Impact of Family Structure and Family Change in Child Outcomes: A case study of Undergraduate Students of Kabarak University

Julius Kiprono Langat & Nelly Jebet Murgor
Email: jklangat@kabarak.ac.ke ; Mobile Phone: 0721976772
School of Theology & Education, Kabarak University,
P.O Box Private Bag Kabarak- Code 20157

Abstract

Students in the universities and tertiary institutions manifest damning consequences of a dysfunctional family structure and family change. Family is a very important unit of the society and requires effort to build it. At some point in life people get married and develop a desire to have children and desire also that children should grow up to be healthy, happy and self reliant. For the parents who succeed the rewards are great; but for the parents who have children but fail to rear them to be healthy, happy and self reliant the penalties are anxiety, frustration, friction, and perhaps shame or quilt, may be severe. Therefore, a research was conducted at Kabarak University among first year undergraduate students who joint the university in September 2016 to ascertain the impact of family structure and family change on the students' lives. The study was guided by the social learning theory by Albert Bandura. The study was undertaken in Kabarak University. It adopted a descriptive survey research design. The target population was 1222 first year undergraduate students who were admitted in September 2016. A sample of 310 respondents aged 17-24 years were selected through simple random sampling derived from the undergraduate first year students. The data was collected through questionnaire. Data analysis encompassed descriptive and statistical method. The study revealed that family structure and family change impacts a great deal on the child outcomes i.e. students who engage in unhealthy behaviors like those who engage in alcohol & drugs (10%), socio-economic challenges (25.2%), emotional disturbances (29.2%), medical related issues i.e. ulcers and blood pressure (12%), academic and career issues (10%), and those who raised no issues were only 13.6%. The rest were as a result of a dysfunctional family structure and change due to separation and divorce, single parenting, and loss of both parents due to death. Parenting styles also contribute a great deal to the unhealthy behaviors among children especially those in the university. The study is important such that it yields data and information on the impact of family structure and family change on child outcomes. The study recommends that parents should be more proactive in the way they bring up their children right from birth until they become adults and mature enough to make their own life decisions.

Key words: Family structure, family change, parenting style, child outcome

Introduction/Background

This paper sought to highlight how the family structure and family change impacts on child outcomes. Family is a very important unit of the society and requires effort to build it. According to Bolby (1998) at some times of the human beings' lives development of a desire to have children and desire also that children should grow up to be healthy, happy and self reliant. For those who succeed the rewards are great; but for those who have children but fail to rear them to be healthy, happy and self-reliant the penalties are anxiety, frustration, friction, and perhaps shame or quilt, may be severe. Bolby (1998) further notes that engaging in parenthood therefore is playing for high stakes. Furthermore, because successful parenting is a principal key to mental

health of the next generation, there is a need to know that all it can be done about its nature and about the manifold social and psychological conditions that influence its development for better or worse. Gonye (2011) agrees that, a healthy family relationships are cultivated, not inherited. Gonye highlights the following characteristics that make families strong and happy indeed: first, shared values which all members of the family embrace to which all members submit i.e. honesty, kindness, truthfulness, obedience, and fairness; secondly, communication with each other. Communication is not just giving commands, but it is about sharing feelings and emotions. Children should be given time to talk and communicate. It is unfortunate that majority of young people feel that they cannot talk with their parents. Gonye (2011) further observes that, studies show a major deficiency in parental communication. One study found that the average five year old spends about twenty-five minutes a week in close interaction with his dad and twenty-five hours with television; thirdly, time to be with each other and to attend each other's events; fourthly, family members should be loyal to each other. Children are always ready to stand with and help one another; fifthly, parents who are not afraid to admit that they were on the wrong and ask for forgiveness. It is always very hard for a parent to admit he is wrong. It is more difficult if the parent does not feel he did anything wrong. However, admitting there was an offence and asking for forgiveness begins the healing process and reopens the child to listen to the parent; sixthly, marriage as a recognized priority of family health. The husband/ wife relationship is the first social relationship established for a good reason. All other relationships within the family are dependent upon the healthy alliance of the husband and wife. The quality of the child/parent relationship depends on the quality of the husband-wife relationship. It is worth noting that every child longs for the security that a healthy marriage brings to the family; seventhly, conflict resolution over conflict avoidance. Healthy families choose to resolve conflict rather than avoiding or running away from it. Running from or attempting to avoid conflict, breeds frustration and bitterness; eighth, children who are confident of their parent's trust in them, what motivates the children most and what holds them close to the family, is the knowledge that parents trust them; ninth, corporate sense of responsibility to all members; and finally, swapping family rules for family courtesies as the child matures (Gonye, 2011). In line to the above introduction, the researcher therefore, defines the terms, discusses the types and categories of family structure. The types of families will be a focus and how it impacts on child outcome in early child hood, middle and later adult life.

