THE RELATIONSHIP BETWEEN PERCEIVED PARENTAL ACCEPTANCE-REJECTION AND SELF ESTEEM AMONG ADOLESCENTS IN SECONDARY SCHOOLS IN KIKUYU DISTRICT, KIAMBU COUNTY, KENYA.

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DECLARATION
This Research Project Report is my original work and has not been presented for a degree in any university.

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DEDICATION

This research project is dedicated to the memory of my father and friend James Kagwe Waruni for believing in me and my academic ability. He gave me the drive and discipline to tackle any task with enthusiasm and determination. My father died in September 2008 exactly one year before I graduated with my first degree.
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I first and foremost thank my God and helper for the gift of life, health and the resources I needed to undertake this project. To you Abba, you are my Ebenezer.

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ABSTRACT

Parental acceptance-rejection is a dimension of parenting that describes the amount of responsiveness and affection that a parent displays toward a child. Parents classified as accepting and responsive often smile at, praise and encourage their children expressing a great deal of warmth but they are also critical when the child misbehaves. During adolescent, self esteem on average declines and parental acceptance or rejection influences how adolescents evaluate their self worth. Previous studies indicate that adolescents who perceive their parents as warm and supportive maintain high self esteem throughout the transition. However, there is paucity of research on perceived parental acceptance and how it affects self esteem in Kenya. The purpose of this study was to establish the relationship between parental acceptance-rejection and self esteem among adolescents in Kikuyu District, Kiambu County. The objectives of the study included establishing the levels of self-esteem, levels of perceived parental acceptance, establish gender differences in self esteem, establish the relationship between perceived parental acceptance and self esteem and also establish whether there are differences in perceived paternal acceptance and perceived maternal acceptance among adolescents in Kikuyu district. The study employed correlational survey design and the study was conducted in secondary schools in the newly created Kikuyu District of Kiambu County. Stratified random sampling was used to select schools and also to select students in each school and simple random sampling was used to select individual students. Questionnaires were used to collect data. Test retest method was used to ascertain reliability of the instruments. Convergent validity for self esteem test was established by correlating Rosenberg's self esteem test with Sorensen self esteem test while convergent validity for PARQ-child measuring parental acceptance-rejection was established by correlating it with affection subscale of Schaefer’s Child’s Report of Parent Behavior Inventory (CRPBI). When all data was collected, it was subjected to correlational and inferential statistics. Calculation of; means, frequency, percentages, graphs was done and chi square analysis was conducted to identify the differences between males and females on self esteem. Correlation was done to find the relationship between parental acceptance and self esteem. Data analysis was done using SPSS (Statistical Package for Social Scientist). In the findings, adolescent self esteem was found to be high with a mean of 19.83. Parental acceptance was also found to be higher than rejection with a mean score of 119. Females had a slightly higher score in perceived parental acceptance than males. The study also established the existence of a moderate positive relationship between perceived parental acceptance-rejection and self esteem. The findings of this study will benefit parents and those who are preparing to become parents to understand how parental attitudes can positively or negatively affect the adolescent child and influence their self esteem. The findings of the study will also help institutions dealing with adolescents to enlighten the parental figures on the acceptance needs of adolescents and how the needs affect their self esteem.
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Adolescence is a critical period of human development characterized by various changes and rapid growth in physical, cognitive, moral, social and emotional development (Rice, 1984). As a result of these changes and increased quest for autonomy, parental acceptance is necessary in development of self esteem which promotes a smooth transition for the adolescents. During this time, parents and teenagers report feeling less close to one another (Steinberg & Morris, 2001). Parents often do not know how to relate with the emerging adult, and in their attempt to prevent them from getting into trouble by controlling them, the level of conflict increases (Buchanan, Eccles, & Becker, 1992; Laursen & Collins, 1994) and this negatively affects the adolescents self esteem.

Self esteem is the mental picture one has of him or herself. Arnett (2004) defines self esteem as a person’s overall sense of worth and well being. High self esteem is associated with positive outcomes such as happiness, ability to have healthy relationship and promoting personal adjustment among others (Murray, 2005; Trzesniewski, Donnelan, Moffilt, Robins, Poulton & Caspi, 2006). Adolescents in secondary schools are faced with challenges like academic achievement, social relationships, parental conflicts among others and development of self esteem is important in order for them to overcome the challenges.
A four year longitudinal study of self esteem by Zimmerman, Copeland, Shope & Dielman, (1997) on 1160 American adolescents (both African American & White) in South Eastern Michigan found that self esteem declines from preadolescence to adolescence. Adolescents are able to make self evaluation, and when they are trying to describe who they are, they take both their own and others' views into account (Halter, 1990a). Adolescence idealism coincides with their enhanced sense of uniqueness, self consciousness and critical thinking. Combined with the increase in family conflict during early adolescence, these changes increase adolescent's need for peer approval. As a result, conformity to peer group is high at approximately twelve to fourteen years of age (Steinberg, 1993). The increased conformity to peers increases conflict with parents as parents try to regulate the independence of their children.

Self esteem influences the psychological development, and well-being of adolescents, including their mental health, adjustment and academic attainment. There are many factors that determine the development of self-esteem and parental behavior or attitude are among such factors (Lord, Eccles & McCarthy, 1994). Parental acceptance or the warmth dimension of parenting is crucial (Rohner, 1994, 1999,). In his book on self esteem, Coopersmith (1967) studied family relationships of high esteem children and identified that parents in those families communicate acceptance, they set clear boundaries between themselves and their children, hold high expectations for their children and they also demonstrate respect for their children's uniqueness and individuality. Adolescents in secondary schools require guidance as well as autonomy from parents as they struggle with identity issues and parental acceptance plays a key role in boosting their self esteem. This study aims to find out the level of perceived parental...
acceptance among secondary school students in Kikuyu district and relate it to their self esteem.

According to Schaffer (2006), parental acceptance is a dimension of parenting that describes the amount of responsiveness and affection that a parent displays toward a child. Parents classified as accepting and responsive often smile at, praise and encourage their children expressing a great deal of warmth but they are also critical when the child misbehaves. Parents who are less accepting are relatively unresponsive, often quick to criticize, belittle, punish or ignore a child and they rarely communicate to the child that he or she is valued or loved (Rohner, 2002). Adolescents in secondary schools are faced with major decisions like choosing career paths, parents who do not criticize or belittle the choices that their children make communicate support which boosts the adolescents self esteem.

Rohner (1975, 2004) indicates that parental acceptance and rejection form the warmth dimension of parenting. This dimension can be defined as a continuum where, at one end of the continuum are those parents who express their love and warmth to their children verbally or physically, and, at the other extreme, are those parents who feel aversion and disapproval for their children and may use severe or abusive disciplinary strategies. A meta analysis of 43 studies drawn from 7,563 respondents in 15 countries which included major ethnic groups in America, samples from countries in Africa, Asia, Europe South America and Caribbean (Rohner & Khaleque, 2002) showed that high levels of perceived parental acceptance are related to psychological and behavioral adjustment in
children and adolescents. (Rohner, Khaleque & Cournoyer, 2005) also noted that adolescent perceptions of the amount of acceptance by a caregiver explained up to 26% of the variability of youths' psychological adjustment.

Parental acceptance has been associated with development of self esteem. Adolescents who receive high levels of acceptance and low levels of criticism from their parents have higher self esteem. Those who receive low levels of parental acceptance and high levels of criticism tend have low self esteem (Noller & Callan, 1991). According to Kokenes (1978), adolescents with high self esteem report that their parents accept, understand and like them; those with low self esteem have parents who use techniques of psychological pressure such as withdrawal of love, guilt, or self pity to control them.

There is strong evidence that children worldwide who come from accepting families are more likely than children from rejecting families to feel good about themselves and have a positive world view (Kim & Rohner, 2002, 2003; Rohner, 2004). Further research shows that parental acceptance is crucial to development of self esteem (Bednar, Wells & Peterson, 1989; Coopersmith, 1967; Rogers, 1961). Acceptance is believed to enable a parent see strengths and weaknesses of the adolescent and therefore encourage him or her to explore the world in ways that are based on the child's unique constellation, abilities, preferences, competences, fears and interests among others (Mruk, 2006). As adolescents in secondary schools search for identity, the need for parental acceptance as they explore their environment is crucial. Encouragement than pressure to perform is important in promoting academic achievement.
Research on North American subjects indicates parental behavior has far-reaching contributions to adolescent self esteem (Barber & Thomas, 1987; Hoelter & Harper, 1987; Dekovic & Meeus, 1987). The parental behaviors include parental acceptance and parental control. Another study on American children by Sears, (1970) observed that early parental warmth and acceptance were significant determinants of child’s self esteem. Adolescents in secondary schools require social adjustment skills and parent-child relationships strongly influence the type of relationships the adolescent forms with peers. This study seeks to determine the type of relationship that exist between adolescents in secondary schools and their parents by measuring the level of perceived parental acceptance and how it affects self esteem.

