

**PARENTING STYLES AND FORMS OF DELINQUENT BEHAVIOUR AMONG
SECONDARY SCHOOL STUDENTS IN BUTERE SUB- COUNTY, KAKAMEGA
COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the award of the
Degree of Master of Education in Guidance and Counseling of Masinde Muliro
University of Science and Technology.**

JULY, 2020

DECLARATION

This Thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or for any other award.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a Thesis entitled “**Parenting styles and forms of delinquent behaviour among secondary school students in Butere Sub-County, Kenya**”. This Thesis has been submitted for examination with our approval as University supervisors.

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DEDICATION

This study is dedicated to my children, Davis and Shalimba for their love and support. May you grow up and achieve more than I have done.

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ABSTRACT

Forms of delinquent behaviour among secondary school students continue to increase thus hindering effective learning by students. The purpose of the study was to establish the relationship between parenting styles and forms of delinquent behaviour among Secondary School Students in Butere Sub- County, Kakamega County, Kenya. The study was based on the Parenting Models theory by Diana Baumrind, (1991). The study adopted a correlational research design which allowed the researcher to describe different events, experiences, or behaviours and look for links between them. A Questionnaire was administered to students, while an interview schedule was used to get information from Deputy Principals and the teachers in charge of guidance and counselling. Population of the study comprised of 2797 form two students, 30 Deputy Principals and 30 teachers in charge of guidance and counselling in secondary schools in Butere Sub-county. Stratified random sampling technique was used to select the ten out of the thirty schools in the sub-county from where 338 participants were chosen randomly to participate in the study. A Sample of 10 deputy principals and 10 teachers in charge of guidance and counselling were also selected using purposive sampling. Questionnaire for students and interview guides for Teachers-in-charge of Guidance and Counselling and Deputy Principals were used for data collection. Pilot study was conducted in three secondary schools in Butere sub-County. Content validity of the instruments was tested by giving the exam to experts in the area of Educational Psychology. Test-re-test method was used to measure reliability of instruments, which yielded a cronbach's Alpha coefficient of 0.7615. Both qualitative and quantitative analyses were used to analyse data. Quantitative data from students' questionnaire were analysed using inferential statistics. Pearson correlation coefficient was used to establish the relationship between: independent variable (parenting styles) and the dependent variable (forms of delinquent behaviour of students). Multiple regression was also used to determine the intervariable associations between the independent variable and the dependent variable. Correlation findings showed that there is a positive and significant relationship between Authoritarian Parenting Styles and forms of delinquent behaviour among secondary school students as illustrated by correlation coefficient of 0.027 which is not significant at 0.05 significant level while the correlation results for Authoritative Parenting Styles was negative. This relationship has been illustrated by correlation coefficient of -0.323 which is significant at 0.05 level. Correlation findings indicate a positive relationship between permissive parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. This relationship has been illustrated by correlation coefficient of 0.442 which is significant at 0.05 level. Regression results showed that school type has a weak reducing effect on the ability of the three parenting styles in explaining forms of delinquent behaviour as the value of R square reduced from 0.736 to 0.725. The study concluded that Authoritative Parenting Style was the best since students whose parents use Authoritative parenting style, showed low involvement in delinquent behavior as compared to students whose parents use Authoritarian and Permissive parenting styles. It recommended that parents consider adopting Authoritative parenting, spending quality time with their children in order to monitor them for any signs of forms of delinquent behaviour, and inculcating in them desirable societal values. It is hoped that the findings of the study will be useful in formulation of policies to be used in the education sector that may assist learners manifesting forms of delinquent behaviour .

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ACRONYMS AND ABBREVIATIONS

ADAPSQ	adolescent delinquency and parenting styles questionnaire
DEO	District education officer
PSQ	parenting styles questionnaire

OPERATIONAL DEFINITION OF TERMS AND KEY CONCEPTS.

Authoritarian parenting style: Refers to ways of raising children that are characterized by low responsiveness (accepting, supportive and warm) and high demandingness (control and supervision). Here parents use stern discipline and often employ punishment to control children's behavior.

Authoritative parenting style: Refers to ways of raising children that are characterized by high responsiveness (accepting, supportive and warm) and high demandingness (control and supervision). Here parents set rules and enforce boundaries by having open discussion and using reasoning. They are affectionate and supportive and encourage independence.

Behavior: Refers to activities of a person that can be observed and measured, can be judged as appropriate or inappropriate depending on age, gender or socio-cultural expectations

Delinquent behaviour: Refers to a wide range of anti-social activities often associated with individuals who are below 18 years and often include: weapon carrying, vandalism, alcohol abuse, drug and substance abuse, school violence, aggression, bullying, truancy, school drop-out, rape, sexual indulgencies among many others.

Parent: Refers to a person who brings up and cares for another.

Parenting: Refers to taking care of children whether born in the family or not.

Permissive parenting: Refers to ways of raising children that are characterized by high responsiveness (accepting, supportive and warm) and low demandingness (control and supervision). Here parents set very few rules and boundaries and are reluctant to enforce rules. They are warm and indulgent but do not like to say no or disappoint their children.

Parenting styles: Refers to the combinations of methods that one uses in raising their children with respect to parental warmth and control. It is the emotional climate in which parents raise their children e.g; authoritarian, authoritative, permissive or uninvolved parenting styles.

School environment: Refers to those relationships and activities in schools that are designed to enhance learning and they include but are not limited to: discipline policy, guidance and counselling programmes games and co-curricular activities, security of students while in school etc.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Delinquent behaviour refers to a wide range of anti-social acts often associated with individuals who are below 18 years and often include: weapon carrying, vandalism, alcohol abuse, drug and substance abuse, school violence, bullying, truancy, school drop-out, rape, sexual indulgencies among many others (Withers, 2014). The contributing factors for the development of delinquency include, but are not limited to, peer influence, lack of education, family problems, poverty, substance abuse, childhood maltreatment, proximity to violence, low intelligence, certain genetic traits, neglect and abuse (Cardoso, 2012; Withers, 2014). However, a great deal of research findings suggests that the family unit is probably the single greatest determinant of delinquent behaviour (Withers, 2014).

Family environment, which includes parenting style and family structure, contributes significantly towards impacting a child's development of delinquent behaviour, partly because children spend a lot of their time with parents who play an influential role in moulding and shaping their behaviour. From this perspective, Coste (2015) recognizes the work of Baumrind, a clinical as well as developmental psychologist best known for her work on parenting styles. Baumrind identified three parenting styles based on parental demandingness and responsiveness, which included authoritative parenting, authoritarian parenting, and permissive parenting. Hoeve, (2009), points out that young people's parents are more frequently blamed for the criminal or delinquent behavior displayed by their children. Some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children (Hoeve, et.al 2009)

Diana Baumrind is widely considered to be the pioneer of introducing parental style and control – authoritarian, authoritative, and permissive. From this perspective, Cherry (2015) points out that the psychologist Diana Baumrind during the early 1960s, conducted a study on children studying in preschool using parental interviews, naturalistic observation and other research methods. As a result, Baumrind identified

four imperative dimensions of parenting including expectations of adulthood and control, communication styles, nurturance and warmth and disciplinary strategies. Based on the above mentioned dimensions, Cherry (2015) and Baumrind (1966) suggest that a majority of parents exhibit one of three mentioned parenting styles. Darling (1999) argues that there are four parenting styles including indulgent, authoritative, authoritarian, and uninvolved. This categorization is in accordance with their lowness or highness on parental responsiveness and demanding behavior.

Darling also describes the viewpoints of Baumrind by stating that all of these four parenting styles reflect on different naturally occurring patterns of parental practices, behaviors and values and a different balance of demandingness and responsiveness. From this perspective, different parenting styles can be separated into two categories such as demandingness and responsiveness. According to Baumrind (1966), the term demandingness refers to claims in which parents are supposed to be integrated into community and family by their maturity expectations, disciplinary efforts, supervision and willingness to confront a disruptive child. In the same way, Simons, Simons, and Wallace (2004) argue that demandingness parenting can be judged through the level of well-defined monitoring techniques, direct confrontation and discipline patterns utilized by parents.

Therefore, it would be justified to state that parents with higher level of discipline patterns, confrontation and monitoring are demanding, whereas parents with lower level of confrontation, inconsistent discipline and monitoring are characterized as not demanding. The term responsiveness is defined by Baumrind (1966) as the ratio of fostering self-assertion and individuality by parents being attuned, acquiescent and supportive to the demands and needs of children. In addition, Baumrind (1966) argues that the level of responsiveness can be measured through the level of communication, reciprocity, and warmth displayed by parents while dealing with adolescents. From this perspective, parents emphasizing on higher level of reciprocal behavior, warmth and communication are considered to be highly responsive, whereas low levels of delineated factors represent low responsiveness. Maccoby and Martin (1983) argue that higher level of responsiveness can be found in permissive and/or authoritative parenting style. On the other hand, Simons, Simons, and Wallace (2004) demonstrate that low level of

responsiveness is reflected through neglecting and/or authoritarian parenting style.

Mbuthia (2013), notes in her research that youth deviant behaviour is an escalating problem in American society today and that there are many different factors that can be blamed for this problem. During the last decade of the twentieth century, people began searching for answers to this dilemma which is haunting America. Many tragic school shootings have taken place within the last decades that have gained the attention of the public. As of now, no one can give the right answer to the problem or the reason why it happens because there is no right answer yet and nobody can be sure that they know the cause.

Ogidefa (2008) on the other hand argues that the leading contributing factors of youth deviant behaviors in America include the media, family life, widespread abuse of drugs and alcohol, and the ease of access to weapons among others. He further states that if this rise in aggressive acts is to be stemmed, the causes of youth violence must be determined and analyzed to determine which ones, if any can be affected by change. Mbuthia (2013) in her research further notes that research on people of Asian descent in North America, particularly those of Chinese heritage, has found that they tend to have lower rates of delinquency. She also noted that studies on deviant behaviours among the youth in Northern America revealed fewer users, as well as less heavy use, of tobacco, alcohol, and other drugs among Asians when compared with Caucasians and other ethnic groups in North America

In Africa, detailed information on youth delinquent behaviour is scanty, with the absence of reliable databases in most countries. However, there is evidence of increasing law-breaking among young people. Victimization surveys in several countries, as well as qualitative observations, suggest delinquency among young people (12-25 years) is increasing at a much higher rate than in the developed north. This includes in particular, violent behaviour, drug-related offences, and gang activity (Ogidefa, 2008).

In Douala, Cameroon, for example, crime, violence and insecurity have increased in recent years, especially in informal settlements and difficult neighbourhoods. A major influence on young people has been the so-called Feyman, white collar criminals and

corrupt officials who are able to get away with offending without prosecution, and have become a source of admiration and inspiration for the young (Nwankwo,2006).

In Dakar, Senegal, increases in petty theft and use of violence, threats and intimidation by young people have occurred through the 1990s. More generally, attacks on people in the street have included homicide, and violent or armed robberies which have increased insecurity. Cities in Africa include some of the poorest and overcrowded urban environments, and a major consequence is that urban crime in Africa has increased rapidly over the past decade, and it is largely a youth-related phenomenon (Nwokwo, 2006). There has been a significant increase in violent youth crime and Africa has been no exception to rising youth violence perhaps because of the increasing economic hardship and recession experienced in many parts of the region. Levels of youth deviant behaviour appear to continue to increase everywhere in the world (Levine, 2007).

In Kenya, the situation is worse in our educational institutions where youth deviant behaviour has resulted in destruction of property worth millions of shillings and loss of lives; for example, the Endarasha Secondary School in Nyeri County case where a strike resulted in the death of two students. This kind of situation is worrying bearing in mind that the youth are valuable assets in development of any country (Daily Nation, Saturday 17th 2010). Aloka and Bujuwoye, (2013), contends that, behaviour problems among Kenyan secondary school students have been on the rise over the years and cite examples such as in the year 2001 where some students used petrol to burn a Kyanguli Boys' Secondary school's dormitory and 68 students died in the inferno. Both 2002 and 2005 also witnessed cases of arson by students in different secondary schools in Kenya, (Aloka, 2012). In July 2012, over 300 students of two secondary schools in Kenya were reported to have boycotted classes and violently protested their school authorities' decision refusing to shift entertainment sessions from daytime to night time (Wanjohi, 2012). Some observations indicate that the role confusion observed among adolescents is linked to parents absconding responsibilities in raising their children (Muindi & Koro, 2008).

Kariuki (2014) contends that parents are the first socializing agents for their children's behaviour. It is common practice for parents to teach their children social rules and roles by explaining, rewarding and punishing them. However, sometimes parents

unconsciously socialize the conducts they may not want their children to adapt. As such, parents are often blamed when children engage in antisocial behaviour. Some parents are warm, responsive and child centred in rearing their children. Other parents are rejecting, unresponsive, and essentially uninvolved with their children. On the other hand, some parents are demanding and restrictive on their children while others are permissive and undemanding.

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The child parent relationship has a major influence on most aspects of child development (physical, social and emotional, cognitive and language). Ensuring the best possible outcome for children, requires parents to face the challenges of balancing the maturity and disciplinary demands they make to integrate their children into the family and social system within maintaining an atmosphere of warmth, responsiveness and support. (Santrock,2007).

Out of Baumrind's work emerged the concept of parenting styles (Baumrind, 1971). The original sample was divided into seven parenting styles including authoritative, democratic, authoritarian, directive, nondirective, unengaged, and good enough (Gfroerer, Kern, & Curlette, 2004). From these parenting styles, Baumrind came up with three main patterns of family interaction; authoritative, authoritarian, and permissive (Ang & Goh, 2006; Baumrind, 1971, 1970). Later, a fourth pattern, neglectful parenting, was added (Baumrind, 1991).

Maccoby and Martin (1983) expanded this parenting style model using a two-dimensional framework. They made further distinction by expanding Baumrind's permissive parenting into two different types: indulgent (permissive) parenting and neglectful (uninvolved) parenting.

Baumrind's description of parenting styles has been used by other researchers (Alegre, 2011; Dwairy, Achoui, Filus, Nia et al., 2010; Greenspan, 2006; Hove et al., 2009; Sebattini & Leaper, 2004) and will be the theoretical foundation for this study.

From the information obtained from the researchers and literature review, Mahaffey,(2010),it is evidenced that parenting styles have an effect on social emotional development of children and the researcher noted that parenting styles correlates with

social emotional development and personality of children which in turn can lead to their developing delinquent behavior. Children from parents using authoritarian parenting style are anxious, have poor social skills, low self-esteem, and high levels of depression which affects their social emotional development. Children from permissive parents engage in irresponsible behaviors, lack self-control, have poor emotions, are rebellious and display antisocial behaviors. The researcher noted that children from authoritative parents are self-controlled, self-reliant, open minded and are often higher achievers in schools and their later careers.

There have been efforts made by the Government of Kenya (GoK) to address the challenge of delinquent behaviour in secondary schools. These efforts have mainly focused on the reduction in acts of violence occurring in secondary schools and have included setting up of committees and task forces to investigate and recommend solutions to unrest and violence in schools. The most notable of these were the Presidential Committee on Student Unrest and Indiscipline in Kenyan Secondary Schools, set up after the St. Kizito High School tragedy, the Task Force on Student Discipline and Unrests in Secondary Schools set up in 2001 and more recently, the Inquiry into Students Unrests and Strikes in Secondary Schools by the Parliamentary Departmental Committee on Education, Research and Technology, 2008. These committees, task forces and other bodies have published reports that detail the causes of violence in schools. They have also made recommendations on how to reduce violence in schools.

Some of the causes of violence in schools, and delinquent behaviour cited in these reports include: uncooperative parents who always side with their children regardless of the mistakes done, absentee parents who abdicate their parental responsibilities to housemaids and parents giving excess pocket money to their children. Others are: poor role modelling by parents, parents not imparting the relevant cultural values to their children, moral decay in society, drug and substance abuse, out-of-school peer group influence, and hopelessness amongst students due to the perception of a bleak future. (Ministry of Education, 2008; Ministry of Education Science and Technology, 2001).

On the whole, this unhealthy family climate is likely to lead adolescents' into indulgence in delinquent conducts. Children who grow up in homes ridden with conflict are likely to

have greater risk of becoming delinquents. Siegel and Welch (2009) describe children's conducts that violate social laws as juvenile delinquency. They assert that some of the delinquent behaviours adolescents engage in are criminal, for example violence, stealing, and drug abuse. On the other hand, offences such as disobedience to school rules and truancy are status offenses. Status offenses are non- illegal yet are antisocial for children because they are underage (below 18 years). Sigel and Welch view such students who engage in illegal acts as needing supervision, support and control for behavior shaping.

Like other parts of Kenya, Kakamega County, is experiencing high rates of juvenile delinquency as raised by government officials in the following article: '*Kakamega alarmed over rise in juvenile crime*', Counties, News (Lumiti,2014). Government officers raised alarm over the rising cases of juvenile delinquency in Kakamega County. The officers said the number of children being arrested and locked up at the juvenile remand homes in the area is on the rise and challenged parents to spend more time with their children to improve their morals. The officers said parents are losing control over children, eroding discipline among them. They said most family units are under threat as children are virtually taking over their families even with parents still alive. Butere is one of the sub-counties that form Kakamega County. The children's officer of this sub-county has noted that averages of 10 truant children are arrested every week in the sub county. Some of them are found to have dropped out of school and engage in child labour even with free and compulsory basic education having been put in place by the government and made into law through the basic Education act, (2010)

Research conducted by Butere Community Health and Development Association (BCHDA) and Great Lakes University of Kisumu (GLUK) indicate that teenage pregnancy among secondary school girls in Butere Sub-County, Kakamega County is rampant and alarming. According to the Research Team leader and the Association's Health advisor, research conducted in 31secondary schools in Butere indicated that majority of students especially girls were engaging in unprotected sexual adventures. (Kenya News Agency,2015). This research revealed at least 72 cases of teenage pregnancies in schools with 42 other girls confessing to have procured unsafe abortions. Drug abuse was also rampant with 41 male students acknowledging to be addicted to hard drugs such as Bhang, Cocaine and Hashish.

