

THE ROLE OF FAMILY CONSTELLATIONS ON DEVELOPMENT OF PROSOCIAL BEHAVIOUR AMONG THE REGULAR UNDERGRADUATE STUDENTS IN NAKURU COUNTY, KENYA

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ABSTRACT

The study sought to assess the influence of Family constellations on psychosocial adjustments of regular third year undergraduate Students in Nakuru County, Kenya. The specific objective was to determine the influence of family constellations on prosocial behaviour development of regular undergraduate students in Nakuru County, Kenya. The study used a mixed-method research approach and adopted a cross-sectional survey research design. The target population was 2862 third year regular undergraduate students from five selected universities. A random sample of 307 students forming a 90.6 percent response rate participated in the study. Stratified random sampling was used to distribute the sample in the five selected universities. Primary data was collected using semi-structured questionnaire and interview schedule, while secondary data was collected from existing documents about the topic under study. Quantitative data was analyzed using descriptive statistics (frequencies, percentages and means) and inferential statistics (ANOVA and Chi Square tests) with the aid of Statistical Package for Social Sciences version 21.0 for Windows while qualitative data was analyzed using thematic content analysis. The study findings indicate that majority of the respondents came from dual (nuclear) parent families. There was no statistically significant difference in the pro-social behaviours development of regular undergraduate students from different family structures. The study recommends that there is a need for parents to maintain a unified family structure in order to encourage holistic psychosocial development and adjustment of their children in universities. There is a need for parents to create a warm close and supportive relationship with their children in universities. There is need to encourage university students to

seek guidance and counselling services in order to effectively adjust psychologically and socially to the new university environment.

Key Words: Family constellations, parenthood, psychosocial adjustment

1.0 INTRODUCTION

Family of origins' interactions and experience affect the students' psychosocial and social cultural challenges at the universities (Saleem & Shahid, 2012). Some of the undergraduate students, come from family constellations experiencing parenting and parent –child relationship problems some of which triggered by parental separation, divorce, remarriage, and paternal absence. The problem is aggravated by unemployment (81%), poverty (75%), alcohol and drug abuse (73%), marital discord (62%) poor parenting practices 61 %) and low social – economic household status (59 %) among others in Nakuru County (Kamau, *et al.*, 2015). Nakuru county is among the 5 counties in Kenya whose residents have filed divorce or separation cases (75 %) countywide either at High Court or Magistrate court in 2016/17 (Saturday Nation, Feb. 10, 2018: Nakuru Principal counsel's Office). Studies have been undertaken to identify psychosocial problems among university students in Kenya but few if any has been undertaken to assess the influence of family constellations on psychosocial adjustment among the third year undergraduates after the stabilization of their physical and physiological changes that occurred in their bodies during developmental stages. In view of the above, it is crucial to assess the family constellations in Nakuru County, identify challenges or problems that could be affecting different family structures' youth who are in our Universities. Failure to undertake the study and possibly the subsequent implementation of its findings, some of the undergraduates are likely to get fixated and suffer from psychosocial adjustment problems hence affect their performance which could ruin their future careers.

1.2 Conceptualization of Family Constellations, Psychosocial Adjustment and Parenthood

Alfred Adler (1927/1947, 1964) used the term family constellations as a structure to describe each member's niche within the family system. He noted that the family constellations consisted of parents, children and any extended family members. Adler emphasized that birth order in these constellations influence persons' lifestyles choices within the constellations. The child's position in the family can also be defined by how the child addresses family values, what techniques are used to negotiate dynamics within the constellations: how the members of the constellations handle the impact of culture, age and gender differences and how the demands of schools and society are handled within the system. Ansbacher & Ansbacher, (1959) added that birth order for children and each of the siblings, the gender of siblings are all variables of the family constellations. Family constellations occur when the family has determined the critical developmental stages of their offspring (Murdock, 2013). For the purposes of this study, family constellations will be used to refer to both family type as well as family structure.

Psychosocial according to (Pugh, 2002) denotes the mental and the social factors in a person' s life, for instance, relationships, education, age and employment that pertains to a person's life history.

