
INDIVIDUAL FACTORS INFLUENCING EDUCATIONAL PARTICIPATION OF STUDENT MOTHERS IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA

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ABSTRACT

Purpose of the Study: The study sought to establish the influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County, Kenya. The hypothesis of the study was that there is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County.

Statement of the Problem: Student mothers in Baringo County miss classes, drop out of school, fail to complete their homework, lack full concentration in school and class activities, have negative attitude towards school related activities, feel lonely, emotionally disturbed, hopeless and lack self-drive, determination and confidence to complete their secondary education.

Methodology: This study was *ex-post facto* in approach, which utilized the correlational research design. The target population for the study was 22158 student mothers in Baringo County while the accessible population was 1279 student mothers in public secondary schools in Baringo County. The sample size for the study was 296 student mothers selected using stratified random sampling from 34 public secondary schools in Baringo County. The study used closed-ended questionnaires to collect data from student mothers.

Results: Results indicated that there was a statistically significant positive and strong relationship between student mothers' individual factors and their educational participation in

secondary schools ($r=0.728$; $p<0.05$). The individual factors of student mothers accounts for 53.0% ($R^2=0.530$) of the variation in their educational participation in secondary schools. One unit increases in the individual motivation of student mothers would result into 0.932 units increase in the educational participation of student mothers in their secondary schools with other factors held constant ($\beta=0.932$; $p<0.05$). Therefore, the study hypothesis stating that there is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County was rejected at 5% significance level.

Conclusion: The study concluded that there is a statistically significant positive and strong relationship between student mothers' individual factors and their educational participation in secondary schools. It was further concluded that individual factors have a significant influence on student mothers' educational participation.

Recommendation: The study recommends student mothers to have positive attitudes towards childcare roles rather than feeling stressed due to conflicting demands of motherhood and student requirements. For these positive attributes to be instilled in the student mothers, the study recommends teacher counsellors to offer guidance and counselling to student mothers once they return to school. Also, parents should change the socialization process to the plight of student motherhood due to emerging trend of the changing values in the society.

Keywords: *Individual Factors, Student Mothers, Educational Participation*

INTRODUCTION

In the history of human development, formal education has been the most essential empowerment tool. Education has been the basis for most ratifications of international and regional policy frameworks as well as the development of laws, conventions, treaties, and international agreements across the world towards the right to a good education for all children (UNESCO, 2019). However, with the rapid rise in student mothers at the primary and secondary education levels, mandatory and compulsory education for all children seems like a mirage (Thomas *et al.*, 2021). Student motherhood has brought a major disruption to the education of girls, whereby the birth of a baby marks the end of education (Moghadam *et al.*, 2017). This implies that the education of 30% of African girls is at stake proportionate to the teen pregnancy rates in Africa (Dankyi *et al.*, 2019).

Lack of or inadequate access to a right and quality secondary school education deprives the student mothers of basic skills critical for their future careers (Ramirez et al., 2021). It further deprives them of the right of association with the various social classes in society (Dankyi et al., 2019). When student mothers lack secondary education, they experience challenges in building strong friendships and relationships, as well as challenges in developing their own personalities and discovering themselves (Munyua et al., 2022). Another danger of missing out in secondary education is related to the lack of ability and skills to cope with diverse challenges that student mothers may be faced with in the future (Lyonette et al., 2018). Missing secondary education further leads to increased dependence, a lack of autonomy, poor social contact and interpersonal skills, a lack of self-awareness, self-confidence, self-esteem, and self-belief, and low probabilities of entry into the labour market (Farman et al., 2018; Muthike & Mwaruvie, 2017). These skills and competencies are developed at the secondary school level, and therefore, missing the secondary level of education can be such a great loss to the student mothers, beyond academics.

The few student mothers who are lucky to continue with their secondary education are expected to participate fully in educational activities like the other regular students. With respect to this, student mothers are expected to attend classes, do class assignments, undertake examinations, take part in debate competitions, mathematics, and science contests, take up student leadership roles, be members of clubs and societies, and participate in music and sporting activities in the school (Mae et al., 2020). Despite the desire of student mothers to fully participate effectively in all educational activities in secondary school, there are a number of individual factors that may wage war against their resolve.

