8: Teachers’ responses on frequency of assistance given by single parents to their children on academic work**

Type of assistance given by parents	Always		Sometimes		Rarely		Never		Total n	Total %
	n	%	n	%	n	%	n	%		
Most parents do a follow up of their children’s academic performance	4	12	3	9	20	58	7	21	34	100
Most parents participate in school activities	7	21	18	53	4	12	5	14	34	100
Most parents provide the basic needs of their children	7	21	23	70	3	9	0	0	34	100
Discipline is determined by the type of family that a student comes from	17	50	9	26	5	15	3	9	34	100

The findings in Table 4.8 have indicated that majority (20 or 58%) of the teachers indicated that most parents rarely followed up their children’s academic performance. Slightly more than half (18 or 53%) of the teachers indicated that most parents sometimes participated in school activities while others (23 or 70%) indicated that most parents sometimes provided the basic needs of their children. Half (50%) of the teachers indicated that discipline is always determined by the type of family that a student comes from. The six major categories of parental involvement in education according to JoyceEpstein, (2002) include parenting skills, where there is provision of basic needs effective interaction between school and home and encouraging learning activities of school at home by assisting their children with homework and participating in education related activities and decision making .Again the study sought to probe the opinions of teachers on the influence of single parenting and how it may affect parental involvement on students’ academic achievement. The data are demonstrated in Figure 4.3

**Figure 4.3: Teachers’ perceptions on the effect of Single parenting and parental involvement on students’ academic achievement**

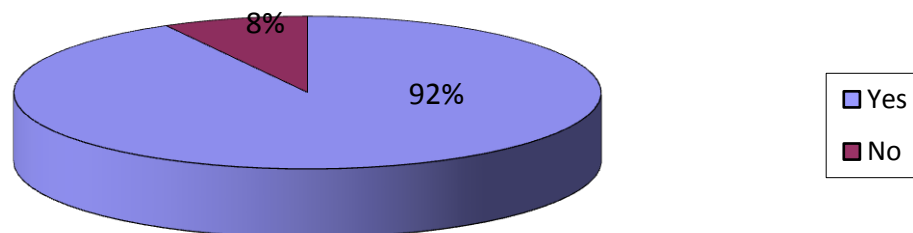


The results in Figure 4.3 has indicated that a very large percentage (80%) of the teachers agreed that single parenting affected parental involvement on students’ academic achievement. According to family deficit model, single parent families have a negative

impact on children simply because they do not have a nuclear family structure (Black Family initiative, 2015).

Further, teachers were requested to give their opinions on the influence of a two-parent family structure on students academic achievement. The data to this question are summarized in Figure 4.4.

**Figure 4.4: The influence of Two-parent family on student’s academic achievement**



The results in Figure 4.4 have shown that a higher percentage (92%) of the teachers agreed that two-parent family has an influence on students’ academic achievement while (8%) disagreed. Indeed these results may explain the presence of fathers has improved the positive impact on the children’s academic performance. Authors have documented differences between children raised in father absent and father present homes (Balcom, 1998). Research has shown that children whose fathers are absent from their families graduate from high school and attend college at a lower rate (Sigle-Rushton and McLanahan, 2004).

#### **4.5 Single parents’ level of education and its influence on students’ academic performance**

To assess the extent to which single parent’s level of education influenced academic achievement of their children, the study required students to provide their parents’ level

of education (father and mother). The analysis of this investigation is presented in Table 4.9.

**Table 4.9: Educational level of parents by father and mother**

Level of education	Mother		Father	
	n	%	n	%
No formal education	4	6	1	1
Primary level	7	10	4	6
Secondary level	13	18	14	20
College/Diploma level	24	34	26	37
University (Bachelors level)	13	18	14	20
Masters level	8	11	9	13
PhD Level	1	1	2	3
<b>Total</b>	<b>70</b>	<b>100</b>	<b>70</b>	<b>100</b>

The findings in Table 4.9 have shown that many (24 or 34%) of the students revealed that their mothers had college/diploma level of education at the time of the study and 26 or 37% of fathers had the same level of education while 13 (38%) mothers had secondary level compared to 14 (20%) fathers with secondary education. Another 13 (18%) mothers had university education at bachelors level compared to 14(20%) of fathers with bachelors education. A few (8 or 11%) of the mothers had masters and 9 (13%) of fathers had masters also. 7 (10%) of mothers and 4 (6%) of fathers had primary level of education. This means that the parents are not educated to the highest level. The parent's level of educational is an important indicator of a child's education and behavioral outcomes (Davis-Kean, 2005). Research has also indicated that the education of the mother is linked significantly to children's intellectual outcomes even after controlling

for a variety of other socio-economic status indicators such as household income (Duncan and Brook-Gunn, 1997).

