

**INFLUENCE OF PARENTING ON STUDENT'S BEHAVIOUR IN  
PUBLIC SECONDARY SCHOOLS IN NGONG SUB-COUNTY  
KAJIADO COUNTY**

**NNOHAM UZOCHI ANDREW**

**B.ED \429\15\16**

**A Research Project Submitted to the Department of Education in Partial  
Fulfilment for the Award of the Degree of Bachelor of Education**

**MARIST INTERNATIONAL UNIVERSITY COLLEGE**

*(A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA)*

**NAIROBI-KENYA**

**APRIL, 2019.**

**DECLARATION**

I hereby declare that this research project is my original work and has not been presented to any educational institution for academic award.

.....  
**NNOHAM UZOCHI ANDREW**

.....  
**Date**

This Research Project has been Submitted for Examination with my approval as the  
University College Supervisor

.....  
**DR ANNA KULA**

.....  
**Date**

This Research Project has been accepted by the Head of Department of Education

.....  
**DR EVELYN OLOUCH-SULEH**

.....  
**Date**

## **DEDICATION**

I dedicate this work to all Students and Teachers in Public Secondary Schools in Ngong Sub  
County.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to render my heart felt gratitude to almighty God who made this project work a successful one.

Secondly, my thanks go to my parents Mr. and Mrs. Fabian Uzoma Nnoham for their love and support.

My special appreciation goes to my project Supervisor Dr Ana-Kula who worked tirelessly and devoted her time to guide me during the process of my research.

I acknowledge also the effort of Dr Everlyn Oluoch -Suleh (HOD) who in her own way ensures that this work was properly done.

I cannot forget to thank the administration of Marist International University College (MIUC), to the Principal Brother Francis Veriye and all the staff members for their assistance.

My heartfelt gratitude also goes to the congregation of the Marist Brothers of the Schools and in a special way my Provincial Brother Vincent Uchenna Abadom, MIC Superior; Brother Albert and his formation team for their support in my personality development and vocational growth.

I also extend my appreciation to all the English and Literature students and lecturers for their intellectual and moral support.

I will not forget to acknowledge the kind gesture I received from these Brothers: Misheck, Chifundu Nkhoma, Alex Damalekani, Simao, Julius Egbo, Aboko Francis, Onah Peter and Medida Geraldo. May God bless you.

## TABLE OF CONTENTS

DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENT .....	iii
LIST OF TABLES .....	viii
LIST OF FIGURES .....	xi
ACRONYMS AND ABBREVIATIONS.....	xii
ABSTRACT.....	xiii
CHAPTER ONE .....	1
INTRODUCTION TO THE STUDY .....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 The Objectives of the Study.....	4
1.4 Research Question.....	4
1.5 Significance of the Study .....	4
1.6 Delimitation of the Study.....	5
1.7 Theoretical Framework.....	6
1.8 Limitation of the Study.....	8
1.9 Conceptual Framework.....	9
1.10 Operational Definition of Key Terms .....	10
1.11 Organization of the Study .....	10

CHAPTER TWO .....	11
LITERATURE REVIEW .....	11
2.0 Introduction.....	11
2.1 Single Parenting and Students Behaviour.....	11
2.1.1 Unmarried Parents .....	12
2.1.2 Nonresidential-Fathers.....	13
2.1.3 Step Families.....	13
2.1.4 Grand-parent as Primary Caregivers.....	14
2.2 Parenting Styles and Student Behaviour.....	14
2.2.1 Consistent Discipline .....	16
2.2.2 Harsh Discipline.....	16
2.3 Parental Monitoring /Supervision and Studenta Behaviour.....	17
2.3.1 Parental care-Support .....	18
2.4 Parental Role Model and Students’ Behaviour.....	18
2.5 Summary of the literature Review.....	18
CHAPTER THREE .....	20
RESEARCH DESIGN AND METHODOLOGY .....	20
3.0. Introduction.....	20
3.1. Research Design.....	20
3.2. Area of the Study .....	21
3.3. Target Population.....	21

3. 4. Sample Size and Sampling Techniques .....	21
3.5 Instrument of Data Collection.....	23
3.6 Validity of the instrument .....	23
3.7 Reliability of the Instrument .....	23
3.8 Data Collection Procedures.....	23
3.9 Data Analysis and Techniques.....	24
3.10 Ethical Consideration.....	24
CHAPTER FOUR.....	25
PRESENTATION OF DATA ANYSIS AND INTERPRETATION OF THE FINDINGS .....	25
4.0 Introduction.....	25
4. 1 Demographic Information of the Respondents .....	26
4.1.1 Gender of Respondents .....	27
4.1.2 Age of the Respondents .....	28
4.1.3 Class Distribution of Students Respondents .....	28
4.1.4 Distribution of Type of School .....	29
4.1.5 Teaching Experience and Qualification.....	29
4.2 How Parents failure as role models influence Students Behaviour in School.....	30
4.2.1 Parents and drug use .....	30
4.2.2 Students Opinion Whether Smoking is Good.....	31
4.2.3 Students Response on my parents smoke .....	31
4.3: Parents and Supervision.....	32

4.3.1:Parenting responsibility .....	32
4.3.2: Parenting responsibility and substance abuse .....	34
4.3.3: Children and source of help .....	35
4.3.4: Parental monitoring and sex risky behaviour .....	36
4.4 Parenting Styles .....	36
4.4.1 Effects of Single Parenting on Student’s Behaviour.....	38
4.4.2: Students From Single Parents Families and Poor Concentration in Class .....	39
4.4.3 : Students From Divorced Families and high rate of Depression .....	39
4.4.4 :Parental absence, teenage pregnancy and school drop out .....	40
4.4.5: Parental care and Criminal activities. ....	41
4.4.6: Students Living With Single Parents and early initiation of sex .....	42
4.4.7: Students from single parent home and Suicide.....	43
4.4.8: Parental Role model and students behaviour.....	45
4.4.9: Parenting Style and Student’s Behaviour .....	46
4.4.10: Parents Inadiquate Supervision/ Monitoring and Students Behaviour .....	47
4.4.11: Effects of Single Parenting on Student’s Behaviour .....	49
CHAPTER FIVE .....	50
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	50
5.0 Introduction.....	50
5.1 Summary.....	50
5.2 Conclusion .....	53

5.4 Recommendations .....	54
5.5: Topics for Further Research .....	54
REFERENCES .....	55
APPENDIX 1 .....	60
APPENDIX 11 .....	65
APPENDIX III: Letter of Authorization.....	70

## LIST OF TABLES

Table 1: Sampling Size.....	22
Table 2: Response Questionnaire Return Rate.....	26
Table 3: Number of Respondents' in Each School.....	26
Table 4: Distribution Of Gender Of Respondents'.....	27
Table 5: Age Of Respondents.....	28
Table 6: Class Of Students.....	28
Table 7: Type Of School Of Students.....	29
Table 8: Teachers's Teaching Experience and Qualification.....	29
Table 9: Students' Responses on Parenting Responsibility.....	32
Table 10: Respondents' Responses On Children and Source of Help.....	35
Table 11: Respondents' Responses On Parental Monitoring and Sex Risky Behaviour.....	36
Table 12: Students' Responses On Parenting Styles and Students Behaviour.....	37
Table 13: Respondents' Responses On Effect Of Single Parenting On Students' Behaviour.....	38
Table 14: Respondents' Responses On Students From Single Parent Families and Poor Concentration In Class.....	39
Table 15: Respondents Responses On Students From Divorced Families and Rate of Depression.....	39
Table 16: Respondents' Responses On Parental absence, Teenage Pregnancy and School Drop.....	41
Table 17 : Respondents Responses On Students' From Single Parents Families and Criminal Activities.....	42

Table 18: Respondents' Responses On Students Living With Single Parents and Early Initiation Of Sex.....42

Table 19: Teachers Responses On How Parents Contribute To Students' Behaviour.....45

## LIST OF FIGURES

Figure 1: Conceptual Framemwork.....	9
Figure 2: Students' Responses On Parents and Drug Use.....	30
Figure 3: Students' Opinon Whether Smoking Is Good.....	31
Figure 4: Students' Responses On Whether They Smoke.....	32
Figure 5: Students Responses On Parenting Responsibility and Substance Abuse.....	34
Figure 6: Students' Responses On Students' From Single Parents' Home and Suicide.....	44
Figure 7: Students' Responses On Parenting Styles And Students' Behaviour.....	47
Figure 8: Teachers Responses On When Parents Do Not Talk To Their Children About Problem Behaviour, The Children Engages In Risky Behaviour.....	48
Figure 9: Teachers Responses On When there Is Absence Of A Father Or Mother To Teach Gender Role, The Children Find It Difficult To Cope In School.....	49

## **ACRONYMS AND ABBREVIATIONS**

**MIC:** Marist International Centre

**MIUC:** Marist International University College

**B.Ed:** Bachelor of Education

**SPSS:** Statistical Package for Social Science

**HOD:** Head of Department

## ABSTRACT

The aim of carrying out this research was to find out the influence of parenting on students' behavior in public secondary schools in Ngong Sub County. The study was guided by four specific objectives. The first one was to find out If parents as role models to their children contribute to student's behavior. The second one was to investigate how parental supervision\monitoring contributes to student's behaviour. The third one was to establish whether parenting styles affects students behaviour and finally, to find out the extent to which single parenting affects students behaviour in public secondary schools in Ngong Sub County. The study used questionnaire to collect primary data from the respondents. The data was analyzed using Statistical Package for Social Sciences (SPSS).

The study revealed that parents failure to be role models to their children contribute to students behaviour. Parents who engages in alcohol and substances abuse impart the same behaviour to their children and the children are likely to engage in deviant acts in school. While parents who do not take drugs serve as role models to their children because children learn a lot from their parents. Therefore, Parents should be role models to their children and find time to discuss behaviour problems with their children. It was also established that inadequate parental supervision\monitoring affects students behaviour in the sense that when parents do not know where their children are, what they do and whom they mingle with, the children are likely to associate with deviant peers. Therefore, parents should monitor the activities of their children so as to reduce their access to deviant peers. The findings also discovered that single parenting affects students behaviour. Students from single parents have high rate of depression compare to those living with their two parent and are likely to experience teenage pregnancy and school drop out because there is only one parent to support and monitor them. Similarly, majority of the parents used authoritative and authoritarian parenting style and they help student to adapt well in school.

The study recommendended the following: Parents should be role models to their children, have time to talk to them about problem behaviour and its effects so as to prevent them from involving in in deviant behaviour. There should be consistent supervision, monitoring and discipline by parents so as to prevent students from involving with deviant peers. Parents should adopt both authoritative and authoritarian parenting styles since they have positive effect on students' adaptation in school. Guidance and counselling unit should be established in all public secondary schools to help children with behaviour problem.

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Background to the study

Abdul et al (2012) state that parenting is a complex activity that includes imparting of specific behaviour that work individually and together to influence the promoting and supporting the physical, emotional, social and interlectual growth of a child. Family environment constitute the main ecology where children's behaviour is manifested, learned, encouraged and suppressed. Primarily, the role of parents' in the family environment has been to prepare children for adulthood through rules and discipline. However, during adolescence the influence of peers also serves as an essential socialization agent. This new domain of influence notwithstanding, research has clearly shown that parenting accounts for more variance in externalizing behaviors in adolescents than any other factors. For both parents and children, the period of parenting can be very demanding, therefore it is very important parents understand the need for high quality parenting.

In Kenya, the increasing number of deviant behaviour among the youth has been a great concern to the general public (Ngumbao, 2005). This maladjusted behaviours, have spread into the schools among students in public secondary schools in Ngong Sub-County. The standard News paper (Oct 2, 2011), reported that two students of Ngaru girls secondary school in Kiriya County appeared in court over sexual offences charges. In Ngong, there has been cases of anti-social behaviour as: as among students in public secondary schools such as: drug abuse, truancy , teenage pregnancy and other deviant behaviour.

Baumrind (1991), Buehler ( 2006), Monserud (2007), Simons, Whitebeck, Conger & Conger (1991) are of the view that Inadequate supervision and monitoring, failure of parents to be role model to their children, parenting styles and single parenting are parenting factors that can influence students behaviour. Through parenting techniques and family structure parents directly or indirectly influence

deviant behaviour in their children. Effective monitoring and support, as well as consistent punishment are vital to raising a child. (Simons et al, 1991). However, when these areas are lacking, adolescents are more likely to turn to deviant behaviour.

According to Simons et al (1991) a parent is a model. This means that a parent suppose to show good example to their children. When parents are held in high esteem and are the main sources of support, the children are more likely to model them. Similarly, when parents act in a negative way, the children are more likely to imitate their parents' negative behaviour, and are also more likely to generalize the same behaviour to the rest of the society even in schools. Therefore, parents should be aware of their undesirable behaviour because it may have a greater effect on a child's behaviour.

Another parenting factor that can influence student's behaviour is parenting styles. Negative parenting includes a failure to adequately supervise children, inconsistent approach to discipline and the use of corporal punishment. Four out of ten children brought up by father or mother with negative parenting styles, such as authoritarian, permissive and uninvolved parenting styles exhibit severe behaviour problem compared with a fifth of other young people.

Parent's inadequate supervision and monitoring of their children also influence their behaviour (Simons, Hynie, Crump, & Saylor, 2001). Parents have the ability to directly influence the people that their children mingle with. Through effective observation, a parent keeps track of their child's whereabouts, in doing this, a parent can restrict where the child goes and who they associate with thereby reducing their children's access to an attachment with deviant peer. Along with monitoring and discipline, a strong parent-child bond is also influential. Adolescents who are closer to their parents are more likely to care about their opinion regarding their friends, and are not likely to engage in deviant behaviours Buehler (2006). A youth externalizing a problem may occur after a parent's divorce, in which the child causes a fight at school because of the anger they feel from their parents. Externalizing troubles leads the adolescent down a path of deviant behaviour.

Single parenting has also been discovered as one of the parenting factors that can influence student behaviour. Studies have proven that homes headed by only one parent is a central factor for adolescents' delinquency. As the number of single parent home grows, so also does delinquency level. Research has shown that one out of every two children, residing in the United States will reside in a home headed by a single parent at some point in time before they reach the age of eighteen.

According to family and living arrangements (2006), there were 12.9 million one parent families. In 2006, 10.4 million single mother family and 2.5 million single father families in Europe. In Kenya, the rate of single parent families is on the increase. Bergman (2006) Knoester and Hynix (2005) concludes that Single parenting has a psychological, emotional and mental effect on children in that in most cases these children don't know how to deal with this emotion; as a result, they resort to criminal behavior to release frustration that has been built, and this creates feelings of discomfort, irritation, and anger to the parent families as well as the child. Single working parents do not have enough time to help their children tackle with this frustration and shame of having one parent.

