

Analysis of Parental Involvement And Self-Esteem On Secondary School Students In Kieni West Sub-County, Nyeri County, Kenya

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ABSTRACT

This study investigated the relationship between parental involvement and the self-esteem among adolescents in secondary school students in Kieni West District in Nyeri County. It was guided by Self Determination Theory (SDT) by James William and Baumrind Theory of Parenting Styles by Diana Blumberg Baumrind. Some of the gaps identified in the literature review were addressed. Emphasis was put on establishing the relationship between parental involvement in the perspective of autonomy, competence, and relatedness and development of self-esteem among adolescents. The study followed mixed methods research design where qualitative and quantitative methodology was combined. The study was based on investigation of form three students in secondary schools in Kieni West district, Nyeri County, Kenya. The instruments consisted of questionnaires and unstructured interviews. Two experts were given the research instruments to evaluate the validity and all the items were rated as relevant. Reliability of research instruments was established using test retest method and a reliability coefficient of 0.5 was obtained. Quantitative data was collected from 200 participants selected from 8 schools using probability sampling method. Qualitative data was collected from 8 participants selected from 8 schools using purpose sampling method. Data collected was computerized using statistical package for social sciences (SPSS version 21). It was analyzed and interpreted using inferential statistics with the aim of investigating the relationship between parental involvement and self esteem among adolescents. Both quantitative and qualitative data were analyzed. Quantitative data was descriptive in nature. Qualitative data analysis involved coding and categorizing of interview data and thereafter data were thematically organized. This formed the basis of detailed analysis, conclusions and recommendations. The study found that parents in Kieni West District in Nyeri County were involved in the lives of adolescents. Adolescents in this research were found to have high self esteem. This research found a relationship between the dependent and independent variables. Self esteem among adolescents was found to be related to parental involvement. The study recommended that stakeholders in education needed to identify and understand the psychological needs of adolescents. Study, recommends future research on how parental involvement fluctuates and test if parental involvement can be taught by implementing parenting workshop.

Key Words: Parental Involvement and Self-Esteem, Secondary School Students in Kieni West Sub-County, Nyeri County, Kenya

1.0 Background to the Study

Mapp (2000) noted that despite the benefits of parental involvement for students' achievements and attitudes toward school, parental involvement of all types declined progressively during elementary years and by secondary school; parent-child connection has been significantly reduced or nonexistent. He terms lack of parental involvement as the single biggest problem facing schools, and parental involvement tends to decline as children go up in grade with dramatic drop once students reach adolescence. Moreover, Henderson, Ann and Mapp (2007) asserted that when parents do not fulfill their basic duties, children are likely to suffer the consequences. The research further notes that students who suffer from a lack of parental involvement have virtually no chance of graduating from high school.

Roberts (2013) said that warmth and affection from parents in the adolescents' environment was an important physiological need. If the need was unfulfilled, it could lead to problems in personality development. Regardless of culture, gender, age or race, such children tended to report themselves as hostile and aggressive, dependent or defensively independent, impaired in self-esteem and self-adequacy, emotionally unresponsive, emotionally unstable and had a negative world view. Youths and adults who perceived themselves as rejected appeared to be disposed toward behavior problems and conduct disorders, depressed and became involved in drug and alcohol among other problems. The lingering question for governments and international community was how do we

nurture, foster and let flourish the capabilities of each young person in our society? (United Nations World Youth Report 2011).

Olopade (2012) noted that children in Africa were given a lot of responsibility and were unattended. He propounded that such children who experienced high levels of stress were more likely to develop psychological problems later in life. With youth population increasing across the continent, subsequent demands for employment opportunities and social services had been seen as an economic burden (NCAPD,2003) even though youths were a critical resource of creativity and ingenuity (Christiansen, Daniel, and Yamba, 2005).

Kenyan youth population consisted of 19 percent aged between 15 and 24 (KNBS and Macro, 2010). Kenya's National Coordination Agency for Population and Development (NCAPD 2005: 13) stated that the relationship between a nation's development and the well-being of its adolescent was of paramount concern. However, young people in Kenya had to bear the blunt end of effects of social and political turmoil of the 1990s (Central Bureau of Statistics, 2003a).

The 2003 Kenya Demographic and Health Survey revealed that almost one-quarter of young women were either pregnant or already mothers, and further, that teenage fertility was on upward trend (NCPD, 2005); with HIV infections occurring among 15 to 24 years old, not for reasons associated to behavior, rather, factors such as lack of food or land ownership, not living with relatives or being out of school being more influential (Okal et al., 2011).

Furthermore, Nyeri County had 60% of its population aged between 15 to 64 years and the greatest challenge being unemployment. This contributed to lack of parental involvement in the lives of adolescents. According to Ministry of Health 2003, 22% of youths between 15 to 30 years in Nyeri County were infected with HIV/AIDS in the year 2002. Kieni West in Nyeri County was the largest sub-county, the least populated but with a higher poverty level due to low productivity, inadequate access to resources, landlessness and some families being headed by females (Nyeri strategic plan 2005-2010). The report further stated that major challenges for the youth in the sub-county included lack of employment, crime, poverty, HIV/AIDS pandemic, high rate of school dropout, high rate of early marriages, child headed families, drug abuse, unplanned pregnancies and gender discrimination especially on the girl child (Kieni Vision and strategy: 2005-2015).

The irony of the situation is that the adolescents are the ones expected to carry forward the Kenya Vision 2030 aspirations- by taking up contemporary careers, living in a country that's competitive, prosperous and enjoying a high quality life; as well as gain skills to help them navigate the globalized world (Kibati, 2012). There is an urgent need to address the issue of parental involvement in adolescents so that there could be a smooth transition from education to world of work. The Constitution of Kenya 2010 on Basic Education Act 2012, section 29, indicates that a parent or a guardian has the responsibility to admit or cause to be admitted his/her child to a basic education school(MOE,2012). This brought about the issue of parental involvement and thus according to Oduor (2013), adolescents who are exposed to world of dreams and success is driven towards actualizing their dreams. Parents who are fully involved in the lives of adolescents were likely to contribute towards development of high self-esteem among adolescents.

