

SINGLE MOTHERHOOD FAMILY STRUCTURE AND ITS EFFECTS

ON MORAL DEVELOPMENT OF PRIMARY SCHOOL

CHILDREN IN KALUNDU ZONE,

KITUI COUNTY

BY

FLORIAN MUNANIE KITHEKA

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in Partial Fulfillment for the Requirements of the Award of Master of
Education in Early Childhood Development and Education of
the South Eastern Kenya University**

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DECLARATION

This research project report is my own original work and has not been presented for a degree in any other university.

Sign:

Date:.....

Name: FLORIAN M. KITHEKA

Reg. No:E56/KIT-IB/20337/2013

RECOMMENDATION

This research project has been submitted for examination with our approval as the university supervisors.

Sign.....

Date.....

Dr. Joseph M. Mwinzi

Department of Educational Foundations,

University of Nairobi.

Sign.....

Date.....

Dr. Jonathan M. Mwanja

Department of Educational Psychology,

South Eastern Kenya University.

DEDICATION

This study is dedicated to Almighty God for enabling me carry it with ease. I also dedicate my research work to my beloved husband Thomas Kivindyo and my dear children: Timothy, Caroline, Evelyn and Mumo for their moral support, encouragement and for giving me time to study.

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ABSTRACT

The pattern of family structure has changed drastically, all over the world. Increasing numbers and proportions of children born outside marriage and the rise in divorce rate have contributed to increased proportions of children growing up in single mother-families; hence the purpose of this study was to investigate the effects of single motherhood on moral development of children in Kalundu Zone schools, Kitui County. Three research objectives were formulated to guide the study. These were; to discuss single motherhood and moral development, to find out whether there is a statistically significant gender difference in the morality of children from single motherhood family and lastly to establish the effects of single motherhood families on moral development of primary school children. The theory used in the study was Kohlberg theory of moral reasoning. The study employed a descriptive survey design which is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. The target population included 100 teachers, 200 parents, and 300 pupils in Kalundu Zone schools. The sample size for the study was selected using purposive sampling for pupils and simple random sampling to select teachers and parents. The study used questionnaires as tools for data collection and the instrument was piloted in the schools which were not to be included in the study. The findings of the study will be of practical value to early childhood teachers and care givers in helping to provide proper moral attributes which enhance moral development of children from single parent families. The findings of the study will also help the Ministry of education and the school administration with new ideas and knowledge especially on the steps which would be taken towards provision of the requirements for moral development of children from single motherhood families. The reliability of the instruments were proved through test-re-test method while the raw data summarized was coded, analyzed and synthesized to ascertain accuracy and competence. The study established that there was a very strong positive correlation $r(1, 29) = 0.8241$, $P < 0.05$, between single motherhood and children's moral development, there was a significant association ($\chi^2(1, 4) = 45.231$, $p < 0.05$) between gender morality and family type (single parents and both parents) and there is a very strong positive correlation $r(1, 29) = 0.78$, $P < 0.05$, between effect of single motherhood and children's moral development. The recommendations of the study were; The schools should organize frequent guidance and counseling sessions for the single parents in their schools, the government should give more bursaries to children from single motherhood families to encourage them to continue with their studies and single mothers should be considered for government positions and promotions to assist them in raising their economic status.

ABBREVIATIONS AND ACRONYMS

NAEP- National Association of Educational Procurement

USA- United States of America

GPA- Grade Point Achieved

HT- Head Teacher

DEO- District Education Officer

SEKU- South Eastern Kenya University

OAU-Organization of African Unity

NACOST-National Commission for Science and Technology

K.I.E-Kenya Institute of Education

MOEST –Ministry of Education Science and Technology

SPSS - Statistical Packages for Social Science.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Single motherhood family may arise when a female decides to produce and rear children outside wedlock or even due to death of one spouse. Early research of single motherhood homes focused on “father absence”. The interest in father absence homes were due to the large number of female single parents headed households and the influence of psycho-analysis theories that called the attention to the importance of the presence of fathers in the development of child’s personality (Drake, 2000).

Survey data indicates that Americans have become increasingly accepting of single parents families formed through divorce and non-marital childbearing. Most data do not appear until after 1950 and focus narrowly on measuring views of the demographic trends that have fueled the increase in single parents families rather on a broader set of attitudes towards single parents families, especially regarding their effects on children (Plotnick 2003).

In Ghana, the existence of single motherhood was unknown and where it existed, hence was ignored. However nowadays, there are rapid growing family patterns both inside and outside Ghana. The parental roles are culturally determined and distributed thus the maternal roles are that of child-rearing, home training and playing of complimentary roles while that of the father is economic responsibility (Swadener 2000).

Family disruption undermines children access to community resources or social capital. Divorce rates in the United States of America have been going up and have recently stabilized at very high levels. Out-of wedlock birth rates have been going up gradually since early 1940s. Welfare payments cannot explain why single motherhood is more common in the United States than in other industrialized countries. While single mothers have higher poverty rates than married mothers in all industrialized countries, they are worse off in the United States of America (Gordon & Browne, 2000).

Due to growing economic independence of women, many of them can leave bad marriages and can afford to bear and raise children on their own. Single motherhood has also resulted due to the decline in man's earning power (Wachira, 2000). Today, changes in social norms continue to influence the formation of families by making new generations of young adults less trustful of the institution of marriage. Many of the young people who are now having trouble finding and keeping a mate were born during the 1960s when divorce rates were rising. Many grew up in single motherhood families or with step families. Given their own family history, they may find it easier to leave a bad relationship and to raise children alone than to make and keep a long term commitments (Kostelnik, 2002).

Children who grow up with only one of their biological parents are disadvantaged across a broad array of outcomes. They are twice as likely to drop out of school or even work. They also have poorer attendance records, school failures, delinquency and poor concentration in class. This challenge may result due to insecurity faced in single motherhood family structure (Hoeksema, 2003).