In Malaysia, Amit (2003) conducted a study of 120 adolescent students on self esteem and parental acceptance, race and gender. Significant differences were found in levels of reported self esteem among participants based on levels of perceived parental acceptance. Participants with high perceived parental acceptance scored higher in reported self esteem as compared to participants with low parental acceptance. This indicates fewer problems during transition into adulthood. In another study, Kapur & Gill (1986) carried out a study in India on 200 participants. Findings of the study revealed that parental acceptance was associated with positive self esteem and parental rejection was associated with negative self esteem. These findings are consistent with global studies on the same variables. A study in Egypt by Salama (1991) on perceptions of parental acceptance-rejection and self esteem on children revealed that those who perceived their parents as
accepting had higher levels of self esteem as opposed to those who perceived their parents as rejecting. The current study aims at relating parental acceptance or parental rejection with self esteem outcomes among adolescents in secondary schools. Self esteem is key in enabling adolescents in secondary schools succeed in their developmental tasks of this stage.

1.2 Statement of the problem

The issue of parental acceptance is important in determining the self esteem of the adolescent. Feeling accepted and approved by others especially parents and peers have been identified as important in development of self esteem in adolescents (Harter, 1990b, 1999; Hoge, Smit & Hanson, 1990; Robinson, 1995). In Kenya a study by Ansah, Lim, Peterson & Slotten (2009) found that supportive behavior (the extent to which parents communicates feelings of affection, nurturance and warmth) by mothers and fathers were significant predictors of academic achievement orientation among Kenyan adolescents. However, the study did not find out how the show of affection by parents relates to the self esteem of adolescents. Low self esteem is associated with maladaptive behaviors including substance use, bullying, poor academic performance among others. The need to find out adolescent perceptions of their parents acceptance is important in order to find the sources of maladaptive behaviors in our secondary schools.

There is paucity of research on parental acceptance-rejection and its relationship with self esteem in Kenya. However, a comparative study on the association between Parental acceptance and Control in thirteen cultural groups was undertaken and Kenya was
included (Oburu et al., 2011). Children from Kenya, Colombia, U.S African American, and U.S Latino consistently had the highest levels of parental control and also the highest levels of parental warmth for mothers and sometimes fathers. The study found out that parental warmth was more normative than parental control, a pattern consistent with the idea that parental warmth universally is important to childrearing and children’s healthy development. The study established levels of parental acceptance and did not relate the acceptance with adolescent outcome like self esteem. The need to find out how parental acceptance contributes to the wellbeing of the adolescents is important. The current study focused on parental acceptance-rejection and sought to find out whether adolescent students in secondary schools perceived their parents as accepting or rejecting and went further to find out whether there was a relationship between their self esteem and perceived parental acceptance-rejection.

1.3 Purpose of the study

The purpose of this study was to establish the relationship between perceived parental acceptance-rejection and self esteem in adolescents.

1.3.1 Objectives of the study

The study was guided by the following objectives:

1. To establish the levels of self-esteem among adolescents in secondary schools in Kikuyu District.
2. To establish the levels of perceived parental acceptance among adolescents in secondary schools in Kikuyu District.

3. To investigate whether there is gender differences in self esteem among adolescents in secondary schools in Kikuyu District.

4. To establish the relationship between perceived parental acceptance and self esteem among adolescents in Kikuyu District.

5. To establish whether there are differences in perceived maternal acceptance and perceived paternal acceptance among adolescents in Kikuyu District.

1.3.2 Research Questions

1. What is the level of self esteem among adolescents in secondary schools in Kikuyu District?

2. What is the level of perceived parental acceptance among adolescents in secondary schools in Kikuyu District?

3. Are there gender differences in self esteem among adolescents in secondary schools in Kikuyu District?

4. What is the relationship between perceived parental acceptance and self esteem among adolescents in secondary schools in Kikuyu District?
5. Are there differences between perceived maternal acceptance and perceived paternal acceptance among adolescents in secondary schools in Kikuyu District?

1.4 Justification and Significance of the study

Self esteem heavily influences adolescent transition. Those with high self esteem end up having a smooth transition while those with low self esteem end up with problems of maladjustment. Parental acceptance-rejection contributes to adolescent esteem development. Austin (1988) indicated that quality of contact between a child and parent is of considerable importance. In this he referred to amount of praise, reassurance, affection among others. It is necessary for parents to know how their children perceive their interaction with them especially at the difficult adolescent stage of development. The current study seeks to establish the relationship between perceived parental acceptance-rejection and self esteem.

The findings of this study will enable parents of adolescents to see the impact of their acceptance behavior on the self esteem of their adolescent children, and as a result take appropriate steps to improve parenting. The findings of this study will benefit parents and those who are preparing to become parents to understand how parental accepting or rejecting behavior can positively or negatively affect the adolescent child and influence their self esteem.
The findings of the study will also help institutions dealing with adolescents to enlighten the parental figures on the acceptance needs of adolescents and how the needs affect their self esteem. This would help to increase chances of a smooth transition of adolescents under their care to adulthood.

The findings will help counselors to come up with psycho-educational programs for parents to help them improve their relationships with their adolescent children. The findings of the study will add knowledge into the existing studies on parenting adolescents and hopefully encourage further research in this field.

1.5 Assumptions of the study

In this study, the following assumptions were made:

1. The researcher assumed that responses given by the respondents was a true reflection of adolescent’s perception of parental acceptance.

2. The researcher assumed that respondents without biological parents had caregivers who took parental roles.

3. Correlation was based on the assumption that the variables in question were related linearly and did not suffer from multicollinearity.

1.6 Scope and Limitations of the study

The study focused on selected secondary schools in Kikuyu District study was restricted to perceived parental acceptance-rejection among adolescents and this lefts a lot of other areas like personal characteristics that determine self esteem in adolescents.
This sample was unique to schools in Kikuyu District and could not be a true representation of adolescents in secondary schools throughout the country. A true representation would involve studying all secondary schools in Kenya. The results of the study could not therefore be generalized to other areas of the country.

Only adolescents in secondary schools were targeted, leaving out other adolescents in other institutions of learning like colleges, informal institutions and those who were not in any institutions.

Correlational design used in the study merely showed whether there was a relationship between variables or not but does not provide evidence regarding causal mechanisms.

Survey methods were effective tool in collecting objective data, but "weak and wasteful" in collecting subjective and attitudinal data.
1.7 Operational Definition of terms

Adolescence: transitional stage from childhood to adulthood or teenage years between 13 and 19 years.

Adolescent: a person aged between 13 years and 19 years.

Parental Acceptance refers to the love, warmth, affection, care, comfort, support or nurturance that parents can feel and express toward their children.

Parental Rejection refers to lack of parental love, warmth, affection or support.

Self-esteem: an overall evaluation of one's worth or value. It is the sum of attitudes which depend on perceptions, thoughts, evaluations, feelings and behavioral tendencies.

Perception: interpretation of what we take in through our senses.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter literature related to perceived parental acceptance-rejection in adolescence and self esteem is reviewed. Theoretical framework is discussed as well as the conceptual framework. The topics discussed include self esteem in adolescents, gender differences in self esteem, gender differences in perceived paternal and maternal acceptance and parental acceptance and self esteem. A statement of hypothesis is also given.

2.1 Theoretical Framework

Three guiding theories provide a framework for this study: Parental Acceptance-rejection theory (PARTheory), Symbolic Interactionist Theory and Attachment theory.

2.1.1 Parental Acceptance-rejection theory (PARTheory)

Parental acceptance-rejection theory is an evidence based theory of socialization, which attempts to explain and predict major consequences of parental acceptance and rejection for behavioral, cognitive and emotional development of children (Rohner, 1980). The theory proposes that all people experience degrees of warmth and affection from their close personal relationships, with acceptance at one end of the warmth dimension and rejection at the other.
Parental acceptance-rejection theory holds that all children need a specific form of positive response (acceptance) from parents and other primary care givers. When this need is not satisfactorily met, children world wide and regardless of variations in culture, gender, age, ethnicity or other such defining factors, tend to be hostile and aggressive, dependent or defensively independent, impaired in self esteem and self-adequacy, emotionally unresponsive, mostly unstable and holding a negative world view (Rohner et al 2004). Adolescents in secondary schools need acceptance from parental figures in order to have a positive world view as they involve in life defining activities like career choice during their transition to adulthood. The parents of adolescents according to this theory contribute to a great extent to the self esteem of the emerging adult. In the current study parental acceptance-rejection theory enables the researcher to relate parental acceptance with personality outcome specifically self esteem, and this clearly brings out the role of parents in helping the adolescents during the period of transition.

2.1.2 Symbolic Interactionism Theory

Symbolic interaction is a sociological theory of human behavior proposed by philosopher George Mead early 1900 and developed fully by Herbert Blumer after the death of Mead in 1931. In symbolic interactionism, interactions are initiated on the basis of the interpretations (symbols) that one assigns to a behavior.

The theory proposes that adolescents form their self identity based on their interpretations of others reactions to them in a social context. It further provides that the self esteem of children result from parents’ appraisal of their children’s inherent worth, which occurs
during the interaction of parents with their children (Gecas, Colanico Thomas, 1974). Cooley (1902) proposed that to some extent, individuals see themselves as they think others see them. Self conceptions, and feelings, for example of pride or shame are a consequence of how people imagine others perceive and evaluate them. The level of supportiveness of parents measured in the form of approval, nurturance, warmth and positive reinforcements to their children becomes translated into the perception of adolescent child of their inherent worth.

The accepting behavior of parents as perceived by the adolescents determines how the adolescent evaluates themselves. During this stage of development, the adolescent struggles with issues of identity. Encouragement and verbal appreciation of the adolescent plays a key role in communicating their worth and this helps in performance of other tasks in this crucial stage of development. The day to day interactions between the adolescent and the parent go a long way in enabling the adolescent acquire positive self esteem. Parental acceptance therefore reinforces the feelings of self worth. This theory is used in the study to help link the accepting behavior of parents (parent’s appraisal of adolescent) and how it influences the adolescents’ evaluation of self worth (self esteem).

