

**EFFECTS OF SINGLE AND INTACT PARENT HOOD ON LEARNERS'
EMOTIONAL BEHAVIOUR IN PUBLIC PRIMARY SCHOOLS IN KANDUYI
SUB-COUNTY, KENYA**

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Technology

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DECLARATION

This thesis is my original work and has not been submitted in this or any other appearance for a diploma or degree in any other University.

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CERTIFICATION

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DEDICATION

This thesis is dedicated to my sponsors under the Next generation leadership programme for Kenya (NGLPK) who endeavoured to support my education.

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ABSTRACT

The family is the impetus behind the growth and development of individuals. Children come from different parental backgrounds. Some come from intact parenthood while others from single parenthood. Despite the difference in family structures, they all attend the same schools and find themselves together sharing different activities and ideas. The study sought to examine the effects of single and intact parenthood on learners' emotional behaviour in public primary schools. Specifically, it aimed to establish how single parenthood influences learners' emotional behaviour, assess the impact of intact parenthood, explore the relationship between the two family structures and learners' emotional outcomes, and identify gender-based disparities in emotional behaviour among boys and girls from both single- and intact-parent households. The study was conducted in public primary schools in Kanduyi Sub-County. The target population consisted of 458 respondents of which 440 were class eight learners, with 212 boys and 228 girls with their 9 class teachers and 9 guidance and counselling teachers from 9 public primary Schools. This was achieved through stratified sampling, simple random sampling and purposive sampling techniques respectively. The sample size was made up of 205 participants. Questionnaires and interview schedules were used to collect data. Data collected was analysed by the use of descriptive statistics, whereas inferential statistics used included regression analysis and independent sample t-test. Qualitative data was transcribed, analysed and reported according to emerging themes. The study findings indicated that single parenthood negatively affected emotional behaviour since the p-value of $0.031 < 0.05$. There was a statistically significant positive association between intact parenthood and learners' emotional behaviours with a p-value of $0.009 < 0.05$. The test on the relationship between single and intact parenthood showed a coefficient correlation of -0.153 and a significant value of $0.031 < 0.05$ hence null hypothesis rejected. Lastly, a test on the difference in emotional behaviour between boys and girls from single and intact parenthood revealed a significant value of $0.048 < 0.05$. This implied statistically significant difference between intact parenthood and single parenthood. The study concluded that single parenthood has a negative impact on learners' emotional behaviour, whereas intact parenthood contributes positively to learners' emotional wellbeing. Based on these findings, the study recommended that single parents make deliberate efforts to spend quality time with their children to support their emotional development. Additionally, teachers were encouraged to create a supportive and conducive classroom environment where pupils feel safe and comfortable sharing their challenges.

ABBREVIATIONS AND ACRONYMS

DV	Dependent Variable
EBP	Emotional Behaviour Problems
EBPS – 2	Emotional Behaviour Problem Scale
EU	European Union
FST	Family Systems Theory
GAC	Guidance and Counselling
IV	Independent variable
IQ	Intelligent Quotient
KDHS	Kenya Demographic Household Survey
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science, Technology and Innovation
PSI	Parenting Style Inventory
US	United States
USA	United States of America
USCCB	United States Conference of Catholic Bishops

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study, objectives of the study, the hypothesis, the assumptions of the study, significance of the study, delimitations or scope of the study, limitations, the theoretical framework, conceptual framework and definition of operational terms used in the entire study.

1.2 Background of the Study

The family is the primary driving force behind the holistic development of individuals. An intact family which is often known as a nuclear family typically consists of two parents who are raising one or more children. The household operates as a nuclear family, with the mother and father jointly making decisions regarding domestic tasks. In contrast, single parenthood refers to the situation where one parent is solely responsible for parenting one or more children. The composition of a family can encompass a lone mother with her offspring, a lone father with his offspring, or an individual with his or her offspring. Mitchell (2020) argued that the emergence of single parent families is the most significant transformation in family structures due to its rapidity. Boris (2019) opines that 1 in every 4 children is born to a single mother.

Across the globe, single family structures come about as a result of choice, breakups or other separations. Studies suggest that rates of single parenthood may be relatively high globally with the following pathways leading into it: Divorce among partners, marriage against the wish, extra marital affairs, poverty, migrations to urban areas, denied

paternity, rape, death of spouse, unintended pregnancy, single person adoption and Single mother by choice among other reasons (Nasir & Patil, 2019).

The death of a companion has been and continues to be a prevalent cause of single parenting throughout history. On numerous occasions, diseases and maternal mortality led to the situation where a surviving spouse, either a widower or widow, had the responsibility of caring for the children. During specific periods, wars can also result in the loss of a parent for a considerable number of families, particularly in conflicts occurring inside pastoral communities. Moreover, advancements in sanitation and maternal care have resulted in a decline in mortality rates among individuals of reproductive age, hence reducing the occurrence of single parenting due to death (Glazer, Clark, Thomas, & Haxton, 2010)

Divorce is an additional cause of single parenthood. The United States had an overall rate of around 9 per 1000 in 2009 according to Howard, Martin, Berlin, and Brooks (2011). Consequently, approximately 1.5% (equivalent to roughly 1 million) of children were in the household of a parent who had just undergone a divorce during that particular year. A research conducted in 2010 by Cherlin Andrew revealed that approximately 69% of children in the United States were in a household that deviated from the conventional nuclear family structure (Cherlin, 2010). The data was categorized as follows: around 30% of individuals lived with a step parent, 23% lived with a biological mother, 6% were cared for by grandparents, 4% lived with a biological father, 4% lived with a non-relative, and a mere 1% resided with a foster family. Effects of divorce on children are complex and they vary depending on the nature of the circumstances that have led to divorce and the age of the child. Generally, children aged two to six are the most fearful about separation of parents and usually feel abandoned or lost. Both sexes are equally challenged in the coping process but in most cases they express this frustration in

different ways. Nevertheless, the age group is most adaptable to their situations since most of them are often too young to have a clear memory of their custodial parent (Howard, Martin, Berlin, and Brooks, 2011).

Niolon (2011) believes that children aged 7-12 are much better expressers of emotion, and have stronger survival of parental separation. They often have their suspicions about their parents, however, need outside help and encouragement to be motivated and can have both academic and social problems. Divorce is the most challenging process among adolescents; some teenagers even fail to be close to their family and handle their situation on their own. They also often have problems with describing their feelings, which also can be compared to the infants who are very young. Consequently, they might have problems with adapting to long-term affairs.

It seems that, there are people who choose to get pregnant and keep a child or children by themselves. Other people make the choice to adopt. In the west, they are usually called Choice Moms or Single Mothers By Choice. Nevertheless, fathers have the option of becoming single parents by use of surrogacy or adoption. Single parenthood is an option, which is made because of the failure to get the right partner to bring children up. In case of women, it is often driven by the need to bear children before it is late (Golombok, zadeh, Imrie, Smith, and Freeman 2016).

Single woman births and unwanted pregnancies are some other means of becoming a single parent. Although there are some cases of out-of-wedlock birth that are planned, most of them are accidental. To the society the out of wedlock births are often unacceptable and this often culminates in single parenting. A friend can also leave in the process of not taking the responsibility of bringing up the child. This even can lead to child injury. In case they are considered unacceptable, they can result in forced marriage,

but such marriages are less successful compared to other marriages (Sawhill, Karpilow, and Venator, 2014).

Waldfogel, Craige, and Brooks (2010) state that unintended out of wedding conception is the main reason of weak families. The father is not committed in this situation and the bond between the mother, father and the child is always in a state of turmoil. The fathers will stick around in the area to help raise the child, but they do not stick around long after the child is born and in five years only a third of them are left. Most of the weak families end up with the mother being the sole parent which further makes the process of coming out of the cycle of poverty even more difficult. The above mentioned avenues to lone parenting largely lead to the difficulties and challenges that a parent faces in the upbringing of their children.

According to Niolon (2011), children aged between 7 and 12 are more emotional and accept separation of their parents. Nonetheless, they can often be suspicious of their parents, require outside help and support and can have problems with social and academic spheres. In the case of divorce, adolescents possess the least coping tactics; they are the most problematic in their ability to adjust to the situation and can even avoid all aspects of relating to the family and instead decide to go it alone. They are often faced with problems in expressing feelings, similar to infants, and often have problems with building and sustaining long term relationships due to the problems with expressing feelings.

Evidently, certain individuals opt to conceive and raise a child or children independently. Some individuals opt to adopt. Commonly known as "Single Mothers by Choice" or "Choice Mothers" in the Western world, although fathers may also elect to become single parents through adoption or surrogacy, albeit less frequently. Many individuals opt for solitary parenthood deliberately after failing to find a suitable partner to co-parent

with, and for women, this decision is often driven by a desire to have biological children before their reproductive window closes (Golombok, zadeh, Imrie, Smith, & Freeman 2016).

Another path to becoming a single parent is the number of unplanned pregnancies that have led to the birth of single women. Although some of the births that take place outside the marriage are planned, some are unplanned. The illegitimate births are not socially acceptable and mostly result in the single parenthood. A spouse can also leave when he/she wants to avoid the burden of taking care of the child. This might be potentially harmful to the child. Forced marriages can also take place occasionally in case they are considered unacceptable, but such marriages are not as successful as others (Sawhill, Karpilow, and Venator, 2014).

Waldfoegel, Craige, and Brooks (2010) state that fragile families are usually the consequences of unwanted pregnancies that have taken place outside of marriage. In such a case, the father is usually missing and the relations between the mother and the father and the child are unstable all the time. The fathers want to be available and take part in the upbringing of the child, however, after birth of the child, majority of the fathers do not stay long. Fathers remain to be actively engaged in the life of the child only a third of them five years after the birth. Most of the families that become vulnerable end up having their mother becoming a single parent, and this has complicated the process of escaping the poverty trap. The factors mentioned above that cause single parenthood contribute largely to the problems that parents are struggling with in raising their children (Waldfoegel, Craige, and Brooks, 2010).

According to Kiberenge (2020), the proportion of women giving birth outside the marriage is 18 in Tanzania and Zimbabwe, 5 in Ethiopia, and a little over 10 in Malawi.

The rate of unmarried moms among Kenyan women is approximated to be 60 percent of the Kenyan women at the age of 45 and thus among the highest rates of single-parent families in Africa. A study carried out by Clark and Hamplova (2011) established that Kenyan women were likely to become single mothers at age 45, as a result of giving birth out of the wedlock or the dissolution of a union. The research was deemed as the first of the kind to be carried out in the country. Moreover, it also showed that about 30 percent of women in Kenya are giving birth before getting into marriage. It has been previously demonstrated that in Kenya women have higher chances of becoming single mothers because of having a child out of marriage, but not because of the death of a husband or divorce (Shelley & Dana, 2011).

The Kenya Demographic Household Survey (KDHS) 2011 found out that 18% of the women aged 15-19 had already given birth to a child: 15% of the women were already mothers and 3% were pregnant with their first child. In the survey conducted by the KDHS, it was revealed that 26 percent of the women belonging to the age group of 20 to 24 had given birth before the age of 18. Another study by Mungai (2017) has the hypothesis that Kenya had a serious single parenthood problem which can be defined as a crisis. About 45 percent of the total number of the children were not living with their biological parents. The death of the father only contributed 5.3% of the single mother families according to the KDHS survey data. It is however notable that in Kenya 22 percent of the kids were living with their mothers whereas their dads were alive but living overseas. Regionally, Nairobi was an interesting city based on its amalgamated modernism and opulence. In addition, it was the center of single parenthood in the nation. According to the data, 67 per cent of the children in Nairobi lived with both parents, and the average in Kenya in general made 55. Conversely, the research by the Kenya national bureau of statistics (KNBS 2013) established that children in the eastern

region were more likely to reside with their parents (49.4%), as compared to the Western region (49.5%). Even with both parents alive, the Eastern province had best chances of children staying with their mother with 27.6% of the children respondents of the poll reporting this. Coast province was recorded close behind with 24.1. The Central region has the third-highest percentage of 23.2% contrary to the dominant cultural image of the strong Gikuyu single mother. On the other hand, a higher percentage of children in Nyanza lived with their mother upon the death of their father, which was 8.8%. (KNBS, 2013).

According to Lasser, Fite, and Wadende (2011), single fatherhood is not very widespread in Kenya. However, it is most prevalent in the western province, particularly in Bungoma, Kanduyi Sub-County. In this area, the percentage of children living with their fathers while their mothers are alive but absent is 3.7%. The cultural origins of this practice lie in the fact that in most communities in the province, children were considered to be the property or responsibility of the father. However, the correlation between single motherhood, paternity and wealth is somewhat ambiguous. Single motherhood in Kenya is most prevalent among households in the middle income distribution, and significantly less prevalent among the poorest and wealthiest households, even when the father is alive. This is due in part to the fact that the death of a father is inversely associated to wealth. Therefore, children from the poorest homes were significantly more likely to have experienced the loss of their fathers, at the rate of 7.3%, compared to children from the wealthiest households, who were at the rate of 2.4% (Mungai, 2017). The development of children is significantly influenced by parenting processes, which could be measured by factors such as family functioning, parental behavioural control, parental psychological control, and the quality of the parent-child relationship. Family functioning refers to the degree to which family members are emotionally connected,

communicate efficiently, and work together to solve difficulties. Parental behavioural control refers to the rules and restrictions that parents establish for their children, as well as their comprehension of their children's behaviour. Parental behavioural control can be classified into five dimensions: parental knowledge of the child, parental expectations for the child's conduct, parental oversight, disciplinary actions, and expectations of obedience. Parental psychological control is parents intentionally exerting influence and control over their children by intruding upon or manipulating their children's emotions and thoughts. Research suggests that higher levels of family functioning and behavioural control have a positive correlation with beneficial psychological outcomes in children. Conversely, elevated levels of psychological control are associated with undesirable repercussions as considered by Hoskins (2014).

Various researches have shown that family functioning is at an acceptable level in a two-parent family as compared to single-parent homes. Parents, who are single or in a relationship, have different styles of parenting. Such typologies of parental attentiveness and demandingness divide various levels of parental attentiveness and demandingness thereby depicting how parenting relations are interactive. The level of parental control has been the initial subject of the research conducted by Baumrind (2020), who distinguished three parenting styles, including authoritative, authoritarian and permissive. Parental control involves the affirmative anticipations of parents, control, disciplinary measures, and willingness to correct the child in the case of disobedience. The imposition of structure and control can be considered as high levels of demandingness. The parenting behaviours that are involved in this area include parental monitoring and parental punishment procedures. Maccoby and Martin (2014) proposed parental responsiveness as one more facet of parenting. Parenting responsiveness is

measured in the following parenting behaviours: parental warmth, parental support, and parental involvement (Elstad and Stefansen, 2014).

