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The Effects Of Single Parenting on þÿ F e m a l e   A d o l e s c e n t s   S e l f - E s t e The Case of Bahir Dar City, Anrs of Ethio-Pia

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DEPARTMENT OF GENDER AND DEVELOPMENT STUDIES

THE EFFECTS OF SINGLE PARENTING ON FEMALE ADOLESCENTS' SELF-ESTEEM IN THE CASE OF BAHIR DAR CITY, ANRS OF ETHIO-PIA

MA Thesis

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THE EFFECTS OF SINGLE PARENTING ON FEMALE ADOLESCENTS' SELF-ESTEEM IN THE CASE OF BAHIR DAR CITY, ANRS OF ETHIOPIA

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Declaration

I, Moges Mekonnen Molla, do hereby declare that this thesis is my original work and that it has not been submitted partially or in full by any other person for an award of a degree in any other university/institution.

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    Date of submission: December, 2022

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Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis titled "The Effects of Single Parenting on Female Adolescents' Self-Esteem In The Case Of Bahir Dar City, ANRS of Ethiopia: Both descriptive and inferential and thematic analysis was employed to analyze quantitative and qualitative data''. I recommend the thesis be submitted for oral defense.

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Approval of Thesis for Defense result

As members of the board of examiners, we examined this thesis entitled "The Effects of Single Parenting on Female Adolescents' Self-Esteem In The Case Of Bahir Dar City, ANRS of Ethiopia'' by Moges Mekonnen. We hereby certify that the thesis is accepted for fulfilling the requirements for the degree of Masters of Arts in Gender and Development Studies.

Board of Examiners

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Name of External Examiner	Signature	Date

Dedication

To the Glory of God and to my lovely mother Kasech Moya.

Acknowledgements

List of abbreviations

ANS   Antenatal Care Service

CSA   Central Statistic Authority

DHS   Demographic and Health survey

EDHS   Ethiopia Demographic and Health Survey

FSCE   Forum on Street Children-Ethiopia

HH   Household

HHS   Households

RSES   Rosenberg self-esteem scale

SPSS   Statistical Package for Social Science

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Abstract

This study mainly aimed at investigating the effects of single parenting on female adolescents' self-esteem with particular reference to Belay Zeleke sub-city in Bahir Dar city. In so doing, it posed four research questions that sought to find out the major causes of single parenting, the level of self-esteem of single-parented female adolescents, and the nexus of parenting style with and its effect (as a predictor) on single-parented female adolescents' self-esteem. In so doing, scale questionnaires (parenting style scale and Rosenberg self-esteem scale) were prepared to collect quantitative data from 132 female adolescents; interviews were held with five single mothers and four single fathers to gather qualitative data. Both descriptive (frequency and percentage) and inferential (one-sample test, Pearson correlation and regression) analysis were accordingly used to analyze quantitative data, while thematic analysis was employed to analyze qualitative data. The results showed that divorce is the most common cause of single parenthood in Belay Zeleke sub-city. Moreover, single-parented female adolescents in the area were found to have low level of self-esteem. It was further established that single-parented female adolescents' self-esteem has a significant positive relationship with authoritative parenting style, unlike authoritarian or permissive parenting styles. Authoritative parenting was also distinctively found to be a significant predictor of single-parented female adolescents' self-esteem. It can be, therefore, concluded that the more authoritative single parents become, the more positively they influence their adolescent daughters' self-esteem, and thus the more self-esteemed their daughters are likely to become. In view of that, forwarded recommendations included easy access to family (divorce) therapy, well- adapted professional counseling and training on ways of stimulating the formation of positive self-esteem among single-parented female adolescents, as well as encouraging and helping single parents develop increased authoritative behaviors in parenting and in their relationships with their adolescent daughters through theory- and research-based interventions tailored with the specific context.

Keywords*: single parenting, adolescents, self-esteem, female adolescents, parenting styles*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of self-esteem is one that is difficult to clearly define. to some, it is confidence in our ability to think; confidence in our ability to cope with basic challenges of life; confidence in our right to be successful and happy; feelings of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the benefits of our efforts (Zakeri, H., & Karimpour, M. 2011). But it is most importantly a personal judgment of self and sense of worth primarily based upon externally imposed criteria (Alford, N. M. 1997). Externally imposed criteria include societal judgments or assumptions, family values, or perceived success and failures in various areas of life. Self-esteem is described as a personal evaluation that an individual makes of her or himself, their sense of their own worth, value, importance, or capabilities (Friedrichsen, J. E. 1997).

Rosenberg (1965) described self-esteem as a favorable or unfavorable attitude toward the self. Self-esteem refers to an individual's sense of his or her value or worth (Zakeri, H., & Karimpour, M. 2011), or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Self-esteem is generally defined as "a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (Lawrence, D. 1981).

Self-esteem is a fundamental component of healthy development from childhood through adulthood. It can be generally defined as an individual's overall sense of self-worth or how good they feel about themselves (Rosenberg, 1965). Self-esteem is a part of one's self-concept, that is, one's knowledge and beliefs about their personal attributes (Mann et al., 2004) along with other constructs like self-efficacy (how effective one perceives oneself to be), internal locus of control (having the sense that one has control over things rather than the outside world having control). Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood.

Parenting provides the emotional climate for interaction between parents and has a significant impact on the family quality of life (Rankin et al., 2009). Parenting style refers to behaviors and possible strategies used by parents to control and socialize their children (light foot et al., 2009). As pointed out by Sharma, G., & Pandey, N. (2015), parenting style defines on parents' moves and the way they manifest their reactions towards their children which covers beliefs they uphold, expectations they set and exhibit values and views on how parents help, support and take good care of the child and how they discipline the child.

According to Amato, P. R. (1994), children from single-parent households are more likely to be denied certain rights and opportunities. They are more likely to engage in antisocial behavior and have a bad academic record. Adolescence, according to Santrock (2004) is the period of life during which humans undergo constant physical, social, and psychological changes. Adolescence is defined as the period between the ages of 12 and 19, when a person transitions from childhood to adulthood. For a period of time during a teen's path toward adulthood, peer groups, romantic interests, and outward attractiveness all tend to grow in prominence (Pravitha, M. R., & Sembiyan, R. 2017).

In the mid-1960s, Rosenberg (1965) defined self-esteem as an evaluation and of one's worth and it is an indicator of psychological well-being of one. Self-esteem is considered an important indicator of the success with which one handles the developmental period of adolescence (Bulanda & Majumdar 2009). For decades and even centuries, one of the major concerning issues to the conservatives was the issue of single-parenting (Oluwatosin & Joseph, 2011). Single parenting refers to a situation in which one of the biological parents, either mother or father, becomes only responsible for the upbringing of the child or children (Uchenna, 2013). Hence, in the absence of one parent, the other single biological parent will facilitate the child care and other care giving responsibilities (Chanda &Pujar, 2018). It arises as a result of divorce, death of spouses, separation, and birth out of marriage (Uchenna, 2013).

Single parenting is becoming a fast and rapidly growing trend today in the world. According to the United State Census Bureau (2011) report, in United State the rate of single mother family has shown an increment from 3 million in 1970 to nearly 10 million in 2010. During the same period, single- father families have shown an increment from 393,000 to about 2 million. Similarly, Ribeiro (2007) summarized that one in four children in US will have face a parental divorce and one in ten children will live with only one of their biological parent, usually the mother. Indeed children from single parent households may be stigmatized which may adversely affect their self-esteem and result in indiscipline, drug abuse and poor academic achievement. It is also important to note that low self-esteem is not a preserve for children from single parent families. There exists a general condemnation of children from single parent households and much indiscipline, drug abuse, truancy among other ills tend to be attributed to them yet children from dual parent families have an similar challenge to contend with.

In Ethiopian context, the 2011 Ethiopia Demographic and Health Survey (EDHS) showed that, 17 percent of children in Ethiopia are living in custody of single parents (either with their mother or their father). The survey also indicates the female headed household accounts a high percentage than male headed households. It shows that, more than one household in every four (26 percent) is female-headed in 2011, increased from 23 percent in 2005.

According to the comparative study of Gul &colleagues (2017) the psychological wellbeing of children is lower in single parent family system than joint family system. As rationality for their finding, they stated that while children in joint family get more love, care and affection from their parents, children in a single parent family feel alone and get less attention of their parents due to the accessibility of the time (Gull et al, 2017). Similarly, Uchenna (2013) reported that adolescents who growing up in a single parent family exhibit poor psychological wellbeing than adolescents growing in dual parent family.

Likewise, Stephen & Udisi (2016), in their study entitled "single-parent families and their impact on children" reported that single parenting has negative consequence on children psychological, social, educational and behavioral wellbeing. In Ethiopia, Sisay (1997) and Serkalem (2006) have similarly reported that adolescents from divorced single parents had more psychological and social adjustment problems than adolescents from stable families.

During different periods numerous studies in the area of single parenting and wellbeing of children were followed one of the two types of family models, namely: family deficit model, and risk and protective factor model (Uchenna, 2013). According to family deficit model, singleparent family structure has profound effect onthe wellbeing of children simply because it has not a nuclear family structure. In this model single parenthood is considered as a one major factor that contributes children to exhibit low level of psychological wellbeing. On the other hand, risk and protective factor model of Schumaker, Smith &Heyman (2001) does not consider single parenthood as the cause of children's negative outcomes rather it views that all family structures have their own advantage and disadvantage for the wellbeing of children. This model describes family structure as one of the many risk factors for adolescent"s psychological wellbeing.

According to Rodgers and Pryor (1998) compared to adolescents of intact parents, adolescents from single parent families are at high risk of growing up in a low income and very poor household, presenting some psychological and behavioral problems, poor school results and obtaining less educational qualities, requiring more medical attentions, becoming sexually active, pregnant or parenting at an early age, and higher levels of smoking, drinking and other drugs.

According to Monama (2011) in 2007 about 52 percent of African urban parents are single. Parents used to stay longer in marriage in the interest of their children's welfare even if they faced marital problems. But now so many couples end their marriage even for a simple reason and they become single parents. No matter how the single parent deals with this challenge, the repercussions are far weightier as compared to children of parents living together (Gardner 2008). Children of divorced parents have also reported feelings of loneliness and rejection (Krider 2002), incompetence (Krider 2002), and insecurity (Krider 2002). Additionally, previous studies have shown that parental divorce significantly affects children's levels of self-esteem (Krider 2002).

The research done by Amoakohene (2013) in Ghana on relationship between single parenting and academic performance of adolescents in senior high school, found that there are some problems that are exceptional, which are only faced by single-parents, which create difficulties to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising children alone without a help. The research concluded that academic performance and single parenting are negatively related, hence the more cases of single parenting the poorer the academic performance.

As noted, family structure and their emotional function are also among the important social aspects for development of self-esteem. Father and mother are the two main bases of a family. Changes in family structure and the absence of a parent in a family environment disrupt its balance and put the children in unfavorable and undesired conditions as compared to the children of two-parent families as it may have adverse effects on their normal growth.

Since we know that parents play a key role in the development of self-esteem, it is not surprising that a disruption in the parental relationship would have an effect on that development. After divorce, a major change in parenting takes place simply as a result of the absence of the non-custodial parent. Mruk in 1995 (Krider 2002) found that children with parents who are absent frequently or for long periods of time display lower levels of self-esteem. Children often view this parental absence as a sort of rejection and in turn question their worth (Krider 2002).This study therefore aimed at investigating the effect of single parenting on female adolescents' self-esteem in Bahir DAR, in Belay Zeleke Sub City as the research gap.

1.2 Statement of the problem

The effects of single parenting on female adolescents' self-esteem are reflected through various studies. For example, Shibeshi, A. (2015) conducted a study to assess the causes of divorce and its effects on children's wellbeing in Yeka sub city, Addis Ababa. The study found out that children were affected by many interrelated divorce effects. The main effects mapped by the data are economic, social, psychological, and emotional problems.

E. Y., & Rao, T. (2018), investigated the psychological well-being of Ethiopian adolescents in relation to family structure and parenting style. The objective of the study was to determine how Ethiopian adolescents' psychological well-being was related to their family structure and parenting style. The findings of this study revealed that there are no statistically significant variations in psychological well-being between children and adolescents from tact and non-intact homes.

Haile, S. (1997) conducted a study entitled "the effects of parental divorce on the psychological and social adjustment of adolescents." The results obtained from this study show that children from divorced parents are being at greater risk of psychological and social adjustment than from intact families.

Amofa, R. (2013) conducted research entitled "effects of single parenting on adolescents academic performance." the study attempted to identify the effects that single parenting can cause or have on the academic performance and truancy behavior of secondary school students. The results of this study show that there is no correlation or relationship between the type of family a student comes from and his or her academic performance in school. Besides, the results obtained in the study showed that there is a significant difference between the truancy behavior of adolescent students from single-parent homes and those from intact homes.

Another researcher, Olugbenga, F. (2014), conducted a study entitled "the impact of single-parenting on senior secondary school students' academic performance in mathematics in Ondo west local government area of Ondo state." the study found that children from single parents face depression, intimidation, experience less proper upbringing and parental care, do not feel free to mingle with children from stable homes in their schools, playgrounds, churches, or mosques, feel bad when their mates in school make fun of them, are easily afraid, feel inferior, frustrated, and more aggressive than children from dual-parents.

Despite the rise of single parenthood, many researchers also report that single parents face numerous challenges which make it somewhat difficult to grow their children (Stephen &Udisi, 2016). For example, fancy, (2016) reported that single parents face loss of income that could help them to cover the expenses of family members. This is because, in a single parent family, only one parent will work and struggle to provide all necessary things for family members. Not surprisingly, they most often worried as their household income is not adequate to cover the overall expense of family members (Bogenschneider, Kaplan &Morgan, 1993).

They may receive any financial assistance or support from co-parents, family members, friends, or trusted others; however, this assistance may be inconsistence than the support that would be provided by the spouse living together (Chapman, 2014).This loss of income affects not only the parents but also the development and wellbeing of the children (Demo, 1996). They also face some psychological problems. Chanda &Pujar (2018), in their study point out that, most often, single parent families exhibit some features of depression, stress, loneliness, insecurity and bitterness. Thus, indirectly affects the overall wellbeing of their sons and daughters.

Having this many problems in single parents, almost no research has addressed the issue in the context of our country compared to the large number of studies on single parenthood and children psychological wellbeing in Western countries and some developing countries of Africa.