Problem Statement

The current wave of unhealthy behaviors among students in institutions of higher learning is quit wanting. These behaviors include the following: alcohol and drug abuse, pre-marital sex, pornography, masturbation, dropouts because of lack of fees, theft, and rebellion to authorities. These behaviors are caused by the dysfunctional family structure ad family change. Family is a very important unit of any society. When there is a break down in family structure due to separation or divorce, or single parenting due to loss of one of the parents or due to children born outside wedlock and one parent is forced to raised the children alone impacts on children physically, psychologically, emotionally and even economically. Parenting structure and style also contributes a great deal to the success or failure of children. This includes blended failies. This kind of family comes into existence when a widowed or divorced person, with or without children remarries another person who may or may not have been married before who may or may not have children (Rice, 1999). In most cases, blended families give birth to step families. Fourthly, a polygamous family- in this a man can marry two or more than one woman. Also a woman may have more than one husband thus polyandrous family is formed. These kind of

families are common in Africa. In addition, single parents families- this is one of the fastest growing family style. It is due to the separation, divorce, death of spouse or unwed motherhood (Dunson, Hoose & Marshall, 1988). The economic factor has encouraged more women to be single parents since they are economically stable. Another one is homosexual couples- This consists of couple of same sex living together, sharing sexual expression and commitment. Lastly, a cohabiting family- this consists of two people of the opposite sex living together, sharing sexual expression who are committed to their relationship without formal legal marriage (Rice, 1999). The impact of family structure and family change is evident.

Divorce leads to step families (blended families) and single parent family. When divorce occurs, couple part ways and child remain with one parent which in most cases is the mother. Brown (2003) argues that fathers' unique interaction is critical to balanced social and emotional development of child. Male child needs fathers to model manhood while female child needs fathers to facilitate woman hood. Rice (1999) observes that children from single parent or high stress level families demonstrate the highest incidences of behavior problems, the lowest social competence and low academic performance. Rice further observes that boys who lack fathers' presence have psychological maladjustments and difficulty in the development of their masculinity. Wanyoike (2003) concurs that, fathers' absence at home for a longtime seems to affect male children more than female children in terms of gender identity. Male children raised without father figure tend to veer towards feminity and female cognitive style. Clapp (1992) observes that, separation and divorce affects the children so much in that there is loss of lifestyle, future plans, a big part of a child's identity at home, financial security, free access to children and shared friendship. This creates a feeling of root-lesness and a need to feel connected. Also there is a sense of failure and dwindling feelings of self-worth. Therefore, the researcher investigated the impact of family structure and family change in child outcome: a case study of undergraduate students of Kabarak University.

Research Objectives
The main objective was to investigate the impact of family structure and family change on the child outcome: a case study of undergraduate students of Kabarak University. The specific objectives are two: first, to identify the types of family structure and family change, and secondly, the impact of the family structure and family change in child outcomes.

Literature Review
Types of Family Structure: Family structure varies from one society to another; extended families are the larger units of nuclear family. Globally, family has evolved from the traditional family structure of nuclear and extended families. The modern society view family structure in a different perspective as compared to previous centuries. The World Book Encyclopedia (2004) points out that in contemporary society people apply the word family to any group that feels a sense of kinship. Rana (2000) notes that each family evolve unique structure and dynamic system whose unwritten and largely unacknowledged roles govern the lives of its members. Haralambos and Holborn (2004) argue that the family has often been regarded as the cornerstone of society. It has played the role of social organization. The nuclear family was seen as well adapted to the demands of modern societies, but this approach has faced critical questioning by feminists, Marxists as well as critical psychologists. Haralambos & Holborn (2000) further point out that change in family structure has worrying effects on the society. The changes in the family

has been seen as both a symptom and cause of instability and insecurity in people's lives and in society as a whole.

Rice (1999) points out that, families are different today i.e. that structure and composition, size and function. These are trends like marriage rates and ages, birthrates, working mothers, divorce, remarriage rates, and the number of reconstituted families, single parenthood and alternative form of family. In the modern society, family forms have increased. There are a number of types but the key structure for this study include the following: nuclear family which consist of a father, a mother and children, secondly, extended family which consist of larger units of nuclear families included the spouses parents and other relatives, thirdly, the blended or reconstituted family structure. This kind of family comes into existence when a widowed or divorced person, with or without children remarries another person who may or may not have been married before who may or may not have children (Rice, 1999). In most cases blended families give birth to step families. Fourthly, a polygamous family- in this a man can marry two or more than one woman. Also a woman may have more than one husband thus polyandrous family is formed. These kind of families are common in Africa. Fifthly, single parents families- this is one of the fastest growing family style. It is due to the separation, divorce, death of spouse or unwed motherhood (Dunson, Hoose & Marshall, 1988). The economic factor has encouraged more women to be single parents since they are economically stable. Sixthly, homosexual couples- This consists of couple of same sex living together, sharing sexual expression and commitment. Lastly, a cohabiting family- this consists of two people of the opposite sex living together, sharing sexual expression who are committed to their relationship without formal legal marriage (Rice, 1999).

The types of families have changed with time. These changes in turn have influenced how children are raised. The family being the basic social unit moulds children's character and personality. It provides them an opportunity to learn or acquire important abilities and competences, which will aid them to lead a fruitful life in the society (Kabiru & Njenga, 2007). Besides family structures influencing children's outcome, parenting styles comes in when dealing with children. Parenting styles play an important role in child development and specifically on their self-esteem. Researchers have uncovered convincing links between parenting styles and the effects these styles have on children's self-esteem though further research is still needed in order to cover the gaps still bending. In the past, researchers have identified four important dimensions of parenting: disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control (Baumrind, 1967). The key thing in parenting is the love, attention, support and security parents provide. Ignorance in the area of parenting has led to many problems. Many children grow without proper direction thus become confused which results to them being a source of conflict in most homes. Gonye (2011) points out that children are sent away from. Children blame many things on parents and vice versa.

