INFLUENCE OF PARENTAL MARITAL STATUS ON SELF ESTEEM, DISCIPLINE AND INTERPERSONAL RELATIONSHIPS AMONG SECONDARY SCHOOL STUDENTS WITHIN NAKURU MUNICIPALITY, KENYA

BY

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DECLARATION

This thesis is my original work and has not been previously presented for the award of a degree in any other University.

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DEDICATION

To my God the giver of life, my loving wife, Joyce and our children, Monicah, Hiram, Brian, Jennifer and Faith. Also to my dear parents, Monicah Wanjiku and Hiram Kimani and my brothers and sisters.

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ABSTRACT

Single parent households are caused by factors such as divorce, separation, death of spouse, single parent by choice and due to rapid breakdown of traditional structures in the face of globalization, modernization, migration and urbanization. Presently, single parenting has found little, if any, acceptance in most communities in Kenya, which may adversely affect self esteem, discipline and interpersonal relationships of children in the households. However, many communities still regard dual parenthood as a better way of rearing children. This study therefore aimed at establishing the influence of dual and single parent families on the development of children's self esteem, discipline and interpersonal relationships. The research design was causal-comparative, in which a population of 4257 Form 3 and Form 4 students was used. The study was carried out in 18 public secondary schools within Nakuru Municipality, Kenya. A sample size of 360 students, from both single and dual parent families was used in the study. The sample size of 360 students was obtained through purposive and stratified sampling techniques. Data was collected by use of a questionnaire. Data analysis was done by use of descriptive and inferential statistics, which included means, frequencies, chi square, t-test and ANOVA statistics. The significance level was set at $\alpha = 0.05$. The analysis was performed using Statistical Package for Social Sciences (SPSS) version 11.5. An analysis of the major findings of this study indicated that students from dual parent households tended to have higher self esteem levels than those from single parent households. In addition, duration lived in a parenthood status did influence the self esteem, discipline and interpersonal relationships levels of students significantly. Gender of the single parent also influenced the levels of self esteem, discipline and interpersonal relationships of students significantly. The findings of this study will hopefully assist the Ministry of Education, Ministry of Home Affairs, Ministry in charge of Youth Affairs, policy makers and other stakeholders to better understand the students' problems that emanate from their parents' marital status and hopefully devise ways and means of alleviating them. Based on the major findings of this study, it is recommended that all stakeholders undertake measures aimed at improving self esteem, discipline and interpersonal relationships of students and especially those with only one parent.

TABLE OF CONTENTS   **Page**

LIST OF TABLES   **Page**

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Growing up in a household with two parents is advantageous during childhood, and it continues to be an advantage during adolescence, at least in terms of development of high self esteem, good interpersonal relationships and avoidance of risky behaviour (Harter, 1990). However, single parenting has in the recent past been on steady increase globally (Johnson, Hoffmann, & Gertein, 1996). In 1995, about 31 percent of US families with children under 18 years, 64 percent of the African American families, 36 percent of Hispanic families, and 25 percent of white families, were single parent families, as compared to only 13 percent for each one of them, in 1970 (Bryson, 1996).

In America's 1992 statistics, single parent families represented 30 percent of U.S households while 25 percent represented dual parent households (US Bureau of Census, 1993). Still, it was projected that one out of every two children born during that decade would spend time in a single parent family (Biachi, 1995). According to Burn (1992), percentage of single parent families among the eight industrialized countries were: US (30%), Australia (15%), U.K (13%), France (10%), West Germany (12%), Sweden (17%), U.S.S.R. (19%), Japan (4.1%) (Burn, 1992). Presently in Kenya, the number of children living in a single parent family is also steadily increasing alongside other parts of the world. This phenomenon could be attributed in part to the rapid breakdown of traditional structures in the face of globalisation, modernization, migration and urbanization. As a result, children have borne the brunt of the fall-out (Hamner & Turner, 1985).

In a study conducted in 1997 by the Government, Unicef and the Family Support Institute in 13 districts in Kenya, it was established that 45 percent of the families had both parents present; 30 percent were single parents headed by women, 9 percent were single parents headed by men, 8.7 percent were extended, 5.3 were child headed and 2.3 percent were headed by grandparents (Family Support Institute, 1997). In addition, 70 percent represented unmarried teenage mothers, who are among the core poor that lead in generating children with special need for protection (Family Support Institute, 1997). In Nakuru Municipality,

1

more than half of the parents who applied for secondary school bursary in 2005 were single parents (Nakuru Bursary Committee, 2005). This was therefore an indication that the rate of increase in single parenthood within Nakuru Municipality was alarming. Moreover, this also indicated that single parents were unable to provide basic needs such as education to their children. This could in turn affect the self esteem, discipline and interpersonal relationships of these children adversely. Circumstances that give rise to single parenting include: divorce, separations, single parents by choice, and death which gives rise to widows or widowers (Bianchi, 1995).

The impact of family type as well as parental rearing practices have been found to be crucial in as far as the development of a child's self view, interpersonal relationships and discipline are concerned (Coopersmith, 1967). Boys brought up by single parents are for instance much more likely to suffer psychological, social and academic problems than girls of the same family background. Boys are also more likely to show acting-out behaviours than girls (Hetherington, 1989). Girls raised in one-parent families have more difficulty relating to men later on due to low self esteem and poor interpersonal relationships skills (Mendez, 1976). Researchers have further found that girls from divorced families were more sexually promiscuous and seductive, while girls raised in widowed families were more withdrawn. Therefore, paternal absence affects daughters as well as boys (Hetherington, 1972)

According to Coopersmith (1967), children who exhibited high self esteem were those reared by parents who were highly accepting and warm, and who provided home atmosphere that was understanding and tolerant. There were clear rules and definite limits for acceptable behaviour, and when the adolescent was punished, the punishment was appropriate but not harsh. Parental rearing practices also are related to identity development (Williams, 1993). Hence adolescents whose parents encourage their freedom, do not use guilt to a high degree, and who are not too controlling and regulating have a more well- developed identity.

According to Erikson (1963), a major determinant of self esteem is children's view of their capacity for productive work; the issue to be resolved in the crisis of middle childhood is industry versus inferiority. The "virtue" that develops with successful resolution of this crisis is competence, a view of the self as able to master skills and complete tasks (Harter, 1990). Parents should therefore work towards instilling a sense of confidence on their children

accomplishments, while at the same time working to avoid negative outcome of a sense of inadequacy concerning one's achievements (Hamachek, 1988). Self esteem of children is also affected by socio-economic status of the parent. Financial difficulties experienced by some single parents, for example, have negative effects on children's health, well-being, school achievements and self esteem (Amato, 1987). Hence deficiencies in relationships in single parents' households may be linked to socio-economic status (Bronstein, 1988).

Gender of the single parent also impacts on the child's self esteem, behaviour and general well being. Mother-only families for example, are likely to have children rearing difficulties due to financial problems and low education levels, as compared to the father-headed families (Amato, 1987). Consequently, children brought up by single mothers and especially boys are likely to have low self esteem, discipline problems and poor interpersonal relationships. Children in their adolescence are most affected by single parenthood, since most often, they are made pre-maturely independent of the primary family (Hamner & Turner, 1985). Moreover, they are most affected by insensitive comments made by peers and adults, regarding their family background.

The greatest contributor to self esteem, though, seems to be how much social support a child feels first and foremost from parents and then from classmates, teachers and from friends (Harter, 1993). Self esteem is therefore an important component of self-concept, linking cognitive, emotional, and social aspects of personality. Children with high self esteem tend to be cheerful; those with low self esteem tend to be depressed (Harter, 1990). A depressed mood can lower energy levels, which can affect how a child performs in school and elsewhere, leading to a downward spiral in self esteem. Children with low self esteem often retain a negative self-image long after childhood has been left behind (Harter, 1993)

1.2 Statement of the Problem

There is an increasing rate of single parenting in Kenya today, yet this type of parenthood may be negatively viewed. This negative perception of single parenting by the Kenyan society implies that children brought up in such family structures may not get adequate acceptance, support and recognition from teachers, students and the society at large. This however may be contrary to the case of children brought up in dual parent households, inspite of the many parenting challenges facing the two family structures. To date however, the

3

influence of parental marital status on children's self esteem, discipline and interpersonal relationships have not been adequately addressed by researchers. Yet, many indsicpline cases, depression, drug use and abuse, suicide, poor academic performance in schools and inability to relate well with peers, among secondary school students may be attributed to their parents' marital status. Therefore, this study attempts to compare the influence of single and dual parenthood on a student's self esteem, discipline and interpersonal relationships among secondary school students within Nakuru Municipality.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of dual and single parenthood on the self esteem, discipline and interpersonal relationships among public secondary school students within Nakuru Municipality.

1.4 Objectives of the Study

The following objectives guided the study:

(i)   To determine self esteem levels of students from single and dual parent families.

(ii)   To determine levels of discipline of students from single and dual parent families

(iii)   To establish how single and dual parenthood influence interpersonal relationships of students.

(iv)   To determine how the type of single parenthood influences students' self esteem, discipline and interpersonal relationships.

(v)   To investigate the influence of duration in single and dual parenthood on students' self esteem, discipline and interpersonal relationships.

(vi)   To establish the influence of single parenthood's gender on students' self esteem, discipline and interpersonal relationships.

(vii)   To determine the influence of parents' socio–economic status on students' self esteem, discipline and interpersonal relationships.

1.5 Research Hypotheses

The study was guided by the following hypotheses.

H_{01}:   There is no statistically significant relationship between students' self esteem levels and their parents' marital status.

H_{02}:   There is no statistically significant relationship between levels of discipline of students and their parents' marital status.

H_{03}: There is no statistically significant relationship between parental marital status and students' interpersonal relationships.

H_{04}: There is no statistically significant difference between types of single parenthood and students' self esteem, discipline and interpersonal relationships.

H_{05}: There is no statistically significant difference between duration in parenthood and students' self esteem, discipline and interpersonal relationships.

H_{06}: There is no statistically significant difference in students' self esteem, discipline and interpersonal relationships with regard to the gender of their parents.

H_{07}: There is no statistically significant relationship between parents' socio- economic status and students' self esteem, discipline and interpersonal relationships.

1.6 Significance of the Study

The findings from this study may hopefully be used by school administrators and teachers to make changes and alterations such as, changing ways of disciplining students as well as establishing and strengthening guidance and counselling programmes in schools, in their respective institutions. The changes so instituted, may hopefully cater for the needs of students with regard to behaviour, self esteem and interpersonal relationships, with the ultimate aim of improving their well being and discipline for better. The Ministry of Education, Policy Makers in Education, and other stakeholders may also find findings from this study useful in their efforts to institute changes in the education sector so as to incorporate awareness and improvement of self esteem, discipline and interpersonal relationships, among students. This study has also come up with recommendations on discipline, self esteem and interpersonal relationships enhancement programmes for students. The study findings may therefore guide teachers, parents and other care takers, on matters concerning the needs of students. In addition, the study findings may provide more information on the needs of children and particularly those from single parent households to the Ministry of Home Affairs as well as that of Youth Affairs. In turn, the ministries may take measures to improve on the welfare of children for better. It is also hoped that the study may provide a base on which other researches might be carried out on this subject.

1.7 Scope of the Study

This study covered 18 public Secondary Schools within Nakuru Municipality. The 360 students targeted for study were Forms three and four; who hailed from dual and single

parents families. The respondents in the selected forms were preferred because they were thought to be quite familiar with their family backgrounds and could therefore give their true feelings when responding to the items in the questionnaire. The study therefore investigated the impact of dual and single parent families on students' self esteem, discipline and interpersonal relationships. The students selected for the study were only those who lived with their biological parents.

1.8 Assumptions of the Study

This study assumed that:

    (i)   The sample respondents selected would willingly provide accurate and true information about themselves and their parent(s).

    (ii)   The students' responses were a true reflection of their true feelings and attitudes.

    (iii)   Respondents from single parents live with only one parent without alternating.

1.9 Limitation of the Study

The study was limited by the fact that some students, school principals and school counselors found the study to be sensitive especially due to ethical issues involved. They were therefore very suspicious as to the purpose of the study. The researcher reassured them of the confidentiality of the information provided. The researcher also reaffirmed that the information obtained was purely for research purpose.

1.9.1 Definition of Terms

Operational definitions of terms are presented as used within the context of this study.

Custodial parent: This refers to one of the parent entrusted with the responsibility of child rearing especially after divorce. In this study, it referred to one biological parent who takes charge of the children rearing process following death of a spouse or after a divorce/ separation. It also applies to a single parent out of choice.

Discipline: This means the act of an individual to conform to established rules and regulations of a community. In this study, it implied the obedience of students to established rules and regulations in school. It also referred to the generally accepted way of behaviour to one's parents and other siblings.

Dual Parenthood: This means a parenthood in which two parents assist each other in child rearing. In this study, it implied a parenthood in which the two biological parents are present.

Duration: This refers to time spend in doing something. In this study, it related to the time in months or in years that a student spent in single or dual parenthood.

Gender: This relates to one being a male or a female. In this study, it referred to the sex of the student as well as the sex of the biological parent.

Influence: This means the effect of something on another. In this study, was used to refer the effect that single and dual parents had on students.

Interpersonal relationships: This refers to how individuals relate with each other in the community. In this study, it implied to how a student related with peers, schoolmates, teachers, parents, with friends etc.

Joint custody:	This relates to the sharing of a child's upbringing by two parents, who are either divorced or separated. In this study, it implied that a student spent sometime with one biological parent alternately.
Levels of Discipline:	This refers to the different categories of one's behaviour. In this study, it referred to different kinds of student's behaviour, in and outside school.
Level of Interpersonal Relationships:	This refers to different types of a person's interaction with other people. In this study, it referred to different ways in which a student interacted with his/her other siblings, friends, peers, and teachers.
Level of Self esteem:	This refers to different kinds of one's perception of oneself in relation to others. In this study, it referred to different categories of students' perception of their characteristics in relation to other students, peers and friends.
Parent:	This means an adult either male or female, who is responsible in the upbringing of a child. In this study, it referred to a biological father or mother of the student.
Parenthood:	This implies the responsibility undertaken by either of the male or female parent, to bring up the child. This could be either biological parents or even those children who may be adopted. In this study, it specifically referred to either single or dual biological parent (s) of the student.
Parental Marital Status	This refers to am adult's state of being married or single. In this study, it meant a parent being single or married to one spouse.
Parental support:	In this study, it implied to the amount of caring, closeness and affection provided by the biological parents of the student.

8

Self esteem: This relates to how a person perceives his or her characteristics, attitudes, preferences, ideas, feelings, ability percepts and concepts in relation to others and the environment. In this study, it referred to how a student perceived his or her characteristics in relation to other students, peers and friends.

Single parenthood: This is one of the parents, bringing up the child single handedly. In this study, it referred to specifically one of the biological parent of the student, who performed parental roles alone.

Socio-cultural issues: This refers to the sum total of the attainments and learned behaviour patterns of a specific people, regarded as expressing a traditional way of life. In this study, it related to the value attached to the child rearing practices by the biological parents of students from different socio-cultural background.

Socio-economic status: This means a person's status in the society with regard to financial capability, education level, employment status and social influence. In this study, it referred to the social and employment status as well as the financial ability of the biological parent of the student, to provide for the basic needs of the student such as food, clothing and education.

Type of Single-parenthood: This refers to the various forms or categories of single parenthood. In this study, it referred to the causes of single parenthood.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the major aspects of concern, based on the research problem under investigation. The concepts examined in this chapter included: Self esteem and its influence on children's behaviour, single parenthood and its influence on the development of children's self esteem, discipline and interpersonal relationships; Dual parents households and its influence on the development of children's self esteem, discipline, and interpersonal relationships. The concept of gender and how it influences the development of self esteem and discipline as well as interpersonal relationships was also looked at. The influence of the types of single parent families on the child's self esteem, discipline and interpersonal relationships is also explained. Finally, major theories of identification have been examined.

