ASSESSING THE CORRELATION BETWEEN PARENTAL WORK SCHEDULES-FAMILY BALANCE AND ADOLESCENTS PSYCHO-SOCIAL BEHAVIOR IN KIAMBU HIGH SCHOOLS, KIAMBU COUNTY, KENYA

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STUDENT DECLARATION AND COPYRIGHT

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

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ABSTRACT

Work-family balance remains a central issue for employed parents and employers alike. An important correlate of both adolescent psychosocial development and parental work is the parent-child relationship. Psychosocial and mental health problems are quite prevalent among adolescent worldwide, some data reporting up to 20% of adolescents having such problems, therefore this study looked into adolescents’ psycho-social behavior as influenced by parents work-family balance. The specific objectives included establishing effects of parents’ work-family balance on parenting styles; parent-adolescent bond and Parent-adolescent conflict as significant factors of adolescents’ psychosocial behavior. This study was conducted using a mixed method research design and the target population was adolescents in both public and private high schools in Kiambu County. Stratified sampling technique was used to select both private and public schools in 10 districts. From the total population of 338 schools a sample of 42 was selected which represents about 12% of the total population of schools and using simple random sampling, 420 adolescents was drawn; of which 10 adolescents were randomly selected in every selected school. Structured questionnaire with a section on the Adolescents’ Psychosocial Functioning Inventory (APFI) test was developed and utilized as a tool for collecting data. The researcher analyzed data using both descriptive and inferential statistics using SPSS that involved frequency distribution and chi-square tests and presented in tables and charts. The research findings indicate that adolescents from authoritative and authoritarian parenting style inhabit same Optimism and Coping Strategies (OCS) TFS =12 slightly higher than those from permissive parenting style TFS=8 . The findings also indicate that adolescents from authoritative and authoritarian parenting style inhabit high General Psychosocial Dysfunctions (GPD) TFS=44.02 and are more likely to have Behavioral and Relationship Problems (BRP) TFS=9.78. The results show how parents’ work-family balance affect Parent- adolescent bond and in turn influence adolescents’ psychosocial behavior; Adolescents who spend more quality time with parents in the evening to bond inhabit appreciable aspects of psychosocial development behaviors TFS (OCS=9.71; GPD=36.43; and BRP=9.57) and the relation between time adolescents’ father comes back from work and Parent- adolescent bond was significant, $\chi^2 (3, N=390) =40.022$, p<0.01, whereby 156 (40%) adolescents noted to have poor bonding and can’t tell time their father came back because they usually asleep by the time he gets home. The relation between time adolescents’ mother comes back from work and Parent- adolescent bond was also significant, $\chi^2 (4, N=390) =136.906$, p<0.01. The researcher established how parents’ work-family balance affect Parent-adolescent conflict and in turn influence adolescents’ psychosocial behavior; whereby high parents-adolescents conflict lead to high TFS (GPD =41.6) and (BRP =10.78). The research concludes that the correlation between parental work schedules-family balance and adolescents’ psychosocial behavior is hinged on parenting style, level of parent-adolescent bond and level of parent-adolescent conflict. From a practical perspective, the findings of the current study have implications for both adolescents and the parent; thus in this light the researcher recommends that parents should struggle to balance work and family responsibilities for a positive psychosocial behaviour development of the adolescents.
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DEDICATION

I dedicate this work to my beloved husband Philip, my children Collins, Rogers, Diana, Daisy, Diana and my grandson Leroy.
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CHAPTER I

INTRODUCTION AND BACKGROUND

1.0 Introduction

This chapter presents the background theory and research; the present study problem; main conceptual variables (independent and dependent) and, briefly, how they will be operationalized in the study; hypotheses as to how the variables are related to each other.

1.1 Background of the Study

Work and family are considered particularly important domains in the lives of employed individuals and balancing both work and family roles is an ongoing concern for men and women (Parker & Wang, 2013). As much as the global economy has undergone a major financial and economic crisis, added to the weakening in GDP growth since late 2010, work-family balance still remains a central issue for employed employers and parents alike (World of Work Report 2011). Today’s workers face multiple demands on their time and there is consistently strong evidence on that (Youngmin & Coulton, 2016). A host of demographic changes including increased number of working mothers, working single parents and dual career couples has led to a situation where more families now juggle with demands of the work and family (Frone, 2003; Lee & McCann 2011; Verhoef, Roetes & Tanja 2016; Wen-Jui & Miller 2009). Due to these changes, there has been growing attention and interest in work-family balance conflict, Greenhaus and Powell (2006) asserted a relationship to role pressures from one sphere (e.g., work) being incompatible with another domain (e.g., family). Work–family balance refers specifically to how work and families influence and intersect each other.
Adolescence involves a number of developmental changes. Some adolescents find these difficult and are thus more likely to engage in risky behavior more so in cases where there exist parents work and family imbalances (Wen-Ju et al., 2013). A great deal of research has investigated the factors contributing to such adverse adolescence psychosocial outcomes (Boyer, 2006; Eccles & Gootman, 2002; Steinberg & Morris, 2001). Media portrayals of adolescents repeatedly emphasize the problems that can be a part of adolescence like gang violence, alcohol and drug-related accidents, school shootings, and suicides involving teens are all too frequently reflected in the media. Adolescence is frequently portrayed as a negative stage of life—a period of storm and stress to be survived or endured (Fletcher et al., 2011). World Health Organization (2007) assert that throughout the developing countries, the lives of adolescents are being compromised and in some cases cut short by ill-health due to HIV/AIDS, substance use and depression. The changeover to healthy adulthood is dependent on the social environment in which adolescents live and learn whereby parents and families are a crucial part of this social environment.

Modern technologies such as cellular phone, Internet, and other mobile communication devices have enabled employed parents and their family members to communicate with each other virtually anywhere, anytime. Furthermore, flexible work arrangements under which employees can complete some work tasks from home or are forced to work in the office till late are increasingly prevalent globally (Wen-Jui et al., 2013). As an effect, the boundary between time designated for work and time designated for non-work is more uncertain, increasing the likelihood of work-family spillover. Edwards & Rothbard (2000) defined work-family spillover as the effects of work and family on one another that generate similarities between the two spheres. Work-family spillover can be behavioral or
affective in nature (Carlson et al., 2006) and both will be this study’s focus. This could lead to
greater work-family role integration and, presumably, greater spillover of job attitudes onto
attitudes and affective states in the home domain which could impact on psychosocial
development of the adolescents (Barrera et al., 2011).

An important correlate of both adolescent psychosocial development and parental
work is the parent-child relationship. Wen-Jui & Miller (2009) supposed that a healthy and
positive relationship with parents forms vital part of adolescent development; and connection
between parents and their children is a protective factor against most of undesirable outcomes
for children. Parents’ ability to monitor and promote healthy relationships with their children
is influenced by a number of factors, including how their work schedules fit with family
responsibilities.

Several theoretical perspectives emphasize how important parent-child relationships
are to adolescent development for example the ecological perspective (Shu-wen et al., 2011)
and the social development studies, (Boyer, 2006). The closeness a child feels toward his/her
parents is an indication a good quality parent-child relationship and may also result in greater
parental knowledge of children’s whereabouts owing to that the children will be willing to
volunteer information about their daily lives to their parents (Wen-Jui et al., 2013). In addition,
a supportive and warm home environment for instance parental expectations about chores,
frequency of family activities may provide a secure space for adolescents to grow. The
detrimental outcomes associated with work-family balance conflict have been well
recognized, including lower job and life satisfaction (Ruscoe, 2011). However, recent calls
from critics have need noted who argue that balancing work and family responsibilities might
not always be negative, and that potentially positive outcomes might occur (Greenhaus & Powell, 2006).

Mental health and psychosocial problems are quite prevalent among adolescent worldwide, various data reporting up to 20% of adolescents having such problems. Pratt (2003) elucidated that a number of risk factors, individual, familial and community based, have been identified as contributing to these problems in adolescents. There are also many factors, such as societal and family connectedness that protect adolescents from engaging in health risk behaviors that lead to mental health and psychosocial problems. Therefore, a careful psychosocial assessment should be an essential part of adolescent health care.

Scholars have in the past years produced a substantial body of literature on the connection of work and family balance with some acknowledging the preoccupation with stress and conflict, in several recent assessments, researchers have called for a more balanced approaches that recognizes the positive effects of combining work and family responsibilities (Frone, 2003; Grzywacz, 2002); Most studies on work-family balance in Kenya context mainly focus on the effects of work-family balance legislative framework on employees (Njoroge, 2014), and employee work performance (Kamau et al., 2013; Muchit & Gachunga, 2015). Little is known about work and family balance as a contributing factor in psychological development of adolescents. Therefore this study seek to assess adolescents’ psycho-social behavior as influenced by parents work-family balance whereby examination of how one such potential contributing factor, parents’ working affects parent-adolescent relationships, parental knowledge of children’s whereabouts which guarantees provision and protection, how parents-adolescents conflicts and home environment play a mediating role in adolescents' psycho-social behavior development.
1.2 Problem Statement

According to European Commission report on progress on equality between women and men, workplace has also faced difficulties in adapting to the needs of workers with family responsibilities, as a result there has been a mismatch between working conditions and family needs, and subsequently resulted in an intensification of work–family conflict with a considerable ripple effect on psychosocial development of adolescents (European Commission, 2011). Psychosocial and mental health problems are quite prevalent among adolescent worldwide, various data reporting up to 20% of adolescents having such problems (Shimada et al., 2010). Pratt (2003) identified a number of risk factors which include; individual, familial, and societal as contributors to these problems in adolescents. Media portrayals of adolescents often seem to emphasize the problems that can be a part of adolescence for instance gang school shootings, violence, alcohol-related accidents, drug abuse, and suicides involving teens (Fletcher et al., 2011). Adolescence is frequently portrayed as a negative stage of life - a period of storm and stress to be endured or survived (Raabee, 2011) and without strong parental support always leads to negative outcomes. Most couples juggle both work and family roles in their daily lives which may result in experiences of guilt about family arrangements (Tengimfene, 2009). Scholars in this area have suggested that parents’ experiences at the workplace may perhaps spill over to the home by influencing their personal well-being, and subsequently impact relationships with their children (Barrera et al., 2011) for example the stressful job conditions associated with long working hours (nonstandard schedule) leads to family dynamics, including reduced time spent with children (Wen-Ju et al., 2013), Lower parental knowledge of adolescents’ whereabouts and how they fair on during the day when they are not with their parents (Bumpus et al., 2006) can be
contributing factor to negative psychosocial development of the child. Therefore a careful psychosocial assessment should be deemed as an essential part of adolescent health care thus this study looked into adolescents’ psycho-social behavior as influenced by parents’ work-family balance.

1.3 Significance of the study

Work and family are considered particularly important domains in the lives of employed individuals and balancing both work and family roles is an ongoing concern for both men and women (Parker & Wang, 2013; Shimada et al., 2010).

The significance of this research was not to generalize the results, but to capture the lived experiences of adolescents in regard to their parents’ work and family balance in a Kenya context. The findings of this research may build on the existing multiple discourses in the field as well as literature documenting how parents manage a balance between work and family life which is an important factor in psychological development of adolescents. Furthermore, this study sought to raise awareness of work-family balance in dual-earner relationships for occupational and organizational psychologists in Kenya. Lastly, it is hoped that this study may enhance the profile of Kenyan research in the field of, and stimulate debates on key issues in relation to, work-family balance.

1.4 Purpose

The purpose of this research was to assess the correlation between parental work schedules-family balance and adolescents’ psycho-social behavior.
1.5 Objectives of the study

The main objective is to establish the correlation between parental work-family balance and adolescents’ psychosocial behavior.

The study focused on the following specific objectives:

1) To establish effects of parents’ work-family balance on parenting styles as significant factor of adolescents’ psychosocial behavior;

2) To investigate effects of parents’ work-family balance on Parent-adolescent bond as significant factor of adolescents' psychosocial behavior;

3) To find out the effects of parents’ work-family balance on Parent-adolescent conflict as significant factor of adolescents' psychosocial behavior;

1.6 Research questions

The following research questions were addressed:

1) How does parents’ work-family balance affect parenting styles and in turn influence adolescents' psychosocial behavior?

2) How does parents’ work-family balance affect Parent-adolescent bond and in turn influence adolescents' psychosocial behavior?

3) How does parents’ work-family balance affect Parent-adolescent conflict and in turn influence adolescents' psychosocial behavior?

1.7 Limitations and delimitations

While conducting the study the researcher anticipated meeting various challenges. The research was limited by the fact that some respondents were not be willing to divulge all the information due to confidentiality policies and the tendency to withhold sensitive information.
However, the researcher overcame this by assuring the respondents that the information gathered were to be handled confidentially and used solely for the purpose of this study. Secondly, the research was limited in terms of time as the study was conducted when the researcher is working. A considerable amount of time was required in the distribution and collecting of the questionnaires. To counter this limitation, the researcher hired one research assistants to aid in distribution and collection of the questionnaires. The research assistant possessed a Bachelor of Science degree in Resource Development and had in-depth knowledge of data collection. He was well trained enumerator with wide experience of data collection, cleaning and coding of similar case studies.

