

**THE INFLUENCE OF SINGLE PARENTHOOD ON EDUCATIONAL
PERFORMANCE OF HIGH SCHOOLS IN LIMURU DISTRICT, KIAMBU
COUNTY-KENYA**

JESSE MAINA KIMANI

**A INVESTIGATION PROJECT SURRENDER TO THE SCHOOL OF
EDUCATION ON COMPLETION OF THE REQUIREMENT FOR
THE AWARD OF POST GRADUATE DIPLOMA IN EDUCATION
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DECLARATION

This project is the unique effort to the best of my understanding. It has not been offered to the University of Nairobi or any other organization for any honor. Where indispensable I have recognized other writers were records and qualifications I have quoted.

Signature..... Date.....

Jesse Maina Kimani

Affirmation by the Supervisor

The project has been surrender to for the examination with my endorsement as university supervisor.

Signature..... Date

M/s Mary Mbi

DEDICATION

This project has been devoted to my spouse Naomi and sons Mark and Josiah, who have been my greatest motivators, source of strength, and for allowing me to divert some family time and resources toward the achievement of this course.

ACKNOWLEDGEMENT

Thanks to my Creator for the grace He accorded to me during the whole study period. Many people have aided in the success of this study work. I would like to acknowledge a few. I appreciate the devoted efforts of my supervisor, M/s. Mary Mbit; her guidance has imparted a highly in the creation of this work. I appreciate all tutors in Kamirithu high school for standing in for me when collecting data in other schools. May Almighty's favor be upon you.

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ELLIPSES AND CONTRACTIONS

KCPE - Kenya Certificate of Primary School Education

KCSE - Kenya Certificate of High School Education

ABSTRACT

This is a research purposed to expound the impact of single parenthood on the educational performance of high schools in Limuru District, Kiambu County. The aims of the research were; Determine how single parents participation impact educational achievement, estimate the level to which single parent's level of education imparted educational achievement, determine the level to which single parent's profession imparted educational achievement of learners and to search the level to which the size of the family of a single parent influenced the educational achievement of learners in high schools in Limuru District. The study targeted 31 high schools. Five schools (16.66. %) which is above the 10% that was recommended by Mugenda and Mugenda (2009), were randomly selected from the different types of schools in our country. The research used 5 high schools as the sample with each school contributing 40 learners hence a total of 200 learners. 40 learners were selected so that the schools minimize disruption of school activities. The research also used 5 class tutors and 5 principals from the five schools involved. The single parent learners were randomly selected from form three classes by their class tutors. All schools selected were multiple streams. This study employed a survey study design. The study employed the use of questionnaires as the sole data collection equipment. Data gathered was then resolved using EXCEL, means, and frequencies. The results indicated that parental participation is of great significance to the educational achievements of learners. A direct rapport attic the parent's level of education and the learners' educational performance is obtained by the study. The study also indicated that the larger the family the fewer learners are provided with facilities that are meant to help them in their educational. The financial status of the family highly altered learners' educational achievements mostly due to the provisions. The research recommended: most schools should group learners and make school families from which learners' problems are communicated between the tutors and the parents. The management should look for ways in which they could encourage and motivate parents to embrace the educational clinics where the parents, tutors, and learners should come on board and discuss the conditions that might have affected the learners' achievements. Since family size has a straight impression on the educational enactment of most learners, the government and the civil societies should educate parents on how to plan their family size. The government should inform the guardians of the importance of manageable families that could easily be provided with their requirements; the general public should be informed on the importance of education.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Education is the procedure of getting or giving systematic tutoring, particularly in a school system. It is also the program of enlightening experience. Single parenthood is the process of bringing up children by one parent only.

When one is born the first people encounter their parents. According to Omari (2018), the presence of both parents in a child's life means maximum care to him/her. In a situation when one of the parents is absent in a child's life a gap is created. With time the structure of the family has been mutating. According to a Standard media online platform, more than 40 percent of children in Kenya live with one of their parents. According to Infotrak (2016), more than three-quarters of these children live with their mothers. This means that these children lack fatherly figures in life.

According to Sander (2015) from the United States, single-parent children performed poorer with those with step-parents performing the same as those with single parents. This proved that both parents in life helped learners obtain their full potentials in educational life. This was also as a result of low parental participation.

In Zimbabwe, research done by UNICEF (2015) concluded that learners' achievements in educational were highly impacted by family history especially in single-parent families, parental education level, and financial ability which are determinants of children's performances.

According to Anderson (2012), almost half of the children in the teenage have lived with one of the parents for a large part of their life. In other African countries like Nigeria Ogumbwo (2014) found out that there is a sharp increase in single parents' learners from 2011. The educational performance of single-parent learners was also poor.