2.2 Self esteem: Meaning and how it is acquired

Self esteem has been defined differently by different writers. According to Harter, (1989) and Wylie (1979), self esteem is our evaluation of ourselves. Coppersmith (1967), defines self esteem as the extent to which we like and accept or approve of ourselves, (it is evaluative), how worthwhile a person we think we are as well as a personal judgement of worthiness that is expressed in the attitudes the individual holds towards himself/herself. Muchinsky (1989), defines self esteem as the extent to which people see themselves as competent and needs satisfying. Bee (1981), on the other hand defines self esteem as the positive or negative quality of self-concept.

Maslow (1970), in his theory of hierarchy of needs, says that "satisfaction of the self esteem needs leads to feeling of self-confidence, worth, strength capability and adequacy, of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness and of helplessness". Children cannot articulate a concept of self-worth at the age 8 years, but they show by their behaviour that they have one (Harter, 1990, 1993). In young children, self esteem - the judgment one makes about one's worth - is not based on a realistic appraisal of abilities or personality traits. Children between 4 years and 7 years usually overate their abilities. Thus, children tend to accept the judgments of adults, who often give them positive, uncritical feedback (Harter, 1990).

Confidence is directly related to one's self esteem. A background of stability and warm relationships, particularly in childhood, helps to boost self esteem and confidence, but if things go wrong and one feels under stress, confidence can ebb away. It thus follows that low self esteem can be a major factor in many problems we experience (Powell, 2000). Thus, underachievement, destructive relationships, chronic depression, and substance abuse have all been linked to a lack of positive self esteem (Powell, 2000).

People develop self esteem by: what others do to them (or don't do to them) and what they do to themselves (Harter, 1993). Children need nurturing and mirroring in ways that are consistent with their level of development. For instance, young children need to be touched, fed and attended to. In addition, self esteem is a function of what we do to ourselves. In a cyclical manner thus, when our self esteem is low, we frequently act in ways that lower it further (Powell, 2000). Children with good self esteem will act independently, assume responsibility, take pride in their accomplishments, tolerate frustration, handle peer pressure appropriately and attempt new tasks and challenges, handle positive and negative emotions as well as offering assistance to others (Harter, 1990).

2.3 Problems Associated with Single Parenting

A single parent family consists of one parent and dependent children living in the same household without the assistance of a co-parent (Mendes, 1976). Single parents and their children constitute a rapidly increasing population whose special needs have been insufficiently recognized, infrequently studied and poorly served (US Bureau of Census, 1980 a). In addition the majority of single parent families have very young children to take care of.

In America, nearly one third of all American families were headed by a single parent in 1996. The 1992 statistics indicated that single parent families represented 30% of US households, while 25% represent two parent households (US Bureau of Census, 1997). Based on the current trends therefore, there are predictions that 70% of children born since 1980 will spend some time living in a single parent home before their 18th birthday, says the same source. While the number of never married parents is increasing, this number is still small in comparison to divorced single parents, the latter being the most significant factor increasing

the number of single parents, with one in two marriages now ending in divorce (Papalia, Olds & Fieldman, 1999).

Relationships with children, child rearing and child care are factors that can present adjustment problems to single parents (Hetherington, 1989). Divorce for example produces a psychological crisis for both parents and children, resulting in disequilibrium and altered parent - child relationships and roles. The period of destabilization after divorce for single mothers is normally three and a half years (Hetherington, 1989). A common assumption has been that female - headed single parent household is a pathological family form rather than a viable alternative to nuclear family; with the assumption that the trauma from divorce is likely to result in poorly socialized cognitively deficient children who experience poor parent-child relationship (Hamner & Turner, 1985).

Financial problems are particularly acute for a large percentage of single mothers; more than 50 percent live in poverty (Hetherington, 1972). Moreover, most single mothers tend to have less education and lower paying jobs than do single fathers (Defrain & Eirick, 1981). In addition, single mothers report feelings of loneliness and isolation as a major problem, and they face a negative view from society. The widow has been valued more highly, the divorced or separated woman less highly, and the never-married mother has been viewed as immoral, while the lesbian mother is often viewed with contempt (Wattenberg & Leinhardt, 1979). Following divorce also most single mothers were said to suffer from depression and were unable to adequately care for their children, which in turn affect their children's self esteem adversely (Hamner & Turner, 1985).

Like single mothers, the onset of single fatherhood whether by death of a spouse or by divorce produces psychological crisis for the father and his children (Lewis, 1978). Many divorced men report that separation trauma exceeds pre-divorce trauma; with many of them tending to suffer a greater loss of self esteem and depression that do divorced women. This in turn affects the self esteem of their children negatively (Lewis, 1978). Single fathers also experience financial problems (Hetherington, 1972). Single fathers indicate difficulties in establishing a meaningful social life and forming intimate interpersonal relationships. Socializing in a society centres on couples, and being a single parent limits recreational opportunities. Feelings of loneliness for a missing spouse to share companionship and

responsibility are common. Humiliation especially if the wife has deserted may exist (Hetherington, 1972). Some single fathers also report a lack of patience and time for their children (Lewis, 1978). Other problems include making decisions alone, applying discipline, and having to be away from their children more than desired. Moreover, providing for emotional development of the children seems to present a greater problem for these fathers than the home making and entertainment roles, and so many of them feel unprepared to cope with emotional upsets (Keshet & Rosenthal, 1978). More still, most single fathers experience difficulty and insecurity in rearing daughters. Here, problems primarily relate to discussing sex with their daughters and concern about sexual behaviours (Mendes, 1976: Schlesinger, 1978). This therefore follows that their daughters are more likely going to have low self esteem, poor development of intimate interpersonal relationships as well as discipline problems (Mendes, 1976).

In addition, many single parents are more often than not unable to continue instilling good discipline to their children and this affects their children's behaviour adversely (Lewis, 1978). Many single parents make the mistake of giving in to all that their children want in an attempt to compensate for being single parent and they do not set a limit to the demands which spoils the child further (Lewis, 1978). More still, most single parents especially single mothers would opt to use physical punishment as a way of controlling their deviant children especially boys (Hamner & Turner, 1985). However, such punishment can produce other undesirable results (Walter & Grusec, 1977). A child is likely to respond to this treatment with fear, anger and negative feelings that she or he may come to associate with the parent or with the situation. In addition, the parent who physically punishes a child is serving as a model of physical aggression (Walter & Grusec, 1977). In school, such a child is likely to extend the indiscipline and aggression to other students, teachers and the administration.

Another strong influence on the children behaviour is what they see their parents doing since observation is a powerful influence on behaviour, and parents are permanent models for their children (Bandura, 1969). Hence, when a single parent introduces a new companion of the opposite sex, in the name of a "friend", children sometimes feel jealous that their parent's attention is not solely on them. Consequently, such a development may affect their morals adversely and especially if the new relationship is not explained to them (Harter, 1993).

13

2.4 Influence of Single Parenthood on Children's Self esteem and Discipline

A number of indiscipline cases among children can be attributed to absent parents who abdicate their parental responsibilities to housemaids. Hence children lack adequate parental guidance in their character formation. Drafoo (1990), postulated that having insufficient bonding with parents, as well as parents who do not monitor, supervise, offer guidance, or communicate with their children, or who are either authoritarians or too permissive, are all strongly associated with children's indiscipline. In one study (Papalia, Olds & Feldman, 1999), contends that by encouraging some behaviours and discouraging others, parents transmit the culture's standard. In addition, the way they provide for their children's psychological need for attention and affection affects the child's behaviour, exerting a strong influence the kind of person he or she becomes. They dispense rewards and punishment; provide warmth and nurturance as well as encouraging their children's identification with them (Sears, 1957).

While it is true that all parents face a variety of discipline challenges, single parents, however, face unique challenges when it comes to discipline. Many single parents find being the sole disciplinarian can feel like dictators until effective techniques are discovered. Delinquents describe their parents' disciplinary techniques as erratic, overly strict, and involving both physical punishment and a high degree of hostility (Dusek, 1996). The home atmosphere of delinquents is thus characterized by a greater degree of parental rejection and a lower degree of cohesiveness than that of non-delinquents. Consequently, parents of delinquents have minimal aspirations for their offspring. They also express little interest in their child's school performance and may have a host of personality and adjustment problems of their own (Dusek, 1996).

Paternal absence is one aspect of the father - son relationship that is related to delinquency (Hamner & Turner, 1985). Paternal absence may produce an overcompensating masculine personality in the adolescent male, particularly if the father leaves home before the child is about 5 years of age (Dusek, 1996). In addition, paternal absence is related to recidivism rates of males. In a study done by Kelly and Baer (1969), the rate of recidivism was far much more among juvenile delinquents whose fathers left home before the child was 7 years old than among the adolescents coming from intact homes. Disruptions in home atmosphere and routine in monitoring of the adolescent behaviour following divorce, can lead the adolescent

14

to engage in delinquent acts (Hamner & Turner, 1985), particularly if the child is young when the father leaves home. Nevertheless, however, it is important to continue being a parent after becoming a single parent father or mother. One should therefore not feel guilty that the child is growing up in a single parent household and should continue disciplining the child and also set age appropriate limits (Dusek, 1996). Compared with children in intact families, children in one parent families are more on their own. They have more household responsibility, more conflict with sibling, less family cohesion, and less support, control or discipline from fathers (Amato, 1987). They are also more likely to be poor, and financial hardship has negative effects on children's health, well-being, school achievement, as well as affecting their self esteem adversely (Bronstein & Cowan, 1989).

2.5 Influence of Single Parenthood on Children's Interpersonal Relationships

Single mothers in particular, often suffer from the mother's low earning capacity and the father's failure to pay child support (McLanahan & Booth, 1989). Nearly three times as many mother-only families as father-only families are poor - 35 percent as compared with 13 percent (U.S Bureau of the Census, 1996). Students from one-parent homes tend to have more problems in school among them poor academic achievements and poor interpersonal relationships (Dawson, 1991): but what looks like a single-parent effect is often a low-income effect. A study of 18,000 students showed that low income affected school achievement more strongly than did the number of parents at home (Zakariya, 1982). Some studies report that children with only one parent get into more trouble than those with two parents and that, as adults, they may be at greater risk of marital and parenting problems themselves (McLanahan & Booth, 1989; Rutter, 1979a).

In general, though, children tend to be better-adjusted when they have had a good relationship with a single parent than when they have grown up in a two parent home marked by discord and discontent (Papalia *et al.*, 1999). An inaccessible, rejecting, or hostile parent can be more damaging than an absent one (Hetherington, 1989). A study done on single African mothers of seventh and eighth - graders in a Midwestern city that was experiencing widespread unemployment, indicated that unemployed mothers, especially those without outside help and support, tended to become depressed; and depressed mothers tended to be negative in their perception of their maternal role and punitive with their children. Young people who saw

their relationships with their mothers deteriorate tended to be depressed themselves and to have trouble in school (McLoyds, Jayaratne, Ceballo & Borquezz, 1994).

Another study looked at 51 poor, urban African American families, in which teenagers were living with their mothers, grandmothers, or aunts. The study revealed that the more social support the women received the greater their self esteem and acceptance of their children. They also tended to be more stable psychologically. As a result, they exercised firmer control and closer monitoring while granting appropriate autonomy and their teenage children were more self-reliant and had fewer behaviour problems (Taylor & Roberts, 1995).

2.6 Dual Families and their Influence on Children's Self esteem and Discipline

Much research has found that children, tend to do better in traditional, or intact, families - those that include two biological parents or parents who adopted a child in infancy (Bray & Hetherington, 1993). In U.S.A a nationwide study of 17, 110 children, under 18 years, those living with single or remarried mothers were more likely than those living with both biological parents to have repeated a class of school, to have been expelled, to have health problems or to have been treated for emotional or behavioral troubles in the previous year (D.A. Dawson, 1991). Consequently, these children are bound to have low self esteem and behaviour problems.

In addition, dual families do not have to deal with the stress and disruption experienced in families driven by divorce or the death of a parent; with the financial, psychological and time pressures on single parents; or with the need to adjust to remarriage. Among 136 fifth-graders, those in dual (traditional) families were better adjusted than children in non-traditional families. Traditional parents did more with their children, talked more with them, disciplined them more appropriately and consistently, and were likely to share parenting responsibilities more cooperatively than non traditional parents. Deficiencies in family relationships in single parent households were almost entirely linked to socioeconomic status (Bronstein, 1988). In a traditional family, a father's involvement is usually deeper when there is at least one son. Fathers are more likely to play with, supervise, and discipline sons than daughters. A father's involvement with his children may be a gauge of whether the parents will stay together. When a father is heavily involved, the mother is likely to be more satisfied and to expect the marriage to last.

2.7 Dual Families and their Influence on Children's Interpersonal Relationships

Children brought up by two parents will in most cases have high self regard leading to good interpersonal relationships (Kaplan, 1991). Parental shaping of boys' and girls' personalities however begins very early. Consciously or not, parents behave differently towards baby boys than towards baby girls. Boys get more attention; girls are encouraged to smile more and be more social (Birns, 1976). Mothers' facial expressions show a wider range of emotion with baby girls than with baby sons; perhaps this helps to explain why girls are better than boys at interpreting emotional expressions (Kaplan, 1991). Fathers treat boys and girls more differently than mothers do, even during the first year (Maccoby, 1983). During the second years, this difference intensifies. Fathers talk more and spend more time with sons than with daughters (Lamb, 1981). Fathers, more than mothers, seem to promote gender - typing, the process by which children learn behaviour that their culture considers appropriate for each sex (Bronstein, 1988). However, it is to be noted that children from single parent homes may have fewer psychosomatic illnesses, lower delinquency rates and better emotional adjustment than do children from intact but unhappy homes (Sarigiani, 1989). Research has found out that children tend to do better in academic Achievements in dual parent households than in single parent households (Bray & Hetherington, 1993). Consequently, self esteem, discipline and interpersonal relationships are generally better in dual parent families than single parent families.

2.8 Effect of Child's and Custodial Parent's Gender on Child's Self esteem, Discipline and Interpersonal Relationships

One generally accepted, research finding is that the long-term effects of divorce are greater for boys than for girls (Hetherington, 1989). Boys are much more likely to suffer psychological, social, and academic problems. Boys are also more likely to show acting-out behaviours than are girls (Hetherington, 1989). The reason for this may be explained by the fact that in the majority of the cases, mothers gain custody, and perhaps the absences of the male authority figure may have an especially injurious effect on boys (Huston, 1983). Psychologists now appreciate the influence fathers have on their daughters. Studies of adolescents for example, suggest that paternal absences may have a delayed effect on the girl's gender typing. Father absence may cause adolescent daughters to have difficulties relating to other males; these difficulties may take different forms for daughters of widows and divorcees. In other studies, adolescent girls from divorced homes appeared to be more

sexually precocious and assertive with males. Those whose mothers were windowed were characterized as excessively anxious about sexuality and as shy and uncomfortable around males (Hetherington, 1972). Indeed, paternal absences have negative influence on both daughters and sons.

2.9 Theoretical Framework

The psychoanalytic theory of identification and social learning theory have been used to explain the variables in this study. The theories are explained below.

2.9.1 Psychoanalytic Theory of Identification

Sigmund Freud (1917 & 1930) saw identification as the process by which children take on the characteristics and match the behaviour of the parent of the same sex. He believed that the process plays an important role in the development of moral standards, sex roles and social attitudes. Freud proposed that identification resulted from children's psychosexual conflicts with, and attachment to their parents. Thus when children identify with the parent of the same sex, their personality undergoes structural changes (Mullahy, 1948). According to Freud, the young male experiences sexual feelings towards his mother and desire to possess her sexually. His father is a rival for mother's affections, and he desires to rid himself of his father.

Freud called this *Oedipus complex*. The child's sexual attachment to his mother is defined as exclusivity and jealousy (Mullahy, 1948). However, the young boy learns that a girl does not have a penis, assumes that it was cut off, and worries that his father will castrate him too if he learns of his desires. The young boy resolves this dilemma and anxiety by identifying with the father and repressing his feeling towards his mother deep in his unconscious mind. The girl experiences what Freud calls penis envy (Electra Complex) and blames her mother for not having a penis, making her turn her affection and attention to her father (Mullahy, 1948).