Parenting styles can be conservative or destructive. The parenting styles that are common that researchers have put forward are as follows: authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting. In the authoritarian parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high

demands, but are not responsive to their children. They are obedience-status oriented and expect their orders to be obeyed without explanation. The authoritarian parent offers little warmth or explanation for his rigid rules. Punishment can be cruel and unrealistic and produce children who are violent. For the authoritarian parents they have solutions for every problem and do not give their children time to express themselves (Gonye, 2011). When children are given orders and no room to question, they may take it negatively perceiving such parents as rejecting and refusing to give them any autonomy. The interaction is that of giving and taking of orders failure to comply results to discipline which is likely to be both severe and physical (Laver & Laver, 2000). Children raised with this style tend to be discontented, withdrawn and distrustful. They have poor social skills, lower self-esteem and higher levels of depression. Male children raised in such kind of homes tend to be more aggressive than those who experience other parenting styles (Kabiru & Njenga, 2007).

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. These parents monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative. Parents should be alert on the child's need for security, love, discipline, self-esteem, acceptance, and awareness of God's presence. Parents should avoid dangers of overprotection, over-permissiveness, over-restrictiveness, and over-meticulousness (Collins, 2007, 231). According to Laver & Laver (2000), the interaction between parent and child is of affection with clear expectation for the child's behavior. The child looks at the atmosphere, as one that encourages autonomy, controls behavior, moderates and allows expression of opinion and develops own decision-making ability. A loving and firm parent establishes a well-planned program of tender discipline exercised in a loving atmosphere to bring compliance (Gonye, 2011).

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Permissive parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. According to Kabiru & Njenga (2007) agrees that in permissive parenting the child is left to make own decision, no guidance or control. The children from this background show dependence and lack of self-control are more likely to encourage irresponsible behavior. They perform fairly well in school, have relatively high self-esteem, and are less likely to suffer from depression. Gonye (2011) also observes that in permissive parenting, parent tends to be very loving and supportive to the child but lacks ability to set and enforce guidelines and limitations. He confuses his responsibility as a disciplinarian with the desire to be loved by the child. Children when left to their own desire is likely to make wrong choices, which could be injurious to their well being.

On the other hand, an uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. Kabiru & Njenga (2007) notes that, uninvolved in this case means the parents do not demand obedience nor conformity. In some extreme cases, the parents may even neglect or reject their own children. Such kids tend to perform poorly in all aspects of life. The children lack love, care and guidance. Neglectful parent sees his child as a nuisance, does not demonstrate the loving support a child needs. This type of parent may be physically present with the child but the child cannot access him. This situation has been made worse now because many women are engaged in full time jobs thus children are left alone (Gonye, 2011).

The family structure and parenting styles affect children in all stages of life from childhood to adulthood. Omondi (2006) points out that many families today are suffering disintegration, stress, pressure and conflict due to rapid charges, which are eroding the institution of marriage and the family. A child needs to feel safe both physically and emotionally, to learn that the world and people in it are worthy of trust thus grow to be a trustworthy and dependable individual. Therefore, it is very crucial that the family provides a basis for their children since it is in the home that they get love, acceptance, care and attention. The family structure and parenting styles will either lay a positive or negative impact on the child outcomes.

The Impact of Family Structure and Parenting Styles on Child Outcomes

Family structure and family change as well as parenting styles impacts on the life of a child either positively or negatively. Children are the products of the environment. The child forms strong emotional bonds with primary caregivers. Researchers have conducted numerous studies that have led to a number of conclusions about the impact of family structure, family change and parenting styles on children. Bowlby developed a theory of attachment in which he argues that the maternal bond a child has with his mother is an important prerequisite for positive emotional development. This relationship forms the basis for the child's ability to develop a healthy relationship with others through out life. It is a launching pad from which the young person can take off life into other relationships and into the social environment (Omondi, 2006). Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992). Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than that of their peers (Hockenbury & Hockenbury, 2003).

Brown (2003) points out that the early years of a child are special thus parents ought to pay special attention. There are many things taking place in the life of the child which may go unnoticed but the truth is character is being formed. From Brown's point, it is crucial to understand how parents interact with their kids, parents' roles and the types of family affects the children. Research shows that families have a duty to promote self-esteem; the family gives emotional support to children which leads to good feelings. Children who develop high self-esteem grow up believing they can be successful. The children take risk since they are willing

and eager to try knowing that they have a secure base, incase they fail, the children will not be condemned.

For children to have self-esteem, the family structure, family change and parenting styles play a critical role. Many researchers point out those children who came from home where two biological parents are more likely to be well adjusted. Clapp (1992) notes that parents are like a reserve bank account to children of all the ages. When all things are well with the world, the reserve bank account may go unnoticed and have no apparent influence of day-to-day activities. However, this bank reserve provides a safety that allows the owner to explore and enjoy new horizon without the threat of peril hanging overhead. Incase of a problem the reserve account will make the difference between the survival and death of the person's way of life. This applies to children if the family environment is conducive; the children will explore the world freely and become well adjusted.