Parenting style involves the collective beliefs and practices that influence the upbringing of a kid and these are established by determining the extent of parental control and acceptance of the child. The primary difference between the authoritative, authoritarian, permissive, and uninvolved parenting styles lies in the extent of rules and guidance set by the parent, elaborating and explaining demands and expectations, wielding control and power, and providing emotional support (Yaffe, 2017).

A parent with authority integrates both regular discipline and provision of autonomy in addition to the provision of warmth and emotional support. There are parenting styles of different kinds that involve the use of rules and punishment, and also listen to the views of their children. The latter they recognize and accept their emotions but also state that the ultimate authority rests with adults. They direct their time and efforts in trying to prevent behavioural problems in advance before they happen. Besides, they use the methods of positive discipline, enhancing positive behavior, including the system of praise and rewards. Children brought up in an authoritative manner of discipline are usually very happy and have high levels of accomplishment. Also, they are better predisposed to have the competence of making decisions and evaluating safety risks on their own (Dewar, 2017).

On the contrary, permissive parent supports emotional closeness and provides behavioural freedom. The parents usually opt to take the friend role as opposed to parental role. Although they often encourage their children to give them frank communication about their problems, they do not often put much effort into disapproving undesirable choices or undesirable behaviour. The children in these homes might exhibit

a higher level of behavioural problems because they have no respect to the authority and follow the norms. They often lack self-esteem and can often show the expressions of despair (Cherry, 2021).

The authoritarian parent obtains the psychological superiority over the child with the help of strict discipline and emotional lack of closeness. These parents are distinguished by the use of the phrase because I said so in a reaction to questions of a child about the reasons why something is done. They are not interested in negotiations and the most important focus is compliance. Moreover, they do not allow children to be involved in solving problems or to overcome obstacles. They set the rules and put the consequences in place instead with little regard to the opinion of a child. Children of authoritarian parents have a high probability of developing self-esteem, constant anxiety, and aggression because their opinions were not heard (Renee, 2020).

According to Baumrind (2020), the uninvolved parent usually did not have much knowledge of what their children were doing. Regulations are typically lacking leading to the lack of guiding, loving, and parental care on children. Uninvolved parents believe that they have to leave children to the care of themselves without their supervision or participation. They exhibit no dedication towards meeting the basic need of children thus it can be termed as negligent, but it may not always be intentional. Such parents were not interested in the education of their children and fail to ask about their performance at school. They had little information about the whereabouts of their children and people they were connected with. They also spent lesser time to spend with their children. In contrast, children with parents of this kind were likely to develop the problem of their self-esteem, and they had frequent behavioural disorders in the form of excessive concerns, low scores in happiness, and poor performance in school (Baumrind, 2020).

Amato (2010) also states that single parent households were more at risk of dysfunctional parenting styles and behaviours than families that remained together. Also, it was illustrated that the poor environmental conditions that children living in single parent families were exposed to had a significant influence on their emotional behaviour, thus negatively impacting their happiness and self-esteem (Smith, 2022).

1.3 Statement of the Problem

Single parenting is very common in the present society. The introduction and subsequent public acceptance of this family form has disrupted the children's emotional stability. On average, single parent families are low income earners compared to two parent families and therefore are more constrained in ensuring adequate financial support to meet their children's needs. Single parents struggle to cope with the double responsibility of work and rearing children which may be challenging for them to support a conducive environment for their children, hence children suffer from poor emotional behaviour in the form of anxiety, aggression, crying, withdrawing, low self-esteem, and so on, with no one to turn to because the single parent has little or no time to devote to them (Ndung'u, 2015). Due to the fact that single parents do not have adequate time to spend with their children, they may miss out meetings concerning their children at school. This incident cause serious emotional distress on the children. Being single-parented child is difficult both at home and at school. As a result, the children are frequently missing school and from extracurricular activities (Omosho, 2019). In addition, the children have a diminished ability to function in school, exhibit violent behaviour, emotional disorders, short attention span, and are stressed. As a result, they are unlikely to meet the standards set by the institution. Mawusi (2013) stated that single-parented children were not only in danger of emotional fluctuations, but also had issues with social skills such as getting along with peers, obeying laws and regulations and making bad academic adjustments.

Tubei, 2012; and Akida et al. 2018 carried out studies on the impact of single parenting on psychological well-being and the impact of single parenting on children's academic achievement respectively. The studies only looked at single parenthood and how it affected different factors missing out intact parenthood. However, this study is designed to compare the effects of single or intact parenthood on the emotional behaviour of children in public primary schools in Kanduyi Sub-County.

1.4 Purpose of the Study

The purpose of this study was to establish the effects of single and intact parenthood on learners' emotional behaviours in public primary schools.

1.5 Research Objectives

The study was guided by the following objectives:

- 1) To establish the effects of single parenthood on learners' emotional behaviour.
- 2) To determine the effects of intact parenthood on learners' emotional behaviour
- 3) To establish the difference between single and intact parenthood on learners' emotional behaviour.
- 4) To find out the differences in the emotional behaviour between boys and girls from single and intact parenthood.

1.6 Research Hypotheses

H₀₁: There is no significant effect of single parenthood on learners' emotional behaviour.

H₀₂: There is no significant effect of intact parenthood on learners' emotional behaviour.

H₀₃: There is no significant difference between the effects of single and intact parenthood on learners' emotional behaviour.

H₀₄: There is no significant difference in the emotional behaviour between boys and girls from single and intact parenthood.

1.7 Significance of the Study

Comparative study of Single and Intact Parenthood on learners' emotional behaviour in public primary schools focuses on how parents manage their children in the two types of families and the outcomes of how such management affects the psychological well being of children both at home and at school. The study will be useful to the parents and other caregivers to establish better strategies of handling and caring for children especially in single parented homes to reduce the negative effects on children's psychological wellbeing. The teachers and the school management at large will be able to identify better ways of helping learners with emotional problems especially through the guidance and counselling office. The school administration at different schools will need to establish and enhance the guidance and counselling department to ensure the comprehensive support and welfare of students. The study findings are expected to enhance the understanding of child-related issues for different people dealing with children and marriage counsellors, enabling them to improve their expertise in working with children and families. This study could serve as a foundation for future research on the impact of both single and intact parenthood on the emotional behaviour of learners in Kenya and globally.

1.8 Delimitation of the Study

The researcher focused on conducting comparative research to examine the impact of single and intact parenthood on the emotional behaviour of learners in Public Primary Schools. The study was restricted to class eight learners with the age range of between 13 and 14 years from both single and intact parent families excluding all other learners from

polygamous families in the schools. The learners in this particular class were selected based on their age and maturation level. They possessed the ability to articulate their emotions and an understanding of themselves, as well as the environments they engaged with such as their family, school, peers and others in similar circumstances. In addition to the learners, the researcher included the class teachers and guiding and counselling teachers as participants. The research was carried out in Kanduyi Sub-County, Kenya.

1.9 Limitations of the Study

The area of study covered was Kanduyi Sub-County public primary schools. Therefore, the findings of the study could only be applicable to few schools in Bungoma County.

The target population of the study included boys and girls from single and intact parenthood in class eight, so other classes were not part of the study. Besides, children living with step parents, orphans and those living with drunkard parents were not included in the study. This could form a basis of another study considering findings from such backgrounds.

1.10 Theoretical Framework

1.10.1 Kerry and Bowen Family Systems Theory

The study anchored on Kerry and Bowen's Family Systems Theory (FST). The study is highly pertinent to the emphasis that Kerr and Bowen's theories place on the emotional influence of one family member to the other. The theory regards the family as an emotional unit in which each member adheres to specific rules and fulfils a specific function. The family unit is further defined by the theory as a multifaceted social system in which members engage in interactions that affect one another's behaviour. They believed that it is more advantageous to concentrate on the family as a whole rather than

individual component. This is applicable to the intact family of father, mother and children. In contrast, the single-parent family characterized by either the mother or the father and their children, is considered an incomplete family according to the study. The theory also acknowledges that the family is a critical factor in the emotional and physical well-being of individuals throughout their lifetime. According to Kerr and Bowen's theory, children do inherit both strengths and weaknesses from their parents. However, the most significant of these are connection sensitivities, which include traits like an intense desire for other people's approval or an overwhelming sense of responsibility for their pleasure. In this context, children living in intact homes are better placed since they have both parents sharing the responsibility of caretaking, providing basic necessities, safety, school needs and psychological needs. Thus, the support at all levels enhances a balanced emotional state in children's day to day living. This is contrary to the single parented children where the parent has to choose between work and taking care of children's wellbeing. This parent has little or no time to spend with his or her children; they do not feel that love and care of a parent; they struggle with homework all alone, which destabilize the children's emotional states. Such challenges could recur in their adult lives.

1.10.2 Critique of family systems theory

Kerr & Bowen (1988) has greatly influenced methods for working with families as well as the study of families. It has facilitated study in areas such as comprehending traumatic experiences or chronic health conditions and their effects on individuals and families, interventions for substance misuse, therapeutic methods and familial relationships. The lens has facilitated a valuable perspective that has led to a deeper comprehension of families. Nevertheless, some have contended that family systems theory fails to completely address the complexities of gender inequity. In patriarchal society, when

authority is predominantly held by men, it cannot be assumed that there is equal influence among men and women. Critics content that this disparity is frequently disregarded or downplayed (Goldner, 1989; Yllo, 1993).

1.10.3 Joyce Epstein's School-Family-Community Partnership Model

The researcher also considered Joyce Epstein's School-Family-Community Partnership Model. It brings out the understanding and enhancing of parental involvement in matters of education. The model conceptualizes the relationships among schools, families and communities as overlapping spheres of influence. It emphasizes that all stakeholders share a mutual interest in a child's success. From the researchers' point of view, the child is brought up in the family as a smaller unit of the entire community. The child is further initiated into the norms and culture of the community. From there the child is assisted to join the school where he/she is taught to associate with other children sharing, playing and learning regardless of the marital background they emanate from. In this case, single and intact parenthood. The model identifies six types of involvement. They include: parenting communication, volunteering, learning at home, decision making and Collaborating with the community. Each of them is designed to foster engagement and support of the learners' achievement. The framework suggests that effective collaboration among all the stakeholders enhance positive educational outcomes from the learners. This indicates that increased parental involvement positively impact learners' performance in all aspects of development. It also encourages schools to adopt inclusive practices to overcome barriers to parental engagement, recognizing the diverse family backgrounds and circumstances. The model aims to create supportive environment to benefit both learners and their families. In the long run, the school-family-community partnership model serves as a guide for schools striving to foster

meaningful connections with families and communities, contributing to the holistic development of children.

1.11 Conceptual Framework

Figure 1.10 illustrates the conceptualized relationship between the variables. The dependent variable is learners' emotional behaviour with indicators of self esteem, anxiety and aggressiveness / hyperactive which are moderated by the school environment, guidance and counselling and peers, while the independent variables are single and intact parenthood.

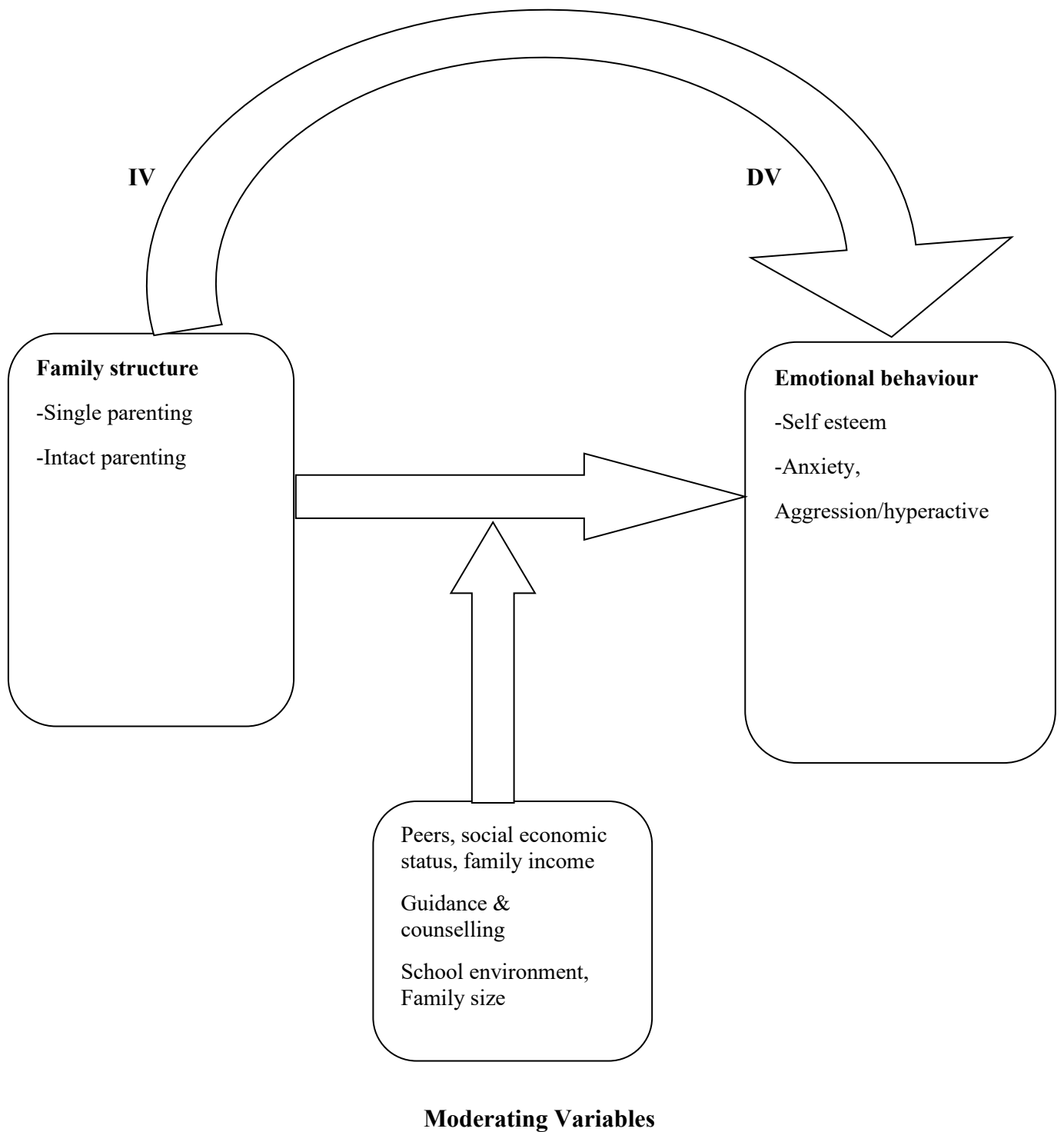


Figure 1.1: Conceptual Frame work

It is presumed that single or intact parenthood could influence children’s emotional behaviour. Single parents go through difficult moments in form of working extra hours to cover up for the missing parent hence coming home late. These parents have little or no time to spend with their children, they still have to ensure children’s basic needs, safety and emotional needs are catered for. With all these responsibilities children lack

emotional support from the lone parent. The parental control exerted on the children could be harsh leading to children's fear, anxiety, anger, diminished self-esteem and hyperactive or aggressive in some way. From the researchers' view, emotional change in children end up affecting their learning activities to the extent of increasing absenteeism from school due to lack of fees, hunger or striving to do other chores to supplement the only parent they have.