Juma (2013) asserted that many parents were under pressure to keep up with the changing world, were also under pressure from adolescents who make unrealistic demands on their parents and this led to great stress. Juma's study further revealed that pressure to provide for family led to parent absenteeism and lack of collective approach to raising children caused young people to grow wild and undirected. It was during this time of adolescent the young were maturing biologically and psychologically due to hormonal changes. Furthermore, Lee (2012) asserted that adolescents were also beginning to discover their sexuality and lack of parent involvement made them to turn inwards and sought solace from other sources. They got attached to telephone, computer games, clubbing, and drugs and were overwhelmed by peer influence.

Parents had also become convinced that educators knew what was best for their children (Edelman, 2006). Nevertheless, Henderson and Mapp (2002) revealed that students with above average parent involvement had academic achievement rates that were 30% higher than those students with below average parent involvement. Similarly, Cobb (2010) asserted that when students receive a message that parents are concerned about them it resulted to high self-esteem. In relation to this (Erol&Orth (2011) stated that low self-esteem in adolescents was a risk factor for negative outcomes in important life domains. Trzesniewski et al. (2006) also found that low self-esteem during adolescence predicted poorer mental and physical health, worse economic well-being and higher levels of criminal activity.

This research results considered high self-esteem as a psychological resource that promoted many pro-social outcomes such as academic achievement, popularity with peers, social competence, individual success, and personal happiness. Self-esteem was often portrayed as a buffer that functioned to shelter adolescents from such problematic outcomes as delinquency, academic failure, early sexual involvement, and depression (Branden, 2010).

According to William James, if properly toned, self-esteem was crucial to achievement and success. Consequently, Coppersmith (2002) identified a link between self-esteem and indications that children's

dominion, rejection and severe punishment resulted to lowered self-esteem. Under such conditions they had fewer experiences of love and success. They tended to become more submissive and withdrawn.

This had led to the conclusion that self-esteem was vitally important to a well-adjusted, highly functioning child or adult. It was also noted that self-esteem was crucially affected by what parents did to children; levels of discipline, family affection and marital stability registered in a child's emerging concept of self-worth. Self-esteem played a crucial role in school success. Coppersmith (2000) maintains that "Ability and academic performance are significantly associated with feelings of personal worth." There had been expansion of research on parent involvement but how it was related to the adolescent self-esteem had not garnered much attention.

Thornberry, Ireland and Smith (2002) together in their study suggested that parents who lacked involvement during adolescence increased risks of general delinquency, violence, alcohol related problems, internalizing problems, and depressive symptoms compared to those whose parents were involved.

This research went beyond the previous research on the consequences of parent involvement in two aspects. The study was guided by Self Determination Theory (SDT) advanced by James (1890) and Baumrind Theory of Parenting style (BTPS). The SDT postulated that true high-esteem is reported when basic psychological nutrients or needs of life (relatedness, competence and autonomy) were in equilibrium. The (BTPS), postulates that different parenting styles accounted for differences among adolescents' cognitive, emotional and social development.

1.1 Statement of Problem

The government of Kenya has invested in education of adolescents to empower them to carry forward vision 2030 aspirations (Kibati, 2012). However adolescents in Kenya are faced with severe threats to their wellbeing (Kenya Demographic Health Survey, KDHS, 2009). Young people do not understand who they are, have low self-esteem, succumbed to peer pressure and manipulation which endangers their lives (Swaga, 2014). Nyeri County has seven sub-counties but Kieni West had been listed as the one with a highest poverty level to low productivity, inadequate access to resources, landlessness and some families being headed by females (Nyeri strategic plan 2005-2010). The adolescents in the sub county are vulnerable to crime, poverty, HIV/AIDs pandemic, high rate of school dropout, high rate of early marriages, child headed families, drug abuse, unplanned pregnancies and gender discrimination especially on the girl child (Kieni Vision and strategy: 2005-2015), hence the justification for the study of parental involvement and development of self-esteem on adolescents in secondary schools in Kieni west sub-county.

2.0 LITERATURE REVIEW

2.1 Parental Autonomy Support and Self-esteem

Parental autonomy support is atmosphere created by parents emphasizing structure, order, and clear rules for children and adolescents while dysfunctional control or excessive control occurs when parents use behaviors that are highly restrictive dominating, or interfering in nature, without a corresponding emphasis on care and concern (Bush, et al., 2002) adolescent theorists have emphasized that parents should be fairly permissive with adolescents if the youth are to become autonomous and responsible.

The more the adolescent feels that behaviors and decisions that affect him or her are under the control of the parent, the lower will be his/her self-esteem. Parents who force their choices on children, and the child fails to make up to the expectation of parents it becomes very demotivating and disappointing to the child (Roberts, 2013). According to Myers, et al. (2010) parents are supposed to act in ways that respect adolescent's privacy and support their needs for independent expression and decision making. This conveys to adolescents that they are valued (thus valuable) and provide them with sense of healthy balanced boundaries. Parents who are harsh criticizers and ineffective disciplinarians, fails to create a home environment that promotes and supports healthy educational attainment.

Research by Ryan and Deci (2001) on effects of parental support on Russian and US adolescents revealed that perceived parental autonomy support predicted high self-esteem. Russian adolescents who are considered to be from authoritarian families, which did not support autonomy, were found to have low self-esteem. Adolescents from US families, whose parents supported autonomy, were reported to have high self-esteem. This research dealt with adolescents in single schools and from two cultures. The research would hence not be generalized in all cultures.

