

**THE RELATIONSHIP BETWEEN PARENTING STYLES AND ADOLESCENTS ANTI-SOCIAL BEHAVIOUR IN SECONDARY SCHOOLS IN EMBAKASI EAST, NAIROBI COUNTY**

**RUTURI FLORENCE RUGURU**

**C50/77543/2015**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF PSYCHOLOGY, UNIVERSITY OF NAIROBI**

**NOVEMBER, 2019**

**DECLARATION**

I do declare that this research project is authentic to the best of my knowledge and has not been presented anywhere for the award of any academic degree.

Signature.....

Date.....

**RUTURI FLORENCE RUGURU**

**C50/77543/2015**

This research project has been submitted for examination with my approval as University Supervisor.

Signature.....Date.....

**DR. CHARLES KIMAMO**

**DEPARTMENT OF PSYCHOLOGY**

## **ACKNOWLEDGEMENT**

My profound appreciation is to my supervisor Dr. Charles Kimamo for his invaluable support all through the writing of this project. I am grateful for his commitment and guidance that culminated in the completion of this research project .Am also grateful for the overwhelming support that I got from family members, friends and colleagues.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>DEFINITIONS OF THE SIGNIFICANT TERMS</b> .....	<b>ix</b>
<b>ACRONYMS AND ABBREVIATIONS</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER ONE:INTRODUCTION</b> .....	<b>1</b>
1.0 Introduction.....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study .....	4
1.4 Objectives .....	4
1.5 Research Questions .....	5
1.6 Hypotheses .....	5
1.7 Justification of the Study .....	<b>Error! Bookmark not defined.</b>
1.8 Significance of the Study .....	5
1.9 Scope of the Study .....	6
1.10 Limitation of the Study .....	6
<b>CHAPTER TWO:LITERATURE REVIEW</b> .....	<b>7</b>
2.1 Introduction.....	7
2.1.1 Parenting Styles .....	7
2.1.2 Antisocial Behaviour .....	10
2.2 Relationship between Parenting Style on Antisocial Behavior .....	11
2.2.1 Impact of Age on Antisocial Behavior .....	14
2.2.2 Impact of Gender on Antisocial Behavior .....	14
2.2.3 Impact of Family Background on Antisocial Behavior .....	15
2.2.4 Effect of Peer Influence on Antisocial Behavior .....	16
2.2.5 Impact of School Performance on Antisocial Behavior .....	16

2.2.6 Media Influences on Anti-Social Behavior.....	17
2.3 Theoretical Framework.....	17
2.3.1 Problem Behavior Theory.....	17
2.3.2 Conceptual Framework.....	19
<b>CHAPTER THREE:RESEARCH METHODOLOGY .....</b>	<b>20</b>
3.1 Introduction.....	20
3.2 Research Design.....	20
3.3 Target Population.....	20
3.4 Sample Size.....	20
3.5 Sampling Procedure .....	21
3.6 Study Area .....	21
3.7 Research Instruments .....	21
3.8 Reliability and Validity.....	22
3.9 Data Collection Procedure .....	22
3.10 Data Analysis and Presentation .....	23
3.11 Ethical Considerations .....	23
<b>CHAPTER FOUR:RESULTS AND DISCUSSION.....</b>	<b>24</b>
4.0 Introduction.....	24
4.1 Descriptive Statistics.....	24
4.2 Demographic Information.....	24
4.2.1 Gender of the Respondents .....	24
4.2.2 Age bracket of the Respondents .....	25
4.2.3 School Type Attended.....	26
4.2.4 Religion of the Respondents .....	26
4.2.5 Family Structure of the Respondents.....	28
4.2.6 Family Economic Background of the Respondents.....	28
4.2.7 Guardian.....	29
4.2.8 Nature of Relationship with Guardian .....	30
4.2.9 Influence of Anti-social Behavior.....	31
4.3 Descriptive Statistics of Parenting Style.....	32
4.3.1 Descriptive Statistics of Authoritative Parenting Style .....	32

4.3.2 Descriptive Statistics of Authoritarian Parenting Style .....	35
4.3.3 Descriptive Statistics of Permissive Parenting Style .....	36
4.3.4 Descriptive Statistics of Anti-Social Behavior .....	37
4.4 Study Objectives .....	38
4.4.1 Influence of Authoritative Parenting Style on Adolescent Antisocial Behavior .....	39
4.4.2 Influence of Authoritarian Parenting Style on Anti-social Behavior.....	41
4.4.3 Influence of Permissive Parenting Style on Anti-social Behavior.....	44
4.4.4 Comparative Analysis of Variables .....	46
<b>CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>48</b>
5.1 Introduction.....	48
5.2 Summary of the Findings.....	48
5.2.1 Influence of Authoritative Parenting Style on Adolescent Anti-social Behavior.....	48
5.2.2 Influence of Authoritarian Parenting Style on Adolescent Anti-social Behavior.....	48
5.3 Conclusion .....	49
5.3.1 Relationship between Authoritative Parenting and Anti-social Behavior .....	49
5.3.2 Relationship between Authoritarian Parenting and Anti-social Behavior.....	49
5.3.3 Relationship between permissive Parenting and Anti-social Behavior .....	50
5.4. Recommendation .....	50
5.5 Suggestions for Further Research .....	50
<b>REFERENCES.....</b>	<b>51</b>
<b>APPENDICES .....</b>	<b>55</b>
APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS MEASURING PARENTING STYLES .....	55
APPENDIX II: QUESTIONNAIRE FOR ANTI-SOCIAL BEHAVIOUR .....	59

## LIST OF TABLES

Table 4.1: Age Bracket of the Respondents.....	25
Table 4.2: School Type attended .....	26
Table 4.3: Family Economic background of the Respondents .....	28
Table 4.4: Nature of Relationship with Guardian.....	30
Table 4.5: Influence of Anti-social Behavior .....	31
Table 4.6: Authoritative Parenting Style .....	33
Table 4.7: Descriptive Statistics of Authoritarian Parenting .....	35
Table 4.8: Descriptive Statistics of Permissive Parenting Style .....	36
Table 4.9: Descriptive Statistics of Anti-Social Behavior .....	38
Table 4.10: Model Summary of Authoritative and Anti-Social Behavior.....	39
Table 4.11: ANOVA results for Authoritative Parenting and Anti-social behavior.....	40
Table 4.12: Coefficients of Authoritative and Anti-social Behavior .....	40
Table 4.13: Model Summary of Authoritarian and Anti-Social Behavior.....	41
Table 4.14: ANOVA results for Authoritative Parenting and Anti-social behavior.....	42
Table 4.15: Coefficients of Authoritarian and Anti-social Behavior.....	42
Table 4.16: Model Summary of Authoritarian and Anti-Social Behavior.....	44
Table 4.17: ANOVA results for Authoritative Parenting and Anti-social behavior.....	45
Table 4.18: Coefficients of Permissive and Anti-social Behavior.....	45
Table 4.19: Model Summary of Parenting Style and Anti-Social Behavior.....	46
Table 4.20: ANOVA results for Parenting Style and Anti-social behavior.....	46
Table 4.21: Coefficients of Parenting Style and Anti-social Behavior.....	47

## **LIST OF FIGURES**

Figure 2.1: Conceptual Framework .....	19
Figure 4.1: Gender of the Respondents.....	25
Figure 4.2: Religion of the respondents .....	27
Figure 4.3: Family Structure of the respondents.....	28
Figure 4.4: Guardian .....	30



## DEFINITIONS OF THE SIGNIFICANT TERMS

<b>Parenting</b>	The methods, techniques required in the rearing of children
<b>Adolescence</b>	it is the age when a person's grows from being a child into adulthood. It normally occurs at the age of 10 and begins at around age 10 and completes about when one is 21
<b>Parenting styles</b>	It refers to various ways of raising children in connection to their norms, character and behaviors'. It also refers to how parents raise their children which influences both their social life such as how to live with immediate family members and friends as well as their personality development.(Akhtar, 2012)
<b>Authoritative parenting style</b>	refers to believe that children are demanded to follow rules and authority without being pushed so hard to do so.
<b>Authoritarian parenting style</b>	it refers to the way of raising children which demands children to follow and obey parents orders
<b>Neglectful parenting style</b>	children are neglected by their parents
<b>Indulgent parenting style</b>	children are left with freedom to do whatever they want, no supervision or rules to follow
<b>Antisocial behavior</b>	repeated violation of socially set patterns of behavior"

## **ACRONYMS AND ABBREVIATIONS**

<b>ANOVA</b>	Analysis of Variance
<b>IQ</b>	Intelligent Quotient
<b>NCES</b>	National Center for Education Studies
<b>NACOSTI</b>	National Commission for Science and Innovation
<b>ROK</b>	Republic of Kenya
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>USA</b>	United States of America

## ABSTRACT

The proposed study aimed at examining the relationship between parenting styles and adolescent antisocial behavior among students in Secondary Schools in Embakasi East Nairobi County. It was mainly centered on examining how authoritative parenting style influences adolescent antisocial behavior, determine the influence of authoritarian parenting styles on adolescents' involvement in antisocial behavior, examine the extent of permissive parental style on antisocial behavior among adolescents, and finally to find out the relationship between parenting styles and adolescents antisocial behavior. The area of study was Embakasi East in Nairobi County and the research design was descriptive. The study used a sample of approximately 300 students. Data was edited to remove errors and omission. Descriptive and inferential statistics were analyzed where the measures of central tendencies were used to summarize the data and to explain how the sample had been distributed. On the other hand, inferential statistics were used to understand the results of the sampled population. From the result the R coefficient was 0.554 while R square was 0.307. That meant 30.7 percent variance in anti-social behavior was explained by authoritative parenting. The F test value was 35.574 and it was significant at  $p=0.000$  from the ANOVA model. The student t test decreased from 0.224 at  $p=0.000$  to -5.964 at  $p=0.000$ . In other words, every single unit of authoritative parenting accounted for reduction in 5.964 units' change in anti-social behavior. The study therefore rejected the null hypothesis. The R coefficient was 0.610 while R square was 0.372. That meant 37.2 % difference in anti-social behavior was explained by authoritative parenting style. The F test value was 147.118 and it was significant at  $p=0.000$ . That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test increased from 3.981 at  $p=0.000$  to 12.129 at  $p=0.000$ . In other words, every single unit of authoritarian parenting accounted for an increase in 12.129 units' of positive change in anti-social behavior. The study therefore rejected the null hypothesis. The R coefficient was 0.731 while R square was 0.534. That meant 53.4 percent variance in anti-social behavior was explained by permissive parenting style. The F test value was 284.677 and it was significant at  $p=0.000$ . That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test increased from 3.543 at  $p=0.000$  to 16.871 at  $p=0.000$ . In other words, every single unit of permissive parenting account for increase in 16.872 units' positive change in anti-social behavior. The study therefore rejected the null hypothesis. The study recommends that; authoritative parenting style needs to be encouraged since it has a positive influence of anti-social behavior. Authoritarian parenting style needs to be discouraged since it increases the chances of anti-social behavior among adolescent students in secondary schools. Permissive parenting style needs to be discouraged since it increases the chances of anti-social behavior among adolescent. On recommendation, similar research needs to be done in other Counties to compare the findings.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter addressed background to the study, statement of the problem, purpose of the study, study objectives and research questions, significance of the study, justification of the study, scope of the study and limitation of the study.

### **1.1 Background of the Study**

Presently, the subject of students getting involved in school violent behavior, varying from issues such deadly shootings to kindergarten bullies, is one of the leading issue that has been of concern to teachers, school administrators and education stakeholders . According to NCES 2004 ,[National Center for Education Statistics] it was observed that 8 % of females and 17 % of males had physically fought within the school. Those who brought dangerous weapons were approximately 6.4 % (NCES, 2004b), and those students whose life were endangered within the school property were 8.9 % (NCES, 2004c). In addition, they also found out that 29.3 % NCES (2004d) in a sample of a longitudinal study ,which took place between 1999 and 2000,the study concluded that government schools experience bullying once every week.

Antisocial behavior is a foremost difficulty thing to handle when one is young and also in adulthood. on severe cases, recurrent forms in developed western countries generally the effect is between five percent and ten percent in children (Rutter, et al., 2008) and to worsen the situation, such behaviours are connected to misuse of alcohol and drug abuse, joblessness, criminality in adulthood, poor physical condition and psychological disorders according to Moffit, et al., 2002 and also supported by Odgers, et al., 2007. It was further observed that youths who are highly likely to be involved into antisocial behavior could cost tax payer money from 1.7-2.3 million dollars throughout their life (Cohen, 1998). The big problem that has negative impact while raising children, specifically harsh and not consistent parenting, whereby studies have concluded that such parenting style is linked with child behavior problems (Dadds, 1995, Scott, 2008; Finzi at ell 2011).Besides, antisocial behavior influenced by a lot of negative things in the family unit such as poverty, low education level among parents, domestic violence, misuse of alcohol and drug abuse among parents, maternal depression, strained families, marital

dysfunction, divorce and separation. ( Bloomquist et.al 2005; Webster-Stratton & Reid, 2008). There is arising problem of Antisocial behavior in United States at present among teenagers. According to Johnson and Fennell (1992) the study found out that 80% of teenagers agreed to have committed crime or being involved in antisocial behavior in the US although they were not arrested but they could have been.