Between 1960 and 2000, the proportion of children living in single-parent families tripled, rising from 9 to 27 percent and about half of U.S.A children spend some time in a single-mother families before reaching adulthood. In addition, attitudes toward single-mothers warrant attention because, on average, children raised by one biological parent fair worse on a most of social and moral measures than children raised by both biological parents (Berk, 2003). Much of the recent public discourse about women who bear children outside marriage seem to reflect an underlying assumption that appropriate values are something these women simply do not have. An alleged decline in values, often represented in the media by families headed by single mothers, and especially black mothers, has been blamed for myriad of social problems including unemployment, poor health, school drop-out rates and increase in juvenile crime (Drake, 2000).

Recalling the declaration of the rights and welfare of the African child adopted by the assembly of heads of state and government of the Organization of African Unity (OAU), at its sixteenth ordinary session in Monrovia 1979, there is need to take appropriate measures to promote and protect the rights and welfare of the African child. It noted with concern that the situation of most African children, remain critical due to the unique factors of their social-economic, cultural, traditional and developmental circumstances, natural disasters, armed conflicts among others (Jayson, 2009).

A research conducted in Liberia suggested that approximately most women in the country are single mothers, estimates which gender experts say, represents a single most significant gender-factor in national development because it clearly relates to women participation and representation (Neol, 2004). The society understands morality as a matter of accommodation of the individual to societal values through process of

adaptation and internalization. Society is prior to the individual chronologically and morally. It is the source of all the values that are reflected in the individual and moral behavior is governed by rules to the degree that an individual accepts and follows the rules established by society, thus being determined as moral or immoral. For this perspective, the individual must be educated for discipline and adhesion to the community (Blau, 2004).

The issue of morality among children has raised a very big concern to the researchers on whether children raised by single mothers have any challenge related to moral and behavioral issues. This is because single motherhood is also associated with poverty where the single parent cannot provide fully for the child in regard to basic needs. Lack of basic needs can trigger emotional breakdown, and this is very likely to affect the morality of these children, hence this study intends to investigate the impact or effects that are caused by single motherhood in regards to morality of children.

1.2 Statement of the problem

Single motherhood is strongly associated with negative outcome for children and these children are among the vulnerable category although not catered for by the government (Eagan, 2011).

Moral development includes development of rules and conventions about what people should do in their interaction with other people (Santrock, 2000) . In Kalundu zone, many of the public schools host a large number of children from single motherhood families. Thus teachers, parents and the community at large are facing a lot of challenges as far as the morality of the children is concerned.

The issue of family disruptions through divorce and separation is increasingly becoming a common phenomenon in Kenya more so in Kitui County. The major transformation and changes occurring on family structure has led to increase of single motherhood and it is argued that, this has brought major effects on the moral growth and development of many children.

The trend patterns, determinants and challenges faced in single motherhood have been found to cause moral disintegration, yet much of the effects on children moral development has not been documented. In particular, the effects of single motherhood families on moral and behavioral development of children especially anti-social behavior like drug abuse and teenage pregnancies have remained largely speculative. Due to increase of single motherhood families and moral decay in children in Kalundu zone, Kitui County, it has therefore raised a lot of concern hence need for the current study which aims at contributing to the literature on the relationship between single motherhood and the children's moral development.

1.3 Purpose of the study

The purpose of this study was to investigate the effects of single motherhood families on the moral development of primary school children in Kalundu zone, Kitui County. Moral development is among the major aspects for holistic growth and development of children.

1.4 Research objectives

The research was guided by the following objectives:

- i. To establish whether there is a statistically significant relationship between single motherhood and children's moral development.
- ii. To find out if there are statistically significant gender differences in the morality of children from single motherhood families as compared to those brought up by both parents.
- iii. To investigate the effects of single motherhood families on moral development of primary school children.

1.5 Research questions

The study was guided by the following research questions:

- i. What is the relationship between single motherhood family structure and children's moral Development?
- ii. Is there any statistically significant gender difference in the morality of children from single motherhood families compared to those brought up by both parents?
- iii. How does single motherhood family structure affect moral development of primary school children?

1.6 Significance of the study

The findings of this study may be of great benefit to different groups because moral development in children is of paramount importance in every community. First it may be useful to the curriculum developers for they used it to emphasize more on how to guide

teenagers on moral development. The ministry of education may use the findings to evaluate the curriculum and stress on issues concerning moral development. The findings may also help school administrators to get new ideas like using resource people to teach on moral values.

Teachers may also benefit for they saw the importance of creating more time giving guidance on the moral values to pupils. Parents may understand their key role part to play in being good role models to their children. The entire community is hoped to be ready to play the responsibility of instilling the societal norms and values. The children may also understand what is expected of them thus determining right or wrong hence grow as responsible members of the society. The lives of children from single motherhood families may also be changed to a positive living.

1.7 Limitations of the study

A number of limitations were anticipated during the study. One of the aspects of this study was interacting with single mothers to give information for the study. As such, some respondents may hesitate to provide useful information for the study due to fear of exposing their private life. The researcher overcame this by assuring the respondents that the findings of this study was for academic purposes only and was treated with confidentiality. The researcher also had a challenge of financial constraints hence limiting the visits to the children in single motherhood family structure.

1.8 Delimitations of the study

There are many factors affecting moral development of children but this study investigated on the effects caused by the single motherhood family structure on the moral development of children. The study was focused on children between age three to eight years and the results of the study can be used to give opinions on similar circumstances.

1.9 Assumptions of the study

The study was based on the following assumptions; that moral development is a critical aspect of children growth. Parents and teachers need to help children to develop a clear sense of right and wrong thus gaining ability to think for themselves. It was also assumed that respondents gave honest answers to the researcher.

It was also assumed that most of the schools in Kalundu zone provided fully for moral development in children and any antisocial behavior was handled with concern.

1.10 Operational Definition of Terms

Child: Any human being below 18 years of age.

Family: A group of people living together and are related to each other either through blood, marriage or adoption.

Moral: Principles that are concerned with what is right or wrong, good or bad.

Gender: Being a male or female.

Development: Gradual growth of something so that it becomes more advanced or stronger.

Challenge: Is a dispute or problem encountered that leads to failure of the expected normal life.

Moral Development: Development of rules and conventions about what people should do in their interactions with other people.

Single parent family- Type of family structure which consist of one parent alone and children.

Single motherhood family- Type of family consisting of mother and her children.