2.1.3 Attachment theory

Attachment theory was developed by John Bowlby in 1958. The theory is an exploration of affectional bonds between the parent and child. The theory states that the nature of a child’s attachment relationships to his mother figure has profound effect on his
subsequent development. According to Bowlby (1969) infants have a universal need to seek close proximity with their caregiver when under stress or threatened. The child uses the caregiver as a secure base. A secure attachment forms the basis of good relationships and self esteem whereas an insecure attachment leads to problems in both self esteem and relationships.

According to Bowlby (1973), parents’ sensitivity and responsiveness causes children to form mental representations of parents as reliable and trustworthy and of self as worthy of love. Therefore, lack of parental acceptance makes the child feel unworthy of love resulting in impaired self esteem, depressive feelings and a negative world view (Rohner, 2004).

During adolescence, the attachment relationship remains similar in meaning to the earlier relationships. Adolescents with parental support and acceptance are able to retreat to a figurative secure base when confronted with high risk and adaptively avoid potentially dangerous situations. Parent-child relationships undergo important transitions during adolescence, including a decrease in time spent with parents and a shift from dependency to mutual reciprocity (Larson & Richards, 1991). Parents play a significant role in supporting secure attachment during these transitions. Adolescents benefit from parental support that encourages autonomy development yet ensures continued monitoring and emotional connectedness. Specific parenting skills that promote attachment security and autonomy development include psychological availability, warmth, active listening, behavior monitoring, limit setting, acceptance of individuality, and negotiation of rules.
and responsibilities (Allen & Hauser, 1996). This theory helps the researcher to show how parental behavior influences identity formation and perception of self worth. The theory shows that even with the increased need for autonomy, an adolescent requires continued attachment with the caregiver (parent) to ensure a secure base when faced with stressful situations. The type of attachment a parent has with the adolescent influences evaluation of self worth and quality of other relationships.

2.1.4 **Summary of theoretical framework**

The three theories used help to relate the acceptance behavior of the parent with the adolescent’s self esteem. Each theory focuses on a unique aspect of the parent and adolescent relationship which helps in development of self esteem. The parental acceptance-rejection theory shows the need for positive response to the adolescent from parents and other primary care givers in order for the adolescent to develop a positive world view and self esteem. The symbolic interactionism theory shows how the adolescent evaluates self by interpreting the reaction of parents and significant others to them in a social context. The attachment theory shows that attachment to parents which begins during infancy is still needed in adolescent since the type of attachment between the adolescent and parent influence the adolescent’s evaluation of self.

2.2 **Review of Related Literature**

Literature reviewed in this section is done as per study objectives and includes: Self esteem in adolescents, Perceived Parental Acceptance in Adolescents, Gender differences
in Self esteem, Parental Acceptance- rejection and Self esteem and Perceived Paternal and Maternal Acceptance in Adolescents.

2.2.1 Self Esteem in Adolescents

Self esteem is generally regarded as the evaluation that persons make about themselves that express a self-judgment of approval, disapproval and personal worth (Rosenberg, 1965). Self esteem changes through life under the influences of acquired experiences. Recurrent positive information received from the environment commonly increases a person's self esteem, while negative information decreases self esteem. This is especially true if the information comes from significant others who include parents.

Rosenberg (1965) suggested some characteristics of high self esteem and low self esteem individuals. He indicated an individual with high self-esteem as having self-respect, considering oneself a person of worth, appreciating one's own merits, yet recognizing personal faults. The person with high self-esteem doesn't consider him or herself better than others, but neither does he or she consider him or herself inferior to others. He found that people with low in self-esteem are more likely to feel awkward, shy, conspicuous, and unable to express themselves with confidence. They are more depressed and unhappy; they have greater levels of anxiety; they show greater impulse to aggression, irritability, and resentment, and suffer from a lack of satisfaction with life in general. Rosenberg found that a deficient sense of the self has a profound impact on psychological functioning and mental health as well as on interpersonal behavior. Adolescents in secondary schools are in a stage where relationship with peers is important and such relationships are formed based on experiences with parental relationships. Adolescents
who come from accepting parents are likely to form social relationships easily while those from rejecting parents are likely to be aggressive and rejecting further damaging their self esteem. This study seeks to find levels of adolescents’ self esteem and also relate parental acceptance with self esteem.

Self esteem in adolescents is believed to be closely related to several factors which include the level of family support, social acceptance by peers, physical appearance and success in some area of life (for example sport, academics, hobby). For purposes of the current study, focus is given to the family and specifically the parents.

Self esteem develops throughout life, and the family plays an important role in the process. It is evident that harmony between the needs of a child and the support he gets from the environment leads to proper adjustment while disharmony between the child’s needs and support from the environment leads to poor adjustment. Supportive parental behavior has been found to have a positive association with adolescent self esteem (Bogenschneider, Small & Tsay, 1997, Parish & McCluskey, 1992). Low esteem has been implicated in depression, suicide, anorexia nervosa, delinquency and other adjustment problems (Fenzel, 1994). Adolescents in secondary schools often end up with such maladaptive behaviors as a result of low self esteem.

During early childhood, self esteem is relatively high, while on transition to early adolescence status changes and the positive self esteem decreases and does not stabilize until late adolescence (Vasta, Haith & Miller, 1992). During adolescence, a person may experience increased stress in relation to family, friends, new responsibilities and
interests, physical changes, among others, and this affects self esteem (Overholser, Adams, Lehnert & Brinkman, 1995). In one study looking at antecedents of development of adolescents’ self esteem, Cheung & Lau (1985) surveyed 700 Hong Kong high school students about their family and school environments. It was found that higher self esteem was associated with greater cohesion and expressiveness of feelings among family members and less conflict and aggression. As the adolescent makes the transition to adulthood, parental acceptance and other factors in the environment determine the level of self esteem. Self esteem influences the academic performance and success of transition. The current study seeks to determine the levels of self esteem of adolescents in secondary schools in Kikuyu District.

2.2.2 Perceived Parental Acceptance in Adolescents

Even though children, adolescents and adults appear universally to organize their perceptions of acceptance-rejection around the same four classes of behavior that is warmth/affection (or its opposite, coldness/lack of affection), hostility/aggression, indifference /neglect, and undifferentiated rejection, the key concepts of perceived acceptance and rejection are defined in terms of the interpretations that children and adults make of major caregivers' behaviors (Rohner, 2004). This allows individuals to make interpretations of parenting through their own cultural and personal lenses, and thus avoids the possibility of misinterpreting the meaning of caregivers' behaviors.

In the United States of America, extensive research on perceived parental acceptance-rejection has been conducted. Parental warmth has been consistently identified as being significantly related to psychological adjustment of children and adolescents (Rohner,
Khaleque, & Cournoyer, 2007). Rohner & Rohner (1978) conducted a study on a group of 275 American school children from suburban middle class and working class backgrounds and found that perceived parental control was associated with both parental hostility and overall rejection. Korean adolescents born in America also tended to associate parental control to parental rejection as opposed to Korean adolescents born in Korea who do not associate parental control with any attributes of reduced parental acceptance (Rohner & Pettengill, 1985). The differences may be attributed to culture specific parental practices in the different collectivist and individualistic cultures.

Rohner (2004) suggests that even though parents everywhere may express acceptance and rejection, the way they do this is complex and inundated with idiosyncratic and culturally-laced meaning. Children across the globe recognize the affective qualities of their relationship with parents even though they may not use the same vocabulary to describe them. A cross cultural research by Dwairy (2010) on parenting and psychological adjustment of children in nine countries found that adolescents' perception of parental acceptance differs across cultures. Parental practices in different cultures determine definition of parental acceptance. The current study seeks to find the levels of perceived parental acceptance in adolescent students in secondary schools in Kiambu county.

Although parenting practices differ between individualistic Caucasian and collectivist Chinese parents, parental warmth has meaning in Chinese culture that is similar to the meaning in the west according to Ho, (1986). Warmth is defined in terms of emotional support, caring, concern, affection, kindness and tenderness. Studies with Chinese
children and adolescents confirm the relationship between perceived parental warmth (affection) and emotional adjustment. (Chen, Rubin & Li, 1995; Cheung & Lau, 1985; Kim & Go, 2000) Youth with warm parents are less likely to have adjustment problems than those whose parents are unresponsive and rejecting towards them. Both individualistic and collectivist cultures clearly bring out the need for parental acceptance regardless of differences in description. This study aims at finding out the perception of parental acceptance of students in secondary schools and how the perception affects their self esteem.

There is limited empirical data on parenting and adolescent esteem in Africa, but a number of studies on parental acceptance-rejection have been undertaken. The findings of these studies generally agree with the findings in the Western countries and associate perceived parental acceptance with higher self esteem and psychological adjustment during adolescent. Bader (2001) studied the relationship between parental acceptance-rejection, self concept and scholastic achievement in a sample of primary school children in Egypt and found a strong positive correlation between parental acceptance and self concept.

According to Ngige, Ondigi & Wilson (2007), parents in Kenya, like other societies are primarily responsible for nurturing their children but in an extended family system characterized by communal responsibilities in child upbringing. Adult members of the community irrespective of having biological ties with the adolescent child or not, have a collective responsibility to ensure that children are properly socialized with child
discipline being a major concern. The parental figures in the Kenyan societies are wider to include other adults in the society. This may boost the self esteem of teenagers whose parents may not be accepting when they get acceptance from other adults.