It was further hypothesized that in intact families the responsibilities could certainly be shared among the parents wherein they all take part in decision making and fending for the needs of the family. The children's needs are catered for in time and therefore no much burden is left for anyone of them. Parents employ authoritative kind of parenting which allows for children's opinion, consistent discipline and autonomy granted with the provision of warmth and emotional support. The children in this kind of family express pride of their parents and therefore develop high self esteem. Additionally, these children are outgoing, interact closely with peers and feel free to share with parents and teachers increasing opportunities of improving their performance and behaviour. They attend school regularly since they experience adequate support from their parents.

Despite the influence of the independent variable on the dependent variable, the moderating variables such as the peers, guidance and counselling, school environment, the family income and social economic status could affect the dependent variable. Learners from both intact and single parent homes attend the same schools and learn in the same classes sharing different indoor and outdoor activities. Those from single parented homes could not be in position to cope with the stress encountered at home compared to their peers living with both parents. They could be in position to single out the most pressing needs if listened to by the guidance and counselling teachers. There are laid rules and regulations or school traditions that learners have to abide by while in

school. In this regard, learners from single parent families experience challenges following school rules due to the life situations from home compared to learners from intact families. Parents who live together pool resources and specialise in different activities making it more efficient than raising children outside of a union. In addition single parenthood can greatly interfere with socio-economic prospects such as children's education, occupational aspirations and marital prospects (Koops. et. al. 2021). This conceptual framework reflects the ideas propounded by Kerr and Bowen (1988). According to family systems theory the behaviour of one member of the family affects the emotional behaviour of the others in that, the single parents may engage in harsh parenting behaviours which may negatively impact the behavioural tendencies of learners from the kind of families.

1.12 Operational definition of terms

Emotional behaviour – refers to positive or negative behavioural characteristics exhibited by class eight pupils in the home or school environment from both single and intact parenthood

Intact parenthood – refers to a family where both parents are living with school going child and jointly taking the responsibility of caring for them

Learners – refers to class eight children in the public primary schools in the study

Parenthood– refers to parents being either single or intact

Psychological well being–refers to the state of children being stable emotionally, mentally, physically and socially

Relative age effect– Refers to the phenomenon in which infants born prematurely during their year of birth have superior performance compared to those born later in the same cohort

Self esteem – refers to the confidence children feel about themselves depending on the environment

Single Parenthood–refers to one parent living with his or her school going children

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers literature reviewed on parenthood and learners' emotional behaviour. It comprises of literature under the following objectives: To establish the effects of single parenthood on learners' emotional behaviour; to determine the effects of intact parenthood on learners' emotional behaviour; to establish the difference between single and intact parenthood on learners' emotional behaviour; to find out the differences in the emotional behaviour between boys and girls from single and intact parenthood.

2.2 Effects of Single parenthood on learners' emotional behaviour

Single parenthood refers to a family where one parent lives with school going children and takes full responsibility of them. Throughout history, single parenthood has been prevalent worldwide as a result of factors such as high rates of parental mortality, disease, warfare, violence, work accidents, and maternal mortality. Presently, the causes of single parenthood encompass divorce, familial dissolution, desertion, the demise of the other parent, childbirth by an unmarried individual or unplanned pregnancy, and single person adoption (Wajim & Shimfe, 2020).

A Study carried out by Brennan (2021) indicated that compared to children in intact families, children in single-parent families were more prone to experiencing adverse psychological effects, including increased engagement in risky behaviours due to stress, fear, frustration, alcohol abuse and decreased subjective well-being (Brennan 2021). Marital disruptions have a negative impact on parents' well-being, which in turn has a detrimental effect on their parenting, including their ability to discipline and manage their children. Furthermore, the occurrence of family disruptions resulted in financial

hardship for the family. According to Sheik and Leung (2018), if the single parent is employed, the level of parental supervision over the children could further be diminished in the scenario.

Schmuck (2013) from Brigham Young University conducted a study on single parenting and found that the negative impacts on children's behaviour were not as significant as believed in the United States. The hypothesis that was used in the study is the Single Parents Stress hypothesis. The hypothesis noted that the single parents had a number of commitments to attend to individually, leading to a high rate of stressors leading to low levels of parental warmth, participation in the life and support of their child (Jackson et.al. 2010). The researcher used a longitudinal methodology. He further conducted a multiple regression analysis and found a strong correlation between single parenting and both internalized and externalized behavioural difficulties in children. Subsequent examination indicated that traumatic experiences such as divorce or separation occurring early in a child's life were the primary cause of adverse behavioural consequences in children, rather than the style of parenting. The study did not include details regarding the target population of children, their age or their grade level. The present study examined the effects of single and intact parenthood on the emotional behaviour of students in public primary schools in Kanduyi Sub-County, Kenya.

One of the studies found in Surabaya, Indonesia analyzed parenting styles in single parents and their influence on the social and emotional growth of young children. Gunarti and Rezka (2017) disclosed that family was important as the first environment that children recognize and a shaper of their character. Children at the early stages of their development obtained cognitive and sensory stimulation through their family environment. An ecological system theory created by Bronfen brenner (2009) was used. The concept stated that the family set-up commonly known as the micro-system, had a

great impact on the personality development of children. The issues were analyzed with the help of a qualitative descriptive design. Two unmarried mothers who delivered at a tender age were the sources of information collected. The child was 13 years old and then there was another child of the age 3 years and 3 months. The second individual had a 4 years and 4 months old daughter. The data collection tools that were employed in the research were the participant observation, interview and documentations. The results of the data collected concerning the parents revealed that the single parents adopted a blend of democratic authoritarian and permissive democratic parenting styles. Also, the research determined three measures of socio-emotional growth during early childhood (Gunarti and Rezka, 2017). This current work was aimed at investigating differences in emotional behaviour of children in single parent families and intact families in the Kanduyi Sub-County primary schools in Kenya.

According to the study by Chandra (2010), Creech (2014); and Moeller (2015) had the findings that children that were not taken care of by their parents are more likely to develop an increase in emotional, behavioural, and social problems, as well as deterioration in their academic performance. The research also confirmed that the schools had significant role to play in controlling the behaviour of children. This greatly affected children who were left alone by their parents, which required a lot of attention (Lester, 2010; Osofsky, & Molinda, 2013; Trauttman, 2015). The study sample consisted of parents and their children aged between 10-22 years. Data collection were done through detailed interviews carried out on the families of army, navy and air force military personnel. The study results showed that children living in military complexes were predisposed to individualism and that they found it difficult to integrate themselves in the social environment leading to a latent social growth. The researcher used in-depth interviews as the sole method of collecting data among the parents and children of the

army, navy and air force families. Nonetheless, the proposed study will purport to gather data among learners and class teachers working in the public primary schools of Kanduyi Sub-County through questionnaires and interview guides.

Tubei (2012) conducted a study in Eldoret Municipality, Kenya. The study aimed to ascertain the impact of single parenting on the psychological well-being of secondary school students. The researcher therefore examined the impact of single parenting on the emotional well-being, self-esteem, self-discipline and attitudes towards marriage among adolescents in secondary schools. The study employed a causal comparative research strategy. A total of 281 Students from form 2 and form3 were chosen as the sample from the 10 schools. The questionnaires were utilized to gather data from the students. The findings of the study indicated that there was no statistically significant disparity in the psychological well-being of adolescents hailing from single parent households compared to those from households with both parents present. The study exclusively focused on adolescents enrolled in secondary schools and solely relied on questionnaires for data gathering, (Tubei, 2012).The present study examined the emotional behaviour of students from both single-parent and intact families. The researcher utilized Kerr and Bowen family systems theory to guide the comparative research design. Stratified, Simple random and Purposive sampling methods were employed to select participants. Two data collection instruments, questionnaires and interviews, were used to gather information from students studying in public primary schools in Kanduyi Sub-County, Kenya.

2.3 Effects of intact parenthood on learners' emotional behaviour

An intact parent family is characterized by the presence of both parents living together with school-age children and sharing the responsibility of their care. The term

"traditional nuclear family" refers to a family structure where both parents actively participate in the care and upbringing of their children. Shek and Leung (2018) defined the intact parent/traditional nuclear family as a functional unit where members are emotionally connected, communicate effectively and work together to overcome obstacles. An intact and cohesive family structure can have a profoundly positive influence on a child's current and future well-being, providing numerous advantages for both children and adults. Children raised in households with parents who maintained a continuous marriage were found to have a reduced likelihood of encountering various social, emotional and cognitive difficulties, during their youth and in their later adult years (Amato, 2019).

In intact families, children usually have greater access to economic and communal resources since parents combine their time, finances, and efforts. Consequently, children are often the primary focus inside the household. According to the United States Conference of the Catholic Bishops' report on the 'Benefits of marriage to children' (2016), children who are raised in intact married families have a higher likelihood of attending school, better physical and emotional health, reduced risk of physical or sexual abuse, lower chances of using drugs or alcohol and engaging in delinquent behaviours, decreased likelihood of divorcing when they marry, lower chances of teenage pregnancy or getting someone pregnant and a reduced likelihood of growing up in poverty (Boscio, 2016).

A study conducted in China by Shek, Xie and Lin (2015) examined the influence of family intactness on family functioning, parental control, and parent-child relational traits. The findings revealed that intact families exhibited superior family functioning. Parental monitoring was more extensive, resulting in improved parent-child connections overall. The study included a total of 2,616 teenagers from intact families and 535

adolescents from non-intact homes. The participants were selected from 28 secondary schools in Hong Kong. Four established scales were employed to evaluate family processes. The findings indicated that adolescents from intact homes reported greater levels of family functioning, father and maternal behavioural control, paternal psychological control and better parent-child relational qualities compared to adolescents from non-intact families. This suggested that family dynamics were typically more favourable in families that remained intact. The study solely focused on family processes and did not extensively investigate the indicators of emotional behaviour in adolescents. Furthermore, the study exclusively focused on adolescents attending secondary schools, excluding their parents from participation. Therefore in the present study, the researcher examined and distinguished the emotional behaviour of students from single and intact-parenthood in public primary schools in Kanduyi Sub-County, Kenya.

Marriage safeguarded and advanced the welfare of children by creating a family setting that facilitated their growth, development and prosperity. The environment fostered social interaction and moral development for the youth, who gained knowledge from their both parents and siblings. The marriage institution serves several roles to children such as giving them a sense of their biological background, establishing a strong connection with both mother and father, creating a nurturing environment where they grow and develop, managing their schooling and life development and helping them to identify themselves as they discover the rest of the world. These commodities were not just desirable, but rather a moral obligation due to children as fragile individuals brimming with potential. Whenever feasible, youngsters possess an inherent entitlement to be aware that their mother and father bear a fundamental duty to love their children without any conditions. Marriage is important for children in numerous ways. This study examined the impact of family structure on children in terms of their education,

psychology, sexuality and behaviour. Marriage also has a significant influence in promoting the emotional well-being of children. According to Witherspoon (2014) children who came from stable married families had a considerably lower likelihood of experiencing depression, anxiety, alcohol and drug abuse and thoughts of suicide compared to children from divorced households.

Amber and Rees (2020) conducted a study on children's perspectives of well-being and the factors contributing to a happy life in the United Kingdom (UK) in England, Northern Ireland, Scotland and Wales. The survey was carried out under the auspice of the Office for National Statistics. This study conducted a qualitative analysis to examine children's perspectives on their well-being and the factors that contribute to a happy life for a child. The analysis was based on focussed group discussion conducted across the United Kingdom. The study's findings were derived from 10 focussed groups consisting of children and young people aged 10 to 15, encompassing a total of 48 participants of both genders. During the discussion, children expressed their views on various aspects of supportive family relationships. They emphasized the importance of receiving love and affection, building trust, spending quality time with their parents, feeling safe and accepted, understanding and being understood, learning values and life skills, being disciplined with love and care, having the opportunity to spend time with good friends, taking care of pets, especially those with mental health challenges and engaging in positive and enjoyable activities such as sports, art, music and drama, all for the sake of their happiness. The study focused solely on the familial happiness of children, disregarding other aspects of their well-being. Emotional indicators such as anger and aggression were not addressed. However, the purpose of this study was to compare the emotional behaviour of children, specifically in terms of anger, self-esteem and

aggression, based on whether they came from single-parent or intact families in Kanduyi sub county, Kenya.

Research in Brazil by Sebastiao, Rodrigues, Pizeta, and Loureiro (2020) examined the parenting styles and behaviour of school-aged children in intact nuclear families, comparing and contrasting the opinions of biological mothers and fathers. The study, titled "Associations between Parental Styles and School Children's Behaviour," specifically examined these households. The study hypothesized that there could be disparities between mothers and fathers in their evaluation of children's behaviour, as well as in their utilization of positive and negative parenting strategies. Moreover, according to assessments from both mothers and fathers, children who displayed behavioural problems more often were also more frequently subjected to negative parenting techniques and less frequently exposed to good parenting techniques. The study employed a cross-sectional and co-relational design to compare two groups: 42 intact nuclear families, each consisting of only one child. The study employed two data collection instruments: a general questionnaire and a parenting style inventory (PSI), which were both administered to the participants. Spearman's correlation test was employed to evaluate the data and statistical tests were performed using IBM SPSS v. 23. The current study however, compared the effects of single and intact parenthood on the emotional behaviour of learners in public primary schools located in Kanduyi Sub-County, Kenya.