From the preceding discussions, it is clear that there is an upsurge of antisocial behaviour among adolescent secondary school students. The researcher therefore saw the need to find out the influence of parenting styles on forms of delinquent behaviour among secondary school students in Butere sub-county, Kakamega County, Kenya.

1.2. Statement of the problem.

The way in which children are brought up is often regarded as very important to the development of the growing child. Gadeyne, Ghesquiere and Onghena, (2004) assert that parenting is an important determinant which affects the whole child. The way parents take care of their children impacts on their personality development and their ways of interacting with other members of the society. This role is also very influential in a child's development of delinquent behavior since parenting styles create different social environments in the lives of children within the home that eventually impact their social behavior outside the home.

Government officers have noted and raised an alarm over the increase in cases of some forms of delinquent behaviour among secondary school students in Butere Sub-County, Kenya. According to the Butere Sub-County Children's officer, who is in charge of Butere and Khwisero Sub-Counties, 1,689 cases of juvenile delinquency were prosecuted in court in 2014 and the figure is likely to rise given the increase in the cases he is handling in his office. The Butere sub-county annual report (2015) indicates that as at 30th November, 2014, a total of 1,294 students dropped out of primary school with the figure at secondary school being slightly higher. Reports from secondary schools indicate rampant absenteeism among students. These reports attribute up to 70% of this problem to home based factors. Truancy, bullying, dislike of teachers, deliberate avoidance of tests, boycotts, fighting, smoking, theft, cheating in exams, rudeness, drunkenness, drug abuse, teenage pregnancy, sneaking out of school are some examples of manifestations of delinquent behaviour that have been recorded in secondary schools in Butere sub-county. Records in secondary schools also indicate that form two students display frequent involvement in cases of delinquent behaviour. (The Butere Sub-County Education Report,2016)

Most of the existing studies have generally investigated the influence of parenting styles on children's academic performance at school and have mainly assessed the influence of

parenting styles on the academic trajectory of students' learning outcomes (Ten Dam & Volman, 2007). Other studies have investigated the effects of parenting style on children's emotional development and behavior (Liem, Cavell, & Lustig, 2010; Pezzella, 2010; Schaffer, Clark, & Jeglic, 2009; Steward & Bond, 2002; Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010). There is, however, insufficient data on the influence of parenting styles and forms of delinquent behavior among secondary school students.

From the above discussions, it is clear that there is an upsurge of delinquent behaviour among secondary school students in the recent years and this has been blamed on parenting styles. The researcher therefore sought to find out the relationship between parenting styles and forms of delinquent behaviour among secondary students in Butere sub-county, Kenya.

1.3: Purpose of the study

The purpose of this study was to establish the relationship between parenting styles and forms of delinquent behaviour among secondary school students in Butere Sub-County, Kenya.

1.4: Objectives of the study

The specific objectives of the study were to:

- i. Determine the influence of Authoritarian parenting style on forms of delinquent behaviour among secondary school students.
- ii. Establish the influence of Authoritative parenting style on forms of delinquent behaviour among secondary school students.
- iii. Determine the influence of permissive parenting style on forms of delinquent behaviour among secondary school students.
- iv. Determine the influence of a moderating variable on the relationship between parenting style and forms of delinquent behaviour among secondary school students.

1.5: Hypotheses of the study

The following null hypotheses formed the basis for this study:

H0₁: Authoritarian parenting style does not significantly influence forms of delinquent behaviour among secondary school students.

H0₂: Authoritative parenting style does not significantly influence forms of delinquent behaviour among secondary school students.

H0₃: Permissive parenting style does not significantly influence forms of delinquent behaviour among secondary school students.

H0₄: Moderating variable has no significant influence on the relationship between parenting styles and forms of delinquent behaviour among secondary school students.

1.6: Significance of the study

It is hoped that the findings of the study may:

- i. Provide empirical evidence to schools, parents and other stakeholders regarding parenting styles and forms of delinquent behavior
- ii. Be useful in formulation of policies to be used in the education sector that may assist learners manifesting forms of delinquent behaviour.
- iii. Be of assistance to teachers and those in-charge of guidance and counselling who may use these findings to advise parents on the importance of adopting positive parenting styles so that they could train and moderate the behaviour of their children in order to prevent them from being involved in deviant behaviour as they grow up.
- iv. Contribute to existing body of knowledge on parenting styles and forms of delinquent behaviour.
- v. Stimulate further research into this area of study.

1.7: Scope of the study

The research was conducted among secondary school students, Deputy Principals, and teachers in charge of guidance and counselling from the 30 registered Public secondary schools in Butere sub-county, Kenya and focused on the influence of parenting styles on forms of delinquent behaviour among secondary school students. Parenting involves a wide range of issues that cannot all be tackled in one study and therefore this study only addressed the area of parenting styles and forms of delinquent behaviour among secondary school students in Butere Sub-County.

1.8: Basic assumptions of the study

This study was carried out based on the assumptions that:

- i) Parents are very significant people in learners' lives and the way they interact influences learners behaviour.
- ii) Perceptions of children on how their parents treat them influence their behaviour.
- iii) Participants in this study would be cooperative and voluntarily give accurate and unbiased information.

1.9: Limitations of the study

The limitation of the study was the respondents were not willing to disclose the required information during the study for fear of victimization. They were however assured of confidentiality of their responses and their names were omitted from the questionnaire thus reassuring them to freely respond to the items presented.

1.10: Theoretical framework

This study was based on the work of Diana Baumrind, (1991), a developmental psychologist who developed the most commonly used approach to assessing parenting styles. Her parenting typologies (authoritarian, authoritative, and permissive) (1967) have been used to assess parenting styles in several cultural communities across the world (Cheah, Leung, Tahseen, & Schultz, 2009; Su & Hynie, 2011; Yaman, Mesman, van IJzendoorn, & Bakermans-Kranenburg, (2010). Baumrind's work is important to the study because her approach guided much of the conceptualization of the link between parenting and child outcomes. Baumrind (1991) designed a model on parenting styles and related it to their children's behaviour outcome. She identified responsiveness and demandingness as the parental behaviours that are desirable for child rearing. From the parental responsiveness and demandingness, she identified 3 general parenting styles; authoritarian, authoritative and permissive styles. Baumrind's model of parenting is exemplified by Birgitte Coste, (2017) in figure 1.1

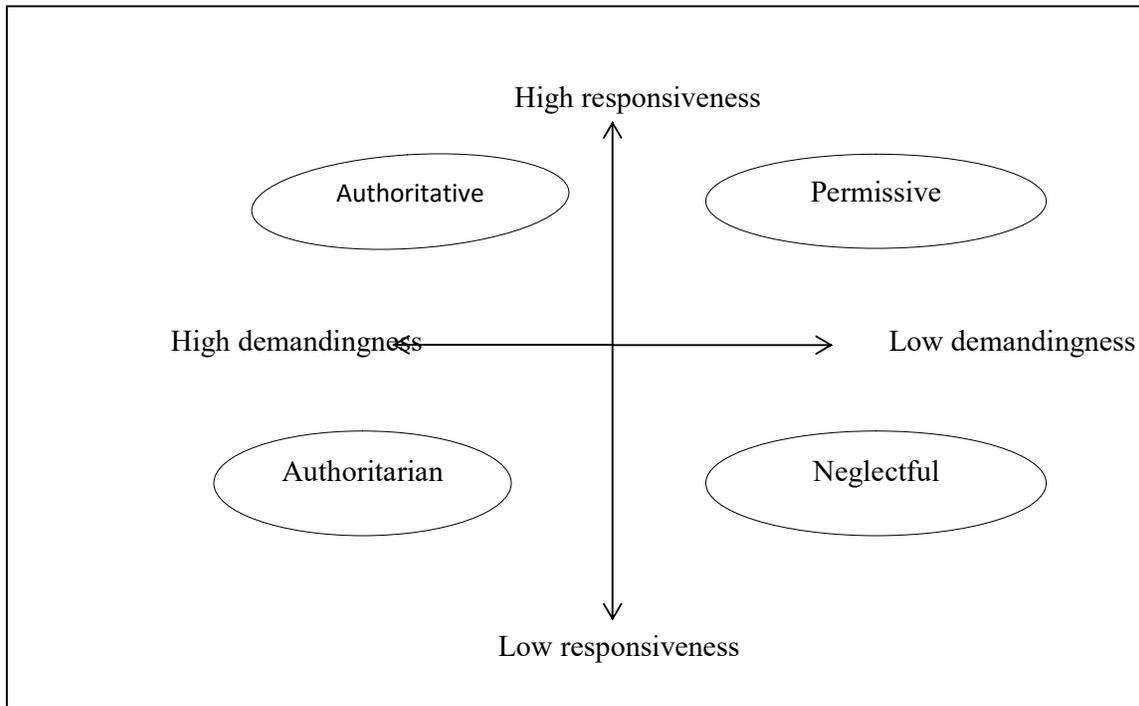


Figure 1. 1: Baumrind's model on parenting style
 source: Birgitte Coste,(2017) Positive –Parenting-Ally.com.

According to Birgitte Coste, (2017), the parenting styles model has two axes. Each axis represents one of Baumrind's parenting themes which is 'high' in one end and 'low' in the other. Together these two axes of demandingness and responsiveness create four quadrants where each parenting styles is placed. The authoritative parenting style is high on demandingness and high on responsiveness (hence placed in the top left corner), the authoritarian parenting style is also high on demandingness but low on responsiveness (hence placed in the bottom left corner) the permissive parenting style is high on responsiveness but low on demandingness (hence placed in the top right corner) and the neglectful parenting style is both low on responsiveness and low on demandingness (hence placed in the bottom right corner).

According to Baumrind (1968) both authoritarian style and permissive style have negative effects on children's behaviour outcome. Authoritative style on the other hand has positive effects. Baumrind's parenting dimensions provided the theoretical foundation for examining the relationship between the parenting styles and forms of Juvenile delinquent behaviour by providing insights on how parental behaviours related with their children's conduct outcome.

1.11. Conceptual framework

This study adopted a conceptual framework as represented in the model in Figure 1.2 which shows forms of delinquent behaviour as the dependent variable while parenting styles are the independent variables. It also has school type as a moderating variable which may influence the relationship between parenting styles and forms of delinquent behaviour among secondary school students. Based on this model, this study sought to find out if there was a link between the parental styles and the tendency of secondary school students to engage in forms of delinquent behavior.

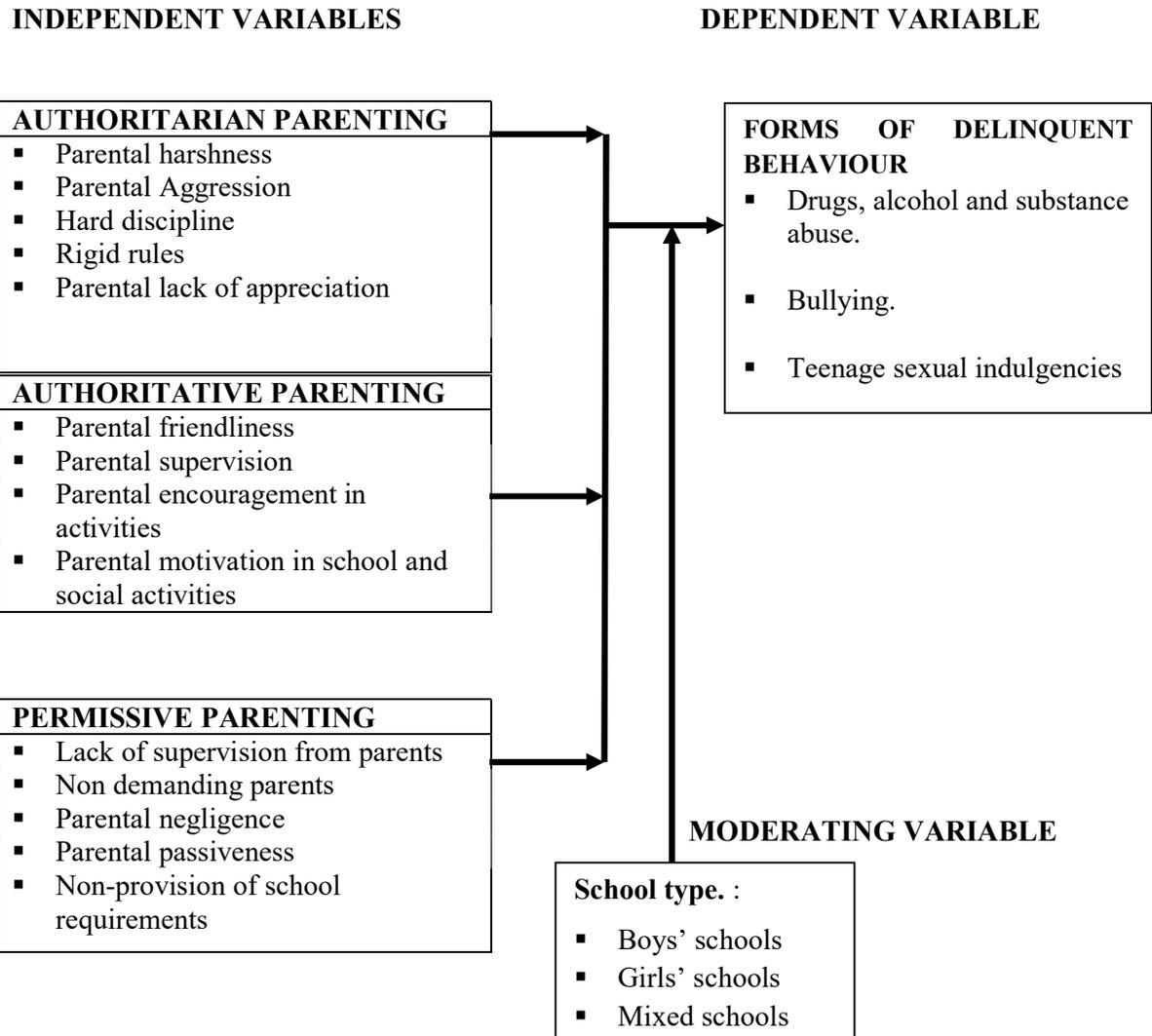


Figure 1. 2: Conceptual Model

Source: Self -Conceptualized (2020)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses and critiques some of the literature available that is related to parenting styles and forms of delinquent behaviour among students.

2.2 Parenting styles and forms of delinquent behavior

Parental style refers to the way in which parents choose to raise their children. The way people parent is an important factor in their children's social emotional growth and development. In her research, Baumrind (1991) found what she considered to be the two basic elements that help shaping successful parenting: parental responsiveness and parental demandingness. Through her studies, Baumrind identified three initial parenting styles: authoritative, authoritarian, and permissive parenting. This study adopted the three main parenting styles as raised by Baumrind and sought to establish the correlation between them and forms of delinquent behaviour among secondary school students in Butere Sub-County.

Using data from the National Youth study of 1972, Weintraub and Gold as cited in Tadesse Membere (2016), examined whether parental supervision influences the level of self-reported delinquent behaviour among a representative sample of 1,395 ranging from 11 to 18 year old Americans. Their analysis indicated that there is a relationship between the level of parental supervision and delinquency.

Delinquency is one of the emerging concerns across the entire world. Siegel and Welch (2014) describe children's conducts that violate social laws as juvenile delinquency. They assert that some of the delinquent behaviours adolescents engage in are criminal, for example violence, stealing, and drug abuse. On the other hand, offences such as disobedience to school rules and truancy are status offenses. Status offenses are non-illegal yet are antisocial for children because they are underage (below 18 years). Siegel and Welch view such children who engage in illegal acts as needing supervision, support

and control for behaviour shaping. In this era of globalization, it has been indicated that the nature of offenses are becoming more violent (Siegel & Welsh, 2014). Since the widespread of juvenile delinquency has become a social problem, it has become extremely important to study this problem and to evaluate the influence of parenting styles as an underlying cause of this behavior. Academic research tends to point out that family influence is one of the fundamental causes that leads the children to be delinquent (Farrington, 2010; Glueck & Glueck, 2013). The cited incidences of delinquency in schools in the recent years seem to be blamed on parenting. Delinquent behaviours are manifested among high school adolescents as discipline problems (Kariuki, 2014).

Parents play an influential role in molding and shaping the behavior of adolescents. This is a time in which youth look for self-identity and autonomy. Some of them engage in activities that are illicit in nature, and thus their parents become worried about their well-being. Juvenile delinquency is directly linked to the behavior that parents adopt as they raise their children (Coste, 2015). Houeve, et.al (2009) point out that parents are more frequently blamed for the criminal or delinquent behavior displayed by their children. Some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children.

Delinquent behavior is one of the most distressful problems during the period when people are considered adolescents, that is, between the age of 13 and 18. According to Elliott, Huizinga and Menard (2012), the list of delinquent activities include refusal to adhere to the parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape. Moitra and Mukherjee (2012) argue that there is a noteworthy role of parents in shaping the delinquent behavior of adolescents. For example, they point out that home is the place where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. From this perspective, family is considered to be a basic ecology in which the behavior of children is manifested in their childhood by way of negative or positive reinforcement. Talib, Abdullah, and Mansor (2011) on the other hand point out that the family of a child is a socio-cultural-economic arrangement that has a significant influence on the behavior of the children, and also on the development of their characters. Therefore, ignorance in

their parenting can lead them towards unwanted damaging effects that ultimately create behavioral problems in children.