Laver (2000) points out that, children who have been raised by authoritative parents tend to be more responsible and well adjusted, have higher quality of family life, they perform better academically, more self reliant, have less anxiety and depression. On the other hand, children who have been raised by parents who use authoritarian parenting style tend to be less adjusted. Rice (1999) highlights that child's self-concept is strongly influenced by parents. Children who receive encouragement and affirmation from parents are more likely to develop into self-assured adults who feel good about themselves while children who are constantly criticized or rejected by parent are likely to be insecure self-doubting adults.

It is clear therefore, that each child needs approval, acceptance, warmth and love in order to thrive well and become a well-rounded individual. Criticism, disapproval, rejection and lack of affection have negative influence on children. The family, being the socializing agent plays a key role in child's development. Kabiru & Njenga (2007) points out that, behavior problems come because of many issues which include insecurity, which occurs when there is conflict and quarrels in the family, or when they are disciplined harshly or neglected. Parents are sometimes inconsistent in their styles thus confuse the children; some parents set too high and rigid standards of behavior and the child fails to achieve and is criticized leads to low self esteem. Apart from parenting styles being a factor influencing child outcome today, the change in family structure is the most fundamental aspect, which determines child outcomes. As highlighted earlier, the family structure has changed significantly, the traditional nuclear family is no longer esteemed, and there are several forms of family, Common families that seem to affect children so because of divorce or separation and sometimes because of death. When this occurs, children are affected.

The researcher focuses on the short-term effects of separation and divorce on children outcome. Divorce leads to step families (blended families) and single parent family. When divorce occurs, couple part ways and child remain with one parent, which in most cases is the mother. Brown (2003) argues that fathers' unique interaction is critical to balanced social and emotional development of child. Male child needs fathers to model manhood while female child needs fathers to facilitate woman hood. Rice (1999) observes that children from single parent or high stress level families demonstrate the highest incidences of behavior problems, the lowest social competence and low academic performance. Rice further observes that boys who lack fathers'

presence have psychological maladjustments and difficulty in the development of their masculinity. Wanyoike (2003) concurs that, fathers' absence at home, for a longtime seems to affect boys more than girls in terms of gender identity. Boys raised without father figure tend to veer towards feminity and female cognitive style. Clapp (1992) observes that, separation and divorce affects the children so much in that there is loss of lifestyle, plans, a big part of a child's identity at home, financial security, free access to children and shared friendship. This creates a feeling of root-lesness and a need to feel connected. In addition, there is a sense of failure and dwindling feelings of self-worth.

Children will respond to separation and divorce in different ways. Some feel rage and frustration; others grieve for the loss of their intact family, some feel guilty, rejected, lonely and helpless. The children go through loyalty struggle, others feel they are the cause of the separation and divorce (Sasse, 1997). Rice concurs with Sasse that divorce affects the child's psychological balance and it takes one year to regain it and resume a normal curve of growth and development. Children usually will have heightened insecurity, "if you loved me really you wouldn't go away or leave me." Other children will try to reconcile their parents. Once they have gone over the initial upset of divorce the one common reaction is anger and resentment (Rice, 1999).

Children whose parents have divorced are exposed to many challenges as pointed out above. Clapp (1992) notes that children feel betrayed by the very people they have trusted to protect and care for them. The children feel no one is considering their needs and feels powerless to alter the situation that is completely disrupting their world. Clapp points out some children may hide their anger while others may have explosive outbursts, which can be in form of temper tantrums, non-compliance, aggressiveness, destructiveness, rebelliousness and sexual promiscuity.

Children also suffer when their parents fight they are torn between because they love their parents thus are caught in the parental cross fire which makes them frightened and angry thus may struggle with choices of sides or may withdraw from both parents. All these affects the child's development all his aspects of life and even later in adult life. Omondi (2006) notes that, a troubled child is likely, to become a troubled parent or abused child is likely to be abusive parent. When parents divorce they are separated with their children, some parent tend to become overly protective and possessive while others use the children to get back on the ex-spouse which affects the child. In some cases, parents turn to the children for their own emotional survival and fulfillment. Children are also forced to assume the responsibility of the parent who has gone. This makes the child to be emotionally overburdened thus may develop serious problem.

Separation and divorce has also long-term effect on children in that they tend to have lower levels of psychological well being (depression and lower life satisfaction). The child's family well being is lower in that when they get married in future the marriage may not be stable and high chance of divorce to occur. These children also are affected in their socio-economic well being, with the challenge they face, their academic are interfered with thus low educational achievements, low income and low occupational prestige. The children are also affected in their physical health (Laver, 2000). Children whose parents divorced when in college still exhibit behavioral challenges as if they tend to have many sexual partners and are more negative towards marriage. For girls they may not get married, some may develop anxiety; fear that they

may be betrayed in intimate relationship thus they have challenges in establishing a committed relationship. Lavers (2000) further observe that men who come from such homes have no set goals and a sense of having limited control over their lives. After divorce, some parents may choose to remarry or remain as single parents.