In psychology, psychosocial is defined as ‘the relative degree of harmony between an individual’s needs and the requirements of the environment’. Psychosocial adjustment is the psychosocial accommodation of a person to life – altering event or transitions, (Anderson, Keith & Novak, 2002). According to Madariaga, Arrbillaga & Zulaika, (2014) psychosocial adjustment or adaptation refers to people’s capacity to adapt to the environment, which implies that the individual has sufficient mechanisms to feel good, integrated, respond adequately to the demands of the environment and achieve his or her objectives. Macleod & Smith (2003) postulated that stress, hostility, hopelessness and job control are some of the factors of psychosocial adjustments. In this study psychosocial adjustment will be referred as ‘thoughts and behavior process of balancing conflict needs against challenges in the environment; relative degree of harmony between an individual’s needs and requirements of the environment.

Parenthood (parenting styles), is a set of strategies used by parents to put their children’s behavior under control and is influenced by a couple of factors including social – economic variables, cultural differences, personal characteristics and psychological factors (Vafaeedjad, elyasi, Moasazadeh & Shahihossen, 2019). A systematic review carried out by Vafaeedjad, *et al.*, (2019) to examine psychosocial factors affecting parenting styles suggested that children’s psychological characteristics such as development and mental disabilities, temperaments, social fearfulness, anxiety and emotional intelligence should be considered in determining the factors contributing style. The parenthood or adults who parent a person have the greatest influence on that person (Bernstein, 2016). Factors related to parents’ effectiveness include mental health status, self – efficacy, parenting stress, perfectionism, personality traits, childhood trauma, emotional intelligence, marital satisfaction, parents’ attachment style, perceived parenting style and substance abuse (Zahra *et al.*, 2018). Parents or guardians teach their children the value of respect that is common to all cultures (Barret, 2014). Parenting is often assessed focusing on parents’ perception of their ability to perform as parents (Waldman-Levi *et al.*, 2015). Tension in a marriage happens to be the most common cause of emotional problems in children (Preetha & Melina, 2015). However, young adult are likely to receive less support due to greater needs across multiple family members in lower income families (Fingerman, *et al.*, 2015). Rahul (2013: 2014) view a family constellation as a group of people related by marriage, birth and consanguine who share a common kitchen and financial resources on regular basis. In relation to this Bansi (2014) outlines five major family constellations which include; nuclear family, single- parent family, extended family, step family/ reconstituted family and grandparents families who in some cultures play an important continuing role in the family life. Each family structure has a unique set of family constellations, which influence members’ development, ideas and the ways of behaving as well as how they interact with others. Peoples’ family constellations impact on how they see themselves in later life, influence their relationship and how they interact with the world as well as their well- being (Miles, 2015). The major change that influences the development of family constellations is family transitions. A family transition is normative or non –normative. Normative transitions are expected and predictable based on biological, psychological or social norms. Non-normative transitions are statistically more unusual and often unexpected (Corvan & Corvan, 2015). They take place when a

parent forms or dissolves a romantic relationship – this can involve marriage, separation, divorce, cohabitation, entrance into, or dissolution of a dating relationship (Kristin *et al.*, 2015). Family transitions are viewed as a threat to children’s psychological function (Goodnight *et al.*, 2013). Family transitions impact on children across their lifespan being associated with less income, mobility, an increased risk of dropping out of high school, reduced likelihood of university completion and early family formation (Bloome, 2017; Hampden- Thomson & Galindo, 2015).

Common non –normative transitions include parents’ separation/divorce. Several research studies have documented that on average, the lives of children whose parents separated differ from children who lived with both of their parents throughout childhood (Harkened, 2014). Parental separation generally reduces the child’s contact frequency and relationship quality with the nonresident parent (usually the father), with grandparents and sometimes the mother (Kalmijn & Dronkers, 2015). However, joint residential custody, good inter parental relations can improve post –separation contact with the father (Kamijn & Dronker, 2015). Children of divorce have poorer interpersonal skills, tend to start dating early and have the sexual initiation earlier and move out of the parental home at a younger age (Ongaro & Mazzuco, 2009). Wanda (2017) posits that a child’s adjustment is rooted upon the psychological health of their parents, the relationship they have with their parents and their environment.

Extended family resources may act in specific ways to compensate for lacking parental resources. They step in when the immediate family is in need or the extended family resources may be more beneficial for children with low parental resources (Deindl & Tieben, 2017). Marriage can provide a framework for sustaining the family unit and having and raising children (Newland, 2015). Breakdown of marriages and cohabitation is costly for individuals and society (Gravningen *et al.*, 2017). When both parents blend love and discipline correctly, the children will be mentally healthy, self-assured, responsible, self-controlled and prepared for their parenting experience, (Newland, 2016). Studies on other variables affecting university students and psychosocial adjustment have been undertaken but the influence of family structures on psychosocial adjustment of the third year students has not attracted researchers’ interest in university students’ psychosocial adjustment, which the research seeks to address.