A lot of problems are experienced by single-parent children resulting in negative impacts on educational performance. Past researches prove that children in this situation have

more challenges than those with both parents. Closer home in Tanzania study done by Bashagh (2015) about the parental relationship and educational performance in Arusha showed that low financial income and low level of parents' education hindered the performance of most learners.

In Kenya, a study was done in Taita Taveta (2017) by Megara showed that 79percent of the single parent learners performed poorly in their educational something they attributed from their family background. A similar study was done by Waihura in Nyeri County in 2014. The study showed that 74% of the single-parent learners from Kieni District poorly performed. All this was linked to single parenthood.

This study, therefore, investigates the impact brought by single parenting on the educational enactment of the high school in Limuru District, Kiambu County to prove it.

Limuru District is west of Kiambu County in Kenya. Kiambu is in central Kenya (formerly Central Provence) extending from the north to the west of Kenya's capital city Nairobi. Limuru is largely occupied by the Agikuyu community with over 99percent of the population while other communities with a less than 1 percent profession. The main economic activity in Limuru is farming and retail businesses. The Limuru District is under different leadership ranging from county leadership to the national government. The headquarters of Limuru is Limuru town with several banks, supermarkets, retail shops, and outlets, and also the food and clothes market. The town is surrounded by tea plantations and small scale farmers. The District has 31 high schools. The estimated population data as of 2009 census is 131,135. Limuru has a lot of single parents because of high alcoholism, poor parenting, family separation, and high female education level.

1.1 Statement of the Problem

It has been found that learners born from single parents and those who find themselves in single families as a result of death, divorce do not perform well in school. They are not sure of reaching their full potential. Many studies have been done in different places o single parenting and effects on learner's educational achievement nonetheless none has

been done in Limuru District in the west of Kiambu County in Kenya to ascertain the situation.

1.2 Purpose of the Study

The key reason for the research was to assess the impact of single parenthood on learners' educational achievement in Limuru District, Kenya.

1.3 Objective of the Research

This study's aims were:

- i. To assess to what extent does parental participation influences in their learner's educational performance at high extent of education in Limuru District.
- ii. To determine the level to which single parent's extent of education impacted educational performance of high school learners in Limuru District.
- iii. To assess the extent to which single parent's profession impacted educational performance of learners in high schools in Limuru District.
- iv. To determine the level to which the size of the family in single parent families impacted educational performance of leaners in high schools in Limuru District

1.4 Study Question

These queries steered the research:

- i. How does parental participation influence learners' educational achievement of high schools in Limuru District?
- ii. How does the single parent's extent of education impact learners' educational performance of high schools in Limuru District?
- iii. To what level does the single parent's profession impact learners'

educational achievement of high schools in Limuru District?

- iv. To what level does size of the family of single parents impact learners'

educational achievement of high schools in Limuru District

1.5 Purpose of the Study

The results are liable to be beneficial for the psychology department in creating plans to assist learners from single-parent families in contending with life experiences. They are therefore required by the guidance and counseling department to cope with the daily life activities. The counselors are also expected to learn more about the problem face by single parent children. This study should help them for better preparation for counseling. Parents in single parenthood are also expected to benefit by helping them become more responsible and more serious about their offspring's educational performance. Finally the society and the government at large to consider putting up required measures to help their learners from single parents.

The study's results are required to help the ministry of education and education policy developers in their endeavors to create efficient strategies in the education sector on means to reduce undesirable impacts of single-parent families on educational achievement.

1.6 Simple Assumption

The research assumed that the respondents would issue exact, upright and conforming responses.

1.7 Limitation of the Study

Due to the sensitivity of family issues most respondents were not ready to disclose their parent's profession, family size and parental level of education.

1.8 Delimitation of the Study

The research reflected on the effect of single parenthood on learners' educational achievement. It was performed in high schools in Limuru District. The research was also restricted to four independent variables: Parental participation in learner's educational work, the size of the family, parents' extent of learning, and parent's profession and financial ability.

1.9 Definition of Terms

These are the terms used in the research and their definition according to this research

Parenting: - skills and tasks accorded to father/mother or both in rising up their child/children.

Learners/learners: - teenagers in high schools to learn and acquire knowledge.

Educational performance: - the level in which educational goals are achieved by the learners in terms of grade achieved in their national examinations scaled in terms of 1-12 points. Points above 6 are termed as good performance while below that is poor performance.

Single parenthood: - a situation in which either the father or the mother of a child is taking care of him/her only.

Influence of single parenting: - these are both advantage and disadvantages that comes together with being educated and rise by a single parent on learner's educational performance.

Level of education- this highest education certified in Kenyan system of education.

Educational performance- the grade a learner attains in an exam.