Individual factors refer to the personal attributes of students, such as their values, attitudes, and behaviours, that contribute to their educational outcomes (Ncube & Mudau, 2017). The factors also relate to self-efficacy and self-concept, which convey individual differences affecting the educational participation of student mothers (Dlamini, 2016). Self-concept refers to a student mother's perceptions of herself, including attributes such as being hard-working, friendly, and academically capable, among others (Kiptanui et al., 2015). Self-efficacy, on the other hand, relates to student mothers' beliefs about their ability to make choices, expend energy, and persist in schooling activities to achieve their educational goals (Maemeko et al., 2018).

Individual hindrances to educational participation thrive despite the development of numerous intervention strategies by global and multilateral institutions such as UNICEF, UNESCO, the World Bank, Save the Children International, and the Forum for African Women Educationalists (FAWE) aimed at keeping student mothers at school (Brooks, 2016; Esia-donkoh, 2017; Kathy-Ann, 2018; Kruevelis, Cruse, & Gault, 2017; Oundo & Murithi, 2018; UNESCO, 2019). In Kenya, there are several legal and policy frameworks that safeguard the education of student mothers, such as the Return to School Policy, the National School Health Policy, the National Women's Law Centre, and the National Education Sector Plan (NESP), among others (Health and Education Advice and Resource Team, 2015).

Despite these support systems, student mothers in Baringo are still missing classes, dropping out of school, unable to complete their homework, and suffering from loneliness and stigmatisation. Most student mothers lack full concentration in school and class activities; others have a negative attitude towards school-related activities; some are emotionally disturbed; and yet others are hopeless and lack the self-drive, determination, and confidence to complete their secondary education (Ayub *et al.*, 2021). This study seeks to establish whether individual factors influence the educational participation of student mothers in public secondary schools in Baringo County.

STATEMENT OF THE PROBLEM

Baringo County has a high prevalence of teen pregnancies, in which one in ten girls begins childbearing at the age of between 15 and 19 years, which is the age bracket of secondary education in Kenya. To ascertain this, in the year 2021, 18.1% of the girls in secondary schools in Baringo County did not report back to school, with the majority of cases being teen pregnancies. The few student mothers who, against all odds, remain in school face a myriad of educational participation challenges, such as stress as a result of conflicting demands of motherhood and student requirements, feeling guilty of neglecting their children to focus on their studies, and a lack of enough time to sleep while nursing their children. Others lack full concentration in school and class activities, while some have a negative attitude towards school-related activities. A large percentage of student mothers are emotionally affected by childcare roles, lack self-drive to remain in school, and are not confident that they can work hard and perform well in their exams as well as in extra-curricular activities. Isolation, fear, and a lack of confidence in taking part in class discussions, a lack of determination to cope

with student-motherhood challenges, hopelessness for a better future, as well as self-stigmatization, are some of the individual challenges student mothers battle with. Previous studies have sought to establish challenges facing student mothers in a generic way, but there is no conclusive study on individual factors influencing the educational participation of student mothers in public secondary schools in Baringo County. The current study is based on evidence of the problem and the existing research gap.

OBJECTIVE OF THE STUDY

The study sought to establish the influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County, Kenya

RESEARCH HYPOTHESIS

H01: There is no statistically significant influence of individual factors on educational participation of student mothers in public secondary schools in Baringo County.

THEORETICAL REVIEW

The study was guided by the Identity Control Theory formulated by Peter Burke in 2007 (Burke, 2007). The theory explains that the nature of people's identity, behaviour, and response is determined by the social structure, experiences, and environment in which they live. According to the theory, everyone's identity is rooted in their social structure and controlled by their experiences and the feedback they get from those around them. The theory states that everyone displays specific behaviours based on the approval or disapproval given by others. The theory also adds that individuals may change their identity and opinions about themselves to achieve a positive outcome if they do not like other people's responses (Stets & Burke, 2015). Lack of a proper social system may affect behaviour negatively, as individuals are likely to negatively respond to experiences they get in their lives (Bruskas & Tessin, 2018).

Burke (2007) gave four components of the identity control theory: identity standard, input, comparator, and output. Identity standards refer to who a person presents to be in a given situation. According to the theory's proponents, people will always show who they are in any given situation, which is consistent in every situation they encounter. Input, on the other hand, refers to the perceptions others give to someone already in a given situation (Bruskas & Tessin, 2018). This may be in the form of opinions on what the person needs to do to overcome the challenges of being in a given situation. The theory states that the comparator is evaluating the

perceptions given against the identity standard (who the present is to be). Output, on the other hand, refers to the decision taken upon evaluating the difference between input and the identity standard of a person. In other words, a decision is only made when there is a large difference between what the person perceives to be right and what others perceive to be right in a given situation (Stets & Burke, 2015).