In Kenya a study of 630 adolescents in secondary schools by Ansah, Lim, Peterson & Slotten (2009) found that supportive behavior (the extent to which parents communicates feelings of affection, nurturance and warmth) by mothers and fathers were significant predictors of academic achievement orientation among Kenyan adolescents. This indicates the need for parental acceptance during this period to enable the adolescent make a smooth transition into adulthood.

2.2.3 Gender differences in Self esteem

Self esteem for both girls and boys is similar in childhood but a gender gap emerges in adolescence such that adolescent boys have higher self esteem than adolescent girls. In two analyses conducted to examine gender differences in self esteem, on young Americans, Kling, Hyde, Showers & Buswell, (1999) found that males had higher self esteem on average in both analyses but the difference was small. Baumeister, (1993) and Pipher, (1994) also determined that adolescent females on average have a lower sense of self esteem than adolescent males. American adolescence brings increased emphasis of physical attractiveness for young women, many of whom feel they are lacking. The current study seeks to find out whether there are any gender differences in self esteem and correlate the self esteem with parental acceptance.
In a longitudinal study of 47 girls and 44 boys in America, developmental change in self-esteem was examined from early adolescence through late adolescence to early adulthood. Males tended to increase and females tended to decrease in self esteem over time (Block and Robin, 1993). It is believed that there is a direct relationship between the self and the gender as sex stereotype goes parallel with self esteem. Block & Robins (1993) also showed that adolescent female’s self esteem is oriented interpersonally, while males’ self esteem is more self-oriented. They explain that female self esteem is developed through girls’ and women’s relations with others. Compared to males, female’s self-esteem formation is a more demanding process. This is due to the fact that at this developmental level, females construct their self-view in more life domains than males do.

A survey by Erulkar & Matheka (2007) funded by Population Council involved 1,675 adolescents in Kibera, Nairobi and it was found that there was a significant difference in self esteem between boys and girls. Girls on average were found to have lower self esteem. Girls were found to be more worried about the future and were more uncertain about their safety and education. Although the lifestyle in Kibera is different from that of other areas in Kenya in some aspects, adolescent self esteem may have a lot of similarities. For example, in many areas of Kenya, boys’ education is more valued by parents than that of girls.

On the contrary, there are a number of studies that have shown no significant gender difference. Coopersmith (1967) found no difference in the means of Self-Esteem
Inventory (SEI) between males and females in the 5th and 6th grades. Similarly, Cram (1996) in her review of gender and self esteem in adolescents found evidence for gender differences in domain specific areas of self esteem, namely the areas of physical appearance and physical ability. However, her conclusion was that the differences between boys and girls are not significant enough for practical importance. The current study seeks to keenly determine whether there is any significant difference between gender and self esteem. In secondary schools, gender differences in academic or sports performance exist and self esteem issues play a role in the differences.

2.2.4 Parental Acceptance- rejection and Self esteem

Adolescence is a stage where the emerging adult goes through the process of identity development. As their bodies, minds and societal roles change, the adolescent is expected to figure out who they are and what they want in life. During this stage, acceptance by parents instills confidence in the adolescent to believe in self as an individual and this enables the adolescent to resolve the identity crisis. Adolescents' perception of a warm and accepting relationship with their parents is remarkably important to maintaining their healthy psychological adjustment, because their security and other emotional and psychosocial states are dependent on it. As a child develops, acceptance by parents becomes a predicting factor in the development of self esteem.

Berenson, Crawford, Cohen and Brook (2005) conducted a longitudinal study in America to examine the relationship between perceived parental acceptance or rejection and the level of self esteem in adolescents and in early adulthood. The study found that parental
acceptance of the adolescent, predicted self-reports of global self esteem, both at the study, and five years later as participants entered early adulthood. When adolescents perceive their parents as low in warmth, their emotional need for positive responses from the people most important to them (that is their parents) are not met, and this results in poorer psychological adjustment (Rohner et al., 2007). Good psychological adjustment which involves positive self esteem helps the adolescent in achieving academic excellence, forming social relationships among others.

The relation between parental warmth (acceptance) and psychological adjustment of adolescents has been examined in many different ethnic groups and cultures. Most of these studies cited examined overall psychological adjustment, rather then separate attributes. These studies were conducted with European American and African American youth (Veneziano & Rohner, 1998), youth in St. Kitts, West Indies (Rohner, Kean, & Cournoyer, 1991), a meta-analysis of 43 studies worldwide (Khaleque & Rohner, 2002), European American and Mexican American children (Ruiz, Roosa, & Gonzales, 2002). European, Black, Asian, and Mexican (Rubin et al., 2004), and Dutch Hale, Van Der Valk, Engels, & Meeus, 2005). Parental warmth has been consistently identified as being significantly related to psychological adjustment (which involves self esteem) of children and adolescents (Rohner et al. 2007). Students in secondary schools seek increased freedom from parents increasing conflict. The current study aims at relating the perceived parental acceptance with self esteem of the adolescent.

Noller & Callan (1991) in a study in Australia found that adolescents who receive high
levels of acceptance and low levels of criticism from their parents have higher self esteem. Those who receive low levels of parental acceptance and high levels of criticism tend to be low in self esteem. Parents often criticize their adolescent children over academic performance or failure to perform duties as required. The need for parental encouragement and acceptance is clear for an adolescent to make a smooth transition to adulthood. This study seeks to measure the levels of parental acceptance among adolescents in secondary school and correlate them with their levels of self esteem.

In Kenya, a study by Magangi, (2007) carried out in Keiyo District, found that students whose father were absent in their families have low self esteem and perform poorly in school while those student whose fathers are present in their families have high self esteem and perform well in school. This shows that fathers play a key role in self esteem formation in adolescents and also in school performance.

2.2.5 Perceived Paternal and Maternal Acceptance in Adolescents

According to Freiberg (1991), adults convey different messages to male and female adolescents. Most studies analyze the relationships between parents and children without differentiating the father from the mother but the primary focus is mainly the mother’s behavior. Behamdouni (1996) found that mother’s acceptance was significantly and positively associated with adolescent’s self esteem, and was found to be the most powerful predictor of adolescent self esteem. However research by Veneziano (2000) suggests that father’s and mother’s behavior can have differential effects on the psychological adjustment of their children. Paternal acceptance explains a unique and
independent portion of the variance in specific child outcomes, over and above the portion explained by maternal love.

According to Rohner (1998), Rohner & Veneziano (2001), paternal acceptance is at least as important as maternal acceptance. Studies comparing paternal and maternal influence find that paternal acceptance is related to a child’s social and academic competence (Forehand & Nousiainen, 1993; Musitu & Garcia, 2004), children’s mental health (Amato, 1994), children’s personality disorders (Rohner & Brothers, 1999) among others. This differs from a study by Kim (1997) in Korea where adolescents, both boys and girls perceived no difference between maternal and paternal warmth. Korean Americans on the other hand perceived maternal acceptance as more significant. This finding may be related to Korean traditional parental role of mothers as a primary child caregiver and emotional provider, whereas fathers function as a breadwinner and leader (Kim & Kim, 1995; Rohner & Pettengill, 1985). The current study seeks to find the differences between perceived paternal and maternal acceptance in secondary school students and this enables the researcher to see the contribution of male and female parent in the well being of the adolescent.

In a study by Young, Miller, Norton and Hill (1995), perceived paternal love (acceptance) and caring was found to be as predictive of sons’ and daughters’ life satisfaction including sense of wellbeing, as was maternal love and caring. Chen, Liu & Li (2000) found maternal warmth to significantly predict later emotional adjustment such as positive self regard and feelings of security, contributions of paternal warmth were not
found to be significant. The study also seeks to determine how girls and boys perceive the accepting behavior of their fathers and mothers and how this affects their self esteem.

In a study of 527 American adolescents from Utah, Barber and Thomas (1986) found that daughters' self-esteem was best predicted by fathers' physical affection (kisses and hugs) and by mothers' general support, including maternal praise, approval, encouragement, use of terms of endearment, and helping behaviors. Sons' self-esteem, on the other hand, was best predicted by fathers' sustained contact (e.g., picking up the boy for fun and safety) and by mothers' companionship (i.e., spending time with the boy and sharing activities with him). The current study seeks to find out which parent (father or mother) is perceived to be more accepting by adolescents and therefore contributes more to self esteem.

A study of 283 Lebanese students by Kazarian, Moghnie & Martin (2010) found that males and females were comparable in their ratings of their mothers on warmth and specific forms of rejection. Males however rated their fathers significantly lower than female on warmth and higher on rejection. The pattern of gender differences is similar to that reported by Dwairy (2010) but differs with findings from other research studies (Cournoyer, Sethi, & Cordero, 2005; Kim & Rohner, 2003). The findings in the Lebanese study may be as a result of sex-specific culture. Fathers have a cultural image of 'strict father' and mothers are 'benevolent' (Kim & Rohner, 2003). Powel (1981) in his study observed that fathers especially in African culture showed more sex differentiation in their child rearing goals than mothers. Kenyan fathers represent the cultural image of
‘strict father’ and mothers are generally nurturing and this study seeks to find out how the roles are perceived by the adolescent students.