Family size- this is the sum total of parents and their off springs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study dealt with examination of related works on the impact of single parenthood on educational achievements of public high school in Limuru District. It was divided into the following subtopics. It has been reproduced into the relationship between parental participation, parental extent of education, parent's profession, and size of the family, and how they impact on their children's educational achievement.

2.2. The Influence of Parents' Participation on Educational Performance of Their Children.

According to Lankard (2016), the leading agent of socialization is the family. Our parents and siblings are the first tutors of life we meet to shape our life. In a family of both parents, we expect the child to receive maximum care which helps him/her to maximize his/her abilities which is quite the opposite of the single-parent family. According to Lankard (2015) parents who don't participate in the learning process of the learners highly contribute to the destruction of their children's educational life.

According to Omari (2018), both parents play different roles in the upbringing of their children which helps in their children differently. Their presence provides a diverse experience that has a beneficial consequence on the learner's life. When a learner has one parent in his/her life, the child is denied some of the lessons of life necessary in even educational and social life which impacts them negatively. Epstein's (2012) classification of parental participation in six categories included parental skills and rearing. Rearing also includes emboldening activities of learning of school at household by supporting

their learners with assignments and taking part in instructive events. Single-parent families are mostly striving to cope with many matters including limited time and financial needs. This now becomes the responsibility of schools to help the guardians maximize participation in the (Wanat, 2013). Most public schools face the problem of lack of parental participation (Olwenyi, 2016). When parents are involved in learners' educational better grades are obtained.

Parent's high income reflects good education to their children. For example, the children are sent to good schools where they already receive a better education. In such good schools, learners can unearth their full potentials even if their extra-curriculum activities. Learner's skills are improved causing intellectual stimulation which has a positive effect on learning, Sanders (2011).

2.3 The Influence of Parental Level of Education and Learners' Educational Performance

According to Lankard (2015), parental extent of education highly affects his/her child's education and views towards different things in life. Duncan and Brook-Gunn, (2017) had linked the mother's education level with the learner's educational performance where another variable is kept constant.

When the parents' level of education is low it negatively affects how the family interacts this resulting in low educational performance in their children (Stipek, 2018). In 2015 Davis-Kean linked parental education level and their expectation of their learner's educational excel. This predicts those more educated parents motivate their learners to achieve high expectations in their educational. Magara's (2018) study showed that the less educated the parent the poorer their siblings performed in their educational.

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2.4 The Influence of Single Parent's Profession on Learners' Educational Performance.

The s profession of the parent has an impact on learners' achievement. This is mostly observed when the parent is a tutor and most of the children at a tender age want to be tutors. According to Yee (2018), the carrier options from our parents always influence our educational performance. For example, mothers who are teaching profession have more time with their children which lead to a positive impact on the educational.

Graetz (2011) study revealed a connection amid the parent's profession and educational achievements of their children. He proved that parents with low professional levels have their children facing more problems moving from one level to the next.

According to Frazer, Brockert & Ward, (2014) when learners at any learning institution get children they mostly leave these children with their already old parents who mare have less understanding of education matters which results in these children having a

different understanding of education. Financially poor parents have their children grow up in fear of their future education whether they were sent out of school due to fees and most of the education or even their parents would afford to provide higher education which requires more money (McLeod, 2019).

A busy parent leaves before daybreak and returns late at night when the children are already asleep. Such parents act as zoo-keepers to the children providing on the basic needs.

2.5 Extent to Which Family Size Influences Learner Educational Performance

According to Olayinka, (2015) the basic unit of the society is the family. When this unit is stable the children have a guarantee of a better life ahead. Eamon (2017) study concluded that children from learners' families have high chances of higher education performance than learners from large and polygamous families. From the past government studies, most families are not able to provide basic requirements to their large families, for example, underwear and sanitary towels. In the case of girls, they miss a lesson that later negatively affects their educational performance.

Ojiambo (2015) study revealed that family size impacted the extents of education members of the family would be able to get. It showed that a single parent with more siblings has low chances of furthering their study due to time and financial constraints from the siblings. Since education is expensive to obtain most single parents cannot afford to take their learners to the best schools possible. This deters their educational achievements. In most pastoralist communities the boys are involved in family provisions direct. This highly minimized their educational achievements.

2.6 Theoretical Framework

The conflict theory of Karl Marx (1867) has directed this research. It argued that culture is in a state of perpetual struggle due to competition for scarce incomes therefore the powerful and wealthy try to grip on it by any means thus subduing the less privileged. Learners from low financial status families are not given the same educational opportunities as learners of higher financial caliber. Such children lag affecting their social life which is highly important in their educational life. The theory seems to work when concluding that the children of single-parent perform poorer than their counterparts with both parents.