1.11 Organization of the study

The study is organized into five chapters, whereby chapter one included background of the study, objectives and research questions, significance of the study, limitations and delimitations, basic assumptions, definition of key terms and organization of the study. In chapter two literature reviews was discussed together with theoretical and conceptual framework. Chapter three contained methodology which has research design, target population, sampling procedures and sample size, research instruments, pilot study which has validity and reliability of instruments, data collection procedures and ethical considerations. Chapter four includes data presentation, analysis, interpretation and discussion. The last and the fifth chapter contains Summary of the findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is presented in this chapter which focuses on morality and child development, single motherhood and moral development, gender differences in their morality, effects of single motherhood on moral development, theoretical and conceptual framework.

2.2 Morality and child development

Santrock (2000) explains that the development of morality in terms of the ability to have a sense of justice and respect for social order. He says that moral development occurs through stages and is influenced by the ability to reason and see the viewpoints of others. This ability develops through interactions with parents, teachers, peers and wider society thus enabling the children to acquire rules and conventions about what people should do in their interactions with other people. According to psychoanalytic theory, morality develops as a result of development of conscience or superego which concerns itself with whether an action is good or bad, right or wrong thus striving for perfection.

Kostelnik (2002), argues that moral ability improves as children compare their views with those of others. Children think that anything said by the parents, teachers or other person in authority is the absolute right and that rules cannot be changed. As they grow, they become more flexible and see that rules can be changed and also a person's intention is important in judging whether they are morally right or wrong, for example breaking a

plate while washing dishes is not morally wrong compared to a child who is angry and breaks a plate by throwing it on the floor.

The family is the most important influencing institution on children because in it children receive love, acceptance, care and attention. Parents are important role models to their children because children often try to imitate them and many fully identify with their parents, their behavior, values, aspirations, beliefs, attitudes and their way of life. The feeling of security helps children become aware of good or bad behavior thus developing self-control and ability to regulate their own behavior to achieve values and principles of life (Edlund, 2005).

According to Demo and Savin (2000), the family helps children acquire moral skills, values, norms, beliefs and understanding of the culture of their society. Parents and members of community should help children grow up morally by rewarding good behavior, encouraging and helping them understand virtues such as faithfulness, kindness, obedience, respect, honesty, cooperation and love. Parents should set good examples and be firm and consistent in the way they guide children's behavior thus let 'yes be yes' and 'no be no,' so parents have a responsibility. The family moulds the character and personality of the child. Moral values are caught at home and parents should give guidance and instruction to their children and also daily routines. The explanations given by parents should be clear according to the age and ability of the child, so as to instill the societal values (O' Hare, 2001).

2.3 Single Motherhood and Moral Development

Family structure should provide for the necessities of holistic development of children. According to O'Hare (2001), family structure is hypothesized to indirectly influence psychological well being of children by affecting family processes such as parent-child relationship and parenting conflicts, background variables like income and individual characteristics.

Lavie (2014) argues that psychological well-being of children is paramount for several reasons. First, depressed mood cannot allow for moral development, thus the individual cannot reason well on the right or wrong. Divorced mothers may feel distressed over their children having to experience parental divorce. As a result, these mothers may become pessimistic about well being of their children.

Gay and Airasian (2003), argue that as children grow up they are challenged by situations that require them to decide what behaviors are morally correct. Parents and other caregivers need to help children to develop a clear sense of right and wrong. Quality of parent- child relationships are often measured by mothers reports on the level of involvement, supervision, control discipline and enjoyable times with their children. However this may not be the case with single motherhood family. Many single mothers face the challenges of supporting their families financially, hence most of the time they are at work thus lacking quality contact hours with their children. These mothers are not able to monitor their children in their daily engagement. Monitoring their children's peer friends is also a great challenge. It is in the family where children should be helped to build trust that a parent is a source of guidance (Dexter, 2007).

2.4 Comparative analysis of boys and girls

Carol (1990) came up with the theory of gender and moral development of girls and boys. She claims that boys have a justice perspective meaning that they rely on formal rules to define right and wrong. Girls have a care and responsibility perspective where personal relationships are considered when judging a situation. Girls use polite requests and persuasion to get their own way while boys on the other hand are more likely to use force and aggression as means to get their way.

Education syllabus from Kenya Institute of Education (KIE), 2008 outlines clearly that all children should be treated equally irrespective of gender differences. There have been notable disparities among children in these families due to the fact that one parent is missing. According to Eagan (2011) a boy child from this family may be hostile, hyperactive and aggressive in nature. The children in this family may be hostile towards their mother as they grow up and try to be independent and so if this anger and rebellion are directed towards one person, it may become worse.

Girls in such families may tend to hate their mothers because at certain stage they feel interested to their fathers who are absent. In this case, this may consequently lead to low educational achievements (Edlund, 2005). Presence of fathers leads to the development of child's personality which will enable children control temper tantrums. Morality of children from these families may be different as far as the gender is concerned because some of the moral values that should be laid in the hands of the father are not handled thus leading to disintegration of morality. The children may not be open minded about sex roles due to the missing father figure (Angrist, 2002).

Carol, (1990), also studied the effect of gender on self –esteem, self –awareness and self –confidence. The children fail to recognize their abilities, goals and life aspirations; this can be due to poverty or insecurity which makes them think that they will not attain their full education needs. Values of tolerance, hard work and responsibility may not be developed. Boys may lack male figure to imitate thus not being moulded well in character and personality thus leading to poor moral values like undermining authority from mothers (Hilton, 2012).

2.5 Effects of single motherhood families on moral development of primary school children

Evidence has it that children have poor moral development especially when from single motherhood families. Hilton and Devall (2012), argue that father absence to be a significant risk factor for drug use among boys but not among girls. Chances of boys from these families being drug abusers are very high as compared to where father is present. Children from single motherhood families tend to have low cognitive abilities. Major studies across the world which follow families over time have found father's involvement with their children linked with higher educational achievement and high educational mobility (Bain et al, 2006). These children have high incidence of academic, emotional and behavioral problems than children from two parent family. An analysis of data by National Association of Educational Procurement (NAEP) 1986 indicates that the children from single motherhood families score considerably lower than those with both parents (Jacobs and Harvy, 2005).

