

# **Influence of Single and Dual Parenting on the Psychological Adjustment of Teenage Boys in Kikambala, Kilifi County, Kenya**

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## **ABSTRACT**

The purpose of the study was to investigate the influence of single and dual parenting on the psychological adjustment of teenage boys in Kikambala, Kilifi County, Kenya. The objectives were; to examine the influence of sensitivity to criticism amongst teenage boys on psychological adjustment; to examine the influence of teens hostility on psychological adjustment amongst teenage boys; to investigate the influence of social withdrawal on psychological adjustment of the teenage boys and to evaluate the influence of excessive pre-occupation of personal problems on psychological adjustment of teenage boys in primary schools in Kikambala, Kilifi County. The study adopted Circumplex Model of Marital and Family Systems theory in attempt to describe the psychological adjustment of teenagers. The study used both descriptive and comparative research design. With a target population of the study was 235 respondents, a sample size of 148 respondents was obtained using Slovin sample size formulae. The research employed mixed sampling techniques that included stratified sampling, purposive sampling and random sampling. Data analysis was done using descriptive and inferential statistic techniques (T-Test and Correlation -  $r^2$ ) to measure the statistical significance between the hypothetical variables. The researcher found that; on first objective there is no statistical significance difference between single parent and dual parent families on sensitivity to criticism of teenage boys hence ( $H_{01} \sim$  rejected); secondly there is no statistical significance difference between single parent and dual parent families on managing hostility among teenage boys ( $H_{02} \sim$  rejected); thirdly, there is no statistical significance difference between single parent and dual parent families on social withdrawal for teenage boys ( $H_{03} \sim$  rejected); lastly, there is no statistical significance difference between single parent and dual parent families on pre-occupation of personal problems among teenage boys ( $H_{04} \sim$  accepted). The study recommended that parents need to know the changes associated with teenagers in adolescent life as they psychologically adopt with the social life and teachers needs to understand how teenagers behave during the teenage life in order to adjust according to the environment.

**Keywords:** Dual parenting, Single parenting, psychological adjustment, teenage boys

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## **I. INTRODUCTION**

The teenage represent a crucial period for children growth and transition into adult hood. It at this stage, the development and maintenance of social and emotional habits are important for the mental well-being of young adults. According to UACP (2016) reports, parenting styles, norms and moralities have been a major contributor towards teenage development from childhood to adulthood. Significantly, UNESCO (2015) states that single parenting and dual parenting have a major impact in regard on behavioral changes on children psychological adjustments occurrences. These changes includes adoption of ever-changing living patterns that embraces; different upbringing lifestyles, social life engagement, problem-solving skills, and managing interpersonal relationships in a modern social environment (Arnold, Sameroff, Baldwin & Baldwin, 2013).

Teenage describes a fundamental stage in life where children are required to grow in supportive environment within the family set up, at school, and in the society (Palmer & Whybrow, 2018). In modern society, children undergo psychological development that has been characterised by different transition effects ranging from physical changes, cognitive, social and emotional challenges. In most parenting patterns, teenage

psychological adjustment that are dependent on the social environment. Parenting have been championed to be critical on how teenagers transit from childhood to adulthood. Nonetheless, single and dual parenting are faced with different challenges in family set-ups for bringing up teenagers (Bobrova, Wamoyi & Stobeanau, 2015).