1.8 Operational definition of terms

**Family:** The sociological description which captures the definition of family in this study is “a group of interacting persons who recognize a relationship with each other, based on a common parentage, marriage or adoption” (Department of Social Development, 2011, p. 27). Family may also be regarded as a pillar of society as it sets the foundation that shapes a society’s structure, organization, and purpose (Department of Social Development, 2011).

**Work:** Work may be defined as “a job or activity that you do regularly especially in order to earn money”. In this study, work refers to employment or paid work undertaken by an individual outside their home (Jacobs & Gornick, 2002). The literature suggests that globalization and technological advancement have intensified working hours for individuals and that paid work is progressively consuming more of people’s time (Lewis, 2003).
**Work-family Balance:** A definition of work-family balance is the “satisfaction and good functioning at work and at home, with a minimum role conflict” (Clark, 2000, p. 751).

**Work/family Border Theory:** The work/family border theory suggests that people are daily border-crossers who manage and negotiate between the work and family spheres, and the borders between these, in order to attain balance (Clark, 2000).

**Work-family Conflict:** Work-family conflict is defined as “a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible so that participation in one role [home] is made more difficult by participation in another role [work]” (Greenhaus & Beutell, 1985).

**Parents:** Parents are defined to encompass “all those who provide significant and/or primary care for adolescents, over a significant period of the adolescent’s life, without being paid as an employee,” including biological parents, foster parents, adoptive parents, grandparents, other relatives and fictive kin such as godparents. In times of pandemic, war, genocide and natural disasters, families are often headed by surviving children.

**Adolescence:** Adolescence is defined as ages 10 to 19 years, although, in some areas of the world, selected adolescent health interventions may need to start even sooner than age 10 years in order to help children feel connected. The main focus of this document is early adolescence, reaching young adolescents and their families before it is too late to prevent negative psychosocial development other behaviours that potentially compromise health and well-being.
1.9 Summary

As much as the global economy has undergone a major financial and economic crisis, added to the weakening in GDP growth since late 2010, work-family balance remains a central issue for employed parents and employers alike. The chapter takes through the journey of work-family balance and psychosocial behaviour development which forms the basis of the background of the study. The research problem is stated with reference how Psychosocial and mental health problems are quite prevalent among adolescent worldwide, some data reporting up to 20% of adolescents having such problems. Significance of the study are comprehensively outlined. Broad objective and accompanying specific objectives are also outlined followed by operational definition of terms. Through the chapter, the researcher shares some of the limitations faced and how they were mitigated to achieve the best results.
CHAPTER 2

LITRATURE REVIEW

2.0. Introduction

This chapter presents a review of the literature on research topic from the various books, journals, magazines, and other information sources that relates to assessment of adolescents' psycho-social behavior as influenced by parents work-family balance. This chapter starts by reviewing relevant literatures on the global and regional perspective of work-family balance and also reviews literature on Kenya perspective of work-family balance. This chapter also covers the adolescents’ psychosocial behaviour development. The last section reviews the appropriate theoretical framework which the study is grounded.

2.1 The Global perspective of work-family balance

The importance of work-family balance, whether implicit or explicit, to the organizations and employees cannot be ignored. This is because when employees struggle to balance their work and family lives, their families and work will be negatively affected (Gryzwacz & Carlson, 2007). They will be unable to attend to far-reaching family issues, lateness and absenteeism at work will set in, and they will lose concentration at work (Epie, 2010). Conversely, several studies have confirmed that work-family policies can lessen to the minimum level the issue of lateness, absenteeism, stress, work-family conflict, and increased productivity, morale, job satisfaction and organizational commitment (Peng et al., 2011). Wang, Hill and Hofkens (2014) also confirmed that work-family policies and associated to work-family conflicts.
Because of the significant changes in the marketplace during the 1990’s, companies had to adapt to major changes in the economy. The globalization of markets, the proliferation of new technologies and pressures related to competition have led to major changes in the nature and intensity of work time (Seeley, 2015).

According to Raabée (2011), time conflicts arise when the demands imposed by different roles make time management difficult. The time spent performing one role makes a person unavailable to devote time to another role. Moreover, the preoccupations related to one role can affect a person’s availability to perform tasks related to another role, even if the person is physically present. For example, the effects of fatigue and stress experienced at work can affect family life at home, and vice versa (Cooklin et al., 2015). Indeed, researchers are increasingly acknowledging the reciprocal nature of the relationship between work and family, and adopting a bidirectional perspective of the work-family conflict. Thus, they are considering two types of conflict: work-family conflict, which occurs when work interferes with family life, and family-work conflict, which occurs when the demands of family life interfere with professional obligations. In this study the researcher will focus on work-family conflict, which occurs when work interferes with family life with specific focus on influence of work-family balance on psychological development of adolescents.

According to Lee and McCann (2011), work–family balance in the United States refers to the specific issues that arise when men and women in the United States attempt to balance their occupational lives with their family lives. This differs from work-life balance: while work-life balance may refer to the health and living issues that arise from work, work–family balance refers specifically to how work and families intersect and influence each other. Work–family balance in the U.S. differs significantly for families of different social class.


2.2 Africa perspective of work-family balance

The African conceptualization of the family concentrates around the extended family as an important unit of analysis, and as the basis for the substance of society (Waldfogel, 2009). For many years, this type of family structure which comprises of generations of close relatives has been the main source of material, social and emotional support, as well as social security for its members, particularly in times of need and crisis such as unemployment, sickness, old age and bereavement (African Union, 2004).

The traditional African extended family is also the base of reciprocal; care giving relations between generations. In essence, four important roles are performed by the father, mother, child, and the old. The father is traditionally the head of the family, and is responsible for its wellbeing and to ensure the continuity of the lineage by begetting children (La Valle et al., 2002; McLaughlin & Muldoon, 2014). The mother is responsible for the upbringing of the children and caring for her husband and other family members. The child is greatly desired in the family and is regarded as a guarantee of the continuance of the family lineage (Buehler & O’Brien, 2011). The grandparents are part of the extended family system and they play a major role in taking care of grandchildren and maintaining multi-generational households during both ‘regular’ and ‘crisis’ times. Furthermore, right from birth other members of the extended family such as mother-in-laws or sister-in-laws from either the husband’s or wife’s family make themselves available to assist in caring for the new born baby and the nursing mother, a practice that lessens the emotional and physical burden that a nursing mother goes through during the early period of child rearing (Bigombe & Khadiagala, 2003). Overall therefore, African kin networks are a long-established institution which provides a
sophisticated social security system for, among other things, child care and socialization (Kagitcibasi, 2005; Yang, Yeong & Yijie, 2016).

Work and family construct are the two significant aspects of employees’ being (Rehman & Roomi, 2012), and juggling between these two spheres is part of everyday life for millions of employees across the world (Karimi et al., 2012). Arguably, work-family balance, most especially in the African context, is an issue that borders women in employment than men (Okonkwo, 2012). This may well be because women combine the very tasking domestic duties which include childcare with their paid work activities (Bird 2006). Even though both men and women are said to experience inter-role between work and family domains (Walker et al., 2008) but women typically assume more family responsibilities than men (Rehman & Roomi, 2012). Also, managing work and family obligations are particularly difficult for women in a patriarchal society (Peng & Dimotakis, 2011). For example in Nigeria, the domestic duties of tidying home, cooking for the family, laundry work, and childcare are exclusively women’s job, many of whom are also engaged in full-time paid employment (Okonkwo, 2012). In this regard, Jacobs and Gerson, (2004) indicated that psychological consequences of combining domestic duties with work responsibilities squarely fall on women with high possibilities of influencing the psychosocial development of their children.

Peng and Dimotakis (2011) found that the demands of work and home pose great challenges for employees in fulfilling the multiple roles. The inability for employed parents to reconcile these roles will engender work-family conflict which will negatively affect both employed parents and their employers (Jones et al., 2005).
2.3 Parental Work-family balance -Shifts in work patterns

European Commission (2011) report on progress on equality between women and men contends that workplace has also faced difficulties in adjusting to the needs of workers with family responsibilities, and the mismatch between working conditions and family needs has overall resulted in an intensification of work–family conflict. In addition, the same report also assert that over the last two decades, employment growth in most regions has been characterized by an increase in the incidence of non-standard employment in total employment, such as part-time employment. While part-time work, especially in the absence of childcare and parental leave, has enabled many women to juggle work and family, it often comes, nonetheless, with a substantial “penalty” in terms of lower hourly wages, job security, non-wage benefits, social protection, career advancement, and training (ILO World of work report 2010). Furthermore, fixed-term, agency, and seasonal work, on the rise in high-income countries, tend to pay less than standard work (ILO Global wage report 2010-11). In addition the report state that in many African, Asian and Latin American countries, the incidence of informal employment is growing and the current crisis is accentuating these trends. As women are overrepresented in non-standard jobs, they are at risk of an increased marginalization in labor markets, as evidence from previous economic crises has shown (King & Owen, 2009).

2.3.1 Anti-social working hours global context

What constitutes “anti-social” working hours varies across cultures and differs from one country to another. Typically night working, regular working away from home and regular employment on Fridays, Saturdays and Sundays depending on region fall into this generic category (Graham & Dixon, 2014). These working-time practices vary from the
traditional reference point of ‘standard hours’ (full-time, daytime and weekday) and offer both
risk and opportunity for work-family balance measures (Cooklin et al., 2015). European data
show that non-standard “atypical working” is becoming more common for both fathers and
mothers (Fagan, 2007). For instance, in the UK, about a quarter of parents (27 per cent of
fathers and 22 per cent of mothers) normally work on Saturdays and 16 per cent and 15 per
cent respectively on Sundays (La Valle et al., 2002)

Weekend work is also common in emerging economies where data are available- an
ILO (2010-2011) survey showed that 25 per cent of respondents worked at weekends in three
urban areas of China, in particular for the wholesale and retail trade (Demetriades &
Pedersini, 2008). Night-time working is also not uncommon for parents as the global
economy moves to operate on a 24-hour timeframe. In some developing countries new
legislation has opened up opportunities for women to “work the night shift” especially in
transnational call and global communication centers. For instance in India before a legislation
change in 2005, women were not allowed to work between the hours of 7pm and 6am (Patel,
2010; Tammy, Cho & Laurenz 2014).

The night time shift can be extended for female workers as typically lengthy social
shuttle transportation is often arranged to protect women during their commute. While shift
work can enable both parents to be in paid work, and be economically liberating for some
women, the resultant “tag parenting” can be stressful reducing shared family time (La Valle et
al., 2002). In addition, since most time use studies suggest that employed mothers continue to
take more responsibility for domestic housework, despite an increase in fathers’ participation
in the care of children, long weekly work hours can be hard for families, particularly mothers,
to manage without extra support (Graham & Dixon, 2014).
A recent Australian national survey (Pocock et al., 2010) found that the majority of women (60 per cent) felt consistently time pressured, particularly women in full-timework and working mothers and nearly half of men also reported these high levels of pressure. Over a quarter of those in full-time employment worked 48 hours or more a week. Poor work–life outcomes are associated with poorer health, more use of prescription medications, more stress, and more dissatisfaction with close personal relationships.

2.4 Effects of work–family balance on psychosocial development

Economic Commission for Latin American and the Caribbean (2009) stated that rapidly ageing populations as well as HIV and AIDS and other health pandemics have contributed to increasing demands on individual workers to provide family care for adults which is often carried out at the same time with the care of children which include adolescents. A significant imbalance in family-related workloads between women and men, together with an increase in women’s educational attainments and labor market participation has translated in some Asian countries into delayed marriage or non-marriage and a downward pressure on fertility rates well below replacement levels (Jones, 2010). Changing family structures, with fewer extended families and high levels of single-parent households, urbanization and national and international migration have also diminished traditional and informal support mechanisms. In low income countries, demands on women’s time are also greatly increased by escalating pressures from drought, deforestation, and the energy and food crises, which prolong the hours needed for water and fuel collection.
2.5 Theoretical Framework

2.5.1 Work/family border theory

Work and family life are interconnected domains which are considered significant in the lives of employed persons (Veiga, 2009). According to the open-systems approach, it is presumed that occurrences in the workplace impact incidences in the home and vice versa (Katz & Kahn, 1978). Spill-over theory (Staines, 1980) which was developed from the open-systems approach, hypothesized that events in either of the domains (work or family) may spill over emotions and behaviors (positive and negative) to the other (Clark, 2000; Xu, 2009). For example, work-family conflict may occur as a result of negative emotions experienced by individuals in their work life which negatively impacts their behaviour in family life. Compensation theory, on the other hand, states that an opposite relationship exists between work and family whereby individuals vary in terms of their personal investment of themselves in one domain to compensate for what is lacking in another (Staines, 1980).

Clark (2000) argued that there are limitations to the spill-over and compensation theories as they fail to understand the process of how work-family conflict occurs as well as how work family balance is achieved. According to Clark (2000), work-family balance is defined as “satisfaction and good functioning at work and at home, with a minimum of role conflict”. As a result, she developed the work/family border theory which “encompasses the human interaction, individual meaning creation, and complexity of work and home situations”.

Wayne et al. (2004) found that positive spillover from work to family; the things you do at work help you deal with personal and practical issues at home. This is strongly supported in this current study result, whereby most of the adolescents whose parents came back from
work late inhabited poor strategy and coping skills, and indicated high levels of general psychosocial dysfunctions, and behaviour and relationship problems.