Njoroge et al (2000) on their research on autonomy support on Kenyan adolescent found that parental autonomy support did not predict self-esteem in adolescents. According to them, adolescents are expected to demonstrate absolute conformity to and respect for their parents, elders are expected to conform to adult wishes, and subordination of individual goals in favor of responsibility to others, and respect for family/group decisions (Lamborn & Mounts, 1991). The study drew a convenient sample from four schools from three provinces in Kenya and the results of the findings won't be generalized.

Branden (2010) asserts that proper aim of parental nurturing is to prepare a child for independent survival as an adult from a condition of total dependency. If upbringing is successful, the young man or woman will have evolved out of that dependency into a self-respecting and self-responsible human being capable of surmounting the obstacles placed in front of them.

2.2 Parental Competence Support and Self-esteem

Parental competence support refers to parental willingness to offer competence support to adolescents. Self-esteem comes from developing competence (Chapnik, 2013). To view themselves positively, adolescents must feel competent in domains they feel important. Perception of competence in domains that are valued by significant others contribute to overall self-esteem (Manning, 2007)

According to Myers et al., (2010) the manner in which parents communicates is important in terms of fostering self-esteem. They should express confidence in their capabilities. This manner of communication helps convey to adolescents that they are competent and valued (thus valuable). In relation to this, Erol and Orth (2011) found that self-esteem increases moderately through adolescence and continues to increase in young adulthood at a slower rate. This may result to high sense of mastery, low risk taking and better overall health which predicted higher self-esteem in participants at each age level. An individual's sense of mastery proved to be an important moderator of self-esteem trajectory for all participants. In the case of ethnicity playing a role in self-esteem differences, Hispanics had a lower rating of self-esteem in adolescence than Blacks and Whites but then increased to having a stronger, higher self-esteem than Whites by the age of 30. Erol and Orth's study showed no results depicting a significant difference between self-esteem trajectories of men and women. The findings of the research, in regards to self-esteem trajectory, were consistent with what is known about the life span development of self-esteem. The study further documented the importance of adolescence as a possible critical period for self-esteem development. However the study did not show the relationship between competence support and self-esteem among adolescents.

According to Baumrind (2011) positive response and respect to adolescent's efforts encourage self-assertiveness and boosts self-esteem. Thus the adolescents' attempts to control their environments are the most powerful source of self-esteem. Successful attempts attributed to their efforts strengthened their self-esteem while perceptions of failure usually diminished their self-esteem. Hence, sense of control over adolescents' behavior, their environment, and their thoughts and feelings was essential for happiness and a sense of high self-esteem. Furthermore, when their world seemed predictable and controllable, and when their behaviors, thoughts, and emotions seemed within their control, they were better able to meet life's challenges, build healthy relationships, and achieve personal satisfaction and peace of mind. Feelings of loss of control were common among people who sought the help of psychotherapists and counselors (Maddux, 2000). Related to this, other people's judgments and approval played a key role in the development of a sense of competence and self-worth, especially in children's early years (Harter, 1999). Another important factor was regular success in daily activities, especially those that were new and challenging (Myers, 2003). Learners who took on and mastered challenges experienced considerable pleasure, satisfaction, and pride in their accomplishments (Schwalbe, 2009). But consistent success wasn't always possible, of course. In the face of very difficult tasks, an alternative way to maintain self-worth was to avoid failure, because failure gave the impression of low ability (Covington & Müeller, 2001; Urdan & Midgley, 2001). Failure avoidance manifested itself in a variety of ways: Learners might refuse to engage in a task, might minimize the task's importance, or might set exceedingly low expectations for performance. When learners could not avoid tasks at which they expected to do poorly, they had several strategies at their disposal. They could make excuses that seemingly justified their poor performance, they could do things that actually undermined their chances of success—a phenomenon known as self-handicapping which took a variety of forms, including: reducing effort, setting unattainably high goals, procrastinating, cheating or using alcohol or drugs (Ryan & Deci, 2000)

2.3 Relatedness Support and Self-esteem

Relatedness involves feeling meaningfully connected to others, rather than alienated or ostracized (Sheldon & Epstein, 2005). Parental acceptance or rejection had significant role in relation to self-esteem and functioning in adolescents and parenting was considered one of the major risk factors for development of low self-esteem in adolescents (Ansari & Qureshi, 2008).

Social exclusion impaired several types of self regulation, Baumeister et al., (2005) and reduced performance and intelligent thought (Twenge et al. 2005). Thus a child who was treated with love tended to internalize the feeling and reflect it upon him- or herself. Parents conveyed love to their children through verbal expression, nurturing actions and by demonstrating joy and pleasure in the child's existence. Twenge et al insisted that an effective parent could convey anger or disappointment without signaling withdrawal of love. Consequently an effective parent could teach without resorting to criticism. At no time was the value of the child as an individual was to be put on trial.

Moreover love was not felt to be real when it was always pegged to performance, and meeting the expectations set for parents. Love was not felt to be real when the child received cues, subtle or not, that they were “not good enough”. Unfortunately, many of adults received messages similar to this as children. The adults may have had potential, but they were unacceptable in their current state. They needed to be fixed, if only to meet the expectations of their parents (Branden, 2010).

American psychologist Abraham Maslow suggested that self-esteem was a basic human need or motivation. Maslow included self-esteem in his hierarchy of needs. He described two different forms of esteem: the need for respect from others, and the need for self-respect, or inner self-esteem (Maslow, 1987). Respect from others entailed recognition, acceptance, status, and appreciation, and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals would be driven to seek it and would be unable to grow and obtain self-actualization. The healthiest expression of self-esteem, according to Maslow, “is the one which manifests in respect we deserve for others, more than renowned, fame and flattery” (Cheryl, 2007 p33).