According to Gordon and Browne (2000), children from these families have poor ego development, low motivation and suffer depression. Much of the recent public discourse about women who bear children outside of marriage seem to reflect an underlying assumption that appropriate values are something they simply do not have. An alleged decline in values, often represented in media by families headed by single mothers has been blamed for a myriad of social problems including high school drop-out rates and increase in juvenile crime. Declaration on the rights and welfare of African child adopted appropriate measures to promote and protect the rights and welfare of the African child.

Children from single, motherhood families tend to lack some personality traits like honesty, generosity and cooperation (Hoeksema, 2003). Personality enables an individual to act, think, believe and feel as a unique person thus determining behavioral characteristics. It enables a child to have empathy for others regardless of their characteristic and shortcoming. This means you accept a person and not his good or bad behavior. Children from these families also suffer neglect and this leads to indiscipline and low ambition Hines (1997).

2.6 Theoretical frame work

This study was based on Kohlberg's moral development theory which is the work of a psychologist called Kohlberg (1981). He made significant contributions in field of moral reasoning by creating a theory of moral development in which he studied how individuals reason situations as right from wrong, within three main stages each of these subdivided into two levels. His theory is widely accepted and provides the basis for empirical evidence on the influence of human decision making on ethical behavior.

The first stage in this theory is the pre-conventional, with the first level being obedience and punishment where children experience the world in terms of pain and pleasure, thus they tend to avoid certain behaviors only because of the fear of punishment. The second level in this stage is individualism and exchange (instrumental relativists or Naive) which focuses on making moral decisions based on what best serves their needs.

The second stage is conventional, which has interpersonal concordance as the first stage in which children learn to define right and wrong according to the desires of their parents and begin to conform to cultural norms. It is also called good boy or nice girl orientation. Maintaining social order being the second stage focuses on a view of society as a whole and children following the laws and rules of that society. The last stage is post-conventional which includes social contract and individual rights where children begin to consider different ideas about morality and feel that rules and laws should be agreed on by members of the society. The last level in the third stage is universal principles which deal with laws to be complied by all.

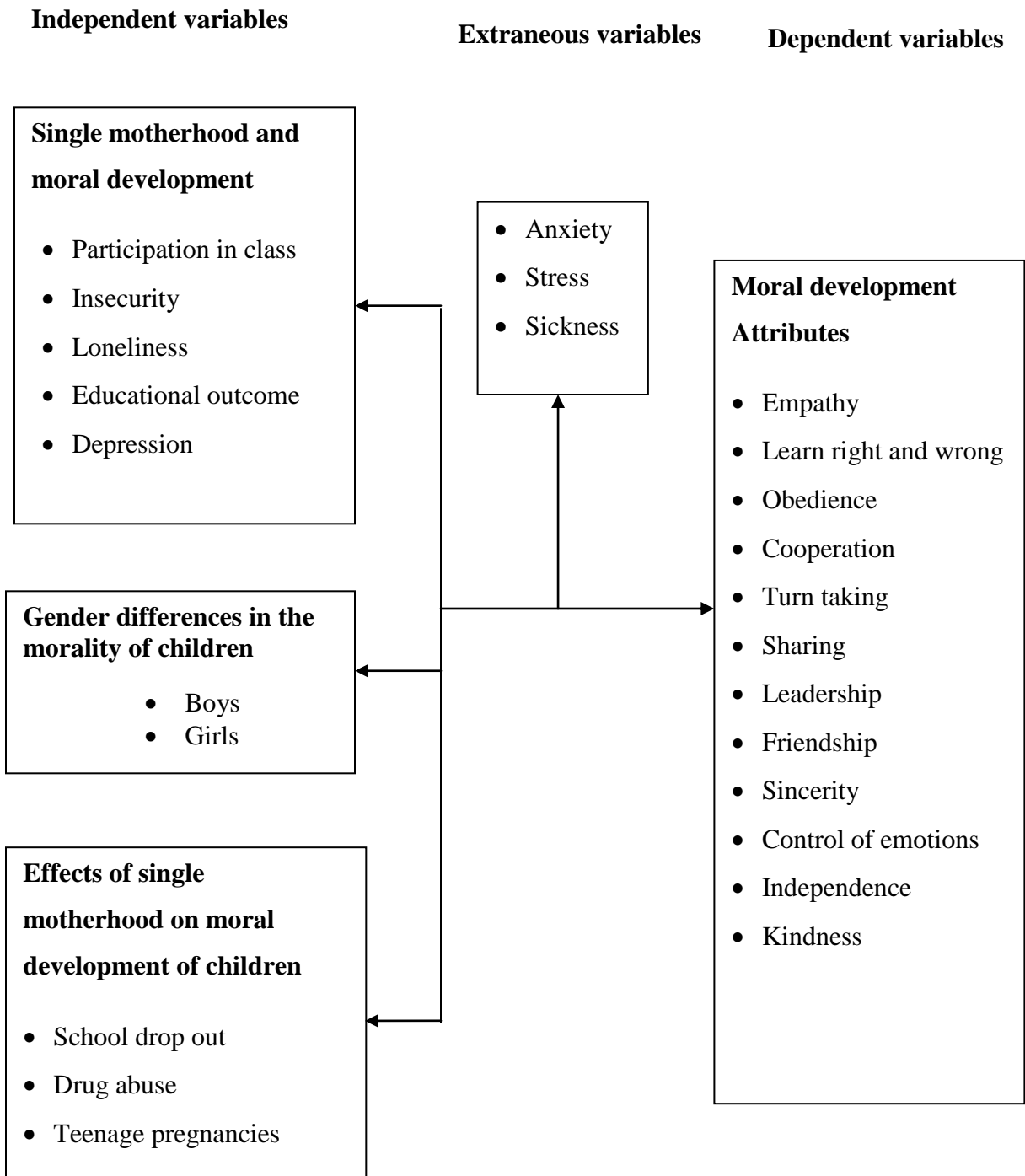
Applying the theory to the study is that many children coming from single motherhood lack some moral values like self-esteem in girls which diminishes as they grow older (Essa, 2003). Children should be guided on making good choices in life and try to do what is approved by others. They need also to cooperate. This theory helps children from such families develop ideas of universal moral principles and will consider them the right thing to do regardless of what the laws of a society are.