To get further insights into parents' involvement with childrens' academic work, students were asked to indicate whether their parents encouraged them to achieve better educational standards, monitored their school work, supported their co-curricular activities and whether they attended school activities. The responses are illustrated in

Table 4.10

**Table 4.10: Statements about the support parents gave to their children with regard to education by family type structure**

Statements on parental support given to children	Type of family											
	Single parent						Both parents					
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %
n %	n %	n %	n %			n %	n %	n %	n %			
My parent(s) encourage me to be better than them	3 9	10 31	13 41	6 19	32	100	15 40	10 26	8 21	5 13	38	100
My parent(s) monitors my academic work while at home	2 6	7 22	13 41	10 31	32	100	9 24	19 50	5 13	5 13	38	100
My parent(s) supports me in my co-curricular activities	2 6	9 28	15 47	6 19	32	100	14 37	19 50	2 5	3 8	38	100
My parent(s) avails him/herself for school functions	5 15	13 41	4 13	10 31	32	100	9 24	18 48	7 18	4 10	38	100

The findings in Table 4.10 have shown that 3 or 9% of the student respondents with a single parent, said that their parent always encouraged them to be better than them while 15 or 40% of those with both parents also indicated that their parents always encouraged them to be better than them. In addition, 2 or 6% of the students with a single parent indicated that their parents always monitored their academic work while at home compared to 9 or 24% of students with both parents whose parents always monitored their academic work while at home. A few number (2 or 6%) of the student respondents with single parents said that their parent always supported them in their co-curricular activities while 14 or 37% of students with both parents also indicated that their parents always supported them in the co-curricular activities. Again, 5 or 15% of the student respondents with a single parent indicated that their parent always availed him/herself for school functions like open days compared to 9 or 24% of students with both parents who said their parents always availed themselves for school activities. These findings are in agreement with those by McLoyd (1989) that established students' performance in school was positively affected by the family background in respect to the parent's level of education and income.

Teachers further were requested to give their perception on the influence of parents' educational level on the academic achievement of their children. The findings are indicated in Table 4.11

**Table 4.11: Teachers’ responses on the influence of parents’ educational level on students’ academic performance**

Parents’ educational level	Strongly agree		Agree		Disagree		Strongly disagree		Total n	Total %
	n	%	n	%	n	%	n	%		
Educated parents are more involved in their children’s education than uneducated parents	22	65	7	20	2	6	3	9	34	100
Parents with higher level of education are able to set a more conducive learning environment at home than those with lower level of education	25	74	7	20	2	6	0	0	34	100
Children whose parents are highly educated are more proficient in English language than parents who are less educated	30	88	4	12	0	0	0	0	34	100
Children whose parents are highly educated are more proficient in Kiswahili language than parents who are less educated	28	82	3	9	3	9	0	0	34	100

The results in Table 4.11 revealed that quite a number of the respondents (22 or 65%) strongly agreed that educated parents were more involved in their children’s education compared to the uneducated parents. Overwhelmingly 25 or 74% of teacher respondents strongly agreed that parents with higher level of education were able to provide a more conducive learning environment at home than those with lower level of education. In addition, an overwhelmingly majority (30 or 88%) of the teachers indicated that children whose parents were highly educated were likely to be more proficient in English and Kiswahili languages compared to parents with less education. These findings are



consistent with those of Davis-Kean, (2005) who found out that there was a positive relation between parents' level of education and parents' expectations for their children's success, suggesting that parents who were highly educated to a greater extent actively encouraged their children to develop high expectations of their own. On the other hand, parents who experienced difficult economic times were pessimistic about their children's educational and vocational futures (McLoyd, 1989).

#### **4.6 The source of income of single and both parents family structures**

To establish the source of income for single as well as two parent family structures, students were asked to indicate whether their parents (mothers and fathers) source of income was from salaried employment or self employment or they were unemployed. The students responses on the parents source of income are to indicate the source of income are summarized in Table 4.12

**Table 4.12: Source of income of single and both parents family structures by type of occupation**

Source of income	Type of family							
	Single parent				Both parents			
	Father		Mother		Father		Mother	
	n	%	n	%	n	%	n	%
Salaried	5	29	3	20	8	38	5	29
Self-employed	9	53	10	66	10	48	5	29
Unemployed	3	18	2	14	3	14	7	42
<b>Total</b>	<b>17</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>

These findings in Table 4.12 have revealed that a large number (9 or 53%) of students respondents with a single father parent earned their income from self-employment compared to 10 or 66% of single mothers. The students who had both parents indicated that 10 or 48% of their fathers were self-employed while 7 or 42% indicated that their

mothers were unemployed this shows that students with both parents were more likely to be provided with basic needs and educational materials as 67% of students with both parents had a salaried income compared to 49% of students with single parents who had a salaried income thus students with both parents had a secured future in terms of their education.

To find out which of their parents had a responsibility of paying their fees, students were required to provide responses on the person who paid their school fees. The findings are captured in Table 4.13.

**Table 4.13: Persons who pay students' school fees**

<b>Person who pays fees</b>	<b>Frequency</b>	<b>Percentage</b>
Both parents	16	23
Father	30	43
Mother	14	20
Guardian	10	14
<b>Total</b>	<b>70</b>	<b>100</b>

The results in Table 4.13 have shown that many (30 or 43%) of the respondents indicated that their father paid school fees while 16 or 23% revealed that the school fees was paid by both parents. A few 14 (20%) had their school fees paid by the mother while 10 or 14% indicated that their guardian paid the school fees. Overall, the results have indicated that more fathers were involved in paying fees compared to mothers at 20%. This is similar to the traditional view whereby the responsibility of being the breadwinner and paying fees is normally given to the father a study carried out by Kim Parker,(2015) established that 57% of all fathers paid fees for their children.

