DETERMINING THE EFFECTS OF PARENT- ADOLESCENTS RELATIONSHIP 
ON THE PSYCHOLOGICAL WELLBEING OF ADOLESCENTS: A CASE OF 
DAGORETTI SOUTH SUB-COUNTY 

BY 

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A thesis report Submitted to the School of Humanities and Social Sciences in partial 
fulfilment of the requirement for the Masters of Arts in Counseling Psychology 

(MACS) 

UNITED STATES INTERNATIONAL UNIVERSITY, AFRICA 

SPRING 2018
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other institution, or university other than the United States International University – Africa in Nairobi for academic credit.

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ABSTRACT

The study sought to determine the effects of parent-child relationship on the psychological wellbeing of adolescents: a case of Dagoretti South Sub-County. The study examined parental attachment, the perception of the adolescents towards their relationship with parents, communication between parents and adolescents and gender differences in relation to the psychological wellbeing of adolescents. A sample size of 100 adolescents aged 13-17 years was selected using simple random sampling technique. Data collection instruments used were questionnaires and standardized attitudinal scale/test and data was analyzed using Statistical Package for Social Science (SPSS) version 21.0.

The study revealed a positive and significant relationship between parent adolescent relationship (parental attachment, perceived parent adolescent relationship and parent adolescent communication) and adolescents’ psychological wellbeing as supported by beta coefficient 0.957, 3.902 and 0.258 respectively. This implied that a positive improvement in the parent-adolescent relationship had a positive effect on the adolescent psychological wellbeing. Further, the study showed that the probability of poor psychological wellbeing due to parent-adolescent relationship increased when one is female than when one is male.

The study concludes that though adolescents value relationship with their parents and find it reassuring emotionally, they are disconnected and feel that their parents neither listen to them nor understand their thoughts. Further, that the probability of poor psychological wellbeing increases when one is female than when one is male. The study recommends parenting programs responsive to the needs of adolescents and future studies that address the effects of parent-adolescent relationship on the psychological wellbeing of adolescents.
ACKNOWLEDGEMENTS

My gratitude goes to my professors at USU-A for imparting in me valuable knowledge in the field of Counseling Psychology which will change my life and of those around me. My sincere thanks go to my supervisor Dr. Michael Kihara, Associate Professor of Psychology (Research), for his advice, guidance, intellectually stimulating comments and constructive criticism that shaped this work to what it is. I am highly indebted to my family and close friends for encouraging me through the journey.
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Chapter 1
Introduction and Background

1.0 Introduction

In this chapter the concept of adolescence is introduced with a focus on the effects of parent-adolescent relationship on the psychological wellbeing of adolescents living in Dagoretti South Sub-County. A statement of the problem, the objectives, the research questions, the justification and the scope of the study are presented. Finally, the definitions of the terms used in the study are outlined.

1.1 Background of the Study

The term "adolescence" is used to describe the period between 10 and 19 years of age (WHO, 2010) and in many cultures it is seen as a period of transition from the weak and protected status of childhood to an almost equal position in relation to adults (Newman & Newman, 2015). Adolescence is a period of transition from childhood to adulthood accompanied by physical and psychological changes associated with puberty, and of preparation for the roles, privileges and responsibilities of adulthood (Holmbeck et al., 2012).

Adolescent stage is dynamic and exciting for young people bringing about opportunities to develop healthy identities. However, adolescents especially in today’s world face unique challenges both globally and at the family level. UNICEF (2011) estimates that 20% of the 1.2 billion adolescent population in the world suffer mental health conditions such as depression, a leading contributor to the disease burden for people aged 15-19 years. Further, 70,000 adolescents commit suicide annually and there is increased drug use and risky sexual behavior leading to increased HIV infections among young people. The report further states
that prevalence of mental health disorders among adolescents have increased in the last 20-30 years.

Research findings in America have reported associations of psychological disorders among adolescents with risk factors such as gender which show more behavioral problems among males and a higher rate for emotional problems seen in girls (Canino et al, 2014). In East Asia, depression has been found to be the leading cause of disease burden for adolescent women as is common in most of the countries in the world including high, low and middle income countries (World Health Organization, 2008).

In Sub-Saharan Africa, adolescents from single parent families and low parental attachment are associated with increased risk of a psychological disorder (Heiervang et al., 2017) while in rural Southern Africa there is a 14% prevalence of psychological disorders among 13-17 year olds (M. A. Cortina, Sodha, Fazel, & Ramchandani, 2012). In Tanzania, low level of parental attachment is a dominating risk factor for psychological disorders (Heiervang et al., 2007). Belle, (2014) also reported good parent-child relationships are important sources of social support, as closeness and care with family members is an important contributor to positive psychological health outcomes of adolescents.

In the Kenyan situation, recent data indicate that prevalence of psychological problems, notably depression is critical in addressing mental health among adolescents (Kieling et al., 2011; Murray et al., 2012). A study carried out in Kenya showed that one out of every four people has a psychological disorder with one child out of every 10 affected and major psychological disorders present in 26% of the adolescents (Mathet F, Martin-Guehl C, Maurice-Tison S, 2003).
Lippmann (2009) acknowledges that not much research has been carried out on children wellbeing in developing countries. Relatively little is known about the prevalence psychological disorders among adolescents of age 13 to 17 years of age in Kenya and how this is related to the parent adolescent relationship. This study thus explores the relationship between parent adolescent relationship and psychological wellbeing in order to identify coping mechanisms at the adolescent stage of life with the aim of promoting their psychological wellbeing.

1.2 Statement of the Problem

Adolescents living in resource constrained environments such as urban informal settlements in Kenya face unique psychological problems and research has shown that few studies have been done on adolescent’s psychological wellbeing in developing nations (Lippman et al., 2009; Camfield, 2009) and moreover, that adolescents who are poor are at risk of developing mental health problems and thus experience lower psychosocial wellbeing.

Psychological disorder is the most prevalent disorder among adolescents, developed early in life and often go undetected with a treatment gap of over 67% in Africa (Kohn, R., Saxena, S., Levav, I., & Saraceno, 2004). Thus, better understanding of the factors that lead to these consequences is crucial in prevention of first episodes of psychological disorder and hence ameliorate their psychological wellbeing (Silk et al., 2007). Parent-adolescent relationship has been shown to be a significant predictor for psychological wellbeing of adolescents (Kitamura et al., 2009; Min JA, Lee NB, Lee CU, Lee C, 2012). Moreover, understanding the association between psychological disorder and a good parent adolescent relationship, as a protective factor for psychological problems is very crucial in providing an
opportunity for processes that can be perfected in prevention strategies, among high-risk populations (Silk et al., 2007).

Adolescents make 24% of the population in Kenya yet according to UNICEF (2014) there is less reliable data for younger adolescents aged 10-14 years which may be used for evidence in programming for adolescents. This study will thus seek to contribute towards filling the gap in evidence on health determinants by exploring parent–adolescent relationship and how this relationship influences adolescent psychological wellbeing in an urban informal settlement.

1.3 General Objective of the Study

The primary goal of this project was to determine the effects of parent-adolescent relationship on the psychological wellbeing of adolescents in Dagoretti South Sub-County

1.3.1 Specific Objectives of the Study

The research objectives for the study were:

i. To examine the effects of parental attachment on the psychological wellbeing of adolescents

ii. To determine how adolescents perceive their relationship with their parents and how this influences their psychological wellbeing.

iii. To examine how parent-child communication affects adolescent psychological wellbeing.

1.4 Research Questions

The research questions for the study were:

i. Does parental attachment affect the psychological wellbeing of adolescents?

ii. Does how adolescents perceive their relationship with their parents influence their psychological wellbeing?

iii. Does parent-child communication affect adolescent psychological wellbeing?

iv. Are there gender differences in parent-child relationship and psychological wellbeing of adolescents?

1.5 Justification of the Study

Parent-child relationship is affiliated with adolescent psychological wellbeing where an increase of perceived parental support improves the adolescents’ wellbeing evaluations. The evaluation reference points include self-satisfaction and happiness. However, more adolescents are exhibiting signs of poor psychological wellbeing due to poor parent-child relationship according to Kimathi (2015).

The aim of the study was to provide useful information to mental health professionals who might need to broaden interventions that seek to improve adolescent functioning and wellbeing by paying attention to parent-adolescent relationship. UNICEF (2011) recommends that in order to address adolescent mental health, there is need to expand evidence base especially in resource-constrained environments in terms of nature, prevalence and determinants of adolescent mental health. Equipped with evidence, practitioners can design appropriate interventions.
Creating a smooth transition from adolescence to adulthood is a major responsibility of parents (Arulsubila & Subasree, 2017) and when parents understand the needs of their children from the perspective of the adolescent, then this task may become easier. The study would thus be useful to parents of adolescents. This study gave focus on how adolescents perceive the relationship with their parents which made it unique in that the voice of the adolescents was heard.

1.6 Scope of the Study

The scope of the study was limited to determine the effects of parent-child relationship on the psychological wellbeing of adolescents. The study target were adolescents both male and female living in Dagoretti Sub-county aged between 13-17 years since this is the peak of adolescent age. The study excluded the children of age 7 years to 12 years because of the cost and time implications and it addressed the questions that seek to determine the effects of parent-child relationship on the psychological wellbeing of adolescents. The study was conducted in the month of March, 2018.

1.7 Definition of Terms

Adolescent

An adolescent has been described as anyone between 10 to 19 years of age (WHO, 2010). The adolescent goes through a period which according to Lerner and Hess (2009), is a transition during which the individual moves from childhood to adulthood. Further the stage is not only marked by physical changes, but also changes that occur on both cognitive and psychological levels as well as transformation on social characteristics.
Psychological wellbeing

Roothman et al. (2013) conceptualized psychological wellbeing by referring to affective, physical, cognitive, spiritual, self and social processes. A sense of coherence, satisfaction with life and affect-balance are strong indicators of general psychological wellbeing (Van Eeden & Wissing 2012).

Parental attachment

Attachment is one specific and circumscribed aspect of the relationship between a child and parent that is involved with making the child safe, secure and protected (Tyson, 2013). Attachment is where the child uses the parent as a secure base from which to explore and, when necessary, as a haven of safety and a source of comfort (Weyber, 2008).

Communication

According to Dreck, (2012) communication is the successful conveying or sharing of ideas and feelings.

1.8 Summary

Chapter one provides a brief overview of the study, describing the problem to be studied, the general objective or purpose of the study, specific objective and the research questions to be addressed. The focus of chapter two will be a review of the literature in which the first will focus on theoretical perspectives that explain the phenomenon of adolescent
psychological wellbeing and their parental relationship. The last part of the chapter will discuss literature related to adolescence psychological wellbeing and their parental relationship.
Chapter 2  
Literature Review

2.1 Introduction

The focus of this chapter will be to review some of the documented information relevant to the current study whose objective was to find out the effects of parent-child relationship on the psychological wellbeing of adolescents living in Dagoretti Sub-County. An analysis of literature is presented based on four thematic areas which are: parental attachment, adolescents’ perception of their relationship with their parents and parent-adolescent communication that contribute to the psychological wellbeing of adolescents. Relevant theoretical frameworks that guide the entire study are also outlined.

2.2 Theoretical Framework

Diverse theoretical models have been proposed to help understand and guide research concerning the relationship that exists between child-parent relationship and adolescents’ psychological wellbeing. Among the many theories, the researcher reviewed the attachment theory and psychological wellbeing theories as theoretical underpinnings to the present study.

2.2.1 The Attachment Theory

Attachment theory has a theoretical base in psychoanalysis, developmental psychology, and ethnoLOGY (Karen, 1990). Attachment and psychoanalytic theory describe similar phenomenon such as relatedness and autonomy in attachment theory and homogeny and autonomy in psychodynamic theory (Eagle, 1995). These theories understand pathology
as resulting from endogenous factors, being influenced by environmental factors such as adolescent experiences influencing maladaptive behaviours (Eagle, 1995).

According to attachment theory, the quality of present attachment relationships with the parents, as well as skills acquired in a secure attachment relationship since childhood, are key features in solving developmental issues linked to adolescence. This theory focuses on individual and relational developmental processes. It proposes a framework for understanding adolescent normative and pathological functioning.

Attachment security refers to the individual’s capacity to seek comfort from a meaningful figure when in distress and, once soothed, to become available to explore the environment and acquire new learning experiences (Frogde, 2013). Throughout development, attachment relationships provide the individual with emotional support and a feeling of continuity and comfort, especially during stressful periods and moments of important change, such as the transition into adolescence or adulthood (Preston, 2008). Attachment theory also suggests that daily interactions between adolescents and their parents are internalized into internal working models – including representation of self, others, and relationships – which influence their anticipation of parental behaviors as well as the adolescent’s behavior towards the latter and eventually towards others (Micel, 2010).

