ASSESSING THE EFFECT OF PARENTING STYLES ON CHILD DEVELOPMENT: A CASE STUDY OF ANGLICAN CHURCH OF KENYA KIARITHA PARISH- KIRINYAGA COUNTY

BY

MBOGO MICHAEL GITHINJI

This dissertation project is submitted in partial fulfillment of the requirement for the award of a Master of Theology Degree-counseling psychology from St. Paul's University

Supervisor: Prof. J.B. Ndung'u Ikenye

August 2017

ST. PAUL'S UNIVERSITY

DECLARATION

This dissertation project is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution.

Signature…….Date……

Mbogo Michael Githinji

MTH/LMR/1006/16

I confirm that the work reported in this thesis was carried out by the student under my supervision.

Signature…….Date……

Prof. J.B. Ndung'u Ikenye

St. Paul's University

ST. PAUL'S UNIVERSITY

ACKNOWLEDGEMENT

I wish to acknowledge the assistance I have received from the people who have made it possible for this research project to come to a reality. First and foremost, I thank the Almighty God for His sufficient grace, goodness, care and love for me during my study. I would not have accomplished the piece of work without His help and strength. I sincerely thank my dear wife Josphine for her persistency reminder, to try to meet the deadline, patience for being away for many hours from home. My beloved children Immanuel and Perpetual who continually gave me moral support by reminding me the year of my graduation. I also owe a lot to my parish for understanding that I was in class and needed more time for concentration. My profound thanks and gratitude to my Lord, Bishop, Rt.rev Joseph K. Kibucwa, Prof. J.B. Ikenye my able lecturer and supervisor who tirelessly guided me, marked and corrected my work up to completion. Dr. Githinji who took me through the counseling courses I salute them all. Thanks for inspiring me to take the counseling as a profession seriously.

I cannot forget the Christians of ACK Sagana and Murubara who cheerfully donated their money towards my education, notably Mr. & Mrs. John Munene, Mr. & Mrs. Geoffrey Kamau and family, Madam Ann the Deputy speaker, Kirinyaga county just to mention a few.

I owe my gratitude to my brothers, sisters and in-laws for their material and moral support. Among them are; Mr. & Mrs. John Kiragu Mbogo, Rev. and Mrs. David Wachira Muriithi, Lucy Wanjiru Wachira, Mr. & Mrs. Mwangi among others. Finally, I am grateful in a special way to my classmates for their moral support.

May the Lord bless them abundantly all those who have contributed in many ways in my studies.

ST. PAUL'S UNIVERSITY

ABSTRACT

In today's society, the shift to embrace modern parenting style is on the rise. In recent years, many approaches have emerged to fill this gap based on societal changes experienced in various parts of the world. Based on this, this dissertation focused on types of parenting styles appropriate in many family settings. The study largely assessed the effects of parenting styles on child development. Also, the study addressed changes taking place in the modern-day parenting. Attachment theory is one of the most popular and empirically grounded theories relating to parenting. The discussion between attachment and bonding was provided. The attachment theory was found appropriate for the study. The area of study was the Anglican Church, Kirinyaga Diocese (Kiaritha Parish) in Kirinyaga County. The study was conducted using survey design. Data was collected using questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistics for qualitative data, emerging patterns of the content analysis indicated that parents were presented thematically according to research objectives. The study also confirmed that clergy, teachers and other professions encounter challenges in handling pupils and students in various institutions due to parenting style. Those findings provide information to the parents in order for them to ensure that parents undergo counseling sessions on parenting style to improve on child development. The findings are beneficial to the parents who are directly responsible for taking care of the child. The study also made recommendations as to what the church should do to ensure that parents maintain a consistent nurturing of the child from birth through adolescence stage. The study found out that parenting style and attachment are related based on strong emotional and physical attachment parents have with their teenagers. The study also revealed that authoritative style of parenting is practiced in most households that have both parents. Parents also have huge expectations for their children by showing them what to do in deed and word. The study also discovered that parents keep focus on their child's behavior through appreciation of their good acts is a fundamental aspect towards child development in the long run. The study recommended that parents should allocate quality time to bond with their children. This should involve activities such as supervising their homework, listening to them and encouraging them to join various clubs such as youth groups. Parents should supervise and monitor their children's behavior and whereabouts. They should hold regular meetings to discuss challenges and issues affecting them as they mature to adulthood. Parents should communicate to their children clearly as a way of nourishing and developing them emotionally. This should incorporate disciplining them when they misbehave. Parents should have a close relationship with their children by allocating time to bond with them.

ST. PAUL'S UNIVERSITY

TABLE OF CONTENTS

DECLARATION i
ACKNOWLEDGEMENT ii
ABSTRACT iii
TABLE OF CONTENTS iv
ABBREVIATIONS, ACRONYMS AND KEY WORDS vii
LIST OF FIGURES ix
OPERATIONAL DEFINITION OF TERMS x
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background of the Study 1
1.2 Statement of the Problem 4
1.3 Purpose of the Study 5
1.4 Objectives of the Study 5
1.5 Research Questions 5
1.6 Justification of the Study 5
1.7 The Scope and Limitations of the Study 6
1.8 Significance of the Study 6
1.9 Conclusion 6
CHAPTER TWO 7
LITERATURE REVIEW 7
2.1 Introduction 7
2.2 Attachment Theory 7
2.3 Stages of Attachment 8
2.3.1 Pre-attachment (new born- 6 weeks 8
2.3.2 Attachment in making (6 weeks-to 8 months) 8
2.3.3 Clear cut attachment 8
2.3.4 Formation of reciprocal relationship) 18 months to years +) 8
2.4 Attachment styles 9
2.4.1 Secure attachment children 9
2.4.2 Anxious avoidant insecure attachment 9
2.4.3 Anxious resistant insecure 9
2.4.4 Disorganized/disoriented attachment 10
2.5 Infants form attachment with parents 10
2.6 Adolescents form attachment with peers 12

ST. PAUL'S UNIVERSITY

2.7 Internal working Models of Attachment 13
2.8 Theological Implication on the Attachment Theory 14
2.9 The Implication of Attachment Theory in Counseling and Psychotherapy 20
2.10 Role of counseling towards parenting style and child development 24
2.11 Challenges parents face as the primary caretaker of their children 25
2.12 Strategies parents use to raise their children 27
2.13 Theoretical Framework 29
2.14 Conceptual Framework 29
2.15 Research Gaps 30
2.16 Conclusion 31
CHAPTER THREE 32
RESEARCH METHODOLOGY 32
3.1 Introduction 32
3.2 Research Design 32
3.3 Study Area 32
3.4 Target Population 32
3.5 Sampling Techniques 33
3.6 Research Instruments 33
3.7 Data Collection Procedures 33
3.8 Data Analysis 34
3.9 Validity and reliability of the research process 34
3.10 Ethical Issues 34
3.11 Limitations 35
3.12 Conclusion 35
CHAPTER FOUR 36
DATA ANALYSIS, PRESENTATION AND INTERPRETATION 36
4.1 Introduction 36
4.2 Response Rate Analysis 36
4.3 Working Experience 38
4.4 Highest Level of Education 38
4.5 Role of Parental Styles 39
4.6 How often should parents assist their children with homework 40
4.7 Parents Character 41
4.8 Parenting Style 42

ST. PAUL'S UNIVERSITY

4.9 Type of parenting style affecting child development 43
4.10 Challenges parents face as the primary caretakers of their children 44
4.11 Disciplining Children 45
4.12 Statement 46
4.13 Strategies employed to enhance good parenting 46
4.14 Effectiveness of parental strategies 47
4.15 Rating of Parental Strategies 48
4.16 Behavioral factor of the parent and the child 49
4.17 Relationship between Parent and Child 50
4.18 Conclusion 51
CHAPTER FIVE 52
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 52
5.1 Introduction 52
5.2 Summary of the Findings 52
5.3 Conclusion 54
5.4 Recommendations 55
5.5 Areas of Further Research 55
5.6 Conclusion 55
REFERENCES 56
APPENDICES 61
Appendix I: Consent Form 61
Appendix II: Questions for parents (25-40 years) 62
Appendix III: NACOSTI PERMIT 66

ST. PAUL'S UNIVERSITY

ABBREVIATIONS, ACRONYMS AND KEY WORDS

AACC- American Association of Christian Counselors

AAPC- American Association of Pastoral Counselors

ACA- American Counseling Association

ACK- Anglican Church of Kenya

KCA- Kenya Counseling Association

KEY WORDS: Attachment, Attachment Relationship, Infant -Parent Attachment, Parent, Peers and Parenting styles

ST. PAUL'S UNIVERSITY

LIST OF TABLES

Table 4.1 Response Rate 36
Table 4.2 Gender Analysis 37
Table 4.3 Work experience 38
Table 4.4 Highest Level of Education 39
Table 4.5 Active role played by parents 39
Table 4.6 How often should parents assist their children with homework 40
Table 4.7 Parents character 41
Table 4.8 Extent to which parenting style influence child development 42
Table 4.9 Type of parenting style affecting child development 43
Table 4.10 whether work schedule is a challenge towards parenting style 44
Table 4.11 Steps taken when disciplining children 45
Table 4.12 Statement 46
Table 4.13 Strategies for good parenting 46
Table 4.14 Effectiveness of parental strategies 47
Table 4.15 Relationship of parent and child 49
Table 4.16 Relationship between parent and child 50

ST. PAUL'S UNIVERSITY

LIST OF FIGURES

Figure 2.1 Theoretical Framework 29
Figure 2.2 Conceptual Framework 30
Figure 4.1 Response Rate 36
Figure 4.2 Gender Analysis 37
Figure 4.3 Work experience.....38
Figure 4.4 Highest Level of Education 39
Figure 4.5 Active role played by parents 40
Figure 4.6 How often should parents assist their children with homework.....41
Figure 4.9 Extent to which parenting style influence child development.....42
Figure 4.10 Type of parenting style affecting child development.....43
Figure 4.11 Whether community affects child development.....44
Figure 4.12 Whether community affects child development.....45
Figure 4.14 Strategies for good parenting.....47
Figure 4.15 Effectiveness of parental strategies 48
Figure 4.16 Relationship of parent and child.....49
Figure 4.17 Relationship between parent and child.....50

ST. PAUL'S UNIVERSITY

OPERATIONAL DEFINITION OF TERMS

Attachment Theory: Attachment is a deep and enduring emotional bond that connects one person to another across time and space.

Behaviour: This refers to observable and measurable actions which may be judged as appropriate or inappropriate in relation to age, sex and social-cultural expectations.

Child Development: It entails transition of a child's growth based on various stages of maturity from childhood to adulthood.

Development psychology: Developmental psychology is a scientific approach which aims to explain growth, change and consistency through the lifespan

Discipline: The training that is geared towards producing a specific character or pattern of behaviour, especially training that produces moral or mental improvement

Parental style: It is a psychological construct representing standard strategies that parents use in their child rearing.

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

Social learning theory: Social learning theory is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement.

ST. PAUL'S UNIVERSITY

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence a child's outcomes. It involves providing physical care, support, love and guidance, for healthy development. It also includes creating a nurturing environment of attention, encouragement and love for the child. All these should be provided with the aim of helping each child to develop to his/her fullest potential (Hamner & Turner, 2001: 212).

Parents are a major influence in their children's lives. Therefore, their perception of how children should be brought up is crucial in determining children's behaviour (Sarac, 2001: 34). Many parents lack confidence when it comes to parenting. Without confidence or a plan, many parents can become paralyzed with inaction. Just as life is messy, parenting can be messy too. When a child is born, they do not come with an owner's manual, warranty or guarantee like electronic goods. More often than not, parents operate based on trial and error. Assistance may be sought from family, friends, pastors and books, but in the long run, parents will ultimately decide on how to parent their child (Muturi, 2011: 30).

In the United States of America during the eighteenth century, the church and the state worked together to manage children's behaviour according to the strict interpretation of the Bible. Moreover, parents believed it was important to conform to religious doctrine. Parents were monitored to ensure they complied with the accepted parenting code in the way they raised their children (Hamner & Turner, 2001: 212).

Preparing children to embrace the society requires active participatory role of parents, guardians and the society at large. Over the years, good parenting in most African societies prepared children to meet the unexpected demands of cultural norms and values they have to adhere to. In this respect, it is possible to deduce required parental styles that apply in most family settings.

ST. PAUL'S UNIVERSITY

Parenting style is an overall climate of parents' child interaction. It is a determinant factor in child development. It affects psychological and social functioning of the child. Parenting style is mainly affected by the influence of one's own parents. Temperament, educational achievements, culture, social economic status and the influence of their spouse affect parenting styles as well (Darling and Steinberg, 1993: 12).

In many households, parenting style initiated by both the father and the mother may differ based on their temperament as well. Belsky (2005:22) evaluated the parenting style parents use to raise their children. His findings revealed that counseling was the right antidote for successful implementation of parental styles.

Parents need to be more of friends to their children than just being a parent. Parenting style is a major component on child development. It has been a real challenge in parenting particularly when paradigm shift from traditional parenting to the modern parenting style is evident. It is evident that over the past years, parenting was a collective responsibility where a child belonged to the community (Kikuyu Traditional Community). Today, however needless to say, a child belongs to an individual biological parent and no one has the obligation to interface with the growth and nurture of the child (Baumrind, 1991: 52).

Governments and society may have a role in child-rearing as well. In many cases orphans or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised in foster care, or placed in an orphanage. Parenting styles or skills vary and a parent with good parenting skills may be referred to as good parent. Therefore, in order to be a good parent, counseling is essential in parenting styles (Cassidy and Shaver, 1999: 72).

According to Steinberg et al, (1991:54), parenting style in most households sets the tone at which parents' attach themselves to their children. The author further acknowledges that parenting style has a significant effect on a child's psychological and social development. This is well reflected on their performance in school which in turn shapes their social economic status. On the other hand, Belsky (2005:83) found that the parenting style of both parents may differ as a result of the parent's temperament, which is highly witnessed in most family households.

ST. PAUL'S UNIVERSITY

In today's society, the perception that parents had about raising their children is changing from being community based to individual. Kenyatta, (1983:78). For instance, one may not discipline a child that does not belong to him biologically. This is due to the fact that most of them believed that parenting came naturally and parents knew what to do without any assistance from the outside. Today parents acknowledge that they do not want to raise their children the way they were raised. Most of them are seeking answers on how to raise their children. They have come to the realization that societal changes have affected old parental techniques practised by their guardians. For example in India, the society is opening up to western influences at an alarming rate and children are facing issues their parents never faced. Similarly, Horner found out those most psychological issues in adolescent children is highly influenced by parenting style established in most family settings (Horner, 1984: 88).

Society frequently expected that child rearing fell into place without a hitch and guardians just recognized what to do when it came to teach, supporting, latrine preparing, regard building. This recognition is gradually evolving. Moreover, Lopez (1995:44) found out that environmental changes have suppressed traditional methods of raising children practised in the past. Lopez (1995:44) further argued that societal changes are currently witnessed in densely populated countries such as India. This has made the youth to face many challenges which their guardians never went through during their time. The pace at which these progressions happen, leave many youth confronting issues which their parents or guardians never longed for.

Some children are subjected to neglect mainly due to poverty, rapid social changes and family breakdown, especially in urban areas such as Nairobi Kwamanga et al., (2003: 212). Poverty affects parenting and children's development becomes seriously threatened (Berk, 2003:77). Parents in urban areas have to work in order to provide for their children. Consequently, their physical availability is limited because of the working hours. The ever-rising inflation together with other life's challenges may make parents emotionally unavailable or irritable with low tolerance for their children. On the other hand, wealthy parents overprotect their children from the environment's adversities but do not provide them with social in-built protective mechanism (Sasse, 2004: 49).

ST. PAUL'S UNIVERSITY

In Kenya today, family value systems have changed. There is overemphasis on nuclear family as opposed to the traditional extended family Kinai, (2002: 90). Changes in socio-economic conditions and customs have affected child rearing. Employed and working parents move from rural to urban centres with their children and therefore, members of the extended family no longer play their role in shaping children's behaviour. In some cases, young people consider single parenting by choice because of careers; hence do not to get married (Berk, 2003: 77; Santrock, 2001: 26).

From the preview and various studies, it was evident that parents have a duty of modeling their children to become better persons in the society. Even though many research studies have tackled the issue of parenting style, their main focus was in schools and little literature was done in relation to Kenyan context. Based on this, the study aimed at assessing the effect of parental styles on child development in Kirinyaga County.