Teenagers like being absent from school for many reasons such as, there are those who detest school, give less attention to school matters, performing poorly in their academics and also there are those who decide to be absent just to disobey their parents or school rules (Kimmel & Weiner, 1995). Other antisocial behavior that has been on the increase among young people in school is that the type of crime they are involved in is more aggressive. Beside use of alcohol and drugs, there is fighting among themselves, theft, and destruction of property.

According to Diana Baumrind (1971) she explained parenting in three ways where she based her explanation from Earl Schaefer's (1959) on idea of demanding parents and those parents who are receptive to their children. Demanding parents are those who puts rules and regulations on how to punish children in case they fail to abide by the rules. Parental receptiveness refers to parents being emotionally involved in raising their children. Receptiveness looks at the level in which parents support and pay attention to the children needs. Based on the above ideas, Authoritative is the best style of parenting. It requires a parent to have some sense of control and to be receptive to the needs of their children. In other words, parents are fair in supervising and punishing their children, while at the same time being attentive and supportive of their needs.

Authoritarian parents are less attentive to their children's needs but good at demanding and giving orders. This kind of parenting usually refers to parents as "cold" and detached. Different cultural context call for different parenting however, over strictness can cause more harm than good to children especially when they come of age. Lastly, permissive parenting, where children have an upper hand over their parents in terms of their needs. In other words, parents have little control over their children. children are not enforced to obey rules and regulation and sometimes there are no rules to be regulated; They have the freedom to do whatever they want. This type of

parenting is either neglectful or supportive which can also do more harm than good to a growing child.

various studies have found inconsistent results on three styles of parenting. Steinberg, et al., (1991) concluded that teenagers who saw their parents as both demanding and receptive had "significantly higher academic competence, lower levels of problem behavior, and higher levels of psychosocial development." while teenagers who looked at their parents as demanding and controlling had same results with the teenagers raised in authoritative background. But, they were lesser "self-reliance and social competence compared to their counterparts" lastly, those raised with a lot of freedom and little or non supervision background reported poor academic performance, high level of behavior problem (Lamborn et al., 1991).

## **1.2 Statement of the Problem**

The contemporary globe has seen changes in family system, structure and trends. These changes have hugely had a negative impact on parenting and children behavior problems. In most cases in Nairobi for example, both parents work outside their homes and hence many families find it hard to be in touch with their children progress in learning and their character and personality. (Wang'eri, 2007).

Factors which may influence students' academically and character wise for example media, peer influence, environment, but parenting style has been perceived as the main cause (Kinai, 2002). Kombo (1998) further carried out a study to associate learners antisocial behavior in sampled secondary schools in Nairobi Province. The results showed that, student's deviance emanates from their home environment. He suggested that more research is needed to be carried out to find out other social environments that influence antisocial behaviors among secondary school students. Kithinji (2005) carried out a study that targeted schools in Meru district and found out common antisocial behaviors were truancy, fighting, deviance and drug abuse in schools but failed to identify the factors that influence these antisocial behaviors

According to Vision 2030, the Government of Kenya is dedicated in supporting education institutions by giving them extra funds so as to promote education sector because it is necessary

for the growth of our economy. However, the commitment by government on education sector might not bare fruits if the growing problem of antisocial behavior is looked into. The increasing tendency of antisocial behaviors among learners is a big risk for the realization of the national goals of education and development. Research has been done on relationship between parenting styles on adolescent antisocial behavior elsewhere but none has been done in Embakasi East. For example Kaguthi 2004 observed that Nairobi city was the most affected with high rate of alcohol and drug abuse among youths in secondary schools. Kenyan government is worried and concerned given the fact that estimated prevalence of alcohol, drug and substance use is at 15-29 years (Republic of Kenya, 2008). It is out of on this concern that the researcher saw the gap to carry out a study to examine the relationship between parenting styles on adolescent antisocial behavior among students in secondary schools in Embakasi East, Nairobi County.

Nairobi County has witnessed many incidents of student's indiscipline. While there is sufficient evidence of antisocial behaviors among the secondary school students in Nairobi County, they lack empirical evidence on the causes of these behaviors. Teenager's involvement in antisocial behavior in Secondary school has been of great alarm to parents, teachers and policy makers. Numerous acts of indiscipline among learners has been on the rise for example in Kenya, recent studies on the behavior of adolescents have been carried out in Meru, Yatta, Nairobi and Murang'a (Kithinji, 2005; Kinai, 2002; Kyalo, 2010 & Wachanga, 2003). Therefore, little seems to have been done in Embakasi East Nairobi County. The magnitude of the problem of the antisocial behavior has been felt nationally and in particular Nairobi County, Kaguthi (2004), and having no study done in Embakasi East on the topic, the researcher saw it was necessary to fill the pending gap in this particular area.

### **1.3 Purpose of the Study**

The purpose of this study is to examine the relationship between parenting styles on adolescent antisocial behavior among students in secondary schools in Embakasi East, Nairobi County.

### **1.4 Objectives**

1. To examine the influence of authoritative parenting style on adolescent antisocial behavior in secondary schools in Embakasi East, Nairobi County, Kenya

2. Determine the influence of authoritarian parenting styles on adolescents' involvement in antisocial behaviors among students in secondary schools in Embakasi East, Nairobi County, Kenya.
3. To examine the extent of permissive parental style on antisocial behavior among adolescents in secondary schools in Embakasi East, Nairobi County, Kenya

### **1.5 Research Questions**

1. What is the relationship between authoritative parenting style and adolescent's antisocial behavior in Secondary Schools in Embakasi East?
2. What is the relationship between authoritarian parenting style and adolescent's antisocial behavior among adolescent's antisocial behavior in Secondary Schools in Embakasi East?
3. What is the relationship between permissive parenting style and adolescent's antisocial behavior in Secondary Schools in Embakasi East?

### **1.6 Hypotheses**

1. There is a relationship between authoritative parenting style and adolescent's antisocial behavior in Secondary Schools in Embakasi East
2. There is a relationship between authoritarian parenting style and adolescent's antisocial behavior among adolescent's antisocial behavior in Secondary Schools in Embakasi East
3. There is a relationship between permissive parenting style and adolescent's antisocial behavior in Secondary Schools in Embakasi East

### **1.7 Justification of the Study**

In spite of the widespread prevalence of adolescent's antisocial behavior in Africa, the problem has been the subject of few studies for example ,Siziya et al. (2003) studied widely on the relationship between family, school influence and antisocial behavior among adolescents in Zimbabwe. The magnitude of the problem of the antisocial behavior has been felt nationally and in particular Nairobi County, Kaguthi (2004), and having no study done in Embakasi East on the relationship between parenting styles and adolescents antisocial behavior, in addition, many articles have addressed adolescents delinquency in general, but there is little scientific literature on the same however; there is the belief that these observations would probably have considerable significance.



### **1.8 Significance of the Study**

The results of this study will provide useful background information to the future researchers on adolescent's antisocial behavior and children department program in Kenya. It is hoped that the study will also provide knowledge on the family structure and children deviate behaviors patterns. The information obtained can also be used by the policy-makers such as government, non-governmental bodies dealing with destitute children and non-governmental organizations, local community, police department, social welfare, education institution.

This study gives theoretical contribution to knowledge in the following areas; social psychology, child development and community psychology.

### **1.9 Scope of the Study**

The study specifically looked at relationship between parenting styles on adolescents antisocial behavior among students in secondary schools in Embakasi East, Nairobi County. The target population was both boys and girls in secondary schools in Embakasi East.

### **1.10 Limitation of the Study**

This research specifically looked at how parenting styles influences antisocial behavior among students in secondary schools in Embakasi East, in Nairobi County. The target populations were students both genders whom specifically school in Embakasi East and are in secondary school either boarding or day school and not any other.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this chapter is to investigate any research done in the past on parenting style on antisocial behaviors. The study will look at research on antisocial behaviors and parenting styles. The following confounding variables will be discussed: age, gender, family background, peer influence, school performance and lastly media. This chapter also outlines the theoretical framework that is appropriate to the study, the literature gaps and finally conceptual framework.

##### **2.1.1 Parenting Styles**

How parents raise their children is really important in a child development and more particular, during transition of childhood into adulthood. Parenting style significantly influences the child social life (Utti 2006); [Okapko, 2004; Ofoegbu, 2002]. Parenting style refers to various ways of raising children in connection to their norms, character and behaviors. It also refers to how parents raise their children which influences both their social life such as how to live with immediate family members and friends as well as their personality development. (Akhtar, 2012), due to work and employment, many families have migrated in search of greener pastures from their villages to towns and cities. Inman et al (2007) observed that many parents face challenges in raising their families in cosmopolitan environment. For example, (Counselman, 2002; Inman et al 2007) explained significance of authoritarian parenting among Asian Indian where parenting style is typically authoritarian therefore raising them in a different environment where we have different practices of parenting style is a big challenge to such parents.

Dysfunction or unstable families characterized by unstable marriages, single parental hood, divorce or separation and death of parents are risk factors for teenagers to be involved into antisocial behaviors (Boroffice 2004). Adolescent's embarrassment, depression may result after parents' divorce or separation (Hyssong, 2000, Boroffice 2004). In addition, separation and divorce contributes to school truancy, problem behavior and poor academics (Atkinson, 2004, Boroffice, 2004; Okorodudu, 2006). Being too strict and also lack of supervision or follow up in child's growth are two major cause of antisocial behavior. The continues way of raising children

in a very strict environment, marital disability, child rejection and lack of participation in your child's needs and daily activities are major contributors of young people involving themselves in bad activities.

Studies have shown that a big fraction of children with antisocial behavior are from families that children feel neglected and rejected that is the family provides very little parental love or none. Young people need to be loved and feel loved by their immediate family, to be listened to and giving them the attention they require, in order to help them in emotional maturity and adjustment (Odebunmi 2007). Adolescence is a sensitive stage and young people need guidance in order to adjust well. Majority of learners with behavioral problems and antisocial behavior are acquired or influenced in their family upbringing (Onyechi and Okere, 2007).

Besides, warm and open relationship between parents and adolescents results into healthy background for the better growth and wellness of the adolescent. Teenagers exhibiting character of responsiveness, joyfulness, maturity development and positive emotions, such traits associated them from families that are full of love and acceptance. (Otuadah, 2006). Okpako (2004) confirmed that a child is a source of happiness in any family if he/she is well brought up. However, uncared adolescent might get into alcohol and drug abuse, involvement into criminal activities, hostile, agitated, or uncontrolled.

Onyewadume (2004) and Otuadah (2006) observed that due to hard economic times, many parents have no or little time to raise and spend with their children. This results into children developing antisocial characters especially from their peers. Loromeke (1997) is concluded that parents who were brought up in strict background ended up doing the same to their children. African practice belief that being over strict, demanding, over controlling and hard punishment is good for the child development.

Parenting styles are defined under three major forms. The authoritarian parenting style consist of parents who are often over strict and inconsiderate. Authoritative parents are flexible and responsive to the needs of a child and at the same time strict to the set up rules. Lastly permissive or laissez-faire parents are those who impress their children with a lot of freedom, few rules

which sometimes are not monitored. Studies had found that authoritarian parenting styles had negative outcomes on adolescent's behavior and development thereby has negative implication in literature. However, (Ang and Groh, 2006), noted that authoritarian parenting style gave positive results on Asian and Indian adolescents. According to Utti (2006), the results showed that children raised by laissez-faire parenting style had poor academic performance. Furthermore, studies have shown that such children have behavior problem and antisocial issues compared to other types of parenting style.

Studies have majorly looked into parenting in two broad ways: "Demandingness" and "Responsiveness" (Chen et al., 2005, Ang et al., 2006]. children raised by both demanding and receptive parents are likely to be competitive and perform well academically compared to those who are raised by demanding parents without responsiveness and also those who are raised with a lot of freedom without monitoring that is receptive parents with little demand or no control over their children (Chen et al, 2005, Ang et al 2006; Utti, 2006). Therefore Authoritative style is associated with constructive traits among the adolescents however, laissez-faire and authoritarian have been linked to negative traits among the adolescents. Okapko (2006) and Odeunmi (2007) in their studies listed constructive traits of positive style of parenting as: providing children with basic needs: water, good shelter, food with balance diet, affection and love, good education, dialogue and communication and openness, control, monitoring, dialogue and supervision, they further observed that authoritative way of raising children has given considerable positive results among American adolescents such as performing well in schools, not participating in antisocial behavior, which resulted into ethnic pride among young people who were ethnic minorities.

Parenting style goes hand in hand with child wellness in the education achievement, social adjustment, psychosocial growth and problem behavior, Darling (2007). Factors which comprise negative parenting were also identify such as: over strictness, lack of affectionate and love, rejection, over controlling or demanding too much from teenagers or also lack of it. In addition, poor style of parenting might result into adolescents "health problems". For instance, Kringetal (2007) reported a clinical case of a 19 year old man with irregular breathing, a rapid pulse and dilated pupils. Diagnosed symptoms began after excessive drugs use resulting from poor and parental disharmony. Apart from addiction he was also into other delinquent activities such as:

disobedience, disengagement from family activities, stealing and selling people's properties to get money for drugs and videos. Darling (2007) also observed that children and adolescents whose parents are uninvolved perform most poorly in all domains.