2.3 Conceptual Framework

Self esteem in childhood tends to be high for both boys and girls but it declines during adolescence. The adolescents experience identity crisis and self esteem is threatened. Parental input is one of the factors that determine whether an adolescent acquires positive self esteem or negative self esteem. When parents are perceived to be accepting, the adolescent achieves high self esteem and is well adjusted but when the parent is perceived as rejecting, the adolescent achieves low self esteem and is maladjusted.
Adolescent Transition (Identity Development)

Childhood Self Esteem (Generally High)

Girls' perceived parental acceptance
- Paternal Acceptance
- Maternal Acceptance
  -> Girls with High Self Esteem (Well Adjusted)

Girls' perceived parental rejection
- Paternal Rejection
- Maternal Rejection
  -> Girls with Low Self Esteem (Maladjusted)

Boys' perceived parental acceptance
- Paternal Acceptance
- Maternal Acceptance
  -> Boys with High Self Esteem (Well Adjusted)

Boys' perceived parental rejection
- Paternal Rejection
- Maternal Rejection
  -> Boys with Low Self Esteem (Maladjusted)

Source: (Kagwe, 2012)
Summary of Literature Review

This chapter gave a conceptual framework and also focused on studies that have established the importance of parental acceptance in adolescents and especially on self esteem. The reviewed literature reveals that adolescents who receive high levels of acceptance and low levels of criticism from their parents have high self esteem. Those who receive low levels of parental acceptance and high levels of criticism tend to be low in self esteem.

Gender differences in self esteem are evident from the literature reviewed and boys have higher self esteem than girls except in Cram (1996) and Coopersmith (1967) where gender differences in self esteem was not found to be significant. Paternal and maternal warmth are also deemed as equally important in building of self esteem.

Parental acceptance has been significantly related to psychological adjustment among children and adolescents in different cultures. It is therefore prudent to conclude that adolescents world wide adjust better when parents are warm and accepting.

The conceptual framework indicates that childhood self esteem is generally high but during adolescence, the identity crisis and changes that arise destabilize the emerging adult. Parental acceptance helps the adolescent acquire high self esteem while parental rejection (lack of acceptance) leads to low self esteem and each parental behavior determines the type of transition.
2.5 Hypotheses

H₁ There are gender differences in self esteem among adolescents in Kikuyu district in Kiambu county.

H₂ There are differences between perceived maternal acceptance and perceived paternal acceptance among adolescents in Kikuyu District.

H₃ There is a positive relationship between perceived parental acceptance and self esteem among adolescents in Kikuyu District.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the research methods used are discussed. This involves description of research design, location of the study, target population, sampling procedures and sample size as well as research instruments used. The procedure for data collection and methods used are also discussed.

3.1 Research Design

The research was a correlational study employing survey design. According to Orodho (2003), correlational research design seeks to establish the degree of relationship that exists between two or more variables. In this study the researcher sought to establish whether there is a relationship between perceived parental acceptance and self esteem in adolescents. Survey design has clear advantages over other designs, it enhances collection of data for a large population, and it was relatively cheap and fast and hence preferred for this study.

3.2 Variables under study

In this study the independent variable was parental acceptance-rejection and gender and the dependent variable was self esteem.
3.3 Study Location

The study was conducted in secondary schools in the newly created Kikuyu District of Kiambu County. Kikuyu District happens to have a section of suburban population and a section of rural population that can enable the researcher to see whether the patterns of perceived parent acceptance are similar in both rural and urban populations. The researcher had not also come across a study done on the same topic in this area. Kikuyu District was also unique and had two national schools, many provincial schools, district schools. This enabled the researcher to get the perception of adolescents from different areas of the country. The new district is endowed with many secondary schools (there are 26 public secondary schools) from which reliable data can be collected.

3.4 Target Population

The study targeted secondary school students who are in adolescent stage (12 years to 18 years).

In Kikuyu District, there was a total of 13545 students. (6,822 girls and 6,723 boys). All students were above 12 years. This statistics were acquired from the District Education Office in Kikuyu District.

3.5 Sampling Procedures

The study used stratified random sampling in selecting the secondary schools to participate in the study. This was to ensure that all school categories were represented in the sample in proportion to their number in the population, for example to ensure equal
number of boys and girls in the sample. An advantage in this method of sampling was
that it ensured that all key subgroups of the population were represented.

The population was stratified into four groups

1. Girls boarding
2. Boys boarding
3. Mixed day
4. Mixed boarding

One school was randomly selected from each group and the number of students selected
ensured equal representation of boys and girls. This was done by stratified random
sampling according to gender. From each school selected and stratified according to
gender, twenty students were selected using simple random sampling.

3.6 Instrumentation

The study used two self administered questionnaires to collect data. Each questionnaire
consisted of two sections. The first section included items to help gather demographic
information and the second section contained items that helped to gather data on
perception of parental acceptance and self esteem.

3.6.1 Parental Acceptance-Rejection Questionnaire

Parental acceptance-rejection was measured using the child form of the Parental
Acceptance Rejection Questionnaire. The instrument was developed by Rohner, Saavedra
Granum (1979) and it was used as it is in this study. The PARQ is a 60 item self report questionnaire assessing youths perception of their mothers’ and fathers’ love-related (accepting) behaviors toward them. The measure is composed of four subscales:

a) Perceived warmth and affection
b) Perceived hostility and aggression
c) Perceived indifference and neglect
d) Perceived undifferentiated rejection

The total score represents the warmth dimension of parenting.

To determine paternal acceptance, the word father will replace mother in the maternal version of PARQ.

Permission to use the tool was sought from the author and a letter authorizing the researcher to use the tool was given.

3.6.2 Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The Rosenberg self-esteem scale was used for this study. It was developed by sociologist Dr. Morris Rosenberg. The scale is a ten item Likert scale with items answered on a four point scale (from strongly agrees to strongly disagree). The original sample for which the scale was developed consisted of 5,024 High School Juniors and seniors from 10 randomly selected schools in New York State. The scale was considered a reliable and valid quantitative tool for self-esteem assessment (Blascovich & Tomaka, 1993).
3.7 Validity and Reliability

3.7.1 Validity,

Validity, according to Kombo and Tromp (2006) refers a measure of how well a test measures what it is supposed to measure. The instruments used in this study have been used before in different populations and validity established as high. Rohner (1984) established evidence of validity and reliability criteria were established for each of the four subscales of the PARQ. During the pilot study, the researcher intended to administer and correlate CRPBI Acceptance validation scale and affection subscale of PARQ to determine concurrent validity and the relationship was positive and the correlation coefficient was strong (0.77). To establish validity of the Rosenberg self esteem test, the researcher administered Sorensen self esteem test alongside Rosenberg self esteem test and a positive relationship with a correlation coefficient of 0.67 was established indicating a moderate relationship.

3.7.2 Reliability

The researcher intended to use test retest method to establish reliability of the instruments. The questionnaire was administered to a group of adolescents in a secondary school and the same questionnaire administered again after one week to find out whether there was a relationship between the scores. In the parental acceptance-rejection instrument, a positive relationship was established and a correlation coefficient of 0.72 was established. This shows a strong relationship between the two tests. For the self esteem instrument, a strong positive relationship was established with a correlation coefficient of 0.82.
3.8 Pilot study

A pilot study was conducted in a mixed school outside the six secondary schools which was selected for the main study. According to Teijlingen and Hundrey (2001) piloting is important in ascertaining the validity of research instruments.

The aim of the pilot study was to establish validity and reliability of the instrument determine the clarity of instructions and questions and also determine the length of time for test administration.

3.9 Data Collection Procedures

The researcher sought research permit before undertaking any data collection. Upon getting such permit, the researcher visited the schools selected in the sample and sought approval of authorities. When arrangements were done in every school and each school identified convenient time and dates, the researcher selected respondents. Instructions were given to the respondents and time was given based on the findings of the pilot study. The questionnaires was administered to one school which was excluded from the main study. When all data was collected, it was subjected to correlational and inferential statistics. The techniques that were employed included calculation of; means, frequency, percentages and graphs. Chi square analysis were conducted to identify the differences between males and females on self esteem. Spearman’s Rank correlation was done to find the relationship between parental acceptance and self esteem. Data analysis was done using SPSS (Statistical Package for Social Scientist).
3.9.1 Scoring and data Analysis

Scoring in Rosenberg Self-Esteem Scale

To score the items, a value is assigned to responses in each of the 10 items as follows:

For items 1, 2, 4, 6, 7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0.

For items 3, 5, 8, 9, 10 (which are reversed in valence): Strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3. The scale ranges from 0-30, with 30 indicating the highest score possible and 0 the lowest possible score.

Scoring in Parental Acceptance Rejection Questionnaire

A score sheet is available with instructions on how to score each item. Scores on the four acceptance-rejection scales were summed (after reverse scoring the warmth and affection scale to create a measure of perceived coldness and lack of affection), producing an overall measure of perceived acceptance-rejection that ranges from a low of 60 (maximum perceived acceptance) to a high of 240 (maximum perceived rejection). All versions of the questionnaire were designed conceptually in such a way that scores at or above 150 reveal the experience of significantly more caregiver rejection than acceptance.

To arrive at a single parental acceptance-rejection score, the mother and father scores were added and divided by two so that the same range of scores could be used to determine acceptance or rejection.
Findings of the responses on the self-esteem of the adolescents was done in a four-point likert scale running from 0.0 to 3.0. Where 0.0 represented strongly disagree, 1.0 disagree, 3 agree and 4 strongly agree. On the reverse scoring, 0.0 represented strongly agree, 1.0 agree, 2.0 disagree and 4.0 strongly disagree.