To determine the level of frequency at which students had access to personal effects and its influence on their academic achievement, the students provided the following responses captured in Table 4.14

**Table 4.14: Frequency of access to personal effects to students by family type structures**

Personal effects	Type of family																			
	Single parent						Both parents													
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %								
	n %	n %	n %	n %			n %	n %	n %	n %										
Soap	5	15	9	29	10	31	8	25	32	100	11	28	14	38	9	23	4	11	38	100
Tissue	9	28	9	28	10	31	4	13	32	100	8	21	11	29	12	31	7	19	38	100
Lotion/ Jelly	1	3	5	15	18	57	8	25	32	100	4	11	8	21	14	37	12	31	38	100
Tooth- paste	3	9	7	23	13	40	9	28	32	100	7	18	12	32	9	24	10	26	38	100
Sanitary Towels	5	16	11	34	8	25	8	25	32	100	10	26	11	29	10	26	7	19	38	100

The findings in table 4.14 have shown that 5 or 15% of the student respondents with a single parent indicated that they always had soap as a personal effect while 11 or 28% of those who had both parents had soap always. In addition 9 or 28% of the students who had a single parent indicated that they sometimes had tissue compared to 11 or 29% of those who had both parents said they were sometimes provided with tissues. A few 1 or 3% of students with single parents indicated that they always had lotion/jelly while 4 or 11% of students with both parents said that they always had lotion/jelly as their personal

effect. 3 or 9% of students with single parents said that they always had toothpaste compared to 7 or 18% of students with both parents who also said that they always had toothpaste. 5 or 16% of students with single parents always had sanitary towels compared to 10 or 26% of students with both parents who always had sanitary towels. These findings agree with what McLoyd, (1989) confirmed that students with a single parent were provided with less adequate personal effect and this might have influenced their academic performance negatively.

Further, students were requested to provide information on whether their parents provided them with learning materials frequently. Their responses are illustrated in Table 4.15

**Table 4.15: Access to learning materials by students by family type structures**

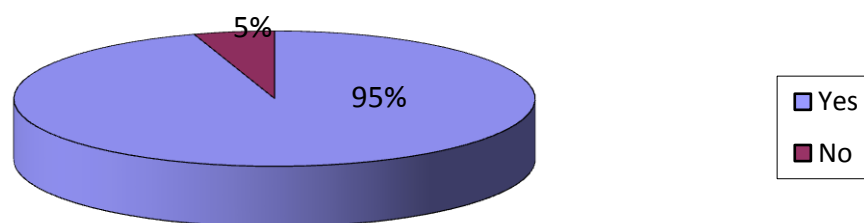
Type of Learning materials	Type of family											
	Single parent						Both parents					
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %
n %	n %	n %	n %			n %	n %	n %	n %			
Exercise books	13 40	11 34	6 19	2 7	32	100	17 45	9 24	5 13	7 18	38	100
Mathematical set	5 16	13 40	7 22	7 22	32	100	12 31	14 38	8 21	4 10	38	100
Biros/Pencils	7 22	12 37	6 19	7 22	32	100	15 40	9 24	12 31	2 5	38	100
Textbooks	10 31	12 37	9 28	1 4	32	100	13 34	12 31	7 19	6 16	38	100
Ruler/Rubber	7 22	9 28	12 37	4 13	32	100	16 42	9 24	10 26	3 8	38	100

Results in Table 4.15 have indicated that 13 or 40% of the student respondents with a single parent were always provided them with exercise books while 17 or 45% of the

students with both parents indicated that their parents also provided them with exercise books always. Some 5 or 16% of the students with a single parent were always provided with mathematical sets compared to 12 or 31% of those with both parents who also were always provided with a mathematical set. In addition 7 or 22% of the students with single parents indicated that they always accessed biros/pencils while 15 or 40% from both parents were always provided with them. At least 10 or 31% of the students with a single parent were always provided with textbooks compared to 13 or 34% of those with both parents were also provided with textbooks always. Some 7 or 22% of students with single parents were always provided with ruler/rubber compared to 16 or 42% of those with both parents who were always provided with ruler/rubber. These findings reveal that students whose parents were single were not adequately provided with required learning materials and this might have influenced their academic performance negatively (Stipek,1998).

Indeed students agreed that lack of personal effects and learning materials did influence their academic achievement. Their responses are summarized in Figure 4.5

**Figure 4.5: Students' responses on the influence of learning materials on academic achievement**



The results showed that overwhelmingly majority of the students (95%) agreed that lack of learning materials affected their academic achievement.