Based on these claims the study examined the parenting style that will enhance adequate adjustment of the adolescents in the society. Kwamanga, Odhiambo and Amukoye, (2003) 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. Wang'eri, (2007) conducted a study on The Conflict between traditional Parenting Behaviors 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 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.

### **2.1.2 Antisocial Behaviour**

Studies on the stability of antisocial and delinquent behavior are reviewed, Loeber R.[1982]found a huge variation in age factor of adolescents from one society to another. However, age is not determined by the society (Okpako 2009) but rather by biological compositions (Ezeh, 2005). Ezeh noted that the biological changes are the driving force behind all adolescents' behavior. Wu et al (1998) found from their studies that increase in age of participants attracted increase in the rate of delinquency. They infer that as the adolescent grows older, he/she has more courage to try out new things; more criminal things and rebellious nature also increase. It was also found that the mean of delinquency scores from age group 15 is significantly different from that of the other age groups showing that children who initially display high rates of antisocial behavior are more likely to persist in this behavior than children who initially show lower rates of antisocial behavior. Evidence is presented that chronic delinquents, compared with no chronic or no delinquent individuals, tend to have been children who were antisocial in more than one setting, who displayed a higher variety of antisocial behaviors, and who showed an early onset of such behaviors.

Once high levels of antisocial behavior have been established, youths tend to maintain such levels rather than to revert to lower levels of antisocial behavior. Studies suggest that more children drift into higher levels of antisocial behavior than revert to a lower level. Patterns of antisocial behavior tend to change during preadolescence and adolescence: the number of youths who engage in overt antisocial acts (fighting, disobedience, etc.) declines between ages 6 and 16, whereas in that period the number of youths who engage in covert antisocial acts (theft, alcohol and drug use, etc.) increases.

Poor cognitive development and behavior problems during early childhood could explain the association between academic achievement and delinquency. For example, numerous studies have shown that delinquents' verbal IQs tend to be lower than their nonverbal IQs for example (Moffitt, 1993). Delinquents also have lower mean global IQs and lower school achievement rates compared with non delinquents (for example, Fergusson and Horwood, 1995; Maguin and Loeber, 1996). Mild neuropsychological deficits present at birth can snowball into serious behavior problems by affecting an infant's temperament (Moffitt, 1993). These deficits can affect children's control of behaviors such as language, aggression, oppositional behavior, attention, and hyperactivity. Basic cognitive deficits may also be associated with impaired social cognitive processes, such as failure to attend to appropriate social cues (for example, adults' instructions, and peers' social initiations). Many longitudinal studies show that severe antisocial behaviors in childhood, such as frequent fighting, hitting, stealing, destroying or vandalizing property, or lying, are the strongest predictors of chronic delinquency.

## **2.2 Relationship between Parenting Style on Antisocial Behavior**

A lack of supervision and discipline are indicators for a permissive parenting style. A lack of emotion support and rejection are characteristics of an authoritarian parenting style. This would indicate that these parenting styles would potentially be harmful to a child growing up in that environment. Another study links parental care with high levels of psychological distress, which leads to delinquency. Chambers, Power, Loucks, and Swanson (2001) found that high parental control, such as in an authoritarian parenting style, leads to a faster first arrest. They also discovered that low parenting care, such as in a permissive parenting style, is related to high

levels of distress in adolescents. These findings would also indicate harmful results from being reared in a permissive or authoritarian home.

School problems are related to parental attitudes. Dornbusch et al. (1998) found that when parents keep an eye on their children, and are genuinely interested in what their children are involved in, their grades are better. These parental behaviors seem to be characteristic of the authoritative parenting style. If this is true, it can be assumed that the opposite may be true for permissive parenting. One could predict more school problems among children whose parents do not monitor where they are, and do not pay attention to their school performance. In addition to school problems, parenting attitudes can affect drug use in adolescents. Chassin, McLoughlin, and Sher (1988) found that parents who use drugs are more likely to have children that use drugs. This is a great example of how children imitate their parent's behavior. Regarding parenting styles, authoritarian and permissive styles have been associated with drug use (Baumrind, 1991).

Internationally, there has been a growing trend of antisocial behaviors among adolescents. In 1988 and 2001, the USA Census Bureau conducted a research which involved 3,259 and 5,586 respondents respectively. The study in 1998 reported that 10% of adolescents had run away from home within the years. The study found out that 19% and 32% of adolescents engaged in destructive activities like damaging property or fighting. The study in 2001 indicated that between 30 and 60% of the adolescents reported having tried illicit substances such as cigarettes and alcohol; 17% reported having tried marijuana; and 5% reported having used other illegal drugs. This was a clear indication that antisocial behaviors among adolescents is a major concern in the developed countries (USA Census Bureau, 2001).

Antisocial behavior has been identified as a major problem affecting adolescents and it is linked with delinquent behaviors such as truancy, bullying and drug abuse. Antisocial behavior has been a major concern in the education system, because it affects peers, teachers and parents and leads to wastage of time (Shamsies, Lawrence and Hood, 2003; Sailor, 2010). Clark (2013) noted that antisocial behavior among students is a major challenge to the education sector because it interferes with school progress. Wiese and Freud (2011) concluded that an involvement of parents and lack of monitoring and supervision is significantly connected to antisocial behavior.

Other factors that contribute to antisocial behaviors include parental drug abuse, low level of parent's education and dysfunctional marriages (Stratton and Reid 2008). In addition, school culture that demands academic achievement on the expense of students by setting high standard in grades and punishment and also over strictness from teachers might negatively contribute to adolescent antisocial behaviors (Gottfredson, 2001). Students who are expelled or suspended from school are more likely to be troublesome, intimidating and hostile (Cook, Henson & Buchler, 2009).

According to Steinberg and Chung (2007) multiple studies have indicated that association to friends with antisocial behavior is significantly connected to the similar behavior. This was echoed by Clark (2013) who reported that a number of scholars have studied factors that influence antisocial behaviors in developed countries. The study by Clark utilized respondents from America who have a different culture from Kenya, hence the findings from his study could only be generalized to students in USA. Moreover, the USA Census Bureau (2001) focused on the major antisocial behaviors among adolescents; however, the report did not bring out the contributions of family, classroom and peer group factors to adolescents' antisocial behaviors. However, the findings were from western countries.

Considering studies done in Africa, Students who were bullied were unlikely to take alcohol compared to those who were never bullied. Consequently, the children who always received parental supervision were less likely to abuse alcohol compared to children who did not receive parental supervision. Students who were absent at school most of the time had high risk to alcohol consumption. Equally, students who abuse drugs may also engage in violent behavior (Siziya, Ruditsikira & Muula, 2003). This showed that adolescents were prone to antisocial behaviors and this may jeopardize their future development. Siziya et al. (2003) in Zimbabwe where the study looked at antisocial behavior among youngsters and the association with family background, and school influence.

In recent years, school strikes have been linked with absenteeism, drug abuse, and aggressive behavior. Social media influence and pressure from friends have been highly featured as major



risk factors for alcohol and drug abuse, hence antisocial behavior among learners (Republic of Kenya, 2001). Studies on students' indiscipline have been carried out in Kenya. Kyalo (2010) conducted a study on managing students discipline problems at Yatta district secondary schools. In his study on determinants of problem behaviors in Secondary schools adolescent in Kenya, Kimamo (2003) noted that, parenting should be introduced as a compulsory subject in secondary schools and perhaps even at primary school level. This is because parents being the architects of the family (Satir, 1964) need to be taught the ideal methods of designing a good family. As it is now, most parents are oblivious of theories of child development that could be useful in parenting and generally bring up their children using their own experiences as children.

### **2.2.1 Impact of Age on Antisocial Behavior**

Age of a child is a sensitive factor in raising a family. Different age requires different approach of parenting style for example young children are more dependent on their parents and therefore the kind of parent approach used will have significant influence on their behavior, the immediate environment and their peers but as they grow older, parenting style might have little influence on them. It has not been proven if it is genetic or environmental. Similar studies have pointed out that age is the major risk factor compared to ecological factors on antisocial behavior among children and adolescents, Burt and Neiderhiser (2009).

### **2.2.2 Impact of Gender on Antisocial Behavior**

There is gender disparity between boys and girls involvement in antisocial behavior. According to (Luthar, 1999), the results showed that boys were more vulnerable during childhood, while girls were more vulnerable during teenage years. In addition, boys were more exposed to antisocial behavior through the immediate environment than girls. However, there are other studies that have suggested that peer influence is the major significant risk factor to both boys and girls going against society norms and expectation (Simons et al., 1996, Skinner et al., 1991).

According to Geolge (2012), the results on gender differences on antisocial behavior have not been conclusive due to inconsistent findings. There are some support for specific risk factors on gender differences and antisocial behavior. For example, juvenile delinquency was highly projected among boys however it was not surprising when both genders projected adult crimes.

Although boys commit crime at an earlier age, but girls are influenced into crime by their family background, environmental factors, cognitive development and school achievement were major risk factors (Topitzes et al. 2011). To conclude, the results on gender are still debatable because of mixed results.

### **2.2.3 Impact of Family Background on Antisocial Behavior**

Family background plays an important role in ones upbringing. Families that abide by rules and laws of the society, with good morals and constructive parenting are likely to raise morally upright children compared to those families who are involved in criminal activities according to Joan McCord (1977) and Lee Robins (1979). A longitudinal survey was done in Cambridge where 400 males were sampled that is from the age of eight years to forty eight years on antisocial development. The results showed that if one immediate family member is convicted like father, mother, sister or brother, there were strong possibility of a boy child being convicted, each of the immediate family members were risk factor for the boy child to be convicted. 63 % of boys convicted were from families where their fathers were convicted too, unlike 30 % of their counterparts. 6 % accounted for all immediate family members' conviction immediate family members being arrested accounted for teenage boy's antisocial behavior (Farrington et al., 1996, 2001). However, criminal fathers are strongest risk factor compared to other immediate family members as results showed that out of forty three percent of arrested families, eight percent of family members were accountable.

Parenting style influences antisocial behavior. The best parenting style should include supervision and monitoring of children, parents being role model to their children, being responsive and understanding their needs and participating in activities with them. According to Rothbaum et al., (1994) on review of parenting style and childhood behavior, observed that the relationship or the bond between the two, that is the parent and the children were higher through observation or interview than the use of questionnaires.

Children who are neglected or abused at a young age are likely to become criminals when they grow up (Malinosky et al., 1993). However, after controlling confounding variables, female were more violent in their adult life compared to male who both experience same child abuse (Widom

et al., 1997). But on the same note, physical abuse, rejection and sexual abuse among children predicted sex crimes when children come of age (Widom & Ames, 1994). Children raised by violent parents especially violent fathers had high chances of taking part in violent behavior according to Fergusson and Horwood (1998). In conclusion, one's family background is major determinant of social and antisocial behavior among teenagers and even in their adult life [Farrington & Loeber, 1999].

#### **2.2.4 Effect of Peer Influence on Antisocial Behavior**

Children and adolescents experience antisocial behavior through their peers who are deviant and therefore they are influenced to do the same to fit into the group (Keenan et al., 1995; Tremblay et al., 1995). It is further explained that when children are rejected by their peers during childhood, they are likely to display aggressive and violent behavior (Coie, et al., 1995). Poverty has been blamed on antisocial behavior among teenagers. That is, few children or none want to associate themselves with children from poor families. Another research observed that poverty is responsible for youth antisocial behavior as they socialize children raised from poor families might be rejected by better behaved peers from stable families and therefore rejected peers will form their own group of friends with similar background and display forms of antisocial behavior which act as a warning and seeking attention in order to fit in society. (Patterson, et al., 1991; Dodge et al., 1994)

#### **2.2.5 Impact of School Performance on Antisocial Behavior**

Education and school performance is important in child's life. However, families, friends teachers and society as a whole have high academic expectation from their children and when they don't achieve as expected, they get embarrassed and develop low self esteem which in turn makes them develop antisocial behavior as a compensation to poor performance. Poor academic performance is linked with adolescent antisocial behavior (Maguin and Loeber, 1996). This is to say that, learners who were performing poorly academically were frequently involved in indiscipline cases at school or displayed antisocial behavior. For example, studies have found that poor reading skills or having challenges' in oral reading makes learners to feel embarrassed and out of place and also they might be referred as failures by family members and peers in both home and school (Kingery et al., 1996). In addition, poor academic performance, absenteeism

and school dropout by learners while still young are some of the reasons of deviant behaviors'. Similar studies that have looked at school performance and antisocial behavior are :( Bachman et al., 1971; Elliott, 1978; Hagan et al., 1997; Hawkins et al., 1998; Maguin and Loeber, 1996].

### **2.2.6 Media Influences on Anti-Social Behavior**

In adolescent self reports, studies have found a positive relationship between how long they spent watching TV and antisocial behavior. According to longitudinal study by Wiegman et al. (1992) for a period of three years following 400 Dutch secondary school children, the results showed that teenagers who watched violent movies had strong predictor for aggressive behavior. however, Parke et al. (1977) noted that watching violent movies among young ones does not necessarily equate one to aggressive behavior but it only affect those teenagers who were naturally aggressive. Alvarez-Garcia et al (2015) observed that Aggression through the influence of electronic devices is worse than physical aggression [one on one]. It is serious because majority of teenagers have access to the videos, the content can be spread and shared to wider mass and because it is not physically happening where they are, there is no empathy by teenagers because the negative effect of aggression are missing thereby promoting aggressive behavior.