A study was conducted by Davids, Ryan, Yassin, Hendrickse, and Roman (2016) to investigate the influence of family structure and functioning on the fulfilment of adolescents' psychological needs, life objectives and aspirations in a South African setting. The study entailed the arbitrary selection of 457 ninth-grade adolescents from four public schools in the Western Cape, South Africa. The data collection instruments

employed were: the Family Assessment Device, Aspirations Index and Psychological Needs Scale. The data analysis was performed with SPSS version 23. The study utilized hierarchical regression analysis to forecast psychological needs and types of goals (intrinsic versus extrinsic) based on family structure, taking into account family functioning. The study results showed that adolescents from intact family structures experienced higher levels of satisfaction with their basic psychological needs and had a stronger tendency to pursue external goals compared to those from single-parent family structures. The study employed the family assessment device, aspirations index and psychological needs scale as data collection instruments for ninth-grade adolescents at Western Cape University in South Africa. By contrast, this study included questionnaires and interview guides to investigate the emotional behaviours of pupils attending public primary schools in Kanduyi Sub-County, Kenya. The participants consisted of students from both single-parent and intact parent households, together with their class teachers and guidance and counselling teachers.

Dorcas, Jamil, and Hans (2018) discovered that parents frequently voiced concern about the emotional and behavioural challenges of children and adolescents in a study done in Central Kenya. According to their statement, children may encounter a wide range of problems that differ depending on their age. These problems include behavioural disorders, antisocial conduct, anxiety, depression and substance misuse. The study utilized child behaviour checklist data collected from 1022 Kenyan parents reporting their children aged 6-18 years, together with self-reports from 533 adolescents aged 12-18 years living in Kenya's central area. The sample procedures used were stratified and systematic random sampling. Kenya had a much higher occurrence of emotional behavioural disorders in comparison to the multicultural standards for parent reports. More precisely, 27% and 17% of individuals obtained scores within the borderline and

clinical range, respectively. Based on parental reports, younger children outperformed older children in EBP scores and also exhibited greater scores in internalizing issues. Based on self-reported data, girls demonstrated superior performance compared to boys, particularly in terms of internalizing issues. The study provided empirical support for the higher prevalence of evidence-based practices (EBP) indicated by parents of Kenyan adolescents. The current study aimed to compare the emotional behaviour of eighth graders in Kanduyi Sub-County, Kenya, who were either raised by single parents or had intact families. Unlike a previous study that focused on the emotional behavioural issues in adolescents and children in Kenya's central province, this study utilized questionnaires and interview guides.

2.4 Difference between single and intact parenthood on learners' emotional behaviour

The family serves as the bedrock for the wholesome growth and conduct of children, as it provides them with a sense of belonging, emotional equilibrium and protection. The parents' mutual understanding, sharing of tasks, fulfilment of children's needs and security to the family all contribute to a healthy and favourable atmosphere, particularly for the children (Rodrigues, 2012).

Zhu and Shek (2021) conducted a study in Hong Kong, China to examine the impact of parental factors on adolescent well-being. The researchers discovered that teenagers from various cultural backgrounds who got good parenting, which was defined by support, care, responsiveness, active communication, mutual trust and behaviour regulation, reported greater levels of life satisfaction and reduced levels of hopelessness. On the other hand, teenagers whose parents utilized psychological control, neglect, harshness, or other dysfunctional parenting methods indicated reduced life satisfaction and increased levels of despondency. The study examined the correlation between the developmental

patterns of parenting and the overall well-being of teenagers. Additionally, the study analyzed how the gender of the child influences this relationship. The study included a sample of 3,328 teenagers from Hong Kong, consisting of 52.1% boys. The average age of the participants at the beginning of the study was 12.59 years. The participants completed surveys assessing attitudes of parenting and welfare. The study found that the paths of good parental characteristics included behavioural control and parent-child interaction which had a positive effect on the trajectory of life satisfaction but a negative effect on the trajectory of pessimism. Psychological control yielded opposite outcomes. The findings provided further evidence of potential long-term parental influences on children's well-being and emphasized the significance of examining associated developmental trajectories. The previous study examined parental factors and adolescent well-being in Hong Kong, China. In contrast, the current study focused on comparing the emotional behaviour of students from single-parent and intact-parent households in public primary schools in Kanduyi Sub-County, Kenya.

The total parent-child interaction is likely to impact the psychosocial well-being of the child. Offspring of solitary parents exhibited a higher propensity for engaging in hazardous conduct, such as withdrawal, smoking, alcohol use, hostility, deficient communication, violence, delinquency, unsafe sexual behaviours and suicidal attempts. If a child experienced unhappiness, they were more prone to engaging in smoking or drinking. It is crucial for children to have a sense of security, which could be challenging in single-parent households compared to intact parenting situations when both parents are present (Mabuza, 2014).

Portugal and Alberto (2019) conducted a study in Portugal comparing the communicational characteristics between parents and children from post-divorce families and intact nuclear families. The study involved parents, adolescents and school-going

children. The main objective of the study was to identify the key features of parent-child communication. This included emotional support, which involved expressing emotions clearly, solving problems effectively, providing supportive statements, and showing empathy. Another aspect was parental availability for communication with their children. Meta communication, which refers to the ability of parents to communicate with their children, was also examined. Additionally, the study looked at parental and children confidence and sharing of personal problems and discussing intimacy issues. Finally, negative communication patterns such as hesitancy to share, negative styles of interaction and limits on what was shared were also considered (Portugal & Alberto, 2014). The study included 102 participants from families that had experienced divorce and 100 participants from households that remained intact as nuclear families. The data collection instruments consisted of a socio-demographic questionnaire and a perception scale of parenting communication. A chi-square test was conducted to compare the proportion of cases between the two households. The findings indicated that there were no significant statistical differences between the two family arrangements in terms of parent-child communication. Similarly, there were statistically significant differences observed in relation to particular variables related to divorce. The findings debunked the notion that post-divorce families exhibit less favourable communication patterns in comparison to intact nuclear families. The previous study involved the participation of parents from post-divorce families and intact nuclear families. However, the current study specifically focused on learners from single and intact parenthood, as well as their teachers from public primary schools in Kanduyi Sub-County, Kenya.

Megan (2016) suggested that several elements, such as the quality of the family relationship and how parents expressed and managed their divorce, influenced the development and behaviour of children experiencing their parents' divorce. Children

between the ages of 9 and 12, who experienced their parents' divorce, may have been more likely to express anger towards their parents as a way of coping with feelings of sadness and powerlessness. This may not be the case for children who lived with both parents, as they have the opportunity to share their emotions and experiences with both parents.

As Lindahl and Malik (2011) discovered, children who witnessed marital disputes in a family condition that was typified by raised levels of dispute, disengagement and chaos suffered emotional disturbances since they felt threatened and guilty. The research also found out that family cohesion mediated these conflicts, in which family support was facilitated when both parents were present in intact families. Also, children who had to deal with a great amount of conflict in the family tended to experience problems in their social and emotional growth and well-being on the whole. This also applied to children who used to constantly see their parents quarrelling, a situation that is often referred to as background noise in the upbringing of a child (Moges & Weber, 2014). Although the anger and conflict were not directly targeted at the child, they may have had an adverse effect on the emotional state and control of the child. This was often the case since children emulated what they saw, and in most cases, they imitated the behavior of their parents in other social interactions. Provided that people were used to the frequent experience of conflict and lack of control over their emotions, their attitude towards social relationships would be affected when they increase their social network in old age. The results of the former studies have also shown that parental marital status and internalizing disorders were related. After a very comprehensive examination of how parent marital status affects behavioural problems, it was found that children had the lowest score of depression when living with both parents compared to when they live with one parent (Jordyn, 2019).

A study conducted in Ghana-West Africa by Raturi and Cebotar (2023) examined the effects of parental internal and external migration on the psychological well-being of children. The study focused on school-going children between the ages of 12 and 21 in two urban regions, Kumasi and Suyani, which had significant rates of out-migration. This was the case with the single parent and nuclear families who had the perception that it was right to leave their children and/or family unattended with or without communicating with them over long durations of time. The author of the study analyzed data collected in the period of three years (2013, 2014, and 2015). The data collection methods used were self-reports, which were given by the children. Respective analysis of boys was done on a sample of 781 and of girls 705. The findings revealed that girls and boys whose mothers were absent either domestically or globally were equally or more prone to experiencing elevated levels of psychological distress compared to children with non-migrant parents. Boys were more prone to experiencing psychological fragility when their parents migrated or divorced. Thus, in Ghana, the mental health of children was influenced by factors such as the parent's migration status, the marital status of the migrating parent, and the child's gender. However, the present study examined the emotional behaviour of children in public primary schools in Kanduyi Sub-County, Kenya. It considered the self-reports of children as well as the perspectives of learners and teachers. The study compared the emotional behaviour of children from both single and intact parental status. Interview schedules and questionnaires were used as data collection tools.

In other studies conducted in Kenya by several researchers, it was found that parental marital status not only influenced children's emotional behaviour, but also had an impact on learners from various viewpoints. As an example: In the study conducted by Musyoka (2018) on the influence of school-based factors on learners' performance in the Kenya

Certificate of Primary Education (KCPE) at public primary schools in Kathiani Sub County, Machakos County, the researcher aimed to assess the impact of instructional resources on learners' performance in KCPE. The researchers explored how much teacher sufficiency influenced the results of learners in the (KCPE) examination. It also examined how the supervision role of head teachers affects performance of learners in (KCPE) examination.

In another research study by Mosansa (2019) in the Nyamache Sub County, Kisii County, the researcher was attempting to explore the effects of professional development of preschool teachers on the academic performance of the preschool learners. Also, the research investigated the impact of supervision of preschool teachers, parental involvement and mobilization of funds by the head teachers on the performance of the preschool learners. Researchers in one of the articles by Munda and Odebero (2014) studied how education costs affect the academic performance of students in secondary schools within the Bungoma County. The study aimed to compare the expenses of education across district and community schools and examine the relationship between prices and academic performance in these schools. In a separate study conducted by Ochwada, Oseko and Murunga (2019), the researchers aimed to examine the impact of school environmental factors on the teaching and learning process in public primary schools located in Bungoma South Sub-County. The emotional state of the students was barely considered in the research on learners' performance in Kenya and the area of study (Bungoma County), in contrast to other factors such as teacher professional development, parent involvement, school environmental factors, head teacher supervisory role, education costs, instructional learning resources, teacher adequacy, school environmental factors, and so on. Hence, the researcher aimed to carry out a comparative analysis on the effects of single and intact parenthood on the emotional

behaviour of students in public primary schools in Kanduyi Sub-County, Bungoma County, Kenya.

2.5 Differences in the emotional behaviour between boys and girls from single and intact parenthood

Children are typically the most severely affected when the nuclear family disintegrates. At first, teens frequently experience the terrible phase when their parents' relationship deteriorates. This often entails disputes among parents, derogatory remarks, parents engaging in relationships with other individuals, and a decrease in family time and unity. Parents often engage in an emotional struggle to win their children's love and devotion (Elder-avidan & Purdie, 2009).

In a study conducted at Arizona University in the United States, Jenkins (2018) examined the impact of the timing of parental divorce on the attitude and behaviour of offspring, specifically focusing on gender differences in the effects of parental divorce on externalizing and internalizing behavioural disorders. The externalizing behaviours encompassed acts of bullying, physical aggression, impatience, dishonesty, attributing blame to others, and non-compliance. Conversely, internalized behaviours encompassed fearfulness, sobbing, unsociability, worry and discomfort (Japel et.al., 1999). In the aforementioned study, Malone et al., (2004) examined the externalizing behaviour of children from kindergarten to the 9th grade. The study compared children whose parents divorced during the period of study with those whose parents remained married. According to the results, boys had a higher prevalence of externalizing behaviour issues, but girls from divorced homes did not display any significant difference in behavioural difficulties compared to girls from families that were still together. The researcher selected a sample of individuals belonging to three age groups: birth-6, 7-12, and 13 and older. Out of the 202 participants, 75 individuals went through a parental divorce or

separation. The utilized instruments included the Pacific Attitude towards Gender Scale, the Attitude towards divorce scale and the Attitude towards Marriage Scale. The researcher in this study gathered data on how being raised by a single parent or both parents affected the emotional behaviour of learners in public primary schools in Kanduyi Sub-County, Kenya. The instruments utilized in the study consisted of a Likert-type scale, questionnaire administered to the learners, interview schedules conducted with both class teachers and Guiding and Counselling teachers.

In another study, Ashok and Ajay (2018) in India were concerned with the possible differences in the emotional behaviour and behavioural issues in male and female students of intact and non-intact families. The research was based on the impact of single parents and both parents on the outcomes. The comparison design used was two-group and the sample comprised of 60 children of the ages between 6-18 years. Emotional and Behaviour Problem Scale (EBPS-2) was used to assess problematic behaviours of children. Findings of the study also showed that children in households where both parents were alive showed less prevalence of behavioural problems than those in a household with single parents. In the case of the correlated factors, more boys, than girls, had more issue behaviours in the sample under analysis. The researchers further proposed that to address the Emotional and Behavioural Problems of children in various age groups, specific training programs should be implemented to address the parents. Also, they supported the enrichment training programs specifically meant for single parent families within the country. In this research, the researcher was concerned with examining the effects of either being raised by a single parent or both parents in the emotional behaviour of students in the Kanduyi Sub-County in Kenya in the primary schools. The research was specifically focused on emotional health, school involvement and self-control among the students.

In their research, Ekpenyong and Udisi (2016) investigated the impact of single parent households on the children in the Amassoma village, Bayelsa state in Nigeria. The research design used was the survey, the sample size was 150 children aged between 12 and 17 years. The data collection tools were questionnaires since all the respondents were literate. The simple percentage and the measure of concordance were employed in the study since they are easy to understand and analyze. The results about the role family structure plays in influencing the behaviour of children implied that children brought up by single parents were generally lower in their cognitive and behavioural ability in contrast to children brought up in family structures with both parents intact. These researchers also noted that problematic behaviours were more prevalent among children living in households with unmarried mothers, with the boys more affected as compared to girls. It may be explained by the fact that this phenomenon is more prevalent due to insufficient supervision, financial lack, social isolation, and the lack of coping resources compared to children in the conventional two-parent families. The research question that was addressed by the researcher was the influence of a single parent and both parents on the emotional behaviour of students in the public primary school in Kanduyi Sub-County. The research employed a comparative research design in order to compare two groups and came up with the results. The data collection tools included questionnaires administered to the eighth-grade learners, and the interview schedules to the teachers of the classes and guidance and counselling teachers. Both descriptive and inferential statistics were applied in analyzing the study findings.

