

THE INFLUENCE OF ABSENTEE FATHERS ON DAUGHTERS WHOLISTIC
DEVELOPMENT IN URBAN AREAS: A STUDY OF SELECTED INSTITUTIONS IN
NAIROBI COUNTY, KENYA.

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other university.

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This Thesis has been submitted for examination with my approval as University Supervisor.

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Signature.....Date.....

DEDICATION

This thesis is dedicated to my husband Tole Shuma for encouraging and supporting me on each step of this academic journey. I also dedicate this work to my mother Dorothy Muturi, Auntie Nancy Muturi for encouraging me to pursue my Master's studies.

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ABBREVIATIONS AND ACRONYMS

AF	Absentee father
AT	Attachment theory
FGD'S	Focus group discussions
KCPA	Kenya Counselling and Psychological Association
MFT	Marriage and Family Therapy
PR	Principal Researcher
NACOSTI	National Commission for Science, Technology and Innovation

ABSTRACT

The influence of fathers in the development of daughters is profound and significant. According to research conducted by Nielsen (2012), "...fathers generally have more influence than mothers on many aspects of their daughters' development". This study examined the influence of an absent father in his daughter's wholistic development in urban areas, a study of selected institutions in Nairobi County. The objectives of this study were: to determine the influence of an absent father on a daughter's wholistic development; to establish the factors that lead to an absent father in a daughter's wholistic development; and to identify ways of father involvement in the wholistic development of daughters. Absentee fathers is the independent variable, wholistic daughter's development is the dependent variable while the intervening variable entails the internal working model that influences the outcome of a daughter's wholistic development. The target population of the study was 15 females between the ages of 18 and 21 years from Nairobi County. The research is an exploratory design embedded in using the qualitative approach to investigate the personal experiences of daughters of absentee fathers. Through purposive sampling a representation of 5 daughters from 3 institutions were interviewed through focus group discussions (FGD's) which was targeting their ideas, feelings and lived experiences. The findings of the study were transcribed in a verbatim format that captured all the details of the discussion. The work was then thematically coded, labelled and summarized into themes and sub themes. The study therefore established that the absence of a father resulted in negative emotional, social, and cultural impacts as well as affecting the dynamics of closeness and responsibility of the daughters and their fathers. The daughters on the other hand acknowledged that their relationship with their fathers might be improved by their fathers being easily accessible, responsible and engaged in their daily lives. The findings of this study will help counselling practioners to develop interventions that will help to enhance secure attachment between fathers and daughters. This information will be vital for fathers as it will help to enhance and improve relationships with their daughters.

DEFINITION OF TERMS

Absentee fathers: Absentee fathers refer to fathers who do not interact with their children and thus do not play an important role in their development (Krohn & Bogan, 2001). In this paper the term absentee father will be used to signify the physical absence of a biological father in a daughter's life, in childhood and/or adolescence.

Internal working model: This is the constellation of early experiences with caregivers that gradually give rise to a system of thoughts, memories, beliefs, expectations, emotions, and behaviours about self and others (Kerns, 2008). In this study this term will be used to describe a daughter's thoughts, memories, beliefs, emotions and behaviors in relation to an absentee father in her life.

Urban settlements: An urban area is an inhabited place of greater size, population, or importance than a town or village. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways (Webster, 2012). In this paper the urban area of study is the Nairobi city which is the County number 47 and is the capital of Kenya holding a population of 3,375,000.

Wholistic development: A wholistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, creative and spiritual potentials. It seeks to develop an individual's personal and collective responsibility (Mavungu, 2013). This study will look in the different areas such as self-esteem, academic outcome and sexuality as areas that relate wholistic development in daughters.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

Introduction

This chapter introduces the study and gives its background to the components and various themes to be studied. In introducing the study the problem statement is explained, the purpose stated and the objectives of the study as well as the research questions are outlined. The study is justified and its significance described, the outline, assumptions of the study, the scope and finally the limitations and delimitations. Traditionally, fathers were viewed as providers, protectors of their wives and children, role models and contributors to their general wellbeing, especially during their daughters' development (Lopez & Corona, 2012). These is further expounded by Ali and Doud (2016) who assert that traditionally, most research focused on mother–child relationship.

Role expectations of men and women are considered to be strictly distinct and divided into domains: while the father's role is of a financial and disciplinarian authority, the mother's role focuses on nurturing of and emotional involvement with the child. Although it is quite clear that future outcome of a daughter is affected by attachment with her father. Increasing numbers of daughters are currently growing up in homes of absentee fathers; this has continued to raise questions on the possibility of gaps if any in their development. Munroe (2008) underscores the fact that the root cause of many developmental problems in daughter's is the challenge of absentee fathers in our world. Research has continued to emphasize the connections between fathers and their daughters' development pointing to the significance of a father in terms of love and attention to his daughter (Pougnnet, Serbin, and Stack & Schwartzman 2011).

Background to the study

Absentee fathers are a worldwide phenomenon and tendency in many communities (Freeks 2013, Freeks 2016). The instances of absentee fathers due to factors such as divorce, alcoholism, extramarital affairs and incarceration are some causes that have led to more and more fathers not sharing the same home with their daughters. In answering the question, who are absentee fathers, Jaffee et al (2001) refer to 'paternal non-involvement' and 'single mothers' as situations that spell out absentee fathers. This therefore points out to a gap in the development of a daughter as one parent fails to meet the challenges and demands of a daughter's wholistic development.

On the other hand, Ellis et al (2008) defined absentee fathers as the absence of the biological at or before the child reached age 5 as early onset of father absence, while late onset of father absence was defined as occurring when the child was between 6 and 13 (Ellis et al., 2008). Consequently, the term "absentee father" is labelled as being a father simply not being present in one's life (Mancini, 2010). Absentee fathers can also refer to those who do not interact with their children and thus do not play an important role in their development (Krohn & Bogan, 2001). In this current study daughters between the ages of 18-21 years will be investigated due to the fact that they still have fresh memories of their childhood experiences of absentee fathers.

Similarly, East, Jackson and O'Brian (2007) states that an absentee father is a father absent from a child's life and development. In this study, the term absentee father will be used to signify the physical absence of a biological father in a daughter's life, in childhood and/or adolescence. In South Africa many children are raised without fathers, the subject of absentee fathers has raised inquiries in to what effects this has on daughters and their development. One father out of two is absent from his child's life in South Africa (Meintjies & Hall, 2010).

The Africa Centre of Social Development (AGSD), 2013) indicates that in South Africa 54% of men aged 15-49 years are fathers, but nearly 50% of these fathers do not have daily contact with their daughters. The magnitude of the problem differs in different countries in Africa, for instance in South Africa statistics of children under 15 years living with a father are 53% for coloured children, 30% for Africans mixed race children, 83% for whites and 85% for Indians. This phenomenon is also more prevalent in rural areas than in urban areas “with 55% of African rural children under the age of 15 having absent living fathers compared to 43% of African children in urban areas” (Holborn & Eddy, 2011).

According to research conducted by Canadian sociologists in Kenya, there is an increasing number of women drawn into single parenthood in which 3 in 10 Kenyan girls have no fathers in their lives (AGSD, 2013). The research further revealed that Kenyan women have a 59.5 per cent chance of being a single mother by the age of 45 either through a premarital birth or dissolution of a union. These points to the fact that there is a large group of daughters growing up with absentee fathers and thus raising the issue of the influence this has on their development.

Additionally McLanahan and Schwartz (2002) posit that about one-fifth of all children born in the USA will never live with their fathers. Research conducted in Europe and North America have pointed to the fact that fathers play a substantial part in their daughters’ development, however almost 50% of the fathers are counted as absent (Doherty, Kouneski & Erickson, 2000). In complementing the same, in the journal “*I don’t want to hate him forever*” the authors quote feelings of daughters with absentee fathers. One daughter said this about her father “...He always lets me down... a constant source of hurt; I have no feelings of closeness: my father is a stranger...” (East, 2007).

It is against this backdrop that Nielsen (2007) noted that less attention is paid to this phenomenon that is important especially during the early stages of a daughter’s childhood

and adolescence. “Fathers contribute towards their daughters’ development by maintaining order through the application of rules, provision of guidance, becoming role models, serving as a link between the family and other individuals, community organisations and the outside world” (Lesejane 2006, Lichtenberg 2008, Marsiglio, Amato, Day & Lamb, 2000). Thus, a girl child who is brought up by her mother loses out on the father-daughter relationship, which has the potential to shape interaction patterns that surface as daughters enter into adulthood. (Perkins, 2001).

Statement of the problem

Father-daughter relationship is a less explored relationship in the field of parent-child research especially in the African context. In Africa many daughters are raised without fathers (Meintjies & Hall, 2010), while in the East Africa region a large proportion of daughters who grow up in single-mother families is widely regarded as a major social problem (Lang & Zagorsky, 2001). According to Lesejane, (2006) about one-fifth of all daughters born in Kenya will never live with their fathers as this is mostly prevalent in the Urban setting and especially in the informal settlements within the urban settings like Nairobi.

Clearly, the absence of a father could have serious repercussions on the wholistic development of daughters in relation to academic achievements, self-esteem, poverty and moral values. Fathers contribute towards their daughters’ development by maintaining order through the application of rules, provision of guidance, becoming role models, serving as a link between the family and other individuals, community organizations and the outside world (Morrell, & Richter, 2006.) This study was inspired by the increasing number of daughters in Kenya who are growing up in homes of absentee fathers and it brings about detrimental concerns as they transit into adulthood. There is insufficient information in the Kenyan body of knowledge on the effects of fathers’ absence on a daughters’ wholistic

development. Most studies focus on the effects of absent fathers on boys and absent fathers in a nuclear families (Kombo & Kimani, 2010). The concern raised by Nielsen (2005) that few social workers and therapists are well prepared to work with daughters of absentee fathers and that little attention is paid to father-daughter relationships also prompted the study.

Research has shown that where the father is absent, it is displayed in the development of femininity in girls such as self-esteem, academic performance, morality as well as career choices (Perrin et al, 2009). This would mean that girls are more balanced in development and reach optimum performance in wholistic development when they have a relationship with their fathers and are able to have meaningful attachments to them. There is a lack of a substantial body of knowledge on the influence of absentee fathers on the development of daughters in Nairobi. Most studies focus on the effects of absent father on boys and absent father in relation to academics and single mothers. The most recent study conducted in Africa by (Mavungu 2013, Kaufman M, & Barker G, 2015) focused on fathers' experiences with their daughters, and how their experiences had influenced women's expectations.

Purpose of the study

The purpose of this study is to examine the influence of absentee fathers on daughter's wholistic development in selected institutions in Nairobi County.

Objectives of the study

1. To establish the factors that lead to an absent father in a daughter's wholistic development.
2. To identify ways of father involvement in the wholistic development of a daughter.
3. To determine the influence of an absent father on a daughter's wholistic development.

Research questions

A research question is a concise, interrogative statement developed to direct a study (Grove, Burns & Gray, and 2013). This study will attempt to answer the following questions:

1. What are the factors that lead to an absent father in a daughter's wholistic development?
2. In what ways can a father be involved in a daughter's wholistic development?
3. What is the influence of absentee fathers in the wholistic development of daughters?

The assumptions of the study

The following assumptions are made in respect to this study by the researcher.

1. There is an influence on daughters' wholistic development as result of absentee fathers.
2. This study assumes that there is a relationship between absentee fathers and daughters wholistic development.
3. There are factors that lead to the phenomenon of absentee fathers and this causes effects on the wholistic development of daughters.