About half (45%) of all teenagers in Kenya don't live with both biological parents as per the information from the most recent Kenya Demographic and Health Survey (KDHS). The data considered just teenagers typical living game plans, and not the marital status of the guardians. Single parenthood in Kenya associated with the consequence of separation, division, the demise of the other parent, or it tends to be that the guardians were never married in any case. The information demonstrates that the passing of the dad is in charge of merely 5.3 percent of single-parent family units in Kenya (Kenya Bureaus of Statistics, 2019). Tentatively, more than a fifth (22.1%) of kids in Kenya lives with their mothers even though their fathers are alive — however living somewhere else. According to Heaven (2014) on psychological human development, irresponsible men are the primary reason for early and premarital pregnancy in women as they vanish or deny accountabilities for their children (Kiberenge, 2013). Consequently, there are increasing number of single mothers in Kenya. Furthermore, according to Professor Clark, in Kenya the number of women becoming single before marriage is almost equal to the proportions of women becoming single mothers after nuptial, predominantly from divorce or separation. In Kenya, according to UNICEF survey reports (2018), Kilifi County leads with the rate of single parents with 45.1% from the schooling population for public schools. For the two decades, there have been growing number of single parenthood marred with decline in teen's delinquency in primary schools. This is as a result of poor parenting within the family social set-up (Wokoma & Udochukwu, 2020).

### **Problem Statement**

Psychological problems affecting the teenagers in schools such as drug abuse, school strikes, esteem problems, deviant behaviors, and school dropouts are among the major problems that continue to influence the psychological adjustment of pupils in primary schools. Various scholars have attributed parenting as the prime source of these problems. In modern society parenting is the core factor for social and psychological well-being of children in both single and dual parent families. However, the social trends, background environment, guidance and counselling challenges shows that most single parents are affected by teenage upbringing as compared to dual parenting. This has been found to cause moral and social disintegration amongst teenage boys in primary schools. Subsequently, psychological adjustments for teenagers have affected many families and institutions with its outcomes leading to inherent behavioral changes. For this matter, parenting has been an issue not only to families but also to institutions where pupils spend most of their time with teachers. Recent reports from USAID (2019) in Kilifi county shows that school drop outs, drug abuse, rising crime rates and anti-social problems are attributed psychological problems related to teenagers. Therefore, teen psychological development in the region are associated with major problems related to psychological development of teenagers, family's set-up and peer-group influence of teen parenting.

## **II. LITERATURE REVIEW**

According to different communities, culturally, raising children takes a defined structure which leads teenagers to grow responsibly. Even though there are different parenting styles attributed to raising children, nowadays parent raises teenage children to adapt with their environmental needs (Munini, 2010; Heaven *et al.*, 2014). In many environments, children adopt behaviour as per the mothers or fathers nurturing, and family love. However, Maccoby, and Martin (2017) asserts that different cultures devalues single parenting with fact that family being termed as a union between husband and wife. Most cultures encourage parents to remarry upon the death of a spouse, especially the fathers. This scenario, among other factors, contributes to the majority of female single parents than male single parents (Kayode, 2015; Navarro & Mireya, 2018).

Various studies criticize teenager's psychological development and puts more emphasis on responsibility of parents (Wokoma & Udochukwu *et al.*, 2020; Baldwin & Baldwin *et al.*, 2013). Psychological researchers has focused their studies to single mothers without considering a survey of dual parenting in comparison of the different parenting methods. Perhaps this has been the bigger tasks facing women more than the male spouses. The research undertaken by the University of Cape Town to investigate the extent to which orphan hood affects the enrollment and performance of children in school over several years. An analysis of single parenthood in urban areas indicates that over 35.1% of children are brought up by one parent (Szelewa, 2013). For instance, in 2007, approximately 44% of worldwide urban parentages were single. However, roughly 52% of African city parents were solitary which comprised of 30% of native African origin, 7% of Indian ethnic, and 24% of European culture. Furthermore, demographic and health survey reported that nearly 44% of first-born children were born in prior relationships of their parents.

Parenting for teenagers have been advocated as the crucial aspect that determines how adolescents transit from childhood to adulthood. Bedding (2012) perceives that parenting as a unidirectional process that

involves parents shaping their children's and adolescents' behaviours through interactional development at family and societal level. Bring up children are the core responsibility for parents in a family set up (Stephen & Udisi, 2016). Parenting for the teenagers have been dictated by the type of parenting and the social background that the children have been brought up (Maccoby & Martinet *et al.*, 2017). Parenting for adolescents from single parents and dual parent's contexts are frequently confounded with behavioural problems that are caused by psychological adjustments. Research done on teenagers for single or dual parenting families indicating that upbringing adversely affects the behavioural and psychological adjustment of teenagers (Aseltine, & Elliott, 2013; Wokoma & Udochukwu, 2020).

