# INFLUENCE OF PARENTING STYLES ON BEHAVIOURAL OUTCOMES OF ADOLESCENTS IN SECONDARY SCHOOLS IN NAKURU EAST SUBCOUNTY, KENYA

**BY**

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## DECLARATION

This dissertation is my original work and has not been presented for the award of degree in any other university.

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## ABSTRACT

Secondary schools in Nakuru East Sub County are struggling with a variety of behavioral issues most notably substance abuse and teenage sex. Literature from around the globe suggests that such behavioral problems among adolescent can be associated with the style of parenting. However, studies examining the link between parenting style and students behavior in the Kenyan context are few and not conducted in Nakuru East Sub-County. It is not clear whether the behavioral issues experienced in the secondary schools within the study area can be attributed to the style of parenting. This study sought to address this gap in knowledge. The specific objectives of the study were to examine the relationship between authoritarian, authoritative, permissive, and neglectful parenting styles, and the behavioral outcomes of adolescents in secondary schools in the Sub County. The study was guided by the Baumrind Theory of Parenting Styles and employed a cross-sectional survey design. Questionnaires were distributed to a sample of 155 students out of which 101 were duly completed and returned to the researcher. The questionnaire contained both open-ended and close-ended questions. The validity of the instrument was assessed by subjecting the instrument to scrutiny by university faculty members while reliability was assessed by conducting a pilot study and analyzing the data using the Cronbach alpha method. The respondents were selected from the population of 18,600 students in 31 public day secondary schools within the Sub-County using the stratified random sampling methods. The five wards within the Sub County and the students' class were used as strata. Responses to the close-ended questions were analyzed using both descriptive and inferential statistics with the help of the Statistical Package for Social Sciences. The study found that negative sexual behavior such pornography and substance use are highly prevalent among students within the study area with 44.6% and 42.6% admitting to have engaged in these practices respectively as some point in their lives. However, only permissive parenting and neglectful parenting practices were found to have a statistically significant relationship with these behavioral outcomes. Permissive parenting had a positive and statistically significant relationship with the students' sexual behavior but no relationship with substance use behavior. Neglectful parenting was found to have a negative and statistically significant relationship with substance use behavior but no relationship at all with sexual behavioral outcomes. The study recommends that schools within the study area encourage parents to embrace authoritative parenting as results shows that it tends to discourage both negative sexual behaviors and substance abuse. Schools should also discourage authoritative parenting and neglectful parenting.

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## ABBREVIATION AND ACROYNMS

**ANOVA:** Analysis of Variance

**NACADA:** National Authority for Campaign against Alcohol and Drug Abuse

**SPSS:** Statistical Package for Social Sciences

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**USA:** United States of America

# CHAPTER ONE
# INTRODUCTION

## 1.0 Overview of the Chapter

This study sought to examine how parenting styles influence the behavioral outcomes of adolescents in secondary schools in Nakuru East Sub County. This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and scope of the study, significance of the study, assumptions, and operational definition of terms.

## 1.1 Background of the Study

Parenting is the process of educating and rising a child with the aim of preparing him or her to achieve full potential as a human being (Habecker, 2016). It entails taking care and supporting the child until he or she develops the physical, mental, intellectual, social, and emotional capability to take care of the self. Individuals perform their parenting responsibilities in different manner. Diana Baumrind grouped the parenting styles into three major categories; (1) authoritarian, (2) authoritative, and (3) permissive. Authoritarian parenting is characterized by a high degree of parental control and a low level of parental warmth. Parents employing this style are strict disciplinarians who enforce stringent rule using punitive strategies (Baumrind, 1975).

Authoritative parenting is characterized by moderate levels of parental control and parental warmth. Parents employing this style give their child some room to make decision but maintain some limits. They are often willing to negotiate with their children on some issues. Permissive parenting is characterized by a high level of parental warmth and little parental control (Power, 2013). Parents exercising this style give a lot of freedom to their children and grant these children most of the things they demand. Maccoby and Martin (1983) added a fourth style of parenting known as neglectful or uninvolved. This parenting typology is typified by little parental control, as well as, little parental warmth. Parents exercising this style are often distant from the children. They do not set limit for the children nor maintain any meaningful interaction.

Evidence from around the globe show that parenting approach has a significant influence on how adolescents handle changes that comes with this developmental stage including biological, social, cognitive, and emotional changes (Ginsberg, Kariuki, & Kimamo, 2014). These changes tend to increase tension, escalate curiosity and the urge for new experiences. The changes encourage impulse and aggressive behaviors due to raging hormones, create new influence that contradict parents' values, and heighten the sense of rebellion and defiance. In their study involving 420 families in Thailand, Rhucharoenpornpanich et al. (2010) found that greater parental monitoring and parental closeness was associated with low level of sexual and delinquent behaviors among adolescents.

In Sweden, Berge et al. (2016) found that uninvolved parenting was associated with a rise in substance abuse problems among junior high school students while authoritative parenting was associated with less frequent cases of substance abuse. In the United States, Rosen, Cheever, and Carrier (2008) found that teenagers whose parents' did set limits and monitor their online behavior were more likely to view pornography pages and be subjected to sexual solicitation. In Pakistan, Rizvi and Najam (2015) found that authoritative parenting was significantly associated with lower levels of emotional and behavioral problems while permissive and authoritarian parenting were associated with high levels of different behavioral and emotional problems.

In Nigeria, Mbua and Adigeb (2015) found that parenting styles had a significant influence on adolescents' behavior. The ANOVA analysis revealed that the level of indiscipline was highest in the group of adolescence whose parents exhibited the authoritarian style of parenting. Students subjected to authoritarian parenting were more likely to reject parental control, seek peer approval at all cost, and adopt negative responses to parents. In South Africa, Roman, Makwakwa, and Lacante (2015) found that children of permissive parents were more likely to have high self-esteem but are more susceptible to substance abuse and other behavioral problems. In Kenya, the topic of parenting style and its influence on adolescent behaviors has not been adequately explored.

In Kenya, behavioral problem such as substance abuse, violence, teenage sex, deceitfulness and theft, aggressiveness and violence, and destruction of property have

become prevalent among secondary schools. A study by Mayabi (2016) revealed a prevalence of adolescent sexual activity of 28.8% among males and 14.6 among females. Findings showed that secondary school students were engaging in sexual activities at very young age, with multiple partners, and the majority did not use contraceptives. A study by Njagi (2014) revealed that substance abuse was rampart among public secondary school students in Nakuru Municipality. In this study, 95.7% of the sampled students reported having encountered substance abuse incidents by fellow students with the most commonly abused substances being cigarettes, miraa, and alcohol.

Cases of student unrest, violence, and destruction of property have become prevalent in Kenyan secondary school setting. The most recent publicized case of school unrest is that of Moi Girls in Nairobi where it is alleged that on 2nd September 2017, a student set one of the school's dormitory ablaze resulting in the deaths of nine students (Kiplangat, 2017). The worst cases in Kenyan History are those of Kyanguli Secondary School and Bombolulu Girls Secondary School that led the deaths of 65 and 57 students respectively. In the first six months of 2016, there were 126 reported cases of students destroying school property mainly through torching of structures (Wanzala, 2016). These cases highlight the magnitude of student unrest and violence as a behavioral problem in Kenya secondary schools.

Studies examining the link between the behavioral issues and the style of parenting with the Kenyan context are few. For instance, Okigbo et al. (2015) investigated how parental factors influence indulgence in sexual intercourse among adolescents in Nairobi. This study however did not use Baumrind parenting styles but rather assessed three parenting factors; monitoring, control and discipline. Results displayed that only communication with mothers predicted first sexual intercourse among adolescent boys and only communication with father predicted first sexual intercourse among adolescent girls. Although the study by Gitonga (2013) captured the parenting typologies envisioned in Baumrind's theory, it did not examine their impact on adolescents' behavior but instead interrogated how the parenting styles shape the students' self-esteem.

The study by Odongo, Aloka, and Raburu (2016) also utilized the Baumrind parenting style but linked it with the academic performance of students rather than behavioral

outcomes. Findings exhibited that the parenting styles predicted 63% of variation in the students' academic performance. Only the study by Changalwa et al. (2012) scrutinized the association between parenting style and the behavior of students. However, this study only focused on a single behavioral problem (alcohol abuse) and was conducted among college students in Kaimosi Teacher Training College. In addition, the studies discussed above have not linked parenting with behavioral outcomes in adolescents.

### 1.2 Statement of the Problem

Secondary schools in Kenya are grappling with a wide range of behavioral issues. For instance, about 126 schools experienced cases of destruction of property by students in the first six months of 2016 (Wanzala, 2016). A national survey by NACADA (2016) showed that about 3.8% of secondary school student around the country were current alcohol users, 3.6% were abusing prescription drugs, 2.6% were using khat/ miraa, 2.5% were using tobacco, 1.8% were using bhang, and 0.2% were using hard drugs such as heroin and cocaine. In addition, about 28.8% of boys and 14.6% of girls in the Kenya secondary school indulge in sexual activities (Mayabi, 2016).

Although cases of school unrest are not rampant in Nakuru East Sub County, substance abuse and teenage sex are a major problem in this area. A study by Njagi (2014) found that 95.7% of secondary students in Nakuru Municipality (which encompasses both Nakuru East and Nakuru West Sub counties) knew a student who was using a drug. This rate is extremely high when compared to the national average of 40% that was obtained in the NACADA (2016) survey. Another study by Pauline, Migosi, Mwania (2013) reported that 53.5% of the students in Nakuru Municipality had knowledge of a fellow students engaged in sexual activities. In October 2017, the Department of Reproductive Health in Nakuru County launched a training program to curb teenage pregnancy in Nakuru Municipality (Ali, 2017). According to the Department, Nakuru East has 701 while Nakuru West has 931 annual cases of teenage pregnancies that have contributed to school dropouts in the area.

Literature from around the globe suggests that such behavioral issues may be connected to the approach of parenting. Therefore this study examined the following four parenting styles; authoritarian, authoritative permissive and neglectfulness.

Studies examining the link between parenting style and students behavior in the Kenyan context are few and have not been conducted in Nakuru East Sub-County. For instance, Odongo et al. (2016) focused on Rachuonyo North Sub-County (Kenya) and examined the relationship between parenting style and academic performance rather than behavior. Changalwa et al. (2012) focused the study in Vihiga county (Kenya) scrutinized the association between parenting style and the behavior of students. However, this study only focused on a single behavioral problem (alcohol abuse) and was conducted among college students. In an area as diverse as Nakuru East Sub-county, understanding the dominant parenting practices and their influence on students' behavior will add significant value both to research and practice.

### 1.3 Purpose of the Study

The aim of this study was to examine the relationship between parenting styles and the behavioral outcomes of adolescent secondary school students in Nakuru East Sub-county.

### 1.4 Research Objectives

The objectives of the study were to:

i. Examine the relationship between authoritarian parenting and students' behavioral outcomes in Nakuru East Sub County.
ii. Evaluate the association between authoritative parenting and students' behavioral outcomes in Nakuru East Sub County.
iii. Establish the connection between permissive parenting and students' behavioral outcomes in Nakuru East Sub County.
iv. Assess the link between neglectful parenting and students' behavioral outcomes in Nakuru East Sub County.

### 1.5 The Research Questions

The study was guided by the following research questions:

i. What is the relationship between authoritarian parenting and students' behavioral outcomes in Nakuru East Sub County?

ii. What is the association between authoritative parenting and students' behavioral outcomes in Nakuru East Sub County?

iii. What is the connection between permissive parenting and students' behavioral outcomes in Nakuru East Sub County?

iv. What is the link between neglectful parenting and students' behavioral outcomes in Nakuru East Sub County?

### 1.6 Research Hypotheses

The research hypotheses were:

i. $H_1$: There is significant relationship between parenting styles and students' behavioral outcomes in Nakuru East Sub County.

ii. $H_0$: There is no significant relationship between parenting styles and the students' behavioral outcomes in Nakuru East Sub County.

### 1.7 Justification of the Study.

Finding of this study will be beneficial to the education sector as they highlight how the parenting styles relate to the behaviors of secondary school students. Specifically, the study has pointed the parenting style that is largely associated with deviant behavior among secondary schools students in the study area. This knowledge, if translated into practice, will be instrumental in addressing behavioral problems experienced in secondary schools.

The study will also benefit the secondary school students, parents, guidance and counseling personnel and policy planners. It is anticipated that by contributing towards addressing the behavioral problem, the study will reduce dropout rates and improve student achievement. According to the Nakuru County Department of Reproductive Health (2017), Nakuru East had 701 annual cases of teenage pregnancies in 2016 that had contributed to school dropouts in the area. Given that the study focused on substance abuse and sexual behavior, findings may also contribute towards improving the health and wellbeing of adolescents in the study area. This

may reduce the amount of money that society spends in treating illnesses such as sexually transmitted diseases and substance addiction among the teenagers.

The study will also be beneficial to researchers and practitioners in the child development field. The findings of the study have added to existing theories and literature related to parenting style and its influence of adolescent behavior. Specifically, the study has provided evidence regarding the validity of Buamrind's Theory of Parenting Styles within the Kenyan cultural context. The study has also recommended areas for further research on the subject of parenting and behavior.

### 1.8 Assumptions of the Study

The assumptions of the study were:

i. Participants would provide accurate accounts about parenting styles and their own behavior.
ii. Since students were the main respondents, the researcher would be able to personally hand over the questionnaires to them.
iii. To address this challenge, each participant was to be assured of anonymity, privacy, and confidentiality of any information given.
iv. Another assumption of the study was that the sampling strategy that was used would provide a sample that is a close representative of the students' population in the Sub-county.

### 1.9 Scope and Delimitations of the Study

The study focused on four main parenting styles; authoritarian, authoritative, permissive, and uninvolved. Although father and mother can exhibit different parenting style, this study examined overall parenting rather than the style of each parent. With regard to behavioral outcomes, the study only focused on sexual and substance use behaviors as these have been highlighted as the most prevalent behavioral problems within the study area. The study focused on public day secondary schools as our target was students living in Nakuru East Sub-County. The study was carried out in Nakuru East Sub County in Nakuru County between January and March 2018.

## 1.10 Limitations of the Study

A major limitation of the study is that the study relied on accounts provided by the respondents to arrive at conclusions regarding the students' behavior, parents' parenting style, and the relationship between the two. This approach might have exposed the study to bias especially due to the sensitive nature of the questions. Some respondents might have failed to provide accurate account regarding their involvement in some of the behaviors that were being queried. The study however tried to address this limitation by guaranteeing anonymity and privacy to the respondent so as to encourage honesty.

Another limitation of the study is that the study used a cross-sectional design where data was collected at a specific point in time. Although this design was effective in providing a snapshot of the students' behaviors, their parents parenting styles, and relationship between the two, it was not effective in inferring cause-effect relationship between parenting style and behavior outcomes as it could not capture the change of behavior over time.

## 1.11 Definition of Terms

**Authoritarian Parenting:** This refers to a parenting style that is characterized by a high level of parental control and low level of parental warmth (Baumrind, 1967).

**Authoritative Parenting:** A parenting style that is characterized by a moderate level of parental control, as well as, a high level of parental warmth (Baumrind, 1967).

