

THE INFLUENCE OF PARENTING STYLES ON THE SOCIAL BEHAVIOUR OF
PRE-ADOLESCENTS: A CASE OF P.C.E.A. KAHAWA FARMERS, KIAMBU
COUNTY, KENYA

By

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At Pan Africa Christian University

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DECLARATION

I hereby declare that this research is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this work first to my beloved parents John Maami Murage and Charity Mbaire who unconditionally raised me up with love and dedication. Secondly, I dedicate this work to all parents raising pre-adolescent children. May they discover healing in marriage and family therapy even as they go through parental challenges that come in varied behavioural forms.

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ABSTRACT

Preadolescence is a significant phase in the human life cycle for physical, cognitive, and psychosocial development. As preadolescents attempt to gain more independence, they endeavour to develop their own sense of self. One of the most important developmental tasks that adolescents face is to achieve a mature and healthy sense of autonomy – the capacity to make one's own decisions and to manage life tasks without being overly depended on other people. The behaviour of preadolescents is influenced by several factors. One of these factors is the family environment in which the young person has been living since birth. This study, therefore, examine to understand the influence that parenting styles have on the social behaviours of pre-adolescent children. Problems related to parenting are at the root of many behavioural disorders. The study explored the relationship between parenting styles and the social behaviour of pre-adolescent children using specific cases in PCEA Kahawa Farmers in Kiambu County, Kenya. To accomplish this, a mixture of quantitative and qualitative approach was preferred for collecting data from a sample size comprising of 50 respondents, among whom 25 were pre-adolescents (aged between 10 and 12 years old) and 25 were parents of pre-adolescent children. The sample was purposively selected for the qualitative side of the study in order to select this multi varied sample. Analysis was done using both descriptive statistics and content analysis. Simple random sampling was also used to recruit the teachers in the quantitative part of the study and the distribution of questionnaire. The findings of the study show that most of the pre-adolescents manifest behavioural disorders when parents utilise the authoritarian and/or neglectful parenting styles.

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ABREVIATION AND ACRONYMS

DHHS - Department of Health and Human Services.

NACOSTI - National Commission for Science, Technology and Innovation.

PAC University - Pan Africa Christian University

PCEA - Presbyterian Church of East Africa

SPSS - Statistical Package for Social Science

USA - United States of America

DEFINITION OF KEY TERMS

Authoritarian parenting: Throughout this thesis, the term ‘authoritarian parenting’ is used to mean the parenting style according to which children are expected to obey their parents’ orders religiously and without questioning. This definitional context is borrowed from Alegre (2011) who provides a clearer description of this parenting style in his literature on the various parenting techniques used by parents of adolescent children.

Authoritative parenting: The term ‘authoritative parenting’ is here used to mean the parenting style according to which children are expected to obey their parents’ authority and rules without parents imposing these on them. Buri (2014), from whom this definition is adapted, provides a better explanation of this parenting style.

Neglectful parenting: Another key term worth defining in this same context of parenting styles is the neglecting parenting. According to De Souza and Paul (2013), this style describes parents who are not involved in what is happenings in their children’s lives.

Parenting Styles: In line with the way this term is used in this thesis, parenting style is a psychological construct representing standard strategies that parents use in their child rearing (in the ways in which parents raise their children). This because the quality of parenting is often more essential than the quantity of time spent with the child. This definitional context as adapted in this thesis is upheld by Loeber and Dishion (2014) and indicates how parents bring up their children.

Permissive parenting: This thesis uses the definition of Schaffer, Clark and Jeglic (2009) to describe what ‘permissive parenting’ is all about. As it were, the style provides pointers to the way some parents raise their children by giving them complete freedom to do whatever they want without limits.

Pre-adolescents: A pre-adolescent in the context of this thesis is a child aged between 9 and 12. This period between childhood and adolescence is also known as pre-teenage and thus a pre-adolescent is a pre-teen. However, for technical reasons, the data for this study was collected from pre-adolescents between the age of 10 and 12 years old.

Pater familias: According to Blackwell, Trzesniewski, Dweck (2007), the ‘pater familias’ was the male head of a Roman household or simply the father of a family. That is to say, a ‘pater familias’ was the oldest living male in a household, and exercised authority over his extended family. The term is therefore Latin for “father of the family” or the “owner of the family estate” or “*mzee wa boma*” as we would refer to it in our Kenyan context.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter contains the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, justification of the study, significance of the study, assumptions of the study, scope of the study, limitations of the study, theoretical background, and conceptual framework. Background to the Study

Since ancient times, parental roles have evolved throughout history, implying changes in family structures. In Roman Antiquity, the family model was represented by the image of “Paterfamilias”. Yet at the end of the Middle Ages, a change characterized by the dispersion of family roles took place. As the society was characterized by the distinct separation of men and women, the father was left out of the education of the young preadolescent child who was the sole responsibility of the mother. In addition, the paternal image tended to become less strong than before. Nevertheless, as soon as the child could do without his/her nurse, he/she entered the world of adults.

The sixteenth and seventeenth centuries mark the time when the feeling of childhood emerged (Maccoby and Martin 2013). The Renaissance gave a new place to paternal feeling thanks to a new perception of the child: it acquires a greater importance in the eyes of his parents who showed him more and more marks of affection. In the small and middle class, boys went to college, while in the peasantry, young people learn in contact with adults. Girls remained ignored in the education system.

Baumrind (1962), a clinical and developmental psychologist, was interested in the connection between different parenting approaches and how children behaved in society. Her research was based on the observation of many parents and offers a parental analysis that remains relevant to the current reality in the world. As Baumrind pointed out, the correlation observed between the parental style and its influence on children is one of the factors that determine the personality and behaviour of a child.

The parenting model developed by Baumrind postulates that there are four dimensions of parent-child interactions: parental control, maturity demands, clarity of communication and nurture. These four dimensions are then used to identify the four main parenting styles: *authoritative*, *authoritarian*, *permissive* and *neglectful*. These are approaches that parents put into practice to raise their children (Trakre & Gupte, 2016). Thus, they constitute attitudes by which parents establish value, behaviours, and principles that their children are expected to adopt (Shute, Hansen, Underwood, and Razzouk, 2011). This means behaviours and characteristics of children are mostly formed and influenced by parents (Aunola & Nurmi, 2005) although different parents show different parenting styles on their children as some show less care and attention, while others show more care and support their children.