In adolescence, the parent’s double role of ensuring comfort and protection and promoting exploration is still present, but must be carried out according to the child’s current needs. Adolescent attachment is the result of both the adolescent and parent’s capacity to redefine their attachment relationship which according to attachment theory, this redefinition is mainly achieved through parent-adolescent exchanges that include the communication of
emotional states and related thoughts of each member of the dyad (Langran, 2002). Co-construction of such relationships represents a key element in maintaining or developing a secure attachment at this age.

Adolescents’ trust in their parents’ availability and accessibility in times of need are key features of a secure attachment during this period (Lennie, 2005). Parents remain accessible through verbal exchanges but gradually encourage the adolescent’s inner movement of exploration at a greater physical distance. This not only allows adolescents to internalize a secure representation of their attachment figure, which they can refer to in their absence, it also promotes exploration outside their relationship. Given the access to symbolic rather than physical parental presence, attachment during adolescence becomes an individual rather than a relational characteristic. In other words, attachment becomes a state of mind which guides adolescents’ behavior and thought, as well as stress regulation strategies (Langran, 2002).

The attachment theory is relevant to this study since it shows how the adolescent’s attachment background has a considerable influence on his or her ability to cope with the developmental issues of this crucial transitional period. The theory also clearly demonstrates that adolescents with the highest risk of developing adaptation problems present an insecure attachment profile. Attachment based studies above suggest interesting intervention avenues for promoting attachment security in adolescents and overcoming certain deadlocks.

### 2.2.2 Cognitive Behavior Theory

Cognitive Behavior Theory (CBT) is largely defined as a structured, time-bound, and didactic in approach that focuses on developing cognitive and behavioral problem-solving strategies (Dobson & Dobson, 2009; Reaven, 2011; Friedburg & McClure, 2015). The
principles of CBT focus on identifying and modifying maladaptive thoughts, attitudes and beliefs, and improving social understanding.

Craske (2010) has categorized the schemes and techniques used in CBT as follows:

a) Cognitively based strategies aim to challenge negative cognitions and replace them with more adaptive thoughts and beliefs. The use of clarification and questioning are popular strategies in CBT to introduce fresh social constructs and help the person gain awareness of their maladaptive cognitions (Rotheram-Fuller & MacMullen, 2011).

b) Skills and reinforcement-based strategies aim to develop the person’s problem solving and coping skills. Some of the problem-solving skills include providing to the person with schemas to identify and analyze novel social circumstances or problems, identify the most suitable strategy to resolve the problem, thoughtfully consider the possible consequences of actions, and assess the response outcome (Baum Inger, 2002). By direct teaching and behavioral practices such as role-play, the person can learn and practice the skills in a safe environment (Bandura, 2002). Positive behavior is reinforced by providing immediate feedback (Lapita et al., 2010). Affective training is introduced in this component to train the person how to recognize emotions in self and others, as well as developing suitable emotional responses (Attwood, 2009).

c) Exposure-based strategies aim to provide systematic, controlled and repeated exposure to difficult situations or stimuli such that the person no longer perceives the situation or stimuli negatively and/or avoids it (Crake, 2010). The main goals of
CBT-based social skills interventions, is the acquisition and performance of these three types of skills, and the emphasis is put on practicing what has been learnt by giving homework to encourage sustainable change. The practical and structured approach of CBT makes it a suitable intervention for adolescents with psychological disorders, and they can benefit from addressing cognitive biases, deficits in affective knowledge, and problem with parent adolescent relationship.

2.3 Conceptual Framework

A conceptual framework is defined by Nonaka and Konno (2009) as a construction, a symbol, a representation of independent and dependent variables or of a behavioral phenomenon. The conceptual framework in figure 2.1 shows the relationship between the dependent variable, the moderating and the independent variables. The independent variables, which are; parental attachment, perceived relationship with parents and communication between adolescent and their parents, are the factors which influence the dependent variable, which is the psychological wellbeing of the adolescents and the mediating variable is gender which looks at how boys and girls differ.
Figure 2.1: Conceptual Framework

Independent Variables

- Parental attachment
  - Safety
  - Comfort

- Perceived parent-child relationship
  - Parental involvement
  - Parental warmth
  - Parental control

- Parent-Child communication
  - Parent-child meetings
  - Parents listening skills
  - Conflict

Moderating Variable

- Gender
  - Male
  - Female

Dependent

Psychological wellbeing

- Satisfaction with Life Scale (SWLS)
- Self-esteem
- Confidence
- Self-harm

Source: Author (2018)
2.4 Empirical Literature

2.4.1 Parental Attachment and Psychological Wellbeing

Push for autonomy is the hallmark of the adolescent stage and attachment to parents increases the probability that the adolescent will be socially competent (Santrock, 2012). Adolescents who enjoy secure attachment to their parents have a higher sense of identity, are better psychologically adjusted and have fewer behavior problems. When adolescent are securely attached, they are capable of forming and maintaining close caring relationships with romantic partners (Sigelman, 2009). During this stage, adolescents tend to prefer relationships with their peers as they move away from home environments yet, when they find difficulties especially in decision making, they will always refer back to their parents.

According to Erikson (1968), the adolescent stage is a time when the adolescent is faced with the psychosocial crisis of individual identity versus identity confusion and how one successfully negotiates and resolves the crisis can lead to a healthy identity or a state of identity confusion. A study on attachment and psychological wellbeing among adolescents with and without disabilities in Kenya: The mediating role of identity formation, aimed at evaluating the relationship between attachment and identity development, and their influence on psychological wellbeing in adolescents with and without disabilities in Kenya. Adolescents with disabilities had significantly lower scores in identity formation, paternal attachment, and life satisfaction. The findings indicate that both parent and peer attachment play an important role in the identity formation and psychological wellbeing of adolescents in Kenya, irrespective of a disabling condition (Abubakar, 2013).
The bonding or attachment that a child has with parents have a great impact on their personality traits and well-being in that there is a significant correlation between parental care, control and psychological wellbeing (Ashwini, 2017). A study by Stafford (2016) on Parent-child relationships and offspring's positive mental wellbeing from adolescence to early older age examined parent-child relationship quality and positive mental wellbeing. Greater wellbeing was seen for offspring with higher combined parental care and lower combined parental psychological control at all ages. Controlling for maternal care and paternal, maternal behavioral and psychological control, childhood social class, parental separation, mother's neuroticism and study member's personality, higher wellbeing was consistently related to paternal care. This suggests that both mother-child and father-child relationships may have short and long-term consequences for positive mental wellbeing.

2.4.2 Relationship with Parents and Psychological Wellbeing

Psychological wellbeing of adolescents is closely linked to their relationships with their parents. Arulsubila (2017) points out that strong parent-child relationship that allow for disagreement while encouraging the young person to express their growing sense of independence, facilitates a healthy development of the adolescent. Authoritative parenting style that balances parental control and warmth in child rearing has positive outcomes where children are happy, confident and have the social competence to face challenges of life. This consequently contributes to their psychological wellbeing.

Tami (2008) explored the unique influence of fathers on adolescents’ psychological wellbeing. Analyses were based on a nationally representative sample of students in Grades 7 to 12, living in intact homes. According to Tami (2008) multivariate analyses revealed that the
father-adolescent relationship has an independent impact on adolescents’ psychological wellbeing beyond the mother-adolescent relationship. Comparatively, the magnitude of effect was similar for mothers and fathers on sons’ and daughters’ wellbeing. Further, examining the dynamic nature of parent-adolescent relations through time, revealed that adolescents have more volatile relations with fathers than with their mothers. Changes in adolescent’s satisfaction with their relationship with their fathers significantly influence their psychological wellbeing and these effect persist even after controlling for changes in mother-adolescent relationships (Tami, 2008). These findings underscore fathers’ unique direct contribution to their adolescent children’s psychological wellbeing.

Marta (2010) studied Parent-Child Relationships and Psychological Challenges during Adolescence. His review aimed to explore some aspects of social and psychological problems of young people in Italy. Reflections and data presented highlighted the crucial role of families in the complex psychological dynamics of young people and that positive family relations promote the psychological wellbeing among adolescents. Further the review showed that when adolescents perceive coherence in what parents say and the behavior they practice, they have better psychological wellbeing.

Parental control which refers to parental monitoring of adolescent behavior may have both positive and negative outcomes. Adolescents who seek greater freedom from parents may view parental control as coercive and react negatively to parental authoritative control (Marta, 2010). Those who experience good support and control experience the caring aspect of the authoritative parent and may result in positive outcomes as well as identification with the parent. Positive family experiences and support cushion the adolescent against stressors while
negative experiences for example family disruptions result in depression as well as other destructive behaviors (Noller & Gruyter, 2014).

Rosalind (2016) explored parental after-school stress and psychological wellbeing. The study focused on the mismatch between employed parents’ work schedules and their children’s school schedules in a sample of 243 employed parents of adolescents of age between 13 to 16 years. The findings were that parental after-school stress is related to adolescents’ psychological wellbeing but relationship did not differ by parent gender or child age. However, the relationship was significantly stronger for parents of girls than for boys.

The family systems theory perspective holds that individuals are best understood through assessing the interactions between and among family members and similarly, psychological wellbeing of adolescents is promoted by positive parenting and the quality of relationships in the family (Noller & Gruyter, 2014). The development and behavior of one family member is inextricably interconnected with others in the family (Corey, 2009). Thus, both parents and adolescents interact in a multi directional way, each affecting the other in the family system.

According to Tony (2012) who studied family relationships and adolescents psychological wellbeing, family type is not a strong predictor of the parental relationship and psychological wellbeing. He found out that differences in the child’s psychological wellbeing between two-parent married families, cohabiting families, step-families and lone parent families are slight or absent. Further, the findings were that conflict between parents has a negative association with the child’s psychological wellbeing and children in larger families showed better psychological wellbeing.
2.4.3 Parent-Child Communication and Psychological Wellbeing

Dena (2015) conducted a study on the family environment and adolescent wellbeing in Texas and found out that while over three-quarters of all parents studied reported very close communication with their adolescent children, many of the 15-year-olds studied reported having difficulty talking with their mothers and fathers. Other findings were that Hispanic parents are less likely than white and black parents to know who most of their adolescent’s friends are. The study concluded that by action and by example, parents shape the lives of their children from birth through adulthood. In adolescence, the influence of friends and peers take on greater importance, but research clearly demonstrates the continued significance of parents in shaping the behaviors and choices of teens as they face the challenges of growing up (Dena, 2015).

Much of the recent research on family communication has focused on parent and child communication behaviors, the impact of these behaviors on child and adolescent outcomes, and the ways in which these behaviors develop into salient communication patterns (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007). Parenting behaviors and styles broadly have been linked to a multitude of positive and negative outcomes for children and youth (Baumrind, 2015). Emotional responsiveness has long been established as a fundamental dimension of parent-child interactions (Baumrind, 2015; Schrodt et al., 2007) and research has consistently found that warm, supportive parenting promotes child and adolescent health and wellbeing in many ways. Parenting styles and behaviors characterized by warmth and acceptance have been shown to promote positive outcomes such as kindness, helpfulness, and empathy in children and adolescents (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007; Eberly & Montemayor, 2009).
Supportive home environment and family communication patterns that encourage conversation and dialogue about family problems, help young adults maintain higher levels of emotional wellbeing and autonomy as they transition to adulthood and life outside of the family home (Koesten & Anderson, 2004; Marta, 1997). In contrast, families that emphasize conformity and obedience to authority parents tend to be more demanding and confrontational when dealing with family conflicts (Sillars et al., 2014), and this has generally been associated with lower adolescent life satisfaction (Jackson et al., 1998) and higher rates of stress and depression (Milevsky et al., 2007; Schrodt et al., 2007), lower self-esteem (Bulanda & Majumdar, 2009) and poorer dietary choices (Parletta, Peters, Owens, Tsiros, & Brennan, 2012).

2.4.4 Gender Differences in Parent-Child Relationship and Psychological Wellbeing

Research examining sex differences in the correlates of gratitude has been somewhat mixed. Froh et al. (2009) measured parent adolescent relationship and found that levels of parent adolescent relationship do not differ significantly between sexes. The researchers proposed that this lack of difference may have been due to focusing on middle school students who are of a young age. Bulanda & Majumdar (2009) in their research concluded that there are clear differences in the psychological wellbeing levels between the sexes that are caused by parent adolescent relationship. Algoe et al. (2010) examined whether thoughtful gestures between parent and adolescents affect a person's expression of psychological wellbeing. They found that women who perceived their parents gestures as thoughtful were more likely to express higher level of psychological wellbeing than men. Algoe et al. (2010) proposed that this may be because women have a higher sensitivity to interpersonal cues compared to men.
This may be because men have mixed emotions, not just positive, in reacting to receiving a benefit from another person (Algoe et al., 2010).