The theory has received various criticisms, as the lack of a strong social structure can be based on many factors other than the immediate environment and experiences encountered (Stets & Burke, 2015). Although the theory has received criticism, it provides a better approach to self-identity and social structure in responding and reacting to different situations individuals find themselves in. Similarly, student mothers develop identities depending on the perception of student motherhood by the people around them as well as the experiences they have encountered in their motherhood journey and educational participation. The individual factors influencing the educational participation of student mothers depend on the immediate environment, which becomes the identity standard of the student mother.

It implies that in every student motherhood challenge they encounter, they will respond according to the identity standard shaped in their immediate environment (Horn, 2019). Student mothers may therefore miss classes, drop out of school, fail to complete their homework, lack full concentration in school and class activities, have a negative attitude towards school-related activities, be lonely, emotionally disturbed, hopeless, and lack the self-drive, determination, and confidence to complete their secondary education, depending on the circumstances around them. The theory was therefore relevant in this study, as it provided a guide on individual factors influencing the educational participation of student mothers.

EMPIRICAL REVIEW

The study by Cabaguing (2017) in the Philippines found that the conflicting demands of motherhood and student requirements led to the student mothers getting stressed. This led to difficulty concentrating in class and focusing on education attainment goals. Cabaguing (2017) further revealed that student mothers feel guilty for neglecting their children by not spending sufficient time with them. The worry about child welfare lowers the concentration levels of student mothers in their studies. The theme of self-neglect was also revealed by the study. This was evident in some of the participants indicating a lack of sleep, especially when the child is sick. This further led to school lateness and poor concentration levels at school. In a study based

on the Zambezi region, Maemeko, Nkengbeza, and Chokomosi (2018) revealed that a negative attitude towards school work and school-related activities limited the academic performance of teenage mothers. Maemeko et al. (2018) attributed this change in attitude to the need for the teenage mothers to cater for the children's welfare from a financial, emotional, and physical perspective. This sometimes led to the neglect of the education excellence needs.

In South Africa, Mudau (2014) found that household chores made it difficult for student mothers to focus on education matters at home. The teen mothers revealed that when their children were sick, they had to take care of them at the expense of their educational activities. The educational attainment challenges that they faced included repeated classes, challenges in socialising with peers, and generally poor academic performance in school. The study by Mudau (2014) presented concerns for child welfare as individual factors influencing aspects of educational participation. In Ghana, Asomani (2017) noted that the drive for student mothers to remain in school was the prospect of formal white-collar employment in order to take care of their children and their siblings. The motivation to remain in school was therefore in order to enable better life prospects for the child. The theme of child future concerns emerges as a motivating factor in education pursuits in this study.

The study by Ntini (2015) noted that student mothers had to balance the parenting needs of their children with their educational activities. Some had to delegate the parental role to their children, while others had their children play with other children in order to create time to undertake homework during the weekend. The role of appropriate planning to undertake household chores and childcare roles while still being committed to completing homework assignments was noted as a key theme. In this context, Ntini (2015) noted that some student mothers could only have time for their studies and homework late in the night after their children had slept. In Kenya, Jumba (2017) noted that student mothers had to work hard in order to demonstrate gratitude for their mothers and siblings having accepted to raise their children for them. The interviewed teen mothers felt they owed it to their child caretakers to excel in school and therefore put extra efforts into education aspects.

CONCEPTUAL FRAMEWORK

The study was guided by a conceptual model showing the interaction of the independent and dependent variables as discussed thereof in Figure 1.