It cannot be overemphasised that in most African traditions, parents tend to be busy with other things rather than taking care of children appropriately, and this often results in many children growing up without receiving full attention from their parents (Steinberg, 2010). This is no different in Kenya, and particularly in Kiambu, County where this research was conducted. The phenomenon affects children development life later whereby they might have low self-esteem and lack of confidence to face their lives. According to Maccoby and Martin (2013) sometimes parents encourage their

children to do whatever they like to do. Children also find it difficult to choose what is right and what is wrong. Thus, the type of parenting style adopted at the pre-adolescent stage goes a long way in influencing the child's behaviour. Despite the abundance of pamphlets, magazines, parenting books, support groups, and self-help parent groups in Kenya, and more so in Kiambu, County, pre-adolescents still demonstrate unethical social behaviours attributed to the style of parenting they received.

Statement of the Problem

Very often adolescents defy their parents' wishes and values and parents are at a loss about how to deal with their pre-adolescent children (Gachutha, 2016). This is because many parents seem hesitant to take in an authoritative stance, presumably, in the fear of losing favour with their soon-to-be teenage children. It explains why Pre-adolescents frequently enjoy unchecked mobility and unlimited freedom to come and go as they please. They often lose their sense of direction in life and fall prey to perilous experimentation with unhelpful pursuits. Often preadolescents who are attractive, popular, intelligent and financially comfortable become vulnerable to negative forces (Gonzalez, Doan-Holbein, & Quilter, 2002). It could be said that this awareness has become the motivational force behind the exploration of this field in order to gain a more holistic understanding of how much a pre-adolescent is influenced by his/her parents' parenting approach.

During pre-adolescence parents often become confused about how to deal with their soon-to-be teenage children (Gonzalez, Doan-Holbein, & Quilter, 2002). The idealization they received from their children when they were much younger, frequently turns into stressful day-to-day struggles. Parents are unfamiliar with the perspectives and expectations of their preteen children and, therefore, do not understand how their

pre-adolescent children experience the discipline they receive. In view of this stated problem, if light is shed on the influence of various parenting styles on pre-adolescents' social behaviours, parents might have a clearer idea on how to go about when parenting their preadolescent children even as they maintain a loving, emotionally rewarding relationship with them.

In other words, existing studies on the influence of parenting styles on the social behaviours of pre-adolescent children do not bring to light or draw attention to the plight of Kenyan families, which justifies the urgent need for this study to fill that existing gap in knowledge. This justifies the need to conduct a study on parenting styles within the Kenyan context because, so far, there is lack of clarity on what an effective intervention for parenting styles on the social behaviours of pre-adolescent children in a Kenyan context is – and that is the problem to be addressed and explored by this research. It also explains the need for this research to fill such evident gap in the body of knowledge in order to understand what influence parenting styles have on the social behaviours of pre-adolescent children in Kenyan families, particularly PCEA Kahawa Farmers.

Aim and Objectives of the Study

The aim of this study was to explore the different parenting styles used by parents of pre-adolescent children at PCEA Kahawa Farmers in order to find how these styles influence the social behaviours of their pre-adolescent children. In order to achieve this aim, the study had to meet the following objectives:

1. To determine the different parenting styles used by parents of pre-adolescent children at PCEA Kahawa Farmers

2. To find out the parenting style that pre-adolescent children at PCEA Kahawa Farmers appreciate the most
3. To establish the responses of pre-adolescents vis-à-vis the parenting styles employed by their parents at PCEA Kahawa Farmers.
4. To analyse the influence of parenting styles on the social behaviour of pre-adolescents.

These objectives could only be met upon answering the following questions:

Research Questions

1. What parenting styles do parents employ at PCEA Kahawa Farmers?
2. What parenting style do pre-adolescents at PCEA Kahawa Farmers find as meaningful?
3. How do pre-adolescents at PCEA Kahawa Farmers respond to parenting styles?
4. How does parenting style influence the social behaviours of pre-adolescents at PCEA Kahawa Farmers?

Assumptions of the Study

The study had number of assumptions related to the phenomenon under investigation. First, it was assumed that there was relationship between parenting styles and pre-adolescents 'social behaviours. Secondly, it was assumed that marriage and family therapy strategies and principles are fundamental to addressing the influence of parenting styles on the social behaviours of pre-adolescents. Also, the study assumed that the parents would respond to questions honestly. Finally, an assumption is here

made that the findings of this study will yield expected results in the society, academia, the church, and the field of Marriage and Family Therapy.

Justification of the Study

The purpose of this thesis was to identify the main themes and lines of thought that emerged from recent empirical work on parent-pre-adolescent relationships. Each of the themes raised brings up a multitude of questions and debates that very often animate the current scientific reflection on each of these issues. It is not possible to discuss all these debates in this thesis, some of these questions will be quickly addressed, others just sketched or left altogether.

Parents could be lacking psycho-educational knowledge on how to handle their pre-adolescent children, which may result in various kinds of social behaviours. This justifies the need for this study and explains why parenting styles are instrumental in determining pre-adolescent children's social behaviour. As it were, the study focused on pre-adolescents because they are children 'in transition' because they live at a stage between actual childhood and adolescence (Gachutha, 2016).

Significance of the Study

First, this study will be beneficial to parents at PCEA Kahawa Farmers Church because it will create awareness for families with pre-adolescent children. Secondly, the findings of this study will benefit the academia in that universities and other academic institutions will get understanding that could contribute to the existing body of knowledge for the generation of more awareness. Furthermore, this study is significant in that it contributes to the knowledge of pre-adolescent children and family

therapists and other researchers to better understand parental influences on the social behaviour of pre-teens (Maccoby & Martin (2013)).

Also, the study will be a useful material that will broaden knowledge on matters pertaining to human development particularly when it comes to influencing the practice of counselling in improving parenting styles among families with pre-adolescents. Finally, through its recommendations, the study will also contribute towards the Church and government's strategic planning related to parenting and family support in communities.

Scope and Delimitations of the Study

The study was delimited to the study of parenting styles with a specific thematic focus on the influence of parenting styles on the social behaviours of pre-adolescent children. The study specifically targeted pre-adolescent saged between 10 and 12 years old at PCEA Kahawa Farmers Church in Kiambu County.

Limitations of the Study

The major limitation faced in the study was lack of adequate literature on the influence of parenting styles on the social behaviour of Kenyan pre-adolescent children. This was partly overcome through a succinct review of literature sourced from the global, continental and regional contexts. Besides, the study faced some limitations related to time, which affected the effectiveness of research assistants during data collection and even analysis. This was overcome through a collaborative work between the researcher, the two supervisors and the said assistants.