Research shows that children who are raised by mother only household shows more adolescence deviance, higher susceptibility to peer pressure and increased substance abuse. Rice (1999) argues that single parenting face the following variables: less effective parenting, less affection, reduced finances, excessive levels of stress, poorer control of children and, less consistency in discipline. Single mothers face many challenges such as scarce resources, in adequate childcare, role strain, and little time on how to handle the children coupled with her own emotional needs for affections and adults' companionship. The blended families or step-parent families also pose as a challenge to the children in that they have to adjust to the new members in this family structure i.e. jealousy and competition for attention are common. Favoritism also comes in such a kind of family. The roles for the new family are different from the previous one thus how to discipline and who is to discipline becomes an issue. The values system will also be different so the children must learn to tolerate and understand each other's viewpoint.

The current view of family structure has gone through changes from the traditional form of family to more diverse structure, which has impact on children. Each family structure has is own way of dealing with issues as arises thus different parenting styles. This paper points out that the family structure and parenting style is crucial, in determining the kind of adult a child grows to be. The family being the key socializing agent plays a key role in ensuring that children grow to be well-adjusted individuals. It is clear that both parents have a key role in the child's development thus the need to put the child's need first. With the growing number of single-parent families and stepparent families, parents are to be exposed to the challenges that their children might be going through silently than later. It is manifested in adolescents so that they may try to provide a warm affection, secure loving environment for the children to grow and develop in all aspects. Parents are key in shaping their children's personality.

Social Learning Theory
The study was guided by social learning theory advocated by Albert Bandura (1973-1983) with its principle of modeling. This theory assisted the researcher to understand and explain about the impact of family structure and family change in child comes: a case study of Kabarak University. Bandura is credited with the great contribution to the study of observational learning. Social learning theory is a theory of learning and social behavior, which proposes that new behaviors can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory expands on traditional behavioral theories in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual (Wheeler, 2017).

Wheeler, in the article: bridging behaviorism and cognitive: Bandura's 4 principles of social learning observes that, social learning theory incorporates the idea of behavior reinforcement and cognitive processes such as attention, motivation and memory. Social learning is essentially an explanation of how people learn when they are in social contexts. The researcher further notes that Bandura's intention was to explain how children learn in social environments by observing and then imitating the behavior of others. Through a series of experiments, Bandura watched children as they observed adults attacking Bobo Dolls. When hit, the dolls fell over and they bounced back up again, the children were then let loose, and imitated the aggressive behavior of the adults. However, when they observed adults acting aggressively and then being punished, Bandura noted that the children were less willing to imitate the aggressive behavior themselves (Bandura, 1973). So the same thing applies to unhealthy behavior among the young people. The children learn and imitate parents and siblings depending on how they have been raised.

From the research, Bandura formulated four principles of social learning: first, attention. People cannot learn if not focused on the task. If people see something as being new or different in some way, people are more likely to make it the focus of their attention. Social contexts help to reinforce these perceptions, secondly, Retention-people learn by internalizing information in their memories. People recall that information later when they are required to respond to a situation that is similar the attention within which they first learned the information, thirdly, reproduction, people reproduce previously learned information (behavior, skills, knowledge) when required, including learned sexual behaviors. However, practice through mental and physical rehearsal often improves their responses, and fourthly, motivation; people need to be motivated to do anything. Often that motivation originates from observation of someone else being rewarded or punished for something done or said. This often motivates people later to do, or avoid doing, the same thing (Wheeler, 2017).

Social modeling is a very powerful method of learning. If the undergraduate students see positive consequences from a particular type of behavior, they are more likely to repeat that behavior themselves. Conversely, if negative consequences are the result, the children are less likely to perform that behavior. New and unique contexts often capture the youth's attention and can stand out in the memory. The undergraduate students are more motivated to pay attention if they see others around them also paying attention. This theory also encourages the young people to develop individual self-efficacy through confidence building and constructive feedback, a concept that is well rooted in social learning theory (Bandura, 1973).

It is against this background, therefore, that the researcher recognizes that Bandura's theory of social learning is critical for the comprehension of the impact of family structure and family change in child outcomes. In this study, contributing factors (family background, socio-cultural factor, religious background, socioeconomic factor, peer pressure, media, and alcohol and drug abuse) that Bandura is addressing, talks about general models for young people. The present study fills this knowledge gap created by specifically investigating the impact of family structure and family change in child outcomes: a case study of Kabarak University. In this study, the theory is applied to demonstrate how the undergraduate students who are constantly exposed to family structure and family change, socio-economic status, and socio-cultural influences as the primary psychosocial factors (models) are likely to emulate the behavior of those they perceive as the role models. Thus, necessitates the need to offer counseling services to counteract the

learned changing trends in unhealthy behavior among the young people. The theory therefore supports this study.

This paper advocates that parents should re-evaluate their parenting styles, the time they give to their children, the way they provide for their basic needs because the family structure and parenting styles affects child outcomes. This study therefore, seeks to examine the influence of family structure and family change in child outcomes: a case study of undergraduate students in Kabarak University, Nakuru County. Specifically, the objectives of the study are to examine (1) various types of family structure; and (2) the impact of family structure and family change in child outcomes.