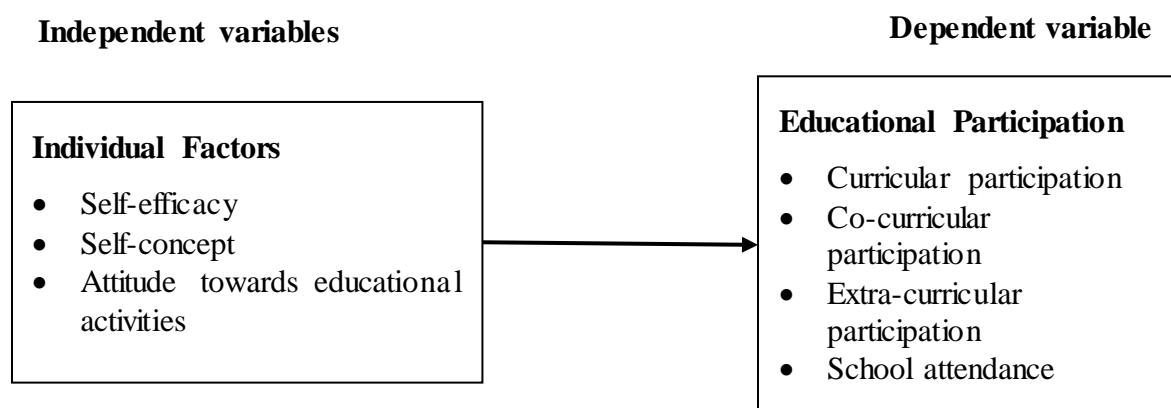


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

This study was *ex post facto* in approach and utilised a correlational research design. The target population for the study was 22158 student mothers in Baringo County, while the accessible population was 1279 student mothers in public secondary schools in Baringo County. The sample size for the study was 296 student mothers selected using stratified random sampling from 34 public secondary schools in Baringo County. The study used closed-ended questionnaires to collect data from student mothers. To ensure the validity of the questionnaires, the items were developed as per the objective of the study, the variables under study, and the literature reviewed. Additionally, the three research supervisors and lecturers from the Department of Psychology, Counselling, and Educational Foundations of Egerton University validated the questionnaires based on the relevance of the questions therein. For reliability, a pilot study comprising 30 student mothers (10% of the sample size) was conducted. Based on the pilot data, a Cronbach's alpha coefficient of 0.866 was achieved on individual factors and 0.855 on educational participation, thus achieving the desired reliability threshold of 0.7. The data was analysed using Statistical Package for Social Sciences (SPSS) version 25. Both descriptive and inferential statistics were used in the data analysis. For descriptive statistics, frequencies, percentages, mean scores, and standard deviations were used. For inferential statistics, Pearson correlations and simple linear regressions were used.

RESULTS AND DISCUSSIONS

Descriptive Statistics of Student Mothers' Individual Factors

Different metrics were used to measure the individual factors of student mothers. Some of these measures included stress due to conflicting demands of motherhood and student requirements, feeling guilty about neglecting their children by not spending sufficient time with them, lack of sleep, especially when the children are sick, concentration in school or class, and attitude towards school-related activities by student mothers. Other measures included emotional reactions to childcare roles, level of self-drive to remain in school, confidence towards good performance in their exams and in extra-curricular activities, and hard work in their studies. Confidence in taking part in any class discussion without fear, confidence to cope with their school work despite any challenges, a hope for a better life through education, and student mothers' pride in who they are also constitute metrics of individual factors. Frequencies, percentages, mean scores, and standard deviations for the individual factors are shown in Table 1.

Table 1: Descriptive Statistics for Individual Factors

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I am stressed due to conflicting demands of motherhood and student requirements	30 10.6	67 23.6	22 7.7	91 32.0	74 26.1	3.39	0.868
I feel guilty of neglecting my child by not spending sufficient time with him or her	42 14.7	51 17.9	18 6.3	97 34.0	77 27.0	3.41	0.925
I lack sleep especially when the child is sick.	25 8.7	19 6.6	6 2.1	78 27.3	158 55.2	4.14	0.770
I concentrate well at school/class	51 18.0	52 18.4	30 10.6	95 33.6	55 19.4	3.18	0.911
I have positive attitude towards school related activities	32 11.4	38 13.5	13 4.6	105 37.4	93 33.1	3.67	0.857
I am emotionally affected by childcare roles	33 11.6	52 18.2	23 8.1	96 33.7	81 28.4	3.49	0.873