Examination of gender differences in parent adolescent relationship and psychological wellbeing refers to efforts to distinguish how parent adolescent interactions, affect the mental wellbeing of men and women, as well as exploring how gender inequality impacts health (Afifi, 2007; Brugha et al., 2013; Kling et al., 1999; Kovess-Masfety et al., 2014; Vogt, 2014). Kling et al. (2009) conducted a large meta-analytic review of both cross-sectional and longitudinal data to establish whether there were any gender differences in parent adolescent relationship and psychological wellbeing. Kling et al. (2009) found a small variation favoring men, but the most pronounced difference emerged in late adolescence between ages 15-18. This difference then decreased upon entering young adulthood (age 19-22).

While boys and girls seem to experience similar levels of parenting styles (Paulson, Hill & Holmbeck, 2011) and attachment to parents (Paterson, Field & Pryor, 2014), research on gender differences in the role of parenting on adolescent outcomes is limited and somewhat inconsistent. If all adolescents have certain needs that can only be satisfactorily met by the nature of parent adolescent relationship, then minimal gender differences in the role of parent adolescent relationship in predicting psychological wellbeing outcomes should be anticipated. In line with this, some studies have not found any influence of parenting practices on the adolescent psychological wellbeing outcomes. For example, harsh discipline relates to poor psychological wellbeing similarly for boys and girls (McKee, Roland, Coffelt, Olson, Forehand, Massari et al., 2007). However, other studies have reported gender differences. For example, poor parent adolescent relationship is predictive of poor psychological wellbeing for African American girls, and not for boys (Kapungu, Holmbeck, & Paikoff, 2006). Thus, the
presence of gender differences in the psychological wellbeing in relation to parent adolescent relationship may depend on the particular parenting practices.
Chapter 3

Research Methodology

3.1 Introduction

In this chapter a description of the research methodology of the study is given. The aim of the empirical investigation was to determine the effects of parent-child relationship on the psychological wellbeing of adolescents living in Dagoretti South Sub-County. The research methodology used to obtain data is discussed. This includes; the study design, population, sample size, sampling procedure, data collection methods, pretesting of the questionnaire, data analysis and ethical considerations of the study.

3.2 Research Design

A research design is the structure of research (Orodho, 2003). It is the glue that holds all the elements in a research process project together. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions (Kothari, 2004). Orodho (2003) defines it as the scheme outline or plan that is used to generate answers to research problems. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with research purpose. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004).

Descriptive research design method was utilized for this study. According to Upagade and Shende (2013), a descriptive survey is mainly concerned with description of facts. It is a self-report that requires the collection of equitable information from sample (Orodho, 2005). Descriptive survey was appropriate for the study whose intention was to present a situation,
what people currently believe in, what people are doing at the moment and so forth (Baumgartner, Strong & Hensley, 2002) with no control of the variables under investigation which is a limitation. The rational for using this approach is that, the method afforded the study the use of quantitative data where descriptive research will be applied, as well as qualitative data collection through the use of In-depth Interviews (IDI).

3.3 Location of the Study

The study was undertaken in the Amref Health Africa child protection project located in Dagoreti South Sub-County, Nairobi County. Nairobi is the metropolitan capital of Kenya which constitutes of 9 Sub-counties which include: Njiru, Langata, Starehe, Kamukunji, Makadara, Dagoretti, Kasarani, Embakasi, and Westlands.

3.4 Target Population

Burns and Grove (2003) describe a target population as the entire aggregation of respondents that meet the designated set of criteria. According to Amref Health Africa (2012), among the challenges faced by children living in Dagoretti South Sub-County include: school dropout, early pregnancy, commercial sexual exploitation, exposure to drugs, lack of parental care and love as well as HIV/AIDS risks. Founded in 2001, the Dagoretti Child Protection Project which is under AMREF Health Africa Reproductive, Maternal, New-born, Child and Adolescent Health (RMNCAH) uses a comprehensive model targeting children aged 7-17 years from slum communities and those living on the streets, with the ultimate goal of improving their health and livelihood. The project seeks to assist the vulnerable children to deal with physical and psycho social traumas, reintegrating them back with their families and developing a child friendly, protective environment in the community (AMREF, 2016).
3.4 Sampling Design

3.4.1 Sampling Frame

Sampling frame is the list of all elements from which the sample is actually drawn. It is a complete and correct list of population members only (Cooper & Shindler, 2011). In this study, the sampling frame is clearly identified as the adolescents in the Amref Health Africa child protection program of the age 13 to 17 years.

3.4.2 Sampling Technique

According to Upagade and Shende (2012) sampling technique is a definite plan for obtaining a sample from a given population upon which data is collected from. The study used simple random sampling which is a probability sampling technique to identify participants for the study. Simple random sampling was used to identify the adolescents in the children center in Dagoretti Sub County.

3.4.3 Sample Size Determination

Kothari (2004) defines a sample as the selected respondents who represent the entire population. The sample is normally obtained from the population targeted for study as it possesses the appropriate characteristics to be studied. Mugenda and Mugenda (2003) argue that it is sometimes impractical or uneconomical to obtain data from the entire identified sample population thus necessitating a sample size to be obtained from the sample population. Kombo and Tromp (2006) describe a sample size as a group of respondents chosen from a larger population for the purpose of a survey. The sample size is carefully selected so as to be a good representation of the intended population for the study. Given that there are 1000
children in the children center, conducting a survey on such a population requires time and resources. As a result coming up with a sample that represents the whole population in the study was essential.

Guided by the Gay rule (Gay, 1987) that the minimum acceptable sample size depends on the type of the research and that in a descriptive research 10% of the population can comprise a representative sample, the study computed 10% of 1000 which the student population in the children center. Therefore, the sample size for the study was 100.

3.5 Data collection

3.5.1 Questionnaire

The questionnaire, as a general term, includes all techniques of data collection in which each person is requested to respond to the similar set of queries in a predetermined order (Mugenda & Mugenda, 2003). The researcher distributed a 100 copies of a self-administered questionnaire in a five scale Likert format to a 100 adolescents, which was developed, piloted, and modified to fit the study’s setting. The four-section instrument was comprehensive; it contained demographic questions, parental attachment questions, perceived parent child relationship questions and parent-child communication questions.

3.5.2 Satisfaction with Life Scale (SWLS).

Satisfaction with life scale is used to measure participants' Psychological wellbeing developed by Diener, Emmons, Larsen and Griffin (1985). SWLS assesses global Life Satisfaction of a person. Participants answer questions such as "I am satisfied with my life" on a seven-point Likert scale. Life Satisfaction score ranges from 5 to 35. A total scores
between 26 and 35 shows a satisfied life, 21 and 25 score represent slightly satisfied, 15 and 19 score represent slightly dissatisfied with life while scores from 5 to 9 indicated being extremely dissatisfied with life (Pavot & Diener, 1993).

3.6 Research Procedure

The first step in data collection was to get approval from the Institutional Research Board (IRB) at USIU-A, and the thesis supervisor to proceed for fieldwork. Thereafter, authority to conduct research was obtained from Amref Health Africa. This was followed by recruitment of three research assistants who were inducted for two days to enable them to understand the research problem and research methodology, and how to administer the research instruments. The research assistants worked closely with the researcher during the data collection period.

3.6.1 Pilot Study

The questionnaires were pre-tested (piloted) on a selected sample that was not to be included in the study. The procedure used in pre-testing the questionnaires was identical to that used during the data collection. This allowed the researcher to make meaningful modifications to the research instruments. Pre-testing was considered important in the study because comments and suggestions by respondents during pre-testing improved the quality of the questionnaire (Mugenda & Mugenda, 2003). The responses from the questionnaires were analyzed to check if the methods of data analysis were appropriate and suitable. On visiting the site for data collection, the research questionnaires were administered by the researcher with the assistance of the research assistants. The questionnaires were distributed equally among gender and collected the same day on completion.
3.6.2 Reliability of the Instruments

Reliability relates to the precision and accuracy of the instrument. If used on a similar group of respondents in a similar context, the instrument should yield similar results (Cohen et al., 2000). Reliability was a necessary ingredient for determining the overall validity of the study and hence enhanced the strength of the result. Accurate and careful phrasing of each question to avoid ambiguity and leading respondents to a particular answer ensured reliability of the tool. The respondents were informed of the purpose of the questionnaire and of the need to respond truthfully.

3.6.3 Validity of the Instruments

According to Polit and Hungler (1999), validity refers to the degree to which the instrument measures what it is supposed to be measuring. Other researchers must be able to perform exactly the same study under same conditions and generate the same results. The study adhered to internal validity by ensuring that all steps of the scientific research methods were followed. The researcher adhered to external validity by holding constant such factors that may affect the validity and reliability of the findings such as gender.

3.6.4 Administration of the Instruments

1. Clearance from USIU ethics board/ other authorities.

2. Arrival at the AMREF Children center.

3. Explain to the management about intended study.
4. Assigned persons to work with in AMREF Children center.

5. Meet respondents in Amref Children center hall
   - Research introduction.
   - Assistant researcher introduction.
   - Introducing the study in question.


7. Administration of questionnaires.

8. Placing completed questionnaires in a designated box transferring them to Research office.
3.6.5 Inclusion and exclusion criteria

Inclusion

According to Kothari (2006), inclusion criteria are the characteristics we want those in our sample to possess while exclusion as the characteristics, which a participant may possess, that could adversely affect the accuracy of the results. Thus the researcher recruited:

i. All respondents who were informed about the study and voluntarily signed the assent and consent form to participate in the study.

ii. The respondents were beneficiaries of Amref Health Africa child protection project

iii. Participants from age thirteen to seventeen years.

Exclusion

i. All respondents who were informed but declined to assent.

ii. In addition respondents who were absent from the Amref Health Africa child protection center on the day the researcher gave instruments were excluded.

iii. All children who were between seven and twelve years old.

iv. All adolescents whose parents declined or were no available to give consent on behalf of their children.

3.6.6 Ethical Considerations

It is recognized that the study was investigating family relations which are sometimes sensitive to discuss and would have elicited discomfort, insecurity and even hostility, or dishonesty from the participants. Confidentiality and privacy was therefore assured for subjects.
to safeguard their interests. Permission to carry out the research was sought from the participants, their parents, AMREF health Africa, the Department of Children and the children’s center management. The researcher assured participants of strict confidentiality in relation to information obtained during the research. Thus willing participants were required to make informed decisions. Given that the study involved children, the researcher was obliged to highlight any child abuse case that would have arisen in the course of research to ensure the rights of the children are upheld.

3.7 Data Analysis Methods

Data analysis involved both quantitative and qualitative data. The data after collection was processed and analyzed in accordance with the purpose and objectives of the study. Data processing and analysis implied editing, coding, classification and tabulation of collected data. Data analysis entailed computing of certain measures along with searching for patterns of relationship that existed among data groups. Data analysis also involved uncovering underlying assumptions. Data analysis involved the process as detailed here below:

3.7.1 Editing

Editing of data in this study involved the process of examining the collected raw data to detect errors and omissions. Editing was done to ensure that the data was accurate, consistent with other facts gathered and uniformly entered. Editing was well arranged to facilitate coding and tabulation. Field editing reviewed the report forms by the investigator for completing what the respondents would have written in abbreviation and or in illegible form. This type of editing was necessary given the fact that respondents’ writing styles can be difficult for investigation.
The editing was done as soon as possible after the respondents had filled their questionnaires. Editing did not involve correcting errors of omission by respondents. If need be, respondents were to be contacted for clarification. Central editing took place when all forms of schedules had been completed and then returned to the office. This type of editing implies that all types should go through editing by the researcher. Researcher’s initials and the date of editing were placed on each completed test.

3.7.2 Coding

Coding involved the process of assigning numbers or other symbols to answers, so that responses could be put into a limited number of classifications or classes. All classes were appropriate to the research problem under investigation. Coding involved the class for every data item and also that of mutual exclusiveness which meant that a precise answer could be positioned in one cell in a given category set.