Chapter Summary

In this chapter, an introduction, background and definition of the study variable are made in relation to the influence of parenting styles on social behaviour among pre-adolescents in families. The chapter presented trends in relation to the topic under study. In addition, the chapter provided the reader with a statement of the problem and the objectives that guided this process. The questions that correspond to these objectives were formulated together with the aim or purpose as well as the assumptions, justification, significance, scope as well as the limitations of the study. The next chapter will review literature on the topic under investigation.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter contains a review of the relevant literature concerning pre-adolescence and the influence of parenting styles on the social behaviours of pre-adolescent children. The chapter discusses in detail (i) the social behaviours that most preadolescents express, (ii) the different styles that parents use when parenting preadolescent children and (iii) the responses these preadolescents manifest vis-à-vis their parents' parenting among others.

Different Parenting Style used by Parents of Pre-adolescent

Authoritative Parenting styles

Authoritative families direct the activities of their children and allow for negotiations with them (Buri, 2014). They consider the interests and opinions of the children, giving emotional support, sustaining high standards, appropriate autonomy granting, and clear parent- child communication. Hunt and Jason (2013) indicate that authoritative parents set clear boundaries for their pre- adolescent children through dialogue and explain the reasons for punishments allow and involve the child in decision-making processes. Warm and responsive parents are associated with adaptive behaviours such as strong sense of morality (Ladd & Pettit, 2002). Studies on pre-adolescents show that children who are raised in a warm, loving relationship are likely to be compliant to socially accepted behaviours.

Authoritarian Parenting Style

Hoeve, Blokland, Dubas, Loeber et al. (2008) found that authoritarian parenting is associated to severe persistent delinquency such as killing, rape, theft, and selling hard drugs. A study concerning the influence between authoritarian parenting and delinquency establish that negative response, aggression, abandonment, and psychological control in parenting had the strongest links to delinquency (Hoeve et al., 2009). In addition, Knutson et al. (2004) suggested that authoritarian parenting showed positive associations with antisocial behaviour. And also, Schaffer, Clark, and Jeglic (2009) agreed that authoritarian parenting influenced pre-adolescents' behaviour through direct behaviour (punitive and strict) which contributed to antisocial behaviour.

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Marsiglia, Walczyk, J. Buboltz, and Griffith-Ross (2007) found that authoritarian parents discipline their children with physical and emotional punishment. Altogether, authoritarian parents do not support verbal give and take (Leman, 2005) and children are expected to accept their parents' position for what is right (Baumrind, 2012). A good number of researchers found that authoritarian parenting style results in

negative outcomes in children and adolescents and is correlated with less than healthy outcomes including low self-esteem, decreased happiness, low success, and increased nervousness (Wolfradt, Hempel, & Miles, 2003). Hoeve, Blokland, Dubas, Loeber et al. (2008) found that authoritarian parenting is associated to severe persistent delinquency such as killing, rape, theft, and selling hard drugs. A study concerning the influence between authoritarian parenting and delinquency establish that negative response, aggression, abandonment, and psychological control in parenting had the strongest links to delinquency (Hoeve et al., 2009). In addition, Knutson et al. (2004) suggested that authoritarian parenting showed positive associations with antisocial behaviour. And also, Schaffer, Clark, and Jeglic (2009) agreed that authoritarian parenting influenced pre-adolescents' behaviour through direct behaviour (punitive and strict) which contributed to antisocial behaviour.

Permissive Parenting Style

According to Baumrind (2012), permissive parents exhibit non-punitive acceptance and affirmative behaviour toward the needs, desires, and actions of their pre-adolescent children. This means that permissive parenting results in either positive or negative outcomes on their pre-adolescent children. In the same vein, Hoeve, Dubas, Eichelsheim, Laan, Smeenk, and Gerris (2009) found that permissive parents have low or little control of the children, which explains why Gfroerer et al. (2004) emphasize that permissive parents are more open-minded and give full autonomy to children and they support what children like to do. These parents accept and are responsive to the children's needs and wishes. They encourage children to do whatever they want to do. It has been found that the permissive parenting style can cause problematic behaviour (Joshi et al., 2009).

Neglectful Parenting

Children whose parents are neglectful may feel that other aspects of the parents' lives are more important than they are. Lee et al. (2006) found that parents with neglectful parenting style show detached behaviour toward their children. Also, Bibi, Chaudhry, Awan and Tariq (2013) suggested that children felt disconnected when their parents were uninvolved and spend less time with them. In a study which are most scholars, establish that neglectful parenting style has resulted in negative outcomes among pre-adolescent children (Ehnvall, Parker, Hadzi-Pavlovic, & Mahli, 2008; Knutson, DeGarmo, Koepl, & Reid, 2005; In addition, children of neglectful or uninvolved parents may develop mental health problems (Spinrad, Eisenberg, Harris, Hanish, Fabes, Kupanoff & Julie, 2004).

The Parenting Style that Pre-adolescent Children Appreciate

These parenting styles are therefore the manner in which parents exercise their parenting or the manner in which a parent brings up their child (Lautof, 2008; Robinson et al., 2005). This is basically a general pattern of care giving that provides a context for specific episodes of parental childrearing behaviours, but it does not refer to a specific act or specific acts of parenting (Loeber, R., & Dishion, 2014). It is seen as possibly the most important position as the parent is the first of contact between the child and the world. In this regard, Leman (2005) suggests that there is no "good" or "correct" way of parenting but that parenting depends on the positive impact on the child's holistic development. As a result, Pre-adolescent at PCEA Kahawa Farmers appreciated authoritative parenting and they felt that parent that are authoritative were welcoming discussion and decision.

Pre-adolescents' Response to Parenting Styles

As pre-adolescent children transit through this stage of life, they develop and go to a stage that moves them towards puberty. Children at this age they want to be autonomous, self-regulating, self-determining but peer pressure dominate them. Parents need to engage their pre-adolescent children in communication, allowing them to understand different relationships which could be important for character development (Gachutha, 2016). Pre-adolescents who communicate with their parents feel good about themselves and are more competent in not accepting unhelpful peer pressure behaviours which would lead them make poor choices for themselves. This is a significant period for children to increase a sense of accountability all along with their increasing autonomy (Gachutha, 2016).

Pre-adolescence is characterized by behaviours such as aggression, defiance, disobedience, hostility, unfriendliness and poor impulse control (Kazdin, 2008; Robinson et al., 1995). Baumrind (2012) suggested that parenting styles incorporate parents' attitudes and values about parenting, beliefs about development and the parenting practices they apply in their parenting. As these parenting attitudes, values, beliefs, and behaviours are maintained, unwavering styles of parenting tend to emerge (Carlson, 2015).