To determine the level at which parents used different strategies to motivate their children with regard to school work, students were required to indicate whether their parents spent time with them while at home, whether their parents rewarded them for performing well academically and the level of assistance their parents gave them in school assignments. The students' responses on strategies used by parents to motivate them by family type are summarized in Table 4.16

**Table 4.16: Students' responses on strategies used by parents to motivate them academically by family type structure**

Statements on motivation given by parents	Type of family											
	Single parent					Both parents						
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %
n %	n %	n %	n %			n %	n %	n %	n %			
I spend time with my parent(s) while at home	3 10	17 53	12 37	0 0	32	100	4 10	9 24	14 37	11 29	38	100
My parent(s) reward me for performing well academically	2 6	3 10	10 31	17 53	32	100	3 8	12 32	8 21	15 39	38	100
My parent(s) assist me with my school assignment while at home	2 6	7 22	10 31	13 41	32	100	8 21	11 29	14 37	5 13	38	100

The findings in Table 4.16 have shown that 17 or 53% of the student respondents from single parent indicated that they sometimes spent time with their parents while at home

compared to 9 or 24% of students with both parents who also spend time with their parents always. Similarly, 2 or 6% of the students with single parents were always rewarded for performing well academically compared to 3 or 8% of students with both parents who were always rewarded for performing well academically. Again 2 or 6% of students with single parents were assisted in doing assignments by their parents always compared to 8 or 21% of students with both parents who were always assisted in doing assignments always by their parents. (41%) of students. In a situation where parental encouragement is relatively low regardless students' intelligence or socio-economic status levels, fewer students, proceed to go to college (Lankard,1995).

To understand more on the students' attitude towards learning based on the family structures, students were requested to provide information concerning their attitude towards learning. The responses given by students on basis of family structure are presented in Table 4.17

**Table 4.17: Students attitude towards learning by family type structure**

Statements on attitude towards learning	Type of family											
	Single parent						Both parents					
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %
	n %	n %	n %	n %			n %	n %	n %	n %		
I like doing my assignments	13 40	7 22	5 15	7 23	32	100	11 29	8 21	12 31	7 19	38	100
I like consulting teachers	4 12	10 31	14 44	4 12	32	100	7 18	17 45	6 16	8 21	38	100
I like discussing academic work with my classmates	5 15	14 44	7 22	6 19	32	100	5 13	18 48	9 23	6 16	38	100
I like my school	11 34	8 25	7 22	6 19	32	100	10 26	17 45	8 21	3 8	38	100

The results presented in Table 4.17 have indicated that 13 or 40% of the student respondents with a single parent indicated always liked doing their assignments while 11 or 29% of students from both parents also liked doing their assignments always. Some 4 or 12% of students with single parents always consulted teachers compared to 7 or 18% of students with both parents who also liked consulting teachers always. In addition, 14 or 44% of students with single parents sometimes liked discussing academic work with their classmates compared to 18 or 48% of students with both parents who also sometimes liked discussing academic work with their classmates. Some 6 or 19% of students with single parents never liked their school while 3 or 8% of students with both parents also never liked their school. These results are contrary to Davis-Kean (2005) who found out that there was a positive relation between parent's level of education and parents'



expectations of their children’s success. It is possible in this case that students with single parents had accepted their situation and therefore put extra efforts in their studies so as to achieve academically as a way of enhancing their chances of higher education and employability in the future.

To determine the influence of parents’ occupation on students’ academic achievement, teachers were required to provide their responses on the type of parents’ occupation and parents’ working hours. Their opinions are captured in Table 4.18

**Table 4.18: Students’ opinion on the effect of parents’ occupation on their academic achievement by teacher respondents**

Parents occupation	Strongly agree	Agree	Disagree	Strongly disagree	Total n	Total %
	n %	n %	n %	n %		
Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment	14 41	5 15	9 26	6 18	34	100
Parents working hours has direct correlation with the involvement in their children’s education	21 59	8 23	2 6	4 12	34	100
Parents in informal employment struggle to cater for their children’s educational needs than those in formal employment	30 88	0 0	2 6	2 6	34	100

The findings in Table 4.18 have revealed that most 41% and 15% of the teacher respondents strongly agreed and agreed that students whose parents were in formal employment exhibited better academic performance than those whose parents were in

informal employment. Again 59% and 23% of the teacher participants strongly agreed and agreed that parents working hours had direct correlation with the involvement in their children's education. Overwhelmingly majority 88% strongly agreed that parents in informal employment struggled to cater for their children's educational needs compared to those in formal employment. It has been established that parents with poor socio-economic status face the problem of social and economic disadvantage leading their children to drop out of school (Frazer, Brockert and Ward, 2004). This phenomenon might be explained by lack of resources among single and young mothers as there is lack of social and emotional maturity among such parents.

#### **4.7 Family size of a single parent and their children's academic achievement**

To find the extent to which family size of a single parent influenced students academic achievement, students were asked to provide information on their family size. The responses of students on family size by single and two parent family structures are contained in Table 4.19.

**Table 4.19: Number of siblings by single and two parent family structure**

Number of siblings	Type of family				
	Single parent		Both parents		
	n	%		n	%
0-2	5	16		9	24
2-5	17	53		16	42
5-10	9	28		8	21
Above 10	1	3		5	13
<b>Total</b>	<b>32</b>	<b>100</b>		<b>38</b>	<b>100</b>

Results in Table 4.19 have shown that 17 or 53% of the student respondents with a single parent indicated that they had 2-5 siblings in their families compared to 16 or 42% of those with both parents who had the same number of siblings (2-5). Nearly 30% of students with single parents had 5-10 siblings compared to 21% of students with both parents who had the same number of siblings (5-10). This results have indicated that students with single parents and had a large number of siblings might negatively impact on their academic achievement because more children are likely to compete for scarce resources. The studies of Eamon (2005), and Erist Whistle,(1986) have come to a consensus that a child coming from a small family size has higher chances of greater educational attainment compared to a child coming from a bigger family.