**Behaviour:** In this study, the term will be used to refer to reasoned action undertaken by the student with the aim of achieving a certain state of affair.

**Neglectful Parenting:** A parenting strategy that is characterized by a low level of parental control, as well as, a low level of parental warmth (and Maccoby and Martin 1983)

**Parenting:** This is the process of educating and rising a child with aim of preparing him or her to achieve full potential as human being (Habecker, 2016).

**Parenting Style:** These are strategies that parents use to bring up their children. In this study, parenting style was defined in line with the four typologies identified by Baumrind (1967) and Maccoby and Martin (1983).

**Permissive Parenting:** A parenting approach that is characterized by a low level of parental control and high level of parental warmth (Baumrind, 1967).

# CHAPTER TWO
# LITERATURE REVIEW

## 2.0 Introduction

This chapter examines theoretical and empirical literature associated with the study issue. Sources of literature include peer-reviewed journals, books, and publication from reliable bodies. The chapter is divided into several sub-sections including the theoretical literature, empirical literature, conceptual framework, summary and gaps.

## 2.1 Theoretical Literature

The study was guided by Diana Baumrind Theory of Parenting Styles. The theory was developed following Baumrind (1967) study that examined a cohort 110 children with three different behavioral patterns through parent interviews and home observations. The three characteristics were (1) self-reliant, assertive, buoyant, self-controlled, and affiliative, (2) distrustful, withdrawn, and disconnected, (3) retreat from novelty, self-reliance, and little self-control. Findings linked the three behavioral patterns to three styles of parenting; authoritarian, authoritative, and permissive.

The three parenting styles differ in terms of level of parental warmth (responsiveness) and parental control (demandingness). The authoritarian style, characterized by low warmth and high level of control, was linked to withdrawn and disconnected child behavior (Power, 2013). The authoritative style, typified by high level of both warmth and control, corresponded to self-reliance and assertive child behavior. The permissive style, marked by high level of warmth and low control, was associated with low self-reliance and low self-control (Ismail, Nasiruddin, & Ismail, 2016). The theory was advanced by Maccoby and Martin (1983), who added a fourth style of parenting referred to as neglectful. This style is characterized by both low level of parental warmth and control.

In Baumrind study however, data for 16 Africa-American families were not included in the analysis because they exhibited different patterns (Power, 2013). Girls with authoritarian parents were found to be the most assertive than girls in the other parenting categories. This is interpreted to mean that effect of parenting style in children behavioral outcomes differ across cultural groups. This theory will be useful

in the proposed study as it will provide a reliable and valid framework for classifying the parenting styles of the parents to secondary schools students in Nakuru East Sub County. This theory has been empirically tested in numerous studies and has been found to have great reliability and validity (Ismail et al., 2016).

## 2.2 Empirical Literature Review

Empirical literature refers to works that are derived from measured and observed phenomena (Jabareen, 2009). They contain knowledge developed from actual experiences rather than theory. This section examined empirical literature that relate to parenting styles and their impact on adolescent behaviors. The goal was to identify what has already been covered by other researchers, methodologies that are commonly used to study this issue and gaps that exist within the current body of literature.

### 2.2.1 The Concept of Behavior

Behavior is quite an ambiguous concept that has attracted different definitions. Bicard and Bicard defined it as repeated movements. According to this definition, anything that cannot be observed, measured, or replicated is not a behavior. Levitis, Lidicker, and Freund (2009) defined the term as the internally coordinated responses of living organisms, either individually or in groups, to external or internal stimuli excluding responses that can easily be understood as developmental changes. This definition largely views behavior from a biological rather than a social point of view given that the authors are biologists. Gomez-Marin et al. (2014) described behavior as an expression of neural activity executed by glandular and muscular contractions in the body culminating in allocentric and egocentric changes in a temporal sequence. This definition is also from a biological perspective that views behavior as an outcome of neural activities.

In addition, Gomez-Marin et al. (2014) identified three essential attributes of behavior of animals. The first attribute is that behavior is relational as it embodies an interaction between the brain and the environment. Second is that behavior is dynamic as it characterized by frequent changes that are both essential and accidental (random). The third is that behavior is multidimensional as it embodies multiple variables that interact making it difficult to predict behavior. Gomez-Marin et al.

(2014) attributes provide significant insights regarding how studies that seek to examine animal behavior should approach this concept. Ossorio (2006) defined human behavior as any attempt to change or maintain the current state of affair. According to this definition, behavior is not necessarily an overt physical activity by any action that seeks to create some state of affair. Advancing on this definition, Bergner (2011) identified eight parameters that encompass the concept of behavior.

The first is identity, which refers to the person or object to which the behavior is attributed (Begner, 2011). The object may be one individual or a group of individuals. Second is the want, which refer to state of affair that the actors seek to create. It is the motivation behind the behavior. Third is the Know, which refers to availability of options and the awareness of these options by the actors. If there are no choices involved, then an act cannot be considered as a behavior. Fourth is the Know-how, which refers to competency or skills. According to Bergner (2011) all behavior entails the application of some skills or competencies. Fifth is the performance, which is the execution of the process and procedures that will lead to the desired state of affair. The processes may be physical, mental, or both. Number six is achievement, which refer to the outcome of the action. All behaviors are associated with some specific outcomes or consequences. The seventh attribute is personal characteristics, which refers to dispositions that describe the particular behavior in question. The final attribute is significance, which refers to broader more inclusive pattern of behavior associated with the behavior in question. (Bergner, 2011) For instance, if a teenager engages in alcohol use the greater behavior associated with this particular act may be that he or she wants identify with his or her peers or it may be as an act of rebellion. Bergner (2011) framework provides a tool for conceptualizing the behavioral outcomes of students in Nakuru East Sub-County.

### 2.2.2 Behaviors of Adolescents

Adolescence is the developmental period that marks a person's transition from childhood to adulthood (Curtis, 2015). It most individual, this transition occurs between the ages of 12 and 18 years. According to Jaworska and Macqueen (2015), adolescence occurs together with puberty, which is a biological phenomenon associated with maturation of the physical body. Unlike puberty that only refers to the biological aspects, the concept of adolescence also incorporate changes that occur at

the cognitive, psychological, and social levels. The adolescence period is also characterized by major changes in the behavior of the child. One of the most notable behavior changes is the increase in risk-taking behavior (Qu et al., 2015). Compared to younger children and adults, adolescents have a greater propensity for engaging in risky behaviors such as substance abuse, reckless driving, and unprotected sex.

Risky behavior among adolescent has also been observed in studies conducted in the context of developing countries. For instance, Qidwai et al. (2010) found various behavioral and lifestyle issues among adolescents in Kalachi in Pakistan. About 35% were current cigarette smokers while 7% were chewing paan, 58.9 were getting less than the required eight hours of sleep per day, and 47.9% had sedentary lifestyles. Substance abuse was more common among males than female while lack of adequate sleep was associated with mental health problems. In Jamaica, Ishida, Stupp, and McDonald (2011) found that 54% of males and 32% female adolescents (15-19 years) had sexual intercourse, out of which, 52% of males and 12% females had more than one sexual partners. Only 46% of males and 49% females who had sexual intercourse reported using condoms.

In Kenya, Mayabi (2016) found that 28.8% of male and 14.6% of female adolescent in secondary schools had indulged in sexual intercourse. Although this study provides facts regarding the prevalence of sexual behavior among adolescents in the country, it does not address the current research issues as it fails to link this behavior with parenting typology. However, Mayabi (2016) linked adolescent sexual activities to other factors such as gender, school location, and school type. The sexual behavior of adolescents has also been associated with biological processes. For instance, Vigil et al. (2016) links this behavior with hormones such as adrenal steroids and gonadal whose level tend to increase during puberty. These hormones play a critical role in the physical maturation of the adolescent.

Another behavioral change that children often exhibit when they reach the adolescent stage is demand for more independence. It has been noted that when a person reaches adolescent, he or she tend to reduce interactions with parents and family members and increase interaction with peers (Qu et al., 2015). They begin to clamor for the opportunity to make independent choices on such issues as mode of dressing, how spend allowances, how they spend their time, and the amount of time they spend away

from home. This behavior tends to alter the overall relationship between the child and parents. Other behaviors that are commonly associated with autonomy development include refinement of gender roles, reduction of dependency in adults, integration of intimate and sexual behavior, experimentation with body, and experimentation with substance (Murphy et al., 2008). At the adolescent stage, children realize that parents are not perfect and begin to seek role model in other people.

As Ranyard (2017) explains, autonomy seeking is one of the central theme in the adolescence period. Children at this stage seek greater control over their lives. He identified four dimensions of autonomy that most teenagers seek: emotional, attitudinal, financial, and functional. Allen and Loeb (2015) found that the degree of autonomy sought by adolescent is largely determined by individual and cultural factors. Autonomy development in adolescents is explored in the study by Bakken and Brown (2010), who found African American and Hmong children tend to restrict the amount of information that they share with parents when they reached the adolescence stage. The main reasons that the adolescents gave for restriction the information they share with parent include the need to maintain privacy, avoiding punishment, and circumventing parental consent.

Although autonomy development is a critical part of adolescents, it makes children at this age more susceptible to risk behavior. Allen and Loeb (2015) found that, at the adolescent stage, children often experience a dilemma regarding how to maintain relationships with peers and avoiding negative peer influences. They also found that the adolescent capacity to manage peer relationships successfully is determined by the adults in their lives. Romich, Lundberg, and Tsang (2009) also noted that adolescent can establish autonomy in a variety of ways. One way is by acting without seeking parental input through either withholding information and defying parental orders. This strategy of establishing autonomy also exposes the child to different risks.

### 2.2.3 Authoritarian Parenting and Adolescents' Behavioral Outcomes

Authoritarian parenting is one of the parenting typology identified in Buamrind's theory. This parenting approach is typified by high level of parental control and low levels of parental warmth (Baumrind, 1967). Common features of this style of parenting include rule setting, directedness, obedience, traditional structures and

order, and absolute standard of conduct for the child. Authoritarian parents value obedience and use coercive measures to enforce rules and standards (Bergner, 2011). They use the 'my way or the high way' approach of parenting where they expect their children to obey their rules and instructions without debate. These parents usually have weak bonds with their children, maintain little and one-way communication, are distrustful of their children; hence, very intrusive, and disconnected.

Studies conducted in different setting shows that the authoritarian parenting style has a negative effect of adolescent behavioral outcomes. For instance, Davita (2017) found that authoritarian parenting was associated with higher suicidal and deliberate self-harm behavior among adolescents between the ages of 13 and 15 years. The study utilized the case-control design where the parenting typology of two groups of adolescents were examined retrospectively; those with suicidal ideation and those without. Findings showed that adolescent with suicidal ideation perceived their parents to be more authoritarian and perceived the climate in their families as less warm and more conflict.tual. Greening, Stoppelbein, and Luebbe (2010) also found that adolescents with authoritarian parents also exhibit other factors that could lead to suicidal behaviors. These factors include a high level of self-consciousness, failure expectations, low self-esteem, anxiety and sensitivity, and dysfunctional attributes.

In another study, Cruz, Garcia, and Casanova (2014) found an association between authoritarian parenting style and increased physical aggression among adolescents. Aggressive behavior was, in turn, associated with heightened risks of poor peer interaction. The study involved 371 Spanish students in the 12 to 16 age bracket. Romich et al. (2009) also found that adolescent were more likely to act without their parent input when they realize that their parents have the tendency to impose their preferences and point of view. Habecker (2016) explain that the unwillingness on the part of authoritarian parents to dialogue with their children on issues that are of concern to them force the adolescent to become rebellious. It may also encourage the adolescent to do things without the knowledge and consent of their parents.

A few studies however suggest that the negative behavioral outcomes observed among children raised by authoritative parents is only limited to European-Americans where the Baumrind's theory originate. For instance, the study by Broman, Reckase, and Doan (2008) found that authoritarian parenting played a greater role in reducing

drug use among African American and Hispanics. The explanation given is that the authoritarian style of parenting tends to instill discipline in the children albeit through the use of negative strategies such as corporal punishment. Kritzas and Gobler (2008) also found an association between authoritarian parenting styles and increased emotional focused coping in black adolescents in the United States. Dixon, Graber, and Gunn (2008) argue that the African culture reinforces the authoritarian parenting style as it places high value on obeying and respecting not only parents, but also elder members of the family and community. It encourages children to show honor and high esteem to people in authority. Children are discouraged from talking back to adult unless when asked to respond to an issue.

Mawusi (2013) noted that there are fundamental differences between the European-American culture and the traditional African culture. While the role of parenting in European-American culture is largely left to the biological parents of the child, the traditional African culture accord this responsibility to the entire community. This means that any member of the community can discipline the child when he or she violates societal rules. Another cultural practice that is typical in the African culture is the right of passage (Mawusi, 2013). In most African societies, children have to undergo some form of ritual such as circumcision to make their transition from childhood to adulthood. These rituals are often used as platforms for instilling values and preparing the children to be responsible members of the community.

In addition, the African culture is more patriarchal in nature where the mother is viewed as the caregivers while the father as the breadwinner (Dixon et al., 2008). Consequently, mothers are more likely to be highly involved with their children while fathers are more likely to be detached. Authority is also hierarchical in the traditional African setting which is bestowed first to the father (Habecker, 2016). Consequently, African fathers are more likely to be authoritarian than mothers. The traditional African culture also tends to give boys more freedom than girls. The moral and sexual degradation of girls is given greater attention in the tradition African setting. Corporal punishments such as sparking and whipping of children are also prevalent in the traditional African culture.

The traditional African culture described above has, however, been eroded by external systems and ways of life. Today, the communal approach of raising and disciplining

children no longer exist especially in urban areas such as Nakuru East Sub County. The rights of passage rituals are no longer observed in most communities. In Ghana, Mensah and Kuranchie (2013) found that authoritarian parenting was associated antisocial behavior among adolescents such as impulsiveness, uncooperativeness, disobedience, and disorderliness. This finding challenges the argument that the effect of Baumrind parenting typology on children behavior only applies to the European-American culture. Hoskins (2014) argues that although authoritarian parenting may appear to have positive impacts on the short-term, its long-term effects are negative. The child may obey parental authority when at home because he or she has no choice, but turn into deviant behavior when he or she leaves home for college.

### 2.2.4 Authoritative Parenting and Adolescents' Behavioral Outcomes

Authoritative parenting is characterized by high level of parental control, as well as, high level of parental warmth. Authoritative parent use a give-and-take approach is directing their children's activities (Baumrind, 1967). They tend to negotiate issues with their children and only exert control where there are irresolvable divergence between their point of view and that of the child. Although they assert their authority as adults, they tend to respect the view and interests of the child (Roman et al., 2015). This style of parenting in found on trust, consensus, understanding, and reasoning rather than strict enforcement of rules. Parents set general rules and guidelines, but allow their children to have some freedom.

Most studies associate authoritative parenting with positive behavioral outcomes. For instance, Newman et al. (2008) found that adolescents from households with authoritative parent had fewer risks for authoritative behavior. The study also established that authoritative parenting has a positive implication on psychosocial adjustment, which is an important mediator for good behavior. In another study involving 300 adolescents in Pakistan, Rizvi and Najam (2015) found that authoritative parenting was the most optimal typology of parenting as it predicted lower levels of behavioral problems. Findings also showed that authoritative parenting had a positive effect on adolescent behavior when practiced individually by the father and mother, as well as, when practiced jointly.