Okaka (2016) set out to examine how single parenthood affected the academic achievement of adolescent children in Embakasi, Nairobi county. The researcher aimed at identifying the impacts of single parenthood in academic life of adolescent pupils, the problems encountered by single parents and their adolescent children in primary schools,

the degree of support given by schools to single parents and their pupils and how the level of academic performance of the adolescent pupils with single parents can be improved. The social reaction theory combined with descriptive survey design was the one used by the researcher. Questionnaires and interview guides were used to collect data on 230 respondents who took part in the study with the following respondents; grade 8 class teachers, grade 8 learners and their parents. Statistical Package of the Social Sciences (SPSS) was used in the analysis of the data. The results have shown that boys brought up by single mothers were more aggressive than boys and girls brought up in families of both parents. Therefore, the researcher in the present research comprised a study to establish the influence of being brought up by single parent and both parent in relation to the emotional behaviour of learners in the public primary schools within Kanduyi Sub-County. The researcher studied a sample of grade eight students, their classroom teachers as well as the guidance and counselling teachers. The research design was a comparative research design, and the data were gathered by applying questionnaires and an interview guide. Descriptive and inferential statistics were used in the analysis of the obtained data..

According to Wakoli (2019) a study carried out in Bungoma County, examined the connection between students' violent behaviour and the school environment. It found that children who experienced both extreme punishment and insufficient affection were more likely to direct their animosity towards their peers and adults as well. Thus, it was necessary to structure the school atmosphere in a way that minimized instances of anger and hostility. The study findings primarily addressed aggressiveness and did not take into account family structure. Although the sample consisted of both boys' and girls' schools, the findings did not indicate any disparities in aggression between the two genders. Therefore, the current study aimed to investigate the effect of single and intact

parenthood on the emotional behaviour of learners in public primary schools in Kanduyi Sub-County.

2.6 Summary of the literature

The literature review on the comparative study of single and intact parenthood on learners' emotional behaviour in public primary schools revealed that children from single parent households encountered several familial challenges. According to Jeanne (2010), single parents employed inadequate parenting strategies, offered less monitoring to their children and experienced financial challenges. Furthermore, the experience of being raised by a single parent may have caused children to endure emotional difficulties, including a dearth of affection, withdrawal, diminished self-worth and challenges with discipline. These children displayed internalizing problems, including behaviours characterized by heightened anxiety, rage and despair. They also demonstrated externalizing problems, such as lack of emotional control manifested through violence and noncompliance at times.

Children from dual-parent households were in close contact with both of their parents. These families exhibited strong emotional bonds, good communication and collaborative problem-solving abilities. Intact parent families were associated with multiple aspects of parental behaviour, including dedicating time to children, offering emotional support, providing daily assistance, monitoring children's behaviour and utilizing non-coercive discipline. This resulted in the development of contented and non-hostile children who had a strong sense of self-worth (Lansford, 2019). The majority of the research examined focused on the impact of single parenting on the psychological well-being of learners, secondary students and adolescents, as well as on their academic achievement. Hence, the research aimed to address the deficiencies by examining the impact of single and

intact parenthood on the emotional behaviour of learners in public primary schools in
Kanduyi Sub-County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures and methods the researcher used while conducting the study. It consists of the research design, location / area of study, target population, sampling procedure and sample size, data collection procedures, pilot study, data analysis and ethical considerations.

3.2 Research Design

The researcher utilized a comparative research design. The design is essentially used to compare two different groups in an attempt to draw a conclusion about them. Therefore the study primarily involved comparison of the similarities and differences in the emotional behaviour of two distinct groups, that is; learners from single parenthood and those from intact parenthood with the aim of reaching to a conclusion about them. For instance, the researcher aimed to determine the correlation and resemblances between being in a single parent and being in an intact parental relationship, specifically in regard to the emotional behaviour of the learners. The design was beneficial as it facilitated the researcher in gaining novel insights and a more comprehensive understanding of all the participants involved in the study (Richardson, 2004). It facilitated the establishment of a cause-and-effect link between independent and dependent variables. The study employed a combination of qualitative and quantitative methods for data collection (Dorn, 2017).

3.3 Location of the Study

The research was conducted in public primary schools located in Kanduyi Sub-County, Bungoma County, Kenya. The Sub-County is bordered by Webuye to the east, Kabuchai to the north and Bumula Sub-County to the west. The location was chosen due to its high

population and therefore highest concentration of primary school as limited to Bungoma County. Furthermore, the Sub-County is home to a variety of ethnic groups as a result of intermarriage and trade and with significant cross-cutting family structures. However, the Bukusu sub tribe of Luhya speakers are the primary inhabitants. Mixed farming is the primary source of income for the local populace. They also engaged in trade with the neighbouring sub counties and the larger municipality, which hosts individuals from a variety of backgrounds. The study area's urban status leads to a high rate of sexual interactions, which resulted to unplanned pregnancies, family separations, unstable marriages and family divorce. This has led to a significant number of single parenthood, where the children from these families attend the same schools with their counterparts from intact parenthood. In this sense, children from single-parent families encountered difficulties in obtaining resources, which caused them emotional distress in contrast to those children from intact parent families who were emotionally stable.

3.4 Target Population

The study targeted a total of 458 participants, including 440 class eight learners (212 boys and 228 girls), 9 class teachers, and 9 Guidance and counselling teachers from 9 public primary schools in Kanduyi Sub-County, Bungoma County. The class eight students were chosen because of their unique experiences and maturation, physical, mental and emotional growth, which made them sound out in a manner that was comparable to their counterparts in other classes.

3.5 Sampling Procedure and Sample Size

This section explained the sampling procedures and the sample size that were employed in the study.

3.5.1 Sampling Procedure

The research involved the use of stratified, purposive and simple random sampling methods. The stratified sampling method was used in the selection of learners using two main variables i.e. gender and family structure (i.e. whether the learners belonged to a single parent family or they had an intact parent family). To start with, the researcher divided class eight students in groups according to gender. Intrinsic to every gender, the learners further fell into groups that were based on their family backgrounds, aided by their teachers. The outcome of this process was four different subgroups, that is, Boys in single-parent families, girls in single-parent families, boys in intact families and girls in intact families. This method was employed so that there would be fair representation of learners of the two genders and family categories. The stratification of the sample would allow the researcher to balance the sample on gender and the family structure as variables that may affect emotional behavior, thus enhancing the validity and the applicability of the comparisons drawn in the research.

Purposive sampling was used to pick class teachers and guidance and counseling teachers. These persons were selected on purpose as they had a distinctive position and knew about the academic and emotional progress of the learners. They were also able to access the student files which contained information on the family background of the learners and their academic development in detail. This approach was applied to select those particular individuals who were best suited to have in-depth, relevant, and accurate information concerning the emotional behaviour of the learners and the home situations. They provided very important information in filling the gaps in the information gathered with pupils and therefore their input in the study was very important.

Simple random sampling was applied in the process of ensuring that each of the eight pupils in every class had equal opportunity to be selected as part of the study participants. The researcher created slips of paper on which he wrote numbers and gave the boys and girls to draw the numbers. Participants have been chosen by those who chose the predetermined number which is considered to be lucky. This was the procedure in all the schools that were visited. This was done in order to select the eligible pupils with unbiasedness. The researcher reduced selection bias and increased the generalizability of the results in the population of class eight by letting the chance of being included to take its course.

3.5.2 Sample Size

The sample size of the study was obtained using Krejcie and Morgan (1970 table of determining the sample size. See appendix iv.

Table 3. 1: Population and sample size

Respondents	Population (N)		Total	Sample size (n)	Sampling technique
	Male	Female			
Learners	212	228	440	205	Stratified, simple random
Class teachers	5	4	9	9	Purposive
Guidance and counselling	4	5	9	9	Purposive

Source: Field data – 2021

3.6 Data Collection Instruments

Data collection instruments used in this study included learners' questionnaires and interview schedules for the teachers.

3.6.1 Questionnaire for learners

The questionnaires were utilized to gather pertinent data on the emotional behaviour of the learners in relation to their parenthood. That is, whether they were from single-parent or intact families. The findings from the teachers supported the findings from the learners. The questionnaire was segmented into three distinct components. Section A contained demographic data, section B focused on the learners parenthood and section C included inquiries regarding the emotional behaviour of the students. See Appendix I.

3.6.2 Interview schedules for class teachers

Interview schedules were utilized to collect comprehensive data from both class teachers and Guiding and Counselling teachers, since they held pivotal roles in the lives of the learners, making them well-suited to provide the necessary information. Interviews were used as a means to resolve ambiguous matters for both parties involved. Additionally, the researcher was able to collect supplementary data regarding the respondents and the surrounding environment. Furthermore, all inquiries were addressed, hence reducing the workload for the researcher.

3.6.3 Interview schedule for the guidance and counselling (GAC) teachers

The interview schedule offered comprehensive insights into the perspectives of guidance and counselling teachers regarding the impact of parenthood on learners' emotional behaviour. The teachers were deliberately chosen because their expertise aided in supporting learners in managing difficulties associated with their home and school

environments. The researcher requested appointments with the teachers from various schools who were part of the Guiding and Counselling program for the planned interviews. During the interviews, the research assistant meticulously documented the participants' responses. The results obtained from the Guiding and Counselling teachers were validated by comparing them with the findings from the questionnaires administered to the learners. See appendix III.

3.7 Data Collection Procedure

The researcher acquired an introductory letter from the school of graduate studies at MMUST, which she utilized to obtain a permit from the National Commission for Science, Technology and Innovation (NACOSTI) in order to conduct the study in the selected schools within Kanduyi Sub-County. In addition, the researcher acquired written authorization from the County and Sub county directors of education to conduct the study in public primary schools in Kanduyi Sub-County. In addition, the researcher obtained permission from several head teachers to visit schools and become acquainted with the environment. This allowed the researcher to establish a good relationship with the participants before the time for collecting data. At the designated period for data collection, the researcher and her assistant visited multiple schools to conduct interviews with class teachers and guidance and counselling teachers. Additionally, they distributed questionnaires to learners, providing them with assistance to complete the items in a systematic manner. The participants were guaranteed the anonymity of the information provided and were informed that the process was optional, allowing them to withdraw from the study in case any of them desired to do so.

3.8 Pilot Study

A pilot study was conducted in two schools, where learners were purposely chosen, in order to evaluate the accuracy and consistency of the research tools prior to the primary research. The learners were chosen based on their parenthood; with either a single parent or both parents, as they were the major respondents affected by this situation. The schools and students selected for the pilot program did not participate in the final study. The researcher distributed the questionnaires to the learners to assess the impact of the respondents' style of answering the questionnaire items. A preliminary study was carried out to aid in the creation and assessment of the research tools, ascertain the viability and practicality of the research plan, assess the efficiency of the sampling framework and methods, identify any logistical challenges that may have emerged from the proposed approaches, and address other pertinent factors (Teijlingen & Hundley, 2014).

3.8.1 Validity

The validity of the research instruments evaluated the degree to which the instruments accurately measured what they were intended to measure (Robinson, 2011). Content validity was established by aligning items on the data collection instruments with pertinent content from theories of socio-emotional behaviour. Content validity was evaluated and verified by the supervisors and other experts in the department of educational psychology. Construct validity was assured by assessing whether the questionnaire items were essential, useful but not essential, or not necessary for measuring socio-emotional construct. Face validity was assured by the experts as they evaluated its content and construct validities. Hence, the higher the agreement among panellists that a particular item is essential, the higher that items' level of content validity. Where by their views were captured in the final tools used for data collection.

3.8.2 Reliability

Reliability refers to the extent to which instruments yield consistent outcomes, even when repeated trials are performed. The level of reliability increases as the consistency of the responses improves. The researcher employed the split-half technique to assess the reliability of the equipment in this scenario where participants were subjected to the same test once under same environmental conditions and same emotional state of the participants thus increasing chances of reliability as compared to other reliability tests such as test-re-test. The reliability of the instruments was tested using cronbach's alpha set at co efficient index of 0.7. The pilot study yielded reliability index as follows: self esteem 0.68, anxiety 0.72, and aggression 0.69. This gave an average that was found suitable with regard to the coefficient reliability index. The results suggested that the instruments were effective for data collection.

3.9 Data Analysis

After collecting the questionnaires and interview schedules the researcher coded, sorted and cleaned to get rid of redundancy. Quantitative data was analysed by the help of both descriptive and inferential statistics inclusive of percentages, means, Pearson's product moment, regression analysis and independent sample tests. Qualitative data was transcribed into emerging themes relevant to the objectives of the study.

Table 3. 2: Summary of data analysis per objective

Objective	Instrument	Data analysis per objective
To establish the effects of single parenthood on learners' emotional behaviour	Questionnaire, interview schedule	Means, transcribing of themes, regression test
To determine the effects of intact parenthood on learners' emotional behaviour	Questionnaire, interview schedule	Means, transcribing of themes, regression test
To establish the difference between single and intact parenthood on learners' emotional behaviour	Questionnaire, interview schedule	Means, transcribing of themes, pearson's product moment
To find out the difference in the emotional behaviour between boys and girls from single and intact parenthood	Questionnaire, interview schedule	Means, transcribing of themes, independent sample test

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter covers the analysis and interpretation of the findings on the basis of the objectives of the study. The reporting of the findings followed a consistent pattern: description of the response rate, demographic information of the respondents, formation of the sub themes represented narration of the research objectives, followed by the descriptive and quantitative analysis. Additionally, the researcher used regression analysis, Pearson's Product Moment and Independent Sample t-test to determine the relationship between the variables.

4.2 Return rate

A total of 205 questionnaires were provided to class eight learners during the investigation. Consequently, a total of 200 questionnaires were filled out and sent back. In addition to administering questionnaires, the researcher conducted oral interviews with a total of 9 class teachers and 9 guidance and counselling teachers, selecting one from each school. The response rates are displayed in table 4.1.

Table 4.1: Questionnaire return rate

Respondents	Sample	participants	Rate of return (%)
Learners	205	200	97.6
Class teachers	9	9	100
Guidance and counselling teachers	9	8	89
Total	223	217	97.31

Source; Field Survey, 2023

The combined response rate of the learners', class teachers and Guidance and counselling teachers were 217 (97.31%), as indicated in Table 4.1. In Kanduyi Sub-County, the researcher disseminated a total of 205 questionnaires to Public Primary Schools. A total of 205 individuals were randomly selected to participate in the study. There were 200 questionnaires completed and returned, which equated to 97.56%. From the results, it was evident that the analysis threshold had been met and as a result, reliable information was obtained.

4.3 Demographic information

The sample of the study was drawn from 9 public primary schools which comprised of male and female learners in class eight from both single parent and intact parent families in Kanduyi Sub-County. The demographic description of the respondents are summarised in Table 4.2.