1.2 Statement of the Problem

Over the years, the modern world has seen changes in family trends, structures and systems. This has drastically shifted parenting and general child development. In most cases in Nairobi for example, both parents work outside their homes and hence many families find it more difficult to stay connected with their children's behaviour and development (Wangeri, 2007: 63).

Research studies indicate that parenting style influence child development. For instance, Kinai (2002: 45) carried out a study on the Relationship between Parental Behaviour towards Adolescents and their manifest Aggression in Nairobi secondary schools. The study results revealed that the way parents interact with their children have tremendous and sometimes lasting effects on children's behaviour. The same study also revealed that discipline problems interrupt academic progress and create conditions in which educational objectives cannot be achieved.

Kwamanga, Odhiambo and Amukoye, (2003: 207-212) carried out a study on Prevalence and Risk factors on Smoking among Secondary School students in Nairobi. The study findings revealed that children as young as 12 years smoke cigarettes although a majority of them start at the age of 12-16 years.

ST. PAUL'S UNIVERSITY

From the study, it is evident that parenting style is part and parcel of child development as depicted by previous studies. Based on this, there is a major gap on how other systems such as the media and the church play a significant role in developing and nurturing a child's future. The study sought to assess the effect of parental styles on child development in Kiaritha Church, Kirinyaga County.

1.3 Purpose of the Study

The purpose of the study was to assess the effect of parental styles on child development in Kiaritha Church, Kirinyaga County.

1.4 Objectives of the Study

1.1 To establish the role of counseling in addressing parenting style and child development

1.2 To identify the challenges of parental styles towards child development.

1.3 To propose strategies to be adopted on parenting style and child development.

1.5 Research Questions

The study was guided by the following questions:

1.1 What is the role of counseling towards parenting style and child development?

1.2 In what ways does parenting style pose a challenge to child development?

1.3 What proposed strategies should be put in place to address parenting style and child development?

1.6 Justification of the Study

Several studies have been done in relation to parenting style as a contributory factor to child development. Many studies have observed that neglectful parenting style rank lowest across all life domains of most children. As identified by Maccoby and Martin (2003: 57), parents who adopt this type of parenting style are low in responsiveness to their children's needs. Whilst the higher achievers are more likely to have parents who hold high expectations for them, children of uninvolved parents lack direction in life thus affecting their stability and even school performance at large.

Wangeri, (2007:44) conducted a study on The Conflict between traditional Parenting Behaviours as Perceived by Students in Some Selected Secondary Schools in Nairobi. The results indicated that facilities and resources of parenting have shifted from what they were in the past, parental grip on children appears to be slipping away as

ST. PAUL'S UNIVERSITY

indicated by heavy presence of electronic devices in the families and the parenting role of educating their children has been taken over by the school system. However, based on the above studies, assessing the effect of parenting style on child development is necessary to expound on areas not addressed by other studies.

1.7 The Scope and Limitations of the Study

The study investigated parental styles and attachment theory in ACK Kiaritha Parish, (Kirinyaga) County. The geographical scope was limited to Anglican Church of Kenya, Kiaritha Parish. The findings were therefore centralized and not generalized.

The study was conducted in ACK Kiaritha, Kirinyaga Diocese, Kirinyaga County. The major delimitation here was on the geographical location. The study was also among the Anglican people in the area and hence would appear to have side-lined other denominations. All the research participants especially the young couples who had or had not received parental counseling as well as the members of the clergy were sampled in the context of the Anglican Church. This was delimitation since those who are not Anglicans may have major aspects that they could have contributed to the study.

1.8 Significance of the Study

The research refined, revised or extended the already existing parental counseling in areas of parenting styles for the optimal growth of a child. The theoretical framework of behavioral factors which basically influence 80% of the child's development was the key in this study. The study gave suggestions of what can be improved in terms of pastoral counseling in parenting styles in order to remain focused and nurture the child in the best way possible. The study recommended the pre-marital tutorials. In order to lay down a firm parenting style to those who desire to be parents in future and with an emphasis on the role of counseling in parenting styles for the optimal growth of a child.

1.9 Conclusion

This chapter has discussed the background of the study in relation to the study objectives, statement of the problem, purpose of the study, objectives of the study, research questions, justification of the study, scope of the study and significance of the study.

ST PAUL'S UNIVERSITY

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed relevant literature to assess the effect of parental styles on child development.

2.2 Attachment Theory

Attachment theory is described as a long lasting psychological connection with a meaningful person that causes pleasure while interacting and soothes in times of stress (Bowlby, 1982:73).

He also argues that, attachment theory states that a strong emotional and physical attachment to strong emotional and physical attachment to at least one primary caregiver is critical to personal development.

Attachment is a deep and enduring emotional bond that connects one person to another (Ainsworth, 1973:129). Attachment is therefore characterized by specific behaviours in children. Such as seeking proximity with the attachment figure. when upset or threatened (Bowlby, 1969:68). It is paramount to note that the quality of attachment has critical effect on development .and has been linked to various aspects of positive functioning such as psychological wellbeing.

Bowlby in his research attachment theory, resolved that maternal deprivation affects the child negatively in terms of development. The situation in which the mother was either non-responsive or absent for long spans of time within the child's first two years of life.

Bowlby believed that children have an innate need to develop a close relationship with the main figure; usually the mother. When this does not occur, it has negative consequences on development, causing a decline in intelligence, depression, aggression, delinquency and effectiveness' psychopathy (a situation in which one is not concerned about the feelings of others. This is very dangerous to human beings whereby it loses the meaning of being relational.

ST. PAUL'S UNIVERSITY

The already existing theories on attachment from psychoanalytic and behavioural fields were detached from reality and not up to date. However, this prompted the scholar to research more with current world of thought in the field of Biology and Theology. This was in contrast to classic approaches to attachment which believed that the goal of attachment was the fulfillment of needs, particularly feeling. Bowlby developed his theory on the basis of these results, claiming that attachment was an intrinsic need for an emotional bond with one's mother, extending beyond the need to be fed. He also believed this to be an evolved need, where a strong emotional bond with one's mother increases chances of survival (Bowlby, 1982:78).

2.3 Stages of Attachment

2.3.1 Pre-attachment (new born- 6 weeks. The new born infant knows how to act in such a way that attracts adults, such as crying, smiling, seeing, and making eye contact. They are soothed by the presence of others although not attached to their mothers.

2.3.2 Attachment in making (6 weeks-to 8 months)

Infants begin to develop a sense of trust in their mothers, in that they can depend on her in times of need. They are soothed more quickly by their mother, and smile more often next to her.

2.3.3 Clear cut attachment (6 to 8 months- 18 months to 2 years). Attachment is established. The infant prefers his mother over anyone else and experiences of separation anxiety when she leaves. The identify temperament anxiety influenced by the infants caregivers respond and soothe.

2.3.4 Formation of reciprocal relationship) 18 months to years +)

As language develops, separation anxiety declines. The infant can now understand when his/her mother is leaving and when she will be coming back. In addition, a sense of security has developed, in that even when his mother is not physically there, he knows she is always there for him. Bowlby called this sense of security an internal working model (Bowlby ,1982:78).

ST. PAUL'S UNIVERSITY

2.4 Attachment styles

Bowlby's attachment theory was tested using the "strange situation". Children's responses to their mother's presence and absence, and that of a stranger, were recorded. There results served as the basis for the formulation of attachment style (Bowlby, 1982:76).

2.4.1 Secure attachment children who have developed secure attachment feel secure and happy, and are eager to explore their surroundings. They know they could trust their mother to be there for them (Maina & Cassidy, 1988:148). Although distressed at their mother's absence, they are secured she will return. The mother's behaviour is consistent and sensitive to the needs of her child. Upon return they are positive in their greeting make contact if distressed and are quickly able to return to exploration. In normative samples 65% of infants show this pattern. According to Bowlby, (1980:68) an individual who has experienced a secure attachment, is likely to possess a representation model of attachment figure(s) as being available responsive (Bowlby, 1980:242)

2.4.2 Anxious avoidant insecure attachment; children who have developed an anxious avoidant insecure attachment do not trust their mothers to fulfill their needs. They act indifferently to their mother's presence or absence, but are anxious inside. They are not explorative, and are emotionally distant. The mother's behavior is disengaged from her child and emotionally distant (Parkes et al, 1982:268). To avoid potential rejection, they avoid expressing attachment needs thus they appear preconsciously independent; though seemingly pre-occupied with explorations. They explore less freely than do secure children. They really show overt distress at separations and of re-unions they ignore or avoid the caregiver for prolonged periods. About 20% of infants in normative samples show this pattern.

2.4.3 Anxious resistant insecure (ambivalent) attachment- children who have developed anxious and hopelessness towards their mother. They act passively but they cannot rely on their mother. The mother's behavior and at times neglects her child. Resistant infants have learned that the attachment figure is unpredictable, attentive which can be ensured only with a great deal of effort on their part and their exploration is limited by preoccupation with the caregiver. They are extremely distressed by separations and often refuse to be comforted upon reunions. The

ST. PAUL'S UNIVERSITY

resistant pattern occurs in 10%- 14% of infants in normative samples due to the fact that most studies encounter only a few resistant infants where history and development is little known. Cassidy & Berlin (1994:95) summarized what is known about this group of infants. They noted that a pattern of low maternal availability coupled with maternal interference with infant exploration characterized mother-infant dyads with resistant infants.

Despite the labels "secure" and "insecure" the avoidant and resistant patterns are envisioned not as pathological forms of attachments but rather as variations within the normal range. The notion that avoidance reflects reliance on cognition rather than affect, whereas resistance reflects reliance on affects in preference to cognition impresses the researcher. Secure individuals are those who achieve a balance in which cognition and affects have equal weight and credibility.

2.4.4 Disorganized/disoriented attachment

This was identified as insecure attachment as a result of attachment research expansion. Children who do not fit into the other categories are included in this fourth form of attachment. These children could act depressed, angry, passive, or a pathetical. Their mother could act in varying extremes, such as swaying between passively and aggression or being scared and actually being scary. Unlike avoidance and resistance, disorganization is characterized by absence of a coherent attachment strategy accompanied by odd behaviours which make sense only if one can assume that the child is confused or fearful with respect with respect to the caregiver. If a child is given a primary classification of disorganized, he/she is also assigned the best fitting alternative from among the other three thus avoidant, secure, or resistant. However, with the exception of disorganized classification schemes for assessing attachment have been based on observations of normally developing children with law risk for psychopathology. Another direction of expansion in attachment research has been the development of assessment procedures and schemes for age –groups beyond infancy.

2.5 Infants form attachment with parents.

Attachment begins in infancy and lash throughout a life time. A newborn baby immediately needs someone to take care of them. This person may be a parent, a sibling, or a nanny, but whoever it is, there will be a bond formed between them.

ST. PAUL'S UNIVERSITY

Bowlby and Ainsworth both believed that the primary caregiver is the one that will most shape the child's personality and character. The primary caregiver is usually the mother and strong bonds are formed within minutes of giving birth. It is advisable for the new parents and baby to be alone together right after the birth to establish a strong bond. If there are too many individuals in the room right after birth, the natural traces of attachment can be disrupted and this can have long term effects on the relationship between the child and parents (Klaur, Kennel, & Klars, 1995:97).

The mother automatically has some kind of bond to the child because she carried it for 9 months, but early contact is important in informing strong bonds between them. A study by Klans and his associates, shows of contact a day soul, the first three days of life have significantly higher scores. These children score higher in language and comprehension tests by age five, than children whose mothers are not given extra time. These mothers show more soothing behaviour towards their infants, made more eye contact with the child's and had more physical contact (Trowell, 1982:38).

The mother and infant have an automatic bond, but the father must establish a bond after the child is born. It is very important for the father is involved in the delivery of the child and to be available to the infant incase the mother cannot hold the child right away due to other circumstances. This has not been received well by most fathers since some cultural setting does not allow the father to be present during the delivery of the child. But this cultural connotation has been overtaken by event, and for the sake of the proper upbringing of the child it is advisable for fathers to give a thought. Studies have shown that fathers who have early contact with their children have a stronger attachment with them in the months following birth. Strong attachment between father and child is shown through physical contact and while holding the child they face each other (Klaur, Kennel & Klan, 1995:68-79).

The interactions between mother/child and father/child are also quite different. When the mother-infant interactions are observed, the mother is seen as nurturing and affectionate towards the infant, whereas father-infant interactions deal more with affiliation and play (Geiger, 1996:86). Fathers have a more physical relationship with the child while the mother's relationships are more verbal. It has been shown that the fathers play interactions are more exciting and pleasurable to children than play interactions with the mother (Geiger, 1996:86).

ST. PAUL'S UNIVERSITY

It has been said that parent-child bonds are the most important in forming the child's personality. Babies are programmed at birth to be interested in the social world around them. It is assumed that they learn much about the world through their caregivers must have much influence on their personality and their sense of others.

2.6 Adolescents form attachment with peers

As a child reaches adolescence, they tend to depart from the attachment relationships with any parental type figure. The attachment bonds sentenced parents and adolescents are "treated" by many adolescents more like ties that restrain than live ties that anchor and secure, and a key taste of every adolescent is to develop autonomy so as not to rely (as much) on parent's support when making one's way through the world (Allen & Laud, 1999:319). During adolescence, a new way of approaching attachment is predictive of attachment behavior in future, such as with their own or in marital relationships. It has to be remembered though, that the relationship between parents and child does not become less important during adolescence, the adolescent just becomes less dependent on the parents.

Adolescents are trying to reach autonomy during those years, but they understand that their parents are still there to support them when needed. This goes for adolescents who are exploring the ideas of being independent; conform to their parents, the secure base, for help. Adolescents who exhibit autonomy seeking usually have a positive relationship with their parents, indicating that they feel comfortable exploring because they know their parents will be there for them (Weis, 1982:79).

A way of seeking independence from the parents is to rely more on peers as attachment figures. These strong relationships form because adolescents break away from their parents, so it is easy from parents to peers is an important process in the adolescents' life because it is usually a struggle at first, but it encourages their adult attachment styles to develop fully (Weis, 1982:88).

Eventually, adolescents will form long term relationships with their peers that may be of the romantic kind, which may become full attachment relationships. Attachments relationships that turn romantic are possible lifelong because of the need for attachment, but also for the need of species survival. Romantic relationships are

ST. PAUL'S UNIVERSITY

pushed forward by the need to procreate and they want to have the prior parent-child relationship but this time as the parent Lyall, (1998: 48).

Not everyone has such an easy time transforming their attachment behavior from their parents to their peers. For families with insecure adolescents, there may be many difficulties in balancing autonomy and attachment needs Rice, (1979: 58). These adolescents have little confidence that their attachment relationships will last when there are disagreements or problems, so they tend to avoid the problems, altogether secure adolescents will face the problem and try to solve it immediately. Avoidance by insecure adolescents can cause future problems within attachment relationships and can lead to depression and other problems.

Adolescents' depression has also been related to maternal attachment insecurity. There is moodiness, tension and emotional instability. At this point in time both the parent and child need to be sensitive to the fact that their relationship is changing, and this is impacting on the attachment system dramatically. At this point, the adolescent needs their parents the most, even though the adolescent is trying to become independent from the parent Rogoff, (2003: 130).

In conclusion friendship attachment is important during adolescence because they are sources of emotional security and support, contexts for growth in social competence and prototypes for later relationships (Seiffge- Krenke, 1993:125).

2.7 Internal working Models of Attachment

The child's attachment relationship with their primary caregiver leads to the development of an internal working model (Bowlby, 1969: 92). This internal working model is a cognitive framework comprising representations for understanding the world, self and others. Internal working model can be defined as thinking process, which is built on past experiences and helps the individual consider responses and actions.

As infants interact with their caregivers and the world, they begin to internalize those experiences and form schema, or thoughts; the more experiences, the more the thoughts are created and built upon Sarac, (2001: 25). Think of schema of leg, blocks; the more pieces you collect, the larger the structure you can build. The best

ST. PAUL'S UNIVERSITY

part of the internal working model is that it serves as reference center, as you encounter new situations, you can refer back to your past to learn from and make decisions about current and future responses.

Ainsworth's maternal sensitivity hypotheses argue that a child's attachment styles are dependent on the behaviour their mother show towards them. 'Sensitive' mothers are responsive to the child's needs and responds to their moods and feelings correctly. Sensitive mothers are more likely to have securely attached children. In contrast mothers who are less sensitive towards their children, for example those who respond to the child's needs incorrectly or who are impatient or ignore the child completely are likely to have insecurely attached children. Sasse, (2004:56). For example, securely attached infants are associated with sensitive and responsive primary care; insecure ambivalent attached infants are associated with inconsistent primary care

2.8 Theological Implication on the Attachment Theory

Introduction

In the psychology of religion, there are tools from psychological science which are used in study, epically the main fold expresses of religion and spirituality in human lives. The research is most interesting in how people understand and relate to God and in this research, the researcher adopts the methodological naturalism that is expected in the researchers discipline; trying to understand people's religious and spiritual experiences by framing them in terms of natural psychological process thus, the though emotions, and behaviours that together form the warp and weft of human life (Yarhouse, 2008: 69).