Literature has established that physical punishment, characterized by screaming, yelling, shouting, slapping, and beating a child, is connected to preadolescents' social behaviours. This is why physical discipline, at this stage of life, is connected with higher externalizing and violent behaviour scores (Efobi & Nwokolo 2014). Furthermore, research (see De Souza and Paul, 2013) has shown that depressed children rate their families as less democratic than their non-depressive peers,

and that such a context is powerless because they cannot influence or control decisions that affect them. Other researchers (Bibi, Chaudhry, Awan, & Tariq, 2013) believe that the encouragement of autonomy and parental supervision have an effect on various psychological symptoms, including that of depression.

It could be said that what best defines the pre-adolescent child is that he/she is in transition, changing in his/her body, as in his/her head. He/she discovers, at the same time worried and curious, the changes that take place without his knowledge: he/she is becoming a man or a woman. He/she is leaving the world of childhood and it is a huge change that will require him/her to adapt. He/she will have to re-tame this body that changes and it will not happen suddenly and smoothly (Gupta & Theus, 2006).

In view of this, some preadolescents' response to certain parenting styles is being clumsy, anxious, attempting to conceal those bodily changes that they have trouble admitting. They will be susceptible to any remark made on their appearance and will often be very modest and embarrassed to openly discuss this transformation with the family. Others will live it better, with curiosity and astonishment. They will enjoy putting clothes that showcase their body. They will hasten to talk to their circle of friends. But for the vast majority, they will be ambivalent. This explains why De Souza and Paul (2013) argue that parents with children aged 10-12 have a direct link with behaviour problem of children and depending on the types of parenting style embraced, the outcome of behaviour can either be good or maladaptive. In this same way, there is an association between the quality of parenting styles and children's behaviours, which could explain why parenting styles are significant predictors of children's social behaviours. It should be noted that each child is born with his or her personality and it can sometimes be surprising to see how different children of the same family can be.

However, the fact is that their behaviour and their ability to adapt to different contexts are mostly forged by the parenting style experienced.

As it were, permissive parents befriend their children and have a very empathizing style towards them. Little is asked of them and few things are denied them. Impulsiveness and poor emotion regulation develop as a result of this slackness in authority. Because they take everything for granted, they develop very little responsibility and no caring for others around them. No clear boundaries are set and children feel uncertain about what behaviour is valued, with resultant anxiety and frustration. Preadolescents lose respect for their parents and easily defy them with aggressive and delinquent behaviour (Carlson, 2015). Parenting as the 'tyranny of indulgence' and 'narcissism of the affluent generation', as self-centeredness and lack of caring are the fruits of this parenting style.

As for the authoritarian/ autocratic parenting, Brendtro et al (1992, pp 30 – 32) call this parenting style that is based on obedience and punishment as 'the tyranny of obedience'. The inclination in this style is to compel the preadolescent child to obedient behaviour by controlling all deviations by punishment or excluding those who violate the rules. Adolescents who are coerced to obey often experience feelings of frustration and discontent, which lead to indifference and disrespect towards their parents.

In the authoritative or democratic mode of parenting, the parent assumes authority whilst affectionately nurturing the preadolescent child into adulthood. The child is emotionally securely attached, and therefore he becomes more curious, self-directed and empathic. The outcome of this style of parenting is, therefore, achievement, autonomy and altruism. Because the child imitates the behaviour of the parents, he easily reproduces the affectionate behaviour of his parents. The mutual

respect that is evoked naturally in this type of relationship fosters high self-esteem in the child, because he feels worthy, competent and strong (Bandura et al., 1959: 252 - 253; Brendtro et al, 1992: 22, 75)

Neglectful parenting style is indicative of the fact that some parents are indifferent, uninvolved and careless. Preadolescent children from these families struggle to regulate themselves, as parents have little concern for monitoring the behaviour of their children. Adolescents become deficient in conscience development and seem to have no concern for others. For them the emotional bonds that make us human, are severed (Brendtro et al., 1992: 29, 30). As a result of the lack of identification or bonding with the parent, they lack security in their emotional relationship with their parent and fear is mostly the emotion that controls their behaviour. In adolescence, resistance to the parent's demands is mostly the result (Bandura et al., 1959, pp 255 – 256, 308). The responses of preadolescent children to the different parenting styles are represented in the table below:

Table 1 - Pre-adolescents' Response to Parenting Styles

	Parenting Style	Pre-adolescents' Response
1	<i>Permissive</i>	Bored and indifferent; without initiative and spontaneity; takes everything for granted; see adults as mere givers of pleasure and comfort; etc.
2	<i>Authoritarian</i>	Submissive and dutiful; actively rebellious/overtly defiant; passively resistant/covertly defiant; etc.
3	<i>Authoritative</i>	Secure, being loved and accepted; Strong, can overcome difficulties; Satisfied, because of achievement and

		contribution; Not afraid of failure; World seems safe and friendly.
4	<i>Neglectful</i>	Cannot form close relationships; Feels worthless - nobody cares; Absent parent may be idealized.

Parenting Styles and their Influence on Preadolescents' Behaviours

The most complete approach on parenting was developed by Baumrind (1978) who constructed a typology of parenting styles around two dimensions: responsiveness and 'parentalness'. Responsiveness refers to listening and the ability to capture the needs of the child, but also the ability to respond appropriately; the concept of "demandingness" covers notions of parental expectations and aspirations, but also instructions and requirements. These two dimensions are considered relatively independent of each other. For example, a mother may be very demanding but not very attentive to the needs of the child or, on the other hand, be very affectionate and warm but not very tolerant.

Baumrind (1978) has created four general parenting models from these two dimensions. She argued that parental attitudes are divided into the following four categories or styles: (i) the authoritative style (also called democratic model), (ii) the authoritarian style (also called autocratic model), (iii) the permissive style (also called indulgent model), and (iv) the neglectful style (also called uninvolved or disengaged model). Scholars (for example, Demo & Cox, 2000; Lee, Daniels, & Kissinger 2006; Mc Wayne, Owsianik, Green, & Frantuzzo, 2008) find that these parenting styles have a major influence on preadolescent children's behaviours because parenting styles are an integral factor in influencing the behaviour of a child.