Table 4.2: Demographic data of the respondents

Gender	Frequency	Per cent	Valid Percent	Cumulative Percent
Male Boys	65	32.5	32.5	32.5
Female (Girls)	135	67.5	67.5	100
Total	200	100	100	
Age in Years				
12-13	87	43.5	43.5	45.5
14-15	103	51.5	51.5	97
16-17	6	3	3	100
Total	200	100	100	
Birth Position				
1st Born	69	34.5	34.5	34.5
2nd Born	53	26.5	26.5	61
Middle Born	72	36	36	97
Last Born	6	3	3	100
Total	200	100	100	
Parental Status				
Single	58	29	29	29
Both Parents	142	71	71	100
Total	200	100	100	

Source; Field Survey, 2023

Based on the documented background information, 65 learners (32.5%) were male, while the remaining 135 learners (67.5%) were female. This indicated that the majority of the total responders were female which was based on the enrolment records from the class teachers. The age distribution of the group was as follows: 43.5% were between 12-13 years old, 51.5% were between 14-15 years old, and the remaining 3% were between 16-17 years old. Thus, it was evident that the majority of the respondents, constituting 51.5%, were within the age range of 14 to 15. The majority of learners were either first-borns or middle-born, with first-borns being 34.5% (69) and middle-born comprising

36% (72) of the total. The second and last born accounted for 53 (26.5%) and 6 (3%) of the total. Therefore, it could be inferred that the majority of participants were eldest siblings. In terms of parenthood, 29% of learners were from single-parent families, while 71% came from intact parent families. Ultimately, the results suggest that the majority of respondents came from families with both parents present. The implication is that a good number of the respondents had more time with their parents who supported them emotionally hence contributing to better emotional regulation and social skills.

4.4 Descriptive statistics for learners' parenthood

The researcher sought to understand the status of parenthood. The respondents were asked to rate statements from strongly disagree to strongly Agree. The results are summarised in Table 4.3

Table 4.3: Learners' parenthood

	Strongly Disagree		Disagree		Agree		Strongly Agree		Std. Dev.	Mean
	F	%	F	%	F	%	F	%		
Learners from single-parent homes tend to withdraw from social activities with their peers.	9	4.5%	9	4.5%	27	13.5%	155	77.5%	1	3
Learners from single-parent families find it harder to trust their teachers and peers.	29	14.5%	33	16.5%	64	32.0%	74	37.0%	1	2
Single-parented learners are more likely to exhibit aggressive behaviours in social settings.	14	7.0%	16	8.0%	32	16.0%	138	69.0%	1	2
Learners from single-parent households tend to feel isolated from their classmates.	12	6.0%	32	16.0%	44	22.0%	112	56.0%	1	2
Single-parented learners frequently express hopelessness about their academic future.	9	4.5%	20	10.0%	37	18.5%	134	67.0%	1	2
Learners from single-parent households tend to have poor attendance records.	34	17.0%	33	16.5%	54	27.0%	79	39.5%	1	2

Single-parented learners frequently display defiant behaviour towards authority figures.	13	6.5%	13	6.5%	50	25.0%	124	62.0%	1	2
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A high percentage (77.5) is categorical that students in single parent families tend to disconnect with social lives of their peers. This implied that children born in these backgrounds may be exposed to challenges in their social relationships probably due to emotional distress or lack of parent support in social development. The mean score of 3 also showed that the respondents mainly agreed or strongly agreed with this statement. A single parent status may severely limit children with regard to social interaction and this may impact their emotional development and social interactions with their peers. A substantial rate (69 percent) of the respondents agree or strongly agree that learners in single-parent families had more problems in gaining trust with their teachers and with other learners. The lack of trust can be attributed to emotional challenges that have been faced at home, which may lead to the development of a problem in developing meaningful relationships outside of the family. The average score of 2 showed a tendency of agreeing, although a group of respondents had the opposite opinion. The existence of the problem of trust among the learners may greatly interfere with their social and emotional development as they may have a serious problem with the way they interact with teachers and other learners.

A large percentage of (69) strongly agreed that single-parent households were likely to produce learners with harmful behaviours in social life. This may possibly be an outburst of frustration, the deficiency of emotional balance or unmet emotional needs. The mean score of 2 showed that there was a general agreement among the respondents that learners in single parent family had high aggression levels. Aggression in social

conditions may be a survival mechanism to these people, which may further lead to their isolation by their peers, and hinder positive social interactions.

Most of the respondents (56) strongly agreed with the fact that learners belonging to single-parent families tend to feel isolated by their peers, with another 22% also agreeing with this statement. This depicted a general sense of alienation that may affect the emotional well being of one. The mean of 2 indicated a unanimity, but a substantial proportion of the respondents (22 percent) had a different point of view. The sense of being alone might trigger emotional instability, which might lower self-esteem and increase vulnerability to academic failure or loss of interest in studying.

A large percentage (67%) strongly agreed that the students with single-parent households tended to create a sense of despair about their educational future. Lack of emotional support and guidance by both parents could lead to low optimism in their education opportunities. The mean of 2 showed that the respondents mostly agreed that such learners had a sense of hopelessness. The feeling of hopelessness may seriously limit motivation and ambition to achieve academic success hence disengagement and poor academic performance in learners.

More than 60 percent of the respondents agreed or highly agreed that students in single parent families tended to have poor attendance. This may be as a result of lack of enough supervision or emotional difficulties that affect their participation in their studies. The average of 2 was an indication that poor attendance was a serious trend among students in single parent households. Poor attendance may be a pointer to poor academic performance, and thus, a cycle of emotional instability and learning difficulties.

A large proportion (62%) of them strongly agree with the fact that learners with single parents tended to show defiant behaviour towards figures of authority. This may be a response to lack of order or control in the home or an emotional response to the

hardships being faced. This mean score of 2 points revealed that there was an agreement that defiance was a challenge to learners in a single parent household. The challenged obedience to the persons of authority may create discipline problems at the learning institution, which in turn may affect the academic and social growth of the learners.

The results demonstrated that the participants of single-parent families in Kanduyi Sub-County were susceptible to face emotional challenges such as social withdrawal, lack of trust, aggression, low self-esteem, isolation, hopelessness, poor performance in school, and defiance. The exhibited behaviours could be a sign of the emotional pain caused by the lack of one parent and this could result in a lack of emotional and psychological support. There was the need to address these emotional behaviours through interventions at the level of the school and within the community which included counselling and mentorship programs and better support of single parent families.

4.4.1 Descriptive statistics for learners' emotional behaviour

The researcher sought to understand the emotional behaviour of learners. The results are summarised in Table 4.4

Table 4.4: Learners' emotional behaviour

	Not at all like		Not much like		Like		Very much like		Total	
	F	%	F	%	F	%	F	%	Mean	Std. Dev.
Always making fun when in good mood	7	3.5%	21	10.5%	53	26.5%	119	59.5%	2	1
Ready to ask in case of anything	14	7.0%	27	13.5%	54	27.0%	105	52.5%	2	1
I care for others feelings	10	5.0%	29	14.5%	68	34.0%	93	46.5%	2	1
Accept others' views	26	13.0%	46	23.0%	49	24.5%	79	39.5%	2	1
I join peers in church activities	19	9.5%	24	12.0%	37	18.5%	120	60.0%	2	1
I show hygiene skills suitable for my age	6	3.0%	14	7.0%	52	26.0%	128	64.0%	3	1

Peers and friends help me when I ask them	14	7.0%	39	19.5%	51	25.5%	96	48.0%	2	1
Enjoy doing activities I like	4	2.0%	8	4.0%	30	15.0%	158	79.0%	3	1
I like sharing my problems with others who can help me	18	9.0%	24	12.0%	57	28.5%	101	50.5%	2	1
Am happy and accept the closeness of other	18	9.0%	36	18.0%	52	26.0%	94	47.0%	2	1
Am aware of how I feel	15	7.5%	15	7.5%	40	20.0%	130	65.0%	2	1
Am aware of what I can do best	5	2.5%	12	6.0%	30	15.0%	153	76.5%	3	1
Talk well with my brothers and sisters	21	10.5%	23	11.5%	62	31.0%	94	47.0%	2	1
Am well liked with my peers	12	6.0%	31	15.5%	62	31.0%	95	47.5%	2	1
I like listening to others	7	3.5%	27	13.5%	71	35.5%	95	47.5%	2	1
Am concerned about others	14	7.0%	33	16.5%	53	26.5%	100	50.0%	2	1
Accepts when am in the wrong	13	6.5%	28	14.0%	59	29.5%	100	50.0%	2	1
Participating in family activities is my joy	13	6.5%	12	6.0%	50	25.0%	125	62.5%	2	1
Always joyful	8	4.0%	34	17.0%	63	31.5%	95	47.5%	2	1
Always keen on what goes on in my life	7	3.5%	16	8.0%	49	24.5%	128	64.0%	2	1
Take life positively	13	6.5%	22	11.0%	70	35.0%	95	47.5%	2	1
Am loving towards others	7	3.5%	34	17.0%	62	31.0%	97	48.5%	2	1
I speak the right language to the right people	7	3.5%	16	8.0%	37	18.5%	140	70.0%	3	1

Table 4.4 indicates that the respondents were requested to answer statements by rating them strongly disagree to strongly agree. Most of the respondents (59.5) indicated that they strongly relate to humour when in a good mood indicating that there was a lot of happiness and humour among the learners. The literature revealed that children in single parenthood often developed resilience as a result of peer relationships as a mechanism of coping with emotional difficulties.

A major percentage of the interviewees (47.5) indicated that they felt very much respected by their colleagues, which means that many learners in the research developed

a strong social network, even under the seemingly challenging conditions at home. Research has shown that positive peer association can alleviate emotional issues that single parent families have.

An interesting rate (65%), had awareness of their feelings, which is an essential feature of emotional intelligence. Awareness of emotions is often cultivated in an environment where the children express themselves. Studies indicate that children brought up in single-parent families may have difficulties in emotional management in comparison to their counterparts in two parent families particularly where there is low parental involvement. The findings of the research are congruent with (Amato, 2005).

The information shows the 50.5 percent of people are likely to share their problems with other people and this promotion can be used as an important tool to overcome emotional challenges. A study on emotional behaviour suggests that emotional support should be offered by a parent or parents who are absent and this is the reason why children will become more reliant on teachers and friends (Cefai and Cooper, 2010).

A major percentage (47.5) of the people surveyed showed positive outlook on life. Single parent families tend to make children develop the early ability of coping with life difficulties and this leads to resilience and positive emotional reactions (Hetherington, 2003). However, some studies have shown that even the children in single parent families may end up facing pessimism when their emotional needs are not met properly at home setting.

About fifty percent of the learners were concerned with the welfare of others, which was associated with the development of social responsibility. According to researchers, children in single-parent families develop empathy and social responsibility because they often get the chance to play more roles in the house, and this role may also lead to their emotional maturity (Spiteri et. al., 2014).

A large percentage (62.5%) of learners enjoyed carrying out family activities, which meant that a large number of learners still participated in enhancing family relationships. However, the existing literature (Carlson and Corcoran, 2001) suggests that children in single-parent families are commonly faced with emotional challenges due to reduced family participation especially when the parent is stranded with financial and care giving issues.

This dimension showed a diverse response, with 47 percent of them having a strong affinity to appropriate communication with their siblings. Strong sibling bonds are often an important source of support to children in single-parent families as a means of emotional stability and companionship.

A large percentage of answers, namely 47.5, revealed that respondents had experienced joy, which implied a positive emotional outlook, on the whole. However, research showed that those children who were brought up within a single parent family suppressed their emotional distress by signaling their happiness or other coping skills (Furstenberg and Kiernan, 2001). A critical analysis should be made on whether these responses are real emotional well-being or are only coping methods.

About 50 percent of the participants revealed their willingness to admit their mistakes, which is a positive emotional maturity level. Studies have shown that children living in families of single parents can develop self-control and emotional autonomy at a younger age, which can be explained by the increased responsibilities that such children have to face.

According to research, children in single parent families tend to develop problems with their emotions and behaviour than their counterparts in two parent families because of various factors like financial stress, parental less supervision and emotional pressure

(Amato, 2005). Nonetheless, resilience and adaptive behaviours including the creation of good peer relations and optimistic attitude to life are also prevalent in these children.

Overall, the statistics showed that despite a positive emotional behaviour in a great number of learners (e.g., joy, self-worth, feelings awareness, positive relationships with peers), there might be some underlying issues, i.e., coping strategies and emotional vulnerability, particularly given the fact that raising in a single-parent family would be straining. The results are in line with the available literature on emotional and behavioural growth and development in children of single parent families. Emotional support through teachers and peers should be further enhanced with additional interventions which might be beneficial to the emotional well-being of this group.

4.5 Effects of single parenthood and learners' emotional behaviour

Based on this objective the researcher used simple linear regression model to establish the relationship between single parenthood and learners' emotional behaviour. This was in relation to the hypothesis, H_{01} : There is no significant effect of single parenthood on learners' emotional behaviour. The results are presented in Table 4.5.

Table 4.5: Simple linear regression test on the effect of single parenthood on

learners' behaviour						
Model	R	R Square	Adjusted Square	R Std. Estimate	Error of the	Durbin-Watson
1	.153a	0.023	0.018	0.374		1.729
a. Predictors: (Constant), students with single parent						
b. b. Dependent Variable: Emotional Behaviour						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.663	1	0.663	4.731	.031b
	Residual	27.762	198	0.14		
	Total	28.425	199			
Model		Unstandardized		Standardized	T	Sig.

		Coefficients		Coefficients	
		B	Std. Error	Beta	
1	(Constant)	2.321	0.031	73.849	000
	students with single parenthood	-0.127	0.058	-0.153	-2.175 0.031

a Dependent Variable: Emotional Behaviour
b Predictors: (Constant), learners with single parents

The findings presented in Table 4.5 indicated that the R^2 value from the regression model was 0.023, suggesting that single parenthood accounted for 2.3% of the variance in learners' emotional behaviour. While this represents a minimal proportion, it still implies a measurable impact. The F-test result, $F(1, 198) = 4.731$, with a p-value less than 0.05, confirmed that the regression model was a statistically significant fit for the data.