The greatest exponent of, humanistic psychology, Carl Rogers exposed that the origin of problems for many people was when they despised themselves and they considered themselves to be invaluable and unworthy of being loved; thus the importance he/she gave to unconditional acceptance of client (Bush et al 2002). Indeed, the concept of self-esteem in humanistic psychology was considered as an inalienable right for every person.

In support of the above Olson’s Circumplex model of Marital and Family System stated that open and frequent communication was critical in that it enabled supportive-affection feelings and behaviors to be transmitted between family members. Social acceptance brought about confidence and produced high self-esteem, whereas rejection from peers and loneliness brought about self-doubts and produced low self-esteem (Leary & Baumeister, 2000)

2.4 Self-Esteem

Self-esteem encompasses beliefs (for example, “I am competent,” “I am worthy”) and emotions such as triumph, despair, pride and shame (Coopersmith, 2000; Lamborn & Mounts, 1991) self-esteem is the positive or negative evaluations of the self, as in how we feel about it. One’s self-esteem is also closely associated with self-consciousness (Schacter, Gilbert; Wegner, Daniel, 2009).

Olsen, Breckler and Wiggins (2008) noted that self-esteem was a disposition that a person had which represented their judgments of their own worthiness. In the mid-1960s, Morris Rosenberg and social-learning theorists defined self-esteem as a personal worth or worthiness. Branden (2010) defined self-esteem as “the experience of being competent to cope with the basic challenges of life and being worthy of happiness.” According to Branden, self-esteem was the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life’s challenges, to understand and solve problems, and their right to achieve happiness, and be given respect (Branden, 2010).

The importance of self-esteem lies in the fact that it concerns to ourselves, the way we are and the sense of our personal value. Thus, it affects the way we are and act in the world and the way we are related to everybody else. Nothing in the way we think, feel, decide and act escapes the influence of self-esteem.

2.5 Development of Self-esteem

Experiences in a person’s life are a major source of self-esteem development. The positive or negative life experiences one has, creates attitudes toward the self which can be favorable and develop positive feelings of self-worth, or can be unfavorable and develop negative feelings of self-worth. In the early years of a child’s life, parents are the most significant influence on self-esteem and the main source of positive and/or negative experiences a child will have.

The emphasis of unconditional love represented the importance of a child developing a stable sense of being cared for and respected. These feelings translated into later effects of self-esteem as the child grew older (Ordoez, 2009). Childhood experiences that contributed to healthy self-esteem included being listened to, being spoken to respectfully, receiving appropriate attention and affection and having accomplishments recognized and mistakes or failures acknowledged and accepted. Experiences that contributed to low self-esteem included being harshly criticized, being physically, sexually or emotionally abused, being ignored, ridiculed or teased or being expected to be “perfect” all the time (Erol & Orth, 2011).

Lauren (2002) quoted WHO’s recommendation in “Preventing Suicide” published in 2000 that strengthening students’ self-esteem was important to protect children and adolescents against mental distress and despondency, enabling them to cope adequately with difficult and stressful life situations. How this might be done, and whether it would be effective was unclear. Other than increased happiness, higher self-esteem was also known to be correlated with a better ability to cope with stress and a higher likelihood that the individual took on difficult tasks relative to those with low self-esteem (Schacter et al. 2009).

2.7 Research Gaps

There were research gaps identified in the literature review which were addressed in the study. First, research by Ryan and Deci (2001) on effects of parental support on Russian and US adolescents revealed that perceived parental autonomy support predicted high self-esteem. Russian adolescents who are considered to be from authoritarian families, which did not support autonomy, were found to have low self-esteem. Adolescents from US families, whose parents supported autonomy, were reported to have high self-esteem. This research dealt with adolescents in single schools and from two cultures. The research would hence not be generalized in all cultures. This research addressed this research gap by dealing with adolescents from adolescents from African context and in particular Kieni west sub-county in Nyeri County, Kenya.

Njoroge et al (2000) on their research on autonomy support on Kenyan adolescent found that parental autonomy support was not related to self-esteem among adolescents. According to them, adolescents are expected to demonstrate absolute conformity to and respect for their parents, elders and may be expected to conform to adult wishes, and subordination of individual goals in favour of responsibility to others, and respect for family/group decisions (Lamborn & Mounts, 1991). The study drew a convenient sample from four schools from three provinces in Kenya. These results are inconsistent with the findings by Ryan and Deci (2001) on effects of parental support on Russian and US adolescents revealed that perceived parental autonomy support predicted high self-esteem. This research sought to clarify these inconsistencies.

Erol and Orth (2011) found that self-esteem increased moderately through adolescence and this could have been related to high sense of competence. An individual's sense of mastery proved to be an important moderator of self-esteem trajectory for all participants. In the case of ethnicity playing a role in self-esteem differences, Hispanics had a lower rating of self-esteem in adolescence than Blacks and Whites but then increased to having a stronger, higher self-esteem than Whites by the age of 30. The study by Erol and Orth (2011) could not be generalized in adolescents in Kenyan context. This research therefore sought to address this gap.

Study by Branden (2010), found that many of children received messages that they were not 'good enough'. These children may have had potential, but they were unacceptable in their current state. They needed to be fixed, if only to meet the expectations of their parents. The research will advanced the study by Branden by establishing there was indeed a relationship between parental relatedness support and self-esteem among adolescents in Kieni west sub-county, Nyeri County in Kenya.

In terms of extending SDT itself, the current study integrated the interviews and self-report correlation findings within this tradition, by studying all three needs (rather than just one need), and by showing that the social-contextual factors produce corresponding self-reported feelings which in-turn carry the factor effects upon outcomes. The researcher believed that such integration was good for realization of research objectives.