Fundamental to the work-family border theory is the idea that ‘work’ and ‘family’ constitute different domains or spheres which influence each other” (Clark, 2000). Individuals are regarded as “border-crossers” who navigate from one domain to the other on a daily basis while modifying their “focus, goals, and their interpersonal style to fit the unique demands of each” (Clark, 2000). The concepts central to the work/family border theory are:

**Domains**

Clark (2000) described work and family as two separate domains in the life of an individual, which influence one another. She compares these domains to countries in which different languages, rules, behaviors and thought patterns are practiced. In each domain, different value ends and value means exist. For example, value ends in the work domain may be earning an income, while a value end in the family domain may be the close relationships one has. Value means refer to the ways in which individuals would behave in order to attain their value end. For example, a value end of attaining an income would be being competent in one’s work, while a value end for attaining close relationships would be to be caring or supportive to others. Workplace cultures and family cultures are a result of a “collection of means and rules bout which means takes priority (Clark, 2002). Often cultures in the work and family domains are very different. However, individuals are capable of integrating the two domains to some extent. Integration is regarded as the process whereby individuals are not able to make a distinction between the two domains. In contrast, segmentation refers to complete separation of the two domains whereby individuals adopt different styles for each respective role, whether in the work or family domain.
Borders

The work and family domains are each surrounded by lines separating where one domain starts and ends. Borders may be physical (where), temporal (when) and psychological (emotions, thinking patterns, relevant behaviors) (Clarke et al., 2004). Permeability refers to the access of entering one’s physical, temporal, and psychological borders (Xu, 2009). A very permeable border may cause distractions (i.e., being disturbed while at work by a family member) but may also serve as reminders to individuals of their responsibilities in the other domain. Psychological permeations may occur when negative or positive, or both emotions in one domain spill over into the other domain (Cooklin et al., 2015). The literature suggests that ideas shared between work and family domains may assist in solving problems that individuals may be facing. Border flexibility refers to the extent to which a border may contract or expand (Clark, 2000).

2.5.2 Erikson’s theory of psychosocial development

According to Erikson’s theory of psychosocial development, adolescent goes through a phase of crisis in the process of self defining (Hilgard, 1996). Crisis is a period of identity development during which the adolescent is choosing among meaningful alternatives. It is an integral part of healthy psychosocial development (Santrock, 2004). Those who successfully pass this crisis period always emerge with a clear understanding of their ‘self’ evaluating their worth, gain feeling of independence, self control, and equipped with confidence (Santrock, 2011). The current research investigated this by using elements of the adolescents’ psychosocial functioning inventory by looking at the optimism and self confidence as well as coping ability and strategy. The adolescents don’t only develop a strong sense of identity but also able to be associated with others preserving their self. They arrive at a coherent sense of
of one’s sexual identity, vocational direction, and ideological worldview even though this can and should remain open to change in subsequent development (Hilgard, 1996).

In contrast, if the adolescents fail to resolve the crisis they are left to ‘find themselves’, they can become socially disconnected, can develop exaggerated sense of own importance, and unable to make define choices in future (Santrock, 2011). In the crisis period of adolescents, the encouragement and reinforcement of parents and teachers are very crucial for adolescence. It helps by developing consistent values, shaping personality traits and developing a direction in passing the crisis period successfully. Most developmental psychologists believed that adolescence should be a period of ‘role examination’ in which young people can explore alternative behaviors, interests, and ideologies. Thus, the roles and ways of behaving may be ‘tried on’, modified, or discarded in order to shape the concept of ‘self’. Adolescent synthesizes the values and appraisals into a consistent picture (Hilgard, 1996).

Similarly, Adolescent is a time when individuals acquire new cognitive skills and become more mature in their reasoning and problem solving abilities. Moral reasoning is one area of social domain which arises as an impact of cognitive development, the process of thinking and making judgments about the right and good course of action. It has been recognized that adolescent cognitive development needs both cognitive stimulating interaction and emotional support (Bronfenbrenner, 1986; Powers et al., 1983). Several studies showed that social relationship such as family, peer and school provides the medium for such interaction and support (Dunn, 2011).

Social relation comes in the central dimension of adolescent psychosocial development which is crucial in development of self esteem and self competence in
adolescents. This current study looked at the adolescents’ general psychosocial dysfunctions element of adolescents’ psychosocial functioning inventory. Several researches have shown clear link between social interaction and longevity, social relationship and well being (Nef, 2012; Tammy, Cho & Laurenz 2014). Similarly, the transition to healthy adulthood is dependent on the social environment in which adolescent live, learn and earn (WHO, 2007). Studies have recognized the role of social group and peer relationships in the establishment & maintenance of social perceptions and social values, including concept about self and trait of others (Fletcher et al., 2012). Similarly, different kinds of social relationships is said to play different role in influencing the development of social understanding (Dunn, 2011).
2.6 Conceptual framework

This conceptual framework (figure 2.1) shows how independent variables influence dependent variable. On independent variable; effects of parents ‘work-family balance on parenting styles (authoritative, authoritarian and permissive) are conceptualized to have relationship on adolescents’ psychosocial behavior development. Effects of parents ‘work-family balance on parent-adolescent bond (levels of adolescents spending quality time with parents) are conceptualized to have relationship on adolescents’ psychosocial behavior development. The conceptual framework also illustrates how effects of parents ‘work-family balance on Parent-adolescent conflict (levels of conflicts which are grouped into three: high conflict; moderate conflict; and no conflict) association with adolescents’ psychosocial behavior development.
2.7 Summary

Various relevant literatures are reviewed starting on the global and regional perspective of work-family balance and also reviews literature on Kenya perspective of work-family balance which mainly discusses how work and family construct are the two significant aspects of employees’ being, and juggling between these two spheres is part of everyday life for millions of employees across the world, literatures are presented touching on Parental Work-family balance -Shifts in work patterns as well as anti-social working hours global context. Also covered in the literature review is the adolescents’ psychosocial behaviour development whereby appropriate references on effects of work–family balance on psychosocial development are made. In addition, also reviewed are the appropriate theoretical framework which the study is grounded; Work/family border theory and Erikson’s theory of psychosocial development. The last section illustrates conceptual framework which shows how independent variables influence dependent variable.
CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that was used to gather information, procedures to be adopted in conducting the research, the techniques used in analysis and the presentation of data collected. This chapter therefore focuses on the research design, population, and sample, sampling technique and data collection strategy and methods and data analysis that was applied during the study. The chapter ends by outlining the ethical consideration which was put in place during the data collection process.

3.1 Research design

This research study was conducted using a mixed method research design because it entails both qualitative and quantitative data. Johnson and Turner (2003) argued that the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed methods study to provide insights not possible when only qualitative or quantitative data are collected. Put another way, mixed methods research allows for the “opportunity to compensate for inherent method weaknesses, capitalize on inherent method strengths, and offset inevitable method biases” (Greene, 2007). Mixed methods research combines qualitative and quantitative methods in ways that draw on the strengths of both traditions of inquiry; it is a clear step away from the boundaries and practices of those traditions, especially those linked to quantitative methods (Johnson & Onwuegbuzie, 2004). Mixed method design can be applied in diverse fields which include
psychology (Todd, Nerlich, McKeown, & Clarke, 2004), nursing and health sciences (O’Cathain, 2009), and family research (Greenstein, 2006), the current study fall in all the three categories.

Mixed method research design was ideal for this current study since the method was able to highlight the potential value of mixing multiple elements of qualitative and quantitative methods, as well as the potential complexity of doing so. The rationale for choosing Mixed method design is because of its ability to test the agreement of findings obtained from different measuring instruments, ability to clarify and build on the results of one method with another method, and permitted demonstration how the results from one method can impact subsequent methods or inferences drawn from the results.

3.2 Study location

The study was carried in Kiambu County, Kenya. Kiambu County is a county in the former Central Province of Kenya. Its capital is Kiambu and its largest town is Thika. The county is adjacent to the northern border of Nairobi County.

3.3 Population

Population is the aggregate of all that conforms to a given specification (Mugenda & Mugenda, 2003). The target population for this research study was adolescents in both public and private high schools in Kiambu County.
Table 3.1: Target Population

<table>
<thead>
<tr>
<th>District</th>
<th>Public Schools</th>
<th>Sample</th>
<th>Private Schools</th>
<th>Sample</th>
<th>Total sampled schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lari</td>
<td>38</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Thika East</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Thika West</td>
<td>16</td>
<td>2</td>
<td>19</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Limuru</td>
<td>19</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Kikuyu</td>
<td>28</td>
<td>3</td>
<td>28</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Gatundu South</td>
<td>37</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Gatundu North</td>
<td>33</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Githunguri</td>
<td>30</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Kiambu</td>
<td>25</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Ruiru</td>
<td>14</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>249</strong></td>
<td><strong>26</strong></td>
<td><strong>89</strong></td>
<td><strong>16</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>


3.4 Sampling and sample size and justifications

Sampling is a process used by a researcher to identify people, places or things to study (Kombo & Tromp, 2006). The sampling frame describes the list of all population units from which the sample is selected (Cooper & Schindler, 2003). The basic idea of sampling is that by selecting some of the elements in a population, conclusions about the entire population can be drawn. This study employed two methods of sampling techniques. Stratified sampling technique was used to select the both private and public schools in 10 districts of Kiambu County. In such a way that the existing sub-groups Districts (Public and Private high schools) in the population were more or less represented in the sample (Bryman, 2008). Stratified random sampling technique is chosen for its advantages of focusing on important sub-populations and allows use of different sampling techniques for different sub-populations thereby improving the accuracy of estimation. Simple random sampling was used to select the adolescents in the identified high schools. Bryman (2008) hypothesized that at least 10% of
the population is appropriate to be used as a sample of study. However from the total population of 338 schools in both public and private schools in Kiambu County a sample of 42 was selected which represents about 12% percent of the total population of schools and using simple random sampling 420 adolescents was drawn of which 10 adolescents was randomly selected in every selected school. According to Mugenda & Mugenda, (2003) a sample size of between 10% and 30% is a good representation of the total population.

Therefore a sample of 420 respondents was utilized in this study as showed in table 3.2.

Table 3.2: Sample Frame

<table>
<thead>
<tr>
<th>Categories of High Schools</th>
<th>Number of High schools</th>
<th>Sampling Technique</th>
<th>No. of sampled schools</th>
<th>Sampling Technique</th>
<th>Total sample (No. of Adolescents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>249</td>
<td>Stratified random sampling</td>
<td>26</td>
<td>Simple Random Sampling</td>
<td>260</td>
</tr>
<tr>
<td>Private</td>
<td>89</td>
<td>Stratified random sampling</td>
<td>16</td>
<td>Simple Random Sampling</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>338</strong></td>
<td></td>
<td><strong>42</strong></td>
<td></td>
<td><strong>420</strong></td>
</tr>
</tbody>
</table>

Source: Researcher, (2016)

3.5 Discussion of data collection strategy and methods

The researcher used the developed structured questionnaire as a tool for collecting data for this study. The questionnaire had both open and close ended items for collection of primary data. The preference for a questionnaire for use was based on the fact that respondents are able to complete them without help, unanimously and it was cheaper and quicker than other methods while reaching out of larger sample (Bryman, 2008 & Cohen et al., 2007).
The questionnaire designed was pre-tested to ascertain the validity and reliability of the data collection instrument before actual administering. According to Mugenda & Mugenda (2003), a pre-test sample of a tenth of the sample respondents is considered adequate for a pilot study. This assisted the researcher in correcting ambiguities in the questionnaire and to establish its validity and reliability. Based on the results of the pre-test; the researcher made necessary adjustments. The final questionnaire was administered by the researcher to the respondents. The respondents filled in answers in written form and the researcher collected the forms with the completed information.

3.5.1 Development of Questionnaire

The questionnaire solicited the demographic profile of the respondents including the family-parents background in section A. Section B of the questionnaire solicited for Work-Family balance. On the same questionnaire the Adolescents’ Psychosocial Functioning Inventory (APFI) tool was in section C. The initial conceptualization of the APFI and subsequent item generation were based on both conceptual and empirical literature on Psychological well-being (PW) and Psychological dysfunction (PD) in the developed and developing countries (Gilborn et al., 2006; King et al., 2009; Negovan, 2010; Wren and Benson 2004).

The Adolescents’ Psychosocial Functioning Inventory (APFI)—the 23-item APFI was used for study. APFI has three dimensions and seven sub-scales as follows: Psychosocial Wellbeing consisting of Optimism and Self Confidence as well as Coping Ability and Strategy; Psychosocial Dysfunction consisting of the Adolescents’ Depression Inventory, the Internalized-shame Inventory for Adolescents and the Adolescents’ Hopelessness Scale; Behaviours and Social Relationships consisting of the Peer Relationship Problems and the
Delinquent Conduct Problems.: Optimism and Coping Strategy- OCS (4 items), General Psychosocial Dysfunctions- GPD (15-items) and Behaviour and relationship problems-BRP (4-items). A 3-points Likert-type response scale will be used where; 0 = not at all, 1 = sometimes and 2 = very often. Total Functioning Score (TFS) will then be computed as the sum of an individual’s scores on the OCS, GPD and the BRP subscales of the APFI.