In the reviewed literature of this study, in Ethiopia context it has been discovered some researches which have shown the wellbeing of children with respect to different family structures, such as to assess the causes of divorce and its effects on children's wellbeing in Yeka sub city, Addis Ababa, (Aster,2015), investigated the psychological well-being of Ethiopian adolescents in relation to family structure and parenting style, (Ebabush & Rao, 2018), the effects of parental divorce on the psychological and social adjustment of adolescents, (Sisay,1997), studies which specifically investigates the effects of single parenting on female adolescents' self-esteem are nonexistent to the knowledge of the researcher.

All in all, two existing research gaps mainly necessitated this study. First, studies including the aforementioned ones indicate that parenting in general and parenting styles and their effects in particular are context-bounded. That means people from different places and socio-economic backgrounds may have different parenting styles, which in turn might affect their adolescents' behavior (including self-esteem) in different ways. Meanwhile, it appears that existing theoretical and empirical knowledge about effects of single-parenting on adolescent girls' self-esteem has largely been generated by the academia outside Ethiopia, mostly by those of developed countries. Second, there has been scant up-to-date local research about the effects of single-parenting on adolescent girls' self-esteem. These gaps indicated that the topic should be investigated in specific local contexts. Therefore, the current study tried to fill the gaps by investigating the effects of single parenting on female adolescents' self-esteem living with single parents in Belay-Zeleke Sub-city, Bahir Dar, in the Amhara regional state.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the effects of single parenting on female adolescents' self-esteem.

1.3.2 Specific Objectives

The specific objectives of this research are:

❖ To identify the major causes of single-parenting

❖ To analyze the level of self-esteem of single parented female adolescents

❖ To determine the nexus between single parenting styles and female adolescents' self-esteem

❖ To dictate whether or not single parents' parenting styles significantly predict self-esteem of female adolescents'

1.4 Research Questions

In line with the specific objectives of the study, the research will answer the following research questions:

1. What are the major causes of single parenting?

2. What is the overall level of single-parented female adolescents' self-esteem?

3. Is there any statistically significant nexus between single parents' parenting styles and female adolescents' self-esteem?

4. Do the different parenting styles of single parents significantly predict (affect) the self-esteem of female adolescents'?

1.5 Significance of the Study

For a variety of reasons, research on effects of single parenting on female adolescents' self-esteem is critical and is meant to provide meaningful significance for policy makers and other stakeholders who are involved in areas of improvement of the socio-economic lives of individuals and groups in general and single-parent families and their children in particular. Firstly, individuals and the community should be informed about the detrimental effects of single parenting in this area as a result of the findings of this study. Secondly, the findings of this study were also intended to provide community-based approaches to controlling and resolving the problem of single parenting. Thirdly, it will serve as an academic input as well as a secondary source of material for people who choose to pursue additional research in the subject area. Finally, the outcome of this study would serve as an input for legislation on policies relating to single parenting and married couples, intending couples and children whose parents are divorced /separated. In addition, the result could inform planners and development workers in the area of capacity building of single parent families for child's self-esteem.

1.6 Scope of the Study

Conceptually this study was limited to focuses on the effects of single parenting and its detrimental effects on female adolescents' self-esteem. Geographically, it was also limited to two representative Kebeles of Belay Zeleke sub-city since it is very difficult to do the research in the region or the country as a whole because of limited time allocated for this research and methodologically, it was limited to mixed methods research approach with explanatory sequential research design. The study was conducted in Belay Zeleke sub-city, the location was chosen due to the homogeneous nature of the study population and the detrimental effects of single parenting on female adolescents' self- esteem have been not well documented, the effects of single parenting on female adolescents' self-esteem are poorly understood.

1.7 Limitations of the Study

It is obvious that research works can't be totally free from limitation. For this matter, there were limitations in this study, one of the problems of the enquiry while conducting this study was shortage of reference books regarding on the effects of single parenting on female adolescents' overwhelmed this study or lack of similar research works on the topic. In addition the limitation of this study was the fact that the findings are not generalized for all communities/societies in Amhara regional state because it focused on only in belay Zeleke division of Bahir Dar city specifically Kebeles 07 and hagere-selam in particular.

1.8 Operational Definitions

Self-esteem: is defined as an individual's subjective assessment of their own self-worth, emotions of respect and confidence for themselves, and the degree to which they have positive or negative perceptions of themselves.

Single parenting: is a family in which there is only one parent either a mother or a father present to care for the children.

Adolescence: is a period of growth and development that occurs between childhood and maturity. Any person between the ages of 10 and 19 is considered an adolescent by the world health organization (WHO).

Parenting styles: is a psychological construct representing standard strategies that parents use in their child rearing.

1.9 Organization of the paper

This research paper has five chapters. the first chapter deals with the introduction part, which comprises the overview of single parenthood, self-esteem, statement of the problem, research question and objective, significance of the study and scope and limitations of the paper. the second chapter is concerned with the review of related literature where the concept of single parenthood, self-esteem and the effects of single parenting on adolescents' self-esteem specifically focused on, major causes of single-parenting, level of single - parented female adolescents' self-esteem and the nexus between single parents' parenting styles and female adolescents' self-esteem and chapter three deals with methodology; overview of Bahir Dar city, the population, sampling methods and selection criteria of respondents, data collection instrument and data analysis. Chapter four includes main findings of the research on the effects of single parenting on adolescents' self-esteem. Chapter five presents triangulated discussions of the findings vis-à-vis the study's research questions and related research literature. The final chapter, chapter six of the study respectively presents summary of the findings, conclusions based on the results, and recommendations vis-à-vis the results and conclusions.

CHAPTER TWO
REVIEW RELATED LITERATURE

2.1 INTRODUCTION

This section of the literature review examines the work of previous scholars on the topic or in related fields. A comparison on research finding is critical for understanding the relationship between the topics primary factors and how they relate to ideas on the subject. in particular, the chapter attempts to define the concepts of terms such as single parenting, parenting styles, meaning and definitions of self-esteem, the causes of single parenthood, the self-esteem level of single parented female adolescents' ,the nexus between single parents' parenting styles and female adolescents' self-esteem, theoretical framework for parenting styles and self-esteem.

2.2 Definition of terms and concepts

2.2.1 Single parenting

Single parenting can be defined as a situation whereby only one of the two individuals involved in the conception of the child is being responsible for the upbringing of the child. Single parenting may arise when either the male or the female parent decides to produce and rear a child or children outside wedlock (Ortesse, 1998). Single parenting is a very important social issue that can have significant effects on a child's academic success. The family structure, ideally, provides a sense of security and stability that is necessary for children. When there is breakdown in the family structure, it may have a tremendous effect on adolescents' and his/her ability to function ordinarily or to develop self-esteem.

Single parenting in this study refers to families where a parent lives with dependent children, either alone or in a larger household, without a spouse or partner. Single parenting is referred as the taking of family's task which includes caring for children devoid of the father's or mother's involvement. Single-parenting can be defined as a situation in which one of the two individuals involved in the conception of the child is being responsible for the upbringing of the child (Marsigilo & Amato, 2000).

Parenthood is difficult and demanding under the most excellent of circumstances. With one parent, the difficulties are multiplied. coping with childrearing for single parents becomes more intricate because of task burden, when one parent makes and takes all the responsibilities and provides for all of the family requirements; chore over-load, when the demands for work, housework, and parenting can be devastating for one individual; and emotional overload, when the single parent must for all time be accessible to meet both their own and their children's emotional needs. Single handedly or in combination these result in problems for the single parent, including loneliness, anxiety, and depression (Kowalczyk, D. 2015).

2.2.2 Parenting styles

The idea that parenting styles exist was originally observed by Diana Baumrind in the 1970's. The term parenting style refers to behaviors and strategies used by parents to control and socialize their children (light foot et al., 2009). In 1971, Baumrind conducted a study consisting of interviews and observations with parents and children, concluding in the identification of three types of parenting based on levels of demandingness (control, supervision, maturity demands) and responsiveness (warmth, acceptance, involvement). These parenting styles she called authoritarian, authoritative, and permissive.

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind's concept of parenting style.

The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, D. 1991). Two points are critical in understanding this definition. First, parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology Baumrind developed should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. Second, Baumrind assumes that normal parenting revolves around issues of control.

Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness (darling, n. 1999). parental responsiveness (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, D. 2005). parental demandingness (also referred to as behavioral control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, D. 1991).

2.2.3 Meaning and definitions of self-esteem

One of the pioneers in this field, Rosenberg (1965), claimed that self-esteem relates to a person's overall good opinion of themselves. Similar to this, Abdel Khalek, A. M. (2016), defined self-esteem as an individual's subjective assessment of their own self-worth, emotions of respect and confidence for themselves, and the degree to which they have positive or negative perceptions of themselves. Personal ideas regarding talents, aptitudes, and interpersonal ties are associated to self-esteem. Self-esteem is sometimes referred to as a global barometer of self-evaluation that consists of both cognitive evaluations of one's general deservingness and emotional experiences of oneself that are linked to these global evaluations (Murphy et al., 2005).

The concept of self-esteem is one that is difficult to clearly define. to some it is confidence in our ability to think; confidence in our ability to cope with basic challenges of life; confidence in our right to be successful and happy; feelings of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the benefits of our efforts (Hooks, 2003). But it is most importantly a personal judgment of self and sense of worth primarily based upon externally imposed criteria (Alford, C. F. 1997). Externally imposed criteria include societal judgments or assumptions, family values, or perceived success and failures in various areas of life.

Self-esteem is described as a personal evaluation that an individual makes of her or himself, their sense of their own worth, value, importance, or capabilities (Zakeri, H., & Karimpour, M. 2011). It can encompass a positive or negative orientation toward oneself. Rosenberg (1965) described self-esteem as a favorable or unfavorable attitude toward the self. Self-esteem refers to an individual's sense of his or her value or worth (Huit, 2004), or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1993). Self-esteem is generally defined as "a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (Coopersmith, 1967).

According to brown et al., 2001), "self-esteem" can be defined in one of three ways: global or trait self-esteem refers to how people typically feel about themselves, i.e., feelings of affection for oneself; self-evaluation refers to how people evaluate their various skills and attributes; and feelings of self-esteem refer to temporary emotional states, for instance, a person might say her self-esteem was sky-high after getting a big promotion, or a person might say his self-esteem plummeted after a dreadful experience. The simplest definition of self-esteem, according to Webster's dictionary, is that "self-esteem is contentment with oneself." another edition of the same dictionary defines self-esteem as "one's favorable perception of one's dignity or worth."

Self-esteem is a fundamental component of healthy development from childhood through adulthood. It can be generally defined as an individual's overall sense of self-worth or how good they feel about themselves (Rosenberg, 1965). according to (Mann et al., 2004), self-esteem is a part of one's self-concept, that is, one's knowledge and beliefs about their personal attributes along with other constructs like self-efficacy (how effective one perceives oneself to be), internal locus of control (having the sense that one has control over things rather than the outside world having control), and self-compassion (compassion that is directed inward/ towards the self).

2.3 Causes of single parenting

Single parenting as is called is becoming a rapidly growing phenomenon in both the developed and developing nations of the world. Studies show that in some States alone, there are four single parents to every ten parents and there are two single parents for every ten (10) adults" (Memon *et al*., 2010). Since the parents jointly take the decision of single parenting, one voice is mostly ignored and it is that of the child. It was reliably gathered that single parenting has major consequence on the child's mental, social, emotional, behavioral, financial and psychological outcomes (Duke, 2000). In fact, single parenting faces many challenges which have significant effects on female adolescents' self-esteem due to one or more factors or a combination of more within the population. As in any country, single parenting arises from the following major causes: divorce of couples with children, abandonment (desertion), and death of a spouse, birth of an unmarried woman, or an unintended pregnancy are examples of these.

2.3.1 Divorce

The trend of increasing divorce rates has virtually continued for more than 100years (Bumpass, 1990). According to Advanced Learners' Dictionary (2006), divorce is the legal ending of a marriage between a man and a woman in a law-court by their counsels. The dramatic increase in the number of divorces since the 1950s seems now to have leveled off starting at the beginning of 1980 in the United States (Goldstein, 1999). In any event, the current level of divorce is high and it is assumable that the majority of recent first marriages will not last a life time, although a stable marriage remains the ideal (Bumpass, 1990; Jallinogo, 2000).Different social circumstances, personal attributes and even genetic aspects may contribute to the risk of divorce.

In 2006, a single parent, 80% of which were headed by a female, headed 12.9 million families in the U.S. In the United Kingdom, there are 5.9 million single parents as of 2005, with 3.1 million children. About 1 out of 4 families with dependent children are single parent families, nine percent of which have a male single-parent. Though, majorities of the victims of single parenting across U.S, U.K and parts of African continent are females (U.S. Census Bureau, 2010). In South Korea, there is a strong societal disapproval of unmarried mothers. In 1985, more than 25,000 children were products of a home run by a single parent.

September 1990 data shows that 73 percent of children in South Africa come from broken homes and 150,000 children had been affected by divorce in the last four years (Locoh, 2000). These figures surely have shot up by now. However, the problem with divorce is that it is not only the marriage that disintegrates but also the children who are separated from one or both of the parents creating an imbalance in their educational pursuit. A nation like South Africa is one of the worst hit countries with predominantly a patriarchal society and children have consequently suffered greatly due to absent fathers.

2.3.2 Separation

The act of separation is a critical event in a marriage breakdown. Although divorce usually follows separation, some couples are able to work out their misunderstandings and reservations and continue on with their lives after the separation phase (Olaleye, Y. L., & Oladeji, D. 2010). The changes that occur during separation are critical since a person's emotions are at their most raw and powerful during this time. During this time, men and women have different reactions. When a family splits up, the other parent has no idea what to do or anticipate, and there are no divorce ceremonies or rituals to recognize this momentous change in the children's lives.

2.3.3 Desertion

In our society, desertion is one of the paths to single parenthood. It occurs when either the father or the mother abandons the marriage, leaving the other party without assistance or support. The poor man's divorce is another name for desertion. Because one person leaves the marriage without going through the formal process of divorce, it is known as the "poor man's divorce" (Kendall, 2003). Both parents must play complementary roles in raising such children for the socialization process to take place, which will have a positive impact on the children during their school years. Children of deserted parents have a harder time comprehending why they must live without one of their parents. according to (Olaleye, Y. L., & Oladeji, D. 2010), these youngsters perceive themselves as abandoned and undesired by their deserted parents, as though it is their fault for their parents' abandonment (i.e., they consider themselves abandoned when they leave secretly and quickly).

2.3.4 Death of a parent

Historically, single-parent families were formed as a result of parental death. In fact, one of the most common reasons for single parenting was the death of a parent (Amato, P. R., & Keith, B. 1991). He went on to say that one-fourth of children born at the turn of the nineteenth century lost a parent before reaching the age of fifteen. The death of a marriage partner results in single parenting, and this is a very painful experience for the other partner and the child (or children). Death causes a lot of serious crises in the family. In most cases when the father dies, the mother will be left with the great responsibilities of nurturing the child (or children), and the immensity of this task may weigh her down, making her almost helpless. The death of a parent makes the child emotionally imbalance, unnecessarily wicked and bitter, and sometimes feel inferior to his/her peers.