In the *authoritative* style, it is the parent who offers both a high level of warmth and affection to their child, as well as a clear, constant and coherent supervision (Robinson, Mandleco, Olsen, & Hart, 2005). These parents are looking for a balance between these two factors. Thus, the authoritative style defines parents who have high demands but who meet the needs of adolescents; they are warm but firm. They have projects for children, set realistic demands, value responsibility and care, but bear the ultimate responsibility for decisions. These parents also show emotional closeness and often engage in discussions to help the child or adolescent understand the reason for their decisions. Brief, authoritative parents direct child's behaviour rationally and address issues as necessary; encourage discussion and share reasoning behind rules; value autonomy and disciplined conformity while exerting firm control, without hemming child in; value own needs as adult but also child's individual interests; affirm child's present qualities whilst setting standards for future behaviour; use reasoning and power to achieve objects and does not base decisions on child's will or consensus of group.

In the *authoritarian* style, it is the parents who offer a lot of supervision and who demand a lot from their children, but who forget to offer them also warmth and affection (Robinson et al., 2005). Thus, the authoritarian style describes parents who advocate obedience and respect for family rules, but place little emphasis on emotional considerations. They consider that children and adolescents must comply with the rules and take disciplinary action in case of transgressions. Verbal exchanges are rare because these parents consider that the child must conform to the parental requirements without discussing them. Brief, authoritarian parents use reason rather than overt power to accomplish own ends; shape, control, evaluate behaviour of child according to set of

absolute standards; regard obedience as a virtue and prefer punitive measures to curb their child's self-will; believe implicitly in respect for authority, work, order, structure and do not believe in discussion as the child is expected to accept parent's view.

As for the *permissive* style, it is the parents who offer a lot of warmth and affection to their child, but who do not dare to frame them and set their limits (Robinson et al., 2005). Thus, the permissive or indulgent style characterizes the tolerant parents who value the emotional dimensions of proximity and agreement. The discipline is exercised minimally and they give their children great freedom to act according to their desire. They consider that the control limits the development and perceive essentially their role in terms of emotional presence to which the child can appeal according to his own requests. Brief, permissive parents accept and affirm preadolescent children's needs and desires; consult with their preadolescent child about policies and explain rules; make few demands for domestic responsibilities and for obedient behaviour; allow their preadolescent child to regulate their own activities as often as possible while avoiding to exercise control; and do not encourage their preadolescent children to meet externally set standards.

Finally, when it comes to the *neglectful* (also known as disengaged or uninvolved) style, the parents offer neither factor to their child (Gachutha, 2016; Robinson et al., 1995). There are all kinds of factors that can cause a parent to have this neglectful parenting style including busy career, emotional deprivation (they themselves have not received enough affection and guidance in their own childhood, and therefore cannot offer what they have not received), mental health problems, alcoholism or drug addiction, intellectual disability, etc. Thus, the neglectful style is quite indifferent or careless and it is characterized by the absence of each of the two

dimensions: requests and answers. These are parents who, for various reasons, have abdicated their parental functions; they are little concerned with what is going on in their children's lives and pose few demands. Brief, neglectful parents are neither responsive, nor demanding and do not support or encourage child's self-regulation; often fail to supervise and monitor child's behaviour; they are characterised by carelessness and an overall un-involvement.

The Influence of Authoritative Parenting

Takeuchi and Takeuchi, (2008) assert that authoritative parenting styles are supportive and empowering. Parents believe in their children and welcome mistakes as an opportunity to learn, they share personal stories of success and failure, offer choices, guide in exploring alternatives and allow consequences to naturally occur. Also, an authoritative parent directs the child's activities in a rational, issue-oriented manner and encourages verbal give-and-take (Baumrind, 2012). Children are encouraged to make their own decisions and exert their own freedom; however, boundaries are established and compromises with parents must be made. Authoritative parents listen to their child's point of view and make suggestions and provide direction (Nyarko, 2011). Hence, pre-adolescents have an inborn psychological need to state their independence and develop their independent sense of self apart from their parents. Baumrind (2012) continues to suggest that this type of parenting yields the healthiest and most emotionally and mentally stable pre-adolescents.

Lamborn, Mounts, Steinberg, and Dornbusch (2009) suggested that some parenting styles have been associated with better child outcomes than others. Recent study by Lamborn et al (2009) they reported that pre- adolescent children of authoritative parents were more socially competent, engaged in higher levels of pro-

social behaviours and positive interactions with peers, and were more competent in areas of academic achievement. This finding agrees with McDermott, Somers, Ceresnie, Hillman, and Partridge, (2014) who stated that pre- adolescents from homes with authoritative parents had better school and personal adjustment, were more confident in themselves, and were less likely to have behavioural issues.

According Grolnick and Pomerantz, (2009) authoritative parents encourage children to be independent and develop their own identities, but at the same time they also provide rules and boundaries for their children (Takeuchi & Takeuchi, (2008). Additionally, due to the guidance children receive, once authoritative parents set rules and guidelines, the children tend to follow them over and over again (Timpano, Keough, Mahaffey, Schmidt, Abramowitz, (2010). Authoritative parents recognize and set expectations appropriate for a child's developmental stage. Parents are firm with the rules and give clear reasons to children about why they have to follow them (Leman, 2005). Parents with an authoritative style more openly discuss problems with their children (Grolnick, &Pomerantz, 2009).

Kim and Rohner, (2002) found two ways that communication exists between parents and children, which helps develop good parent-child relationships. In addition, authoritative parents treat children with respect and give reasons why they punish or reward their children. The existing research suggests that authoritative parenting style is effective because parents treat their children in warm ways (Lamborn, Mount, Steinberg, & Dornbusch, 2009). The negotiations between parents and children help to minimize any problems that do occur.

In addition, most studies showed that well-being outcomes occur when children are nurtured by authoritative parents (Furnham& Cheng, 2000). According to

Sternberg, Knutson, Lamb & Bradaran, et al. (2004) these well-being outcomes that occur in families parented by authoritative parents may decrease children's stress and depression; hence the children are more likely to feel happy, respected and appreciated by their parents (Lamborn et al., & Steinberg et al., (2009). Furthermore, the existing research regarding parenting style emphasized that an authoritative parenting style which combines warmth and support elements is mostly likely to fulfil a child's developmental needs and to build up psychological wellness among children (Slicker,1998).

Baumrind (2012) found that the positive influences of authoritative parenting exist across gender, ethnicity, socioeconomic status, family structure and time. Baumrind and others argues the valuable effects of authoritative parenting, other researchers have established that authoritative parenting was not beneficial for children in all cultures (Gfroerer, Kern, &Curlette, 2004). A number of them believed that low income families should place more restrictions on their children since low income children are frequently exposed to less desired behaviours such as aggression (Rothrauff, Cooney, & An, 2009). In addition, these researchers imply that low income family's children need more parental control and less responsiveness than children from higher income families. Furthermore, in reviewing the studies on authoritative parenting style and its relation to income level, it is evident that authoritative parenting style is considered the most appropriate style in most middle and upper-class cultures (Melnick & Hinshaw 2000).