Justification or rationale of the study

The absentee father's phenomenon poses a great threat to the family dynamics. Freeks (2016) noted that these phenomena were especially more prevalent in the urban areas as the families live individualistic lives where each family does not concern itself with its neighbors and it is mostly noted that their relatives may not be found within their reach. This therefore points to the fact that daughters who have absentee fathers would not be able to have father figures from uncles and grandfathers due to the nature of the urban setting.

On the other hand, in the traditional African rural societies the extended family system includes several generations of cousins, uncles and aunties living in a compound or close to one another. Within this structure, daughters occupy a central place and are raised in

close family groups. Thus the responsibility of the social development of the daughter is shared by the members of family. However rapid demographic and social-economic changes due mainly to urbanization and modernization have altered the composition and the structures of modern family societies. In the modern era, the concept of the family in the African setting has shrunk to a nuclear family only consisting of father, mother and children. Thus denying the parents the assistance they once received from extended families support networks.

In the rural areas families live as a community which may have uncles, grandfathers or other older males living in the same compound and hence take up the role of absentee fathers. Nairobi, the capital city of Kenya, is a cosmopolitan city which is almost a representative of all Kenyan cultures. It is characterized with rapid social, economic and technological growth which makes it representative of a global culture. Research which was done in the urban settings of twenty one countries of the world which included Kenya showed that in every country, absentee father's in the wholistic development of daughters was a major crisis (Freeks, 2013).

The significance of the study

This study seeks to avail information on how to determine the influence of absentee fathers in the wholistic development of their daughters. The information obtained from this research will be beneficial to single mothers, guardians of daughters of absent fathers as well as absentee fathers. The findings will aim to bring changes in the lives of the daughters as the information will highlight and bring recommendations that will tackle this phenomenon. This information will be availed to the secondary schools, institutions of higher learning, and churches with the aim of increasing knowledge in the area. The parents, teachers, school counsellors, psychologists and pastor's handling adolescent or adult girls will be able to access information towards identification, prevention, and control of the effects and consequences of absentee fathers on the wholistic development of girls. This research will fill

the knowledge gap in the area of father- daughter relationship by enhancing the need of the presence of a father in daughter's life.

Scope of the study

The study will involve unmarried daughters between the ages of 18 and 21 from selected institutions in Nairobi County. In each institution daughters who have had absentee fathers since childhood will be interviewed through focus group discussions. The sample will be limited to the specific group of daughters who have had a physically absent father in their lives. The sample choice is influenced by the quest of finding information from daughters who still have a fresh and vivid memory of their childhood. These group of daughters are not married and therefore and do not have a male figure such as a husband who might fill in the gap of a father.

Study limitations and delimitations

This study will be limited to selected institutions in Nairobi County and therefore the research findings may not be applicable to other daughters who do not live in Nairobi County, for instance those who live in the rural setting. The study shall focus on thoughts, memories, beliefs, expectations, emotions, and behaviours about self and others and hence lack the ability to measure the level of objectivity on the influence of absentee fathers on the daughters' wholistic development.

Chapter Summary

This chapter has provided the background to the study, the statement of the problem, the objectives, research questions, assumptions, scope and significance of the study. The limitations and delimitation, and justification of the study are also provided. This chapter lays a foundation of the research by looking at the objectives and the research questions that will guide the study. This is important for guiding the direction as well as laying the emphasis on the key issues that the research will be seeking to answer. The next chapter lays the theoretical basis for the study by reviewing the relevant literature.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will be tackling the will include the literature review, theoretical framework as well as the conceptual framework. The literature review will seek to expound on the knowledge of this study by looking at the studies that have concentrated on the influence of absentee fathers on daughters' wholistic development. Through the literature review the research will focus on the objectives that are paramount in guiding the current research. The theoretical framework will focus on attachment theory which has been used in this study to show highlight both secure and insecure attachment styles and how they influence wholistic development of daughters. Secure and insecure styles of attachment will further illustrate the kind of relationship a daughter can have with her father. Finally the conceptual framework will give a general map of the independent, dependent and intervening variables of this study. The conceptual framework will also highlight the concept of the internal working model which is an important aspect of the attachment theory.

Reviewing literature enhances understanding and knowledge in a particular study area. According to Burns & Grove (2005), when one knows about the outlying investigations related to one's own area of study, it then becomes easier to tackle the problems embedded in that area of study. In this chapter selected literature related to the influence of absentee fathers on a daughters' development will be reviewed. This will begin by highlighting some factors that lead to absentee fathers in the lives of daughters. This will be followed by a review that will focus on the influences of absentee fathers on daughters' wholistic development. Theoretical and conceptual frameworks are also provided so as to elaborate in depth the influences of absentee fathers (AF). Attachment theory will be used to explain and further elaborate this phenomenon of absentee fathers on a daughter's wholistic development.

Research done by Trahan & Cheung (2016) points out that that father involvement contributes significantly to a daughters outcomes, including mental health, education, aggressiveness and delinquency, family relationships, and social and economic status. Fatherly presence and engagement have been found to be significant interpreters of daughter's psychological alteration adolescent internalization of values, social initiative, and social adjustment. These is further emphasized by (Trahan & Cheung 2016) who argue that daughters who do not have interactions with a father or father figure are four times more likely to live in poverty compared with those living in father-present homes. This is more prevalent in the African culture where poverty levels are high homes that are headed in single mothers as they are the only providers. It is prevalent because of limited sources of employment and high levels of economic inflation. Therefore quality father interaction involving any type of fathering behaviour has positively affected daughter's development.

Similarly, in expounding further Wessels & Lesch (2014) indicate that father involvement is important in the lives of young adult daughters as it is associated with specific health outcomes like higher levels of self-esteem and sex refusal behaviours. These findings are consistent with the suggestion by Katz & Kloet (2010) that girls deprived of closeness with fathers are likely to seek substitute male affection through interactions with male peers, including sexual interactions. Such interactions seem potentially risky both emotionally and in terms of physical health. Fortunately, a growing body of research indicates that emotionally responsive fathers help adolescent girls both to delay sexual activity and to make sexual interactions less frequent, decreasing risk for pregnancy, STIs (sexually transmitted infections), and other consequences.

Consequently these literature point out to the fact that of daughters of absentee fathers can be sexually active due to the missing link of a father who is also expected to play a role in providing guidance especially during teenage years. These absence can affect interactions of a daughter with the opposite gender and often bring about promiscuous behaviours due to the fact that a daughter is looking for appreciation and recognition from the

opposite gender. It can also bring detrimental effects to the wholistic development as a daughters may begin to engage in early sexual behaviour that may lead to early pregnancies.

There is a relationship between daughters who engage in sexual behaviours that lead to early pregnancies and lack of stability in school which may lead to poor academic performance or school dropouts. In general a daughter who does not have the presence of a father may not be able to benefit from the provisions of guidance and help in the areas of personal growth which are important for the general welfare in life. Daughters who have positive relationships with their fathers also show heightened self-esteem, this is a general sense of being a person of value or esteem. In particular, the available research suggests that absentee fathers play a critical dimension of father-daughter relationships that promotes a daughter's negative feelings about herself. Feeling close to fathers, as well as perceived affirmations, support, and validation from fathers all predict daughters' sense of self-worth. Research done by Freeks (2017) has shown that where the father is absent, it appears in the development of femininity in girls. He further indicated that many daughters experience a *father hunger*, a deep, persistent desire for emotional connection with the father.

The area of play and sports take an integral role in cementing father daughter relationships. By fathers engaging in play and sport , it creates time and opportunities for the father to know a and understand his daughter as well as teach her some important life skills such as personal defence , riding bicycles or sports such as football that a male dominated. Father-daughter interactions moderate reactivity of emotion regulation mechanisms, preparing them for later social interactions. One example includes rough-and-tumble play. Here, the interaction between fathers and their daughter are thought to momentarily destabilize the stress reactivity systems of children and contribute to their ability to manage such responses in risky situations or novel social interactions (Craven, Auer, Granger&Massey, 2011) .Such skills can only be taught efficiently by a father who

responsible and continually engaged in the day to day activities of his daughter. Lisa and Estée (2013) argues that play may also be to be an important factor that absentee father are unable to contribute to their daughters. Unlike like mothers, fathers tend to bond with daughters by encouraging exploration and challenges through play and physical activity their children. These therefore promotes the physical health of daughters by enhancing physical activity that brings about physical development and growth of daughters.

Research conducted by Ali and Doud (2016) also shows that daughters' self-appraisal, style of life, and self-perceptions represent distinct features of father–daughter relationships. Developmentalists have focused on early daughter–father relationships as an important determinant of later psychological adjustment. Specifically, daughter greatly benefit from a secure emotional attachment to a biological father. The role that a father plays in early father– daughter relationship plays in the future adjustment of daughters. Particularly, certain dimensions (warm/nurturing–hostile) of early father–daughter relationship have been to lead to wholistic development that give life satisfaction of daughters (Ali &Doud, 2016. Factors such as father's presence, closeness, and communication of affection are found to be predictive variables of positive relationships that an absentee father negates his child. A daughters' self-appraisal, style of life, and self-perceptions represent distinct features of father–daughter relationships

Additionally, fathers can also have a protective influence against delinquency and anti-social behaviour, with one longitudinal study indicating that higher non-resident father involvement predicted subsequent decreases in adolescent delinquency, particularly for daughters within initial engagement in delinquent activities (Lisa and Estée 2013). Father absence is a critical contributor to risk behaviour for daughters. In examining the role of a father, (Eddy, Boor &Mphaka 2013) the two most dominant father roles have been providing and/or care-giving. Traditionally, fathers have been regarded mainly as providers. However,

as a result of women's increasing entry into the labor market, a new fatherhood model has emerged which has emphasized the need for fathers to be involved in all aspects of parenting including care-giving activities. The absence of a father in a child's life leads to negative outcomes, research has shown that generally father absence is associated with negative outcomes for daughters.

Absentee fathers can result to poor educational performance and school dropout (including early entry into the labor market to help families financially), teen pregnancy, and drug and alcohol abuse (Eddy, Boor & Mphaka 2013). Daughters' psychological, social and cognitive development has also been found to be hampered by paternal abandonment and a lack of emotional and material support. These therefore points out that daughters of absentee fathers are more prone to poor academic outcomes, low self-esteem and other issues that pertain to wholistic development.

The understanding of the prominence of the role fathers play in daughter's development is attached with enhanced awareness that fathers' parenting roles have changed in recent years. Tshweneagae, Mgutshini & Nkosi (2012) posit that males provide substantial amounts of care and resources to children and their absence can have detrimental effects on the development of a daughter. This is especially noteworthy within the African context where rates of father absenteeism appear to be on the increase.

Similarly, O'Brien and Richter's (2011) study underlines this observation by presenting findings that show that up to 39 percent of children within South Africa grow up without their fathers. With many marriages ending in divorce, the phenomenon of a father absence in his daughter's life appears to have risen. The ripples of divorce seem to hit the children the hardest, especially the daughters. Girls and young women who have an unstable father figure seem prove to unplanned pregnancy, low-self-esteem, dropping out of high

school and college. As adults, they are more likely to experience poverty and divorce, and are more likely to engage in promiscuity (Mancini 2010).

There are various reasons that lead to father absence, incarceration is among the contributing factors that cause fathers to absent from their homes. In the year 2007, the Bureau of Justice Statistics reported that there are approximately over 740,000 men in either U.S. state or federal prison who are the father to over 1.5 million children. Death adds to the number of absent fathers (Mancini 2010). In addition, many fathers work over 50-70 hours per week or spend lengths of time on business trips—another factor that deprives girls of irreplaceable father-daughter bonding time. Whatever the reason may be, father absence is obviously detrimental to their daughter's well-being.