2.7 Conceptual framework

In this research topic, the independent variables were effects of single motherhood family structure while the dependent variable was moral development attributes like empathy.

The researcher conceptualized independent, dependent and intervening variables as shown in the figure below.

Figure 2.1: Conceptual Framework



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focused on research design, target population, sampling procedures and sample size, research instruments, validity and reliability data collection procedures and data analysis.

3.2 Research Design

This study used descriptive survey design because the variables are not manipulated and there was an opportunity to explore and probe the respondents for more information. The major purpose of descriptive survey design is to give a description of the state of affairs as they exist at present (Yin, 2009). This research design was appropriate to the study because the cases for the study were described as they appeared at that particular time.

According to Kasomo (2006), descriptive survey design is a branch of social scientific investigation which studies both large and small population and universe by selecting and studying sample chosen from the population to discover interrelations. The design was used to collect data from the target population in order to establish the relationship between single motherhood and moral development in children. Descriptive survey design was selected because the study entailed asking respondent's questions (in form of questionnaires) about their opinions and ideas and even describes what the people say (Creswell, 2009).

3.3 Target Population

According to Orodho (2005), a population is a group of individuals, objects or items from which samples are taken for measurement while the target population refers to the total of subjects. The target population for this study was all the teachers, parents and pupils of the 23 schools in Kalundu Zone, Kitui County. There are 100 teachers, 200 parents and 300 pupils.

3.4 Sampling Procedure and Sample Size

According to Bell (2010), sampling is the selection of individuals from population in such a way that every individual has an equal chance to be taken into the sample. Kombo and Tromp (2006) define sampling procedure as a method to be used to gather people, places or things to study. According to Gay (2000) 10% of the population is sufficient for the study because the ideal sample is that which is enough to serve as an adequate representation of population about which, the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, time, money and complexity of data analysis. The researcher used simple random sampling to get 2 schools which gave 20 parents, 30 pupils and 10 teachers making a total sample of 60.

Table 3.1: Sample size

Respondents	Population	Percentage	Sample Size
Teachers	100	10%	10
Parents	200	10%	20
Pupils	300	10%	30
Total	600	10%	60

3.5 Research Instruments

The study used questionnaires. Questionnaires were divided into two parts. Open and closed ended questions were issued to respondents and the researcher was to use the answers to make findings for the study.

3.5.1 Questionnaires for Teachers and Parents

The data for the study was gathered by use of questionnaires. The questionnaires were administered to the teachers and parents. A questionnaire is a series of questions asked to individuals to obtain statistical useful information about a given topic. The questionnaires were divided into sections. Section A covered the demographic details of the respondents while section B was based on the objectives of the study which were; single motherhood and moral development, comparative analysis of boys and girls and effects of single motherhood on moral development of children. This instrument had blank questions which were supposed to be filled by the respondents. A useful method for checking a questionnaire and making sure it accurately captures the intended information is to pretest among a smaller subject of target respondents.

3.6.1 Instrument Validity

The appropriate sample for the pilot study is a tenth of total sample with homogenous characteristics (Mugenda and Mugenda, 2003). Vague questions and unclear instructions in the instrument are revealed during pilot study.

Validity is the degree to which a test measures what it is intended to measure that is the results obtained from the analysis of the data actually represents the phenomenon under study (Orodho, 2005). Content validity was used where the items in the questionnaires will be checked against the objectives of the study. Items that need testing and removal were indentified in validity.

3.6.2 Instrument Reliability

In research, the word reliability means consistency of measures thus it is the degree to which a test consistently measures what it is supposed to, even when administered at different times (Mugenda & Mugenda,1999). Test – retest was used to determine reliability whereby the test was administered at two different times to same participants at sufficient interval and same results were gilded after retest. The data value was collected and numerical scores put in two sets which was correlated using Person's Product Moment Correlation Coefficient to calculate the coefficient of relationship. When a correlation coefficient obtained is 0.8, it was sufficient for these questionnaires to have high reliability (Creswell, 2009).

3.7 Data Collection Procedures

An introductory letter from school of education, South Eastern Kenya University (Seku) was obtained. Then before collection of any data, research permit was sought from National Commission for Science and Technology under the Ministry of Higher Education, Science and Technology (NACOSTI). There after the District education officer (DEO) Kitui central sub-county was conducted to seek permission for doing the study in the sampled schools. The researcher then visited the identified schools with permission from respective authorities that are the Head teachers (HT) of those schools. The researcher issued questionnaires to the respondents concerned and made arrangements for when to collect the questionnaires.

3.8 Data Analysis

Data analysis includes bringing meaning to raw data collected (Kumar, 2011). After data was collected, there was cross – examination to ascertain their accuracy, competence and identify those with mistakes. Both qualitative and quantitative analysis of data was used. Data was analyzed using descriptive statistics whereby frequencies (f) and percentages (%) obtained from SPSS were used to discuss the findings.

Statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages (%) were calculated from the responses out of the total sample response per item. In the analysis of the research questions all items focusing on a given research question, was analyzed and interpreted to enable the findings to be used later in the study to make conclusion. The instrument was tested using Pearson correlation co-efficient

$$r = \frac{\sum(x_1 - \bar{x})(y - \bar{y})}{\sqrt{\sum(x_1 - \bar{x})^2 \sum(y - \bar{y})^2}} \quad \text{and} \quad \text{chi-square } \chi^2 = \frac{\sum(O - e)^2}{e}$$

3.9 Ethical Considerations

The researcher obtained government permit to gather data from the community. The researcher explained to the respondents the kind of information needed and how it was used for academic purpose only. Respondents were explained of their usefulness in the study so as to contribute positively to the outcome of the study.

3.9.1 Informed Consent

Informed consent in everything that was to take place during the study was sought from the respondents. The researcher was required to seek for informed consent in any activity the respondents were engaged in.

3.9.2 Anonymity

The researcher assured the respondents that their names were unknown in the study. The names should not be mentioned at all and this gave voluntary participation.

3.9.3 Confidentiality

Guarantee of privacy of the respondents' information given was assured. Any history of their life's were kept in secret. Optimum cooperation was evidenced during the period of the research study.