This sometimes makes Christians so uncomfortable. They seem to think that the researcher want to explain away the experiences at the core of their most cherished beliefs or strongest convictions. The research controversy is not only interesting but of real value to Christians. The works that follow show how this is the case-how psychology can powerfully in form both faith and practical ministry by holly at one of the most important and well respected psychological theories about human relationships the attachment theory Wango, (2014: 71).

It is popularly known that, attachment theory is much talked about, but also often misunderstood. Sharma (2003: 52) affirmed that if you have heard of it, it is probably

ST. PAUL'S UNIVERSITY

through some well-meaning discussion of popular approaches to parenting children, where 'attachment parenting' is basically the opposite of 'tough love' styles the 'cry-it-out' method of helping babies learn to sleep. Despite what proponents of 'attachment parenting' may tell you, however, attachment is not really about the benefits of breastfeeding or so-sleeping or baby-weaning for healthy child development.

On the other hand, Pistole, (1989: 190) noted that attachment theory explains how people learn to experience and respond to separation and distress in the context of core, close relationships from very early in their lives. Interestingly, the effect of attachment on human relationships also seems to include our relationship with God.

John Bowlby who is the father of attachment theory wanted to understand why babies and small children respond to separation from their parents (or primary caregivers) with such apparent distress, and how such experiences of separation shape emotional and behavioral adjustment. Bowlby believed that when babies experience things that are threatening to their survival like hunger sickness, loud noise or distance from their parents they reach, call out, and cry, all of these are ways to signal their needs and to restore closeness and proximity to their parents, (on whom babies are quite literally completely and appropriately, the body's distress is reduced and its level of felt security is restored. But when the parent does not respond, the baby continued to experience separation anxiety and distress. According to Bowlby, repeated and prolonged experiences of this kind seem to be associated with proper emotional and behavioral adjustment (Bowlby, 1982:119).

Inspired by Bowlby's theory, Mary Ainsworth set out to empirically study infant-parent separation with a technique she developed called the "Strange situation paradigm", in which infants are periodically separated from and re-united with one parent (Ainsworth, 1984:247). Many hours of observations led Ainsworth to conclude that there are systematic differences in how children (in non-clinical populations) behave in these episodes of separation and re-union with their parents, and these differences or 'styles' can be broadly categorized in three groups; secure anxious avoidant and anxious ambivalent.

Some children (about 60 percent of them seemed upset when their parents less, but quickly re-engaged when their parents resumed. Children showing this pattern were

ST. PAUL'S UNIVERSITY

called secure. Some children (about 20 percent of them), classified by Ainsworth as anxious avoidant, seemed not to care about being separated from; or being reunited with, their parents; some of them even seemed to actively avoid their parents altogether preferring instead to play alone. (Later Physiological studies showed that these children are not in fact any less distressed by the separation they just cope with this internal distress by masking it). Other children (roughly 20 percent) were classified as anxious-ambivalent. These children clung to their parents and were extremely upset when their parents left. Even when their parents came back, they were difficult to soothe and seemed to be angry at their parents for leaving Martinez et al., (2005: 848).

Bowlby had experienced that attachment influences relationships "from the cradle to the grave". This means that the relational patterns developed in early childhood continues to influence other close relationships across our lifespan. This evocative thesis invited other psychologists to consider whether attachment dynamics in the same relationship changes over time, and whether attachment patterns may be observed in other close relationships live romantic relationships and very close friendships. There are some important distinctions between the nature of these different relationship domains, data does seem to indicate that there is a moderate degree of stability over time. Anxious ambivalent attachment in childhood seems to correlate with more anxious attachment in romantic, relationships, expressed as anxiety about the relationship partner's proximity, the possibility of abandonment, and preoccupation with their relationship partners' affection. On the other hand, anxious avoidant attachment in childhood seems to correlate with avoidance of intimacy and closeness with relationship partners.

Some studies have shown that when people were led to recall a time when their relationship partner did something that was hurtful, people who were securely attached tended to involve more relationship enhancing explanations. Fewer relationship –threatening explanations, were less likely to explain their partners wrong doing as reflecting something intrinsically problematic about the relationship. In contrast, people who were anxiously attached involved more pessimistic explanations about the relationship partner, and more blame. Attachment style also seems to affect how a person interprets relationship scenarios that are ambiguous. People who are

ST. PAUL'S UNIVERSITY

less securely attached are livelier to interpret ambiguous hypothetical events as reflecting hostile intentions from their partners (Wango, in press).

What this means is that our attachment styles can influence how we experience, remember and interpret important relational events in our lives. We often do so in a manner that is consistent with the attachment style that we have developed during our childhood. Overall attachment relationships are hotbeds for some of the most powerful human emotions Angold et al., (1998: 78).

As Bowlby puts it "Many of the infants' emotions arise during the formation, the maintenance, the disruption and the renewal of attachment relationship." Separation seems to elicit feelings of loss, sadness, and grief, and sometimes of anger, while re-union seems to elicit joy and closeness for some, but more mixed emotions for others. These very early childhood attachment experiences, and the repeated experiences of separation and reunion, play hugely important roles in the development of our sense of who we are in relation to the people who matter most to us.

The attachment theory does not mean that the quality of our closest relationship is determined wholly by our interactions with our parents (or that we have the power to completely mess up our children's close relationship) Berk, (2003: 79). Science suggests that, there are in fact other factors that have been formed even proceeding attachments that affect us in our close relationship. That means, our attachment relationship does form the context in which our earliest and most basic emotional and relational vocabularies are turned.

But what does all this have to do with religion? For one thing, as both a Christian and a psychologist, the researcher is struck by the profound parallels between the subject matter of attachment them the sequence of separation distress and re-union that human beings repeatedly experience and the Christian narrative as alienates causes, and the re-union with God through His grace. Perhaps more precisely, it seems to the researcher that attachment theory provides one lens through which we can understand how people relate to God when things go wrong in their lives. This is because to a significant degree, our relationship with God works a lot like other close relationships in our lives, and is thus likely to be affected by the attachment patterns we developed in childhood (Hunter, 1990:94).

ST. PAUL'S UNIVERSITY

Christians sometimes say that their faith is a relationship not a religion. There is much evidence, both anecdotal and quantitative, to suggest that a given Christians relationship with God can be made sense of in attachment terms. When things go terribly wrong in our lives when our attachment systems are activated by experiences like the loss of jobs or homes, the death of loved ones, serious health problems, failed relationships, or existential crises about our own identities – many Christians turn to God to restore a lost sense of felt security. The Psalmist describes God as "our refuge and strength, a very present help in trouble" (Psalm, 46:1), and St. Paul write, of how "neither death nor life, nor angels nor rulers, nor things present, nor things to course, nor pioneers, nor heights nor depth, nor everything else in all creations, will be able to separate us from the love of God in Christ Jesus our Lord "(Rom 8: 38).

But like with the children in Ainsworth's studies who were temporarily separated from their parents, where some Christians perceive God to be distant, unresponsive, or absent, this experience can tend to generate very strong negative feelings. Anger at God is not an uncommon response to unanswered prayer; prolonged anger of God is experienced when people need or expect God to help them in their distress, but do not feel that God is responding in the manner in which they hoped he would. Research shows that anger of God is very often accompanied by feelings of doubt about cries relationship with God, negative interpretations of why prayers are not answered, and even more fundamental questions about God's goodness. Consider the example of mother Teresa, who revealed in her personal letters the immerse feelings of grief and isolation accompanying her experience of God's silence, which lasted for more than fifty years until death. In the darkness, Lord, My God, who am I that you should forsake me? The child of your love and now become as the most hated one. The one you love thrown away as unwanted –unloved. I call, I cling, I want, and there is no one to answer. When I try to raise my thoughts to heaven, there is such convincing emptiness that those very through return like sharp knives and hurt any soul. Love the word. It brings nothing I am told God lives in me and yet the reality of darkness and coldness and emptiness is so great that nothing touches my soul Ainsworth, (1973).

Research confirms the tendency to see God as an attachment figure and the tendency to think about one's relational dynamics with God along the same two dimensions of human attachment; anxiety about abandonment and avoidance of intimacy. For example, some Christians, more than others, seem to be especially preoccupied with

ST. PAUL'S UNIVERSITY

whether or not God loves them, more likely to feel angry or upset if they feel they cannot see or sense God working in their lives, and more likely to worry about maintaining their relationship with God. These tendencies reflect a relationship with God that is characteristic of anxious attachment (Egan, 2002:340).

Other Christians, despite identifying as temple who have relationships with God, seem to have difficult (or seem to resist) experiencing warmth, intimacy, or closeness in the relationship. They prefer not to depend too much on God, they do not feel a particularly deep need to be close to God even when they feel distressed and they do not feel comfortable with emotional deploys of affection. These patterns are characteristics of evident attachment.

Then there are those who are neither anxious nor avoidant in their relationship with God. Those people instead, seem to remain steadily connected to God through both ups and downs in their lives, and their relationship with God seems stable and integrated. These are patterns of secure attachment.

One useful way of identifying, where our attachment patterns might be having a particularly strong effect on our relationship with God is to examine what we feel that God is like. Unlike purely biblical knowledge or knowledge about God based solely end doctrine, this knowledge is deep and emotional and rooted in relational experiences with God. The researcher distinguishes between these two forms of knowledge; doctrinal knowledge on the other. In spite of broad agreement among Christians on doctrinal knowledge that God is loving, all powerful, forgiving, and so on, Christians seem to differ from one another in sorts of experiential knowledge that they have; and their attachment to parents. This means that our experiential knowledge of God goes deep the way that we experience God and what we find him to be like hangs in part on a scaffolding of relational knowledge that was given to us. It also means that when we discover a conflict between our doctrinal knowledge and our experiential knowledge, there is a good chance that attachment patterns are at work.

The research find in knowing this helps him or her to have compassion (for myself and for others) when experiential knowledge results doctrinal knowledge. When someone has a hard time between that God really loves them or that God will take care of them when they are in trouble, or when someone feels that God judges them

ST. PAUL'S UNIVERSITY

for that one unforgiveable thing that they did for which they are truly sorry in these moments our experiential knowledge stands involuntarily before our theology. Feelings of separation from God, whether or not they were caused by human sin or by circumstances provide the arena in which people have to navigate potentially huge differences between their 'head' knowledge and their 'heart' knowledge. It is a space where people's lay thread ices (their theories about God's involvement in their suffering, and what that means about God's nature) are made most silent.

The researcher believes very real, significant, and often painful experiences form a hugely important space where peoples doctrinal and experiential knowledge of God undergo change, as a result of some serious negotiations between them. For some people these negotiations deepen and broaden their knowledge of God. God becomes bigger-perhaps more mysterious less predictable but ultimately no less loving. But for others, the negotiations may fail. They may find that one kind of knowledge cannot accommodate the other kind. In some cases, such crises of faith devolve into in belief some people may recover, but others may not.

There is a simple but important observation that follows from him. Because attachment theory is very important in shaping who we are and how we relate to other people, and because it is so strongly empirically supported, it is therefore something that people in pastoral roles would do well to integrate. If nothing else, 'simply realizing that a given parishioner's unresolved anger at God over a tragedy is not just a failure of theology, but is shaped by experiences, can help birth a profound compassion for them. Too often, in situations of pastoral difficulty, Christians lead with the doctrinal and the conceptional. "If you just understood God's grace better you would be fine!" or "Jeremiah 29: God has a plan for you!" often theology is not really what the problem is about at least not exclusively. Attentiveness to psychological dimensions of religious behaviour and religious coping –attentiveness to things like attachment patterns – can be a real asset.

2.9 The Implication of Attachment Theory in Counseling and Psychotherapy.

Bowlby's attachment theory has important implications for counseling and psychotherapy (Cassidy & Shaver, 1999:69, Lopez, 1995:73; Lopez & Brennan, 2000:162; Mallinckrodt; 2000:45).

ST. PAUL'S UNIVERSITY

Attachment theory is a theory of effect, regulation and interpersonal relational. When individuals have caregivers, who are emotionally responsive, they are likely to develop a secure attachment and a positive internal working model of self and others. Currently adult attachment could be described in terms of two dimensions' adult attachment anxiety and adult attachment avoidance. Adult, attachment anxiety is conceptualized as the fear of interpersonal reflection and abandonment, excessive needs for approval from them, negative view of self and hyper-activation of affect regulation strategies in which the person over-reacts to negative feelings as a mean to gain others "comfort and support (Millulincer shaver & Pereg 2003:93). Conversely adult attachment avoidance is characterized by fear of intimacy, excessive need for self –reliance reluctance for self –disclosure, negative views of others, and deactivation of affect regulation strategy in which the person tries to avoid negative feelings or withdraw from intimate relationships (Millulincer et as. 2003:98).

Bowlby (1998:78) acknowledge that attachment pattern is difficult to change in adulthood even though it is not impossible. Studies related to examining mediators of the relation between attachment and mental health, outcomes are particularly important for counseling and psychotherapy because mediators can be potential interventions to help individuals relieve their distress. In addition, identifying the mediators can help individuals reduce the impact of attachment patterns without having to change the patterns, which is a more difficult task (Bowlby, 1998:80). Below are some suggestions from experienced studies in the area.

First, attachment theory serves as a solid foundation for understanding the development of ineffective coping strategies and the underlying dynamics of a person's emotional difficulties. Clinical can help those with attachment anxiety and avoidance.

Understand how past experiences with caregivers or significant others have shaped their coping patterns and how these patterns work to protect them initially but later contribute to their experience of distress (Lopez, Mauricio, Cornley, Simko, & Berger, 2001:145-168; Wei Heppner, & Mallinckrodt, 2003:75). For example, those with attachment anxiety may learn that if they are "perfect" they will be more likely to gain others! Love and acceptance Wei, Happner, Russell & Young, 2006:116; in their cases.

ST. PAUL'S UNIVERSITY

But some Christians may still be uncomfortable with all this talk of attachment surely God is bigger than my temperaments and my experiences as a small child? Well yes, and no, God treats us as the human beings we are, and that includes all the biological, psychological, and cultural factors that make up who we are (Lopez, 1995:45). This means that human psychological human spiritually are intimately related indeed, so much so that it is impossible to fully distinguish one from the other, in the end. Our human attachment relationships provide a framework for us to describe and understand why we, as different individuals, might relate to God in the unique and different ways that we do our spiritual lives are beautifully woven through the most threatening and terrifying experiences we have known aloneness and helpless in the period of our lives when we are quite literally, completely dependent (Wei & Mallinkrodt, 2003:78). Just as some of us, are born with a tendency towards depression or addiction, so some of us, thanks to attachment patterns, tend to relate to God in anxious ways others with patterns of avoidance and others in secure ways. Still God meets us as we are.

In the end, this sort of insight from psychology should not be seen as threatening to the language of faith. Phenomena like attachment are part of what it means to be a human being, created by God with a body and a mind and personal his toy and they also punctuate what it means that Jesus took on human flesh. The pattern works both ways. On the spiritual side, the book of Psalms 68:5,103:13, Jeremiah 3:19, Proverbs 3:11-12, Mathew 6:26, 2nd Corinthians 1:3 presents God to us as a perfect father and caregiver, and as human beings the way we know what those words mean cannot really be fully extracted from our own patterns of attachment. And on the human side, the incarnation shows us that God himself took on, fully, the very same kind of body, and a long with it, the same kind of mind and the same kind of relationships with family and friends that give rise to human attachment patterns. There is something awesome and wonderful in how God centered the world as a baby, a baby who no doubt formed attachment relationships with his parents, and grew to have strong friendships with his disciples. There is something terribly human in the fact, on that cross, he was abandoned by his closest friends and completely separated from his own father. It means that Jesus Christ knows not by doctrine, but experience – the say, love, fear, pair anger, and sorrow that accompany our attachment relationships. It means that when we feel abandoned by God, God himself understands.

ST. PAUL'S UNIVERSITY

Wei, Mallinnckrodt, Russell & Abraham, 2008:68). Conversely, those with attachment avoidance may drive themselves to be perfect in order to cover up their hidden sense of imperfections. They may think "If I am perfect, no one will hurt me" (Flett, Hewih, Oliver' & Macdonald, 2002:39). Unfortunately, perfectionism is associated with greater depressive symptoms (Chavy, 2002:112, Wilt &Flett, 1991:48). Therefore, potential clinical interventions can focus on modifying these individuals' perfectionist tendencies.