Further, students were asked to provide data on the number of relatives that lived in their households and the findings have been summarized in Table 4.20

**Table 4.20: Number of relatives by single and two parent family structure**

Number of relatives	Type of family			
	Single parent		Both parents	
	n	%	n	%
0-2	15	47	14	38
2-5	8	25	7	18
5-10	6	19	12	31
Above 10	3	9	5	13
<b>Total</b>	<b>32</b>	<b>100</b>	<b>38</b>	<b>100</b>

The results in Table 4.20 reveal that 15 or 47% of the students respondents with a single parent had 0-2 relatives living with them while 14 or 38% of those with both parents indicated between 0-2 relatives. A few (8 or 25%) of those with a single parent indicated they had between 2-5 relatives who were living with them compared to 7 or 18% of those

with both parents who also had 2-5 relatives living with them. This means that students who were staying with many relatives might tend to have problems in terms of provision of personal and learning material needs. This was likely to influence academic achievement of students and especially those of single family structure who are many and have to share the limited resources.

In addition, students were asked to provide information regarding the level of attention they received from parents as an indicator of their parents involvement in their academic work. The student responses are presented in Table 4.21

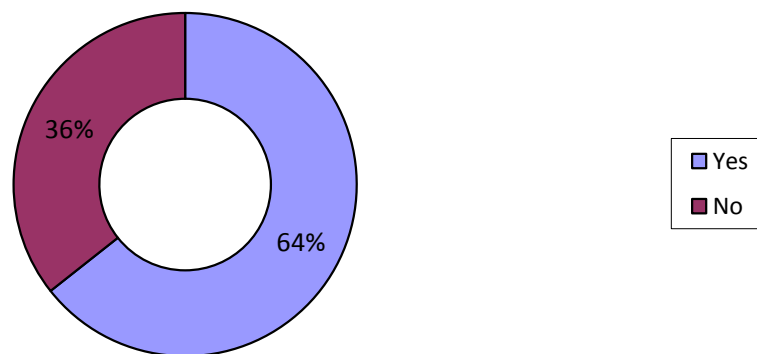
**Table 4.21: Level of attention given to students by single and both parent family structure**

statements on attention by parents	Type of family											
	Single parent						Both parents					
	Always	Sometimes	Rarely	Never	Total n	Total %	Always	Sometimes	Rarely	Never	Total n	Total %
n %	n %	n %	n %			n %	n %	n %	n %			
I feel protected by my parent(s) while at home	2 6	10 31	14 44	6 19	32	100	10 26	13 34	9 23	6 17	38	100
I feel loved by my parent(s)	4 12	15 47	7 22	6 19	32	100	7 18	15 39	7 18	9 25	38	100
My needs are met by my parent(s)	5 15	5 15	12 37	10 33	32	100	10 26	13 34	6 16	9 24	38	100

On the basis of the findings in Table 4.21 it can be seen that 2 or 6% of the student respondents with a single parent always felt protected by their parent(s) while at home compared to 10 or 26% of students with both parents who always felt protected by their parents. Again 4 or 12% of the students with single parents indicated they always felt loved by their parent(s) compared to 7 or 18% of students with both parents who also felt loved by their parents always. In addition 5 or 15% of students with single parents indicated that their needs were always met by their parents, on the other hand, 10 or 26% of the students with both parents indicated that their needs were always met by their parent(s). Research has also shown that growing up without a father seems to have a greater negative effect on boys as compared to girls, as the boys seem to lack a role model to look up to at home (Mandara and Murray; Sigle-Rushton and Mclanahan, 2004).

Further, students were asked to state whether single parenting and parenting by two parents had an influence on students' motivation towards academic performance. The results on single parenting and motivation towards academic performance are summarized in Figure 4.6.

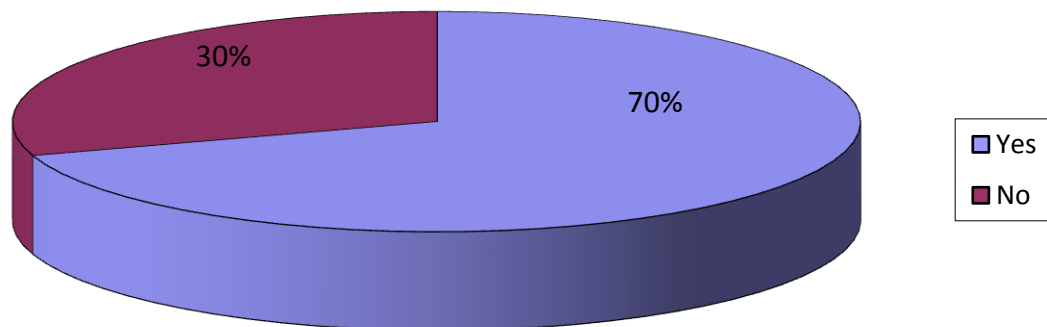
**Figure 4.6: Students' responses on the influence of single parenting on motivation of students towards academic achievement.**



The results in Figure 4.6 show that 64% agreed that parenting by single parent affected the students' motivation to study. It has also been established that children from single parent families are more likely to manifest delinquent behaviour because they are most often deprived of security, protection and love that should come from both parents. Inadequacies in the area of security, protection, and love from parents are associated with poor academic success of the child (Billings, 2011).