When two parents are present in a home, it benefits the adolescent in that at least one of the parents is always present to help their children deal with the problem they may encounter than one parent raising children single handedly. It is against this background that this study proposes to determine the influence of parenting on students' behaviour in public secondary schools in Ngong sub county, Kajiado County.

## **1.2 Statement of the Problem**

It has been noted that student's misbehaviour is still prevalent in school despite the effort that has been done to reduce the menace. This is evident in many cases of substance abuse, alcoholism, truancy, stealing, fighting, aggressiveness, teenage pregnancy and high rate of school dropout prevalent in most public secondary schools lately. It is against this background that the researcher sets out to establish the extent to which parenting is a factor contributing to student's behaviour and subsequently suggest ways that can be used to control the situation.

### **1.3 The Objectives of the Study**

- i. To find out if parents are role models to their adolescents
- ii. To investigate how supervision and monitoring by parents influence student's behaviour in public secondary schools in Ngong Sub County, Kajiado county.
- iii. To establish whether parent's styles of raising children contributes to students' behaviour in public secondary schools in Ngong Sub County, Kajiado County.
- iv. To find out whether single parenting contribute to student's behaviour in public secondary schools in Ngong-Sub-County, Kajiado-County.

### **1.4 Research questions**

The research was guided by the following research questions:

1. How do parents as role models contribute to student's behaviour?
2. To what extent do parental supervision/monitoring influence student's behaviour?
3. Does parenting styles influence student's behaviour?
4. How does single parenting affect student's behaviour?

### **1.5 Significance of the Study**

This research aimed at investigating the influence of parenting on students' behaviour in public secondary schools, in Ngong sub county, Kajiado County. The study sought to find out how parental upbringing contribute to adolescent behaviour in public secondary schools. The information obtained in this study is of great benefit to the society in a number of ways.

One of the roles of parents as stipulated by the new Kenyan curriculum (2-6-3-3-3) is to be involved in the education of their children by enforcing discipline at home and working with the school systems to ensure that the child learn in school. This study will serve as a reminder to parents of their responsibility towards their children

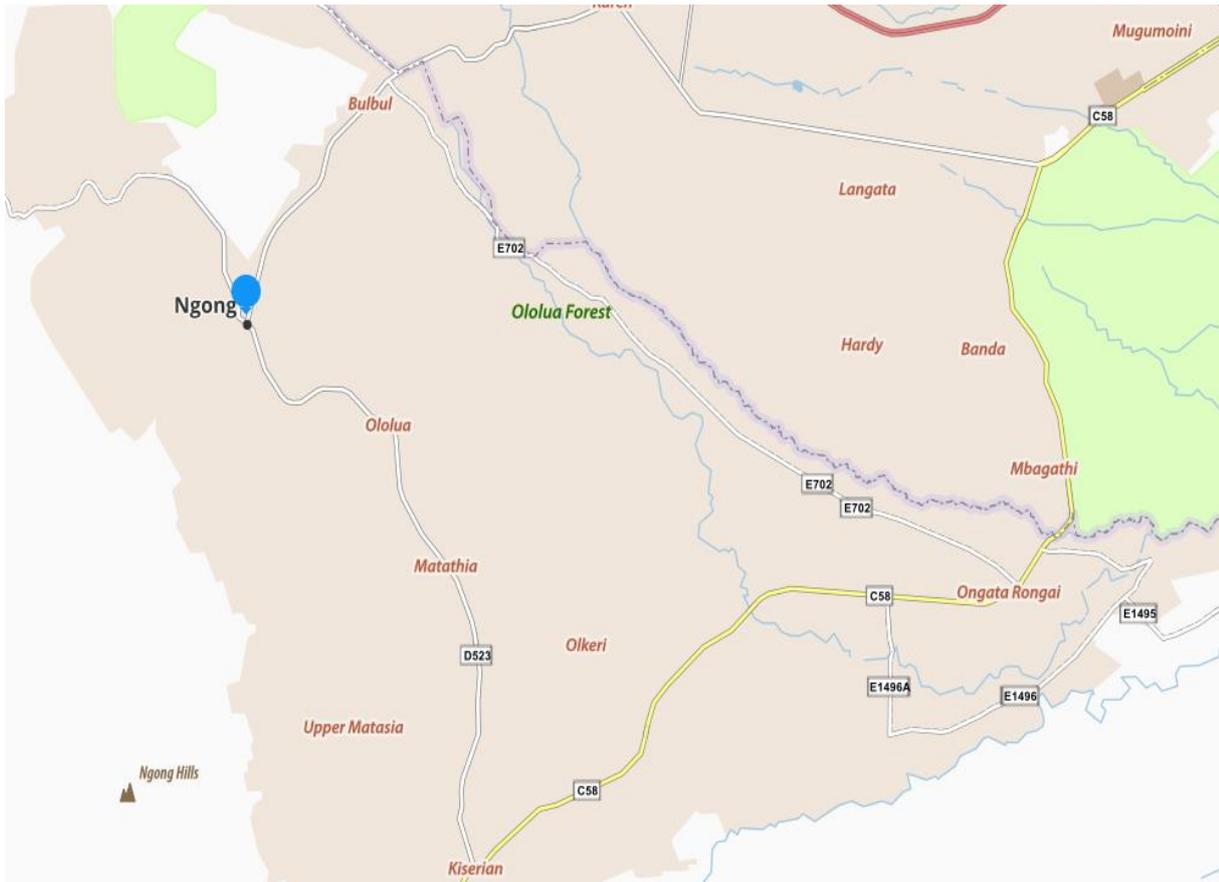
The findings would be of help to schools as well. Teachers could know what factors they should observe for in students, whether it is antisocial behaviors, disruptive behavior, or the commencing of an association with deviant peers. This will help them to know how best to help them.

As stipulated by the new curriculum of Kenya, the findings could help the schools to offer programs for both parents and students to work together to build a closer bond that could increase self-control and lower the likelihood that the child will turn to deviant behaviours.

The findings will also be of great help to curriculum planner to consider the issue of discipline and how to help those who are not academically good because the old curriculum (8-4-4) system put more emphasis on higher examination grades thereby neglecting the area of discipline. Those that became truant and undisciplined were pushed out of school because they were not meeting the minimum grades expected..

### **1.6 Delimitation of the Study**

This study included all the areas of Ngong Sub County, Kajiado County, but since the researcher could not cover all the public secondary schools in that county, the study selected three mixed public secondary schools all in Ngong Sub-County and a sample of students and teachers in the selected schools. The study focused only on form three students because the researcher assumed that they have enough experience on the influence parenting has on students behaviour in public secondary schools; having stayed in school for three years. This study concentrated on: Parental monitoring and supervision, parenting styles, parents as role models to their children and single parenting.



## 1.7 Theoretical Framework

Kombo and Tromp (2006) define theoretical framework as a collection of interrelated ideas based on theories which is meant to explain phenomena, and provide a generalized explanation to an event. The study used social control theory which was developed by Ivan Nye in 1958. Ivan assumes that intrinsically children are delinquent and that they require control in order to develop compliance. Parents employ direct control that involves punishing children for undesirable behaviours and rewarding desirable ones, putting sanction. Firstly, parents use direct method which includes: checking, rewarding, supervising, putting sanctions, disapproving and excluding. The social bond with parents can be weakened due to the negative emotions that emerge for this reason, children with negative feelings against their parents are most likely to be drawn to delinquent peers.

The second approach that parents use in raising up their children is the internal control. According to Ivan, it involves parents training their children and explaining the consequences of

behaviours. Being aware of these, children accept the values, rules as if they owe them and at the same time internalize the trainings they receive from their parents. This will enable the children to develop conscience and self-control that will protect them against antisocial deviant acts. In this way, the children are likely to behave well even when their parents are not there. In this way, the adolescent is likely to see the discrepancy between what is demanded and the behaviour of the parents.

In the third control, the parents use indirect approach. The individual behaves in a desirable way just to appeal to those who are nearer to them. Here strong attachment bond creates an avoidance of unwanted conduct in hope of parental displeasure or discouragement procedures. In the contexts of parent-child affection, the control works very well. It is a context in which children anticipate and cherishes parental affection and fears its forfeiture.

Finally, the fourth control is a need of satisfaction control. It involves a combination of two controls, internal and external. Parents' creates a need satisfaction control in their children by developing their conscience and attending to their needs. When children's consciences are developed, they are less likely to engage in deviant behaviours. However, the thought of having their needs met makes the children to have an expectation that if they behave in undesirable way, they run the risk of not having their needs met.

Nye Ivan's control theory indicates that parental control, punishment and parent-child bonding can influence adolescent behaviours. If the child discovers over controlling, punishment, lack of affection, support he or she is likely to rebel against authority and become delinquent. In analyzing the impact of family condition and relationships on juvenile delinquency, Nye observes that broken homes were strongly associated with self-reported delinquent behaviour. Differentiating between legally broken families (by physical absence of one parent through divorce or death), and psychologically broken families (by conflict and animosity between parents), Nye found that there was higher rates of misbehaviour in psychologically broken, but intact families than legally broken families, due to some loss of direct control.

He further observed that, children who frequently seek advice, information, help including school work, religion, dating, future plans or sex from their parents are less likely not to engage in delinquent behaviour (Nye, 1958: 678). Similarly, children that saw their parents as stingy has the highest rate of behaviour problem; also, children who received more money than other adolescents (through higher allowances) has more delinquent behaviour. Finally, he suggests that parents who punish their children physically can lead their children to begrudge them. Children are unlikely to adopt the values and qualities of the people they resent. In addition to that, parents who treat their children with harshness are likely to lead them to rebel against their authority which is likely to show itself in their involvement in deviant acts.

### **How the Idea is Used**

The social control theory is relevant to this study and it is used in the review of related literature to affirm that intrinsically children are delinquent and require control in order to function well in the society. Parents therefore needs to control the behaviour of their children through effective monitoring and supervision, parental care and support, parental role model, setting rules and explaining reasons behind it, consistent approach to discipline, effective parent-child communication and positive parenting styles. Children who enjoy all these privileges are not likely to engage in deviant behaviour. However, when these are lacking, children are likely to engage in antisocial behaviour as coping strategy.

### **1.8 Limitations of the Study**

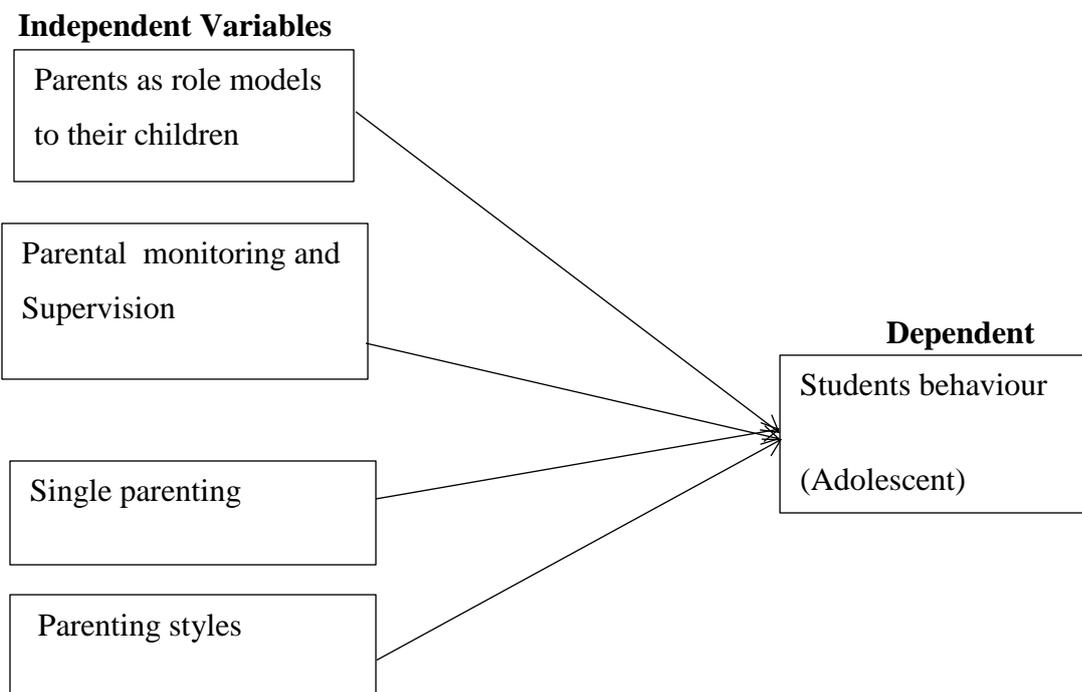
Limitations of the study could be understood as challenges anticipated or faced by the researcher Kombo et al, (2006).

There were various problems that the researcher encountered in the course of the study. For example, to visit all the schools in Ngong Sub-County, Kajiado County and to conduct the study in these schools; financial problem which prevented the researcher to move from one school to another in Ngong Sub County, Kajiado County. Owing to these reasons, the researcher decided to limit the study to only form

three students in the three selected schools which were: Ololua Secondary School, Kibiko Secondary School and Ennomatassia Mixed Secondary School in Ngong Sub County.

### 1.9 Conceptual Framework

Reichel and Ramsey (1987) define conceptual framework as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. This study was based on the influence of parenting on student’s behavior in public secondary schools in Ngong Sub County, Kajiado County.



**Figure 1: Conceptual framework on influence of parenting on student’s behavior.**

### 1.10 Operational Definition of Key Terms

**Parenting:** Process of promoting and supporting the physical, emotional, social and intellectual growth of a child.

**Influence:** It is a drive or desire that guides someone’s thinking, behaviour and judgment.

**Student:** One who is enrolled and attends lesson in secondary school and depends on parents' support.

**Public secondary school:** Schools maintained at public expenses for the education of the children of a community or district and that forms a part of a system of free public education at secondary

**Behaviour:** The way one acts or conducts oneself, especially towards others.

### **1.11 Organization of the Study**

The study was organized in five chapters. Chapter one dealt with the background of the study, statement of the problem, significance of the problem, objectives of the study, research questions, limitation of the study, delimitation of the study, definition and organization of the study. Chapter two presented literature reviews based on the influence of parenting on student behaviour in public secondary schools in Ngong Sub County, Kajiado County. Chapter three comprised research design, methodology, data collection and instruments for gathering data. Chapter four discussed data analysis and interpretation of the findings and chapter five entailed the summary of the study, conclusion of the findings, recommendation and area of further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discussed various writings on influence of parenting on student's behaviour in public secondary schools such as: Parental monitoring and supervision , Parents as role model to their children, parenting styles and single parenting.