Second clinical can help those with attachment anxiety and avoidance find alternative ways to meet their unmet needs. Most people who seek help want to learn how to cope with dysfunction in the daily life and modify their dysfunctional or ineffective coping strategies. However, merely focusing on modifying strategies does not guarantee that people will eventually cope well. In particular people have acquired and continued to use dysfunctional strategies because these have served an adaptive function by helping individuals meet their basic psychological needs such as connection, competence and autonomy in the past. For example, people's motivation to be perfect, may stem from their attachment figures. In other words, some individuals may wish to be perfect because during their development, they have learned that others will like them (that is fulfilling a need for connections), view them as capable (fulfilling a need for competence), and respect them (that is fulfilling a need for an autonomy) if they are perfect. Unless these individual's unmet basic needs are satisfied by other means, and learn other strategies, altering these individuals 'maladaptive strategies may be limited in terms of effectiveness. Also, if individuals believe their maladaptive strategies are the only ways to meet their psychological or emotional needs, then they may still choose not to give up these strategies.

Wei, Staffer, young and Zakank (2015: 98) provided empirical evidence that those with attachment anxiety and avoidance can decrease their shame depression, and loneliness through meeting their basic psychological needs for connections, competence and autonomy. Therefore Christians, not only need to focus on changing maladaptive coping strategies, but also need to understand the underlying human needs that are satisfied by the use of these strategies as useful as help individuals learn alternative needs was to satisfy their psychological or emotional.

ST. PAUL'S UNIVERSITY

2.10 Role of counseling towards parenting style and child development

Positive parenting is based on social learning theory and developmental psychology which emphasizes on a harmonious parent-child relationship and the wellbeing of parents, children and the whole family. Positive parenting aims to achieve that by mutual respect, facilitation of the child's social and emotional development, praising, setting clear rules with firm but friendly communication, and fair behaviour (Lopez, 1995:55).

For millennia mankind has successfully reproduced and raised children who have evolved to form the society we are part of today. Parenting is an area in which generations upon generations of humans have succeeded and yet the term 'parent' only became popularized in the 1980s. Similarly, the area of positive psychology is relatively new with the field only becoming distinct in 1998. Other areas of psychology such as developmental psychology and social learning theory has paved the way for positive parenting providing a backbone in which to advance parenting skills and interventions.

Over the years, several authors have reported that parenting style affects a child's emotions and behavior to a large extent (Daniels, & Kissinger, 2006:38). In connection to this, Lee, Daniels, & Kissinger (2006:48) reported that many children cannot cope with social issues and emotions without the help of their parents. On the other hand, Baumrind 1971:56) argues that parenting topology covers different parenting styles from authoritative to neglectful.

In their view of parenting style, Grolnick & Pomerantz, (2009:165) argued that authoritative parenting moulds children to be independent and realize their own potential at an early stage of child development. In support, Timpano et al., (2010:151) discovered that authoritative parents teach their kids to adhere to rules that they should follow occasionally. He further added that parents using this style of leadership recognize the needs of their children at an early stage. Furthermore, authoritative parenting encourages a solid bond between the parent and child for a long time.

Moreover, child's behaviour can be easily nurtured through authoritative style of parenting (Liam et al., 2010:132; Pezzella, 2010; Timpano et al., 2010:153). This is

ST. PAUL'S UNIVERSITY

mainly because a parent's characteristic is likely to be seen in the stability of their children in most households (Melnick and Hinshaw (2000:111).

From a medical stand point, Cavell and Lustig (2010:73) found that authoritative parenting reduces symptoms related to depression and other psychological effects. In his recent study about the relationship between authoritative parenting and child development, Lien et al (2010:73) discovered that authoritative parenting does have a negative aspect with depression among young adult families.

Authoritative parents exert control in a more comforting and warm manner compared to authoritarian parents. They establish clear rules which are consistently enforced and are positively rewarded with warmth and affection. The authoritative parenting style is associated with positive outcomes such as children having higher self-esteem, better grades and fewer behavior conduct problems (Noor and Rosli, 2009:98).

Furthermore, Noor and Rosli (2009: 96) also discovered that indulgent parents provide the same level of warmth and attention that is provided by authoritative parenting. However, they fail to enforce the discipline reward to help children learn responsibility. These children tend to grow up to be more self-centered. Neglectful parenting differs completely from the other three parenting styles. This form of parenting fails to provide children with the warmth or care like indulgent or authoritative parenting. It also fails to include the rules and teaching of responsibility like authoritarian or authoritative parenting styles. These children are likely to form insecure attachments and can be associated with many negative developmental outcomes.

2.11 Challenges parents face as the primary caretaker of their children

Reflecting a general worldwide trend, watching television and videos were becoming popular forms of recreation, not only for children but also for the whole family. According to research done in Torres Strait Islander parents, the introduction of television and videos was responsible for the demise of activities that were seen as important in nurturing community spirit and sense of community belonging by taking away the opportunity to get together and "yarn". In addition, Torres Strait Islander parents expressed concern about the impact of television violence on their children (Ambert, 1997:77).

ST. PAUL'S UNIVERSITY

Parents' breadwinning role is not only a major resource in raising healthy children but also a key means by which parents participate in society. As such, parents may derive considerable self-esteem and social support from paid work which can have positive flow-on effects for children. Nevertheless, the demands of paid work may at times compete with those linked with family life. It is thus not surprising that themes concerning the benefits and difficulties surrounding paid work emerged in parents' stories. In particular, parents discussed work conditions (hours, flexibility and income) in relation to themselves and their partners and the psychological rewards and costs of paid work. For some parents being unemployed or having stopped working to care for children created both financial and non-financial pressures (Belsky, 1984:54).

The substantial levels of parental burden resulting from the care of children with mental disorders were also detected in a US study. Using the Child and Adolescent Burden Assessment (CABA), Angold et al (1998:98) found that a significant proportion of their study sample had at least one perceived burden. In a study in China, Liu et al, (2007:74) found that most parents of mentally ill children experienced pressure in their life, and 97.9% of them had increased anxiety. Moreover, over half of parents in their study indicated that their leisure time significantly decreased, and over a third of them reported that they were reluctant to invite friends into their house since their child had developed their problems. Parental feelings of burden and stigma seem to be evident across cultures.

Examination of parenting style based on societal changes is important in the current settings. Parenting style has changed from what it used to be Howse, (1999: 65). In older days, parents stressed on obedience and respect for the authority. This showcased authoritative parenting and restrictive power assertiveness among the lower class. On the other hand, parents in middle and upper class instill permissive or authoritative parenting style. On the contrary, modern families are somewhat relaxed on the type of parenting style to instill. Most of them believe in freedom and soft disciplinary measures on their children. This clearly depicts that parenting style varies depending on unique personality of the parent or guardian and the child (Schwartz and Scott, 1994:85).

ST PAUL'S UNIVERSITY

Since the advent of technological advancement, parenting style has changed significantly especially among youthful parents and the adolescent children, Corey, (2001: 75). In today's society, parenting style is unique compared to earlier forms of parenting. These days the child rearing styles are unique in comparison to those that existed earlier. Then upper and the middle-class parents focus mainly on the legitimate or tolerant child rearing styles. However, modern families are giving flexibility and week parental practices to their kids regardless of their age. Parenting style covers contingent on various components, for example, the number of kids, the one of a kind identities of the guardians and kid, guardians' demeanors and the family setup (Schwartz and Scott, 1994: 290).

Educating parents on the various aspects of positive parenting is not common among young parents. Awareness programmes focusing on parenting styles is crucial in modern parenting. The rising need for awareness programs comes in since most parents have a family set up that is a major socialize of their children, rather than being a functional institution of formation. According to Joseph and John (2008:16), parenting style in most households shapes a child's life in the long run. Parenting style plays a crucial role in child development, thus teachers, parents and health professionals must focus their attention on positive parental styles in families.

2.12 Strategies parents use to raise their children

Research has found out that treating parents as partners enhances the quality of interactions between parents and providers and increases parents' trust in providers (Jago et al., 2013:12). This idea was supported by parent commentaries as part of the information gathered for the study. Findings from longitudinal and semi-structured interview research suggested that the level of therapeutic engagement with parents, empathic interaction style, and parents' feelings of being valued are related to participation in and completion of program activities (Jago et al., 2013:15; Orrell-Valente et al., 1999:45).

A recent study done by Jago et al., (2013:13) found that regarding guardians as accomplices upgrades the nature of associations amongst guardians and suppliers and expands guardians' trust in suppliers. This thought was upheld by parent editorials offered as a major aspect of the data gathering for this review. Discoveries from

ST. PAUL'S UNIVERSITY

longitudinal and semi-organized meeting research propose that the level of remedial engagement with guardians, empathic connection style, and guardians' sentiments of being esteemed are identified with investment in and finish of program exercises (Jago et al., 2013:45; Orrell-Valente et al., 1999:46).

Moreover, many parents report that several of the barriers to parenting programs are practical, such as not having transportation to reach the site where the intervention is being provided, being unable to arrange for child care, and having work and scheduling conflicts (Morawska et al., 2011:614).

In a recent systematic review of 26 qualitative studies in which parents were asked about why they did or did not enroll in or complete a parenting program, the time and place of the program delivery and the lack of collocation of classes with child care emerged as major factors related to their participation (Mytton et al., 2014:127). Also, transportation emerged as a primary barrier across multiple types of programs, not just those focused on parenting, particularly for those with limited income and access to personal and reliable public transportation.

Positive Parenting Programmes are one of the practices which have been widely tried across the world. Triple P is an intervention which coaches' parents on the skills useful in raising confident, happy children and builds solid relationships between parent and child. In order to achieve these goals, the programme develops strategies which can be evolved and altered to fit the needs, beliefs and values of the individual and family. For this reason, it is understandable why it has been proven to be effective across cultures (Passer et al., 2009:578).

Parent Management Training, which uses instruction, modeling and role playing to teach parenting skills, is considered to be one of the most effective outpatient treatments for patients with childhood behavior problems. Martinez and Eddy (2005:841) adapted the training for Spanish speaking Latino mothers and found out that the intervention had positive effects for both the mother and the child.

Not only do positive parenting interventions have an effect across cultures but it also has a cross cultural effect with respect to typical children. Studies in both Lebanon and South Korea Ballantine, (2001: 96) concluded that positive parenting interventions increased the mother's and child's well-being. Won Oak declared that

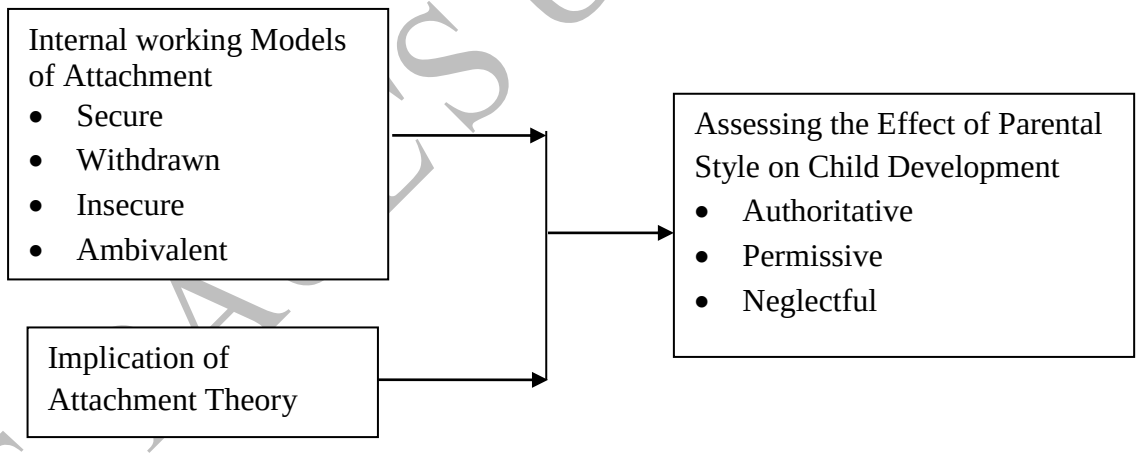
ST. PAUL'S UNIVERSITY

higher levels of affection displayed by parents led children to have a higher self-esteem. They implied that the positive parenting practices were contributing to healthy socio-emotional development in children with Attention Deficit Hyperactivity Disorder. Durrant and Ensom (2012:184) found that mothers' well-being levels significantly correlated with their child's behavioral problems. Through positive parenting techniques well-being levels were found to decrease among parents with children who suffered from Attention-Deficit Disorder.

2.13 Theoretical Framework

The theory in this section was formulated to explain and understand the assessing parenting styles using the attachment theory. Berret and Koelhen (1997:125), this framework helped to support a theory in this study. This theoretical framework introduced and described the theory that explains why the research problem under study exists. The theoretical framework provided a rationale for predictions and the relationship among variables of the research study. The study adopted Attachment Theory

Figure 2.1 Theoretical Framework



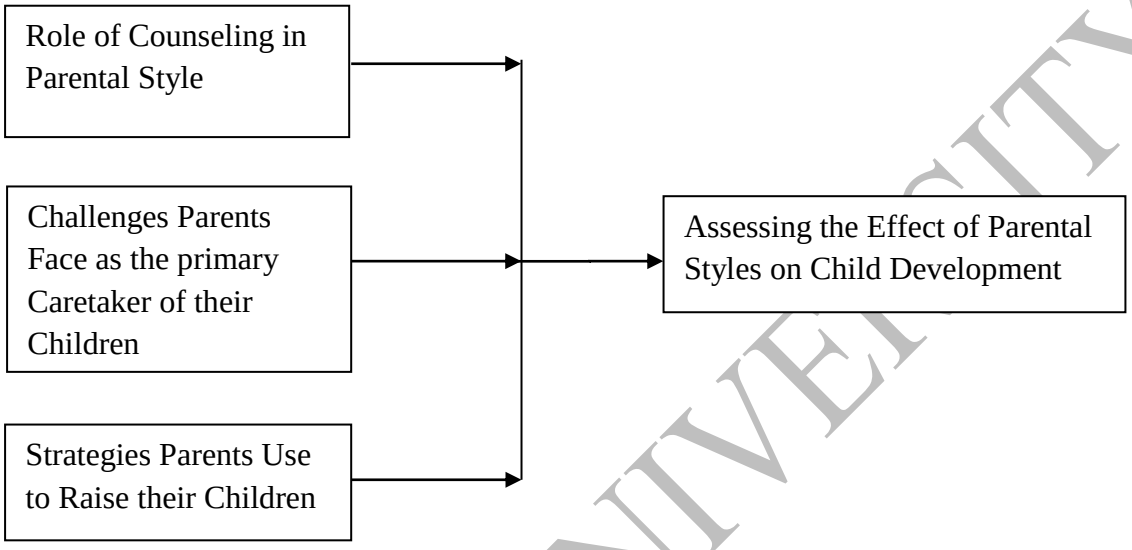
2.14 Conceptual Framework

Onen and Oslo (2009:62) noted that conceptual framework is a diagrammatic presentation of theory and that it's presented as a model when research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between the independent and dependent variables. The conceptual

ST. AUGUSTINE'S UNIVERSITY

framework is used to organize ideas in order to achieve research purpose and the set objectives of the research projects.

Figure 2.2 Conceptual Framework



2.15 Research Gaps

From the literature review, parenting style is viewed as a major contributory factor towards child development. Over the years, many studies have focused on effects and causes of poor parenting in most households rather than shifting their focus on strategies and measures in place to resolve parental guidance. These gaps in the literature depicted that effectiveness of parenting style is a matter to be proven solvable among many scholars. Consequently, societal changes have brought forth different paradigms on parenting thus affecting the ability of most parents to embrace positive thinking while modeling their children. To have an in depth understanding on what assessment was appropriate for the study, the study conducted a further research to fill the identified gaps.

ST. PAUL'S UNIVERSITY

2.16 Conclusion

The chapter has discussed the relevant literature to assess the effect of parental styles on child development. It also contains the theoretical framework which shows the relationship between the dependent and independent variables. The chapter also contains the research gaps which indicates whether other researchers did not researcher based on the research studies and hence the need to carry out the study.

ST. PAUL'S UNIVERSITY

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology. This chapter discusses, identifies and explains the research design, and describes the research process, further discussion focuses on the study area, the target population, sampling techniques, research instruments, procedure for data collection, and data analysis; Further discussion shows how validity and credibility of the process was realized, stipulate the pastoral counseling approach to be observed, identify limitation and other practical matters of the study.