2.7 Conceptual Framework

Miles (1994) defined conceptual framework as the graphical presentation which shows the principal variables to be taken care of in the research and their relationship. It shows how the independent and in single parenting dependent variable re related. This suggests that parental involvement in their learners' educational; parental educational level, profession, and the size of the family are likely to impact educational achievements. This factor takes part in the educational performance in their educational. The relationship is represented in Figure 2:1

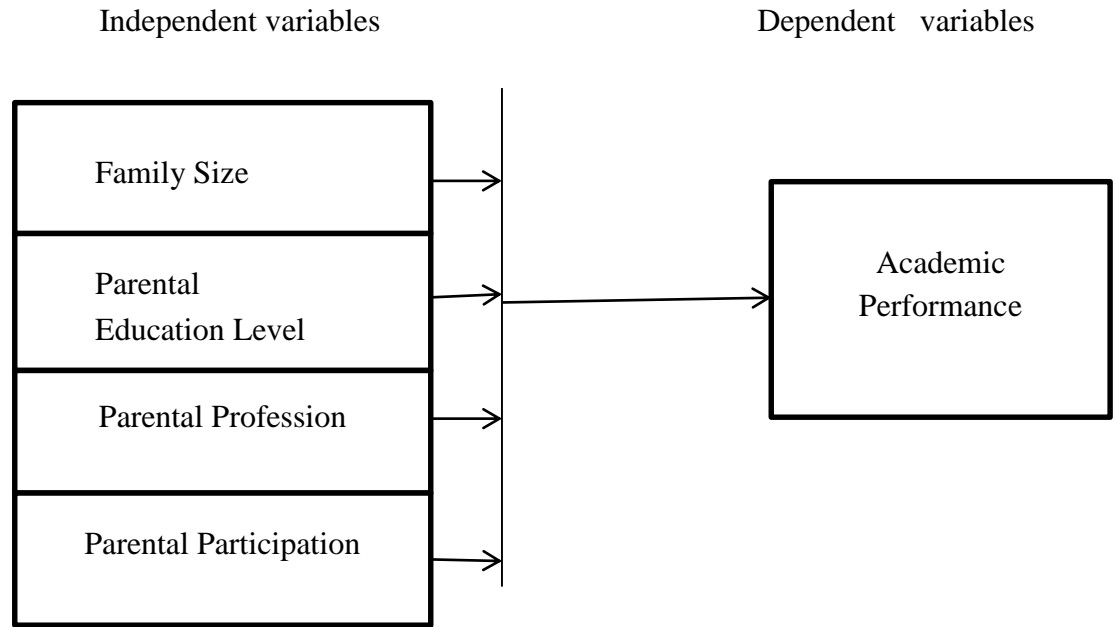


Figure 2.1 Conceptual Framework

2.8 Summary of Associated Literature Review

The literature has reread the influence of family size, parental extent of training, parent's profession, and parental involvement on learners' educational performance. It has been observed that the hypothetical framework is grounded on the conflict theory which postulates that the culture is in a state of perpetual conflict due to competition for scarce incomes. These results of the literature review showed that living in a single-parent family was probable to be damaging to educational achievements especially when parents are have limited financial strength. Low parental education negatively affects the educational achievement of their learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails the methods of research to be employed in the research of the influence of single parenthood in the educational performance of most learners in Limuru District. These comprise research design, target population sampling techniques, techniques of data collection and instruments, validity and reliability of tools of data collection, and finally data analysis and conclusion.

3.2 Research Design

This study employed a survey research design. It is designed in I form of questionnaires as part of the research design. It was used to elaborate on the study's results without alteration of the research variables to get perceptions from the respondents on the impact of single parenthood on learners' educational improvements. According to Mugenda (2015) in the survey method research design, learners answer questions issued through questionnaires. The researchers describe the responses given. Questions were written simply and easily to understand. Closed-ended questions are simple to analyze statistically, but they highly limit the responses that learners can give.

3.3 Target Population and Sample Size

Mageka (2013) defined aimed population as a whole set of the individual, occurrences or purpose having similar features. It was the learners from single parent's families in public schools in Limuru District, class tutors and principals.

3.4 Sampling Technique

A sample is a slight collection gotten from the population which is accessible whereas ensuring that the sample size is neither too large nor too small but optimum to fulfill the requirements of the efficient representation and reliability and flexibility (Mugenda, 2015). There are five types of schools in Limuru District; girls day, boys day, girls boarding, mixed boarding and day, and girls boarding and day. The schools were randomly selected after giving the random numbers and selecting them at intervals depending on the number given.

The sample comprised 5 public schools (16%) which were above the recommended by Mugenda, out of the 31 schools in the District that were randomly selected from each type of school in Kenya. Since most of the schools were three streamed, each school had 40 learners (that was the minimum number of single-parent learners among the schools) to represent the rest all summing up to 200; each school also provided a principal totaling to 5 and a class tutor amounting to 5 tutors, hence a total of 210 respondents. Most schools have more class tutors but the principal randomly selected one to represent the others. The class tutor selected also randomly selected single-parent learners from form three classes. Form three learners were selected because they had been in high education for sometimes than the lower classes and their study would not be highly affected by the study like the form fours.