3.7.3 Classification

The study resulted in large volumes of raw data which was reduced in homogeneous groups. To get meaningful relationships, classification involved the process of assigning data in groups or classes on the basis of common features. Data having common characteristics was placed in one class and in this way the entire data was divided into a number of groups or classes. Further, data was placed in terms of respondents and the socio-demographic profile.

3.7.4 Tabulation

When a mass of data is assembled, the researcher arranged the same in some kind of concise and logical order. The tabulation was a process of summarizing raw data and
displaying the data in the form of statistical tables for advance analysis. In a wider sense, tabulation is a systematic arrangement of data in columns and rows. The tabulation was done electronically. Data was entered into excel spread sheet before being exported to Statistical Package for Social Science (SPSS) version 21.0 for descriptive and inferential statistical analyses for quantitative data. The following type of analysis was used in the study;

3.7.5 Measures of central tendency

Measures of central tendency was used in the study which gave information on which items have a tendency of cluster. Such a measure was considered as the supreme representative figure for the whole mass of data. Mean, median and mode are the best popular averages which was used in this study. Mean is the simplest measurement of central tendency and known to consist of summarizing the essential features of a series and in enabling data to be compared. The researcher made a choice for some averages. The selection of averages to be used was guided by types of objectives of the research study. Mode of the common features of parent adolescent relationship and adolescent psychological wellbeing exhibited by respondents were indicated.

3.7.6 Measure of dispersion

An average can present a series only as best as a single figure can, but it indeed cannot reveal the total story of any phenomenon under study. In order to measure this scatter, statistical devices called measuring dispersion are calculated. Important measures of dispersion are (a) range (b) mean deviation and (c) standard deviation.
The range is the simplest possible measure of dispersion. The utility of the range is that it gives an idea of the variability very quickly but the drawback is that range is affected greatly by fluctuations of sampling. Its value is never stable based on only two values of the variable; as such, range will be mostly used as a rough measure of variability. Coefficient of mean deviation will also be used in this study. Coefficient of mean deviation is a relative measure of dispersion and is comparable to similar measures of other series. Mean deviation and its coefficient was used to judge variability and thereby render the study of central tendency more precise by shedding light on the type of an average. It is a better measure for measuring variability than range as it takes into consideration the values of all items of a series. The standard deviation along with several related measures like variance, coefficient of variation were used in this research study. Standard deviation was used as a satisfactory measure of deviation because it is less affected by fluctuations of sampling. Standard deviation will also be used in the context of estimation and testing hypotheses.

### 3.7.7 Measure of association

This study consisted of measurement of two main variables. In this study it was hypothesized that for every measurement of variable X (parent-adolescent relationship), there was be corresponding value of a second variable Y (psychological wellbeing): Therefore the study sought to answer the following questions:

i. Is there an association or correlation between two (or more variables)? If yes, to what degree?

ii. Is there any cause and effect relationship between the predicator (independent variable) and outcome (dependent variable)?
The first question was answered by the use of correlation technique and the second question was used by the technique of regression. There are several methods of applying techniques, but the following methods were used in the dissertation.

3.8 Summary

In this chapter the methodology which was be used to collect data on the effects of parent-adolescent relationships of the psychological wellbeing of adolescents is presented. A review on the research design, the sampling procedures, research instruments and ethical considerations are discussed.

In the next chapter, the processes, techniques and procedures used to analyze data are presented. The interpretation of the data is also presented,
Chapter Four
Data analysis, presentation and interpretation of findings

4.1 Introduction

This chapter comprises of data analysis, findings and interpretation. Results are presented in tables and diagrams. The data has been analyzed using descriptive statistics to generate means and frequencies of responses and inferential statistics to determine the relationship of the variables under study. The analyzed data was arranged under themes that reflect the research objectives.

4.2 Response Rate

The number of questionnaires that were administered was 100. A total of 100 questionnaires were properly filled and returned. This represented an overall successful response rate of 100% as shown on Table 4.1. According to Mugenda and Mugenda, (2003) and also Kothari, (2004) a response rate of 50% is adequate for a descriptive study. Babbie, (2004) also asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Based on these assertions from renowned scholars 80 % response rate is adequate for the study.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>Unreturned</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.3 Demographic Characteristics

This section presents the descriptions of the respondents in terms of their gender, age, level of education of the respondents.

4.3.1 Gender

The respondents were asked to indicate their gender. Majority of the respondents were male who represented 52% of the sample while 48% was female as indicated in the figure 4.1 below. These results imply that it was easier getting access of male respondents than female.

Figure 4.1: Gender

4.3.2 Age

The respondents were asked to indicate their age. Majority of the respondents were between 16-17 years as represented by 70%, while 30% were between 13-15 years.
4.3.3 Level of Education

The respondents were asked to indicate their level of education. Majority of the respondents had acquired up to primary level education as represented by 63%, 31% had secondary level education, while only 6% had vocational skills level education as indicated in figure 4.3 below.

Figure 4.3: Level of Education
4.4 Parental Attachment and Psychological Wellbeing

The first objective of the study was to find out the effects of parental attachment on psychological wellbeing. The respondents were asked to rate the specific questions on a scale of 1 to 5; (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Majority (89%) of the respondents agreed that their parents protect them from danger and difficulty, 74% of the respondents said that their parents support their goals and interests and 65% of the respondents agreed that their parents are sensitive to their feelings and needs. Fifty four point five percent of the respondents agreed that their parents are persons to whom they can express differences of opinion on important matters, 40% of the respondents agreed that their parents respect their judgment and decisions, even if different from what they would want, 44% of the respondents agreed that their parents restrict their freedom or independence and 52% of the respondents agreed that their parents have no idea what they are feeling or thinking.

Fifty six percent of the respondents agreed that their parents ignore what they have to say, 58% of the respondents agreed that their parents have not given them as much attention as they would have wanted, 53% of the respondents agreed that their parents are persons they can count on to provide emotional support when they feel troubled and 57.6% of the respondents agreed that their parents don’t respect their privacy as indicated in table 4.2 below.
Table 4.2: Parental Attachment and Psychological Wellbeing

<table>
<thead>
<tr>
<th>Statement</th>
<th>S-D (%)</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>S-A (%)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents protect me from danger and difficulty</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>28</td>
<td>61</td>
<td>4.44</td>
<td>0.868</td>
</tr>
<tr>
<td>My parents support my goals and interests.</td>
<td>6</td>
<td>5</td>
<td>15</td>
<td>30</td>
<td>44</td>
<td>4.01</td>
<td>1.159</td>
</tr>
<tr>
<td>My parents are sensitive to my feelings and needs</td>
<td>5</td>
<td>6</td>
<td>24</td>
<td>27</td>
<td>38</td>
<td>3.87</td>
<td>1.143</td>
</tr>
<tr>
<td>My parents are persons to whom I can express differences of opinion on important matters.</td>
<td>12.1</td>
<td>14.1</td>
<td>19.2</td>
<td>24.2</td>
<td>30.3</td>
<td>3.46</td>
<td>1.373</td>
</tr>
<tr>
<td>My parents respect my judgment and decisions, even if different from what they would want.</td>
<td>24</td>
<td>16</td>
<td>22</td>
<td>17</td>
<td>21</td>
<td>2.95</td>
<td>1.466</td>
</tr>
<tr>
<td>My parents restrict my freedom or independence.</td>
<td>28</td>
<td>16</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>2.83</td>
<td>1.477</td>
</tr>
<tr>
<td>My parents have no idea what I am feeling or thinking.</td>
<td>27</td>
<td>25</td>
<td>16</td>
<td>14</td>
<td>18</td>
<td>2.71</td>
<td>1.458</td>
</tr>
<tr>
<td>My parents ignore what I have to say.</td>
<td>35</td>
<td>21</td>
<td>16</td>
<td>19</td>
<td>9</td>
<td>2.46</td>
<td>1.374</td>
</tr>
<tr>
<td>My parents have given me as much attention as I have wanted</td>
<td>10</td>
<td>48</td>
<td>8</td>
<td>25</td>
<td>2</td>
<td>2.32</td>
<td>1.353</td>
</tr>
<tr>
<td>In general, my parents are persons I can count on to provide emotional support when I feel troubled</td>
<td>52</td>
<td>1</td>
<td>16</td>
<td>26</td>
<td>5</td>
<td>2.19</td>
<td>1.07</td>
</tr>
<tr>
<td>My parents don’t respect my privacy.</td>
<td>52.5</td>
<td>5.1</td>
<td>14.1</td>
<td>21.2</td>
<td>7.1</td>
<td>2.07</td>
<td>1.231</td>
</tr>
</tbody>
</table>

S-D: Strongly disagree, D: Disagree, N: Neutral, A: Agree, S-A: Strongly Agree

4.5 Perceived Relationship with Parents and Psychological Wellbeing

The second objective of the study was to determine the effects of perceived relationship with parents on psychological wellbeing. The respondents were asked to rate the specific questions on a scale of 1 to 5; (1; strongly disagree, 2; disagree, 3; neutral, 4; agree, 5; strongly agree). Fifty four point two percent of the respondents agreed that they keep arguing with their parents,
80% of the respondents agreed that their parents listen to them when they speak to them, 70% of the respondents agreed that their parents are always truthful with them and 55% of the respondents disagreed that they play together with their parents often. Majority (64%) of the respondents disagreed that there is a sense of respect between them and their parents and 65% of the respondents disagreed that their parents are always angry with them as indicated in the table 4.3 below.

**Table 4.3: Perceived Relationship with Parents and Psychological Wellbeing**

<table>
<thead>
<tr>
<th>Statement</th>
<th>S-D (%)</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>S-A (%)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep arguing with my parents</td>
<td>9.1</td>
<td>22.2</td>
<td>14.1</td>
<td>42.4</td>
<td>12.1</td>
<td>4.26</td>
<td>1.404</td>
</tr>
<tr>
<td>My parents listen to me when I speak to them</td>
<td>2</td>
<td>1</td>
<td>17</td>
<td>31</td>
<td>49</td>
<td>4.24</td>
<td>0.911</td>
</tr>
<tr>
<td>My parents are always truthful with me</td>
<td>4</td>
<td>8</td>
<td>18</td>
<td>27</td>
<td>43</td>
<td>3.97</td>
<td>1.141</td>
</tr>
<tr>
<td>I play together with my parents often</td>
<td>37</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>15</td>
<td>2.93</td>
<td>4.309</td>
</tr>
<tr>
<td>There is trust between me and my parents</td>
<td>22.4</td>
<td>26.2</td>
<td>12.5</td>
<td>7.1</td>
<td>31.8</td>
<td>2.91</td>
<td>1.29</td>
</tr>
<tr>
<td>There is a sense of respect between me and my parents</td>
<td>60</td>
<td>4</td>
<td>9</td>
<td>24</td>
<td>3</td>
<td>2.64</td>
<td>1.007</td>
</tr>
<tr>
<td>My parents are always angry with me</td>
<td>35</td>
<td>30</td>
<td>11</td>
<td>13</td>
<td>11</td>
<td>2.35</td>
<td>1.366</td>
</tr>
</tbody>
</table>

**4.6 Parent-Adolescent Communication and Psychological Wellbeing**

The third objective of the study was to determine the effects of parent-adolescent communication on psychological wellbeing. The respondents were asked to rate the specific questions on a scale of 1 to 5; (1; strongly disagree, 2; disagree, 3; neutral, 4; agree, 5; strongly agree). Table 4.4 below shows that 80.8% of the respondents agreed that they talk with their parents often, 45.4% of the respondents agreed that their parents and them pay attention to each other as they talk, 62% of the respondents agreed that they always listen to their parents
and do as they say and 51.5% of the respondents agreed that in their family, everyone can freely express his/her opinion. Seventy three point four percent agreed that their parents and they are always good to each other, 39.4% of the respondents agreed that they believe they can tell their parents what they feel and think about things, 32.9% of the respondents agreed that it’s difficult to talk with their fathers about anything, 62.5% of the respondents disagreed that when they do something wrong, their parents explain to them their mistake, 48.4% of the respondents disagreed that it is difficult to talk with their mother about anything and 57% of the respondents disagreed that if they do something wrong, their parents would talk to them about their behavior.