The factors that lead to absentee fathers

Historically, men's role in the upbringing of their children was limited primarily to their economic contribution (Burgess & Russell, 2004). Thus contributing to the factor of fathers being invisible or overlooked in parenting roles and responsibilities that stretched outside their part as bread-winners. The following factors lead to this phenomenon of absentee fathers. The associations between family climate and stress response systems development extend to peer relationships. This suggests that early relationships may provide cues in regard to the potential social world daughters are likely to experience. The following are some of the factors that lead to absentee fathers.

Divorce

Divorce separates the children from the parents, mostly from the father. With nearly half of all marriages ending in divorce, the phenomenon of a father absence in his daughter's life appears to have risen. The ripples of divorce seem to hit the children the hardest, especially the daughters (Mancini, 2010). According to Krohn & Bogan (2001) one quarter to one third of all families globally are headed by single mothers due to cases of divorce. This

therefore creates a gap in the development of daughters as they are left in the care of mothers who might not be able to fully contribute to their wholistic development. A series of studies by (Craven, Auer, Granger&Massey, 2011) demonstrated that the quality of family dynamics are related to the timing of developmental milestones such as menarche, sexuality, adult attachment styles, social cognitions, and reproductive trajectories in daughters. Family divorces characterized by high stress and conflict and inconsistent or negative parent– child relationships are associated with earlier maturation and reproduction, insecure adult attachments, and limited parental investment in daughters.

Family environment characterized by primarily positive affect and support (e.g. warmer relationships) are associated with the opposite trajectory. Fathers are thought to play a unique role in determining the family climate through support of the mother and through parenting behaviours that have developmental consequences for their daughter. Kenya Bureau of Statistics (KBS), 2015) shows that out of 38,412,088 Kenyans, 11,158,890 were registered under monogamous marriages and 1,436,865 persons in polygamous marriages. This rate of divorce roughly translated reflects about a 2% rate of divorce to the married persons. At this percentage of divorce of fathers being absent, the daughters will be left in the care of mothers and guardians who will be expected to raise these daughters without the support and presence of their biological fathers. As this takes place due to the differences between the spouses the father may choose to leave the home and may withdrawal any form physical presence or any form of support to the child.

Death

According to the National centre on fathers and families (2000), in Kenya 25% percent of daughters live in homes of absentee fathers due to the death of their fathers. This is further explained by a study done in Krohn & Bogan (2001) where he noted that 1 in every 20 daughters globally have lost their fathers through death. A father's death typically ends a

daughter's relationship with someone of central emotional importance. As daughters realize that the loss is permanent, they might express and manage feelings of grief in different ways which include withdrawal, relying on friends more than family or difficulty separating from the surviving parent. When fathers and their associated tools for shaping emotional responses to stress are absent or of low quality, developmental consequences may exist. Girls in father absent homes are more likely to have internalizing disorders, this suggests that the nature and quality of father–daughter interactions could have a long-lasting impact on response to psychosocial stressors (Ali & Doud, 2016).

Working away from home

Leaving one's family behind and moving to distant destinations for professional reasons is not uncommon due to urbanization and modernization that has caused an influx of men to move into urban areas in search for jobs. For those who cannot take their spouses or children with them, these decisions bring with them a unique set of challenges that affect the family. Urbanization and modernization have placed heavy burdens on families causing influx of people especially of men into the cities in search of jobs, this therefore causes fathers to be absent from the lives of their daughters (Mavungu, 2013). This often calls for the remaining parent to take the responsibility of raising up daughters on their own among other responsibilities and dynamics of a family. This absence of a father can be for many months or weeks away from the family which may sometimes cause a drift of a father from a daughter due to the absence that is experienced on a daily basis. According to Nielsen (2012) many fathers work over 50-70 hours per week or spend lengths of time on business trips and takes away time of bonding and connection between the daughters and their fathers.

The occurrence of father absence affects the physical development of daughters and causes hormonal instability due to the stress of living without the engagement, responsibility and accessibility of a father. This absence brings about effects to the physical development

of a daughter which influences the wellbeing of a daughter. This is further emphasised by (Craven, Auer, Granger&Massey, 2011) argue that Cortisol is a glucocorticoid hormone produced within the adrenal cortex is a stimuli that are interpreted as posing a physical threat. Salivary cortisol has been demonstrated to be a valid and reliable biomarker of activity in the hypothalamic–pituitary–adrenal (HPA) axis, and its use is widely accepted and frequently implemented in the physical. This physical strain is associated with the stresses that come to daughters as a result of having an absentee father who is not seen to participate in the activities that influence wholistic development of the daughters.

Alcoholism

Alcoholism in family systems refers to the conditions in families that enable alcoholism, and the effects of alcoholic behaviour by one or more family members on the rest of the family (Lacono, 2004). On focusing on alcoholism world statistics, it is apparent that there is an alarming rate of alcoholism and alcoholic abuse worldwide. According to statistics on alcohol abuse and alcoholism by the World Health Organization, about 140 million people throughout the world suffer from alcohol related disorders.

Alcoholism is one of the leading causes of a dysfunctional families. According to Dobson (2002) many daughters raised are without fathers due to the fact that their fathers are involved in alcoholism abandoning their families. A Fathers' alcoholic addiction is linked to a number of undesirable changes in the family or in life situations .This can add to the negative effects of a daughters' wholistic developmental functioning. The phenomenon of absentee fathers is a universal problem that affects both the developed and developing countries. O'Brien & Richter (2011) posit that there are increasing numbers of absentee fathers where about 66% of daughters globally are without fathers. This absence leads to fathers not being able to play significant roles in the daily interactions and growth of their

daughters. The following are the effects of absentee fathers in the wholistic development of their daughters.

Effects of absentee fathers on their daughter's wholistic development

The bond between father and daughter is one of the strongest in the world. If the father is a role model, the daughter will grow into an independent young woman (Norment & Chappell, 2003). The effects of absentee fathers on the wholistic development of daughters affect a range of areas in the development of daughters. Below are some of these effects and how they influence a daughter's development.

Teenage pregnancies

Some studies conducted by (O'Brien & Richter 2011, Mancini 2010, Nielsen 2012) have indicated that unintended teenage pregnancies are linked to father absence due to the exposure of promiscuous sexual activities. This is further explored by Nowak (2010) who argues that teenage daughters of absentee fathers are more likely to be prone to sexually promiscuous behaviour, which thus spikes the teenage pregnancy. The teenage daughters are prone to promiscuous sexual behaviour as they are in such of a male figure who can complement as well as take responsibility of the void by their absent fathers. These behaviour is therefore enhanced by an emotional desire to feel and attached to a father who helps to shape the identity and self-concept of a daughter. This was further expounded by Ellis et., al (2010) as they suggested that the age the father became absent weighed heavily on the way it affected the daughter. Girls whose fathers left the family earlier in their lives had the highest rates of both early sexual activity and adolescent pregnancy, followed by those whose fathers left at a later age, followed by girls whose fathers were present

The article, "Father's Absence Increases Daughter's Risk of Teenage Pregnancy" noted that the study done by Ellis and his colleagues found that, "... girls whose fathers left the family earlier in their lives had the highest rates of both early sexual activity and teenage

pregnancy. Kerry (2008) postulated that the significant influence a father's absence has on his daughter may activate her experiences with males. Similarly, Nowak (2010) explains this further by arguing that daughters of absentee fathers sit closer to and interact more readily with men, hence seeking male attention to fill the void in their life. Additionally, Mancini (2010) points to the fact that father absence may trigger a hormonal change in girls that jumpstarts puberty, which may be the reason why fatherless girls tend to have unintended pregnancies. Ellis et.al (2010) further argued that it was observed that the longer a daughter was without a father the earlier she began menstruating. More notably, it is the shifting of identity of the daughters that sparks a bodily change that results in early puberty which later translates to teenage pregnancies.

Teenage pregnancy is usually indicative of sexual behaviour among teens especially in consideration of the status of an absentee father. Girls whose father is absent undergo personality changes at an early age that make them more likely to interact with males. These girls tend to sit closer to and interact more readily with men and seek male attention to fill the void in their life. Therefore absentee fathers influence negative physical development as they become prone to early sexual activity which exposes them to teenage pregnancies as they seek for closeness and identity from other males.

Promiscuous sexual activities

A father's influence can have large implications on how promiscuous his daughter is with her physical sexuality. According to Krohn and Bogan, "Females of absentee fathers seek much more attention from men and have more physical contact with boys of their age than girls from intact homes" (2001). They also warn that "girls who have no contact with their fathers, especially during adolescence had great difficulties forming lasting relationships with men, these females become sexually aggressive early in teenage lives".

Studies conducted by Mancini (2010) point to the fact that there is a link between the timing of father absence in the daughter's life and sexually promiscuous behaviour. The study states, early conduct problems and exposure to familial and ecological stressors consistently predicted early sexual activity and adolescent pregnancy. Thus, a daughter's behavioural, familial, and ecological profiles could potentially account for the relations between timing of the father absence and subsequent sexual outcomes. An absentee father influences behavioural outcome of daughters due to early absence which causes the daughter to be susceptible to promiscuous sexual activity as their search for love and acceptance from the opposite sex.

Further, "communication and relationships with fathers are also potentially important influences of daughters' sexual attitude and behaviour's" and fathers are "important sources of discussion of more general moral and sexual issues" (Kumasi, 2003). The father-daughter relationship is responsible for warmer relationships, characterized by emotional support and consistency which is associated with delayed pubertal maturation monogamy, and heavy maternal investment. The quality of father-daughter relationship may serve as a cue related to the likely availability of paternal investment in the potential mating pool. Such cues have the potential to impact reproductive strategy where, for example, girls with high investing fathers at home begin dating and initiate at a later age (Craven, Auer, Granger & Massey, 2011). The presence of a father and the mother are important in guiding to and teaching their daughters about sexuality. A father has a unique influence that the mother may not; he provides a male perspective and often a standard of morality when it comes to his daughter's sexuality. This is due to the fact that fathers hold the status of heading the family which gives them the authority and higher place when it comes to matters of discipline and instructions. Therefore a home headed by only a single mother may lack a wholistic guidance of daughter in areas of sexual morality.

Consequently Ellis, (2013) submitted that an absentee father is not there to talk to his daughters on matters of sexuality and therefore exposing and leaving her to self-exploration which may lead to promiscuity. This is as a result of lack of understanding on the boundaries of a daughter in terms relations with opposite sex. An absentee fathers' is unable to provide love and attention to his daughter which shapes her morality and reduces promiscuity. Thus leading to teen girls' frequent sex with male peers as well as teenage pregnancy. Somers & Paulson (2000) are in agreement with the above statements by stating that adolescent daughters who perceive no interaction with their fathers report more frequent sexual behaviour, including intercourse. In the African context teenage pregnancies are noted to be on the increase especially in homes of absentee fathers. This phenomenon is noted in South Africa where there are high school drop out of teenage girls due to early pregnancies (Mavungu 2013)

Poor academic outcomes

A daughter's success in school has an aspect of a father's absence or presence in her life. Researchers agree that a daughter from a home of an absentee father is more prone to experience diminished intellectual development and poor school performance. Research also found that "well-fathered daughters are usually more self-confident, more self-reliant, and more successful in school and in their careers than daughters with absentee fathers (Nielsen, 2012). An absentee father figure is not there to offer academic encouragement and support, and therefore leading to a daughter negative performance in academics. Krohn & Bogan (2001) is in agreement by further alluding to the fact that fathers play a significant role in their daughter's math skills and, mathematics is typically associated with masculinity therefore daughters with absentee father figures may have less interest in the subject matter. It was further noted that daughters with absentee fathers refrained from pursuing a careers in mathematics due to a missing male role model to stimulate interest (Krohn and Bogan 2001).