## **2.3 Theoretical Framework**

Problem behavior theory (PBT; Jessor, 1987) has been used widely in relationship to adolescent antisocial behavior.

### **2.3.1 Problem Behavior Theory**

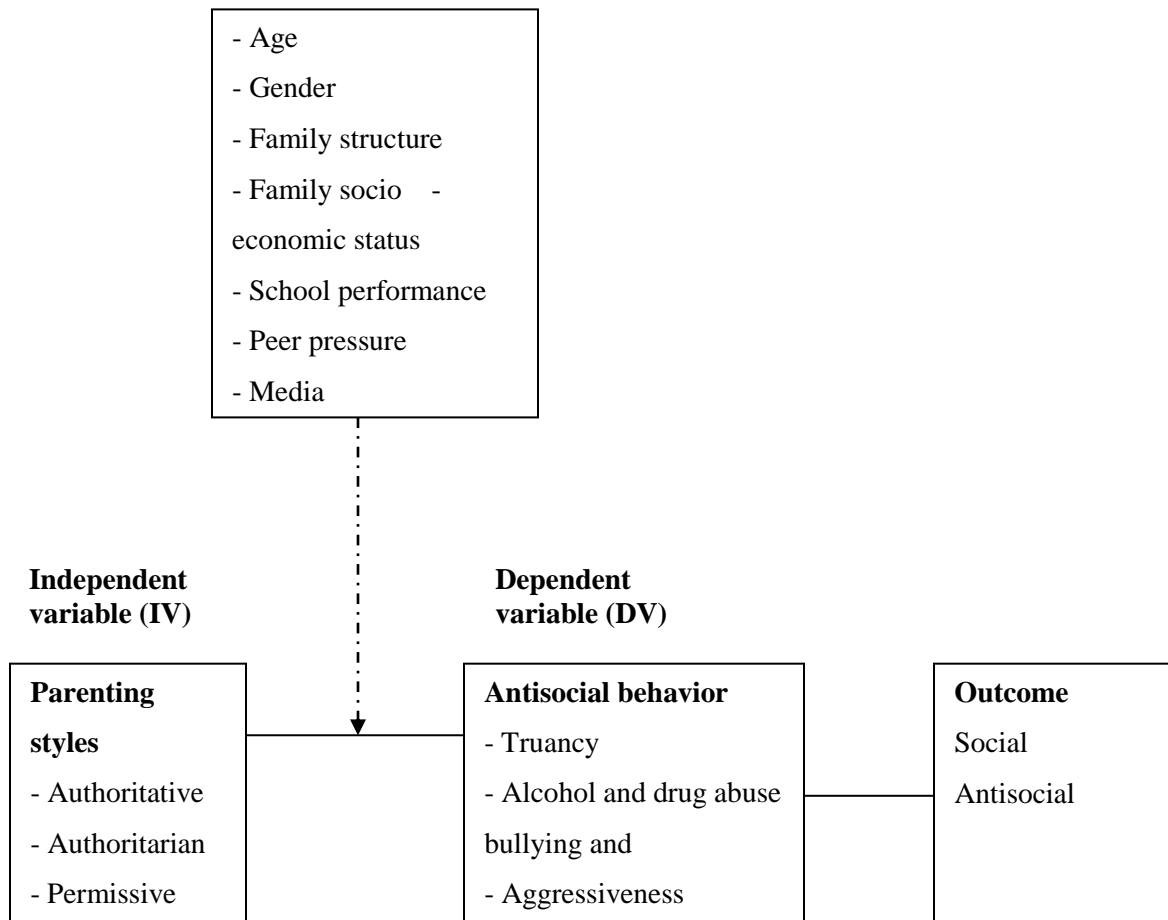
This Theory (PBT) is a psychosocial model that tries to give explanation on antisocial behavior for example deviancy, truancy, alcohol and drug abuse, risk sexual behavior and aggressive behavior, theft and others. Studies have linked the applicability of problem behavior theory on teenagers or young people because of the sensitivity of the age and risk to behavior problem. (Donovan & Jessor, 1985). PBT consists of three psychosocial components which are linked together but at the same time independent .The three components are: personality system which looks at personal moral norms, principles and expectation, attitude and interest and finally social recognitions. Secondly is the perceived ecological system consists of the immediate environment that is the immediate family, friends, and the surrounding and their perspective regarding antisocial behavior.

Lastly is the behavior system, which looks at problem and conservative behavioral structures that works against each other. Examples of the problem behavior structure such as deviancy, truancy, alcohol and drug abuse, risk sexual behavior and aggressive behavior, theft and others. Many young people will participate into antisocial behavior with the reason of going against the society expectation and standard set rules and expectation just to challenge and to show that they can make their own choices against society expectation. However, conservative behavior structures include good morals such as being disciplined, respectful, and working hard in school, being religious. By one participating in a specific behavior problem will likely get involved into another behavior problem hence going against the society expectation. (Jessor & Jessor, 1977).

The personality system mainly looks at psychological structure which mainly include psychological factors and includes the motivational-instigation structure, which looks at success and autonomy; the personal belief structure, a teenager who is self-reliant, with high self esteem and hardworking will not fall into temptation of going against society expectation due to peer influence or immediate family but for those with low self esteem and personality issues are at high risk to get involved into antisocial behavior.

The perceived environment system looks at distal, a person's relationship with his immediate family and friends , and proximal, the surrounding or environment that one has been brought up and which deals with in relationship to available models of behavior. Problem behavior theory is significant in this study because it looks at adolescent personality and character in relation to his/her immediate environment., the immediate environment usually related with peer influence, lack of parental control or support and conflict between parental expectation and peer expectation.

### 2.3.2 Conceptual Framework



**Figure 2.1: Conceptual Framework**

*Source: Researcher's Own Conceptualization, 2019*

Parenting style influences antisocial behavior, however, there are other factors (confounding variable/moderating) that also do influence antisocial behavior among adolescents. Good parenting will result into social outcome while poor parenting will result into antisocial outcome.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the Research study design adopted, Sampling method used, sampling procedure, study area, target population, research instruments, data collection procedure, data analysis as well as presentation and ethical considerations .

#### **3.2 Research Design**

The research design that was adopted by the researcher was descriptive research design. It does not only help to get the desired results, but also provides a complete and accurate picture of the situation because the respondents were given opportunity to express their opinions freely in an open ended questions.

#### **3.3 Target Population**

The target populations is about 1200 adolescents' student [boys and girls] who were prone to be involved in antisocial behaviors in secondary schools in Embakasi East, Nairobi County.

#### **3.4 Sample Size**

The sample size was determined using fisher et al 1998. Where the target population is less than 10,000 the required sample size will be smaller. In such cases, a final sample estimate ( $nf$ ) using the following formula:

$$n = \frac{nf}{1 + (n/N)}$$

Where  $nf$  = the desired sample size (when the population is less than 10,000)

$n$  = the desired sample (when the population is more than 10, 000

(usual 384)

$N$ = the estimate of the population size

$$nf = \underline{384}$$

$$1+(1+n/N)$$

$$\underline{384}$$

$$1+(1+n/N)$$

$$\underline{384}$$

$$1+(384/1200) = \underline{384}$$

$$1+0.32=1$$

$$384= 291$$

---

$$1.32$$

### **3.5 Sampling Procedure**

Purposive sampling and stratified random sampling were used. The advantage of this procedure is that it ensured addition in the sample of subgroup, which might have been left out by other sampling methods because of their small numbers in the population. The researcher sampled 10 schools both private and public out of 50 schools in Embakasi East, 15 Form two students boys and girls respectively from each of the 10 schools were selected giving a total sample of 300 students. The researcher sampled Form two students because most of these students fall on the age of onset of the adolescent stage which according to (Scott &Steinberg, 2010) is characterized by increased experimentation and risk taking.

### **3.6 Study Area**

The study was carried out in Embakasi East which is within Nairobi City Council Area. It consists of four wards which are; Upper Savanna, Lower Savanna, Utawala and Mihang'o which has an area of approximately 64.70 square kilometers with a population of about 163,858 people.

### **3.7 Research Instruments**

A questionnaire was used which had structured questions and unstructured questions and Likert scales. The respondents were required to select answers from the choices given in the structured questions.



Questionnaires are commonly used to acquire important information about the population because each item in the questionnaire is developed to address a specific objective. The questionnaire was developed by examining the research objectives and related literature

### **3.8 Reliability and Validity**

Validity and reliability are major two concept in research that determines results of any project or research in general.

Reliability is determined by showing similar results with similar instrument that was used to collect data at the same place with the same respondents. Therefore, it mainly looks at dependable or constant results when all factors remain constant. In addition, Reliability is evaluation of validity (APA, 1999).As Validity is used to prove that the data collected captured the whole population that it was intended to which meant “measure what is intended to be measured”.

The reliability of the instrument was measured by the test –retest which measures the stability of scores of a stable construct obtained from the same person on two or more separate occasions. The research instruments were also appraised by the research supervisor. In addition, Cronbach Alpha Coefficient Value of 0.786 was obtained thus indicating that the research data was reliable for further analysis.

### **3.9 Data Collection Procedure**

The researcher obtained permission from Ministry of Education and National Commission for Science, Technology and Innovation [NACOSTI]. She also sought permission from school administration of the sampled population. Clear instructions were given to the students on how to fill the questionnaires. The researcher administered the questionnaires and asked the respondents to complete them themselves. The researcher assisted the subjects where necessary. The completed questionnaires were collected the same day under drop and pick technique.

### **3.10 Data Analysis and Presentation**

Descriptive and inferential statistics were analyzed where the measures of central tendencies were used to summarize the data and to explain how the sample had been distributed. On the other hand, inferential statistics were used to understand the results of the sampled population.

Analyzed quantitative data was presented using tables, graphs and charts and Qualitative data was analyzed through narrations and presented in terms of themes.

### **3.11 Ethical Considerations**

The researcher ensured and maintained discretion throughout the study by protecting respondents' identity and participation to the subjects. The authority to conduct research was obtained from National Commission for Science, Technology and Innovation and from school administration. Climate of confidentiality was restored by explaining to the respondents the purpose of the study and the intended use of the data that was to be collected. Consent was obtained from respondents and all those learners who participated did it voluntarily. The respondent were assured that data will only be used for the purpose of the study and no individual respondent was identified by their names but the data was collected in aggregate form.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the results of the statistical analyses. The first section describes the basic information derived from analysis of demographic characteristics through quantitative descriptive statistics. The second section presents the results from inferential analysis to determine the relationship between dependent variables and independent variables. This Chapter therefore provides descriptions of the results and the subsequent discussions.

#### **4.1 Descriptive Statistics**

This study, was carried out from students in Embakasi East in Nairobi City County. The samples were distributed equally across the schools in Embakasi East where each respondent had an equal and independent chance and each respondent was only chosen once and from the findings, 250 questionnaires were responded to and returned.

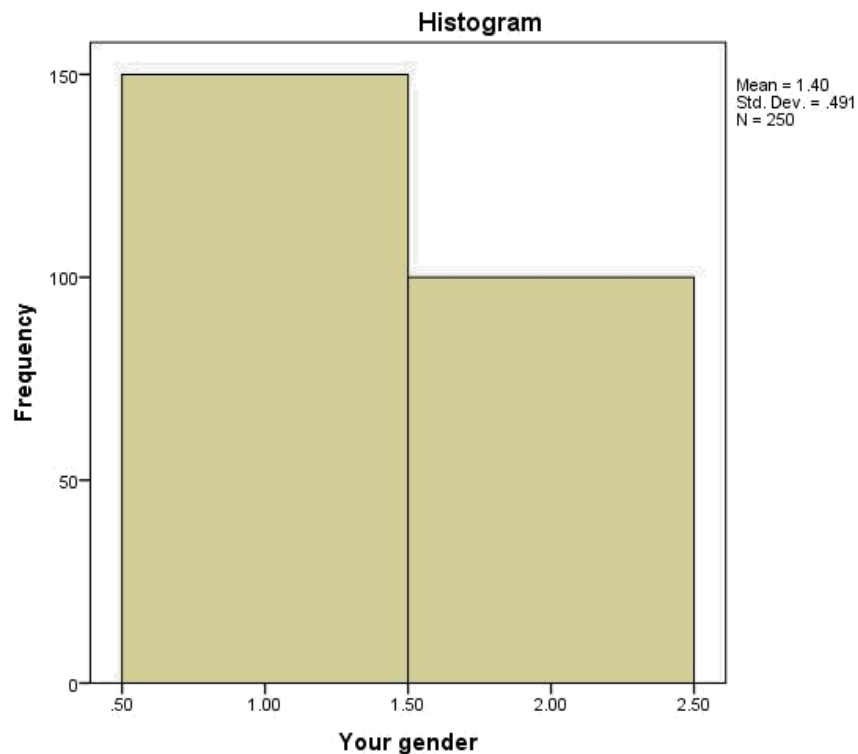
#### **4.2 Demographic Information**

The demographic information of the study group in regards to gender, age, school type, religion, parental marital status, family economic background, whom the respondents stay with, relationship between respondents and guardian and what influences anti-social behavior.