The authoritative parenting style also promotes effective management of adolescent autonomy development. According to Romich et al. (2009), effective management of the autonomy development can only be attained when parents negotiate with their children on key decisions. It should become apparent that the power and right to make decision is held by the parent but can be transferred to the child through controlled process. Rhucharoenpornpanich et al. (2010) found that adolescent boys who are raised by authoritative parents were less likely to exhibit delinquent behaviors. Authoritative parenting was also associated with low risk of delinquent and sexual behavior among adolescent girls. No relationship was, however, observed between authoritative parenting and boys' sexual behavior.

In their study, Brukiene and Aleksejuniene (2012) found that authoritative parenting led to improved oral hygiene behavior among adolescents in Lithuania. This study is different from other study on this issue as it utilized a true experimental design. A sample of 247 adolescent were randomly assigned into three groups where one group was trained in dental hygiene using the authoritative approach while the other two groups acted as controls. Results showed that the authoritative parenting group had the largest improvement in dental hygiene behavior after 3 months. As Creswell (2013) explains, experimental designs are more effective in demonstrating cause-effect relationship between variables as it enables the researchers to control confounding factors. Therefore, the study by Brukiene and Aleksejuniene (2012) provides the strongest evidence that the relationship between authoritative parenting and adolescent behavior is of causal nature. However, since this study was focused only on oral hygiene behavior, it is not clear whether this effect would be observed in other behaviors.

Whether the positive effect of authoritative parenting transcends ethnicity and cultural background remain a contentious issue. In the study involving 10,000 high school students in Thailand, Steinberg et al. (2010) found that the relationship between authoritative parenting and various dimension of adolescent adjustment including delinquency remained significance even after adjusting for ethnic differences. On the other hand, Mbua and Aigeb (2015) found that while authoritative parenting acts as protective factor against drug abuse among adolescents in Nigeria, this style of parenting was linked with increased sexual behavior, delinquent behavior, and

examination malpractice. These findings tend to support the argument that the positive effect of authoritative parenting is not universal.

### 2.2.5 Permissive Parenting and Adolescents' Behavioral Outcomes

Permissive parenting, also known as indulgent parenting, is characterized by a low level of parental control and a high level of parental warmth (Baumrind, 1967). Permissive parents are usually very warm, responsive, and supportive towards their children. They, however, lack structured rules and boundaries for guiding their children's behaviors. They demand little from their children and hardly discipline them when they go wrong (Karmakar & Ghosh, 2012). These parents are often reluctant to impose limits and reject the notion of keeping their children under control. They view their children Many studies link permissive parenting with negative behavioral outcomes. For instance, Newman et al. (2008) found that adolescents with permissive parents were more likely to engage in violent conduct. In this study, African American adolescent of between 11 and 14 years were questioned about their mothers parenting styles and asked to describe how they would react to hypothetic scenarios that might elicit violent reactions. Adolescent whose parents' description matched those of permissive parent showed the highest likelihoods of responding violently to the scenarios presented. Davita (2017) also found that permissive parenting was associated with greater relational aggression among adolescents. This association is explained by the fact that children of permissive parents tend to have little behavioral control; hence, they easily resort to violence at the slightest provocation.

The association between permissive parenting and aggressive conduct is also documented in the study by Ehrenreich et al. (2014) where it was found that children of permissive parents had higher trajectory of both social and physical aggression as they grow up. This problem was more pronounced among boys and children of single parents with permissive parenting typologies. Underwood, Beron, and Rosen (2009) found that adolescent of permissive parents were more likely to exhibit aggressive behavior. Findings showed that these adolescent are more likely not to show any early signs of aggressiveness but the antisocial behavior would begin at junior high and increase gradually. The two studies discussed above were longitudinal in nature as they entailed following children for duration of 10 years and 5 years respectively.

According to Caruna et al. (2015), longitudinal studies provide more valid findings than cross-sectional studies as it enables the researcher to observe changes in behavior over time.

In Pakistan, Rizvi and Najam (2015) also found that permissive mother positively correlated with adolescent social problems, externalizing behavioral problems, aggression, and rule breaking. However, permissive parenting on the part of the father was significantly associated with any behavioral problem. The authors attributed this finding to the Pakistan culture that gives the father a permissive role in the upbringing of children. This explanation raises question regarding whether the negative impacts attributes are to permissive parenting are universal.

Other studies have linked permissive parenting with some positive behavioral outcomes. For instance, Rothrauf, Cooney, and An (2009) found that children of permissive parent had high self-esteem and were more resourceful than kids whose parents were authoritarian and uninvolved. Although self-esteem does not fit the definition of behavior, it is one of the factors that have a significant impact on adolescent behavior (Park e al., 2016). The study by Karmakar and Ghosh (2012) also found a positive and significant relationship between permissive parenting and altruistic behavior among adolescents in India. Altruism is a positive behavior as it enables adolescents to create successful social relationships.

### 2.2.6 Uninvolved Parenting and Adolescents' Behavioral Outcomes

Uninvolved parenting, also known as neglectful or rejecting parenting, is typified by both low level of parental warmth and parental control (Roman et al., 2015). Uninvolved parents have few demands on their children and also little communication. Although they meet the physiological needs of the child, these parents hardly get emotionally attached to the child. They are often dismissive and indifferent towards their children (Hoskins, 2014). They do not monitor or supervise their children conduct or encourage self-regulation among their children. Uninvolved parenting is often portrayed as the most negative parenting typology when compared to the other three parenting styles. The study by Donath et al. (2014) also showed the uninvolved parenting is associated with higher risk of suicidal behaviors. This study utilized a case-control design where the parenting typology of two groups of

adolescents was analyzed. Findings revealed that neglecting parenting increases odds for suicidal behavior by 1.5 times. Rothrauf et al. (2009) found a significant positive association between uninvolved parenting and substance abuse among adolescent. This study involved a nationally representative sample of 2,232 American adults who were asked to remember their experiences during their adolescence years. The reliance of remembered accounts might have affected the accuracy of study findings.

In another study, Luyckx et al. (2011) found that uninvolved parenting was statistically associated with an increase in alcohol consumption, steep increase in cigarette smoking with age, increase in antisocial behavior, and high level of internalizing behavior. This study utilized a longitudinal design where 2,127 parents and 1,075 students were assessed over duration of 8 years. Hoeve et al. (2009) found that neglectful parenting was more harmful for young adolescent that all other styles of parenting. Findings revealed that this parenting typology tend to promote delinquent behavior among adolescent. This study was a systematic review of literature that synthesized evidence from 161 published studies from different parts of the world.

### 2.3 Conceptual Framework

A conceptual framework is a graphical representation of study variables, related constructs, and the relationship between them (Jabareen, 2009). It provides a soft interpretation of the study's intentions and how the researcher intends to realize them. The conceptual framework for the current study is present in Figure 2.1:

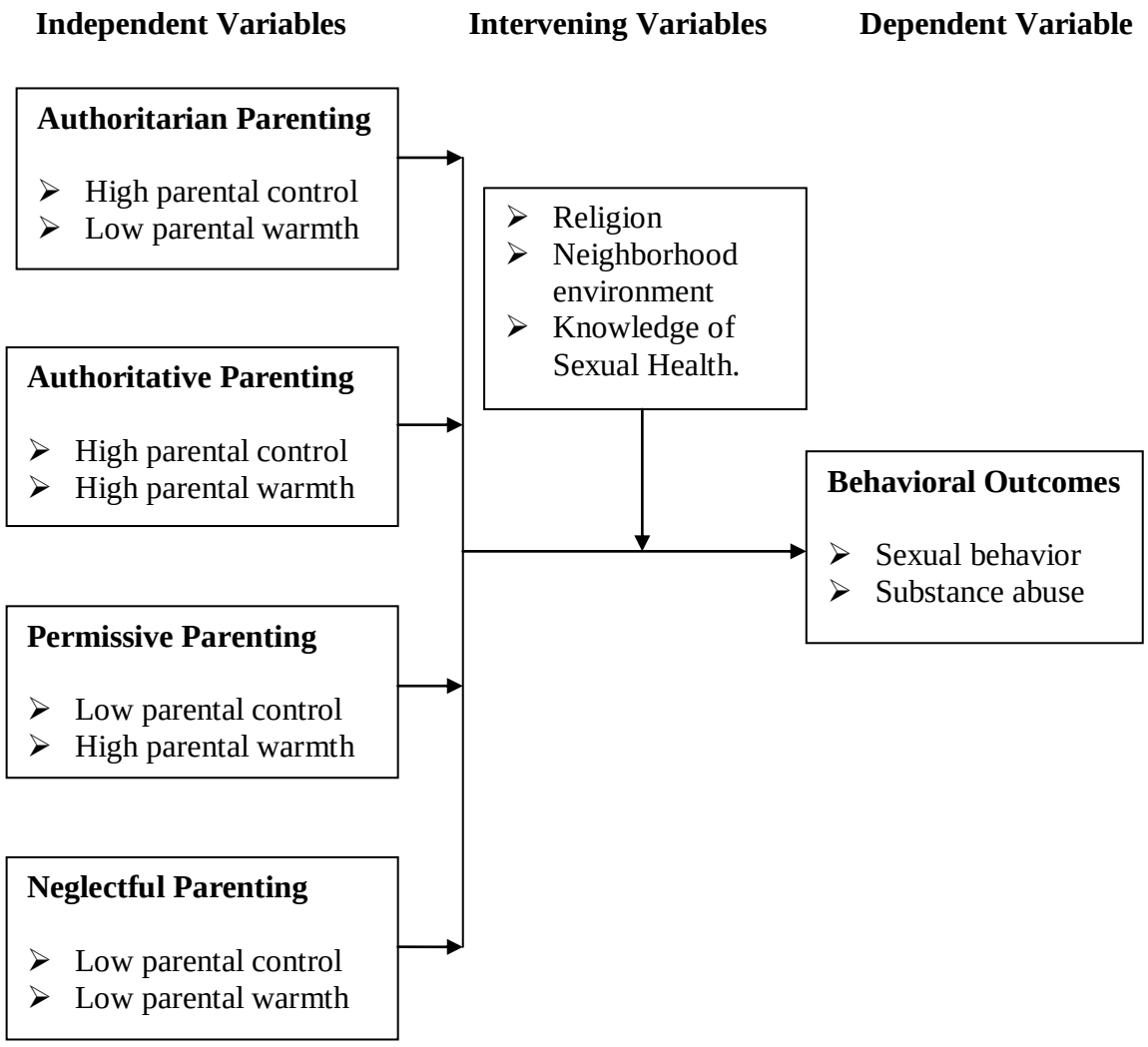



**Figure 2.1: Conceptual Framework**

***Source: Author (2018)***

As shown in Figure 2.1, the study had four independent variables: authoritarian, authoritative parenting, permissive, and neglectful parenting. These parenting styles shape the behavioral outcomes of the adolescents, which forms the dependent variable of the study. However, there are several variables that can alter the relationship between parenting styles and adolescent behavioral outcomes. The most significant variables are the adolescents' individual characteristics such as their gender and personality as well as environment in which they live.

In authoritarian parenting, the study focused on examining the level of authoritarianism among parents of all the students that were involved in the study. A

likert-type scale comprising of statement such as ‘whenever my parents tell me to do something, they expect me to do it immediately without asking any questions’ wad used to measure the level of authoritarianism. The scale comprised a total of seven items (statements) which were rated on a five point scale (1=strongly disagree and 5= strongly agree). A total score of authoritarian parenting was obtained by summing up the rate assigned on each item. Thus, the lowest total score was 7 while the highest was 35. Scores of between 7-16 were categorized as low authoritarianism, scores of between 17 to 26 were categorized as moderate authoritarianism, and scores of between 27 and 35 were classified as high authoritarianism.

The same procedure was used to measure authoritativeness, permissiveness, neglectfulness. The dependent variable of the study is behavioral outcomes. The study focused on two main behaviors; sexual behavior and substance abuse. Sexual behavior was measured in terms of whether the student has ever engaged in sexual intercourse while substance abuse was measured in terms of whether the student has ever used any of the substances.

### 2.4 Summary of the Gaps

Adolescence is a delicate stage that often has significant implications on an individual adult life. Consequently, the behavior of children during this transition period is of great importance. The review has established that behavior is an ambiguous term that has attracted multiple definitions. This study mainly relied on Bergner (2011) description of behaviors for various reasons. First, this definition does not take a simplistic view of the concept of behavior as it considers both the physical and mental aspects such planning, calculation, and problem solving. Most early definition such as Bicard and Bicard (2013) associated behaviors with only physical movements. Bergner (2011) definition also goes ahead to consider motivation that inform a particular behavior and the greater patterns to which a particular behavior belongs. It also excludes involuntary actions such as blinking and yawning.

There is a vast body of literature that has explored how parenting style influence the behavioral outcomes of adolescents. Most studies such as Davita (2017), Greening et al. (2010), Cruz et al. (2014), and Habecker (2016) suggests that the authoritarian parenting style lead to negative behavioral outcomes such as suicide and aggressive

behavior. However, there are a few studies such as Broman et al. (2008) and Kritzas and Gobler (2008) that associated authoritarian parenting with positive behavioral outcome such low substance abuse. The disagreement within the body of literature regarding the impact of authoritarian parenting styles on the behavior of adolescents warrant further investigations.

The same inconsistency was also noted in literature examining the association between permissive parenting style and adolescent behavior. The majority of publications such as Newman et al. (2008), Davita (2017), Ehrenreich et al. (2014), Beron, and Rosen (2009), Caruna et al. (2015), and Rizvi and Najam (2015) associated permissive parenting with aggressive behavior. None of these studies established a significant correlation between permissive parenting on one hand, and substance abuse and sexual conduct on the other, which are the focus of the current study. Similarly, a few publications such as Rothrauf et al. (2009) and Karmakar and Ghosh (2012) linked permissive parenting to positive behavioral outcomes such as altruism. This inconsistency also needs to be interrogated.

The body of literature is unequivocal regarding the impact of authoritative and neglectful parenting styles on adolescent behaviors. All available works suggest that authoritative parenting has positive implications on adolescent behaviors while neglectful parenting has negative implications. However, most of the available studies were conducted in the United States and largely focused on adolescent of European-American background. Since there are major difference between the European-American culture and cultures that exists in the country, findings of these studies may not reflect the situation in Kenya (Mawusi, 2013). Similarly, the absence of studies that specifically focus on the Nakuru East Sub County limited the knowledge regarding the parenting style that is commonly practiced within this study area. The current study sought to address these gaps.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter outlines the methods and procedures that were applied in addressing the research problem. Specifically, the chapter presents the research design, target population, sampling frame, sample size and sampling technique, data collection instrument and methods, validity, reliability, data analysis and presentation, and research ethics.