This study holds the same view as these researchers and sought to find out if the following forms of delinquent behaviour: running away from home, drugs, alcohol and substance abuse, bullying and teenage sexual indulgencies among students in secondary schools have any correlation with the parenting styles of their parents. Diana Baumrind (1991) is widely considered to be the pioneer of introducing parental style and control – authoritarian, authoritative, and permissive. From this perspective, Cherry (2015) points out that the psychologist Diana Baumrind during the early 1960s, conducted a study on children studying in preschool using parental interviews, naturalistic observation and other research methods. As a result, Baumrind identified four imperative dimensions of parenting including expectations of adulthood and control, communication styles, nurturance and warmth and disciplinary strategies. Based on the above mentioned dimensions, Cherry (2015) and Baumrind (1991) as cited by Membere Tadesse (2016), suggest that a majority of parents exhibit one of three mentioned parenting styles. This study adopted the parenting styles as proposed by Baumrind.

2.2.1 Authoritarian Parenting and forms of delinquent behavior.

According to Baumrind (1966) authoritarian parents are obedience and status oriented, they expect their orders to be obeyed without explanation. People with this parenting style often use punishment rather than discipline, but are not willing or able to explain the reasoning behind their rules. Authoritarian parenting is a style characterized by high demands and low responsiveness. Here parents have very high expectations of their children yet provide very little in terms of feedback and nurturance. Parents are often strict, tightly monitor their children, and express little warmth. They exhibit a large amount of control over the child's decisions and behavior; through a set of rigid rules with firm consequences. Children, who grew up in authoritarian home, often become anxious or withdrawn or suffer from self-esteem problems. These parents attempt to evaluate, shape and control the attitudes and behavior of their children based on these set standards of conduct, known as absolute standard where children are supposed to follow very strict rules defined by their parents. Cherry (2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules.

According to Hoskins (2014), authoritarian parents exhibit low responsiveness and they are highly demanding. In this style of parenting, emphasis is on conformity and obedience and thus parents expect that they are obeyed without explanation in a less warm environment. Authoritarian parents display low level of engagement and trust toward their children and more often discourage open communication and employ strict control of a child's behavior. An authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. Here, parents are more concerned with the traditional family structure and therefore, limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is expected to follow their parent's orders without any questions.

In Cyprus, researchers questioned 281 children about their cultural values and experiences with peers, they found that children from authoritarian homes were more likely to have experienced poor social skills (Georgion,et.,al,2013). The Netherlands in Dutch studies, children with authoritarian parents were rated as less helpful and less popular by their teachers and classmates, they were also rated as less mature in their reasoning about moral issues (Dekovic & Jannseens, 2010). Studies of Spanish and Brazil have reported that children from authoritarian homes had lower self-esteem than did children from authoritative permissive families (Martinez and Garcia,2008) German researchers found that children with authoritarian parents were more likely to suffer from trait anxiety. Children of authoritarian parents feel unheard and under-valued as contributing members of the family unit. While these children are typically obedient due to the threat of negative parental consequences, they are emotionally hampered. Williams (2009), suggests that the authoritarian parenting style can lead to greater social withdrawal in children. Children raised in authoritarian environments have low degree of self-reliance and social competence as compared to children raised in authoritative environments (Lamborn,2010) Parents who practice authoritarian parenting demand total cooperation from their children and have no tolerance for questions or breaking the rules. This parenting style expects high degrees of maturity from their children with low parent-child communication.

Adalbjarnardottir and Hafsteinsson (2001), in a study of 347 youth from Reykjavik Iceland, noted that adolescents who characterized their parents as authoritarian were more likely to have tried smoking, drinking and drugs at age 14. The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard. In the light of this absolute standard, children are supposed to follow very strict rules defined by their parents. In case the children fail to comply with such rules they are punished. Cherry (2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules.

According to Nijhof and Engels (2007), the authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus restricts a child to explore his/her capabilities and social interactions, eventually resulting in the child's dependence on parental guidance and direction. Authoritarian child rearing typically require absolute obedience, are highly demanding and directive but not responsive .The parent provide well-ordered and structured environment with clearly stated rules. They have a history of unhappy childhood. They become anxious and withdraw for they have poor reactions to frustration. These parents often focus on punishment rather than reward. They tend to seek control in all areas of their child's life. Such children have little or no freedom. They are status oriented and expect their order to be obeyed, without explanation. They are high in behavioral control. The effect of this is that children become fearful of their parents.

Authoritarian parents talk to their children rather than with their children and do not consult with their children when making decisions (Alegre, 2011; Baumrind, 1971; Grolnick & Pomerantz, 2009.) This one way communication does not give children space to express their needs and does not give children reasons for their expectations. Authoritarian parenting is restrictive, rigid, and punitive where parents pressure children to follow their directions and to respect their words and efforts (Timpano et al., 2010). Tompsett and Toro (2010) point out that the risk of adolescent's development of delinquent behavior is often headed by parenting style. Authoritarian parental style particularly plays an influential part in developing the delinquent behavior among adolescents that eventually results in negative outcomes (Kerr, Stattin & Ozdemir, 2012).

This study shared similar views with the other studies pointed above but noted that in these studies focus had been on younger children and not on juvenile secondary school going students.

2.2.2. Authoritative Parenting style and forms of delinquent behavior.

Authoritative parenting generally refers to a style characterized by reasonable demands and high responsiveness. It is commonly regarded as the most successful approach of parenting because of its high level of involvement and balance level of control. Authoritative parents set realistic expectations and consistent limits for their children and provide them with fair or natural consequences. Parents express warmth and affection, listen to their child's point of view and provide opportunities for independence. They set rules and explain the reason behind them and they are flexible and willing to make exceptions to the rules in certain cases (Krevans & Gibb, 2011)

Authoritative parents encourage a verbal give-and-take, and explain the consequences of good and bad behaviour. They encourage independence in their children and foster self-discipline, maturity and respect for others in them. They also explain the reasons for rules, which has been linked with more advanced moral reasoning skills (Krevans & Gibb,2011) They encourage independence in children which is linked with more self-reliance, better problem-solving, and improved emotional health (Turler and Tezer,2008) Authoritative parenting style, more than any other, thus aids in ensuring healthy development because children are taught to follow rules, ask questions and have their own opinions. Children raised by authoritative parents are more likely to become independent, self-reliant, socially accepted and well behaved. They are also less likely to report depression and anxiety, and less likely to engage in antisocial behavior like delinquency and drug use.

Konnie and Alfred (2013) inferred that parenting based on reasoning, understanding, consensus and trust resulted in prosocial behaviour while parenting based on strict rules, force threats verbal and physical punishments resulted in anti-social behaviour.

According to Baumrind (1991), the authoritative parents provide guidance to their children on issue oriented and rational manner. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well

as effective relationship between them (Piko & Balazs, 2012). Hoskins (2014) points out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behavior. These parents encourage verbal give-and-take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families since it fosters positive well-being of adolescents.

Nijhof and Engels (2007) have a firm belief that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image (Samiullah & Sarwar, 2016). In authoritative parenting style, parents take responsibility for their children's behavior and action until they are adults. Authoritative parents may be viewed as strict by many attached parents but this type actually encourages positive behavior while implementing only moderate levels of punishment. Authoritative parents are both demanding and responsive. They monitor and impact clear standards for their children's conduct. They are assertive but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, self-regulated and co-operative (Baumrid, 1991).

Authoritative parents are more open to give and take with their children and make greater use of explanations. They set standards but also give their children choices. They recognize the good things that their children do, but they do not overlook the bad things. They are more confident and nurturing for they set standards that their children can meet. Authoritative parents encourage children to be independent and develop their own identities, but at the same time they also provide rules and boundaries for their children (Grolnick&Pomerantz, 2009; Takeuchi & Takeuchi, 2008).

Due to the guidance children receive, once authoritative parents set rules and guidelines, the children tend to follow them consistently (Timpano et al., 2010). Authoritative parents recognize and set expectations appropriate for a child's developmental stage. Parents with an authoritative style more openly discuss problems with their children. Authoritative parents thus treat children with respect and give reasons why they punish

or reward their children. In the above studies, Authoritative parenting style is related to low scores of delinquency. The present study, though in agreement with the above studies, noted that these studies tended to focus on the relationship of parents with presumably younger children but had not explored the parental relation with adolescent secondary school students.

Hoskins (2014) points out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behavior. These parents encourage verbal give-and-take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of adolescents.

For parents to be classified as authoritative, they should fulfill the criterion proposed by Baumrind; however, for parents to be categorized as authoritative, they should have low score in terms of passive acceptant. Nijhof and Engels (2007) have a firm belief that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image (Parker & Benson, 2004).

While Baumrind and others discuss the beneficial effects of authoritative parenting, other researchers have found that authoritative parenting was not beneficial for children in all cultures (Gfroerer, Kern, & Curlette, 2004). Some believed that low income families should place more restrictions on their children since low income children are frequently exposed to less desired behavior such as aggression (Gfroerer et al., 2004; Rothrauff, Cooney, & An, 2009). These researchers imply that low income children need more parental control and less responsiveness than children from higher income families.

In reviewing the studies on authoritative parenting style and its relation to income level, it is evident that authoritative parenting style is considered the most appropriate style in most middle and upper class cultures (Melnick & Hinshaw, 2000; Timpano et al., 2010).

Authoritative parenting was found to be associated with happiness, lower experience of negative emotion, high self-esteem, high motivation to gain independence, assertiveness, good judgment, self-sufficiency and correlated to other positive cognitive and socio emotional outcomes among children of means (Furnham & Cheng, 2000; Klein, O'Bryant & Hopkins, 1996; Mayseless, Scharf & Sholt, 2003).

Indeed, authoritative parenting style has an advantage in contributing to positive psychological well-being among children (Baumrind, 1991; Jackson & Schemes, 2005; Liam et al., 2010; Pezzella, 2010; Suldo & Huebner, 2004; Timpano et al., 2010). When children grow up with authoritative parents, the way their parents nurture them may help these children become mature. Also, when authoritatively raised children have problems, they may have better problem solving skills since their parents have modeled problem solving strategies. Authoritative parents listen and provide guidance to their children; hence this ability to communicate with their parents may leave these children feeling more satisfied with their life.

2.2.3 Permissive parenting style and forms of delinquent behavior.

Permissive parenting is a type of parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving yet provide few guidelines and rules. They do not expect mature behavior from their children and often seem more like a friend than a parental figure. Because there are few rules, expectations, and demands, children raised by permissive parents, tend to struggle with self-regulation and self-control. Studies by (Miller, et., al, 2012) suggests that children raised by permissive parents are most likely to react with intense, negative emotions to social conflicts. And for very young children, permissive parenting has been linked with children exhibiting poorer self-control (Piotrowski, et., al, 2013)

The permissive parenting style is one where parents are generally warm, nurturing, and affectionate, however they are overly expecting of their children's behavior, good or bad. They feel their children are capable of making their own decisions with little parental guidance. A study of Palestinian Arabs, found that children with permissive parents were more likely to suffer from low self-esteem, anxiety and depression (Drairy, 2008). Permissive parents take orders and instructions from their children, are passive, endow children with power (Gonzalez-Mera, 2007), have low expectations, use minimal

discipline and do not feel responsible for how their children turnout.(Garbarino and Abramowitz,2008. Indulgent or permissive parents focus on being their children's friend than a disciplinary figure, there is an extensive amount of parent-child communication, but very low levels of maturity and demand required of the child. Children raised by indulgent parents have higher self-esteem, better social skills and lower levels of depression which aids in positive social development.

According to Baumrind (1991), permissive parents attempt to behave in a compromising, affirmative and non-punitive manner toward their children's impulses, actions and desires. Considering the definition proposed by Baumrind that this parenting style tends to have a higher level of responsiveness, it implies that a responsive parent is more likely to define and determine rules associated with family, while encouraging the adolescents to consider it as a resource (Johnson & Kelley, 2011). Such parents crave the best for their children and aim to please them. They are willing to succumb to their demand early in life and eager to satisfy their every desire. Such parents tend to have good intention but their efforts may produce unfavourable results. Here, the child makes up his mind and decisions. The parent relies on reasoning and explanations which leads to easy manipulation by their children. The major weakness of such parenting is that it doesn't offer to the child any form of direction which they really need in life, hence is aimless and have few goal directed activities.

Hoskins (2014) contends that permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness, whereas neglecting parents are neither responsive nor demanding. They behave in a manner that is more affirmative toward the impulses, actions and desires of adolescent while consulting with them about family decisions. In addition, they tend to avoid engaging in behavioural control, do not set rules and set a small number of behavioural expectations for their adolescents. From this perspective, it can be stated that permissive parents actually allow the adolescents to actively participate without being concerned for their actions. Underwood, Beron, and Rosen (2009) found that permissive parenting style has positive correlations with antisocial behaviour. As in authoritarian parenting, several researchers found that permissive parenting may cause antisocial behaviour such as rebelliousness and disruption among children.(Schaffer et al., 2009). One might say that permissive parents seem to have no discipline, are too laissez-faire and allow their children to do whatever

the children want. Parents seem to not care if their children may exhibit troublesome behaviour which may be rejected by society. Overall, permissive parenting contributes to depression and antisocial behaviour among children. Parents with a permissive parenting style are too lenient and tolerant of their children without setting limits. This situation may cause children to lack the ability to differentiate what is good and bad for them. Permissive parents are relaxed and inconsistent in providing feedback to their children which may cause them to feel confused about what is good and bad. In permissive homes, children may think that they can do whatever they want and do not learn to respect anything.

Most studies on parenting styles and forms of delinquent behaviour tend to strongly correlate the two. According to Elliott, Huizinga and Menard (2012), the list of delinquent activities include refusal to adhere to the parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape.

Moitra and Mukherjee (2012) argue that there is a noteworthy role of parents in shaping the delinquent behavior of adolescents. For example, they point out that home is the place where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. Hoffman (2008) studied parents' behaviours and youth delinquency with a sample size of 216 female and 225 male students from South western University. The results confirmed that parental warmth, care and protection (authoritative parenting) is protective to adolescents' substance abuse. However, neglecting parenting was found to be associated with higher rates of alcohol related problems.

The data on parental practices commonly used in Brazil show the greater mothers' involvement in child rearing as compared to fathers'. Mothers who specified having more situations with their children as difficult to manage also showed a significantly higher level of physical punishment of their children and coercive actions toward them (Piccinini, Alvarenga, & Marin, 2013). "A harsh and coercive disciplinary style [has been found to] generate deficits in the child's emotional self-regulation and behavioral capacity, which would explain, at least in part, externalizing symptoms, such as impulsivity and aggression" (Piccinini, Alvarenga, & Marin, 2013). Another example of non-Western type of parenting as combining authoritative (vigilant) with certain

elements of harsh parenting carried out in Taiwan also demonstrates a dependence of early development of delinquencies as facilitated by the harsh parental style (Chen & Wu).

Shahla et al, (2011), note that Baumrind, in 1991, reported that parents who are authoritative were more successful than authoritarian parents, especially in helping their adolescents to avoid problems associated with drugs. Wu (2009) demonstrated that mother's permissive parenting style is associated with anti-social behavior among their children. Odubote (2008) reported that authoritarian parenting style is highly correlated with delinquency behavior, adding that the authoritative parenting style has been associated with positive outcomes. In contrast permissive and authoritarian parenting style has been associated with delinquency. Also Palmer (2009) found that authoritative parenting was positively correlated with children's adjustment, and authoritarian parenting was negatively correlated with children's adjustment. In addition, it was reported that parental self-control skills were positively correlated with authoritative parenting.

Tanusree Moitra and Indrani Mukherjee, (2010) in an article "Does parenting behaviour impacts delinquency? A comparative study of delinquents and non-delinquents", examines the relationship between mothers' and fathers' parenting behaviour and the development of delinquency in male adolescents located in Kolkata, India. They noted a significant difference in the parenting dimensions of the two groups of adolescents. Further analysis revealed that parenting styles of mothers and fathers were linked to delinquency, of which authoritative style appeared to be the best style of parenting. On the other hand, neglectful and authoritarian parenting was positively related to delinquency. Furthermore, the impact of age and religion upon delinquency was also studied. Age of the delinquent was related to delinquency and it was noted that early adolescence was a richer breeding ground of delinquency. No impact was found between religion and delinquency.

Okorodudu (2010) in her study on "Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District", the analyses show that permissive/lassair-faire parenting style effectively predicts adolescents' delinquency while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demanding and responsiveness) will make their adolescents socially competent and goal

– directed. Parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour. Uninvolving parents and also non responsive to adolescents needs had negative impacts on their behaviour. She noted that on the contrary, parental demanding without responsiveness (authoritarian parenting style) may make adolescents rebellious and delinquent. For instance a home without love, warmth, care, affection but have the parents harsh and aggressive may make the adolescent run away from home, rebellious and have negative associations and other delinquent behaviours follow. She examined parental supportiveness that involved a healthy relationship, friendliness, supervision and participation in school work. The study found out that, parental support, an aspect of authoritative parenting was found not significantly related to adolescents' delinquent behaviours. The findings also revealed that parental warmth, care and support do not significantly relate to adolescents' delinquency. The findings provided a pointer to possible findings on perceptions of parental supportiveness and adolescents' delinquency. This study also revealed that there was no significant relationship between school location and adolescent delinquency and between gender and adolescent delinquency.

In Kenya, Ndeti (2008) investigated substance abuse using a sample of 1,328 students from 17 public secondary schools. The study found out that beer, wine, spirits, and cigarettes were commonly abused, and that, children as young as eleven years, mainly from educated middle-class families were abusing drugs. Parental absence (mainly for the educated parents who are too busy with careers for their children checking) led to decreased supervising of adolescents. The study reported that, most drug abusing adolescents came from homes where one or both of the parents modelled substance abuse or had lenient attitude to use of alcohol. Therefore, substance abuse was associated with poor monitoring.