3.2 Research Design

The study was conducted using survey design with formal questions. It assessed the effect of parenting styles on child development. The research questions were open ended focusing on the challenges encountered in parenting styles and in pastoral counseling. Questions and unstructured interviews were used to gather the necessary data of the research. The methodology intended to provide information for pastoral counseling in parenting styles.

3.3 Study Area

The study was conducted in Kiaritha Church Kirinyaga County, Kenya. Kirinyaga borders Embu to the east, Machakos to the south, Murang'a to south west and Nyeri to the west. The church and county was chosen for the study since people from this region belong to different educational background. It is also comprised of social cultural background as well making it a perfect choice for the study

3.4 Target Population

The study population was comprised of parents who are between 25-40 years. The target population was 130 respondents. The parents were sampled randomly, that is,

ST. PAUL'S UNIVERSITY

the teens and the young couples in Anglican Church of Kenya, Kiaritha Church Kirinyaga County.

3.5 Sampling Techniques

According to C.B Peter a sample is a representative part of the target population. The sampling procedure was done in several steps. The first step involved determining which part of Kiaritha was involved. Mugenda and Mugenda (1999:55) suggest that 39% of the accessible population is an adequate sample. This implied that 39% of 130 parents were sampled. To arrive at the number of parents, a sample ratio of 39% was used as proposed by Mugenda and Mugenda (2008:68).

3.6 Research Instruments

According to Monton (2000:88) and Hostee (200016:22), a questionnaire is an instrument comprised of a series of questions that are filled in by the respondents themselves. Questionnaires were organized in such a way as to solicit information from the parents in the locality. The designed questions were both close-ended and ope-ended to elicit move information from the respondents. The open-ended questions focused on collecting qualitative data. While close-ended questions focused on collecting quantitative data.

3.7 Data Collection Procedures

The study used open and closed ended questionnaires to collect information from the respondents. The questionnaires were hand delivered to the respondents and collected after a period of one week. The actual data collection was carried out by the researcher alone without any assistant. The researcher sought permission from the Ministry of Higher Education, Science and Technology and from the Diocesan Bishop to collect the data. The questionnaires had three sections based on the study objectives. Interviews were then administered to the participants.

Section one focused on the background information of the parent, section two focused on the role of parenting styles towards child development, section three focused on challenges parents face as the primary care takers of their children, section four focused on the strategies employed to enhance good parenting, section five focused on parents relations on child development.

ST. PAUL'S UNIVERSITY

3.8 Data Analysis

Data analysis involves the interpretation of meaning and the functions that may be assigned to the data. The first thing was to edit all the answered questionnaires and schedule them for accuracy, completeness and uniformity. Those with major response errors were discarded and the remaining was given subsequent serial numbers.

The data to be obtained from the questionnaire was coded for analysis as per the study objectives. This was done by studying closely the responses in each questionnaire. The data was grouped into tables and graphs for easier interpretation. Descriptive statistics was used to analyze the data collected. For qualitative data, emerging patterns of the content analysis was presented thematically according to research objectives.

3.9 Validity and reliability of the research process

To pre-test the research instruments, a pilot study was done in Kiaritha, Kirinyaga County. This ensured that all research instruments function well. The piloting was important to eliminate ambiguities in wording, identify redundant questions and to gain feedback on the validity and reliability of the instruments. The instrument was piloted in one part of the parish randomly sampled. The teens and the young couples selected part of the parish was piloted with. Any necessary adjustments were made before the instruments are taken to the respondents. This pilot study was held at an ideal time to determine the extent to which respondents shall produce same information with same questionnaires on two or more occasions.

3.10 Ethical Issues

The researcher obtained a letter from the Director Post Graduate studies to the Ministry of Higher Education Science and Technology for issuance of a research permit. The study was ethical in data collection, analysis and reporting. Informed consent indicated that all respondents would be treated utmost with dignity and respect they deserve. The parish received a summary of the report so that it can be benefit from the information the study might generate. Data collected was coded, edited, entered and stored in hard disk in case the need be for cross-checking arises.

ST. PAUL'S UNIVERSITY

3.11 Limitations

The major limitation to this study was to identify the parish (Young couples) who have ever had a house help as a primary caretaker of the child as it infringes on the parenting styles.

3.12 Conclusion

The chapter has discussed the research methodology which was used by the researcher. It identified and explained the research design, and describes the research process, further discussion focuses on the study area, the target population, sampling techniques, research instruments, procedure for data collection, and data analysis. The chapter also discussed how validity and credibility of the process was realized, ethical issues and limitation of the study during the research process.

ST. PAUL'S UNIVERSITY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides summary of the data collected. The chapter is organized in sections; first the questionnaires response return rate, followed by the findings as per the objectives of the study. The findings are explained using percentages and figures in tabular form and in description form. The questionnaire was divided into two sections. Section A focused on personal information while section B focused on the independent variables.

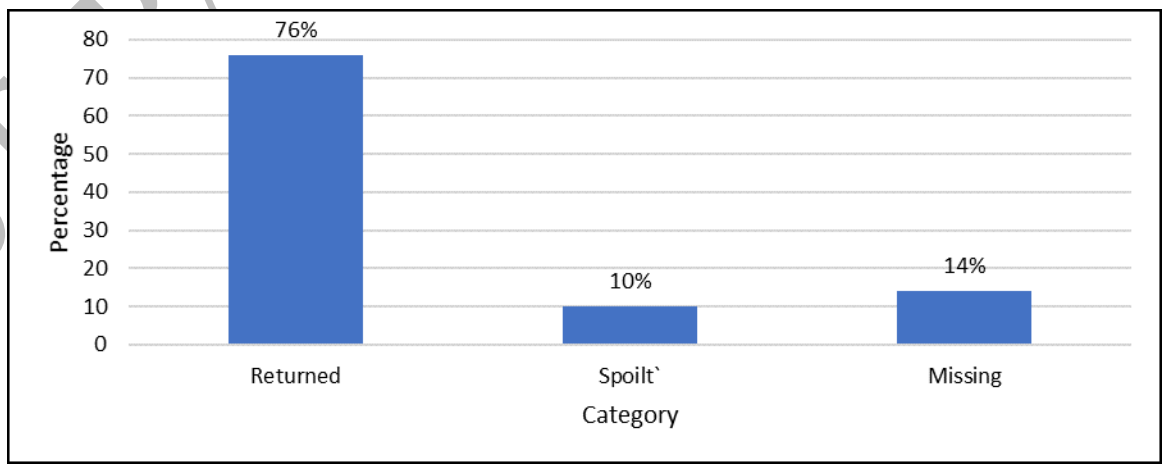
4.2 Response Rate Analysis

Out of 51 sampled questionnaires issued to the respondents, 39 of them were returned and were duly filled. The remaining 12, 5 of them were spoilt while 7 of them went missing. The results of the data collection are depicted as shown below;

Table 4.1 Response Rate

Category	Frequency	Percentage
Returned	39	76
Spoilt	5	10
Missing	7	14
Total	**51**	**100**

Figure 4.1 Response Rate



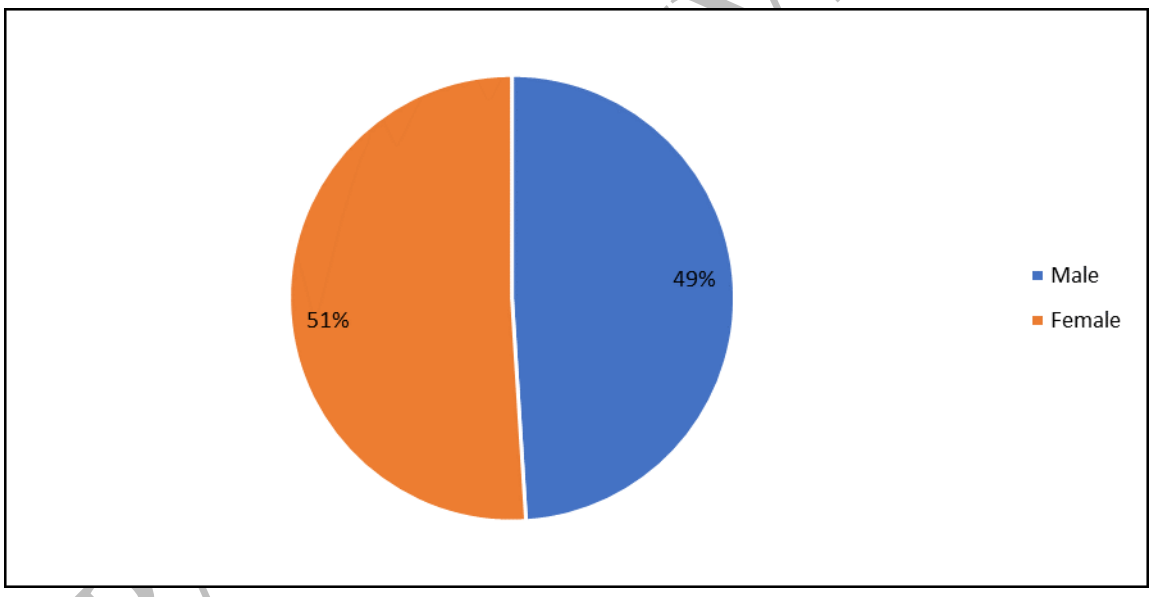
ST PAUL'S UNIVERSITY

From table 4.1 and figure 4.1, the research indicated that majority of the respondents at 76% participated in the study while other questionnaires, 12 of the respondents presented by 10% and 14% were spoilt and went missing respectively. The analysis indicates that the turn out for the study was high as depicted by majority of the participants.

Table 4.2 Gender Analysis

Category	Frequency	Percentage
Male	19	49
Female	20	51
Total	**39**	**100**

Figure 4.2 Gender Analysis



Concerning the gender analysis of the respondents who took part in the study, majority of the respondents at 51% were female while 49% of them were male respondents. This implied that majority of the participants were females which clearly indicates that they are the most affected gender on parental issues experienced in most households.

ST. PAUL'S UNIVERSITY

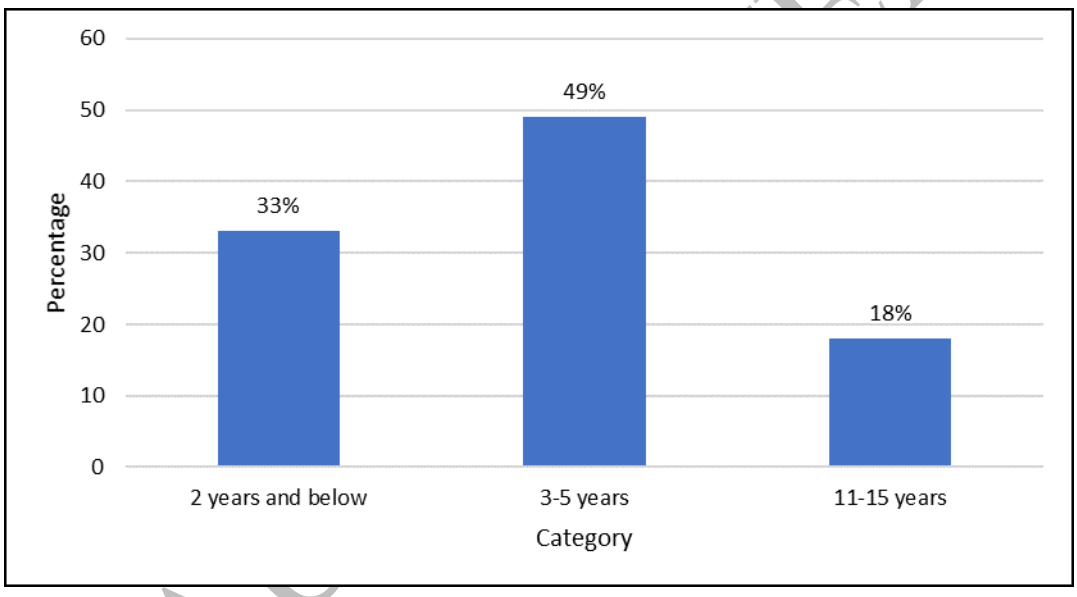
4.3 Working Experience

The respondents were asked to state their working experience and the results were computed and compiled in table 4.3 below;

Tables 4.3 Work experience

Category	Frequency	Percentage
2 years and below	13	33
3-5 years	19	49
11-15 years	7	18
Total	**39**	**100**

Figure 4.3 Work experience



According to the analysis, majority of the respondents at 49% have been working for 3-5 years, followed by 33% who have worked for 2 years and below and 18% of the respondents indicated that they have worked for between 11 to 15 years. From the analysis, it is evident that majority of the parents are experienced employers. The analysis implies that most of them are able to take care of their households in a manageable manner.

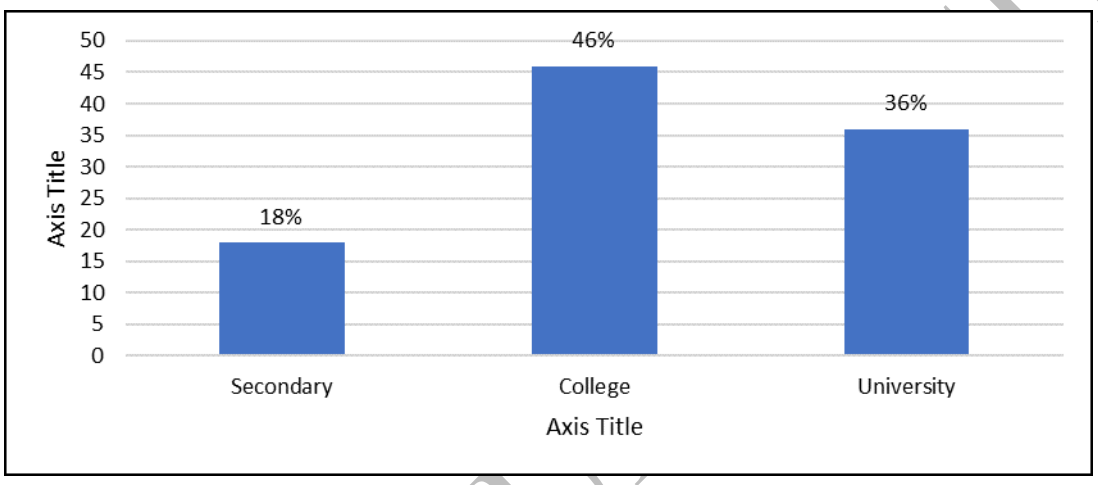
4.4 Highest Level of Education

The study sought to find out the highest level of education of the parents who participated in the study. The results were presented in table 4.4 below;

Table 4.4 Highest Level of Education

Category	Frequency	Percentage
Secondary	7	18
College	18	46
University	14	36
Total	**39**	**100**

Figure 4.4 Highest Level of Education



Majority of the respondents at 46% who took part in the study are college graduates, followed by 36% who are university graduates, 18% of the respondents reached secondary level of education. Based on the analysis, it is evident that majority of the respondents were college graduates. This implied that majority of the participants were educated thereby their views and responses were applicable to the study.

4.5 Role of Parental Styles

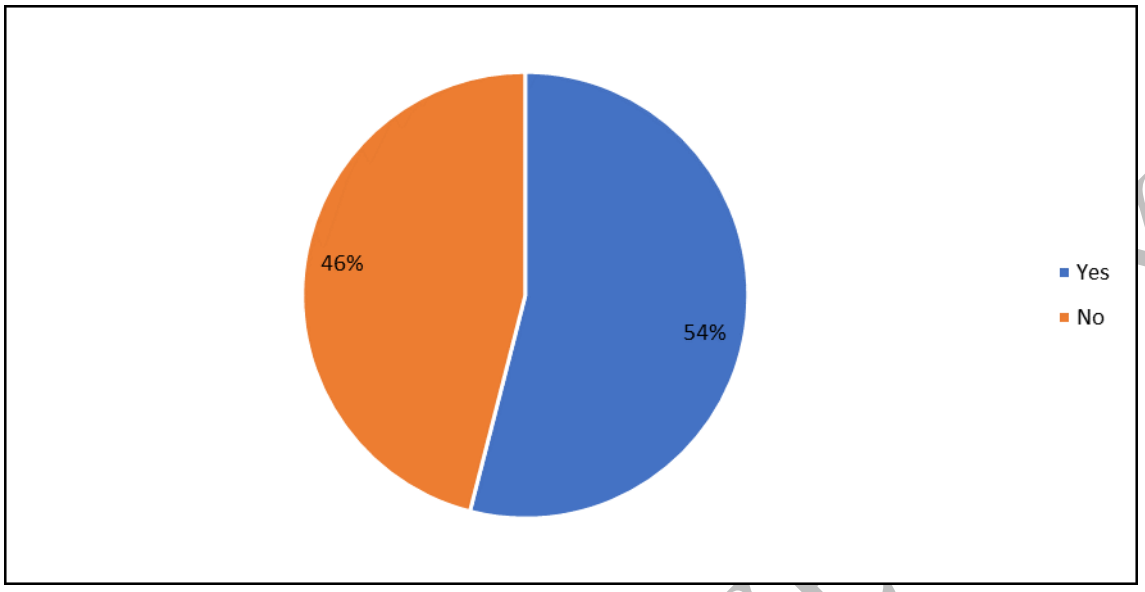
On whether parents take an active role in assisting children to do their homework, the results were depicted below;

Table 4.5 Active role played by parents

Category	Frequency	Percentage
Yes	21	54
No	18	46
Total	**39**	**100**

ST. PAUL'S UNIVERSITY

Figure 4.5 Active role played by parents



According to table and figure 4.5, the findings indicate that at 54%, parents play an active role in assisting their children with homework, while 46% of the respondents stated otherwise. Based on the analysis, it can be concluded that most parents play an active role towards child development as depicted by majority of the respondents. Moreover, the respondents who disagreed asserted that even though there has been progress on parental care, the issue has not been addressed to the latter over the years.