## 3.1 Research Design

This study utilized the cross-sectional survey design. This design entailed questioning students regarding their parents parenting styles and their (students) behaviors. The goal was to establish whether there are differences in behavioral outcomes among students exposed to different style of parenting. Although the data was collected at a specific point in time, students were required to give a retrospective account of their behavior over time. For instance, on sexual behavior, students were asked whether they had ever engaged in any of the listed sexual behaviors. This means that the students were expected to not only indicate whether they were currently engaging in these behaviors but also whether they had been involved in the past. This design was selected because it facilitated collection of large amount of data within a short period of time (Sedgwick, 2014).

## 3.2 Study Locale

The study was conducted on five schools in Nakuru East Sub-County Each school was a representative of the 5 wards of Nakuru East Sub-county namely Biashara ward, Nakuru East ward, Kivumbuni ward, Flamingo ward and Menegai ward. Nakuru East Sub-County is one of the 11 sub-counties that make up Nakuru County in Kenya. It has a human population of 152,167 and an area of 74.30 square kilometer (Nakuru County Government, 2017). It has a total of 31 public secondary schools with a student population of 18,600 (Nakuru County Director of Education Office, 2017).

### 3.3 Target Population

The target population for the current study comprised of all adolescent secondary students (12-18 years) from public day secondary schools in Nakuru East Sub County. According to the Nakuru East District Education Office, there were 31 public secondary schools in the area having a total population of 18,600 at the time this study was being conducted. These students constituted the target population for the study.

### 3.4 Sample Size and Sampling Technique

In order to enhance the representative of findings and increase the power of the study, an appropriate sample size should be used. The Taro Yamane Formula was used to determine the correct sample size that should be applied in this study.

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

Where:

n= Sample size

N= Population

e= Acceptable margin of error

When using samples instead of studying all members of the population, there is always a difference between the statistics observed in the sample and the unkown value of the population parameter (Ajay & Micah, 2014). This difference is known as the sampling error. Acceptable margin of error (e) refers to the maximum sample error that the study is willing to accommodate. According to Gilliland and Melfi (2010), the acceptable margin of error for surveys fall between 4% and 8% at the 95% confidence level. For the current study, the acceptable margin of error was set at 8%. Therefore, the appropriate sample size was determined as:

$n = 18,600/ [ 1+ 18,600 * (0.08)^2]$

$n = 18,600/ 120.04$

$n= 154.948 \approx 155$

The 155 respondents were selected using the stratified random sampling method. This method entails dividing the population into homogenous segments and then selecting respondents in each segment using random methods (Creswell, 2013). The population was stratified in term of geographical location with each ward in the subcounty acting as a stratum, as well as, in terms of the students academic level. One school was selected from each of the five wards in the county and respondents selected from each class (form) within the school. The sampling plan is presented in Table 3.1:

**Table 3.1: Sampling Plan**

| Ward | Form 1 | Form 2 | Form 3 | Form 4 | Total |
|---|---|---|---|---|---|
| Kivumbini | 7 | 8 | 8 | 8 | 31 |
| Flamingo | 7 | 8 | 8 | 8 | 31 |
| Nakuru East | 7 | 8 | 8 | 8 | 31 |
| Menengai | 7 | 8 | 8 | 8 | 31 |
| Biashara | 7 | 8 | 8 | 8 | 31 |
| Total | 35 | 40 | 40 | 40 | 155 |

Source: Author (2017)

### 3.5 Data Collection Instrument and Methods

Data was collected using questionnaires. This instrument is selected because it facilitates collection of data from large number of respondents at the lowest cost (Jones, Baxter, & Khanduja, 2013). Questionnaires also provided the anonymity and privacy that was extremely necessary in this study due to the sensitivity of some of the issues being inquired. The questionnaire contained both open-ended and close-ended questions. The close-ended questions were essential in the process of quantifying the parenting styles and behavior outcomes of students so as to facilitate statistical analyses of the relationship between these variables. Open-ended questions focused on eliciting additional information regarding parenting styles and behavior

outcomes. Responses to the open-ended questions complemented the findings of the quantitative analysis.

Questionnaires were distributed using the drop-off and pick-up methods whereby the researcher went to the school in person and explained the study to the administration. After being granted permission to conduct the study and with the assistance of the class teacher the researcher identified potential respondents through random sampling, explained the study including its objectives and potential benefits, assured them of the highest level of privacy and confidentiality, and asked for their consent. Those who agreed to participate were asked to complete the questionnaire. This approach was selected because it has been proven to have a positive impact on response rate as it allows the researcher to establish a rapport with respondents by appearing in person and explaining the study (Creswell, 2013) this strategy was more convenient than post or email

### 3.6 Validity and Reliability of the Questionnaire

The validity of the questionnaire was enhanced by subjecting it to scrutiny by faculty university supervisors and other faculty members. The researcher sought the assistance of the university supervisors and other experts within the Department of Development Studies in reviewing the questionnaire with the aim of reducing ambiguity, emotive questions, leading questions, and questions that do not capture the goal of the study.

A pilot study was also conducted in one secondary in Nakuru East Sub-County to examine and improve the reliability of the questionnaire. The pilot study involved 15 students that were selected randomly. This school was not included in the main study to avoid contamination of data. The pilot test data was analyzed using the Cronbach alpha method at the 0.7 threshold. All sets of questions gave an alpha of 0.7 and above; hence, were deemed reliable.

### 3.7 Data Analysis and Presentation

Data was analyzed using both quantitative and qualitative methods. Responses to the close-ended questions were coded and entered into the SPSS and analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency and

percentage were used to describe the characteristic of the sample, parenting styles commonly practiced in the study area, and the student behavioral outcomes. Inferential statistics were used to examine the relationship between these variables. Cross-tabulation with chi-square was used for the inferential analysis. Responses to the open-ended questions were analyzed using the thematic technique. This technique involves summarizing the responses into themes related to the research issue (Alholjailan, 2012). Results are presented using tables and graphs.

### 3.8 Research Ethical considerations

Several ethical issues were considered. The first ethical issues entailed obtaining the necessary approval to conduct the study. First, the researcher obtained a research authorization letter from the St. Paul's University Department of Post Graduate Studies. The researcher then obtained a research permit from the National Commission for Science Technology and Innovation (NACOSTI). Upon receiving the NACOSTI permit, the researcher obtained an approval letter from the Nakuru County Director of Education. Finally, the researcher sought approval from the principals of the schools who allowed the class teachers assist the researcher to help deliver the questionnaires. The second ethical issue entailed obtaining informed consent from respondents. The researcher explained the study to potential respondents and gave them the opportunity to decide whether to participate without any form of coercion. The third ethical issue was related to the protection of the privacy and confidentiality of respondents. In line with this requirement, the researcher instructed all respondents not to include any personally identifiable information such as names and registration numbers within the questionnaires. The researcher also ensured that no one else knows the identity of students and schools that participated in the study. These measures were essential in protecting the students from harm such as embarrassment and victimization.

# CHAPTER FOUR
# FINDINGS, PRESENTATION AND DISCUSSION

## 4.0 Introduction

This chapter presents and discusses the findings of the study. It is divided into the following sections: questionnaire return rate, demographic characteristics of respondents, behaviors of adolescents, and findings related to the research objectives.

## 4.1 Questionnaire Completion Rate

All the 155 questionnaires that were distributed were returned to the researcher. However, after the cleaning/ screening exercise, only 101 questionnaires were deemed fit to be included in the analysis. The remaining 54 questionnaire had a lot of questions left blank (missing data) and errors. The 54 questionnaires were randomly distributed across the five wards/ schools; hence, their exclusion did not increase the risk of sampling bias. The 101 questionnaires included in the study mark a questionnaire completion rate of 65%. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate, 60% is good, and 70% and above is excellent.

## 4.2 Demographic Characteristic of Respondents

The study sought to establish the demographic characteristics of the respondents. Various characteristics were explored including the respondents' gender, age, class/ grade, and family structure.

### 4.2.1 Gender of Respondents

In order to determine the representativeness of the sample in terms of gender, the study sought to determine the representation of both male and female students within the sample. This representation is presented in Figure 4.1:

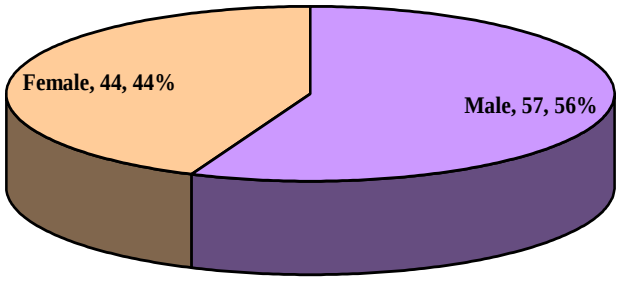



**Figure 4.1: Gender of the Respondents**

***Source: Field Data (2018)***

Figure 4.1 shows that out of the 101 respondents 57 (56.4%) were male while 44 (43.6%) were female. This distribution is a close representation of the gender distribution in the general students' population. According to the National Bureau of Statistics (2014), boys accounted for 53.6% of the population of students in all secondary schools in Kenya in 2013 with girls accounting for the remaining 46.4%.

### 4.2.2 Age of Respondents

The study also explored the distribution of respondents according to their age. Age was treated as categorical variable where students were divided into three age brackets: 14 years and below, 15-18 years, and 19 years and above. Table 4.1 presents the distribution of respondents across these age brackets:

**Table 4.1: Distribution of Respondents according to Age**

| Age Brackets | Frequency | Percent |
|---|---|---|
| 14 years and below | 7 | 6.9 |
| 15- 18 years | 89 | 88.1 |
| 19 years and above | 5 | 5.0 |
| **Total** | **101** | **100.0** |

***Source: Field Data (2018)***

Table 4.1 shows that the majority of the respondents (89, 88.1%) were between 15-18 years. This distribution is a close representation of general secondary student population. According to UNESCO (2012), about 81.6% of students in Kenya start secondary education at the age of 15 years and complete at the age of 18 years.

### 4.2.3 Respondents Grade/ Class

The study also sought to establish the grades of the respondents. This information is presented in Table 4.2:

**Table 4.2: Respondents Grade/ Class**

| Grade | Frequency | Percent |
|---|---|---|
| Form 1 | 23 | 22.8 |
| Form 2 | 30 | 29.7 |
| Form 3 | 29 | 28.7 |
| Form 4 | 19 | 18.8 |
| **Total** | **101** | **100.0** |

***Source: Field Data (2018)***

As shown in the Table, all grades in the current secondary school system were represented in the sample. Form 2 and 3 had almost equal representation of 29.7% and 28.7% respectively. There were relatively fewer Form 1 students accounting for 22.8% of the sample. Form 4 students had the least representation of 18.8%; however, their number was sufficient to provide an accurate view of all the grades.

### 4.2.4 Respondents' Family Structure

The final background information that was explored was the structure of the respondents' family. To assess this, the respondents were asked who they were living with and presented with five options: both parents, mother only, father only, relatives, and others. Their responses are presented in Figure 4.2:

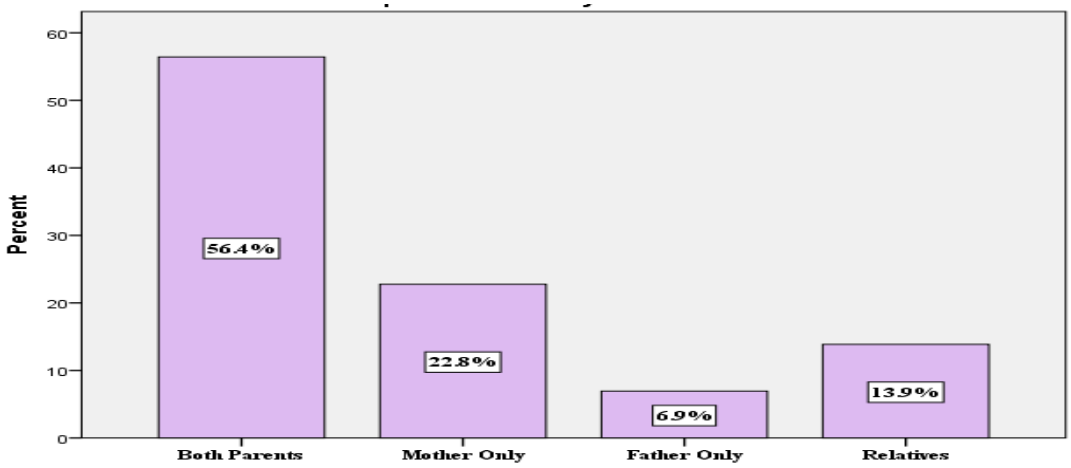



**Figure 4.2: Respondents Family Structure**

***Source: Field Data (2018)***

The majority of the respondents (56.4%) were living with both parents. This finding is consistent with the Kenya Demographic Health Survey 2014 where it was found that 55% of all children in Kenya were living with their two biological parents (Kenya National Bureau of Statistics, 2015). About 22.8% of the sampled students indicated that they were living in a single parent household with the mother only. About 6.9% of the students said that they were living with their father only while 13.9% said that they were living with relatives.

### 4.3 Behaviors of Adolescents in Public Secondary School within the Sub-county

The study sought to determine the behavior of adolescents in public secondary schools within the study area. It focused on two main behaviors: sexual behavior and substance abuse. Outcomes related to these behaviors are presented in sections 4.4.1 and 4.4.2.

#### 4.3.1 Sexual Behavior

To examine the sexual behavior of the students, the respondents were presented with a list of sexual practices and asked to indicate the practices that they consider inappropriate for teenagers in secondary schools. These practices include pornography, sexual intercourse with a member of the opposite sex, masturbation, lesbianism, and homosexuality.

**Table 4.3: Practices that Respondents' considered inappropriate for Teenagers**

| Sexual Practice | % of who said Yes | % of who said No |
|---|---|---|
| Pornography | 74.3 | 25.7 |
| Sexual intercourse with opposite sex | 65.3 | 34.7 |
| Masturbation | 67.3 | 32.7 |
| Lesbianism | 68.3 | 31.7 |
| Homosexuality | 71.3 | 28.7 |
| None of the above | 16.8 | 83.2 |

***Source: Field Data (2018)***

The highest number of students (74.3%) considered pornography to be an inappropriate practice. About 71.3% of the students also considered homosexuality an inappropriate practice. About 68.3% and 67.3% respectively considered lesbianism and masturbation to be inappropriate practices. This is a point of concern as it suggests that over 30% of the students would consider engaging in these practices.

Similarly, 65.3% of the respondents considered having sexual intercourse with a member of the opposite sex to be inappropriate for teenagers suggesting that over 34% of the student would consider engaging in this practice. Of most concern is that there were 17 students who felt that none of these practices is inappropriate. This implies that they would consider engaging in most of these practices.