Further studies by (Botta & Dumlao, 2002) have shown that daughters with absentee fathers often have diminished cognitive development, poor school performance, lower achievement test scores, and lower IQ scores. They also noted that daughters obtain secure foundations knowing that their fathers believe in them and hence mapping a solid foundation is essential for success in both academics and a career. Daughters without this foundation are susceptible to giving up their studies or poor performance at their different levels of education. Absentee fathers deter their daughters' ability to make sound decisions and stimulate negative attitudes towards education.

Poverty or economic stagnation

Due to an increased probability of lack of good academic performance and teenage pregnancy, daughters of absentee fathers are likely to have low economic development, therefore exposing themselves to poverty very early in life. Krohn, Franklin B., and Zoe Bogan (2001) state that a principal reason for the increased number of daughters living at or below the poverty level is due to absentee fathers. They argue that one indicator of poverty is homes of single mothers who do not have as much access to resources and therefore daughters lack proper education and even indulge in promiscuous behaviour that will expose them to economic crisis.

According to Botta & Dumlao, (2002) daughters of absentee father are five times more likely to be poor. This is especially prevalent in Africa where daughters drop out of school due to lack of fathers to support them and this leads to teenage pregnancies and later putting them in serious economic crises. Though mothers without the biological fathers may be able to maintain the home and child rearing alone, once a father is absent, daughters still experience a deprivation of resources that the father could contribute to the home if he was present.

Self esteem

Self-esteem is another important aspect of development which seems to be disrupted by an absentee father especially in teenage which is a critical phase in the development of self-esteem. This period of growth is characterized by the development of improved cognitive abilities for analytical and intellectual thinking. This should aid daughters to perceive and reflect on the self as existing separately and apart from others which increases confidence in self. According to Williams (2006), knowledge of their fathers gives girls an identity, builds their self-esteem and sense of self, thus providing a form of reference for the daughter as future adults. Paternal investment in humans is particularly facultative, such that investment by men is highly variable and thus, individual differences in investment are likely to be associated with variability in terms of daughter's outcomes.

The quality of fathering has been shown to be associated with the timing of developmental milestones emotion regulation (Craven, Auer, Granger&Massey, 2011). This therefore implies if a daughter has a father, the self-esteem will be strengthened and there will be greater chances of confidence which will affect her development. Thus it seems that father's absence at this crucial stage has a detrimental effect on daughter's development of self-esteem. It can be estimated that insecurely attached daughter would have a weaker self-esteem than a securely attached daughter (Botta & Dumlao, 2002). Reports within the limited father-daughter research inform of the positive influence a father can have on the self-esteem of his daughter (Carlson, 2006; Liu, 2008).

Most of the research done in the area of self-esteem and absentee fathers in daughters by (O'Brien & Richter 2011, Daly, and Ashbourne & Brown 2009) covers a particular area of development, but this research will do a wholistic perspective of development without being limited to one area. There is inadequate research on this topic in Kenya as noted in the literature review; therefore this study will be vital for creating awareness to daughters of

absentee fathers as well as enhancing knowledge for therapists who work with such client's daughters.

Ways of father involvement in the wholistic development of a daughter

In an effort to expand the understanding of an absentee father of a daughter's wholistic development, three ways of father involvement will be examined as a means of understanding areas in which a father lacks in the involvement of a daughter daily life. Each of these types of involvement directly relate to a child's well-being.

Engagement

First, engagement includes a father's direct interaction with his child which is also signified as interaction. Lamb et al. (1985) originally defined engagement as "a father's direct contact with his child, through caretaking and shared activities". Positive father engagement in a daughter's life has been found to be of great significance as a daughter learns and models the father on a daily basis. This brings about personality growth in the area of self-control, self-esteem, life skills, and social competence (Maine, 2004). This interaction can only be achieved by intentional direct interaction between father and daughter with the aim of creating a lasting relationship.

Accessibility

The term accessibility refers to a father's potential availability for interaction, by virtue of being both physically and psychologically present and accessible to the child with or without direct interaction (Cabrera et al, 2000). Examples of accessibility may include such things as cooking in the kitchen while the child lingers nearby, being physically absent but easily accessible by phone or other electronic devices, or watching television together, but not directly interacting (Lamb, 2000). Accessibility construct has been used to measure involvement report which show that fathers spend more time being accessible to their children than they do engaging or being responsible (Pleck, 1997). This means that a father

can be present physically with his daughter but not be actually doing any activities that can bring about engagement or show any form of responsibility.

Responsibility

In conclusion, responsibility involves providing for the care of the child, as distinct from the performance of care. Responsibility is the hardest type of involvement to operationally define, but it may be the most important type of involvement as it reflects the extent to which a father takes ultimate responsibility for the care and welfare of his daughter, (Lamb, 2000). It also involves implementing strategies to meet certain needs, such as, choosing a paediatrician and making engagements, and making arrangements for care and nurture when is sick (Cabrera et al.,). This form of involvement allows the father to participate in duties of raising a daughter which strengthens the wholistic development of a daughter.

Theoretical framework

A theoretical framework involves the compilation of thoughts and theories on a research topic. It is the structure that is responsible for supporting a theory in research work. It defines the variables used and guides the research in determining the items to be measured in a study (American Sociological Association, n.d). Attachment theory will be used in this study to comprehend the influences of an absentee father on a daughter's wholistic development. It will be the supporting structure for this research as it will further explain the variables and how they will affect the study.

This theory of attachment will help to explain the need for a daughter to have a relationship with a father from childhood in order to attain wholistic development. In attachment theory, child behaviour associated with attachment is primarily the seeking of proximity to an attachment figure (Berks 2013). Infants become attached to adults who are

sensitive and responsive to them, therefore daughters also thrive and develop wholistically with fathers who are present and responsive to them.

Attachment theory

The attachment theory will be used to enhance the theoretical understanding of this research. The theory of attachment will be used to expound on the importance of secure attachment which is as result of proximity and closeness to an attachment figure. The presence of a father who is an attachment figure is seen to bring changes that influence growth and a daughter response to self and the environment. Historically, Bowlby (1969) gave the ethological theory of attachment, which recognizes the infant's emotional tie to the caregiver as an evolved response that promotes survival" (Berk, 2013). He retained the psychoanalytical idea that primary attachment pattern influence attachment patterns of later relationships and give the concept of an internal working model. In 1969, Bowlby introduced the topic of attachment as a basic system of behaviour that is biologically rooted and species specific.

Bowlby emphasized that infants are biologically predisposed to use their caregiver as a source of safety and a "secure base" while exploring the environment. In particular, Bowlby coined the term "attachment system" to describe the first relationship established between an infant and caregiver. "Attachment is the strong, affectionate tie we have with special people in our lives that leads us to experience pleasure and joy when we interact with them and to be comforted by their nearness in times of stress" (Berk, 2013).

The main purpose of the attachment system is to provide a safe environment for healthy development (Ainsworth, 1967). Like other mammals, when infants feel secure they explore away from their attachment figures. In contrast, when alarmed, anxious, tired, or unwell they have an urge to gain proximity by approaching, crying, or seeking contact with

their primary caregiver. Bowlby's (1969) model of attachment asserted that the attachment system is important because it provides a model for all other relationships.

This system promotes the development of an understanding of the self and others. The most commonly recognized patterns of attachment are given by Ainsworth (1978); "secure attachment – the infant uses the parent as a secure base; avoidant attachment- the infant seem unresponsive to the parent when she/he is present; resistant attachment- before separation, infants seek closeness to the parent and often fail to explore; disorganized/disoriented attachment- this pattern reflects greatest insecurity" (Berk, 2013).

The security of attachment to a father provides an important emotional resource in the wholistic development of daughters. The earliest father-daughter relationships provide the model for playing a key role in attachment theory. A fathers responses appear to be encoded by the child as internal working models of self ("I feel loved") and others ("I can trust the adults around me"), which appear to influence his or her capacity to effectively cope with life situations. (Allgood, Beckert, & Peterson, 2012). These models are secure when the daughter feels confident in the relationship and can anticipate the parent's psychological availability and capacity to respond and when the father sends the child a positive image of himself. Alternatively, insecure models are constructed when a daughter feels uneasy in the relationship, perceives herself negatively through a father's behaviour and anticipates rejection or incoherent responses from the father.

Studies that have examined attachment beyond early childhood have supported the validity of this theory, especially regarding emotions in daughters. For example, studies by (Craven, Auer, Granger & Massey, 2011) have shown that daughters who report a higher quality of secure attachment to father show fewer emotional problems such as anxiety, anger, and withdrawal as compared to daughters who are insecurely attached to their fathers. Therefore insecure attachment to a father can be associated with a daughter's negative

emotions such as anger and anxiety in life. In related work, Allgood, Beckert, & Peterson (2012) showed that secure father attachment daughters was linked to lower incidence of low self-esteem, poor academic outcomes. Secure attachment is therefore influences the wholistic development of daughters by enhancing positive growth in social, emotional as physical development of daughters.

As the absence of a father has negative impact on a daughter's development, his presence has positive impacts on her development. Securely attached daughters have higher self-esteem, social competence, social understanding, interpersonal differentiation and emotional regulation" (Carter, 2002). Father's involvement in daughter's development also seems to help her grow intellectually. Research found out that daughter's mental age increases and she scores well in cognitive tasks, than a daughter with an uninvolved father (Veneziano, 2004). The same study continued to indicate daughters of absentee fathers score poorly on verbal intelligence.

Self-esteem is another important aspect of development which seems to be disrupted by the absence of a father. Puberty is a critical phase in the development of self-esteem. It is characterized by the development of increased cognitive capacities for logical and abstract thinking. This allows teenagers to perceive and reflect on the self as existing separate by and apart from others. These cognitive developments result in substantial, increased differentiation between self and an individual's self-representations (Williams, 2006). Teenagers seem to carry this self-esteem to their adulthood, through internal working model.

According to Williams (2006), Knowledge of their father gives them an identity, builds their self-esteem and sense of self, thus providing a form of reference for a daughter as a future adult. Thus it implies that no such reference is generated in an adolescent's mind, which results in disorganized identity and confused self-concept, and ultimately disorganized self-esteem. Thus it seems that a father's absence at this crucial stage has a detrimental effect

on a daughter's wholistic development. It can be estimated that an insecurely attached daughter would have a weaker self-esteem than a securely attached daughter.

As the secure attachment shows the positive impact on a daughter's development, insecure attachment also shows its negative impact on a daughter's development. Conferring to Nielsen (2012), "average fathers and daughters are less communicative, less engaged, and less intimate than mothers and daughters. The relationship of fathers and daughters are consequently more unstable and fragile." This suggests that average daughter and father relations are insecurely attached. "Poorly fathered girls are generally plagued with a host of problems throughout their lives-problems that too often have a negative impact on their children as well" (Nielsen, 2012).

The most commonly recognized patterns of attachment are given by Ainsworth et al., (1978); "secure attachment – the infant uses the parent as a secure base, avoidant attachment- the infant seems unresponsive to the parent when she/he is present, resistant attachment- before separation, infants seek closeness to the parent and often fail to explore, disorganized/disoriented attachment- this pattern reflects greatest insecurity" (Berk, 2013). Also the absence of a father would mean an insecure attachment pattern where the daughter has not got the option but to interact with the father. Secure attachment can be understood as a pattern of attachment that is shared between father and daughter in which both father and daughter are communicative; emotionally close and more engaged.

Whereas an insecure attachment pattern can be understood as a pattern of attachment in which, an absentee father and daughter are relatively less communicative; less emotionally close and less engaged. The absence of a father would mean an insecure attachment pattern where the daughter does not to interact with her father. Insecure attachment will then bring about issues in the daughter's development due to lack of proximity (absence) such as low

self-esteem. However also, the insecurely attached daughter tends to carry the negative influence of her relationship with the father as she relates with others and the environment.