Eventually however, the young girl resolves her anxiety by identifying with her mother and continues to build on the relationship she established before the Phallic stage (Chodorow, 1981). In general therefore, identification with the parent is critical to socialization, since parents' values represent, to a greater or lesser degree, the values deemed acceptable by society (Chodorow, 1981). Thus a child with only one parent lacks identification with the

absent parent, leading to poor self esteem, behaviour problems and poor interpersonal relationships.

2.9.2 Social - Learning (Social - Cognitive) Theories of Identification

The work of Sears (1950) was the first attempt to describe social behaviour within a learning-theory framework. Sear's primary emphasis was on parental child-rearing practices. His basic thesis was that personality development in children is determined by the ways in which the child is raised, a tenet clearly taken from Freudian theory (Fagot & Leinbach, 1989). Hence according to Sears (1950), socialization is a two-way process in which the behaviour of the individual depends on the behaviour of the other people and in which the individual's behaviour acts to elicit specific behaviours from others (Fagot, & Leinbach, 1989).

Behaviour is also influenced by reinforcement from others. By being reinforced for some behaviour and not reinforced or perhaps even punished for others, a child learns socially approved behaviour (Dusek, 1996). Consequently, parents are able to encourage good behaviours, while discouraging undesirable ones. In additions, social behaviours are also learned through the process of imitation. Imitative learning occurs when people match their behaviour to the behaviour of some other person (model). Gewirtz (1969) speaks of generalized imitation, which is learned tendency to imitate models, particularly if they are adults. By being reinforced for imitating, the child learns to imitate adults (Bandura, 1969). Thus according to the social learning theory, imitation of models is most important element in how children learn a language, deal with aggression, develop moral sense, and learn gender appropriate behaviours. Hence it is not uncommon to find boys imitating their fathers, while girls imitate their mothers. However, observational learning can occur even if the child does not imitate the observed behaviour (Gewirtz, 1969).

The relevance of the above approaches to the study is that a parent has a strong influence on the development of self esteem, discipline and interpersonal relationships of students. The two approaches explain how parenting influence children's behaviours and general outlook to life, as well as sex differences. The psychoanalytic theory for example focuses on the identification with the same sex parent, from whom sex-typed behaviours are learned. Freud also explains how an infant's self-concept presumably grows out of social encounter with the parent and others during the first months of life. Hence the single parenthood disadvantages a

child in that he/she will lack identification with the absent parent. Coopersmith (1967), pointed out that children with low self esteem were reared by parents who were too permissive and who were also very harsh in their discipline. For single parents, the where about of the absent parent will always be questioned by the child, which in turn affects the child's self esteem adversely, leading to negative effect on behaviour. Moreover, the development of social skills, necessary for good interpersonal relationships will be affected negatively (Amato, 1987). In addition, financial difficulties experienced by most single parents impact negatively on children's health, well being, school achievements, social interactions, discipline and self esteem. Thus, deficiencies in relationships in single parent households may entirely be linked to social-economic status (Bronstein, 1988). Children from mother-headed homes and especially boys who are in their adolescence seem to be most affect by the father absence, with regard to self esteem, discipline and social interactions (Amato, 1987).

In the same way, social learning theorists note the importance of direct training and the effects of models for learning of sex-typed behaviours. Thus a child brought up by a single parent lack a model to imitate. In a mother-headed household for example, a boy child will be disadvantaged for not having an opportunity to have a father model. This will in turn affect the self esteem, discipline and social development of the child negatively (Papalia, *et al*., 1999). The theoretical framework of the study and the interaction of variables can be conceptualized by the diagram shown in Figure 1.

Independent Variables	Extraneous Variables	Dependent Variables

Student's parenthood
- Single parenthood as a result of: death, divorce/separation/out of choice, abandonment, imprisonment
- Dual parenthood

Moderating variables
-School location
-School type
-Social-cultural issues
-Joint custody
-Peer pressure
-Student's gender
-Parent's gender
-Duration in single and dual parenthood
-Parent's socio-economic status

Student's:
- Self esteem
- Discipline
- Interpersonal relationships

Figure 1: The influence of Single and Dual Parent Families on Student's Self Esteem, Discipline and Interpersonal Relationships

Figure 1 illustrates how the type of parenthood, which in this case is the independent variables (dual and single parent families), influences the dependent variables, which in this case refers to the student's self esteem, discipline and interpersonal relationships. Moreover, moderating and extraneous variables influences the dependent variables. For example, a moderating variable such as parent's low socio-economic status may affect the student's self esteem, discipline and interpersonal relationships adversely. Moderating variables were studied alongside the other variables in the study. The extraneous variables were however a limitation to the study and therefore generalization based on them should be made with caution.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, population, sample and sampling procedure, instrumentation, data collection procedures and data analysis methods.

3.2 Research Design

This study employed causal-comparative research design. This design aimed at discovering the possible causes of the phenomena being studied by comparing the subjects in whom a characteristic is present with similar subjects in whom it is absent or present to a lesser degree (Mugenda & Mugenda, 1999). For example, children from dual and single parenthoods may have exhibited or portrayed different levels of self esteem, discipline as well as interpersonal relationships. In this study therefore, this design was appropriate because it sought to establish the influence of single and dual parenthood on students' self esteem, discipline and interpersonal relationships.

3.3 Location of the Study

The study was conducted in 18 public secondary schools within Nakuru Municipality. The location was chosen owing to the researcher's familiarity with the area, time available for conducting this research, as well as the convenience in terms of available resources. In addition, the location was also easily accessible. The area under investigation had a total of 18 public secondary schools (Nakuru District Education Office, 2005).

3.4 Population of the Study

The target population of the study was form three and four secondary school students, both boys and girls, enrolled in 18 public secondary schools within Nakuru Municipality. The students so targeted were those from single and dual parent families. Students in the chosen forms were mainly in their adolescence, and were therefore likely to be affected by what happened in their families. Nakuru Municipality had a total of 4257 form three and four students, both boys and girls. Out of this number, 2376 were boys, while 1881 were girls (Nakuru District Education Office, 2005). The students' distribution in the public secondary

schools within the Nakuru Municipality is summarized in Table 1. The schools were named alphabetically, so as to conceal their identities, owing to the ethical considerations.

Table1

Distribution of Student's Population by School

School	Cluster				Total
	Boys		Girls		
	F3	F4	F3	F4	
A	55	66	38	33	192
B	23	-	17	-	40
C	162	51	79	85	477
D	84	67	69	60	280
E	19	-	22	-	41
F	61	72	72	69	274
G	63	39	54	41	197
H	58	56	30	37	181
I	62	53	39	51	205
J	22	17	21	19	79
K	23	27	15	13	78
L	18	22	20	18	78
M	79	66	56	77	278
N	238	276	112	119	745
O	67	66	43	39	215
P	91	94	34	33	252
Q	85	94	66	70	315
R	-	-	17	159	330
Total	**1210**	**1066**	**958**	**923**	**4257**

Source: Nakuru District Education Office-2005

3.5 Sampling Procedure and Sample Size

The researcher used 18 public secondary schools within Nakuru Municipality. The total population for Form Three and Four students was 4257. From this population, a sample size of 360 students from both single and dual parent families was obtained and being a representative of accessible population, was used to infer to the whole population. Since the researcher was targeting students from single and dual parent families, among the form three and four students, purposive sampling technique was used to select the required sample. From each of the public secondary schools, the researcher purposively selected at least 10 students, both boys and girls, from each form. The selection was such that 5 students were from single parents while 5 students were from dual parent household. Hence from each school, at least 20 students were selected. For small schools where the target sample size was not realized, the deficit was taken care of by the excesses in the larger schools. The selected students were from single and dual parent families. Stratified random sampling technique was used, whereby both boys and girls from single and dual parent families were considered for selection separately. This ensured selection of both sexes.

Kathuri and Pals (1993), provides a formula for estimating the sample size for a known population size.

$$S = \frac{X^2 NP (1-P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

> in which
>
> S = required sample size
>
> N = the given population size
>
> P = Population proportion, assumed to be 0.50
>
> d^2 = the degree of accuracy whose value is 0.05
>
> X^2 = Table value of chi-square for one degree of freedom, which is 3.841

By substitution then, estimated sample size was calculated as under

$$S = \frac{3.841 \times 4257 \times 0.50 (1 - 0.5)}{(0.05)^2 (4257 - 1) + 3.841 \times 0.5 \times (1 - 0.5)}$$

S = 360

To obtain the respondents suitable for the study, the researcher sought the assistance of the class teachers and school counsellors. Students from dual parent households were sampled

using stratified random sampling technique while students from single parent families were selected purposively. The class teachers made use of school registration records to identify students from single parent families. This approach assisted the researcher to reduce the stigma associated with single parenthood. Ethical concerns were taken care of by having the students from both single and dual parenthood respond to the same type of questionnaire and in the same room. All respondents were also allowed to choose their own sitting positions in the room. The researcher thereafter talked to the identified students and informed them that the information they provided was purely for research purposes, and was intended to address their needs whenever possible. The researcher also talked to the students in a bid to demystify the perception of single parenthood by reassuring all of them that one's family background was not in any way unique in itself, and that people share many things in common. In addition, the students were informed that whatever information they provided was confidential.

3.6 Instrumentation

One questionnaire with four sections was used to collect information from the respondents. The researcher developed the research instrument. The research instrument (Appendix A), had sections I, II, III and IV. Section I contained student's personal information. Section II, III and IV contained questionnaire items on student's self esteem (SES), discipline (DS) and interpersonal relationships (IPS), respectively. Each of the selected students responded to the items in all the four sections of the questionnaire. Upon developing the research instruments, the researcher carefully checked on the instruments to ensure that they helped to answer the stated objectives. Thereafter, the researcher had the instruments validated by his research supervisors and other research experts, from the Department of Psychology, Counselling and Educational Foundations. In addition, the researcher subjected the instruments to piloting before the actual study commenced. The pilot study was undertaken in five secondary schools which were not among those included in the actual study. Piloting was aimed at estimating the reliability coefficient of the research instruments. In determining the internal consistency of the items, Cronbach coefficient alpha which is a general form of the Kuder-Richardson (K -R) 20 formula, was used. The piloting results indicated that the items on self esteem scale, discipline scale and interpersonal relationships scale yielded a reliability coefficient of 0.62, 0.57 and 0.65 respectively. These figures were relatively low and therefore considered undesirable measures for consistency levels. This was the case because items could only have

been considered desirable as a measure of consistency levels if they had yielded a reliability coefficient of 0.8 and above (Mugenda & Mugenda, 1999). Consequently, the researcher modified the items to make them more reliable by subtracting and adding some items in the instrument.

After modifications, the instrument was again piloted in two other schools and the reliability coefficient for the self esteem scale, discipline and interpersonal scales increased to 0.82, 0.82 and 0.87 respectively. These coefficients were considered acceptable and reflecting the consistency levels. The higher coefficients implied that the items correlated highly among themselves, that is, there was consistency among the items in measuring the concept of interest. Thus, the instrument was considered reliable.

3.7 Data Collection Procedure

The researcher first sought permission for conducting the research from the Ministry of Education, Science and Technology. Upon being granted permission, the investigator visited the 18 public secondary schools within Nakuru Municipality. The researcher visited the schools to seek permission from the school heads, with a letter of introduction, explaining the purpose of the study. The researcher and the principals of all participating schools agreed on the dates for data collection exercise. On the agreed dates, the researcher took the questionnaire to the students, and was assisted in this exercise by the class teachers and school counsellors in the respective schools, who helped in identifying the students targeted for the study. A total of 360 students filled the questionnaire appropriately (that is, 180 from single parent families and 180 from dual parent families). The respondents were given one day to respond to the questionnaire. On completion, the respondents handed in the filled questionnaires to their respective counselling teachers immediately, who in turn handed them over to the researcher. To ensure that the respondents returned the filled instruments, the researcher assigned serial numbers to the questionnaires which in turn enhanced follow-ups. The questionnaire response rate was 100%.

3.8 Data Analysis

Data collected in this study was analyzed using descriptive and inferential statistics. Descriptive statistics used to analyze data included frequencies, means and standard deviations. In addition, inferential statistical techniques such as Analysis of Variance (ANOVA), independent sample t-test and chi-square and Pearson's Correlation Coefficient were used to test the significance of the null hypotheses. Chi-square was preferred since the variables had been categorized into parenthood as either single parent or dual parent and levels of self esteem, discipline and interpersonal relationships as either low, moderate or high. ANOVA on the other hand was preferred since the study aimed at establishing whether significant differences existed between the study variables. Independent sample t-test was preferred so as to establish whether differences existed between the study variables. For example, t-test was used to establish whether differences existed between extraneous variables such as gender of the single parent and duration students lived in a parenthood and their self esteems, discipline and interpersonal relationships. The results of the statistical tests were in turn used to generalize the results from the sample to the population. The significance level was set at $\alpha = 0.05$. The analysis was done with the aid of Statistical Package for Social Science (SPSS) version 11.5.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions on the study of the influence of single and dual parenthood on self esteem, discipline and interpersonal relationship among secondary school students within Nakuru Municipality, Kenya. Data was collected from students who hailed from single and dual parent households. In examining the influence of parenthood on the student behaviour, self esteem and interpersonal relationships, one is able to understand how marital status of the parents affects students with respect to the variables included in this study. It also facilitates the understanding of the diverse problems facing the students owing to their family background, and provides suggestions on how to assist them cope with these problems. The data obtained from the respondents was analyzed using SPSS version 11.5 for Windows. In particular, the study aimed at finding out whether:

(i) A student's parenthood influenced his/her self esteem, discipline and interpersonal relationships

(ii) The type of single parenthood influenced student's self esteem, discipline and interpersonal relationships,

(iii) Duration in a parenthood influenced a student's self esteem, discipline and interpersonal relationships,

(iv) The single parent's gender influenced the student's self esteem, discipline and interpersonal relationships,

(v) The socio-economic status of the single parent influenced the student's self esteem, discipline and interpersonal relationships.

4.2 Demographic Characteristics of the Respondents

This section focuses on the demographic characteristics of the respondents in the study area. Such background information is essential in understanding the respondents of the study and also aids in analyzing the study findings. Analysis of the respondents was done on the basis of their age composition, gender, parental marital status and gender of the single parent.

28

Table 2 shows the age distribution of the sample respondents by their gender.

Table 2

Age Distribution of the Sample by Gender

Ages	Gender		Total
	Male	**Female**	
15	3	13	16
16	44	53	97
17	71	79	150
18	44	35	79
19	8	2	10
20	2	2	4
21	1	1	2
22	2		2
Total	**175**	**185**	**360**

From the table, it can be observed that majority of the sampled students, 342 (95%) were aged between 15 and 18 years. This shows that majority of the secondary school students were in their early adolescence stage. In general, it is in this stage that majority of the students are learning to develop a sense of independence and identity (Dusek, 1996). This will in turn influence development of their self esteem. However, there was a significant difference in age distribution according to gender. More female students were concentrated in the younger age brackets than their male counterparts. This suggests that either more female children start schooling earlier than male children or more male children drag at lower levels of education than female children. This can be explained by the fact that girls generally attain both social and psychological maturation earlier and faster than boys (Papalia, et al, 1999). On the whole, 185 female students and 175 male students were included in the study. The respondents were distributed in the two classes with 172 from Form Four and 188 from Form Three.