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I have self-drive to remain in school	16 5.7	12 4.3	18 6.5	107 38.4	126 45.2	4.13	0.592
I am confident that I can perform very well in my exams	9 3.2	21 7.6	11 4.0	106 38.1	131 47.1	4.18	0.537
I am confident I can perform well in extra-curricular activities (for example sports)	15 5.2	27 9.4	24 8.4	145 50.7	75 26.2	3.83	0.582
I work hard in my studies	11 3.9	13 4.6	10 3.5	118 41.7	131 46.3	4.22	0.494
I am confident I can take part in any class discussion without fear	9 3.1	20 7.0	16 5.6	106 37.1	135 47.2	4.18	0.530
I am confident I can cope with my school work despite any challenges	17 6.0	29 10.2	21 7.4	103 36.3	114 40.1	3.94	0.693
I have hope for better life through education	5 1.8	13 4.6	8 2.8	83 29.4	173 61.3	4.44	0.392
I am proud of who I am	27 9.5	46 16.3	25 8.8	71 25.1	114 40.3	3.70	0.885
Composite Scores						3.85	0.708

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

A composite mean score of 3.85 and a standard deviation of 0.708 were achieved on statements rating the individual factors of student mothers in secondary schools in Baringo County. No statement on individual factors of student mothers had a mean score of less than 3.00, and no statement had a standard deviation of more than 1. This implied that, on average, student mothers had intrinsic motivation to continue with their education despite becoming mothers in their secondary schools. This further indicated that despite the community, family, and school challenges that the student mother faced in their education, they had the determination to continue with their studies. However, it was noted that student mothers lacked sleep, especially

when the child was sick, which could consequently affect their educational participation. (Ricco *et al.*, 2018).

Descriptive Statistics of Student Mothers' Educational Participation

Frequencies, percentages, mean scores, and standard deviations were used for the descriptive statistics. The study measured the frequency of class or school attendance, the extent to which student mothers took part in school sporting activities such as athletics, football, and volleyball, the extent of taking part in co-curricular activities such as drama and music, and the completion of their homework in time. Other measures of educational participation included taking part in group discussions, asking questions in class, taking leadership roles in the school or class, and participating in academic activities such as exams, assignments, and studying seriously. Frequencies, percentages, mean scores, and standard deviations of educational participation metrics of student mothers are shown in Table 2.

Table 2: Descriptive Statistics for Educational Participation

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I rarely miss classes or school	54 19.6	81 29.3	17 6.2	83 30.1	41 14.9	2.91	0.904
I take part in school sporting activities such as athletics, football, volleyball	41 14.4	75 26.4	21 7.4	99 34.9	48 16.9	3.13	0.862
I take part in co-curricular activities such as drama, music etc	32 11.3	61 21.5	41 14.4	104 36.6	46 16.2	3.25	0.774
I always complete and hand in my homework in time	17 5.9	62 21.7	42 14.7	110 38.5	55 19.2	3.43	0.694
I take part in class/group discussions	14 4.9	62 21.8	28 9.9	107 37.7	73 25.7	3.57	0.723
I ask questions in class	17 6.0	58 20.4	39 13.7	109 38.4	61 21.5	3.49	0.705

Description	SD	D	U	A	SA	Total	
	F %	F %	F %	F %	F %	Mean	Std. Dev
I take leadership roles in the school or class	44 15.7	88 31.3	51 18.1	55 19.6	43 15.3	2.88	0.818
I perform well in academic assignments	22 7.8	55 19.5	50 17.7	113 40.1	42 14.9	3.35	0.678
I study hard for my tests	18 6.4	20 7.1	25 8.9	145 51.4	74 26.2	3.84	0.590
I am good in most subjects	18 6.4	44 15.7	54 19.2	110 39.1	55 19.6	3.50	0.659
I take academic assignments seriously	22 7.8	14 4.9	13 4.6	125 44.2	109 38.5	4.01	0.655
Composite Scores						3.40	0.733

Note: SD=Strongly Disagree, D=Disagree, U=Neutral, A=Agree, SA=Always

A composite mean score of 3.40 and a composite standard deviation of 0.733 were achieved. This is an indication that, on average, student mothers from secondary schools in Baringo County participated well in educational activities. Taking academic assignments seriously, taking part in class and group discussions, working hard towards tests, and performing well in most of the subjects were highly rated metrics of educational participation among the student mothers. On the other hand, class attendance and taking leadership roles in the school or class were the educational participation metrics that were least rated. This implied that the student mothers participated well in academics except that they missed classes or school due to childcare-related aspects. Missing school or classes was found to be inevitable due to instances of child sickness, breastfeeding, clinic appointments, and marital engagements at home. Due to the stigma associated with student motherhood, it was hard for the student mothers to be nominated for leadership roles in the school as they were not perceived to be good role models (Spilovoy, 2016).