Research Methodology
The researcher applied descriptive survey research design. This is useful in a research that involves describing the nature of existing conditions or identifying areas in which existing conditions can be compared. According to Kathuri and Pals (1993), surveys assess opinions and beliefs about individuals, events and procedures. The design is relevant to the study because the researcher investigated the opinions of the respondents on the impact of family structure and family change in child outcomes: a case study of undergraduate students of Kabarak University. In addition, as explained by Gall, Borg & Gall (1996), in this approach the researcher did not manipulate the variables under study but instead examined the variables in their existing condition. Therefore, the researcher conducted the study within the existing undergraduate students' family background experience and the impact on their psychosocial well-being.

This is the arrangement of conditions for collection and analysis of data in a way that combines their relationship with the purpose of the research to the economy of procedures. The study was carried out in Kabarak university- Main Campus. The target population of this study was the first year September 2016 intake undergraduate students of Kabarak University in Nakuru County. The researcher focused on first year students who were admitted in September 2016 thus constituting the accessible population. The September 2016 first year students were free and open to share about their family background and experience on the impact of family structure and family change in child outcomes including academic, social and personal problems. This made them suitable respondents for this study.

A sample method is a way of selecting a portion of the population such that the selected portion of the population represents the population adequately (Emil, 2004). The first year September 2016 intake undergraduate students were selected using purposive sampling technique for the actual study. According to Mugenda & Mugenda (1999), the sample size depends upon the purpose of the study and the nature of the population under scrutiny. The population of the first year September 2016 intake undergraduate students of Kabarak University- main campus in Nakuru County was 1222 students. According to Kathuri & Pals (1993), the sample size for a population of 1222 is 301. The sample size is three hundred and one undergraduate first year students aged 17-24 years. The selection of the undergraduate students who participated in the study was done using stratified random sampling technique based on the records of those first year students admitted in September2016 at the Registrar (AA) office of Kabarak University. The sample size for the first year undergraduate students in the study was determined using the formula developed by Yamane (1967:886).The formula assumes the following form:

$$n= \frac{N}{1+N (e)^2}$$

Where n= Sample size, N= Population, e= Standard error. Standard error in the range 2% $\leq$ e $\leq$5% is usually acceptable. The higher standard error will be selected the lower the variability in the sample and also minimizes the error.

Table 1: Study Population and Sample Distribution

Category	Population	Sample	Percentage
Undergraduate Students (Sept. 2016 Intake 1st years Group)	1222	301	24.6%

The minimum sample size therefore is 301 undergraduate September 2016 first year intake students group.

The researcher used two instruments (questionnaire and interview) to solicit data from the respondents who were first year undergraduate students. The instruments were developed by examining research objectives and related literature. The study used triangulation method of data collection (John & James, 2006). This method involves the use of two or more research instruments to collect the necessary data (Ogula, 1998). The questionnaire included both close and open-ended questions. Qualitative data was necessary in a study to supplement the quantitative data (Cohen & Swerdlik, 2005). Both qualitative and quantitative data was collected. Qualitative data was analyzed by obtaining detailed information about phenomenon being studied and establishing patterns and trends from the information to be gathered (Frankfort-Nachmias, 2006). This involved giving meaning the mass information collected by organizing the data and creating categories and themes. Both descriptive and inferential statistics was used in data analysis. Descriptive statistics such as of means and percentages was used to describe data collected. The analyzed data was presented in Bar Charts, Pie Charts, Columns and Tables in relation to research hypotheses and purpose as stated in chapter one.

Findings and Discussion

The goal of this study was to investigate the impact of family structure and family change in child outcome: a case study of undergraduate students of Kabarak University. The study findings are discussed under the subsequent subheadings.

Table 2: Distribution of respondents based on their gender

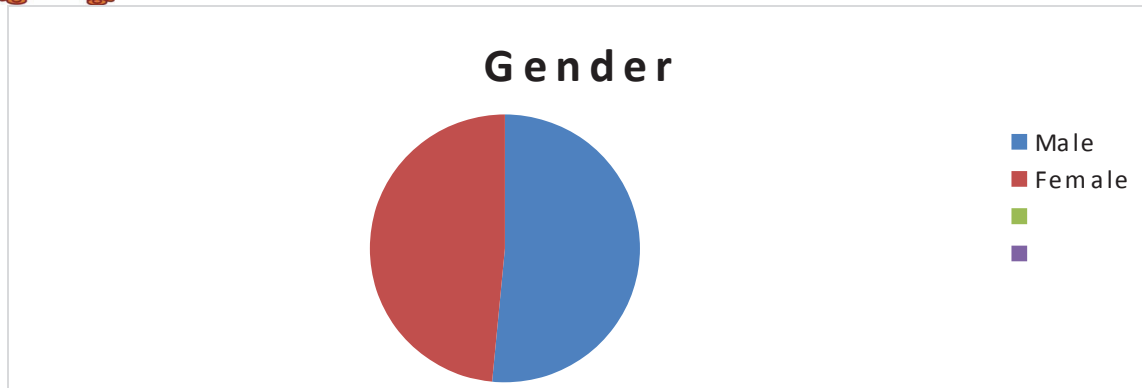|	SEX	FREQUENCY	PERCENTAGE
1	Male	155	51.5%
2	Female	146	48.5%
	Total	301	100%

Figure 1: Gender differences

According to the table 2.0 and the pie chart above, the male respondents were 155 equivalent to 51.5% where as the female respondents were slightly fewer by 1.5%. The female respondents were actually 146 equivalents to 48.5%. The sample was picked randomly.