4.6 How often should parents assist their children with homework

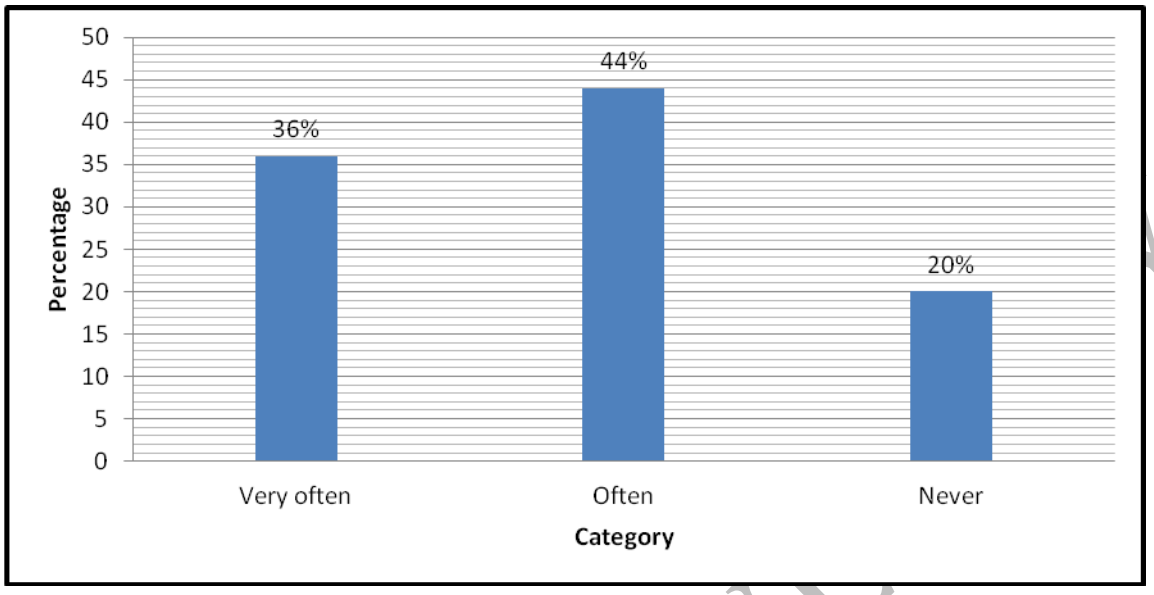
On how often parents should parents assist their children with their homework, the results were depicted table 4.6 and figure 4.6 below;

Table 4.6 How often should parents assist their children with homework

Category	Frequency	Percentage
Very often	14	36
Often	17	44
Never	8	20
Total	**39**	**100**

ST PAUL'S UNIVERSITY

Figure 4.6 How often should parents assist their children with homework



Results from table and figure 4.6 reveal that majority of the respondents at 44% agreed that parents should often assist their children with homework, followed by 36% who asserted very often and 20% of the respondents indicated some parents never assist their children with homework. The analysis implies that parent bonding with their children while undertaking homework fosters child development in most household settings.

The youths were asked to indicate whether they agree or disagree with the following statements concerning their views about their parents or guardian (Rating was done on a scale of 1 to 4 where, 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree). The results were presented in table 4.7 below;

4.7 Parents Character

Table 4.7 Parents character

The teens were asked to indicate their parents character based on the highlighted statements below;

Category	Frequency	Percentage
Permissive (they let you do what you want)	8	21
Authoritative (they guide you, but trust you to make your own decisions)	20	51

ST. PAUL'S UNIVERSITY

Neglectful parenting (they are not responsive to your needs)	11	28
Total	**39**	**100**

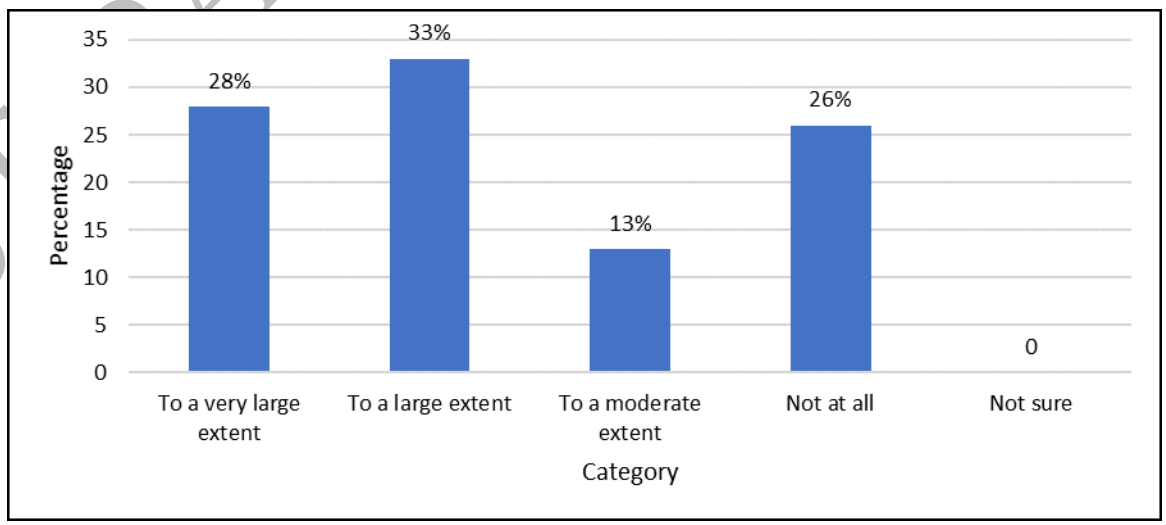
According to table and figure 4.7, majority of the teens at 51% were of the opinion that their parents are authoritative, followed by 28% who indicated neglectful parenting and 21% of them asserted that their parents were permissive by giving them freedom to do what they want. Based on the analysis, it is evident parenting style common in most households is authoritative. Also, neglectful parenting is common in some households. This implies that parent's character can either build or destroy a child's future in the long run.

4.8 Parenting Style

Table 4.8 Extent to which parenting style influence child development

Category	Frequency	Percentage
To a very large extent	11	28
To a large extent	13	33
To a moderate extent	5	13
Not at all	10	26
Not sure	0	0
Total	**39**	**100**

Figure 4.8 Extent to which parenting style influence child development



STRATHMORE UNIVERSITY

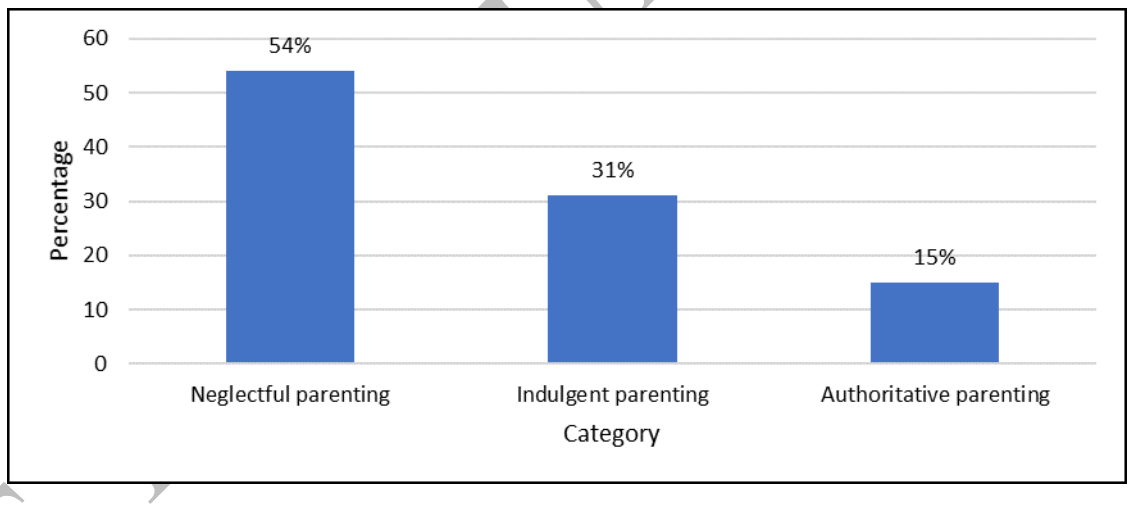
Table and figure 4.8 indicates majority of the respondents at 33% depict that parenting style affects child development to a large extent, followed by 28% who indicated to a very large extent and 26% of the respondents indicated that parenting style does not affect child development in most households. This implies that parenting style plays a significant role towards child development.

4.9 Type of parenting style affecting child development

Table 4.9 Type of parenting style affecting child development

Category	Frequency	Percentage
Neglectful parenting	21	54
Indulgent parenting	12	31
Authoritative parenting	6	15
Total	**39**	**100**

Figure 4.9 Type of parenting style affecting child development



On the type of parental style, table and figure 4.9 indicated that neglectful parenting affects child development at 54%, followed by 31% who stated indulgent parenting and finally authoritative parenting affects child development at a rate of 15%. This implies that neglectful parenting is common in most households as depicted by most parents.

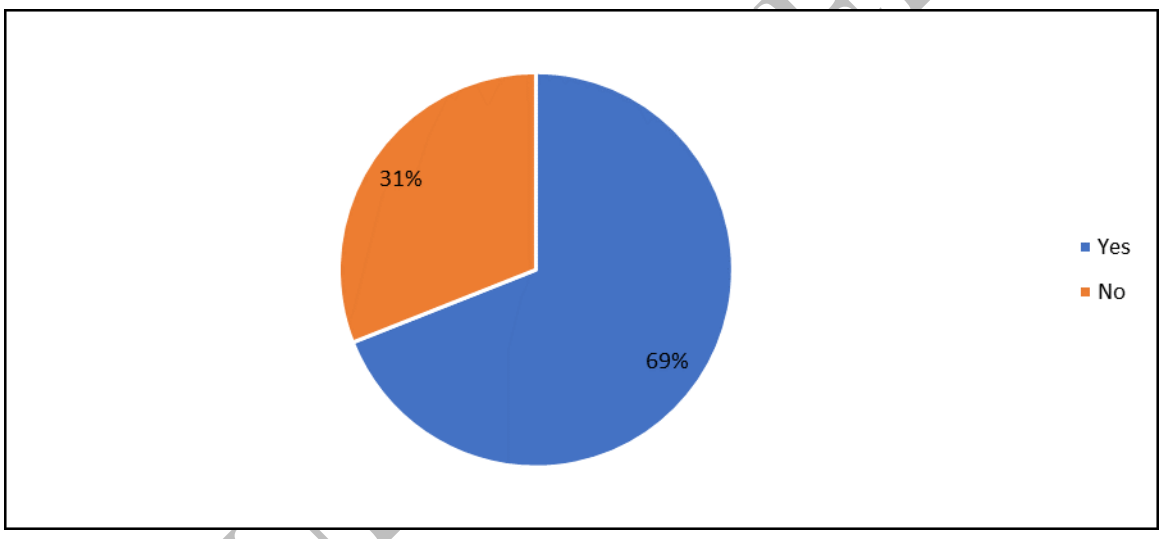
4.10 Challenges parents face as the primary caretakers of their children

The respondents were asked whether work schedule is a challenge towards parenting style and child development. The results were presented in the table below;

Table 4.10 whether work schedule is a challenge towards parenting style

Category	Frequency	Percentage
Yes	27	69
No	12	31
Total	**39**	**100**

Figure 4.10 whether work schedule is a challenge towards parenting style



According to the analysis, majority of the respondents at 69% were of the opinion that work schedule is a challenge affecting parenting and child development while 31% of the respondents stated otherwise. The analysis implied that the society contributes significantly towards child development in most households.

The respondents were asked steps they take when disciplining their children, their response was as follows;

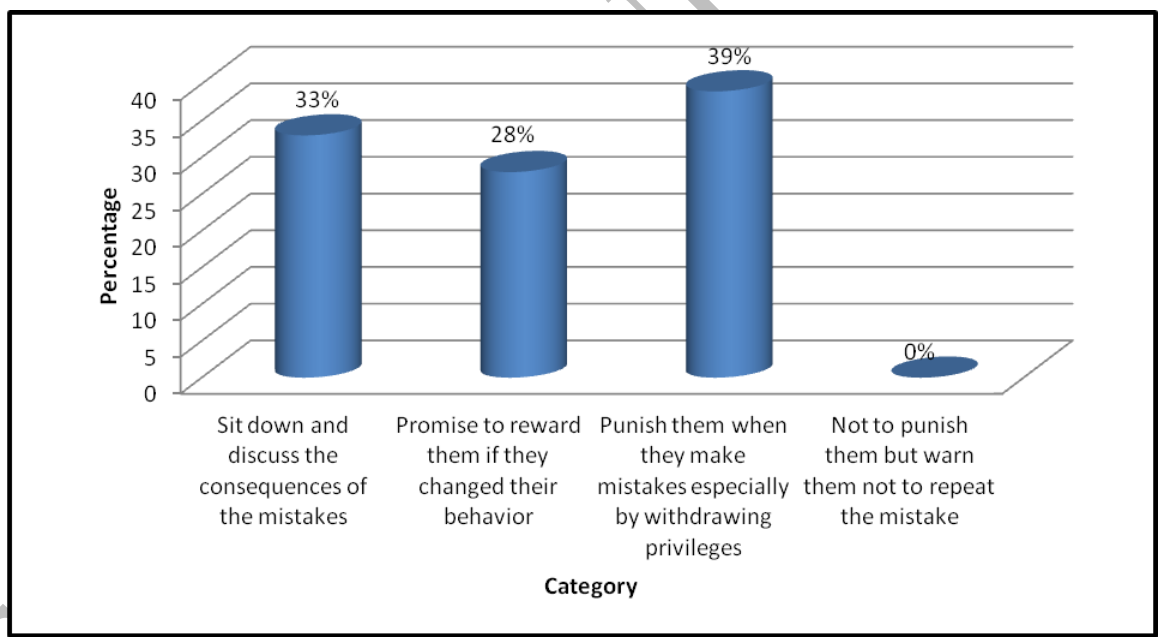
ST. PAUL'S UNIVERSITY

4.11 Disciplining Children

Table 4.11 Steps taken when disciplining children

Category	Frequency	Percentage
Sit down and discuss the consequences of the mistakes	13	33
Promise to reward them if they changed their behavior	11	28
Punish them when they make mistakes especially by withdrawing privileges	15	39
Not to punish them but warn them not to repeat the mistake	0	0
Total	**39**	**100**

Figure 4.11 Steps taken when disciplining children



The study revealed that majority of the parents at 39% were of the opinion that they punish their children by withdrawing privileges, 33% noted that they would discuss the consequences rather than punish them, 28% promised to reward them if they changed their behavior and none of the parents advocated on not to punish their children. This implied that majority of the parents faced the challenge of modifying their children's behavior.

The respondents were asked to state their views concerning behavioral problems parents encounter with their children.

4.12 Statement

Table 4.12 Statement

Statements	Frequency	Percentage
Drug and substance abuse	19	49
Aggression related behavior	17	44
No idea	3	7
Total	**39**	**100**

Analysis from the table showed that most of the parents at 49% asserted that drug and substance abuse is a major behavioral challenge they face with their children, 44% were of the opinion that aggressive behavior was a challenge and 7% of the parents had no clue on behavioral challenge their children faced. The analysis implied majority of the parents understood major challenges their children face and drug and substance abuse was top of their list.