4.2.1 Parenthood of the Respondents

The development and level of self esteem, discipline and interpersonal relationships of a child is influenced by the kind of parenthood that the child has been brought up in. Each type of parenthood has its own influence on the variables of the child. From the sample of 360 students, a half (180) each, were drawn from single and dual parenthood. Figure 2 shows the distribution of students on basis of the gender of the single parent. It can be observed that majority (80%) of the single-parents were female while (20%) were males. The gender disparity among single parent families reflects the characteristics of the African society whereby men who have lost their wives, in whichever way, easily get married to another woman than their female single-parent counterparts (Mbiti, 1969). It also suggests that in many divorce/separation cases, it is the women who take custody of the children solely (Hamner & Turner, 1985). Figure 2 shows students' distribution on the basis of gender by type of parenthood.
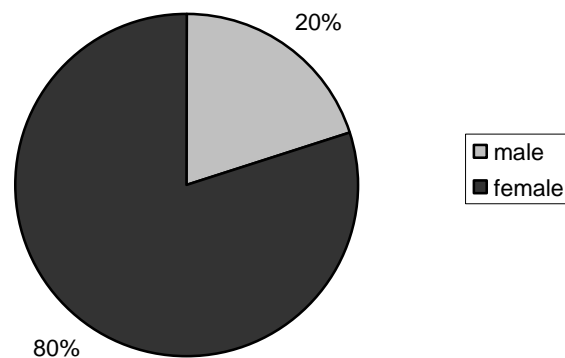
Figure 2: Students' Distribution by Gender of the Single Parent

Table 3

Cause of the Absence of the Other Parent by Gender of the Single Parent

Cause of Absence	Gender		Total	Percentage
	Male	Female		
Death	46	45	91	50.6
Divorce/separation	15	25	40	22.2
Never got married	10	8	18	10.0
Abandonment	6	6	12	6.7
Imprisonment	1	2	3	1.7
No idea	6	10	16	8.9
Total	**84**	**96**	**180**	**100**

Table 3 shows the cause of the absence of the other parent in a single parent setup by gender. The findings as seen in the table show that single parenthood among the respondents was caused by a number of factors. Majority (50.6 %) of the sample respondents from the single-parent families attributed their status to the death of one of their parents. Other causes included divorce/separation, unmarried parent, abandonment and imprisonment. The table also shows that 16 (8.9 %) of the respondents had no idea of what happened to their other parent.

Table 4

Students' Distribution on the Basis of Gender by Parental Marital Status

Gender	Kind of family		Total
	Single-parent	Dual-parent	
Male	84	91	175
Female	96	89	185
Total	**180**	**180**	**360**

Table 4 shows student's distribution on the basis of gender by type of parenthood. More female students (96) were found to be in single parenthood than in dual parenthood (89). On

the other hand, more male students were in dual parenthood (91) than in single parenthood (84).

Table 5

Students' Distribution on the Basis of their Gender, by Gender of the Single Parent

Gender of students	Gender of the Single-parent		Total
	Male	Female	
Male	18	66	84
Female	18	78	96
Total	36	144	180

Findings in Table 5 show that the distribution of single parents by gender were such that 36 were males while 144 were females. Boy students brought up by their female parents were 66 while those brought up by their male parents were only 18. Girl students brought up by their male parents were 18 while those brought up by female parents were 78. It can therefore be concluded that most students from single parent families are brought up by single mothers. This could be attributed to the socio-cultural beliefs of the communities in the study area as well as societal practices such as those allowing custody of children solely to women, in case of divorce or separation (Hamner & Turner, 1985). Moreover, girls who get children out of wedlock do in most cases bring up their children single handedly (Mbiti, 1969). In addition, most fathers who lose their spouses through death do remarry (Hamner & Turner, 1985). This may have resulted to the very few students living with single fathers, as indicated by the findings of this study.

4.2.2 Socio-economic Status of the Family

The socio-economic status of a family may influence the upbringing of the child and therefore the self esteem, discipline and interpersonal relationships of the child. In this study the socio-economic status of the family was assessed in terms of the employment status of the parent(s) and their ability to meet the basic needs of their families. From the study, 280 (77.8 %) of the respondents reported that their parent(s) were employed while 80 (22.2 %) were not. But when asked whether their parents had the ability to provide for the basic needs of

their families, 196 (54.4 %) agreed while 164 (45.6 %) disagreed. Figure 3, Tables 6, 7 and 8 show parental employment status, parent's ability to provide basic needs, parenthood and status of employment, parenthood and ability to provide for basic needs respectively.
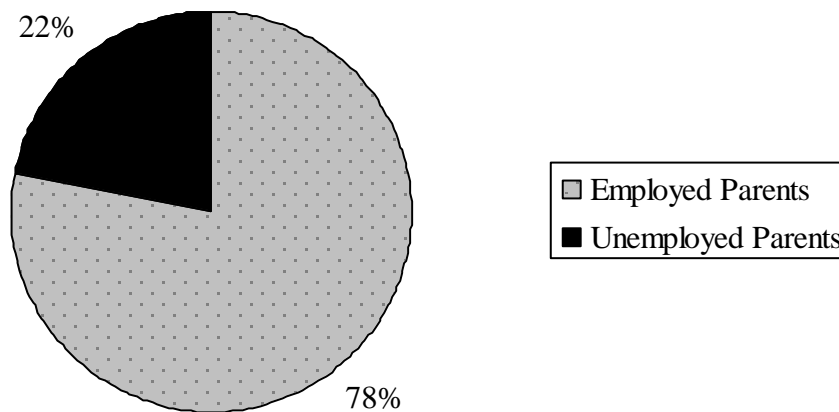
Figure 3: Parental Employment Status

The results in Figure 3 indicated that majority (78%) of the respondents' parent(s) were employed and therefore able to provide for the basic needs of their children. However, a smaller percentage (22%) were unemployed and had difficulties in providing for the basic needs to their children.

Table 6

Parent's Ability to Provide Basic Needs

Response	Frequency	Percent
Yes	196	54.4
No	164	45.6
Total	**360**	**100.0**

Table 6 shows that majority of the parents (54.4%) are able to provide for the basic needs of their children. However, a slightly lower percentage (45.6%) are unable to provide for the basic needs to their children.

Table 7

Parenthood and Employment Status

Parenthood	Parent(s) Employed		Total
	Yes	**No**	
Single-parent	119	61	180
Dual-parent	161	19	180
Total	**280**	**80**	**360**

The results in Table 7 indicated that majority of the respondents' parents who were unemployed (61), were single parents. However, only 19 of he respondents' dual parents were unemployed. This disparity in employment status between dual and single parents could be attributed to the fact that most single parents are women and who happen to have low level of education and therefore unable to secure well paying jobs or any jobs at all (Hamner & Turner, 1985). Moreover, most of them may not have capital to enable them run small scale businesses. This is contrary to their single fathers counterparts.

Table 8

Parenthood and Ability to Provide for Basic Needs

Parenthood	Parents Able to Provide Basic Needs		Total
	Yes	**No**	
Single-parent	82	98	180
Dual-parent	114	66	180
Total	**196**	**164**	**360**

The results in Table 8 show that majority of the parents (98), who were unable to provide for the basic needs of their children were single parents as opposed to a fewer number (66) who were from dual parent households. This difference in the ability to provide for the basic needs can be attributed to the fact that many single parents many of who happen to be women, find it difficult to get well paying jobs, mainly due to low level of education as well as discrimination based on culture and gender (Hamner & Turner, 1985).

4.3 Level of Self esteem and Parenthood

In order to effectively assess the level of self esteem among the sampled students, two main dimensions of the concept were considered: Self esteem as a result of Extrinsic factors (what others do to them) and Self esteem as a result of Intrinsic factors (what they do to themselves). This was done so as to reflect and capture the full complexity of the concept - self esteem. The two dimensions will determine the overall level of self esteem of a student in a school. This study therefore examines the influence of each of these dimensions separately and cumulatively.

4.3.1 Self esteem as a Result of Intrinsic Factors

The level of self esteem of the students as a result of the intrinsic factors in a school entailed what students did to themselves. These factors included: making independent decisions, interaction with others, being happy, admiring oneself, among others. Self esteem level here was measured on a 5-point range Likert scale using 8 items (statements) which related to these factors. The sample respondents were requested to indicate their levels of agreement or disagreement. The answers to each constituent statement were scored on a scale of 1, indicating least level of self esteem, to 5, indicating highest level of self esteem. The individual statement scores were added up to form an overall self esteem score for each respondent. The respondents' overall score varied between 8 and 40, with 8 indicating the least overall level of self esteem score, and 40, indicating the highest overall level of self esteem score. The higher the score, the higher is the self esteem of a student as a result of the intrinsic factors and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of self esteem as a result of intrinsic factors among the respondents. This included a score below 24 (8-23) meaning low level of self esteem, a score of 24 (a neutral/average self esteem) and a score above 24 (25-40) meaning high level

of self esteem. Figure 4 depicts the level of self esteem as a result of intrinsic factors in the school.

Figure 4: Level of Self esteem as a Result of Intrinsic Factors

From the figure, majority (85.6%) of the respondents recorded a high level of self esteem as a result of intrinsic factors. This suggests that most students acquired much of their self esteem from intrinsic factors (what we do to ourselves). This is in agreement with what Powell (2000) found out regarding acquisition of self esteem. Respondents for low and moderate self esteem levels were 11.4% and 3.1% respectively. Figure 5 and table 9 depict levels of self esteem of students as a result of intrinsic factors on basis of their gender and parenthood respectively.
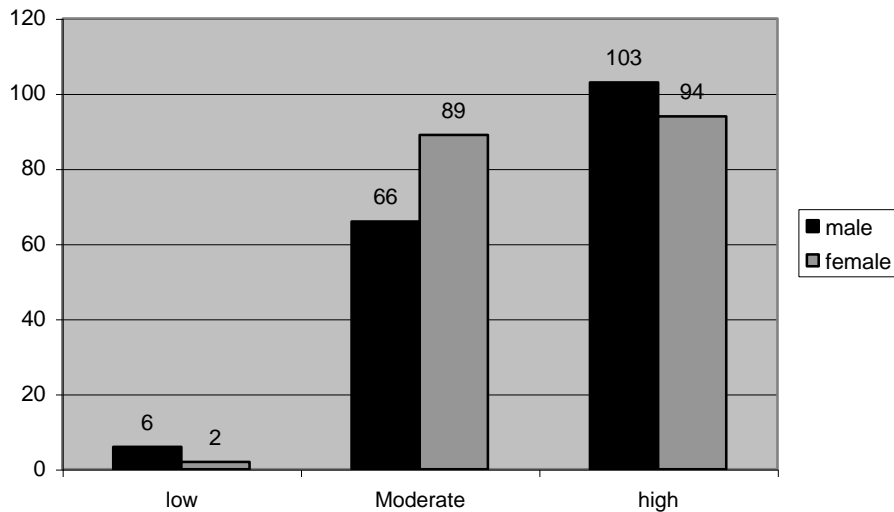
Figure 5: Students' Level of Self esteem as a Result of Intrinsic Factors based on Gender

As seen in the Figure 5, the different categories of self esteem levels, which include low, moderate and high, for both males and females, are more or less the same. This suggests that intrinsic factors that influence students' self esteem levels for both boys and girls are almost similar. This concurs with what earlier researchers established regarding acquisition of self esteem to the effect that the intrinsic factors that affect a person's self esteem are more or less the same for both girls and boys (Harter, 1993).

Table 9

Students' Level of Self esteem as a Result of Intrinsic Factors Based on Parental Marital Status

Parental Marital Status	Level of Self esteem as a Result of Intrinsic Factors			Total
	Low	Moderate	High	
Single-parent	4	83	93	180
Dual-parent	4	72	104	180
Total	**8**	**155**	**197**	**360**

From Table 9, it is evident that majority of the students (104) from dual parent households recorded high self esteem levels. Students from single parent households recorded slightly

37

lower levels of high self esteem. In the moderate category, however, students from single parent households were slightly more (83) as compared to dual parents who were 72. The lower category of the self esteem levels was however the same for both types of parenthood, with only 4 respondents in each case. These findings are in agreement with the previous research findings that found out that children from dual parent families tended to have high self esteem than their counterparts in the single parent households (Hetherington, 1989). Gitumu (2006) also found out that children from dual parents tended to have high self esteem levels as compared to those from single parents.

Table 10

Self esteem Levels of Students as a Result of Intrinsic Factors by Gender of their Single Parents

Gender of Single Parents	Level of Self esteem as a Result of Intrinsic Factors			Total
	Low	Moderate	High	
Male	1	18	17	36
Female	3	65	76	144
Total	**4**	**83**	**93**	**180**

The results in Table 10 reveal that majority of the respondents (76) brought up by female parents tended to record high self esteem levels as a result of intrinsic factors as compared to only 17 respondents who recorded high self esteem levels but brought up by their male parents. At the moderate self esteem level, the respondents were 18 and 65 from male and female parents respectively. For low self esteem levels, there was only one respondent from male single parent and 3 respondents from female single parents. These findings concur with those of previous researchers that found female parents to be more attached and caring to their children than their male single parent counterparts, thus affecting their children's self esteem positively (Hamner & Turner, 1985).

4.3.2 Self esteem as a Result of Extrinsic Factors

The level of self esteem of the students as a result of the extrinsic factors in a school was also measured on a 5-point range Likert scale using 8 items (statements) which related to these

factors. Extrinsic factors entailed those things that other people do to the students and which affect their self esteem. These factors include: neglect, criticisms, disrespect, among others. The sampled respondents were requested to indicate their levels of agreement or disagreement.

The answers to each constituent statement were scored on a scale of 1, indicating least level of self esteem to 5, indicating highest level of self esteem. The individual statement scores were added up to form an overall self esteem score for each respondent. The respondents' overall score varied between 8 and 40, with 8 indicating the least overall level of self esteem score, and 40, indicating the highest overall level of self esteem score. The higher the score, the higher was the self esteem of a student as a result of the extrinsic factors and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of self esteem as a result of extrinsic factors among the respondents. This included a score below 24 (8-23) meaning low level of self esteem, a score of 24 (a neutral/average self esteem) and a score above 24 (25-40) meaning high level of self esteem. Figure 5 depicts the level of self esteem as a result of extrinsic factors in the school.
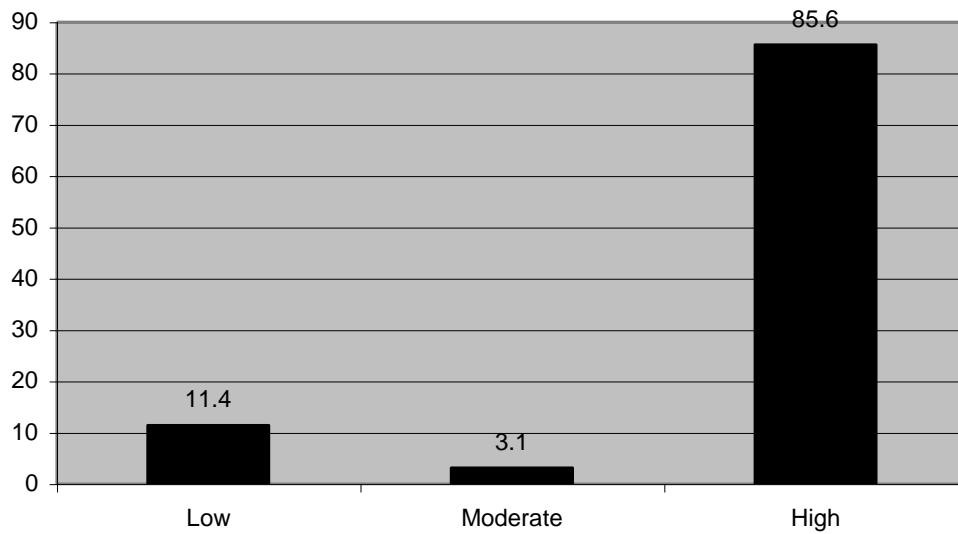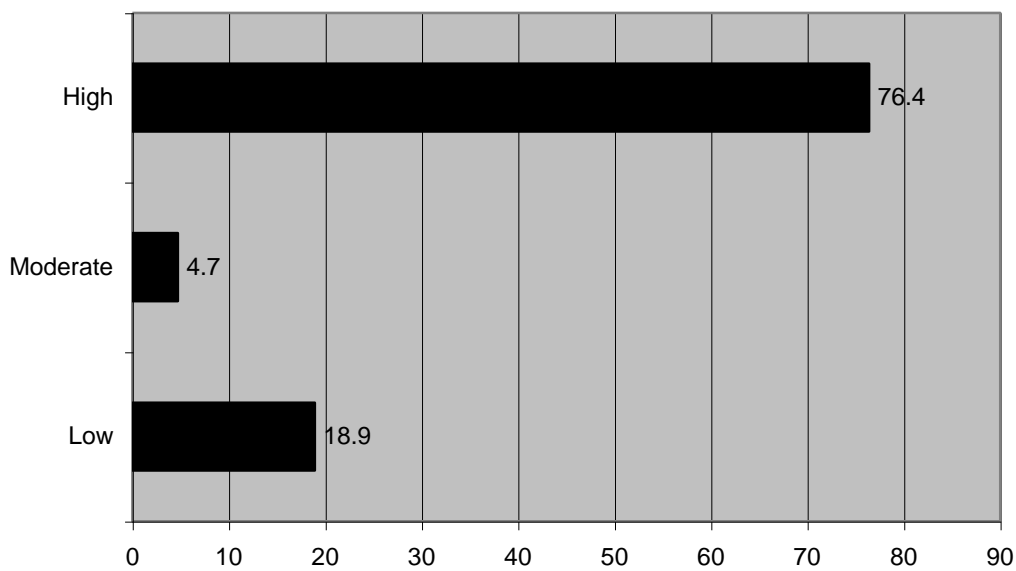

Figure 6: Level of Self esteem as a Result of Extrinsic Factors

From the figure, majority (76.4%) of the respondents recorded a high level of self esteem as a result of what others do to them. This suggests that most students also acquired much of their self esteem from extrinsic factors (what others did to them). This is in agreement with the

39

findings of earlier researchers who attributed much influence on individual's self esteem to extrinsic factors such as neglect and criticisms from those around them (Harter, 1993). However, relatively more students (85.6%) recorded high level of self esteem as a result of what students did to themselves compared to 76.4 % due to what others did to them. The high level of self esteem as a result of the intrinsic factors could be attributed to the desire by many adolescents to develop their own independence and identity as opposed to letting others do it for them (Sarigiani, 1989).