Authoritative parenting was established to be associated with contentment, lesser experience of negative emotion, high self-esteem, high motivation to increase independence, assertiveness, good judgment, self-sufficiency and correlated to other

positive cognitive and socio emotional outcomes among children of means (Mayseless, Scharf & Sholt, 2003).Psychologists find that positive parenting by authoritative parents who are also sensitive and responsive enhance positive parent-child communications where the parent offers assistance and guidance while granting autonomy Hoeve, Dubas, Eichelsheim, Laan, Smeenk, &Gerris, (2009). It was also related to lower levels of relational aggression, and promoted a safe environment where children could learn pro-social behaviours and empathy and inhibit negative social behaviours. This meta-analysis also concluded children from positive parenting homes were more self- confident, and had greater emotion regulation skills and social competence than children with harsh, uninvolved or controlling parents (Kawabata, Crick & Hamaguchi 2011).

Lastly, children raised by authoritative parents tend to have good relationships with their friends because authoritative parenting helps children develop social competence. These parenting style encourage their children to be independent which helps children not only increase their social competence, but also facilitates their social adjustment and enhances their responsibility for their actions. In addition, Gonzalez, Doan-Holbein, & Quilter, (2002) they, found that children of authoritative parents show positive achievement at school. However, while most studies found authoritative parenting contribute to children well-being, some studies found that authoritative has disadvantages to the children outcome (Dwairy, 2008; Gfroerer et al. 2004). They argue that authoritative parenting has a positive and negative impact on children psychological outcome.

The Influence of Authoritarian Parenting

Authoritarian parenting attempts to shape control and evaluate the behaviour and attitudes of the child in accordance with a set standard of conduct. Any deviations will result in forceful measures to curb self-will (Baumrind, 2012). So, pre-adolescent children raised by authoritarian parents are under the total authority of their parents, and are limited off their own independence and freedom to do as they please. Every action and every life decision are decided by the child's parents. Parents attitude is that they are the authority figure, and children are encouraged to be submissive at the expense of their own desires (Van As & Janssens, 2010).

Pre-adolescent children from authoritarian families are prone to more social behaviours (Buri, 2014). Children from authoritarian families will achieve less in school, show lack of confidence, and less independence. Pre-adolescents from authoritarian families show more hostility and resistance (Rothrauff, Cooney, & An 2009). Further, they indicated that authoritarian parenting styles have negative social adjustment outcomes in pre-adolescent children. These are manifested by being moody, hostile toward others, and having low self - esteem, decreased happiness, low success, and increased nervousness. Western cultures describe authoritarian parenting as a forceful and demanding style (Timpano et al., 2010). This parenting style could be said to be unfair to children because they have no choice and have to obey their parents even though they do not like it.

Children of authoritarian parents learn to depend on their parents rather than thinking for themselves. They have low self- confidence and hesitate to do things on their own. This reaction by the children disturbs their cognitive, emotional, and social development. Children feel depressed because they have to do things they dislike.

Children may rebel and develop misbehaviours as a sign of protest against their parents. This harsh parenting style is associated with increased relational aggression in pre-adolescents (Wolfradt, Hempel, & Miles, 2003).

Hoeve, Dubas, Eichelsheim, Laan, Smeenk, & Gerris (2009) found that authoritarian parents show low interaction with children these parents demand control toward their children. In addition, Marsiglia, Walczyk, Buboltz, & Griffith-Ross, (2007) argues that these parents attempt to shape, control, and appraise the behaviour and attitudes of their children according to a set of values they provide. These parents tend to be conservative, harsh, gave their children's slight choice and have to follow parents' instructions (Gfroerer et al., 2004). Furthermore, these parents have expectations, and children are not allowed to refuse to comply with their parents (Kim & Rohner, 2002; Takeuchi & Takeuchi, 2008).

Hoskins (2014) argues that authoritarian parents those who supervise their children's behaviour. In addition, he establishes that such monitoring as "parents attempt to manage or control children's behaviour and follow parental rules' According to Fletcher & Steinberg (2004) suggested that behavioural control as parents' monitoring their children's behaviour and activities outside the home. For example, authoritarian parents want to know where their children are and what they are doing. As part of parental power, these parents also get involved in making decisions for their children (Fletcher et al., 2004; Steinberg, Elman, & Mounts, 2010). This kind of parenting styles grounds the children do not have opportunities to decide what they want and as a result become less self-assured (Suldo & Huebner, 2004).

Another attribute of authoritarian parenting is that authoritarian parents speak to their children rather than with their children and do not check with their children

when making decisions (Alegre, 2011). Also, authoritarian parents can be categorized as demanding, expect much of their children, and are unresponsive to the children's needs (Leman, 2005). In addition, authoritarian parenting is restrictive, rigid, and punitive where parents pressure children to follow their instructions and to value their words and efforts (Timpano et al., 2010).

Other researchers from western cultures describe authoritarian parenting as forceful and demanding style (Timpano et.al., 2010). This nurturing style is unfair to children because they have no choice and have to obey their parents even though they do not like it. As well, children of authoritarian parents learn to depend on their parents rather than thinking for themselves (Grolnick & Pomerantz, 2009). As a result, they have low confidence and hesitate to do things on their own. This response by the children disturbs their cognitive, emotional, and social development. It is logical that children would feel depressed because they have to do things they dislike. Children may rebel and develop misbehaviours as a sign of protest against their parents (Leman, 2005).

Several studies have examined the influence between authoritarian parenting and children's life fulfilment. For example, Milevsky, Schlechter, Netter, and Keehn (2007) established that life fulfilment of pre-adolescent children may decrease when they are raised by authoritarian parent. In addition, Leung, McBride-Chang, and Lai (2004) declared that the element of control and punitive nature of authoritarian parenting may cause children to feel sad and unhappy with their life. In another study, they recommended that authoritarian parenting may minimize life fulfilment among children (McCrae, 2009).

According to Beck, Daley, Hastings, and Stevenson (2004) found that authoritarian parenting with less caring and firm characteristics will have a negative impact on pre-adolescent children's aggression. So, when parents are too strict and harsh in parenting, it might contribute to pre-adolescent social behaviours. Also, strict and harsh upbringing which includes yelling, scolding, spanking, and physical punishment leads to aggression among children (Knutson, DeGarmo, Koepl, & Reid 2005). Barnow et al. (2005) established that when children are exposed to strict parenting, they may show aggressive attitude as a protest to their parents. Also, children raised by authoritarian parents have leeway to exhibit aggression behaviour.