According to Wilson, (1993) losing a partner is very stressful for the parent. The psychological well-being of single parents in Nigeria has been very poor primarily because of the reason on why the partner was lost. According to the researcher, this is often worsening by the positions of the lost one in the family and the society especially in the eastern part of Nigeria. The problem is compounded where properties of the deceased are involved resulting in the exclusion of the woman and the children to their fate. This being the case, had forced many children out-of-school or resulted to poor academic performance in the latter years. However, the families soon might have forgotten the cause of the death such as illness, assassination, accidents, and natural occurrence.

2.3.5 Unintended pregnancy

Unintended pregnancy is a pregnancy which is either mistimed or unwanted (Santelli et al., 2003). It is a public health problem and a risk factor for adverse health outcomes, particularly for maternal and child health (Bearak et al., 2018). Though the rate of unintended pregnancy fell worldwide between 1990 and 2014, it dropped less sharply in developing regions than in developed regions (Bearak et al., 2018). Ethiopia is one of the developing countries with a high prevalence of unintended pregnancy. In Ethiopia, more-than one-third (38%) of pregnancies were unintended in 2014; slightly lower than in 2008 which was 42%.

According to results from the 2016 Ethiopian demographic and health survey (EDHS) of all births in the past five years and current pregnancies, 25% are unintended. also, the 2016 EDHS report showed that the overall difference between the wanted fertility rate and the total fertility rate is one child, which suggests that Ethiopian women are currently having, on average, one child more than they want (CSA, I. 2016).

Pregnancies should be planned before conception; otherwise, a woman may not be in optimal health for childbearing (Santelli et al., 2003). Unintended pregnancy leads to maternal mortality and morbidity due to the complications of unsafe abortion, miscarriage, and unplanned births, which burdens the health system at all (Kabir, S. M. Kabir, & Sandra, M.). Annually, more than 1 in 10 pregnancies end in abortion, and 1 in 27 mothers die due to the complications of pregnancy or childbirth in Ethiopia (abortion, i. 2017). A woman with an unintended pregnancy is more likely to have low physical and mental health, low self-care, and depression during pregnancy. These lead to poor antenatal care (ANC) service utilization and postpartum depression, which is risky for unfavorable pregnancy outcome, and maternal morbidity and mortality (Rahman et al., 2016).

2.4 Level of self-esteem of single parented female adolescents'

One of the basic human requirements is self-esteem, which is also a quality of a typical person. Self-esteem is described as a person's overall opinion of themselves. Many psychologists understand that many psychiatric illnesses have their roots in this deficit. This trait is more significant during adolescence since it is thought to be one of the primary and prominent processes of social and psychological personality development. As already said, one of the critical social factors for the growth of self-esteem is family structure and how they function emotionally. A family's two major pillars are the father and the mother.

Contrary to the children of two-parent families, changes in family structure and the absence of a parent from the home disturb the balance of the family and place the children in unfavorable and undesirable circumstances. These conditions may have negative effects on the children's normal development, low self-esteem, confidence issues, challenges with controlling emotions, difficulty forming new friendships, and poor communication skills. the parents and kids both showed signs of weaker ego functioning, worse self-esteem, less empathy, greater aggression, fighting, and vandalism, as well as a lesser tolerance for negative behavior and a higher likelihood of acting out of character for their age (Hollist, D. R., & McBroom, W. H. 2006).

2.5 The nexus between single parents' parenting styles and female adolescents' self-esteem

The negative views of relationships that have been ingrained in these now-adults and their own children as a result of exposure to their "childhood" family strife can have long-term consequences. Adults who can recall a high level of parental conflict when they were growing up, according to amato et al., 1995), reported in Amoakohene, A. (2013); report disproportionately a great number of psychological and marital issues in their own lives. Many of these adult children continue to deal with melancholy, anxiety, and a general sense of discontent with their lives in their daily lives. In fact, many adult children will need mental health care more frequently than adult children from two-parent families (Amato, P. R., & Sobolewski, J. M. 2001).

Many people believe this is due to the emotional disruption that disorganized and chaotic house-holds generate, as well as a child's tendency to develop a negative sense of self. This lack of self-esteem and interpersonal instability can lead to adultery, recurrent divorce and remarriages, and, in the worst-case scenario, spousal and domestic abuse. Much of the information that has been published tends to paint a really grim picture of the situation. The people that are affected and involved in this image appear to be forlorn, nervous, and confused.

2.6 Theoretical framework

Diana Baumrind's contribution to the study of parenting style is of considerable importance. The parenting style used to rear a child will likely impact that child's future success in romantic, peer and parenting relationships. Baumrind, D., & black, A. E. (1967), widely cited research on a two factor model of discipline to generate a typology in which three ideal parenting types; authorita-tive, authoritarian and permissive- were generated by combining the extreme poles of a two-factor discipline model. The two bipolar dimensions on the model are termed "control and warmth" (also known as demandingness and responsiveness respectively).

2.6.1 Diana Baumrind's theoretical framework for parenting styles

2.6.2 Authoritative parenting style

Parenting styles are categorized differently. aAccording to demanding dimension, control dimen-sion and also accepting and responsive dimension, Baumirind (1991) categorized the parenting style into three areas of logical authority (high in demand and control, high in accepting and re-sponsive), authoritarian (high in demanding and directive, low in responsive), and permissive (low in demand and control, high in accepting and responsive).

In general, children tend to develop greater competence and self-confidence when parents have high-but reasonable and consistent- expectations for children's behavior, communicate well with them, are warm and responsive, and use reasoning rather than coercion to guide children's be-haviors. This kind of parenting style has been described as authoritative. Parents who use this style are supportive and show interest in their kids' activities but are not overbearing and allow children to make constructive mistakes. This "tender teacher" approach deemed the most opti-mal parenting style to use in western cultures. Children whose parents use the authoritative style are generally happy, capable, and successful.

Authoritative parents were to apply firm control and require their children to obey a reasonable set of rules and guidelines. They were to utilize reason and control to make disciplinary decisions while harsh forms of punishment are discouraged to use (Bornstein & Zlotnik, 2008). Authoritative parenting style was to provide warmth, love and acceptance for their children in order to educate them to become progressively more autonomous. another important characteristic that needed highlighting is the verbal give and take between parents and children, open communication and reciprocal dialogue that was to be found within this parenting style (Dwairy, M., & Menshar, K. E. (2006).

2.6.3 Authoritarian parenting style

Parents using the authoritarian ("rigid ruler") approach are low in support and high in demandingness. These parents expect and demand obedience because they are "in charge" and they do not provide any explanations for their orders. Parents also provide well-ordered and structured environments with clearly stated rules many would conclude that this is the parenting style used by harry potter's harsh aunt and uncle, and Cinderella's vindictive stepmother. Children reared in environments using the authoritarian approach are more likely to be obedient and proficient, but score lower in happiness, social competence, and self-esteem.

Authoritarian parents were to be high on control but low on warmth. Compliance, conformity, parental control and respect for authority were to be the major concern of authoritarian parents. They preferred exercising high degree of demands on their children rather than nurturance and open communication. Children from authoritarian homes were to be punished when they disobeyed the strict rules and regulations which were set by parents. Authoritarian parents were usually discouraging of autonomy and decision making by their children (Bornstein & Zlotnik, 2008). Permissive parents were to be low on control but high on warmth, which are they were rarely enforcing the rules for their children to follow.

2.6.4 Permissive parenting style

Parents who are high in support and low in demandingness are likely using the permissive-also called the indulgent-style. Their children tend to rank low in happiness and self-regulation, and are more likely to have problems with authority. Parents using this approach are lenient, do not expect their children to adhere to boundaries or rules, and avoid confrontation. Permissive parents were encouraging autonomy and decision making by their children. They tended to accept and support greatly towards impulse, needs and behaviors of their children while avoiding confrontation and punishment (Dwairy, M., & Menshar, K. E. (2006).

2.7 Theoretical framework for self-esteem

2.7.1 Stanley coppersmith's self-esteem theory

Contemporary belief is that self-esteem is routed in early childhood with a foundation of trust, unconditional love and security, impacted on as life progresses by a combination of positive and negative evaluations. Stanley coppersmith's (1967 as cited in Seligman, 1996), self-evaluation scale measured self-esteem in children and then assessed the parent's child rearing practices for those children with high self-esteem and concluded that the origins of higher self-esteem lay in clear rules and limits enforced by the parents.
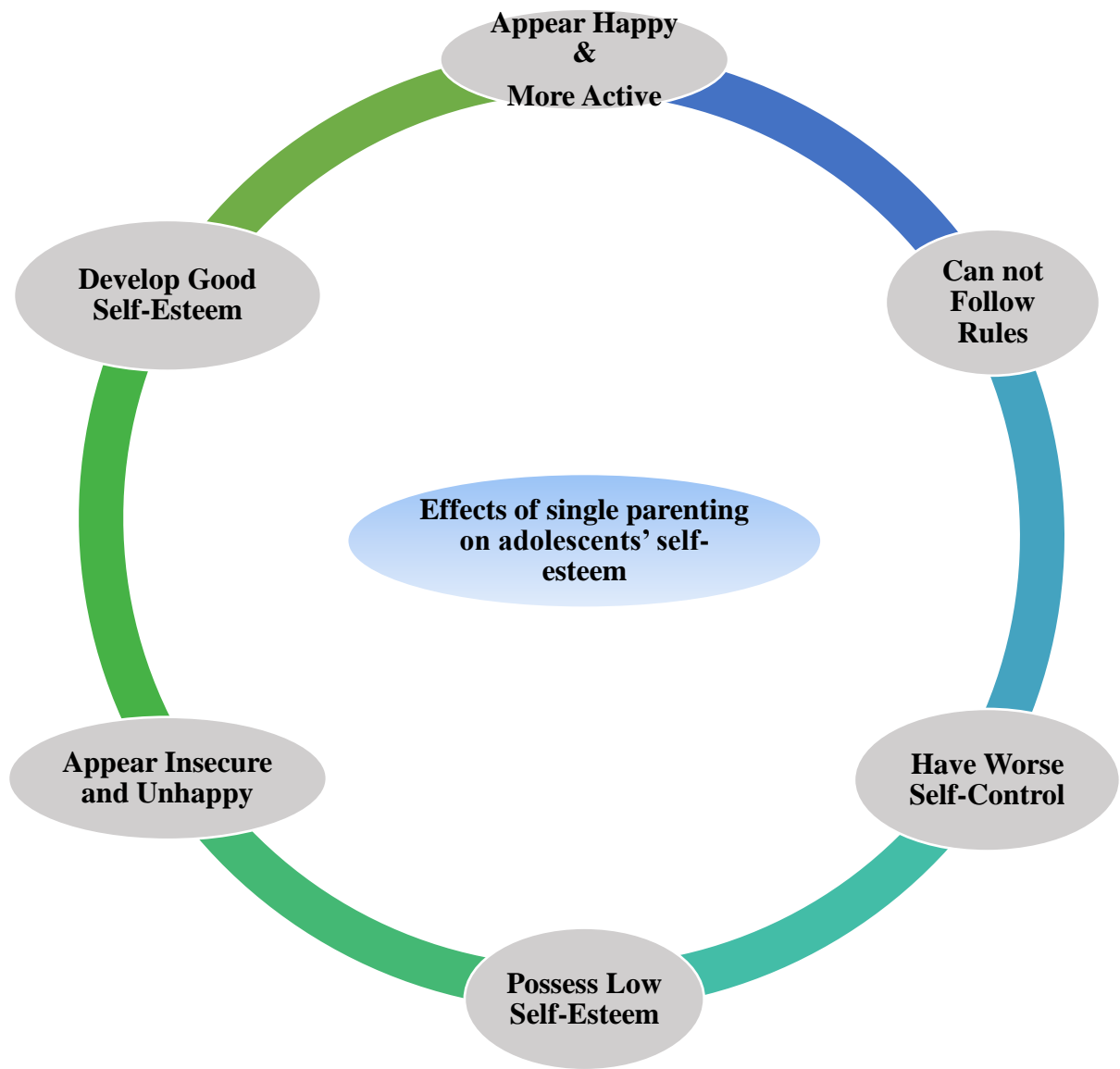
Figure 1.theoretical framework

Source: Diana Baumrind's parenting styles and Stanley cooper smith's self-esteem theory point of view.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

The research technique and designs utilized to conduct the study were presented in this chapter. Research methodology explains how the study was conducted, how the research problem was established, and what data was obtained using which procedures and approaches (Kombo, D. K., & Tromp, D. L. 2006). Data analysis methods are also discussed. According to Kothari, C. R. (2004), research methodology should contain the research concept, study area (coverage), sample and sampling methodologies, data gathering methods, and data analysis strategies.

3.2 Description of the study area

The study was conducted in Bahir Dar city, which is the capital city of Amhara, a national regional state, Ethiopia. Bahir Dar is one of the leading tourist destinations in Ethiopia, with a variety of attractions in the nearby Lake Tana and Blue Nile River. The city is known for its wide avenues lined with palm trees and a variety of colorful flowers. It is located approximately 578 km north-northwest of Addis Ababa. The city has nine sub-cities and with a total of seventeen (17) Kebeles. It has an area of 28 kilometers square and a total population of 122,202 (51% are male while 48.7% are female). It also has 167 Woreda (districts), 11 zones and 3,429 kebele. According to the city council of the Bahir Dar city administration, the major sources of livelihood in Belay Zeleke sub city are petty trade, daily labor, and the sale of firewood, weaving, and government employees (Bahir Dar city council, 2014).the study was conducted in Amhara people's national regional state. Specifically, the research was conducted in Bahir Dar city, Belay Zeleke sub city of hagere-selam &kebele 07(sebat).

3.3 Research Approach

The purpose of this study was to look into the effects of single parenting on female adolescents' self-esteem. Depending on the aims, research questions, and nature of the subject under consideration the researcher was use mixed method research approach. Mixed methods have potential to combine the strengths of both quantitative (deductive) research and qualitative (inductive) research, while offsetting some of the weaknesses associated with each individual approach. The goal of mixed methods can be used to gain a better understanding of connections or contradictions between qualitative and quantitative data; it can also provide opportunities for participants to have a strong voice and share their experiences across the research process, and can facilitate different avenues of exploration that enrich the evidence and enable questions to be answered more deeply.