Table 11

Self esteem Levels of Students as a Result of Extrinsic Factors by Gender of their Single Parents

Gender of Single Parent	Level of Self esteem as a Result of Extrinsic Factors			Total
	Low	Moderate	High	
Male	1	21	14	36
Female	7	80	57	144
Total	**8**	**101**	**71**	**180**

The results in Table 11 show that majority of the respondents who recorded high self esteem levels (57), and moderate self esteem levels (80) were those brought up by single mothers. This could be attributed to the fact that single mothers tend to associate themselves with their children more than single fathers hence improving the self esteem of their children (Hamner & Turner, 1985). In the low self esteem category, there was only 1 respondent from a single father and 7 respondents from single mothers. Tables 12 and 13 show self esteem levels as a result of extrinsic factors based on students' gender and marital status of their parents respectively.

Table 12

Level of Self esteem as a Result of Extrinsic Factors by Gender of the Student

Gender	Level of Self esteem as a Result of Extrinsic Factors			Total
	Low	Moderate	High	
Male	7	89	79	175
Female	7	110	68	185
Total	**14**	**199**	**147**	**360**

The results in Table 12 reveal that more boys than girls recorded high self esteem levels as a result of extrinsic factors. This could imply that boys' social and psychological developments are more affected by external factors such as peer pressure than girls'. However, same number of boys and girls recorded low self esteem levels as a result of extrinsic factors.

Table 13

Students' Level of Self esteem as a Result of Extrinsic Factors Based on Parental Marital Status

Type of parent	Level of Self esteem as a Result of Extrinsic Factors			Total
	Low	Moderate	High	
Single-parent	8	101	71	180
Dual-parent	6	98	76	180
Total	**14**	**199**	**147**	**360**

As shown in Table 13, more students (76), with high self esteem levels as a result of extrinsic factors were those from the dual parents. However, most students from single parents (101) recorded moderate self esteem levels. Possible explanation to this finding is that children brought up by two parents are less adversely affected by external factors such as peer pressure as compared to those brought up by single parents. The larger number of students in the moderate category suggests possible much concern by the single parents towards their

children leading to improved self esteem. This is mainly done so as to make up for the absence of the other parent.

4.3.3 Overall Self esteem of Students

The overall self esteem of the students was computed by summing up the above two dimension scales: self esteem as a result of extrinsic factors and self esteem as a result of intrinsic factors. The respondents' overall score varied between 16, indicating the least overall level of self esteem score, and 80, indicating the highest overall level of self esteem score. The higher the score, the higher was the self esteem of a student and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of self esteem among the respondents. This included a score below 48 (16-47) meaning low level of self esteem, a score of 48 (a moderate self esteem) and a score above 48 (49-80) meaning high level of self esteem. Figure 7 depicts overall level of self esteem of students in school.
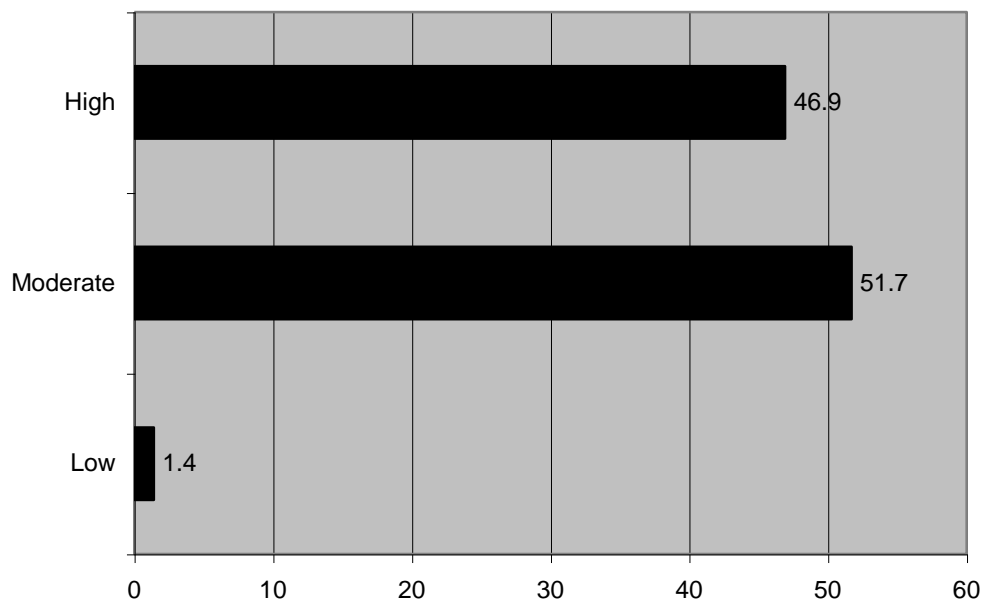
Figure 7: Levels of Students' Overall Self esteem

From the figure, (46.9%) of the respondents recorded a high level of overall self esteem while (51.7%) recorded moderate. This can be attributed to the fact that majority of the students are still in their early adolescent stage and therefore they are still craving for independency and identity which is influenced by they themselves and other people around them. Tables 14, 15

42

and 16 show the overall self esteem levels of students on basis of their gender, parental marital status and gender of the single parent respectively.

Table 14

Overall Level of Self esteem of Students Based on their Gender

Gender	Level of Overall Self esteem			Total
	Low	Moderate	High	
Male	4	81	90	175
Female	1	105	79	185
Total	**5**	**186**	**169**	**360**

Results in Table 14 indicate that more male students (90) depicted high self esteem as opposed to their girls' counterparts who were slightly lower (79). This could have been due to the fact that female children are more likely to be left doing much of the household work, in case of the absence of one parent, and especially when the female parent is absent, something that would affect their self esteem negatively. Even in dual parenthood, female children are made to do much of the household work as opposed to the boy child (Hamner & Turner, 1985).

Table 15

Level of Overall Self esteem of Students based on their Parents' Marital Status

Parents' Marital Status	Level of Overall Self esteem			Total
	Low	Moderate	High	
Single-parent	1	103	76	180
Dual-parent	4	83	93	180
Total	**5**	**186**	**169**	**360**

As indicated in Table 15, majority of students (93), who recorded high self esteem levels were from dual parent households. In the moderate category, most students (103) were from

single parent households. In the low self esteem category, however, more students (4) were from dual parent households as compared to the single parent households with only one.

Table 16

Level of Overall Self esteem by Gender of the Single Parent

Gender	Level of Overall Self esteem			Total
	Low	Moderate	High	
Male	1	47	36	84
Female		56	40	96
Total	**1**	**103**	**76**	**180**

Results in Table 16 show that more students (40) with high self esteem levels were those brought up by female parents. In the moderate self esteem category, more students (56) were those brought up by single mothers. One student who recorded low overall self esteem level was brought up by a single father.

4.3.4 Relationship between Students' Self esteem and Parenthood

The first objective of this study sought to determine the level of self esteem of students from single and dual parent families. Accompanying this objective is the first null hypothesis which stated that "There is no significant relationship between the level of students' self esteem and their parent's marital status". Chi-square statistic was used to test this hypothesis. Chi-square is used to compare the frequency of cases found in one variable in two or more unrelated samples or categories of another variable. It is preferred when dealing with variables that have been categorized, parental marital status (single-parent and dual-parent), and levels of self esteem (low, moderate and high). In this case, parenthood was cross tabulated by level of self esteem. Table 17 shows a cross tabulation of level of students' self esteem by their parents' marital status.

Table 17

Students' Responses Relating to Self esteem Levels by their Parents' Marital Status

	Self esteem Scores			
	Low	Moderate	High	**Total**
Single Parents	1	103	76	180
	(2.5)	(93)	(84.5)	
Dual Parents	4	83	93	180
	(2)	(93)	(84.5)	
Total	5	186	169	360

n = 360

χ^2 value = 6.76*   d.f. = 2 χ^2critical = 5.99   * denotes significance at 0.05 level

The figures inside the bracket represent the expected frequencies while those outside the bracket represent observed frequencies. From the table, the χ^2 critical is less than the calculated χ^2. Hence, we reject the null hypothesis that states there is no significance relationship between students' self esteem and parenthood. As such, the alternative hypothesis holds. This suggests that students' self esteem is influenced by their parents' marital status. The findings of this study indicated that students from dual parenthood tended to have higher self esteem levels than their counterparts from single parenthoods. This research finding was in agreement with earlier research findings which had established that a child's self esteem is in a way influenced by their parents' marital status (Papalia et al., 1999).

4.4 Level of Discipline of the Students and their Parents' Marital Status

The level of discipline of the sample respondents in this study was measured by considering two dimensions: discipline in school and discipline out of school. This was done so as to reflect and capture the full complexity of the overall concept of the variable discipline. The two dimensions determine the overall discipline of a student. This study therefore examines the influence of each of these dimensions separately and cumulatively.

4.4.1 Discipline Levels of Students in School

The level of discipline of the students in school was also measured on a 5-point range Likert scale using 10 items (statements) related to school. The sample respondents were requested to indicate their levels of agreement or disagreement. The answers to each constituent statement were scored on a scale of 1, indicating lowest level of discipline, to 5, indicating highest level of discipline. The individual statement scores were added up to form an overall disciplinary score for each respondent. The respondents' overall score varied between 10 and 50, with 10 indicating the lowest overall level of discipline score in school, and 50, indicating the highest overall level of discipline score in school. The higher the score, the more disciplined the student was while in school and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of discipline among the respondents in school. This included a score below 30 (10-29) meaning low discipline, a score of 30 (a moderate discipline) and a score above 30 (31-50) meaning high discipline. Figure 8 depicts the levels of discipline of the students in school.
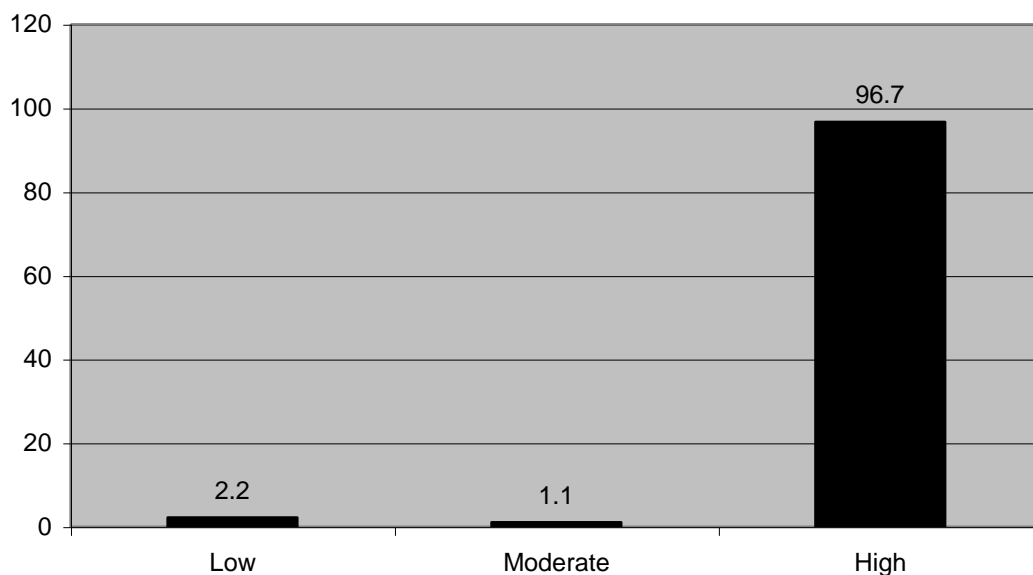
Figure 8: Levels of Discipline of the Students in Schools

From the figure, majority (96.7%) of the respondents recorded high discipline level in school. This suggests that most students in schools may not have wanted to portray themselves as being indiscipline and instead considered themselves to be highly disciplined. It also suggest that being bound by the same school rules and regulations, students are supposed to obey them and therefore end up being necessarily disciplined and behave in almost the same way.

Tables 18, 19 and 20 indicate students' level of discipline in school on the basis of their gender, parental marital status, and gender of their single parents respectively.

Table 18

Level of Students' Discipline in School Based on Gender

Gender	Level of Discipline in School			Total
	Low	Moderate	High	
Male	6	23	146	175
Female	1	12	172	185
Total	**7**	**35**	**318**	**360**

The results in Table 18 show that the majority of the students (172) with high levels of discipline in school were female. However, more boys (6) recorded low level of discipline as compared to only one girl in the same category. This could be due to the fact that girls are known to be generally more obedient while in school than boys.

Table 19

Level of Discipline of Students in Schools Based on their Parents' Marital Status

Parents' Marital Status	Level of Discipline in School			Total
	Low	Moderate	High	
Single-parent	3	15	162	180
Dual-parent	4	20	156	180
Total	**7**	**35**	**318**	**360**

From Table 19, more students (162) who recorded high discipline levels in school were those from single parents. Further, more students (4) from dual parent families recorded low discipline levels. This suggests that indiscipline of students in school could not be attributed purely to their parents' marital status.

Table 20

Level of Students' Discipline in School Based on Gender of the Single-Parent

Gender	Level of Discipline in School			Total
	Low	Moderate	High	
Male		5	31	36
Female	3	10	131	144
Total	**3**	**15**	**162**	**180**

From Table 20, majority of the students (131), who recorded high levels of discipline in school, were those brought up by single mothers. Those brought up by single fathers were only 31. This may have resulted from much attention given to children of single mothers as opposed to single fathers who happened to be busy with other activities such as income generation.

4.4.2 Level of Discipline of the Students out of School

The level of discipline of the students out of school was also measured on a 5-point range Likert scale using nine items (statements) which related to out of school environment. The sample respondents were requested to indicate their levels of agreement or disagreement. The answers to each constituent statement were scored on a scale of 1, indicating lowest level of discipline, to 5, indicating highest level of discipline. The individual statement scores were added up to form an overall disciplinary score for each respondent. The respondents' overall score varied between 9 and 45, with 9 indicating the lowest overall level of discipline score outside the school, and 45, indicating the highest overall level of discipline score outside the school. The higher the score, the more disciplined was the student while outside the school and the reverse was true. The overall score was later coded into three ordinal categories in order to differentiate between the levels of discipline among the respondents outside the school. This included a score below 30 (10-29) meaning poor discipline, a score of 30 (a neutral/average discipline) and a score above 30 (31-45) meaning good discipline. Table 21 depicts the level of discipline of the students outside the school.