Kariuki, (2014), notes that it is generally accepted that parents are the first socializing agents for their children's behaviour and that it is common practice for parents to teach their children social rules and roles by explaining, rewarding and punishing them. However, sometimes parents unconsciously socialize the conducts they may not want their children to adapt. As such, parents are often blamed when children engage in antisocial behaviour. Some parents are warm, responsive and child centred in rearing

their children. Other parents are rejecting, unresponsive, and essentially uninvolved with their children. On the other hand, some parents are demanding and restrictive on their children while others are permissive and undemanding. The permissive parents tend to allow their children to do as they wish. When a parent is warm and loving the child is likely to want to maintain the parents' approval. To secure the approval some children are likely to avoid any situations that would make them lose the parents' love (Grusec&Davidov, 2007).

This current study shared similar views with the other studies pointed above but noted that in these studies focus had been on younger children and not on secondary school going students. It was also noted that these research studies have only been closely explored with the dominant European-American group as with Baumrind's work. (Hong, 2012). There are limited studies carried out in Kenya linking behavioural problems with parenting styles. The study therefore sought to determine the relationship between parenting styles and forms of delinquent behaviour among secondary school students in Butere sub-County, Kenya

2.3 Effect of school category on forms of delinquent behavior

Schools are powerful social institutions that influence the outcomes of many students' future by either providing an environment conducive to positive or negative outcomes. Youth spend a good deal of time in school. Good child/adult relationships in school is expected to compensate for dysfunctional relationships with adults at home (Vinnerljung, Brannstrom, and Hjern, 2012) Teachers and support staff have been increasingly assigned responsibility to flag out problems that may be indicators of possible future criminality and other undesirable behavior (Lab,2014). They are also required to implement preventive programmes, a role, according to Lab (2014), they are rarely prepared for. When these preventative measures are evaluated they have been found to have a relatively limited effect on crime (Lab, 2014)

Policies such as academic performance tracking, end year tests, and zero tolerance on indiscipline have been seen by some scholars to place significance on discipline, whereby creating an environment filled with rigid rules and a uniform teaching regime (Feierman et. al., 2009/10.). These researchers argue that schools that require students to pass certain tests in order to graduate are also more likely to pressure academically weak

students into leaving the school for an alternate type of school. Students who violate the zero indiscipline tolerance policy are exposed to disciplinary methods which include, suspensions, expulsions and out of school placements into alternative school types etc. Should the student finish their suspension and want to re-attend their previous school or another public or private school, the request would usually be met with resistance and unfortunately denial of acceptance (Feierman et. al., 2009/10.) This denial of acceptance to school results in a high probability for engagement with delinquent peers, dropping from high school and often a future of criminal justice involvement. Besides school policies, additional school structural components such as school/classroom size, teacher-student ratios and parent-teacher organizations, are argued to attribute to adolescent delinquency (Gasper, Deluca & Estacion, 2010).

Many studies have also explored adolescent delinquent behavior by analyzing school size and teacher student relationships, gender and peer relationships, academic achievement and school type (Felson & Staff, 2008; Gasper, Deluca & Estacion, 2010; Leung & Ferris, 2008; Wilcox et al., 2009). Findings have established that increases in school size tend to lead to increases in delinquency (Gasper, Deluca & Estacion, 2010; Leung & Ferris, 2008). For example, Leung & Ferris (2008) find lower levels of youth violence in smaller schools.

Acts of indiscipline among students especially at the secondary school level of education is a universal challenge that is facing every school in all parts of the world. School indiscipline has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual problems of drop out, deviant behaviours, examination malpractice, lateness and poor academic performance among students (Ali.A.A, et al, 2014) The problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school. Cases of violence though less common, occur more often outside than on school premises.

We have had cases in Kenya where schools positively impact the adolescents resulting in mitigating the effects of poor parenting and also schools whose administrative style results in the propagation of forms of Juvenile delinquent behaviour as per the reports

from the ministry of Education regarding bullying in Kenyan schools (2017). The present study holds the view similar to researchers who were of the opinion that school did not have a significant mitigating impact on delinquent behaviour similar to the views of Ali.A.A, et al, (2014), who contend that the problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school. This study also tended to agree with the views of Lab (2014), who argue these preventative measures have been found to have a relatively limited effect on crime therefore confirming that it is the individual characteristics of the student and their family that contribute to adolescent delinquency and not the school structure. However, since there was scanty literature on the moderating effect of the school category on forms of delinquent behaviour among secondary school students in Kenya, this study sought to investigate whether the school category had any moderating effect on forms of delinquent behavior among these secondary school students.

2.4 Research Gap.

Delinquency is one of the emerging concerns across the entire world. Siegel and Welch (2014) describe children's conducts that violate social laws as juvenile delinquency. They assert that some of the delinquent behaviours adolescents engage in are criminal, for example violence, stealing, and drug abuse. On the other hand, offences such as disobedience to school rules and truancy are status offenses. Status offenses are non-illegal yet are antisocial for children because they are underage (below 18 years). Sigel and Welch view such children who engage in illegal acts as needing supervision, support and control for behaviour shaping. In this era of globalization, it has been indicated that the nature of offenses are becoming more violent (Siegel & Welsh, 2014).

According to Baumrind (1996) authoritarian parents are obedience and status oriented, they expect their orders to be obeyed without explanation. People with this parenting style often use punishment rather than discipline, but are not willing or able to explain the reasoning behind their rules. Authoritarian parenting is a style characterized by high demands and low responsiveness. Here parents have very high expectations of their children yet provide very little in terms of feedback and nurturance. Parents are often strict, tightly monitor their children, and express little warmth.

Authoritative parenting generally refers to a style characterized by reasonable demands and high responsiveness. It is generally regarded as the most successful approach parenting because of its high level of involvement and balance level of control. Authoritative parents set realistic expectations and consistent limits for their children and provide them with fair or natural consequences. Parents express warmth and affection, listen to their child's point of view and provide opportunities for independence. They set rules and explain the reason behind them and they are flexible and willing to make expectation to the rules in certain cases (Krevans & Gibb, 2011)

Permissive parenting is a type of parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving, yet provide few guidelines and rules. They do not expect mature behavior from their children and often seems more like a friend than a parental figure. Because there are few rules, expectations, and demands, children raised by permissive parents, tend to struggle with self-regulation and self-control .Studies by (Miller,et.,al,2012) suggests that children raised by permissive parents are most likely to react with intense, negative emotions to social conflicts. And for very young children, permissive parenting has been linked with children exhibiting poorer self-control (Piotrowski, et., al,2013).

Schools are powerful social institutions that influence the outcomes of many students' future by either providing an environment conducive to positive or negative outcomes. Policies such as academic performance tracking, end year tests, and zero tolerance have been argued by some scholars to place significant valuable resources on discipline, whereby creating an environment filled with rigid rules and a uniform teaching regime (Feierman et. al., 2009/10).

In light of the above literature, it is not conclusive from the studies how the identified parenting styles influence delinquency. Some literature roots for a single approach to parenting while others advocate for a mix of approaches to parenting. In light of the lack of clarity as to which parenting style is ideal, this study has been conducted. Study findings point to an approach that combines two or more parenting styles as a way of curbing delinquency.

Several studies have been conducted to investigate factors influence delinquency among secondary school students. Wanjohi (2012) investigated the influence of socio –

economic status on delinquency among children in Muranga County. Kariuki (2014) investigated the role of family background on juvenile delinquency in Nyeri County. Aloka (2012) conducted a study to investigate the influence of drug and substance abuse on juvenile delinquency in Kilifi County. Lumiti (2014) investigated the influence of socio-cultural factors on juvenile delinquency in Mount Elgon Sub-County. From the reviewed literature, no study has been conducted to determine the role of parenting styles in influencing delinquency among secondary school students in Butere Sub-County. Further still, most studies on delinquency targeted communities where people stay (both formal and informal settlements). Not many studies targeted secondary schools. Parents and their styles of raising children play a significant role in shaping behaviour from an early age (Krevans & Gibb, 2011). It is against this background that this study was conceived to fill the gap in knowledge regarding the influence of parenting styles on delinquency among secondary school students in Butere Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study, population and the sample, sampling procedures, instrumentation, data collection, analysis and presentation

3.2 Research design

The paradigm adopted by this study was epistemology because it aided an inquiry into the nexus between parenting styles and delinquent behaviour. With epistemology, reality can be measured and hence the focus is on reliable and valid tools to obtain reality and this reality needs to be interpreted. Epistemology is used to discover the underlying meaning of events and activities. Reality and knowledge are both socially constructed and influenced by power relations from within society (Patel, 2015). The study adopted a correlational research design. The design allows the researcher to describe different events, experiences, or behaviors and look for links between them (Shaughnessy, Zechmeister & Jeanne, 2011). However, the design does not enable researchers to determine causes of behavior. Such a design is useful when the objective is to find out the relationships between variables but does not need to prove causation (Mugenda, 2008). A correlation research approach attempts to establish the existence of a relationship between two or more aspects of a situation (Creswell, 2011). Correlation analysis also facilitates determination of the relationships between the independent variables and their influence on the dependent variable (Cooper & Schindler, 2014). This design was appropriate because the researcher needed to establish the relationships between parental styles and forms of delinquent behaviours of secondary school students in Butere sub- County of Kakamega County. The study considered parenting styles as the independent variable, forms of delinquent behaviour as the dependent variables and school category as the moderating variable.

3.3 The study area

The study was carried out in Butere sub-county, one of the nine sub-counties that form Kakamega County. The sub-county has an area size of 210.60 km² administratively

divided into three divisions, that is Lunza, Shiatsala and Butere divisions, 12 locations, 30 sub-location, and five county assembly wards.(Butere sub-county administrator's office and national census 2009). This sub-county borders the following sub-counties: Kakamega central to the East, Siaya to the West, Mumias sub-county to the north and Khwisero sub-county to the south. This sub-county has fertile soils and a favourable climate suitable for both crop and livestock farming. Butere was basically a rural area.

The main economic activity of the residents in this area is subsistence maize production, though they are also important suppliers of raw sugar cane to Mumias Sugar Company. The socio-economic status of most of the residents is low as evidenced by the high unemployment levels due to high school drop-out rates, and the mainly semi-permanent type of houses that adorn the landscape. The main problems experienced here include poverty; lack of an industry to create employment and a market for local produce; lack of infrastructure: notably, health facilities, and good schools; a high population that has exerted a great deal of pressure on land and reduced family plot sizes making most of them untenable for agricultural activity despite rich soils and favorable weather; and the absence of profitable economic activity which has led to unemployment and soaring crime especially cattle theft and mugging. The sub-county was predominantly Anglican; though other denominations claim a significant percentage of followers. The researcher chose this area because it has manifested an increase in the rates of delinquency among secondary school students.(MOE Butere Sub-County reports, 2014; Butere / Khwisero Sub-County Childrens' officer's reports, 2014.)

3.4 Study Population

There were 30 registered public secondary schools in the study area. Three of these schools were for boys only, eight were for girls only and the other nineteen were mixed schools. The boys' only schools were all boarding, while only three out of the eight girls' schools were boarding. All the mixed schools were purely day schools.

A study population comprises of individuals, households, or organizations with similar characteristics about which a researcher wants to make inferences (Cooper & Schindler, 2014). The study population comprised of 2797 form two students, 30 deputy principals and 30 teachers in –charge of guidance and counselling in Butere Sub –County. Students in form two classes were also often involved in indiscipline cases (The Butere sub-County Education report, 2016).

Form one students were still adjusting to secondary school life while the form three classes may have comprised of some students who fall beyond the age bracket. According to records held in schools, Deputy Principals are in-charge of discipline of students in school and therefore hold vital records of students who are involved in bad conduct in school, while teachers in charge of guidance and counselling were in charge of behaviour change among students (The Butere sub-County Education report, 2016). It was therefore important to have them participate in the study.

3.5 Sampling procedure and sample size

This section presents the techniques that were used to sample the population for the study and the population size.

3.5.1 Sampling procedure

Stratified random sampling technique was used to select the ten out of the thirty schools in the sub-county where participants were chosen randomly to participate in the study. This ensured that everyone in the entire target population had an equal chance of being selected thus eliminating sampling bias. The schools were divided into four strata according to their zones thus stratified random sampling technique was used. This sampling technique was useful because it considered the various unique characteristics of each school category when selecting the participating schools. The subjects were selected in such a way that the existing sub-groups in the population were more or less reproduced in the sample (Mugenda & Mugenda, 2012). Purposive sampling was used to select Deputy Principals and Teachers in-charge of Guidance and Counselling to participate in the study.

3.5.2 Sample size

According to Best and Khan (2009) there is usually a trade-off between the desirability of a large sample and feasibility of a small one. The researcher therefore ensured that the sample was large enough to serve as adequate representation of the population about which generalization was made. The target population of the study (2797) was less than 10,000, the sample size used was as recommended by Mugenda & Mugenda, (2013).

Records in The Ministry of Education (2016) indicate that there were 2797 form two students in Butere Sub-County. When the population is more than 10,000 individuals,

384 of them are recommended as the desired sample size. (Mugenda & Mugenda, 2013). The accessible population in this study was 2797 form two students. The study used the formula recommend by Mugenda thus:

$$nf = \frac{n}{1 + \frac{n}{N}} \quad \text{to be used to calculate samples size.}$$

According to the above formula:

nf= desired sample size when the population is less than 10,000,

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

N= estimate of the population size.

Using the above formula sample size used was derived thus:

$$nf = \frac{384}{1 + \frac{384}{2797}} \quad \text{nf therefore was 337.64 rounded up to 338}$$

Hence the sample size for the study was 338 students.

Simple random sampling was used to select the sample from each strata as shown in table 3.1 below:

Table 3. 1: Sample Size of form two students in Butere Sub-County

Zone	No. of schools	Total_form2 students.	Sample size	%
LUNZA	9	638	77	22.8
BUCHENYA	8	717	87	25.6
SHIATSALA	5	498	60	17.8
BUTERE	8	944	114	33.8
TOTAL	30	2797	338	100

Source: Butere Sub-County Education Office (2016)

Table 3. 2: Sample Size of Deputy Principals in Butere Sub-County

zone	No of schools	No of deputy principals	Sample size	%
LUNZA	9	9	3	33.3
BUCHENYA	8	8	3	37.5
SHIATSALA	5	5	1	20
BUTERE	8	8	3	37.5
TOTALS	30	30	10	128.3

Source: Butere Sub-County Education Office (2016)

For Deputy Principals purposive sampling was used here since only a few people could serve as primary data sources. These respondents were similar both in occupation and the schools' hierarchy. This method was most appropriate for this group of study.

Table 3.3: Sample Size of teachers in charge of guidance and counselling in secondary schools in Butere Sub-County.

zone	No of schools	No of teachers in charge of guidance and counseling	Sample size	%
LUNZA	9	9	3	33.3
BUCHENYA	8	8	3	37.5
SHIATSALA	5	5	1	20
BUTERE	8	8	3	37.5
TOTALS	30	30	10	128.3

Source: Butere Sub-County Education Office (2016)

Purposive sampling was also used for teachers in charge of guidance and counselling since only a few people could serve as primary data sources. These respondents were similar both in occupation and the schools' hierarchy according to information obtained from schools on duties and responsibilities. This method was also the most appropriate for this group of respondents given that they possess unique information regarding delinquency in schools. The major advantage of this type of sampling is that it's easier to make generalizations about your sample (Glen,2015).

3.6 Data collection instruments

The study collected both primary and secondary data from respondents. According to Oso and Onen (2011), data is anything given or admitted as a fact on which a research inference is based. Cooper and Schindler (2011) and Mugenda and Mugenda (2012) defined data collection instruments as the tools and procedures used in the measurement of variables in research. The instruments used in data collection for the study were 'Adolescent Delinquency and Parenting Styles Questionnaire' (ADAPSQ), The self-reported delinquency survey for students and an interview guide schedule for Deputy Principals and Teachers in Charge of Guidance and Counselling.

3.6.1 'Adolescent Delinquency and Parenting Styles Questionnaire' (ADAPSQ) for students

Primary data was collected using questionnaires which is a most commonly used method (Creswell, 2011). A questionnaire is a technique of data collection in which each person is asked to respond to the same set of questions in a predetermined order (Cooper & Schindler, 2011; Burns & Burns, 2012). A Questionnaire was used since they are believed to have an advantage of collecting data from large groups within a short time and less costs. Besides, questionnaires can provide time for respondents to think about responses and are easy to administer and score (Kothari, 2011). They also help to reduce the biases which might result from personal encounters and attitudes (Kasomo, 2010). The structured (close- ended) questionnaire was administered to form two students and was used in order to get uniform responses from respondents. The structured questionnaire was accompanied with a list of possible alternatives from which respondents selected the suitable answer that described their situation by simply ticking. The instrument was divided into 3 parts. The first section solicited information on the bio-data of the participants. The items included the gender of the participant, the age, and the school location.

Section B consisted of parenting measures. The parenting dimension was divided into 3 parenting measures: Authoritarian, authoritative and permissive. Authoritarian parenting styles consisted of five (5) items, ranging from parental harshness, critical, aggression, neglect, lack of appreciation, unhealthy relationship with the teachers, hard discipline and rigid rules. Authoritative parenting style consisted of five (5) items;

parents/adolescent healthy relationship, friendliness, positive responses, supervision of class work, encouragement in activities, participation in school activities, encouragement in home work, motivate academic interest, encourage development of social skills, encourage high performance at school. Permissive parenting style consisting and consisted of five (5) items: parental passiveness, lack of supervision, lack of monitoring, no demanding, lack of active participation in school activities, lack of encouragement in school activities, lack of provision of school materials, parental negligence, and lack of parental assistance in home work.