As a follow-up, respondents were asked to mention any of the five practices that they have ever indulged in. Results are presented in Figure 4.3:

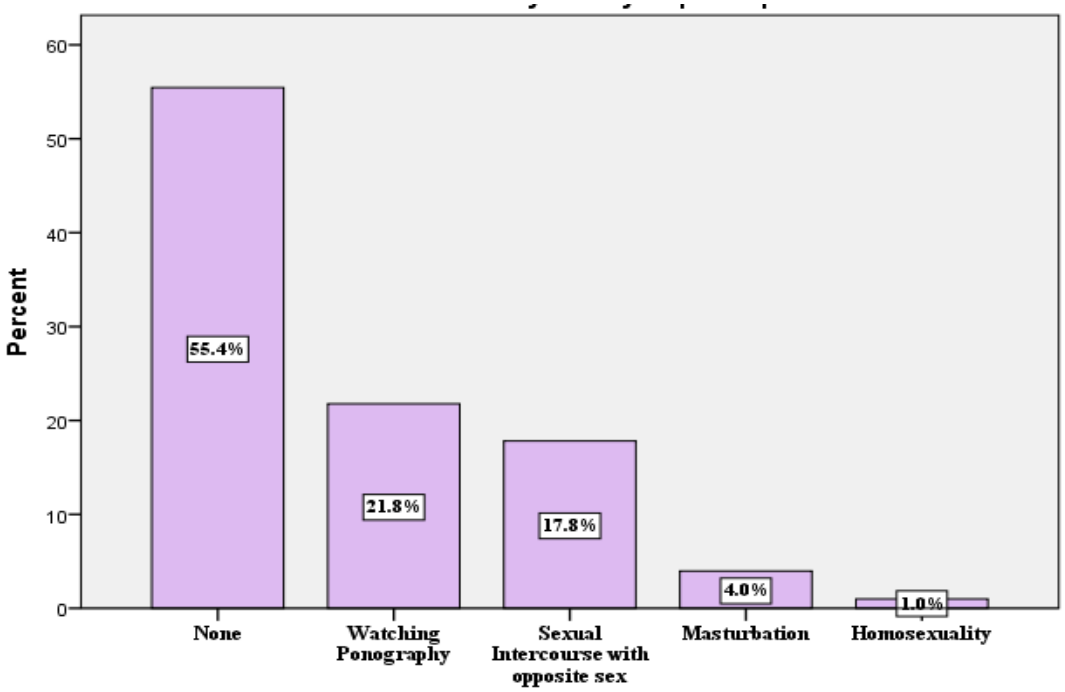



**Figure 4.3: Sexual Practices that Respondents have ever Indulged**

***Source: Field Data (2018)***

About 55.4% of the respondents said that they have never engaged in any of the sexual practices. This implies that the remaining 44.6% have indulged in one or more of these practices. The percentage could be higher given that the sensitive nature of this issue might have prompted a good number of students not to provide accurate information on this issue. The most commonly indulged practice was watching pornography with 21.8% of the respondents reporting to have indulged in this practice as one point in their lives. This finding is consistent with Asatsa et al. (2017) who found that pornography has become prevalent among Kenyan adolescent due to proliferation of mobile phones and availability of cheap internet.

About 17.8% of the respondents admitted that they have had sexual intercourse with a member of the opposite sex at some point in their lives. This proportion is lower as compared to statistics from African Institute for Development Policy (2015), which indicates that 50% of males in Nakuru County have sexual encounter before the age of 17 years while 50% of girls engage in sexual intercourse before the age of 19 years. The low proportion is probably due to the sensitive nature of the issue that may have compelled a good number of students not to provide accurate information. The study tried to address this limitation by guaranteeing anonymity and privacy to the respondents. The disparity could also be due to the difference in population of the two studies. The African Institute for Development Policy targeted all teenagers while the current study only targeted teenagers who are in school. It is probable that education and the school environment could have acted as protective factors against teenage sex.

Only 4 (4%) respondents reported to have ever engaged in masturbation. This proportion is not congruent with findings of other studies such as Asatsa et al. (2017) who found that increased access to mobile phone had contributed to a spike in masturbation among teenagers as these phones expose the teenagers to sexually stimulating content such as pornography and sexting. It is probable that a lot more students are engaging in this practice but failed to disclose due to the sensitive nature of this issue. Only 1 (1%) respondent reported to have engaged in homosexuality while none reported engaging in lesbianism.

Studies on homosexuality in Kenyan have not yielded consistent results. For instance, Njeri (2015) found that the majority of students in Githunguri Sub-County were of the opinion that homosexuality is an offense that should never be accepted and that perpetrators should be punished. This attitude is also highlighted in the current study where 71.3% of the respondents considered homosexuality to be an inappropriate sexual behavior. In the study by Mucherah et al. (2015), 41% of the sampled students claimed that homosexuality is prevalent in schools. However, 61% of these students believe that homosexuality is practiced in single-sex boarding schools while our sample mainly comprised of public day schools.

Still on the subject of sexuality, respondents were asked what they think is the right age for one to become sexually active. As shown in Table 4.4, most students (40,

39.6%) believed that the right age is when someone in above 25 years. Of concern is that 25.7% of the respondents believed that the 16-20 years was the right age for one to become sexually active and another 8.9% expressed that it is okay for individual to become sexually active between 10-15 years. This implies that over 30% of the respondents were in support of teenagers engaging in sexual activities. It is suggesting that the proportion of students engaging in sexual activities particularly having sexual encounters with members of the opposite sex could be more than 17.8% captured in this study.

**Table 4.4: Respondents view on the Right Age to become Sexually Active**

| Age Category | Frequency | Percent |
|---|---|---|
| 10-15 years | 9 | 8.9% |
| 16-20 years | 26 | 25.7% |
| 21- 25 years | 26 | 25.7% |
| Above 25 years | 40 | 39.6% |
| **Total** | **101** | **100%** |

***Source: Field Data (2018)***

In addition, respondents were asked whether they think it is right for teenagers to engage in sexual activities. As shown in Figure 4.4, the majority of the respondents (79, 78%) believed that it is not right for teenagers to engage in sexual activities. The remaining 22 respondents said yes, suggesting that they would consider engaging sexual activities when the chance arises. This finding also suggests that there could be more students engaging in sexual activities than the 17.8% captured by the study.

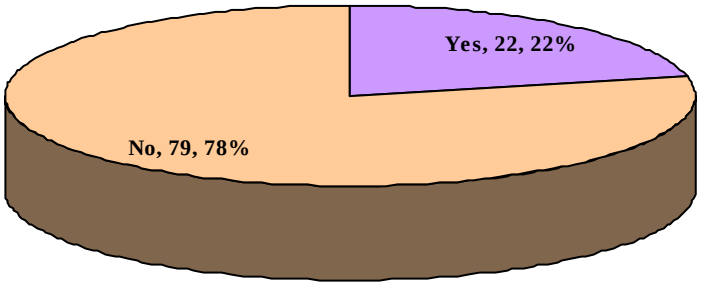



**Figure 4.4: Respondents views on whether it is Right for Teenagers to have Sex**

***Source: Field Data (2018)***

### 4.3.2 Substance Abuse

To explore substance abuse behavior among the students, respondents were provided with a list of common recreational substances and ask to indicate the ones with which they have had an encounter. Table 4.5 presents the findings:

**Table 4.5: Substances use by Respondents**

| Substance Used | % of who said Yes | % of who said No |
|---|---|---|
| None | 57.4 | 42.6 |
| Alcohol | 27.2 | 72.8 |
| Shisha | 18.8 | 81.2 |
| Miraa | 15.8 | 84.2 |
| Bang | 9.9 | 90.1 |
| Cigarettes | 4.0 | 96 |
| Cocaine | 4.0 | 96 |
| Heroine | 1.0 | 99 |

***Source: Field Data (2018)***

As shown in the Table, 57.4% of the respondents said that they have never used any of the substances. This implies that 42.6% of the students had used one or more of the substances at some point in their lives. This proportion is slightly higher than the national average which according to NACADA (2016) stands at 40%. Alcohol is the most widely used substance with 27.2% of the respondents reported having consumed alcohol at some point in their lives. Other common drugs include shisha (18.8%), miraa (15.8%), and Bang (9.9%). These findings are congruent with the NACADA (2016) survey that found that alcohol is most commonly used substance by secondary school students in the country followed by miraa, cigarettes, prescription drugs, and shisha. However, current findings suggest that cigarette smoking is not as prevalent in Nakuru East Sub-County while prescription drugs were not provided as an option during the study.

Respondents who admitted to have used any of the substances were asked to identify the person who introduced them to the substance. Results are presented in Figure 4.5:

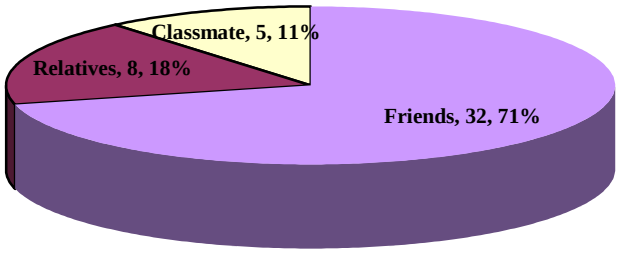



**Figure 4.5: Persons who introduced the Respondent to Recreational Substances**

***Source: Field Data (2018)***

As Figure 4.5 shows, 71.1% of the respondents who admitted using one or more substances said that they were introduced to these substances by friends. This finding is consistent with the NACADA (2016) survey where it was found that substances used by students closely mirrored the use of those substances by friends. The survey also showed that substances were more likely to be used during school holidays indicating the role of friends. About 17.8% of the respondents who have ever used recreation substances said that they were introduced by relative. NACADA (2016) also found that 14.5% of students reported the home environment as the place where they last used a substance followed by occasions such as weddings and parties. In the current study, 11.1% reported that they were introduced to the substances by classmate. This proportion reflects the findings by NACADA (2016) where 72.8% of the sampled students said that it was possible for a student to use drugs in school without their teachers' knowledge. Over 71.3% of the sampled students in the NACADA (2016) survey also agreed that students are likely to initiative substance use in schools.

Lastly, respondents who admitted ever using recreational substances were asked the age at which they first used these substances. A total of 40 respondents answered this question. Results are presented in Figure 4.6:

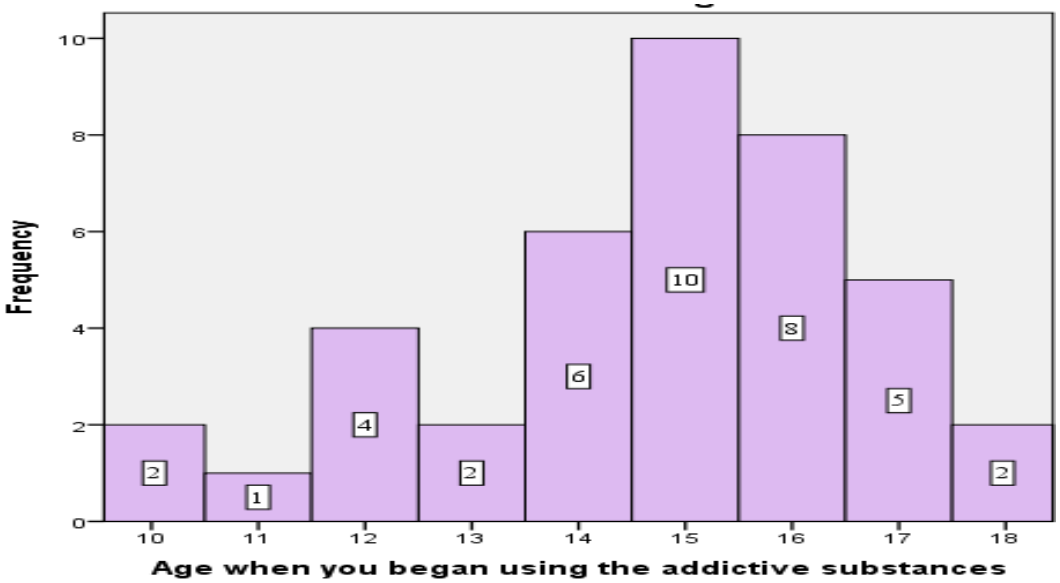



**Figure 4.6: Age at First encounter with Recreational Substances**

***Source: Field Data (2018)***

As shown in Figure 4.6, respondents who admitted using substances began at varying ages ranging from a low of 10 years to a high of 18 years. Two respondents reported that they first encountered the recreational substance at the age of 10 years. Fifteen years seem to be the age at which most students are likely to begin using drugs with 10 respondents reporting that they first encountered substances at this age. Eight respondents said that they first used drugs at the age of 16 years and 6 respondents said that they started when they were 14 years old.

### 4.4. Parenting Style as Reported by the Adolescents

The study sought to determine the parenting style of parents to adolescent student in secondary schools within the study area from the perspective of the adolescents. To begin, respondents were presented with four adjectives (loving, strict, harsh, understanding, not caring) and asked to check all that describe their parents. As Table 4.6 illustrates, loving was the most frequently checked adjective with 46.5% of the respondents picking this adjective. Understanding came in second with 37.6% of the respondents indicating that their parents were understanding. About 17.8% of the respondents view their parents as strict while 4% view their parents as harsh. No students described his or her parent as uncaring.

**Table 4.6: Description of Parents by the Respondents**

| Description | % of Who said Yes | % of Who said No |
|---|---|---|
| Loving | 46.5 | 53.5 |
| Strict | 17.8 | 82.2 |
| Harsh | 4.0 | 96 |
| Understanding | 37.6 | 62.4 |
| Not Caring | 0.0 | 100 |

***Source: Field Data (2018)***

Second, the respondents were presented with a list of rule and asked to check all that exist within their family. They were also provided with an option to include other rules that are no provided in the list. Results are presented in Table 4.7:

**Table 4.7: Rules in Respondents Homes**

| Rule | % of Who said Yes | % of Who said No |
|---|---|---|
| Set time for coming home | 45.5 | 54.5 |
| Limitation on type of friends | 49.5 | 50.5 |
| Never befriend a person of the opposite sex | 20.8 | 79.2 |
| Visits not allowed without permission | 33.7 | 66.3 |

***Source: Field Data (2018)***

As the Table illustrates, limitation on the type of friend is the rule that is common in the students' homes with 49.5% of the respondents indicating that this rule exist in their homes. Set time for coming home is also a common rule with 45.5% of the respondents checking on this rule. It is evident that most parents do prohibit their children from establishing relationship with persons of the opposite sex. Only 20.8% of the respondents said that their homes have rules that bar the befriending of persons of the opposite sex. The respondents were then asked who in their families are normally involved in setting rules.