##### **4.2.1 Gender of the Respondents**

The study established the gender of the respondents and the results were as indicated in Figure 4.1.

**Figure 4.1: Gender of the Respondents**



On the gender of the respondents (figure 1), the output indicates that majority of respondents (60%) were male while the remaining 40% were female. Despite the disparity in gender, each group of the respondents in terms of gender was well represented. According to (Luthar, 1999), the results showed that boys were more vulnerable during childhood, while girls were more vulnerable during teenage years. In addition, boys were more exposed to antisocial behavior through the immediate environment than girls. However, there are other studies that have suggested that peer influence is the major significant risk factor to both boys and girls going against society norms and expectation (Simons et al., 1996, Skinner et al., 1991).

**4.2.2 Age bracket of the Respondents**

**Table 4.1: Age Bracket of the Respondents**

Age Bracket	Frequency	Percent
12- 14	35	14.0
15 - 18	128	51.2
19-22	87	34.8

<b>Total</b>	<b>250</b>	<b>100.0</b>
--------------	------------	--------------

From Table 4.1, age bracket of the respondents, majority of the respondents 51.2% were aged 15 to 18 years, 34.8% were aged 19 to 22 years while the remaining 14 % were aged 12 to 14 years. According to (Lahey *et al.*, 1999), there is no clear explanation in age why boys engage in antisocial behavior at a young age compared to girls. It has not been proven if it is genetic or environmental. Other studies have explained that boys engage in antisocial behavior as earlier as the age of four (Bryant, 1985; Herman, Cohen, 1987). Similar studies have pointed out that age is the major risk factor compared to ecological factors on antisocial behavior among children and adolescents, Burt and Neiderhiser (2009).

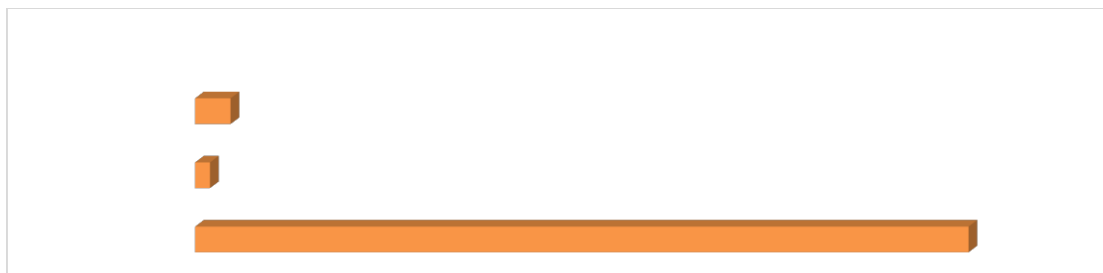
#### 4.2.3 School Type Attended

**Table 4.2: School Type attended**

<b>School Type</b>	<b>Frequency</b>	<b>Percent</b>
Girl's boarding	49	19.6
Boy's boarding	66	26.4
Mixed day	135	54.0
<b>Total</b>	<b>250</b>	<b>100.0</b>

The third background information sought from respondents was to establish the school type they attended. The results were as shown in Table 4.2 The results in Table 4.2 show majority of the respondents 54% were from mixed day school, 26.4% were from boy's boarding while the remaining 19.6% were from girl's boarding secondary schools.

#### 4.2.4 Religion of the Respondents



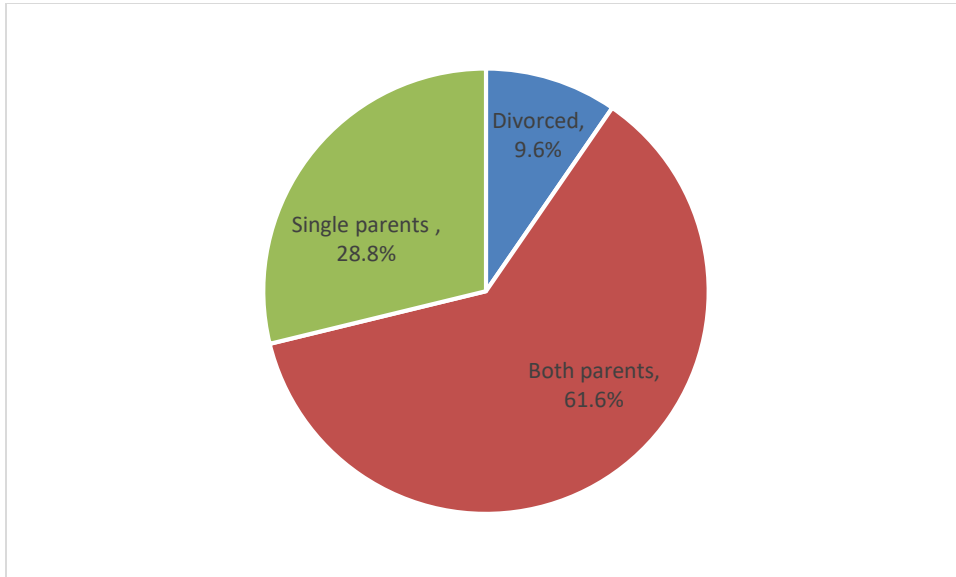
## Religion

Muslim	10.10%	
Hindu	2.60%	
Christian		87.30%

### Figure 4.2: Religion of the respondents

The results on the religion of the respondents was as shown in Figure 4.2. In religion, figure 4.2 above, majority of respondents 87.3 % were Christians followed by the Muslims at 10.10 % and Hindus were minority respondents representing 2.60%. The findings indicate students in Embakasi East fall within the three categories of religion.

#### 4.2.5 Family Structure of the Respondents



**Figure 4.3: Family Structure of the respondents**

The findings on family structure of the respondents were as shown [Figure 4.3]. From Figure 4.3, the family background of the respondents, majority of respondents 61.6% had both parents followed by those from single parents at 28.8 % and those from divorced family backgrounds were minority respondents representing 9.6 %. Parenting style influences antisocial behavior. Parenting style influences antisocial behavior. The best parenting style should include supervision and monitoring of children, parents being role model to their, children, being responsive and understanding their needs and participating in activities with them. According to Rothbaum et al., (1994) on review of parenting style and childhood behavior, observed that the relationship or the bond between the two, that is the parent and the children were higher through observation or interview than the use of questionnaires.

#### 4.2.6 Family Economic Background of the Respondents

**Table 4.3: Family Economic background of the Respondents**

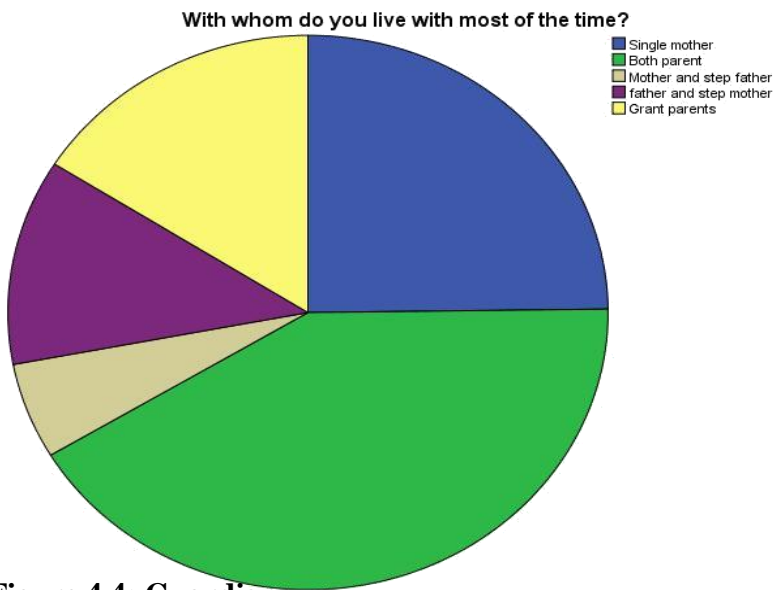
<b>Economic background</b>	<b>Frequency</b>	<b>Percent</b>
below 10,000	40	16.0
Above 10,000	90	36.0
Above 100,000	100	40.0
Above 200,000	20	8.0
<b>Total</b>	<b>250</b>	<b>100.0</b>

The results on economic background of the respondents was as shown in Table 4.3. From the results in table 4.3, 40% of the respondents come from families earning above 100,000, 36% earn above 10,000, 16 % earn below 10,000 while the remaining 8% earn above 200,000. Majority of the respondents were from middle class families.

#### **4.2.7 Guardian**

Dysfunction or unstable families characterized by unstable marriages, single parental hood, divorce or separation and death of parents are risk factors for teenagers to be involved into antisocial behaviors (Boroffice 2004). Adolescents embarrassment, depression may results after parents' divorce or separation (Hyssong, 2000, Boroffice 2004). In addition, separation and divorce contributes to school truancy, problem behavior and poor academics (Atkinson, 2004, Boroffice, 2004; Okorodudu, 2006).





**Figure 4.4: Guardian**

The results on whom the respondents live with most of the time was summarized in Figure 4.4. From [figure 4.4] majority of the respondents 41.6% lived with both parents, 24.8% lived with single mother, 16% lived with grandparents, 12% lived with father and step mother while 5.6% lived with mother and stepfather most of the time.

#### 4.2.8 Nature of Relationship with Guardian

**Table 4.4: Nature of Relationship with Guardian**

Nature of relationship	Frequency	Percent
positive and open	134	53.6
positive but not very open	68	27.2
somewhat positive and somewhat open	46	18.4
Negative relationship and not open at all	2	.8
<b>Total</b>	<b>250</b>	<b>100.0</b>

The nature of relationship between the respondents and guardian was summarized in Table 4.4. Table 4.4, shows that majority of the respondents 53.6% said the relationship with their guardian was positive and open, 27.2% said positive but not very open, 18.4% said it's

somewhat positive and somewhat open while the remaining 0.8% said the relationship is negative and not open at all.

#### 4.2.9 Influence of Anti-social Behavior

**Table 4.5: Influence of Anti-social Behavior**

<b>What influence anti-social behavior</b>	<b>Frequency</b>	<b>Percent</b>
Peer Pressure	59	23.6
Media	93	37.2
Technology	98	39.2
<b>Total</b>	<b>250</b>	<b>100.0</b>

The study established from the respondents what influences anti-social behavior. The findings were as summarized in [Table 4.5]

From the results, 39.2% of the respondents claim the anti-social behavior is influenced by technology, 37.2% said is by media while the remaining 23.6% claimed the anti-social behavior is influenced by peer pressure.

Children and adolescents experience antisocial behavior through their peers who are deviant and therefore they are influenced to do the same to fit into the group (Keenan et al., 1995; Tremblay et al., 1995). it is further explained that when children are rejected by their peers during childhood, they are likely to display aggressive and violent behavior (Coie, et al.,1995). Poverty has been blamed on antisocial behavior among teenagers. That is, few children or none want to associate themselves with children from poor families. Another study observed that poverty is responsible for youth antisocial behavior as they socialize children raised from poor families might be rejected by better behaved peers from stable families and therefore rejected peers will form their own group of friends with similar background and display forms of antisocial behavior which act as a warning and seeking attention in order to fit in society. (Patterson, et al.,, 1996, Dodge et al., 1994 1,)

In adolescent self reports, studies have found a positive relationship between how long they spent watching TV and antisocial behavior. According to longitudinal study by Wiegman et al. (1992) for a period of three years following 400 Dutch secondary school children, the results showed that teenagers who watched violent movies had strong predictor for aggressive behavior. however, Parke et al. (1977) noted that watching violent movies among young ones does not necessarily equate one to aggressive behavior but it only affect those teenagers who were naturally aggressive. Alvarez-Garcia et al (2015) observed that Aggression through the influence of electronic devices is worse than physical aggression [one on one]. It is serious because majority of teenagers have access to the videos, the content can be spread and shared to wider mass and because it is not physically happening where they are, there is no empathy by teenagers because the negative effect of aggression are missing thereby promoting aggressive behavior.

### **4.3 Descriptive Statistics of Parenting Style**

The study objectives were to establish: The relationship between authoritative parenting style and adolescent's antisocial behavior in Secondary Schools in Embakasi East, the relationship between authoritarian parenting style and adolescent's antisocial behavior among adolescent's antisocial behavior in Secondary Schools in Embakasi East and the relationship between permissive parenting style and adolescent's antisocial behavior in Secondary Schools in Embakasi East. The mean and standard deviation of each statements regarding the three parenting styles were discussed in the following subsections.

#### **4.3.1 Descriptive Statistics of Authoritative Parenting Style**

Authoritative parents are flexible and responsive to the needs of a child and at the same time strict to the set up rules (Ang. and Groh, 2006). Respondents were asked several questions regarding authoritative parenting style. The summary of descriptive statistics was as shown in Table 4.6

**Table 4.6: Authoritative Parenting Style**

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
My parents make reasonable demand in every Activity	250	3.6880	.63898
My parents always set limits in all that I do and insist on obedience	250	3.6312	.46741
My parents express warmth and affection towards me in everyday life	250	3.8080	.39466
My parents listen patiently to my point of view and involve me in family decision making	250	3.7920	.51165
My parents appreciate what I try	250	3.5920	.87899
My parents give reasons why rules should be Followed	250	3.4120	.98291

Table 4.6 shows that majority of the respondents on the agreed on parents make reasonable demand in every activity ( $3.6880 \pm 0.63898$ ), parents always set limits in all that I do and insist on obedience ( $3.6312 \pm 0.46741$ ), parents express warmth and affection towards me in everyday life ( $3.8080 \pm 0.39466$ ), parents listen patiently to my point of view and involve me in family decision making ( $3.7920 \pm 0.51165$ ). My parents appreciate what I try had a mean ( $3.25 \pm 1.257$ ). Finally, parents give reasons why rules should be followed ( $3.4120 \pm 0.98291$ ).