Table 3: Distribution of personality types of the respondents

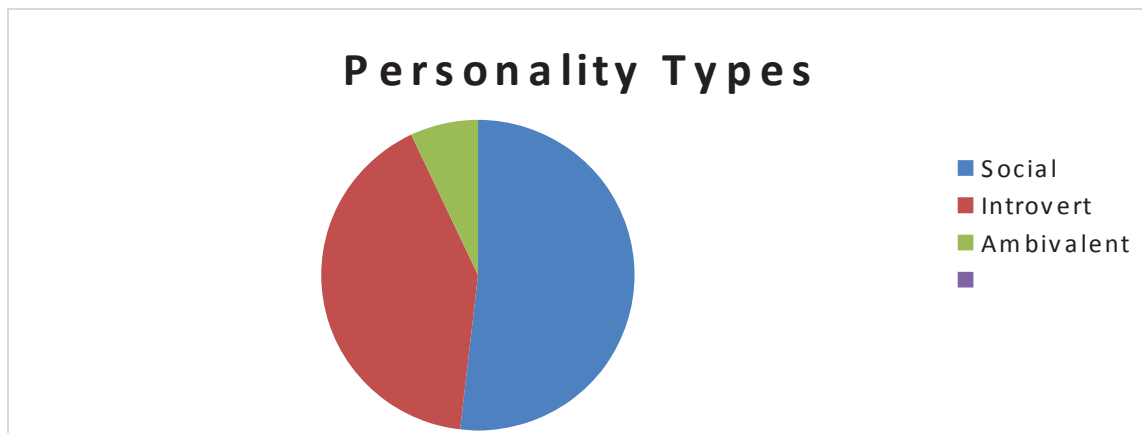|	Personality Type	Frequency	Percentage
1	Social	156	51.8%
2	Introvert	124	41.2%
3	Ambivalent	21	7%
	Total	301	100%

Figure 2: Personality types

The personalities of the respondents as shown on table 3 and pie chart consecutively indicates that 51.8% of the respondents were social, 41.2% were introverts where as 7% of the respondents were ambivalent i.e. they were neither social nor introverts. The respondents' personality depended majorly on the family structure and family change. The children brought up by single parents, brought up by guardians, or brought up by authoritarian parents end up being introverts whereas children who were brought up by parents with balanced family structure developed social personality as a result. The ambivalent respondents were a small percentage because they were neither extroverts nor introverts because of a dysfunctional family background as well.

4: Types of family structure and the distribution of the respondents

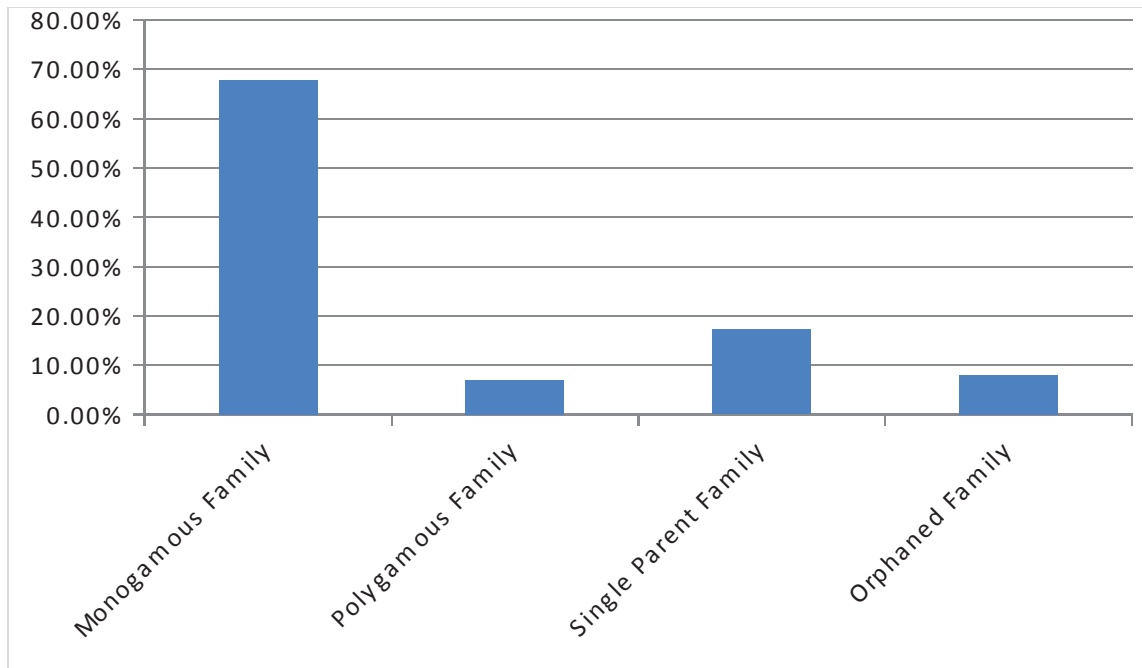|	Type of Family Structure	Frequency	Percentage
1	Monogamous Family	204	67.8%
2	Polygamous Family	21	7%
3	Single Parent Family	52	17.2%
4	Orphaned Family	24	8%
	Total	301	100%

Figure 3: Family types of structure

Table 4 and the bar chart above show the types of family structure and the distribution of the respondents. 204 respondents (67.8%) are from monogamous family background, 21 respondents (7%) are from a polygamous family, 52 respondents (17.2%) are from single parent family background, whereas 24 respondents (8%) are from orphaned family background i.e. respondents whose parents have died. Majority of the respondents from ether the polygamous, parentless, or single parent background manifested the unhealthy behavior of alcohol and drug abuse, financial constraints leading to theft or engaging in prostitution and even developing low self-esteem as a result.