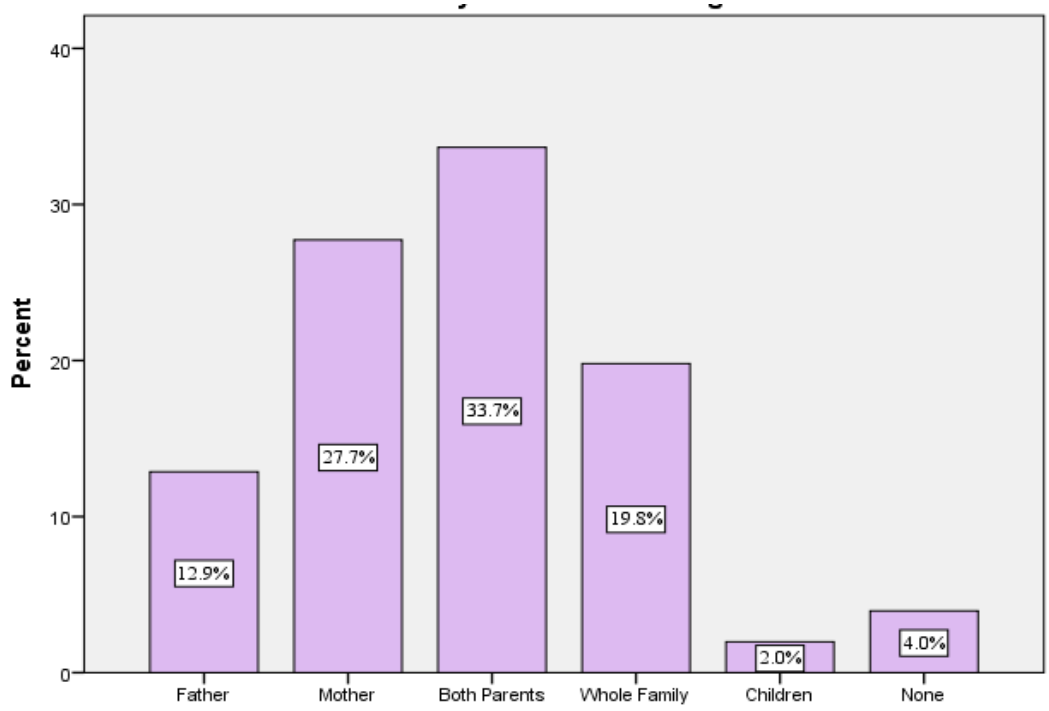



**Figure 4.7: Persons responsible for Setting Rules in Respondents' Homes**

***Source: Field Data (2018)***

As Figure 4.7 illustrates, 33.7% of the 101 respondents reported that it is both parents who are normally involved in making rules within their homes. About 27.7% of the respondents said that rules are mainly set by their mother while 12.9% said that rules are set by fathers. These findings suggest that in most families, the rule setting process is largely dominated by parents with little involvement of children. Only 19.8% of the respondents reported that rules are set by the whole family. Of even great concern is that 4% of the respondents said that no one is involved in setting rules suggesting that there are no rules in their homes while 2% said that it is the children who make the rules. Finally, students were asked how rules are enforced within their families.

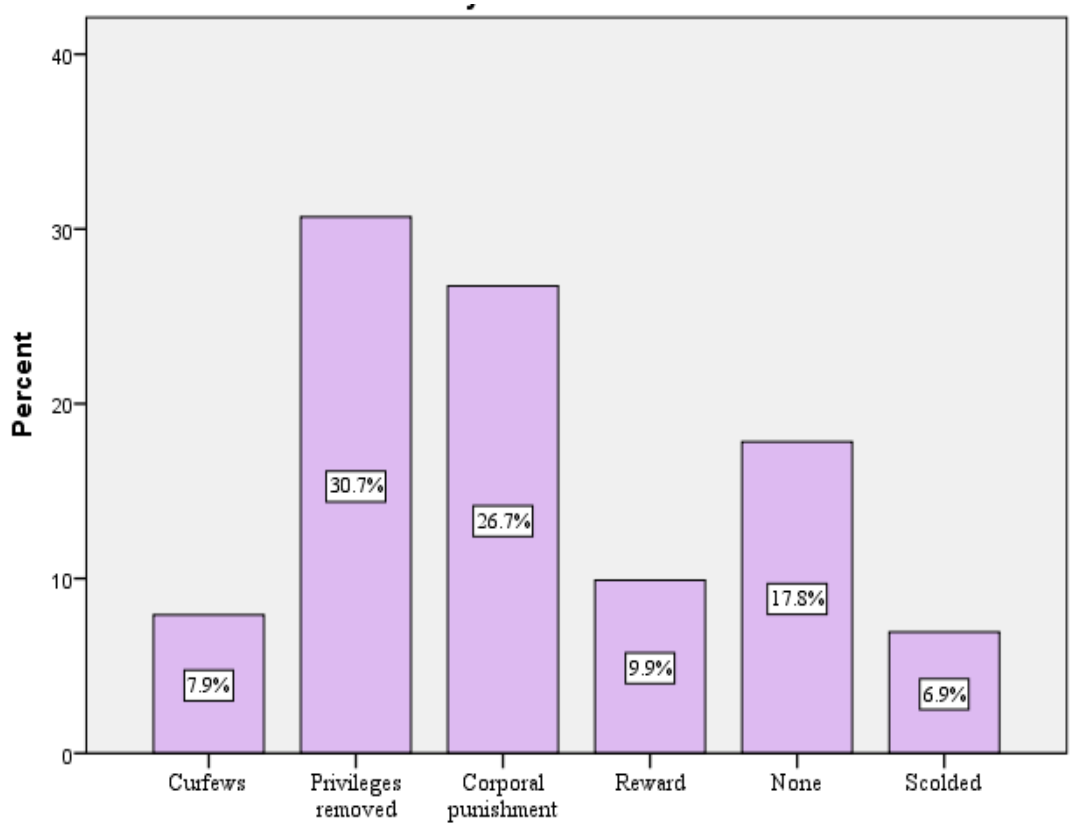



**Figure 4.8: How Rules are Enforced in the Respondents' Home**

***Source: Field Data (2018)***

As Figure 4.8 illustrates, removing privilidges is the most commonly used mechanism for enforcing rules with 30.7% of the respondents indicating that this mechanism is applied in their homes. Corporal punishment is still practiced in a considerable numbers of homes with 26.7% of the respondent indicating that this practice is applied in their homes. This is a point of concern because there is strong evidence linking corporal punishment to negative outcomes. About 17.8% of the respondents indicated that their homes did not have any mechanism for enforcing rules. This is a point of concern because it would be invain to have rules without clear mechanism for enforcing them. The use of reward (9.9%), curfews (7.9%), and scolding (6.9%) is not widespread within the study area.

### 4.5 Influence of Parenting Style on Behavioral Outcomes

Baumrind (1967) grouped parenting styles into three categories: authoritarian, authoritative, and permissive while Maccoby and Martin (1983) added a fourth category known as neglectful parenting. This section examines the extent to which

each of these parenting styles are utilized by parents of adolescent students in the study area and how it has influence the behaviors of the students. To quantify the use of each style, respondents were presented with a set of seven statements for each style and asked to indicate the level to which they agree with each statement on a five point scale (1=strongly disagree, 2=disagree, 3= neither agree nor disagree, 4=agree, and 5= strongly agree). The ratings on all the seven statements were then summed to obtain an aggregate score for each parenting style. The aggregate score ranged from a minimum of 7 for respondents who select strongly disagree on all the 7 statements (1x7) and a maximum of 35 for respondents who select strongly agree for all the 7 statements (5x7). Respondents were then classified into three categories depending on their aggregate scores: low (7-16), moderate (17-26), and high (27-35). Sections 4.6.1, 4.6.2, 4.63, and 4.64 present the findings for authoritarian, authoritative, permissive, and neglectful parenting styles respectively.

### 4.5.1 Influence of Authoritarian Parenting on Adolescents' Behaviors

As Figure 4.9 illustrates, the majority of the respondents (70.3%) fell within the moderate authoritarianism category. This implies that the majority of the parent within the study area exhibit moderate levels of authoritarianism. About 23.8% of the respondents rated their parents as highly authoritarian while 5.9% gave their parents low authoritarianism ratings.

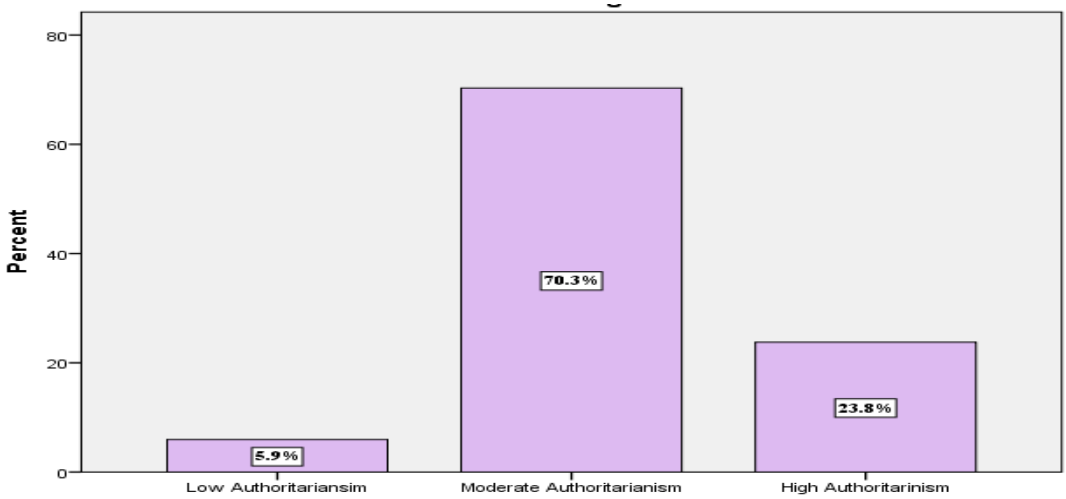



**Figure 4.9: Distribution of Respondents across Parent Authoritarianism Categories**

***Source: Field Data (2018)***

The study sought to examine the influence of authoritarian parenting on the sexual behaviors of the adolescent students. To achieve this, data on sexual behavior that the respondents have ever engaged in (pornography, sexual intercourse with opposite sex, masturbation, lesbianism, and homosexuality) was recoded to create two categories: (1) those who admitted having engaging in one or more sexual behaviors, and (2) those who said that they have never engaged in any of these behaviors. This data was then cross-tabulated against the respondents' distribution across the three categories of authoritativeness. Findings are presented in Table 4.8:

**Table 4.8: Cross-tabulation of Sexual Engagement against Authoritarianism Levels**

| **Percent Distribution of Respondents according to:** | | **Whether they have ever engaged in any sexual behavior** | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Authoritarian Categories** | Low Authoritarianism | 33.3% | 66.7% | 6 |
| | Moderate Authoritarianism | 45.1% | 54.9% | 71 |
| | High Authoritarianism | 45.8% | 54.2% | 24 |
| **Total** | | **44.6%** | **55.4%** | **101** |

**Pearson Chi-Square Value =.329, Asymptotic significance (2-sided) =.848**

***Source: Field Data (2018)***

From this cross-tabulation presented in Table 4.8, 33% those who rated their parent authoritarianism as low had engaged in one or more sexual behavior. This proportion is low compared to 45.1% for those in the moderate authoritarianism category and 45.8% for those in the high authoritarianism category. From the data, it is evident that the proportion of those who have ever engaged in sexual behavior is increasing as the level of authoritarianism increases. This implies that authoritarian parenting tends to encourage engagement in harmful sexual behaviors among the students.

This finding is consistent with the study by Romich et al. (2009) where it was also found that adolescent were more likely to act without their parent input when they

realize that their parents have the tendency to impose their preferences and point of view. By acting without the parents' consent and guidance, students become prone to risky behavior such as pornography and teenage sex. The study also congruent with Habecker (2016) who also found that the unwillingness on the part of authoritarian parents to dialogue with their children on issues that are of concern to them forces the adolescent to become rebellious. It may also encourage the adolescent to do things without the knowledge and consent of their parents.

The chi-square test indicates that the difference observed in the proportion of those who have ever engaged in sexual behavior across the three authoritarianism categories is not statistically significant ($X^2$=.329, p =.848). These results lead to the conclusion that although the cross-tabulation shows that authoritarian parenting tends to increase the likelihood of engaging in harmful sexual behaviors, the influence is not statistically significant.

The study also sought to establish the influence of the authoritarian parenting style on drug abuse behavior of students. To realize this, the data that captured the various substances that the respondents have ever used was recoded into two categories: (1) those who have used one or more substances at some point in their lives, and (2) those who have never used any substances in their lives. These two substance use categories were cross-tabulated against the three categories of authoritarianism. Results are presented in Table 4.9:

**Table 4.9: Cross-Tabulation of Substance Use against Authoritarianism Level**

| | | **Whether Respondents has ever used Recreational Substance** | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Authoritarian Categories** | Low Authoritarianism | 33.3% | 66.7% | 6 |
| | Moderate Authoritarianism | 47.9% | 52.1% | 71 |
| | High Authoritarianism | 29.2% | 70.8% | 24 |
| **Total** | | **42.6%** | **57.4%** | **101** |

**Pearson Chi-Square value= 2.794, Asymptotic Significance (2-sided) = .247**

The cross-tabulation in Table 4.9 shows that the proportion of respondents who have used one or more recreational substance within the low authoritarianism category is 33.3%. This proportion increases to 47.9% in the moderate authoritarianism category and then drops to 29.2% in the high authoritarianism category. It is evident that there is no clear pattern between substance use and the level of parental authoritarianism. The chi-square test also established that the differences observed in drug use patterns across the three levels of authoritarianism is not statistically significant ($X^2$=2.794, p=.247). These findings lead to the verdict that authoritarian parenting does not have any influence on the substance abuse behavioral outcomes of adolescent students in Nakuru East Sub-County. This finding echoes the view expressed by Mawusi (2013) that the negative behavioral outcomes observed among children raised by authoritative parents is only limited to European-Americans where the Baumrind's theory originate. This author noted that there are fundamental differences between the European-American culture and the traditional African culture. In the traditional African culture, authoritarian parenting characterized by sparking of children and corporal punishment is widely practice. Consequently, this parenting style may not have an influence on children behavior.

### 4.5.2 Influence of Authoritative Parenting on Adolescents' Behavior

As shown in Figure 4.10, the majority of the students were either in moderate or high authoritative categories. About 45.5% of the respondents rated their parents' authoritativeness as moderate while 34.6% rated their parents' authoritativeness as high. Only 10.9% of the respondents felt that their parents had low levels of authoritativeness.

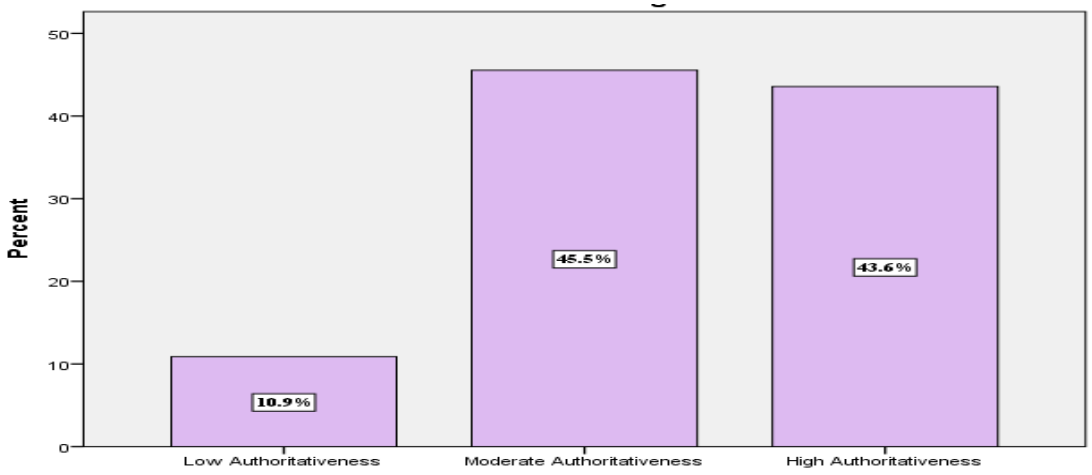



**Figure 4.10: Distribution of Respondents across Parent Authoritativeness Categories**

***Source: Field Data (2018)***

The study sought to establish how parent authoritativeness influence the sexual behavior in adolescent students within the study area. To realize this, the data on engagement is sexual behavior created in the previous section was cross-tabulated against the three categories of authoritativeness. Results are presented in Table 4.10:

**Table 4.10: Cross-Tabulation of Sexual Engagement against Authoritativeness Level**

| **Percentage Distribution of Respondents according to:** | | **Whether they have ever engaged in any sexual behavior** | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Authoritativeness Categories** | Low Authoritativeness | 54.5% | 45.5% | 11 |
| | Moderate Authoritativeness | 52.2% | 47.8% | 46 |
| | High Authoritativeness | 34.1% | 65.9% | 44 |
| **Total** | | **44.6%** | **55.4%** | **101** |

**Pearson Chi-Square value= 3.476, Asymptotic Significance (2-sided) = .176**

***Source: Field Data (2018)***

As the cross-tabulation in Table 4.10 shows, the proportion of those who had engaged in sexual behavior within the low authoritativeness category was 54.5%. This proportion declined to 52.2% in the moderate authoritativeness category and dropped further to 34.1% in the high authoritativeness category. There is a trend in the distribution of those who have engaged in sexual behavior across the authoritativeness categories. The proportions of students who have engaged in sexual behavior seem to decline as the level of authoritativeness increases. This implies that authoritative parenting tend to discourage engagement in sexual behavior among the students.