How parents raise their children is really important in a child development and more particular, during transition of childhood into adulthood. Parenting style refers to various ways of raising children in connection to their norms, character and behaviors. It also refers to how parents raise their children which influences both their social life such as how to live with immediate family

members and friends as well as their personality development.(Akhtar, 2012) , due to work and employment, many families have migrated in search of greener pastures from their villages to towns and cities. Inman et al (2007) observed that many parents face challenges in raising their families in cosmopolitan environment. For example, (Counselman, 2002; Inman et al 2007) explained significance of authoritarian parenting among Asian Indian where parenting style is typically authoritarian therefore raising them in a different environment where we have different practices of parenting style is a big challenge to such parents.

Dysfunction or unstable families characterized by unstable marriages, single parental hood, divorce or separation and death of parents are risk factors for teenagers to be involved into antisocial behaviors (Boroffice 2004).

### 4.3.2 Descriptive Statistics of Authoritarian Parenting Style

The respondents were also asked several questions regarding authoritarian parenting style.

The summary of results were presented in Table 4.7.

**Table 4.7: Descriptive Statistics of Authoritarian Parenting**

Descriptive Statistics			
Statements	N	Mean	Std. Deviation
My parents demand too much in all that am expected to do in everyday life	250	2.3920	.93908
Sometimes my parents' reaction push me to unwillingness to obey	250	2.4680	.79492
Sometimes my parents force decisions on me	250	2.4920	.95372
In some incidents my parents resort to punishment in order to force me to obey	250	2.3440	1.02267
Sometimes my parents don't allow me to express my Feelings	250	2.4320	1.35466
My parents don't give me freedom to perform some tasks independently	250	2.4140	1.34304
My parents offer little or no emotional support to me	250	2.3540	1.39041
Sometimes my parents make me feel as if life has no meaning to me as an adolescent	250	2.4840	.95361

The findings on Table 4.7 indicates that majority of the respondents' parents demand too much in all that am expected to do in everyday life ( $2.3920 \pm 0.93908$ ), Sometimes my parents' reaction push meto unwillingness to obey ( $2.4680 \pm 0.79492$ ), Sometimes my parents force decisions on me ( $2.4920 \pm 0.95372$ ). The statement; In some incidents my parents resort to punishment in order to force me to obey ( $2.3440 \pm 1.02267$ ), Sometimes my parents don't allow me to express my feelings ( $2.4320 \pm 1.35466$ ), my parents don't give me freedom to perform some tasks independently ( $2.4140 \pm 1.34304$ ), my parents offer little or no emotional support to

me ( $2.3540 \pm 1.34304$ ) and finally, Sometimes my parents make me feel as if life has no meaning to me as an adolescent ( $2.4840 \pm 0.95361$  as seen by the mean and standard deviation that corresponds to occasionally on a Liker scale.

It is reported that a big fraction of children with antisocial behavior are from families that children feel neglected and rejected that is the family provides very little parental love or none. Young people need to be loved and feel loved by their immediate family, to be listened to and giving them the attention they require, in order to help them in emotional maturity and adjustment (Odebumi 2007). Adolescent is a sensitive stage and young people need guidance in order to adjust well. Majority of learners with behavioral problems and antisocial behavior are acquired or influenced in their family upbringing (Onyechi and Okere, 2007).

Besides, warm and open relationship between parents and adolescents results into healthy background for the better growth and wellness of the adolescent. Teenagers exhibiting character of responsiveness, joyfulness, maturity development and positive emotions, such traits associated them from families that are full of love and acceptance. (Otuadah, 2006). Studies had found that authoritarian parenting styles had negative outcomes on adolescents behavior and development thereby has negative implication in literature

### 4.3.3 Descriptive Statistics of Permissive Parenting Style

Permissive or laissez-faire parents are those who impress their children with a lot of freedom, few rules which sometimes are not monitored. Permissive parenting, where children have an upper hand over their parents in terms of their needs. In other words, parents have little control over their children. Children are not enforced to obey rules and regulation and sometimes there are no rules to be regulated; They have the freedom to do whatever they want. This type of parenting is either neglectful or supportive which can also do more harm than good to a growing child. Descriptive findings on permissive parenting style were as summarized in Table 4.8

**Table 4.8: Descriptive Statistics of Permissive Parenting Style**

Statements	N	Mean	Std. Deviation
------------	---	------	-------------------

My parents are quite accepting in whatever I do	250	2.3400	.94018
My parents cannot impose demands on me in whatever Situation	250	1.3213	1.09490
My parents show no control in whatever I engage in everyday life	250	2.3432	.90158
I am allowed / free to make decision at my own pleasure	250	2.3040	1.19048
I can eat and sleep at any time I feel like	250	2.1920	1.28941
I do not need to follow a given routine	250	2.2240	1.24096
I suppose my parents feel I am mature , and they cannot control me	250	2.3120	1.42059
My parents set rules which they rarely enforce	250	2.3920	1.48024

Table 4.8 shows that majority of the respondents disagreed parents are quite accepting in whatever I do ( $2.3440 \pm 0.94918$ ), parents cannot impose demands on me in whatever situation ( $1.3213 \pm 1.0949$ ), parents show no control in whatever I engage in everyday life ( $2.3432 \pm 0.90158$ ), parents show no control in whatever I engage in everyday li I am allowed / free to make decision at my own pleasure ( $2.3040 \pm 1.19048$ ), I can eat and sleep at any time I feel like ( $2.1920 \pm 1.28941$ ), I do not need to follow a given routine ( $2.2240 \pm 1.42059$ ), I suppose my parents feel I am mature , and they cannot control me ( $2.3120 \pm 1.361$ ) and finally my parents set rules which they rarely enforce ( $2.3920 \pm 1.48024$ ). According to Utti (2006), the results showed that children raised by laissez-faire parenting style had poor academic performance. Furthermore, studies have shown that such children have behavior problem and antisocial issues compared to other types of parenting style. Chen & Chi (2005), supported that young people who are raised with love and openness, supervised and monitored were less likely to be involved in antisocial behaviors.

#### 4.3.4 Descriptive Statistics of Anti-Social Behavior

The study established the existence of anti-social behavior among secondary school students in Embakasi East. The results were as summarized in Table 4.9



**Table 4.9: Descriptive Statistics of Anti-Social Behavior**

Descriptive Statistics			
	N	Mean	Std. Deviation
Do you use illegal drugs?	250	1.3840	1.49583
Do you take alcohol?	250	1.2320	1.50840
Do you have sex?	250	1.5040	1.46786
Have you ever been involved in a school strike?	250	1.3920	1.07469
Have you ever missed class or school without a reason or permission?	250	1.2391	1.06719
Have you ever dropped out of school before?	250	1.2600	.49940
Have you ever been involved in a physical fight with others?	250	1.2400	.46396
Have you ever been abusive to others?	250	1.3000	.54699

Results in Table 4.9 shows that majority of the respondents disagreed on the use of illegal drugs ( $1.3840 \pm 1.49583$ ), take alcohol ( $1.2320 \pm 1.50840$ ), have sex ( $1.5040 \pm 1.46786$ ), ever been involved in a school strike ( $1.3920 \pm 1.07469$ ), ever missed class or school without a reason or permission ( $1.2391 \pm 1.06719$ ), ever dropped out of school before ( $1.260.49940$ ), you ever been involved in a physical fight with others ( $1.2400 \pm 0.46396$ ) and finally you ever been abusive to others ( $1.300 \pm 0.54699$ ).

#### 4.4 Study Objectives

The study aimed to examine the relationship between parenting styles on adolescent antisocial behavior among students in secondary schools in Nairobi County, Embakasi East. The specific

objectives of the study were to; examine the influence of authoritative parenting style on adolescent antisocial behavior in secondary schools in Embakasi East, Nairobi County, Kenya, determine the influence of authoritarian parenting styles on Adolescents' involvement in antisocial behaviors among students in secondary schools in Embakasi East, Nairobi County, Kenya and examine the extent of permissive parental style on antisocial behavior among adolescents in secondary schools in Embakasi East, Nairobi County, Kenya. Age of a child is a sensitive factor in raising a family. Different age requires different approach of parenting style for example young children are more dependent on their parents and therefore the kind of parent approach used will have significant influence on their behavior, the immediate environment and their peers but as they grow older, parenting style might have little influence on them. Other studies have explained that boys engage in antisocial behavior as earlier as the age of four (Bryant, 1985; Herman, Cohen, 1987 ,Burt and Neiderhiser).

#### 4.4.1 Influence of Authoritative Parenting Style on Adolescent Antisocial Behavior

The study used correlation and simple regression to establish the nature of influence of authoritative parenting style on anti-social behavior in Secondary schools in Embakasi East. Simple regression between authoritative parenting style and anti-social behavior using the mean of each variable. Model summary was as shown in Table 4.10

**Table 4.10: Model Summary of Authoritative and Anti-Social Behavior**

Model	R	R Square	Adjusted Square	R Std. Estimate	Error of the Durbin-Watson
1	.554 <sup>a</sup>	.307		.292	1.16402 2.3201

a. Predictors: (Constant), Authoritative

b. Dependent Variable: Anti-social behavior

From the results, the R coefficient was 0.554 while R square was 0.307. That meant 30.7 percent variance in anti-social behavior was explained by authoritative parenting. The ANOVA summary results were as shown in Table 4.11

**Table 4.11: ANOVA results for Authoritative Parenting and Anti-social behavior**

ANOVA <sup>a</sup>						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	948.666	1	948.666	35.574	.000 <sup>b</sup>
	Residual	6613.430	248	26.667		
	Total	7562.096	249			

a. Dependent Variable: Anti-social Behavior

b. Predictors: (Constant), Authoritative

From the results in Table 4.11, the F test value was 35.574 and it was significant at p=0.000. That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test summary was as shown in Table 4.12

**Table 4.12: Coefficients of Authoritative and Anti-social Behavior**

Coefficients <sup>a</sup>					
Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.826	3.683	.224	.003

Authoritative	.782	.131	-.554	-5.964	.000
---------------	------	------	-------	--------	------

a. Dependent Variable: Anti-social behavior

---

From the results in Table 4.12, the student t test decreased from 0.224 at p=0.000 to -5.964 at p=0.000. In other words, every single unit of authoritative parenting account for reduction in 5.964 units' change in anti-social behavior. In other words, authoritative parenting reduces anti-social behavior among adolescent students in Secondary schools.

The findings are in constant with past studies which reveal that children raised by both demanding and receptive parents are likely to be competitive and perform better than those who are raised by demanding parents without responsiveness and also those who are raised with a lot of freedom without monitoring that is receptive parents with little demand or no control over their children (Chen et al, 2005, Ang et al 2006; Utti, 2006).Therefore Authoritative style is associated with constructive traits among the adolescents however, laissez-faire and authoritarian have been linked to negative traits among the adolescents. Okapko (2006) and Odebunmi (2007) in their studies listed constructive traits of positive style of parenting as: providing children with basic needs: water, good shelter, food with balance diet, affection and love, good education, dialogue and communication and openness, control, monitoring, dialogue and supervision, they further observed that authoritative way of raising children has given considerable positive results among American adolescents such as performing well in schools, not participating in antisocial behavior, which resulted into ethnic pride among young people who were ethnic minorities.

#### 4.4.2 Influence of Authoritarian Parenting Style on Anti-social Behavior

The study used simple regression to establish the nature of influence of Authoritative parenting style on anti-social behavior. The findings were as shown in table 4.13.

**Table 4.13: Model Summary of Authoritarian and Anti-Social Behavior**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.610 <sup>a</sup>	.372	.370	4.37479	2.4871

a. Predictors: (Constant), Authoritarian

b. Dependent Variable: Anti-social behavior

From the results, the R coefficient was 0.610 while R square was 0.372. That meant 37.2 percent variance in anti-social behavior was explained by authoritative parenting style. The ANOVA summary results were as shown in Table 4.14.

**Table 4.14: ANOVA results for Authoritative Parenting and Anti-social behavior**

Model	ANOVA <sup>a</sup>					
	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	2815.666	1	2815.666	147.118	.000 <sup>b</sup>
	Residual	4746.430	248	19.139		
	Total	7562.096	249			

a. Dependent Variable: Anti-social Behavior

b. Predictors: (Constant), Authoritarian

From the results in Table 4.14, the F test value was 147.118 and it was significant at  $p=0.000$ . That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test summary was as shown in Table 4.15

**Table 4.15: Coefficients of Authoritarian and Anti-social Behavior**

Coefficients <sup>a</sup>	
---------------------------	--

Model	Unstandardized		Standardized	t	Sig.	
	Coefficients					
	B	Std. Error	Beta			
1	(Constant)	5.692	1.430		3.981	.000
	Authoritarian	.506	.042	.610	12.129	.000

a. Dependent Variable: Anti-social behavior

From the results in Table 4.15, the student t test increased from 3.981 at p=0.000 to 12.129 at p=0.000. In other words, every single unit of authoritarian parenting account for increase in 12.129 units' positive change in anti-social behavior.