Correspondingly Jackson (2010), posits that daughters of absentee fathers seems to be confused about their roles and the people around them. They tend to live in a dysfunctional relationship, without possibly, knowing the reason, mainly due to an aspect of being insecurely attached right from the beginning of their childhood. This is due to the fact they did not get an opportunity to form an ideal image of a father. And if an image was created, it was distinct from the absentee father figure which does not aid in the construction of a structured internal working model.

Absentee fathers discourage development of competition and emotional-regulation skills which form the basis of insecure attachments that are carried throughout adulthood (Bretherton et al., 2005). Existing research indicates that-although the father -daughter bond is vitally important, later development is influenced not just by early attachment experiences but also by the continuing quality of father- daughter relationship (Berk, 2013).Van Wel et al (2000) explained this further by reporting that the closeness and secure attachments between fathers and their daughters relate positively to the development immediately and over time.

Conceptual framework

A conceptual framework is used in research to outline the possible course of action or to present a preferred approach to an idea or thought (Mugenda, 2008). It is formulated from the theoretical framework and it is usually the basis of the research problem. It also describes the aspect that the researcher selected from the theoretical frame work to become the basis of enquiry (Kumar, 2011).In the following conceptual framework absentee fathers is the independent variable, this variable consists of the factors that contribute to absentee fathers. Wholistic daughter's development is the dependent variable. The intervening variable entails

the internal working model that influences the outcome of a daughter's wholistic development.

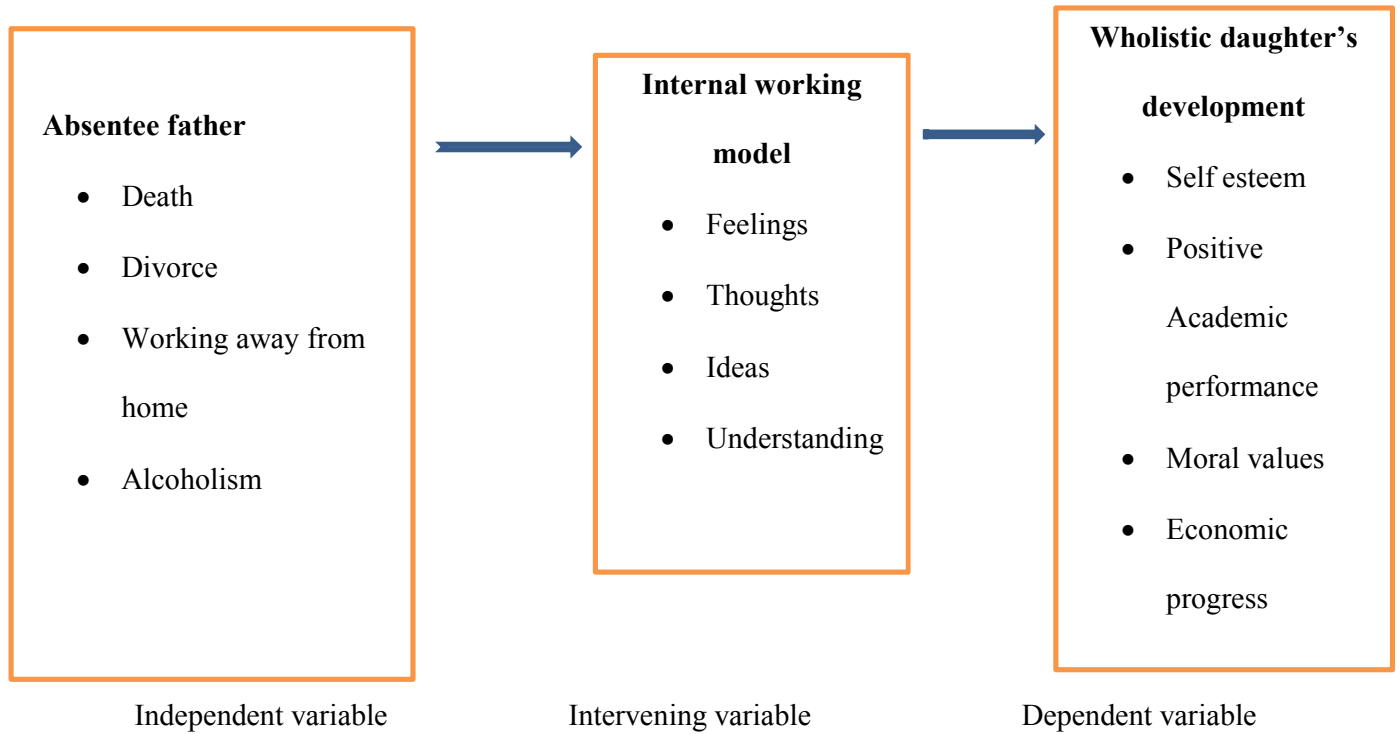


Figure 2.1: Conceptual frame work

Chapter Summary

In this chapter literature has been reviewed on the following subtopics on the reasons for absentee fathers and the effects of absentee fathers on their daughters. Attachment theory has been discussed and a conceptual framework has been provided while elaborating the influences of absentee fathers on the wholistic development of daughters. The next chapter discusses the research methodology, the particular method of data collection as well as the data analysis of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research design that was followed in the process of conducting this study. It outlines the reasons for choice of the particular methodology, details of the procedures and the methods of data collection. In this chapter the researcher describes the sampling method, how the samples were obtained, size of the sample, the tools that were used, their pretesting, and type of data that was collected and how it was analysed.

Research Design

The purpose of research design is to guide in decision making regarding the place, time, quantity and the means of conducting the inquiry. Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2012). It illustrates the structure and demonstrates the major parts of the research project in working together to address the central research questions (Kombo and Tromp, 2006).

In this study, the researcher employed the exploratory design which was embedded in using the qualitative approach to investigate the personal experiences of daughters' of absentee fathers. According to Burns and Bush (2007) exploratory research design is referred to as gathering information in an informal and unconstructed manner. The exploratory method was applicable in this study as it helped to enhance knowledge and bring familiarity to this phenomenon. This helped to attain new insights in order to formulate an understanding of this problem and guide the investigation.

This approach was appropriate for this study, it sought to understand this phenomenon the perspectives of the local population involved. It was especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of

particular populations (Kombo and Tromp, 2006). This was vital due to the fact that the data depended on the lived experiences and feelings of daughters. The feelings and lived experiences of daughters cannot be measurable quantitatively.

Target population

A population is a complete set of individuals, cases or objects with some common observable characteristics, in which the researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). The target population of this study were unmarried females between the ages of 18 and 21 from Nairobi County. The participants must have had an experience of an absentee father from childhood life to present. This being a very wide population the accessible population was drawn from the three selected institutions in Nairobi County.

The samples were be drawn from 3 selected institutions in Nairobi County namely Braeburn school, Crisis Pregnancy Centre and Citam Counselling Centre. The three centres represent different characteristics of the population for this study. The Braeburn School is an international school that has daughters from affluent families that represent different cultural, religious and nationalities. Therefore bring in a representation of different aspects to this phenomena of absentee fathers. Citam counselling Centre is a counselling Centre that offers free services to the community and it usually reaches out to the middle class population of college students and high school students from different backgrounds. The crisis pregnancy centre is a centre for daughters with teen pregnancies. They usually come from poor backgrounds and they are usually school drop outs. The centre therefore caters for this daughters until they deliver after which they are reunified with their families. The Following table illustrates the population in each of the selected institutions. All the 3 institutions were purposively selected so as to be able to get the correct data for the research.

Citam Centre			Braeburn School			Crisis pregnancy		
Age group	Men	Women	Age group	Men	Women	Age group	Men	Women
18-21	20	15	18-21	15	27	18-21	0	37
Total	35		Total	42		Total	37	

Table 3.1 : Sample Frame

Samples

A sample size is the number of students, families or electors from whom one obtains the required information (Kumar, 2005). According to Mugenda & Mugenda it is important that the sample size be a representative of the target population. In qualitative research, only a subset of a population is selected for any given study. The study's research objectives and the characteristics of the study population (such as size and diversity) determine which and how many people to select (Kombo and Tromp, 2006). A sample size of 10% of the accessible population is enough to draw results such that conclusions made can be generalized to the whole population being studied (Mugenda & Mugenda, 2003).

Therefore the researcher used a sample of 15 participants drawn from three different institutions from Nairobi County. In this sample, 5 were drawn from Braeburn International school (Nairobi) Year 13 girls, 5 from Citam Valley road Counselling centre and 5 from Crisis pregnancy rescue Centre. The selected institutions are representations of daughters from different cultures, different social backgrounds, and different levels of education as well as diverse religious beliefs. This was to improve the nature of the research as it would cover a wide range of thoughts, ideas and feelings that will be used as representation of the general population

Sampling methods/techniques

Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Kumar, 2011). This study used different sampling techniques to obtain various samples relevant to this study. Purposive sampling involves a deliberate selection of particular units of population for constituting a sample which represents the population. The investigator used his/her expert judgment to select units that are “representative” or “typical” of the population (Singleton et al., 1993). This technique was used by the researcher to select the 3 institutions in Nairobi County.

Braeburn international school is an affluent international school that constitutes of a population of international students from various countries, cultures as well different religious convictions. This therefore represented a target population which had an eclectic representation of views. The Citam Counselling Centre carried a target group of daughters from the middle class population (or middle of a social hierarchy) who fell socio-economically between the working class and the upper class.

They voluntarily sought counselling services from the Counselling Centre with the aim of empowering their personal lives. This group of girls were a representative of the well-educated, able to cater for their basic needs and girls originating from families that belonged to the middle class. As they came to the Centre they are also a representation of different tribes and cultural backgrounds but most importantly they carried a myriad of issues that stemmed from their family of origin. Most of the underlying issues of these daughters or girls have a direct condition to an absentee father from their childhood to the present.

The Crisis Pregnancy Centre is a Centre that caters for teenage pregnant girls from the ages of thirteen to twenty five years of age. Majority of the girls in the home were from poor

backgrounds and were school drop outs due to the teen pregnancies. They were from different parts of Nairobi County, they were representative of low income families and single mother households. They were a significant target population as they represented daughters with absentee fathers as majority were raised by single mothers. According to Cresswell and Clarc, (2011) one common strategy in purposive sampling is maximal variation sampling, in which diverse individuals are chosen who are expected to hold different perspectives on the central phenomenon. Purposive sampling will therefore, be used to sample daughters from the different institutions.

The categories observed in the selection were age, cultural beliefs, as well as physical absence of a father since childhood. This was necessary because age, cultural beliefs and physical absence of a father since childhood had a great influence on the wholistic development of daughters. This made a sample of 5 daughters from 3 institutions; from each institution stratified sampling was used to include daughters of different ages. According to Kumar (2011), in stratified sampling the researcher attempts to stratify the population in such a way that the population within the stratum is homogeneous with respect to the characteristics on which it is being stratified. The strata were a representative of the different ages that is; 18, 19-20, and 20-21. The daughters from each selected age were picked through simple random sampling so as to give each subject the probability of being sampled and thus avoid bias.

Types of data

Exploratory research incorporates a group of approaches that rely on written or spoken words or visual representation of individuals. These approaches typically focus on the lives of individuals as told through their own stories. Focus groups will yielded qualitative data which according to (Chandran, 2004) was information or data collected that had non-numerical attributes that were related to qualities and values. Focus groups will be used to collect data in

this study as the data collected will rely on spoken words and lived experiences of the participants that could not be measured numerically or through quantitative approaches.

The participants of the study were unmarried females between the ages of 18 and 21 from selected institutions from Nairobi County. They were required to have had an absentee father in their lives. The choice of participants and age group was due to the reason that the participants had a vivid memory of their childhood experience which had not been interrupted by a dominant male figure in their lives such as a husband who might substitute the place of a Father.