The self- reported delinquency survey was also used to establish student engagement in these forms of juvenile delinquent behaviour: running away from home, drugs, alcohol and substance abuse, bullying and teenage sexual indulgencies. The scoring was based on the Likert type five-point scale of measurement of strongly agree (SA) Agree (A), Not sure (NS), Disagree (D) and Strongly Disagree (SD). The options of the items were weighted in the Likert format with SA = 5, A = 4, (NS) 3D = 2 and SD = 1. The Likert scale is used to allow the individual to express how much they agree or disagree with a particular statement. Likert Scales have the advantage that they do not expect a simple yes / no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all (McLeod, 2019). Therefore quantitative data is obtained, which means that the data can be analyzed with relative ease. Offering anonymity on self-administered questionnaires should further reduce social pressure, and thus may likewise reduce social desirability bias

3.6.2 Interview guide for Deputy Principals.

Interviews are a systematic way of talking and listening to respondents often using open questions (Kothari, 2011). Interviews are a preferred method of qualitative data collection for ease of obtaining personalized data, ability to observe and or record non-verbal cues, probing opportunities and a high return rate (Cooper & Schindler, 2011). Qualitative interviews give a new insight into a social phenomenon as they allow the respondents to reflect and reason on a variety of subjects in a different way (Folkestad, 2008). This study adopted a structured interview which was strictly compliant with the interview guide which helped in the identification of key themes and sub-questions and gave the researcher a sense of order from which to draw questions from unplanned

encounters similar to what Kothari, (2011) raised in a study. Interview schedule was used to get information from Deputy Principals. The first part of the schedule was designed to gather Bio-data from the respondents while the second part required them to provide information on issues related to discipline of students and parenting. This provided the respondents freedom to independently give their responses.

3.6.3 Interview guide for teachers in charge of Guidance and Counseling.

An Interview guide was also used to get information from teachers in charge of guidance and counselling. The first part of the schedule was designed to gather Bio-data from the respondents while the second part required them to provide information on issues related to guidance and counselling of students and parenting. This provided the respondents freedom to independently give their responses.

3.7 Pilot study

According to McLeod (2018), a pilot study is a practice or a small-scale study conducted before the main study which allows the researcher to try out the study with a few participants so that adjustments can be made before the main study. The rule of the thumb suggests that 5% to 10% of the target sample is adequate for pilot study (Cooper & Schindler, 2011). Pilot testing ensures potential problems are identified, costly mistakes are noted and corrected, it is used to estimate the time requirement for actual field work and any suitable modifications on the questionnaire items. Pilot study enhance the review of study instruments and prevention of wasteful expenditures whose results may not be acceptable (Kombo & Tromp, 2009). For this study, piloting was done in three schools in Butere sub-county that were not part of the schools that participated in the main study. Through pilot study, validity and reliability of the study instruments was established.

3.7.1 Validity of research instruments

Validity is often defined as the extent to which an instrument measures what it purports to measure. Content validity addresses how well the items have been developed to operationalize constructs. It is the extent to which the questions on the instrument and the scores from these questions represent all possible questions that could be asked about the content or skill (Creswell, 2005). The researcher used content validity to examine the

information, content areas and difficulty of the questions. The questionnaire for the study was developed and given to experts in Education Psychology to render judgment about the adequacy of the instrument. The instrument was then amended according to the comments and recommendations of the experts before being administered on a pilot sample that was representative of the variety of individuals that the main study intended to cover.

3.7.2 Reliability of research instruments

The instruments were checked through a pilot study on 30 students from 3 schools that were not included in the sample of study. The test-re-test method was used to assess the reliability of the instruments. With the help of the cronbach’s alpha, reliability index was established. The formula for the standardized Cronbach’s alpha (Fraenkel and Wallen, 2009, Mugenda and Mugenda, 2013) used was:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Cronbach alpha was used to determine the internal consistency or average correlation of items in the questionnaire used in this study in order to gauge its reliability. The cronbach’s alpha coefficient of 0.7 or more implied that there was a high degree of reliability. (Fraenkel and Wallen, 2009)

Below is a table depicting the reliability analysis of the variables of the questionnaire:

Table 3.4: Reliability analysis of parenting style

Variable	Reliability
Authoritarian	0.764
Authoritative	0.733
Permissive	0.766
Forms of delinquent behaviour	0.783

Source: Research Data (2018)

The reliability analysis was done on all the independent variable and the dependent variable measures to determine whether they met the threshold of more than 0.7. The results of the analysis are as shown on Table 3.4. The results of the analysis show all the variables have Cronbach’s alpha of more than 0.70. and the average reliability index is

0.7615 thus indicating that the items were sufficiently reliable for measuring authoritative, authoritarian permissive and forms of delinquent behaviour among secondary school students in Butere sub-county, Kenya.

3.8 Data collection procedure

Upon approval of the Research Proposal by the Dean, School of Graduate Studies (currently Directorate of Postgraduate Studies), Masinde Muliro University of Science and Technology, (MMUST), the researcher applied for and obtained a research permit from the National Commission for Science, Technology and Innovation, (NACOSTI) see appendix 4. before collecting the raw data from students using the questionnaires. The researcher also obtained authorization from both the Ministry of Interior and Coordination of National Government and the Ministry of Education Science and Technology to carry out the research (See appendix 1-4). Thereafter, a letter requesting for authorization to carry out research from each of the schools identified to participate was prepared and sent to the Principals.(see appendix 5). A follow up was done using contact persons who also helped in the identification of research assistants who had undergone relevant training during the study period (2015-2018). The researcher and research assistants thereafter systematically distributed copies of the questionnaires to the identified respondents using the Drop-off and Pick-up (DOPU) method.

Interview data collection from the target respondents was mainly by way of face to face and or telephone interviews.

3.9 Data analysis

Both qualitative and quantitative analyses were used to analyse data. Qualitative required descriptive responses. Descriptive statistics were used in order to describe the basic features of the data in the study. They provided simple summaries about the sample and the measures of the study. The quantitative data was analysed by measures of central tendencies that included mean, mode and median. Percentages and frequencies were also used to explain the relationship of each parenting style with forms of delinquent behaviour. Quantitative data from students' questionnaire were analysed using inferential statistics; factor analysis was used to determine the suitability of the questionnaire. Pearson correlation coefficient was used to establish the relationship between: independent variable (parenting styles) and the dependent variable (forms of delinquent

behaviour of students). It was the best method of measuring the strength of the linear association between the variables used in this study. Multiple regression was also used to determine the relationship as it was the best method to predict the values of the variables in the study. (Regoniel , 2012)

Regression Modell.

$$Y_{\text{form}} = \beta_0 + \beta_1 \text{AN} + \beta_2 \text{AT} + \beta_3 \text{PM} + \mu$$

Model 2. Control effects

$$Y_{\text{form}} = \beta_0 + \beta_1 \text{AN} + \beta_2 \text{AT} + \beta_3 \text{PM} + \beta_4 \text{C} + \mu$$

Where:

β_0 is a constant

$\beta_1 \beta_2 \beta_3 \beta_4$ is construct regression coefficients

Y_{form} is forms of delinquent behaviour among secondary school students in Butere sub-County.

AN is Authoritarian parenting style

AT is Authoritative parenting style

PM is Permissive parenting style

C is School type as a control variable

μ is the error term accounting for change in Y that is not a result of AN, AT and PM

Using SPSS (Statistical Package for Social Sciences), version 20, and the values of the coefficients analysis were obtained. This data was then presented.

3.10 Ethical considerations

The researcher obtained a letter of introduction from the school of graduate studies at Masinde Muliro university of Science and Technology that facilitated the application for a research permit from the National Council for Science Technology and Innovation (NACOSTI). In addition, the researcher obtained written permission from the County Director of Education and the County commissioner to conduct a study in Butere Sub-County which falls within their administrative area. Before commencement of data collection, management of selected schools that were to participate in the study was briefed of the purpose of the study and permission sought from them. Confidentiality of information accessed during data collection was guaranteed since no respondent was required to indicate their names on the data collection instruments.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter contains details of primary data analysis, sample characteristics, presentation of data analysis, interpretation and discussion of findings. Data presentation is organized from 4.2 to 4.4 based on the specific objectives of the study.

4.2 Response rate and characteristics of the respondents.

There were 30 secondary schools in Butere Sub-County as at the time this study was being conducted. The study targeted 338 respondents out of which 299 respondents responded to the study questionnaire and returned. This gave the study a response rate of 88.46 %. According to Creswell (2014), a response rate of over 70% is excellent for purposes of generalization of findings from the sample onto the entire population from which the sample was drawn.

The respondents of the study comprised of 136 (45.49%) boys and 163 (54.52%) girls, 6 (60%) male deputy principals and 4 (40%) female deputy principals, 3 (30%) male teachers in charge of guidance and counselling and 6 (60%) female teachers in charge of guidance and counselling. Respondents were drawn from 3 Boys schools, 3 Girls schools and 4 mixed schools. Of these schools, 4 were boarding schools while the other 6 were day schools.

4.3 Influence of Authoritarian parenting style on forms of delinquent behaviour.

Below are the findings of the study after data analysis for objective one: To determine the influence of Authoritarian parenting style on forms of delinquent behavior. To attain this data the researcher used a questionnaire for students and an interview guide for deputy Principals and Teachers in charge of guiding and counseling.

4.3.1: Descriptive analysis for responses to authoritarian parenting style questionnaire.

Study data on authoritarian parenting style was subjected to descriptive analysis to determine the extent of agreement or otherwise of the respondents to the questionnaire items and findings presented in table 4.1.

Table 4.1: Descriptive analysis for responses to authoritarian parenting style questionnaire

authoritarian parent/guardian	SA	A	N	D	SD
1 Parental Aggression: Even if I don't agree with her, parents/guardian feels that it is for my own good if I am forced to conform to what she thinks is right	18.1% (54)	22.1% (66)	16.4% (49)	24.7% (73)	18.7% (57)
2 Hard discipline: My parents/guardian lets me know what behavior is expected of me, and if I don't meet these expectations, she punishes me.	47.8% (143)	31.1% (93)	8.0% (24)	6.4% (19)	6.7% (20)
3 Rigid rules: I know what my parents/guardian expects of me in the family and they insists that I stick to those expectations simply out of respect for their authority.	26.1% (78)	23.4% (70)	13.7% (41)	21.1% (63)	15.7% (47)
4 Parental lack of appreciation: My parents/guardian gets very upset if I try to disagree with them. They do not appreciate my point of view.	23.4% (70)	22.7% (68)	12.7% (38)	21.1% (63)	20.1% (60)
5 Parental harshness: My parents/guardian do not allow me to question any decision they have made	12.0% (36)	10.0% (30)	5.4% (16)	37.8% (113)	34.8% (104)

*Total of scores was 100%

Source: Research Data (2018)

From table 4.1 above, respondents were asked about parental aggression and if it could be interpreted to be in the best interest of their children. From the findings, 18.1% strongly agreed 22.1% agreed while 24.7% and 18.7% disagreed and strongly disagreed respectively and on the idea that their parents let the respondent know the expected behavior 47.8 % strongly agreed 31.7 % agreed while 6.7 and 6.7% disagreed and strongly disagreed. As to whether the guardian insist that they stick to parents

expectations 23.4 % strongly agreed 22.7 % agreed while 21.1% and 20.1 % disagreed and strongly disagreed respectively.

On parental harshness when asked whether parents do not allow respondent to question decision made, majority agreed as 34.8 % strongly agreed 37.8 % agreed while 12 % and 10 % disagreed and strongly disagreed respectively. Responses from interview guides pointed to absenteeism (17.5%) petty theft (15.1%) fighting (9.4%) and intimate relationships (3.9%) as being the most prevalent forms of delinquency among secondary school students. Responses from interviews also revealed that 31.1% of respondents were of the view that authoritarian parenting styles influence delinquency. Some respondents (11.3%) were of the view that authoritarian parenting style does not influence delinquency among secondary school students.

4.3.2: Correlation of authoritarian parenting style and delinquent behavior.

Correlation Analysis between Authoritarian parenting style variable and forms of delinquent behaviour among secondary school students in Butere sub-county was done and the following results in table 4.2 were obtained:

Table 4.2: Correlation Results for responses to authoritarian parenting style questionnaire.

		Authoritarian	Forms of delinquent behaviour
Authoritarian	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	299	
Delinquent behavior	Pearson Correlation	.027	1
	Sig. (2-tailed)	.647	
	N	299	299

Source: Research Data (2018)

A correlation coefficient statistic that describes the degree of linear association between authoritarian and Forms of delinquent behaviour was determined. Table 4.2 indicates that there is a positive relationship between Authoritarian and forms of delinquent behaviour among secondary school students in Butere sub-county. This relationship has been illustrated by correlation coefficient of 0.027 which is not significant at 0.05 significant

level. These results conform to previous studies done where authoritarian parenting styles had a significant relationship to forms of delinquent behavior (Kerr, Stattin & Ozdemir, 2012). In another study by Hoskins (2014), authoritarian parents were found to exhibit low responsiveness and they are highly demanding. In this style of parenting, emphasis is on conformity and obedience and thus parents expect that they are obeyed without explanation in a less warm environment. Authoritarian parents display low level of engagement and trust toward their children and more often discourage open communication and employ strict control of a child's behavior. In Cyprus, researchers questioned 281 children about their cultural values and experiences with peers, they found that children from authoritarian homes were more likely to have experienced poor social skills (Georgion,et.,al,2013).

A study by Williams (2009), suggests that the authoritarian parenting style can lead to greater social withdrawal in children. Children raised in authoritarian environments have low degree of self-reliance and social competence as compared to children raised in authoritative environments. Yet another study by Lamborn (2010) alludes to the fact that parents who practice authoritarian parenting demand total cooperation from their children and have no tolerance for questions or breaking the rules. This parenting style expects high degrees of maturity from their children with low parent-child communication

4.3.3 Regression between Authoritarian parenting style and Forms of delinquent behavior.

Study data relating to authoritarian parenting style was subjected to regression analysis to predict forms of delinquency among secondary school students and findings presented in table 4.3.

Table 4.3: Model Summary for Authoritarian parenting style and Forms of delinquent behaviour

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.027 ^a	.001	-.003	.91077	1.729

a. Predictors: (Constant), Authoritarian

b. Dependent Variable: Forms of delinquent behaviour.

Source: Research Data (2018)

The study determined whether there was autocorrelation through calculation of Durbin – Watson statistic. The statistic has to lie between 1.5 – 2.5 (Garson, 2012). Durbin – Watson coefficient of 1.729 was realised and since it was between 1.5 and 2.5, there was hence no autocorrelation in the data residual. Thus, linear regression model was appropriate for this study. Ogunidipe, Idowu and Ogunidipe (2012) in their research used Durbin – Watson test to determine whether there was autocorrelation in their data residuals. This justified the use of the regression model in their study.

Regression analysis was conducted to determine the amount of variation in Forms of delinquent behaviour explained by Authoritarian. The R^2 value = 0.001 which means that 0.1% of the corresponding variation in Forms of delinquent behaviour can be explained by change in Authoritarian. The rest 99.9% can only be explained by other factors that are not in the model.

4.3.4: ANOVA for Authoritarian parenting style results and Forms of delinquent behavior.

The ANOVA for Authoritarian parenting style was computed to determine how well the model of the study was fitted to predict the relationship between authoritarian parenting style and forms of delinquency and findings presented in table 4.4:

Table 4.4: ANOVA for Authoritarian parenting style and Forms of delinquent behavior results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.174	1	.174	.210	.647 ^a
	Residual	246.362	297	.830		
	Total	246.536	298			

a. Predictors: (Constant), Authoritarian

b. Dependent Variable: Forms of delinquent behaviour

Source: Research Data (2018)

A one way analysis of variance (ANOVA) that provided information about levels of variability within the regression model and which formed a basis for tests of significance was used. ANOVA for the linear model presented in Table above of Authoritarian parenting style and Forms of delinquent behaviour has an F - value = 0.21 which is not significant with P value = 0.647 meaning that the overall model is not significant in the prediction of forms of delinquent behaviour among secondary school students in Butere sub-county. The study therefore shows that Authoritarian parenting style has no influence on forms of delinquent behavior though there is a positive relationship with delinquent behaviour.

4.3.5: Coefficients for Authoritarian parenting style and Forms of delinquent behavior results

The Coefficients for authoritarian parenting style as a predictor of delinquent behaviour were computed to determine the degree and direction of association and results are captured in table 4.5.

Table 4.5: Coefficients for Authoritarian parenting style and Forms of delinquent behaviour

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	T		Tolerance	VIF
1 (Constant)	1.614	.244		6.614	.000		
Authoritarian	.035	.076	.027	.458	.647	1.000	1.000

a. Dependent Variable: forms of Forms of delinquent behaviour behaviour

Source: Research Data (2018)

Multicollinearity was measured by variance inflation factor (VIF) or using tolerance. Variance inflation factor refers to a situation where two or more independent variables are highly correlated value > 10 hence leading to multicollinearity problem. According to Maniagi, Alala and Egezza (2013) researchers have used VIF= 10 as critical value rule of thumb to determine whether too much correlation between independent variables in the study would undermine the reliability of the resultant coefficient of determination. The VIF value in table 4.5 below less than 10 so there is no multi-collinearity problem. If multicollinearity increases, the regression coefficient can fluctuate from sample to sample hence complicating interpretation of the coefficient as an indicator of relative importance of predicting variables (Cooper & Schindler 2003). Analysis of the regression model coefficients is shown in table below From the table there is a positive beta co-efficient of 0.035 for authoritarian as indicated by the co-efficient matrix with a P-value = 0.647 which is greater than 0.05 thus not significant and a constant of 1.614 with a P-value = 0.000 < 0.05 . Therefore, Authoritarian does not contribute significantly to the model. This did not conform to previous studies done by Kerr, Stattin & Ozdemir, (2012), Tompsett and Toro (2010), and Timpano et al. (2010), who contend that authoritarian parenting styles had a significant relationship to forms of delinquent behavior.