3.9.4 Data protection

The researcher avoided making up data or results and recording or reporting them as factual results. All the data collected during the study was treated with maximum protection. In case there was need to use a tape recorder, permission was sought before session starts.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the effects of single motherhood on moral development of children in Kalundu Zone schools, Kitui County. This chapter presents data, analysis, interprets and discusses the results against the literature review. The study sought; to establish whether there is a statistically significant relationship between single motherhood and children's moral development, to find out whether there is a statistically significant gender difference in the morality of children from single motherhood family and lastly establish the effects of single mother hood families on moral development of primary school children. The study used questionnaires to gather information from a sample of 10 teachers and 20 parents. The collected data was analyzed and presented using descriptive statistics from the statistical packages for social sciences (SPSS).

4.2: Questionnaire Return Rate

The researcher sought to establish the number of returned questionnaire s before embarking on data analysis so as to establish the number of respondent used in the analysis. The results on questionnaire return rate are presented in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents	Returned	Not returned
Teachers	10 (100%)	0(%)
Parent	20 (100%)	0(%)
Total	30 (100%)	0(%)

Table 4.1 shows that, all the questionnaires were returned by the teachers and parents under this study. This shows that data was collected from all the intended respondents and therefore a good representation as proposed by the researcher. Also the researcher seems to have a good follow up of the distributed questionnaires which enabled getting back all the answered questionnaires.

4.3 Respondents' Demographic Information

The respondents' demographic information includes; respondent's gender, age bracket, academic qualification and working experience.

4.3.1 Distribution of Respondents by Gender

The researcher sought information concerning gender distribution of the response to ascertain whether the study was gender sensitive. The respondents were asked to indicate their gender.

The first demographic data to be collected was the gender of the respondents. The results were shown in Table 4.2.

Table 4.2: Respondents gender

Gender	Teachers		Parents	
	Frequency	Percent	Frequency	Percent
Male	4	40.0	6	30.0
Female	6	60.0	14	70.0
Total	10	100	20	100

Table 4.2 reveals that, majority of the respondents interviewed was female with 70% being female parents while 60% were female teachers. It was however established that the study was gender sensitive and therefore likely to give balanced responses. The findings are in line with O, Hare, (2001) who argued that parents have key role to play in moral development.

4.3.2 Age Distribution of Respondents

The respondents were also required to indicate their age as part of demographic information.. The results were presented in Table 4.3.

Table 4.3 : Age Distribution of Respondents

Age bracket	Frequency	Percent
Below 25	0	0.0
26-35	18	60.0
36-45	10	33.3
Over 45	2	6.7
Total	30	100.0

Tables 4.3 shows that, majority (60%) of the respondents were 26 – 35 years followed by 33.3% aged 36 – 45. The least of the respondents were those aged over 45 years (6.7%). The results are in line with kostelnrek (2002) who argued that explanations given to children should be appropriate to age and ability.

4.3.3 Academic Qualification of Respondents

The researcher sought to investigate the academic qualification of respondents. The results were presented in Table 4.4.

Table 4.4: Respondent's Academic Level

Responses	Frequency	Percentage
Doctorate	0	00.0
Masters	0	0.0
Bachelors	12	40
Diploma	10	33.3
Certificate	8	26.7
Total	30	100.0

Table 4.4 shows that majority (40%) of the respondents had bachelors degree as their highest level of Education while the least (26.7%) had certificates. It was however revealed that no teacher had Doctorate.

4.3.4 Working Experience of the Respondents

The teachers were requested to indicate their working experience. The responses were presented in Table 4.5.

Table 4.5: Respondent's Working Experience

Teachers	Frequency	Percentage
Less than 5 years	0	0.0
6 - 15	8	80.0
16 - 25	2	20.0
26 and above	0	0.0
Total	10	100.0

Table 4.5 shows that majority (80%) of the respondents had worked for 6 -15 years and below as pre-school teachers. This experience was likely to help the teachers to give information necessary for this study. The findings were in line with Neol (2004) who argued that parents should spend quality time with their children.

4.4 Single Motherhood and Children's Moral Development by Parents.

This first research question for this study was about the relationship between single motherhood and children's moral development. To answer this question the parents were required to indicate their opinion concerning the statements related to the effects of single mother hood on moral development of children. The responses were presented in Table 4.6.

Table 4.6: Parents View on Relationship between Single Motherhood and Children's Moral Development

		Single motherhood	Children's moral development
Single motherhood	Pearson Correlation	1	0.8241
	Sig. (2-tailed)		0.000
	N	30	30
Children's moral development	Pearson Correlation	0.8241	1
	Sig. (2-tailed)	0.000	
	N	30	30

Table 4.6 shows that there is a very strong positive correlation $r(1, 29) = 0.8241$, $P < 0.05$, between single motherhood and children's moral development. This shows that single motherhood significantly influences children's moral development. These results are in line with O'Hare (2001) who argues that family structure is hypothesized to indirectly influence psychological well being of children by affecting family processes such as parent-child relationship and parenting conflicts, background variables like income and individual characteristics. He further argued that Divorced mothers may feel distressed over their children having to experience parental divorce. As a result these, mothers may become pessimistic about well being of their children.

4.5 Gender Differences and Morality of Children from Single Motherhood / both Parents

The second objective for this study was to find out if there is statistically significant gender differences in the morality of children from single motherhood families as compared to those brought up by both parents. To achieve this objective the researcher requested the respondents to give their opinion using the list given in Table 4.7 concerning gender difference in the morality of children from single motherhood families compared to those with both parents.

Table 4.7: Parent view on Gender Differences and Morality of Children

Morality	Male	Female	Total
a) Hostility is common	25(83.3%)	5(16.7%)	30(100%)
b) Have low self esteem	12(40%)	18(60%)	30(100%)
c) Justice on write and wrong	15(50%)	15(50%)	30(100%)
d) Persuasive character	10(33.3%)	20(66.7%)	30(100%)
e) Rebellious to rules	25(83.3%)	5(16.7%)	30(100%)
Mean responses	3(10%)	20(66.7%)	7(23.3%)

Table 4.7 shows that, majority (83.3%) of the respondents indicated that boys single motherhood families compared to those with both parents are more hostile and rebellious to rules than girls. On the other hand, most (66.7%) and 60% of girls seem to have persuasive character and low esteem respectively compared to boys in single motherhood families compared to those with both parents.

