

**SINGLE PARENTING AS A CORRELATE OF STUDENTS' ACADEMIC
PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN NAKURU
COUNTY, KENYA**

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DECLARATION

I, Brenda Achieng Awino, declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet. These are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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ABSTRACT

Parental contribution in child development exceeds the primary role of nursing care and support for life skill development. It includes more participatory influence in other spheres of life such as, talent development and school performance. The parenting process has been evolving with single parenting becoming an increasingly acceptable phenomenon in contemporary society. A higher proportion of households are, in present times, headed by a single parent. The study objective was to find out the potential correlation between single-parent backgrounds and public school student's academic performance. The study focused on prevalence and genderisation, challenges faced, attitudes towards students from single-parent families, and strategies used to support such students. The Bronfenbrenner bio ecological theory was used. The theory emphasizes on the role of an individual and environmental interaction. A correlational research design and both qualitative and quantitative approaches was adopted in assessing variable relationships. The target population comprised 1,175 respondents including students and other stakeholders in the study location of Nakuru East Nakuru County, derived from five public day secondary schools. The current study sampled 30% of the parents, teachers, students, among other main stakeholders in the education sector. The research adopted questionnaires, in depth interview schedules, focus Group and documentary analysis of the academic records in data collection. Data was quantitatively and qualitatively analysed, results were then presented in tables and graphs. SPSS version 26.0 was used in quantitative data analysis, providing both descriptive and correlational information. Chi-square analysis of variable relationships was conducted using a standard alpha of 0.05 at a 95% confidence interval. NVIVO software was used during analysis of qualitative data to identify patterns and common themes of variable relationships. Piloting of the study was done in Nakuru West secondary school to validate the content and face validity of the instruments. Based on the findings of the study, it can be concluded that single parenthood has a negative impact on the academic performance of the students, these students from single parent families experience more challenges, notably, material and financial that are attributable to their poor academic outcomes. In addition, negative attitudes regarding single parenthood is linked to negative emotions students from the single parent family's experience, inadequate access to academic development support is associated with low academic performance of students from single parent families. The study findings may be beneficial in amending learning interventions and tailoring academic support to improve academic performance for students with single-parent backgrounds in the Competency Based Curriculum era. National and County Governments can also enforce legislation policies that offer economic empowerment to single parent families, psychological and emotional support through guidance and counseling.