Table 4.4: Parent-Adolescent Communication and Psychological Wellbeing

<table>
<thead>
<tr>
<th>Statement</th>
<th>S-D (%)</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>S-A (%)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I talk with my parents often</td>
<td>7.1</td>
<td>3</td>
<td>9.1</td>
<td>38.4</td>
<td>42.4</td>
<td>4.06</td>
<td>1.132</td>
</tr>
<tr>
<td>My parents and I pay attention to each other as we talk.</td>
<td>33.3</td>
<td>12.1</td>
<td>10.1</td>
<td>3</td>
<td>41.5</td>
<td>4.02</td>
<td>1.078</td>
</tr>
<tr>
<td>I always listen to my parents and do as they say</td>
<td>5</td>
<td>25</td>
<td>8</td>
<td>4</td>
<td>58</td>
<td>3.97</td>
<td>1.1</td>
</tr>
<tr>
<td>In our family, everyone can freely express his/her opinion.</td>
<td>8.1</td>
<td>11.1</td>
<td>29.3</td>
<td>22.2</td>
<td>29.3</td>
<td>3.54</td>
<td>1.248</td>
</tr>
<tr>
<td>My parents and I are always good to each other</td>
<td>4.2</td>
<td>6.1</td>
<td>16.3</td>
<td>26.5</td>
<td>46.9</td>
<td>3.46</td>
<td>1.12</td>
</tr>
<tr>
<td>I believe I can tell my parents what I feel and think about things.</td>
<td>10.1</td>
<td>24.2</td>
<td>26.3</td>
<td>12.1</td>
<td>27.3</td>
<td>3.46</td>
<td>1.288</td>
</tr>
<tr>
<td>It's difficult to talk with my father about anything</td>
<td>21.6</td>
<td>11.3</td>
<td>27.8</td>
<td>17.5</td>
<td>21.6</td>
<td>3.06</td>
<td>1.428</td>
</tr>
<tr>
<td>When I do something wrong, my parents explain to me my mistake</td>
<td>6.1</td>
<td>56.4</td>
<td>7.1</td>
<td>25.3</td>
<td>5.1</td>
<td>3.01</td>
<td>1.163</td>
</tr>
<tr>
<td>It's difficult to talk with my mother about anything</td>
<td>26.3</td>
<td>22.1</td>
<td>21.2</td>
<td>15.2</td>
<td>15.2</td>
<td>2.76</td>
<td>1.499</td>
</tr>
<tr>
<td>When I do something wrong, my parents talk with me about my behavior</td>
<td>5</td>
<td>52</td>
<td>8</td>
<td>31</td>
<td>4</td>
<td>2.41</td>
<td>1.085</td>
</tr>
</tbody>
</table>
4.7 Psychological Wellbeing

Psychological wellbeing was measured using the Satisfaction with life scale. Participants answered questions such as "I am satisfied with my life" on a seven-point Likert scale. Life Satisfaction score ranges from 5 to 35. Majority (67%) of the respondents were dissatisfied with life and felt that if given a chance there is something that they could change about their life, 21% felt that their life was not close to their ideal life, while 33% of the respondents were satisfied with life in that they liked the conditions in their life while 22% of these were only slightly satisfied with their life as shown in table 4.5 below.

<table>
<thead>
<tr>
<th>Psychological Well being</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied Life</td>
<td>11</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>22</td>
</tr>
<tr>
<td>Slightly Dissatisfied with Life</td>
<td>46</td>
</tr>
<tr>
<td>Extremely Dissatisfied with Life</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

4.8 Gender Differences in Parent-adolescent Relationship and Psychological Wellbeing

4.8.1 Correlation Analysis

Table 4.6 below shows the results of correlation of the gender differences in the parent-adolescent relationship and psychological wellbeing. The relationship between gender, parental attachment, and perceived relationship with parents, parent-adolescent communication and psychological wellbeing is statistically significant (p< 0.05). There is a weak and positive relationship between gender and psychological wellbeing as supported by Pearson correlation coefficient of 0.204. There is a fair and positive relationship between gender and parental attachment as supported by Pearson correlation coefficient of 0.322. There
is a weak and positive relationship between gender and perceived relationship with parents as supported by Pearson correlation coefficient of 0.228. There is a fair and positive relationship between gender and perceived relationship with parents as supported by Pearson correlation coefficient of 0.235. There is a strong and positive relationship between parental attachment and psychological wellbeing among adolescents as supported by Pearson correlation coefficient 0.843. There is a fair and positive relationship between perceived relationship with parents and psychological wellbeing among adolescents as supported by Pearson correlation coefficient 0.742. There is a fair and positive relationship between parent-adolescent communication and psychological wellbeing among adolescents as supported by Pearson correlation coefficient 0.591.

Table 4.6: Correlation Analysis

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Gender</th>
<th>Psychological wellbeing</th>
<th>Parental attachment</th>
<th>Perceived relationship with parents</th>
<th>Parent-adolescent communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.204</td>
<td>0.322</td>
<td>0.228</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.002</td>
<td>0.000</td>
<td>0.001</td>
</tr>
<tr>
<td>Psychological wellbeing</td>
<td>Pearson Correlation</td>
<td>0.204</td>
<td>1</td>
<td>0.843</td>
<td>0.742</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.002</td>
<td>0.000</td>
<td>0.004</td>
</tr>
<tr>
<td>Parental attachment</td>
<td>Pearson Correlation</td>
<td>0.322</td>
<td>0.843</td>
<td>1</td>
<td>0.233</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
<td>0.27</td>
<td>0.000</td>
</tr>
<tr>
<td>Perceived relationship with parents</td>
<td>Pearson Correlation</td>
<td>0.228</td>
<td>0.742</td>
<td>0.000</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.001</td>
<td>0.004</td>
<td>0</td>
</tr>
<tr>
<td>Parent-adolescent communication</td>
<td>Pearson Correlation</td>
<td>0.235</td>
<td>0.591</td>
<td>0.021</td>
<td>0.169</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
<td>0.001</td>
<td>0.732</td>
</tr>
<tr>
<td>N</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
4.8.2 Bivariate Multiple Odd Ratio Regression for Parental Attachment and Psychological Wellbeing

Results in Table 4.7 show that the likelihood of females' parents protecting them from danger and difficulty is statistically associated to psychological wellbeing ($p = 0.001$) and an increase in the likelihood of females' parents protecting them from danger and difficulty decreases the probability of poor psychological wellbeing by 2.983 times. Likelihood of females' parents supporting their goals and interests is statistically associated to psychological wellbeing ($p = 0.002$). An increase in the likelihood of females' parents supporting their goals and interests decreases the probability of poor psychological wellbeing by 3.839 times. The likelihood of males' parents respecting their judgment and decisions, even if it is different from what they would want is statistically associated to psychological wellbeing ($p = 0.001$). An increase in the likelihood of males’ parents respecting their judgment and decisions, even if it is different from what they would want decreases the probability of poor psychological wellbeing by 1.425 times.

The likelihood of females' parents restricting their freedom or independence is statistically associated to psychological wellbeing ($p = 0.002$). An increase in the likelihood of females' parents restricting their freedom or independence decreases the probability of poor psychological wellbeing by 1.297 times. The likelihood of females' parents having no idea of what they are feeling or thinking is statistically associated to psychological wellbeing ($p = 0.001$). An increase in the likelihood of females' parents having no idea of what they are feeling or thinking increases the probability of poor psychological wellbeing by 1.409 times. The likelihood of females' parents ignoring what they have to say is statistically associated to
psychological wellbeing (p = 0.001). An increase in the likelihood of females' parents having no idea of what they are feeling or thinking increases the probability of poor psychological wellbeing by 1.345 times. The likelihood of females' parents being persons they can count on to provide emotional support is statistically associated to psychological wellbeing (p< 0.001). An increase in the likelihood of females' parents having no idea of what they are feeling or thinking increases the probability of poor psychological wellbeing by 2.491 times.

Table 4.7: Bivariate Multiple Odd Ratio Regression for Parental Attachment and Psychological Wellbeing

<table>
<thead>
<tr>
<th>Construct</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I. for EXP(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likelihood of males' parents protecting them from danger and difficulty</td>
<td>1.863</td>
<td>0.324</td>
<td>4.413</td>
<td>1</td>
<td>0.08</td>
<td>3.872</td>
<td>0.781  22.342</td>
</tr>
<tr>
<td>Likelihood of females' parents protecting them from danger and difficulty</td>
<td>-3.672</td>
<td>0.983</td>
<td>4.782</td>
<td>1</td>
<td>0.001</td>
<td>2.983</td>
<td>1.001  12.595</td>
</tr>
<tr>
<td>Likelihood of males' parents supporting their goals and interests.</td>
<td>0.276</td>
<td>0.296</td>
<td>1.218</td>
<td>1</td>
<td>0.914</td>
<td>1.569</td>
<td>0.862  3.874</td>
</tr>
<tr>
<td>Likelihood of females' parents supporting their goals and interests.</td>
<td>-1.239</td>
<td>0.902</td>
<td>2.602</td>
<td>1</td>
<td>0.002</td>
<td>3.129</td>
<td>0.321  2.452</td>
</tr>
<tr>
<td>Likelihood of males' parents being sensitive to their feelings and needs</td>
<td>2.342</td>
<td>1.987</td>
<td>0</td>
<td>1</td>
<td>0.937</td>
<td>4.059</td>
<td>0.432  3.343</td>
</tr>
<tr>
<td>Likelihood of females' parents being sensitive to their feelings and needs</td>
<td>0.011</td>
<td>1.798</td>
<td>0</td>
<td>1</td>
<td>0.995</td>
<td>1.012</td>
<td>0.03   34.333</td>
</tr>
<tr>
<td>Likelihood of males' parents being persons</td>
<td>0.771</td>
<td>0.489</td>
<td>2.491</td>
<td>1</td>
<td>0.114</td>
<td>2.163</td>
<td>0.83   5.635</td>
</tr>
</tbody>
</table>

46
to whom they can express differences of opinion on important matters. | -0.983 | 0.443 | 3.616 | 1 | 0.027 | 0.374 | 0.157 | 0.893
---|---|---|---|---|---|---|---|---
Likelihood of males' parents respecting their judgment and decisions, even if it is different from what they would want. | -0.973 | 0.644 | 2.279 | 1 | **0.001** | 1.425 | 0.748 | 9.349
---|---|---|---|---|---|---|---|---
Likelihood of females' parents respecting their judgment and decisions, even if it is different from what they would want. | -0.712 | 0.546 | 1.699 | 1 | 0.192 | 0.491 | 0.168 | 1.431
---|---|---|---|---|---|---|---|---
Likelihood of males' parents restricting their freedom or independence. | -0.745 | 0.867 | 0.13 | 1 | 0.29 | 0.496 | 0.324 | 1.487
---|---|---|---|---|---|---|---|---
Likelihood of females' parents restricting their freedom or independence. | -2.87 | 0.933 | 9.465 | 1 | **0.002** | 1.297 | 0.009 | 0.353
---|---|---|---|---|---|---|---|---
Likelihood of males' parents having no idea of what they are feeling or thinking. | -0.437 | 0.477 | 0.84 | 1 | 0.36 | 0.646 | 0.254 | 1.645
---|---|---|---|---|---|---|---|---
Likelihood of females' parents having no idea of what they are feeling or thinking. | 4.54 | 0.947 | 3.616 | 1 | **0.001** | 1.982 | 1.409 | 0.238
---|---|---|---|---|---|---|---|---
Likelihood of males' parents ignoring what they have to say | 0.983 | 0.443 | 4.912 | 1 | 0.27 | 0.374 | 0.157 | 0.893
---|---|---|---|---|---|---|---|---
Likelihood of females' parents ignoring what they have to say | 0.231 | 0.094 | 2.342 | 1 | **0.001** | 1.345 | 0.823 | 3.341
---|---|---|---|---|---|---|---|---
Likelihood of males' parents giving them as | -0.712 | 0.546 | 1.699 | 1 | 0.192 | 0.491 | 0.168 | 1.431
---|---|---|---|---|---|---|---|---
much attention as they have wanted

Likelihood of females' parents not giving them as much attention as they have wanted

<table>
<thead>
<tr>
<th></th>
<th>Coef</th>
<th>SE</th>
<th>z</th>
<th>p</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0.745</td>
<td>0.867</td>
<td>3.616</td>
<td>0.29</td>
<td>0.496</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.324</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.487</td>
</tr>
</tbody>
</table>

Likelihood of males' parents being persons they can count on to provide emotional support

<table>
<thead>
<tr>
<th></th>
<th>Coef</th>
<th>SE</th>
<th>z</th>
<th>p</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2.87</td>
<td>0.933</td>
<td>9.465</td>
<td>0.202</td>
<td>0.057</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.353</td>
</tr>
</tbody>
</table>

Likelihood of females' parents being persons they can count on to provide emotional support

<table>
<thead>
<tr>
<th></th>
<th>Coef</th>
<th>SE</th>
<th>z</th>
<th>p</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0.712</td>
<td>0.546</td>
<td>1.699</td>
<td>0.000</td>
<td>2.491</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.168</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.431</td>
</tr>
</tbody>
</table>

Likelihood of males' parents not respecting their privacy.