1.3 Objective of the Study

The research objective was to determine the influence of family constellations on prosocial behaviour of regular third year undergraduate students in Nakuru County, Kenya.

2.0 LITERATURE REVIEW

Pro-social Behaviour Development

Pro-social behaviour or voluntary behaviour is intended to benefit another or other people or society as a whole such as helping, sharing, donating, co-operating and volunteering, (Omoankhanleu,

Osagie, Akharor, Itoya, Aigoba & Asely, 2014). Obeying the rules and conforming to socially accepted behaviours is regarded as pro-social behaviour. Pro-social behaviour is a multidimensional construct rather than a global concept (Paulus, 2014). It is generally believed that empathy shapes the landscape of our social lives by motivating pro-social and caregiving behaviours, inhibiting aggression and facilitating cooperation between members of a similar social group (Decety, Wheatley, Pretot & Brasman, 2015). Some forms of social behaviour such as helping and consolation are the outcome of empathy. Other forms of pro-social behaviours that are shared are not necessarily associated with nor elicited by empathy (Cowell, 2015). Empathy is a strong motive in eliciting pro-social behaviour and has deep evolutionary roots. It is usually motivated by altruism (David, 2015).

Pro-social behaviour fosters positive traits that are beneficial for children and society. Encouraging pro-social behaviour may also require decreasing or eliminating undesirable social behaviours (Eisenberg & Paul, 2016). The purest form of pro-social behaviour is motivated by altruism, unselfish interest in helping another person. According to Santrock (2007; Walton, 2014), the circumstances most likely to evoke altruism are empathy for an individual in need or a close relationship between the benefactor and the recipient. A study undertaken in Nigeria by Olukayode (2014) established that religiosity, life satisfaction, perceived social exclusion, place and family type, all influence pro-social behaviour among some Nigerian undergraduates. In an organization, pro-social behaviour entails employee's actions that indeed go beyond the employer's expectations from employees' job. Organization's success is dependent on employees' willingness to do more than what their official job descriptions outline (Omoankhanleu *et al.*, 2014). Preetha and Melina (2015) posit that the increasing incidents worldwide of aggression amounting to crime towards women point at a very urgent need to curb the same. More often than not, individuals are likely to engage in pro-social behaviours when they have moral thoughts: however, people will engage in pro-social behaviours when their moral emotions help bridge the gap between moral values and the actual behaviours (Ayal *et al.*, 2015).

Adolescents' prosocial behaviour or voluntary behaviour has been linked to several positive outcomes including high self-esteem, academic success and high quality relationship (Carlo, 2015). Engaging in prosocial behaviour also fosters adolescents' tendency to exhibit perspective taking and empathic concern (Carlo *et al* 2015). Their study established that empathic concern also predict prosocial behaviours during early to middle adolescent. They also noted the possible reciprocal relation between prosocial behavior, emotion and cognition likely result in a more integrated sense of moral self that may account for strong moral identity. They also found that the development trend in prosocial behaviours was gender specific (Carlo *et al* 2015; Crocetti *et al* 2015). Longitudinal research study undertaken by Graaf, Carlo, Croatti Hams, Koot and Branje, (2018) reported that prosocial behaviours increase until mid-adolescence and slightly decrease thereafter. Also noted was that growth in prosocial behaviours start earlier in girls than for boys. Stallman and Ohan (2016) study examined how parental adjustment (distress and anger) parenting conflict and parenting style (laxness and over-reactivity) predict child internalizing/externalizing and prosocial behaviours: Participants were a community sample of 109 divorced parents with a child aged 4-17

years. The results revealed that increased parental distress and co-parenting conflict predicted increased child emotional and behavioural problems; increased lax parenting also predicted increased externalizing behavior problems in addition to greater prediction of prosocial behaviours only by lower lax parenting.

Romero-Abrio *et al* (2019) study to analyze the relationship between family communication problem and cyber bully through psychosocial adjustment, psychological distress, attitude towards institutional authority and problematic use of social networking sites in adolescents was undertaken. The results of the study showed that problematic family communication is directly associated with cyber bullying and indirectly through the relationship of psychological distress and attitude towards transgression of social norms with the problematic use of social networking sites. A gender difference in this relationship was also established.