Globally, raising children under different family set ups greatly affects their transition in life (Cherry, 2012). Single parenthood have been regarded as situations where one of the two individuals (i.e., mother or father) are involved in conception of the child but one of them becomes solely responsible for the upbringing of the child (Hamid & Salleh *et al.*, 2013) whereas, dual parenting regards situations where both parents become involved in upbringing the children (Mollborn, 2017). According to UNESCO (2015) reports on parenting and psychological development, in western countries 80.5% teenagers brought up under dual parenthood demonstrate psychological well-being on social behaviour while over 60.5% single parented teenagers shows moral decadency in social behaviour.

Focusing on United States, parenting have been a topic of discussion in the 21st century on psychological development of teenagers. Empirical evidence has equally shown that teenagers raised by dual parents are well taken care of and responds to moral behavioural changes with better virtual (Ambachew, Amare & Galata, 2018). Similarly, teenagers from single parented families probably suffer deprivations of parenting that results to delinquency in behaviour due to the fact that family roles are done by one parent. For instance, in the states of Florida, California, Georgia studies conducted by EFA Global Monitoring Reports (2016) on parenting programmes, indicates that 75.2% of dual parenting established, families reports less incidences of moral delinquency at school and societal level. Thus, for teenager's boys psychologists advocate that parenting requires a father figure and mother figure for shaping up the moral behaviour of the teenagers in the society.

In African perspective, nurturing teenagers are roles played by both parents with each parent performing a specific role for teenagers. According to Seifer and Baldwin (2013), dual parenting forms the social aspect of supporting the African child in social development. Similarly, Adaji, Warenius & Fixelid (2014) studies on parenting challenges for African child, indicates there have been massive changes on parenting marred with environmental and psycho-social challenges. Traditionally, bringing up children in African context, it takes a cultural responsibility to equip children with moral values and virtues thus both parents share different responsibilities that conforms to the gender of the teenagers (Stephen, & Udisi, 2016; Neville & King, 2017).

For instance in Sub-Saharan Africa, countries like Nigeria, Ghana, South Africa etc. bringing up conforms to the societal perception of family sets up that promotes positive parenting of teenagers through dual parenting where male parents are responsible for mentoring teenagers on social behaviour. Studies done by Luo and Rozelle (2019) in University of Lagos on passive parenting and its association with early child development found that for families where both parents are involved in upbringing the teenagers, boys have demonstrated good moral behaviour as compared to single parented homes. In many instances where teenagers are brought up out of matrimony by single parents, boys have been mentored by their uncles. This not only helps in shaping up their psychological development but also helps in emphasising on behavioural change and introducing boys to adulthood through monitoring and mentorship from early child development (Hassan, 2015).

In Kenya, parenting process for upbringing teenagers depends on family backgrounds for parents (Luo & Rozelle *et al.*, 2019). Statistics for teenagers brought up by either dual parents or single parents may vary as per the family background. In modern families, single parented families are on the rise over the past three decades. Almost 35.1 % of schooling teenagers are bound to come from single parented families. According to Kenya Counselling and Psychological Association teenagers pose different psychological problems especially at primary and secondary schooling level. Psychological development of teenage boys pose diverse challenges especially for single parenthood (Karimi & Mburugu, 2014).