3.10 Data Management and Ethical considerations

The researcher obtained a letter from the Department of Psychology of Kenyatta University in order to get research permit from the National Council for Science and Technology. The researcher sought approval of principals in selected schools to collect data. Informed consent in written form was sought from all respondents. Participants who were selected in the study were given freedom to decline to participate or withdraw from participation. They were also clearly instructed not to put their names on the questionnaire to ensure confidentiality.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data findings and graphical presentation of the data. The chapter has findings on the demographic information, the level of self esteem among the adolescents, the perceived parental acceptance-rejection, the gender influence on the self esteem, and the relationship between perceived maternal and paternal acceptance and rejection.

4.2 Demographic information

4.2.1 Gender of respondents

The gender consideration is very important aspect in any organization. Gender parity is widely factored in determining organizations structure and leadership alignments. The data on the gender of the respondents is shown in figure 4.1.
From the findings shown in figure 4.1, the number of males and females were equal. The males accounted for 50% of the total respondents; the other 50% was taken by the females. According to the study, the data was collected from 60 male adolescents and 60 female adolescents. This indicates the data collected was gender balanced.

### 4.2.2 Age of the respondents

Determination of the age structure of a group is important as it helps to determine the portion of active population and the dependent population. This study collected information on the age of the adolescents. The findings are shown in figure 4.2.

As shown in figure 4.2, most of the respondents (36%) were 16 years old, 28% were more than 16 year old. 21% of the adolescents were aged 15 years. 8% were below fourteen years old and 7% were 14 years old. This indicates that both early adolescents and late adolescents were represented.
4.2.3 Primary Caregiver of the adolescents

The role of a caregiver is very important to a child’s growth. A child emulates the behavior and the actions of a role model and their caregiver. The manner in which a child is brought up affects his or her behavior in future. The findings on the caretakers of the adolescents are shown in figure 4.3.

![Caretaker Bar Chart]

**Figure 4.3 Primary caregiver of the adolescents**

Figure 4.3 shows the caretakers of the adolescents in Kiambu County. From the findings, majority of the respondents (76%) indicated that they had been raised by both father and mother. Others indicated being raised by their mothers only (22%). Very few (2%) had been staying with their fathers only. This generally indicates that most of the adolescents have been raised by both parents.

4.3 Findings of the Study

The findings of the study are presented in this section and they are presented as per the objectives of the study.
4.3.1 Levels of self-esteem of adolescents

The level of self-esteem of a person affects his/her life and ability to interact with people.

The study requested the respondents to provide information which could be used to calculate their level of self-esteem.

Table 4.1 Percentages of self esteem responses per item

<table>
<thead>
<tr>
<th>Item</th>
<th>DISAGREE</th>
<th>AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>On the whole, I am satisfied with myself.</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>I feel that I have a number of good qualities</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>I am able to do things as well as most other people</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>I feel that I'm a person of worth, at least equal to others</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>I take a positive attitude toward myself</td>
<td>6</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Reverse Scores

<table>
<thead>
<tr>
<th>Item</th>
<th>DISAGREE</th>
<th>AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All in all, I am inclined to feel that I'm a failure*</td>
<td>55</td>
<td>46.7</td>
</tr>
<tr>
<td>I wish I could have more respect for myself*</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>I certainly feel useless at times *</td>
<td>22</td>
<td>18.6</td>
</tr>
<tr>
<td>I feel I do not have much to be proud of *</td>
<td>17</td>
<td>14.4</td>
</tr>
<tr>
<td>At times, I think I am no good at all. *</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

45
Table 4.2 shows the findings of self esteem levels. It indicates the responses given in every item and the percentages of the responses per item. In the first item which says ‘On the whole, I am satisfied with myself’, 45% of the respondents agree that they are satisfied with themselves and 40.5% strongly agree they are satisfied with themselves. This means 85.8% of respondents are satisfied with themselves while a total of 14.2% are not satisfied with themselves.

In the second item, ‘I feel that I have a number of good qualities’ 24.4% of the respondents agree that they feel they have a number of good qualities while 67.2% strongly agree they feel they have a number of good qualities. This means 91.6% of respondents feel they have a number of good qualities while a total of 14.2% do not feel that they have a number of good qualities. 79.2% of the respondents feel they are able to do things as well as most other people while 21.8% feel they are not able to do things as well as most other people. 87.5% feel that they are people of worth, at least equal to others while 12.5% feel that they are not people of worth and are not equal to others. 87.3% indicate that they take a positive attitude towards themselves while 12.7% do not take a positive attitude towards themselves.

On the reverse score 67.5% disagree that they are inclined to feel like a failure while 32.5% agree that they are inclined to feel like a failure. 94.1% wish they could have more respect for themselves while 5.9% are comfortable with their level of self respect. 66.1% agree that they certainly feel useless at times while 33.9% disagree. 54.3% agree they do not have much to be proud of while 45.7% feel that they have much to be proud of. 67.2% agree that at times they feel they are not good at all while 32.8% disagree.
These findings concur with Rosenberg (1965) on the characteristics of high self esteem and low self esteem in individuals. The adolescents expressed high respect for themselves and had positive attitude towards themselves. The adolescents were also proud, felt very good of themselves, never felt less important and never felt they were failures.

The table 4.2 below presents the summary of findings in both male and female levels of self esteem. The maximum possible score is 30 while the minimum possible score is 0.

Table 4.2 Level of adolescent's self-esteem

<table>
<thead>
<tr>
<th></th>
<th>Max</th>
<th>Min</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>11</td>
<td>19.48</td>
<td>0.35</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>12</td>
<td>20.18</td>
<td>0.35</td>
</tr>
<tr>
<td>Total self esteem</td>
<td>27</td>
<td>11</td>
<td>19.83</td>
<td></td>
</tr>
</tbody>
</table>

The findings indicate that females had a higher self esteem than male respondents with a score of 20.18. The maximum scores indicate very high levels of self esteem while the minimum scores are not extremely low since they are above 10. The above findings indicate that the adolescents were positive about their lives. The total score for self-esteem among the respondents in Kiambu County was very high at 19.83.

4.3.2 Levels of perceived parental acceptance-rejection

The study collected data on adolescents’ perceived parental acceptance-rejection. The data on perceived parental acceptance in mothers and fathers was analyzed as shown in the tables below.
Table 4.3 Levels of Perceived Acceptance in males

<table>
<thead>
<tr>
<th>Perceived Parental Acceptance</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>118.56</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Maternal Acceptance</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>119.44</td>
<td>28.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Parental Acceptance</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>119.1</td>
<td>30.9</td>
</tr>
</tbody>
</table>

The findings in table 4.3 indicate that boys perceive their fathers overall as more accepting than the mothers because the mean score of 118.58 in perceived paternal acceptance indicates greater warmth than the score of 119.44 in perceived maternal acceptance. This may be attributed to the reduced involvement of fathers in active parenting nowadays leaving mothers to discipline the children.
Table 4.4 Levels of Perceived Acceptance in females

<table>
<thead>
<tr>
<th>Perceived Parental Acceptance</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>117.96</td>
<td>36.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Maternal Acceptance</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>119.70</td>
<td>34.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Parental Acceptance</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>118.8</td>
<td>37.2</td>
</tr>
</tbody>
</table>

The findings in table 4.4 indicate that girls perceive their fathers as more accepting than their mothers with a mean score of 117.96. Perceived maternal acceptance score was 119.70 which indicate less acceptance. Just like in boys, fathers nowadays no longer take the role of disciplinarian as in traditional times, leaving mothers to bear the burden of taking care of the children as well as disciplining them.
Table 4.5 Levels of perceived parental acceptance in males and female

<table>
<thead>
<tr>
<th>Perceived parental acceptance in both boys and girls</th>
<th>Value</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>119</td>
<td>29.6</td>
</tr>
</tbody>
</table>

The findings in table 4.5 indicate that the respondents perceived their parents as more accepting than rejecting with a mean of 119. Though the maximum score which is 154 indicate greater rejection than acceptance, the minimum score indicates a score of 80 which shows high level of perceived warmth. A study by Kim (1997) adolescents' perceived maternal PARQ score was 105.57 (SD = 27.26) and paternal PARQ was 106.87 (SD = 24.57). This indicates greater warmth than the scores in this study but a cross cultural research by Dwairy (2010) on parenting and psychological adjustment of children in nine countries found that adolescents’ perception of parental acceptance differs across cultures. The level of acceptance is higher than rejection in adolescents in Kikuyu District of Kiambu County.

4.3.3 Gender differences in self esteem among adolescents in secondary schools in Kikuyu District

The relationship between gender and self esteem is critical. This is because when the self esteem is known to be based on the gender, then appropriate measures can be taken to
control low esteem in either gender. To determine whether there was any difference between boys and girls on levels of self esteem, the study did a t test. The findings are shown in table 4.8.