Data collecting tools/methods

The researcher designed a focus group discussion guide which was used to guide the focus group discussions (see appendix 1). The content of the focus guide was based on the research questions as well as the objectives of this study. The aim of the focus guide was to stay in line with the objectives of the study as well as elicit the relevant information that on the influence of absent fathers on daughters' holistic development. The validation of the focus guide was done through piloting where the guide was used to interview a group of daughters with aim of checking the applicability of the same. After piloting the questions were adjusted to suit the specifics of the study, the pilot study was not included in the final results.

After getting the relevant permits, the researcher made arrangements with the institutions mentioned on the date and time for the study. The respondents were given information about the study after which the researcher structured the discussion which was guided by questions which had been prepared beforehand (see appendix 1). According to Bedford and Burgess (2001) focus groups are one-off meetings between four and eight individuals who are brought together to discuss a particular topic chosen by the researcher who moderates the discussion. Data collection through focus group discussions (FGDs) was

suitable for the selected participants as it will provide a platform and opportunity to share their lived experiences. The group setting would encourage the participants to do self-disclosure as they would be hearing thoughts and feelings of other participants.

Instrument pre-testing

Pilot testing involves the use of a small number of respondents to test the appropriateness of the questions and their comprehension. Usually, the draft questionnaire or focus group questions are tried out on a group that is selected on a convenience and that is similar in makeup to the one that ultimately will be sampled. Hence the main purpose of pilot testing is to identify potential problems with the methods, logistics (Bailey, 2011).

A sample of four questions were asked to a group of five girls in a focus group from one of the Braeburn schools in Nairobi County. This group of girls and their school did not participate in the final selected sample for this study. The participants were selected from this institution as it carried a comparable kind of participants who were likely to generate the same kind of data. Pre-testing I enabled the researcher to maximize the reliability and validity of data collected (Mugenda & Mugenda, 2003).

The piloting of the focus group discussion helped the researcher assess the feedback of the respondents, the suitability and accuracy of the questions. The researcher was also able to evaluate the time required, the readiness of the respondents to co-operate and to determine the extent to which instructions given would be followed. Adjustments were then made in regard to the response received from pre-testing the tools.

Data analysis plan

Data is a collection of facts and figures relating to a particular activity under study (Mingala, 2002). Data analysis involves the organization, summarization and interpretation of a researcher's data using frequencies, percentages, mean scores, standard deviations and score sophisticated statistical (Kasomo, 2006). The target population for this study is a sample of

daughters between the ages 18-21 years of age. Some of our college students while others are high school students in their O or A levels high school education. All the participants of this study were from families of absentee fathers and they have never had any physical contact with their fathers and majority do not know the whereabouts of their fathers. The sample consists of 15 participants who were purposively selected from the three institutions selected from these study. The participants of the study have given various reasons such as alcoholism, divorce, working away and death as some of the reasons they think their fathers have been absent from their lives.

On the other hand, the participants acknowledged that due to their father's absence there has been challenges in that have affected their wholistic development. There were participants who were teen mothers due to promiscuous sexual behaviour, there were confessions of poor academic outcomes, poverty as a result of proper education as well as bouts of stress and low self-esteem. The participants participated in focus group discussions as that model of data collection would be able to capture the contents of feelings, emotions and lived experiences as a result of this phenomenon.

The findings from the study were analysed through thematic coding, this was done by first by grouping answers from all interviews to each question, for instance what does the respondents say to each question?. The researcher then organized and classified each group of answers into categories, for instance what does each group of answers describe? This was followed by looking at how the information fitted with the research questions and objectives as this is what gave the direction of the study. Finally the researcher labelled and summarized the themes (thematic coding) from each focus group question that was discussed through the transcription done in the discussions and support from literature in the research were used to validate the findings. The literature review was vital in reviewing the results gathered from the data analysis of the research.

Ethical consideration

Ethics in research are the self-regulatory guidelines for making decisions and defining professions. By establishing ethical codes, professional organizations maintain the integrity of the profession, define the expected conduct of members, and protect the welfare of subjects and clients (Crossman, 2011). Obtaining access to people and sites requires obtaining permissions from individuals in charge of sites. Sometimes this involves individuals at different levels (Cresswell and Clark, 2011).

The proposal was approved and the researcher was issued with the appropriate authorization from the institution of study. The researcher also obtained a permit from the National Commission for Science (NACOSTI), consent from the different sampled institutions was also awarded. Respondents were protected by keeping the information given confidential. (Mugenda & Mugenda, 2003).

Chapter summary

The chapter has described the research design which was used in the study. The area of study, the target population and the sampling procedures have been stated. The methods of selecting the respondents have also been discussed and the various ethical issues that may arise. Included also is the sample selected, the data collection techniques as well as how the data would be analysed.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the data analysis on the influence of an absentee father on his daughter's wholistic development in urban areas, in selected institutions in Nairobi County. The chapter begins by presenting the demographic characteristics of the participants, data collection and the data analysis process. The chapter will end by a detailed discussion of the results or findings of the research. The results will further be subdivided into themes and subthemes of the findings.

Demographic Features of the Respondents

The total sample size for this study was fifteen (15), they were all females between the ages of 18- 21 years. They represent different tribes, religion as well economic status which is a representation of the three institutions that they were selected from. The study involved a sample size of 15 so that exploring, grasping of meanings, motives and reasons which may be unnoticed. In a large sample responses or results are standardized so as to capture the sentiments of the group, but a small sample offers and opportunity for a representation of all emotions and lived experiences of the participants. All the respondents in this study were female, they were drawn from three selected institutions in Nairobi County. The participants were aged between 18 to 21 years and a total of three focus groups (FGD'S) were conducted. The groups were arranged according to the institution of origin, the first group consisted of 5 daughters of ages 18 to 20, and some of them had dropped out of school due to teenage pregnancies while some were unable to attend school due to financial strains. The second group consisted of 5 daughters of ages 19 to 21, they are all university students, and four were first year students while two were second year students. The last group consisted of daughters of ages 18 to 19 who were secondary school students in their last year of school. The table below illustrates more.

Age	Frequency	Education background
18	4	Secondary school
19	5	Secondary school
20	4	Year 1 university
21	2	Year 2 university
Total	15	

Table 4.1: Details of the participants

Data collection

Focus group discussions (FGDs) were chosen as the procedure of data collection in order to access a greater number of daughters with absentee fathers and to utilize the group dynamics of daughters sharing their experiences with one another. It was also thought that group discussions might minimize the chances of daughters avoiding to discuss their experiences. As being with peers who had the same experience would make it easier to share without fear of being judged or stigmatized.

Access to the participants, was arranged by the various institutions which had a foreknowledge of daughters who had had personal struggles due to having absentee fathers in their lives. The FGDs lasted between 45minutes to 1hour. During the FGDs the researcher facilitated the discussion, the discussion was audiotaped with the permission of the participants. The relevant note taking took place so as to aid the discussion of all the questions from the interview guide. The discussion was guided by the research guidelines, but it naturally extended across topics within the area of study. The principal researcher led all the discussions and the research assistants took notes and noted any comments.

Focus group discussions were grouped into sets as suggested by Krueger (1998) under the following headings: Opening, introduction, transition and closing. The recordings of the

FGDs were verbatim transcribed and the transcriptions were thematically coded to highlight the main themes and subthemes that emerged from each question that was discussed. The coding process increased the level of reliability of the data analysis process. The researcher picked verbatim quotations from the transcripts enhance the understanding and support the interpretation of the themes. It was important to use the verbatim quotes so as to keep the thoughts and ideas of the participants as they were spoken or conveyed. This is in agreement with O' Connor & Gibson (2003) who proposes quotes from transcriptions should be written as they are so as to keep the ideas as close as possible to those of the participants.

The sessions began with the principal researcher introducing herself and allowing the research assistant to introduce herself. This was followed by the principal researcher asking participants why they volunteered to participate in this study. This was to create rapport with the participants and allow openness in the discussions. The opening question for the discussion was, "When did you first notice that your father was absent? This was then followed by questions such as "What were your feelings and their thoughts due to your fathers absence? All these questions were followed by many probes such as 'expand on what you meant when you said that you hated your father', and others such as "What do you mean by saying that you stopped using your father's name?

Data analysis

The process of data analysis helps to enhance the understanding of the data that was collected as it. The aim of this process is to break down and synthesize the content that has been collected into meaningful information. This information is later used to make conclusions and findings that are vital in making the final recommendations for the research. In the current research, audio tape recordings that were taken during the focus group discussions were transcribed verbatim by the principal researcher. The client's notes taken during the focus group discussions were also examined so as verify the different statements

and aid in analysing the content that was discussed. Data analysis was done by the principal researcher, the transcripts and client notes were read respectively. A three step process of content analysis as proposed by Krueger (1998) was followed. The process involved content analysis where the researcher takes time to read and understand all the transcriptions and the client notes, this is followed by identification of emerging patterns that occur and re-occur in the transcripts and client notes. The third and final stage involved developing themes and sub-themes from the emerging patterns that occurred in the second stage of content analysis. The themes and sub-themes are a vital component of the data analysis as they aid in the interpretation of the data collected from the participants. The themes and subthemes are a representation of the most recurring or most significant themes as seen to appear during content analysis of the transcripts and clients notes taken. The results of the study were thematically coded into themes, these themes were grouped into themes and subthemes.

Themes

Themes are interpreted as constructs that are derived from the phenomenon being studied as well as the literature that has been reviewed in the research. A number of themes and sub themes emerged from this study, some relevant quotes will be provided so as to aid further elaboration. The table below further explains the procedure.

THEMES	SUB THEMES	RELEVANT QUOTES FROM PARTICIPANTS
Emotional Impact	<ul style="list-style-type: none"> a. Topic avoidance by mothers b. Mother trying to take the role of father c. Mothers trying to paint a bad picture of absent fathers 	“ I wish mum could stop acting like she is my Dad...she cannot be him...never”
Social impact	<ul style="list-style-type: none"> a. Low self-esteem and concept b. Labelling and stigmatization c. Unable to socialise freely 	“Mmmh... I feared the father- daughter days in my primary school...my dad never came... I would tell my friends that my father had travelled...but one day one of my friends told me to stop lying....it makes me feels so bad...”
Cultural identity	<ul style="list-style-type: none"> a. No name ownership 	‘...people always label me because I have three “girlish” names... they make fun of me saying that I was born of a woman and a woman...’
Responsibility of the father	<ul style="list-style-type: none"> a. Financial responsibility b. Security of a father c. Guidance and advice giving 	‘...I gave my child for adoption at 16 years because my mother could not take care of us both...a boy cheated me to trying sex...if my father was there he would have warned me against the boy ...my mum was too busy, she didn’t care...’
Closeness and accessibility of the father	<ul style="list-style-type: none"> a. Love of the father b. Presence of a father 	, “I hate my father... Why did he leave me...will I ever see him?”

Table 4.2 Themes and subthemes

Below is further discussions of the contents in the table 4. 2.

Emotional Impact

Emotional impact was one of the themes that was deduced from the result analyses after the data collection. All the 3 groups expressed anger and bitterness of the emotional effects that they experienced for not knowing who their fathers were. It was also noted that in the third group of daughters of ages (19 to 21 years), there was a great emphasis on hatred and hurt towards their fathers for their absence in their lives. This was best exemplified in the quote below by a 19 year old female who said: ‘I hate my dad with my everything... he has denied me the chance to have a dad like other people’. Other girls in the groups also highlighted the fact that they experienced some moments of stress when they remembered that their fathers were alive but they did not have any access to them. One 21 years old daughter stated that; “During my low spells I often have stressing thoughts wondering why father abandoned me....if you see him...let him know am ...very stressed”.