Limtrakul, Louthrenoo, Narkpongphun, Boonchooduang & Chonchaiya (2017) study on media use and their psychosocial adjustment indicated that increased media use time was significantly associated with decreased prosocial behaviours scores in the children who participated. This provides important information to parents regarding media use in children.

Ding, Shao, Sun Xie, Li and Wang (2018) in their research study on prosocial behaviours involving Chinese undergraduate and graduate students established that moral elevation mediated the effect of moral judgments on prosocial behaviours and moral identity moderated this mediation through interacting with moral elevation. Also reported was that the mediating effect of moral elevation was stronger in women than in men while the moderating role of moral identity was registered only in women. These findings implied that different methods for men and women to enhance their prosocial behaviours should be used including the need to pay more attention to developing moral reasoning in men while putting more emphasis on evoking moral emotions and moral traits in women.

Kline, Bankert, Leviton and Kraft (2017) study on personality and prosocial behaviours with multilevel meta-analysis method data from 15 studies constituting about 2,500 participants found that among the big five traits, personality, agreeableness and openness are significantly and positively associated with prosocial behaviours, while none of the other two traits are. They also found no evidence that monetary incentivization of participants' affect prosocial tendencies.

Moradi, Quaquebeke and Hunter (2018) study entitled, 'flourishing and prosocial behaviour', reported that flourishing is amoral when it comes to social outcomes such as prosocial behaviours. Overall, their study suggested that moral guidance should factor into discussion about flourishing.

Soowon and Shin (2017) undertook a research study to examine anonymous peer influence on college student prosocial behaviours specifically behaviours for improvement of society, that is donating or participating in social campaign in an online survey and laboratory experiment. The online survey measured self-reported helping behaviours, social concern goal and empathy. The results were that prosocial behaviours of anonymous peers (confederates) exert a profound

influence on college student participants. No participant reported peer influence as a reason for engaging in prosocial behavior. The study reinforced the information in person's studies that prosocial behaviours is not only a foundational and consistent aspect of personality but is also highly malleable and unstable in response to immediate situation.

Bayram (2016) researched on whether basic human value facilitates prosocial behaviours on a global scale. His finding was that values play a crucial role in shaping citizen's support for foreign development assistance as a particular form of prosocial act. He demonstrates that self-transcendence and openness values reinforce foreign development assistance support. The result revealed that support for development assistance is a personal choice to help address income disparity and poverty in the globe foreign development assistance.

3.0 METHODOLOGY

This study adopted a cross-sectional survey research design using a mixed methods research approach. The study targeted all 2,862 regular third year undergraduate students in both private and public universities in Nakuru County. The focus was on third year students because they were believed to be in their early adulthood developmental stage. Blowgun and Retile (2014: Kwela, *et al.*, 2016) posit that older students in universities use more problem – focused and cognitive – restructuring strategies than younger students hence the choice of third year students who are older and mature. The population of the study was heterogeneous both male and female participants drawn from the four universities and undertaking different academic programmes. This study adopted the formula by Kothari (2004) to determine a sample size (n) from a known population size (N) given by:

$$n = \frac{z^2 p \times q \times N}{e^2 (N - 1) + z^2 pq}$$

A multistage sampling procedure was used to distribute and select the sample of 339 from the four selected universities. Proportionate stratified sampling was used to distribute the sample in the four universities. Simple random sampling using random numbers table was then used to select the specific number of students allocated to each selected university. Purposive sampling was also used to select one counsellor from each selected university. The 339 students and 4 counsellors formed the final sample size for this study. However, out of the targeted sample of 339 students, only 307 representing a response rate of 90.6% managed to correctly complete and return the questionnaires. Secondary data included existing relevant literature such as journals, books, articles, internet, bulletins, etc. Primary data was collected using a semi-structured questionnaire and in-depth interviews targeting information on: family constellations and psychosocial adjustment. The questionnaires used a five-point likert scale. The interview targeted information about the general challenges facing the undergraduate students.