Table 21

Level of Students' Discipline out of School

Level of Discipline	Frequency	Percent
Low	4	1.1
Moderate	71	19.7
High	285	79.2
Total	**360**	**100.0**

From Table 21, majority (79.2%) of the respondents recorded high discipline levels out of school, which suggests that students and people in general will in most cases rate themselves highly discipline-wise, when given a chance to do so. However, this indicated a weakness on the part of self-evaluative method of gathering individual information relating to discipline. Tables 22, 23 and 24 show levels of discipline of students out of school on basis of their gender, their parents' marital status and gender of the single parents respectively.

Table 22

Levels of Students' Discipline out of School Based on their Gender

Gender	level of discipline out of school			Total
	Low	Moderate	High	
Male	2	39	134	175
Female	2	32	151	185
Total	**4**	**71**	**285**	**360**

The findings in Table 22 show that more female students (151), recorded high discipline levels out of school than their male counterparts. This could be attributed to the fact that girls are known to be more disciplined than boys even while outside the school.

Table 23

Levels of Discipline of Students out of School by Parenthood

Family Type	Level of Discipline out of School			Total
	Low	Moderate	High	
Single-parent	4	32	144	180
Dual-parent		39	141	180
Total	**4**	**71**	**285**	**360**

Table 23 depicts that a relatively higher number of students (144), from single parent households recorded high levels of discipline out of school. The explanation for this could be due to the fact that majority of the single parents would want to make up for the absence of the other parent by being more close to the child, hence improving the child's discipline for better.

Table 24

Level of Discipline out of School of Students by Gender of Single Parents

Gender	Level of Discipline out of School			Total
	Low	Moderate	High	
Male	1	5	30	36
Female	3	27	114	144
Total	**4**	**32**	**144**	**180**

As shown in Table 24, more students (114), with high levels of discipline were those brought up by single mothers. This can be accredited to the fact that most single mothers generally tend to be more concerned about their children, leading to improved behaviour of these children as compared to their single fathers' counterparts who would be more involved in other activities such as financial engagements and therefore spend little time with their children.

4.4.3 Overall Level Discipline of the Students

The overall level of discipline of the students was computed by summing up the above two dimension scales: discipline in school and discipline out of school. The respondents' overall score vary between 19, indicating the lowest overall level of discipline score, and 95, indicating the highest overall level of discipline score. The higher the score, the more disciplined was the student in and out of school and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of discipline among the respondents. This included a score below 57 (19-56) meaning low discipline, a score of 57 (a moderate discipline) and a score above 57 (58-95) meaning high discipline. Table 25 depicts the overall level of discipline of the students.

Table 25

Overall Level of Discipline of the Students

Level of discipline	Frequency	Percent
Low	10	2.8
Moderate	2	.5
High	348	96.7
Total	**360**	**100.0**

As indicated in Table 25, majority (96.7%) of the respondents recorded high overall level of discipline. This suggests that most respondents portrayed high discipline regardless of the environment they were in, owing to individual desire to portray a good image of oneself in terms of discipline. Tables 26, 27 and 28 depict overall level of students' discipline on basis of their gender, their parents' marital status and gender of the single parent respectively.

Table 26

Overall Level of Students' Discipline on Basis of their Gender

Students' Gender	Overall Level of Discipline			Total
	Low	Moderate	High	
Male	1	24	150	175
Female	1	13	171	185
Total	**2**	**37**	**321**	**360**

Results in Table 26 indicated that most female students (171), recorded high overall level of discipline than their male counterparts. This could have been because girls are generally known to be more disciplined than boys regardless of the environment they are in.

Table 27

Overall Level of Discipline of Students by their Parents' Marital Status

Parents' Marital Status	Overall Level of Discipline			Total
	Low	Moderate	High	
Single-parent	2	18	160	180
Dual-parent		19	161	180
Total	**2**	**37**	**321**	**360**

As shown in Table 27, the number of students with high overall level of discipline from both single and dual parents was more or less the same. However, those from dual parents were more by 1 (161). This suggests that the students' overall level of discipline does not wholly depend on their parents' marital status.

Table 28

Overall Discipline Levels of Students by Gender of Single Parents

Gender of Single Parent	Level of Discipline out of School			Total
	Low	Moderate	High	
Male	1	5	30	36
Female	3	27	114	144
Total	**4**	**32**	**144**	**180**

Table 28 depicts that majority of the students (114), and who recorded high overall level of discipline were those brought up by single female parents. This could have been due to the fact that most single female parents would generally tend to spend more time with their children than their counterparts single male parents, who in most cases tend to be engaged in other activities such as income generating.

4.4.4 Relationship between Discipline of Students and Parenthood

The second objective of this study sought to determine the influence of parental marital status on students' discipline. Accompanying this objective is the second null hypothesis which stated that "There is no significant relationship between the level of discipline of the students and their parents' marital status". Chi-square statistical test was used to test this hypothesis using cross tabulation. In this case, parental marital status was cross tabulated by level of discipline. Table 29 shows a cross tabulation of level of discipline by parental marital status.

Table 29

Observed and Expected Frequencies on Student's Responses Relating to Level of Discipline and Parental Marital Status

	Level of Discipline			
	Low	Moderate	High	**Total**
Single Parents	2	18	160	180
	(1)	(18.5)	(160.5)	
Dual Parents	0	19	161	180
	(1)	(18.5)	(160.5)	
Total	2	37	321	360

$$n = 360$$

χ^2 value $= 2.03^{ns}$ d.f. $= 2$ χ^2 critical $= 5.99$ ns denotes not significant at 0.05 level

In Table 29, the figures in brackets represent the expected frequencies while those outside the brackets represent the observed frequencies. The table suggests that it is unlikely for there to be any significant relationship between the level of discipline and parenthood of the students. It can be observed that the trend of distribution in the level of discipline of students from both single and dual parents seem to be similar in the three categories of discipline. This is further supported by the calculated chi-square value which is less than the tabulated chi-square value. This could have been due to the fact that more students wished to rate themselves highly in terms of discipline, since they would not have wanted to portray themselves as being indisciplined. This was the case irrespective of their parents' marital status. As such, we fail to reject the null hypothesis, implying that there is unlikely to be any significant relationship between the level of discipline of students and their parenthood.

4.5 Level of Interpersonal Relationships of Students and Parental Marital Status

The level of interpersonal relationship of the students was measured on a 5-point range Likert scale using eighteen items (statements) which related to how the students related with their peers, teachers, friends, parents and their other siblings. The sample respondents were requested to indicate their levels of agreement or disagreement. The answers to each constituent statement were scored on a scale of 1, indicating least level of interpersonal

relationship, to 5, indicating highest level of interpersonal relationship. The individual statement scores were added up to form an overall interpersonal relationship score for each respondent. The respondents' overall score varied between 18 and 90, with 18 indicating the least overall level of interpersonal relationship score, and 90, indicating the highest overall level of interpersonal relationship score. The higher the score, the better is the interpersonal relationship of a student and vice versa. The scores categories included a score below 54 (18-53) meaning low interpersonal relationship, a score of 54 (a moderate interpersonal relationship) and a score above 54 (55-90) meaning high interpersonal relationship. Table 30 depicts the level of interpersonal relationship of students.

Table 30

Level of Interpersonal Relationship of Students

Level of Interpersonal Relationship	Frequency	Percent
Low	2	.5
Moderate	177	49.2
High	181	50.3
Total	**360**	**100.0**

From the Table 30, majority (50.3%) of the respondents recorded high interpersonal relationship with their peers, teachers, friends, parents and their other siblings. This could be attributed to the fact that being in their adolescent stage, majority of the respondents socialize easily and are very eager to meet and interact with other people in and out of the school. They also depend upon other people for most of their requirements. Figure 9 and tables 31 and 32 indicate levels of interpersonal relationships of students by their gender, parents' marital status and gender of the single parent respectively.
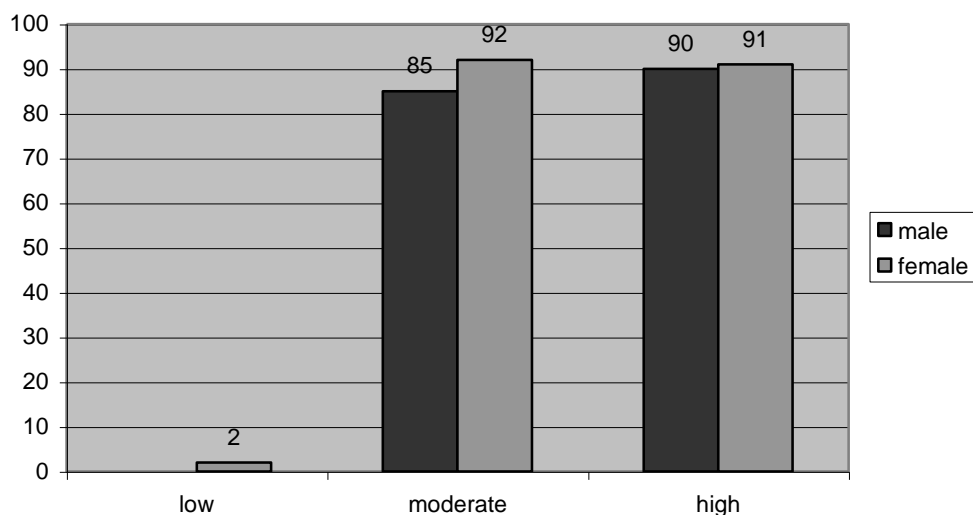
Figure 9: Level of Interpersonal Relationship by Gender of Students

In Figure 9, it is evident that slightly more female students (91) recorded high levels of interpersonal relationships as compared to male students (90). This could be due to the fact that girls generally tend to be more sociable and outgoing than boys. This can further be supported by the fact that girls attain physical, social and psychological maturation earlier and faster than boys (Papalia et al., 1999).

Table 31

Level of Interpersonal Relationships of Students by Parental Marital Status

Parental Marital Status	Level of Interpersonal Relationships			Total
	Low	Moderate	High	
Single-parent	1	90	89	180
Dual-parent	1	87	92	180
Total	**2**	**177**	**181**	**360**

Table 31 depicts that majority of the students (92) from dual parent households recorded high levels of interpersonal relationships as compared to those from single parent households who were slightly lower in number (89). The explanation for this could be that children brought up by two parents are likely to acquire more positive values than those brought up one parent.

Table 32

Level of Interpersonal Relationship of Students by Gender of Single Parents

Gender	Level of Interpersonal Relationships			Total
	Low	Moderate	High	
Male		19	17	36
Female	1	71	72	144
Total	**1**	**90**	**89**	**180**

Findings in Table 32 show that majority of students (72) who recorded high levels of interpersonal relationships were those brought up by single female parents. This could have resulted from the fact that female parents are generally more close to their children and which in turn improves their children's interpersonal relationships. This is generally contrary to what happens to children brought up by single fathers.

4.5.1 Relationship between Interpersonal Relationships of Students and their Parents' Marital Status

The third objective of this study sought to establish the influence of parental marital status on the interpersonal relationship of the students. Accompanying this objective is the null hypothesis three which stated that "There is no significant relationship between parental marital status and the level of interpersonal relationships of the students". Chi-square statistical test was used to test this hypothesis using cross tabulation. In this case, parental marital status was cross tabulated by level of interpersonal relationships. Table 33 shows cross tabulation of level of interpersonal relationships by parental marital status.

Table 33

Observed and expected Frequencies on Students' Responses Relating to Level of Interpersonal Relationships and Parenthood

	Level of Interpersonal Relationship			
	Low	Average	High	Total
Single Parents	1	90	89	180
	(1)	(88.5)	(90.5)	
Dual Parents	1	87	92	180
	(1)	(88.5)	(90.5)	
Total	2	177	181	360

$$n = 360$$

$\chi^2\text{value} = 0.10^{ns}$ d.f. $= 2$ $\chi^2\text{critical} = 5.99$ ns denotes not significant at 0.05 level

In Table 33, the figures in brackets represent expected frequencies while those outside the brackets represent observed frequencies. The table suggests that it is unlikely for there to be any significant relationship between the level of interpersonal relationship of the students and their parenthood. It can be observed that the trend of distribution in the level of interpersonal relationship of students from both single and dual parents seem to be similar as majority of them tend to fall in the high interpersonal relationship category. This is further supported by the calculated chi-square value which was greater than tabulated chi-square value resulting to failure to reject the null hypothesis. This suggests that there is unlikely to be any significant relationship between the level of interpersonal relationship of the students and their parents' marital status. These research findings corroborates with those of previous studies that had found out that a child's interpersonal relationships mainly depended on how he/she has been brought up regardless of the child's parent's marital status (Johnson, 1996).

4.6 Influence of the Type of Single Parenthood on Self esteem, Discipline and Interpersonal Relationships of Students

In this study, the type of single parenthood was categorized in terms of the causes of the absence of the other parent. The sample respondents mentioned six major causes (types) of single parenthood: death, divorce/separation, never got married, abandonment, imprisonment and no idea of the whereabouts of the other parent. These factors were then used as the types

of single parenthood. In order to determine the influence of the type of single-parenthood on self esteem, discipline and interpersonal relationship of the students, one-way analysis of variance (ANOVA) was used. ANOVA was preferred to t-test in this case since we are comparing the means of more than two samples, that is, the grouping variable (type of single-parenthood) is divided into six samples (categories). However, the test variables still remain interval or continuous variable (actual scores).

4.6.1 Influence of the Type of Single-Parenthood on Students' Self esteem

The individual self esteem mean scores for each type of single parenthood were summarized in Table 34.

Table 34

Means of Students' Self esteem and Type of Single Parenthood

Type of single parenthood	N	Mean	Minimum	Maximum
Death	91	56.95	39	75
Divorce/separation	40	58.20	41	75
Never got married	18	57.00	40	70
Abandonment	12	53.17	37	66
Imprisonment	3	61.67	42	74
No idea	16	59.56	46	71
Total	**180**	**57.29**	**37**	**75**

As indicated in Table 34, the mean score for self esteem levels of students brought up by single parents as a result of imprisonment, divorce/separation and single parents by choice, were relatively higher than those of other causes of single parenthood. This could mean that students in this type of single parenthood had their self esteem least affected as compared to other types of single parenthood. The results also indicated that the absence of the other parent as a result of death constituted the largest number of single parents (91 cases). This was followed by divorce/separation which had 40 cases. The lowest was single parenthood as a result of imprisonment with only 3 cases.

Table 35

ANOVA Determining Differences on the Influence of Types Single Parenthood on the
Overall Self esteem Level of Students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.974	5	.195	$.757^{ns}$	.582
Within Groups	44.776	174	.257		
Total	**45.750**	**179**			

[ns] denotes not significant at 0.05 level.

Findings in Table 35 indicate that F = .757, P>0.05. Therefore, we fail to reject the null
hypothesis that "there is no significant relationship between types of single parenthood and
self esteem levels of students." As such then, this implies that effect on the self esteem of
students in a single parenthood setup does not depend on the course of the absent parent. This
research finding however disagrees with earlier researchers who found out that single
parenthood resulting from divorce/separation and abandonment, rated highly in adversely
affecting the self esteem of children as compared to other causes of single parenthood
(Hamner & Turner, 1985). This difference in research findings can be explained by the fact
that the cultural background of the sample population was different. Moreover, these
researches were conducted in totally different environments. In addition, single parenthood is
slowly gaining acceptance among many modern communities and consequently reducing the
adverse effects previously associated with this type of family on children (Hamner & Turner,
1985).

4.6.2 Influence of the Type of Single-Parenthood on the Level of Discipline of Students

The individual discipline mean scores for each type of single parenthood are summarized in Table 36.