Creswell and Plano Clark (2018) add that mixed methods research can help answer complex research questions that cannot be answered using quantitative or qualitative methods alone. The researcher was investigating the link between single parenting and its effects on female adolescents' self-esteem in this scenario. Mixed methods research approach helps to have a more in-depth information and knowledge of the problem as well as provide rich datasets and also assist to increase findings reliability and credibility through the triangulation of the difference evidence results.

Therefore analysis of quantitative data related to the research questions includes causes of single parenting, overall self-esteem level of single-parented female adolescents, and effect of parenting styles on female adolescents' self-esteem (i.e., frequency and percentage) and inferential (i.e., correlation and regression) statistics operated Via SPSS, 21 were accordingly used to analyze quantitative data from female adolescent questionnaires and the qualitative data related to the research questions are interview items for the single parents mainly focus the cause of single parenting, their perceptions of their female adolescents' self-esteem level, and their perceptions of being single parents (e.g., their relationships with their daughters and styles of parenting) and how it affects their daughters' self-esteem were thematically coded and then qualitatively analyzed and interpreted using thematic analysis.

3.4 Research Design

 A research design refers to an arrangement of conditions for collection and analysis of data of the study in a manner that aims to combine relevance to research purpose with economy in procedure. Also the research design can be defined as the conceptual structure within which research was conducted (Kothari, 2004). Research design constituted the plan for the collection, measurement and data analysis. It is further well-known that a research design outfitted an order by arranging steps of activities to find answers to the research questions of the study. Mainly, there was no worldwide or correct design in conducting a research rather a design of the research was largely dictated by the nature of the study (Kombo & Tromp, 2006).

Sequential *explanatory* design studies have a two-phase design, where quantitative data collection precedes qualitative data collection. The secondary qualitative data collection phase is used to either explain or further explore the quantitative findings in more depth, as well as aid with the interpretation of the quantitative results (Center for Innovation in Teaching in Research 2017). Sequential explanatory studies can be particularly useful when trying to explain relationships in quantitative data and provide more detail on the mechanisms of those relationships, particularly for surprising or unexpected results (Creswell and Plano Clark 2018).

Other strengths of the explanatory sequential design include its straightforward nature (conceptually easy to design, logistically simple to implement, and ease of reporting), its emergent approach (the design of the qualitative phase can be based on the findings from the quantitative phase), its appeal to quantitative researchers as findings can be explored in more depth, and that it can be conducted by a sole investigator (Creswell and Plano Clark 2018). Therefore, by using all these justifications, the researcher found explanatory sequential research design the best suited design for this study in order to give a detailed description of effects of single parenting on female adolescents' self-esteem.

3.5 Population, Sample Size and Sampling Technique

3.5.1 Study Population

A target population is a group of people in which a researcher is interested in and desires to examine or a population is a group of people or things who share at least one trait. In a nutshell, the target population is the group on which one wishes to do research. The researcher's target population for this study is female adolescents' of single parents, who live with one parent, either with single mother or father. The population for the study comprised of 59 single fathers and 73 single mothers who are living with their female adolescents' and totally 152 people.

3.5.2 Sampling Techniques

The goal of this research is to investigate the effects of single parenting on female adolescents' self-esteem. To get the requisite sample units, the researcher has employed multi-stage sampling procedures in order to select sample female adolescents from single parented parents. In general, the investigation was concentrate on two main units of analysis: single parenting female adolescents and their single parents (either a single mother or a single father), who will have a substantial influence on the sampling procedures. Since the entire population of the study cannot be used then, from the total population of single parenting mothers who are living with their female adolescents' of 5,433 (73) and as well as those of single parenting fathers who are living with their female adolescents' of 4,330 (59) single parenting families homes which make a population of 9,763 shall chose as the sample for the study in which the researcher selects which groups to interview and provide questionnaires to 132.

Step 1: from Belay Zeleke sub- city two Kebeles were selected in consultation with the kebele main officer/administration. In so doing, the researcher as expert of a resident within the kebele considered parameters such as existence of high number of single parent families and high number of female adolescents' children in the sub city.

Step 2: the two Kebeles were listed under the Belay Zeleke sub-city corresponding horizontally with the total number households in each kebele.

Step 3: using random sampling, two Kebeles were chosen: hagere-selam and kebele sebat (07) sub-city respectively.

Step 4: after the identification of the Kebeles for the study the total household numbers collected from each kebele administrations.

Step 5: after calculating the total number of HHs in the two Kebeles, the proportion (k) of HHs to be included in the survey in each target Kebeles were decided based on stratified random sampling technique such strata were single mothers and single fathers from each target kebele .

Step 6: having determined the number of HHs to be included from each target kebele based on the listed HHs (obtained from the kebele administration), the survey participant HHs were determined using a systematic random sampling techniques.

Standard statistical procedures were used to determine the sample size. According to fox, while computing the sample size, 50% proportion will be adopted to achieve the maximum possible sample size to avoid any possible error resulting from the sample size (fox, 2007). However, because of scarcity of similar studies on single parenthoods in Ethiopia and the absence of secondary data and financial and time constraints the researcher is obliged to estimate the sample size of 10%. Showing this, Ethiopian demographic survey conducted in 2011 shows that single orphans (one parent dead) are present in 11 percent of households. The percentage of households with single orphans under 18 years of age in urban area is 10.2% (EDHS, 2011). Therefore, the sample size used by the researcher is approximately equivalent with the national single hood percentage obtained by the EDHS. While computing the sample size the study was planned to conduct a total number of 152 HHs. Unfortunately, due to various factors a total of 132 HHs were included in the study.

3.5.3 Sample Size Distribution

Establishing the sample size of a research involving various variables is a very difficult task. One must often depend on results of similar surveys conducted in the past, preferably in the same country (FSCE, 1998). Published results of single parent in Bahir Dar are non-existent. To decide on the sample size for the study, it would be necessary to calculate the sample size required for estimating. Therefore, because of absence of similar studies on single parent families in area, the researcher is obliged to estimate the sample size. The formula that was used to compute the sample size is given by n:

Where; n= $\dfrac{(P\ (100\%\text{-}P)}{SE^2}$

Whereas $SE^2=$ {MRE}

Zα =0.5

❖ Where; zα= .05 = 1.96, assuming that the survey accepts 5% margin of error (MRE = 5) within 95% confidence interval

❖ The standard error (SE) will be calculated as follows: se^2 = (5/1.96)2 = (2.55)2 = 6.50

❖ Set p = 10% (assuming that the prevalence rate of single parent household in Bahir Dar is 10% since no previous study has determined the actual prevalence rate).

❖ Then inserting P = 10% and se^2 = 6.50 in the above formula, we compute the sample size as follows: n = [10 %(100%-10%)]/6.50 = 900/6.50 = 138; (10% proportion of the existing single parent was adopted to achieve the maximum possible sample size to avoid any possible error resulting from the sample size).

❖ But considering 10% non-response rate; we add 13.8 additional households (which is about 10% of 138) in the sample to overcome the risk of non-response.

❖ Hence, the final sample size for the household survey will become 138+13.8 = 152

Table 1.selected target kebele and number of sample households.

kebele	total HHs	%(total sample, k)	N	total single parents observed	stratified		systematic random		valid total
					single fathers	single mothers	single fathers	single mothers	
hagere-selam	6883	55	73	2880	1420	1460	35	40	75
kebele-Sebate	2880	45	59	6883	2910	3973	24	33	57
total	9763	100	152	9763	4330	5433	59	73	132

Source: field data from kebele administration

3.5.4 Variables

Dependent (outcome/predicted) variables

The dependent variable is called "dependent" because it is influenced by the independent variable (Geoffrey et al., 2005) so, self-esteem was considered as dependent variable in this study.

Independent (explanatory/predictor) variables

The independent variable is called "independent" because it is independent of the outcome being measured. More specifically, the independent variable is what causes or influences the outcome (Geoffrey et al., 2005) so; single parenting was considered as independent variable in this study.

3.6 Data Sources

This study conducted based on both secondary and primary data sources. The secondary data were collected from document analysis of academic, policy documents, researches, reports other relevant resources and review of related studies. The primary data sources were used for this studies are single parents (i.e., either single mother or father) and their female adolescents' of single parents.

3.7 Data Collection Methods

Data collection refers to the process of obtaining evidence in a systematic way to ascertain answers to the research problem (Cohen et al., 2002). The researcher collected data for this study through parenting styles and self-esteem scale questionnaires (quantitative) and interview (qualitative) were distributed to individuals who can read, understand, and write in this study.

Questionnaire is a research tool that consists of a series of questions used to collect data from respondents. a questionnaire, as defined above, is an instrument that comprises of questions that are used to collect information from participants. Participants are given the opportunity to answer to the questionnaire before returning it. To generate a meaningful data, these studies were use a combination of research methodologies such as questionnaires and in-depth interviews were used as research tools in this study.

Questionnaires

Questionnaires are a set of questions that are normally distributed to a group of people to answer at their leisure and then return to the researcher (Kothari, 2004). A questionnaire is purely focused on the set of questions that are given to participants in order to obtain their feedback about something. It is the most secure approach for ensuring privacy and confidentiality. It saves the amount of time and cost spent on research. Questionnaires are popular research methods because they offer a fast, efficient and inexpensive means of gathering large amounts of information from sizeable sample volumes. These tools are particularly effective for measuring subject behavior, preferences, intentions, attitudes and opinions

In-depth interview

In-depth interviews are one of the most common qualitative research methods (Ritchie, J., et al. 2013). The reason in-depth interview is selected is that it provides an opportunity to the investigators to question thoroughly certain areas of inquiry and it permits greater of responses, which is not possible through any other means. According to Gorra, A. (n.d.) even if in-depth interview is time consuming to conduct and analysis, it can provide insights that are not available to researchers working with large survey samples and are known to be the most suitable approach when seeking rich data illuminating individuals' experiences and attitudes.

Given this justification, I have conducted in-depth interview with randomly selected nine single parents living with their female adolescents' in Belay Zeleke sub-city. In doing so, interview guideline was prepared in English and then translated into Amharic. Convenient places and time for interview has been arranged in consultation with the participants. Audio recorder was used to capture their voices of voluntary. Note taking was also used to understand the whole setting and the feelings of the participants very well.

3.8 Data Analysis

There are many methods of data analysis for both qualitative and quantitative data (Kothari, 2004). In this study, the researcher analyzed data both quantitatively and qualitatively. the researcher applied quantitative analysis by using descriptive statistics (frequency & percentage) for demographic data, one-sample t-test for level of self-esteem vis-à-vis standard average, and linear regression for parenting styles to self-esteem relationship (Via SPSS, 21) . Together with the quantitative data, the qualitative information obtained from in depth interviews was thematically examined. The results were presented in a descriptive way using fictitious names of participants in order to ensure confidentiality, with themes and concepts serving as the units of analysis. Then, each piece of data was evaluated according to the way each approach allowed the researcher to do so, based on the SPSS output or result. To improve the validity, credibility, and reliability of the research findings, the data collected through quantitative and qualitative methods were triangulated.

3.9 Ethical Considerations

Since the issue that to be discussed with the research participants and the documents to be reviewed are confidential, official ethical clearance was received from the department of gender and development studies of Bahir Dar University. Therefore, the researcher was started field work with the support paper obtained from the university. Furthermore, the researcher first introduced the purpose of the study to the participants and confirmed and guaranteed that the information they provided were being used for research purpose only. Research participants consented to participate and to be tape recorded or be photographed as requested by the researcher. The targeted single parents and their female adolescents' were selected without discrimination.

People who meet the inclusion criteria are then eligible to participate in the study. Inclusion criteria comprise the characteristics or attribute that prospective research participants must have in order to be included in the study. Common inclusion criteria can be only single parented female adolescents' being female, age ranged from 10-19 and geographically in the same area. Exclusion criteria comprise characteristics used to identify potential research participants who should not be included in a study are being not adolescents' being not female, being not living with single parents .

CHAPTER FOUR
FINDINGS

4.1 INTRODUCTION

The purpose of this chapter is to present the main findings of quantitative and qualitative data in relation to the effect of single parenting on female adolescents' self-esteem in Belay Zeleke sub-city of Bahir Dar city. Data analysis described as the process of breaking down the information collected to identify patterns and themes that exist within the dataset. The study used different data sets for information from single parenting female adolescents' living with their single parents' (either mother or father) and discusses them mainly in line with the research objectives.

In so doing, sections 4.1.1 delivers the descriptive analysis of the demographic backgrounds of respondent female adolescents and their single parents respectively. Section 4.2 deals with the quantitative data analyses and findings related to the research questions. Accordingly, the analysis topics in this section include causes of single parenting, overall level of single parented female adolescents' self-esteem, the relationship between parenting styles and single-parented female adolescents' self-esteem, and effect (prediction) of parenting styles on single-parented female adolescents' self-esteem in the target research setting. In section 4.3 analysis and findings of supplementary qualitative data gathered from interviews are presented vis-à-vis the quantitative findings and research questions.

4.2 Demographic Information

4.2.1 Demographic background of respondent female adolescents

The study's questionnaire respondents were 132 female adolescents who were living with single parents (either a single mother or father). Generally, their gender and age group were delimited to 'female' and 'adolescent' as per the research purpose and scope although their specific age and level of education may have varied. The following two graphs respectively display the distribution of age and educational levels of these respondents followed by respective analyses.
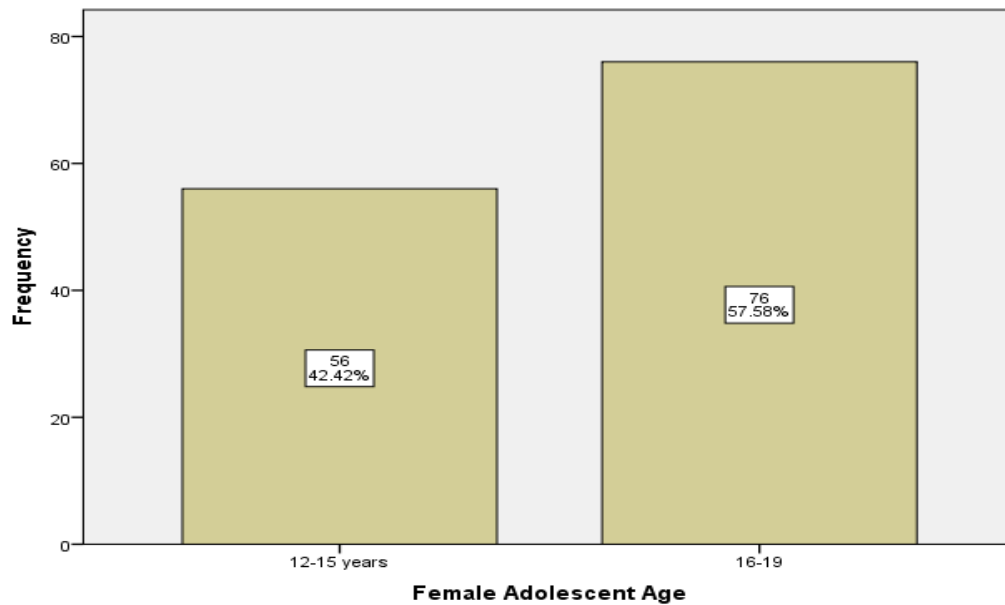
Figure 2.respondent female adolescents' age *(source: researcher's SPSS data)*

As shown in the above graph (figure: 2), 57.8% of the total female adolescent respondents were 16-19 years old whereas the remaining 42.42% were 12-15 year olds.