APFI was ideal for this study as it was envisaged that some contextual issues capable of informing psychosocial disparities may also influence the type of adolescents’ parents and guardians send their children or wards. In addition, studies conducted using APFI among adolescents and young adults have utilized school platforms and also enhance opportunity to reach adolescents providing access to participants in schools and people from diverse social, cultural and family backgrounds (Pinterits et al., 2009). (Lange et al., 2012; Liau et al., 2011; Negovan, 2010; Yang and Montgomery, 2011)

3.6 Reliability and validity indices and the protocol to be used

3.6.1 Validity

Mugenda and Mugenda 2003 refer to validity as the accuracy and meaningfulness of inferences, based on the research results. Validity features two major forms: external and internal validity. The external validity of research findings refers to the ability of the data to be generalized across persons, settings and times. The internal validity on the other hand, is the ability of a research instrument to measure what it purports to measure. There are two main forms of validity namely, content and construct validity. Content validity is based on the extent to which a measurement reflects the specific intended domain of content. Construct validity seeks agreement between a theoretical and a specific measuring device or procedure.
Construct validity can be broken down into two sub-categories one is convergent validity where the actual general agreement among ratings, gathered independently of one another, where measures should be theoretically related (Bryman, 2008).

To ensure validity, the instruments used in this study were examined by the supervisor and other academic experts in the department. The corrections identified were incorporated in the instruments so as to increase the validity (Mugenda & Mugenda, 2003). In addition the researcher pre-tested the instruments (questionnaire) so as to enhance data validity. Both construct validity and content validity were used. Construct validity was used in the study to ascertain theoretical framework and content validity was used to ascertain clarity of research instruments through the help of supervisors and expert opinion.

3.6.1 Reliability

Reliability of the research instruments refers to the degree to which the instrument gives or yields consistent or the same results on data when repeatedly administered (Mugenda & Mugenda, 2003). It is the consistency of an instrument measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. Without the agreement of independent observers to replicate research procedures, or ability to use research tools and procedures that yield consistent measurements, researchers would be unable to satisfactorily draw conclusions, formulate theories, or make claims about the generalizability of their research. There are several commonly used methods of measuring reliability – stability, equivalence, and internal consistency.

The internal consistency approach was used to estimate the reliability of the measurement scales in this study. This approach measures the degree to which instrument items are homogeneous and reflect the same underlying constructs (Zikmund, 2003). To test
the internal consistency of the instrument, the study used Cronbach’s Alpha, which ranges between 0 and 1. Thus the closer the value of Alpha to 1, the more reliable the results would be and the more it nears 0, the more unreliable the instrument or tool. The recommended value of 0.7 was used as a cut-off of reliability.

Table 3.3: Cronbach’s Alpha statistics for Pilot test results

<table>
<thead>
<tr>
<th>Scale Statistics</th>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 299.2857</td>
<td>Variance 743399.331</td>
</tr>
<tr>
<td>299.2857</td>
<td>Std. Deviation 862.20608</td>
</tr>
<tr>
<td>49</td>
<td>N of Items</td>
</tr>
<tr>
<td>0.768</td>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>49</td>
<td>No, of Items</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between People</td>
<td>41</td>
<td>16160.855</td>
<td>2.060</td>
<td>.000</td>
</tr>
<tr>
<td>Within People</td>
<td>48</td>
<td>7709.120</td>
<td>16.686</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>1845</td>
<td>3743.141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1890</td>
<td>3837.569</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Mean = 6.5062

Table 3.4: Cronbach’s Alpha statistics of total sampled population

<table>
<thead>
<tr>
<th>Scale Statistics</th>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 278.7256</td>
<td>Variance 629456.534</td>
</tr>
<tr>
<td>278.7256</td>
<td>Std. Deviation 793.38297</td>
</tr>
<tr>
<td>49</td>
<td>N of Items</td>
</tr>
<tr>
<td>.907</td>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>49</td>
<td>No, of Items</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between People</td>
<td>389</td>
<td>13392.692</td>
<td>16.686</td>
<td>.000</td>
</tr>
<tr>
<td>Within People</td>
<td>48</td>
<td>51998.585</td>
<td>16.686</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>17894</td>
<td>3116.236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17940</td>
<td>3241.575</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Mean = 5.9303
3.7 Data analysis strategies

According to Kombo (2004), data analysis technique is the examining of what has been collected in a research and making deduction and inference. Bryman (2008) noted that data analysis seeks to fulfill research objectives and provide answers to research questions. The researcher used percentages (which are presented in tables and charts), and Chi Square. Total Functioning Score (TFS) was then computed as the sum of an individual’s scores on the OCS, GPD and the BRP subscales of the APFI.

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Data collected were both quantitative and qualitative.

The researcher analyzed data using both descriptive and inferential statistics using Statistical package for Social Sciences (SPSS) version 20 that involved frequency distribution tables, percentages, and Chi Square statistic was also used for testing relationships on categorical variables. Qualitative data was analyzed using content analysis.

3.8 Ethical consideration

Proper care was taken to ensure that all information from the respondents was treated with maximum confidentiality. To increase the degree of confidence among the respondents no names or personal identification details were required for the purpose of filling the questionnaires.

The researcher did not divulge any information used to third parties and the information gathered is only to be used for academic purposes. Participation by respondents was on voluntary basis and their consent was taken into account. It was anticipated that the
minor aged participants could have moderate risk to emotional reactions to some of the questions and this was mitigated by providing debrief counseling referrals (see Appendix IV). In addition the researcher had research consent form for parents/teachers of minors to sign before approaching the minor to participate in the study (see Appendix III). The minor assent was also required to participate in research form especially when aged between 12 to 17 years. For the adolescents of age between 18 and 19 were also required to assent before participating in the research (see Appendix II). Debrief form was handed to each participant at conclusion of their participation; subsequently the participants were thanked for participating. In the debrief form the researcher’s (Principal Investigator) contacts and her supervisor’s contacts were provided if any questions, and referrals for counseling in the event anyone who participated was experiencing an emotional or psychological disturbance (see Appendix IV). The signed consent forms and other instruments are secured, to ensure confidentiality; the instruments are put in a locked cabinet and will be destroyed later. The sources of data and other information for literature review are acknowledged effectively in this study.

3.9 Summary

This study was conducted using a mixed method research design and the target population was adolescents in both public and private high schools in Kiambu County. Stratified sampling technique was used to select both private and public schools in 10 districts. From the total population of 338 schools a sample of 42 was selected which represents about 12% of the total population of schools and using simple random sampling, 420 adolescents was drawn; of which 10 adolescents were randomly selected in every selected school. Structured questionnaire was developed and utilized as a tool for collecting data for this study. This included a section on the Adolescents’ Psychosocial Functioning Inventory
(APFI) test. The researcher analyzed data using both descriptive and inferential statistics using SPSS that involved frequency distribution tables, percentages, Spearman's rank-order correlation in addition to chi-square tests. Reliability and validity indices and the protocol used and ethical consideration undertaken are also elaborated.
CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The purpose of this chapter is to explain and present the results of statistical analyses used in testing the correlation among the study variables. It begins with examining the descriptive characteristics of the sample, explaining the respondents’ profile and their responses in each specific objective. This chapter also consists of all the findings presented and discussed according to the research questions of the study.

4.1 Response Rate and Data Reliability

The response rate was overwhelming high at 93%. Out of the sampled 420 respondents, the researcher managed to get complete feedback from 390 from various high schools in Kiambu County. Despite the extreme care taken in the survey administration, such response rates from High schools adolescents in Kenya respondents is unusual, this indicated the interest the adolescent had on the subject which was being studied including the parents’ who assented.

The Cronbach alpha was used to test reliability of the data collection instruments (Management and Non management questionnaire). The most widely used formulae to measure the internal consistency of the survey instrument is the Cronbach’s alpha coefficient (Smith, 2011). The higher the coefficients, the better the measuring instrument. Generally a measure of Alpha coefficient above 0.7 is considered to be highly reliable. The results indicate that, the internal consistency reliability of the variables used in this study is
considered excellent scoring Cronbach's Alpha of 0.907 (see Table 3.4). higher than Cronbach's Alpha 0.768 for pilot test instrument (see Table 3.3).

4.2 Respondents profiles

Table 4.1 below presents the profiles of the study’s respondents. Descriptive statistics indicated that, gender was almost equally represented; slightly more than half of adolescents were male 208 (53%). The largest age group was represented by the 11–12 and 13-17 years old range (48% and 44% respectively). In terms of family type, the majority (84%) belonged to monogamy households. It was also realized that all adolescents who belonged to polygamy family had over 5 siblings. (see Table 4.1)

Table 4.1: Respondents profiles

<table>
<thead>
<tr>
<th>Respondents' Age</th>
<th>Total</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12 yrs</td>
<td>101</td>
<td>208</td>
</tr>
<tr>
<td>13-17 yrs</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>18-19 yrs</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>390</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>87</td>
<td>101</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td>84</td>
<td>86</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>208</td>
<td>390</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District of your school within Kiambu County</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
<th>% Type of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lari</td>
<td>40</td>
<td>10</td>
<td>50</td>
<td>10% 3% 13%</td>
</tr>
<tr>
<td>Kikuyu</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>5% 3% 8%</td>
</tr>
<tr>
<td>Kiambu</td>
<td>30</td>
<td>20</td>
<td>50</td>
<td>8% 5% 13%</td>
</tr>
<tr>
<td>Thika East</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>3% 3% 5%</td>
</tr>
<tr>
<td>Gatundu South</td>
<td>40</td>
<td>10</td>
<td>50</td>
<td>10% 3% 13%</td>
</tr>
<tr>
<td>Ruiru</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>3% 5% 8%</td>
</tr>
<tr>
<td>Thika West</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>5% 5% 10%</td>
</tr>
<tr>
<td>Gatundu North</td>
<td>30</td>
<td>10</td>
<td>40</td>
<td>8% 3% 10%</td>
</tr>
<tr>
<td>Limuru</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>5% 5% 10%</td>
</tr>
<tr>
<td>Githunguri</td>
<td>30</td>
<td>10</td>
<td>40</td>
<td>8% 3% 10%</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>140</td>
<td>390</td>
<td></td>
</tr>
</tbody>
</table>

How many siblings do you have (brother and sisters)?

<table>
<thead>
<tr>
<th>What is your Family type</th>
<th>I am the only child</th>
<th>2-3</th>
<th>4-5</th>
<th>Over 5</th>
<th>Total</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polygamy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>63</td>
<td>63</td>
<td>16%</td>
</tr>
<tr>
<td>Monogamy</td>
<td>67</td>
<td>157</td>
<td>50</td>
<td>53</td>
<td>327</td>
<td>84%</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>157</td>
<td>50</td>
<td>116</td>
<td>390</td>
<td>390</td>
</tr>
</tbody>
</table>
4.3 How does parents’ work-family balance affect parenting styles and in turn influence adolescents’ psychosocial behavior?

4.3.1 Relating parents’ work-family balance and parenting styles

The researcher performed a chi-square test of independence to examine the relation between parents’ work-family balance and parenting styles. The sampled adolescents were asked if their parents take time to listen to their views and ideas before they take action on matters relating to or affecting them, and three option responses were listed as “Not at all” which represented that the adolescents from authoritative parenting style; “Sometimes” which represented that the adolescents from authoritarian parenting style and “Very often” which represented that the adolescents from permissive parenting style. This method of identifying parenting styles depending on parents listening to the adolescents’ views before taking action
was used by Sovet and Metz (2014) on their study which involved correlation of Parenting styles and career decision-making among French and Korean adolescents.

The selected parents’ work-family balance variables included; is your Father employed? Is your Mother employed? Time your Mother comes back from work and Time your Father comes back from work.

Table 4.2: Cross tabulation of Parenting Style and Adolescents’ Parents employment

<table>
<thead>
<tr>
<th>Parenting Styles</th>
<th>Is your Father employed?</th>
<th>Is your Mother employed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do your parents take time to listen to your views and ideas before they take action on matters relating to or affecting you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>Count</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>145.2</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>70.8</td>
</tr>
<tr>
<td>Permissive</td>
<td>Count</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>234.0</td>
</tr>
</tbody>
</table>

The findings show that the relation between entire selected work-family balance variables and parenting styles were significant (Table 4.2; 4.3; and 4.4). The relation between adolescents’ Father employed and parenting style was significant, $\chi^2 (2, N=390) = 303.29$, p<0.01 (Table 4.3) whereby 226 (58%) adolescents from authoritative parenting style noted that their fathers are employed (Table 4.2). The relation between adolescents’ mother employed and parenting style was significant, $\chi^2 (2, N=390) = 25.439$, p<0.01 (Table 4.2 and
4.3) whereby 164 (42%) adolescents from authoritative parenting style noted that their
mothers are employed (Table 4.2).

