

**ANALYSIS OF THE SIGNIFICANCE OF SINGLE AND DUAL
PARENTHOOD ON THE DEVELOPMENT OF
INTERPERSONAL RELATIONSHIPS AMONG SECONDARY
SCHOOL LEARNERS IN MERU-SOUTH SUB COUNTY,
KENYA**

NGARI EVA NJERI

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL PSYCHOLOGY OF
MOUNT KENYA UNIVERSITY**

OCTOBER, 2015

ABSTRACT

The family has long been accepted as the backbone of society and it is important to understand how family structure affects learners' interpersonal relationships. The study analysed the significance of single and dual parenthood on the development of interpersonal relationships among learners in secondary schools in Meru South Sub-county. The study was guided by the Attachment Theory and the Social Learning Theory. The research design was descriptive survey and ex post facto. The accessible population was 3,820 learners, 248 class teachers and 248 PTA representatives. The study was carried out in the 52 public secondary schools in Meru South Sub County. A sample size of 321 learners, 21 class teachers and 21 PTA representatives was used in the study. Proportionate sampling was used to cluster the schools in relevant sub groups; geographical (wards) and gender. Random sampling method was used to select schools from the respective clusters. Learners from single parent families were purposively sampled. Data was collected by use of questionnaires for learners and class teachers and an interview guide for PTA representatives. Piloting was done in the neighboring Maara Sub County. Data analysis was done using descriptive statistics like frequencies, percentages and means. Inferential statistics like regression analysis and t-tests were also carried out. The significance level was set at $\alpha=0.05$. The analysis was done using Version 19.0 of the Statistical Package for Social Sciences (SPSS). The study findings revealed that parental marital status, parental socio-economic status and parental gender influenced the interpersonal relationships of learners in secondary schools in Meru South. The duration lived in a particular parental marital status did not influence the interpersonal relationships of secondary school learners in Meru South. The findings may hopefully assist the Ministry of Education Science and Technology, Ministry of Home Affairs, policy makers and other stakeholders to facilitate the awareness and improvement of interpersonal relationship among learners. The findings may also provide information to parents and other caretakers on how to enhance interpersonal relationships of learners. The study recommended that guidance and counseling departments in secondary schools should be strengthened and supported to facilitate helping learners from single parent homes. Family Therapy services should be made more available and affordable.