Data collected was processed and analyzed to address the study objective. The unit of observation was the individual student selected, while the unit of analysis was also the individual student and

family constellations. Statistical Package for Social Sciences (SPSS) was engaged targeting quantitative data the objective. Descriptive statistics in form of frequencies means and percentages were used to summarize and present the overall index score for the variables. ANOVA and Chi Square testes were used to establish the significant differences in the various psychosocial variables across the family constellations of the students. The qualitative data from the interview schedules were analyzed using thematic content analysis.

4.0 RESULTS AND DISCUSSION

The data collected on the study objective was analyzed using descriptive and inferential statistics with the aid of a computer statistical programme known as Statistical Package for Social Sciences (SPSS) version 21.0 for windows.

The demographic characteristics included name of sampled university, age, gender, and academic programme. Out of the targeted 339 students, 307 correctly completed and returned the questionnaires. The 307 respondents were distributed in the selected four universities in Nakuru County. The sampled students were drawn from Egerton University, 163 (53.1%) while 84 (27.4%), 24 (7.8%) and 36 (11.7%) were from Mount Kenya, St. Paul's and JKUT universities, respectively. The variation in the number of students drawn from the four universities was based on the students' enrolment in the respective universities. For example, Egerton University is the oldest institution in the area and has the highest student enrolment. The other universities are only campus colleges of the mother universities located outside the study area. The 307 students differed in their gender too. Out of the 307 sampled students, 51.1 percent (157) of them were male, while 48.9 percent (150) were female. In addition to gender, the students varied in their ages. The sampled students had a mean of 22.96 years with a standard of 3.578 and a minimum of 19 years and a maximum of 45 years. The mean age corresponds to the general academic transition in the country where majority of third years students in the university were aged between 20 and 24 years.

Family Constellations of the Respondents

This study sought to examine the influence of family constellations on the psychosocial adjustment of regular undergraduate students in universities in Nakuru County. This was based on the assumption that the type of family constellations that a child is socialized and brought up in is a strong determinant of the ultimate future behaviour and development. Family is the most direct and important environment for individual growth and socialization; the significant developmental tasks of individuals are resolved within the family. Each type of family constellation has its own unique influence on the character and behaviour of the child (Novilla, Barnes, Cruz, Williams & Rogers, 2006)). College students are in the transitional stage from late adolescence to emerging adulthood; although they depart from their families, they still have an emotional tie to their family, and the influence of the family on the individuals has not weakened. The parents–children relationship models constantly play a role on the psychosocial development and adaptation of the college students (Xie & Yang, 2015). Moreover, while the youth leave home, the family members should adjust their models of relationship. On one side, the college students need autonomy and

independence to separate with their parents; on the other side, they still need the close emotional bonding with their parents to feel safety when they explore their inner and external world (Li, An & Jia, 2009). Therefore, before examining these relationships, the various family constellations were identified and discussed. In this study, the 307 sampled undergraduate students were asked about the type of family that they were brought up in. Table 4.1 summarizes the results.

Table 1: Type of Family of the Sampled Undergraduate Students

Type	Frequency	Percent
Dual parent (nuclear)	234	76.2
Single parent	58	18.9
Extended	7	2.3
Blended	5	1.6
No parent	3	1.0
Total	307	100.0

Table 1 indicates that majority (76.2%) of the respondents came from dual (nuclear) parent families with mother, father and siblings. The dominance of dual parent families suggests that the respondents had adequate family support of the parents and siblings to rely on in cases of social, economic, psychological and other challenges in their lives. To reinforce this argument, 214 out of the 234 respondents from dual respondents (91.5%) reported that their dual parents were staying together while 20 (8.5%) were not. The presence of the two parents also shares family responsibility burden and increases the level of care and discipline of their children. This could be the reasons for the qualification and admission of the respondents to pursue university education. These findings support a study by Anderson, (2014) which reported that children from dual parent families have better, physical, emotional and academic well – being.

In addition, the remaining respondents were from single parent (18.9%), extended (2.3%), blended (1.6%), and no parent (1.0%) families. In such single parent, blended and no parent families, the parent combines work with the household chores and upbringing of children, which leaves little time for him or herself. Students from such families are more likely to have limited provisions and increased disciplinary challenges compared to their counterparts from dual parent families. Adolescents and young adults from such families have been shown to have lower grades and more absenteeism than adolescents and young adults of non-divorced families (Ham, 2004; Tillman, 2007). Additionally, Furstenberg and Teitler (1994) found adolescents of non-intact families were more likely to drop out of school and less likely to attend college than adolescents in intact families. These challenges are more linked to overwhelming burden on the remaining parent or caretaker. Given the magnitude of single parenthood as the second largest family constellation, the study went further to establish the gender of the single parent. The 58 respondents from single parent families were asked about the gender of their parent. The responses indicated that 69.0 percent of the respondents came from female single-parent families while 31.0 percent were from male single-parent families. The gender disparity could be attributed to the general characteristics of the African