Finally, students were asked to indicate their perception on the influence of a two parent family structure on children's academic achievement and the data has been summarized in Figure 4.7

**Figure 4.7: The influence of parenting by two parents on children's motivation towards academic achievement**



The results in Figure 4.7 indicate that many (70%) of the students agreed that parenting by two-parents affected them positively on their motivation to study while (30%) disagreed. The students explained that two parents were able to offer more support to student materially, socially and emotionally compared to a single parent family. The children were more likely to confide to one who is more approachable among the two therefore it is likely to be a disadvantage for a child from a single parent family structure

who has an unapproachable parent. Therefore children from two-parent family are more likely to achieve academically. Kitange (2011) found out that in most regions within Kenya, children living with one parent were less likely to be in school at age 17 compared to their counterparts with two parents.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter has summarized the findings of the study by objectives. Consequently conclusions and recommendations were based on the results of the study as well as areas of further study.

#### **5.2 Summary of the study findings**

The study sought to investigate the influence of single parenting on students' academic achievement in selected secondary schools in Taveta Sub-County, Taita Taveta County, Kenya. The study sought to: determine the extent which single parenting affected parental involvement in their childrens' academic work, the parent's level of education and occupation in relation to academic achievement. Family size of single parents and how it influenced students' academic achievement in selected secondary schools in Taita Taveta County. The literature reviewed was in line with the above mentioned objectives relating to single parenthood thus the study sought to find out how the poverty level in the county influenced the students' academic achievement especially in single parent families. Theoretical framework of this study is anchored on the conflict theory by Karl Marx (1867). The study employed exploratory research. Research respondents included 80 students and 34 teachers who were randomly selected.

The research findings on the first objective (1) on the relationship between single parenting and parenting by two parents indicated that 6 or 19%) of the students with a single parent family structure were always fully involved in students school work



compared to 11 or 29% of students with both parents who said their parents were also fully involved in their school work always. This seems to suggest that most single parents were not serious in assisting their children in school related activities. Again 57% of the student respondents indicated that single parenting had an influence on parental involvement on students' academic achievement. Further, nearly 60% of the teachers too indicated that most parents of secondary school students rarely carried out a follow up of their children's academic performance.

The results of the second objective (2) that sought to assess the extent to which single parents' level of education influenced academic achievement. The information provided by teachers revealed that 65% of teacher respondents strongly agreed that parents who are educated were more involved in their children's education compared to uneducated parents. The majority (74%) of the teacher respondents again strongly agreed that parents with higher level of education were able to set a more conducive learning environment at home for their children compared to parents with lower level of education.

The analysis related to objective three (3) which investigated whether single parents' occupation influenced students' academic achievement of their children. The student responses revealed that 53% of the student respondents from single parent indicated that they sometimes spent time with their parent(s) while at home compared to 24% of students with both parents who also sometimes spent time with their parents while at home. On the other hand, an overwhelmingly majority (88%) of teachers strongly agreed that parents in informal employment struggled to cater for their children's educational needs compared with those in formal employment.

The results related to objective four (4) which analyzed the family size in relation academic achievement have indicated that 53% of the student respondents with a single parent had 2-5 siblings in their families while 16 or 42% students with both parents had the same number of siblings. The single parent family structures seemed to have more children in spite of the fact that, generally they have less resources at their disposal for the education of their children. In addition, 64% of the student respondents agreed that the size of the family in single parent family structures affect the students' motivation to study. The students explained that two parents were able to offer more support to student motivational needs more than a single parent family.

### **5.3 Conclusions**

The conclusions of this study are anchored on the findings of the objectives of the study that focused on the effects of single parenting on academic performance of secondary school students. The study findings have led to the conclusion that parenting by two parents is positively related to better academic performance in comparison to children from single parent backgrounds. Many of the students said that the major source of inspiration was from fathers. It can therefore be concluded that children of single mothers lack a strong motivation to do well in academic work due to lack of a male figure and role model. Therefore the school management should encourage single parents to be actively involved in their students' academic work and to identify a male relative that can inspire their sons.

Single parent's level of education was also found to influence students' academic achievement. The study established that majority of the parents had college/diploma level of education at the time of the study. Parents that had higher level of education were able

to set up a more conducive learning environment at home than those with lower level of education therefore the relevant bodies such as the Ministry of Education should continuously emphasize on the importance of education for individuals and members of society at large.

Single parent's occupation was also found to affect students' academic achievement. Therefore, parents in spite of their busy careers should ensure they have enough time with their children. To this effect, the school management should remind all parents on the need to often create time for their children so as to monitor their academic progress.

The results also showed that family size of both single family structure and those with two parents had an influence on students' academic achievement. Students who were living with many relatives in their families might also tend to have problems in terms of provision of personal and learning material needs therefore the Government should educate parents on proper planning of their families through talks and meetings.

#### **5.4 Recommendations**

Based on the results of the study, the following recommendations have been made:

1. The school management should encourage the single parents to involve themselves in their children's academic work. This can be done through regular meetings arranged between parents and teachers.
2. There is evidence that family size of a single parent influences academic achievement of children, it is therefore important to encourage single women with families to embrace family planning.
3. Both single parents and their children should be counseled by school management and other relevant bodies such as the religious bodies and the Ministry of

education on the importance of education for individual and national development.