#### **2.1 Single Parenting**

A research conducted by Simons, Conger and Brody (2004) on collective socialization and child conduct problems reveals that generally adolescents in two parent's family do better compare to children in single mother, cohabiting, stepfathers, and married stepfathers families; and that adolescents from divorced or single parent families have higher risk of exhibiting problem behaviours than their counterparts in two parents' households because children in two biological parents' households have more chances of enjoying socioeconomic resources, as well as greater opportunity of parental time, attention and support. This means that single parenting style contributes to student's behaviour.

Gove and Crutchfield (1982) added that often time due to poverty children in single parents' family's resort to criminal activities in order to support their single parents, whereas in most cases when two parents are together, they bring their income together to cater for their children's needs, the children will not struggle or engage in criminal activities. The interpretation is that broken home is linked with high rate of criminal behaviour among youth than home that is together.

Griffin, Botvin, Scheier, Diaz & Miller (2000) conducted a similar research on parental practices as a predators of substance use, delinquency, and aggression among urban minority. The findings reveal that adolescents in single parents' families when compared to adolescents in families with two biological parents were engaged more in problem behaviours such as alcoholism, premarital sex, truancy, theft, fighting, and substance abuse because there is only one parent to monitor their activities compare to

children from two biological parents' families. Similarly, there is an early initiation of sex among adolescents living with single parents than those living with both parents (Moore, 2001). Elis, Bates, Dodge, Fergusson, Horwood, Pettit, & Woodward (2003). for example, discovered after examining adolescent's sexual activities and 10 pregnancies found that girls who experienced an absence of a father by or before age five recorded high rate of sexual activities and teenage pregnancy. Therefore, there is a high rate of deviant behaviour among children from single parents' families compare to those with two biological parents.

In addition, Walls and Rankin (1996). in their research on broken home and juvenile delinquency discovered that often time single parents are occupied with the task of maintaining, supervising and restricting their children and working to cater for their children's basic needs that they sometimes do not know where their children are and whom they associate with, as a result the children end up associating with deviant peers because the single parent is occupied with work that there is no time to check on them.

Thomas, Farrell and Barnes (1996) discovered that when mothers raise boys on their own, they tend not to effectively control their behaviour as a father could due to the absence a father figure whom they would emulate male behavior and discourage deviant. The same would occur when fathers raise girls on their own. Therefore, children need the presence of both parents to build their character and ego. This means that children raised by both parents are less prone to deviant behaviour compare to those raised by single parent.

### **2.1.1 Unmarried Parents**

Acs and Nelson (2002) conducted a research on children's wellbeing and the rise in cohabitation. The findings show that adolescents in a cohabiting parents' families fair worse and are more prone to show higher level of instability, internalizing and externalizing behaviour than children who reside with their two married biological parents. When contrast with single mother families, where there is no father,

cohabiting step father figure provide less benefit. This shows that children from two married parent home do better and are not likely to experience behaviour problem than those in single parent families.

### **2.1.2 Nonresidential-Fathers**

Flouri and Buchanan (2002) in their research on father involvement in childhood and trouble with the police in adolescent observes that children of uninvolved fathers are likely to involve in risky behaviours, and that children who were intimate with their nonresidential- fathers recorded high self-esteem, less deviant acts and minimal depressive symptoms than children who reside with their father whom they do not have intimate relationship with. Similarly, active involvement of nonresident- fathers has been discovered to be associated with positive results among adolescents. Hawkins, Amato and King (2007) for example, found that active involvement of nonresident fathers such as helping in homework, engaging in discussion with their children and at the same time setting boundaries amount to positive results among adolescents. This means that active involvement of nonresident- fathers help to prevent deviant acts and increase high self-esteem among adolescents the living condition notwithstanding. (Williams & Kelly, 2005).

### **2.1.3 Step Families**

Hetherington (1999) carried out a research on family functioning and the adjustment of adolescent sibling in diverse types of families. The findings reveal that adolescents living in step families has higher levels of internalizing and externalizing behaviour, poorer academic achievement and decreased social ability than children who resides with their two biological parents. This is because step parents do not take care of children they do not give birth to. While high level of monitoring is good in two intact families, it was discovered to be harmful in step families due to less trust and intimacy between step fathers and adolescent. However, adolescents who see their step fathers monitoring as intrusion are likely to engage in internalizing and externalizing behaviour as a way of coping with the

situation. (Leidy, Scholfield, Miller, Parke, Contrane, Braver, Cookston, Fabricius, Sanes & Adams, 2011).

#### **2.1.4 Grand-parent as Primary Care-givers**

King, Elder, and Conger (2000) observed that when grand-parents are actively involved in the upbringing of their grandchildren by acting as caregivers, playmates, advisors, and friends, the grandchildren are bound to experience more positive outcome and less emotional problem. Similarly, grand-parents supportive and intimate relationship with their grandchildren decreases the symptoms of depression especially among adolescents from family where there is no father or mother. This means that greater grand-parental involvement is linked with decreased emotional problems and increased positive results while decreased grandparental involvement is associated with increased emotional problems among adolescents.

#### **2.2 Parenting Styles and Student Behaviour**

Berk (2006) defines parenting styles as a combination of parenting behaviours that occur over a wide range of situations, creating an enduring childrearing climate. Positively or negatively, parental behaviour and styles can influence adolescent behaviour. Darling and Sternberg (1993) are of the view that if parent's style of raising children is such that are involving and supportive and ensure intimate relationship with their adolescents, the adolescents in turn may offer information freely and feel that their parents deserve to be informed about their activities, and are likely to respond to the control of their parents. This means that there is a relationship between parenting styles and students' behaviour.

Baumrind (2003) explains the four parenting styles and how they can have huge impact in the behaviour of adolescents. The first parenting style is called authoritarian. These categories of parents feel the need to control their children totally. They set rules and demand that such rules be obeyed. Many parents who fall under these categories set expectations for their children which are rarely met, in other words, they expect the children to strictly follow the established rules without explanation; open

communication is discouraged. Research has shown that most adolescents from authoritarian families are likely to show poor social skills, low self-esteem and high level of depression; and this may lead them to deviant behaviour as a way of coping with the problems. Therefore, authoritarian parenting style contributes to student's deviant behaviour.

The second set of parenting style is the authoritative. Unlike authoritarian parents, authoritative parents establish rules and guideline that the children should follow in a democratic manner. They encourage dialogue and help them to understand why such rules are set. Adolescent raised by authoritative parents records high level of well-being and are more satisfied in life than adolescents without authoritative parents. Therefore, authoritative parenting style is considered the best compared to others because it is commonly associated with positive adolescent outcome; and adolescents raised by authoritative parents perform well in school, and are less liable to externalizing behaviours (Baumrind, 2003).

The third parenting style is the permissive style. Permissive parents like authoritative parents are supportive, accepting, independence and responsive, but not demanding. They are not mainly concerned with their children's creativity. While trying to avoid confrontations, they become lenient and nontraditional. They love their children, but set few inconsistent rules. In terms of respect for authority and obedience, they demand little, and allow their children a lot of freedom; as a result, the children show high rate of association with abnormal behaviours such: as substance use, school misconduct and are less engage and less oriented positively to school. This means that permissive parenting style contributes to adolescent's deviant behaviour.

The last parenting style according to Baumrind (2003) is the uninvolved. Among the four parenting styles, uninvolved parenting is considered the worse because the parent does not establish rules nor care about where their children are, who they associate with and how they are behaving. Uninvolved parents may not devote time into meeting their children's basic needs; may not be aware of child development because they are saddled with other family responsibilities like paying of bills and

managing a home. As a result, they consistently neglect the physical or emotional needs of the child. As a result, the children are likely to have problem with self-esteem and are probable to perform poorly in school (Maccoby & Martin, 1983). Authoritative parenting style however, has positive effects on child adaptation whereas remaining styles places the child at the risk for undesirable outcomes.

### **2.2.1 Parenting Styles and Consistent Discipline**

Leidy et al (2011) note that constant correction safeguards adolescents against the impact of many stressful and negative happenings. It also protects against the effects of peer group link on girls use of alcohol and other substances, but not among boys. Marshal & chassin (2000). Similarly, adolescents who go through constant discipline are more resistant to peer influence because the values and norms that their parents forced on them will discourage them from succumbing to the way of life of their drug use promoting friends. On the other hand, parental inconsistent disciplinary behaviour is likely to reinforce adolescent's behaviour problems. Therefore, inconsistent discipline has found to be linked with problematic psychological adjustment of young people such as depression, anxiety and other delinquent acts. (Dodge, Coie & Lynam 2006)

### **2.2.2 Parenting Styles and Harsh Discipline**

Mennicke, Potter and Clarke (1998). observed that the use of harsh discipline such as yelling, threatening by either parent in a two household in response to misconduct was connected to more adolescent's depression and externalizing behaviour that regulated hostility or violence. Similarly, the use of corporal punishment in which parents use physical punishment such as pushing, beating, hitting a belt is at the increase among poor families, and it is likely to lead to externalizing and internalizing behaviour among children. (Tamis-LMonda 2002). On the hand, lower socioeconomic parents engage more in high level of hash discipline than highly socioeconomic status parents, As a result, low social economic status child are likely experience deviant behaviour while children of highly socioeconomic status parents will experience negative effect of not having their emotional

needs met because their parents never have time for them. Therefore, harsh discipline and socioeconomic status of parents contributes to deviant behaviour among children.

### **2.3 Parental Monitoring /Supervision and Students' Behaviour**

Dishion and McMahon (1999) sees parental monitoring/supervision as the parental behaviours that regulate and provide awareness of their children's whereabouts, conduct, and companions reduce adolescents externalizing outcomes. In his findings, he discovered that higher level of parental monitoring is connected with adolescents less initial involvement with alcohol, drugs and other substances and reduce the levels of misuse over time, as well as reduce sex risk behavior. During adolescence, peers becomes an important socializing agent. For this reason, parents' awareness of their children's whereabouts becomes important for prevent problem behaviour. However, since parents rely on their children to inform them where they go and whom they mingle with when away from home, they recommended that parents should build a friendly relationship with their child to ensure effective parent-child communication.

Similar research carried out by Snider, Clements & Vazsonyi (2004) on late adolescent's perceptions of parent religiosity and parenting processes shows that when parents build an atmosphere that enhances productive parent-child communication, it can serve as a protective factor for adolescent problem behaviour; and that adolescent who talk to their mother often about a problem behaviour are not likely to engage in risky behaviour such as abuse of substance, premarital sex and alcohol compare to children who do not. Guilamo-Ramos, Jaccard, Dittus and Bouris (2006) discovered that Female children are more favored when it comes to discussing sex with parents than male children. Therefore, establishing a supportive environment where parent-child communication is valued and lived is associated with children who are successful during adolescent, and are not likely to engage in deviant behaviours at school.

### **2.3.1 Parental care-Support**

Parental care and support according to Maccoby et al (1983) is the degree to which the adolescent is loved and accepted, which is evaluated by how frequent the parents listened carefully to their children's point of view and offer help when needed. Furthermore, increased parental care and support has been linked with reduced alcoholic and substance use and increase in self-esteem over time among adolescents. Research conducted by Wilson (2008) reveals that in a sample of Latino adolescents, higher levels of parental care and support were positively connected with the relationship between parents and their children and was also associated with decreased alcohol use. This means that lack of parental care and support leads to adolescent internalizing and externalizing behaviour.

### **2.4 Parents as Role Models and Students Behaviour**

Research by Denton and Kampfe (1994) revealed that higher parental alcohol consumption is linked to higher consumption by the adolescents because children adopt the behaviour of their parents. Furthermore, research has shown that stress and depression lower emotional well-being following divorce, it can be associated with higher parental alcohol consumption and substance use, and in order to cope with this situation, children may resort to alcohol consumption like their parents as a coping strategy. Therefore, parents' higher drinking behaviour is connected with higher levels of acting out behaviour in adolescents such as alcoholism, smoking truancy and other deviant acts. While lower drinking behaviour is connected with lower levels of acting out behaviour in adolescents.

### **2.5 Summary of the Review of Related Literature**

There are a lot of proofs from many authorities stating categorically that single parenting, parenting styles, parent's inadequate supervisor and monitoring of their children and parent's lack of role model to their children have contributed immensely to student's behavior. Simon, Conger and Brody (2004) reveals that adolescents in single mother, cohabiting, stepfathers, married stepfathers families when compare to adolescents in families with two biological parents were engage more in

problem behaviours such as alcoholism, premarital sex, truancy, theft, fighting and substance abuse because there is only one parent to monitor their activities; but did not seek the opinion of the parents or teachers in their research to make the findings authentic, They concentrated only on the opinion of young children in general Therefore, in order to have a balanced result, the researcher would like to fill the gap by involving the parents.

Moreover, the above-mentioned behaviour problems are not the only problems behaviour poor parenting can cause; it can even make a child to commit suicide or even kill the parent because of the absence of a mother or a father figure. It is also evident in the reviewed literature that most of the researchers concentrate more on young children in United States and not in African context. No research has been done on influence of parenting on student's behaviour in public secondary schools in Ngong Sub County. Similarly, most of the researchers dwelled much on the effects of parenting on children's behaviour without proffering possible solution to tackle the problems; The current study proposes to fill this gap. Similarly, Dento and Kampfe reveals that higher parental alcohol consumption is linked to higher consumption by the adolescents because children learn the behaviour of their parents. However, they did not tell us that children can as well learn these behaviours from other sources such as: peers, neighborhood and mass media.

In the review of related literature, authoritative parenting styles had positive effects on child adaptation whereas the remaining styles places the child places the child at the risk for undesirable outcomes. However, there is no empirical study which examine whether authoritative, authoritarian, permissive and uninvolved parenting styles continues to have influence on student's behaviour in public schools in Ngong. Therefore, there is need to investigate the influence of parenting on student behavior in public secondary schools in Ngong Sub County. This is one of the primary aim of the current study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0. Introduction**

This chapter dealt with the research methodology that the researcher used in this study. It gives details of the research design, area of the study, target population, description of the sample, sampling procedures, instrument of data collection, validity of the instrument, reliability of the instrument, method of data collection, method of data analysis and ethical considerations.