The objectives of the study was determine the influence of an absentee father in wholistic development of daughters. The absence of a father has therefore influenced the formation of negative emotional feelings such as anger, bitterness and sadness due to that absence. This is further noted emphasized by the fact that the absentee fathers left the participants in the hands of single mothers who find it uncomfortable to discuss the whereabouts of these fathers. The participants harbour negative feelings which are a result of not being able to have a present father in their lives. In the discussions the participants felt that these absenteeism was a result of factors such as divorce, working away home and their fathers being involved in other families. This has impacted their view about their own fathers as they feel that these absenteeism has robbed the accessibility, engagement and responsibility of their fathers. It is noted that the participants would want to have an access to their biological fathers as they feel that would ease the negative emotions that they harbour due to

these absenteeism. They strongly believed that their current lives mirrors the absentee father they phenomenon that they presently deal with.

Social impact

An absentee father influences the interactions of his daughter with self as well as other. As seen in the second theme, the participants felt embarrassed due to their lack of a father in their major social activities such as school and other gatherings that are community or public centred. These theme strongly tied to the third objective that aims at establishing ways of father involvement in a daughter's wholistic development. A father needed to be engaged life of his daughter especially in the everyday activities that the daughter participates in. This enhances the self-esteem and self-concept of a daughter as they will feel secure as they interact with others in the community. Responsibility is an important part of the social impact as the participates narrated on the need of their fathers taking responsibility in making sure that their performance in activities such as sports is good as the encouragement and guidance will make a difference even as the interact with their peers.

The participants felt that there is a strong need for their fathers to be accessible as this will combat the social stigma they receive from their peers. It was voiced that daughters of absentee fathers are often labelled and stigmatized because of being in that position. This labelling and stigmatization mainly comes from their peers who feel that their lack something essential in their lives and therefore do not qualify to participate fully in community activities or social functions. The social influences impact the wholistic development of daughters as it causes physical withdrawal of the participant's from friendship groups and social media forums so that they may not be ridiculed by their peers. The social impact has sometimes brought negative social behaviour such conflicts with their peers as well as getting involved in physical fights as a result of the labelling and stigmatization.

The participants felt that they are being exposed to unfair treatment by their absent fathers due to their choice of being absent. They are unable to interact freely or be part of peer groups for fear of being embarrassed or asked about the issues that concern their fathers. During the discussions a clear difference emerged between participants who were below 20 years and were in secondary school and those who were 21 years and above and were at the university level. Those in secondary school were feeling embarrassed that it was only their mothers who had come for the school events such as visiting days, prize giving days, parent days and father-daughter celebrations in the school calendars. They voiced that other children as well as teachers would ask why they did not have fathers or made them feel like their mothers were not good parents. One 18 year old student said,

“Mmmh... I feared the father- daughter days in my primary school...my dad never came... I would tell my friends that my father had travelled...but one day one of my friends told me to stop lying... we know....it makes me feel so bad...”

The participants aged 20 years and above had a different concern that was focusing on the cultural practices that involves a father's participation, such as dowry negotiations. Some wondered who would be responsible for walking them down the aisle on their wedding day! A majority believed that it was not culturally right for mothers to walk their daughters down the aisle during marriage! One 21 year old participant asked the following questions,

“...I am thinking of getting married in the future, who will negotiate my marriage?...who will walk me down the aisle?...what could I tell my husband about my father?, how would I convince my husband that I can be a good wife and yet I have never lived with a father figure in the house?... I have never known one?”

Cultural identity

Cultural identity was a theme that emerged from this research, it pointed to the fact that the participants desire to be seen and identified as daughters who has a particular father. They felt that cultural identification was strongly tied them using the father's names for documentation. This greatly wholistic development which ties their interaction with

community they live in. The participants felt that a lack name ownership directly influenced their position in the society as that put them in the group of the “fatherless” in the society. They continued to emphasize that this influenced how male peers interacted with as they are afraid of dating a girl without a father. This pointed out to the influence of absentee fathers also in the area of physical interactions of dating and courtship. They feared being asked about their fathers by their male peers due to the fact that they might be disqualified as a good date because of having an absentee father. It is observed that absentee fathers are not able to engage with their daughters and therefore denies them the accessibility of their names which is significance aspect of cultural identity. The participants seemed to agree that one of the ways for fathers to get involved in their lives was accept full responsibility by being present and taking charge allow them to use their names in their documentation.

The Participants expressed the fact that in African countries like Kenya, a person is culturally identified by his father’s name and is generally associated and assumed to belong to her father’s community. In two of the groups the participants reported that they used their mother’s names in place of their fathers’ names. They felt that using their mothers’ name is not appropriate hence they did not feel a sense of belonging and tended to see themselves as having no identity. This was best exemplified by the quote from a 20 year old participant, who said, “...people always label me because I have three “girlish” names... they make fun of me saying that i was born of a woman and a woman...”

In the third discussion some participants were forced to use their grandfathers’ names or only their first two names which according to them was unfair as this was a way their mothers were trying to hide or cover the identity of their fathers. These girls felt that their mothers had been ashamed of having children without present fathers. They felt judged by the society and therefore tried to force their daughters to behave like everything was okay. One 21years old participant expressed her deep emotions as she said,

“.... My mother daughter bond has been affected ...it is because my mum was forcing me to cheat people that my father was communicating with me...I have never seen my father...my mother has made me to think he is a bad person....I would have to decide for myself...society also judges me because I don't use my father's name... I wonder what I will tell my children if I will ever get anyone to marry me!!...”

The Responsibility of the father

In the third objective of this study was to identify ways of father involvement in the wholistic development of daughters. Responsibility involves providing for the care of the child, as distinct from the performance of care. This form of involvement allows the father to participate in duties of raising a daughter which strengthens the wholistic development of a daughter. In all the three discussion groups it was very clear that the participants were unhappy with the fact that their fathers were not offering any material support for them. This has continued to influence the financial state as they are unable to meet their needs due to having to depend on provision from a single parent.

The financial influence is also tied to factors that lead to absentee fathers, alcoholism was pointed out by the participants as one of reasons they think their fathers were not responsible. Some felt that their fathers were committed to alcohol which depleted finances, time and resources which play a part of responsibility for the family. This was further emphasized by the fact that the irresponsibility of their fathers had in some cases contributed to the current situation of absentee fathers. They felt that the fathers were not there to offer security in the family which is an important aspect of a father's presence.

They argued that they had been unable to study well due to the fact their mothers had been unable to pay their school fees on time. Some of the participants also equated the absence of father to poor academic achievements as some did casual jobs during the holidays or weekends so as to help their mothers provide food. One 19 year old participant said, “I don't eat well...my house is tiny...I dropped out of school . . . I wish daddy would provide for us”. Three participants in one of the groups felt that it was the responsibility of the father

to secure the home, one participant said that it was common knowledge in the neighbourhood that their home was without a man and hence exposing them to thieves and other kinds of attacks. This is how the 18 year old participant stated it;

“...our neighbours know that our home has no man...no wonder people scare us h at night by throwing stones on the roof...they know our mum cannot do anything to them..., they do it all the time....”

Two of the participants who were teen mother's felt that if their fathers were responsible enough, they would have been there for them and prevented them from engaging in teenage sex. One of the 19year old participants stated that,

“...I gave my child for adoption at 16 years because my mother could not to take care of us both...a boy cheated me to trying sex...if my father was there he would have warned me against the boy ...my mum was too busy, she didn't care...”

Closeness and accessibility of a father

Participants felt that growing up with an absentee father affected the relationships they held with their fathers. Rather than feeling the intimacy and closeness that generally describes relationships between fathers and daughters, these daughters described relationships with their fathers as being diminished by their own feelings of hurt because they were almost certain they will never be able to access them. The concept of their fathers being strangers to them was reinforced by no contact, a lack of communication and perceived disinterest (East, 2006). Due to these feelings, participants stated that they had developed little esteem for their fathers whom they did not even know. These feelings had stood in the way of the development of a 'father and daughter bond' (East, 2006) and were contrary to the expectations and fulfillment of what participants felt a father figure should be. One participant stated, 'I hate my father... Why did he leave me...will I ever see him?'

Chapter summary

The chapter has described the findings of the research from the data that was collected. It begins by looking at the demographic characteristics, methods of data collection, followed by looking through data was analyses. Finally the results were tabulated into themes and sub themes and later themes are discussed in detail. In the next chapter a discussion of the key findings and conclusions are carried out. The study will be completed by giving recommendations and areas for further study.

CHAPTER FIVE

DISCUSSIONS OF THE KEY FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER STUDY

Introduction

This chapter discusses the study's findings, in relation to the research objectives of the study. The conclusions and recommendations are stated, and finally suggestions for further research given.

Discussions of the key findings

Narratives from the participants in this study suggests that their experience of father absence strongly influenced their life path. This is consistent with Williams (2006) who asserted that;

“.....Knowledge of their father gives them an identity, builds their self-esteem and sense of self, thus providing a form of reference for a daughter as future adult .It is notable that the involvement of fathers in their daughters' lives is unstable...”

In the current study, the participants did not have knowledge of their fathers and they voiced the desire to meet them in order to have an identity that they could transmit to their children. These thoughts came out strongly as the respondents were feeling socially excluded and labelled due to the fact that they had had no fathers. They are insecurely attached to their fathers and these brings detrimental effects to their emotional state where they harbour anger, bitterness as well as hurt. This is further emphasized by Jackson (2010) who posits that, “daughters of absentee fathers seem to be confused with their roles and the people around them. They tend to live in dysfunctional relationships, without possibly, knowing the reason, mainly due to an aspect of being insecurely attached right from the beginning of their childhood”

The notion of a father is in this study stretched to show that most of the participants sought the social presence of their fathers so as to give them a concrete social identity. Following these findings we can therefore conclude that fatherhood is a symbolic unit where the father is present in the child's life irrespective of the material responsibilities he performs which essentially contribute to the

child's sense of self. The participants felt that it was significant to have a "functional father" who was not only present in their current lives but as they transit into other stages of their lives. This is further asserted by Lamb, (2000). Who posits that, "The involvement of a father extends all the time and is often regarded as interaction, availability and responsibility..."

In the current study, participants complained that not knowing their fathers socially excluded them from fully participating in cultural practices. As our study has shown, in cases where fathers do not have any role in their children's lives the children exhibits low-self-esteem or feelings of stress. These findings concur with the earlier findings which suggest that, "It can be estimated that an insecurely attached daughter would have a weaker self-esteem than a securely attached daughter" (Botta & Dumlao, 2002).). This finding is compatible with conclusions from a study by Finley and Schwartz (2007) which found that daughters from families with fathers had high self-esteem, were positive about the future and were generally satisfied with life.

Respondents also stated that using their mother's name was unfitting and made them feel excluded and sometimes "labelled" by their peers. This finding is supported by Mavungu (2013) who asserts that "fathers that are not named in their children's birth certificate are likely to cause emotional pain to their daughters". Bitterness, anger and hate were emotions occasionally experienced by participants over their absentee fathers and occasionally over the mothers who avoided the topic about the whereabouts of their fathers. This may also have contributed to the participant's experience of low self-esteem and low self-concept.

There is ample literature on the benefits of participants knowing who their fathers are both from a social and emotional health perspective (O'Brien 2004). Peer-victimization through "labelling" by those who have responsible and involved fathers was also stated by the participants. There are several other studies that associate peer victimization with stress, anxiety, poor self-esteem and a poor self-concept. In early research, Baruch and Barnett (1975) found that females who are better able to identify with and relate to their fathers had higher levels of self-esteem, independence, and success. This idea is further supported by Wenk, .et al. (1994), who found

that feeling close to a father had a significantly positive effect on both the self-esteem and life satisfaction of daughters.