<table>
<thead>
<tr>
<th></th>
<th>Coef</th>
<th>SE</th>
<th>z</th>
<th>p</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0.745</td>
<td>0.867</td>
<td>0.13</td>
<td>0.29</td>
<td>0.496</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.324</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.487</td>
</tr>
</tbody>
</table>

Likelihood of females' parents not respecting their privacy.

<table>
<thead>
<tr>
<th></th>
<th>Coef</th>
<th>SE</th>
<th>z</th>
<th>p</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2.87</td>
<td>0.933</td>
<td>9.465</td>
<td>0.72</td>
<td>0.057</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.353</td>
</tr>
</tbody>
</table>

Constant

<table>
<thead>
<tr>
<th></th>
<th>Coef</th>
<th>SE</th>
<th>z</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63.097</td>
<td>389.2</td>
<td>0</td>
<td>0.984</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### 4.8.3 Bivariate Multiple Odd Ratio Regression for Perceived Relationship with Parents and Psychological Wellbeing

Results in Table 4.8 below show that the likelihood of females arguing with their parents is statistically associated to psychological wellbeing (p< 0.001). An increase in females arguing with their parents increases the probability of poor psychological wellbeing by 1.902 times. There is a likelihood of females’ parents listening to them which is statistically associated to psychological wellbeing (p= 0.007 in that females’ parents listening to them decreases the probability of poor psychological wellbeing by 3.083 times. Males finding trust between them and their parents is statistically associated to psychological wellbeing (p= 0.001)
and males finding trust between them and their parents decreases the probability of poor psychological wellbeing by 0.795 times.

Further the results show that females finding a sense of respect between them and their parents is statistically associated to psychological wellbeing \((p = 0.002)\) and likelihood of females finding a sense of respect between them and their parents decreases the probability of poor psychological wellbeing by 1.982 times. The females’ parents being always angry with them is statistically associated to psychological wellbeing \((p = 0.001)\) and the likelihood of females’ parents being always angry with them increases the probability of poor psychological wellbeing by 0.223 times.

**Table 4.8: Bivariate Multiple Odd Ratio Regression for Perceived Relationship with Parents and Psychological Wellbeing**

<table>
<thead>
<tr>
<th>Construct</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I. for EXP(B)</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likelihood of males arguing with their parents</td>
<td>3.233</td>
<td>0.872</td>
<td>1.287</td>
<td>1</td>
<td>0.071</td>
<td>2.093</td>
<td>0.528</td>
<td>2.223</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females arguing with their parents</td>
<td>2.093</td>
<td>0.812</td>
<td>2.09</td>
<td>1</td>
<td>0.000</td>
<td>1.902</td>
<td>2.832</td>
<td>10.781</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males' parents listening to them</td>
<td>3.761</td>
<td>0.783</td>
<td>1.198</td>
<td>1</td>
<td>0.724</td>
<td>1.635</td>
<td>0.385</td>
<td>13.157</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females' parents listening to them</td>
<td>-3.415</td>
<td>0.707</td>
<td>3.616</td>
<td>1</td>
<td>0.007</td>
<td>3.083</td>
<td>0.69</td>
<td>16.352</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males' parents being truthful with them</td>
<td>2.202</td>
<td>1.792</td>
<td>0</td>
<td>1</td>
<td>0.999</td>
<td>6.059</td>
<td>0.478</td>
<td>9.943</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females' parents being truthful with them</td>
<td>0.611</td>
<td>7.198</td>
<td>0</td>
<td>1</td>
<td>0.559</td>
<td>1.012</td>
<td>0.063</td>
<td>23.343</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimate</td>
<td>Std. Error</td>
<td>Z</td>
<td>Pr(&gt;</td>
<td>Z</td>
<td>)</td>
<td>Odds Ratio</td>
<td>Std. Error</td>
<td>Lower 0.95</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>------</td>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males playing together with their parents</td>
<td>0.771</td>
<td>9.08</td>
<td>4.43</td>
<td>0.014</td>
<td>2.163</td>
<td>0.843</td>
<td>6.553</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of females playing together with their parents</td>
<td>0.938</td>
<td>0.443</td>
<td>9.412</td>
<td>0.027</td>
<td>0.374</td>
<td>0.127</td>
<td>1.893</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of males finding trust between them and their parents</td>
<td>1.992</td>
<td>0.464</td>
<td>4.729</td>
<td>0.001</td>
<td>0.795</td>
<td>0.458</td>
<td>9.839</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of females finding trust between them and their parents</td>
<td>-0.172</td>
<td>0.564</td>
<td>1.669</td>
<td>0.192</td>
<td>0.491</td>
<td>0.168</td>
<td>1.431</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of males finding a sense of respect between them and their parents</td>
<td>-0.487</td>
<td>0.787</td>
<td>0.143</td>
<td>0.98</td>
<td>0.946</td>
<td>0.434</td>
<td>1.748</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of females finding a sense of respect between them and their parents</td>
<td>-2.78</td>
<td>0.393</td>
<td>4.971</td>
<td>0.002</td>
<td>1.982</td>
<td>0.659</td>
<td>3.522</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of males' parents being always angry with them</td>
<td>0.347</td>
<td>0.857</td>
<td>0.84</td>
<td>0.99</td>
<td>0.466</td>
<td>0.421</td>
<td>1.456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of females' parents being always angry with them</td>
<td>1.23</td>
<td>0.234</td>
<td>6.847</td>
<td>0.001</td>
<td>0.223</td>
<td>0.2419</td>
<td>2.308</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>74.63</td>
<td>56.26</td>
<td>0</td>
<td>0.329</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.8.4 Bivariate Multiple Odd Ratio Regression for Parent-Adolescent Communication with Parents and Psychological Wellbeing

Results in Table 4.9 below shows that the likelihood of females and their parents paying attention to each other as they talk is statistically associated to psychological wellbeing (p=0.007) and the likelihood of females and their parents paying attention to each other as they talk decreases the probability of poor psychological wellbeing by 4.383 times. Among the males the likelihood of them and their parents being good to each other is statistically
associated to psychological wellbeing (p=0.001) and this decreases the probability of poor psychological wellbeing by 0.645 times.

The likelihood of females believing that they can tell their parents what they feel and think about things is statistically associated to psychological wellbeing (p = 0.002) and this belief among females decreases the probability of poor psychological wellbeing by 2.061 times. The Likelihood of females finding it difficult to talk with their fathers about anything is statistically associated to psychological wellbeing (p = 0.001). The Likelihood of females finding it difficult to talk with their fathers about anything increases the probability of poor psychological wellbeing by 2.135 times.

The likelihood of females' parents explaining to their female adolescent children their mistakes when they do something wrong is statistically associated to psychological wellbeing (p= 0.001) and the likelihood of females' parents explaining to them their mistakes when they do something wrong decreases the probability of poor psychological wellbeing by 2.042 times. Likelihood of males' parents talking with them about their behavior when they do something wrong is statistically associated to psychological wellbeing (p= 0.002). Likelihood of males' parents talking with them about their behavior when they do something wrong decreases the probability of poor psychological wellbeing by 1.008 times.
### Table 4.9: Bivariate Multiple Odd Ratio Regression for Parent-Adolescent Communication with Parents and Psychological Wellbeing

<table>
<thead>
<tr>
<th>Construct</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I. for EXP(B)</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likelihood of males talking with their parents often</td>
<td>6.337</td>
<td>0.498</td>
<td>2.976</td>
<td>1</td>
<td>0.075</td>
<td>5.23</td>
<td>0.231</td>
<td>37.23</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females talking with their parents often</td>
<td>1.627</td>
<td>0.466</td>
<td>2.185</td>
<td>1</td>
<td>0.072</td>
<td>3.355</td>
<td>1.12</td>
<td>15.295</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males and their parents paying attention to each other as they talk.</td>
<td>0.351</td>
<td>0.312</td>
<td>1.819</td>
<td>1</td>
<td>0.244</td>
<td>1.956</td>
<td>0.45</td>
<td>3.231</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females and their parents paying attention to each other as they talk.</td>
<td>-4.534</td>
<td>0.077</td>
<td>3.661</td>
<td>1</td>
<td><strong>0.007</strong></td>
<td>4.383</td>
<td>0.56</td>
<td>5.236</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males listening to their parents and doing as they say</td>
<td>2.242</td>
<td>2.79</td>
<td>4.09</td>
<td>1</td>
<td>0.349</td>
<td>6.289</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of females listening to their parents and doing as they say</td>
<td>0.101</td>
<td>2.323</td>
<td>0</td>
<td>1</td>
<td>0.549</td>
<td>1.087</td>
<td>0.043</td>
<td>4.373</td>
<td></td>
</tr>
<tr>
<td>Likelihood that in males' family, everyone can freely express his/her opinion.</td>
<td>0.771</td>
<td>0.489</td>
<td>2.491</td>
<td>1</td>
<td>0.114</td>
<td>2.163</td>
<td>0.83</td>
<td>5.635</td>
<td></td>
</tr>
<tr>
<td>Likelihood that in males' family, everyone can freely express his/her opinion.</td>
<td>0.233</td>
<td>0.443</td>
<td>4.912</td>
<td>1</td>
<td>0.027</td>
<td>0.374</td>
<td>0.157</td>
<td>0.893</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males and their parents being good to each other</td>
<td>-1.345</td>
<td>0.214</td>
<td>2.456</td>
<td>1</td>
<td><strong>0.001</strong></td>
<td>0.645</td>
<td>0.781</td>
<td>9.926</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of females and their parents being good to each other</td>
<td>0.745</td>
<td>0.546</td>
<td>1.391</td>
<td>1</td>
<td>0.123</td>
<td>0.412</td>
<td>0.816</td>
<td>1.891</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males believing that they can tell their parents what they feel and think about things.</td>
<td>0.755</td>
<td>0.437</td>
<td>0.34</td>
<td>1</td>
<td>0.199</td>
<td>0.491</td>
<td>0.414</td>
<td>1.916</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females believing that they can tell their parents what they feel and think about things.</td>
<td>-2.47</td>
<td>0.707</td>
<td>9.675</td>
<td>1</td>
<td><strong>0.002</strong></td>
<td>2.061</td>
<td>0.809</td>
<td>1.335</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males finding it difficult to talk with their fathers about anything</td>
<td>0.237</td>
<td>0.977</td>
<td>0.94</td>
<td>1</td>
<td>0.45</td>
<td>0.816</td>
<td>0.344</td>
<td>1.566</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females finding it difficult to talk with their fathers about anything</td>
<td>2.54</td>
<td>0.567</td>
<td>5.398</td>
<td>1</td>
<td><strong>0.001</strong></td>
<td>2.135</td>
<td>0.659</td>
<td>0.612</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males’ parents explaining to them their mistakes when they do something wrong</td>
<td>0.932</td>
<td>0.412</td>
<td>4.344</td>
<td>1</td>
<td>0.655</td>
<td>0.214</td>
<td>0.147</td>
<td>0.823</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females’ parents explaining to them their mistakes when they do something wrong</td>
<td>-2.239</td>
<td>0.644</td>
<td>2.279</td>
<td>1</td>
<td><strong>0.001</strong></td>
<td>2.042</td>
<td>0.218</td>
<td>6.529</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males finding it difficult to talk with their mothers about anything</td>
<td>0.982</td>
<td>0.546</td>
<td>1.699</td>
<td>1</td>
<td>0.192</td>
<td>0.491</td>
<td>0.168</td>
<td>1.431</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females finding it difficult to talk with their mothers about anything</td>
<td>1.754</td>
<td>3.867</td>
<td>0.13</td>
<td>1</td>
<td>0.29</td>
<td>0.496</td>
<td>0.178</td>
<td>1.324</td>
<td></td>
</tr>
<tr>
<td>Likelihood of males’ parents talking with them about their behavior when they do something wrong</td>
<td>-1.027</td>
<td>0.431</td>
<td>9.465</td>
<td>1</td>
<td><strong>0.002</strong></td>
<td>1.008</td>
<td>0.239</td>
<td>3.593</td>
<td></td>
</tr>
<tr>
<td>Likelihood of females’ parents talking with</td>
<td>0.734</td>
<td>0.982</td>
<td>1.801</td>
<td>1</td>
<td>0.202</td>
<td>0.491</td>
<td>0.617</td>
<td>1.377</td>
<td></td>
</tr>
</tbody>
</table>
them about their behavior when they do something wrong

<table>
<thead>
<tr>
<th>Construct</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I. for EXP(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>112.89</td>
<td>908.9</td>
<td>32</td>
<td>1</td>
<td>0.672</td>
<td>1.633</td>
<td></td>
</tr>
</tbody>
</table>

4.8.5 Bivariate Multiple Odd Ratio Regression for Gender and Parent Adolescent Relationship

Binary logistic regression was used to model relationship between gender and parent adolescent relationship. Table 4.9 shows that parental attachment was statistically associated with gender (p< 0.001). The probability of poor psychological wellbeing due to parental attachment increases by 1.548 when one is female than when one is male. Perceived parent-adolescent relationship was statistically associated with gender (p= 0.001). The probability of poor psychological wellbeing due to perceived parent-adolescent relationship increases by 1.861 when one is female than when one is male. Parent-adolescent communication was statistically associated with gender (p= 0.004). The probability of poor psychological wellbeing due to parent-adolescent communication increases by 0.126 when one is female than when one is male.