4. The County and the National Government should identify needy families especially single-parent families and target them for economic empowerment.

### **5.5 Areas of Further Research**

The following areas have been suggested for further study:

1. The influence of single parenting on social and emotional development of children.
2. The influence of teacher interaction dynamics with children from single parent families and academic performance.

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## **APPENDICES**

### **Appendix 1: Letter of Introduction**

The Sub-County Education Officer

Taveta Sub- County

P.O. BOX 56,

TAVETA

Dear Sir/Madam,

#### **RE: ACADEMIC RESEARCH**

I am a postgraduate student at the University of Nairobi in the Department of Educational foundations, School Of Education. I am carrying out a research on the influence of single parenting on students' academic achievement among selected secondary schools in Taveta Sub-County, I am therefore kindly requesting you to allow me collect data for the purposes of completing the work. Any responses collected will be used only for academic purposes and will be treated with utmost confidentiality.

Thank you,

Yours faithfully,

Pauline Kerubo Magara

University of Nairobi



## APPENDIX 2: Questionnaire for form 3 students

I am post graduate student at the University of Nairobi, School of Educational Foundations undertaking a research project on the influence of single parenting on Students' academic achievement among secondary schools in Taveta Sub-County, Taita Taveta County.

Information given will only be used for research purposes only, you are kindly requested to fill in the questionnaire. For confidential purposes you are kindly requested not to write your name or the name of your school anywhere in the questionnaire. Please indicate with a tick and fill in where appropriate.

### SECTION A: PERSONAL INFORMATION

1. Which is your gender?    Female         Male
2. What is your age?        13-15 years     16-18 years     Over 18 years
3. Type of school            Boys Boarding     Mixed day
- Girls Boarding     Mixed day and boarding

### SECTION B: FAMILY TYPE AND PARENTAL INVOLVEMENT

4. Kindly indicate your family type (Tick only one)  
    Single parent family     Two parent family     Others (specify).....
5. Who aspires you the most in your life    Father         Mother     Others (specify).....
6. Listed below are statements about the frequency your parents assist you with various things.

Indicate with a tick the appropriate answer.

Statements on the type of assistance given by parents	Always	Sometimes	Rarely	Never
My parent(s) assist me in my assignments				
My parent(s) participates in school activities				
My parent(s) provides for my basic needs				
My parent(s) are fully involved in my school work				

7. Please indicate whether you strongly agree[SA], Agree[A], Disagree[D] or Strongly

Disagree[SD] with each of the following statements on discipline

<b>Statements on discipline</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
I always find myself being punished in school				
I often find myself quarreling with almost every student in class				
My teachers are always complaining about my behaviour				
I never get along with my parents at home				
I spend little time thinking about my academic work				
I often take actions without thinking about the consequences				

8. (a) In your own opinion does single parenting influence parental involvement on students' academic achievement? Yes [ ] No [ ]

(b). Explain your answer.....

9. (a) In your own opinion do families with a husband and wife influence parental involvement on students' academic achievement? Yes [ ] No [ ]

**SECTION C: PARENTS' EDUCATION LEVEL**

10. What is the educational level of your parents ? (Tick where appropriate)

<b>Level of education</b>	<b>Mother</b>	<b>Father</b>
No formal education		
Primary level		
Secondary level		
College/Diploma level		
University(Bachelors level)		
Masters level		
Ph.D Level		

11. Who is your role model? Father [ ] Mother [ ] Others [ ]

12. Listed below are statements about the support your parents give you in education. Indicate with a tick the appropriate response.

<b>Statements on parental support</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
My parent(s) encourage me to be better than them				
My parent(s) monitors my academic work while at home				
My parent(s) supports me in my co-curricular activities				
My parent(s) avails him/herself for school functions like open days				

13.(a) In your own opinion does a single parent's level of education influence academic performance of students? Yes [ ] No [ ]

(b).Explain your answer.....

14 (a) In your own opinion do families with both parents' level of education influence academic achievement of students? Yes [ ] No [ ]

(b)Explain your answer.....

**SECTION D: PARENTS' OCCUPATION**

15. What is your parents' main source of income? Tick where appropriate

Source of income	Father	Mother
Salaried		
Self-employed		
Unemployed		

16. Indicate the person who pays your school fees

Both parents [ ] Father [ ] Mother [ ] Others [ ]

17.Indicate the frequency you have access to the following personal effects and learning materials. Tick where appropriate.

Personal effects	Always	Sometimes	Rarely	Never
Soap				
Tissue				
Lotion/Jelly				
Toothpaste/Toothbrush				
Sanitary Towels				
<b>Learning materials</b>				
Exercise books				
Mathematical set				
Biros/Pencils				
Textbooks				
Ruler/Rubber				

18.In your own opinion do you think lack of personal effects and learning materials affect your academic achievement? Yes [ ] No [ ]

(b).If yes explain your answer.....

19.Listed below are statements on the motivation given by parents towards academic achievement. Indicate with a tick the appropriate response.

Statements on motivation given by parents	Always	Sometimes	Rarely	Never
I spend time with my parent(s) while at home				
My parent(s)reward me for performing well academically				
My parent(s) assist me with my school assignment while at home				

20.Explain how your parent is involved in your education at home?.....