**Table 4.3: Chi-square of Frequency of parenting styles and work family balance variable**

<table>
<thead>
<tr>
<th>Variables</th>
<th>( \chi^2 )</th>
<th>N</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your Father employed?</td>
<td>303.297</td>
<td>390</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>Is your Mother employed?</td>
<td>25.439</td>
<td>390</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>Time your Father comes back from work</td>
<td>438.354</td>
<td>390</td>
<td>6</td>
<td>0.00</td>
</tr>
<tr>
<td>Time your Mother comes back from work</td>
<td>386.628</td>
<td>390</td>
<td>6</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Table 4.4: Cross tabulation of Parenting Style and time does your Father comes back from work**

<table>
<thead>
<tr>
<th>Parenting Styles</th>
<th>At what time does your Father comes back from work?</th>
<th>Can’t tell because I am usually asleep by the time he gets home</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early before 5PM</td>
<td>Between 8-9PM</td>
<td>Later than 9PM</td>
</tr>
<tr>
<td>Authoritative</td>
<td>Count</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>18.6</td>
<td>9.9</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>Count</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>9.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Permissive</td>
<td>Count</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>2.3</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>30.0</td>
<td>16.0</td>
</tr>
</tbody>
</table>

The relation between time adolescents’ father comes back from work and parenting
style was significant, \( \chi^2 \) (6, N=390) =438.354, p<0.01 (Table 4.3); whereby 218 (56%)
adolescents from authoritative parenting style noted that they can’t tell the time the father is back from work because they are usually asleep by the time he gets home (Table 4.4).

The relation between time adolescents’ mother comes back from work and parenting style was also significant, $\chi^2 (6, N=390) =386.628$, $p<0.01$ (Table 4.3); whereby 218 (56%) adolescents from authoritative parenting style noted that they can’t tell the time their mother came back from work because they are usually asleep by the time she gets home (Table 4.5).

*Table 4.5: Cross tabulation of Parenting Style and time does your Father comes back from work*

<table>
<thead>
<tr>
<th>Parenting Styles</th>
<th>At what time does your Mother comes back from work?</th>
<th>Can’t tell because I am usually asleep by the time he gets home</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Between 6-7PM</td>
<td>Between 8-9PM</td>
<td>Later than 9PM</td>
<td>Count</td>
</tr>
<tr>
<td>Do your parents take time to listen to your views and ideas before they take action on matters relating to or affecting you? Total</td>
<td>Authoritative</td>
<td>Count</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>28.5</td>
<td>38.5</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Authoritarian</td>
<td>Count</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>13.9</td>
<td>18.8</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>Permissive</td>
<td>Count</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>3.5</td>
<td>4.8</td>
<td>.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Count</td>
<td>46</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>46.0</td>
<td>62.0</td>
<td>8.0</td>
</tr>
</tbody>
</table>
4.3.2 Relating parents’ work-family balance effects on parenting styles and adolescents' psychosocial behavior (TFS)

The researcher found out the adolescents from authoritative (who do not have time at all to listen to the adolescents views and ideas before they take action on matters relating to or affecting them) and authoritarian (who sometimes take time to listen to the adolescents views and ideas before they take action on matters relating to or affecting them) parenting styles had the same total functioning scores in regard to Optimism and Coping Strategy variables of 12 each (Figure 4.2).

A low of 8 total functioning scores (Figure 4.2) in regard to Optimism and Coping Strategy variables was recorded in adolescents from permissive parenting style who very often have time to listen to the adolescents’ views and ideas before they take action on matters relating to or affecting them. Permissive parents are high in nurturance and support, but low in control of the adolescents thus making have relatively low coping strategy since they are not forced to change.
The total functioning score in regard to General Psychosocial Dysfunctions was recorded high adolescents from authoritative parenting style 44.02, whereas for those from authoritarian parenting style scored 33.76 (Figure 4.2). General Psychosocial Dysfunctions was recorded low from adolescents having permissive parenting style of 15 (Figure 4.2). The adolescents from authoritative and authoritarian parenting styles scored almost the same in regard to Behaviour and Relationship Problems 9.78 and 8.27 respectively (Figure 4.2) while those from permissive parents score low of 4 in regard to Behaviour and Relationship Problems (Figure 4.2).

4.4 How does parents’ work-family balance affect Parent-adolescent bond and in turn influence adolescents' psychosocial behavior?

4.4.1 Relating Parents’ work-family balance and Parent-adolescent bond

The researcher performed Chi-square analysis to find out if there exist relationships between parents’ work-family balance and Parent-adolescent bond. The samples adolescents were asked to rate quality of time spent they spent with parent(s) in the evening and over the weekends and three option responses were listed as “Not at all” representing poor Parent-adolescent bond; “Sometimes” which represented fair Parent-adolescent bond and “Very often” which represented excellent Parent-adolescent bond. Crawford and Novak (2008) reiterated that time parents spend with their children is a predictor of parent(s)-child bonding. The same is also supported by Tammy and Laurenz (2014) on their study on Work–Family Boundary Dynamics.

The researcher performed a chi-square test of independence to confirm if there exist relationships between times parents spend with their adolescents in the evening and over weekends and other parents’ work-family balance variables which included; Time Father
comes back from work; Father work over weekends; Time Mother comes back from work; and Mother work over weekends.

4.4.1.1 Parents’ Work family balance and Quality of time spend with adolescents (bond) in the evening

Table 4.6: Chi-square of Frequency of Quality of time spend with adolescents in the evening and Parent(s) work family balance variable

<table>
<thead>
<tr>
<th>Variables</th>
<th>$X^2$</th>
<th>$N$</th>
<th>df</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Father comes back from work</td>
<td>40.022</td>
<td>390</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>Time Mother comes back from work</td>
<td>136.906</td>
<td>390</td>
<td>4</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The findings show that Parent-adolescent bond had significant relationship with the entire work-family balance variables in regard to quality of time spent in the evening to bond (Table 4.7 and 4.8). The relation between time adolescents’ father comes back from work and Parent-adolescent bond was significant, $X^2 (3, N=390) = 40.022$, $p<0.01$ (see Table 4.6), whereby 40% (156) noted to have poor bonding and can’t tell time their father came back because they usually asleep by the time he gets home (see Table 4.8 and Figure 4.3). The relation between time adolescents’ mother comes back from work and Parent-adolescent bond was also significant, $X^2 (4, N=390) = 136.906$, $p<0.01$ (see Table 4.6), whereby 40% (156) (see figure 4.4 and table 4.9) noted to have poor bonding and can’t tell time their mother came back because they usually asleep by the time she gets home. On the same note 102 (26%) adolescents mentioned to have quality of time with their mothers despite that they can’t tell time their mother came back from work as they are usually asleep (see Table 4.9 and Figure 4.4).
Figure 4.3: Responses of time father comes back after work and rating quality of time spent in the evening (Error bar = SE).

Table 4.8: Cross tabulation of Parenting-Adolescent bond and time does father comes back from work

<table>
<thead>
<tr>
<th>At what time does your Father comes back from work?</th>
<th>Early before 5PM</th>
<th>Between 8-9PM</th>
<th>Later than 9PM</th>
<th>Can’t tell because I am usually asleep by the time he gets home</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you rate the quality of time you spend with your parent(s) in the evening after they are from work?</td>
<td>Poor bonding</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>12.6</td>
<td>6.7</td>
<td>10.1</td>
<td>134.6</td>
</tr>
<tr>
<td></td>
<td>Fair bonding</td>
<td>Count</td>
<td>30</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>17.4</td>
<td>9.3</td>
<td>13.9</td>
<td>185.4</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>30</td>
<td>16</td>
<td>24</td>
<td>320</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>30.0</td>
<td>16.0</td>
<td>24.0</td>
<td>320.0</td>
</tr>
</tbody>
</table>
Figure 4.4: Responses of time mother comes back after work and rating quality of time spent in the evening (Error bar = SE).

Table 4.9: Cross tabulation of Parenting-Adolescent bond and time does mother comes back from work

<table>
<thead>
<tr>
<th>At what time does your Mother comes back from work?</th>
<th>Can’t tell because I am usually asleep by the time he gets home</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 6-7PM</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Between 8-9PM</td>
<td>19.3</td>
<td>26.1</td>
<td>3.4</td>
</tr>
<tr>
<td>Later than 9PM</td>
<td>46</td>
<td>62</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>62</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can you rate the quality of time you spend with your parent(s) in the evening after they are from work?</th>
<th>Poor bonding</th>
<th>Fair bonding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>Expected Count</td>
<td>19.3</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>156</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>226</td>
</tr>
</tbody>
</table>
4.4.1.2 Parents’ Work family balance and Quality of time spent (bonding) with adolescents over weekend

Table 4.10: Chi–square of Frequency of Quality of time spent with adolescents over weekends and Parent(s) work family balance variable

<table>
<thead>
<tr>
<th>Variables</th>
<th>$X^2$</th>
<th>N</th>
<th>df</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your father work over weekends?</td>
<td>101.562</td>
<td>390</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Does your mother work over weekends?</td>
<td>131.929</td>
<td>390</td>
<td>1</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The findings also demonstrates that the relation between quality time spent with adolescents over weekends (bonding) and father working over weekend (i.e., Saturday and Sunday) was significant, $X^2 (1, N=390) = 101.562$, $p<0.01$ (see Table 4.10). In addition the results shows that the relation between quality time spent with adolescents over weekends (bonding) and mother working over weekend (i.e., Saturday and Sunday) was significant, $X^2 (1, N=390) = 131.929$, $p<0.01$ (see Table 4.10).

The result indicates that majority 58% noted that their father work over weekend of which 31 (8%) further noted that they do not spend quality time over weekend with their father; 68% noted that their mothers work over weekend and overwhelmingly many 148 (38%) further suggested that they do not spend quality time at all with their mother over weekend. A good number 196 (50%) of adolescents responded that their father work over weekend and sometimes they do have quality time as illustrated in Table 4.11 below.
Table 4.11: Cross tabulation of parents’ work family balance and quality of time spent with adolescents over weekend

<table>
<thead>
<tr>
<th>Can you rate the quality of time you spend with your parent(s) over the weekends?</th>
<th>Poor bonding</th>
<th>Fair bonding</th>
<th>Excellent bonding</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your Father work over weekends (Saturday and Sunday)?</td>
<td>Yes</td>
<td>31 (8%)</td>
<td>196(50%)</td>
<td>0 (0%)</td>
<td>227</td>
</tr>
<tr>
<td>No</td>
<td>117 (30%)</td>
<td>16(4%)</td>
<td>30(8%)</td>
<td>163</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>212</td>
<td>30</td>
<td>390</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Sometimes</th>
<th>Very often</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your Mother work over weekends (Saturday and Sunday)?</td>
<td>Yes</td>
<td>148 (38%)</td>
<td>118(30%)</td>
<td>0</td>
<td>266</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>78(20%)</td>
<td>30(8%)</td>
<td>108</td>
<td>28%</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>16(4%)</td>
<td>0</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>212</td>
<td>30</td>
<td>390</td>
<td></td>
</tr>
</tbody>
</table>
4.4.2 Relating parents’ work-family balance effects on Parent-adolescent bond and adolescents’ psychosocial behavior (TFS)

4.4.2.1 Adolescents’ Total Functioning Score (APFI) for various time spent for bonding with parents in the evening

As depicted in figure 4.5, Total functioning scores in regard to Optimism and Coping Strategy variables for adolescents who spend less time in the evening with their parents was recorded low of 8.98, whereas those who spent quality time with their parents in the evening scored higher of 9.71.

The total functioning score in regard to General Psychosocial Dysfunctions was recorded high in adolescents who spend less time in the evening with their parents 43.85 whereas those who spent quality time scored low of 36.43 (see Figure 4.5).
In regard to Behaviour and Relationship Problems total functioning scores computed; those who spent quality time with their parents scored low 9.57 whereas those whose parents come late and in many occasion the adolescents cannot tell what time they came back from work recorded high total functioning score of 11.57 (see Figure 4.5).

4.4.2.2 Adolescents’ Total Functioning Score (APFI) for various time spent for bonding with parents over weekends.

<table>
<thead>
<tr>
<th>Optimism and Coping Strategy</th>
<th>General Psychosocial Dysfunctions</th>
<th>Behaviour and Relationship Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor bonding over weekend with parents</td>
<td>Good bonding over weekend with parents</td>
<td></td>
</tr>
<tr>
<td>7.49</td>
<td>45.96</td>
<td>10.72</td>
</tr>
<tr>
<td>10.84</td>
<td>34.62</td>
<td>6.87</td>
</tr>
</tbody>
</table>

Figure 4.6: Adolescents’ Total Functioning Score (APFI) for various time spent for bonding with parents over weekend (Error bar = SE).

Total functioning scores in regard to Optimism and Coping Strategy variables for adolescents who spend less time over weekend with their parents was recorded low of 7.49, whereas those who spent quality time with their parents over weekend scored high of 10.84 (see Figure 4.6).

The total functioning score in regard to General Psychosocial Dysfunctions was recorded high in adolescents who spend less time over weekend with their parents 45.96,
whereas those who spent quality time during weekend with their parents scored low of 34.62 (Figure 4.6).

In regard to Behaviour and Relationship Problems total functioning scores computed; those who spent quality time with their parents scored during weekends scored low of 6.87 compared to those whose parents work over weekend and thus have no time to spend with the adolescents of 10.72 (see Figure 4.6).

4.5 How does parents’ work-family balance affect Parent-adolescent conflict and in turn influence adolescents’ psychosocial behavior?