#### **3.1. Research Design**

According to Ogula (2005). Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions used to control variance. In addition. Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. Apart from providing all the major aspects of a project, research design addresses the fundamental question on debate. It constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2003). Therefore, this study investigated the influence of parenting on students' behaviour in public secondary schools in Ngong Sub County, Kajiado County. The study used a descriptive survey design method whereby information was collected by interviewing, or administering questionnaire to a sample of individuals to collect both qualitative and quantitative data. This implies that the researcher collected and then analyzed data in order to elaborate on the quantitative results obtained.

### **3.2. Area of the Study**

Kajiado north has three Division, Ngong division, Ewaso division and Magadi division. The researcher sampled Ngong Division as most schools in Ewaso and Magadi division are widely scattered and accessibility is a problem. The total number of schools in this Sub County is 21. The researcher selected Ngong Division as area of study for several reasons. One of the reasons is that Ngong has a number of students and teachers in public secondary schools drawn from different social classes all over the county, their views and experiences about the influence of parenting on students behaviour will be different. Another reason why the researcher selected Ngong division as area of study is that there has been cases of indiscipline among students in public secondary schools in Ngong. Three schools were selected because the researcher cannot cover all the schools in Ngong Sub County. Therefore, the researcher expected this area to be suitable in expressing the influence of parenting on student's behaviour in public secondary schools in Ngong Sub County.

### **3.3. Target Population**

Mugenda and Mugenda (2003) defines a target population as a population which the researcher wants to use to generalize the results of a study. Therefore, the target population of this study comprises all public secondary schools in Ngong Sub County, Kajiado County.

### **3.4. Sample Size and Sampling Techniques**

According to Webster (1985), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. Sampling techniques on the other hand is the procedure a researcher uses to gather people places or things to study (Kombo & Tromp, 2006).

Mugenda and Mugenda (2003) suggest that a good sample should represent a least 30% of the population or more. The study used three public secondary schools which are Kibiko secondary school, Ololua secondary school and Ennomatassia mixed secondary school. The sampling of schools was done using simple random sampling. All the public secondary schools in Ngong had equal chance

of being selected in the study. Purpose sampling was used to select the teachers in each school in order to get the right information Therefore, simple random sampling was employed in this research in order to come up with at least 30% of the students' total population from the three-public secondary schools.

**Table 1 Sampling Size**

<b>Schools</b>	<b>Students population</b>	<b>Students Sample %</b>	<b>Teachers sample %</b>
<b>School A</b>	80	24	5
<b>School B</b>	96	29	5
<b>School C</b>	130	40	5
<b>Total</b>	<b>306</b>	<b>93</b>	<b>15</b>

Source: (Field data, 2019)

Table 1 was done using simple random sampling to ensure that each unit in the population has an equal chance of being selected in the study. The researcher divided the students in stratum by their gender, boys and girls. Students in each stratum were numbered and the numbers were written in small pieces of papers and put in different boxes. Those who picked the papers having the numbers corresponding to the number belonging to the sample size; 93 students were taken to belong to the sample (30% of the population).The total targeted population in school A was 80: 24 students and 5 teachers. School B had the targeted population of 96: 29 students and 5 teachers, whereas school C was 130, 40 students and 5 teachers.

### **3.5 Instrument of Data Collection**

In this research, Data was collected from the respondents through questionnaires. A questionnaire according to Kothari (2004) is a carefully designed instrument, written, typed or printed for collecting data directly from the targeted population. Questionnaires will give respondents the freedom to respond to information they feel comfortable to give as they were not asked to write their names and that of their schools. Questionnaires can be closed or open- ended questions. Close ended questions were arranged in such a way that the respondent was provided with a list of responses from which suitable answers was selected. Open ended on the other hand requires the respondents to provide their own answers. Therefore, this study used closed and open-ended items for both teachers and students which were divided into five sections ranging from demographic questions, questions on the influence of single parenting on students behaviour in public secondary schools in Ngong Sub County, parental monitoring\ supervision and students behaviour, Parental role model and parenting styles and students behavior in public secondary schools in Ngong Sub County, Kajiado County.

### **3.6 Validity of the instrument**

The researcher consulted an expert in education and the supervisor for the validation of the research instrument for data collection, to make sure it matches with the objectives of the research.

### **3.7 Reliability of the Instrument**

Kothari (2006). defines reliability as the ratio of the true score variance of the observed score variance in the set of scores. For the reliability of the instrument of data collection, the researcher worked in consultation with the supervisor for any possible corrections.

### **3.8 Data Collection Procedures**

Data collection is the act of gathering specific information aimed at providing or refuting some facts (Kombo & Tromp, 2006). In order to be allowed to collect data, the researcher obtained permission from the office of the Deputy Principal Academic of Marist International College (MIUC)

to confirm that the researcher is a Marist student and also facilitate to carry out this research. The letter was submitted to the authorities in schools where the researcher carried out the research; the letter served as authenticity for the schools to grant the researcher permission to collect data. With due permission from authorities, questionnaires were administered to the respondents through the help of the schools' head teachers after explaining the content and importance of the research.

### **3.9 Data Analysis and Techniques**

For both students and teachers, the researcher used descriptive techniques to analyze demographic information for data related to sex, age, academic qualification, professional experience. The responses obtained from the questionnaires was organized based on the research objectives and questions. The researcher coded, tabulated responses into specific categories, appropriately recorded and compute the result using the Statistical Package for Social Sciences (SPSS) program.

### **3.10 Ethical Consideration**

The researcher ensured that the ethical rules guiding academic research was adhered to. The researcher obtained permission from the relevant authorities concerned to facilitate the research. The researcher assured the respondents in the process of collecting data of their confidentiality in dealing with their responses. As regards academic integrity, all sources of the information\ literature review for this research were duely acknowledged.

## **CHAPTER FOUR**

### **PRESENTATION OF DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS**

#### **4.0 Introduction**

This chapter presents data analysis and interpretation of the findings based on the items illustrated in the questionnaires distributed to the students and teachers of the selected schools in Ngong Sub County. The aim of the study was to investigate the influence of parenting on student's behavior in public secondary schools in Ngong Sub County, Kajiado County. The section is divided into three parts. The first part of the analysis deals with the demographic information while the second tackles the factual information of the respondents. The last part deals with suggestions of the respondents. The analysis was done using SPSS.

#### 4. 1 Demographic Information of the Respondents

The table below illustrate the rate of the respondents who participated in the study.

**Table 2: Respondent's Questionnaires Return Rate**

<i>Respondents</i>	<i>Administered</i>		<i>Returned</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Students</i>	93	86	88	88
<i>Teachers</i>	15	14	12	12
<b><i>Total</i></b>	<b><i>108</i></b>	<b><i>100</i></b>	<b><i>100</i></b>	<b><i>100</i></b>

Source: (Field data, 2019)

According to table 2, a total number of 108 questionnaires were distributed. The number included 93 questionnaires for students and 15 for teachers. Out of the 93 questionnaires for students, 88 were collected back. Five students did not return theirs. Similarly, out of the 15-questionnaire distributed to teachers, 12 were collected back and 3 teachers did not return.

**Table 3: Number of Respondents in Each School**

<i>Name of school</i>	<i>Number of the students</i>	<i>Number of teachers</i>
<i>School A</i>	24	4
<i>School B</i>	29	3
<i>School C</i>	35	5
<b><i>Total</i></b>	<b><i>88</i></b>	<b><i>12</i></b>

Source: (Field data, 2019)

Table 3 shows that 24 of the student respondents were from school A , 29 from B and 35 from school C . All the three schools were mixed public secondary schools. Students response in school C was higher than that of A and school because students' population in school C was higher than that of A

and school B. Similarly, 4 of the teacher respondents are from school A, 3 from school B and 5 from school C. This concludes that majority of the respondents were from school C.

#### 4.1.1 Gender of Respondents

*Table 4: Distribution of Gender of Respondents*

<i>Gender</i>	<i>Students</i>		<i>Teacher</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Male</i>	<b>43</b>	<b>48.9</b>	<b>4</b>	<b>33.3</b>
<i>Female</i>	<b>45</b>	<b>51.1</b>	<b>8</b>	<b>66.7</b>
<i>Total</i>	<b>88</b>	<b>100</b>	<b>12</b>	<b>100</b>

Source: (Field data, 20019)

Table 4 reveals the total population of the respondents according to their gender. The study used teachers and students as targeted population. The findings reveals that the number of male respondents comprised of 43 students ( 48.9%) and 4 teachers (33.3) while femal respondents comprised of 45 students (51.1%) and 8 teachers (66.7%) However, the number of both male students and teachers were not in equal proportion with the female students and teachers. This implies that there was gender inbalance, evidence shown from the female teachers and female students perspective.

#### 4.1.2 Age of the Respondents

**Table 5: Age of Students and Teachers**

<i>Age</i>	<i>Students</i>		<i>Teachers</i>	
	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>15-17</i>	<i>69</i>	<i>78.4</i>		
<i>18-20</i>	<i>19</i>	<i>21.6</i>		
<i>25-30</i>			<i>2</i>	<i>18.1</i>
<i>31-36</i>			<i>5</i>	<i>45.5</i>
<i>50 and above</i>			<i>4</i>	<i>36.4</i>
<i>Total</i>	<i>88</i>	<i>100</i>	<i>11</i>	<i>100</i>

Source: (Field data, 2019)

Table 5. shows that 69 (78.4% ) of the student respondents were aged ranging from 15-17 while 19 ( 21.6% ) were between 18-20; 2 (18.1%) of teacher were between 25-30. 5 (45.5%) between 31-36 while 4 (36.4%) had an age between 37-50 and above. One of the teachers did not indicate her age. The implication is that since majority of the students are between the age 15-17, they were matured enough to give adequate information for the study. Similarly,4(33.3%) of the teachers were matured enough so they are knowledgeable on how parenting can influence students behavior.

#### 4.1.3 Class Distribution of Students Respondents .

**Table 6: Class of Students**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
Three	88	100

Source : (Field data, 2019)

The table 6, shows that 88 ( 100%) of the respondents were in form three. The interpretation

is that since majority of the form three students attends school from home and have stayed in the school for a long time, and have interacted much with both teachers and parents, they are considered to be knowledgeable to influence of parenting on students behaviour in school

#### 4.1.4 Distribution of Type of School

*Table 7: Type of School of Students*

<b>Co-education</b>	<b>Frequency</b>	<b>Percent</b>
	88	100

Source: (Field data, 2019)

According to table 7 above, 88 ( 100%) of the students belong to coe-educational schools. With regards to the data, the interpretation is that most students from coe-educational schools are from different social economic background so they have experience on how parenting can influence students' behaviour.

#### 4.1.5 Teaching Experience and Qualification

*Table 8: Teachers' Responses on their Years of Teaching Experience and Qualification*

<i>Teaching experience and qualification</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>1-5 years</i>	<i>3</i>	<i>25.0</i>		
<i>11-15 years</i>	<i>1</i>	<i>8.3</i>		
<i>16 years and above</i>	<i>8</i>	<i>66.7</i>		
<i>Diploma</i>			<i>2</i>	<i>16.7</i>
<i>Degree</i>			<i>5</i>	<i>41.7</i>
<i>Masters</i>			<i>5</i>	<i>41.7</i>
<i>Total</i>	<i>12</i>	<i>100</i>	<i>12</i>	<i>100</i>

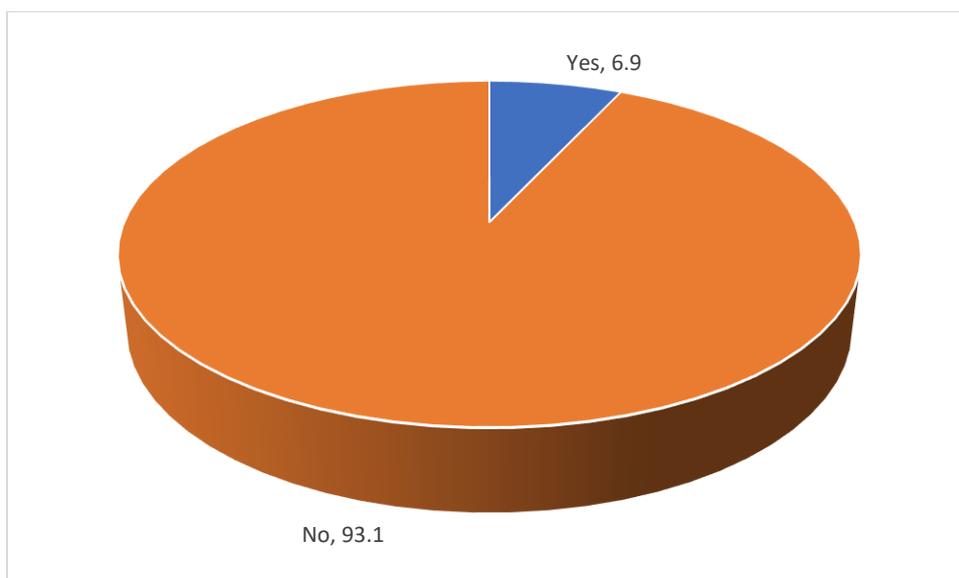
Source: (Field data, 2019)

According to table 8 above, 3 (25.0%) of the teachers had a teaching experience of 1-15years and other 1 (8.3%) of the population has been teaching for 11-15 years and 8 (66.7%) had 16 years and above experience as a teacher. The finding also revealed that majority of the teachers were qualified with masters, degrees and with so much experience to know the influence parenting has on students behaviour. The implication of this finding is that training and experience helps teachers to know how to handle students behaviour problem in school. Judging from the teachers years of teaching experience and qualification, they were in a good position to know the influence of parenting on student behaviour in public secondary schools since they interact with them often.

## 4.2 Parental Role Model Students Behaviour in School

### 4.2.1 Parents and Drug Use

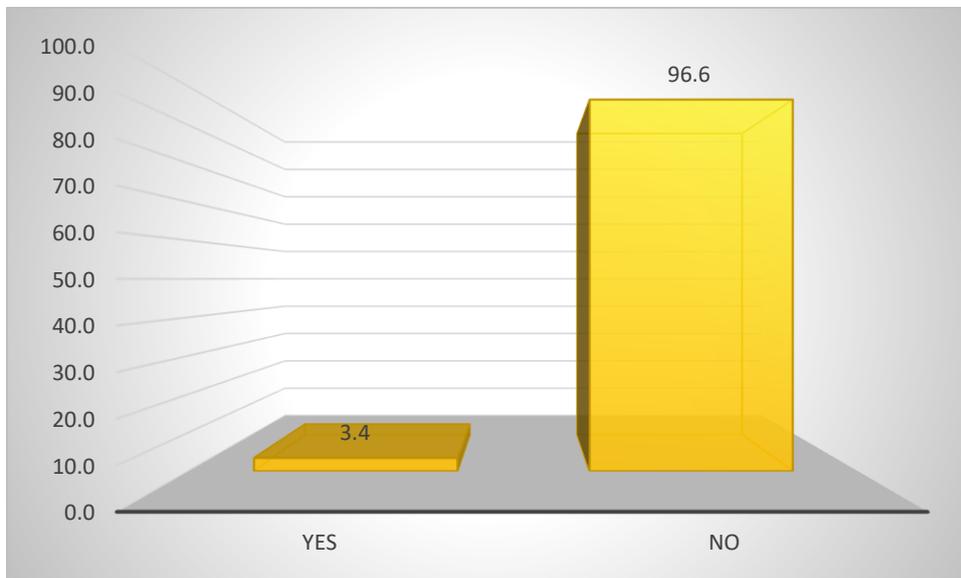
Students were asked to indicate whether any of their parents take any of the following drugs: Maijuana, Miraa, Cocaine, Bhang and Cigarettes.