4.13 Strategies employed to enhance good parenting

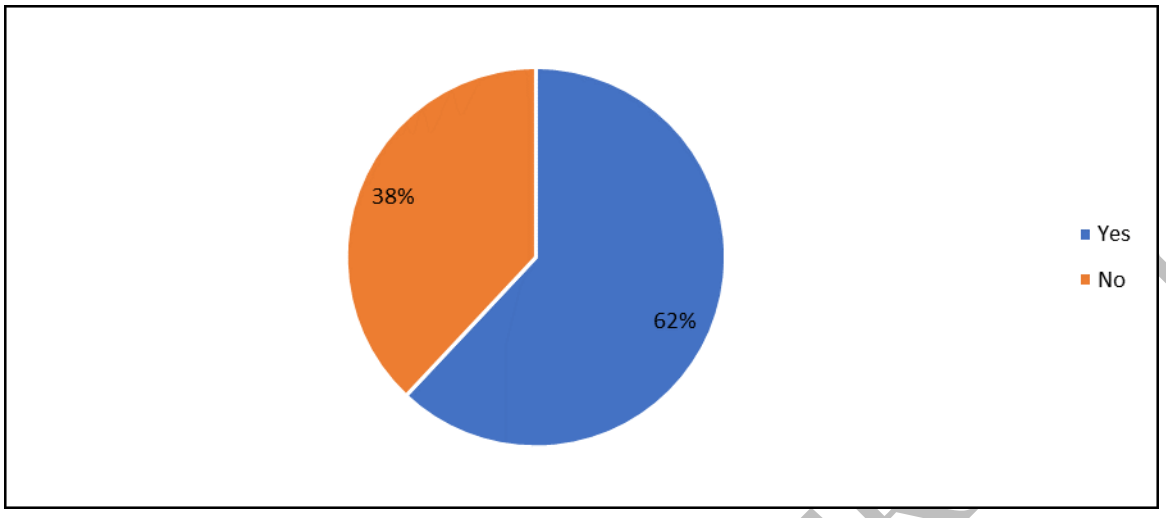
The study sought to find out whether parents have a set of strategies to employ good parenting style to their children. The results were represented in the table below;

Table 4.13 Strategies for good parenting

Category	Frequency	Percentage
Yes	24	62
No	15	38
Total	**39**	**100**

ST. PAUL'S UNIVERSITY

Figure 4.13 Strategies for good parenting



From the analysis, majority of the respondents at 62% were of the opinion that they have a set of strategies to guide their children while 38% of them stated otherwise. This implies that most family households operate under specific strategies to nurture their children.

The respondents were further asked to indicate how effective these strategies towards development of a child are. The results were depicted in the table below;

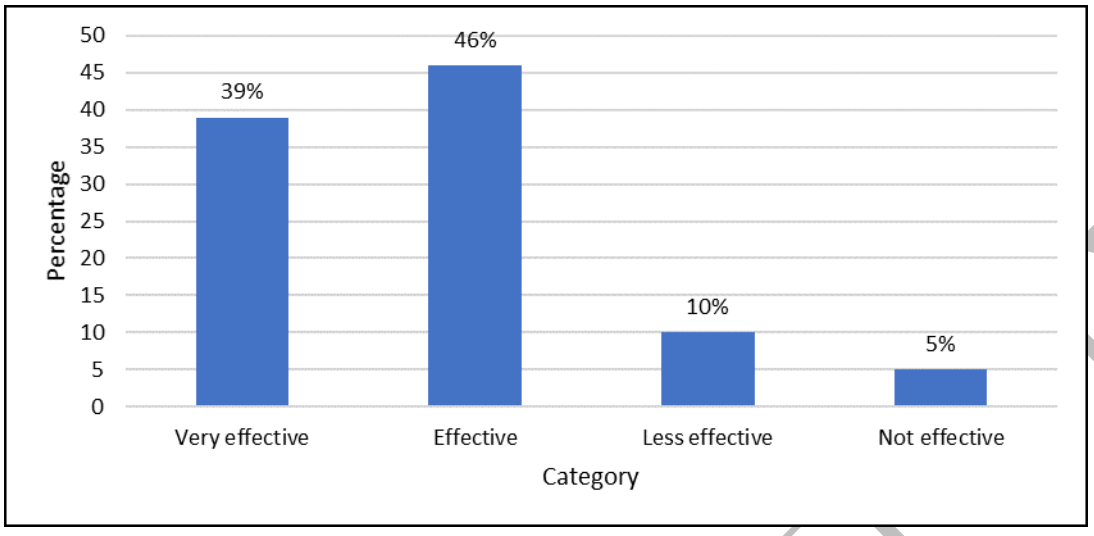
4.14 Effectiveness of parental strategies

Table 4.14 Effectiveness of parental strategies

Category	Frequency	Percentage
Very effective	15	39
Effective	18	46
Less effective	4	10
Not effective	2	5
Total	**39**	**100**

ST PAUL'S UNIVERSITY

Figure 4.14 Effectiveness of parental strategies



The analysis on table and figure 4.14 indicate that majority of the respondents at 46% agreed that parental strategies are effective in most households. This was supported by 39% of the respondents who asserted that parental strategies are very effective in most households. On the contrary, 10% and 5% of the respondents indicated that parental strategies are less effective and not effective respectively. This implies that parental strategies have been proven to be effective in many family settings.

The respondents were asked to indicate whether they agreed or disagreed with the following statements on parental strategies. (where 1 = To a very large extent, 2 = to a large extent, 3 = to a moderate extent, 4 = to a low extent) The results were presented in table 4.15 below;

4.15 Rating of Parental Strategies

Table 4.15 Rating of Parental Strategies

Statement	1	2	3	4
Parents should have a strategy in place before disciplining a child for misconduct.	11 28%	16 41%	9 23%	3 8%
Developing clear expectation of what both parents want is an important strategy towards first steps to parenting	19 49%	10 26%	6 15%	4 10%
Communicating appropriate expectations clearly to their child in word and indeed is an important strategy to most	21 54%	13 33%	5 13%	0 0%

ST PAUL'S UNIVERSITY

households				
Praising children is one of the most important strategy parents can do to nourish their children emotionally.	15 38%	17 44%	6 15%	1 3%

The analysis indicate that majority of the parents at 54% were of the opinion that communicating with their children early was an important strategy practised by most parents. On developing clear expectations, 49% of the parents asserted that it was an important strategy considered to be the first step by most parents. 44% of the parents stipulated that nurturing children emotionally by praising them was an important strategy and 41% of the parents having a strategy first before disciplining your child is vital.

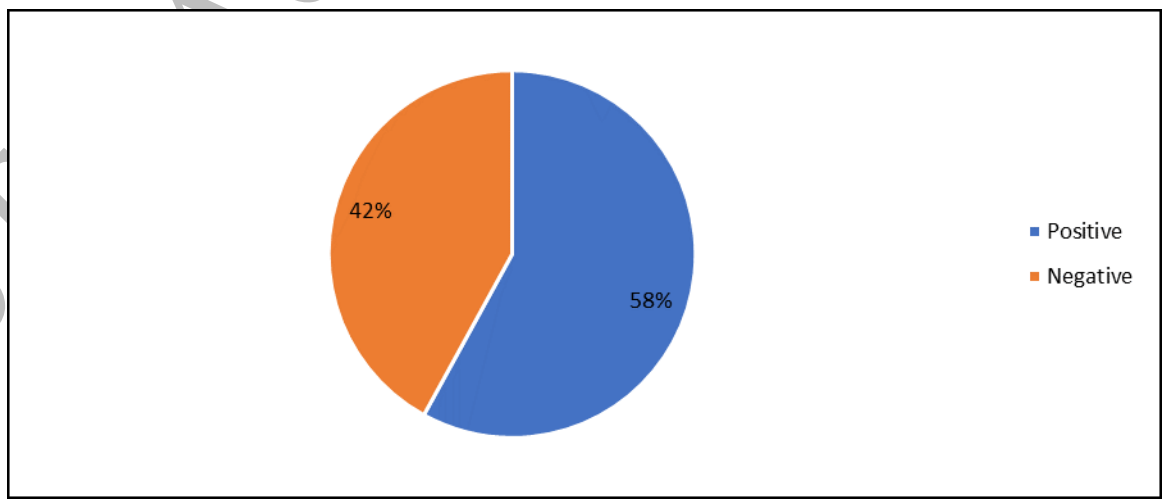
4.16 Behavioral factor of the parent and the child

The parents were asked to state the kind of relationship they have with their children, their views were presented in table 4.15 below;

Table 4.16 Behavioural of parent and child

Category	Frequency	Percentage
Positive	23	58
Negative	16	42
Total	**39**	**100**

Figure 4.16 Behavioural of parent and child



According to table and figure 4.15, the analysis reveals that majority of the respondents at 58% indicated positive relationship while 42% of the respondents

STRATHMORE UNIVERSITY

indicated negative relationship. Respondents who indicated negative relationship is mainly due to communication barrier between them, which is highly associated with neglectful parenting.

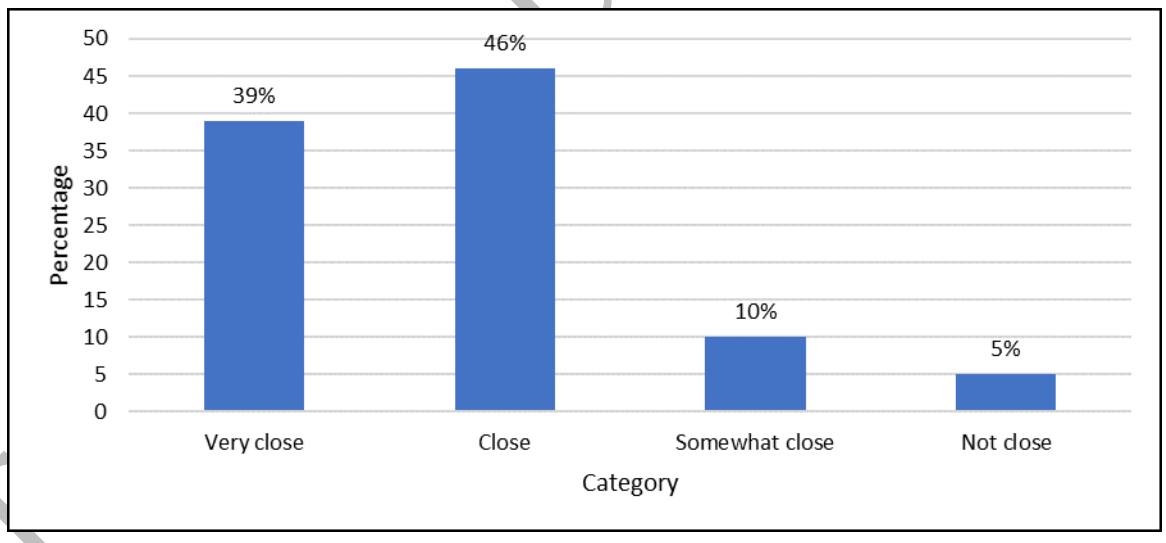
The respondents who indicated a positive relationship were further asked how close is the relationship. The results were represented in table 4.16 below;

4.17 Relationship between Parent and Child

Table 4.17 Relationship between parent and child

Category	Frequency	Percentage
Very close	15	39
Close	18	46
Somewhat close	4	10
Not close	2	5
Total	**39**	**100**

Figure 4.17 Relationship between parent and child



The analysis in table and figure 4.16 indicate that 46% of the parents were of the opinion that they have a close relationship with their children. This was supported by 39% of the parents who noted that they have a very close relationship with their children. On the contrary, 10% and 5% of the parents stipulated that they have somewhat close and not close relationship with their children. This implies that many households consider family bonding as an important aspect of child development.

4.18 Conclusion

This chapter has provided summary of the data collected and how the data was analyzed. The chapter was organized in sections. The findings have been explained using percentages and figures in tabular form and in description form. The questionnaire was divided into two sections. Section A focused on personal information while section B focused on the independent variables. Data in this chapter was analyzed both qualitatively and quantitatively.

ST. PAUL'S UNIVERSITY

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is comprised of summary of the findings, conclusion, recommendations and suggestions for further studies in relation to the study variables.

5.2 Summary of the Findings

The study assessed parenting style in relation to authoritative style of parenting. The study mainly targeted parents attending Anglican Church of Kenya Kiaritha Church located in Kirinyaga County, Kenya.

The study revealed that parents play an active role in assisting their children with homework. On the contrary, the respondents who disagreed asserted that even though there has been progress on parental care, the issue of parenting style has not been addressed to the latter over the years. The study also discovered that most parents advise their children to respect adults which showed responsible aspect of parenting. The findings also indicated that parents' sentiments to the teens have a significant role towards their relationship with them in the long run. The findings can be related to Burke (1997: 150) who stipulated that the parents' main goal is to always set a positive example that the children can model.

The study also found out that most households institute authoritative parenting style. On the other hand, it was also clear that neglectful parenting is common in some household. This showed that parents' character can either build or destroy a child's future in the long run. On the type of parental style, the findings revealed that neglectful parenting affects child development at a rate of 54%. This implied that neglectful parenting is common in most households as depicted by most parents. The findings analyzed indicated that the role of the community towards child development is very important at a rate of 33% towards child development. This showed that community shapes the child development in most households.

The study also revealed that children who grow up together as siblings learn how to share resources in most households, this was supported by 51% of the respondents

ST. PAUL'S UNIVERSITY

who strongly agreed that parental support and protection is important in an children' life. The study also found out that most family households teach their children on the principal of sharing and gratitude. This showed that a child's foundation is highly attributed to family values and norms. This is in agreement to Christophersen (2003, pg. 680) findings which revealed that parents must model the appropriate behavior for their children if they want their children to be successful in their behavior in the near future.

The study revealed that work schedule is a challenge affecting parenting and child development. The analysis also implied that the society contributes significantly towards child development in most households. Moreover, majority of the parents who agreed asserted that work related issues such as stress deter them from bonding with their children.

The study also revealed that majority of the parents disciplined their children by withdrawing privileges granted to them. Also, some of the parents stipulated that they discussed the consequences rather than punish their children. Moreover, some parents took a different approach of promising to reward children if they changed their behavior. It was also noted that some parents did not devise ways of disciplining their children. This implied that majority of the parents faced the challenge of modifying their children's behavior. In addition, the findings revealed that majority of the parents were well conversant with the challenges they faced as role models to their children.

Analysis from the table showed that most of the parents at 49% asserted that drug and substance abuse is a major behavioral challenge they face with their children, 44% were of the opinion that aggressive behavior was a challenge and 7% of the parents had no clue on behavioral challenge their children faced. The analysis implied majority of the parents understood major challenges their children face and drug and substance abuse was top on their list.

The study also discovered that most parents have a set of strategies to guide and nurture their children. This is highly attributed to effectiveness of parental strategies in most households. This implied that parental strategies have been proven to be effective in many family settings. The analysis also revealed that parents in most

ST. PAUL'S UNIVERSITY

households have instituted a positive relationship with their children. Respondents who indicated negative relationship is mainly due to communication barrier between them, which is highly associated with neglectful parenting. It can also be noted that parents have a close relationship with their children. The study is line with the findings of Bernstern (2008) that authoritarian parenting is inclined to have a stronger relationship with grades than indulgent and neglectful parenting styles which according to this study had a small percentage. The implication of the findings reveal that parents who have close ties with their children often motivate their children to perform well in school and other co-curricular activities.

5.3 Conclusion

The conclusions of the study were as follows and were based on the objectives. First, whereas the previous studies have depicted the relationship between the parenting style and child development, the study shows that a number of factors influenced the type of parenting style parents used to mould their children.

Second, majority of the parents played an active role of parenting by assisting their children with their homework very often. The findings also indicated that parents to a large extent shaped their children's future as part of their mandate of developing them to be responsible persons. Moreover, the findings indicated that majority of the parents used neglectful parenting with a few of them using authoritative and permissive parenting styles.

Third, findings on the challenges parents face when taking care of children revealed that work schedule is a challenges affecting parenting style thus affecting child development. To address the challenges, the finding revealed that majority of the parents withdrew privileges as part and parcel of punishment to their children. Consequently, most parents were of the opinion that drug and substance abuse was a challenge they faced with their children. This implied that parents do not monitor their children's activities. Also, some of the parents had no clue on behavioral problems facing their children.

Fourth, the findings on strategies employed to enhance good parenting as part of developing children revealed that they were effective in most family settings. In addition, majority of the parents considered communication of parents' expectations

ST. PAUL'S UNIVERSITY

to their children was to a very great extent important. It was also noted that the first step of good parenting style was developing clear expectations that would shape and develop a child's future.