The findings are in support of earlier studies which reveal Onyewadume (2004) and Otuadah (2006) observed that due to hard economic times, many parents have no or little time to raise and spend with their children. This results into children developing antisocial characters especially from their peers. Loromeke (1997) concluded that parents who were brought up in strict background ended up doing the same to their children. African practice belief that being over strict, demanding, over controlling and hard punishment is good for the child development.

Teenagers exhibiting character of responsiveness, joyfulness, maturity development and positive emotions, such traits associated them from families that are full of love and acceptance. (Otuadah, 2006).Okpako (2004) confirmed that a child is a source of happiness in any family if he/she is well brought up.

It is reported that a big fraction of children with antisocial behavior are from families that children felt neglected and rejected that is the family provides very little parental love or none. Young people need to be loved and feel loved by their immediate family, to be listened to and

giving them the attention they require, in order to help them in emotional maturity and adjustment (Odebumi 2007). Besides, warm and open relationship between parents and adolescents results into healthy background for the better growth and wellness of the adolescent.

#### 4.4.3 Influence of Permissive Parenting Style on Anti-social Behavior

Using simple regression, the study established the influence of permissive parenting style on anti-social behavior. The findings were as shown in table 4.16.

**Table 4.16: Model Summary of Authoritarian and Anti-Social Behavior**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.731 <sup>a</sup>	.534	.533	3.76781	2.5433

a. Predictors: (Constant), Permissive

b. Dependent Variable: Anti-social behavior

From the results, the R coefficient was 0.731 while R square was 0.534. That meant 53.4 percent variance in anti-social behavior was explained by permissive parenting style. The ANOVA summary results were as shown in Table 4.17.

**Table 4.17: ANOVA results for Authoritative Parenting and Anti-social behavior**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4041.392	1	4041.392	284.677	.000 <sup>b</sup>
1	Residual	3520.704	248	14.196		
	Total	7562.096	249			

a. Dependent Variable: Anti-social Behavior

b. Predictors: (Constant), permissive

From the results in Table 4.17, the F test value was 284.677 and it was significant at p=0.000. That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test summary was as shown in Table 4.18.

**Table 4.18: Coefficients of Permissive and Anti-social Behavior**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	4.015	1.133		3.543	.000
1	permissive	.567	.034	.731	16.872	.000

a. Dependent Variable: Anti-social behavior



From the results in Table 4.18, the student t test increased from 3.543 at  $p=0.000$  to 16.871 at  $p=0.000$ . In other words, every single unit of permissive parenting account for increase in 16.872 units' positive change in anti-social behavior. In other words, permissive parenting style increases the chances of anti-social behavior.

Children raised by both demanding and receptive parents are likely to be competitive and perform better than those who are raised by demanding parents without responsiveness and also those who are raised with a lot of freedom without monitoring that is receptive parents with little demand or no control over their children (Chen et al, 2005, Ang et al 2006; Utti, 2006).

#### 4.4.4 Comparative Analysis of Variables

The study used multiple regressions in the analysis of the general which was to establish the relationship of parenting style on anti-social behavior among secondary school students in Embakasi East Constituency. Model Summary was as shown in Table 4.19.

**Table 4.19: Model Summary of Parenting Style and Anti-Social Behavior**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.785 <sup>a</sup>	.616	.611	3.43739	2.1027

a. Predictors: (Constant), Permissive

b. Dependent Variable: Anti-social behavior

From the results, the R coefficient was 0.785 while R square was 0.611. That meant 61.6 percent variance in anti-social behavior was explained by parenting style. The ANOVA summary results were as shown in Table 4.20.

**Table 4.20: ANOVA results for Parenting Style and Anti-social behavior**

---

ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	4655.440	3	1551.813	131.335	.000 <sup>b</sup>
	Residual	2906.656	246	11.816		
	Total	7562.096	249			

a. Dependent Variable: Anti-social Behavior

b. Predictors: (Constant), Permissive, Authoritative, Authoritarian

From the results in Table 4.20, the F test value was 131.335 and it was significant at  $p=0.000$ . The student t test summary was as shown in Table 4.21.

**Table 4.21: Coefficients of Parenting Style and Anti-social Behavior**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.		
	B	Beta				
	Std. Error					
1	(Constant)	22.145	2.731	8.108	.000	
	Authoritative	-.954	.133	-.432	-.7185	.000
	Authoritarian	.047	.064	.456	5.732	.005
	Permissive	.779	.064	.505	12.224	.000

a. Dependent Variable: Dependent

From the results in Table 4.21, the combined parenting style showed that authoritative parenting account for a negative influence of 43.2% on anti-social behavior. In other words, it decreases anti-social behavior by 43.2 percent. Authoritarian parenting style increases anti-social behavior by 45.6 percent given  $r= 0.456$ ,  $p=0.005$ . Finally, permissive parenting style account for 50.5 percent given  $r=0.505$ ,  $p=0.000$ .

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives an overview of the study based on its findings as discussed in chapter four. This chapter provides a summary of findings in this research project based on the research objectives and draws conclusions from the discussion of the results. The chapter also makes recommendations for future research based on the findings and limitations of the current study as well as suggestions for further study.

#### 5.2 Summary of the Findings

The objectives of the study were to; examine the influence of authoritative parenting style on adolescent antisocial behavior in secondary schools in Embakasi East, Nairobi County, Kenya, determine the influence of authoritarian parenting styles on adolescents' involvement in antisocial behaviors among students in secondary schools in Embakasi East, Nairobi County, Kenya and examine the extent of permissive parental style on antisocial behavior among adolescents in secondary schools in Embakasi East, Nairobi County, Kenya.

##### 5.2.1 Influence of Authoritative Parenting Style on Adolescent Anti-social Behavior

The R coefficient was 0.554 while R square was 0.307. That meant 30.7 percent variance in anti-social behavior was explained by authoritative parenting. The F test value was 35.574 and it was significant at  $p=0.000$  from the ANOVA model. That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test decreased from 0.224 at  $p=0.000$  to -5.964 at  $p=0.000$ . In other words, every single unit of authoritative parenting account for reduction in 5.964 units' change in anti-social behavior. The study therefore rejected the null hypothesis.

##### 5.2.2 Influence of Authoritarian Parenting Style on Adolescent Anti-social Behavior

The R coefficient was 0.610 while R square was 0.372. That meant 37.2 percent variance in anti-social behavior was explained by authoritative parenting style. The F test value was 147.118 and it was significant at  $p=0.000$ . That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test increased from 3.981 at

$p=0.000$  to 12.129 at  $p=0.000$ . In other words, every single unit of authoritarian parenting account for increase in 12.129 units' positive change in anti-social behavior. The study therefore rejected the null hypothesis.

**5.2.3 Influence of Permissive Parenting Style on Adolescent Anti-social Behavior** The R coefficient was 0.731 while R square was 0.534. That meant 53.4 percent variance in anti-social behavior was explained by permissive parenting style. The F test value was 284.677 and it was significant at  $p=0.000$ . That implied that the model nicely fitted and there was a probability of 0.0 percent to accept the null hypothesis. The student t test increased from 3.543 at  $p=0.000$  to 16.871 at  $p=0.000$ . In other words, every single unit of permissive parenting account for increase in 16.872 units' positive change in anti-social behavior. In other words, permissive parenting style increases the chances of anti-social behavior. The study therefore rejected the null hypothesis.

### **5.3 Conclusion**

Based on the research findings, the study makes the following conclusion on whether the authoritative, authoritarian and permissive parenting styles have influence on anti-social behavior

#### **5.3.1 Relationship between Authoritative Parenting and Anti-social Behavior**

This study found statistically significant negative relationship between authoritative parenting style and anti-social behavior. The study concludes that increased authoritative parenting will lead to a decrease in anti-social behavior among adolescent students.

#### **5.3.2 Relationship between Authoritarian Parenting and Anti-social Behavior**

This study found statistically significant positive relationship between authoritarian parenting style and anti-social behavior. The study concludes that increased authoritarian parenting will lead to an increase in anti-social behavior among adolescent students.

### **5.3.3 Relationship between permissive Parenting and Anti-social Behavior**

This study found statistically significant relationship negative relationship between permissive parenting style and anti-social behavior. The study concludes that increased permissive parenting will lead to an increase in anti-social behavior among adolescent students.

### **5.4. Recommendation**

The findings generated by the study have important policy implications and lessons as far as parents and other interested parties are concerned. The study recommends that;

1. Authoritative parenting style needs to be encouraged since it has a positive influence of anti-social behavior.
2. Authoritarian parenting style needs to be discouraged since it increases the chances of anti-social behavior among adolescent students in secondary schools
3. Permissive parenting style needs to be discouraged since it increases the chances of anti-social behavior among adolescent students in secondary schools in Embakasi East.

### **5.5 Suggestions for Further Research**

Based on the study, the following are suggestions for further research.

1. The study was done in Embakasi East, Nairobi County, similar research needs to be done in other Counties to compare the findings.
2. Similar study need to be done to establish the moderating influence of Government policy on the relationship between parenting style and anti-social behavior among adolescents.
3. The study further suggests for a similar study to be carried out to establish the intervening influence of religion and school environment on the relationship between parenting style and anti-social behavior among adolescents.

## REFERENCES

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education. Standards for Educational and Psychological Testing. Washington, DC: *American Educational Research Association*; 1999. [Google Scholar]
- Ackerman, B. P., D'Eramo, K. S., Umylny, L., Schultz, D., & Izard, C. E. (2001). Family structure and the externalizing behavior of children from economically disadvantaged families. *Journal of Family Psychology*, 15, 288-300.
- Akinson, K (2004) Family Influences on Relationships Divorce and Teens: A Disruptive Tale: <http://inside.bard.edu/academic/specialproj/clarliog/bullying/groups5divorce.html>?
- Alvarez-Garcia, T., and Nunez, J.C. (2015) *Predictors of School bullying Perpetration in adolescents: a systematic review*. *Aggress. Violent Behav.* 23, 126-136. doi:10.1016/j.avb.2015.05.007
- Alvarez-Garcia, et al. D. Álvarez-García, J.C. Núñez, L. Álvarez, A. Dobarro, C. Rodríguez, P. González-Castro. Violence through information and communication technologies in secondary students. *Anales de Psicología*, 27 (2011), pp. 221-231. View Record in Scopus. Google Scholar
- Ang, R. P. & Goh, Dion. H (2006) Authoritarian Parenting Style in Asian Societies : A cluster - Analytic Investigation . *Contemporary Family Therapy : An International Journal* . 28(1) pp. 132-151
- Avenevoli, S., Sessa, F. M., & Steinberg, L. (1999). Family structure, parenting practices, and adolescent adjustment: An ecological examination. In E. M. Hetherington (Ed.), *Coping with divorce, single parenting, and remarriage* (pp. 65 – 90). Mahway, New Jersey: *Lawrence Erlbaum Associates, Publishers*. Barber, N.
- Baumrind, D. (1968). Authoritarian versus Authoritative Parental Control. *Adolescence*, 3, 255-272
- Baumrind, D. (2013) Authoritative Parenting revisited : History and current status in R.E. Larzelere, A.S. Morris, and Harrist (Eds) *Authoritative Parenting: Synthesizing nurturance and discipline for optimal child*
- Beller, A. H., & Graham, J. W. (1993). *Small change*. New Haven, CT: Yale University Press.
- Buchanan, C. M., Maccoby, E. E., & Dornbusch, S. M. (1996). *Adolescents after divorce*. Cambridge, MA: Harvard University Press. Bureau of Justice Statistics (2005). *Prison and Jail Inmates at Midyear 2004*. Retrieved September 2, 2005 from Bureau of Justice Statistics web site: <http://www.ojp.usdoj.gov/bjs/abstract/pjim04.htm>

- Darling (2007) Parenting Styles and its correlates .[www.w.9thealt.com/practitionerCeduc/parentingstyles/.htm](http://www.w.9thealt.com/practitionerCeduc/parentingstyles/.htm)
- Dornbusch, S. M., Ritter, P., Leiderman, P., Roberts, D., & Fraleigh, M. (1987). The relation of parenting style to adolescent school performance. *Child Development*, 58, 1244 – 1257.
- Farrington, D. (1986). Longitudinal research on crime and delinquency. In N. Morris & M. Tonry (Eds.), *Crime and justice: An annual review of research, Vol 1* (pp. 189–250). Chicago: University Press. [Google Scholar](#)
- Farrington, D. P., Loeber, R., & Van Kammer, W. B. (1990). Long-term criminal outcomes of hyperactivity-impulsivity-attention deficit and conduct problems in childhood. In L. N. Robins & M. R. Rutter (Eds.), *Straight and devious pathways in childhood*. New York: Cambridge University Press. [Google Scholar](#)
- Geolge, T. P. (2012). School engagement and juvenile offending among maltreated youth who vary by race ethnicity, gender, and type of maltreatment. Olympia: Washington State Center for Court. Research Administrative Office of the Courts.
- Geolge, T. P. (2012). School engagement and juvenile offending among maltreated youth who vary by race ethnicity, gender, and type of maltreatment. Olympia: Washington State Center for Court. Research Administrative Office of the Courts
- Hoboken, NJ: John Wiley & Sons. Ang, R. P., & Ooi, Y. P. (2004). Impact of gender and parents' marital status on adolescents' suicidal ideation. *International Journal of Social Psychiatry*, 50(4), p. 351 – 360.
- Jessor, R. (1991). Risk behavior in adolescence: A psychosocial framework for understanding and action. *Journal of Adolescent Health*, 12, 597-605.
- Jessor, R., & Jessor, S. L. (1977). *Problem behavior and psychosocial development: A longitudinal study of youth*. New York: Academic Press.
- Kaguthi J. Drug Abuse in Nairobi Province & Nationally with specific reference to Educational Institutions , Nairobi, Kenya. UNDCP
- Kimamo, Charles (University of Nairobi , 2003 -07) Psychosocial determinants of problem behavior in Secondary School adolescents in Kenya.
- Kinai T. K (2006) Guidance Practice in Schools . Unpublished Thesis . Master of Education in Guidance and Counseling Psychology. Kenyatta University