Table 3.1 Population and Sample Size

	Population	S. size	Percentages
School	31	5	16%
Principals	31	5	16%
Tutors	153	5	16%
learners	2053	200	10%
Total	2268	215	9.5%

3.5 Sample Size

The research used 5 schools as the sample which is 16%, 200 learners which is about 10%, 5 principals and 5 class tutors from the schools which were chosen bringing a total 215 respondents.

3.6 Research Instruments

The data collection tool was a participant's survey questionnaire. The questionnaires would collect information easily from such a large group of respondents with different views, Lankard (2105). It was also confidential and independent of group influence. The data provided precise information for further extrapolation and generalization. It included a tray of questions assembled to gather information.3.6.1 Questionnaire to the Tutors

This was the high source of information. The questions were open ended with spaces for short explanations.

3.6.2 Learners Questionnaire

The questionnaire was made sections A and section B. The first provided basic background information on the learner respondents. Section B had closed questions which had on the influence of single parenthood condition to the respondent's educational performance.

3.7 Pilot Study

This was the project done in one school before making final data collection to the rest of the schools. It eliminated vague and incomprehensible items to making data collected more relevant. It also improved the reliability of the tool. The pilot project established clearness, sense, and unambiguousness in every piece in the questionnaire by validating through comparing it to identify and correct instruments' incompetence.

3.8 The Validity of the Instruments

The legitimacy of the tool is the extents in which a designed research tool was able to get the data for which it was designed for efficiency. To achieve the questionnaire was constructed with the assistance of a supervisor from the department of education at the University of Nairobi before using it in the field. This helped reduce the vagueness and unclear questions in the questionnaire.

3.9 The Reliability of the Tool

The reliability of a tool is the ability to produce equal results after multiple applications to the respondents. This showed consistency. During the pilot project the tool was tested on its reliability by doing it twice with a time frame of two weeks. According to Neuman (2010) correlation of more than 0.8 shows high reliability. Consistency was tested using EXCEL.

3.10 Data Analysis

Analysis of data composed was done using Microsoft computer applications EXCEL, table and percentages was used. Statistics scrutiny was important for the purpose of drawing outcomes. Data obtained was summarized into frequencies, tables and charts.

3.11 Ethical Considerations

All respondents were guaranteed of on the discretion of the data collected and the researcher promised them the data was used on the purposes of research. Respondents were not expected to disclose their identity in the questionnaires. It encouraged respondents to be honest since privacy was considered.

CHAPTER FOUR

DATA ANALYSIS, EXPLANATION AND DISCUSSION

4.1 Introduction

The section covers results of the research and its translation about the influence of single parenting on learners' educational performance in public high schools in Limuru District, Kiambu County, Kenya. These results have been portrayed as a result of the research objective which intended to find out the level single in which parenting impacts the educational performance of most learners in their educational. Specifically, it studied the relationship between the parental education level and the parental profession impacted educational achievement. Lastly, the research evaluated how the size of the family and parental participation of single parents impacted their learners' educational performance.

4.2 Reaction Rate of the Respondents

This research tested 200 learners, 5 class tutors and 5 principals all rate from 5 high Public schools in Kiambu County. Their response is represented in Table 4.1.

Table 4.1: Reaction Rate of Respondents by Principals, Tutors and Learners

Respondents	Total	Responded Positively	%
Principals	5	5	100
Class tutors	5	5	100
School	5	5	100
Learners	200	192	96
Total	210	215	99

From the Table 4.1 above we see that all the 10 principals and 10 class tutors gave

in the questionnaires while only 192 learners returned out of 200 learners this represented a 99% reaction rate.

Table 4.2 Learners Gender Demographic Distribution

Gender	Frequency	%
Boys	96	50
Girls	96	50
Total	192	100

Table 4.2 has shown that 96% of learners for the different genders positively took part in the research.

Table 4.3: Demographic Age Distribution of Learners

Age	Number	Percentage
13-15	12	6
16-17	130	67
17-19	48	24
19-21	2	3
Total	192	100

Table 4.3 indicated that 68% of the learners' who responded were in age bracket 16-17 years; this is because these are the expected age for form three learners.

Tutor's demographic data on age and experience was tabulated in the Tables below.

Table 4.4 Demographic Characteristics of Class Tutors and Principals Respondents

Respondents	Less than 10years	More than 10 years	Total
Principals	1	4	5
Tutors	2	3	5
Total	3	7	10

The result in Table 4.4 indicates most of the tutors are responding from vast experience of more than 10 years. This shows that their response of the study is from vast experience acquired during the work.