Table 36

Overall Discipline Levels of Students by Type of Single Parenthood

Type of single parenthood	N	Mean	Minimum	Maximum
Death	91	81.63	23	95
Divorce/separation	40	82.43	49	95
Never got married	18	80.39	50	92
Abandonment	12	82.17	59	93
Imprisonment	3	67.33	23	92
No idea	16	85.69	66	95
Total	**180**	**81.84**	**23**	**95**

As shown in Table 36, it can be observed that students who had no idea of the whereabouts of the absent parent recorded the highest mean score (85.69). Others with high means score included those whose absent parent was as a result of abandonment (82.17), divorce/separation (82.43), death (81.63) and the unmarried out of choice (80.39). The lowest mean score was of students whose absent parent was as a result of imprisonment (67.33). The type of single parenthood with high mean scores implied that students from such family types had high discipline levels. The results further revealed that majority of the single parent cases (91) was as a result of death.

Table 37

ANOVA on Overall Discipline Levels of Students based on the Type of Single Parenthood

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.095	5	.219	1.715^{ns}	.133
Within Groups	22.216	174	.128		
Total	**23.311**	**179**			

[ns] denotes not significant at 0.05 level.

In Table 37, F= 1.715, P>0.05. This therefore means that the null hypothesis stating that "there is no statistically significant relationship between students' levels of discipline and type of single parenthood" is not rejected. This suggests that the type of single parenthood does not influence the level of students' discipline. This finding concurs with the previous research findings which found no significant relationship between children's behaviour and the cause of the absence of the other parent (Hamner & Turner, 1985). This could be due to the fact that the single parent may try to downplay the cause of the absent parent and instead dwell on the child's discipline and well being.

4.6.3 Influence of the Type of Single-Parenthood on Interpersonal Relationships of Students

The individual interpersonal relationship mean scores for each type of single parenthood are summarized in Table 38.

Table 38

Means of Interpersonal Relationship of Students and Type of Single Parenthood

Type of single parenthood	N	Mean	Minimum	Maximum
Death	91	65.59	43	86
Divorce/separation	40	65.55	39	80
Never got married	18	67.06	48	80
Abandonment	12	65.67	43	76
Imprisonment	3	64.67	44	77
No idea	16	67.50	61	76
Total	**180**	**65.89**	**39**	**86**

As indicated in Table 38, it was observed that students who had no idea of the whereabouts of the absent parent had the highest mean score (67.50). This was followed closely by single parents who were unmarried by choice. High mean score meant high interpersonal relationships while low mean score meant low interpersonal relationships.

Table 39

ANOVA Comparing the Level of Interpersonal Relationships of Students with Types of Single-Parenthood

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.660	5	.132	$.496^{ns}$	.779
Within Groups	46.317	174	.266		
Total	**46.978**	**179**			

^{ns} denotes not significant at 0.05 level.

The results indicate that $F = .496$, $P>0.05$. Hence, we do not reject the null hypothesis that "there is no significant relationship between interpersonal relationship levels of students and types of single parenthood". This research finding however contradicts previous research findings that found out that children brought up by single parenthood arising from

63

divorce/separation would in most cases have poor development of intimate interpersonal relationships and would appear to be more sexually precocious and assertive with males (Mendes, 1976). Other study findings indicated that daughters whose mothers were widowed were excessively anxious about sexuality, shy and uncomfortable around males (Hetherington, 1972). The difference in the study findings may have been due to differences in the cultures of sample population used for the study in each of the cases.

4.7 Influence of the Duration in a Parenthood on Self esteem, Discipline and Interpersonal Relationships of Students

Objective five sought to investigate the influence of duration in single and dual parenthood on the students' self esteem, discipline and interpersonal relationships. This hypothesis states that "there is no significant relationship between duration in parenthood and the students' self esteem, discipline and interpersonal relationship". The duration one has lived in any type of parenthood, and the self esteem, discipline and interpersonal relationship of the students were measured in the actual number of years and overall scale scores of the study variables, respectively. Tables 40, 41, 42 show the relationship between duration lived in a parenthood by a student and overall self esteem, discipline and interpersonal relationships of the students respectively. These results indicate that the longer the period a student lived in a parenthood, the higher the student's level of self esteem, discipline and interpersonal relationships and vice versa.

Table 40

Students' Overall Level of Self esteem by Duration Lived in a Parenthood

| | Overall level of Self esteem | | | |
Duration (years)	Low	Moderate	High	**Total**
Below 2years		13	9	**22**
3 to 5		26	11	**37**
6 to 10		24	26	**50**
11 to 15	1	27	17	**45**
16 to 22	4	96	106	**206**
Total	**5**	**186**	**169**	**360**

Table 41

Students' Overall Level of Discipline by Duration Lived in a Parenthood

	Overall level of Discipline			
Duration (years)	Low	Moderate	High	**Total**
Below 2years		1	21	**22**
3 to 5	1	5	31	**37**
6 to 10		3	47	**50**
11 to 15	1	5	39	**45**
16 to 22		23	183	206
Total	**2**	**37**	**321**	**360**

Table 42

 Students' Level of Interpersonal Relationships by Duration Lived in a Parenthood

	Level of Interpersonal Relationship			
Duration (years)	Low	Moderate	High	Total
Below 2years		8	14	**25**
3 to 5		20	17	**37**
6 to 10		23	27	**50**
11 to 15	2	28	15	**45**
16 to 22		98	108	**206**
Total	**2**	**177**	**181**	**360**

Results in Tables 40, 41 and 42 depict that the longer the period a student stayed in a particular parenthood, the higher was his or her level of self esteem, discipline and interpersonal relationships. This may have been due to the fact that a longer period enabled a student to adjust appropriately with the strengths and the weaknesses of a particular parenthood. ANOVA was then used to establish how the duration in a parenthood influenced students' self esteem, discipline and interpersonal relationships. This is represented in tables 43, 44 and 45 respectively.

Table 43

Independent Sample t-test Analysis on the Level of Overall Self esteem of Students Based on Duration Lived in a Parenthood

Variable	Mean	S.D	Std Error Mean	t-value	Df	Sig. (2-tailed)
Duration lived a Parenthood	10.49	5.51	.29	36.117*	359	.000

* denotes significance at 0.05 level   N = 360

The results indicated that t =36.117, P< 0.05. Hence, the null hypothesis which states that "there is no statistically significant difference between students' self esteem levels and duration lived in a parenthood" is rejected. This therefore implies that the period the students lived in a parenthood influenced their self esteem. This study finding therefore suggests that the self esteem of students who had lived in single parenthood longer was more adversely affected as compared to that of their counterparts who had lived for a shorter period in this category of parenthood. On the contrary, those students who had lived in dual parent households for a relatively longer period had high self esteem as compared to their counterparts who had lived in this category of parenthood for a relatively shorter period.

Table 44

Independent Sample t-test Analysis on the Overall Level of Discipline of Students Based on Duration Lived in a Parenthood

Variable	Mean	S.D	Std Error Mean	t-value	Df	Sig. (2-tailed)
Duration lived a Parenthood	10.06	5.54	.29	34.489*	359	.000

* denotes significance at 0.05 level   N = 360

An examination of the results in Table 44 indicate that t = 34.489, P<0.05. Therefore, we reject the null hypothesis that states "there is no statistically significant difference between duration lived in a parenthood and discipline level of students". This means that students'

66

discipline is affected by the period one lives in a parenthood. This may suggest that the longer the period a student lives in a parenthood, the more affected he/she is likely to become in as far as discipline is concerned and vice versa. However, as children advance in age, they continue to acquire more and new values from their parents. This may be attributed to the fact that as students advance in age, they become more eager to learn from their parent (s). This finding concurs with those of earlier researchers which attributed behaviour problems of children to lack of adequate and proper parental care and guidance (Drafoo, 1990).

Table 45

Independent Sample t-test Analysis on the Level of Interpersonal Relationships of the Students Based on Duration Lived an a Parenthood

Variable	Mean	S.D	Std Error Mean	t-value	Df	Sig. (2-tailed)
Duration lived a Parenthood	10.45	5.55	.29	35.727*	359	.000

* denotes significance at 0.05 level   N = 360

The results in Table 45 depict that t = 35.727, P< 0.05. Hence we reject the null hypothesis that states "there is no statistically significant difference between duration lived in a parenthood and the level of students' interpersonal relationships". This therefore implies that students' interaction with other people is influenced by duration a student lives in a parenthood. This maybe the case because the longer one lives with a parent(s), the more one gathers confidence and interaction skills. This finding is in agreement with the earlier research findings which attributed poor interpersonal relationships among children to insufficient parental care, affection and provision of basic needs (Hamner & Turner, 1985).

4.8 Influence of Single Parents' Gender on Self esteem, Discipline and Interpersonal Relationship of Students

Objective six sought to investigate the influence of single parents' gender on the students' self esteem, discipline and interpersonal relationship. The null hypothesis six states that "there is no significant relationship between single parents' gender and the students' self esteem, discipline and interpersonal relationship".

Table 46

Gender of the Single Parenthood based on Level of Overall Self esteem of Students

Gender of the Single-parenthood	Level of Overall Self esteem			Total
	Low	Moderate	High	
Male		22	14	36
Female	1	81	62	144
Total	**1**	**103**	**76**	**180**

Table 47

Gender of the Single Parenthood based On Overall Level of Discipline of Students

Gender of the Single Parenthood	Overall Level of Discipline			Total
	Low	Moderate	High	
Male		5	31	36
Female	2	13	129	144
Total	**2**	**18**	**160**	**180**

Table 48

Gender of the Single Parenthood based on Level of Interpersonal Relationships of Students

Gender of the Single Parenthood	Level of Interpersonal Relationships			Total
	Low	Moderate	High	
Male		19	17	36
Female	1	71	72	144
Total	**1**	**90**	**89**	**180**

Tables 46, 47 and 48 show the influence of single parents' gender on the levels of students' self esteem, discipline and interpersonal relationships respectively. The results indicate that students brought up by their female parents had higher levels of self esteem, discipline and interpersonal relationships as compared to those brought up by male parents. Moreover, a close examination on the tables show that majority of the students who recorded moderate levels of self esteem, discipline and interpersonal relationships were brought up by female single parents. This was contrary to the students brought up by single male parents. Possible explanation to this phenomenon is that single mothers tend to be generally more close and concerned with their children's well being as opposed to their male single parents' counterparts.

In order to determine the influence of the gender of single parents on self esteem, discipline and interpersonal relationship of the students, the three scales (self esteem, discipline and interpersonal relationship), Independent sample t-test table for each was prepared and hypothesis tested. Tables 49, 50 and 51 depict the influence of single parents' gender on self esteem, discipline and interpersonal relationships of students respectively.

Table 49

Independent Sample t-test Analysis on the Influence of a Single Parenthood's Gender on the Overall Level of Self esteem of Students

Variable	Mean	S.D	Std Error Mean	t-value	Df	Sig. (2-tailed)
Single Parenthood's Gender	-.62	.64	4.75	-12.996*	179	.000

* denotes significance at 0.05 level   N = 180

In Table 49, t = - 12.996, P<0.05. Hence we reject the null hypothesis that states "there is no statistically significant difference between students' self esteem levels and gender of the single parenthood." This therefore suggests that single parenthood's gender influences students' self esteem significantly. Accordingly then, disparities in the influence owing to the differences in gender of the single parenthood were evident. This was in agreement with the

previous research findings on the same. Boys for instance are much more likely than girls to suffer psychological, social, academic and behaviour problems when brought up by mothers following divorce/separation. Moreover, father absence in a home may cause adolescent daughter to have difficulties in relating with males (Hetherington, 1989). Other researchers have further pointed out that sex of the single parent influences boys and girls differently. Mendes (1976) indicated that same sex single parent was more important in the formation of self esteem than opposite sex single parent.

Table 50

Independent Sample t-test Analysis on the Influence of Single Parenthood's Gender on the Overall Discipline Level of Students

Variable	Mean	S.D	Std Error Mean	t-value	Df	Sig. (2-tailed)
Single Parenthood's Gender	-1.08	.53	3.98	-27.114*	179	.000

* denotes significance at 0.05 level   N = 180

Table 50 shows that t = -27.114, P<0.05. As such, we reject the null hypothesis that states "there is no statistically significant difference between levels of students' discipline and gender of the single parent." This suggests that discipline of the students from single parent households is significantly influenced by gender of their parent. This finding was in agreement with the outcome of previous research findings that attributed indiscipline among children and especially boys brought up by single mothers to the absence of the male parent (Hetherington, 1972).

Table 51

Independent Sample t-test Analysis on the Influence of Single Parent's Gender on the Level of Students' Interpersonal Relationships

Variable	Mean	S.D	Std Error Mean	t-value	Df	Sig. (2-tailed)
Single Parenthood's Gender	-.69	.65	4.81	-14.319*	179	.000

* denotes significance at 0.05 level   N = 180

Table 51 indicates that t = -14.319*, P<0.05. We therefore reject the null hypothesis that states "there is no statistically significant difference between level of students' interpersonal relationships and gender of the single parenthood." This implies that gender of the single parenthood influences students' interpersonal relationships significantly. This research finding seemed to concur with that of a previous researcher, which attributed poor interpersonal relationships among children to mother absence (Mendes, 1976).

4.9 Influence of Socio-Economic Status of a Parenthood on Levels of Self esteem, Discipline and Interpersonal Relationship of the Students

Objective seven sought to determine the influence of parenthood's socio-economic status on the students' self esteem, discipline and interpersonal relationship. The null hypothesis seven states that "there is no significant relationship between a parenthood's socio-economic status and the students' self esteem, discipline and interpersonal relationship". In order to determine the influence of the socio-economic status of the parenthood on self esteem, discipline and interpersonal relationship of the students, the three scales (self esteem, discipline and interpersonal relationship) were cross tabulated by the ability of the parent(s) to provide the basic needs for their children and their chi-square statistic calculated. Table 52, 53 and 54 show chi-square of socio-economic status of a parenthood by levels of overall self esteem, overall discipline and interpersonal relationships of students respectively.

Table 52

Responses on Parental Socio Economic Status and Students' Overall Self Esteem

Parent's Ability to Provide for Basic Needs	Level of Self esteem			
	Low	Moderate	High	Total
Yes	1	98	97	196
	(3)	(101)	(92)	
No	4	88	72	164
	(2)	(85)	(77)	
Total	**5**	**186**	**169**	**360**

n= 360

χ^2value = 3.95[ns]   d.f. = 2 χ^2 critical = 5.99   ns denotes not significant at 0.05 level

Table 52 depicts that calculated chi-square (3.95) is less than the chi-square critical (5.99). This implied that the null hypothesis that stated "there is no significant relationship between parenthood's socio-economic status and students' overall self esteem" was not rejected. This means that the parenthood's socio-economic status does not influence the students' overall self esteem level. Hence the inability of the parent(s) to provide for the basic needs for their children did not necessarily adversely affect their children's self esteem. This suggests that lack of confidence and poor self esteem in children could be as a result of other factors such as poor parenting and hostile environments as well as neglect (Lewis, 1978).

Table 53

Responses on Parental Socio Economic Status and Students' Overall Level of Discipline

Parent's Ability to Provide Basic Needs	Low	Moderate	High	Total
		Level of Discipline		
Yes	2	21	173	196
	(0)	(20)	(175)	
No	0	16	148	164
	(1)	(17)	(146)	
Total	**2**	**37**	**321**	**360**

n= 360

χ^2value = 1.16^{ns} d.f. = 2 χ^2 critical = 5.99   ns denotes not significant at 0.05 level

Table 53 shows that the value of calculated chi-square (1.16) is less than the critical chi-square value (5.99). We therefore fail to reject the null hypothesis stating that there is no significant relationship between overall discipline levels of the students and the parenthood's socio-economic status. This therefore suggests that the students' discipline is not influenced by a parenthood's socio-economic status or ability to provide for the basic needs of a child but rather by other factors. This was in agreement with the findings of a previous researcher that attributed children's indiscipline to lack of proper parental guidance and moral support, rather than merely providing money and sending the child to school (Rutter, 1979a). In any case, some children brought up by wealthy parents end up being indisciplined while those brought up by poor parents end up being disciplined and vice versa. Therefore, behaviour problems among children could arise from other factors and not necessarily socio-economic.