Lastly, authoritarian parenting style has a fewer desired result on children than authoritative parenting. Authoritarian parenting contributes to an increase in depression, and delinquency among pre-adolescents (Knutson et al 2004). Authoritarian parenting also will decrease self-esteem and life fulfilment among children and limit children's capability to think and make their own decisions (Leman, 2005). Children who live with authoritarian parents develop less accountability because their parents construct all their decisions for them and therefore the children come to depend on their parents for nearly everything. Because authoritarian parenting is harsh, demanding, and strict, pre-adolescents from these homes develop delinquent behaviour (Hoeve et al., 2008).

The Influence of Permissive Parenting

Permissive parents are not keen on their discipline as much as possible (Baumrind, 2012). This parenting style point out that pre-adolescent children with permissive parents are often encouraged to use their own freedom and to make their own decisions in life. These children often have very little parental guidance in life's

decisions. In addition, these Parents give up their positions as authority figures and treat their children as their peers with their own agendas. As a result, this style of parenting pampers and is overprotective. They play the victim; they complain, make decisions for their children as well as make excuses (Darling, 2007).

Schaffer, Clark, and Jeglic, (2009) found that permissive parents exhibit non-punitive, acceptance, and affirmative behaviour toward their children's needs, desires, and actions. There are positive and negative elements of permissive parenting. In addition, Hoeve et al. (2009) describe that permissive parents show high responsiveness and support for their children, while at the same time having low or little control of the children. Furthermore, Gfroerer et al. (2004) emphasized that permissive parents are more open-minded and give full autonomy to children and support what children like to do. Parents are nurturing and accepting and are responsive to the child's needs and wishes. Permissive parents encourage children to do whatever they want to do (Timpano et al., 2010).

Marsiglia et al. (2007) found that permissive parents give their children autonomy to do anything without monitoring and setting limits. These parents anticipate that by giving their children liberty, their relationship with their children will become closer. As a result, pre- adolescent children of permissive parents often plan and adjust their own behaviour without parental attention. Baumrind (2012) suggested that since children of permissive parents always do their activities without help, these children are more grown-up and more accountable. Lee et al. (2006) established that as parents with a permissive parenting style are open to the children, they dive short to set expectations or limits for their children.

Milevsky, Schlechter, Netter, and Keehn, (2007) found that permissive parenting style is potentially dangerous for children because it is ineffective in developing good judgment among pre-adolescent children. Similarly, Joshi, Sharma, & Mehra, (2009) established that the permissive parenting style can cause problematic behaviour among pre-adolescent children. A study by Joshi, Sharma, & Mehra (2009) indicated that pre-adolescents children raised by permissive parents there were harmful and fragile correlations with despair than pre-adolescents raised by authoritative parents. Amusingly, they found that extremely permissive parents had pre- adolescents with lower levels of sadness than authoritative parents.

In contrast, Milevsky et al. (2007) established that pre-adolescent children of permissive parent scored higher on behaviour problem than pre-adolescent children of authoritative parent. On the other hand, Baumrind (2012) argued that permissive parenting has both positive and negative effects on children. Gfroerer et al. (2004) found that permissive parents are more supportive of what their children want to do and this attitude decreased despair among pre-adolescent children. In contrast, Milevsky et al. (2007) established that permissive parenting contributes to despair among children because when parents are too indulgent and allowed whatever the children wish to do, the children have no focus and might do something inappropriate.

In addition, permissive parenting also has an influence on pre-adolescent children's behaviours. Underwood, Beron, and Rosen (2009) and also Knutson et al. (2004) argues that permissive parenting style has positive correlations with antisocial behaviour. As in authoritarian parenting, several researchers found that permissive parenting may cause antisocial behaviour such as rebelliousness and disruption among children (Grogan-Kaylor, 2005).The researcher agrees that permissive parents seem to

have no discipline, not allow their children to do whatever the children want. Parents seem to not care if their children may exhibit troublesome behaviour which may be rejected by society (Schaffer et al.,2009).

Finally, Parents with a permissive parenting style are too indulgent and tolerant of their children without setting limits. This parenting style may cause children to lack the capability to distinguish what is good and bad for them (Underwood, et al., 2009). Permissive parents are stress-free and contradictory in providing advice to their children which may cause children to feel confused about what is good and bad. In permissive homes, children may believe that they can do anything they want and do not learn to value anything. It could be said therefore that permissive parenting results in more problematic children's behaviours and that permissive parents show less care and attention to their children.

The Influence of Neglectful Parenting

Neglectful parents are both emotionally and physically absent and unavailable. They are indifferent, non-communicative, distant, self-absorbed, unengaged, unstructured, detached and sometimes cruel. This parenting style has no behavioural expectations. Parents are self-centred and display little emotional reaction. Neglectful parents pay little or no attention to the child's behaviour. Neglectful parenting style is the least effective style, and is associated with the highest levels of delinquency (Akinsola, & Udoka, 2013). These parents have no clue of their child's interests, feelings and school and social activities. Children raised in the neglectful style appear emotionally and socially withdrawn. Thus, such children have difficulty in peer bonding and are often isolated, withdrawn, reckless and lack a high need to achieve (Akinsola, & Udoka, 2013).

The existence of negative parenting techniques such as deprived supervision, inconsistent discipline and physical punishment as described by Shelton, Frick, & Wootton, Shelton (2003) may add to children displaying negative behaviour. Equally, Gámez-Guadix, Straus, Carrobes, Muñoz-Rivas and Almendros (2010) established that parents using physical punishment significantly increased the chance of their children expressing antisocial traits or negative behaviours.

The scenario described above shows that the parenting context and child temperament jointly influence the risk for internalizing and externalizing the social behaviours of pre-adolescents. It thus, raises the question of the recommendable parenting styles that would result in good behaviour in pre-adolescents. Hoeve, Blokland, Dubus, Loeber, Gerris and Laan (2008) suggested that parents with neglectful parenting style show low support and low control of their children. These parents tend to be uninvolved in their children's lives. They show low control, warmth and low responsiveness to their children and they pay less attention and give little care to their children. In addition, Alegre (2011) emphasized that in this parenting style, parents disconnect, are undemanding, are low on sensitivity, and do not set limits. Similarly, Knutson et al. (2004) noted that neglectful parenting incorporates supervisory neglect, and care neglect, and these contribute to pre-adolescent children's aggression and antisocial behaviour.