Table 4.9: Logistic Regression for gender and Parent Adolescent Relationship

<table>
<thead>
<tr>
<th>Construct</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I. for EXP(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>parental attachment</td>
<td>0.637</td>
<td>0.657</td>
<td>5.154</td>
<td>1</td>
<td>0.000</td>
<td>1.548</td>
<td>1.237 4.346</td>
</tr>
<tr>
<td>Perceived parent-adolescent relation</td>
<td>0.231</td>
<td>0.638</td>
<td>4.062</td>
<td>1</td>
<td>0.001</td>
<td>1.861</td>
<td>0.421 2.047</td>
</tr>
<tr>
<td>Parent-adolescent communication</td>
<td>1.785</td>
<td>0.743</td>
<td>14.657</td>
<td>1</td>
<td>0.004</td>
<td>0.126</td>
<td>0.592 3.468</td>
</tr>
<tr>
<td>Constant</td>
<td>0.76</td>
<td>3.457</td>
<td>0.532</td>
<td>1</td>
<td>0.743</td>
<td>1.633</td>
<td></td>
</tr>
</tbody>
</table>
4.8.6 Bivariate Multiple Odd Ratio Regression for Gender and Psychological Wellbeing

Binary logistic regression was used to model relationship between gender and psychological wellbeing. Table 4.10 shows that gender was statistically associated with psychological wellbeing (p= 0.001). The probability of poor psychological wellbeing increases by 1.025 times when one is female than when one is male.

Table 4.10: Logistic Regression for Gender and Psychological Wellbeing

<table>
<thead>
<tr>
<th>Construct</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95% C.I. for EXP(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Gender(1)</td>
<td>0.675</td>
<td>0.453</td>
<td>7.874</td>
<td>1</td>
<td>0.001</td>
<td>1.025</td>
<td>1.874</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.539</td>
<td>0.876</td>
<td>4.633</td>
<td>1</td>
<td>0.439</td>
<td>0.583</td>
<td></td>
</tr>
</tbody>
</table>

4.9 The Overall Regression Model

The results in table 4.11 below present the fitness of model used in the regression model to explain the study phenomena. Parent adolescent relationship explained 62.6% of the adolescents’ psychological wellbeing. This is supported by coefficient of determination also known as the R square of 62.6%. This means that parent adolescent relationship explain 62.6% of adolescents’ psychological wellbeing and 37.4% of adolescents’ psychological wellbeing explained by other factors outside the study.
Table 4.11:  Model Fitness for the Overall Model

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.787</td>
<td>0.626</td>
<td>-0.026</td>
<td>41.94514</td>
</tr>
</tbody>
</table>

Table 4.12 below provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant as supported by a p value of 0.000 which is less than the critical p value of 0.05. The $F_{cal}= 36.479 > F_{critical} = 2.4599$ at $\alpha= 0.05$ which imply that the different aspects of parent adolescent relationship are good predictors of adolescents’ psychological wellbeing.

Table 4.12:  Analysis of Variance for the Overall Model

<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>Regression</td>
<td>3</td>
<td>1347.719</td>
<td>36.479</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>38</td>
<td>1759.395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regression of coefficients results in Table 4.13 below shows that there is a positive and significant relationship between parent adolescent relationship (parental attachment, perceived parent adolescent relationship and parent adolescent communication) and adolescents’ psychological wellbeing as supported by beta coefficient 0.957, 3.902 and 0.258 respectively. This was also supported by the t values whereby $T_{cal}= 5.615, 9.148, 6.458 > T_{critical} =1.96$ at a 95% confidence level which depicts that parental attachment, perceived parent adolescent relationship and parent adolescent communication affect adolescents’ psychological wellbeing.
This implies that an increase in parental attachment by one unit would increase adolescents’ psychological wellbeing by 0.957 units. This also implies that an increase in perceived parent adolescent relationship by one unit would increase adolescents’ psychological wellbeing by 3.902 units. This also implies that an increase in parent adolescent communication by one unit would increase adolescents’ psychological wellbeing by 0.258 units.

**Table 4.13: Regression of Coefficients for the Overall Model**

<table>
<thead>
<tr>
<th></th>
<th>( \beta )</th>
<th>Std. Error</th>
<th>( t )</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>7.387</td>
<td>19.652</td>
<td>0.252</td>
<td>0.909</td>
</tr>
<tr>
<td>parental attachment</td>
<td>0.957</td>
<td>3.763</td>
<td>5.615</td>
<td>0.000</td>
</tr>
<tr>
<td>perceived parent adolescent relationship</td>
<td>3.902</td>
<td>4.177</td>
<td>9.148</td>
<td>0.000</td>
</tr>
<tr>
<td>parent adolescent communication</td>
<td>0.258</td>
<td>4.67</td>
<td>6.458</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Adolescents’ psychological wellbeing = 7.387 + 0.957parental attachment + 3.902perceived parent adolescent relationship + 0.258parent adolescent communication.

**4.10 Chapter Summary**

In this chapter the processes, techniques and procedures adopted for data analysis and interpretation are explained. The chapter explained the quantitative data analysis, cross tabulation tables, percentages and means under the thematic areas as per the specific objectives. The next chapter presents discussions, conclusion and recommendations.
Chapter 5

Discussions, Conclusions and Recommendations

5.1 Introduction

In this chapter the summary of key findings, discussions, conclusions and recommendations are presented. Section one presents the summary of the key findings, section two presents a discussion on the major findings of the study and the conclusions while the third section provides recommendations for improvement as well as areas of future research.

5.2 Summary of key findings

The study revealed that there was a positive and significant relationship between parent adolescent relationship (parental attachment, perceived parent adolescent relationship and parent adolescent communication) and adolescents’ psychological wellbeing. This implies that a positive improvement in the parent-adolescent relationship has a positive effect on the adolescent psychological wellbeing. There was also evidence that there was a relationship between parental attachment and adolescent psychological wellbeing, perceived relationship with adolescent psychological wellbeing and parental communication and the adolescent psychological wellbeing.

The study further revealed that there were gender differences in parent-adolescent relationship and psychological wellbeing. The probability of poor psychological wellbeing due to parental attachment increases by 1.548 when one is female than when one is male. Perceived parent-adolescent relationship was statistically associated with gender. The probability of poor psychological wellbeing due to perceived parent-adolescent relationship increases by 1.861
when one is female than when one is male. Parent-adolescent communication was statistically associated with gender. The probability of poor psychological wellbeing due to parent-adolescent communication increases by 0.126 when one is female than when one is male. The probability of poor psychological wellbeing increases by 1.025 times when one is female than when one is male.

5.3 Discussions

The study revealed that there was a positive and significant relationship between parental attachment and adolescent psychological wellbeing. This affirms the attachment theory which states that the quality of the present attachment relationship with parents and the skills acquired in a secure attachment relationship are key features in solving developmental issues linked to adolescence. The adolescents expressed that they felt their parents support their goals and interests and can count on their parents for emotional support and when in distress. The findings affirm that adolescent’s psychological wellbeing is influenced by the kind of relationships they have with their parents/caregivers. Adolescents who enjoy secure attachments with their parents have a higher sense of identity and better psychologically adjusted (Santrock, 2009).

Further, parent-adolescent bonding is crucial for the development of the adolescent personality and psychological wellbeing (Ashwini, 2017). The study found out that the time spent with parents and the freedom to express opinions in the family were meaningful for the adolescent psychological wellbeing. The findings of the study also correlate with other findings in Kenya which concluded that both parent and peer attachment play an important role in the
psychological wellbeing of adolescents irrespective of a disabiling condition (Abubakar, 2013). This implies that most adolescents value parental attachment irrespective of their background.

The study also showed that even though adolescents felt that parents care about them and are sensitive to their feelings and needs, 52% of the respondents agreed that their parents have no idea of what they feel or think and that parents ignore what they have to say. This is relevant in that while parents play a double role of ensuring comfort and protection and on the other hand promoting exploration and individuation of the adolescent, they must play this role according to the child’s current needs ((Alley & Negretto, 1999) such as the need to understand the adolescent feelings and thoughts as well as pay attention to what they have to say.

The study further revealed that there was a positive significant correlation between parent-adolescent communication and adolescents’ psychological wellbeing (beta coefficient 0.258). The adolescents talk to their parents, listen to them and felt they were both good to each other. Research has confirmed that warm, supportive parenting promotes child and adolescent health and wellbeing and that warmth and acceptance promotes positive outcomes in children and adolescents((Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007; Eberly & Montemayor, 2009). This notwithstanding, the adolescents reported that they find it difficult to talk to their fathers and mothers and felt that their parents can’t tell what they are thinking. This critical because emotional responsiveness has long been established as a fundamental dimension of parent-child interactions (Baumrind, 2015; Schrodt et al., 2007) and is likely to promote psychological wellbeing among adolescents.

Gender differences in parent-adolescent relationship and psychological wellbeing were found to be significant. When parental attachment is low, communication is poor and their
relationship is perceived to be poor, females are more affected psychologically than males. Algoe et al. (2010) proposed that this may be because women have a higher sensitivity to interpersonal cues compared to men or the fact that men have mixed emotions, not just positive, in reacting to receiving a benefit from another person. The findings of the study differ with other research which have found gender differences in interactions between parents and adolescents with males having lower levels of parent-adolescent relationship than women as a result of being socialized to view parent-adolescent relationship expression as being effeminate (Levant & Kopecky, 1995).

5.4 Conclusions

Based on the objectives and the findings of the study it can be concluded that there is a positive relationship between gender, psychological wellbeing, parental attachment, perceived relationship with parents, and parent-adolescent communication. It can also be concluded that there is a positive relationship between parent-adolescent relationship (parental attachment, perceived relationship with parents, parent-adolescent communication) and psychological wellbeing among adolescents.

The study further concludes that even though the adolescents agreed that their parents protect them from danger and difficulty, support their goals and interests and their parents are sensitive to their feelings and needs, parents ignore what they have to say and have not given them as much attention as they have wanted. The respondents perceive their relationship with their parents as one that has a measure of trust but that they keep arguing with their parents, their parents don’t listen to them when they speak to them. The respondents agreed they talk with their parents often, that they always listen to their parents and do as they say but find it
difficult to talk with their fathers about anything and when they do something wrong, their parents talk with them about their behavior.

The above leads to the conclusion that even though the adolescents value their relationship with their parents and find it reassuring emotionally, they are disconnected with their parents in their communication and feel that their parents neither listen to them nor understand their thoughts. Further, the probability of poor psychological wellbeing increases when one is female than when one is male.

5.5 Recommendations

5.5.1 Recommendations for practice and policy

The study recommends that the Department of Children initiate parenting programs that teach parents how to respond to their children’s needs and especially during adolescence. Set up adolescent guidance clinics where adolescents can access information and psychological support to help they navigate the difficult development stage and enrich their relationships with their parents is also recommended. The study further recommends that mental health practitioners design intervention programs in schools to address parent-adolescent relationships end enhance mental health wellness among adolescents.

This study also recommends that interventions should pay more attention on female adolescents since the probability of poor psychological wellbeing due to parental attachment increases when one is female than when one is male, probability of poor psychological wellbeing due to perceived parent-adolescent relationship increases when one is female than when one is male, probability of poor psychological wellbeing due to parent-adolescent
communication increases when one is female than when one is male and probability of poor psychological wellbeing increases when one is female than when one is male.