The researcher further sought to establish if there are statistically significant gender differences in the morality of children from single motherhood families as compared to those brought up by both parents. This was done using Chi-square test of association at 0.05 significant levels. The results were presented in Table 4.8.

Table 4.8: Chi-square Tests for Association between Children Morality

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.231 ^a	4	.001
Likelihood Ratio	8.021	4	.000
Linear-by-Linear Association	20.34	1	.000
N of Valid Cases	30		

a. 8 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

Table 4.8 reveals that there was significant association ($\chi^2 (1, 4) = 45.231, p < 0.05$) between gender morality and family type (single parents and both parents). These results agrees with

Sirin (2005) who argued there have been notable disparities among children in single motherhood families due to the fact that one parent is missing. According to Sirin (2005) a boy child from this family may be hostile, hyperactive and aggressive in nature. The children in this family may be hostile towards their mother as they grow up and try to be independent and so if this anger and rebellion are directed towards one person, it may become worse. Edlund (2005) also argued that girls in single motherhood families may tend to hate their mothers because at certain stage they feel interested to their fathers who are absent. In this case, this may consequently lead to low educational achievements. Presence of fathers leads to the development of child's personality which will enable children control temper tantrums. Morality of children from these families may be different as far as the gender is concerned because some of the moral values that should be laid in the hands of the father are not handled thus leading to disintegration of

morality. The children may not be open minded about sex roles due to the missing father figure (Angrist, 2002).

4.6 Effects of Single Motherhood Families on Moral Development of Primary School Children

The last objective for this study was to investigate the effect of single motherhood families on moral development of primary school children. To answer this question the researcher first sought to establish the economic status of most of the single mothers. The responses were presented in Table 4.9.

Table 4.9 : Single Mothers Social Economic Status

Responses	Frequency	Percentage
Upper class	2	6.0
Middle class	12	40.0
Poor	16	54.0
Total	30	100.0

Table 4.9 shows that most (54%) of the respondents indicated that most single parents are poor however single parenthood does not always imply poverty as revealed by the data where 40% were in their middle classes and 6% who were in upper class. The researcher also requested the respondents to indicate whether children from single motherhood families excel in their studies and whether these children show withdrawal behavior when in class. The results were presented in Table 4.10.

Table 4.10: Children from Single Motherhood

Category	Yes	No	Total
Excel in academics	13(53.3%)	17(56.7%)	30(100%)
Show withdraw behaviour	25(83.3%)	5(15.7%)	30(100%)

Table 4.10 shows that most (83.3%) of children from single motherhood families show withdrawal behavior when in class. On academics, most (56.7%) of children from single families seem not to excel in their studies although not with a big margin. The researcher further used Pearson correlation to determine the relationship between single motherhood and children moral development.

Table 4.11: Parents view on Effects of Single Motherhood on Moral Development

Effects	Strongly agree	Agree	Disagree
a) Children from single motherhood families engage in drug abuse	3(10%)	21(70%)	6(20%)
b) Cases of teenage pregnancies are common in girls from single motherhood families	5(16.7%)	22(73.3%)	3(10%)
c) Many school drop-out children are from single motherhood families.	2(6.7%)	18(60%)	10(33.3%)
Mean responses	3(10%)	20(66.7%)	7(23.3%)

Table 4.11 shows that, on average majority of respondents (66.7%) agreed that; children from single motherhood families engage in drug abuse, cases of teenage pregnancies are common in girls from single motherhood families and many school drop-out children are from single motherhood families however 23.3% of the respondents disagreed with the statements while 10% strongly agreed. The results are in line with Hilton (2012) who argued that most children in this family get low grades.

To establish whether there is a statistically significant relationship between single motherhood and children's moral development, the researcher use Pearson correlation coefficient as shown in Table 4.12.

Table 4.12: Relationship between Effects of Single Motherhood and Children’s Moral Development

		Effect of single motherhood	Children’s moral development
Effect of single motherhood	Pearson Correlation	1	0.78
	Sig. (2-tailed)		0.000
	N	30	30
Children’s’ moral development	Pearson Correlation	0.78	1
	Sig. (2-tailed)	0.000	
	N	30	30

Table 4.12 shows that there is a very strong positive correlation $r(1, 29) = 0.78, P < 0.05$, between effect of single motherhood and children’s moral development. This shows that single motherhood significantly influences children’s moral development. These results are in line with Autor & Wesserman (2009) argue that as children grow up they are challenged by situations that require them to decide what behaviors are morally correct. Parents and other caregivers need to help children to develop a clear sense of right and wrong. Quality of parent- child relationships are often measured by mothers reports on

the level of involvement, supervision, control discipline and enjoyable times with their children. However this may not be the case with single motherhood family. Many single mothers face the challenges of supporting their families financially, hence most of the time they are at work thus lacking quality contact hours with their children. These mothers are not able to monitor their children in their daily engagement. Monitoring their children's peer friends is also a great challenge. It is in the family where children should be helped to build trust that a parent is a source of guidance (Lavie, 2004).

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter the researcher presented the summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Findings

The purpose of this study was to investigate the effects of single motherhood on moral development of children in Kalundu Zone schools, Kitui County. Three research objectives were formulated to guide the study. These were; to establish whether there is a statistically significant relationship between single motherhood and children's moral development, to find out whether there is a statistically significant gender difference in the morality of children from single motherhood family and to establish the effects of single mother hood families on moral development of primary school children. The study used questionnaires to gather information from a sample of 10 teachers and 20 parents. The collected data was analyzed and presented using descriptive statistics.

(i) Single motherhood and Moral development

The findings of the study were presented following research objectives. The first finding was that on average majority of respondents (66.7%) agreed that; children from single motherhood families engage in drug abuse, cases of teenage pregnancies are common in girls from single motherhood families and many school drop-out children are from single

motherhood families however 23.3% of the respondents disagreed with the statements while 10% strongly agreed. It was also revealed that there is a very strong positive correlation $r(1, 29) = 0.8241, P < 0.05$, between single motherhood and children's moral development. This shows that single motherhood significantly influences children's moral development.