5: Impact of Family Structure and Family Change

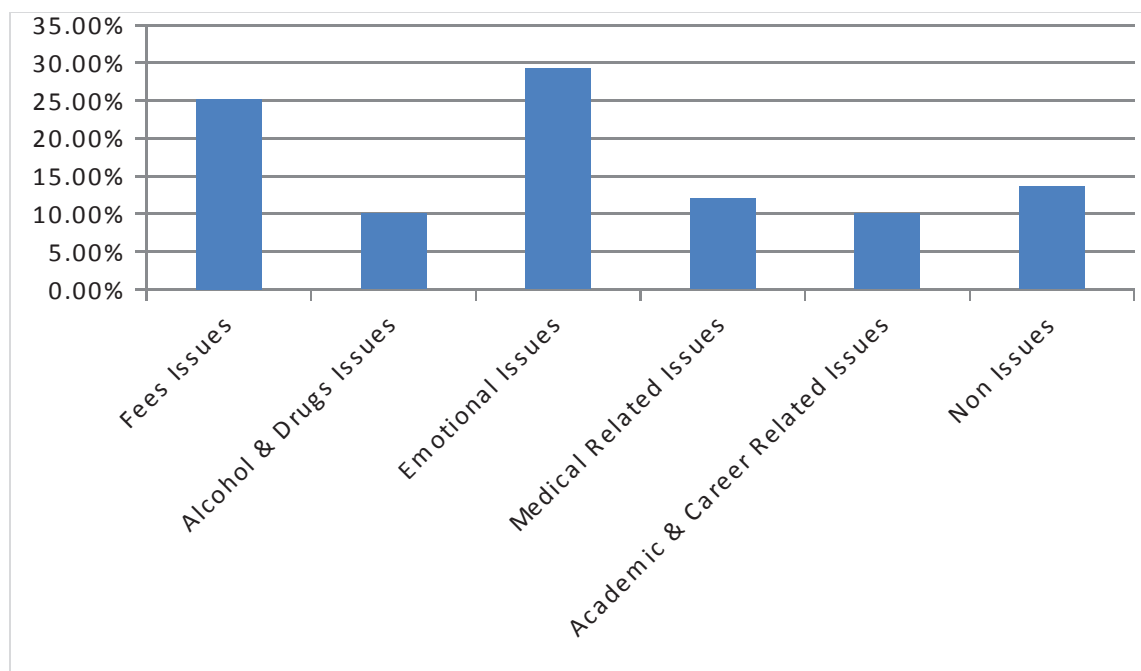|	Consequences of Family Structure and Family Change	Frequency	Percentage
1	Fees issues	76	25.2%
2	Alcohol & Drugs issues	30	10%
3	Emotional issues	88	29.2%
4	Medical related issues	36	12%
5	Academic & Career related issues	30	10%
6	Non issues	41	13.6%
	Total	301	100%

Figure 4: Impact of family structure and family change

Table 5 and the consequent bar chart above shows the impact of family structure and family change in child outcome. The respondents with fee problems were 76 (25.2%), those who were struggling with alcohol and drugs were 30 respondents (10%), and those who were experiencing emotional issues were 88 respondents (29.2%), those with medical issues were 36 respondents (12%), those facing academic and career challenges were 30 respondents (10%), whereas those with no issues at all were only 41 respondents (13.6%). The majority of respondents with a dysfunctional family background developed emotional issues like social phobia due to low self esteem and some experienced financial challenges which led them to develop medical issues like ulcers and blood pressure because of worries of where to get fees and pocket money for personal use.

Conclusion and Recommendations
In conclusion, there was truly a need to research on the impact of family structure and family change in child outcomes. The findings will help parents, teachers, administrators, counselors and all the stake holders to understand what causes young people to engage in alcohol, drugs and substance abuse, illicit sexual relationship, homosexuality, as well as rebellion to authority so that they can embrace proper nuclear family structure and apply the best parenting style in raising up children and counsel those already affected by dysfunctional family structure and family change in child outcome to be better citizens with good morals. The young parents are definitely beneficiaries from the outcome of this research.

The researcher recommends the following: first, its good to investigate the family background of a student who may be misbehaving in order to be given counseling help, secondly, parents should be involved in their children disciplinary process, and thirdly, it is crucial to psycho

educate students, parents and administrators on the impact of family structure and family change on the lives of children and how they can manage the consequences as a result of the dysfunctional family structure by offering counseling services to the children affected. Also young parents should be psycho educated on how to engage their children as they grow up.

Areas for Further Research

-The relationship of children brought up in a wealthy & urban family background and the development of phobias i.e. fear of heights and pets

-Family structure and gender confusion

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