This finding is consistent with the study by Rizvi and Najam (2015) where it was found that authoritative parenting was the most optimal typology of parenting as it predicted lower levels of behavioral problems. The study also showed that authoritative parenting had a positive effect on adolescent behavior when practiced individually by the father and mother, as well as, when practiced jointly. The finding is also congruent with Rhucharoenpornpanich et al. (2010) who found that adolescent boys who are raised by authoritative parents were less likely to exhibit delinquent behaviors. Authoritative parenting was also associated with low risk of delinquent and sexual behavior among adolescent girls.

The chi-square test however indicates that the differences observed in sexual behavior across the three categories of authoritativeness is not statistically significant ($X^2$= 3.472, p=.176). This results lead to the conclusion that although authoritative parenting tend to reduce the likelihood of engaging in harmful sexual behaviors among adolescent students in Nakuru East Sub-county, this influence is not statistically significant.

The study also sought to determine the influence of authoritativeness parenting on substance use behavior of the adolescent students. The two substance use categories created in the previous section where cross-tabulated against the three categories of authoritativeness. Results are presented in Table 4.11:

**Table 4.11: Cross-Tabulation of Substance Use against Parent Authoritativeness Level**

| Percent Distribution of Respondents according to: | | Whether they have ever used any Recreational Substance | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Authoritativeness Categories** | Low Authoritativeness | 54.5% | 45.5% | 11 |
| | Moderate Authoritativeness | 52.2% | 47.8% | 46 |
| | High Authoritativeness | 29.5% | 70.5% | 44 |
| **Total** | | **42.6%** | **57.4%** | **101** |

**Pearson Chi-Square value= 5.434, Asymptotic Significance (2-sided) = .066**

***Source: Field Data (2018)***

As shown in Table 4.11, the proportion of students who reported to have used one or more substances within the low authoritativeness category was 54.5%. This proportion declined to 52.2% in the moderate authoritativeness category and dipped further to 29.5% in high authoritativeness category. A clear pattern is also emerging between substance use and level of parent authoritativeness. It seems that the prevalence of substance use is declining as the level of parental authoritativeness increase. This implies that authoritative parenting reduces the risk of teenagers engaging in substance abuse behaviors.

This finding is consistent with previous literature such as Rhucharoenpornpanich et al. (2010) and Steinberg et al. (2010) where it was found that authoritative parenting tend to reduce deviant behavior among teenagers. However, the chi-square test indicate that the differences observed in substance use prevalence across the three categories of authoritativeness is not statistically significant ($X^2$= 5.434, p= 0.066). This findings lead to the verdict that although authoritative parenting tend to reduce engagement in substance abuse behaviors among adolescent in secondary school students in Nakuru East Sub County, the magnitude of the influence is not statistically significant.

### 4.5.3 Influence of Permissive Parenting on Adolescents' Behavior

As illustrated in Figure 4.11, the majority of the respondents (61.4%) rated their parents' level of permissiveness as moderate. About 29.7% of the respondents regarded their parents as having high level of permissiveness while 8.9% valued their parents' level of permissiveness as low.

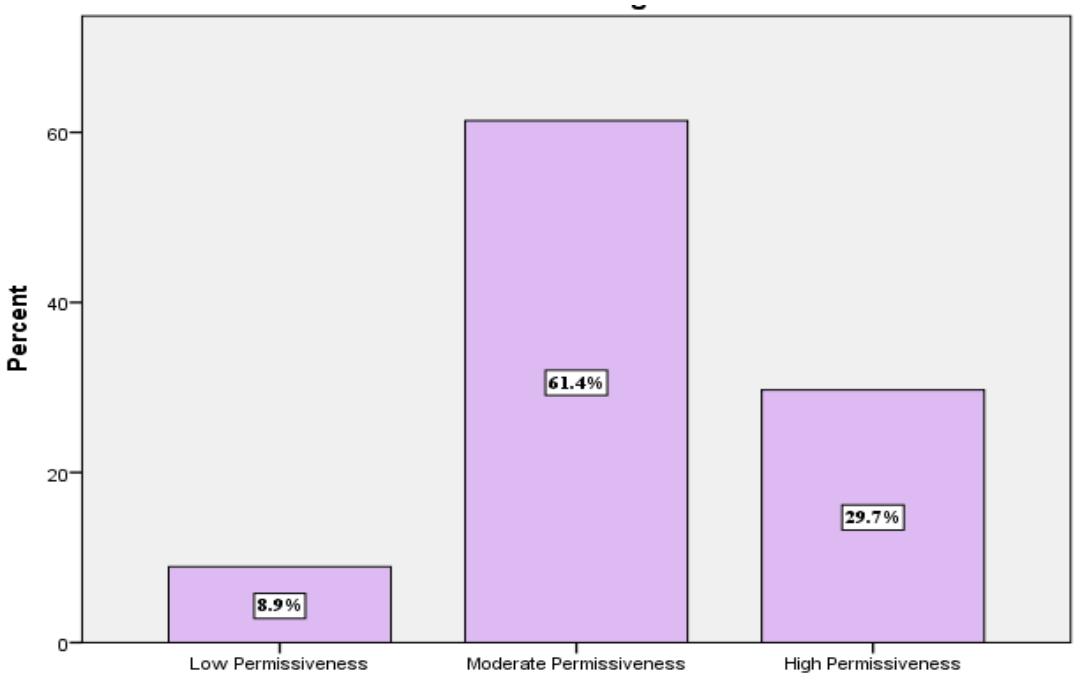



**Figure 4.11: Distribution of Respondents across Parent Permissiveness Categories**

***Source: Field Data (2018)***

The study sought to establish the influence of permissive parenting on the sexual behavior of adolescent students. Similarly, the two categories of sexual engagement created in section 4.6.1 were cross-tabulated against the three parent permissiveness categories. Results are presented in Table 4.12:

**Table 4.12: Cross-Tabulation of Sexual Engagement and Parent Permissiveness Level**

| Percent Distribution of Respondents according to: | | Whether they have ever engaged in any sexual behavior | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Permissiveness Categories** | Low Permissiveness | 66.7% | 33.3% | 9 |
| | Moderate Permissiveness | 50.0% | 50.0% | 62 |
| | High Permissiveness | 26.7% | 73.3% | 30 |
| **Total** | | **44.6%** | **55.4%** | **101** |

**Pearson Chi-Square value= 6.411, Asymptotic Significance (2-sided) = .041**

***Source: Field Data (2018)***

As Table 4.12 exemplifies, the proportion of students who have ever engaged in sexual behaviors discussed within the low permissiveness category is 66.7%. This proportion declines to 50.0% in the moderate permissiveness category and falls further to 26.7% in the high permissiveness category. There is a clear trend in the distribution of respondents who have engaged in sexual behavior across the three categories of parental permissiveness. It seems that the proportion of students who have engaged in sexual activities is declining as the level of parental permissiveness increase. This implies that permissive parenting has a positive influence on the adolescent sexual behavior.

This finding is not consistent with most studies such as Ehrenreich et al. (2014), Davita (2017) and Underwood et al. (2009) that linked permissive parenting with negative behavioral outcomes. However, all these studies specifically focus on aggressive behaviors rather than the sexual conducts of teenagers. The findings is however consistent with Rothrauf et al. (2009) who found that children of authoritative parents have high self-esteem, which is likely to act as a protective factor against deviant behaviors. The chi-square test determined that the differences observed in the students who have engaged in sexual behavior across the three

parental permissiveness categories is statistically significant at the 0.05 level of significance ($X^2$= 6.411, p=.041). This leads to the conclusion that permissive parenting style has statistically significant influence on the sexual behavioral outcomes of adolescent students in Nakuru East Sub-county

The study further examined the influence of permissive parenting on the students' substance abuse behavior. Likewise, the two categories of substance use created in section 4.6.1 were cross-tabulated against the three categories of parental permissiveness. Results are presented in Table 4.13:

**Table 4.13: Cross-Tabulation of Substance Use and Parent Permissiveness Level**

| **Percent Distribution of Respondents according to:** | | **Whether they have ever used Recreational Substance** | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Permissiveness Categories** | Low Permissiveness | 44.4% | 55.6% | 9 |
| | Moderate Permissiveness | 48.4% | 51.6% | 62 |
| | High Permissiveness | 30.0% | 70.0% | 30 |
| **Total** | | **42.6%** | **57.4%** | **101** |

**Pearson Chi-Square value= 2.810, Asymptotic significance (2-sided) = .245**

***Source: Field Data (2018)***

As Table 4.13 elucidates, the prevalence of drug use by the students in the low permissiveness category is 44.4%. Drug use prevalence increases to 48.4% in the moderate permissiveness category and then declines to 30.0% in the high permissiveness category. It is apparent that there is no clear pattern in the prevalence of substance use across the three categories of parental permissiveness. This implies that there is no relationship between permissive parenting and substance abuse behavior.

This finding is not consistent with previous studies such as Ehrenreich et al. (2014) and Davita (2017), which indicated that there is a negative relationship between permissive parenting and adolescent behaviors. The main argument advanced in these

studies was that absence of rules and structures in permissive parenting leaves the children with little guides and expectation regarding the behaviors. However, available data did not support the existence of a relationship between this parenting style and the substance abuse behaviors of the students. The chi-square test shows that the differences observed in substance use prevalence across the categories of parental permissiveness is not statistically significant ($X^2$= 2.810, p= .245). This lead to the verdict that permissiveness parenting does not have a statistically significant influence on substance use behavioral outcomes of adolescent students in Nakuru East Sub-County.

### 4.5.4 Influence of Neglectful Parenting on Adolescents Behavior

As shown in Figure 4.12, the majority of the respondents (51.5%) gave their parents a low rating on the neglectfulness scale. About 41.6% of the students gave their parent a moderate rating on neglectfulness. Only 6.9% of the respondents estimated their parents' level of neglectful to be high.

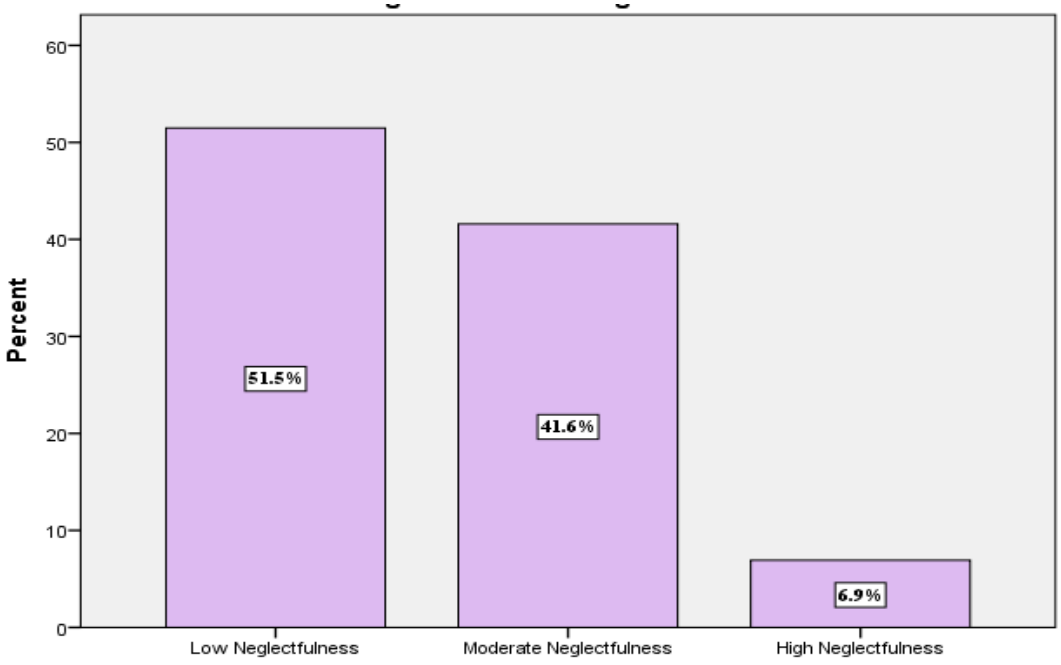



**Figure 4.12: Distribution of Respondents across Parent Neglectfulness Categories**

***Source: Field Data (2018)***

Like in the previous sections, the two sexual engagement categories (ever engaged in sexual behaviors versus nether engaged in sexual behaviors) were cross-tabulated against the three categories of parent neglectfulness. Results are presented in Table 4.14:

**Table 4.14: Cross-Tabulation of Sexual Engagement against Parent Neglectfulness Level**

| **Percent Distribution of Respondents according to:** | | **Whether they have ever engaged in any sexual behavior** | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Neglectfulness Categories** | Low Neglectfulness | 42.3% | 57.7% | 52 |
| | Moderate Neglectfulness | 47.6% | 52.4% | 42 |
| | High Neglectfulness | 42.9% | 57.1% | 7 |
| **Total** | | **44.6%** | **55.4%** | **101** |

**Pearson Chi-Square value= .274, Asymptotic Significance (2-sided) = .872**

***Source: Field Data (2018)***

As Table 4.14 demonstrates, the proportion of students who have ever engaged in sexual behavior in the low neglectfulness category is 42.3%. This proportion rises to 47.6% in the moderate neglectfulness category and then decreases to 42.9% in the high neglectfulness. No clear pattern is manifested in the change in the proportion of students who have ever engaged in sexual activities across the three levels of parental neglectfulness. The chi-square test shows that the differences observed in the sexual engagement proportion across the patent neglectfulness categories are not statistically significant (X2= .274, p= .872). This finding leads to the conclusion that neglectful parenting does not have a significant influence on sexual behavioral outcomes of adolescent students in Nakuru East Sub-County. This finding is not consistent with Roman et al. (2015) who found that neglectful parenting increased the risk of deviant behaviors among American teenagers. Again the finding reinforces the sentiments by Mawusi (2013) that Baumrind parenting styles may not be applicable in explaining the behaviors of children outside the European-American context.