- Kwamanga D. H. O., Odhiambo. J. A & E. I. Amukoye (2003) Prevalence and Risk Factors of Smoking among Secondary School Students in Nairobi , East African Medical Journal. 80 (4): 207-12
- Kyalo, A. K. (2010) Management of Students' Discipline Problems in Public Secondary Schools in Yatta District. Unpublished Masters Thesis, Kenyatta University
- Loeber, R, Burlre, J.D.,&Pardini, D.A. (2009). Development and etiology of disruptive and delinquent behavior. Annual Review of Clinical Psychology, 5,291-310.doi:10.1146/annurev.clinpsy.032408.153631.
- MacCoby, E.E and Martin J.A (1983) "*Socialization in the context of the family: Parent-Child Interaction*". Handbook of Child Psychology:Socialization and SocialDevelopment, Vol.14.eds.E.M. Hetherington and P.H.Mussen (New York, NY: Wiley), 1-101Google Scholar
- Mugenda O.M&Mugenda A.G (2003)*Research Methods:Quantitative & Qualitative Approach Nairobi: African Centre for Technology Studies (ACTS)*
- Omboto J.O., Ondiek, G.O, Odera, O., and Ayugi, M.E (2013). Factors Influencing Youth Crime and Juvenile Delinquency. *The International Journal of Research in Social Sciences*, 1,(2), 18-21.
- Otuadah C. E. (2006) Parental Behavior and Peer Group Influence as Correlates of Delinquent Behavior among Secondary School Students in Warri Metropolis , Unpublished M. Ed thesis of Delsu , Abraka.
- Okpako, J. E. F (2004)Parenting the Nigerian Adolescents towards Smooth Transition to Adulthood . In Contemporary Issue and Research in Adolescents ( I. A .Nuazuoke ; O. Bamgbose& O. A. Morokola(Ed) Ibadan Omoade Printing Press pp275-288
- Okorodudu , G. N (2006) Efficacy of Recreational exercises & Rational Emotive Behavior Therapies Adolescent Stress
- Odebumni, A. (2007) Parenting: A Cross - Cultural & Psychological Perspective ; Abuja , (Afabunmi Nigeria Limited
- Republic of Kenya (2009) Vision 2030; Nairobi: Government Printer
- Sailor, G. (2010) Preventing Antisocial Behavior in Schools. *Journal of Applied Behavior Analysis* , 28, 467-478
- Simcha-Fagen, O., Langner, T., Gersten, J., & Eisenberg, J. (1975). *Violent and antisocial behavior: A longitudinal study of urban youth*. (OCD-CB-480). Unpublishedmanuscript. Office of Child Developm



Show,D.S., Gilliom ,M., &Giovanelli, J (2000) *Aggressive behaviour disorder* . In C.HZeanah( Ed:) *handbook of infant mental health (2nd ed.,pp397-411)* New York:Guliford press.

South Holland District Council (2013) *Why does Antisocial Behaviour happen*

Utti , Alice (2006) Relationship between Parenting Styles & Students Academic Achievement in Secondary School in Ethiope East L. G. A of Delta State. Unpublished M. Ed. Thesis of Delta State University ,Abraka

Vieno A., Nation M.,Pastore M., Santinello M. (2009). Parenting and Antisocial Behavior: a model of the relationship between adolescents self - disclosure, Parental closeness, *Parental control, and adolescent antisocial behavior.*

Dev.Psychol. 45 1509-1519.10.1037/a0016929[PubMed][CrossRef]

Youth Justice Board (2001). *Risk and protective factors associated with youth crime and effective interventions to prevent it.*YJB Research note No. 5 London in YouthJustice Board for England and Wales.

**APPENDICES**

**APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS MEASURING PARENTING STYLES**

The researcher is undertaking a study on Relationship between Parenting Styles and Adolescents Antisocial Behaviour. These questionnaires consist of items aiming at identifying forms of Parenting Styles in relation to adolescents antisocial behavior. Your responses will be used strictly for the purpose of this research. Do not indicate your name anywhere in this questionnaire.

**Section A:**

**Demographic data**

- i) Indicate your gender:            Male [ ]            Female [ ]
- ii What is your age bracket?
  - 12 - 14 [ ]
  - 15 - 18 [ ]
  - 19 - 22 [ ]
  - 23 and above years [ ]
- iii) What type of School do you attend?
  - Boy's boarding [ ]    Girl's boarding [ ]    Mixed day [ ]

3. What is your religion?

Family structure?	<input type="checkbox"/> Single parents <input type="checkbox"/> Both parents <input type="checkbox"/> Divorced <input type="checkbox"/> Others (specify).....
-------------------	--

4.

What is your family's economic background?	Above 200,000 per month <input type="checkbox"/> (Upper class) Above 100,000 per month <input type="checkbox"/> (Middle class) Above 10,000 per month <input type="checkbox"/> (Working class) Below 10,000 per month <input type="checkbox"/> (Lower class)
--	---

5. Please put a tick (✓) against the response that best describes your answer.

<b>With whom do you live with most of the time?</b>	
Both parents	
Single mother	
Mother and step father	
Father and stepmother	
Grandparent (s)	

Any other, specify.....

What is the relationship like between you and your guardian?	<input type="checkbox"/> Positive and open (meaning you feel comfortable talking to your guardian about anything) <input type="checkbox"/> Positive but not very open <input type="checkbox"/> Somewhat positive and somewhat open <input type="checkbox"/> Negative relationship and not open at all
What influences you to antisocial behavior?	<input type="checkbox"/> Peer pressure <input type="checkbox"/> Media i.e. radio or TVs <input type="checkbox"/> Technology <input type="checkbox"/> Other (Specify).....

6. Please put a tick (✓) against the response that best describes our answer.

Mother's level of education		Father's level of education		Guardian (specify) .....	
No education		No education		No education	
Primary		Primary		Primary	
Secondary		Secondary		Secondary	
College / university		College / university		College/ university	
Master's degree		Master's degree		Master's degree	
Ph.D		Ph.D		Ph.D	

**SECTION B: Students' Questionnaire on Parenting Styles**

7. Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. SA = Strongly Agree 5, A= Agree 4, U= Undecided 3, D= Disagree 2 and SD= Strongly Disagree 1

<b>Authoritative</b>					
	<b>SA</b> 5	<b>A</b> 4	<b>U</b> 3	<b>D</b> 2	<b>SD</b> 1
My parents make reasonable demand in every activity					
My parents always set limits in all that I do and insist on obedience					
My parents express warmth and affection towards me in everyday life					
My parents listen patiently to my point of view and involve me in family decision making					
My parents appreciate what i try					
My parents give reasons why rules should be followed					

<b>Authoritarian</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
	5	4	3	2	1
My parents demand too much in all that am expected to do in everyday life					
Sometimes my parents' reaction push me to unwillingness to obey					
Sometimes my parents force decisions on me					
In some incidents my parents resort to punishment in order to force me to obey					
Sometimes my parents don't allow me to express my feelings					
My parents don't give me freedom to perform some tasks independently					
My parents offer little or no emotional support to me					
Sometimes my parents make me feel as if life has no meaning to me as an adolescent					

<b>Permissive</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
	5	4	3	2	1
My parents are quite accepting in whatever I do					
My parents cannot impose demands on me in whatever situation					
My parents show no control in whatever I engage in everyday life					
I am allowed / free to make decision at my own pleasure					
I can eat and sleep at any time I feel like					
I do not need to follow a given routine					
I suppose my parents feel I am mature , and they cannot control me					
My parents set rules which they rarely enforce					

## APPENDIX II: QUESTIONNAIRE FOR ANTI-SOCIAL BEHAVIOUR

Please put a tick (√) against the number that best describes your answer. The numbers represent the following responses. 1= Never, 2= Low, 3 = Moderate, 4= High and 5= Very High

Behaviors	Level of Involvement				
	Never 1	Low 2	Moderate 3	High 4	Very High 5
Do you use illegal drugs?					
Do you take alcohol?					
Do you have sex?					
Have you ever been involved in a school strike?					
Have you ever missed class or school without a reason or permission?					
Have you ever dropped out of school before?					
Have you ever been involved in a physical fight with others?					
Have you ever been abusive to others?					

Please put a tick (√) against the number that best describes your answer. The numbers represent the following responses. 1= Poor, 2= Fair, 3 = Good, 4= Very Good and 5= Excellent.

10. How would you rate your performance in the following areas?	Level of Reaction				
	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
School attendance					
Participation in class					
Performance in assessment tests and examinations					
Participation in co-curriculum activities					

Put a tick (✓) against the most appropriate answer.

What behavior best describes your parents' behavior towards you?	
Strict and loving	
Strict and not loving	
Lenient and loving	
Sometimes strict and sometimes lenient	
They don't care whatever i do	

Give your suggestions on how you would like your parents to treat you.

.....

.....

.....

**Thank you for taking your time to respond.**

Document Viewer

# Turnitin Originality Report

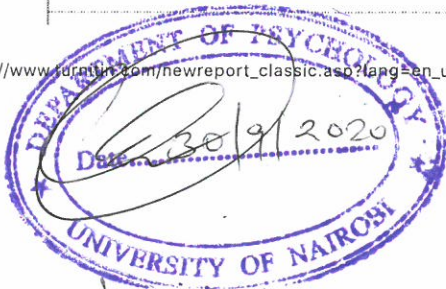
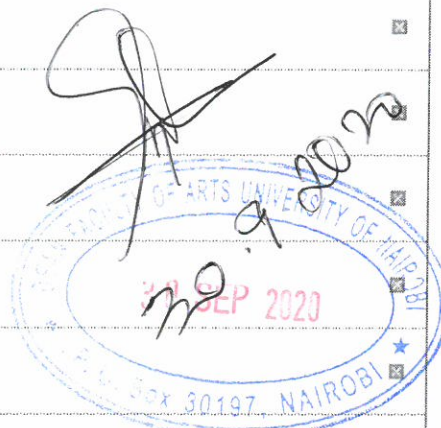
Processed on: 29-Sep-2020 12:31 EAT  
ID: 1400159732  
Word Count: 15787  
Submitted: 1

THE RELATIONSHIP BETWEEN PARENTING STYLES AND... By Florence Ruturi

Similarity Index	Similarity by Source	
11%	Internet Sources:	10%
	Publications:	3%
	Student Papers:	6%

include quoted include bibliography excluding matches < 3 words mode:  
quickview (classic) report Change mode print refresh download

<1% match (Internet from 16-Sep-2019) <a href="https://pdfs.semanticscholar.org/d683/7b3b35ac0eff64356004d4147123a2e4d7ff.pdf">https://pdfs.semanticscholar.org/d683/7b3b35ac0eff64356004d4147123a2e4d7ff.pdf</a>		
<1% match (Internet from 07-Jan-2020) <a href="https://studylib.net/doc/7030112/4.8-work-life-balance-practices-versus-organizational-com...">https://studylib.net/doc/7030112/4.8-work-life-balance-practices-versus-organizational-com...</a>		
<1% match (student papers from 26-Feb-2018) Submitted to Mount Kenya University on 2018-02-26		
<1% match (Internet from 22-Aug-2018) <a href="http://citeseerx.ist.psu.edu">http://citeseerx.ist.psu.edu</a>	<i>Kelley P. ...</i>	
<1% match (student papers from 17-Oct-2018) Submitted to Mount Kenya University on 2018-10-17	29/09/2020	
<1% match (student papers from 25-Apr-2019) Submitted to University of Bradford on 2019-04-25		
<1% match (Internet from 01-Apr-2012) <a href="http://facstaff.elon.edu">http://facstaff.elon.edu</a>		
<1% match (student papers from 19-Mar-2018) Submitted to Mount Kenya University on 2018-03-19		
<1% match (Internet from 02-Aug-2020) <a href="http://docshare.tips">http://docshare.tips</a>		
<1% match (student papers from 30-Jun-2019) Submitted to Mount Kenya University on 2019-06-30		
<1% match (Internet from 12-Dec-2019) <a href="http://erepository.uonbi.ac.ke:8080">http://erepository.uonbi.ac.ke:8080</a>		
<1% match (student papers from 15-Feb-2017) Submitted to Kenyatta University on 2017-02-15		



Chairman



Supervisor