Table 4.5: Parents Rate of Assistance.

Parental Participation	SA	Agree	Disagree	SD
My parents help me in educational	16%	32%	40%	12%
My parents participate in school Activities	12%	42%	35%	13%
My parents provide me with most educational requirements	20%	46%	24%	10%

Table 4.5 indicates that only 32% of the learners obtain educational help from their parents with 40% disagreeing to receive any help from their parents concerning educational. Only 12% of the learners' parents fully participate in the school activities with almost a similar amount not even participating at all.

A similar question was in the tutor's questionnaire on the extent to which the parents take part in the activities of the school like class educational clinics, meetings, and such. This was done to elaborate on the results of the learners. The results of that question were represented in Table 4.11

Table 4.6: Class Tutors and Principals’ Reaction on Parents’ participation to Educational Activities in Schools

Reaction	Rate	%
Very Frequently	1	10
Frequently	2	20
Less Frequently	3	30
Hardly	4	40
Total	10	100

Table 4.6 the class results shows that only 10% of the parents participate very often in the school activities, 20% often participated, 30% less often participated in the activities while 40% rarely participating in the educational activities of the school. The research required to probe on tutors and principals opinion on the impact of single parenthood and how its’ influences parents participation on learners’ educational achievements. The information was summarized in table 4.7.

Table 4.7: Tutors’ Opinion on the Influence of Single parenthood and Parental participation on learners’ Educational Performance

Opinion	%
Affirmative	76
Not at all	24

Table shows that 76% of the tutors believe that single parenthood affects parental participation on learners’ educational performance while 24% of the tutors did not believe that single parenthood has an impact of the educational achievement of learners. When one parent is absent some life experiences are missed.

4.3 Single Parental Level of Education and Its Influence on Learners’ Educational Achievement

The research also inquired the influence of single parent’s level of education and its

influence on the educational performance of their learners. The parent's extent of education was summarized in the Table 4.7.

Table 4.8 Single Parental extent of Education and Its Impact on learners' Educational achievement.

Parents educational extent	Rate	%
Primary school	22	11
High school	76	38
Diploma	44	22
degree	30	15
Masters	24	12
PHD	4	2
Total	200	100

The result from Table 4.8 indicates that 11% of the parents are primary school dropouts, 38% of the parents are high school dropouts, 22% are diploma graduates, 15% degree graduates, 12% of the parents are masters holders while two percent are PHD holders most parents are high school dropouts followed by parents with diplomas.

The connection concerning parents extent of education and the learners' educational achievement is observed from the response learners give from the question learners are asked if their parents extent of education had an influence on their educational performance. This was represented in the table 4.8.

Table 4.9 Learners Reaction on Parent's extent of Education Impact on Educational

College	SA	A	D	SD	TOTAL
Primary School	6	12	3	1	22
High School	20	38	12	6	76
Diploma	13	25	4	2	44
Degree	13	14	2	1	30
Masters	7	12	4	1	24
PHD	3	1	0	0	4
Total					

Table 4.9 the learners' reaction shows that the parents' level of education affects how learners perform educationally. 22 of the learners with parents with primary level education agreed that their parents' performance had an effect on their own performance 44 were diploma holder, 30 degree holders, 24 are master's holders and four are PHD holders 76 of the learners in each category agreed that their parents' training had an impact on their own educational achievement. From this learners were asked how they think how that affects their achievement. Their response was represented in the table 4.10 below

Table 4.10. Learners Opinion on Parental Influence

Parental influence	%
Lack of role model	30
Parents lack of interest	33
Lack of time due to financial constraints	22
Others	29

The Figure shows ways learners believe how their parent's education affects their educational. 33% of the learners believe their parents lack interest, 30% of the learners

believe that their parents know they are not good role models, while 22% of the learners their parents other reasons.

4.4 The profession of Single Parents Family organization

4.4.1: Parental profession and Learners' Educational achievement

The research sort to institute the influences of parent's profession on the learner's educational achievement. The parents were classified in formally employed self-employed or unemployed and casual workers. The learners 'reaction on the parents' professions are to show the source of revenue are summarized in Table 4.11

Table 4.11: Parents Type of Profession

Form of employment	Frequency	Percentage
Self employed	56	29
Unemployed	66	34
Casual workers	31	16
Formally employed	39	21
Total	192	100

The findings indicates that 29% of the learners from single parents who are self-employed and 34% of the learners from agrees that their parents are unemployed. 16% of the parents from the single parent families are casual workers while 21% of them are formally employed.

To back up the information obtained from the learners on the profession on the educational performance, the tutors were also to issue their perception on whether the parent's profession has an impact on the learners' educational performance. Their

reactions are summarized in the table 4.12

Table 4.12: Tutor’s Reaction on the Impact of Parent’s profession on Educational performance of their learners.