The two substance use categories (ever use recreational substance versus never used recreational substance) were cross-tabulated against the three categories of parents' neglectfulness. Results are presented in Table 4.15:

**Table 4.15: Cross-Tabulation of Substance Use against Parent Neglectfulness Level**

| **Percent Distribution of Respondents according to:** | | **Whether they have ever used Recreational Substance** | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| **Neglectfulness Categories** | Low Neglectfulness | 32.7% | 67.3% | 52 |
| | Moderate Neglectfulness | 47.6% | 52.4% | 42 |
| | High Neglectfulness | 85.7% | 14.3% | 7 |
| **Total** | | **42.6%** | **57.4%** | **101** |

**Pearson Chi-Square value = 7.843, Asymptotic Significance (2-sided) = .020**

***Source: Field Data (2018)***

As Table 4.15 illuminates, the prevalence of substance use by students in the low parental neglectfulness category is 32.7%. Student substance use prevalence increases to 47.6% in the moderate parental neglectfulness category and surges further to 85.7% in the high neglectfulness category. A strong pattern is manifested between the prevalence of substance use and the level of parental neglectfulness. It is apparent that the substance use prevalence is increasing as the level of parental neglectfulness increases. The chi-square test signifies that the differences observed in the students substance use prevalence across the three categories of parental neglectfulness is statistically significant at the 0.05 level of significance ($X2 = 7.843$, $p= .020$).

This finding implies that the neglectful parenting style has a statistically significant relationship with substance use behavior of students within Nakuru East Sub-County. The finding is consistent with the study by Rothrauf et al. (2009) where it was found that neglectful parenting increased the risk of substance abuse in a sample of American teenagers. Luyckx et al. (2011) also found that neglectful parenting was

statistically associated with an increase in alcohol consumption, steep increase in cigarette smoking with age, increase in antisocial behavior, and high level of internalizing behavior.

# CHAPTER FIVE
# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.0 Introduction

The aim of the study was to investigate the influence of parenting style of behavioral outcomes of adolescent secondary students in Nakuru East Sub-County. This chapter presents the summary of findings, conclusions of the study, and recommendations.

## 5.1 Summary of Findings

A total of 155 questionnaires were distributed to students in schools spread across the sub-county out of which 101 were duly completed and returned to the researcher. The majority of the respondents were male (56.4%), were aged between 15 and 18 years, and evenly distributed across the four secondary school grades. About 44.6% of the respondents admitted engaging in some form of sexual activities with the most popular being watching pornography. About 17.8% admitted ever engaging in sexual intercourse with a person of the opposite sex. About 42.6% of the respondents admitted using an addictive substance with the most popular being alcohol and shisha.

### 5.1.1 Influence of Authoritarian Parenting on Behavioral Outcomes of the Students

The first objective of the study was to examine the relationship between authoritarian parenting and the behavioral outcomes of students in secondary schools in Nakuru East Sub-county. The study found that authoritarian parenting is a not a very dominant parenting style within the study area with 70.3% rating their parents level of authoritarianism as moderate. This implies that although these majority parents do not practice full authoritarianism, the exhibit some elements of the authoritarian parenting. Some of the elements that were captured in this study include the use of corporal punishment to enforce role and little involvement of the whole family is setting family rules. Cross-tabulation shows that authoritarian parenting tends to encourage engagement in harmful sexual behaviors by the students but the chi-square test indicated that this relationship is not statistically significant. Cross-tabulation did not show any relationship between authoritarian parenting and students' substance use behavior.

### 5.1.2 Influence of Authoritative Parenting on Behavioral Outcomes of the Students

The second objective of the study was to evaluate the association between authoritative parenting and behavioral outcomes of students in secondary schools in Nakuru East Sub-county. About 43.6% of the respondents rated their parents' level of authoritativeness as high while 45.5% rated it as moderate. This implies that authoritative parenting is dominantly practiced within the study area. Elements of authoritative parenting captured in this study include setting of rules that define parents' expectations and enforcement of rules using mechanisms such as withdrawal of privileges. The cross-tabulation shows that there is an association between authoritative parenting and both sexual and substance use behavior among the students. The prevalence of sexual behavior and substance use seemed to decline as the level of parental authoritativeness increase. This implies that authoritative parenting tend to reduce engagement in harmful sexual behavior and substance use among the students. However, the chi-square test indicates that the association between authoritative parenting and the two behavioral outcomes is not statistically significant.

### 5.1.3 Influence of Permissive Parenting on Behavioral Outcomes of the Students

The third objective of the study was to establish the connection between permissive parenting and the behavioral outcomes of students in secondary schools in Nakuru East Sub-County. The majority of the respondents (61.4%) rated their parents' level of permissiveness as moderate while 29.7% rated it as high. This implies that most of the parents in the study area exhibit some elements of permissive parenting. Some of the elements captured in this study include leaving the role of setting rules to the children, seeing their children as friends, and having no mechanism for enforcing rules. Cross-tabulation showed that there is a relationship between permissive parenting and students' sexual behavior. Prevalence of sexual behavior seemed to decline as the level of parental permissiveness increase. This implies that permissive parenting acts as a protective factor against engaging in sexual behavior. The chi-square test established that the relationship between permissive parenting and students' sexual behavior was statistically significant. However, no relationship was found between permissive parenting and students' substance use behavior.

### 5.1.4 Influence of Neglectful Parenting on Behavioral Outcomes of the Students

The final objective of the study was to assess the link between neglectful parenting and the behavioral outcomes of students in secondary schools in Nakuru East Sub-county. The majority of the respondents (51.5%) rated their parents' level of neglectfulness as low while 41.6% rated it as moderate. This implies that neglectful parenting is not dominantly practiced within the study area whoever there are parents who exhibit elements of this parenting styles. Some of these elements include little communication between parents and children, little involvement in the child's education, leaving the child to decide most of the things on her own, and failing to punish the child when he or she does something wrong. From the cross-tabulation, no link was observed between neglectful parenting and the sexual behaviors of the students. However, a relationship was observed between neglectful parenting and the students' substance use behavior. The prevalence of substance use seemed to increase as the level of parental neglectfulness increase. The chi-square test established that the relationship between neglectful parenting and substance use behavior is statistically significant.

## 5.2 Conclusions

Based on the findings, the study concludes that there is a relationship between authoritarian parenting and the sexual behavior of students' in secondary schools in Nakuru East Sub-county. It was observed that an increase in parental authoritarianism tend to encourage engagement in negative sexual behaviors such as pornography and sexual intercourse with members of the opposite sex. However, this relationship was not statistically significant. There is no relationship between authoritarian parenting and the students' substance use behaviors within the study area.

Findings also show that there is a relationship between authoritative parenting and both the sexual and substance use behaviors of students in secondary schools in Nakuru East Sub-county. It was observed that an increase in parental authoritativeness tend to reduce engagement in harmful sexual behaviors and substance use. However, the relationship between authoritative parenting and these behavioral outcomes was not statistically significant.

Regarding permissive parenting, the study concludes that there is a statistically significant relationship between this parenting style and the sexual behaviors of students in secondary schools in Nakuru East Sub-county. It was observed that an increase in parental permissiveness tend to reduce engagement in harmful sexual behaviors such as pornography and sexual intercourse with members of the opposite sex. However, the study concludes that there is no relationship between permissive parenting and the substance use behaviors of secondary schools students within the study area.

On neglectful parenting, the study concludes that there is no relationship between this parenting style and the sexual behavior of students in secondary schools in Nakuru East Sub-county. However, there is a statistically significant relationship between neglectful parenting and the students' substance use behaviors. It was observed that an increase in parental neglectfulness tend to encourage substance use among the students.

### 5.3 Recommendations

1. Regarding authoritarian parenting, findings show that this parenting style tends to encourage negative sexual behaviors such as pornography and sexual intercourse with members of the opposite sex. To control such negative sexual behaviors, schools within the study area need to educate parents regarding the negative impacts of this parenting style and encourage them to have positive closer relationships with their children.

2. On authoritative parenting, findings shows that this parenting style tends to discourage both negative sexual behaviors and substance abuse. Thus, schools within the study area should encourage parents to embrace this style of parenting. They should encourage parents to practice high parenting warmth and control.

3From the result of the study, permissive parenting style tends to discourage negative sexual behaviors but encourages negative sexual behaviors. Permissive parenting is characterized by greater parental warmth but low parental control. To reduce sexual behavior, schools within the study area and other stakeholders should encourage parents to show greater warmth to their children but increase the level of parental control.

4. Regarding neglectful parenting, results show that this parenting style tends to encourage substance abuse among students. To reduce substance abuse behavior, schools within the study area should enlighten parents regarding the negative influence of this parenting style. They should encourage parents to exhibit greater warmth and control in their relationships with their children.

### 5.3.1 Recommendation for Future Studies

1. The study has established that sexual activities and substance use are widely prevalent among students in secondary schools in Nakuru East Sub-county. Apart from permissive parenting that was found to have significant influence on sexual behavior and neglectful parenting that was found to have significant influence of substance use behavior, the rest of the parenting styles either did not have a relationship with the students' behavioral outcomes or their influence on this behavior was negligible (not statistically significant). This implies that there are other factors that have a more profound influence on the students' sexual and substance use behaviors. Future studies should focus on uncovering these factors.

2. In most previous studies, permissive parenting was found to have a negative influence on student sexual behavior. Most of the previous studies suggest that permissive parenting is likely to encourage early sexual initiation and teenage sex. However, the current study found contradicting results. Findings show that permissive parenting tends to discourage negative sexual behaviors among students within the study area. Future studies should explore this relationship. It should find explanation as to why permissive parenting seems to have a positive influence on sexual behaviors within the study area.

3. Future studies should consider replicating this study in other sub-counties so as to support the generalization of findings to all students within the country.

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## APPENDICES

### Appendix 1: Research Questionnaire

I am a student at St. Paul University pursuing carrying out a study on **HOW PARENTING STYLES INFLUENCE BEHAVIOURAL OUTCOMES OF ADOLESCENTS IN SECONDARY SCHOOLS IN NAKURU EAST SUBCOUNTY.** This questionnaire is strictly for academic purpose and all information given will be treated with the highest level of privacy and confidentiality. Do not put any name or identification on this questionnaire.

**Instructions**

- Please answer all questions
- Please put a tick in the answer of your choice

**Section A: Background Information**

1. What is your gender

Male [ ]

Female [ ]

2. What is your age?

_____

3. What class are you in?

Form One [ ]

Form Two [ ]

Form Three [ ]

Form Four [ ]

4. Who do you live with?

Both Parents [ ]

Mother Only [ ]

Father Only [ ]

Relatives [ ]

Others (please specify)_____

**Section B: Questions on Parenting**

5. How would you describe your parents**?**

Loving [ ] Strict [ ] Harsh [ ] Understanding [ ] Not caring [ ]

6. Which rules are in your family, kindly highlight**?**

Set time for coming home [ ] Limitation on type of friends [ ]

Never date a friend of the opposite sex [ ] Visits are not allowed without permission[ ]

Others (Please specify)_____

7. Who are normally involved in making the rule**?**

Father [ ] Mother [ ] Both parents [ ]

Whole family [ ] Children [ ] None [ ]

**8.** How are family rules enforced?

Curfews [ ] Privileges removed [ ] Corporal punishment [ ]

Reward [ ] None [ ]

Other ways (please specify) _____

**Section C: Authoritarianism Scale**

9. Please indicate the extent to which you agree with each statement by ticking in the appropriate column.

| **1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree** | | | | | |
|---|---|---|---|---|---|
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| Whenever my parent tell me to do something, they expect me to do it immediately without asking any questions | | | | | |
| My parents get very upset when I disagree with them | | | | | |
| My parents always let me know behaviors that they expect of me | | | | | |
| My parent usually spanks and whips me when I do not behave the way I am supposed to. | | | | | |
| My parent always insist that I conform to their expectation out of respect for their authority | | | | | |
| My parents like to dictate issues rather than discuss them with me. | | | | | |
| My parent are always quick to remind me that they are the boss in the family | | | | | |

**Section D: Authoritativeness Scale**

10. Please indicate the extent to which you agree with each statement by ticking in the appropriate column.

| **1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree** | | | | | |
|---|---|---|---|---|---|
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| My parents set rules for us and discuss with us why these rules are important. | | | | | |
| My parents encourage me to discuss with them whenever I feel that some rules and restrictions are not reasonable | | | | | |
| My parents direct our activities and decisions through by discussing them with us or through discipline. | | | | | |
| My parents always want to know where I am and what I am doing when I am not home | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| My parents usually give me directions in an objection and sensible manner. | | | | | |
| Most of the time, my parents consider my opinion when making decisions | | | | | |
| My parents have set clear standards of how they expect me to behave but often listen to my concerns. | | | | | |

**Section E: Passiveness Scale**

11. Please indicate the extent to which you agree with each statement by ticking in the appropriate column.

| **1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree** | | | | | |
|---|---|---|---|---|---|
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| I see my parents as my friends rather than as my bosses | | | | | |
| I feel comfortable sharing school and personal issues with my parents. | | | | | |
| There are minimal rules and regulations in my family | | | | | |
| My parents always help me to find solutions to school and life problems | | | | | |
| My parents always listen to what the children want when making decisions. | | | | | |
| My parents do not restrict my activities, decisions, and desires | | | | | |
| My parents allow me to decide most of the things by myself | | | | | |

**Section F: Neglectful**

12. Please indicate the extent to which you agree with each statement by ticking in the appropriate column.

| 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree | | | | | |
|---|---|---|---|---|---|
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| My parents spent most of the time at work; hence, I am to decide most of things on my own. | | | | | |
| There is always little communication between me and my parents | | | | | |
| My parents do not seem to notice much whether I behave well or not | | | | | |
| My parents rarely get involved in my school and private life | | | | | |
| My parents rarely punish me even when I do something wrong? | | | | | |
| There are few rules and standards in my home. | | | | | |
| My parents rarely discuss with me their expectations regarding my behavior and performance | | | | | |

**Section G: Behavioral Outcome**

13. (a) Which of these activities do you consider to be sexually immoral? (tick all that apply)

Watching pornography [ ] Sexual intercourse with opposite sex [ ]

Masturbation [ ] Lesbianism [ ]

Homo Sexuality [ ] None of the above [ ]

(b) From13a above, please name one or more activity that you were involved in knowing or unknowingly

……

14. What do you think is the proper age for one to become sexually active?
10 to 15years [ ] 16 to 20 years [ ] 21 to 25 years [ ] 25years and above [ ]

15. Do you believe it is right for teenagers to engage in sexual activities?

[ ] No [ ] Yes

16. (a) Which drug have you ever had an experience(tasted) with? Please choose one or more

Alcohol [ ] Miraa [ ] Cigarettes [ ] Bhang [ ] Shisha [ ]

Heroine [ ] Cocaine [ ] None [ ]

Others (Please specific)_____

(b) What were your experiences with substances in 16 (a) above.

……
…

(c) Who introduced you to the substances in 16 (a) above

Relatives [ ] Friends [ ] Classmate [ ] Others
_____

**The End**

**Thank You**