The researcher looked at effects of parents ‘work-family balance on Parent-adolescent conflict (levels of conflicts which are grouped into three: high conflict; moderate conflict; and no conflict) association with adolescents’ psychosocial behavior development. The role of conflict within a family relationship is different from other interpersonal conflicts because families are characterized by closer, life-long relationships that change over time and developmental status. The study looked at adolescent functioning in terms of Optimism and Coping Strategy, General Psychosocial functions and Behaviour and Relationship which are influenced by the intensity level of parent-adolescent conflict.

4.5.1 Relating parents’ work-family balance and Parent-adolescent conflict

The researcher performed Chi-square tests to find out if there exist relationships between Parent-adolescent conflict and parents’ work-family balance variables. The samples adolescents were asked to rate the level of conflicts they do experience between them and their parents and four option responses were listed as “Very frequently” which represented high conflict; “Somewhat frequent” which represented moderate conflict; “Rarely” which
represented relatively low conflict; and “Not at all” which represented no conflict between the adolescent and the parent(s).

Table 4.12: Chi-square of Frequency of parents’ work-family balance variables and Parent-adolescent conflict

<table>
<thead>
<tr>
<th>Variables</th>
<th>$X^2$</th>
<th>N</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Father reports to work</td>
<td>34.505</td>
<td>390</td>
<td>4</td>
<td>0.00</td>
</tr>
<tr>
<td>Time your Mother reports to work</td>
<td>149.175</td>
<td>390</td>
<td>4</td>
<td>0.00</td>
</tr>
<tr>
<td>Time does your Father comes back from work</td>
<td>407.496</td>
<td>390</td>
<td>6</td>
<td>0.00</td>
</tr>
<tr>
<td>Time does your Mother comes back from work</td>
<td>354.200</td>
<td>390</td>
<td>8</td>
<td>0.00</td>
</tr>
<tr>
<td>Rank the level of parents protection</td>
<td>780.000</td>
<td>390</td>
<td>4</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The findings show that Parent-adolescent conflict had significant relationship with the entire chosen work-family balance variables in regard to frequency of Parent-adolescent conflict (Table 4.12). The relation between Parent-adolescent conflict and time Father reports to work was significant, $X^2$ (4, N=390) =34.505, p<0.01 (Table 4.12). Both high and moderate conflicts were realized on 164 (40%) adolescents who noted that their fathers report to work early before 6:00AM (see Table 4.13).

The results also shows that the relation between Parent-adolescent conflict and time mother reports to work was significant, $X^2$ (4, N=390) =149.175, p<0.01 (see Table 4.13) whereby 156 (40%) adolescents noted that their mothers report to work early before 6:00AM and experience high conflicts (see Table 4.14).

Table 4.13: Cross tabulation of time Father reports and comes back from and Levels of Parent-adolescent conflict

<p>| What time does your Father reports to work? | At what time does your Father comes back from work? |</p>
<table>
<thead>
<tr>
<th>Level of Parent-adolescent conflict experienced</th>
<th>Early before 6:00AM</th>
<th>Between 7-8AM</th>
<th>Anytime he feels like</th>
<th>Early before 5PM</th>
<th>Between 8-9PM</th>
<th>Later than 9PM</th>
<th>Can’t tell because I am usually asleep by the time he gets home</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Conflict</td>
<td>164 (42%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8 (2%)</td>
<td>156 (40%)</td>
</tr>
<tr>
<td>Moderate Conflict</td>
<td>164 (42%)</td>
<td>16 (4%)</td>
<td>16 (4%)</td>
<td>0</td>
<td>16 (4%)</td>
<td>16 (4%)</td>
<td>164 (42%)</td>
</tr>
<tr>
<td>Low Conflict</td>
<td>30 (8%)</td>
<td>0</td>
<td>0</td>
<td>30 (8%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>358</td>
<td>16</td>
<td>16</td>
<td>30</td>
<td>16</td>
<td>24</td>
<td>320</td>
</tr>
</tbody>
</table>
Table 4.14: Cross tabulation of time Mother reports and comes back from and Levels of Parent-adolescent conflict

<table>
<thead>
<tr>
<th>Level of Parent-adolescent conflict</th>
<th>Time of Mother Reports to Work</th>
<th>Time of Mother Comes back from Work</th>
<th>Can’t tell because asleep by the time she gets home</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early before 6:00AM</td>
<td>7-8AM</td>
<td>No response</td>
<td>Later than 9PM</td>
</tr>
<tr>
<td>High Conflict</td>
<td>156 (40%)</td>
<td>8 (2%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate Conflict</td>
<td>118 (30%)</td>
<td>62 (16%)</td>
<td>16 (4%)</td>
<td>16 (4%)</td>
</tr>
<tr>
<td>Low Conflict</td>
<td>0 (0%)</td>
<td>30 (4%)</td>
<td>0</td>
<td>30 (4%)</td>
</tr>
<tr>
<td>Total</td>
<td>274 (100%)</td>
<td>100 (16%)</td>
<td>16 (4%)</td>
<td>46 (16%)</td>
</tr>
</tbody>
</table>

The findings also demonstrates the relation between Parent-adolescent conflict and time father comes back from work was significant, $X^2 (6, N=390) = 407.496, p<0.01$ (see Table 4.12). Further to this, the finding indicates that majority (320) adolescent who mentioned that they can’t tell time their fathers came back because they usually asleep by the time he gets home scored high conflicts at 40% and moderate conflict at 42% (see Table 4.13).

The research found that the relation between Parent-adolescent conflict and time mother comes back from work was also significant, $X^2 (8, N=390) = 354.200, p<0.01$ (see Table 4.12) whereby 258 adolescent who mentioned that they can’t tell time their mothers’ came back because they usually asleep by the time she gets home scored high conflicts at 40% and moderate conflict at 26% (see Table 4.14).
Table 4.15: Cross tabulation of levels of parents’ Adolescent conflict and level of protection you get from you parent(s)

<table>
<thead>
<tr>
<th>How would you rate the level of conflicts you do experience between you and your parents?</th>
<th>How would you rank the level of protection you get from you parent(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Conflict Count</td>
<td>Excellent</td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>Expected Count</td>
<td>12.6</td>
</tr>
<tr>
<td>Moderate Conflict Count</td>
<td>Count</td>
</tr>
<tr>
<td>Expected Count</td>
<td>15.1</td>
</tr>
<tr>
<td>Low Conflict Count</td>
<td>Count</td>
</tr>
<tr>
<td>Expected Count</td>
<td>2.3</td>
</tr>
<tr>
<td>Total Count</td>
<td>Count</td>
</tr>
<tr>
<td>Expected Count</td>
<td>30.0</td>
</tr>
</tbody>
</table>

The research found that the relation between level of conflicts experienced between adolescents and their parents and level of parents protection adolescents get from their parents was also significant, $X^2 (4, N=390) = 708.000, p<0.01$ (see Table 4.12). This means that parents who don’t protect their adolescents are also likely to experience heightened conflict with the adolescents. This is depicted in Table 4.15, which show that 164 (42%) adolescents frequently experience conflict with their parents since they have poor protection from their parents. 196 (50%) respondents who fairly receive protection from their parents noted that the somewhat frequently experience conflict with their parents. Whereas 30 (8%) whose parent provide sufficient protection noted that they rarely experience conflict with their parents.
4.5.2 Relating parents’ work-family balance effects on Parent-adolescent conflict and adolescents’ psychosocial behavior (TFS)

Figure 4.7: Adolescents’ Total Functioning Score (APFI) for various levels of conflicts with their parents (Error bar = SE).

Total functioning scores in regard to Optimism and Coping Strategy variables for adolescents who frequently experience conflicts with their parents was recorded high of 9.56, these category of adolescents are used to conflicts and thus are well equipped with coping strategies whereas those who rarely experience conflicts with their parents scored 5.34 (see Figure 4.7).

The total functioning score in regard to General Psychosocial Dysfunctions was recorded high in adolescents for adolescents who frequently experience conflicts (high conflict level) with their parents 41.60, whereas those who rarely experience conflicts (low conflict level) with their parents scored low of 11.86 (see Figure 4.7).

In regard to Behaviour and Relationship Problems total functioning scores computed; those who rarely experience conflicts with their parents scored low 4.78 whereas those
adolescents who frequently experience conflicts with their parents recorded high total functioning score of 10.78 (see Figure 4.7).

4.6 Summary

The research findings indicate how parents’ work-family balance affect parenting styles and in turn influence adolescents' psychosocial behavior; The findings show that the relation between entire selected work-family balance variables and parenting styles were significant. Adolescents from authoritative and authoritarian parenting style inhabit same optimism and coping strategies of Adolescents’ Psychosocial Functioning Inventory (APFI) TFS of 12 slightly higher than those from permissive parenting style TFS=8. The findings also indicate that adolescents from authoritative and authoritarian parenting style inhabit high general psychosocial dysfunctions (TFS of 44.02 and 33.76 respectively) and are more likely to have behavioral and relationship problems (TFS of 9.78 and 8.27 respectively). The results also show how parents’ work-family balance affect Parent-adolescent bond and in turn influence adolescents’ psychosocial behavior; the findings show that Parent-adolescent bond had significant relationship with the entire work-family balance variables in regard to quality of time spent in the evening and over the weekends to bond. Adolescents who spend more quality time with parents to bond inhabit appreciable all aspects of psychosocial development behaviors. Lastly the researcher found out how parents’ work-family balance affect Parent-adolescent conflict and in turn influence adolescents' psychosocial behavior; the findings show that Parent-adolescent conflict had significant relationship with the entire chosen work-family balance variables in regard to frequency of Parent-adolescent conflict, whereby high parents-adolescents conflict lead to high general psychosocial dysfunctions TFS of 41.60 and behavioral and relationship problems TFS of 10.78.
CHAPTER 5

DISCUSSION, CONCLUSIONS IMPLICATIONS/RECOMMENDATIONS
SUGGESTIONS FOR FUTURE RESEARCH

5.0 Introduction

The chapter discusses the results interpretation as per the specific research objective with relevant literature and summary of the discussion. This section also presents conclusion implications, and recommendations suggestions for future research. Recommendations made are clearly derived from findings and are clearly stated and actionable.

5.1 Discussion

5.1.1 Relating parents’ work-family balance and parenting styles and effects on adolescents’ psychosocial behavior

The findings show that the relation between entire chosen work-family balance variables which included; whether the adolescents’ parents were employed; Time the adolescents’ parents comes back from work and parenting styles which were grouped into three (authoritative, authoritarian and permissive) were significant.

Parenthood is a multifaceted role that requires the implementation of many specific behaviors that work individually and together to influence the psychosocial success. Over time, investigators have grouped parenting behaviors into related clusters called parenting styles (Becker 1964; Dornbusch, Ritter, Leiberman, Roberts, & Fraleigh 1987; Kelly & Goodwin 1983; Steinberg et al.. 1989). Baumrind (1973) defined parenting style (PS) to be a consistent pattern with which parents interact with their children.
Psychologist, Diana Baumrind (1968), explains how parenting revolves around the idea of one particular parenting function: control. She describes three types of parenting typologies: authoritative, authoritarian, and permissive. Authoritative parenting refers to a balance of control and nurturance (Baumrind, 1968). This style of parenting encourages a verbal “give and take” which shares the reasoning behind policy. The authoritative parent is able to support the child’s present qualities, while at the same time setting standards of expectation. The authoritarian parent attempts to shape, control, and evaluate the attitudes and behaviors with a set standard of conduct (Baumrind, 1968). This type of parenting seeks high control with low nurturance and support. The permissive parent is high in nurturance and support, but low in control. This type of parent allows for excess of autonomy (Baumrind, 1968). Baumrind’s model also indicates children contribute to their own development through their influence on parents (Darling & Steinberg, 1993). Each type of parenting style, as explained by Baumrind, would affect how a child acts in regard to his or her development. While some of the styles would result in the child having more discipline and drive, other styles may affect the child psychosocial development.

Parenting styles and parenting practices influence development (Steinberg, et al., 1992). Values and goals parents have in socializing their children, the parenting practices they employ, and the attitudes they express towards their children are all important characteristics to consider (Darling & Steinberg, 1993). Darling & Steinberg (1993) elaborated on how parenting styles have a direct effect on the development of specific child behaviors and characteristics. He explains parenting style influences child development primarily through moderating influence on the relationship between parenting practices and developmental outcomes (Darling & Steinberg, 1993). By finding a balance between the different factors
involved in parenting practices, the parent can positively help an adolescent develop a desire to succeed in accomplishing the goals that may be set, whether these goals be set by the adolescent or their parent (Abrhiem, 2014).

The adolescents’ with authoritative parents who are always reasoning behind policy are used to being controlled thus coping strategies are sharpened. The authoritative parent is able to support the child’s present qualities, while at the same time setting standards of expectation. The parents with authoritarian parenting style endeavors to shape, be in charge of, and evaluate the attitudes and behaviors with a set standard of conduct and the adolescents are forced to cope with the changes and corrections presented to them. The results are consistent with the study of Lee et al., (2014) on neighborhood characteristics, parenting styles, and children’s behavioral problems in Chinese American immigrant families; who purported that authoritative and authoritarian parenting styles instills a great significant levels of optimism and coping strategies to the teenagers.