Reaction	%
Strongly agree	43
Agree	48
Disagree	6
Strongly disagree	3

The table 4.12 shows that 48% agree that the parents’ profession has great influence on their learners’ educational performance, 43%strongly agreed, six percent disagreed while three percent strongly disagreed with the statement that parents’ profession has an impact on the educational performance of most learners.

4.5 Families Size and Educational Performance

To be able to identify to what level the family size influence the educational performance of learner they were requested to give data on their family sizes. The information obtain was represented in Table 4.13.

Table 4.13 Family Size in Single Parent Families

Number of children in the family	frequency	Percentage
1-2	28	15
3-5	98	51
5-7	40	21
8 and more	26	13
Total	192	100

Table 4.13 indicates that 15% of the learners from single parent families are from 1-2 siblings, 21% from 5-7 siblings, 13% from more than 8 siblings and 51% of them are from 3-5 children.

According to Ernest (2015) small family size has higher chance of higher educational achievements in comparison with those from big families.

So as to reflect on the connection between the educational performances of learners were asked to give the recent grade in their last exam. That was represented in the table 4.13.

Table 4.13: Learners Mean Grade in the Last Exams

Exam grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
%	1	3	6	8	9	13	17	13	11	8	8	3

From the table 4.13, 69% of the learners from single parent families scored from C(plain) and below which shows that they performed poor. Only 31% of the learners scored above the average. This indicates that most learners from single parent families perform poorly in their educational.

CHAPTER FIVE

SUMMARY OF THE RESULTS, INFERENCES AND PROPOSALS

The section has summarized the results according to the objectives of the research. The proposals have also been obtained from the results of the research.

5. Summaries of the results

The study projected to inquire the impact of single parenthood on the learners' Educational achievement from public schools in Limuru District. The research tried to; search out to what level parental participation in their offspring's educational performance, parent's educational level, family size from which learners come from and parents' profession influence educational performance. The research involved 200 learners, 5 class tutors and 5 principals from randomly picked public schools. According to the research it found out that a small percentage of single parents participate in their learner's educational. 12% of the learners from single parent families who agreed that their parents participate in their educational. From this study it shows that a large percent of the single parents do not accord help to their children in their educational and other educational related actions. 76% of the learners responded that single parenting had an influence on the educational achievement. 70% of the tutors agreed that most single parent tutors never show up on learner's educational activities in school to monitor their learners' progress. These indicate that single parenting has really an undesirable consequence on their learner's performance educationally.

The findings about the second objective: to find out the level at which the parents' extent of education has an influence on their learners' educational achievements. 65% of the tutors agree that the more educated the parents are the more they participate in the

siblings educational and the less educated the parent is the less they participate in the children's educational.

The third aim was to find out the connection between parents profession and their sibling's educational achievement. 20% of the learners contracted that their single parents who are formally employed spend enough time with their parents.

On the connection between the size of family size and the learners' educational achievement, the response shows that 51% of the learners from single parents come from families with 3-6 siblings while 21% of the learners come from families with 6-8 siblings. Providing to such great numbers considering that most of them are from casual workers and unemployed parents becomes a problem. The results show that the single parent families have relatively more children although they are also having relatively fewer resources at their disposal. Most learners explained that their single parents have limited resources at their disposal including time and education to help and encourage them.

5.3 Conclusions

The conclusions of this research are all according to the aims of this study on the influence of single parenthood on the educational achievement of learners in public high schools in Limuru District. These results in all angle shows that learners from single parents perform poor in educational. At school the management should group learners as families where most of the learners from single mothers are grouped with the male tutor to open themselves to while the learners from single father are also to be grouped with the female tutors for inspiration.

Single parents with low extent of education adversely impact the educational achievement of their learners. High education levels helps in the target setting on the learners educational and also supplies of better learning surroundings at home. Most single parents are informally employed or self-employed. Most self-employed people haven limited time to spend with their families. The parents need to be reminded that it is highly important to have ample time with their learners and therefore should create more time to be with their families since they get time to have a follow up on their offspring educational. The number of offspring's in the family has an effect on the educational according to the research. Learners from large families and especially from single parents experience more challenges especially on the provisions of both basic and supportive requirements that can help learners in improving their educational. Social institutions should also educate parents and future parents on the planning of families. Parents should have siblings they can be able to provide most of their needs and requirements.

5.4 Recommendations

According to the results from the research these are the recommendations that have been made:

- 1) Most schools should group learners into school families where learners' personal problems can be communicated between the tutors and the parents. Learner's background should be known to the class tutors and school administration.

- 2) The management of high schools should look for ways to motivate parents to attend school activities. School management should embrace the educationals clinics where the parents, tutors and learners come on board and discuss the

factors that might be affecting the learners' educational achievements.