**Figure 2 Students' Responses on parents and Drug Use(%)**

Figure 2 shows that 6.9 % of the students responded yes that their parents takes any of those drugs while 93.1% responded no that non of their parents take any of those drugs. The implication is that since majority of the parents do not take drugs so students are not likely to take drugs.

#### 4.2.2 Students Opinion Whether Smoking is Good

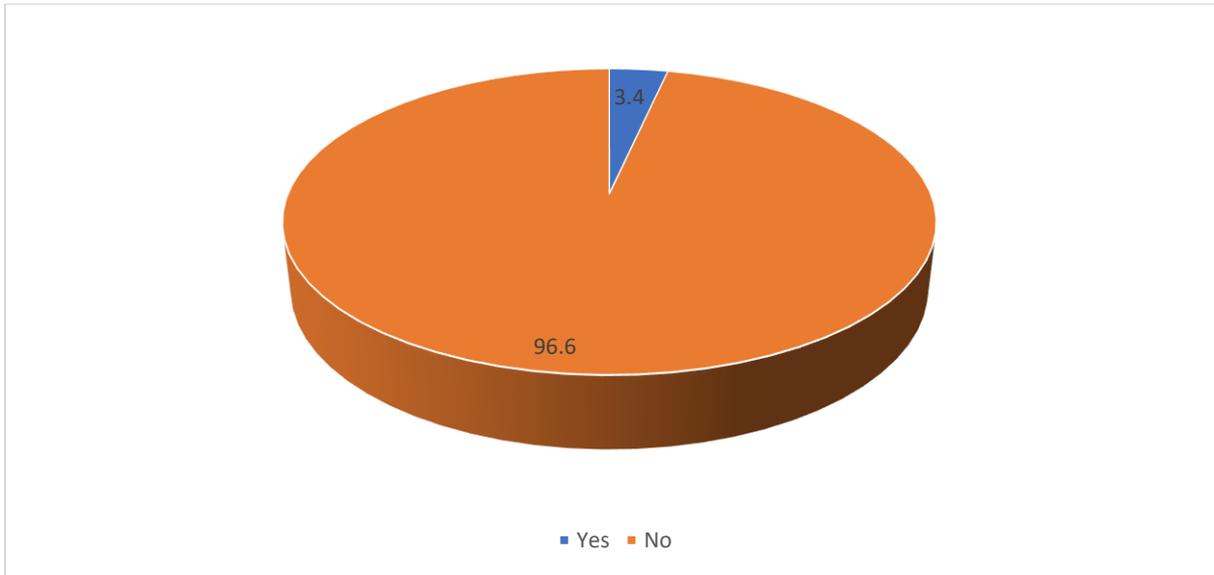


**Figure 3: Students Opinion On Whether Smoking is Good (%)**

Figure 3 above shows that 3.4 % of the respondents responded yes that smoking is good while 96.6% said no that smoking is not good. The interpretation is that majority of the respondents were coming from families where parents do not smoke, and the children were taught the danger of smoking.

#### 4.2.3 Students Response on my parents smoke

Students were asked to indicate their responses by saying yes or no to the question ‘‘ my parents smoke. Those whose parents smoke were asked to give reasons for their answer. Their responses are summarized in figure 4.



***Figure 4: Students Responses on students whose parents smoke (%)***

Figure 4 above shows that 3.4% of the students said yes to the question my parents smoke; 96.6% said no that their parents do not smoke Those whose parents smoke indicated that their parents smoke due to depression and stress caused by divorce. The implication is that parents who are divorced can resort to smoking as a way of coping with the stress. Research by Denton and Kampfe (1994) revealed that stress and depression lower emotional well being following divorce, it can be associated with parental alcohol consumption and substance abuse use, and in order to cope with this situation, children may resort to substance use as a coping strategy.

### **4.3: Parents and Supervision**

#### **4.3.1: Parenting Responsibility**

***Table 9 Students Responses on Students Whose Parents Do Not Know their Whereabout and Companions Increases their Chances of Involvement With Deviant Peers***

<b>Responses</b>	<b>Students</b>		<b>Teachers</b>	
	<b><i>F</i></b>	<b><i>%</i></b>	<b><i>F</i></b>	<b><i>%</i></b>
<b>Strongly agree</b>	<b>48</b>	<b>54.5</b>	<b>8</b>	<b>66.7</b>
<b>Agree</b>	<b>22</b>	<b>25</b>	<b>4</b>	<b>33.3</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2.3</b>		
<b>Disagree</b>	<b>9</b>	<b>10.2</b>		
<b>Undecided</b>	<b>7</b>	<b>8.0</b>		
<b>Total</b>	<b>88</b>	<b>100</b>	<b>12</b>	<b>100</b>

Source: (Field data, 2019)

Table 9 indicates that 48 (54.5%) of the students and 8 (66.7%) of the teachers strongly agreed with the statement. 22 (25%) of the students and 4 (33.3%) of the teachers

Agreed. 2 (2.3%) of the students strongly disagree, 9 (10.2%) of the students disagreed while 7

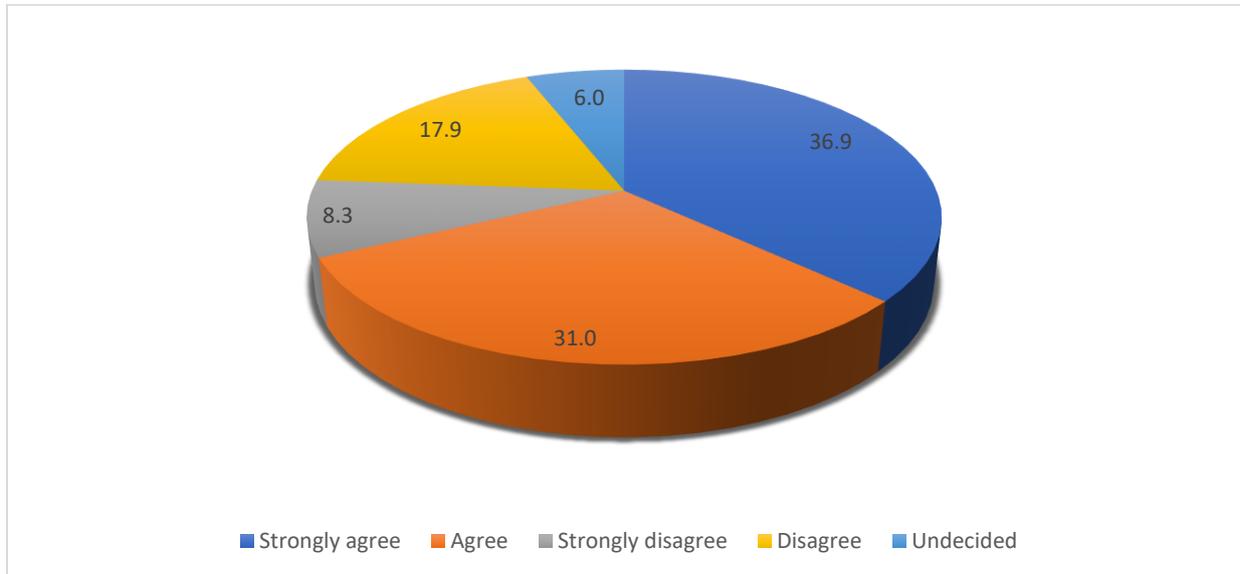
(8.0%) were undecided. The interpretation is that students' whose parents do not know their

whereabouts and companions increases their chances of involvement with deviant peers. According to

Dishion and McMahon (1999) high level of parental monitoring and supervision is connected with

adolescents less initial involvement with deviant peers while lack of it puts them at risk.

### 4.3.2: Parental Responsibility and Substance Abuse



***Figure 5: Students responses on Students Who Lack Parental Monitoring and Supervision Abuses Drugs (%)***

According to figure 5, 67.9% of the students agreed with the statement that students who lack parental monitoring and supervision abuses substances. 26.2% disagreed and 6.% were undecided. The implication of the finding is that lack of parental monitoring and supervision leads to abuse of substances among students. This matches with what Simons et al (1991) discovered; that adolescents are more likely to turn to deviant behaviour when there is ineffective monitoring and consistent punishment which are vital in raising a child.

### 4.3.3: Children and Source of Help

**Table 10: Respondents' Responses on Children Seek Help From Wrong Sources When Parents Do Not Have Time to Attend to their Problem**

<i>Responses</i>	<i>Students</i>		<i>Teachers</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Strongly agree</i>	31	35.2	6	50
<i>Agree</i>	34	38.6	5	42
<i>Strongly disagree</i>	8	9.1		
<i>Disagree</i>	9	10.2		
<i>Undecided</i>	6	6.8	1	8.3
<i>Total</i>	<i>88</i>	<i>100</i>	<i>12</i>	<i>100</i>

Source: (Field data, 2019)

Table 10 shows that 35.2% of students and 50% of the teachers strong agreed with the statement while 38.6% of students and 42% of the teachers agreed, 19.3% of the students disagreed that students do not seek help from erong sources when parents do not have time to attend to their problem. Similarly, 15.1% of the population were unable to decid. This indicates that majority of the respndents agreed with the statement. This interprets that when parents do not have time to attend to their children's problem, the children seek help from wrong sources which will affect their behaviour in school.

### 4.3.4: Parental Monitoring and Sex Risky Behaviour

The respondents were asked to indicate their level of agreement with the statement: ‘‘ Students without parental monitoring engages in sex risky behaviour’’ Their responses are summarized in table 11 below:

**Table 11: Respondents' Responses on Students Without Parental Monitoring Engage in sex Risky Behaviour**

<i>Responses</i>	<i>Students</i>		<i>Teachers</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Strongly agree</i>	<i>31</i>	<i>35.2</i>	<i>7</i>	<i>58.3</i>
<i>Agree</i>	<i>30</i>	<i>34.1</i>	<i>4</i>	<i>33.3</i>
<i>Strongly disagree</i>	<i>7</i>	<i>8</i>		
<i>Disagree</i>	<i>11</i>	<i>12.5</i>	<i>1</i>	<i>8.3</i>
<i>Undecided</i>	<i>9</i>	<i>10.2</i>		
<i>Total</i>	<i>88</i>	<i>100</i>	<i>12</i>	<i>100</i>

Source: (Field data, 2019)

Table 11 depicts that 69.3% of the students and 92% of the teachers agreed that students without parental monitoring engage in sex risky behaviour. While 20.5% of the students and 8.3% of teachers disagreed; 6% of students were undecided while 4 students did not respond. This reveals that majority of the population agreed with the statement. 29% disagreed. 6% were undecided and 4 did not respond to the question. This implies that student without parental monitoring engages in sex risky behaviour because there is no one to monitor their activities.

#### **4.4 Parenting Styles**

Respondents were requested to indicate the parenting styles used by their parents and how it affect their behaviour. Their responses are summarized in table 12 below;

**Table 12: Student's Responses on Parenting Styles Used by Parents/Guardians and How it Affects their Behaviour in School**

<b>Responses</b>	<b>Students</b>	<b>%</b>	<b>Positively</b>	<b>%</b>	<b>Negatively</b>	<b>%</b>
	<b>F</b>		<b>F</b>		<b>F</b>	
<b>Authoritative</b>	<b>42</b>	<b>44.7</b>	<b>71</b>	<b>80.7</b>		
<b>Authoritarian</b>	<b>38</b>	<b>43.2</b>	<b>71</b>	<b>80.7</b>	<b>9</b>	<b>10.2</b>
<b>Permissive</b>	<b>2</b>	<b>2.3</b>				
<b>Uninvolved</b>	<b>2</b>	<b>2.3</b>				

Source: (Field data, 2019)

Table 12 illustrates the four categories of parenting styles used by the parents and Guardians when fostering their children and how it affects their behaviour. The study found out that 42 (48%) of the students view their parents as authoritative. 38 (43.2%) view their parents as authoritarian; 2 (2.3%) said permissive and 2 (2.3%) uninvolved.

When asked how it affects their life, 80.7% of the the students responded that authoritative parenting styles effects their behaviour positively. 80.7% aslo responded the same while 10.2% of the population responded that authoritarian parenting styles has negative influence on their behaviour . Therefore the study strongly concluded that most of the parents of students in public secondary schools in Ngong District used both authoritative and authoritarian parenting styles and both have positive effect on students behaviour in school. Although Baumrind ( 2003) considers authoritative parenting style as the best because it has positive effect on child adaptation, whereas the remaining styles places the child at the risk for undesirable outcomes. However, majority of the students' respondents indicated that authoritarian parenting style also has positive effect on their beaviour. This implies that both authoritative and authoritarian parenting styles has positive effects on students.

#### 4.4.1 Effects of Single Parenting on Student's Behaviour

**Table 13: Respondents' Responses on Effects of Single parenting on Student's Behaviour**

Respondents were asked to indicate whether single parenting affects students behaviour and give reason for their answer. Their responses are summarized in table 13 below.

<i>Responses</i>	<i>Students</i>	<i>%</i>	<i>Teachers</i>	<i>%</i>
	<i>F</i>		<i>F</i>	
<i>Yes</i>	42	47.7	10	83.3
<i>No</i>	46	52.3	2	17
Total	88	100	12	100

Source: (Field data, 2019)

According to table 13, 42 (47.7%) of the students and 10 (83.3%) of the teachers said yes that single parenting can affects student's behaviour in school; while 46 (52.3%) of the students and 2 (17%) of the teacher did not agree with the statement. This shows that majority of the respondents that said yes that single parenting can affect students behaviour because a single parent may not be able to provide their childrens'needs and may not always be their to see what their children are doing ; while 69.2% said no that it will only affect them if the single parent did not provide for them them. This implies that single parenting affects students behaviour in school. According to Simons et al (2004) adolescents from divorced or single parent families have higher risk of exhibiting problem behaviour than those in two parents household because those in two parents families have greater opportunity of parental time, attention and support.