Correlation between Individual Factors and Educational Participation of Student Mothers

The relationship between the individual factors that students experience and their educational participation in their schools is as shown in Table 3.

Table 3: Correlation between Individual Factors and Educational Participation of Student Mothers

		Educational Participation
	Pearson Correlation	0.728**
Individual Factors	Sig. (2-tailed)	0.000
	N	286

Results in Table 3 indicate that there was a positive and strong relationship between student mothers' individual factors and their educational participation in secondary schools. This is evidenced by a strong correlation coefficient of 0.728. The study further found that the relationship between the two variables was statistically significant ($p < 0.05$). The findings imply that there is a direct relationship between the individual factors of the student mothers and their participation in educational matters. In respect to this, an increase in the intrinsic motivation of the student mothers would imply that they would also improve in their participation in educational activities, and vice versa. Interviews conducted in this study were also in support of this finding, where the majority of the participants indicated that individual factors had the greatest influence on educational participation and determined the success of the student mothers in education. The findings in this study are in line with the findings of Thuo et al. (2018), who established that individual factors facing a student mother were significantly related to their educational participation in secondary schools.

Regression Analysis between Individual Factors and Educational Participation of Student Mothers

The hypothesis of the study stated that there is no statistically significant influence of individual factors on the educational participation of student mothers in public secondary schools in Baringo County. To test this hypothesis, the current study regressed the individual factors for student mothers with their educational participation. The results for the model summary are shown in Table 4.

Table 4: Model Summary for Individual Factors and Educational Participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.728 ^a	0.530	0.528	0.54644

a. Predictors: (Constant), Individual Factors

The study established that there was a strong association between the predicted and observed values of educational participation ($R = 0.728$), implying that the data fits the model well. The individual factors of student mothers account for 53.0% ($R^2 = 0.530$) of the variation in their educational participation in secondary schools. Focusing on significant predictors only, it was revealed that individual factors of student mothers explain 52.8% of the variation in their education participation (adjusted R-square = 0.528). A low (less than 1.00) standard error of estimate of 0.54644 achieved in this model implied that the prediction model was accurate in its prediction. The study further sought to find out whether the regression model was significant in its prediction, and the results are shown in the ANOVA table in Table 5.

Table 5: ANOVA for Regression between Individual Factors and Educational Participation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	95.547	1	95.547	319.990	0.000 ^b
1	Residual	84.801	284	0.299		
	Total	180.348	285			

a. Dependent Variable: Educational Participation

b. Predictors: (Constant), Individual Factors

The model as a whole was established to be a statistically significant predictor of educational participation of student mothers in secondary schools ($F(1,284) = 319.990 > 3.893$; $p < 0.05$). The study further evaluated the sensitivity of the model through an examination of its beta coefficients, as shown in Table 6.

Table 6: Model Coefficients for Regression between Individual Factors and Educational Participation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	0.213	0.204	1.041	0.299
	Individual Factors	0.932	0.058	0.728	16.069

Table 6 shows that a unit increase in the individual motivation of student mothers would result in a 0.932-unit increase in the educational participation of student mothers in their secondary schools with other factors held constant (= 0.932; p 0.05). Therefore, the study hypothesis stating that there is no statistically significant influence of individual factors on the educational participation of student mothers in public secondary schools in Baringo County was rejected at the 5% significance level. A significant prediction between intrinsic motivation and academic performance was also realised in diverse studies (Alorabi, 2019; Gbolle & Keamu, 2017; Malik & Tirmizi, 2019).

CONCLUSIONS

The study concludes that there is a statistically significant positive and strong relationship between student mothers' individual factors and their educational participation in secondary schools. With respect to this, an increase in intrinsic motivation and supportive individual factors would improve student mothers' participation in educational activities, and vice versa. The study further concluded that individual factors have a significant influence on student mothers' educational participation.

RECOMMENDATIONS

The study recommends that student mothers have positive attitudes towards childcare roles rather than feeling stressed due to the conflicting demands of motherhood and student requirements. This may be done through the various motivational speakers invited by schools. This would ensure that the student mothers are not negatively affected by the childcare roles, leading to poor participation in their education. For these positive attributes to be instilled in

the student mothers, the study recommends that teacher counsellors offer guidance and counselling to student mothers once they return to school. Also, parents should change the socialization process to reflect the plight of student motherhood due to the emerging trend of changing values in society.

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