- 3) From to the fact that the family size has impact on the educational achievement of most learners the parents should be informed on how to plan their family size. Single parents should be educated on the importance of small families that can be easily provided with their requirements.
- 4) The government should educate the general public on the importance of education. The results showed that educated people live better than less educated people who have a great advantage of to the national goal and the SDGs.
- 5) Constituency and county bursary offices should help identify the needy learners and more so the single parent learners and to help them so as to reduce the number of days they spend out of class due to school fees problems.

5.5 Further Research Area

This research suggests the following research areas;

1. The impact of parent-tutor relationship on the educational achievements.
2. The impact of single parenthood on the psychological growth of learners.
3. The impact of parental participation on the effectiveness of the competence based curriculum.
4. The impact of parental marital eminence on the educational performance of high school learners.

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APPENDICES

APPENDIX I: QUESTIONNAIRES

Questionnaire for form 3 learners

I am PGDE learner at the University of Nairobi, School of Educational pursuing a study on the impact of single parenthood on learners' educational performance amongst high schools in Limuru District, Kiambu County.

Data issued will only be useful for study reasons only; you are entreated to fill in the questionnaire. For confidentiality reasons you are invited not to indicate your identity in the questionnaire. Please show with a signal where suitable.

SECTION A: PERSONAL DATA

1. Which is your sex? Girl [] boy []
2. How old are you? 15-17 years [] 18-19 years [] Over 19 years []

SECTION B: PARENTAL PARTICIPATION

Scheduled are proclamations about the occurrence your parents' contribution you with numerous things show with a tick the suitable answer. Please show whether you strongly agree [SA], Agree [A], Disagree [D] or strongly Disagree [SD] with each of the following proclamations on discipline

Statements on the type of contribution assumed by parents	SD	A	D	SD
My parent(s) help me in homework				
My parent(s) take part in school events				
My parental(s) delivers for my elementary requirements				
My parent(s) are entirely elaborate in my homework				

(a) From your own view does single parenting impact parental contribution on learners' educational attainment?

(b) Yes [] No []

(b). Expound your response.....

SECTION C: PARENTS' EDUCATION LEVEL

4. What is the instructive extent of your parents?

Level of education	Mum	Dad
Primary extent		
High extent		
Diploma extent		
Bachelors extent		
Masters extent		
Ph.D. extent		

5. (a) according to your own view does a single parent's extent of education impact educational performance of learners? Surely [] Not at all []

(b). Expound your response.....

SECTION D: PARENTS' PROFESSION

6. What is your parents' core type of revenue? Signal where applicable

Cradle of income	SIGNAL
Waged	
Independent	
Jobless	

a) Does the parent's profession disturb your enactment? Yes() No()

SECTION E: FAMILY SIZE

7. How many sibling rare there your household?

1-2 () 3-5() 6-8() more than 8

a) Does household dimension affect your educational concert? Yes { } No { }

Expound.....

ADDITION II: Questionnaire for class tutors and principal’s

I am a post-graduate learner at the University of Nairobi, department of Education task a study on the impact of single parenthood on learners’ educational presentation amongst high schools in Kiambu County.

The evidence assumed was helpful for the investigation.

SECTION A: DEMOGRAPHIC DATA

Signal where suitable

SECTION A: PARENTAL PARTICIATION

1. Recorded are proclamations around the occurrence that the learners’ parents contribution them with several effects. Show with a signal the suitable response.

Declarations on the kind of support provided by parents				
Most Parents track their offspring’s educational presentation				
Most parents contribution school Events				
Most parents convey the elementary requirements of offspring				
Self-restraint is strong-minded by the type of family that a learner origin				

2. according to you does single parenting influence parental participation on learner’ educational performance? Yes [] No []

(b).Expound your answer.....

SECTION B: PARENTS’ EDUCATIONAL LEVEL

3. What is the level of most parents in your school
 primary [] High [] diploma { } degree { } masters { }
 PHD { }

4. What is the rate of parents appearing in school activities?
 Very frequently [] Less frequently [] frequently [] hardly []

5. According to you how does a single parent’s level of education impact educational accomplishments?

SECTION C: PARENTS’PROFESSION

6. The declarations below transmit to the impact of parents’ profession on learners’ educational attainment. Provided are the five choices matching to these accounts.

Strongly Approve [SA], approve [A], Disapprove [D],
 strongly disprove [SD]. Indicate the suitable response
 conveying your awareness.

Parents’ profession				
learner’s from official occupation display better educational presentation than those whose parents are in in jua kali occupation				
Parents occupied time has undeviating relationship with the participation in their offspring’s academics				
Parents in jua-kali profession appear most school activities				

7. According to you does a single parent’s profession impact the learners’ educational accomplishment.....