The regression coefficient (β) for single parenthood was -0.127, with a corresponding t-value of -2.175 and a p-value < 0.05 , indicating that single parenthood had a statistically significant negative effect on the emotional behaviour of learners in public primary schools in Kanduyi Sub-County. On this basis, the null hypothesis was rejected, and the significance of growing up in a single-parent household was confirmed to be negative in terms of emotional outcomes among learners. Nonetheless, even though significant, the effect size ($R^2 = 0.023$) was not very high, which indicates that as much as single parenthood may influence the development of emotional behaviour, other variables could have a significant impact as well. The research proposed that children in single-parent families are usually struggling with the provision of basic needs, including food, clothing, and medical services. However, the schools offered support systems that allowed learners to reveal their problems and receive assistance, which might have alleviated some of the emotional issues.

The qualitative results were reflected in insights received after interviewing the class teachers. Educators admitted that learners with single-parent background were present and reported about the measures that schools had taken to assist these children. Teacher A noted:

Besides the learners being assisted through constant guidance and counseling, they were provided with lunch, uniform, and medication as well as supported financially. 'We just help them what can we do?''

This reaction demonstrates the preventive aspect of schools in addressing the emotional and material needs of the learners which may mitigate against some of the adverse impact of single parenthood. The picture of guidance and counseling teachers interviews also showed a mixed one. Although a lot of learners in single parent families were ready to share their problems but this was heavily dependent on the level of trust established between the teacher and the learners. As Respondent B explained:

Learners are open to share the challenges they went through as long as they had developed trust, though not all. Some feared to talk about their issues, which could only be learnt through their peers who wanted to assist them.

This implies that there are learners who are emotionally vulnerable but the existence of a helping school environment and peer networks is instrumental in promoting emotional expression and resilience.

To some extent, the findings of this study coincide with previous results of Tubei (2012), who did not find any significant difference in psychological behaviour of children in single-parent and two-parent families. On the same note, the results of the study by Tubei, Kodero, and Kimani (2021) were also in line with this notion because the authors

identified statistically significant difference in emotional behaviour, but the effect size was small, which implies that family structure might not be a powerful predictor of the emotional behaviour among learners. Rather, the school climate, teacher support and access to basic needs probably moderate the emotional outcome of children in single-parent families.

4.6 Effects of intact parenthood on learners' emotional behaviour

In the second objective the researcher employed simple linear regression model to find out the relationship between intact parenthood and learners emotional behaviour. This was in line with the hypothesis, **H₀₂**: There is no significant effect of intact parenthood on learners' emotional behaviour. The results are shown in Table 4.6

Table 4.6: Regression test on the effect of intact parenthood on learners' emotional behaviour

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	0.586	0.344	0.267		0.2477	1.777

a. Predictors: (Constant), Students with Both parent

b. Dependent Variable: Emotional Behaviour

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.547	1	0.278	4.452	.000
	Residual	1.843	17	0.81		
	Total	1.59	19			

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.	Collinearity Statistics
(Constant)	2.194	0.317		52.01	0.000	
Students with Both parent	0.231	0.079	0.591	2.937	0.009	0.953

The findings in Table 4.6 revealed that the R-value from the summary model was 0.586. This indicated a positive link with a correlation exceeding 50%. The R² value of 0.344 suggested that 34.4% of the changes in learners' emotional behaviour were accounted for by intact parental status, whereas the majority of the changes were attributed to errors. The Regression analysis quantified the overall significance of the model. The calculations included in the analysis gave information on the variability within the regression model and served as the foundation for conducting tests of significance.

The results of the linear regression test revealed a significant finding of ($F(1, 17) = 4.452, P < 0.05$) at 5% level. The results showed that the emotional behaviour of learners was highly influenced by the virtue of living with both parents. The coefficient of intact parenthood, 0.231 indicated that a one-unit increase in intact parenthood led to an average unit increase of 23.1% in emotional behaviour of learners. This suggested a direct association between intact parenthood and emotional behaviour. The t-value for the correlation between parenthood and emotional behaviour was reported as 2.937 with a corresponding p-value of 0.009. Given that the p-value was below 0.05 at a significance threshold of 5%, it was confidently concluded that intact parenthood had a statistically significant and beneficial effect on emotional behaviour. The notion that intact parenthood had no substantial effect on learners' emotional behaviour was rejected.

The results indicated that Intact Parenting had a significant impact on emotional behaviour of learners, accounting for 23.1% of the variance. The improvements in the emotional behaviour of learners from intact parenthood suggested that children who lived with both parents experienced the advantages and obligations that come with being well taken care of in social, emotional, spiritual, physical, and cognitive aspects. As a reaction to this, the parents organized and supplied the necessary provisions for their

children's sustenance, shelter, schooling and medical attention. The parents also participated in providing guidance and counselling to their children with affection and attentiveness. As a result, they confidently communicated their wants and opinions to their parents, which in turn facilitated their willingness to share with their teachers and peers at school.

Moreover, class teachers confirmed having most of the learners from such backgrounds associating well with their parents as per the respondents' report.

Most of the learners have good relationship with their families, they have warm and cordial relationship which enables them to be composed both in interactions with their peers and teachers in and outside the classroom environment. Such learners have high self-esteem (Teacher C reported).

The findings were in line with the study conducted by Shek, Xie, and Lin (2015), which demonstrated that intact families exhibited higher levels of mutuality and communication, and lower levels of conflict compared to non-intact families. The study also suggested that families which remained intact often exhibited more favourable parenting processes.

Alongside this, it was noted that most learners from intact family backgrounds were emotionally stable since they experienced the love and care from both parents who also provided positive role models to their children.

These learners face little challenges especially during adolescence whereby they are responsible. Besides, they are happy, composed, neat, consistent in reporting to school, free in interaction with their peers and are disciplined (Teacher D).

The aforementioned findings were consistent with the research undertaken by Amber Jordan and Eleanor Rees (2020) from the Office for National Statistics. The research

examined children's perspectives on their well-being and the factors contributing to a happy existence. The findings were derived from an analysis of the impact of positive family interactions on children's happiness.

4.7. Relationship between single and intact parenthood on learners' emotional behaviour

In regard to the third objective the researcher sought to establish the relationship between single and intact parenthood on learners' emotional behaviour. The hypothesis tested was, **H₀₃**: There is no significant difference between the effects of single and intact parenthood on learners' emotional behaviour. Pearson correlation test was run and the results summarised in Table 4.7

Table 4.7: Relationship between single and intact parenthood on learners' emotional behaviour

		Intact Parenthood	Single Parenthood	Emotional Behaviour
Intact Parenthood	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	142		
Single Parenthood	Pearson Correlation	-1.000**	1	
	Sig. (2-tailed)	0		
	N	58	106	
Emotional Behaviour	Pearson Correlation	.586*	-.153*	1
	Sig. (2-tailed)	0.000	0.031	
	N	200	200	200

*Correlation is significant at the 0.05 level (2-tailed)

*Correlation is significant at the 0.01 level (2-tailed)

The association between having both parents present and emotional behaviour was robust and statistically significant. The correlation coefficient was 0.586 at significance level of 0.00. The association between single-parenthood was a weak negative and statistically significant, with a correlation coefficient of -0.153 and a significance level of 0.031. Therefore, it was deduced that having both parents present directly influenced the emotional behaviour of learners while being in a single parent household had the opposite effect on learners' emotional behaviour. Therefore the hypothesis, **H₀₃**: There's no significant difference between the effects of single and intact parenthood on learners' emotional behaviour *was* rejected.

The robust association arose from the collaboration of parents in an intact parenthood, who diligently ensured the safety and well-being of their children. As a result, the learners displayed positive behaviour, including self-assurance, willingness to share challenges and generally being content. In contrast, there was a weak negative link observed among individuals who hailed from single parent households. This was attributed to their risky behaviour such as withdrawal, anger, anxiety, smoking, drinking, aggressiveness and poor communication, which contributed to a decrease in their self-esteem.

Basing on the relationship in the emotional behaviour of learners between single and intact parenthood, the results from the class teachers revealed that there was a slight difference in terms of necessities, class participation and emotions. A respondent answered;

Those from intact families have all their basic needs, are always happy and active in class. Those from single parent families are moody, angry, anxious and better at anything small, majority never complete their assignments, many a times are absent from

school and have behaviour problems which affects their performance both in class and out of class activities (Teacher E).

The results of the study conducted by Xialoqin and Shek (2021) were consistent with the notion that adolescents who experienced positive parenting characterized by support, concern, responsiveness, active communication, mutual trust and behavioural control from their parents reported higher levels of life satisfaction. In contrast, adolescents with single parents who employed psychological control, neglect, harshness and other dysfunctional parenting strategies reported lower levels of life satisfaction.

On the contrary, another respondent gave a different view from the first which showed that there was no difference in the emotional behaviour between learners from single and intact parenthood.

All pupils just learn well according to their abilities. They are the same and all need love, care and support then they can achieve whatever objective they set (Teacher F reported).

The perspective of the class teacher contradicts the findings from Natujwa (2014) who concluded that the difficulties faced by children from single-parent households, as opposed to those from intact families, had a negative impact on their educational achievements. The difficulties manifested in poor academic performance, low attendance, school dropout and involvement in undesirable behaviour.

4.8 Differences in the emotional behaviour between boys and girls from single and intact parenthood

The fourth objective sought to find out the difference in the emotional behaviour between boys and girls from single and intact parenthood following the hypothesis; **H₀₄**: There is no significant difference in the emotional behaviour between boys and girls from single

and intact parenthood. Independent samples t-test was run to test for the hypothesis. The results are displayed in Table 4.8.

Table 4. 8: Mean differences in emotional behaviour by gender on parenthood

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Parenthood	Male	65	1.75	.434	.054
	Female	135	1.69	.465	.040

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference		95% C. I.	
						e	Std. Error Difference	Lower	Upper
Parenthood	3.971	.048	.946	198	.346	.065	.069	-.071	.200
			.968	134.532	.335	.065	.067	-.068	.198

The results in Table 4.8 indicated that there were a total of 65 males and 135 females. The mean score of male respondents was 0.06 (mean = 1.75) higher than the mean score of female respondents (mean = 1.69). Consequently, the males experienced significant emotional impact. The results from the independent sample t-test showed a significant value of 0.048 lower than the predetermined p-value of 0.05. This indicated that there was a statistically significant difference between boys and girls based on their parenthood (intact or single). The conclusion was made with a 95% confidence interval for the difference. Therefore the hypothesis, **H₀₄**: There is no significant difference in the emotional behaviour between boys and girls from single and intact parenthood was refuted.

Based on these findings, it was observed that the boys exhibited a significantly higher emotional impact compared to the girls. This was attributed to their exceptional ability to cope with challenging circumstances. The boys displayed internalizing and externalizing behaviours such as anxiety, anguish, fear, deception, impatience, scapegoat and defiance.

In accordance with the differences in the emotional behaviour between boys and girls from single and intact parenthood, it was noted mostly at adolescence stage where a respondent said;

Boys become aggressive, develop truancy, become rebellious, rude and sometimes miss classes. Similarly, girls often miss school with lack of concentration when present in school (Teacher G reported).

The findings supported those from Jenkins (2018), who examined the gender disparities in the impact of parental divorce on externalizing and internalizing behaviour issues. Based on the results, it was observed that boys exhibited a higher prevalence of externalizing behaviour compared to girls. On the other hand, girls from single parent households did not display any significant difference in behaviour difficulties compared to girls from intact homes.

Additionally, another respondent reported,

Boys tend to be open to share what they are going through at home and while in adolescence stage. While most girls are not open to share instead they withdraw (Teacher H reported).

The results contradicted the findings of Alda and Isabel (2019), who found that girls from intact homes were more likely to report greater availability for communication from their father and mother than boys, as well as more emotional support and expression from their mother. Mothers in single parent homes reported higher levels of confidence, sharing, emotional support and affective expression compared to men. In addition, adolescent girls observed a greater level of mother's accessibility for conversation compared to adolescent boys.

Yet another respondent said,

Boys are simply angered with what happens in their families while girls are able to withstand the situations in their families (Teacher I reported).

Furthermore, adolescent girls noticed more mother availability to communication than adolescent boys who sought the advice of their peers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the findings, conclusions and recommendations for the study.

5.2 Summary

The first objective sought to establish the effects of single parenthood on learners' emotional behaviour. The hypothesis H_{01} ; there is no significant effect of single parenthood on learners' emotional behaviour was tested by the use of simple linear regression test as in Table 4.5. The results yielded a p-value of 0.031 less than p-value of 0.05 at a significance level of 5%. Interviews from most teachers revealed that as much as there existed a number of learners from single parent background; they were embraced in schools through guidance and counselling as well as provision of basic needs such as food, uniform and medication. Basing on the results, it was inferred that there existed a statistically significant negative association between single parenthood and emotional behaviour. Therefore, the null hypothesis which suggested no substantial impact of single parenthood on the emotional behaviour of learners was rejected.

In the second objective, the researcher investigated the effects of intact parenthood on the emotional behaviour of learners. Simple linear regression test was run to test the hypothesis H_{02} ; there is no significant effect of intact parenthood on the emotional behaviour of learners as shown in Table 4.6. The results had a corresponding p-value of 0.009 less than a p-value of 0.05 at a significance level of 5%. According to the interviews with the teachers, learners from intact parent background associated well with their parents. Thus it was inferred that there was a statistically significant and positive

association between intact parenthood and emotional behaviour of learners. The hypothesis H_{02} , which posited that there was no significant impact of intact parental status on learners' emotional behaviour, was rejected.

The third objective sought to establish the relationship between single and intact parenthood on learners' emotional behaviour. Pearson correlation test was run to test the hypothesis H_{03} ; there is no significant relationship between the effects of single and intact parenthood on the emotional behaviour of learners as indicated in Table 4.7. A coefficient correlation of -0.153 and significant value of 0.031 less than the p-value of 0.05 was found. Interviews with most teachers revealed that there was a slight difference in terms of necessities, class participation and emotions. Therefore, it was deduced that intact parenthood had a direct impact on learners' emotional behaviour. Nevertheless, single parenthood had an inverse effect on learner's emotional behaviour. Hence, the null hypothesis H_{03} stating there was no statistically significant relationship in the impact of single and intact parenthood on learners' emotional behaviour was refuted.

The fourth objective evaluated the differences in the emotional behaviour between boys and girls from single and intact parenthood. Independent sample t-test was run to test the hypothesis H_{04} , there was no notable disparity in the emotional behaviour between boys and girls based on their parenthood either single or intact as shown in Table 4.8. The significance value (two-tailed) of 0.048 was smaller than the predetermined p-value of 0.05. From the interviews with teachers, it was noted that boys were aggressive, developed truancy, rebellious, rude and sometimes missed school while the girls missed with lack of concentration when present at school. This indicated that there existed a statistically significant distinction between single parenthood and intact parenthood with a 95% confidence range for the difference. Consequently, the hypothesis was rejected.