society whereby a man who has lost his wife, in whichever way, is more encouraged to remarry another wife than their female counterparts. Therefore, there are generally fewer male-headed single parent families than female-headed ones. In other cultures, women are required to take the sole custody of the children in case of family break-up (Mbiti, 1992). The 58 respondents also varied in the cause of single-parenthood of their families as summarized in Table 4.3.

Table 2: Cause of the Single-Parenthood

Cause	Frequency	Percent
Death	33	56.9
Separation	9	15.5
No idea	6	10.3
Divorce	5	8.6
Desertion (abandonment)	3	5.2
Never got married	2	3.4
Total	58	100.0

Table 2 indicates that the common causes of single parenthood include death, separation, divorce, desertion, never married and no idea. The cause will influence the upbringing and behavior of the respondents based on whether it has negative or positive effect on the functioning of the family and taking care of the children. In connection with the type of family, the study established that the respondents also differed in their family size. On average, the 307 respondents had a family average of 5.79 children with a standard deviation of 2.117, minimum of 1 and maximum of 15. This generally is the cases of ideal family sizes in the country. The family size influences a number of issues in the family including ability to provide, control and take care of the family.

Pro-social behaviour of the Respondents

This objective was premised on the fact that the family processes are central to the development of adolescents' pro-social behaviors (that is, behaviours primarily intended to benefit others). This is in the form of sharing, helping, and cooperating is a hallmark of social competence throughout human development. Pro-social behavior is a reliable measure of children's social competence, compliance, and autonomy in home and school settings. However, it is specific to particular environments and settings, but are moderately stable over time within settings. Displays of pro-social behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers.

In this study, the level of pro-social behavior was assessed by the respondent students from a series of 12 statements seeking respondent's agreement or disagreement on the various indicators of pro-social behaviour. These statements were drawn from a number of dimensions of pro-social behaviours which include the following: altruistic (the tendency to perform acts for the benefit of others), emotional (the tendency to perform acts when the situation is emotionally evocative), dire (the tendency to perform pro-social acts in emergency situations), public (the tendency to perform

pro-social acts to be recognized by others), compliant (the tendency to perform pro-social acts when they are requested or demanded) and anonymous (the tendency to perform pro-social acts without anyone knowing). Responses to these statements were measured on a five-point Likert scale ranging from 1 to 5 (where, 1 = does not describe me at all, 2 = describes me a little, 3 = somewhat describes me, 4 = describes me well and 5 = describes me greatly). Some items were reverse scored, that is, 5 = does not describe me at all, 4 = describes me a little, 3 = somewhat describes me, 2 = describes me well and 1 = describes me greatly. The higher the score the higher was the level of pro-social behaviours of the students, and vice versa. Table 4.19 shows the distribution of their responses on the statements.

Table 3: Indicators of Pro-Social Behaviours among Respondent Students

<i>Tools</i>	<i>Response (%)</i>					<i>Mean</i> <i>s</i>	<i>Std.</i> <i>Dev</i>
	DDM	DL	SD	DW	DG		
I get the most out of helping others when it is done in front of others	58.3	12.1	13.0	5.5	11.1	4.01	1.392
I can help others best when people are watching me	50.3	15.3	14.3	10.7	8.8	3.89	1.366
It is most fulfilling to me when I can comfort someone who is very distressed	7.5	10.1	15.3	25.7	41.4	3.83	1.274
I tend to help people who are in a real crisis or need	9.4	8.1	17.3	24.4	40.7	3.79	1.310
When people ask me to help them, I do not hesitate	5.9	10.4	22.5	23.8	37.5	3.77	1.222
When other people are around, it is easier for me to help needy others	49.2	14.0	12.1	11.7	13.0	3.75	1.483
I tend to help others particularly when they are emotionally distressed	9.1	9.8	18.8	25.7	36.8	3.71	1.300
I believe that donating goods or money works best when it is tax-deductible	43.0	13.4	19.9	11.7	12.1	3.64	1.434
I tend to help needy others most when they do not know who helped them	10.7	12.7	20.5	19.5	36.5	3.58	1.370
I tend to help people who hurt themselves badly	24.4	15.0	21.2	24.1	15.3	2.91	1.407