Parents play complimentary roles in raising children but there exist differences on the background of parenting. A survey conducted by Waigoro (2014) in Mombasa County on 'Counselling Psychology in Kenya for teenagers' indicates that 80.4% teenage pupils brought up by single parents has psychological challenges that leads moral decadency. Proper parenting definitely have positive impact on the psychological development of the teenagers not only on schooling but also for change in behaviour (Kimiru, 2014; Luo & Rozelle *et al.*, 2019). This is due to the fact that psychologist has widely associated negative psycho-socio impact on parenting. Single parents are overwhelmed by teenage boys especially for female parents. Studies across many primary schools in Kilifi County attribute anti-social behaviour found in boys as a result of parenting issues (Murong'a, Mwoma, & Ouko, 2020; Crosse & Devaney *et al.*, 2017).

**Theoretical framework**

This study adopted Circumplex Model of Marital and Family Systems on psychological approaches to explain parental and behavioral adjustments of teenagers. The model was originally developed by David Olson in 1989 but later reviewed by Douglas Sprenkle and Russell. The models goal aims at bridging the gap existing between psychology theories on research and behavioral adjustments of the family therapy. The model brings together three important theoretical concepts: Adaptability, Cohesion and Communication, in a manner useful to both researchers trying to understand family dynamics and interventionists (psychologist, therapists, and educators) trying to help families functionally improve. Circumplex Model have been used in psychology particularly useful as a "relational diagnosis" because it is system focused and integrates three dimensions that have repeatedly been considered highly relevant in a variety of family theory models and family therapy approaches.

According to Heaven et al., (2014), Circumplex Model takes the three principles; cohesion, flexibility (adaptation) and communication as pillars of togetherness. These three pillars emerges from a conceptual clustering of over 50 concepts developed to describe marital and family dynamics on relationships. Although some of these concepts have been researched for decades, many of the concepts have been developed by family therapists observing problem families from a general systems perspective. A variety of other family models have focused independently on variables related to the cohesion, flexibility and communication dimensions. Evidence regarding the value and importance of these three dimensions on psychological development of families are dependently related on creating a common understanding for family systems.

**III. RESEARCH METHODOLOGY**

**Research design**

The research employed a correlational research design and descriptive research design where quantitative and qualitative data were used simultaneously in the context of obtaining data. The data was analyzed separately then the researcher correlated the associated variables to derive a conclusion. Both qualitative and quantative data collection techniques were used to administer questionnaires and interviews. The researcher obtained data from the head teachers, class teachers and guidance and counselors in the school. The researcher used the end results to cross validate findings from previous studies.

**Study area**

The study was conducted in Kikambala Division in Kilifi County. Kikambala lies on Longitude: 38° 51' 58.71" N; Latitude: -4° 36' 49.62" S of coast on the map of Kenya. The region has a total of 61 public and private primary schools (Kilifi County Government, 2015). The public primary schools constituted of 21 schools in the division which forms the majority of the schools.

**Study population**

Therefore, the target population of the research was 235 respondents that comprised of all primary schools headteachers, parents, class teachers and school counsellor in all the 21 primary schools in Kikambala Division.

*Table 3.1: Target population*

Cluster	Target population
Head teachers	21
Parents	130
Class Teachers (Class 6,7 & 8)	63
School counselor	21
<b>Total</b>	<b>235</b>

**Sample size**

Cramer and Bryman (2012) states that sample proportions to be drawn from the target population must be sufficient to characterise its universe. Additionally, Kothari *et al.*, (2014) emphasizes that the model size picked by the researcher should be capable of providing enough data about the population that can be examined effortlessly. Therefore, the sample size was obtained using Slovin formulae as shown below:

$$n_o = \frac{N}{1 + N(e^2)}$$

$n_o$  = sample size,  $N$ =Target population and  $e^2$  = level of precision at 95% degree of confidence (0.05).  
Therefore

Sample size = 148 respondents.

**Research instruments**

The researcher collected primary data by administering questionnaires, interviewing people and holding discussions. The researcher adopted structured and semi-structured questionnaires for data primary data collection. The questionnaire had open-ended and closed-ended questions to provide an in-depth knowledge that will provide detailed facts about the study. Accordingly, the feedback forms were separated into different segments that included bio-data, questionnaire elements for the independent and dependent variable.

**Data collection procedure and analysis**

After data collection, it was cleaned and checked for completeness and consistency. Then, using the appropriate customized variables data will be coded and keyed in for analysis using Statistical Packages of social Sciences (SPSS version 24). Inferential statistics (correlation analysis and T-Test) and descriptive statistics was used to analyse quantitative data while thematic approaches to study objectives was used for qualitative data analysis. Additionally, the study adopted use of correlation and T-test analysis to determine the relationship between the dependent and independent variables. Data presentation was achieved using frequencies, mean, average, variance and standard deviation.

**IV. RESULTS AND DISCUSSIONS**

The first objective sought to investigate teenager’s sensitivity to criticism on psychological adjustment in order to answer a hypothetical question ‘*There no statistical significance difference between single parent and dual parent teenagers on sensitivity to criticism*’. The hypothesis test for T-Test was performed for null hypothesis ( $H_0$ ) to ascertain if the two observable groups (Single parenting and Dual parenting) had observable mean differences. The responses were extracted from school administration (headteachers, class teachers, school counselors) and parents. The results were generated as shown in table 4.13 below;

Table 4.2: Significance of Teenage Boys Sensitivity to Criticism

Variables	N	D.f	Mean	S.D	R-cal	R-critical	Remarks
<b>Single parenting</b>	138	137	32.899	7.65516	3.88	1.67	Reject null hypothesis
<b>Dual parenting</b>			25.928	4.68281			

From table 4.13 above, r-calculated value of 3.88 is greater than the r-critical value of 1.67 at p value ~ 0.05 significant level and 137 degrees of freedom. Hence, the null hypothesis is rejected. It can therefore be concluded that there is significant difference between single parenting and dual parenting on sensitivity to criticism of teenage boys.

The second objective sought to investigate teenager’s hostility on psychological adjustment in order to answer a hypothetical question ‘*There is no statistical significance difference between single parent and dual parent families on managing teen hostility among teenage boys*’. The hypothesis test for T-Test was performed for null hypothesis ( $H_0$ ) to compare if the two observable groups (Single parenting and Dual parenting) had mean differences. The responses were extracted from school administration (headteachers, class teachers, school counselors) and parents. The results were generated as shown in table 4.18 below

Table 4.3: Significance of Teenage Boys Sensitivity to Criticism

Variables	N	D.f	Mean	S.D	T-cal	T-critical	Remarks
<b>Single parenting</b>	138	137	28.133	2.30	4.31	1.99	Reject null hypothesis
<b>Dual parenting</b>			26.14	2.5			

From the table 4.18 above, T-calculated value of 4.31 is greater than the T-critical value of 1.99 at p value ~ 0.05 significant level and 137 degrees of freedom. Hence, the null hypothesis is rejected. It can therefore be concluded that there is statistical significance difference between single parent and dual parent families on managing teen hostility among teenage boys.

The third objective sought to investigate the influence of social withdrawal for teenage boys on psychological adjustment in order to answer a hypothetical question ‘*There is no statistical significance difference between single parent and dual parent families on social withdrawal for teenage boys.*’ The hypothesis test for T-Test was performed for null hypothesis ( $H_0$ ) to compare if the two observable groups (Single parenting and Dual parenting) had mean differences. The responses were extracted from school

administration (headteachers, class teachers, school counselors) and parents. The results were generated as shown in table 4.23 below;

Table 4.4: Significance on Social Withdrawal and Psychological Adjustment

<b>Variables</b>	<b>N</b>	<b>D.f</b>	<b>Mean</b>	<b>S.D</b>	<b>R-cal</b>	<b>R-critical</b>	<b>Remarks</b>
<b>Single parenting</b>	138	137	23.67	2.30	2.77	0.98	Reject null hypothesis
<b>Dual parenting</b>			19.22	2.5			

From the table 4.23 above, r-calculated value of 2.77 is greater than the R-critical value of 0.98 at p value ~ 0.05 significant level and 137 degrees of freedom. Hence, the null hypothesis is rejected. It can therefore be concluded that there is statistical significance difference between single parent and dual parent families on social withdrawal for teenage boys.

The fourth objective sought to investigate pre-occupation with personal problems for teenage boys on psychological adjustment to answer a hypothetical question ‘*There is no statistical significance difference between single parent and dual parent families on pre-occupation of personal problems among teenage boys.*’ The hypothesis test for T-Test was performed for null hypothesis (H<sub>0</sub>) to compare if the two observable groups (Single parenting and Dual parenting) had mean differences. The responses were extracted from school administration (headteachers, class teachers, school counselors) and parents. The results were generated as shown in table 4.27 below;

Table 4.5: Significance of Teenagers on Pre-Occupation with Personal Problems

<b>Variables</b>	<b>N</b>	<b>D.f</b>	<b>Mean</b>	<b>S.D</b>	<b>R-cal</b>	<b>R-critical</b>	<b>Remarks</b>
<b>Single parenting</b>	138	137	23.67	2.30	1.77	3.97	Accept null hypothesis
<b>Dual parenting</b>			19.22	2.5			

From the table 4.27 above, r-calculated value of 1.77 is smaller R-critical of value 3.98 at p value ~ 0.05 significant level and 137 degrees of freedom. Hence, the null hypothesis is accept. It can therefore be concluded that there is no statistical significance difference between single parent and dual parent families on pre-occupation of personal problems among teenage boys.

On the overall objective, the researcher tested the influence of single and dual parenting on psychological adjustment. The summary of inter-correlations between independent variables (sensitivity to criticism, teen’s hostility, social withdrawal, pre-occupation with personal problems) and dependent variables (psychological adjustment). Therefore, table 4.28 presents the inter-correlation that sought to determine the degree of interdependence of the independent and dependent variable as represented in a matrix grid.

*Table 6: Inter-correlation of Variables*

	<b>sensitivity to criticism</b>	<b>Teens hostility</b>	<b>Social withdrawal</b>	<b>Pre-occupation with Personal problems</b>	<b>Psychological adjustment</b>
<b>sensitivity to criticism</b>	1				
<b>Teens hostility</b>	0.55	1			
<b>Social Withdrawal</b>	0.68	0.33	1		
<b>Pre-occupation with Personal problems</b>	0.48	0.65	0.31	1	
<b>Psychological adjustment</b>	<b>0.78</b>	<b>0.65</b>	<b>0.79</b>	<b>0.35</b>	1

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

The results generated in table 4.28, indicates that the associations between the independent variables were significant at the 95% confidence level. This means that inter- correlations ( $r^2$ ) of variables between the independent variables were strong enough to affect the relationship with the dependent variable.

First, correlation analysis to determine whether the teen sensitivity to criticism for both single and dual parented teenagers had observable influence on psychological adjustment which showed that there exist a relationship ( $r = 0.78, \alpha = 0.05$ ). The Pearson's correlation factor on coefficient of correlation  $r = 0.78$  (78%) indicates that there exist strong relationship between the two variables. Thus inferences can be made that all teenagers remain sensitive to criticism and this ultimately affects their psychological adjustment in teenage life.

The second correlation analysis was to determine whether the teen hostility for both single and dual parented teenagers had observable influence on psychological adjustment of teenage boys. The results showed that there exist a strong positive relationship beyond average ( $r = 0.65, \alpha = 0.05$ ). The Pearson's correlation factor on coefficient of correlation  $r = 0.65$  (65%) indicates that there exist strong relationship between the two variables. Thus inferences can be made that hostility for teenagers affects their psychological adjustment in teenage life.

The third correlation analysis was to determine whether the teen's withdrawal for both single and dual parented teenagers had observable influence on psychological adjustment of teenage boys. The results showed that there exist a strong positive relationship beyond average ( $r = 0.79, \alpha = 0.05$ ). The Pearson's correlation factor on coefficient of correlation  $r = 0.79$  (79%) indicates that there exist strong relationship between the two variables. Thus inferences can be made that withdrawal for teenagers affects their psychological adjustment in teenage life.

The fourth correlation analysis was to determine whether the pre-occupation with personal problems for both single and dual parented teenagers had observable influence on psychological adjustment of teenage boys. The results showed that there exist a weak positive relationship below average ( $r = 0.35, \alpha = 0.05$ ). The Pearson's correlation factor on coefficient of correlation  $r = 0.35$  (35%) indicates that there exist weak relationship between the two variables. Thus inferences can be made that pre-occupation with personal problems rarely affects their psychological adjustment in teenage life.

## V. CONCLUSIONS

From the study, the researcher investigated the influence of researched independent variables over the dependent variable and made the following conclusions: On the first objective which involved examining the influence of sensitivity to criticism on psychological adjustment of teenage boys in primary schools. From the responses drawn from single and parented teenagers, the study concludes that all teenagers usually feel disrespected when corrected from mistakes and dislike people who tell them how they should do things in contrast to single parented teenagers who do not like contribution or making suggestions in class or public. Additionally, dual parented teenagers are bound not to have disagreements. Finally, normally most single parented teenagers are silent from school/class activities. This are some of the aspects demonstrated by teenagers though the magnitude of their effects differs as per the environment both at home and school. Criticisms is usually based on personal opinion on prevailing circumstances. Therefore, teenagers tend to resist any kind of critics at adolescent stage for them to prove what they do to be right.

On the second objective which involved examining the influence of teenager's boy's hostility on psychological adjustment in primary schools. From school administration and parent's responses, the researcher concludes that both single and dual parented teenagers are hostile at their adolescent stages but parenting differs with the extent of hostility. For instance, single parented teenagers were found to like defending themselves against mistakes and to like arguments even when they are right or wrong as compared to dual parented teenagers. Additional hostility for both teenagers was highly demonstrated on the aspect of teens do not like other students to point out other people's mistakes or flaws. There have been tendency of violence especially when teenagers keep on accusing each other of wrong doing. Parents and school administrators face hostility from teenagers who show great confrontation to things that are opposed to their behaviour at teenage life

On the third objective, which involved examining the influence of teenager's boy's social withdrawal on psychological adjustment in primary schools. From the responses of school administrators and parents, the study concludes that both single and dual parented teenagers tend to show social withdrawal on major aspects like disorientation in class activities, lateness in class attendance and lots of absenteeism. Such indicators shows that the teenagers are no longer interested in learning as well as association in peer activities that bring them together. Parents and school administration do not consider things that build up the morale of adolescents and bring them together for building their self-esteem at this adolescent stage.

On the fourth objective, which involved examining the influence of teenager's boys pre-occupation with personal problems on psychological adjustment in primary schools. The researcher concludes that both single and dual parented teenagers struggle with personal problems that most of the time makes them to be anti-social. Teenagers believe and understand that what they go through are personal problems that at once are not

supposed to be disclosed to anyone. Some evident aspects of teenagers in both parenting involved rigidity on sharing personal problems, love for personal independence when doing things and teenagers reacting to emotions in different situations. From this the researcher concludes that teenagers are more likely to make problems to be more personal while not engaging others that may help to solve such problems. Teenagers make problems are non-sharable which makes them develop a psychological problems of managing social problems.

## VI. RECOMMENDATIONS

Based on the findings, the study made the following recommendation: Firstly, the study recommends that parents need to know the changes associated with teenagers in adolescent life as they psychologically adopt with the social life. Secondly, the study also recommends that parents has a responsibility of overseeing the change in behaviour for social and psychological improvement and behaviour change. Thirdly, the research recommends that teachers needs to understand how teenagers behave during the teenage life in order to adjust according to the environment. In addition, the study recommends that school counselors need to offer the right counselling programmes that assist teenagers to cope with their psychological development.

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