Table 4.6 Gender and self esteem

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>Levene's Test f</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.088</td>
<td>.767</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-.701</td>
<td>117.888</td>
</tr>
</tbody>
</table>

Table 4.6 shows the test findings on the differences in levels of self esteem between boys and girls. Since the Levene's p-value was 0.767, then it shows that the variances were equal. From the findings, the corresponding results were t (118) = 0.701, p = 0.485, α = 0.05. This showed that there was no significantly statistical difference in self esteem between males and females. This indicates that self esteem was not affected by the gender of the individual but by other factors. This conclusion was further confirmed by the thin difference of the scores of both genders. The average score for males was 19.82 while the average score for females was 20.18333.
These findings concur with those of a study by Kim (1997), among young Korean adolescents in Korea, both boys and girls perceived no difference between maternal and paternal warmth. This indicates that self esteem was not affected by the gender of the individual but by other factors. The findings are also similar with those of Coopersmith (1967) who found no difference in the means of Self-Esteem Inventory (SEI) between males and females in the 5th and 6th grades. The study further showed a slim difference between the total score for males which was 19.82 while that of females was 20.18333. These findings implied that the self esteem was not so much influenced by the gender of a person but other factors. The findings slightly differ with Kling, Hyde, Showers & Buswell, (1999) that males have slightly higher self esteem on average than females. This may be explained by aggressive campaigns to promote the welfare of the girl child that has been going on in Kenya. A study by Baumeister, (1993) and Pipher, (1994) also determined that adolescent females on average have a lower sense of self esteem than adolescent males.

4.3.4 Relationship between perceived parental acceptance and self esteem among adolescents in Kikuyu District

The parental affection or rejection towards a child has an impact on the child’s level of self esteem. Generally show of affection by parents to a child raises the child’s self esteem. Similarly, show of rejection by parents to a child lowers the self esteem of the child. This study sought to establish the relationship between self esteem and the perceived acceptance or rejection. The findings are shown in table 4.7.
Table 4.7 Relationship between perceived parental acceptance and self esteem among adolescents

<table>
<thead>
<tr>
<th></th>
<th>Self esteem</th>
<th>Paternal</th>
<th>Maternal</th>
<th>Parental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self esteem</td>
<td>r</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal</td>
<td>r</td>
<td>.203</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.026</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal</td>
<td>r</td>
<td>.679</td>
<td>.548</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.038</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental</td>
<td>r</td>
<td>.572</td>
<td>.880</td>
<td>.850</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.016</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

The relationship between the self esteem of an adolescent and the parental acceptance or rejection was tested using Spearman’s Rank Order correlation method. From the findings shown in table 4.7, the correlation between perceived paternal acceptance or rejection and self esteem was $r=0.203$ and the $p$ value was 0.026. This shows that there was a low positive relationship between self esteem and perceived paternal acceptance-rejection.

The Spearman’s correlation between maternal acceptance or rejection and self esteem was $r=0.679$ and a $p$ value of 0.038. This shows that there was a moderate positive relationship between self esteem and maternal acceptance-rejection. This means that the more an adolescent perceived the mother as accepting, the more his/her self esteem increased and vice versa.

The affection of both mother and a father (parental acceptance – rejection) was found at $r=0.572$ and $p$ value of 0.016. This shows that the parental acceptance-rejection was found to be moderate and positively related to the self esteem of the adolescent. This
means that the more a child perceived both parents as accepting the more the child’s self esteem increased and vice versa.

These findings concur with those of Berenson, Crawford, Cohen and Brook (2005) who conducted a longitudinal study in America to examine the relationship between perceived parental acceptance or rejection and the level of self esteem in adolescents and in early adulthood. The study found that parental acceptance of the adolescent, predicted self-reports of global self esteem, both at the study, and five years. When adolescents perceive their parents as low in warmth, their emotional need for positive responses from the people most important to them (that is their parents) are not met, and this results in poorer psychological adjustment (which includes self esteem) as confirmed in a study by Rohner et al., (2007). The findings are in line with those of Behamdouni (1996) who found that mother’s acceptance was much more and most powerful predictor of adolescent self esteem. When parents express affection and communicate acceptance to their children, the children feel a sense of worth and self esteem increases. The same happens when a child perceives the parent as rejecting, they feel worthless and self esteem decreases.

4.3.5 Differences in perceived maternal acceptance and perceived paternal acceptance among adolescents

4.3.5.1 Perceived paternal and maternal acceptance rejection score

The study sought to find out whether there were major differences between the perceived paternal acceptance-rejection and the perceived maternal acceptance-rejection among the adolescents. The findings are shown in figure 4.4.
Figure 4.4 Differences between Perceived Acceptance/Rejection and Maternal Acceptance/Rejection

Figure 4.4 shows the differences in the perceived acceptance or rejection from both the father and mother. From the findings shown in the warmth subscale in the figure, mothers were perceived to be warmer (52%) than fathers (48%). This may be attributed to the fact that mothers express their feelings and say nice things to their children more often than fathers. In the negligence subscale, mothers were perceived to be more neglectful (51%) than fathers (49%). This may be due to the fact that mothers spend more time with the children than fathers and actions that may be perceived as neglectful occur more often with the mother than the father. However, the study shows that adolescents perceived more hostility from their fathers (51%) than from their mothers (49%). This may be due to the fact that fathers are more involved in disciplining the children more than the mothers and the child is therefore likely to perceive more hostility from the father. The study further showed that perceived rejection was equal for both mothers (50%) and fathers (50%). More significantly to note is that the perceived maternal acceptance was slightly higher at 51% compared to perceived paternal acceptance at 49%.
more hostility from their fathers (51%) than from their mothers (49%). This may be due
to the fact that fathers are more involved in disciplining the children more than the
mothers and the child is therefore likely to perceive more hostility from the father. The
study further showed that perceived rejection was equal for both mothers (50%) and
fathers (50%). More significantly to note is that the perceived maternal acceptance was
slightly higher at 51% compared to perceived paternal acceptance at 49%.

4.3.5.2 Perceived paternal acceptance –rejection and gender

The study sought to establish whether the gender of a person influenced the perceived
paternal acceptance or rejection (acceptance or rejection of the father). The findings are
shown in table 4.8.

Table 4.8 Gender differences in perceived paternal acceptance-rejection

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances</td>
<td>1.536</td>
<td>.218</td>
<td>1.567</td>
</tr>
<tr>
<td>assumed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances</td>
<td>1.567</td>
<td>112.573</td>
<td>.120</td>
</tr>
<tr>
<td>not assumed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gender differences in perceived paternal acceptance-rejection was tested using Levene's
Test. The Levene's p-value obtained was 0.218, implying that the variances were equal
between boys and girls. From the findings, the t-test results were \( t (118) = 1.567, p=0.120, \)

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\( \alpha = 0.05 \). The findings therefore show that the perceived acceptance or rejection of an adolescent by his father was not statistically different in boys and girls. Thus the perceived paternal acceptance or rejection was not significantly different in adolescent boys and girls.

4.3.5.3 Perceived maternal acceptance-rejection and gender

Maternal acceptance or rejection is the affection or rejection by a mother. The study sought to establish whether this maternal acceptance or rejection was dependent on the gender of a person. The findings are shown in table 4.9.

| Table 4.9 Gender differences in perceived maternal acceptance-rejection. |
|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Levene's Test for     | t-test for Equality of Means |
| F                    | Sig. t df Sig. (2-tailed) Mean Difference Std. Error Difference 95% Confidence Interval of the Difference |
| Equal variances assumed | 1.035 .311 .384 118 .702 .0178 .04646 - .07418 .10983 |
| Equal variances not assumed | .384 111.3 83 .702 .0178 .04646 - .07423 .10989 |

The findings in table 4.9 give the t-test showing the differences between boys and girls on perceived maternal acceptance. The Levene’s test obtained a p-value of 0.311. Therefore the variances were between boys and girls means on perceived maternal acceptance or rejection (\( p>0.05 \)). T-test results showed t-tests \( t \) (118) =0.384, \( p=0.702, \alpha = 0.05 \). The findings therefore show that the perceived acceptance or rejection of an adolescent by his mother was not statistically different in boys and girls. Thus the perceived maternal acceptance or rejection was not significantly different in adolescent boys and girls.
Findings in this study concur with a study by Kim (1997) in Korea where adolescents, both boys and girls perceived no difference between maternal and paternal warmth. Korean Americans on the other hand perceived maternal acceptance as more significant. Powel (1981) in his study observed that fathers especially in African culture showed more gender differenciation in their child rearing goals than mothers. Kenyan fathers represent the cultural image of 'strict father' and mothers are generally nurturing. This fact may contribute to the differences perceived acceptance-rejection observed in the findings. In the case of perceived rejection subscale, the findings differ from Dwairy (2010) who reported that across nine cultural groups, fathers were perceived by children as more rejecting than mothers. The study findings therefore show that thought mothers are slightly perceived to be more accepting than fathers, the difference is very little.
CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusion and recommendations of the study.

5.2 Demographic information

The study was collected from the students from the schools in Kiambu County. The students were used to represent the adolescents. The gender of the respondents was equal for male and female respondents and this gave a balanced gender consideration in the study. Most of the respondents were 16 years old which took 36% of the total respondents. The study was undertaken by adolescents who had been brought up under different caregivers. Majority (76%) had been brought up by both parents, 22% had been raised by their mothers and 2% by their fathers.