4.4: Influence of Authoritative parenting style on forms of delinquent behavior.

Below are the findings of the study after data analysis for objective two: To determine the influence of Authoritative parenting style on forms of delinquent behavior. To attain this data the researcher used a questionnaire for students and an interview guide for deputy Principals and Teachers in charge of guiding and counseling.

4.4.1: Descriptive analysis for responses to authoritative parenting style questionnaire.

Study data on authoritative parenting style was subjected to descriptive analysis to determine the extent of agreement or otherwise of the respondents to the questionnaire items and findings presented in table 4.6.

Table 4.6: Descriptive analysis of responses for authoritative parenting style and Forms of delinquent behavior questionnaire.

authoritative parent/guardian	SA	A	N	D	SD
1 Parental friendliness: My parents/guardian always encourage open discussion whenever I feel that family rules and restrictions are unreasonable.	40.5% (121)	29.8% (89)	8.7% (26)	7.0% (21)	14% (42)
2 Parental supervision: My parents/guardian always gives me direction and guidance in rational and objective ways.	56.9% (170)	34.1% (102)	4.7% (14)	3.0% (9)	1.3% (53)
3 Parental encouragement in activities: My parents/guardian give me direction for my behavior and activities and expects me to follow their direction, but are always willing to listen to my concerns to discuss that direction with me.	47.5% (142)	32.8% (98)	8.0% (24)	6.0% (18)	5.7% (17)
4 Parental motivation in school and social activities: My parents/guardian encourage me to work hard at school and to participate in co-curricular activities.	38.1% (114)	40.1% (120)	9.4% (28)	7.0% (21)	5.4% (16)
5 Parental encouragement: My parents/guardian feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	32.1% (96)	26.8% (80)	12.7% (38)	12.0% (36)	16.4% (49)

*Total of scores was 100%

Source: Research Data (2018)

On parental friendliness as seen in Table 4.6 on descriptive analysis for authoritative parenting style questionnaire, when asked parents or guardian always encourages open discussion whenever they feel that family rules and restrictions are unreasonable. Majority agreed as 40.5 % strongly agreed 28.8 % agreed while 7 % and 12 % disagreed and strongly disagreed respectively. On parental supervision as to whether parents/guardian always gives direction and guidance in rational and objective ways. Majority agreed as 56.9 % strongly agreed 34.1 % agreed while 3 % and 13 % disagreed and strongly disagreed respectively. For parental encouragement in activities as to whether parents/guardian gives direction for behavior and activities and expects me to follow their direction, but are always willing to listen to their concerns to discuss 47.5 % strongly agreed 32.8 % agreed while 6 % and 5.7 % disagreed and strongly disagreed respectively.

When asked on Parental motivation in school and social activities that is whether their parents/guardian encourages them to work hard at school and to participate in co-curricular activities 31.8 % strongly agreed 40.1 % agreed while 7 % and 5.4 % disagreed and strongly disagreed respectively. On Parental encouragement as to whether parents/guardian feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up 32.1 % strongly agreed 26.8 % agreed while 12 % and 16.4 % disagreed and strongly disagreed respectively.

Responses from the interview guide allude to the fact that authoritative parenting style does not assist much in addressing delinquency. This was noted by 37.2% of respondents while 19.7% had a dissenting voice that authoritative parenting style may be successfully used to curb delinquency among students in secondary schools.

4.4.2 Correlation Results for responses to authoritative parenting style and Forms of delinquent behavior questionnaire.

Correlation Analysis between the authoritative parenting style variable and forms of delinquent behaviour among secondary school students in Butere sub-county was done and the following results in table 4.7 were obtained:

Table 4. 7: Correlations for authoritative parenting style and Forms of delinquent behavior

		Authoritative	Forms of delinquent behaviour
Authoritative	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	299	
Delinquent behavior	Pearson Correlation	-.323 **	1
	Sig. (2-tailed)	.000	
	N	299	299

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Research Data (2018)

A correlation coefficient statistic that describes the degree of linear association between authoritative and forms of delinquent behaviour was determined. Table 4.7 indicates that there was a negative relationship between Authoritative parenting style and forms of delinquent behavior among secondary school students in Butere sub-county. This relationship has been illustrated by correlation coefficient of - 0.323 which is significant at 0.05 level. These results conform to previous studies done by others who found that adolescents who characterized their parents as authoritative were less likely to have tried smoking, drinking and drugs at age 14 (Adalbjamardottir & Hafsteinsson, 2001).

4.4.3 Regression between Authoritative parenting style and Forms of delinquent behavior.

Study data relating to authoritative parenting style was subjected to regression analysis to predict forms of delinquency among secondary school students and findings presented in table 4.8.

Table 4.8: Model Summary for authoritative parenting style and Forms of delinquent behavior.

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.323 ^a	.105	.102	.86210	1.842

a. Predictors: (Constant), Authoritative

b. Dependent Variable: delinquent behavior

Source: Research Data (2018)

From table 4.8, the value of R squared was 0.105 this show that authoritative parenting style explains 10.2% of variance in Forms of delinquent behaviour the remaining 89.8% is explained by other factors not included in the model. Findings of this study conform to findings in a study by Nijhof and Engels (2007) who established that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. Further still, Samiullah and Sarwar (2016) found that authoritative parenting style helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image.

4.4.4 ANOVA results for authoritative parenting style and Forms of delinquent behavior.

The ANOVA for Authoritative parenting style was computed to determine how well the model of the study was fitted to predict the relationship between authoritarian parenting style and forms of delinquency and findings presented in table 4.9.

Table 4.9: ANOVA for results for authoritative parenting style and Forms of delinquent behaviour.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.799	1	25.799	34.712	.000 ^a
	Residual	220.737	297	.743		
	Total	246.536	298			

a. Predictors: (Constant), Authoritative parenting style

b. Dependent Variable: Forms of delinquent behaviour

Source: Research Data (2018)

ANOVA for the linear model presented in Table 4.9 of Authoritative parenting style and forms of delinquent behaviour has an F - value = 34.712 which is significant at 99% confidence level with p value = 0.000 meaning that the overall model is significant in the prediction of forms of delinquent behaviour among secondary school students in Butere sub-county. The study therefore shows that Authoritative parenting style has a positive significant influence on forms of delinquent behaviour.

4.4.5: Coefficients results for Authoritative parenting style and delinquent behavior.

The Coefficients for authoritative parenting style as a predictor of delinquent behaviour were computed to determine the degree and direction of association and results are captured in table 4.10.

Table 4.10: Coefficient results for authoritative parenting style and Forms of delinquent behavior.

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	T		Tolerance	VIF
(Constant)	3.224	.260		12.420	.000		
Authoritative	-.381	.065	-.323	-5.892	.000	1.000	1.000

a. Dependent Variable: Juvenile delinquent behavior.

Source: Research Data (2018)

Multi-collinearity was measured by variance inflation factor (VIF) or using tolerance as seen in table 4 16 above. Variance inflation factor refers to where independent variables are highly correlated value >10 hence leading to multi-collinearity problem. The VIF value in the table is less than 10 so there is no multi-collinearity problem. Analysis of the regression model coefficients shows there is a negative beta co-efficient of 0.323 for authoritative parenting style indicated by the co-efficient matrix with a p-value = 0.000 which is less than 0.05 thus significant Therefore, Authoritative parenting style does contribute significantly to the model. The regression equation is presented as follows:

$Y = 3.224 + 0.381AT + \varepsilon$; Where Y =Forms of delinquent behaviour, AT is the Authoritative parenting style

And ε is the error term

These results conform to previous studies done by other authors who found that Authoritative parents encourage a verbal give-and-take, and explain the consequences of good and bad behaviour. They encourage independence in their children and foster self-discipline, maturity and respect for others in them. Authoritative parents explain the reasons for rules, which has been linked with more advanced moral reasoning skills (Krevans & Gibb,2011).

A study by Konnie and Alfred (2013) inferred that parenting based on reasoning, understanding, consensus and trust resulted in prosocial behaviour while parenting based on strict rules, force threats verbal and physical punishments resulted in anti-social behaviour. According to a study by Baumrind (1991), the authoritative parents provide guidance to their children on issue oriented and rational manner. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well as effective relationship between them.

4.5: The influence of Permissive parenting style on forms of delinquent behavior.

Below are the findings of the study after data analysis for objective three: To determine the influence of permissive parenting style on forms of delinquent behavior. To attain this data the researcher used a questionnaire for students and an interview guides for deputy Principals and Teachers in charge of guiding and counseling.

4.5.1: Descriptive analysis of responses to permissive parenting style questionnaire.

Table 4.11 shows the descriptive analysis for the responses to permissive parenting style questionnaire. Respondents were required to strongly agree, agree, remain neutral, disagree or strongly disagree to questionnaire items and findings are presented in table 4.11.

Table 4.11: Descriptive analysis of responses for permissive parenting style and Forms of delinquent behavior questionnaire.

permissive parent/guardian	SA	A	N	D	SD
1 Lack of supervision from parents: My parents/guardian allows me to decide most things for myself without a lot of direction from her.	5.7% (17)	7.4% (22)	8.7% (26)	30.1% (90)	48.2% (144)
2 Non demanding parents: My parents/guardian does not feel that I need to obey rules and regulations of behavior simply because someone in authority had established them	3.7% (11)	7.0% (21)	4.0% (12)	28.1% (84)	57.2% (171)
3 Parental negligence: My parents/guardian does not view herself as responsible for directing and guiding my behavior.	4.3% (13)	2.7% (8)	8.0% (24)	25.8% (77)	59.2% (177)
4 Parental passiveness: My parents/guardian rarely gives me expectations and guidelines for my behaviour	12.0% (36)	10.7% (32)	7.7% (23)	25.8% (77)	43.8% (131)
5 Non-provision of school requirements : My parents/guardian rarely give me the basics requirements for school	15.1% (45)	9.4% (28)	9.4% (28)	23.4% (70)	42.8% (128)

*Total of scores was 100%

Source: Research Data (2018)

From table 4.11 on the issue of whether parents/guardian allows respondents to decide most things on their own without a lot of direction 5.7 % strongly agreed 7.4 % agreed while 30.1 % and 48.2 % disagreed and strongly disagreed respectively. As to whether parents do not feel that they need to obey rules and regulations of behavior simply 3.7 % strongly agreed 7 % agreed while 28.1 % and 57.2 % disagreed and strongly disagreed

respectively. On whether parents/guardian does not view them as responsible for directing and guiding my behavior 4.3 % strongly agreed 2.7 % agreed while 25.8 % and 59.2 % disagreed and strongly disagreed respectively

When asked whether parents/guardians rarely gives them expectations and guidelines for their behavior 12 % strongly agreed 10.7 % agreed while 25.8 % and 43.8 % disagreed and strongly disagreed respectively. But when asked on if parents rarely give basics requirements for school 15.1 % strongly agreed 9.4 % agreed while 23.4 % and 42.8 % disagreed and strongly disagreed respectively.

Study findings from interviews point to bullying (12.3%), lying (7.9%), general messiness (4.5%) and truancy (2.7%) as being the most prevalent forms of delinquency among children raised using permissive parenting style. Although an increase in the use of permissive parenting styles also increased the various forms of delinquency among secondary school students, there were respondents (11.8%) that were of the view that permissive parenting skills allow a sense of autonomy to grow and that this breeds self-reliance and a high sense of responsibility and accountability in future life.

4.5.2 Correlation Results for responses to permissive parenting style and Forms of delinquent behavior questionnaire.

Correlation Analysis between the permissive parenting style variable and forms of delinquent behaviour among secondary school students in Butere sub-county was done. Study data was subjected to Pearson Product Moment Correlation and findings presented in table 4.12.

Table 4. 12: Correlations for Permissive parenting style and Forms of delinquent behavior.

		Permissive	Forms of delinquent behaviour
Permissive	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	299	
Delinquent behavior	Pearson Correlation	.442 **	1
	Sig. (2-tailed)	.000	
	N	299	299

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Research Data (2018)

A correlation coefficient statistic that describes the degree of linear association between permissive parenting style and forms of delinquent behaviour is presented in Table 4.12. study findings indicate a positive relationship between permissive parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. This relationship has been illustrated by correlation coefficient of 0.442 which is significant at 0.05 level. The results of the study conform to previous studies which found similar results where permissive parenting style had positive correlations with antisocial behavior. According to Elliott, Huizinga and Menard (2012) permissive parenting style leads to a number of delinquent behaviour such as refusal to adhere to the parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape.

Hoskins (2014) contends that permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness, whereas neglecting parents are neither responsive nor demanding. They behave in a manner that is more affirmative toward the impulses, actions and desires of adolescent while consulting with them about family decisions. In addition, they tend to avoid engaging in behavioural control, do not set rules and set a small number of behavioural expectations for their adolescents. From this perspective, it can be stated that permissive parents actually allow the adolescents to actively participate without being concerned for their actions.

Underwood, Beron, and Rosen (2009) found that permissive parenting style has positive correlations with antisocial behaviour. As in authoritarian parenting, several researchers found that permissive parenting may cause antisocial behaviour such as rebelliousness and disruption among children.

4.5.3 Results for Regression with permissive parenting style.

The results for regression analysis with permissive parenting style are presented in table 4.13. Respondents were required to strongly agree, agree, remain neutral, disagree or strongly disagree to questionnaire items and findings are presented in table 4.13.

Table 4.13: Model Summary for Permissive parenting style and Forms of delinquent behavior.

Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.442 ^a	.195	.81742	1.720

a. Predictors: (Constant), Permissive parenting style

b. Dependent Variable: Forms of delinquent behaviour

Source: Research Data (2018)

From table 4.13, the value of R squared was 0.195 this show that permissive parenting style explains 19.5 % of variance in Forms of delinquent behaviour the remaining 80.5% is explained by other factors not included in the model.

4.5.4 ANOVA results for permissive parenting style and Forms of delinquent behavior.

ANOVA for the linear model was performed to determine the goodness of fit for the model used in the study. Findings are presented is presented in Table 4.14 .

Table 4.14: ANOVA results for permissive parenting style and Forms of delinquent behavior.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.089	1	48.089	71.972	.000 ^a
	Residual	198.447	297	.668		
	Total	246.536	298			

a. Predictors: (Constant), Permissive parenting style

b. Dependent Variable: Forms of delinquent behaviour.

Source: Research Data (2018)

ANOVA for the linear model presented in table 4.14 of permissive parenting style and Forms of delinquent behaviour has an F - value of 71.792 which is significant at 99% confidence level with P value = 0.000 meaning that the overall model is significant in the prediction of forms of delinquent behaviour among secondary school students in Butere sub-county.

4.5.5: Coefficients for permissive parenting style results

The Coefficients for permissive parenting style as a predictor of delinquent behaviour were computed to determine the degree and direction of association and results are captured in table 4.15.

Table 4.15: Coefficient for Permissive parenting style and Forms of delinquent behavior.

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance VIF
1	(Constant)	.748	.124		6.019	.000	
	Permissive	.496	.058	.442	8.484	.000	1.000 1.000

a. Dependent Variable: Forms of delinquent behaviour

Source: Research Data (2018)

Multicollinearity was measured by variance inflation factor (VIF). Where Variance inflation factor value > 10 it means independent variables are highly correlated hence leading to multicollinearity problem. The VIF value in the table is less than 10 so there is no multicollinearity problem. Analysis of the regression model coefficients shows there is a beta co-efficient of 0.496 for permissive with a P-value = 0.000 which is less than

0.05 thus a positive and significant relationship. Other researchers also who agree with this results found permissive parenting style had positive relationship with antisocial behavior. (Underwood, Beron, & Rosen,2009,). Wu (2009), Palmer (2009), Okorodudu (2010) all tend to hold the same view as this study. The regression equation is presented as follows:

$Y = 0.748 + 0.496PM$: Where:

Y =Forms of delinquent behaviour

PM is the permissive parenting style.

60% of the teachers in charge of guidance and counselling noted that neglectful or permissive/ laser fare methods of raising student was the most prevalent among parents in their schools. The Deputy Principals and the teachers in charge of guidance and counselling pointed out that some of the effects of these negative parenting styles on students were: school dropout, teenage pregnancies, poor academic performance, drug abuse, truancy, absenteeism, student indiscipline and students venting their frustration by misdirecting their anger on others.

4.6: Descriptive analysis of responses for delinquency survey questionnaire.

To establish the forms of delinquent behaviour, the researcher used the self-reported delinquency survey questionnaire to get the information.

Table 4.16 shows the descriptive analysis for the responses for the self- reported delinquency survey questionnaire.

Table 4.16: Descriptive analysis of responses for forms of forms of delinquent behaviour

self-reported delinquency	SA	A	N	D	SD
1 I have run away from home severally	4.0% (12)	3.3% (9)	4.3% (13)	19.1% (57)	69.2% (208)
2 I have used alcohol, drugs and substances severally.	77.3% (231)	13.0% (39)	3.0% (9)	2.7% (8)	4.0% (12)
3 I have hit (or threatened to hit) other students /my siblings severally.	12.4% (37)	8.7% (26)	14.0% (42)	22.1% (66)	42.8% (128)
4 I have had sexual intercourse with a person of the opposite sex severally	7.4% (22)	5.4% (16)	4.3% (13)	12.4% (37)	70.6% (211)

*Total of scores was 100%

Source: Research Data (2018)

When asked if they have run away from home severally 4 % strongly agreed 3.3 % agreed while 19.1 % and 69.2 % disagreed and strongly disagreed respectively but on whether they have used alcohol, drugs and substances severally majority 77.3 % strongly agreed 13 % agreed while 2.7 % and 4 % disagreed and strongly disagreed respectively. On the statement if they threatened to hit other students severally. 12.4 % strongly agreed 8.7 % agreed while 22.1 % and 42.8 % disagreed and strongly disagreed respectively but on whether they have had sexual intercourse with a person of the opposite sex severally 7.4 % strongly agreed 5.4 % agreed while 12.4 % and 70.6 % disagreed and strongly disagreed respectively.