Fifth, on how close the relationship between parent and child is, the study showed majority of the parents had a positive relationship with their children. Majority of the parents also clarified that the relationship was not only positive but also close. On the other hand, parents who had negative relationship asserted communication barrier was a hindrance which comes but due to neglectful parenting by some parents.

5.4 Recommendations

From the findings, the findings recommend the following;

Parents should allocate quality time to bond with their children. This should involve activities such as supervising their homework, listening to them and encouraging them to join various clubs such as youth groups.

Parents should supervise and monitor their children's behavior and whereabouts. They should hold regular meetings to discuss challenges and issues affecting them as they mature to adulthood.

Parents should communicate with their children clearly as a way of nourishing and developing them emotionally. This should incorporate disciplining them when they misbehave.

Parent should have a close relationship with their children by allocating time to bond with them.

5.5 Areas of Further Research

Based on the findings, the study suggests that a further study should be done on behavioral factors that influence a child's behavior and academic performance in schools. Additionally, the study suggests the use of other variables to address the research outcome from a different perspective.

5.6 Conclusion

This chapter has discussed the summary of the findings, conclusion, recommendations and suggestions for further studies in relation to the study variables.

ST. PAUL'S UNIVERSITY

REFERENCES

Ainsworth, Mary Dinsmore Salter Ainsworth mother of attachment (December 1, 1913 – March 21, 1999).

Angold, A.E., Farmer M. Z., Costello E. J., Burns B. J., Stangl D., and Messer S. C., (1998). "Perceived parental burden and service use for child and adolescent psychiatric disorders*," American Journal of Public Health, vol. 88, no. 1, pp. 75–80, 1998. View at Google Scholar.*

Ballantine J. (2001). *Raising Competent Kids: The Authoritative Parenting Style*. Childhood Education, Vol. 78.

Baumrind D. (1991). The influence of parenting style on adolescent competence and substance use, *The Journal of Early Adolescence, Vol. 11, No.1, pp. 56-95.*

Baumrind, D. (1971). *Current Patterns of parental authority*: Developmental Psychology. Baymrind, D.(1967).*Child care practices anteceding three patterns of pre-school behaviour. Genetic Psychology Monographs*.

Belsky, J. (2005). *"The determinants of parenting: a process model", Child Development,* vol. 55, pp. 83-96.

Berk, L. E. (2003). *Child Development.* (6th ed.). Boston: Allyn and Bacon.

Bernstern R., (20 February 2008). *Majority of Children Live With Two Biological*

Bowlby, J (1988). *A secure base: Parent –Child Attachment and Healthy Human Development*. New York: Basic Brook.

Bowbly J (1982). Attachment (Second edition, Basic, Books, Inc… Publishers, New York.

Cassidy, J. & Shaver, P.R. (1999). *Handbooks of Attachment, Theory, Research and clinical applications*. New york Guilford press.

Corey, G. (2001). *Student Manual for theory and practice of Counseling and Psychotherapy (6th Ed.) USA. Wadsworth Brooks* (Cote Thomson Learning Publishers

Dentler, A. Robert; (1972). *Major Social Problems,* (Second Edition) Rand M. Chally & Company.

Durrant, J., & Ensom, R. (2012). *Physical punishment of children: lessons from 20 years of research. Canadian Medical Association Journal, 184(12), 1373-1377. doi:10.1503/cmaj.101314.*

Egan, G. (2002). The skilled Helper; A problem-management and opportunity development approach to helping (7th edition, Chicago-Brook-Cole).

ST. PAUL'S UNIVERSITY

Fletcher, A.C; Walls, J.K; Cook, E.G; Madison, K.J; Bridges, J.H.C (December 2008). "*Parenting Style of a Moderation of Association Between Maternal Disciplinary Strategies and Child Well-Being (P.D.E).Journal of Family Issues*.

Flett, G.L; Hewih, P.L; Oliver, J.M; & MacDonald .S.(2002). *Perfectionisms in children and their parents. A developmental Analysis, in G.L., Flett& P.L.Hewilt (Eds.) Perfectionism: Theory, Research and Treatment* (pp.89-132) Washington D.C. America Psychological Association.

Grolnick, W. S., & Pomerantz, E. M. (2009*). Issues and challenges in studying parental control: Toward a new conceptualization*. *Society for Research in Child Development, 3(3), 165-170.* Horner, J. Althea, (1984), *Object Relations and the Developing Ego in Theology. (Revised and Expanded Edition*, Jason Dronson, USA.

Hamner, T. J. & Turner, P. H. (2001). *Parenting in A Contemporary Society* (2nded.). New Jersey: Prentice-Hall.

Howse, K. et. Al. (1999). *Family Matters: A guide to family like Grantham*. The stanborough Press Limited.

Hudson, R.H, (1996). *Marital Counseling, successful counseling sessions*. Philadelphia Fortress Press.

Hunter, R.J. (1990*). Dictionary of pastoral care and counseling*: Nashville: Abingdon Press.

Ikenye, N.J.B (2002). *African Christian Counseling: Method, Theory and Practice.* Nairobi Kenya. Envoy Graphics & Print Systems.

Jago, R., Sebire, S.J., Bentley, G.F., Turner, K.M., Goodred, J.K., Fox, K.R., Stewart-Brown, S., and Lucas, P.J. (2013). *Process evaluation of the Teamplay parenting intervention pilot: Implications for recruitment, retention and course refinement. BMC Public Health, 13(1), 1 12.* John, Ashish, (2014).6th steps for parents so your child is successful.

Joseph, M. V and John, J. (2008). *Impact of parenting styles on child development. Global Academic Society Journal: Social Science Insight,* Vol. 1, No. 5, pp. 16-25. ISSN 2029-0365. [www.ScholarArticles.net]

Kenyatta, J. (1983). Facing Mount Kenya: *The traditional life of the Gikuyu*, Nairobi; Heinemann Publishers.

ST. PAUL'S UNIVERSITY

Kinai, T. K. (2002). Relationship between Parental Behaviour Towards Adolescents and their Manifest Aggression in Nairobi Secondary Schools. (Doctoral Thesis Kenyatta University).

Kwamanga, D. H. O., Odhiambo, J. A. &Amukoye, E. I. (2003). Prevalence and Risk Factors of Smoking Among Secondary School Students in Nairobi.*East African Medical Journal Vol.80 no. 4. April 2003 pp. 207 – 212.*

Lareau, Armette (2002). *Invisible inequality social class and child-bearing in Black families and White families.*

Lee, S. M., Daniels, H. & Kissinger, D. B. (2006). *Parental influences on adolescent adjustment: parenting styles versus parenting practices. The Family Journal, 14*, 253. doi: 10. 1177/1066480706287654

Lieberman, A.F., Padron E. VanHorn, P. and Harms, W.W. (2005). *Angels in the Nursey. The intergeneration transmission of benevolent parental influences.*

Liem, J. H., Cavell, E. C. & Lustig, K. (2010). *The influence of authoritative parenting during adolescence on depressive symptoms in young adulthood*: Examining the mediating roles of self development and peer support. *The Journal of Genetic Psychology, 171*, 73-92.

Lopez, F.G. (1995). *Contemporary attachment theory: An introduction with implication for counseling psychology*. The counseling psychologist, 23, 395 - 415.

Lyall, D. (1998). *Counseling in the Pastoral and Spiritual Context*. Millon Keynes. Open University Press.

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P.H. Mussen and E. M. Hetherington, *Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4thed.)*. New York: Wiley.

Mallinkrodt, 3. (2000). *Attachment, Social competencies, social support and interpersonal process in psychotherapy. Psychotherapy Research*, 10, 239 - 266.

Martinez, C. R., & Eddy, J. M. (2005). *Effects of culturally adapted parent management training on Latino youth behavioural health outcomes*. *Journal of Consulting and Clinical Psychology, 73, 841- 851.*

Morawska, A., Sanders, M., Goadby, E., Headley, C., Hodge, L., McAuliffe, C., Pope, S., and Anderson, E. (2011). *Is the Triple P-Positive Parenting Program*

ST. PAUL'S UNIVERSITY

acceptable to parents from culturally diverse backgrounds? Journal of Child and Family Studies, 20, 614-622.

Mugenda, O. and Mugenda, A (1999). *Research Methods; Quantitative and Qualitative Approach*; Nairobi, Acts Press.

Muturi, J. (2011April, 30). *What it Takes to be an Effective Parent*. The Standard: Saturday, April 30, 2011.

Mwiti, G. and Dueck, A. (2007). *Christian Counseling. An African Indigenous Perspectives, Nairobi: Evangel Publishing House*.

Myers-Walls, J.A., Myers-Bowman K.S., Posada G. (2006) *Parenting Practices Worldwide in Families in Global and Multicultural Perspective*, IInd Ed. (Ed. Ingoldsby, B.B., Smith D.S.), Sage Publications INC, California, pp. 147-167.

Mytton, J., Ingram, J., Manns, S., and Thomas, J. (2014). *Facilitators and barriers to engagement in parenting programs: A qualitative systematic review*. *Health Education & Behavior, 41(2), 127-137.*

Onen, D., Oso W.Y, (2009). Writing Research Proposal and Report, *Jomo Kenyatta Foundation. Nairobi Kenya.*

Parkes, Murray, Collin and Joan Stevenson Hinde, (1982), *The Place of Attachment in Human Behaviour Basic Books*, INC Publishers.

Passer, M., Smith, R., Holt, N., Bremner. A., Sutherland, E., & Vliek, M. (2009). *Psychology: The Science of Mind and Behaviour. 13, 578-579.*

Pistole, M.C (1989). *Attachment: Implications for counselors. Journal of counseling & development*, (68, 190-193).

Pistole, M.C (1999). *Caregiving in Attachment Relationships. A Perspective for counselors Journal of Counseling & Development*, 77, 437- 446.

Rice, F. P. (1979). *Marriage and Parenthood. Allyn and Bacon*, Boston, p. 558.

Rogoff, B (2003). *The Cultural Nature of Human Development*. Oxford; New york Oxford University Press.

Santrock, J. W. (2001). *Child Development*, USA: McGraw-Hill.

Sarac, S. (2001). Parenting Styles: How they Affect Children. *Culture and Society*. Issue 34 April-June. Retrieved: April 23, 2013 from Parents.

Sasse, C. R. (2004). *Families Today*.(4thed.). McGraw-Hill: New York.

Schwartz M. A., Scott B. M. (1994). *Marriages and Families – Diversity and Change*. Prentice Hall INC, New Jersey, p. 290.

ST. PAUL'S UNIVERSITY

Sharma, D. (2003). *Childhood, family, and Sociological Changes in India*. Oxford University Press, New Delhi, p. 21.

Steinberg, L., Mounts, N.S, Lamborn, S.D, and Dornbush, S.M, (1991). Authoritative Parenting on adolescent adjustment across all varied ecological niches, *Journal on Adolescence, 19-36.*

Wangeri, W. T. (2007). The Conflict Between Traditional Parenting Behaviours as Perceived by Students in Some Selected Secondary Schools in Nairobi Province: Counseling Implications. (Doctoral Thesis Kenyatta University).

Wango, G. M (2006). *Policy and practice in Guidance and Counseling in Secondary schools in Kenya.* PHD Thesis – University of Birmingham.

Wango, G.M (in Press). *Psychological counseling in Kenya. A contemporary review of the developing world Nairobi.* Kenya Literature Bureau.

Wango. G.M (2014). *Counseling Psychology and Psychotherapy professional regulations in Kenya, Policy, Practice, Regulatory processes and current status (Unpublished Paper).*

Weis, H. & Mallinkrodt, B. (2003). *Perceived Coping as a mediator between attachment and psychological distress: a structural equation modeling approach; journal of counseling psychology* 50, 438 – 447.

Yarhouse, M. A. and James. N. S. (2008). *Family Therapies. A comprehensive Christian Appraisal Illinais:* Intervarsity Press, Downess Grove.

ST. PAUL'S UNIVERSITY

APPENDICES

Appendix I: Consent Form

This is to confirm that MBOGO MICHAEL GITHINJI is a bonafide Master of Theology Degree- counseling psychology student at **St. Paul's University**. As part of his academic requirement which he is currently working on, he will be undertaking his research proposal on: **Assessing the Effect of Parental Styles on Child Development: A Case Study of Parents at A.C.K Kiaritha**

MBOGO MICHAEL GITHINJI will be required to collect data pertaining to this research problem to enable him complete his project thesis for Masters degree. Your honest responses will be highly appreciated and the data collected will be treated with confidentiality and will be used solely for academic purposes.

Name: _____

Date: _____

Signature: _____

ST. PAUL'S UNIVERSITY

Appendix II: Questions for parents (25-40 years)

Section One: Background Information

1. Gender

Male [ ]

Female [ ]

2. Level of Education

Secondary [ ]

College [ ]

University [ ]

3. Working experience

Below 5 years [ ]

5-10 years [ ]

11-15 years [ ]

16-20 years [ ]

Above 31 [ ]

Section Two: Role of Parental Style

4. Do you think parents take an active role in assisting their children to do their homework?

Yes [ ] No [ ]

If yes, how often should parents assist their children with homework?

Very often [ ]

Often [ ]

Never [ ]

5. To what extent does parenting style influence child development in most households?

To a very large extent [ ]

To a large extent [ ]

To a moderate extent [ ]

Not at all [ ]

Not sure [ ]

ST. PAUL'S UNIVERSITY

6. Please indicate the most common type of parenting style affecting child development in most households. (Please tick all that apply)

Authoritarian parenting (Mistakes tend to be punished harshly) [ ]

Neglectful parenting (parents not fully in child development) [ ]

Indulgent parenting (parents have few demands on their children [ ]

Please explain your choice

……

……

……

Section Three: Challenges parents face as the primary caretaker of their children

7. Does your work schedule affect parenting style and child development?

Yes [ ] No [ ]

If yes, please explain

……

……

……

8. Please indicate what steps you take when disciplining your children. (Please tick √ all that applies).

Statements	**Tick**
Sit down and discuss the consequences of the mistakes	
Promise to reward them if they changed their behaviour	
Punish them when they make mistakes especially by withdrawing privileges	
Not to punish them but warn them not to repeat the mistake	

ST. PAUL'S UNIVERSITY

9. What behavioral problems do you encounter with your children? (Please tick √ all that applies)

Statements	**Tick**
Drug and substance abuse	
Aggression related behavior	
No idea	

Section Four: Strategies employed to enhance good parenting

10. Are you familiar with any parental strategies that have worked in your family?

    Yes [ ] No [ ]

    If yes, how effective are the strategies towards development of your child?

    Very effective [ ] Effective [ ] Less effective [ ] Not effective [ ]

11. To what extent do you agree or disagree with the following statements in relation to parental strategies? (Rate on a scale of 1 to 4, where 1 = To a very large extent, 2 = to a large extent, 3 = to a moderate extent, 4 = to a low extent).

Statement	**1**	**2**	**3**	**4**
Parents should have a strategy in place before disciplining a child for misconduct.				
Developing clear expectation of what both parents want is an important strategy towards first steps to parenting.				
Communicating appropriate expectations clearly to their child in word and indeed is an important strategy to most households.				
Praising children is one of the most important strategy parents can do to nourish their children emotionally.				

Section Five: Relationship between parent and child

12. What kind of relationship do you have with your children?

Positive [ ] 58 Negative [ ] 42

If negative, please explain circumstances leading to the event?

……
……
……

ST. PAUL'S UNIVERSITY

If positive, how close is the relationship?

Very close [ ] 39 Close [ ]46 somewhat close [ ]10 Not close [ ]5

Thank for your cooperation

ST. PAUL'S UNIVERSITY

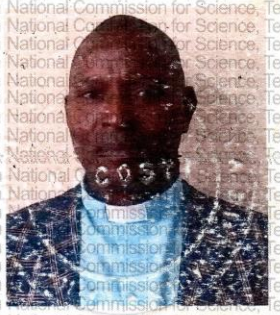
Appendix III: NACOSTI PERMIT

THIS IS TO CERTIFY THAT:
MR. MICHAEL GITHINJI MBOGO
of ST. PAUL`S UNIVERSITY, 95-10300
kutus,has been permitted to conduct
research in *Kirinyaga County*

on the topic: *ASSESSING PARENTING STYLES USING THE ATTACHMENT THEORY: A CASE STUDY OF PARENTS AND TEENS AT A.C.K KIARITHA (KIRINYAGA COUNTY)*

for the period ending:
4th May,2018

Permit No : NACOSTI/P/17/35793/17021
Date Of Issue : 4th May,2017
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 13951

CONDITIONS: see back page

ST PAUL'S UNIVERSITY