5.5.2 Recommendations for further research

Future studies should address the effects of parent-adolescent relationship on the psychological wellbeing of adolescents in other Sub-Counties or rural settings, as well as strategic solutions to the causes of the possible poor psychological wellbeing among adolescents. Studies on adults’ psychological wellbeing in view of the relationship with their children should be conducted. It is important for such a study to establish whether parents psychological wellbeing is affected by the way they relate to their children. A replica of this study can be carried out with a further scope to include more Counties in Kenya other than Nairobi County. A similar study can be done on other classes of population for comparison purposes.

5.5.3 Chapter summary

In this chapter a summary of the key findings of the study and a discussion based on the key findings were presented. Section one presents the summary of the key findings, section two presents a discussion on the major findings of the study and the conclusions while the third section provides recommendations for improvement as well as areas of future research.

The key findings of the study were that there was a positive and significant relationship between parent adolescent relationship (parental attachment, perceived parent adolescent relationship and parent adolescent communication) and adolescents’ psychological wellbeing and there were gender differences in parent-adolescent relationship and psychological
wellbeing in that probability of poor psychological wellbeing due to parent-adolescent relationship increases when one is female than when one is male. The study concluded that there is a positive relationship between parent-adolescent relationship and psychological wellbeing among adolescents and that even though the adolescents agreed that their parents protect them from danger and difficulty, support their goals and interests and their parents are sensitive to their feelings and needs, parents ignore what they have to say and have not given them as much attention as they have wanted.

The study recommended parenting program that respond to the needs of the adolescents as they navigate the developmental tasks and future research that will address the effects of parent-adolescent relationship on the psychological wellbeing of adolescents in other Sub-Counties or rural settings, as well as strategic solutions to the causes of the possible poor psychological wellbeing among adolescents. The study did not address the perspective of parents in their relationship with adolescents which would be an area of research that would inform holistic adolescent intervention programs.
REFERENCES


Indumathy J, Ashwini K (2017), Parental Bonding and Psychological Wellbeing among Young Adults, *International Journal of Indian Psychology*, Volume 4, Issue 2, No. 92, ISSN:2348-5396 (e), ISSN:2349-3429 (p)


Langran, E. (2010,). Personal Learning Networks for In-Service Teachers. In *Society for Information Technology & Teacher Education International Conference* (pp. 2754-2760). Association for the Advancement of Computing in Education (AACE).


Pajares, T., & Urdan F. (Eds.). (2009). *Self-efficacy beliefs of adolescents.* IAP.


APPENDICES

APPENDIX I: PARENT CONSENT FORM

My name is Nancy Sironga a Master of Arts in Counseling Psychology candidate at UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA. I am requesting for your consent to have your child’s participation in research that will investigate the effects of parent-child relationship on the psychological wellbeing of adolescents: a case of Dagoretti South Sub-County. Your child has been chosen to participate in this study because he/she is a beneficiary at Amref Child Protection Center. By appending your signature on this form, you will be giving your consent for your child to participate in this study.

Your child’s participation is purely voluntary and he or she may chose not to participate in this study, or withdraw from it without any adverse consequences. There are no known risks associated with participation in this research study beyond the possible inconvenience of their time, approximately 15 minutes. The benefits of your child’s participation is a contribution to an area of study which lacks research and can benefit many in better understanding of the questions raised in the research. There is no monetary incentive attached to your child’s participation in this study.

The privacy of your child will be maintained by not mentioning their names and strict confidentiality will be upheld in regard to information collected from your child in the course of this study.

In case you have concerns that require clarifications or any questions regarding this study, feel free to contact my research professor in USIU- A, Dr. Michael Kihara by email on
Thank you for allowing your child to participate in the study.

I hereby authorize for my child to participate in this research. I have clearly read the above information regarding the research and fully understand the terms and conditions of my child participating in this study.

_______________________________                  _________________
   (Parent/Guardian Signature)                                           (Date)

_______________________________
   (Child’s Name)                                                                (Age)

_______________________________                    _________________
   (Principal Researcher)                                                   (Date)
APPENDIX II: ASSENT FOR ADOLESCENTS

My name is Nancy Sironga, a Master of Arts in Counseling Psychology candidate at UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA. I am requesting for your participation in research that will investigate the effects of parent-child relationship on the psychological wellbeing of adolescents: a case of Dagoretti South Sub-County. You have been chosen to participate in this study because you are a beneficiary at Amref Child Protection Center. By appending your signature on this form, you will be giving your consent to participate in this study.

Your participation is purely voluntary and you may chose not to participate in this study, or withdraw from it at any point without any adverse consequences. There are no known risks associated with participation in this research study beyond the possible inconvenience of your time, approximately 15 minutes. The benefits of your participation is a contribution to an area of study which lacks research and can benefit many in better understanding of the questions raised in the research. There is no monetary incentive attached to your participation in this study.

Your privacy will be maintained by not mentioning your names and strict confidentiality will be upheld in regard to information collected from you in the course of this study.

In case you have concerns that require clarifications or any questions regarding this study, feel free to contact my research professor in USIU- A, Dr. Michael Kihara by email on mkihara@usiu.ac.ke or the researcher, Ms. Nancy Sironga on 0727900995 or email at Nancy.sironga@gmail.com.

Thank you for accepting to participate in the study.

Participants Number to be used in all documents: _________________
APPENDIX III: PARTICIPANT DEBRIEF FORM

Thank you for accepting my request for you to participate in this study. The purpose of the study is to better understand the effects of parent-child relationship on the psychological wellbeing of adolescents.

This study may elicit uncomfortable emotions and may request for information that may be sensitive to you. In the event that you feel you may need help to deal with these emotions or uncomfortable subjects, a referral to places where you can access help will be provided.

Your participation in this study is highly appreciated.

Yours Sincerely,

Nancy Sironga
APPENDIX IV: QUESTIONNAIRE

This questionnaire is divided into two short parts that should take only a few moments of your time to complete. Please respond by ticking the appropriate box or filling in your answers in the blank spaces provided. This is an academic exercise and all information collected from respondents will be treated with at strict confidentiality.

Thank you very much for your cooperation

PART I: PERSONAL INFORMATION

A1. Gender (Tick) Male [ ] Female [ ]

A2. Please indicate your age bracket (years)
   10 – 13 [ ] 14 - 17 [ ]

A.3. Please tick appropriately level of education you are in?
   Primary School [ ]
   Secondary School [ ]
   Tertiary Level [ ]
   Other (specify)........................................................................................................
### PART II: PARENT-CHILD RELATIONSHIP AND PSYCHOLOGICAL WELLBEING

### SECTION ONE: PARENTAL ATTACHMENT AND PSYCHOLOGICAL WELLBEING

This subsection is concerned with investigation of the effects of parental attachment on psychological wellbeing. Please mark (x) in the box which best describes your agreement or disagreement.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In general, my parents are persons I can count on to provide emotional support when I feel troubled.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>My parents support my goals and interests.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>My parents restrict my freedom or independence.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td>My parents protect me from danger and difficulty</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>My parents respect my privacy.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>My parents ignore what I have to say.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>My parents respect my judgment and decisions, even if different from what they would want.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>My parents are persons to whom I can express differences of opinion on important matters.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
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<td>----------</td>
<td>---------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>9</td>
<td>My parents are sensitive to my feelings and needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>My parents have no idea what I am feeling or thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>My parents have given me as much attention as I have wanted</td>
<td></td>
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</tr>
</tbody>
</table>

What would say about your parents attachment to you?

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SECTION TWO: PERCEIVED RELATIONSHIP WITH PARENTS AND PSYCHOLOGICAL WELLBEING

This subsection is concerned with investigation of the effects of perceived relationship with parents and psychological wellbeing. Please mark (x) in the box which best describes your agreement or disagreement

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I play together with my parents often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My parents are always truthful with me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My parents are always angry with me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My parents listen to me when I speak to them</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>There is a sense of respect between me and my parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There is trust between me and my parents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>I keep arguing with my parents</td>
<td></td>
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</tbody>
</table>

What would you say about how you perceive your parents relationship with you?

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..........................................................................................................................................................
..........................................................................................................................................................
SECTION THREE: PARENT-CHILD COMMUNICATION AND PSYCHOLOGICAL WELLBEING

This subsection is concerned with investigation of the effects of parent child communication and psychological wellbeing. Please mark (x) in the box which best describes your agreement or disagreement.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I talk with my parents often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I always listen to my parents and do as they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>My parents and I pay attention to each other as we talk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My parents and I are always good to each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>When I do something wrong, my parents talk with me about my behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>When I do something wrong, my parents explain to me my mistake</td>
<td></td>
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<tr>
<td>7</td>
<td>I believe I can tell my parents what I feel and think about things.</td>
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<tr>
<td>8</td>
<td>It’s difficult to talk with my mother about anything</td>
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<tr>
<td>9</td>
<td>In our family, everyone can freely express his/her opinion.</td>
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</tbody>
</table>

What would say about your parents communication with you? ..........................................................................................................................................................................................
..........................................................................................................................................................................................

82
SECTION FOUR: SATISFACTION WITH LIFE SCALE (SWLS).

This subsection is concerned with investigation of the level of life satisfaction. Please mark (x) in the box which best describes your agreement or disagreement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>7 Strongly agree</th>
<th>6 Agree</th>
<th>5 Slightly agree</th>
<th>4 Neither agree nor disagree</th>
<th>3 Slightly disagree</th>
<th>2 Disagree</th>
<th>1 Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  In most ways my life is close to my ideal</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>2  The conditions of my life are excellent</td>
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<td></td>
</tr>
<tr>
<td>3  I am satisfied with my life</td>
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<tr>
<td>4  So far I have gotten the important things I want in life</td>
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<tr>
<td>5  If I could live my life over, I would change almost nothing.</td>
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</table>
## Appendix V: Research Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost in Ksh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal development</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>1000</td>
</tr>
<tr>
<td>Photocopying</td>
<td>800</td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
</tr>
<tr>
<td>Photocopy of questionnaires</td>
<td>3500</td>
</tr>
<tr>
<td>Transport refund for research assistants</td>
<td>4000</td>
</tr>
<tr>
<td>Travel to and from site</td>
<td>2000</td>
</tr>
<tr>
<td>Data analysis and interpretation</td>
<td>nil</td>
</tr>
<tr>
<td>Report writing</td>
<td>nil</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,300</strong></td>
</tr>
</tbody>
</table>
Appendix VI: IRB Approval application Letter

RE: Approval to conduct Research

My name is Nancy Sironga, a graduate student in USIU-A, Faculty of Humanities and Social Sciences undertaking a Master of Arts in Counseling Psychology. In fulfillment of my degree requirements, I would like to conduct research on “Determining the effects of parent-adolescent relationship on the psychological wellbeing of adolescents: A case of Dagoretti Sub-County”. The research will be focused on adolescents aged 13 years- 17 years and on parental attachment, perceived relationship with parents, communication between parents and adolescents and gender differences on adolescent psychological wellbeing.

The sample size will be 100 adolescents sampled through simple random sampling selected for the reason that they are current beneficiaries of Amref Health Africa Child Protection Project in Dagoretti. The instrument used for the collection of data will be questionnaires. Given that the study population is children below 18 years, consent to participate in the study will be sought from their parents/ guardians and the adolescents will sign an assent form. Ethical considerations such as confidentiality will be adhered to and the participants will be duly informed of the same. I will work under the guidance of my supervisor Dr. Michael Kihara.

In this regard, I would like to seek approval to conduct the research which will contribute to the body of knowledge in the field of adolescence and inform practice and more so interventions for adolescence. My contact details are email Nancy.sironga@gmail.com or +254 727 900995 or my supervisor.
Yours sincerely,

Nancy Sironga
18th March, 2018

Nancy Sironga,
School of Humanities and Social Sciences
Email: nancy.sironga@gmail.com

Dear Ms. Sironga,

**IRB-RESEARCH APPROVAL.**

The USIU-A IRB has reviewed and granted ethical approval for the research proposal titled “Determining the Effects of Parent-Child Relationship on the Psychological Wellbeing of Adolescents: a Case of Dagoretti South Sub-County.”

The approval is for **six months** from the date of IRB. A Continuing Review application must be approved within this interval to avoid expiration of IRB approval and cessation of all research activities. A mid-term report and a final report must be provided to the IRB within the six months approval period. All records relating to the research (including signed consent forms) must be retained and available for audit for at least 3 years after the research has ended.

You are advised to follow the approved methodology and report to the IRB any serious, unexpected and related adverse events and potential unanticipated problems involving risks to subjects or others.

Should you or study participants have any queries regarding IRB’s consideration of this project, please contact irb@usi.ac.ke.

Sincerely,

Dr. Damary Sikalieh,
Chair | IRB | USIU-Africa
dsikalieh@usi.ac.ke
Office 0730 116 112

**CC:** Research Office