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There are a range of approaches to interviewing, from completely unstructured in which the subject is allowed to talk freely about whatever they wish, to highly structured in which the subject responses are limited to answering direct questions. Face-to-face or personal interviews are very labour intensive, but can be the best way of collecting high quality data. Face-to-face interviews are preferable when the subject matter is very sensitive. Most qualitative research involves the collection of participants' views, which are transcribed and analyzed to

reveal a story or conceptual framework that represents the meaning of the experience under investigation (Bolderston, 2012) This research used an interview technique to collect qualitative data. Interviews were conducted with teachers in charge of guidance and counselling and Deputy Principals. 30% of the respondents pointed out stealing as a common form of delinquent 20% saw sneaking, drug abuse and teenage sex as most prevalent while 15% noted that truancy, absenteeism, fighting and rudeness were the most prevalent delinquent behaviour among secondary school students in Butere. Deputy Principals saw the following as the factors contributing to forms of delinquent behaviour. On gender and delinquency, 50% of the deputy principals and the teachers in charge of guidance and counselling noted that boys were more prone to delinquent behaviour, 30% said both boys and girls were equally prone to delinquent behaviour, while only 20% saw girls as more prone to delinquent behaviour. This study resonates with other studies that made the same finding like Farrington, 2010, Glueck and Glueck, 2013 who noted that there are forms of delinquent behavior in schools and they mainly manifest as indiscipline.

4.7: Overall correlation of parenting styles and Forms of delinquent behaviour.

Below is a table 4.17 which depicts results for the overall correlation of the three types of parenting styles and delinquent behavior.

Table 4.17: Correlations of parenting styles and Forms of delinquent behavior

		Permissive	Authoritarian	Authoritative	Forms of delinquent behaviour
Permissive	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	299			
Authoritarian	Pearson Correlation	-.075	1		
	Sig. (2-tailed)	.195			
	N	299	299		
Authoritative	Pearson Correlation	-.406**	-.011	1	
	Sig. (2-tailed)	.000	.844		
	N	299	299	299	
Delinquent behaviour	Pearson Correlation	.442**	.027	-.323**	1
	Sig. (2-tailed)	.000	.647	.000	
	N	299	299	299	299

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Research Data (2018)

From the table 4.17, permissive parenting style had a positive correlation to forms of delinquent behaviour the coefficient was 0.442 with a p value of 0.00 showing that it is significant at 99 % confidence level. The findings are similar to works of other authors who found permissive parenting style had positive correlations with antisocial behavior. (Underwood, Beron, & Rosen, 2009, Knutson et al. 2004). Authoritative parenting was associated with low levels of delinquency the coefficient was -0.323 with p value less than 0.05 thus the relationship was significant at 99% confident level this findings are similar to other authors who found that adolescents who characterized their parents as authoritative were less likely to have tried smoking, drinking and drugs at age 14 (Adalbjamardottir & Hafsteinsson, 2001).

4.8 Multiple Regression results for parenting styles and Forms of delinquent behaviour

Table 4.18 shows the results of multiple regression for parenting styles and delinquent behavior. This gives the combined effect of independent variables on the dependent variable of the study.

Table 4.18: Model Summary: parenting styles and Forms of delinquent behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.858 ^a	.736	.723	.8168	1.779

a. Predictors: (Constant), Authoritative, Authoritarian, Permissive parenting styles

b. Dependent Variable: Forms of delinquent behavior

Source: Research Data (2018)

From table 4.18 the value of R square was 0.736 this shows that the combined effects of Authoritative, Authoritarian, and Permissive parenting styles can explain 73.6% of variance in forms of delinquent behaviour. The table shows the autocorrelation test results which test the residues from linear regression are independent. The rule of the thumb is that the value of Durbin Watson is around two, there is no autocorrelation (value between 1.5 to 2.5).

4.9 ANOVA results for parenting styles and Forms of delinquent behaviour.

Analysis of variance was performed to gauge the overall goodness of fit for the study model and findings presented in table 4.19.

Table 4.19: ANOVA results for parenting styles and Forms of delinquent behavior

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	54.899	3	18.300	28.170	.000 ^a
	Residual	191.637	295	.650		
	Total	246.536	298			

a. Predictors: (Constant), Authoritative, Authoritarian, Permissive parenting style

b. Dependent Variable: Forms of delinquent behaviour.

Source: Research Data (2018)

The ANOVA output was a significant predictor of influence between study variables as shown by the level of significance 0.000 and F value of 28.170. This implies that the model was significantly stable and well fitted.

4.10 Coefficients for parenting styles and Forms of delinquent behavior.

Table 4.20 shows Coefficients of parenting styles and delinquent behaviour in a side by side comparison to reflect the variations in direction and magnitude of influence of the various independent variables on the dependent variable:

Table 4.20: Coefficients: parenting styles and Forms of delinquent behavior

Model		Unstandardized		Standardized		Collinearity	
		Coefficients		Coefficients		Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	1.462	.408		3.581	.000	
	Permissive	.423	.063	.377	6.678	.000	.829 1.207
	Authoritarian	.070	.068	.053	1.027	.305	.992 1.008
	Authoritative	-.200	.066	-.170	-	.003	.833 1.200
					3.020		

a. Dependent Variable: Forms of delinquent behaviour

Source: Research Data (2018)

The VIF value in table 4.20 is less than 10 so there is no multicollinearity problem. Analysis of the regression model coefficients shows there is a beta co-efficient of 0.423 for permissive with a p-value = 0.000 which is highly significant within the parameters of 95% confidence interval. From the table, permissive parenting style had a coefficient of 0.423 with t values of 6.678 and corresponding p values of 0.000 which is significant. Thus permissive parenting style has a positive relationship to forms of delinquent behavior. This is similar to findings by other authors who found permissive parenting style had positive correlations with antisocial behavior (Underwood, Beron, & Rosen, 2009; Knutson et al. 2004).

Okorodudu (2010) in her study on “Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District”, the analyses show that permissive/lassair-faire parenting style effectively predicts adolescents’ delinquency while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demanding and responsiveness) will make their adolescents socially competent and goal

– directed. Parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour.

Uninvolved parents and also non responsive to adolescents needs had negative impacts on their behaviour. She noted that on the contrary, parental demanding without responsiveness (authoritarian parenting style) may make adolescents rebellious and delinquent. For instance a home without love, warmth, care, affection but have the parents harsh and aggressive may make the adolescent run away from home, rebellious and have negative associations and other delinquent behaviours follow. She examined parental supportiveness that involved a healthy relationship, friendliness, supervision and participation in school work. The study found out that, parental support, an aspect of authoritative parenting was found not significantly related to adolescents' delinquent behaviours. The findings also revealed that parental warmth, care and support do not significantly relate to adolescents' delinquency.

The regression model then becomes

$$Y = 1.462 + 0.423PM + 0.070 AN - 0.20AT$$

Where Y =Forms of delinquent behaviour,

PM is the permissive parenting style

AN is Authoritarian parenting style

AT is Authoritative parenting style

4.11.: School Type as a control factor for Forms of delinquent behavior

The fourth objective of the study sought to investigate the influence of school type on delinquent behaviour among secondary school students. Responses from the interviews point to the fact that students in day schools (29.3%) were more delinquent than students in boarding schools (17.9%). Further still, students in mixed schools (28.1%) were more delinquent as compared to students in single sex schools (12.6%). Most forms of delinquent behaviour among same sex boarding schools include homosexuality among boys, lesbianism among girl, smoking and theft. The most common forms of delinquent behaviour among students in mixed schools include intimate relationships between boys and girls, fighting and truancy.

4.11.1 Results of Regression with School Type as a control factor for Forms of delinquent behavior

Study data relating to school type and forms of delinquency was subjected to regression analysis to determine the direction and magnitude of association between the factors and findings presented in table 4.21

Table 4.21:Model Summary for school type as a control factor for Forms of delinquent behavior.

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.851 ^a	.725	.711	.18551	1.693

- a. Predictors: (Constant), School, Authoritarian, Authoritative, Permissive parenting style
- b. Dependent Variable: Forms of delinquent behaviour.

Source: Research Data (2018)

The value of R square was 0.725 this shows that the combined effect of Authoritarian, Permissive parenting styles and school type can explain 72.5% of variance in forms of delinquent behaviour. This implies that school type has a weak reducing effect on the ability of the three parenting styles in explaining forms of delinquent behaviour as the value of R square reduced from 0.736 to 0.725. The table shows the autocorrelation test results which test the residues from linear regression are independent. The rule of the thumb is that the value of Durbin Watson is around two, there is no autocorrelation (value between 1.5 to 2.5).

Study findings conform to findings from previous studies on the influence of school type on the relationship between parenting styles and forms delinquent behavior among secondary school students. Schools are powerful social institutions that influence the outcomes of many students' future by either providing an environment conducive to positive or negative outcomes. Good child/adult relationships in school is expected to compensate for dysfunctional relationships with adults at home (Vinnerljung, Brannstrom & Hjern, 2012). Teachers and support staff have been increasingly assigned responsibility to flag out problems that may be indicators of possible future criminality and other undesirable behavior (Lab,2014). They are also required to implement

preventive programmes, a role, according to Lab (2014), they are rarely prepared for. When these preventive measures are evaluated they have been found to have a relatively limited effect on crime (Lab, 2014).

4.11.2: ANOVA results for school type as a control factor for Forms of delinquent behavior.

Study data on school type as a control factor was subjected to Analysis of variance to determine model specificity and stability. Findings are presented in table 4.22.

Table 4.22: Results of ANOVA for school type as a control factor for Forms of delinquent behavior.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	55.193	4	13.798	21.201	.000 ^a
	Residual	191.343	294	.651		
	Total	246.536	298			

a. Predictors: (Constant), School Type, Authoritarian, Authoritative, Permissive parenting styles

b. Dependent Variable: Forms of delinquent behaviour.

Source: Research Data (2018).

Study findings in table 4.22 show an F value of 21.201 with a p value of 0.000 implying that the model for the study was well specified and hence a good predictor of the association between school type and forms of delinquency.

4.11.3: Regression Coefficients for school type as a control factor for Forms of delinquent behavior.

Regression analysis was employed to determine the direction and magnitude of influence of the control variable (School type) and key study variables and finding presented in table 4.23.

Table 4.23: Regression Coefficients for school type as a control factor for Forms of delinquent behavior.

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance VIF
1	(Constant)	1.385	.425		3.258	.001	
	Permissive	.417	.064	.372	6.526	.000	.814 1.228
	Authoritarian	.064	.068	.049	.941	.348	.979 1.022
	Authoritative	-.196	.067	-.167	-2.948	.003	.827 1.209
	School	.042	.062	.035	.671	.503	.950 1.053

a. Dependent Variable: Forms of delinquent behaviour

Source: Research Data (2018)

Findings in table 4.23 reveal a beta co-efficient of 0.417 with a t value 6.526 which is significant as p value is less than 0.05 with regard to permissive parenting style. Authoritative parenting style had a t-values of -2.948 and a corresponding p values of 0.003. Thus permissive parenting style had a positive relationship to forms of delinquent behaviour, while authoritative parenting style had a negative relationship. Authoritarian parenting style on the other hand had no significant relationship to forms of delinquent behaviour with a p value =0.348. These findings also revealed that school type had no control effect on the model. However other studies had contrary findings Marsiglia et al (2007), and Timpano et al (2010).

The regression model then became:

$$Y = 1.462 + 0.423PM + 0.070 AN - 0.20AT.$$

Where: Y =Forms of delinquent behaviour

PM is the permissive parenting style

AN is Authoritarian parenting style

AT is Authoritative parenting style

On control of forms of delinquent behavior in schools, Deputy Principals said they commonly use the following measures to control students' indiscipline: Manual work, fencing the school, commitment cards, peer counselling, parental involvement, keeping students busy throughout, spiritual programme with varying measures of success. On

how the schools control the effect of the parenting styles on their students, 60% of the Deputy Principals said they invite parents of the effected indiscipline student to school for discussion while 40% use guidance and counselling programmes to assist students reflect on their self- worth and navigate through their identity crisis. They proposed the following as the measures for mitigate negative parenting styles: guidance programmes for parents on favorable parenting techniques, government to limit the number of children per parents and to urge them to take family planning programmes seriously with an aim of only getting children they can manage to raise, empowerment of parents to help them have financial independence, exposure of students to other fairly well disciplined schools through benchmarking for improvement and peer counselling programmes for students.

On the influence of school on the relationship, 65% of the deputy principals and guidance and counselling teachers noted that mixed day schools were more prone to delinquent behaviour, 25% said that both types of schools were prone to delinquent behaviour, while 10% said boarding schools were more prone to delinquent behaviour. However they all agreed that due to limited counseling services in most schools, the schools were not mitigating the effects of parenting styles on forms of forms of Juvenile delinquent behavior hence the upsurge in these cases being witnessed.

4.12 Factor Analysis for parenting styles and Forms of delinquent behavior questionnaire.

In this section, the factor analysis for each parenting styles and delinquent behavior questionnaire is presented.

4.12.1 Factor Analysis for Authoritarian parenting style and Forms of delinquent behavior questionnaire.

Study data from the study questionnaire was subjected to factor analysis to determine adequacy and appropriateness of the collected data to the study. Below is table 4.24 showing the results of the factor analysis for authoritarian parenting style.

Table 4.24: Factor Analysis: Authoritarian parenting style questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.513
Bartlett's Test of Sphericity	Approx. Chi-Square	49.420
	Df	10
	Sig.	.000

Source: Research Data (2018)

Two tests were carried out to determine whether factor analysis was appropriate and the results are displayed. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) results indicate a value of 0.513 which is higher than the recommended value of 0.5 (William, Brown & Osman, 2010). Bartlett's test of sphericity on the other hand showed a p-value of 0.000 which was lower than 0.05 with 10 degrees of freedom. The two tests indicate that it was desirable to perform principal component analysis.

Table 4.25: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %
1	1.377	27.544	27.544	1.377	27.544	27.544
2	1.177	23.531	51.074	1.177	23.531	51.074
3	1.002	20.041	71.115	1.002	20.041	71.115
4	.742	14.842	85.957			
5	.702	14.043	100.000			

Extraction Method: Principal Component Analysis.

Source: Research Data (2018)

From table 4.25, three factors were extracted the first test item fitted in component 3 the second and third items to component 2 and items three and four to component one. Factor analysis was carried out with a threshold of a factor loading of 0.3. All composite measures that gave a factor loading of less than 0.3 were to be dropped however all test

items from authoritarian questionnaire had factor loadings between 0.76 and 0.993 hence all the questionnaire were used in subsequent analysis.

4.12.2 Factor Analysis of Authoritative parenting style and Forms of delinquent behavior questionnaire.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) results indicate a value of 0.700 which is higher than the recommended value of 0.5 (William, Brown & Osman, 2010). Bartlett’s test of sphericity on the other hand showed a p-value of 0.000 which was lower than 0.05 (Tabachnick & Fidell, 2007). The two tests indicate that it was desirable to perform principal component analysis.

Table 4.26: KMO and Bartlett's Test for authoritative parenting style and Forms of delinquent behavior questionnaire.

KMO			
Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling		.700
Bartlett's Sphericity	Test of Approx. Chi-Square		181.739
	Df		10
	Sig.		.000

Source: Research Data (2018)

When the 5 composite measures on Authoritative were subjected to principal component analysis and the results in table 4.26 indicated that all of the items had measures loaded between 0.539 and 0.712. This means that all the factors had factor loading of more than 0.4 (David et al., 2010). Therefore, all the composite measures were retained as critical drivers of forms of delinquent behaviour and the results are presented in table below. The rest of the study used all the 6 measures as the composite measure of Authoritative style.

4.12.3 Factor analysis for permissive parenting style and Forms of delinquent behavior questionnaire.

Factor analysis was done to determine the adequacy and appropriateness of data collected on permissive parenting style and findings presented in table 4.27 showing the Factor analysis for permissive parenting style questionnaire:

Table 4.27: KMO and Bartlett's Test on permissive parenting style and Forms of delinquent behavior questionnaire.

KMO			
Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling		.722
Bartlett's Test of Sphericity	Approx. Chi-Square		196.703
	Df		10
	Sig.		.000

Source: Research Data (2018)

Two tests were carried out to determine whether factor analysis was appropriate and the results are displayed in table 4.27. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) results indicate a value of 0.722 which is higher than the recommended value of 0.5 (William, Brown Osman, 2010). Bartlett's test of sphericity on the other hand showed a p-value of 0.000 which was lower than 0.05 with 10 degrees of freedom. The two tests indicate that it was desirable to perform principal component analysis. All test items from permissive questionnaire had factor loadings between 0.575 and 0.727 hence the study questionnaire was used in subsequent analysis.

4.12.4. Factor Analysis results for responses for forms of Delinquency questionnaire:

Factor analysis was undertaken to determine adequacy and relevance of items on forms of delinquency and findings resented in table 4.28.

Table 4. 28: Factor analysis of responses for forms of Delinquency questionnaire

Test item	Factor loadings
16 I have run away from home severally	.812
17 I have used alcohol, drugs and substances severally.	.860
18 I have hit (or threatened to hit) other students /my siblings severally.	.707
19 I have had sexual intercourse with a person of the opposite sex severally	.786

Source: Research Data (2018)

Factor analysis was carried out with a threshold of a factor loading of 0.3. All composite measures that gave a factor loading of less than 0.3 were to be dropped however all test items from forms of delinquent behaviour questionnaire had factor loadings between 0.786 and 0.86 hence all the questionnaire were used in subsequent analysis.