This analysis indicates that, despite age differences, all of the respondent single-parented children were adolescents, and thus meet the target age (i.e., adolescent) group required for the study.

Figure 3.female adolescents' education level *(source: researcher's SPSS data)*

figure: 3 shows that majority (55.3%) of the female adolescent respondents were secondary school (grades 9-12) students while 41.67% were primary school (i.e., grades 1-8) students. the remaining very small portions (3.03%) of the respondents were uneducated.

One can clearly see from the above analysis that most single-parented female adolescents in Belay Zeleke sub-city, Bahir Dar, are students enrolled in either secondary or primary schools.

4.2.2 Demographic background of single parents

Since the study was about single parenting effects on female adolescents, demographic backgrounds of single parents of the 132 respondent female adolescents were sought. The acquired frequencies of gender status, age, educational level, and income source of these single parents are presented through the following graphs and analyzed via descriptive statistics respectively.
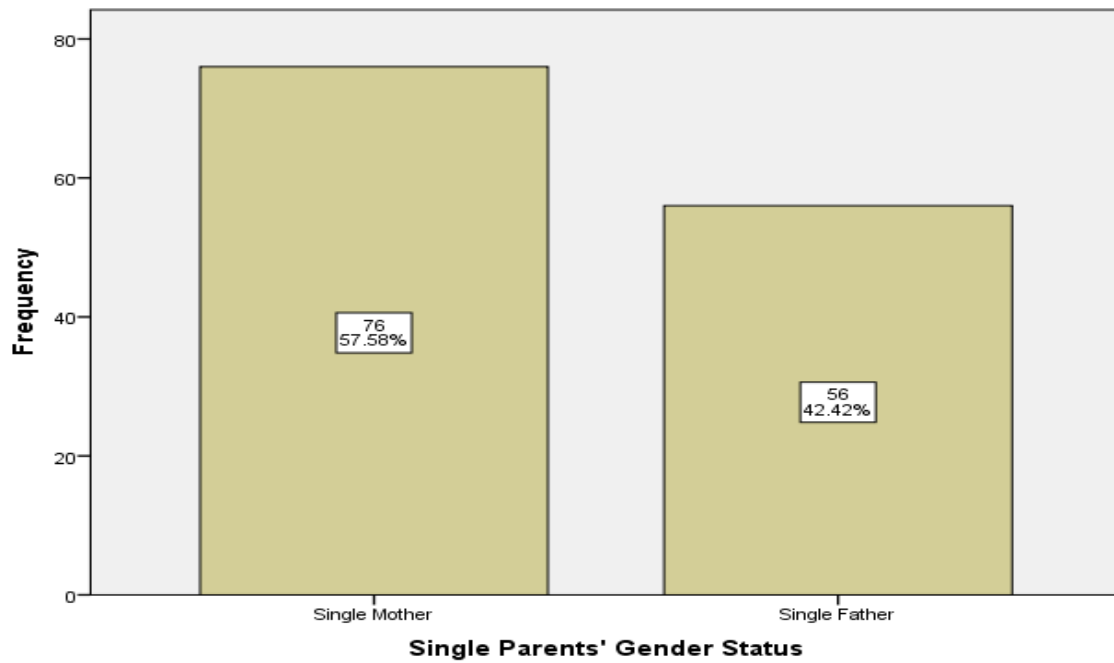
Figure 4.sex of single parents *(source: researcher's SPSS data)*

According to the data in figure: 4 show that, 57.58% of single parents of the 132 target female adolescents were single mothers and the rest 42.42% were single fathers. The results of this analysis implies that greater number of single-parented female adolescents in Belay Zeleke sub-city, Bahir Dar, appear to be living with or raised by single mothers than single fathers.
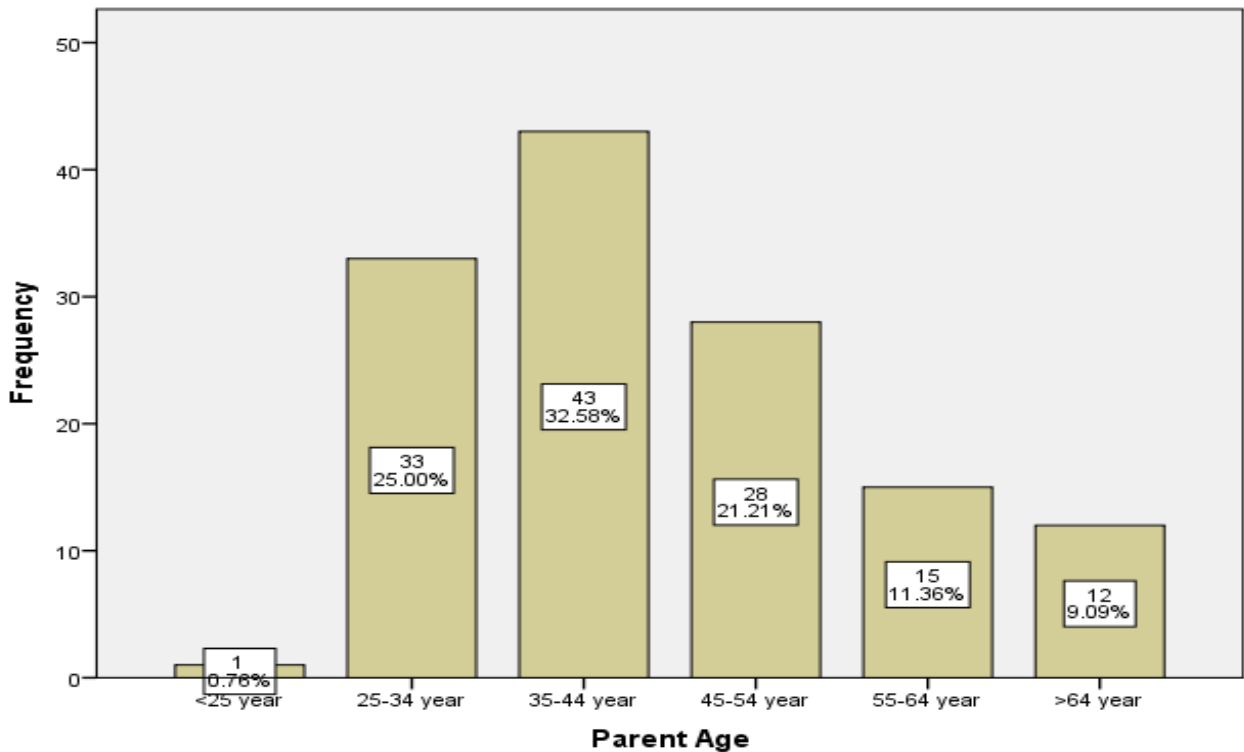
Figure 5.single parents' age *(source: researcher's SPSS data)*

The above graph (figure: 5) presents the age distribution (frequency) among single parents of sample female adolescents in the study area. accordingly, the highest percentage (32.58%) of the total single parents of female adolescents were fall in the age range of 35-44 years whereas the next two highest percentages (25% and 21.21%) were 25-34 and 45-54 year olds respectively. the remaining 11.36%, 9.09% and 0.76% single parents were respectively 55-64, older than 64, and younger than 25 years.

This implies that most single-parented female adolescents in Belay Zeleke sub-city are raised by relatively young-adult up to middle-aged single parents between 25 and 54 years of age.
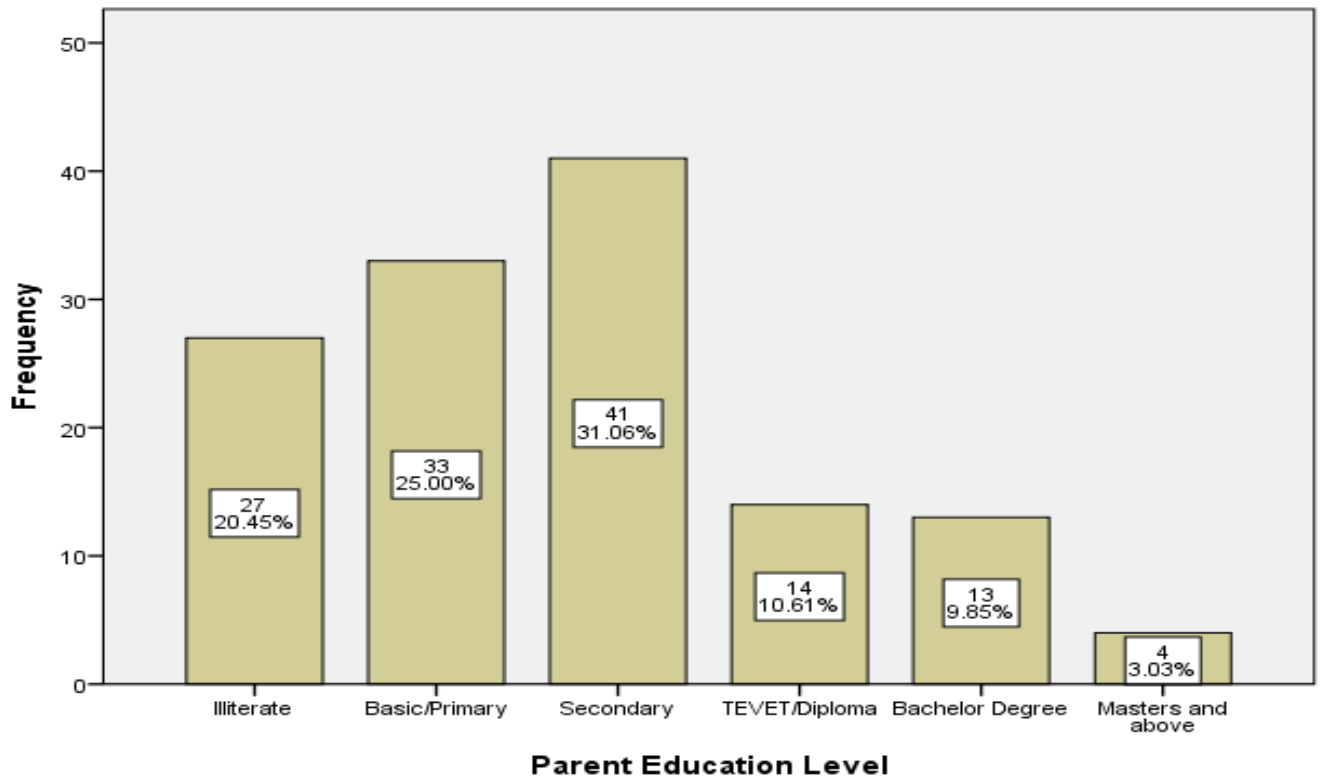
Figure 6.single parents' level of education *(source: researcher's SPSS data)*

The data displayed in figure: 6 reveals that the relatively largest percentage (31.06%) single parents of the sample female adolescents had secondary school education followed by 25% basic literacy or primary school educated 20.45% illiterate and 10.61% TVET/Diploma graduates respectively. the remaining smaller portions (9.85% and 3.03%) were respectively undergraduate (bachelor's) and post-graduate (master's and above) degree holders.

One can draw from this analysis that majority of single-parented female adolescents in Belay Zeleke sub-city, are raised by single parents who have apparently low level of education, no higher than secondary school education.
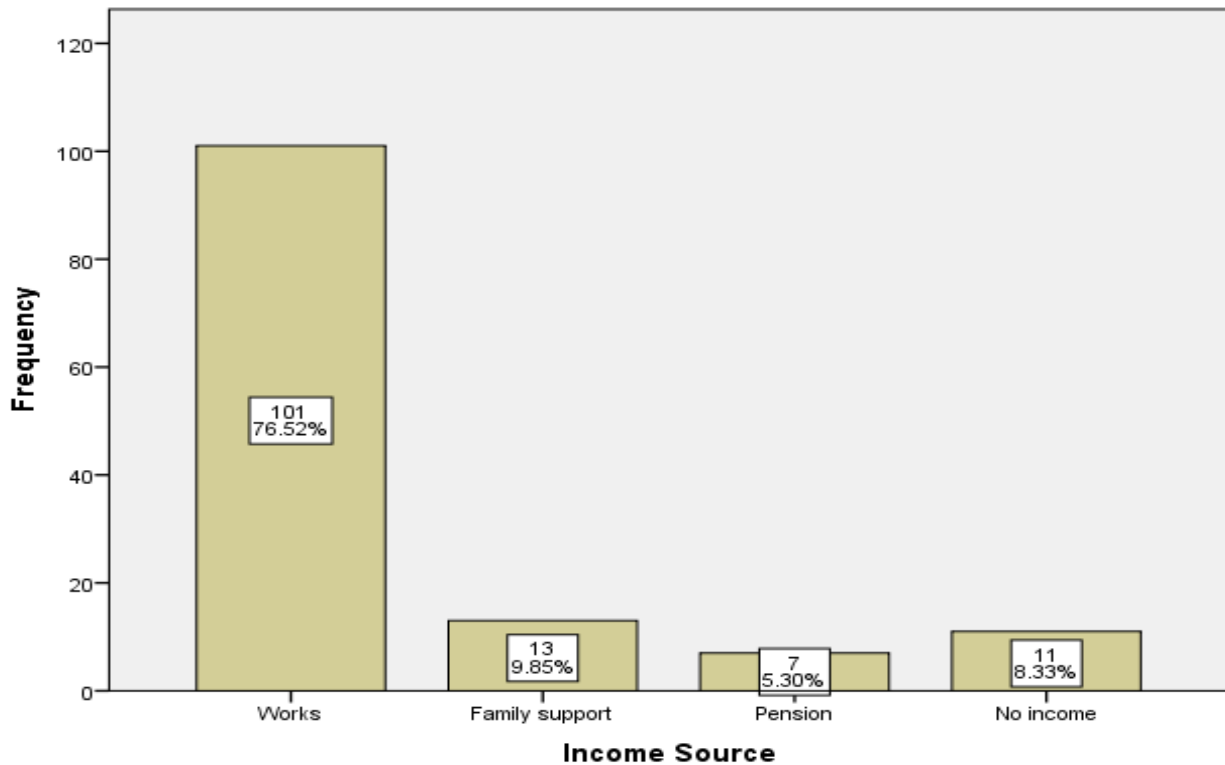
Figure 7.single parents' source of income *(source: researcher's SPSS data)*

As to income sources, according to the data in figure: 7 above, 76.52% of single parents of the target female adolescents worked for their own income while 9.85% and 5.3% depended on family support and pension respectively. Still, the remaining 8.33% were reported to have no income. It can be presumed from this analysis that majority of single-parented female adolescents in Belay Zeleke sub-city, Bahir Dar, appear to have single parents who work to be able to generate their own income.