3.0 METHODOLOGY

3.1 Research Design

The study employed a mixed method research design. According to Creswell, (2012) a mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem. In particular the study used triangulation mixed method design. This is where quantitative and qualitative data were collected separately to complement each other. The quantitative component involved survey research design in particular descriptive research design. Qualitative component involved ethnographic research design in particular case study. Descriptive research design helped to gather quantifiable information that was used for statistical inference through data analysis. The questionnaires took a form of closed ended questions and this limited its ability to provide unique insight. In sample surveys, error was unavoidable. To control a margin of error and confidence levels, the researcher emphasized on having a proper survey sample. Participants were also likely to provide incorrect answers to questions they viewed as too personal. This was overcome through ethical considerations.

Both methods supplemented each other in that qualitative method provided in-depth explanation while quantitative method provided hard data needed to meet required objectives and test hypotheses. Since both methods have so bias, using both types of research helped to avoid such bias in that each method was used to check the other.

3.4 Target Population

According to Mugenda & Mugenda, (2008) target population refers to all members of real or hypothetical set of people from which the researcher wishes to generalize the findings of the research (Borg & Gall, 1996). The study targeted all 1400 students and 1400 parents in 25 secondary schools in Kieni sub-county, Kenya, as the key respondents on parental contribution towards self-esteem among adolescent of secondary students. The sample consisted of 200 participants selected from 8 secondary schools in form three students in Kieni West, Nyeri County in Kenya. This sample size was used for this study because according to Mugenda, and Mugenda (2003) in social sciences, 30% of the accessible is enough to generalize the results of a study and represent the entire

population. The sample size was determined using Yamane (1967) sample size formula for continuous data using the formula.

$$n = N / (1 + N / (e)^2)$$

Whereby;

n= Sample size

N= Population Size

e = level of precision

n= a sample size of 200 was calculated Since the population for form three students in Kieni West sub-county is 1400, and a sample of 200 across the 4 strata is required, the sampling fraction was defined by the equation:

$$= 200 / 1400$$

$$= 1 / 7$$

$$= 0.14$$

Both non-probability and probability sampling design was selected for this study. This is sampling where people, things or places are randomly selected and each unit in population has an equal chance to be selected Donald and Tromp (2009). This sampling was chosen because it gives every member of the population equal chances to be included in the study (Orodho, 2004).

Nyeri County has seven sub-counties but Kieni West had been listed as the one with a highest poverty level to low productivity, inadequate access to resources, landlessness and some families being headed by females (Nyeri strategic plan 2005-2010). The adolescents in the sub county are vulnerable to crime, poverty, HIV/AIDs pandemic, high rate of school dropout, high rate of early marriages, child headed families, drug abuse, unplanned pregnancies and gender discrimination especially on the girl child (Kieni Vision and strategy: 2005-2015). Hence purposive sampling technique was used to select Kieni West sub-county since exhibits the qualities the researcher wished to study.

Purposive sampling technique was used where students in form three classes were selected to represent the ages 10-25 which is the adolescent stage.

The stratified sampling was used to select the schools. Stratified sampling was used to identify sub groups (single sex boarding, day mixed and day/mixed boarding secondary schools) in the population. Their proportions were identified and a sample selected from each subgroup to ensure equitable representation of the population in the sample. It aimed at proportionate representation with a view of accounting for the difference in the subgroup characteristics (Gay, 1987).

Table 1
Sample Sizes for Form Three Students Gender and School Category

Category	Male	Female	Total	Percentage
Single sex boarding	37	35	72	36%
Mixed day	42	38	80	40%
Mixed day/boarding	24	24	48	24%
Total	103	114	200	100%

Source: Researcher 2014

Kieni West sub-county comprises of five educational administrative divisions coded as (A, B, C, D and E). Each of these divisions has five secondary schools with one division having six secondary schools totaling to 25 secondary schools with a population of 1400 students in form three. 36% of these students are in 4 single sex boarding schools, 40% in day/ mixed schools and 24% in day /boarding mixed schools as shown in table 1 above.

Participants were drawn from all the categories of these schools. Two divisions (A and C) have one county, (also single sex boarding) school each and simple random sampling was used to select one school. Two divisions (B and D) have two sub county, (also single sex) schools and one was selected using simple random. There are 18 day/mixed schools distributed across the four divisions. Stratified sampling was used to select four schools.

Stratified technique was used to ensure the target population was divided into different homogeneous strata and that each stratum was represented in the sample in a proportion equivalent to its size in the population. These ensured characteristics of each subgroup were represented in the sample thus raising the external validity of the study.

Table 2
Population and Sample Size of 8 Sampled Schools

Category	Population	Sample
Boys boarding	167	37
Girls boarding	160	35
Day/mixed	90	44
Day /mixed	39	19
Day/mixed	35	17
Day/mixed	20	16
Day/Mixed boarding	92	16
Day/Mixed boarding	92	16

Source: District Education Officer, Kieni West Sub County, 2014

Systematic random sampling was used to select respondents as shown in table 2. A list of students in form three in each school arranged in the order of their registration was used. The sample size was taken and constant 'K' determined. For example to select 35 participants in single sex females to select this sample from a population of 240 students, the sampling constant was 7. Hence every 7th student was selected until the complete sample is attained. This was to ensure that each member of the target population had an equal and independent chance of being included in the sample.

3.8 Data Analysis

3.8.1 Quantitative data

In this study, inferential statistics were used. This allowed the researcher to use samples to make generalizations about the population from which the sample was drawn. Inferential statistics arose from the fact that results of an analysis of a sample could be taken and be generalized to the larger population that the sample represented (Orodho, 2009). T-test was used to establish if the correlation coefficient was significantly different from zero, and, that there was evidence of association between the independent and dependent variables. The "paired t-test" was used. Each response in parental involvement was paired with a related response in self-esteem. For example 'I go to school out of my personal choice not because my parents want me to' was paired with 'I feel that I am good in academics.'