Table 54

Responses on Parental Socio Economic Status and Students' Level of Interpersonal Relationship

Parent's Ability to Provide Basic Needs	Level of Interpersonal Relationship			
	Low	Moderate	High	Total
Yes	1	90	105	196
	(1)	(96)	(99)	
No	1	87	76	164
	(1)	(81)	(82)	
Total	**2**	**177**	**181**	**360**

n= 360

χ^2 value = 1.64^{ns} d.f. = 2 χ^2 critical = 5.99   ns denotes not significant at 0.05 level

As shown in Table 54, it can be observed that the value of calculated chi-square (1.64) is less than critical chi-square value (5.99). This implied that the null hypothesis that stated "there is no significant relationship between parenthood's socio-economic status and the students' level of interpersonal relationships" is not rejected. This therefore suggests that a parenthood's socio-economic status and ability to provide for the basic needs does not influence the students' interpersonal relationships. This may therefore mean that parents' ability to provide for the basic needs to their families does not necessarily nurture good interpersonal relationships among their children, if it is not accompanied by good and adequate parental guidance support and care. This is in line with other previous research findings which indicated that children brought up by parents who are caring and supportive are more social with other people than their counterparts who are brought up by neglecting parents who only provide food and money to their children and are never available for them (Biachi, 1995).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to establish the influence of parenthood on self esteem, discipline and interpersonal relationships among secondary school students within Nakuru Municipality, Kenya. In the study, section one of the questionnaire for the students was used to collect information concerning students' personal details, section two gathered information on self esteem, section three on discipline and Section four on interpersonal relationships. This chapter therefore presents summary of the major findings, the conclusions reached as well as implications of the findings. In addition, it also highlights recommendations and suggestions for further research.

5.2 Summary of the Findings

Based on the objectives, research hypotheses and the analysis of the study in chapter four, the following major findings were established:

i) There is statistically significant relationship between the level of students' self esteem and their parents' marital status. Students from dual parent households generally recorded high self esteem levels as compared to their counterparts in single parent households.

ii) There is no statistically significant relationship between the level of discipline of the students and their parents' marital status. Therefore, students' discipline was not influenced by their parents' marital status.

iii) There is no statistically significant relationship between parental marital status and the level of interpersonal relationships of students.

iv) There is no statistically significant relationship between the type of single parenthood and the levels of students' self esteem, discipline and interpersonal relationships.

v) There is statistically significant relationship between duration lived in a parenthood and students' levels of self esteem, discipline and interpersonal relationships.

75

vi) There is statistically significant relationship between gender of the single parent and levels of students' self esteem, discipline and interpersonal relationships.

vii) There is no statistically significant relationship between students' levels of self esteem, discipline and interpersonal relationships, and a parenthood's socio-economic status.

5.3 Conclusions

Based on the analysis of data presented in Chapter four, the following conclusions have been reached:

(i) Parental marital status influenced overall self esteem levels of students. Students from dual parent households seem to have higher self esteem levels than their counterparts in single parent households.

(ii) The type of single parenthood did not influence the overall self esteem levels of students. As such, the overall self esteem levels of students brought up by single parents was affected in the same manner irrespective of what caused the absence of the other parent.

(iii) Duration lived by students in either single or dual parenthood did influence their self esteem, discipline and interpersonal relationships levels. In this case, the length of time a student spent with a parent(s) was crucial in influencing their self esteem, discipline and interpersonal relationships. Hence, students who had lived longer in dual or single parenthood recorded high levels of self esteem, discipline and interpersonal relationships as compared to their counterparts who had spent relatively shorter period with their parent(s). Hence, students' levels of self esteem, discipline and interpersonal relationships depended on relevant parental care, support and guidance attained during the time a parent spends with the child. Longer stay in a single parenthood setup may affect students' self esteem negatively.

(iv) Students' level of self esteem also seemed not to be influenced by a parenthood's socio-economic status. Therefore, providing the child with basic needs and failing to provide proper parental care, guidance, support or even neglecting him or her would be counterproductive leading to low self esteem of the child.

(v) Interpersonal relationships of students was also not influenced by the socio-economic status of the parenthood. Students whose parent(s) were employed and able to provide for the basic needs for their families did not necessarily have high levels of interpersonal relationships in relation to those students whose parent(s) could not provide for basic needs. Hence, parental support, guidance and care is crucial in the development of a child's interpersonal relationships.

(vi) Gender of the single parent did influence the self esteem, discipline and interpersonal relationships of the students.

In general then, it can be concluded that differences in self esteem levels, among the sampled students was to a large extent due to their parental marital status. This seemed to support previous research findings which held a general view that children's self esteem was influenced by their parental marital status (Hamner & Turner, 1985). In addition, the study findings revealed that children's behaviour and ability to interact well with other people was largely influenced by their parents' support, guidance, care and the environment in which they are brought up.

5.4 Implications

A close examination on the findings of this study suggests the following implications. Firstly, the level of self esteem of students from dual parenthood families seemed to be higher than those of students from single parent families. This implies that there are certain essential psychological and emotional traits that students acquire from both female and male parents as they develop and grow. Absence of one of the parents therefore means that students from such households lack these important characteristics necessary in the developmental process. This affects their self esteem adversely, leading to low self esteem. With this understanding, efforts such as provision of counselling services should be provided to students from single parents so as to improve their self esteem.

Secondly, the study indicated that the cause of single parenthood did not influence the overall self esteem levels of students. Therefore, the self esteem of students brought up by single parents was affected in more or less the same manner, regardless of the cause of the absence of the other parent. Therefore, counselling services should be provided to students who

exhibit low self esteem, owing to single parenthood regardless of what caused the absence of the other parent, with an aim of raising their self esteem.

Thirdly, the study findings also showed that duration lived by students in either single or dual parenthood did influence their self esteem, discipline and interpersonal relationships. Hence students who had lived in a particular parenthood for long periods tended to have higher levels of self esteem. This implied that childhood was an important stage in a person's life when parental guidance and support was crucial in psychological, physiological, moral and social development of a child, which would be reflected in adulthood. With this information therefore, a parent(s) should be made to understand the need to spend more time with their children so as to inculcate important social and moral values as well as psychological needs, necessary in the improvement of self esteem, discipline and interpersonal relationships of children. In addition, the study findings indicated that gender of the single parent did influence the students' self esteem, discipline and interpersonal relationships. This implied that children brought up by single parents should be provided with counselling services and proper guidance so as to make up for the absence of the other parent. This will help to positively improve their moral, social and intellectual development.

The study findings further revealed that the socio-economic status of the parenthood did not influence the self esteem, discipline and interpersonal relationships of the students. In effect, students whose parents were employed and able to provide for the basic needs did not necessarily depict high self esteem, discipline and interpersonal relationships levels in relation to their counterparts whose parent(s) were unemployed and could not provide for the basic needs including food, clothing, shelter and education.

5.5 Recommendations

From the findings of this study, it was evident that parental marital status influences the students' self esteem, discipline and interpersonal relationships of the students. Therefore, based on the findings of this study, the following recommendations are made:

(i) The government should ensure that needy students get bursaries to enable them attend school. Parents and the government should also ensure that students have access to other basic needs such as sufficient food, shelter and clothing, proper

parental care, guidance and support. The government should also ensure that children are brought up in friendly environments free from child abuse. In cases where parents cannot provide for these needs due to lack of sources of income, the government should undertake to create income generating projects so as to enable parents of these students to provide for the basic needs of their families. Counselling services should also be provided to the affected students and their parents to assist them cope with the challenges of financial difficulties. All these would help to improve self esteem, discipline and interpersonal relationships of the students.

(ii) Ministry of Education, school administrators, teachers, parents, Ministry of Home Affairs, Ministry of Youth Affairs and other stakeholders should identify and understand the unique needs of individual students and children in general, owing to the differences in their parents' marital status. This may help boost the children's self esteem.

(iii) The results of this study indicate that students from single parent households generally have low self esteem levels as compared to their counterparts in dual parent families. Therefore, school counsellors, teachers and school administrators should endeavour to assist students from single parents, with an aim of raising their self esteem levels. Guidance and counselling programmes in schools and other learning institutions should be strengthened and supported so as to facilitate identification, understanding and assistance of students with special needs.

(iv) The government through the Ministry of Education should provide financial assistance to students whose parents are unable to provide for the basic needs. This can be realized by providing education bursaries to needy students. In addition, the government should establish income generating projects aimed at raising individuals' personal income to the affected parents. This would in turn enable the parent(s) provide for the basic needs of their families and consequently improve the self esteem levels of students in these families.

(v) Family (couple) therapists should offer guidance and couple counselling services to couples intending to divorce, with the intention of providing professional information on the possible consequences of divorce to their children's self esteem. Moreover, the counselling services should be extended to students or children from single parents.

(vi) Since duration in a parenthood was found to significantly influence students' levels of self esteem, discipline and interpersonal relationships, parents should be educated on the need to spend time with their children, so as to raise the self esteem levels of their children as well as inculcating moral values to them.

(vii) The government should introduce family education in schools and other learning institutions so as to educate female students (pupils) on the dangers of premarital sex, which lead to premarital pregnancies, which results in children being born out of wedlock, thus leading to single parenthood.

(viii) There should be a review on ways of instilling discipline in schools so as to accommodate unique needs of students owing to differences in their parents' marital status and also cope with the changing times and demands.

(ix) Parents, teachers, school administrators and other caretakers of children should be encouraged to take charge of children's psychological, emotional, physiological, social and intellectual development of their children particularly during adolescence, when most young people are developing a sense of identity and hence prone to being rebellious.

(x) Adolescents from either single of dual parent families should be informed of the realities concerning their parent(s)' socio-economic status. This would help them have a positive attitude towards their parent(s) and as a result, have high regard about themselves, leading to high self esteem.

(xi) Institutions of learning should incorporate and emphasize on counselling programmes with an aim of equipping teachers with skills on how to deal with students with unique needs for example those from single parent families. Knowledge so obtained will enable teachers to assist needy students from single parent families.

5.6 Suggestions for Further Research

Some findings in this study raise questions, which warrant further investigations. As such, the following are suggested for further research.

(i) There should be further investigations on the influence of parental marital status on students/children self esteem, discipline and interpersonal relationships using a large sample, covering a larger geographical area and different measuring instruments for

example interviewing parents, teachers, school counsellors and administrators so as to have a better representation of the population.

(ii) Future research should focus on the influence of parental education at different levels, on the self esteem, discipline and interpersonal relationships of students.

(iii) Relationships between students' self esteem, discipline and interpersonal relationships should be studied across time, so as to establish whether levels of self esteem, discipline and interpersonal relationships of students, on the basis of single or dual parent families persist over time.

(iv) Further research should be carried out to find out whether geographical locations, for example rural and urban areas, differentially affect self esteem, discipline and interpersonal relationships of students owing to their parental marital status.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

I am Kimani James Mwaura, a student at Egerton University undertaking a Masters degree in Guidance and Counselling. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on the "Influence of single and dual parenthood on self esteem, discipline and interpersonal relationships among secondary school students within Nakuru Municipality, Kenya". You have been selected as one of my respondent in this project. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality. Please respond to each of the following items in all the four sections, by ticking in a box next to the answer you consider most appropriate e.g. ☑ or by providing direct answers to the items where this is required.

Section One: Student's Personal Details

1. Your age in complete years _____

2. Class   1. Form Three ☐   2. Form Four ☐

3. Gender   1. Male ☐   2. Female ☐

4. Which kind of family do you come from?

    1. Single-parent family ☐   2. Dual (two)-parent family ☐

5. For how long have you lived in this single-parent or dual-parent family? _____years.

6. If you come from a single-parent family, what is the gender of your parent?

        1. Male ☐   2. Female ☐

7. If you live in a single-parent family, what caused the absence of the other parent?

    1. Death ☐

    2. Divorce/separation ☐

    3. Never got married ☐

    4. Abandonment ☐

    5. Imprisonment ☐

    6. No idea ☐

8. If you come from a single-parent family caused by divorce, separation or abandonment, do you visit and spend sometime with your other parent alternatively?

1. Yes ☐ 2. No ☐

9. Is any of your parent(s) employed?

1. Yes ☐ 2. No ☐

10. Is the income or earnings of your parent(s) enough to provide for your basic needs including food, clothing, shelter and education?

1. Yes ☐ 2. No ☐

Section Two: Student's Self esteem Scale

Please indicate whether you Strongly Agree, Agree, are Undecided, Disagree or Strongly Disagree with each of the following 16 statements. Tick only one answer for each statement.

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly agree
1. I am comfortable and admire who I am					
2. I don't like socializing with other people					
3. I feel happy most of the time					
4. I find it difficult to make independent decisions					
5. I don't care about the opinion (praise or criticisms) of other people about me					
6. I always feel guilty, ashamed and blame myself in certain areas of life					
7. Other people do not consider my opinions or suggestions					
8. I don't ever take anybody or anything seriously in life					
9. I always set high standards for myself compared to others					
10. Other people live better lives than me					
11. I feel afraid of what other people might say or think about me					
12. I fear failing in whatever I am doing					
13. I often feel as though other people do not respect me					

Statement					
14. I strongly feel that my parents ignored my feelings when I was young					
15. I like people correcting and telling me when I have made a mistake					
16. I always feel that other people perform better than me in all the things that we do together					

Section Two: Student's Discipline Scale

Please indicate whether you Strongly Agree, Agree, are undecided, Disagree or Strongly Disagree with each of the following 19 statements. Tick only one answer for each statement.

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly agree
1. I always find myself being punished in school					
2. I often find myself quarreling with almost every student in class					
3. I am always in the group of students who don't finish their school work in time					
4. My teachers are always complaining about my behaviour					
5. I have never liked the way I relate with my family members					
6. I never got along well with my parents at home					
7. Other people always accuse me of being problematic					
8. I often take actions without thinking about the consequences					
9. I spend very little time thinking about my academic work					
10. I don't think I will ever excel in my class work					
11. I am always mentioned and implicated in almost all offences committed in class					
12. My siblings are happy when I am absent from home					
13. I am never at peace with myself and my peers					
14. I don't mind being isolated by					

peers				
15. I am used to being punished for wrong doing in school				
16. I hardly please or make any one happy at home				
17. I always lie to my teachers for not finishing homework and assignments				
18. Our neighbours at home are never comfortable with whatever I do				
19. I never regret for any crime that I commit				

Section Two: Student's Interpersonal Relationship Scale

Please indicate whether you Strongly Agree, Agree, are undecided, Disagree or Strongly

Disagree with each of the following 18 statements. Tick only one answer for each statement.

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly agree
1. I like being in the company of my classmates					
2. I do my homework alone					
3. I am never comfortable while in school					
4. I like sharing with my friends whenever I am in need					
5. My schoolmates never appreciate my ideas and views					
6. I hardly make friends					
7. I don't ask for assistance from my teachers when I have a problem					
8. I never have courage to talk in-front of my class					
9. Other students are better than me in all aspects					
10. I always feel free and comfortable interacting with female teachers than male teachers					
11. I don't trust anyone					
12. I find myself unaffected by praise or criticisms					
13. I feel depressed a lot					
14. I am often uninterested in the feelings of others					

15. I don't mind staying single for the rest of my life					
16. I like honesty when relating with other people					
17. No one seems interested with what I do or achieve					
18. I find it hard to forgive when offended by others					

APPENDIX B

James Mwaura Kimani,
P.O. Box 3928,
NAKURU

The Principals,
Public Secondary Schools,
Nakuru Municipality,
P.O. Box
NAKURU

Dear Principal,

RE: LETTER OF INTRODUCTION

My name is James Mwaura Kimani, an MED Guidance and Counselling student at Egerton University. I am currently undertaking a research on the influence of parenthood on the self esteem, discipline and interpersonal relationships of public secondary students within Nakuru Municipality. You being the head of this institution, I kindly request you to allow me to access some information from the students to enable me complete the study. I assure you that the information I shall obtain from students will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you very much for your cooperation.

Yours Faithfully,

James Mwaura Kimani.

Cc
The District Commissioner
Nakuru District

The District Education Officer
Nakuru District

The Principals
Public Secondary Schools
Nakuru District