4.3 Quantitative Findings

This section covers the presentation and analysis of quantitative data related to the research questions. Topics of analysis include causes of single parenting, overall self-esteem level of single-parented female adolescents, and effect of parenting styles on female adolescents' self-esteem. In so doing, descriptive (i.e., frequency and percentage) and inferential (i.e., correlation and regression) statistics operated Via SPSS, 21 were accordingly used to analyze quantitative data from female adolescent questionnaires.

4.3.1 Causes of single parenting

The first research question was set to identify the major causes of being single parented among the target female adolescents in the area. To this end, descriptive statistical analysis was employed.

Table 2.Descriptive analysis of causes of single parenting

	Frequency	Percent	Valid Percent	Cumulative Percent
Death	39	29.5	29.5	29.5
Divorce	72	54.5	54.5	84.1
Separation	7	5.3	5.3	89.4
Missing	14	10.6	10.6	100.0
Total	132	100.0	100.0	

(Source: researcher's SPSS data)

As shown in table: 2, the highest response rate of cause of single parenting was accounted for divorce (54.5%) followed by death and missing of the other parent (29.5% and 10.6% respectively). the smallest response rate (5.3%) was recorded for separation.

In that case, it can be assumed that majority of female adolescents in Belay Zeleke sub-city in Bahir Dar end up being raised by a single parent due to divorce between their parents. If not, death and missing of the other parent are yet the next major reasons to why female adolescents in the area are single parented. Generally, accordingly to comparable findings from both quantitative and qualitative data analyses indicate that divorce is the leading cause of single parenthood followed by death of spouse and others resulted to single parenting tends to develop a negative attitude towards marriage, which in turn lays the foundation for single parenthood. given reasons for divorce.

4.3.2 Level of self-esteem of single-parented female adolescents

The second research question inquired the level of self-esteem of single-parented female adolescents in Belay Zeleke sub-city in Bahir Dar. This was determined through the difference between the actual mean score obtained and the expected mean on Rosenberg's self-esteem scale, which was calculated using one-sample t-test. The expected mean was calculated as follows (where 10=number of items, 4=maximum item score, and 1=minimum item score): $Expected\ Mean = \frac{(10\times4)+(10\times1)}{2} = 25$

Table 3.One-sample test analysis of overall self-esteem level of female adolescents

	Expected mean = 25.00						
	N	Mean	Std. Error Mean	Std. Deviation	T	Sig. (2-tailed)	Mean Difference
Self-esteem	132	22.6439	.49880	5.73077	-4.723	.000	-2.35606

(Source: researcher's SPSS data)

The one-sample test above was employed to see whether single-parented female adolescents' actual self-esteem total mean (M=22.644, SD=5.731, SE=0.499) was higher or lower than the expected mean (M=25.00). The result, t=-4.723 (p<0.05), showed that the level of self-esteem of the sample single-parented female adolescents is significantly lower than the expected level.

One can, therefore, assume based on the above one-sample test analysis and result that single-parented female adolescents in Belay Zeleke sub-city area of Bahir Dar city have low overall self-esteem level. However, this finding does not indicate whether the self-esteem level of these adolescents has to do with, is related to or affected by single parenting.

4.2.3 The nexus b/n single parents' parenting styles and female adolescents' self-esteem

The third research question was aimed at determining whether there is a statistically significant relationship between single parents' parenting styles and female adolescents' self-esteem. This was analyzed as follows using Pearson correlation.

Table 4.Correlations between single parent styles and female adolescents' self-esteem

		Authoritative	Authoritarian	Permissive	Self-esteem
Authoritative	Pearson Correlation	1	-.288[**]	.046	.675[**]
	Sig. (2-tailed)		.001	.598	.000
	N	132	132	132	132
Authoritarian	Pearson Correlation	-.288[**]	1	-.172[*]	-.134
	Sig. (2-tailed)	.001		.049	.126
	N	132	132	132	132
Permissive	Pearson Correlation	.046	-.172[*]	1	.059
	Sig. (2-tailed)	.598	.049		.505
	N	132	132	132	132
Self-esteem	Pearson Correlation	.675[**]	-.134	.059	1
	Sig. (2-tailed)	.000	.126	.505	
	N	132	132	132	132

**Significant at 0.01 level (2-tailed). *Significant at 0.05 level (2-tailed).(Source: researcher's SPSS data)

Table: 4 shows the correlations between scores of the three parenting styles (authoritative, authoritarian and permissive) and self-esteem of single-parented female adolescents. Accordingly, a significantly strong positive correlation was found between authoritative parenting style and single-parented female adolescents' self-esteem at 0.01 significance level (r=0.675, p<0.01).

Self-esteem of the target female adolescents was, however, found to have somewhat weak correlations with authoritarian (r=-0.134, p>0.05) and permissive (r=0.059, p>0.05) parenting styles of their single parents.

Meanwhile, authoritarian parenting style showed fairy strong negative correlations with authoritative (r=-0.288, p<0.01) and permissive (r=-0.134, p<0.05) styles at 0.01 and 0.05 significance level respectively whereas a very weak correlation (r=0.046, p>0.05) was recorded between authoritarian and permissive styles.

In terms of the aforementioned research question inquired in this section, the correlation analysis results imply that single-parented female adolescents' self-esteem has a statistically significant positive relationship with authoritative parenting unlike with authoritarian or permissive parenting. In other words, as the level of single parents' authoritative parenting behavior increases, so does the level of their female adolescents' self-esteem.

Nevertheless, even though the finding of the above correlation analysis might lend itself to the possibility of a cause-effect relationship between the strongly correlated independent (single-parenting style) and dependent (self-esteem) variables, the existence and significance of such a relationship can only be statistically determined through further analysis of prediction – i.e., regression (see Kothari, 2004). This is dealt with in the next section.

4.3.4 Effect of single parents' parenting styles on female adolescents' self-esteem

With the fourth research question, the study sought to detect whether single parents' parenting styles significantly predict female adolescents' self-esteem. Regression analysis was used to do so.

Table 5.Regression analysis of parenting styles on target female adolescents' self-esteem

	B	Std. Error	Beta	T	Sig.	R	R^2	Adjusted R^2
(Constant)	9.189	2.333		3.939	.000	.679	.461	.449
Authoritative	.355	.035	.694	10.247	.000			
Authoritarian	.029	.028	.073	1.056	.293			
Permissive	.076	.128	.039	.590	.556			

Dependent variable: Self-esteem, Sig. p<0.05, n=132 (Source: researcher's SPSS data)

As indicated in the above regression table, the different types of parenting styles (authoritative, authoritarian and permissive) showed different levels of statistical significance as predictors of single-parented female adolescents' self-esteem. the table accordingly shows that as authoritative parenting tendency of single parents increase by one unit, female adolescents' self-esteem also increase by 35.5% and it is statistically significant at 5% (0.05) level of significance, that is 0.000<0.05 (p<0.05). This means authoritative parenting style is a significant predictor of single-parented female adolescents' self-esteem. That suggest secure attachment experiences to partner, responsive caregiving to partner was positively associated with authoritative parenting styles and negatively associated with authoritarian and permissive parenting styles and also avoidance and anxiety attachment were associated with lower levels of responsive caregiving, which in turn were associated with reduced authoritative parenting and increased authoritarian and permissive parenting. The final model revealed that responsiveness to partner mediated the relationships between attachment and parenting styles and these relationships did not differ between mothers and fathers.

On the other hand, authoritarian style was not found to be a statistically significant predictor of single-parented female adolescents' self-esteem at 0.05 significance level, 0.293>0.05 (p>0.05). Similarly, the regression results showed that permissive parenting does not significantly predict self-esteem of single-parented female adolescents, with 0.556>0.05 at the 0.05 level of significance (p>0.05).

It can thus be concluded from the regression analysis that, among the three types of parenting styles (authoritative, authoritarian and permissive), only authoritative parenting is a significant predictor of and therefore has a cause-effect relationship with self-esteem of single-parented female adolescents in Belay Zeleke sub-city of Bahir Dar city. Positive parenting practices include more specific behaviors such as parental warmth and openness and constant support, constant monitoring and surveillance, a certain degree of autonomy, availability, setting limits and clear rules accompanied by inductive discipline, expectations and applications depending on the child's age.

These parental practices are similar to secure attachment figure and authoritative style (high responsiveness and high demandingness). Secure attachment in childhood occurs when a parent is responsive to the needs of the child. This allows the child to explore the environment safe, and it

develops confidence in its ability to interact with autonomous world, to face challenges, and regulate their own emotions (Mikulincer, Shaver, & Pereg, 2003; Mikulincer & Shaver, 2004).

That indicates generally, children tend to develop greater competence and self-confidence when parents have high-but reasonable and consistent- expectations for children's behavior, communicate well with them, are warm and responsive, and use reasoning rather than coercion to guide children's behaviors. Therefore Authoritative parenting style was to provide warmth, love and acceptance for their children in order to educate them to become progressively more autonomous and has a cause-effect relationship with self-esteem.

4.4 Qualitative Findings

For the purposes of triangulation with and supplementation of quantitative findings, interviews were conducted with nine voluntary single parents (five single mothers and four single fathers, code-named as sp1, sp2, … sp9) in the research area in order to obtain their viewpoints regarding the major issues (i.e., research questions) of the study.

Table 6.Interview informants' profile

Informant's id. code	Gender	Age	Work
Sp1 (i.e., single parent 1)	Female (single mother)	56	Small business
Sp2	Female (single mother)	33	No job
Sp3	Female (single mother)	38	Maid
Sp4	Female (single mother)	29	Small business
Sp5	Female (single mother)	46	Teacher (primary school)
Sp6	Male (single father)	52	Government employee
Sp7	Male (single father)	57	Factory worker (labor)
Sp8	Male (single father)	61	Security guard
Sp9	Male (single father)	44	Merchant/entrepreneur

(Source: Researcher's interview data)

The interview items for the single parents mainly focus the cause of single parenting, their perceptions of their female adolescents' self-esteem level, and their perceptions of being single parents (e.g., their relationships with their daughters and styles of parenting) and how it affects their daughters' self-esteem. Accordingly, transcribed responses for the interview items were thematically coded and then qualitatively analyzed and interpreted using thematic analysis method vis-à-vis the research questions and quantitative findings as follows.

4.4.1 Single parents' views of causes of single parenting
The first item of the interview was related to cause of single parenting. In this regard, out of the nine interviewed parents most (six) pointed out that they were divorced, rather than separation, desertion, death of parents and unintended pregnancy which led to their single parenthood. Some of these have further explained why they were divorced. The most commonly mentioned reasons among single mothers were incapability to support the family and unfaithfulness on the part of their former husbands.

For instance, one of the divorced single mothers claimed:

> *My [former] husband was a drunken man, and he couldn't provide enough money for me and our three kids; he spent most of his salary on drinking. i tried to reason with him for years, but he wouldn't listen, so i had to take my kids and leave him.* (Sp2, interviewed on June 13, 2022)

Another one exclaimed (struggling with her tears):

> *i caught him in bed with my own friend; i caught them red-handed! What was i supposed to do then? ... You know what the worst part was: he didn't even apologize for what he did! That's because he didn't care [about our marriage] anyway. So, why would i?* (Sp4, interviewed on June 14, 2022)

The divorced single fathers, on the other hand, mainly emphasized that unsympathetic meddling by their ex-wives' parents and relatives (whom one informant described as "ungrateful") in personal matters of their marriage and associated conflicts had eventually led them to divorce.

The other remaining single-parent informants mentioned death, pre-marriage (unplanned) pregnancy and separation as causes of their single parenthood respectively.

of note, this qualitative (interview) result is comparable with the respective quantitative finding from the questionnaire in that divorce is the leading cause of single parenting in Belay Zeleke sub-city of Bahir Dar city (see: section 4.3.1.).

4.4.2 Single parents' perceptions of their adolescent daughters' self-esteem level

After a brief explanation about self-esteem, the sampled single-parent informants of the interview were asked about they would describe their respective female adolescents' self-esteem level (as high, medium or low). Accordingly, relatively majority (four) of these parents responded that they could not be sure because either they had never noticed or had no way of knowing the self-esteem level of their adolescent daughters. This is in accordance to the interview result when asked to describe their relationship with their adolescent daughters, most of the interviewed single parents differently described yet a comparable relationship – i.e., they have had an apparently complicated, distant relation since their daughters reach adolescent age.

Other considerable (three) single parents yet anticipated their female adolescent children's self-esteem level to be low. This was, for instance, explained in the words of a single father as:

> *My daughter doesn't have many friends; to tell you the truth, she hardly interacts [with peers] in her school or our neighborhood. For instance, last Sunday, i asked her to go out and play with her friends because i had many guests in the house, but she refused angrily saying no one wants to be her friend or be with her… that means she has low self-esteem, right?* (Sp7, interviewed on June 16, 2022)

The remaining few single parents, however, claimed that their adolescent daughters were highly self-esteemed. One of the single fathers, for example, said:

> *In that case, [name of his daughter] is a very confident and clever girl [who is] always admired by everyone. if you don't believe me, you can ask her teachers or any person from our neighborhood; they will surely tell you [the same] about her.* (Sp6, interviewed on June 16, 2022)

The interview result here may raise a suspicion, if not suggest, that many single parents in the area seem to be unaware or even unconcerned about their female adolescents' self-esteem although such a generalization requires further empirical investigation.

Nonetheless, the relatively considerable interview responses from single parents appear to support the corresponding quantitative test result that indicated low level of self-esteem among single-parented female adolescents in Belay Zeleke sub-city area (see: section 4.3).

4.4.3 Single parents' perceptions of their parenting style and its effect on their adolescent daughters' self-esteem

To acquire detailed perceptions of single parents about their parenting styles' relationship with and effects on their daughters' self-esteem, the interviews began by inquiring parents' views of their parenting styles in terms of their relationship with their daughters and how they share decision making power with them vis-à-vis the core themes (content) of the parenting style scale questionnaire. Then, they were asked for their opinions about whether and how their single parenting affects their daughters' self-esteem.