5.3 Summary of the findings

The findings of the study show that the level of score for self esteem in Kiambu County was very high at 20.18333. The study shows various ways in which the adolescents showed that they had self esteem. The adolescents were very satisfied with themselves. 85.8% of respondents indicated that they were satisfied with themselves while a total of 14.2% are not satisfied with themselves, 91.6% of respondents felt that they have a
number of good qualities while a total of 14.2% do not feel that they have a number of
good qualities felt worth and equal to others and felt that they had good qualities. The
adolescents also felt they could do things the way others did. These findings concur with
Rosenberg (1965) on some of the characteristics of high self esteem and low self esteem
individuals.

The study findings show that the level of parental acceptance for boys was 119.1 while
that of girls was 118.8. This shows that both boys and girls perceive more warmth than
rejection from their parents. The level parental acceptance for all the respondents was
119. Though the level of acceptance may not be regarded as very high, the perception of
warmth is greater than perception of rejection.

The study found no significantly statistical difference in self esteem between both males
and females. From the findings, the corresponding results were t (118) =0.701, p=0.485,
α = 0.05. This showed that there was no significantly statistical difference in self esteem
between males and females. These findings concur with those of a study by Kim (1997),
among young Korean adolescents in Korea, both boys and girls perceived no difference
between maternal and paternal warmth. This indicates that self esteem was not affected
by the gender of the individual but by other factors.

According to the findings, parental acceptance-rejection was found to be moderate and
positively related to the self esteem of the adolescent. This means that the more a child
perceived both parents as accepting the more the child’s self esteem increased and vice
versa. However, it is important to note that the relationship between paternal acceptance
and self esteem was low though positive and the relationship between maternal acceptance and self esteem was moderate and positive.

The findings of the study indicated that there were no significant gender differences in perceived maternal acceptance-rejection and perceived paternal acceptance-rejection. Findings in this study concur with a study by Kim (1997) in Korea where adolescents, both boys and girls perceived no difference between maternal and paternal warmth.

5.4 Conclusion

This study aimed at establishing the relationship between perceived parental acceptance-rejection and self esteem. Adolescents from Kikuyu District, Kiambu County sampled here had relatively high self esteem, they perceived both parents as more accepting than rejecting and a positive relationship was established between their levels of self esteem and perceived parental acceptance. In order to improve the levels of self esteem, adolescents and children in schools should be helped to understand themselves as they grow, improve academic achievement and social relations and thus positively to increase their self esteem. Parents should also be trained on behaviors that increase parental warmth to their adolescents through verbal and non verbal means. According to Rohner et al., (2007) perceived parental acceptance in adolescents play a key role in psychological adjustment which includes self esteem. Self esteem in adolescence is of great importance since it helps the individual make a smooth transition to adulthood.
5.5 Recommendations

The study found that feelings of worthiness, respect and being equal to others among other things were highly related with self esteem. This study recommends that adolescents and children in schools be encouraged and guided to improve self esteem and improve achievement and thus positively to increase their self esteem.

The study like other studies done previously prove that parental acceptance is important in development of self esteem in adolescents and therefore, parent education programs should be developed to sensitize parents on the importance of their accepting behavior to their children.

The study also found that self esteem was not affected by the gender of the adolescents. It is thus recommended that parents, teachers and caretakers of children accept and support children equally without gender bias.

5.6 Suggestion for further studies

This study was done in Kikuyu District of Kiambu County. The way of life, culture, economic abilities of this county may be different from those of other counties in Kenya. It is therefore appropriate that other similar studies be conducted in other regions in order to give a more detailed understanding about the self esteem.
There is need for future research using a longitudinal research design and a larger sample to observe the stability and change in relationships between the study variables as adolescents mature. This would help to increase generalizability of this study's findings.

The study concentrated on self esteem, gender and age in relation to parental acceptance rejection and it is suggested that perceived parental acceptance rejection be studied in relation to other variables such as substance use, problem behavior, and academic achievement among others. This would help in widening the understanding of the importance of parental acceptance and how it relates to adjustment problems or progress.
References


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Coppersmith. S. (1967) The antecedents of self esteem, San Francisco: W.H; Freeman


Rohner, R.P. (1975) They love me they love me not. A worldwide study of the effects of parental acceptance and rejection. New Haven, Connecticut


Greetings,

My name is Margaret Kagwe a student from Kenyatta University pursuing a Masters degree in Counseling Psychology. This study on adolescent adjustment is intended to provide research data about adolescent perceptions of parental acceptance and how it affects self esteem. The results of the research will provide important information to parents about how their behaviors impact on the self esteem of their adolescent children. Your participation will be helpful in producing useful results.

Participation is voluntary and one is free to withdraw from the research at any time. Information given by those willing to participate will be kept confidential and used only for the purpose of this research. Name codes will be given to ensure confidentiality.

Any questions and concerns are welcomed.

Thank you.

Student’s Consent to Participate in this Research

Having understood there is no risk in participating in this study and the importance of the study, I consent to participate in the research study. I understand that I can discontinue my participation at any time, without any penalty to me.

__________________________________________

Student’s Signature Date
A2 DEMOGRAPHIC INFORMATION

You are requested to fill the following details about yourself. Please be honest. The information will not be used for identification purposes.

Name Code: ____________________ Sex:  Male_______   Female_______
Age____

Name of School _____________________________________________________

Who is your primary caregiver?

( ) My mother all the time

( ) My father all the time

( ) My father and mother all the time

( ) Others (specify) _______________________________________________

Attached are three questionnaires you are invited to complete for a study on effects of adolescents perception of parental acceptance on self esteem. On each questionnaire, please answer all questions honestly. In each questionnaire, there is no right or wrong answer and all you are required to do is to select the response that accurately represent how you feel about the statement in question.
### A3 QUESTIONNAIRE FOR ADOLESCENT SELF ESTEEM

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA; if you agree with the statement, circle A; if you disagree, circle D; and, if you strongly disagree, circle SD.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>On the whole, I am satisfied with myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.*</td>
<td>At times, I think I am no good at all.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I feel that I have a number of good qualities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I am able to do things as well as most other people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.*</td>
<td>I feel I do not have much to be proud of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.*</td>
<td>I certainly feel useless at times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I feel that I'm a person of worth, at least equal to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.*</td>
<td>I wish I could have more respect for myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.*</td>
<td>All in all, I am inclined to feel that I'm a failure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I take a positive attitude toward myself</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A4 QUESTIONNAIRE FOR ADOLESCENT PERCEPTION OF PATERNAL ACCEPTANCE

CHILD PARQ: Father
Adapted and used with permission from Dr. Rohner

The following pages contain a number of statements describing the way fathers sometimes act toward their children. I want you to think about how each one of these fits the way your father treats you.

Four boxes are drawn after each sentence. If the statement is basically true about the way your father treats you then ask yourself, “Is it almost always true?” or “Is it only sometimes true?” If you think your father almost always treats you that way, put an X in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way your father treats you then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way your father treats you then ask yourself, “Is it rarely true?” or “Is it almost never true?” If it is rarely true about the way your father treats you put an X in the box RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your father really is rather than the way you might like him to be. For example, if he almost always hugs and kisses you when you are good, you should mark the item as follows:

<table>
<thead>
<tr>
<th>1. Hugs and kisses me when I am good</th>
<th>TRUE OF MY FATHER</th>
<th>NOT TRUE OF MY FATHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY FATHER</td>
<td>Almost Always True</td>
<td>Rarely True</td>
</tr>
<tr>
<td></td>
<td>Sometmes True</td>
<td>Almost Never True</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Respondent’s male caregiver, if not father
<table>
<thead>
<tr>
<th>MY FATHER</th>
<th>TRUE OF MY FATHER</th>
<th>NOT TRUE OF MY FATHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost True</td>
<td>Rarely True</td>
</tr>
<tr>
<td></td>
<td>Sometimes True</td>
<td></td>
</tr>
<tr>
<td>1. Says nice things about me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Nags or scolds me when I am bad</td>
<td></td>
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A5 QUESTIONNAIRE FOR ADOLESCENT PERCEPTION OF MATERNAL ACCEPTANCE

CHILD PARQ: Mother

The following pages contain a number of statements describing the way mothers sometimes act toward their children. The questions are similar to the ones describing the way fathers sometimes act toward their children. I want you to think about how each one of these fits the way your mother treats you.

Follow the instructions given in the questionnaire above (father) to complete the following questionnaire.

Respondent’s female caregiver, if not mother

<table>
<thead>
<tr>
<th>MY MOTHER</th>
<th>TRUE OF MY MOTHER</th>
<th>NOT TRUE OF MY MOTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost True</td>
<td>Sometimes True</td>
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THANK YOU FOR YOUR TIME AND COOPERATION
GOD BLESS YOU!

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February 6, 2012

To Whom It May Concern:

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We respectfully request that results of said research be reported to the Rohner Center when your study is completed. Articles resulting from research will be archived in the Center and placed in the Center's online bibliography.

Ronald P. Rohner, Professor Emeritus
Family Studies and Anthropology
Director, Ronald and Nancy Rohner Center

CEO, ROHNER RESEARCH
255 Codfish Falls Road
Storrs, CT 06268-1425 USA
www.home.earthlink.net/~rohner_research

RPR:n
Our Ref: Date: 24th April, 2013

NCST/RCD/14/013/530

Margaret Wambui Kagwe Kenyatta University P.O.Box 43844-00100 Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 17th April, 2013 for authority to carry out research on “The relationship between perceived parental acceptance – rejection and self esteem among adolescents in secondary schools in Kikuyu District,” I am pleased to inform you that you have been authorized to undertake research in Kikuyu District for a period ending 31st July, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Kikuyu District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kikuyu District.