(ii) Comparative analysis of boys and girls.

The second finding of the study was that majority (83.3%) of the respondents indicated that boys from single motherhood families compared to those with both parents are more hostile and rebellious to rules than girls. On the other hand, most (66.7%) and 60% of girls seem to have persuasive character and low esteem respectively compared to boys in single motherhood families compared to those with both parents. It was also revealed that there was a significant association ($\chi^2(1, 4) = 45.231, p < 0.05$) between gender morality and family type (single parents and both parents).

(iii) Effects of single motherhood on moral development

The last finding of this study was that most (54%) of the respondents indicated that most single parents are poor however single parenthood does not always imply poverty as revealed by the data where 40% were in their middle classes and 6% who were in upper class. Also most (83.3%) of children from single motherhood families show withdrawal behavior when in class. On academics, most (56.7%) of children from single families seem not to excel in their studies although not with a big margin. The study also reveals that there is a very strong positive correlation $r(1, 29) = 0.78, P < 0.05$, between effect of single motherhood and children's moral development. This shows that single motherhood significantly influences children's moral development.

5.3 Conclusions from the Study

Based on the findings of this study, the researcher made the following conclusions.

- i. There is a very strong positive correlation between single motherhood and children's moral development and that children from single motherhood families engage in drug abuse, teenage pregnancies and school drop-out.
- ii. There is a significant association between gender morality and single motherhood families. This implies that there is statistically significant gender differences in the morality of children from single motherhood families as compared to those brought up by both parents.
- iii. Most single parents are poor and there is a very strong positive correlation between effect of single motherhood and children's moral development. This means that single motherhood can affect negatively the children performance and also course withdrawal among children in class.

5.4 Recommendations of the Study

Based on the findings of this study the researcher made the following recommendations

- i. The schools should organize frequent guidance and counseling sessions for their single parents in their schools. This will help to improve their children morals.
- ii. The government should give more bursaries to children from single motherhood families to encourage them to continue with their studies.
- iii. Single mothers should be considered for government positions and promotions to assist them in raising their economic status.

5.5 Suggestions for Further Study

This study investigated the effects of single motherhood on moral development of children in Kalundu Zone schools, Kitui County. Further research can be done on the following:-

- i. The effects of single fatherhood on moral development of primary school children.
- ii. The impact of both parents on moral development of children in primary school.
- iii. The impact of loss of both parents on moral development of primary school children.

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APPENDICES

Appendix I: Letter of Introduction

Florian Kitheka

P.O Box 33-90200

Kitui

Dear Sir/Madam,

Re: Research Study

I am a postgraduate student from South Eastern Kenya University (SEKU) Kitui Campus, Pursuing Master of Education in Early Childhood Development and Education (ECDE). Currently, I am in the process of undertaking research on **Single motherhood and its effects on moral development of primary school children: A Case Study of Kalundu Zone, Kitui County.**

I kindly request to be granted permission to carry out the study in your school.

Yours Faithfully

Florian Kitheka

E56/KIT/20337/2013

MED, Student

SEKU Kitui Town- Campus

Appendix II: Questionnaire for Teachers

This questionnaire was intended to collect information on the effects of single motherhood on moral development of primary school children in Kalundu zone, Kitui County. The information given was used for the purpose of this research only and the identity of the respondent will remain confidential.

SECTION A: Demographic information instructions: tick (✓) where appropriate

1. Gender

Male

Female

2. Age in years

Below 25

26-35

36-45

Above 45

3. What is your professional qualification?

Doctorate

Masters

Bachelors

Diploma

Certificate

4. Working experience in years

Less than five

6-15

16-25

26 and above

5. School type

Boarding

Day school

6. School size

Single stream

Double streams

SECTION B: Single motherhood family structure and children moral development

7. What is the economic status of the most single mothers?

Upper class

Middle class

Poor

8. Do children from single motherhood families excel in their studies?

Yes

No

9. Do these children show withdrawal behavior when in class?

Yes

No

10. The list shows gender difference in the morality of children from single motherhood families compared to those with both parents.

Tick where appropriate

Gender difference	Male	Female
a) Hostility is common		
b) Have low self esteem		
c) Justice on right and wrong		
d) Persuasive character		
e) Rebellious to rules		

11. The statements below relate to the effects of single mother hood on moral development of children. Tick the option that corresponds to your opinion.

Effects	Strongly agree	Agree	Disagree
a) Children from single motherhood families engage in drug abuse			
b) Cases of teenage pregnancies are common in girls from single motherhood families			
Many school drop-out children are from single motherhood families.			

12. Whom do you think are mostly affected by father absence?

Boys

Girls

Appendix III: Questionnaire for Parents

This questionnaire was intended to collect information on the effects of single motherhood on moral development of primary school children in Kalundu zone, Kitui County. The information given was used for the purpose of this research only and the identity of the respondent will remain confidential.

SECTION A: Demographic information instructions: tick (✓) where appropriate

1. Gender

Male Female

2. Age in years

Below 25

26-35

36-45

Above 45

3. What is your highest academic level?

Doctorate

Masters

Bachelors

Diploma

Certificate

SECTION B: Single motherhood family structure and children moral development

4. What is the economic status of the most single mothers?

Upper class

Middle class

Poor

5. Do children from single motherhood family excel in their studies?

Yes

No

6. Do these children show withdrawal behavior when in class?

Yes

No

7. The list shows gender differences in the morality of children from single motherhood families compared to those with both parents

Tick where appropriate

Gender difference	Male	Female
a) Hostility is common		
b) Have low self esteem		
c) persuasive character		
d) Rebellious to rules		

8. The statements below relate to the effects of single motherhood on moral development of children. Tick the option that corresponds to your opinion.

Effects	Strongly agree	Agree	Disagree
a) Children from single motherhood families engage in drug abuse			
b) Cases of teenage pregnancies are common in girls from single motherhood families			
c) Many school drop-out children are from single motherhood families.			

9. Whom do you think are mostly affected by father absence?

Boys Girls