When asked to describe their relationship with their adolescent daughters, most of the interviewed single parents differently described yet a comparable relationship – i.e., they have had an apparently complicated, distant relation since their daughters reach adolescent age.

The following three reflections by three different single parents portray the aforesaid relationship:

> *We used to be very close when she was a little kid; she used to tell me everything, about her day at school, her friends and teachers, who did what, where she had been… what can i say, she would narrate everything to me as if she was a journalist, oh you'd love her! But, as she grew up, she has become more distant from me. i don't know why, but she doesn't tell me things as she used to do. to your surprise, i don't know anything about my own daughter anymore.* (Sp1, interviewed on June 11, 2022)

> *Nowadays, she is always on her phone; god knows what she does or who she talks to on that phone. She doesn't even hear me when i talk to her. She just nodes and*

keep scrolling [her phone], without even looking at me, eh, all adolescents are like this these days; they never listen to you! ... I'll break that thing [phone] one day! (Sp9, interviewed on June 16, 2022)

Since she was twelve or so, she is always angry at everyone and everything, especially me. I don't understand her. (Sp7, interviewed on June 16, 2022)

As to decision making power shared between single parents and their adolescent daughter, relatively more parents than others tended to feel the need to make most, if not all, decisions for their girls because they believed, as adolescents, their daughters would otherwise make immature/hasty decisions or were emotionally incapable of making right ones, or would be spoiled.

This was, for instance, implied in the words of one of the single fathers, who said,

I would let her decide, but at this age, they always make the wrong decision. Usually, she is concerned with temporary pleasure or being cheered by her friends. And she is often hasty to decide without thinking of the consequences [of her actions]... so, i have to control her from making bad decisions because i can't afford to have a spoiled child (Sp7, interviewed on June 16, 2022)

Similarly, a single mother also claimed the following about her daughter:

She thinks she knows everything. i try to advise and warn her from my own experience, but she always takes me for an old fool: wrong and old-fashioned. Whenever i try to warn her about something like about not trusting boys, she says either "እሁ ዶሮ ባንቺ ጊዜ ቀርቷል" ("that was passed in your old days.") or "1970 ባዶ አይደለስንም" ("we are not in 1970.")... How can you let this child make [her own] decisions? /laughs hysterically/ (Sp1, interviewed on June 11, 2022)

Despite majority opinions, there were few other parents who responded on the contrary, stating that they had a close relationship with their adolescent daughters.

One single mother, for example, said,

Oh, we are like best friends. Many people even tell me we look like sisters. ... She is my advisor, and i listen to her because she is way calmer and wiser than me. By

the way, she is much matured for her age. Sometimes, i get surprised by how calmly she talks and often say to myself, "my girl must have swallowed an old person". (Sp4, interviewed on June 14, 2022)

The above analysis of interview responses lend itself to the assumption that majority of the single parents tend to have an authoritarian parenting style, and they seem to believe that it is the appropriate way of raising their children. There still remain, of course, few exceptional parents who would argue otherwise.

Lastly, the parents were asked whether their single parenting has any influence or effect on their adolescent daughters' self-esteem and to describe how if that is the case. Apparently, comparable responses were given from majority of the interviewed parents in that they raised their daughters as they should have (conventionally), and/or they could not be responsible for their daughters' self-esteem, while apparently taking a defensive stance.

For instance, a single father argued,

I raise my daughter like any parent does and should do to raise their children right. i may be hard on her, or maybe even spank her sometimes when she misbehaves. That is a parent's job, isn't it? I believe my parenting should make her well-mannered and confident; if she is not, it isn't my fault. ... Youngsters these days can be influenced by so many other things, you never know (Sp8, interviewed on June 16, 2022)

Comparably, one of the interviewed single mothers also said,

I do what i think is best for her as much as i can. She might not get it now because she is in a fire-age, but she will understand someday when she grows up [and] raise her own children. Until then, she would have to live by my rules, whether she agrees or not. And, i don't see how that has anything to do with her self-esteem. Maybe i don't know much... (Sp1, interviewed on June 11, 2022)

Regardless, a few other parents mentioned that their daughters' self-esteem might have something to do with their economic status. They seemed to be afraid their daughters may have been feeling insecure due to their poverty or low income.

The following response was, for example, given by a single mother.

> *I don't have much to provide for my daughter. I'm a maid, and you know how [low] we [maids] get paid. ... You see, my daughter has some school mates who have rich families, who also have fathers to fulfill their needs. these girls own expensive things hmm... like smart phone, brand clothes, cosmetics, bags and so much more, which i cannot afford to buy [for my daughter]. And i am very worried that this might have damaged her self-esteem. Last year, she refused to go to some kind of a school trip because she didn't have nice clothes besides her uniform and a few old dresses. But what could i do? I'm a poor woman with no husband or family to support me... /started crying/ (Sp3, interviewed on June 14, 2022)*

In sum, three key interpretations can be made of the above analyses of single parent interview responses. First, from the perceived relationships and decision making power sharing trends between the single parents and their daughters, one can perceive that most of the single parents incline toward being more authoritarian than otherwise in their parenting style. Second, contrary to the respective quantitative findings from adolescent questionnaires, the single parents in most cases (who also are seemingly more authoritarian than not) tend to take rather a defensive position about the effect of their parenting style on their adolescent daughters' self-esteem. that is, they either claim they are raising their female adolescents the right way including for the good of the daughters' self-esteem or do not believe their parenting has anything to do with their daughters' self-esteem. Third, parts of the interview analysis results yet indicate there is a good chance that the self-esteem of single-parented female adolescents in the area can be affected by the economic status (i.e., income level) of their single parents. This, nonetheless, demands and is open for further research.

CHAPTER FIVE
DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This study mainly aimed at investigating the effects of single parenting on female adolescents' self-esteem with particular reference to Belay Zeleke sub-city in Bahir Dar city. in so doing, it posed four research questions that sought to find out the major causes of single parenting, the overall self-esteem level of single-parented female adolescents, and the relationship of parenting style with and its effect (as a predictor) on single-parented female adolescents' self-esteem. As a result, different findings were accumulated. This chapter presents triangulated discussions of these findings vis-à-vis the study's research questions and related research literature.

5.2 Discussions

To answer the first research question, the study employed both quantitative and qualitative data gathering and analysis methods toward identifying the major causes of single parenting in the area. Accordingly, comparable findings from both quantitative and qualitative data analyses indicate that divorce is the leading cause of single parenthood. Different reasons have been attributed to divorce. The qualitative findings suggest husbands' economic instability, alcoholism and unfaithfulness are the main divorce reasons for single mothers while it is conflict with the in-law family for divorced single fathers. The quantitative analysis further showed that divorce is followed by death of spouse, the second major cause of single parenting.

In line with this finding, a recent analysis of the 2016 Ethiopian demographic and health survey data by Dagnew et al. (2020) asserts that divorce is increasingly becoming a major cause of broken families in Ethiopia; for instance, according to the study, 25% of ever-married women in the country got divorced from their first marital relationship. This, in most cases, has led to single parenting. Similarly, studies in comparable developing country contexts including Bodenhorn (2006), Falana, Bada and Ayodele (2012), Nwachuku (2006), and others also opine that divorce is a leading cause of singe parenting. Falana, Bada and Ayodele (2012), for that matter, exclaim that more than 100 divorce cases are presented in Pakistani courts every day.

As Nwachuku (2006) explained, after divorce, couples tend to develop a negative attitude towards marriage, which in turn lays the foundation for single parenthood. The author further sug-

gested adultery; cruelty and addiction to alcohol or drug are among the commonly given reasons for divorce.

Besides, Bodenhorn (2006) claims that harsh economic conditions have also significantly caused such family break-ups, leading to single parenthood. Regarding gender differences Faber, primavera and Felner (1983) claim that female adolescents' face more difficulty in adapting to divorce than males. As for death of spouse, in her 2021 qualitative study on challenges of single mothers in Bishoftu town, Ethiopia, Zufan A. Birara indicates death is a common cause of single parenthood especially among single mothers. She adds that most of the widowed single mothers feel lonely and helpless even more than those who divorced (Birara, 2021). Moreover, studies including Amato (2000) and Frankel et al. (2012) likewise argue that spouse death can largely contribute to single parenting.

Contrary to the above finding of this research, a few other studies attribute rather different causes to single parenting. For example, Chadoka-Mutanda and Mbanefo (n.d.) reported premarital child bearing to be the major cause of single motherhood in Gabon, Namibia and Swaziland. For Santrock (2002), desertion (parent abandonment or missing) is a significant reason for adolescents to be raised by single parents. The author further argues that desertion makes such abandoned youngsters feel undesired by their missing parents, and most adolescents tend to think it is somehow their fault. Other conversely reported causes of single parenting include teenage or unintended pregnancy (Ali & Soomar, 2019), the increase in female labor force decreasing the gains of marriage (Becker, Landes & Michael, 1997), the increase of welfare policies (Becker, Landes & Michael, 1997; Murray, 1994), etc.

The second research question of this study inquired the overall self-esteem level of single-parented female adolescents in Belay-Zeleke sub-city area. The one-sample test result showed that single-parented female adolescents in the area have low overall self-esteem level. Considerable interview responses from single parents supported this finding.

Relatively most previous research on self-esteem of single-parented children stands in agreement with the above finding. a very recent correlational study by Malik, Javed and Mahmood (2022) showed that the self-esteem level of adolescents from single parent families differs significantly from (i.e., is significantly lower than) that of intact families a single parent. Hollist and McBroom (2006) also assert that children of single parent families are highly vulnerable to negative social and psychological circumstances including low self-esteem and confidence levels when compared with children of two-parent families. That is, single-parented children showed signs of weaker ego functioning, worse self-esteem, less empathy, greater aggression, fighting, and vandalism, among other things.

Similarly, Farooqi and Intezar (2009) found young adults of single parents exhibited significantly lower self-esteem than adults in intact families. Such single-parented children, according to Hetherington (2003), expressed high depression and low self-esteem. Atindanbila and Winifred (2012), on their part, disclose adolescents from single-parent families are "somewhat worse off" than those from intact families. These children exhibited increased negative self-concept about themselves and low self-esteem that are associated with trouble in school, behavior problems, negative self-concepts, problems with peers, and difficulty getting along with their parents.

Finally, the third and fourth research questions were posed toward determining the relationship between parenting styles and single-parented female adolescents' self-esteem, and the effect of the former on the latter. Accordingly, it was found that single-parented female adolescents' self-esteem has a statistically significant positive relationship with authoritative parenting style, unlike with authoritarian or permissive. That is, the level of single parents' authoritative parenting behavior increased with the level of their female adolescents' self-esteem. According to the regression result, among the three types of parenting styles (authoritative, authoritarian and permissive), authoritative parenting is found to be a statistically significant predictor of single-parented female adolescents' self-esteem. This means authoritative parenting style has relatively the highest effect on the self-esteem of single-parented female adolescents. The single parent interview, on the other hand, showed mixed results despite the respective quantitative (regression) finding from adolescent questionnaire data. In most cases, the single parents were rather defensive about the effect of their parenting on their adolescent daughters' self-esteem. meanwhile, parts of the interview results indicated the possibility that economic status (or income level) of

single parents might have some influence on self-esteem of female adolescents in that being from a poor single parent family could make female adolescents feel insecure about themselves and insignificant among their peers from wealthier families.

Regardless, a number of previous researches support the quantitative (correlation and regression) findings of this study. A Pearson correlation result by Mogonea (2014) confirmed a statistically significant relationship between the authoritative style and positive self-esteem. parenting style, according to Nikoogoftar and Seghatoleslam (2014), has a cause-effect relationship with adolescents' self-esteem; in particular, authoritarian style was proven to be positively related to and a significant predictor of anxiety, depression, as well as associated behavioral and emotional problems among single-parented adolescents, which constitute their self-esteem.

As to gender variations, Szkody, Steele and McKinney (2020), who explored the indirect effect of parenting style though self-esteem on emerging adult psychological problems as moderated by gender among young adults, reported that authoritative parenting was significantly related to higher levels of female self-esteem. By the same token, McKinney et al. (2011) have found that authoritative parenting style has significant influence on girls' self-esteem rather than that of boys. Further complementary results on such effects of parenting styles on female adolescents' self-esteem were mentioned in many other studies (e.g., Farooqi & Intezar, 2009; Hetherington, 2003; Hollist & McBroom, 2006; etc.).

In the meantime, congruent with indications of economic factors aforementioned in the single parent interview result of this study, some previous researchers such as Bodenhorn (2006), Garfinkel and McLanahan (1986), Malik, Javed and Mahmood (2022), and McLanahan and booth (1989) point out that poverty of single parents is among the most profound and prevalent factors underlying the psychological and emotional problems (including low self-esteem) of adolescents. However, it seems further research is needed in order to draw well-supported generalizations about the context of the present study in this regard.

CHAPTER SIX
SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This final chapter of the study respectively presents summary of the findings, conclusions based on the results, and recommendations vis-à-vis the results and conclusions.

6.2 Summary

To sum up, this study mainly aimed at investigating the effects of single parenting on female adolescents' self-esteem, with particular reference to the case of Belay Zeleke sub-city in Bahir Dar city. In so doing, the following four research questions were posed:

1. What are the major causes of single parenting in Belay Zeleke sub-city in Bahir Dar?

2. What is the overall self-esteem level of single-parented female adolescents in Belay Zeleke sub-city, Bahir Dar?

3. Is there any statistically significant nexus between single parents' parenting styles and female adolescents' self-esteem in Belay Zeleke sub-city, Bahir Dar?

4. Do the different parenting styles of single parents significantly predict (affect) the self-esteem of female adolescents in Belay Zeleke sub-city, Bahir Dar?

In order to find empirically precise, detailed as well as triangulated answers to these questions, an explanatory-sequential mixed methods design, involving both quantitative and qualitative data gathering and analysis methods, was employed. Consequently, the following results were found:

1. Comparable findings from both quantitative and qualitative data analyses indicate that divorce is the leading cause of single parenthood. Different reasons have been attributed to divorce. The qualitative findings suggest husbands' economic instability, alcoholism and unfaithfulness are the main divorce reasons for single mothers while it is conflict with the in-law family for divorced single fathers. The quantitative analysis further showed that divorce is followed by death of spouse, the second major cause of single parenting.

2. The one-sample test result showed that single-parented female adolescents in the area have low overall self-esteem level. Considerable interview responses from single parents supported this finding.

3. It was found that single-parented female adolescents' self-esteem has a statistically significant positive relationship with authoritative parenting style, unlike with authoritarian or permissive parenting styles. That is, scores of single-parented female adolescents' self-esteem tend to increase/decrease with scores of authoritative parenting style.