Pearson's correlation coefficient was used to establish the strength of association between the two variables. It is important to note that with larger samples, a low strength of correlation was statistically significant since sample size was large enough to make small effect significant. Pearson's correlation coefficients were interpreted using Dancy and Reidey's(2004) categorization.

Data was collected inform of strongly agree, agree, neutral, disagree and strongly disagree. A response of strongly agree was scored 5, agree 4, neutral 3, disagree 2 and strongly disagree 1 and the scores of each respondent on each variable added together. The maximum score for each variable on each objective was 5 and minimum was 1 on each variable for each respondent. The responses of all participants for each school, were pooled together to get the overall score for each school. Frequency distribution tables were tabulated for each item. The same criterion was used to come up with measures in self-esteem. The results were used to find the relationship between parental involvement variable and self-esteem variable.

Data was analyzed at 0.05 levels significance. The value ($\alpha=0.05$) had been chosen at the discretion of the researcher and it is because it is usually the most commonly used value and the researcher also considered this probability of error low enough. In this level of significance the researcher was 95% confident that any differences noticed are due to parent involvement and not a result of chance. Thus in a 100 possible cases only 5% of such cases were due to chance (Mugenda & Mugenda, 1999).

3.8.2 Qualitative data

Each interview was listened as soon as possible and notes were made, key words, phrases and statements were transcribed in order to allow the voices of research participants to speak. Coding, categorizing and making sense

of the essential meanings of the phenomenon was done. Thus, according to Creswell (2012), as the researcher was working with the rich descriptive data, then the common themes began to emerge.

4.0 Findings

4.1 Adolescents' Score on Self-Esteem

Table 1

Adolescents' Score on Self-Esteem

N	Valid	200
Mean		4.3
Std. Deviation		0.88

In terms of the students' self-esteem the response from the adolescents in the study, the standard deviation of 0.88 represents a narrow dispersion and which suggests that the responses are clustered around the mean. This implied that more responses in terms of self-esteem among the students are not dispersed so much, thus indicating that majority of the students believes in them and are comfortable with their status as shown in table 1.

4.2 Pearson's Correlation Results

Table 2

Pearson's Correlations for Parental Autonomy and Self-Esteem

		Parental autonomy support	Self-esteem
Parental autonomy support	Pearson Correlation	1	.203
	Sig. (2-tailed)		0.004
N=200			

As shown in table 2 there is a significant and positive correlation between parental autonomy support and self-esteem among adolescents. The correlation coefficient for Parental Autonomy against students Self Esteem is modest, $r=0.203$, this means that as parental autonomy support increased so did the self-esteem. These results are consistent with interview results from the parents. The study found that parents who reported high parental autonomy, reported high self-esteem. This is in line with research conducted on samples of Njoroge et al (2000) on Kenyan adolescents. African adolescents were expected to demonstrate qualities such as conformity, subordination of individual goals in favour of responsibility to others, and respect for family decisions as opposed to being autonomous.

Table 3

Pearson's Correlations for Parental Competence and Self-esteem

		Parental Competence support	Self-esteem
Parental Competence support	Pearson Correlation	1	.275
	Sig. (2-tailed)		0
N=200			

Results presented in table 3 shows a positive correlation between parental competence support and self-esteem among adolescents in Kieni west Sub County. The correlation coefficient for Parental competence support against students Self Esteem is $r= 0.275$. This means that as parental competence support increased, so did the self-esteem increase. There is a relationship between parental competence support and self-esteem from the interview findings. Parents reported high competence support towards adolescents and this is significantly associated with high self-esteem among the adolescents. The finding supports the proposition of Branden (2010) that experience of being competent to cope with the basic challenges of life is related to self-esteem.

Table 4

Pearson's Correlations for Parental Relatedness support and Self-esteem

		Relatedness support	Self-esteem
Relatedness support	Pearson Correlation	1	.242
	Sig. (2-tailed)		0.001
Self-esteem	Pearson Correlation	.242	1
	Sig. (2-tailed)	0.001	

N=200

Results presented in table 4 shows significant correlation between Parental Relatedness Support and Self-Esteem of adolescents in secondary schools in Kieni West sub-county. There is a positive modest relationship with a correlation coefficient, $r=0.242$. This means that as relatedness support increased, so did the self-esteem. The finding supports the study of Ansari & Qureshi (2008) who found that Parental acceptance or rejection had significant role in relation to self-esteem and functioning in adolescents and parenting was considered one of the major risk factors for development of low self-esteem among adolescents.

4.8 T-test results

T-test was used to establish if the correlation coefficient was significantly different from zero, and, that there was evidence of association between the independent and dependent variables. The "paired t-test" was used. Each response in parental involvement was paired with a related response in self-esteem. For example 'I go to school out of my personal choice not because my parents want me to' was paired with 'I feel that I am good in academics.'

Results presented in tables below shows significant relationship between parental autonomy, competence and relatedness support and Self-Esteem among adolescents in secondary schools in Kieni west Sub County.

1. Ho There is no difference in the relationship between level of parental autonomy support and self-esteem among adolescents in secondary schools in Kieni West sub-county.
 H1 There is a difference in the relationship between level of parental autonomy support and self-esteem among adolescents in secondary schools in Kieni West Sub-county.

The t-test was used to assess whether the means of two groups were statistically different from each other. The t-test on what was the relationship between parental autonomy support and self-esteem among adolescents was conducted as indicated on table 5. At 5% level of significance the researcher failed to reject the null hypothesis, the results obtained indicates significant influence of the relationship between parental autonomy support and self-esteem among adolescents since ($P < .05$). Therefore, at 5% level of significance there is a relationship between the two variables as shown in table 5.

2. Ho There is a relationship between level of parental competence support and self-esteem among adolescents in secondary schools in Kieni West sub-county.
 H1 There is no relationship between level of parental competence support and self-esteem among adolescents in secondary schools in Kieni West sub-county.