I prefer to donate money anonymously	28.7	12.7	25.4	17.6	15.6	2.79	1.427
I think that one of the best things about helping others is that it makes me look good	34.2	13.0	17.9	16.6	18.2	2.72	1.542

N = 205

Tables 3 indicate that the respondents rated all the 12 indicators of pro-social behaviours above average. They observed that they prefer helping anonymously, comforting those who are distressed and in need, do not hesitate helping, helping without taxation, and feel proud helping. This suggests that the respondents value the help that benefit others. Such respondents were more likely to develop positive and beneficial relationships with others. The positive forms of behaviour are related positively to a range of psychological and emotional processes, to other socially competent outcomes, and to intellectual accomplishments in young children.

The responses to each constituent indicator of pro-social behavior were scored on a scale of 1, indicating least level of pro-social behavior, to 5, indicating highest level of pro-social behavior. The individual statement scores were summed up to form a pro-social behavior index score for each respondent (reliability coefficient, $\alpha = 0.693$). The index score varied between 12, indicating the least level of pro-social behavior, and 60, indicating the highest level of pro-social behavior. The higher the score, the more positive was the level of pro-social behavior, and vice versa. The index score had a mean score of 42.37 and Std dev. of 5.968 was later collapsed into three ordinal categories in order to differentiate between the levels of pro-social behavior among the sampled respondents. This included a score of 12-27 (negative), 28-44 (average) and 45-60 (positive) pro-social behaviours.

The rating indicates that 60.3 percent of the respondents recorded average/moderate pro-social behavior while 38.8 percent rated it as positive. This suggests that respondents were moderate in behaviors primarily intended to benefit others including sharing, helping, and cooperating. The average rating could be attributed to poor peer relations, limited resources available and the fact that the respondents are still young persons who value themselves first before others.

Pro-social Behaviour and Family Constellations of the Respondents

After establishing the level of pro-social behaviour among the respondents, the study went further to determine its relationship with the family constellation of the students. The objective was accompanied by null hypothesis four, which stated, "There is no statistically significant difference in pro-social behaviour of regular undergraduate students from different family structures in Nakuru County".

Analysis of Variance (ANOVA) was used to test whether this hypothesis was significant or not. ANOVA is used to determine the differences in means (pro-social behaviour index score) between one or more samples (types of family constellations) by examining the amount of variance within

each of the samples, relative to the amount of variance between the samples.. Tables 4.21 and 4.22 depict the results of the ANOVA test.

Table 4: Descriptive Statistics of Pro-Social Behaviour across Type of Family

Family constellation	N	Self-efficacy mean score	Std. Dev.	Std. Error	Minimum	Maximum
Blended	5	45.60	2.510	1.122	42	48
No parent	3	42.67	6.506	3.756	36	49
Dual parent (nuclear)	234	42.44	5.770	.377	26	58
Single parent	58	41.98	6.960	.914	27	54
Extended	7	40.86	5.640	2.132	33	46
Total	307	42.37	5.968	.341	26	58

Table 4 indicates that although the respondents from blended families had a higher pro-social behaviour mean score, the values were very close and small across the other family constellations. These small differences in the mean scores suggest that respondents develop pro-social behaviors regardless of the family constellations. In order to find out whether the above differences in the pro-social behaviour mean scores among students from various family constellations was significant or not, One-Way ANOVA was used. Table 4.22 depicts ANOVA comparing students' pro-social behaviour mean scores among the various types of family constellations.

Table 5: ANOVA Comparing Pro-Social Behaviour across Family Constellations

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	78.437	4	19.609	.547	.701
Within Groups	10819.484	302	35.826		
Total	10897.922	306			

Means not significant at $\alpha = 0.05$ significant level ($p > 0.05$)

Table 5 indicates that the difference in pro-social behaviour mean scores across students from different family constellations was not statistically significant. Since p value (0.701) $>$ 0.05 ($F=0.547$), we fail to reject the null hypothesis one and conclude that there is no statistically significant difference in the pro-social behaviour of regular undergraduate students from different family structures in Nakuru County. This suggests that students' pro-social behavior does not significantly differ across family constellations of the respondents.