All these negative feelings were experienced by the participants in this current study. Overall, the study results show that the wholistic development of daughters is directly related to the involvement of fathers in their lives. These concurs with the research conducted by Nielsen, he argued that "...fathers generally have more influence than mothers on many aspects of their daughters' development" (2012) It was also clear from the findings that there is a need for fathers to get more emotionally, socially and financially involved with their children. Amato (2004) also alluded to the fact that daughters who were close to their fathers were more likely to do well at school, at work and have higher levels of psychological well-being and be content with who they were compared to their counterparts without a father in their lives. Although the relationships the participants held with their fathers were not characterized by warmth, love and affection, this was something participants wanted and their relationship with their father was something deeply desired. Findings thus concur with Rohner and Veneziano's (2001) assertions of the importance of father love.

The participants in this study experienced vulnerability and difficulty in constructing relationships with males and felt that these difficulties were closely associated with their experiences of father absence. Rohner and Veneziano (2001) highlighted the significance of father love and acknowledged that the father of a daughter potentially contributed to her healthy development. They acknowledge that the quality of a father and daughter relationship (or the lack of) did shape the life of an individual, both as a child and as an adult.

Discussion of the objectives

The purpose of this study was to determine the influence of a daughter's wholistic development. Three objectives were developed to guide this study, below is the discussion of the objectives as guided by the results of the study.

Influence of an absentee father on a daughter's wholistic development

The first objective was to determine the influence of an absent father on a daughter's wholistic development of daughters in urban areas, in selected institutions in Nairobi County. It was established that an absentee father greatly affected the wholistic development of a daughter in the areas of emotional impact, social impact and cultural identity. The participants were in agreement that they were carrying feelings of anger, bitterness, hate and hurt due to their fathers' absence. This greatly affected their wholistic development as they were having challenges in their self-esteem and self-concept. Conferring with Williams (2006), knowledge of their fathers gives them an identity, builds their self-esteem and sense of self, thus providing a form of reference for the daughter a future adult. This therefore implies that if a daughter has a father, the self-esteem will be strengthened and there will be greater chances of confidence which will positively affect her development. Thus it seems that a father's absence at this crucial stage has a detrimental effect on a daughter's development of self-esteem.

On the other hand the wholistic development was socially affected as they experienced exclusions by their peers due to the fact that they did not have fathers. Some of the participants complained of being "labelled" and stigmatized due to having absentee fathers. They wondered about their future marriages if at all they would get married and how they would explain to their children and partners about their father's whereabouts. They sometimes withdrew socially from the community to avoid being embarrassed especially in areas such as schools where one was required to bring both of the parents. This therefore led to the conclusion that there was a strong relationship between this first objective and findings that there is an influence of fathers' absence and daughter s wholistic development.

Establish the factors that lead to an absent father in a daughter's wholistic development.

The second objective of the study was to explore the factors that lead to an absent father in a daughter's wholistic development in urban areas, in selected institutions in Nairobi

County. It was established that there were many factors that led to a father being absent from his daughters life, participants from two of the discussion groups alluded to the fact that their fathers had been absent from their lives due to the fact that their fathers had had other families and children that they were involved in. In fact four participants highlighted the fact that their mothers had told them that they had been born out of wedlock.

There were also three participants that equated their fathers absence to the fact they were alcoholics and all their time and money was spent on alcohol. Conferring to Dobson (2002) many daughters are raised without fathers due to the fact that their fathers are involved in alcoholism and thus abandoning their daughters. A Fathers' alcoholic addiction is linked to a number of undesirable changes in the family or in life situations. This can add to the negative effect of a daughters wholistic developmental functioning.

Another part of the group felt that their fathers were absent because they did not want to take responsibility of their lives, for instance school fees and daily support. Responsibility is the hardest type of involvement to operationally define, but may be the most important type of involvement as it reflects the extent to which a father takes ultimate responsibility for the care and welfare of his daughter. (Lamb, 2000). There was no significant disparity that there were no factors that lead to absent fathers in daughters wholistic development but it rather came out strongly that absentee fathers were doing so due to certain factors in their own lives. The factors were however not justifiable according to the participants who felt there was no excuse for their absence.

Identifying ways of father involvement in the wholistic development of a daughter

The third objective was to identify ways of father involvement in the wholistic development of daughters in selected institutions in Nairobi County. It was established that majority of the participants were aware of ways that their fathers would become involved in their daily lives. They argued that they would want a father who was engaged in their daily

lives as it would be easy to communicate to him whenever they needed guidance. They also stated that a father who was accessible or available would be of great value as they would have times and moments of bonding which would accentuate the attachment which a majority feel is not there.

Responsibility was once again a big theme that the participants felt has caused their cultural identity as they are forced to use their mothers' names due to the irresponsibility of an absent father. Once again these findings were in correlation with the third objective as the participants were in harmony on the ways which if their fathers got involved they would make a difference in their lives.

Conclusion

The aim of this research was to examine if there was any of an absentee father on a daughters wholistic development. The data analysed indicated that a majority of the participants either strongly agreed or agreed that a father had an influence on his daughter's wholistic development not only overall, but in many areas. The aim of the research was accomplished through the results that revealed that, there is a connection between a father and his daughter and the relationship between the two is important at many social, cultural and emotional levels that point out to the physical, social, and emotional aspects of wholistic development.

It is evident from the narratives of the participants of this study that there is a need for fathers' involvement in the lives of daughters' right from infancy all the way to adulthood. For any significant involvement of fathers in the lives of their daughters, there must be strategies put in place that will encourage men's involvement in the daughters' lives. Doing so will give the daughters an identity and issues such as teenage pregnancies, sexual promiscuity, low self-esteem and poor academic performance would be minimized.

Recommendations

The findings suggest a number of recommendations to fathers, policy makers, school administrators and counsellors. All these stakeholders play an integral role in the wholistic development of daughters.

- i. The participants in this study are dealing with negative emotional feelings such as anger, low self-esteem and bitterness towards their fathers. These feelings are as a results of an influences of an absentee father in their lives. The girls harbour these feelings due to the absence of their fathers which could have been different if the fathers were present in their lives. In order to combat these feelings effectively, there is need for mothers, teachers and guardians to be encouraged to seek individual professional help from counsellors in schools, universities, and government institutions where these services are offered.
- ii. Due to factors such as alcoholism, death, divorce and working away from home, many attend schools, colleges and other institutions of learning without the support of a father in their lives. It therefore affects their social interactions with peers and adults (such as teachers) as they often feel labelled or stigmatized because of having absentee fathers. Therefore , School counsellors working in institutions of learning where there are girls with absentee fathers can create personalized individual and group counselling sessions within the school context that will focus on their specific needs. These sessions would be also help them to find mentors within the school or within their families such as uncles, and older cousins that they can consider as a father figures. These will work in collaboration with their single mothers or guardians.

- iii. Absentee fathers influences the social interactions of daughter as the respondents of this study felt that they were socially excluded by their peers especially in schools and places of worship. It is therefore recommended that, pastors and school administrations and counsellors can work together to prepare a manual of instructions that could be used to work with daughters of absentee fathers. The manual can help to address the areas of physical, social, emotion and spiritual aspects that enhance wholistic development.
- iv. An absentee father is not engaged, responsible and does not have accessibility to his daughter. This therefore influences the cultural development of the daughter as it affects a daughter's view of self and how she is viewed by others in the community. The participant's felt that they did not have culture identity as they did not use their fathers' names as a surname. A majority used mother or grandfathers' names for surnames. They felt that it would be important for them to be allowed to use their fathers' names although fathers were absent. Additionally, there is a need for single mothers to be informed of the desire of their daughters to use the surnames of their fathers in all documentations. These can be done by creating awareness in schools, places of worship as well as through counsellors who meet mothers and daughters for counselling sessions on the need of daughters finding identity by knowing their father and using their fathers' names.
- v. It was also noted that the participants desired to know their fathers even at this stage of their lives as they believed that the accessibility would bring closeness and healing to some of the negative emotional feelings they bore. Their mothers need to tell them the truth about the whereabouts of their fathers. It is therefore recommended that counsellors who interact with single mothers and

daughters of absentee fathers take the lead in helping the mothers and daughters to have disclosure sessions that will help these girls find information about their fathers.

Suggestions for future research

Based on the findings of the study, the following suggestions for further research are made:

- i. This study should be replicated, using a different population of girls within a different age bracket (such as between 25 and 30 years olds) so as to determine whether other young adult populations believe a father has influence upon his daughter's wholistic development.
- ii. It would be of interest to explore experiences of father absence for reasons other than parental relationship breakdown, for example, absence due to incarceration, death or long periods of working away from home.
- iii. Further research needs to identify the factors that can enable father-daughter relationships when the father is no longer resident in the family home and to test supportive strategies that could be introduced to enhance the effects of father absence on daughters.

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APPENDICES

Appendix I: Focus group discussion

A GUIDE FOR THE FOCUS GROUP DISCUSSION

Thank you for accepting the invitation to participate in this discussion group. The discussion will be conducted through questions and answers on several issues that will be stated. You are not obliged to answer any question or discuss any matter that you feel uncomfortable about. The responses in this discussion will be kept in confidentiality and will only be used for the purposes of this study. Kindly retain all the issues discussed in confidentiality and no one should be stigmatized in regard to their responses.

1. When did you first notice that your father was absent?

.....

.....

.....

2. What events led to this discovery of your father’s absence?

a) What thoughts came to your mind?

.....

.....

b) What feelings did you experience?

.....

.....

3. What actions did you take after discovering your father was absent?

.....

.....

a) Describe both the positive and the negative influences due to the absence of your father.....

.....

.....

4. Narrate what you imagine life would be if your father was present?

.....

.....

.....

Thank you for your time and cooperation

Appendix II: Map of Nairobi County

MAP OF NAIROBI COUNTY



Appendix III: University Letter of Authorization

12th July, 2018



P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION -SERAH SHUMA REG. NO: MMFT/6347/15

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Masters of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her thesis. The thesis title is **"The Influence of an absentee father on his daughter's wholistic development in urban areas": A study of selected institutions in Nairobi County, Kenya.**

We therefore, kindly request that you allow her conduct research at your organization.

Warm Regards,

Ling'oge **PAN AFRICA CHRISTIAN UNIVERSITY**
P.O. Box 56875, NAIROBI - 00200.
TEL: 8561820/8561945/2013146

Dr. Lilian Vikiru

Registrar Academic Affairs

Pan Africa Christian University

Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd

P.O Box 56875-00200, Nairobi, Kenya

Tel: +254 721-932050/726-595863/734-400694

Email: registrar@pacuniversity.ac.ke

Web: www.pacuniversity.ac.ke

Appendix IV: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/69198/24102**

Date: **1st August, 2018**

Serah Wanjia Shuma
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The influence of an absentee father on his daughter’s wholistic development in urban areas: A study of selected institutions in Nairobi County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30th July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.


The County Director of Education
Nairobi County.


National Commission for Science, Technology and Innovation is ISO9001:2008 Certified


Appendix V: Research Permit

THIS IS TO CERTIFY THAT:
MS. SERAH WANJA SHUMA
of PAN AFRICA CHRISTIAN UNIVERSITY,
62459-100 Nairobi, has been permitted
to conduct research in **Nairobi County**
on the topic: **THE INFLUENCE OF AN
ABSENTEE FATHER ON HIS DAUGHTER'S
WHOLISTIC DEVELOPMENT IN URBAN
AREAS: A STUDY OF SELECTED
INSTITUTIONS IN NAIROBI COUNTY,
KENYA.**
for the period ending:
30th July, 2019

Permit No : NACOSTI/P/18/69198/24102
Date Of Issue : 1st August, 2018
Fee Received : Ksh 1000




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation