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Nexus Between Informatory Leadership Role of Management of Emotional Intelligence: A Case of Learner Single Parenthood in Uasin Gishu County, Kenya

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Abstract

Teachers play a vital informatory leadership role in addressing the needs of single parents and their impact on learners' emotional intelligence. The article sought to investigate nexus between informatory leadership role of teachers and management of emotional intelligence of learner single parenthood in Uasin Gishu County, Kenya. The study used a convergent mixed research design which involved quantitative and qualitative data. The study used a purposive random sampling technique to sample students in secondary schools. The study involved 191 participants' male and female students from 4 secondary schools sampled out of 22 schools through probability and non-probability sampling. The study adopted the main theoretical models of attachment and social cognitive theories. In addition, the study adopted an open-source tool, the EI (Pc-Sc) scale) to measure personal and social competence, which measures six facets of emotional intelligence. The first part measured personal competence, which encompasses self-awareness. The second part concentrated on social competence such as social awareness, social skills, emotional receptivity and the interview guide as the instruments for data collection. The quantitative data were analysed descriptively and presented in tables, frequencies, percentages, pie charts and bar graphs. The respondents' test was utilized to compare emotional intelligence scores by demographic details such as gender, the influence of single parenting on students' emotional intelligence and Pearson's correlation analysis between single parenting and emotional intelligence. The analysis revealed that there is a significant gender difference. There was no gender-related difference between the total score, with a significant difference in self-regulation and self-motivation among the students from traditional or nuclear and blended families. The analyzed data revealed that single parenting influences emotional intelligence; students from blended households are emotionally stable compared to individuals from nuclear families. This study suggests integrating emotional intelligence abilities into the curriculum with the help of teachers and parents. These results could be used as a learning tool and professional development in the therapy area to equip Teachers, parents and mental health service providers with new insights on the influence of single parenthood in secondary schools in Uasin Gishu county, Kenya and aiming at improving learner academic achievements.

Key words: Nexus, informatory leadership role, Emotional Intelligence, Single parenthood

Introduction

In today's dynamic and ever-evolving society, the role of teachers extends far beyond imparting academic knowledge. They are not mere facilitators of information, but rather nurturers who play a crucial role in shaping the holistic development of their students. An area known for its diverse population and unique socio-economic challenges, one particular group that demands special attention is learners from single-parent households. The prevalence of single-parent families has been on the rise globally. These families face distinctive circumstances that can have a significant impact on the emotional well-being and overall development of children. The absence or limit Emotional intelligence is the ability to recognize the meaning of emotions, relationships and problem-solve based on them (Mayer, 2008).

Single parenthood is a growing phenomenon worldwide, with significant implications for both parents and children (Jain & Mahmoodi, 2022). Single parents often face a range of challenges, including financial hardship, time



constraints, and social isolation. These challenges can have a negative impact on their parenting abilities and their children's well-being (Rees et al., 2023).

In addition to the challenges of single parenthood, learners with single parents may also face unique challenges related to their education. These challenges can include difficulty balancing schoolwork with parenting responsibilities, lack of support from partners or family members, feelings of isolation, stigma and financial difficulties (Tsz-lok Lee, 2023). Learners with single parents may also be more likely to experience emotional difficulties, such as stress, anxiety, and depression (Lee et al., 2021). These emotional difficulties can interfere with their ability to learn and succeed in school.

Teachers can play a crucial role in supporting learner single parents (Gabriela et al., 2022). By providing informational leadership, teachers can help learners with single parents access the resources and support they need to succeed in school. Informational leadership involves providing information, advice, and guidance to others. Teachers can provide informational leadership to single parents. These include providing information about available resources, such as tutoring services, childcare assistance, and financial aid (Richardson, 2022). Offering advice on how to balance school work with parenting responsibilities. Providing guidance on how to manage stress and cope with emotional difficulties. The informative leadership role of teachers has been shown to have a significant impact on the management of emotional intelligence (EI) among single parents (Zurita-Ortega et al., 2020).

Emotional Intelligence is the ability to understand and manage one's own emotions, as well as the emotions of others. Single parents often face unique challenges that can impact their EI, such as stress, time constraints, and social isolation (Gómez-Leal et al., 2022). Teachers can play a crucial role in helping single parents develop and enhance their EI skills. One way that teachers can support single parents in managing their EI is by providing them with information about EI (Khassawneh et al., 2022). Teachers can teach single parents about the different components of EI, such as self-awareness, self-regulation, empathy, and social skills. Teachers can also provide single parents with strategies for managing their emotions, such as relaxation techniques, coping mechanisms, and communication skills (Beltman & Poulton, 2019).

In addition to providing information about EI, teachers can also model effective EI skills (Kaur et al., 2019). Teachers can demonstrate self-awareness by being open and honest about their own emotions. Teachers can also demonstrate self-regulation by constructively managing their emotions. Teachers can demonstrate empathy by being understanding and supportive of single parents (Halimi et al., 2021). Furthermore, teachers can demonstrate social skills by building positive relationships with single parents. When teachers provide single parents with information about EI and model effective EI skills, they can help single parents develop and enhance their own EI skills (Valente et al., 2022). This can have a number of benefits for single parents, such as improved stress management, increased resilience, and enhanced relationships with their children.

Several studies have shown that teachers who exhibit informative leadership behaviours can positively impact the emotional intelligence (EI) of students from single-parent homes (Rosenthal, 2019). In support of this Gonzales, et al. (2022) and Halimi, et al. (2021) study found that teachers who were perceived as being more informative and supportive were more likely to have parents and learners who exhibited higher levels of Emotional Intelligence. Informative leadership can also help single parents to develop their children's Emotional Intelligence by modelling effective Emotional Intelligence behaviours (Pellecchia et al., 2020). Teachers can demonstrate how to identify and express emotions in a healthy way, how to manage difficult emotions, and how to build and maintain positive relationships (Ferreira et al., 2020). Informative leadership can be especially important for single parents in African countries who may face challenges such as stigma, discrimination, and lack of access to resources (Mbamba & Ndemole, 2021). By providing single parents with information and support, teachers can help them to overcome these challenges and to develop the skills they need to manage their EI effectively (Pearson et al., 2019).

A study conducted in Ghana by Mbamba and Ndemole (2021) found that single parents who perceived their teachers as being more informative were more likely to report feeling supported and empowered. According to Thapa, et al (2022) teachers who were perceived as being more informative were more likely to have learners who exhibited higher levels of self-awareness, self-management, social awareness, and relationship management. This implies that teachers are expected to handle single parenthood learners with a lot of concern, care and understanding. Nguni (2019) also stresses that informative leadership was associated with a reduction in problem behaviours among learners from



single-parenthood homes. Another study carried out by Runo (2019) suggested that informative leadership can play an important role in helping single parents to manage their own Emotional Intelligence and to develop the Emotional Intelligence of their children.

Nevertheless, Goleman (1998) defines Emotional intelligence as the capacity for recognizing our own feelings and those of others while motivating ourselves and managing emotions well in ourselves and other relationships. Emotional intelligence gives one an entirely new way of looking at the root causes of many ills in our families and society. The notion of emotional self-control does not mean denying or repressing true feelings, but it affects individual lives because it influences their behaviour and relationships. Emotional intelligence is not the same as over controlling. The presence of one parent may lead to feelings of abandonment, confusion, or insecurity among these students. Recognizing this reality calls for a comprehensive understanding and proactive approach by educators to address the specific needs and challenges faced by students from single-parent households. Emotional intelligence (EI) emerges as a critical aspect to consider in this context. EI refers to an individual's ability to recognize, understand, manage emotions effectively - both their own and those around them. Emotional intelligence plays a pivotal role in various aspects of life success such as interpersonal relationships, mental health outcomes, academic achievement, and overall well-being.

In Kenya Ryman et al (2019) research revealed that children from nuclear families or with two parents performed better than children from single parenting. The study further demonstrated that children from single-parent families were less likely to attend school at 17 compared to those with two parents. This is shown by their counterparts Moen, Opheim, and Trollvik (2019), who posits that a significant positive connection was found linking father figure to boosting self-esteem in the family. Although the link between family structures on students' behaviour in Public Secondary Schools has not been given time, they need attention to help mitigate the main challenge influencing students' behaviours for academic purposes. This was evident in the study conducted by Kambutu et al (2020) on theoretical literature, which considers that the single parenting is critical. The research compared the standard grading system to the competitive grading system regarding the level of individual students' efforts. The families were able to influence student's learning behaviours and demonstrated that their family system has a relative advantage depending on a family structure which could be distorting academic attainment. Other social indicators show that when leisure is normal, the good students are given a monetary reward by parents, which does not encourage their learning; they become less diligent. This creates a gap in how single parenting influences student learning behaviour in secondary schools in Kenya.

This article highlights that some of the current single families in Kenya, particularly within the context of Uasin Gishu county, Kenya have more influence on the behaviour of students that affects their general well-being, including education. The researcher asserts that some students from poor backgrounds have some financial constraints as well as experience stressors and anxiety. This interferes with their academic concentration in school and eventually affects their future lives. This implies that it is important to study the issues related to families' structures to investigate how they influence the student's concentration and general wellness, hence affecting their emotional intelligence. It is on this background that the researcher wishes to investigate on influence of single parenting on students' emotional intelligence in public secondary schools in Uasin Gishu County, Kenya.

A number of studies have shown that Emotional Intelligence is an important predictor of academic success, mental health, and overall well-being. For example, one study found that learners with high EI were more likely to get good grades, have fewer absences, and be involved in extracurricular activities. Another study found that learners with high EI were less likely to experience depression and anxiety. Given the ideal situation and the current situation, it is clear that there is a problem with students' EI in Uasin Gishu County, Kenya. This problem is likely to have a negative impact on the academic success, mental health, and overall well-being of these students. Therefore, this article focuses on informatory leadership role of teachers in handling learner single parenthood in relationship to Emotional Intelligence in Uasin Gishu County, Kenya.

Research Methods

For the purpose of this investigation, a convergent mixed research methodology was utilized, and both quantitative and qualitative data were gathered. The researcher uses this design, which is a method, to gather quantitative and qualitative data simultaneously, to evaluate them concurrently, and to compare data in order to determine whether the



findings would confirm or disconfirm each other (Creswell, 2014). The study's target population is three students among the 22 schools in Uasin Gishu County, Kenya. The study concentrated on public secondary schools in Uasin Gishu County, Kenya. There are 957 forms, three students from the Uasin Gishu County, Kenya. These students constitute the population from which the sample is drawn. The study only targeted form three students across Uasin Gishu County, Kenya. The study included both male and female students from Uasin Gishu County, Kenya.

This research study used the theory of socialism. According to Yukhong, et al. (2019), the theory of socialism shows the concern of the process by which human infant begins to acquire the skills needed to perform as a functioning member of society; it is a more attractive learning process that an individual can experience. However, the cultural change manifested in the actions, behaviours and customs of the entire social group is an important aspect of culture. This expression can occur merely after the person has been socialized by his/her guardians, parents or family, and the extended social connection in society. This reflective process is learning how culture influences the behaviour of the people in society.

This theory also argues that two parent's families are the ideal family structure for children growing up. According to the theory, children raised by single parents will suffer lower levels of happiness, security and welfare than those from two-parent families. This is because such children lose social capital, which refers to the emotional, economic and educational support that parents offer to their children. That is why Sara and Gary (1994) conclude that the decision of parents to live away from each other damages and more often destroys the social capital that might have been available for children if they lived together. This implies that when parents do not live together, children lose a close tie to the non-residential parent. Such parents are not emotionally attached to their children and less likely to take up financial responsibility for them (Chen, Chen, & Liu, 2019).

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Findings

The study sought to determine the influence of single parent family on students' emotional intelligence and the findings are presented in Table 1.

Table 1The Influence of Single Parenthood Family on Students' Emotional Intelligence

Type of Family			Self-Regulation	Emotional Receptivity	Self-Motivation	Social Awareness	Social Skills
Single Parent Family (Mother Only)	Mean		3.8196	4.0854	3.9167	4.0083	4.0479
	N		40	40	40	40	40
	Std. Deviation		.59256	.42679	.52885	.56566	.52226



Table 1 shows the findings on the influence of single-parent families (mother only) on students' emotional intelligence. From the findings, social skills had the highest mean value of 4.0479, which then implies that a bigger percentage of students from single-parent families (mother only)'s emotional intelligence was largely defined by their social skills. Furthermore, the results also showed that the self-regulation aspect had the least mean value of 3.8196, which implied that students from this type of family rarely demonstrated this aspect in identifying their emotional intelligence. One of the respondents from the interview affirmed that single parenting affects students' emotional intelligence. He further added that "due to lack of enough bonding or love from both parents' students lack good concentration".