Table 4.29: KMO and Bartlett's Test for Delinquency questionnaire

KMO		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.777
Bartlett's Test of Sphericity	Approx. Chi-Square	377.031
	Df	6
	Sig.	.000

Source: Research Data (2018)

Two tests were carried out to determine whether factor analysis was appropriate and the results are displayed in table 4.2. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) results indicate a value of 0.777 which is higher than the recommended value of 0.5 (William, Brown Osman, 2010). Bartlett's test of sphericity on the other hand showed a p-value of 0.000 which was lower than 0.05 (Tabachnick & Fidell, 2007). The two tests indicate that it was desirable to perform principal component analysis.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of major findings of the study, the conclusions of influence of parenting styles and forms of delinquent behaviour among secondary school students in Butere sub- county, Kenya and highlights important recommendations for further research.

The objective of the study was to establish the relationship between parenting styles and forms of delinquent behaviour among secondary school students in Butere sub- county, Kenya. From this overall objective, this study aimed at determining the influence of Authoritarian parenting style, Authoritative parenting style, permissive parenting style on forms of delinquent behaviour among secondary school students in Butere sub-county, Kenya.

The research also sought to determine the influence of school type as a moderating variable on the relationship between parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county Kenya.

5.2 Summary of the Findings

This study was conducted on the premise that parenting styles have significant influence on forms of delinquent behaviour among secondary school students in Butere sub-county, Kenya. The study reviewed both theoretical and empirical literature on forms of delinquent behaviour among secondary school students. From the review of related literature, a conceptual framework was constructed to conceptualize the relationship between parenting styles and forms of delinquent behaviour among secondary school students in Butere sub- county, Kenya. The hypothesized relationship was then tested empirically and was guided by the following specific objectives; To determine the influence of Authoritarian parenting style on forms of delinquent behavior among secondary school students, to establish the influence of Authoritative parenting style on forms of delinquent behavior among secondary school students, to determine the influence of permissive parenting style on forms of delinquent behavior among secondary school students and to determine the influence of school type as a moderating variable on forms of delinquent behavior among secondary school students

These relationships have been shown in the conceptual framework. Using the conceptual framework together with objectives of the study, the research used primary tools. Questionnaires for each of the independent variables and the dependent variables were used in this thesis. The questionnaire was prepared which was tested both for reliability using Cronbach's alpha (α) and validity (using factor analysis for construct validity) through a pilot study. The questionnaire was then used to collect the primary data for both the independent variables and dependent variables from secondary school students in Butere sub-county Kenya.

Multiple regressions for a univariate analysis were conducted. Multiple linear regression analysis was used to test the combined effect of all the independent variables and the control effects of school type as a moderator from secondary school students in Butere sub-county Kenya. The correlation between the dependent variable and dependent variable performance was done. The independent variables were tested for multicollinearity using variance inflation factors or tolerance, Durbin –Watson test was used to test for autocorrelation

5.2.1 Authoritarian parenting style and forms of delinquent behaviour

The findings from correlation show that there is a positive but insignificant relationship between Authoritarian parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. For regression results the relationship between Authoritarian parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county was not significant.

5.2.2 Authoritative parenting style and forms of delinquent behaviour

The findings from correlation results show that there was a negative relationship between Authoritative parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. The findings from regression showed that there was a negative significant relationship between authoritative parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county.

5.2.3 Permissive parenting style and forms of delinquent behaviour

From the correlation results the findings were that there was a positive and significant relationship between permissive parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. Regression results also showed similar results where the findings were that there was a positive and significant relationship between permissive parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county

5.2.4 Moderating effects of school type on the relationship between parenting style and forms of delinquent behaviour

The findings when school type is not introduced in the model only authoritative and permissive parenting styles were significant with permissive parenting style having a positive and significant relationship with forms of forms of delinquent behaviour while authoritative parenting style having a negative and significant relationship with forms of delinquent behaviour among secondary school students in Butere sub-county but the results did not alter when school type was introduced as a control variable. Thus school type has no control effects on forms of delinquent behaviour and the fact that the value of R-squared decreased when school type was introduced as a control variable in the model.

5.3 Conclusion

Based on the empirical evidence, a number of logical conclusions can be made as follows.

Authoritarian parenting style has a positive relationship with forms of delinquent behaviour. This means that as use of authoritarian style increase forms of delinquent behaviour also increases though it's not significant.

Authoritative parenting style had a negative and significant relationship with forms of delinquent behaviour based on correlation results; this means that as increase in use of authoritative style then forms of delinquent behaviour decrease. From regression results authoritative had a significant negative relationship with forms of delinquent behaviour this also means that as authoritative increase then forms of delinquent behaviour decrease.

Permissive parenting style had a positive and significant relationship with forms of delinquent behaviour based on correlation results; this means that as increase in use of Permissive style then forms of delinquent behaviour increase. From regression results Permissive had a significant positive relationship with forms of delinquent behaviour this also means that as permissive parenting style increases then the rate of forms of forms of delinquent behaviour increase.

School type was found to have a weak reducing effect on the predictive ability of the three parenting styles in explaining forms of delinquent behaviour among secondary school students in Butere Sub-County.

5.4 Recommendations

In light of the research findings and conclusions made, the following recommendations were made;

- i. Parents to consider embracing authoritative parenting style and to spend quality time with their children in order to monitor them for any signs of forms of delinquent behaviour.
- ii. Parents/guardian advised to always encourage open discussion and give direction and guidance in rational and objective ways to students
- iii. Family systems to be strengthened so as to provide communal counseling services.
- iv. Schools to engage trained counselors and conduct regular individual and group counseling to students for them to release their thoughts and emotions.

5.5 Suggestions for further research:

With regard to findings made in this study, the following suggestions are made for further research;

- i. A study be conducted to explore the possibilities of looking at parenting styles from the parents point of view.

- ii. A study be conducted to investigate delinquent behavior among primary school pupils. Most of the students interviewed confessed that they acquired some of these delinquent traits at primary school level.

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APPENDICES.

APPENDIX 1: LETTER OF INTRODUCTION

BULIVA.JUDITH.K
BOX 109
BUKURA
24/07/2015

THE PRINCIPAL
.....SECONDARY SCHOOL
P.O BOX,
BUTERE.
Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH.

I am a student at Masinde Muliro University of Science and technology undertaking a Master of Education Degree programme in Guidance and Counselling, registration number EDG/G/01/13. As part of the course requirements, I am carrying out a research entitled “ Parenting Styles and Forms of delinquent behaviour Behavior among Secondary School Students in Butere Sub- county, Kenya.

Through random sampling your school has been selected to participate in this study. I kindly request you to allow me to interview your deputy principal and selected students and parents. Kindly also allow your students to respond to my questionnaire, to enable me obtain data for the study. The questionnaire will require duration of about twenty minutes to fill. The information gathered is for academic purposes and will be treated with utmost confidentiality. I will highly appreciate the contribution your school will make towards the success of my research. Thank you.

Yours faithfully

BULIVA JUDITH KIVANDI

APPENDIX 2: PARENTING STYLES QUESTIONNAIRE AND SELF-REPORTED DELINQUENCY SURVEY (ELLIOT & AGETON, 1980)FOR STUDENTS

Parenting styles questionnaire:

Section A: Bio-data:

(Please answer by ticking [X] in the appropriate space.)

1. what is your gender?

(a) Male

b) Female

2. School type:

a) Boys school

b) Girls school

c) Mixed day

3. Age

a) 12-15 years

b) 16-19 years

c) 20-23 years

Section B: Parental Authority Questionnaire

Instructions: For each of the following statements, tick the option on the 5-point scale (strongly agree, Agree, Somehow agree, Disagree, or Strongly disagree) that best describes how that statement applies to you and your Parent/guardian. There is no right or wrong answer, so don't spend a lot of time on anyone item. We are looking for your overall impression regarding each statement. Be sure not to omit any items

PART 1: AUTHORITARIAN PARENT/GUARDIAN

		SA	A	S	D	SD
1	Parental Aggression: Even if I don't agree with her, parents/guardian feels that it is for my own good if I am forced to conform to what she thinks is right					
2	Hard discipline: My parents/guardian lets me know what behavior is expected of me, and if I don't meet these expectations, she punishes me.					
3	Rigid rules: I know what my parents/guardian expects of me in the family and they insist that I stick to those expectations simply out of respect for their authority.					
4	Parental lack of appreciation: My parents/guardian gets very upset if I try to disagree with them. They do not appreciate my point of view.					
5	Parental harshness: My parents/guardian do not allow me to question any decision they have made					

PART 2: AUTHORITATIVE PARENT/GUARDIAN

		SA	A	S	D	SD
1	Parental friendliness: My parents/guardian always encourages open discussion whenever I feel that family rules and restrictions are unreasonable.					
2	Parental supervision: My parents/guardian always gives me direction and guidance in rational and objective ways.					
3	Parental encouragement in activities: My parents/guardian gives me direction for my behavior and activities and expects me to follow their direction, but are always willing to listen to my concerns to discuss that direction with me.					
4	Parental motivation in school and social activities: My parents/guardian encourages me to work hard at school and to participate in co-curricular activities.					

5	Parental encouragement: My parents/guardian feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.					
---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

PART 3: PERMISSIVE PARENT/GUARDIAN

		SA	A	S	D	SD
1	Lack of supervision from parents: My parents/guardian allows me to decide most things for myself without a lot of direction from her.					
2	Non demanding parents: My parents/guardian does not feel that I need to obey rules and regulations of behavior simply because someone in authority had established them					
3	Parental negligence: My parents/guardian does not view herself as responsible for directing and guiding my behavior.					
4	Parental passiveness: My parents/guardian rarely gives me expectations and guidelines for my behavior					
5	Non-provision of school requirements : My parents/guardian rarely give me the basics requirements for school					

SELF-REPORTED DELINQUENCY SURVEY (ELLIOT & AGETON, 1980)

For each of the following statements, tick the option on the 5-point scale (Strongly agree, Agree, Somehow agree, Disagree, or Strongly disagree) that best describes how that statement applies to you

	STATEMENT	SA	A	S	D	SD
	I have run away from home severally					
	I have used alcohol, drugs and substances severally.					
	I have hit (or threatened to hit) other students /my siblings severally.					
	I have had sexual intercourse with a person of the opposite sex severally					

Thank you!

APPENDIX 3: INTERVIEW SCHEDULE FOR TEACHERS OF GUIDANCE AND COUNSELING

I am a student at Masinde Muliro University of Science and Technology pursuing a course in Guiding and Counseling. Currently am doing research on the topic, “ Parenting Styles and Forms of Delinquent Behaviour Among Secondary School Students in Butere Sub- county, Kenya.” You have been identified as a potential respondent in this research hence I’ll appreciate if you will spare a few minutes to fill in the questionnaire according to the instructions given. The research is being conducted purely for academic purpose and not meant to evaluate your opinions. Remember the information you give will be treated as confidential. Thank you.

Part 1: Background information

1. What is your Gender?

- a) Male
- b) Female

2. Age

- a) 25 – 30 years
- b) 30 – 35 years
- c). 35 – 40 years
- d) Above 40 years

3. What is your marital status?

- a) Married
- b) Single
- c) Separated/Divorced
- d) Window/widowed

4. What is your school type?

- a) Boys school
- b) Girls school
- c) Mixed day school
- d)Mixed day and boarding

5. What is your current teaching experience?

- 0 – 3 years
- 4 -7 years
- 8 – 11 years
- Over 12 years

Part 2:

- 5 What are the common forms of delinquent behavior you have witnessed among students' in this institution?
.....
- 6 Which are the common parenting styles among parents of this sub-county?
.....
- 7 According to you, what are some of the effects of these parenting styles on behavior patterns among students in your school? Give reasons for your answer.....
.....
- 8 What, in your opinion, can be done to improve parenting styles among parents of this school?-----

- 9 In your opinion, is there a relationship between the student's gender and forms of delinquent behaviour behaviour? Give reasons for your answer.
.....
.....
- 10 In your opinion, is there a relationship between the type of school and forms of delinquent behaviour behaviour? Give reasons for your answer.
.....
.....

APPENDIX 4: QUESTIONNAIRE FOR DEPUTY PRINCIPALS

I am a student at Masinde Muliro University of Science and Technology pursuing a course in Guiding and Counselling. Currently am doing research on the topic: “Parenting Styles and Forms of Delinquent Behaviour Among Secondary School Students in Butere Sub- county, Kenya.”. You have been identified as a potential respondent in this research hence I’ll appreciate if you will spare a few minutes to fill in the questionnaire according to the instructions given. The research is being conducted purely for academic purpose and not meant to evaluate your opinions. Remember the information you give will be treated as confidential. Thank you.

Section A. Background information

1. Please answer by ticking in the appropriate space

- i) What is your gender a) Male b) Female
- ii) Marital status
 - a) Married
 - b) Single
 - c) Window/Widowed
 - d) Separated/Divorced
- iii) Age:
 - a) 25 – 30 years
 - b) 30 – 35 years
 - c) 35 – 40 years
 - d) Above 40 years
- iv) School type:
 - a) Boys school
 - b) Girls school
 - c) Mixed day school
 - d) Mixed day and boarding
- v) What is your current teaching experience
 - 0 – 3 years
 - 4 -7 years
 - 8 – 11 years
 - Over 12 years

Section B

2. What are the common forms of delinquent behaviour in your school?.....
.....
3. What measures have you put in place to control student indiscipline in your school?
.....
.....
4. What are some of the effects of parenting styles on forms of Juvenile delinquent behaviour behavior among students in your school?
.....
.....
5. How do you as a school mitigate some of these effects?
.....
.....
6. What, in your opinion, are some of the factors in the school that could be contributing to forms of Juvenile delinquent behaviour behavior among students?
.....
.....
7. What measures can be put in place to control these actors?.....
.....
8. Does gender influence delinquent behavior among students in this school? Give reasons for your answer-----

9. Does school type influence delinquent behavior among students? Give reasons for your answer.-----

APPENDIX 5: LETTER OF APPROVAL OF PROPOSAL FROM MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: sgs@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Office of the Dean (School of Graduate Studies)

Ref: MMU/COR: 509079

Date: 8th December, 2016

Judith Kivandi Bulivia
EDG/G/01/2013
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Bulivia

RE: APPROVAL OF PROPOSAL

Following communication from the Departmental Graduate Studies Committee and the Faculty Graduate Studies Committee, I am pleased to inform you that the Board of the School of Graduate Studies meeting held on 4th September, 2016 considered and approved your Master proposal entitled: *'Parenting Styles and Juvenile Delinquent Behavior Among Secondary School Students in Butere Sub-County, Kenya'* and appointed the following as supervisors:

1. Dr. Moses Poipoi - Department of Education Psychology - MMUST
2. Dr. Samuel Maragia - Department of Education Psychology - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, Faculty of Education and Social Sciences Graduate Studies Committee and Chairman, Education Psychology. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Master thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

PROF. HENRY KEMONI
EXECUTIVE DEAN, SCHOOL OF GRADUATE STUDIES



APPENDIX 6: LETTER OF RESEARCH AUTHORIZATION FROM MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT.

REPUBLIC OF KENYA



**THE PRESIDENCY
MINISTRY OF INTERIOR & CO-ORDINATION OF
NATIONAL GOVERNMENT**

Office Mobile No: 0707 085260
Email-cckakamega12@yahoo.com

When replying please quote

Ref No: ED/12/1/VOL.II/256

COUNTY COMMISSIONER
KAKAMEGA COUNTY
P O BOX 43-50100
KAKAMEGA.

Date: 9th March, 2017

Judith Kivandi Buliva
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
Kakamega.

RE: RESEARCH AUTHORIZATION

Following your authorization vide letter Ref: NACOSTI/P/17/56344/15475 dated 14th February, 2017 by NACOSTI to undertake research on “ *Parenting styles and juvenile delinquent behavior among secondary school students in Butere Sub-County.* ”

I am pleased to inform you that you have been authorized to carry out the research on the same.

A handwritten signature in blue ink, appearing to be 'S. K. Wanjala'.

S. K. WANJALA
FOR: COUNTY COMMISSIONER
KAKAMEGA COUNTY.

APPENDIX 7: LETTER OF RESEARCH AUTHORIZATION FROM MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY.

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Telephone: 056 - 30411
FAX : 056 - 31307
E-mail : wespropde@yahoo.com
When replying please quote.



COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY
P. O. BOX 137 - 50100
KAKAMEGA

STATE DEPARTMENT OF EDUCATION

REF:WP/GA/29/17/VOL.III/191

9th March, 2017

Judith Kivandi Buliva
Masinde Muliro University of Science & Technology
P. O. Box 190 – 50100
KAKAMEGA

RE: RESEARCH AUTHORIZATION

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/17/56344/15475 dated 14th February, 2017 to carry out research on **"Parenting styles and juvenile delinquent behavior among secondary school students in Butere Sub County - Kakamega County, Kenya"** for a period ending 13th February, 2018

Please accord her any necessary assistance she may require.

FDR: FREDRICK M. KIIRU
COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY

APPENDIX 8: LETTER OF RESEARCH AUTHORIZATION FROM NATIONAL COMMISSION FOR SCIENCE , TECHNOLOGY AND INNOVATION (NACOSTI)



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone +254-20-2213471,
2241349,3310571,2219420
Fax +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/17/56344/15475**

Date:

14th February, 2017

Judith Kivandi Buliva
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Parenting styles and juvenile delinquent behaviour among secondary school students in Butere Sub - County,*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **13th February, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX 10: MAP OF BUTERE SUB-COUNTY