A low of 8 total functioning scores (see Figure 4.2) in regard to Optimism and Coping Strategy variables was recorded in adolescents from permissive parenting style who very often have time to listen to the adolescents’ views and ideas before they take action on matters relating to or affecting them. Permissive parents are high in nurturance and support, but low in control of the adolescents thus making have relatively low coping strategy since they are not forced to change. The results of the study is an agreement with the study conducted by Han and Waldfogel (2007) who found out that authoritative parenting style encourages a verbal “give and take” which shares the reasoning behind policy. Abrhiem (2014) also supposed that permissive parenting style affects adolescents’ psychosocial development and normally results to weak coping strategies for adolescents whenever faced with challenges of life. The
current study concurs with study of carried out by Abrhiem (2014) on the role of parenting styles in psychosocial development of adolescents

The authoritative parent is able to support the child’s present qualities, while at the same time setting standards of expectation (Sovet & Metz, 2014). The authoritarian parent attempts to shape, control, and evaluate the attitudes and behaviors with a set standard of conduct (Barber, 2002; Sovet & Metz, 2014).

The total functioning score in regard to General Psychosocial Dysfunctions was recorded high adolescents from authoritative parenting style 44.02, whereas for those from authoritarian parenting style scored 33.76 (Figure 4.2). General Psychosocial Dysfunctions was recorded low from adolescents having permissive parenting style of 15 (Figure 4.2). These findings are consistent with Boyer, (2006) who found out that the closeness, nurturance and support a child gets from his/her parents signals a good quality parent-child relationship and may also result in greater parental knowledge of children’s whereabouts due to children’s willingness to volunteer information about their daily lives to parents thus lessened Psychosocial Dysfunctions. Permissive parents take time to listen to the adolescents’ views, they encourages some elements of independence.

The adolescents from authoritative and authoritarian parenting styles scored almost the same in regard to Behaviour and Relationship Problems 9.78 and 8.27 respectively (Figure 4.2) while those from permissive parents score low of 4 in regard to Behaviour and Relationship Problems (Figure 4.2). The findings are consistent with Sovet and Metz (2014) who noted that behaviour and relationship problems are mostly associated with teenagers belonging to authoritative and authoritarian parenting styles.
5.1.2 Relating Parents’ work-family balance and Parent-adolescent bond and effects on adolescents' psychosocial behavior

Chi-square analysis was performed to confirm if there exist relationships between times parents spend with their adolescents in the evening and over weekends and other parents’ work-family balance variables which included; Time Father comes back from work; Father work over weekends; Time Mother comes back from work; and Mother work over weekends.

Parental support is the largest influence on creating preferable behavior in adolescents (Tammy & Laurenz, 2014). Along with the direct influence from parents, the parents have indirect control over the community through which the adolescents lives in and socializes with peers in (Buehler, 2006).

Weak bonds between a parent and their child can also be explained through strain theory. Strain theory suggests that individuals become deviant because of their inability to achieve, “positively valued goals” (Hollist et al., 2009). The valued goals for a child are the feeling of being loved and supported. This is their expectation from the parent. When the child does not experience these expectations, they are likely to experience anger and frustration, which can lead into deviant behaviors. Law and Barber (2007) performed a study and found that juvenile offenders were more likely to come from homes where parents used coercive parenting, where did not feel love or support (Hollist et al., 2009).

The research findings for the full sample suggest that the links connecting quality of time parents spend with adolescents to poorer adolescent outcomes primarily through reductions in both time spent with the adolescent and the quality of the home time environment; this results concurs with the study of Tammy and Laurenz (2014) on work--
family boundary dynamics. Furthermore, research has suggested that parents tend to have better knowledge about children’s whereabouts and daily life when they spend quality time with the adolescents versus when they are absent and not spending quality time with their adolescents (Crouter & Head, 2002), reflecting the developmental path of adolescents’ autonomy. The implication is that if working at nonstandard hours and weekends reduces parental knowledge of adolescents’ whereabouts and their daily life, then may have more influence on adolescent-parent relationships and thus in turn on adolescent well-being compared to present parents (Verhoef et al., 2016).

The study results can also be linked with Jaz-Morales et al., (2014) study on evening adolescents between mothers and fathers working odd hours and adolescent psychosocial development, which specified that reduced maternal and paternal closeness is consistent with child well-being, the same also coincides with earlier study of Duncan and Brooks-Gunn (1997). Jaz-Morales et al., (2014) also noted that accumulating evidence suggests that evening-type adolescents are exposed to a number of determinants that might have a negative impact on their health condition. Despite the fact that biological and psychosocial factors are interrelated, their impacts on the shift toward evening moods during puberty should be closely checked with parents by re-enforcing evening time spent with their children. The study also coincides with the findings of Verhoef, Roeters and Tanja (2016) on couples’ work schedules and child-care use in the Netherlands. They found out that couples’ work Schedules was directly correlated with child-care which in turn affects the psychosocial development of the child.

In particular, closeness/ bonding and psychosocial development may be affected more by working parents families because parents may experience greater stress from working
nonstandard hours combined with financial strain and hardship, which are in turn negatively associated with parental psychological functioning and parenting behavior (Gershoff, Aber, Raver, & Lennon, 2007; McLoyd, 1990; Tammy & Laurenz, 2014). Hill et al., (2001) and Tammy and Laurenz (2014) documented the benefits of having flexible schedules in terms of work-family balance which allows the parent to spend quality time with their children. The study findings are also in line with Cooklin et al., (2015) who found out that mothers’ work–family conflict and enrichment are associated with parenting quality of time spent with children especially the adolescents.

During the process of separating and developing increasing autonomy from parents, teenagers occasionally revert to earlier coping patterns and require increased nurturance and support (Bornstein, 2015). Even though they may appear aloof or unaffected by parental values, they are actually strongly influenced by the attitudes, values, and behaviors modeled by their adult caregivers which is mostly achieved or realized when parents spend more time to bond with their teenagers (Cooklin et al., 2015). Hence, “it is extremely important for adults to open lines of communication and be mindful of the values and behaviors they are demonstrating to youth” (McBride et al., 2003, p 163) and make excellent efforts in regard to bonding with the adolescents either in the evening or weekends, some parents spend quality time over weekends with their children by engaging in some activities like going to worshipping arenas, gaming or watching documentaries together (Cruz-Fuentes et al., 2014).

Parents differ in the nature and quality of care that they provide to their children and, over time, adolescent’s attachment experiences are consolidated into ‘internal working models’ of relationships (Moretti & Peled, 2004; Youngmin & Coulton 2016). Parental attunement and appropriate responsiveness give rise to secure attachment, marked by a view
of the self as worthy of care and competent in mastering the environment, and a view of others as reliable and effective (Nakamura & Csikszentmihalyi, 2014); this increases child’s coping strategies and reduces general psychosocial dysfunctions and relationship problems.

The research findings are also consistent with Csikszentmihalyi and Rathunde (2014) on their study on adolescent happiness and family interaction and Ducharme et al., (2002) who found out that securely attached adolescents readily seek out their caregivers when distressed, but feel sufficiently safe to explore their environment at times of low stress. In contrast, parental unavailability and harsh rejection is associated with insecure anxious-avoidant attachment. These children view themselves as unlovable and unable to attract care from their parents, and they view others as punitive and disinterested in them.

5.1.3 Relating parents’ work-family balance and Parent-adolescent conflict and effects on adolescents' psychosocial behavior

Parent-child conflict during adolescence is characterized as a dyadic, interpersonal event involving overt behavioral opposition including quarrels, disagreements, and arguments (White, 2001). The role of conflict within a family relationship is different from other interpersonal conflicts because families are characterized by closer, life-long relationships that change over time and developmental status (Graham & Dixon, 2014; Ming-Te & Sarah, 2014).

These research findings are consistent with the growing research literature on the interplay of parents and adolescents conflict; Conflict incidence alone, especially when intensity is low, seems to facilitate positive adolescent functioning, in terms of Optimism and Coping Strategy, General Psychosocial functions and Behaviour and Relationship and subsequently leads to lower adolescents’ delinquency reports (Ming-Te & Sarah, 2014; Rubin, K. & Boon Chung, 2006).
Researchers have established that some parent-child conflict is a normal part of development. However, frequent parent-adolescent conflict also has been linked to a variety of problems within the family such as depression and hostility suggesting that individual differences in parent-child conflict may be indicated by factors other than just normal development (Allan, Kashani, & Reid, 1998; Kane & Garber, 2004). However Graham and Dixon (2014) in their study “Coaching Fathers in Conflict” reiterated that some degree of parents adolescents conflict shape to some extent the coping strategies of the child which is in line with the current study findings.

One study showed that frequent parent-child conflict during adolescence was associated with high levels psychosocial dysfunction (Sarigiani, Heat, & Camarena, 2003) which concurs with the findings of the current study. Another recent study of Yang Hou et al., (2016) on parental acculturative stressors and adolescent adjustment through Inter-parental and parent–child relationships in Chinese American families, found that frequent parent-child conflicts during adolescence were associated with levels of parents’ concentration on other things like work related activities rather than being close in maturing their child, this was also pointed out with Kane and Garber (2004). Research findings suggest that socio-economic status is associated with the quality of parent-adolescent relationships. Families with high incomes report higher quality relationships, whereas families with low incomes report lower quality relationships (Hair, Moore, Garrett, Ling, & Cleveland, 2008) thus conflicts.

5.2 Conclusions and Implications of the Study

Based on the findings that parenting style is correlated to almost all elements of parents’ work family balance which include parents’ employments and time the parents come back from work; it can be concluded that adolescents from authoritative and authoritarian
parenting style exhibit relatively high optimism and coping Strategy, meaning that a balance of control, nurturance and setting standards of expectation for the adolescents influence psychosocial development by sharpening adolescents optimism and coping strategy. While adolescents from permissive parenting style are low in optimism and coping strategy sub set of psychosocial development measurement. Those adolescents from authoritative and authoritarian parenting styles have high general psychosocial dysfunctions and are faced with behaviour and relationship problems compared to those from permissive parenting style.

Conclusion is hereby made that parents’ work-family balance effect parenting styles and in turn influence adolescents' psychosocial behavior.

Parents’ Work family balance and quality of time spend with adolescents in the evening and over weekends was found to be correlated. Adolescents who do not spend quality time with their parents due to work of which majority of adolescents noted that they can’t tell the time their parents came back home after work because they are usually asleep by that time; are low in optimism and coping Strategy and high general psychosocial dysfunctions together with high Behaviour and Relationship Problems; whereas those who spent quality time with their parents in the evening possess high coping strategy and relatively low general psychosocial dysfunctions along with low behaviour and relationship problems. Thus researcher concludes that parents’ work-family balance affect Parent- adolescent bond and in turn influence adolescents' psychosocial behavior.

Basing from the findings that there exist a Correlation between parents’ work-family balance and Parent-adolescent conflict and parents who don’t protect their adolescents are also likely to experience heightened conflict with the adolescents; it can be concluded that adolescents who frequently experience conflicts with their parents have high optimism and
coping Strategy, general psychosocial dysfunctions as well as high behaviour and relationship problems. Conflict incidence alone, especially when intensity is low, seems to facilitate positive adolescent functioning, in terms of optimism and coping strategy; general psychosocial functions; and behaviour and relationship which in many occasions subsequently leads to lower adolescents’ delinquency. Conclusion is hereby made that parents’ work-family balance affect Parent-adolescent conflict and in turn influence adolescents’ psychosocial behavior.

There is need to incorporate findings of empirical studies in the policies and legal guidelines to govern the control and regulation of parents’ work family balance. Without empirical data a psychosocial development challenge can be underestimated or exaggerated or even ignored altogether.

The Kenyan education sector management should come up with curricular programmes that addresses parental work schedules-family balance and adolescents psychosocial behavior at all levels: primary, secondary, college and university levels. This would guide and regulate the standards of psychosocial development education provided at all the levels of education for effective delivery and dissemination.

5.3 Recommendations and Suggestions for future research

From a practical perspective, the findings of the current study have implications for both adolescents and the parent; thus in this light the researcher recommends the following: The adolescents should identify the type of parenting style their parents are practicing and thus adapt appropriately to avoid any barrier related to their positive psychosocial development thus there is need for continued empirical studies on the level of adolescents awareness of parental style and its effect on their psychosocial development.
The numbers of studies which have investigated the effects of parents’ work-family balance on Parent-adolescent bond as significant factor of adolescents’ psychosocial behavior are few. There is, therefore, need to carry out comparative case studies on levels of adolescents and parents bonding of both parents standard and non-standard work.

The current study recommends that parents should struggle very hard to balance work and family responsibilities by sparing quality time for their children including adolescents who are faced with changes and dynamics of development stages. Studies should be carried out to find out levels of adolescents resistance in terms of spending quality time with parents who are always willing to spend time with their teenagers and assessment of the effects of adolescents resistance and their psychosocial development.

Sensitive studies such as this current research are often met with resistance from parents who view work as very fundamental compared to psychosocial development of their children. However, this should not prevent future research from examining the rating of significance parents have to work versus psychosocial development of their children especially adolescents.

The study was restricted to adolescents who are in high schools, Hence, generalizations from the findings are limited. It is, therefore, recommended that future studies should incorporate some adolescents who are still in primary schools, since the environment posed by education levels (primary and high schools) might also be a contributing factor to psychosocial development of the adolescents.