Table 2 ANOVA on Emotional Intelligence Aspects (between groups and within groups)

		Sum of Squares	df	Mean Square	F	Sig.
Self-Regulation	Between Groups	3.469	4	.867	2.129	.079
	Within Groups	68.840	169	.407		
	Total	72.309	173			
Emotional Receptivity	Between Groups	.703	4	.176	.645	.631
	Within Groups	46.023	169	.272		
	Total	46.726	173			
Self-Motivation	Between Groups	1.279	4	.320	.920	.454
	Within Groups	58.762	169	.348		
	Total	60.041	173			
Social Awareness	Between Groups	1.052	4	.263	.859	.490
	Within Groups	51.464	168	.306		
	Total	52.516	172			
Social Skills	Between Groups	1.150	4	.287	.968	.427
	Within Groups	50.184	169	.297		
	Total	51.333	173			

The information in Table 2 shows the results of the ANOVA on the five aspects of emotional intelligence. Self-regulation recorded the highest F-value of 2.129. This implies that the variation among this aspect is more than expected since it is more than 1.0 for any null hypothesis. Social skills had an f-value of (.968) which is close to 1.0 for any true hypothesis (Gerald, 2018). This, therefore, cements the fact that social skills have been the predominant factors in determining the emotional intelligence of students in public secondary schools in Uasin Gishu County, Kenya.

Discussion

The informatory leadership role of teachers in Uasin Gishu County, Kenya plays a crucial part in nurturing the emotional intelligence of students from single-parent households. Teachers act as important role models for students from single-parent households. These students may face unique emotional challenges due to the absence or limited presence of one parent. Teachers can provide guidance, support, and positive reinforcement to help these students develop their emotional intelligence skills. By modeling healthy emotional expression and interpersonal interactions, teachers can teach these students valuable strategies for managing their emotions effectively. Another implication is that teachers need specialized training to address the specific needs of students from single-parent households regarding emotional intelligence development. Understanding the potential difficulties faced by these students allows educators to design tailored instructional approaches that promote self-awareness, empathy, and effective communication skills. Moreover, such training equips teachers with strategies for creating a safe learning environment where all students feel included and supported.

Single-parent households often require additional support systems beyond what is traditionally provided within the classroom setting alone. Building strong partnerships between parents/guardians and educators enhances communication channels through which information about individual student needs can be shared effectively. Therefore, it becomes imperative for educators to foster emotional intelligence among students from single-parent households through their instructional practices. By examining existing literature on effective teaching strategies tailored towards promoting emotional intelligence within diverse family structures like single parenting scenarios. This article sheds light upon various approaches adopted by teachers which can positively influence student's emotional growth while considering their unique backgrounds. Ultimately recognizing that teachers hold immense



potential as agents of change when it comes to nurturing emotionally intelligent individuals; we will delve into practical recommendations for educators in Uasin Gishu County, Kenya to effectively support and cater for the emotional needs of single parents.

Single parents often have a lot on their plate. So, it very important for teachers when handling them to be understanding and compassionate. This means being patient, flexible, and willing to work with parents to find solutions that work for everyone. Teachers can provide single parents with resources and support, such as information about child care, financial assistance, or mental health services. They can also connect parents with other single parents for support. A positive classroom environment can help students feel safe, supported, and respected. This is especially important for students from single-parent families, who may be dealing with stress or anxiety at home. Teachers can teach students about emotional intelligence by providing them with opportunities to learn about their own emotions, how to manage their emotions, and how to interact with others in a positive way. Teachers can model emotional intelligence by being aware of their own emotions, managing their emotions in a healthy way, and interacting with students in a positive and respectful way.

Conclusion

The issue of emotional intelligence among secondary school learners is critical; therefore, it can be said that emotional intelligence presents an effective approach that manages the social life of everyone, which could enable the learners and young adults in secondary schools to cope and manage their social stressors emanating from school setting and their homes due to the social demands and needs. The fieldwork results have demonstrated that single parenting is crucial and plays a pivotal role in the regulation and integration of students' emotions. This means that all the key stakeholders have the absolute responsibility to ensure that learners co-exist in effective environments and that their parenting creates a good atmosphere for effective psychological development in order to form their belief systems.

Recommendations

In an ideal situation, all learners in Uasin Gishu County, Kenya would have high Emotional Intelligence (EI). This means that they would be able to understand and manage their own emotions, as well as the emotions of others. They would also be able to use their EI to build positive relationships, resolve conflicts, and make sound decisions. The reality is that many students in Uasin Gishu County Kenya do not have high Emotional Intelligence. This is due to a number of factors, including single parenthood, jobless parents leading to high poverty rate in the county, the lack of access to quality education, and the prevalence of social and environmental stressors. As a result, these students may experience difficulty managing their emotions, forming relationships, and coping with challenges. This research study, therefore, recommends that parents and guardians, as learners' key stakeholders, need to realize that imposing their dreams on their children is not a remedy to the challenges they face in life, instead, they need to ensure their future will be secure if they acquire these fundamental skills and competencies.

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