21. Listed below are statements about your attitude towards learning. Indicate with a tick the appropriate response

Statements on attitude towards learning	Always	Sometimes	Rarely	Never
I like doing my assignments				
I like consulting teachers				
I like discussing academic work with my classmates				
I like my school				

**SECTION D: FAMILY SIZE**

22. How many siblings do you have?

0-2 [ ] 2-5 [ ]

5-10 [ ] Above 10 [ ]

23. How many relatives live at your home?

0-2 [ ] 2-5 [ ] 5-10 [ ] Above 10 [ ]

24. Listed below are statements about the level of attention given to students by the parents.

Indicate with a tick the appropriate answer.

Statements on attention by parents	Always	Sometimes	Rarely	Never
I feel protected by my parent(s) while at home				
I feel loved by my parent(s)				
My needs are met by my parent(s)				

### APPENDIX 3: Questionnaire for teachers

I am a post-graduate student at the University of Nairobi, School of Educational Foundations undertaking a research project on the influence of single parenting on students' academic achievement among secondary schools in Taita Taveta County.

The information given will be useful for the study. Please do not write your name and that of the school on the questionnaire.

#### SECTION A: DEMOGRAPHIC INFORMATION

Tick where appropriate

1. Gender Male  Female
2. Age in years Below 20  21-30   
31-40  41-50   
Above 50
3. What is your professional qualification? Doctorate  Diploma   
Masters  Certificate   
Bachelors degree
4. Working experience in years Less than 5  16-20   
6-10  21 and above   
11.15
5. School type Boys Boarding  Mixed day   
Girls boarding  Mixed day and boarding
6. School size? Single stream  Three streams   
Double stream  Four and above

#### SECTION B: FAMILY TYPE AND PARENTAL INVOLVEMENT

7. Which type of family do most of your students come from?

- Single parent family  Others   
Dual (two)parent family

8. Listed below are statements about the frequency that the students' parents assist them with various things. Indicate with a tick the appropriate answer.

Statements on the type of assistance given by parents	Always	Sometimes	Rarely	Never
Most Parents do a follow up of their children's academic performance				
Most parents participate in school activities				
Most parents provide the basic needs of their children				
Discipline is determined by the type of family that a student comes from				

9. In your own opinion, does single parenting affect parental involvement on students' academic achievement? Yes  No

(b) Explain your answer.....

10. In your own opinion do you think a two-parent family has an influence on student' academic achievement? Yes  No

(b) Explain your answer.....

**SECTION C: PARENTS' EDUCATIONAL LEVEL**

11. What is the educational level of most of your students' parents?

- Never went to school  College   
 Primary level  University   
 Secondary level

12. How often do most parents attend to academic functions in schools?

- Very often  Less often   
 Often  Rarely

13. The statements below relate to the influence of parents' educational level on students' academic performance. Supplied also are the five options corresponding to these statements.

**Strongly Agree, Agree, Disagree, Strongly disagree** Tick in the box the appropriate response expressing your mind.

Parents' educational level	Strongly agree	Agree	Disagree	Strongly disagree
Educated parents are more involved in their children's education than uneducated parents				
Parents with higher level of education are able to set a more conducive learning environment at home than those with lower level of education				
Children whose parents are highly educated are more proficient in English language than parents who are less educated				
Children whose parents are highly educated are more proficient in Kiswahili language than parents who are less educated				

14. In your own opinion how does a single parent's level of education influence academic achievement positively?.....

(b) In your own opinion how does the level of education of both parents influence academic achievement positively?.....

**SECTION C: PARENTS' OCCUPATION**

15. What is the main source of income of your students' parents?

- Salaried  Self-employed  Unemployed

16. Indicate the person who pays school fees for most of the students?

- Both parents   
 Father only  Mother only  Others (specify) .....

17. The statements below relate to the influence of parents' occupation on students' academic achievement. Supplied also are the five options corresponding to these statements.

**Strongly Agree[SA], Agree[A], Disagree[D],Strongly Disagree[SD]**

**Tick in the box the appropriate response expressing your mind.**

Parents' occupation	[SA]	[A]	[D]	[SD]
Students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment				
Parents working hours has direct correlation with the involvement in their children's education				
Parents in informal employment struggle to cater for their children's educational needs than those in formal employment				


18. In your own opinion how does a single parent's occupation influence the students' academic achievement.....

(b) In your own opinion how does the occupation of both parents influence academic achievement?.....

## APPENDIX 4: Permit for data collection

**THIS IS TO CERTIFY THAT:**  
**MISS. PAULINE KERUBO MAGARA**  
**of UNIVERSITY OF NAIROBI, 56300-200**  
**nairobi, has been permitted to conduct**  
**research in Taita-Taveta County**  
**on the topic: THE INFLUENCE OF**  
**SINGLE PARENTING ON STUDENTS'**  
**ACADEMIC ACHIEVEMENT AMONG**  
**SECONDARY SCHOOLS IN TAVETA**  
**SUB-COUNTY, TAITA TAVETA COUNTY,**  
**KENYA**  
**for the period ending:**  
**1st February, 2018**

**Permit No : NACOSTI/P/17/81352/15352**  
**Date Of Issue : 2nd February, 2017**  
**Fee Received : ksh1000**




*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**


**Applicant's**  
**Signature**

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

Serial No. **12606**

**CONDITIONS: see back page**