4. According to the regression result, among the three types of parenting styles (i.e., authoritative, authoritarian and permissive), authoritative parenting is found to be a statistically significant predictor of single-parented female adolescents' self-esteem. In other words, as the level of single parents' authoritative parenting behavior increases, so does the level of female adolescents' self-esteem. This also means authoritative parenting style has relatively the highest effect on the self-esteem of single-parented female adolescents when compared with authoritarian or permissive parenting. The single parent interview, on the other hand, showed mixed results. In most cases, the single parents were rather defensive about the effect of their parenting on their adolescent daughters' self-esteem. meanwhile, the interview results partly indicated the possibility that economic status (or income level) of single parents might have some influence on self-esteem of female adolescents in that being from a poor single parent family could make female adolescents feel insecure about themselves and insignificant among their peers, which still calls for further research.

6.3 Conclusion

In conclusion, even though various reasons have been attributed to single parenting by existing research, divorce is apparently the most common cause of family break ups leading to single parenthood in Belay Zeleke sub-city, Bahir Dar. Most single-parented female adolescents, in particular, are being raised by divorced single parents. Despite differences in the specific reasons of divorce among these single parents, such reasons as addiction-related economic instability, love affairs outside marriage and conflicts with families of spouses are more typical than others.

More importantly, previous research shows that single parenting has different negative psychological, social and academic effects or outcomes on children of single parent families. Among such effects, this study's investigation focused on those in relation to self-esteem of single-parented female adolescents in Belay Zeleke sub-city, Bahir Dar. In so doing, it is asserted that these adolescents have low overall self-esteem level.

A specific attention was further given in this study for the parenting style of single-parents and its relationship with as well as effect on their female adolescents' self-esteem. The findings showed that single parents' parenting style is related to the self-esteem of their adolescent daughters, but some styles are more significantly related than others. In this case, among the different parenting styles, authoritative parenting distinctively is found to have a positive relationship with the self-esteem of the target adolescents. Furthermore, the relationship between authoritarian parenting and self-esteem is proven to be a cause-effect one. Authoritative parenting style, in fact, has significantly high positive effect on single-parented female adolescents' self-esteem rather than authoritarian or permissive parenting styles as far as Belay Zeleke sub-city is concerned. it can be, therefore, concluded that the more authoritative single parents become, the more positively they influence their adolescent daughters' self-esteem, and thus the more self-esteemed their daughters are likely to become.

This study, nevertheless, has traced some indications of other factors that could affect single-parented female adolescents' self-esteem including family income level. However, such relationships and effects call for further empirical investigation by future researchers in the area for the sake of making more informed generalizations in this regard.

6.4 Recommendations

Based on the above results and conclusions of the study, the following key recommendations are forwarded:

● It is established across related research as well as in this study that, being a major cause of single parenthood, divorce is generally associated with behavior problems or conflicts of interest between couples, which could however be either prevented or treated through professional therapy/counseling (Bondenhorn, 2006; bray & Anderson, 1984; Dagnew et al., 2020). Access to professional therapy can help these parents to openly discuss and systematically solve their problems; this can in turn reduce the rate of divorce and associated afflictions of single parenting. To this end, a collaborated effort among concerned governmental, non-governmental and private sectors is needed toward making family therapy/counseling services both readily available and affordable in the area.

● Existing single parenting theory and research suggest counseling and training on ways of stimulating the formation of a positive self-esteem among adolescent children help to improve the level of child self-esteem (Bray & Anderson, 1984; Mogonea & Mogonea, 2014). Psychologists in the field advise that success in such single parenting counseling depends, among other things, on how much counselors can understand the specific challenges and strengthens of their respective clients (Praska, 2019). In this fashion, relevant counseling and trainings on child self-esteem in single parent family should therefore be carefully adapted and provided for single parents as well as female adolescents at school, kebele and/or sub-city levels. This can be more efficiently implemented if reinforced by policy. It is argued that interventions for enhancing self-esteem of adolescents are to be more effective not only when they are theory and evidence oriented, but also when tailored to the specific needs of different target groups in different contexts (Bos et al., 2006). Thus, in this case, responsible policy makers should design and deliver a theory and research based roadmap or framework for self-esteem interventions particularly tailored to the specific needs of single-parented female adolescents in the present research area. The results of this study further suggest that such interventions should involve single parents in ways that these parents are encouraged and helped to develop increased authoritative behaviors in their parenting of and relationship with female adolescents.

- Some findings of this study also point to the need and opportunity for further relevant research. Accordingly, future researchers are recommended to involve wider scope and variables, particularly regarding the effects of socio-economic and demographic factors on self-esteem of single-parented female adolescents, for the sake of more comprehensive understanding of the situation and well informed decision making.

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Annexes: 1

Appendix: 1 Questionnaire
Bahir Dar University

Faculty of Social Science

Department of Gender and Development Studies

Parenting style scale and Rosenberg self-esteem scale questionnaires to be asked by female adolescents' and their single parents either mother or father parents living with their single female adolescents of Belay Zeleke sub-city at hagere-selam and kebele 07 (sebat).

Dear parents and female adolescents'

The objective of this question is for partial fulfillment of the requirement for the degree of master of art in degree of gender and development studies. These questions are designed to collect data about the 'effects of single parenting on female adolescent's self-esteem in Bahir Dar City, Belay Zeleke sub-city'. The data collected from these questions will all be used for the research purpose only. And also all the collected data will be kept only in the hands of the researcher. I hereby request you to be open and honest while responding so that the research could succeed and achieve the intended goal.

Thank you in advance for your co-operation!!!

Part I - Background Information

Name……………………………
Age………………………………
 Sex………………………………
Educational level……………….
Occupational status……………...

1. Age: 1. 6-11 2.12-15　3.16-19 4. over19

2. Level of education: 1. not educated 2.Grade 1-8 student 3. Grade 9-12 students

ii. Parent's Demographic Information

1.　parent's gender status: 1. Single mother 2.Single father

2. Parent's age: ☐ under 25 ☐ 26-35 ☐　36-45 ☐46-55 ☐56-65 ☐ above 65

3. Parent's level of education: 1.not educated 2.basic literacy/primary education 3.secondary school education 4.college certificate/diploma 5.undergraduate (bachelor) degree 6.post-graduate (master's & above) degree

4. Cause of single parenting: 1.death 2.divorce 3.separation4. Desertion 5.unintended pregnancy other (specify) _____

5. Source of parent income: 1. works for income 2.family support 3.pension 4.no income other (specify) _____

Part I: the status of female adolescents' self-esteem in single parenting families after the denial of their parents.

Direction: write ''× ''mark for your answer (degree of agreement) related to the choice under each number (1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Disagree) for the items.

S. no.	Item	Respondents' level of agreement			
		SD	D	A	SA
1	I feel that I'm a person of worth, at least on an equal plane with others.				
2	I feel that i have a number of good qualities.				
3	*All in all, i am inclined to feel that i am a failure.				
4	I am able to do things as well as most other peoples.				
5	*I feel i do not have much to be proud.				
6	I take a positive attitude towards myself.				
7	On the whole, i am satisfied with myself.				

8	*I wish i could have more respect for myself.				
9	*I certainly feel useless at times.				
10	*At times i think i am no good at all.				

***To be reversely coded.**

iii. Parenting style

Please circle the number that indicates how often your parents (the one you are living with) engage in the different parenting practices below. Response scores range from "never" to "always" on the six-point scale.

Scale: **1=Never; 2=Very Occasionally; 3=occasionally; 4=Often; 5=Very often; 6=Always**

Authoritative parenting							
1	My mother/father is responsive to my feelings and needs.	1	2	3	4	5	6
2	My mother/father takes my wishes into consideration before she/he asks me to do something.	1	2	3	4	5	6
3	My mother/father explains to me how she/he feels about my good or bad behavior.	1	2	3	4	5	6
4	My mother/father encourages me to talk about his/her feelings and problems.	1	2	3	4	5	6
5	My mother/father encourages me to freely "speak his/her mind," even if he/she disagrees with me.	1	2	3	4	5	6
6	My mother/father explains the reasons behind my expectations.	1	2	3	4	5	6
7	My mother/father provides me comfort and understanding when it is upset.	1	2	3	4	5	6
8	My mother/father compliments me.	1	2	3	4	5	6

9	My mother/father considers my preferences when i make plans for the family (e.g., weekends away and holidays).	1	2	3	4	5	6
10	My mother/father respects my opinion and encourages him/her to express them.	1	2	3	4	5	6
11	My mother/father treats me as an equal member of the family.	1	2	3	4	5	6
12	My mother/father provides me reasons for the expectations i have for him/her.	1	2	3	4	5	6
13	My mother/father has warm and intimate times together with me.	1	2	3	4	5	6
Authoritarian parenting							
14	When i ask my mother/father why i have to do something, she/he tells me it is because she/he says so, she/he is my parent, or because that is what she/he wants.	1	2	3	4	5	6
15	My mother/father punishes me by taking privileges away from me (e.g., tv, games, visiting friends, etc.).	1	2	3	4	5	6
16	When i yell my mother/father disapproves of my behavior.	1	2	3	4	5	6
17	When i explode my mother/father anger towards me.	1	2	3	4	5	6
18	My mother/father spanks me when i don't like what he/she does or says.	1	2	3	4	5	6
19	My mother/father criticizes me in order to improve my behavior.	1	2	3	4	5	6
20	My mother/father threats me as a form of punishment with little or no justification.	1	2	3	4	5	6

21	My mother/father punishes me from withholding emotional expressions (e.g., kisses and cuddles).	1	2	3	4	5	6
22	My mother/father openly criticizes me when my behavior does not meet their expectations.	1	2	3	4	5	6
23	My mother/father fined me to struggling when he/she thinks or feels about things.	1	2	3	4	5	6
24	When i feel the need to point out my mother/father make sure that he/she will not do them again.	1	2	3	4	5	6
25	My mother/father reminds me that he/she is my parent.	1	2	3	4	5	6
26	My mother/father reminds me in order to do all the things i am doing, and i have done for him/her.	1	2	3	4	5	6
permissive parenting							
27	My mother/father finds difficult to discipline me.	1	2	3	4	5	6
28	My mother/father gives into me when i cause a commotion about something.	1	2	3	4	5	6
29	My mother/father allows me to grow in spoil manners.	1	2	3	4	5	6
30	My mother/father does not ignore me from doing bad behavior.	1	2	3	4	5	6

Bahir Dar University

Faculty of Social Science

Department of Gender and Development Studies

The following questions to be asked by interview participants of (female adolescents' of single parents) and their single parents either mother or father parents living with their single female adolescents' of Belay Zeleke sub-city at hagere-selam and kebele 07(sebat).

Dear interview participants

The objective of this question is for partial fulfillment of the requirement for the degree of master of art in degree of gender and development studies. These questions are designed to collect data about the 'effects of single parenting on female adolescent's self-esteem in Bahir Dar town, Belay Zeleke sub-city'. The data collected from these questions will all be used for the research purpose only. And also all the collected data will be kept only in the hands of the researcher. i hereby request you to be open and honest while responding so that the research could succeed and achieve the intended goal.

Thank you in advance for your co-operation!!!

Part I. general information

Kebele…………………………………….

Educational level………………………….

 Date of interview…………………………

Place of birth………………………………

Occupational status……………………….

1. How did you become a single parent? What was the cause?

2. How do you level your daughter's self-esteem: high, medium, or low? (Asked after a brief explanation of what self-esteem is.)

3. How do you describe your relationship and interaction with your adolescent girl?

4. To what extent do you allow your daughter to make decisions about her life? Why?

5. Do you think having (being raised by) you as a single parent has anything to do with or affects your daughter's self-esteem?

A. if yes, which aspects have had relatively stronger effect than others in this regard, and how?

B. if no, why?

Appendix a

Table: 1 indicates the descriptive analysis of causes of single parenting

	Frequency	Percent	Valid Percent	Cumulative Percent
Death	39	29.5	29.5	29.5
Divorce	72	54.5	54.5	84.1
Separation	7	5.3	5.3	89.4
Missing	14	10.6	10.6	100.0
Total	132	100.0	100.0	

(Source: researcher's SPSS data)

Appendix b

Table: 2 shows one-sample test analysis of overall self-esteem level of female adolescents'

	Expected mean = 25.00						
	N	Mean	Std. Error Mean	Std. Deviation	T	Sig. (2-tailed)	Mean Difference
Self-esteem	132	22.6439	.49880	5.73077	-4.723	.000	-2.35606

(Source: researcher's SPSS data)

Appendix c

Table: 3 shows the correlations between single parent styles and female adolescents' self-esteem

		Authoritative	Authoritarian	Permissive	Self-esteem
Authoritative	Pearson Correlation	1	-.288[**]	.046	.675[**]
	Sig. (2-tailed)		.001	.598	.000
	N	132	132	132	132
Authoritarian	Pearson Correlation	-.288[**]	1	-.172[*]	-.134
	Sig. (2-tailed)	.001		.049	.126
	N	132	132	132	132
Permissive	Pearson Correlation	.046	-.172[*]	1	.059
	Sig. (2-tailed)	.598	.049		.505
	N	132	132	132	132
self-esteem	Pearson Correlation	.675[**]	-.134	.059	1
	Sig. (2-tailed)	.000	.126	.505	
	N	132	132	132	132

**Significant at 0.01 level (2-tailed). *Significant at 0.05 level (2-tailed).
(Source: researcher's SPSS data)

Appendix d

Table: 4 shows the regression analysis of parenting styles on target female adolescents' self-esteem

	B	Std. Error	Beta	T	Sig.	R	R^2	Adjusted R^2
(Constant)	9.189	2.333		3.939	.000	.679	.461	.449
Authoritative	.355	.035	.694	10.247	.000			
Authoritarian	.029	.028	.073	1.056	.293			
Permissive	.076	.128	.039	.590	.556			

Dependent variable: Self-esteem, sig. $p<0.05$, N=132

(Source: researcher's SPSS data)

Appendix e

Table: 5 indicates interview informants' profile

Informant's id. code	Gender	Age	Work
Sp1 (i.e., single parent 1)	Female (Single Mother)	56	Small business
Sp2	Female (Single Mother)	33	No job
Sp3	(Single Mother)	38	Maid
Sp4	Female (Single Mother)	29	Small business
p5	Female (Single Mother)	46	Teacher (primary school)
Sp6	Male (Single Father)	52	Government employee
Sp7	Male (Single Father)	57	Factory worker (labor)
Sp8	Male (Single Father)	61	Security guard
Sp9	Male (Single Father)	44	Merchant/entrepreneur

(Source: Researcher's interview data)