#### 4.4.2: Students From Single Parents Families and Concentration in Class

The respondents were requested to indicate whether students from single parent families experience poor concentration in class. Their responses are summarized in table 14 below

**Table 14: Respondents’ Responses on Whether Students From Single Parent families Experience Poor Concentration in class.**

<i>Responses</i>	<i>Students</i>		<i>Teachers</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Yes</i>	<i>25</i>	<i>28.4</i>	<i>6</i>	<i>50</i>
<i>No</i>	<i>63</i>	<i>71.6</i>	<i>6</i>	<i>50</i>
<i>Total</i>	<i>88</i>	<i>100</i>	<i>12</i>	<i>100</i>

Source: (Field data, 2019)

Table 14 shows that 25 (28.4%) of the students and 6 (50%) of the teachers responded yes that students from single families experience poor concentration in class while 63 (71.6%) of the students and 6 (50%) of the teachers responded did not agree with the statement. This means that 78.4% of the population said yes while 100% of the population did not agree with the statement. This implies that Students from single parents families do not experience poor concentration in class.

#### 4.4.3 : Students From Divorced Families and Depression

The respondents from asked to indicate whether students from divorced family experience high rate of depression because their parents are not living together. Their responses are summarized in table 15 below.

**Table 15: Respondents’ Responses on Students from Divorced Families experience**

***Depression***

<b>Responses</b>	<b>Students</b>		<b>Teachers</b>	
	<b><i>F</i></b>	<b><i>%</i></b>	<b><i>F</i></b>	<b><i>%</i></b>
<b>Very true</b>	<b>18</b>	<b>20.5</b>	<b>5</b>	<b>42</b>
<b>True</b>	<b>29</b>	<b>33</b>	<b>5</b>	<b>42</b>
<b>Not at all</b>	<b>27</b>	<b>30.6</b>	<b>1</b>	<b>8.3</b>
<b>Do not know</b>	<b>14</b>	<b>15.9</b>	<b>1</b>	<b>8.3</b>
<b>Total</b>	<b>88</b>	<b>100</b>	<b>12</b>	<b>100</b>

Source: (Field data, 2019)

Table 15 shows that 18 (20.5%) of the students and 5 (42%) of the teachers said it is very true that students from divorced families have high rate of depression. 29 (33%) of the students and 5 (42%) of the teachers said it is true. 27 (30.6%) of the students and 1 (8.3%) of the students denied the statement while 14 (15.9%) of the students and 1 (8.3%) of the teachers do not know. 6 (7%) This implies that students from divorced families have high rate of depression because majority of the respondents supported the statement. This corresponds with what King et al (2000) observed that there is increased symptom of depression among adolescents from families where there is no father or mother. Therefore, this can be concluded that students from divorced or broken families where both parents are not living together have high rate of depression because one of their parents is not living with them.

#### **4.4.4 :Absence of Parents, Teenage Pregnancy and School Drop Out**

The respondents were asked to indicate whether students who experience absence of any of the parents have high rate of teenage pregnancy and school drop out and give reason for their answer.

Their responses are summarized in table 16 below.

**Table 16: Respondents Responses on There is High Rate of Teenage Pregnancy and School Drop Out Among Students Who Experience Absence of Any of the Parent**

<i>Response</i>	<i>Students</i>	<i>%</i>	<i>Teachers</i>	<i>%</i>
	<i>F</i>		<i>F</i>	
<b>Yes</b>	<b>45</b>	<b>51.1</b>	<b>6</b>	<b>50</b>
<b>No</b>	<b>43</b>	<b>48.9</b>	<b>6</b>	<b>50</b>
<b>Total</b>	<b>88</b>	<b>100</b>	<b>12</b>	<b>100.0</b>

Source: (Field data, 2019)

Table 16 above shows that 45 (51.1%) of the students and 6 (50%) of the teachers said yes that there is high rate of teenage pregnancy and school drop out among students who experience absence of any of the parents. 43 (48.9%) of the students and 6 (50%) of the teachers disagreed with the statement.

Majority of the population said yes while 98.9% said no, The conclusion is that students who experience absence of any of the parents may or may not experience high rate of teenage pregnancy and school drop. If the single parent cannot sponsor the child in school, the child may drop out of school or engage in sex to pay her school fees which could lead to pregnancy, but if the student needs are provided such a thing may not happen. Elis et al (2003) discovered that adolescents, especially girls who experienced an absence of a father by or before age five record high rate of sexual activities and teenage pregnancy. Therefore students need the presence of both parents to function well

#### **4.4.5: Parental Care and Criminal activities**

**Table 17: Respondents' Responses on Students From Single Parent Families Resort to Criminal Activities to Support their parent**

<b>Responses</b>	<b>Students</b>		<b>Teachers</b>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<b>Strongly agree</b>	6	6.8	2	16.6
<b>Agree</b>	19	21.6	5	41.6
<b>Strongly disagree</b>	24	27.3		
<b>Disagree</b>	25	28.4	4	33.3
<b>Undecided</b>	14	15.9	1	8.3
<b>Total</b>	88	100	12	100

Source: (Field data, 2019)

Table 17 above shows that 6 (6.8%) of the students and 2 (16.6%) of the teachers strongly agreed with the statement. 19 (21.6%) of the students and 5 (41.6%) of the teachers agreed. 24 (27.3%) of the students strongly disagreed while 25 (28.4%) of the students and 4 (33.3%) of the teachers disagreed and 14 (15.9%) of the students and 1 (8.3%) of the teachers were undecided. Meaning that while 86.6% of the population agreed with the statement, 89% disagreed and 24.2% were undecided. The implication is that students living with single parents do not resort to criminal activities to support their parent; However, it contradicts with what Grove and Crutchfield (1982) discovered, that often times due to poverty, children in single parents families resort to criminal activities in order to support their single parents.

#### **4.4.6: Single Parenting and Early Initiation of Sex among Students**

The respondents were requested to indicate their level of agreement on the statement: “ There is early initiation of sex among students living with single parents”. Their responses are summarized on table 16 below;

***Table 18: Respondents’ Responses on there is Early Initiation of Sex Among Student Living With Single Parent***

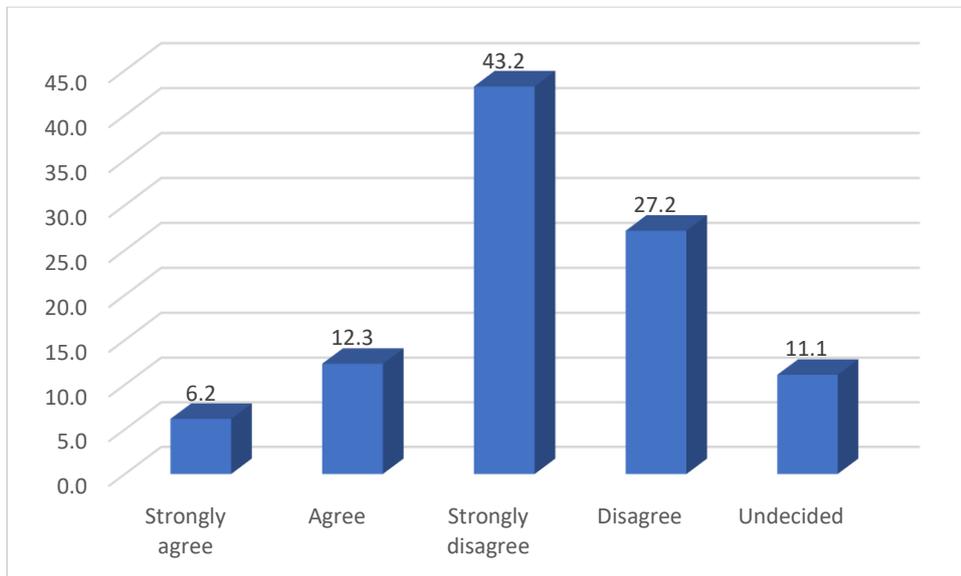
<b>Responses</b>	<b>Students</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
<b>Strongly agree</b>	<b>6</b>	<b>6.8</b>	<b>1</b>	<b>8.3</b>
<b>Agree</b>	<b>17</b>	<b>19.3</b>	<b>4</b>	<b>33.3</b>
<b>Strongly disagree</b>	<b>24</b>	<b>27.3</b>		
<b>Disagree</b>	<b>27</b>	<b>30.7</b>		
<b>Undecided</b>	<b>14</b>	<b>15.9</b>	<b>7</b>	<b>58.3</b>
<b>Total</b>	<b>88</b>	<b>100</b>	<b>12</b>	<b>100</b>

Source: (Field data, 2019)

Table 18 above shows that 6 (6.8%) of the students and 1 (8.3%) of the teachers strongly agreed that there is early initiation of sex among students living with single parents. 17 (19.3%) of the students and 4 (33.3%) of the teachers agreed, 24 (27.3%) of the students strongly disagreed. Similarly, 27 (30.7%) of the students disagree and 14 (15.9 %) of the students and 7 (58.3%) of the teachers were undecided. This shows that 67% of the population agreed, 57.7% disagreed while 74% were undecided. This implies that there is early initiation of sex among students living with single parent since majority of the respondents have confirmed it This is in line with what Griffin et al (2000) found that there is early initiation of sex among adolescents living with single parent because there is only one parent to monitor their activities.

#### **4.4.7: Students from single parent home and Suicide**

Students were asked to indicate their level of agreement with the statement: "Students from single parents home are likely to commit suicide". Their responses are summarized in figure 6 below.



***Figure 6: Students' Responses on Students From Single Parent Home are Likely to Commit Suicide (%)***

Figure 6 shows that 6.2% of the students respondents strongly agreed with the statement that students from single parents home are likely to commit suicide. 12.3% agreed, 43.2% strongly disagreed and 27.2 disagreed while (11.1%) were undecided. This indicates that 18.5% of the population agreed with the statement, 70.4 % disagreed while 11.1% were undecided. The findings concludes that students from single parents home are not likely to commit suicide because they are coming from broken home because majority of the respondents did not agree with this statement.

#### 4.4.8:Parents Failure and Students Behaviour in School

Table 19: Teachers Responses on How Parents Contribute to Student’s Behaviour in School

Statements	<i>SA</i>		<i>A</i>		<i>SD</i>		<i>D</i>		<i>UD</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>
Parents negative behaviour towards their children’s welfare leads to higher rate of truancy	7	58.3	5	41.7						
When parents are not the main source of support in the family, the children are not likely to respect them	4	33.3	6	50.0			1	8.3	1	8.3
High alcoholic consumption and substance abuse by parents is linked to higher consumption by children because children adopt their parents behaviour	5	41.7	5	41.7			2	16.7		
Negative attitude parents influence their children negatively	6	50	6	50						
Children from negative behaviour families generalize the same behaviour in school	4	33.3	6	50	1	8.3	1	8.3		

Source: (Field data, 2019)

Table 19 shows how parents can contribute to student’s behaviour in school. The finding indicates that parents influence student’s behaviour. This is proven by the percentage of the respondents as 58.3% of the teachers strongly agreed, 41.7 % of the respondents agreed that parents’ negative behaviour towards their children’s welfare leads to high rate of truancy. The implication therefore, is that parents negative behaviour towards their children’s welfare leads to high rate of truancy.

Table 19 indicates that parents influence students' behaviour in school 33.3% of the teachers respondents agreed strongly while 50.0% agreed while 16.6% disagreed. The study concludes that when parents are not the main source of support in the family, their children are not likely to respect them.

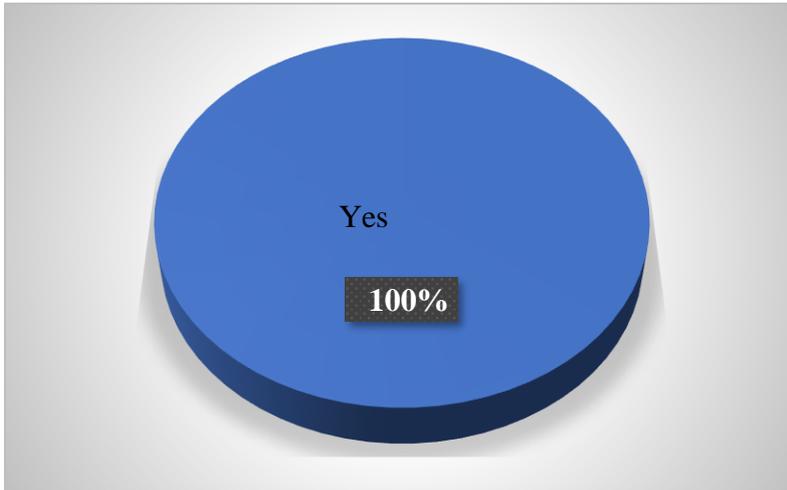
From the table above, answering on the question of higher alcoholic consumption and substance use by parents indicates that 4.7% teachers' respondents agreed strongly while the same 41.7% agreed with the statements followed by 16.7% who disagreed. This means that 46.4% agreed. The implication is that parents who engage in alcoholic consumption and substance abuse are likely to influence their children to do the same. According to Denton and Kamfe (1994) higher alcoholic consumption and substance use by parents is associated with higher consumption by students because adolescents model their parents.

On the question of whether negative behaviour parents influences students' negatively, 50% of the teachers' respondents strongly agreed, and 50% agreed with the statement. This concludes that parents with negative behaviours has negative influence on their children behaviour.

Equally, the table above also indicates that 33.3% of the teachers' respondents agreed strongly that children from negative attitude families generalize the same attitude even in school, while 50.0% agreed. 8.3% strongly disagreed and 8.3% did not agree. Mennicke et al (1998) observed that the use of harsh discipline such as yelling, threatening by either parents in response to misconduct was connected to more adolescents externalizing behaviour that regulated hostility or violence. This implies that parents influences their children's behaviour through their negative attitude.