5.3 Conclusions

Based on the findings and analysis of the study, the following conclusions were drawn. Concerning the effects of single parenthood on the emotional behaviour of learners, the study concluded that single parenthood had a significant negative effect on the emotional behaviour of learners.

In the second objective, the study concluded that intact parenthood had a significant positive effect on learner's emotional behaviour. The positive effect was such that a unit rise in intact parenthood produced a rise in positive emotional behaviour in learners.

Based on the objective, third the study concluded that there was a significant difference between the effects of single and intact parenthood on learners' emotional behaviour. It was then inferred that while intact parenthood positively affected learners' emotional behaviour, single parenthood negatively affected learners' emotional behaviour.

Finally, the study concluded that there were no notable disparities in the emotional behaviour between boys and girls from single and intact parenthood. This was derived from the analysis that was done.

5.4 Recommendations

Based on the study's findings which concluded that single parenthood negatively affects learners' emotional behaviour in contrast to the positive impact of intact parenthood the following recommendations are made:

- i. Single parents are encouraged to spend quality time with their children and actively engage in their lives. This includes getting to know key individuals such as teachers, coaches, and friends who influence their children's emotional and social development.

ii. Teachers should strive to create a supportive and conducive learning environment that fosters trust and emotional openness. Such an environment enables pupils to express their challenges and seek guidance when needed.

iii. Both parents and teachers are urged to pay special attention to learners particularly during adolescence when emotional needs are heightened. Understanding and guidance during this critical developmental stage are essential to supporting learners' emotional well-being.

5.5 Suggestions for further research

In light of the study's findings, the following suggestions are made for future research:

i. It is recommended that a similar study be conducted using parents as participants. This would help to determine whether their perceptions align with or differ from those of the learners in the current study.

ii. Since this study focused exclusively on Class eight pupils, future research should consider including learners from other grade levels. This would provide a more comprehensive understanding of how emotional behaviour varies across different age groups and family structures.

iii. The current study employed questionnaires and interview schedules as data collection instruments. It is recommended that future studies incorporate additional methods such as focus group discussions and observational techniques, to enrich the data and enhance the depth of insights gathered.

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APPENDICES

Appendix 1– Questionnaire for primary school learners

I am a student at Masinde Muliro University of Science and Technology pursuing a Masters of Education in Educational Psychology. The questionnaire was developed for a research study to collect data on the effects of single and intact parenthood on learners' emotional behaviour in public primary schools in Kanduyi sub-county. The study sort to help learners with different psychological needs in regard to parenthood. Your cooperation will be highly acknowledged. **DO NOT WRITE YOUR NAME IN THE QUESTIONNAIRE.** The responses given will be strictly held confidential and only for academic use. Please (√) tick where applicable.

Part A: Bio-data

Indicate in the space provided as required

1. Gender: (1) Male [] (2) Female []
2. Age in years: (1) 12-13(2) 14-15(3) 16-17 (4) 18-19
3. Your birth position: 1st born[] 2nd born[] Middle born[] Last born[] Onlychild[]

PART B: Parenthood

4. Parenthood: (1) Single [] (2) Both parents []

PART C: Learner Emotional Behaviour

The following statements are on learners' emotional behaviour, read carefully and tick against the number that tells your true feeling. The items are rated using a Likert-type scale ranging from 0-3 (i.e., 0 = not at all like, 1 = not much like, 2 = like, 3 = very much like).

KEY

Emotional health: 1, 2, 3,4, 6, 7, 8, 9,13,18,19, 20, 21,22,23,25,26,27,29,
32,33,34,35,36, 38, 42, 48, 49 &50=29 items.

School participation:14, 24, 31, 39, 40, 41, 47, 51 & 52 = 9 items.

Self control: 5, 10, 11, 12, 15, 16, 17, 28, 30, 37, 43, 44, 45 & 46 = 14 items.

S/N	Statements	0	1	2	3
1	I feel happy belonging to a family				
2	I have no problem trusting a person important to me				
3	I feel loved when hugged by family members				
4	I feel encouraged when allowed to participate in community activities				
5	Being in a family has raised my confidence				
6	I have learnt to put up with painful feelings				
7	At peace with everyone in the family				
8	Always making fun when in good mood				
9	Ready to ask in case of anything				
10	Have learnt to remain calm when angry				
11	I share with my parents about what I go through				
12	I feel sorry when I hurt others				
13	I care for others feelings				
14	I complete my homework before anything else				
15	My parents and I understand each other				
16	I respond calmly to sorrows				
17	I am aware of the results of my behaviour				
18	Accept others views				
19	I join peers in church activities				
20	I show hygiene skills suitable for my age				
21	Peers and friends help me when I ask them				
22	Enjoy doing the activities I like				
23	I like sharing my problems with others who can help me				
24	I do exercise given in school on time				
25	Am happy and accept the closeness of others				
26	Am aware of how I feel				
27	Am aware of what I can do best				
28	I accept the outcomes of my actions				
29	Talk well with my brothers and sisters				
30	I accept when I lose a game				
31	Always completing my homework				
32	Am well liked with by my peers				
33	I like listening to others				
34	Am concerned about others				
35	I accept when am in the wrong				
36	Participating in family activities is my joy				

37	I'm Firm in decision making				
38	I'm always joyful				
39	Am always attentive in class				
40	I do well in mathematics				
41	I like reading				
42	I'm always keen on what goes on in my life				
43	I respect others views				
44	Sharing with others is important to me				
45	I respect family rules				
46	I'm sorry when I do wrong to others				
47	I do tests for what I have learnt				
48	Take life positively				
49	Am loving towards others				
50	I speak the right language to the right people				
51	Always present at school				
52	I listen to teachers and write notes while at school				

The Behavioural and Emotional Rating Scale-2 (BER-2) developed by Epstein (2004) was employed in the study. The scale consisted of 52 items which were completed by the learners aged 13 to 18 years in regard to their parenthood within their school setting. A three factor model labelled Emotional health, School participation and Self control deemed a better fit to the data than the original five-factor BERS model given statistical, theoretical and practical consideration (Jill, Gale & Army, 2009). The Emotional Health composed of 29 items (e.g., acknowledges painful feelings), School participation composed of 9 items (e.g. completes school tasks on time) and Self-control composed of 14 items (e.g., uses anger management skills). The scale was adopted and customized to cultural and language orientation of the learners in Kanduyi Sub-County, Bungoma county, Kenya. Since the initial BER-2 was tailored for Spanish learners in Spain (Epstein, 2004). The items were rated using a Likert type scale ranging from 0-3 (i.e., 0=not at all like, 1=not much like, 2=like, 3=very much like).

Appendix II –Interview schedule for class teachers

The purpose of the interview is to collect information on parenthood and learners' emotional behaviour. You have the freedom to respond or not respond to the questions. All information given will be treated with utmost confidentiality and used for this research purpose only.

1. For how long have you as a class teacher known and interacted with the learners?
2. In consultation with the parents, have you noted the learners' family background; for instance, those with both parents and those with single parents? What are your views about the learners' behaviour in regard to anger, self esteem and anxiety.
3. What do you think could be the reasons for them to manifest such behaviour?
4. What can you say about the learners' relationship with their families?
5. How can you rate the learners' emotional development in relation to their parenthood?
6. As a school is there a way you have organized to assist learners who are emotionally disturbed especially due to their parenthood? Explain
7. Have you noted in case they lack essential needs so that they could be assisted by others or the school as a whole? Explain
8. Do you suppose that there is any difference between the learners from single parent families and those from intact families? Explain

Appendix III– Interview Schedule for the GAC teachers

The purpose of the interview is to collect information on parenthood and learners' emotional behaviour. You have the freedom to respond or not respond to the questions. All information given will be treated with utmost confidentiality and used for this research purpose only.

- 1 Through your routine encounter with the learners, have you come across those from single parent homes?
2. Through your interaction with them, are they open to share their challenges from home and from school
3. How do you assessed learners from intact families?
- 4.Through your interaction with the learners, have you in any case found out the disparity in the emotional behaviour between boys and girls? If so give a brief explanation.
5. Basing on the views of the teachers, are the learners able to complete the tasks given in class and homework?

Appendix IV- Sample size determination table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix V –Authorization from the Ministry of Education



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION AND EARLY CHILDHOOD – BUNGOMA COUNTY

When Replying please quote
e-mail: bungomacde@gmail.com

County Director of Education
P.O. Box 1620-50200
BUNGOMA

RefNo: BCE/DE/19/VOL.III/31

Date: 1st February 2023


TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CARRY OUT RESEARCH – MISS LILIAN APIYO OUMA

NACOSTI/P/23/23282

This is to inform you that Miss Lilian Apiyo Ouma of Masinde Muliro University has been authorized to conduct research on 'Comparative Study of Single and Intact Parental Status on Learners Emotional Behaviour in Public Primary Schools in Bungoma South Sub County' for the period ending 28th January 2024.




CALLEB OMONDI
FOR: COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY



Appendix VI–Authorization from the Deputy County Commissioner

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
State Department for Internal Security and National Administration

Telegrams "DISTRICTER" BUNGOMA

Telephone: 055- 30340

FAX: 055-30216

Email-dccbungomasouth@gmail.com

When replying please Quote

DEPUTY COUNTY COMMISSIONER

BUNGOMA SOUTH SUB-COUNTY

P.O. Box 550 – 50200

BUNGOMA.

REF: ADM:15/22/VOL.11(28)

1ST FEB, 2023

TO WHOM IT MAY CONCERN



RE: AUTHORITY TO CARRY OUT RESEARCH –MISS LILIAN APYO OUMA
NACOSTI/P/23/23282

This is to inform you that Miss Lilian Apiyo Ouma of Masinde Muliro University has been authorized to conduct research on "comparative study of single and intact parental status on learners' emotional behavior in public primary schools in Bungoma South Sub County" for the period ending 28th Jan, 2024.

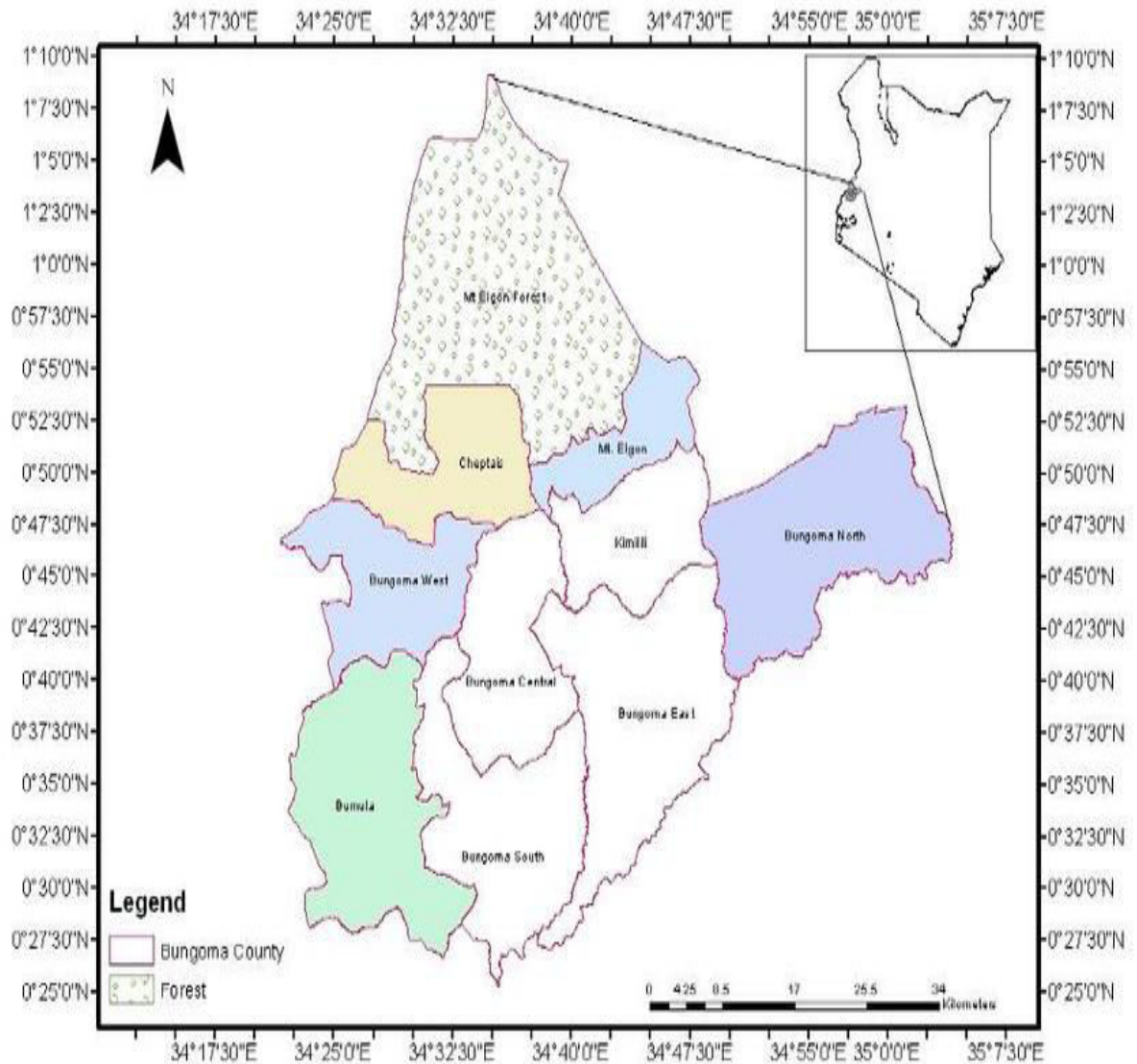
N J KIPTOO
FOR: DEPUTY COUNTY COMMISSIONER
BUNGOMA SOUTH

DEPUTY COUNTY COMMISSIONER
BUNGOMA SOUTH
P. O. Box 550-50200,
BUNGOMA

Appendix VII – Authorisation from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 291688	Date of Issue: 28/January/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Miss.. LILIAN APIYO OUMA of Masinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma on the topic: COMPARATIVE STUDY OF SINGLE AND INTACT PARENTAL STATUS ON LEARNERS EMOTIONAL BEHAVIOUR IN PUBLIC PRIMARY SCHOOLS IN KANDUYI SUB-COUNTY, KENYA for the period ending : 28/January/2024.</p>	
License No: NACOSTI/P/23/23282	
291688 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

Appendix VIII – Map of Bungoma County



N/B. Bungoma South is the current Kanduyi Sub County.