The above results using One-Way ANOVA were also corroborated by chi-square test using cross tabulation. Chi-square was used to compare the frequency of cases found in one variable in two or more unrelated samples or categories of another variable. In order to calculate the Chi-square statistic, level of pro-social behaviour was cross tabulated across type of family constellations. Table 4.23 shows a cross tabulation of pro-social behaviour across family constellations.

Table 6: Level of Pro-Social Behaviour across Family Constellations

		Kind of family					Total	
			Singl e parent	Dual parent	Extended	Blended	No parent	
Level of pro- social behavi our	Negative	Count	2	1	0	0	0	3
		%	3.4%	0.4%	0.0%	0.0%	0.0%	1.0%
	Moderate	Count	29	148	4	2	2	185
		%	50.0%	63.2%	57.1%	40.0%	66.7%	60.3%
	Positive	Count	27	85	3	3	1	119
		%	46.6%	36.3%	42.9%	60.0%	33.3%	38.8%
	Total		58	234	7	5	3	307

$\chi^2 = 8.128$ $df = 8$ $p = 0.421$

Table 6 suggests that apart from blended families, majority of the respondents from other family constellations moderate pro-social behaviours. This was further supported by the chi-square value ($\chi^2 = 8.128$), since p (0.421) > 0.05 significance level indicating that there was no significant difference in pro-social behaviours across family constellations.

In qualitative approach, the respondents were asked, ‘How can you rate the sociability of most of the clients who come for counseling sessions in a measure of 1 – 10?’

Four respondents (80 %) rated the sociability to be between 2 – 4, whereas one respondent (20 %) rated it as between 4 – 6. Pastorelli *et al.*, (2015) study indicated that parental involvement and parental warmth are related to the development of children’s prosocial behavior in various aspects. Hasting, Miler and Troxel, (2015), report that socialization theories offer ample arguments regarding links between positive parenting and children’s prosocial behaviour. Nurturing parents offer a model of emotional concern – sympathy, caring and comforting behavior that is more likely to be emulated by children as they go through developmental stages (Grusec & Hastings, 2015). In addition, Alukayode (2014) study findings on, ‘Psychosocial predictors of prosocial behaviour among a Sample of Nigerian undergraduates’ postulated that: prosocial behavior influences various social behaviours, promotes well – being and allows people to express themselves through helping others; religious undergraduates are more prosocial than the less religious students; Christians are more prosocial than either Muslims or traditional religious worshippers. Those students that are highly satisfied with life are more involved in prosocial activities. The type of residence too was established to be an important factor in prosocial behavior. Those staying in family homes were found more assisting than those living in flats, duplex and self – contained apartments. Students from monogamous family tend to be more prosocial than those from polygamous families are. Likewise, the students who reside in the village are more pro-social than those that reside in the

urban areas are. These findings are consistent with the quantitative approach of the current study, which posited that prosocial behavior development depends on an individual student regardless of the family structure one comes from.

5.0 SUMMARY

Based on the study objectives, hypothesis and data analysis, the major research findings were: (i) Majority (76.2%) of the respondents came from dual (nuclear) parent families with mother, father and siblings who were staying together. The remaining respondents were from single parent (18.9%), extended (2.3%), blended (1.6%), and no parent (1.0%) families. (ii) Majority (60.3%) of the respondents recorded average/moderate pro-social behavior while 38.8 percent rated it as positive. This suggests that respondents were moderate in behaviors primarily intended to benefit others including sharing, helping, and cooperating. In addition, there was no statistically significant difference in the pro-social behaviour of regular third year undergraduate students from different family structures in Nakuru County. The One – Way ANOVA test indicates that the difference in pro-social behaviour mean scores across students from different family constellations was not statistically significant since p value (0.701) > 0.05 ($F=0.547$). This was further supported by the chi-square value ($\chi^2 = 8.128$), since p (0.421) > 0.05 significance level indicating that there was no significant difference.

5.1 CONCLUSIONS:

The concerned agencies including guidance and counselling office, universities administration, parents and individual students could use the information to come up with long-lasting interventions to address maladjustment of students in the universities. The study concludes that family structure and environment significantly influences the psychosocial adjustment of students in the universities hence:

- (i) Family is the most direct and important environment for individual growth and socialization; the significant developmental tasks of individuals are resolved within the family.
- (ii) The pro-social behaviours too depend on an individual student regardless of the family structures one is brought up in.

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