The study was restricted to correlation between parental work-family balance and adolescents’ psychosocial behavior from selected high schools in Kiambu County, Kenya. Hence, generalizations from the findings are limited. It is, therefore, recommended that future
studies should incorporate more sophisticated methodologies which move beyond simple chi-square analyses. For example, studies assessing mediating and moderating variables, as well as causal effects and risk factors, will add significantly to the existing body of knowledge. The inclusion of greater specificity about the themes, content, and messages portrayed in parents work and family balance is needed and such studies may be conducted using qualitative methods that offer greater depth and richer data sources.

5.4 Summary

The research findings indicate how parents’ work-family balance affect parenting styles and in turn influence adolescents' psychosocial behavior; Adolescents from authoritative and authoritarian parenting style inhabit same optimism and coping strategies slightly higher than those from permissive parenting style. The findings also indicate that adolescents from authoritative and authoritarian parenting style inhabit high general psychosocial dysfunctions and are more likely to have behavioral and relationship problems. The results also show how parents’ work-family balance affect Parent-adolescent bond and in turn influence adolescents' psychosocial behavior; Adolescents who spend more quality time with parents inhabit appreciable all aspects of psychosocial development behaviors. Lastly the researcher found out how parents’ work-family balance affect Parent-adolescent conflict and in turn influence adolescents' psychosocial behavior; whereby high parents-adolescents conflict lead to high general psychosocial dysfunctions and behavioral and relationship problems.

The research concludes that there the correlation between parental work-family balance and adolescents’ psychosocial behavior is hinged on parenting style, the level of parent-adolescent bond and parent-adolescent conflict. Parents should strive to balance work and family responsibilities for better psychosocial development of their children specifically.
the adolescents, who are face with multiple growth transition challenges; the adolescents requires quality of time with their parents.
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Fletcher, C.A. Darling, E.N. Steinberg, L. & Dornbusch, M. S., (2011). The Company They keep: Relation of Adolescents’ Adjustment and Behaviour to their Friends’ Perceptions of Authoritative Parenting in the Social Network. In the book of Killen,
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Okonkwo, (2012), *Strain-based family interference with work and feeling of reduced personal accomplishment among mothers in human service profession*: A paper presented at the inaugural meeting of the work and family researchers network, New York, USA. June.12th -16th


# APPENDIX I: QUESTIONNAIRE FOR ADOLESCENTS

## A. GENERAL INFORMATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender:</td>
<td>[ ] Male</td>
<td>[ ] Female</td>
</tr>
<tr>
<td>2. Name of the School (optional):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Type of school:</td>
<td>[ ] Private</td>
<td>[ ] Public</td>
</tr>
<tr>
<td>4. District of your school within Kiambu County:</td>
<td>[ ] Lari</td>
<td>[ ] Thika East</td>
</tr>
<tr>
<td></td>
<td>[ ] Thika West</td>
<td>[ ] Limuru</td>
</tr>
<tr>
<td></td>
<td>[ ] Kikuyu</td>
<td>[ ] Gatundu South</td>
</tr>
<tr>
<td></td>
<td>[ ] Kiambu</td>
<td>[ ] Ruiru</td>
</tr>
<tr>
<td>5. Age of your last birthday (yrs):</td>
<td>[ ] 10-12</td>
<td>[ ] 13-17</td>
</tr>
<tr>
<td>6. What is your Family type?</td>
<td>[ ] Polygamy</td>
<td>[ ] Monogamy</td>
</tr>
<tr>
<td>7. How many siblings are you in your family (brother and sisters including you)?</td>
<td>[ ] I am the only child</td>
<td>[ ] 2-3</td>
</tr>
</tbody>
</table>

## B. FAMILY WORK BALANCE

1. What is your Family Status?
   | [ ] parents are together |
   | [ ] parents live apart |
   | [ ] Single parent |
   | [ ] Divorced parents |

2. What is your Father’s highest level of education?
   | [ ] No formal Education |
   | [ ] Primary School |
   | [ ] Secondary school |
   | [ ] Tertiary i.e., diploma |
   | [ ] Bachelors degree |
   | [ ] Post graduate Masters/PHD |

3. Is your Father employed? | [ ] Yes | [ ] No |

4. If yes, what is your Father’s occupation?
   | [ ] Farming |
   | [ ] Civil servant |
   | [ ] Employee of Private organization |
   | [ ] Self employed |
   | [ ] Any other, specify__________________________________________ |

5. What time does your Father reports to work?
   | [ ] Early before 6:00AM |
   | [ ] Between 7-8AM |
   | [ ] Between 9-10AM |
   | [ ] Anytime he feels like |
6. At what time does your Father comes back from work?
   [ ] Early before 5PM
   [ ] Between 6-7PM
   [ ] Between 8-9PM
   [ ] Later than 9PM
   [ ] Can’t tell because I am usually asleep by the time he gets home

7. Does your Father work over weekends (Saturday and Sunday)? [ ] Yes [ ] No

8. What is your Mother’s highest level of education?
   [ ] No formal Education
   [ ] Primary School
   [ ] Secondary school
   [ ] Tertiary i.e., diploma
   [ ] Bachelors degree
   [ ] Post graduate Masters/PHD

9. Is your Mother employed? [ ] Yes [ ] No

10. If yes, what is your Father’s occupation?
    [ ] Farming
    [ ] Civil servant
    [ ] Employee of Private organization
    [ ] Self employed
    [ ] Any other, specify_____________________________________________

11. What time does your Mother reports to work?
    [ ] Early before 6:00AM
    [ ] Between 7-8AM
    [ ] Between 9-10AM
    [ ] Anytime he feels like
    [ ] Any other time, please specify____________________________________

12. At what time does your Mother comes back from work?
    [ ] Early before 5PM
    [ ] Between 6-7PM
    [ ] Between 8-9PM
    [ ] Later than 9PM
    [ ] Can’t tell because I am usually asleep by the time he gets home

13. Does your Mother work over weekends (Saturday and Sunday)? [ ] Yes [ ] No

14. Can you rate the quality of time you spend with your parent(s) in the evening after they are from work?
    [ ] Not at all
    [ ] Sometimes
    [ ] Very often
15. Can you rate the quality of time you spend with your parent(s) over the weekends?
   [ ] Not at all
   [ ] Sometimes
   [ ] Very often

16. How would you rank the level of protection you get from your parent(s)?
   [ ] Excellent
   [ ] Good
   [ ] fair
   [ ] poor

17. How would you rate the level of conflicts you do experience between you and your parents?
   [ ] Very frequently
   [ ] Somewhat frequent
   [ ] Rarely
   [ ] Not at all

18. Do your parents take time to listen to your views and ideas before they take action on matters relating to or affecting you?
   [ ] Not at all
   [ ] Sometimes
   [ ] Very often

C. THE ADOLESCENTS’ PSYCHOSOCIAL FUNCTIONING INVENTORY (APFI) TEST:

<table>
<thead>
<tr>
<th>Subscales and item statement</th>
<th>Not at all</th>
<th>Sometimes</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optimism and Coping Strategies (OCS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 I feel though my parents/guardians are poor, I will be rich</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>2 I feel life will not continue to be difficult for me</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>3 I feel I may be nobody now but I will be a great person someday</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>4 I hope a miracle will happen</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td><strong>General Psychosocial Dysfunctions (GPD)</strong></td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>5 I feel I am a disgrace to my family</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>6 I feel like running from everything around me</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>7 I find it difficult to sleep</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>8 I feel like few years from now, I will be a total failure</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>9 I feel guilty for all the difficulties in my family</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td>10 I cannot see any light of hope in my future life</td>
<td>Not at all</td>
<td>Sometimes</td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>I feel like everything around me is falling apart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Everywhere I turn, I see that my life is hopeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Judging from the situations in my family, I am hopeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I feel my family is a shame to the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I have too many problems; I cannot be free from them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I feel my presence causes distraction to people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>It is as if I am a burden to my family/community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I feel like things just wouldn’t work for me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I think of killing myself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behaviour and Relationship Problems (BRP)**

<table>
<thead>
<tr>
<th></th>
<th>Behaviour and Relationship Problems (BRP)</th>
<th>Not at all</th>
<th>Sometimes</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>People of my age hate me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I break rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I feel people of my age will take me for granted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I shout at people; even adults</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II: IRB INFORMED CONSENT FORM PARTICIPANT CONSENT FORM

I am Loyce C. Too a student at United States International University-Africa, where I am pursuing a Master of Arts in Counseling Psychology. As part of my degree requirements I am completing a research study and I would like to include you in the study. My research supervisor at USIU-A Dr. M. Kihara may be contacted by (email address: mkihara@usiu.ac.ke) or phone (phone number: 0722805290) if you have any questions at any time.

Your written consent is required to participate so that I can confirm that you have been informed of the study and that you agree to participate. You are free to decline or discontinue your participation at any time during the study if you wish to do so. All information obtained in this study will be kept confidential; a number will be assigned to any research forms to ensure your privacy is protected. Your name or identify will not be given in any report or publication.

The purpose of the research is to gain further understanding of the correlation between parental work schedules-family balance and adolescents’ psycho-social behavior. The findings of this research will build on the existing multiple discourses in the field as well as literature documenting how parents manage a balance between work and family life which is an important factor in psychological development of adolescents. You will be asked to complete three forms answering questions about your current emotional experiences. This is not an exam or a test, there is no deception in these questions, and there is no right or wrong answers, simply answer the questions as honestly as you can. The questionnaire forms should take approximately 30 minutes but no longer than about 45 minutes to complete in one sitting. A demographic form including your age and other basic information will also be requested.

The outcome of the information obtained during this research will be summarized and utilized in my research study. Participant names will not be utilized, as shown below a number will now be assigned to all other documents to ensure your identity is kept confidential during and after this study is completed.

My Consent to Participate:
By signing below, I consent to participate in this study.

______________________________    _______________
Signature of Participant          Today’s Date

______________________________    _______________
Principal Researcher             Today’s Date

Participant Number to be used on all other documents: ____________________________

USIU-A/IRB Form 2016-5
APPENDIX III: IRB INFORMED ASSENT FORM FOR MINOR PARTICIPANTS AGED 17 YEARS OF AGE, OR YOUNGER

I am Loyce C. Too a student at United States International University-Africa, where I am pursuing a Master of Arts in Counseling Psychology degree. As part of my degree requirements I am completing a research study and I would like to include you in the study. My research supervisor at USIU-A Dr. M. Kihara may be contacted by (email address: mkihara@usiu.ac.ke) or phone (phone number: 0722805290) if you have any questions at any time.

Your assent or agreement is required to participate so that I can confirm that you have been informed of the study and that you agree to participate. You are free to decline or discontinue your participation at any time during the study if you wish to do so. All information obtained in this study will be kept confidential; a number will be assigned to any research forms to ensure your privacy is protected. Your name or identify will not be given in any report or publication.

The purpose of the research is to gain further understanding of the correlation between parental work schedules-family balance and adolescents’ psycho-social behavior. The findings of this research will build on the existing multiple discourses in the field as well as literature documenting how parents manage a balance between work and family life which is an important factor in psychological development of adolescents. You will be asked to complete one form answering questions about your current emotional experiences. This is not an exam or a test, there is no deception in these questions, and there is no right or wrong answers, simply answer the questions as honestly as you can. The questionnaire forms should take about 30 minutes but no longer than about 45 minutes to complete in one sitting. A demographic form including your age and other basic information will also be requested.

The outcome of the information obtained during this research will be summarized and utilized in my research study. Participant names will not be utilized, as shown below a number will now be assigned to ensure your identity is kept confidential during and after this study is completed.

My Assent to Participate:
By signing below, I agree to participate in this study.

__________________________________________  _______________  ____________
Signature of Minor                      My Age                Date

__________________________________________  _______________
Parent or Guardian Signature                        Date

__________________________________________  _______________
Principal Investigator                        Date

Participant Number now to be used on all research documents:  __________
APPENDIX IV: IRB PARTICIPANT DEBRIEF FORM

Dear Participant:

Thank you for participating in this research study. The purpose of this study is to gain an understanding of the correlation between parental work schedules-family balance and adolescents’ psycho-social behavior. The findings of this research may build on the existing multiple discourses in the field as well as literature documenting how parents manage a balance between work and family life which is an important factor in psychological development of adolescents. Your participation will help researchers gain more insight into the current experiences of victims of the post-election violence.

In the event you have any distressful reactions or concerns regarding the questions presented to you in this study, you may want to seek counseling for support. The following counseling centers are provided in the event you wish to seek support:

1. Amani Counseling and training Center- phone contact: 020 602673
2. Fountain of Life Counseling Services- phone contact: 0720 731 430
3. Oasis Africa Counseling Center- phone Contact 020 2715023

If you have comments or questions at a later date, you may contact me at email or phone noted below, or you may reach my thesis supervisor at USIU-A Dr. M. Kihara be contacted by (email address: mkihara@usiu.ac.ke) or phone (phone number: 0722805290). Once again thank you for your participation.

Sincerely,

________________________
Principal Investigator

Contact
Phone Number: 0721419346
Email: tooloy@gmail.com