#### **4.4.9: Parenting Styles and Student's Behaviour**

Teachers were asked to indicate whether Parenting styles affects students behaviour in school and give reason for their answer. Their responses are summarized in figure 7 below;

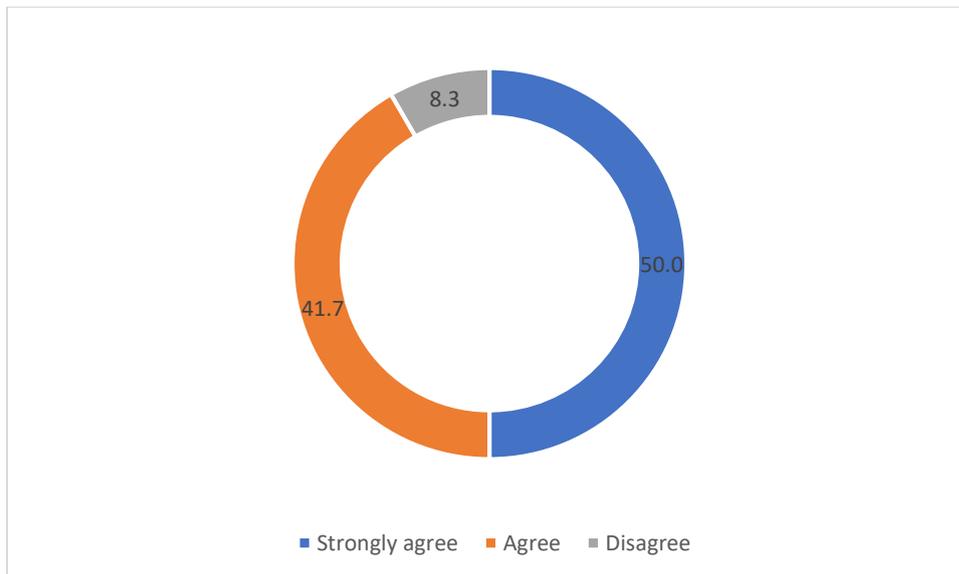


**Figure 7: Teachers’ Responses on Parenting Styles and Students Behaviour**

Figure 7 above indicates that 12 (100%) of the teachers respondent yes that parenting style affects students behaviour in school; their reason is that if parents do not guide and care for their children, the children might end up in the wrong company. Sternberg (1993) is of the view that if parent’s style of raising children are such that are involving, supportive and ensure intimate relationship with the children, the children in turn may offer information and feel that their parents deserve to be informed about their activities and are likely to respond to their parent’s control. This implies that parenting styles affect students behaviour in school.

**4.4.10: The Extent to Which Parents’ Inadquate Suppervion and Monitoring Influences Students Behaviour.**

Teahers were asked to indicate their level of areement with the statement : ‘’ When parents do not talk to their children about problem behaviour, the children engage in risky behaviour. Their responses are summarized in figure 8 below;

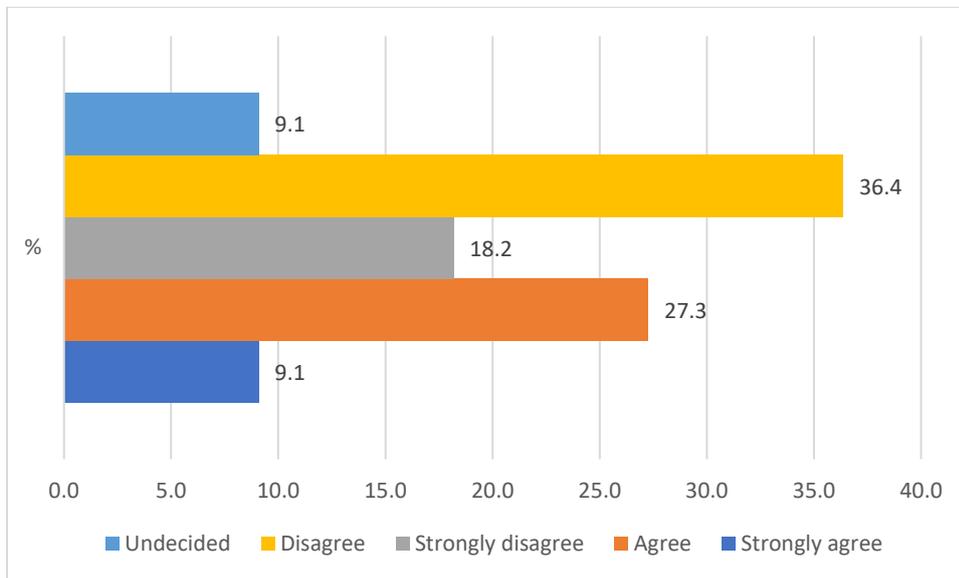


***Figure 8: Teachers Responses on When Parents Do Not Talk to their Children About Problem Behaviour, the Children Engage in Risky Behaviour (%)***

Figure 8 above shows that 50.0% of the teachers strongly agreed that when parents' do not talk to their children about problem behaviour, they engage in risky behaviours. 41.7% agreed while 8.3% disagreed. This depicts that 91.7% of the teachers agreed that when parents do not talk to their children about problem behaviour, the children engage in risky behaviour while 8.3% did not agree with the statement. In the review of related literature, Snider et al (2004) observed that when parents build an atmosphere that enhances productive parent-child communication, it can serve as a protective factor for adolescent problem behaviour; and that adolescents who talk to their parents often about a problem behaviour are not likely to engage in risky behaviour such as abuse of substance and alcohol compare to those who do not. The finding concludes that when parents do not talk to their children about problem behaviour, the children becomes victims. Therefore, Parents not discussing problem behaviour with their children contribute to deviant behaviour in school.

#### 4.4.11: Effects of Single Parenting on Students' Behaviour

Teachers were asked to indicate their responses on the statement: ‘ ‘ When there is absence of a father or mother to teach gender role, children find it difficult to cope in school. Their responses are summarized in figure 9 below;



**Figure 9: Teachers' Responses on When there is Absence of a father or mother to teach Gender Role, Children Find it Difficult to Cope in School (%)**

Figure 9 shows that, 9.1% strongly agreed; 27.3%) agreed. (18.2%) strongly disagreed, (36.4%) disagreed and (9.1%) were undecided. This shows that 36.4% of the teachers agreed with the statement; 54.6% disagreed while 9.1% were undecided. This implies that absence of a father or mother to teach gender role does not contribute to students behaviour in school.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter gives the summary and conclusion from the findings and brings forth to the various participants and to the stakeholders on the influence of parenting on students' behaviour in public secondary school in Ngong Sub County, Kajiado County.

#### 5.1 Summary

This study was meant to establish the influence of parenting on students behaviour in public secondary schools in Ngong Sub County, Kajiado County. The research was guided by four objectives:

1. To find out how parents as role models to their children contribute to students' behaviour in public secondary schools in Ngong Sub county, Kajiado County
2. To investigate how parental supervision/ monitoring leads to to students behaviour in public secondary schools in Ngong Sub County, Kajiado County.
3. To establish whether parents styles of raising children contribute to students behaviour in public secondary schools in Ngong Sub County, Kajiado County
4. To find out whether single parenting affects students behaviour in Public secondary schools in Ngong Sub County, Kajiado County.

The researcher used questionnaire for both students and teachers as instruments of data collection.

The sample size was 108, 93 students and 15 teachers within three secondary schools. The researcher used SPSS to analyze, present and interpret the data the childrens' behaviour are not be affect

The study revealed that majority of the parents do not take drugs therefore their childrens' behaviour is not affected.

Majority of the students responded that smoking is not good because most of them were from families that do not smoke.

It was noted from the findings that parents inadequate supervision and monitoring influences students behaviour in school. The study revealed that students whose parents do not know their whereabouts and whom they associate with increases their chances of involvement with deviant peers.

The study also revealed that students who lack parental monitoring abuses substances because their parents do not know their activities.

From the study, it was discovered that when parents do not have time to attend to their children's, the children seek help from wrong sources.

The findings equally revealed that students without parental monitoring and supervision engages in sex risky behaviour.

The study confirmed that parents styles of raising children affects their behaviour. majority of the parents used authoritative and authoritarian parenting styles and both have positive influence on students because it helps them to adapt well in school.

The findings showed that single parenting may affects students in school; if the parent do not attend to the needs of the child.

From the study also, it was found that students from single parent families do not experience poor concentration in school.

Similarly, it was discovered that students from divorced families have high rate depression because their two parents are not staying together

Parents negative attitude towards their children welfare was discovered to be the cause of high rate of truancy among students in public secondary schools in Ngong Sub County.

It was discovered from the study that students from divorced families have high rate of depression because the two parents are not living together; and that children who experienced absence of any of the parents may or may not experience high rate of teenage pregnancy and school drop depending on how caring and supportive the single parent is.

According to the findings, students from single parent are not likely to resort to criminal activities to support their parent.

The study also found out that there is no early initiation of sex among students living with single parent.

It is clear, as revealed by the findings, that students from single parents families are not likely to commit suicide.

The study revealed that parents negative attitude towards their childrens welfare leads to high rate of truancy among students in public secondary schools

The findings of the study equally showed that students are not likely to respect parents who are not the main source of support in the family.

It was discovered that higher alcoholic consumption and substance use by parents is associated with higher consumption by students because children model their parents.

It was revealed that students from negative behaviour families generalize the same behaviour in school.

The findings also revealed that parents styles of raising children affects students behaviour

It was also discovered that when parents do not talk to their childre about problem behaviour, the children engage in risky behaviour which will affects them in school.

The study equally revealed that the absence of a father or mother to teach gender role does not influence students behaviour in school.

## **5.2 Conclusion**

Base on the major research questions posed as guide to this study, the researcher draws the following conclusions from the findings.

Failure of parents to be children's role models is one of the major factors that influence students behaviour in public secondary schools. Parental alcoholic consumption is linked to alcoholic consumption and acting out behaviour such as alcoholism, truancy by students, while non parental alcoholic consumption and substance abuse is associated with non alcoholic consumption by students because children learn a lot from their parents. Students can equally learn to take drugs from other sources like peers and media other than parents.

Parental monitoring and supervision affect students behaviour in school, in the sense that a parent have the ability to influence directly the people their children mingle with through effective monitoring and supervision, thereby reducing their access to attachment with deviant peers but when parents are not exercising this role, the children are more likely to mingle with deviant peers who will introduce them to bad behaviour.

Single parenting affects students behaviour in school. Students from single parents families have high rate of depression compare to those living with both parents and they are likely to experience high rate of teenage pregnancy and school drop out because there is only one parent to support and monitor their activities. Students from single parents are not likely to resort to criminal activities because their needs are not met.

Parenting styles is another major factors that influence students behaviour in public secondary schools. The study discovered that both authoritative and authoritarian parenting styles has positive effect on students behaviour because, both are very supportive and wants the best for the child; they

are associated with positive adolescent outcome. They help students to adapt well in school and majority of the students' parents use the two.

#### **5.4 Recommendations**

1. Parents should be role models to their children; and make out time to discuss behaviour problem and their effects with their children; so that they will not involve themselves in deviant behaviour
2. Parents should establish a supportive and conducive environment where parent-child communication is valued and lived; this will prevent the children from engaging in deviant behaviour.
3. There should be consistent supervision, monitoring, and discipline by parents so as to safeguard children against the effects of peer group influence.
4. Parents should adopt both authoritative and authoritarian parenting styles because they help students to adapt well in school.
5. Guidance and counselling unit should be established in all public secondary schools where children with behaviour problem can easily go to.
6. School administration should establish disciplinary committee to tackle the issue of indiscipline in public secondary schools in Ngong district
7. Seminars and workshops should be organized from time to time in all public secondary schools to discuss the issue of behaviour problem among students

#### **5.5: Topics for Further Research**

1. The impact of broken home on the academic performance of a girl child in public secondary schools.
1. Factors contributing to high rate of school drop out among male students in public secondary schools

## REFERENCES

- Acs, G. & Nelson, S. (2002) *The Kids Alright? Children's Wellbeing and the Rise in A Cohabitation*; Series New Federalism National Survey of America's Families; Washington, DC. Urban Institute.
- Albright, M.B, & Tamis-LeMonda, C.S. (2002). *Maternal depression symptoms in relation to dimensions of parenting in low income mothers*. *Applied Developmental Science*, 6, 24-34.
- Attar-Schwartz, S.; Tan, J.; Buchanan, A.; Flouri, E.; & Griggs, J. (2009) *Grandparenting And Adolescent adjustment in two-biological, line parents, and step families*. *Journal of family Psychology*, 28, 67-75.
- Baumrind, D. (1991). *The influence of parenting style on adolescent competence and Substance Use*. *Journal of Early Adolescence*, 11(1), 56-95.
- Berk, L.E (2006) *Child Development*. Boston: Pearson Education.
- Bergman, M. (2006, Dec.) U.S. Census Bureau News, U.S. Census Bureau. Retrieved September, 10, 2018, from [http://www.censusgov/press-release/www/Release/archieve.marital status living arrangement. Htm](http://www.censusgov/press-release/www/Release/archieve.marital%20status%20living%20arrangement.Htm).
- Buehler, C. (2006). *Parents and Peers in Relation to Early Adolescent Problem Behavior*. *Journal of marriage and family*, 68(1), 109-124.
- Kathari, C.R. (2004). *Research Methodology and Techniques*: New Delhi, New Age International Publications
- Chang, L.; Schwartz, D.; Dodge, K.A.; & McBride-Chang, C. (2003). *Parenting in relation to Child emotion regulation and aggression*. *Journal of family psychology*. 17, 598-606.
- Conger, R.D.' Wallace, L.E.; Sun, Y.; Simons, R.L.; McLoyd, V.C.; Brody, G.H.

- (2002). *Economic pressure in African American families: A replication and Extension of the family stress model*. *Developmental Psychology*, 38, 179-193.
- Darling, N., & Steinberg, L. (1993). *Parenting Style as Context: An integrative model*. *Psychological Bulletin*, 1113, 487-492: 10.1037/0033-2909.1133. 487..
- Dento, R.E., & Kampfe, C.M. (1994). *The relationship between family variables and Adolescence substance abuse: A literature review*. *Adolescence*, Summer; 29(114): 475-485.
- Dishion, T.J., McMahon, R.J. (1998) *Parental monitoring and the prevention of child and Adolescent problem behavior*. *Clinical child family psychology*, (1), 61-71.
- Dodge, K. A., Coie, J. D. & Lynam, D. (2006). *Aggression and antisocial behavior in Youth*. In *handbook of Child Psychology* (6<sup>th</sup> ed.); Damon, W. Eisenberg, N, (Eds). In *handbook of Child Psychology* (6<sup>th</sup> ed); Damon, W, Eisenber, N, (Eds). New York: Vol 3, 719-788
- Elis, B.J.; Bates, J.E.; Dodge, K.A.; Fergusson, D.M, Horwood, L.J.; Pettit, Woodward, L. (2003) *Does fathers absence place daughters at risk for early sexual activity and teenage pregnancy?* *Child development*, 74, 801-821.
- Flouri, E. & Buchanan, A. (2002) *Father involvement in childhood and trouble with the Police in Adolescent*. *Journal of interpers violence*, 17, 689-70
- Griffin, K.W.; Botwin, G.J.; Scheier, L.M.; Diaz, T.; Miller, N.L (2000) *Parenting Practices as predictors of substance use, delinquency, and aggression Among urban minority youth: Moderating effects of family structures, and gender*. *Journal of Psychological behavior*, 14, 174-184.
- Gove, W. R & Crutchfield, R.D. (1982). *The family and juvenile delinquency: The Sociological Quarterly*, 23: 301-319.