Table 5
Relationship between Parental Autonomy Support and Self-Esteem among Adolescents

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	I feel that my parents provide me with freedom to make my own decisions e. g the church to attend - On the whole, I am satisfied with my parents.	-.535	1.428	.101	-.734	-.336	-5.299	199	.000
Pair 2	I do my duties because I want to not because my parents want me to. - *I certainly feel my parents see me as useless at times	1.260	1.754	.124	1.015	1.505	10.157	199	.000
Pair 3	I go to school out of my personal choice not because my parents want me to. - I feel that I am good in academics.	-.215	1.287	.091	-.394	-.036	-2.362	199	.019
Pair 4	My parents encourage me to ask questions. - I feel I am valued by my parents.	-.370	1.454	.103	-.573	-.167	-3.599	199	.000
Pair 5	My parents allow me to do leisure activities of my choice and interest. - I have interests and talents to be proud of.	-.760	1.508	.107	-.970	-.550	-7.128	199	.000

Table 6
Relationship between Parental Competence Support and Self-Esteem among Adolescents

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	I feel my Parents support me in mastering what am good at. - I feel I am valued by my parents	.205	1.273	.090	.027	.383	2.277	199	.024
Pair 2	My parents offer opportunities to gain a sense of competence in relating with others - * At times, I think I my parents are no good at all.	1.195	1.764	.125	.949	1.441	9.579	199	.000
Pair 3	My parents feel I am able to achieve my goals in my academics. - I feel that I am good in academics.	-.100	1.134	.080	-.258	.058	-1.247	199	.214
Pair 4	My parents feel I am able to solve my problems. - *I feel I do not deserve respect from my parents.	.290	1.906	.135	.024	.556	2.151	199	.033
Pair 5	My parents set tasks related to my interests. - I have interests and talents to be proud of.	-.660	1.574	.111	-.879	-.441	-5.931	199	.000

The t-test on how parental competence support is related to self-esteem among adolescents was conducted as indicated on table 6. At 5% level of significance the researcher failed to reject the null hypothesis, the results obtained indicates significant influence on how parental competence support was related to self-esteem among adolescents since ($P < .05$), though the relationship in terms of academic achievements and the parental support has an insignificant association. Therefore, at 5% level of significance there is a relationship between the two variables as shown in table 6.

3. Ho. There is no difference in the relationship between level of parental autonomy support and self-esteem among adolescents in secondary schools in Kieni West sub-county.

H1. There is a difference in the relationship between level of parental autonomy support and self-esteem among adolescents in secondary schools in Kieni West sub-county.

Table 7
Relationship between Parental Relatedness Support and Self-Esteem among Adolescents

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	I feel comfortable when with my parents. - * At times, I think I my parents are no good at all.	1.715	1.608	.114	1.491	1.939	15.080	199	.000
Pair 2	I associate with my parents in a friendly way. - On the whole, I am satisfied with my parents.	-.565	1.430	.101	-.764	-.366	-5.586	199	.000
Pair 3	We can discuss about how I feel with my parents - I feel I am valued by my parents	-1.260	1.797	.127	-1.511	-1.009	-9.917	199	.000
Pair 4	I can discuss my academic challenges with my parents - I feel that I am good in academics.	-.785	1.487	.105	-.992	-.578	-7.468	199	.000
Pair 5	My parents are happy with my interests and hobbies. - I have interests and talents to be proud of.	-1.32	1.618	.114	-1.541	-1.089	-11.49	199	.000

The t-test on how parental relatedness support related to adolescents' self-esteem was conducted as indicated on table 7. At 5% level of significance the researcher failed to reject the null hypothesis, the results obtained indicates significant influence how parental relatedness support adolescents' self-esteem since ($P < .05$). Therefore, at 5% level of significance there is a relationship between the two variables as shown in table 7.

4.8 Paired Correlation Results

Pearson's correlation coefficient was used to establish the strength of association on independent and dependent variables. It is important to note that with larger samples, a low strength of correlation is statistically significant since sample size was large enough to make small effect significant.

The correlation between items, for this particular study, was done using Dancey and Reidey's (2004) categorization. The level of significance or confidence level was 0.05. thus if the study was repeated many times, using different but equal random samples, the study would obtain a correlation of coefficient found ninety five percent of the time.

Table 8
Correlation for Parental Autonomy and Adolescents' Self –Esteem

		<i>N</i>	<i>Correlation</i>	<i>Sig.</i>
<i>Pair 1</i>	I feel that my parents provide me with freedom to make my own decisions e.g. the church to attend & On the whole, I am satisfied with my parents.	200	.059	.409
<i>Pair 2</i>	I do my duties because I want to not because my parents want me to. & *I certainly feel my parents see me as useless at times	200	.028	.689
<i>Pair 3</i>	I go to school out of my personal choice not because my parents want me to. & I feel that I am good in academics.	200	.121	.088
<i>Pair 4</i>	My parents encourage me to ask questions. & I feel I am valued by my parents	200	.194	.006
<i>Pair 5</i>	My parents allow me to do leisure activities of my choice and interest. & I have interests and talents to be proud of.	200	.027	.709

As shown in table 8 there is a significant and positive correlation between parental autonomy support and self-esteem among adolescents. The correlation coefficient for Parental Autonomy against students Self Esteem for the first two items on domains of life in general was weak (>0.1), modest for the third and fourth on academic and interpersonal domains respectively was modest ($0.1-0.3$) and weak for the fifth item on leisure (>0.1). These results were consistent with interview results from the parents. The study found that parents who reported high parental autonomy support the students reported high self-esteem. This was in line with research conducted on samples of Njoroge et al (2000) on Kenyan adolescents. African adolescents were expected to demonstrate qualities such as conformity, subordination of individual goals in favor of responsibility to others, and respect for family decisions as opposed to being autonomous.