- Guilamos-Ramos, V.; Jaccard, J.; Ditus, P. & Borris, A.m. (2006) *Parental expertise, trustworthiness, and accessibility. Parent-adolescent communication and adolescent risk behavior*, Journal of marriage family, 68, 1229-1246.
- Hawkins, D.N; Amato, P.R.; King, V. (2007) *Nonresidential father and adolescent wellbeing: a Meta-analysis. Father effects or child effects?* Am Social Review 72, 990-1010.
- Hetherington, E.M. (1999) *Family functioning and the adjustment of adolescent Siblings in Diverse Types of Families. In Monographs of the Society in Child Development. Vol 64, PP, 1=25.*
- Knoester, C., Hynie, D.C. (2005). *Community Context, Social Integration into Family and Youth Violence*. Journal of marriage and family, 6 (3), 763-80
- Kombo, D.K., & Tromp L.A.D. (2006). *Proposal and Thesis Writing. - An Introduction*. Nairobi: Pauline Publication.
- Lansford, J.E, Decter-Deckard, K.; Dodge, K.A.; Bates, J.E, Pettit, G.S. (2004) *Ethnic Differences. In the link between physical discipline and later adolescent Externalizing Behavior*. Journal of Psychological Psychiatry, 45, 805-812.
- Leidy, M.S.; Schofield, T.J.; Miller, M.A.; Parke, R.D.; Contrane, S.; Braver, S.;
- Cookston, J. Fabricius, W, Sanez, D. Adams, M. (2011). *Fathering and Adolescent adjustment; Variation by family structure and ethnic background*. *Fathering*, (1), 44-68.
- Marshal, M.P.; & Chassin, L. (2000). *Peer influence on adolescent alcohol use. The Moderating role of parental support and discipline*. Journal of Applied Developmental Science, 4, 80-88.
- Milevsky, A., Schechter, M., Klem, L., Khl, R. (2008) *Constellations of maternal and Parenting styles in adolescence: Congruity and wellbeing*. Marriage Fam.

Review, 44, 80-98.

Leid, M.S., Schofield, T.J., Miller, M.A., Parker, R.D., Coltrane, S., Braver, S.;

Cookston, J.; Luyckx, K., Tildeley, E.A, Soenens, B. Andrews, J.A, Hampson, S.E, Peterson, M, Duriez, B. (2011). *Parenting and Trajectories of children's Maladaptive behaviors. A 12-year Prospective community study.* Child Adolescent psychology, 40, 468-478.

Maccoby, E.E., & Martin, J.A (1983) *Socialization in the context of the family:*

*Parent-child Interaction.* In P.H. Mussen and E.M. Hetherington. Handbook Child Psychology: Vol. 4. Socialization, personality and social Development (4<sup>th</sup> Ed.). New York: Wisley.

Moore, M.R. (2001) *Family environment and adolescent sexual debut in alternative Household Structures. In social awakening: adolescent's behavior as adulthood approaches;* Michael, R. (Ed), Sage: New York, 104-131.

Monserud, M.A.' Kristin, Y.M., Michael, J.L., Richard, A.F. (2007). *Reassessing the Family Delinquency Association: Do Family Type, Family Processes and Economic Factors Make Difference?* Journal of Criminal Justice 35(1), 51-68.

Mugenda, O. & Mugenda, G. (2003). *Research Methods: Quantitative and Approaches.* Nairobi: Acts Press.

Nye, F. F. (1958). *Family relationships and delinquent behaviors.* New York: Wiley.

Ruiz, S.A. & Silverstein, M. (2007) *Relationships with grand-parents and the emotional Wellbeing of late adolescent young adult grandchildren.* Journal of Society, Issue 808.

Orodho, A.J. (2003). *Essentials of Educational and Social Sciences Research Method:* Nairobi: Masola Publishers

Simons, R.L., Les, B., Whitebeck, R.C., Conger, K.J. (1991). *Parenting Factors,*

- Social Skills, Values and Commitment as Precursors to School Failure, Involvement with Deviant and Delinquent Behavior.* Journal of Youth and Adolescent 20(6), 645-64.
- Simons, R.L.; Chen, Y.F; Simons; L.G; Brody, G.H.; Cutrona, C. (2006) *Perceived Discrimination and adjustment of American African American youth. A five year Longitudinal analysis with contextual moderation effects.* Child Development, 77, 117—1189.
- Simons, L.G. Simons, R.L.; Conger, R.D.; & Brody, G.H. (2004) *Collective Socialization and Child conduct problems: A multilevel analysis with an African American sample.* Journal of Socialization, 35, 267-292.
- Snider, J.B.; Clement, A.; & Vazsonyi, A.T. (2004). *Late adolescence perceptions of Parent religiosity and parenting processes.* Family process. 43, 489-502.
- The Standard News Paper (October, 1st 2011 pg 16), *Women and alcohol and drug abuse.*
- Thomas, G.; Farrell, M.P.; & Barnes, G.M. (1996). *The effects of single mother families and Non-Residential fathers on delinquency and substance abuse in Black and White Adolescent.* Journal of marriage and family, 58(4), 85-894.
- Walls, L.E.; & Rankin, J.H. (1985). *Broken Home and juvenile delinquency: An Empirical Review.* Criminal Justice Abstract. 17:249-272.
- Webster, S. (1985). *Educational Research: Competence for Analysis and Applications*, 6<sup>th</sup> Edition. New Jersey: Macmillan.
- Williams, S.K.; & Kelly, F.D. (2005) *Relationships among involvement, attachment, and behavior problems in adolescence: Examining fathers influence.* Journal of Early Adolescence, 5168-169.
- Wilson, C. (2008). *Influence of parental warmth and control on Latino adolescent alcohol use.* Journal.

**APPENDIX 1**

**QUESTIONNAIRE FOR STUDENTS**

Dear Respondent,

RE: Data Collection

I am a student at Marist International University College (MIUC), Constituent College of the Catholic University of Eastern Africa. I am undertaking an academic research on the Influence of Parenting on Students Behavior in Public Secondary Schools in Ngong Sub-County, Kajiado County. I humbly ask for your assistance to help me achieve my objectives by honestly responding to the items in the questionnaire below. I assure you that all information you will provide will be confidential and used only for the purpose of this study. Your co-operation will be highly appreciated. Do not put your name or identification number on this questionnaire. Thank you in advance for your co-operation.

Yours Sincerely,

Nnoham Uzochi Andrew

**SECTION A: Demographic information**

Instructions: Please tick  inside the boxes where appropriate. Where an explanation is needed kindly use the provided space.

1. Gender      Male  Female
2. Age 15-17years  18-20  21years and above
3. Form: Three
4. Type of your school:
- Co-education\mixed     Boys only     Girls only

**SECTION B: How parents have impacted on student’s behavior**

Instructions: Please tick  to indicate your feelings for the following items on how parents have impacted on students’ behavior by indicating under the appropriate boxes provided. 5. (5) Does any of your parents take any of the following drugs:

Marijuana, Miraa, Cocaine, Bhang, Cigarettes

Yes  No

(6). Do you think smoking is good?

Yes  No

(7) Does your parents smoke?

Yes  No

If no why?

.....  
.....

If yes why?

.....  
.....

**SECTION C: The extent to which parents’ inadequate supervision and monitoring influence student’s behavior**

The table below shows the extent to which parents’ inadequate supervision\monitoring influences student’s behavior in schools, tick  according to your level of agreement using words like: Strongly Agree (SA), Agree (A), Strongly disagree (SD), Disagree (D), and Undecided (UD).

NO	STATEMENTS	SA	A	SD	D	UD
8	Students whose parents do not know their whereabouts and companions increases their chances of involvement with deviant peers.					
9	Students who lack parental monitoring and supervision abuses substances.					
10	Students seeks help from wrong sources when parents do not have time to attend to their problems					
11	Students without parental monitoring engages more in sex risky behavior.					

**SECTION D: Parenting styles and student’s behavior**

Instructions: For the following items, please indicate your answer with a tick  in the boxes provided. Please write your answer, if applicable in the spaces provided.

12. Which of these parenting styles does your parents\guardian use?

Authoritative (Rules are set and dialogue encouraged  Authoritarian (Rules are set and obeyed without dialogue  Permissive (Allow children a lot of freedom with inconsistent rules  Uninvolved (Do not care about children’s welfare

13. How does it affect your behavior?

Positively  Negatively

**SECTION E: Effects of single parenting on student's behavior**

Instructions: For the following items, please indicate your answer with a tick  in the boxes provided, please write your answer, if applicable in the space provided.

14. Do you think single parenting affects student's behavior? Yes  No

Please explain your answer.

.....  
.....  
.....  
.....

15. How true is it that students from single parent's home experience depression because their parents are not living together?

(a) Very true  (b) True  (c) Not at all  (d) Do not know

16. Do you think students from single parent families experience poor concentration in class?

Yes  No

17. Do you think students who experience absence of a father or mother have high rate of teenage pregnancy and school drop out?

Yes  No

Explain your answer

.....  
.....  
.....

In your opinion, indicate the effects of single parenting on student's behavior. Please tick  in the boxes to indicate whether you strongly agree (SA), Agree (A), Strongly disagree (SD), or Undecided (UD) with the following statements.

NO	STATEMENTS	SA	A	SD	D	UD
18	When single parents do not cater for their children's basic needs, the children resort to criminal activities					
ss19	There is early initiation of sex among students living with single parent.					
20	Students from single parents' home are likely to commit suicide.					

**APPENDIX 11**

**QUESTIONNAIRE FOR TEACHERS**

Dear Respondent,

RE: Data Collection

I am a student at Marist International University College (MIUC), Constituent College of the Catholic University of Eastern Africa. I am undertaking an academic research on the Influence of Parenting on Student’s Behavior in Public Secondary Schools in Ngong Sub-County, Kajiado County. I humbly request for your assistance to help me achieve my objectives by honestly responding to the items in the questionnaire below. I assure you that all information you will provide will be confidential and used only for the purpose of this study. Your cooperation will be highly appreciated. You do not need to write your name or identification on this questionnaire. Thank you in advance for your co-operation.

Yours Sincerely,

Nnoham Uzochukwu Andrew

**Section A: Demographic information**

**Instructions:** Please tick  inside the boxes where appropriate. Where an explanation is needed kindly use the provided space.

1. Gender: Male  Female

2. Age: 25-30years  31-36years  37-50years and above

3. Year (s) of teaching experience:

1-5years  6-10 years  11-15years  16years and above

4. Teachers qualification:

Diploma  Degree

Masters  Others  Clarify.....

**SECTION B: How parents contribute to student’s behavior in school**

Please tick  to indicate your feeling on how parents lack of being role model affect their children’s behavior by indicating under the appropriate column to show your agreement or disagreement using words such as: Strongly Agree (SA), Agree (A), Strongly disagree (SD), Disagree (D), and Undecided (UD).

Disagree (D) and Strongly Disagree (SD).

NO	STATEMENTS	SA	A	SD	D	UD
5	Parents negative attitude towards children’s welfare leads to high level of truancy among students.					
6	When parents are not the main source of support in the family, their children are not likely to respect them					
7	Higher alcohol consumption and substance use is linked to higher consumption by the adolescents because children adopt their parent’s behavior.					
8	Negative attitude parents influence their children negatively.					
9	Children from negative attitude families generalize the same behaviour in school.					

**SECTION C: The extent to which parents' inadequate supervision and monitoring influence student's behavior.**

**Instructions:** The table below shows the extent to which parents' inadequate supervision\monitoring influences students' behavior in public secondary schools, tick  according to your level of agreement using words like: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

NO	STATEMENTS	SA	A	SD	D	UD
10	Parents unaware of their children's whereabouts, conduct and companions increases their chances of involvement with deviant peers.					
11	When Parents do not talk to their children about problem behavior, the children engage in risky behaviour.					
12	Ineffective parental support and monitoring increases sex risk behaviour among students.					
13	parents who do not have time to listen to their children's point of view and offer help when needed increases their chances of seeking help from wrong sources.					

**SECTION D: Parenting styles and students' behavior.**

Instructions: For the following items, please indicate your answer with a tick  in the boxes provided. Please write your answer, if applicable in the space provided.

14. Does parenting styles affects children's behavior in school? Yes  No

If yes, how does parents' style of raising children affects student's behavior?

---

---

---

**SECTION E: Effects of single parenting on student's behaviour.**

Instruction: For the following items, please indicate your answer with a tick  in the boxes provided, please write your answer, if applicable in the space provided.

15. In your experience as a parent, do you think single parenting affect student's behavior?

Yes  No

16. Do single parent children experience poor concentration in school?

Yes  No

17. How true is it that children from divorced family experience high rate of depression?

(a) Very true  (b) True  (c) Not at all  (d) Do not know

18. Do you think the absence of a father or mother can lead to high rate of

Sexual activities and teenage pregnancy among students?

Yes  No

Explain your answer

---

---

---

In your opinion, indicate the effects of single parenting on student's behavior. Please tick  $\sqrt{\quad}$  in the boxes to indicate whether you Strongly agree (SA), Agree (A), Strongly disagree (SD), Disagree (D) or Undecided (UD) with the following statements.

No	STATEMENTS	SA	A	SD	D	UD
19	When single parents do not cater for their children's basic needs, the children resort to criminal activities					
20	There is early initiation of sex among students living with single parents					
21	When there is absence of a father or mother to teach gender role, children find it difficult to cope in school					

**APPENDIX III: Letter of Authorization**



**MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)**  
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA  
P. O. BOX 24450 KAREN, 00502 NAIROBI  
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

29 JANUARY, 2019

TO WHOM IT MAY CONCERN

RE: NNOHAM UZOHI ANDREW (B.Ed/429/15/16)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research topic to be carried out is: *Influence of Parenting on Students' Behaviour in Public Secondary Schools in Ngong Division, Kajiado County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,

BR FRANCIS VERYE FMS, PhD  
DEPUTY PRINCIPAL ACADEMIC