Table 9
Correlation for Competence Support and Adolescents' Self- Esteem

		<i>N</i>	<i>Correlation</i>	<i>Sig.</i>
<i>Pair 1</i>	I feel my Parents support me in mastering what am good at. & I feel I am valued by my parents	200	.225	.001
<i>Pair 2</i>	My parents offer opportunities to gain a sense of competence in relating with others & * At times, I think I my parents are no good at all.	200	.140	.048
<i>Pair 3</i>	My parents feel I am able to achieve my goals in my academics. & I feel that I am good in academics.	200	.208	.003
<i>Pair 4</i>	My parents feel I am able to solve my problems. & *I feel I do not deserve respect from my parents.	200	.012	.865
<i>Pair 5</i>	My parents set tasks related to my interests. & I have interests and talents to be proud of.	200	-.013	.857

Results presented in table 9 shows significant and positive correlation between parental competence support and self-esteem among adolescents in Kieni west Sub County. There was a positive modest correlation between Parental Competence support and adolescents' self-esteem in the domains of life in general, interpersonal and academics ($0.01-0.3$); and a weak negative correlation in leisure domain (-0.013). There is a relationship between parental autonomy support and self-esteem from the interview findings. Parents reported high competence

support towards adolescents and this is significantly associated with high self-esteem among the adolescents. These findings supported the proposition by Branden (2010) that experience of being competent to cope with the basic challenges of life was related to feeling of personal worth (self-esteem).

Table 10
Correlation for Relatedness and Adolescents' Self- Esteem

		N	Correlation	Sig.
Pair 1	I feel I am valued by my parents & I feel my Parents support me in mastering what am good at.	200	.225	.001
Pair 2	* At times, I think I my parents are no good at all & My parents offer opportunities to gain a sense of competence in relating with others	200	-.140	.048
Pair 3	I feel that I am good in academics. & My parents feel I am able to achieve my goals in my academics.	200	.208	.003
Pair 4	*I feel I do not deserve respect from my parents. & My parents feel I am able to solve my problems.	200	-.012	.865
Pair 5	I have interests and talents to be proud of. & My parents set tasks related to my interests.	200	-.013	.857

Results presented in table 10 shows significant correlation between Parental Relatedness Support and Self-Esteem of adolescents in secondary schools in Kieni West sub-county. There is a positive modest relationship in support in the life domain (0.225), a negative modest relationship in interpersonal domain (-0.14) and a positive modest relationship in academic domain (0.208). There is a weak negative relationship in leisure domain (-0.013). From the interview findings, schools with parents who were more relatedness-supportive reported higher self-esteem. The finding partly supports the study of Ansari & Qureshi (2008) who found that Parent acceptance or rejection had significant role in relation to self-esteem and functioning in adolescents and parenting was considered one of the major risk factors for development of low self-esteem in adolescents.

5.0 Summary, Conclusions and Recommendations of the study

5.1 Summary of major Findings

The purpose of the study was to analyze the parental involvement and development of self-esteem among adolescents in secondary schools in Kieni West Sub-county. The study analyzed ways in which parents offer parental support and how this relates to the self-esteem among adolescents in secondary schools in Kieni West Sub-county. The study drew from both self-determination theory (Deci & Ryan, 2011) and Baumrind theory of parenting styles (2011) which states that support from parents would be associated with greater psychological health. Autonomy, as reflected in one's autonomous self-regulation on daily events, would also predict self-esteem; and quality of competence and relatedness support would predict self-esteem outcomes.

The study found correlations between the independent and dependent variables. Specifically, the study found parental autonomy support from parents who associated with increased self-esteem. Autonomous support was positively related to positive self-esteem. Competence support by parents was significantly associated with positive self-esteem. Relatedness variables were also found to be associated with self-esteem ratings.

This study provided a new type of support for SDTs. It postulates that Autonomy, competence, and relatedness are distinct and uniquely important human needs. The finding suggests that parents and social mentors consider a way of interacting with adolescents affected by low self-esteem. Anything that makes

them feel less autonomous, competent, or related may also undermine their self-esteem. The study found that and autonomy support, competence support and relatedness support each had unique main effects upon most of the outcomes. The competence effects are consistent with study by Branden (2010) showing that reduced feelings of effectiveness result to low self-esteem. The relatedness effects are consistent with those of Baumeister, Twenge (2005) concerning and social inclusion. They found that relatedness support increased self-esteem. The research found that relatedness support among adolescents was positively related to self-esteem.

5.2 Conclusion

This study clearly shows that parental support is a key element in the parent child relationship. When parents support their children's basic psychological need for autonomy, competence and relatedness, such support in the familial context is associated with a host of positive child outcomes. Adolescent reports of their perceptions of parental support are related to self-esteem benefits. Parental support is influenced by a host of factors and some are more malleable than others (e.g., parental beliefs vs. child temperament). Interesting to note, the degree to which parents trust that children have a natural tendency toward internalization and development (a central tenet of SDT) strongly influences their capacity to provide autonomy support.

5.3 Recommendation

Based on the findings of the study, the following recommendations have been made:

1. The Ministry of Education, Science and Technology, School Administrators, Teachers, Ministry of Home Affairs, Ministry of Youth Affairs and other stakeholders need to identify and understand the unique needs of learners based on their backgrounds. It is also recommended that in developing policies for schools, parental support on adolescents be given more serious consideration. Educators should pay more attention to the relationship between parental support and adolescents' self-esteem.
2. There is need to compare levels of relationship between parental support and self-esteem by geographical location between urban and rural areas and using a larger sample, covering a larger geographical area and interviewing more participants like school counselors, administrators and parents so as to have representation of the population.
3. Future research to be undertaken on exploring how parental support fluctuates with daily recordings, from examining how parents integrate norms and values about their role and from testing if parental support can be taught by implementing parenting workshop.

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