Milevsky et al. (2007) also found that influence among parenting styles and children behavioural problem, they establish that despair and life fulfilment exposed that pre-adolescents who received neglectful parenting from their parent obtained lower scores on both self-esteem and life fulfilment and got higher depression scores than children receiving the other three parenting types from their parent. Additionally,

neglectful parenting led to dissatisfaction, depression, and sadness among children (Spinrad, et al., 2004).

Mahdavi, Esmaeilpour, and Khajeh, (2013) reported that neglectful parenting style is predictive of delinquency, school disciplinary difficulties, and later leads to criminal behaviour consequently, according to Hoeve et al. (2008) neglectful parenting style is connected to delinquent behaviours such as pick pocketing ,stealing from cars, using illegal checks, carrying weapons and robbery. Also, they supported the previous findings that neglectful parenting contributes to pre-adolescent delinquent behaviour (Richards, 2015). In addition, neglectful parents who develop poor relationships with their children by ignoring them are more likely to have children who become involved in delinquent behaviour.

Steinberg et al. (2006) argues that pre- adolescents from neglectful homes exhibited less desired attitudes such as disrespect, immorality, aggression and violence. Interestingly, according to Steinberg et al. (2006), these pre-adolescents reported low conflict with their peers because they spend more time with peers than with their parents. Likewise, neglected children tend to show a disrespectful attitude towards their parents. This attitude may have occurred because they are ignored by their parents and tend to spend more time with their friends.

Neglectful parenting style has an effect on despair, life fulfilment, aggression, antisocial behaviour, delinquency, and attitudes. Neglectful parenting mostly worsens children's psychological development even though children may have good relationships with their peers. In addition, children who are neglected may develop despair and low self-esteem. They might think that their parents do not care about them, so that they do whatever they want. They may think their parents have little or no

monitoring on their behaviour. Therefore, neglectful parenting disadvantages children and contributes to the development of antisocial behaviour and aggression among children (Trakre & Gupte 2016).

Social Behaviours in Pre-adolescence

Behavioural disorders or anti-social behaviour can be defined in many ways according to the perspectives adopted by researchers. The concepts of delinquency, conduct disorder and behavioural disorders are used interchangeably. In Kenya, the prevalence of behavioural disorders identified by a study of children in primary school (ages 10-12) in 2010 is 3%, which would, however, be significantly underestimated according to findings from recent studies (2016) that suggest a prevalence around 10%. Like depression, behavioural disorders are a problem that distinguishes pre-adolescent boys and girls between the age of 10 and 12 (Claes, 2018).

In this regard, some studies estimate the prevalence of conduct disorder among boys as 6 to 16%, but it is between 2 and 9% for girls (Youniss, & Smollar, 2015). There are also important differences when developmental trajectories are considered. In pre-adolescence, the incidence of conduct disorder increases in both sexes; this increase is more pronounced in girls than in boys. This drastic increase in girls has the effect of temporarily reducing the gender gap, from 4 pre-adolescent boys for girls to 2 pre-adolescent boys for girls. There is, however, a strong male predominance of early childhood behaviour disorder, which is recognized in the literature for its long-term severity and stability. In fact, pre-adolescents in this trajectory are responsible for half of the offenses committed by younger children and adolescents (Youniss, & Smollar, 2015).

Ainsworth (1989) developed a simple typology from a classical experiment called “strange situation”: after bringing a baby and his mother together in a room, she proposes various sequences of separation and meeting and contact with a foreign person. This experimental situation revealed a form of trusting attachment and three more problematic forms: avoidant attachment, anxious-ambivalent attachment, and disorganized attachment. Preadolescence is a crucial moment in the evolution of ties of attachment during human existence (Ainsworth, 1989), since it is a question of de-centring from the family circle which until then was the main relational universe, to focus on relationships with peers.

It is the time of intense friendships with what this implies in terms of closeness, intimacy and reciprocity and, possibly, experience of isolation and exclusion. Finding a place in the group of friends, being accepted, avoiding rejection are crucial issues at this time of life. The preadolescence is also the time of the first emotions of love and the progressive engagement in intimate relations with a partner, with what it entails as resolutely new emotions like the exaltation of the passion and the sharing of the intimacy, but also the discovery of feelings that can be destructive: to note that the attraction is not shared, to face refusal, to break up and to know the first sentences of love (Connolly & Goldberg, 2019).

The attachment system leads the individual to seek the proximity of trusted persons who will assist him in distress situations. This system was clearly observed in infancy and childhood, but what about in adolescence? Few studies have examined the persistence of attachment patterns from early childhood to adolescence and the results are controversial: some found a correspondence between attachment patterns from infancy to adolescence, others no (Zimmerman, 2010). Several factors may explain this

lack of concordance, including critical life events, such as parental divorce, which may have fundamentally changed the pattern of attachment built during early childhood.

One is justified in thinking that cognitive and relational changes in preadolescence are responsible for this change. This is claimed by Zimmerman (2010), who reports the results of a longitudinal analysis conducted in Germany, which assessed attachment patterns at four periods: in infancy, at age 6, at age 10, and at age 16. There is a relative continuity of attachment behaviours during childhood: children seek proximity to parents in case of distress and this behavioural system is maintained for up to 10 years. At age 16, however, in the face of emotional distress, these people turn to other attachments: the intimate friend or the loving partner.

Mulvaney and Mebert (2007) show a significant connection between physical punishment and negative behavioural adjustment among preadolescent children. In the same vein, Van As and Janssens (2012) also propose that the poor quality of parent-child communication and the lack of parental support are connected to children's behavioural problems. This is mainly because children generally depend on their parents for food, shelter, finances, and companionship for the first 18 years of their lives (Akinsola & Udoka, 2013).

Theoretical framework

This thesis was informed by the Attachment Theory (AT) which is a reciprocal, enduring tie between children and their parents (or caregivers), each of whom contribute to the quality of the relationship. The choice for this theory is influenced by the fact that it refers to the psychological tendency to seek closeness to another person, to feel secure when that person is present, and to feel anxious when that person is not

there. Bowlby (1979) considers that attachment plays a central role throughout the life cycle because early family interactions will give rise to the construction of an “internalizing operating model”, a cognitive and emotional reality that will gradually structure the relational universe of the individual.

Conceptual Framework

The conceptual framework of this study maps out the actions that were required in the course of the research, and represents my understanding, as a researcher, of how the particular variables in this study connect with each other. Below is the diagrammatic representation of this research’s conceptual framework.

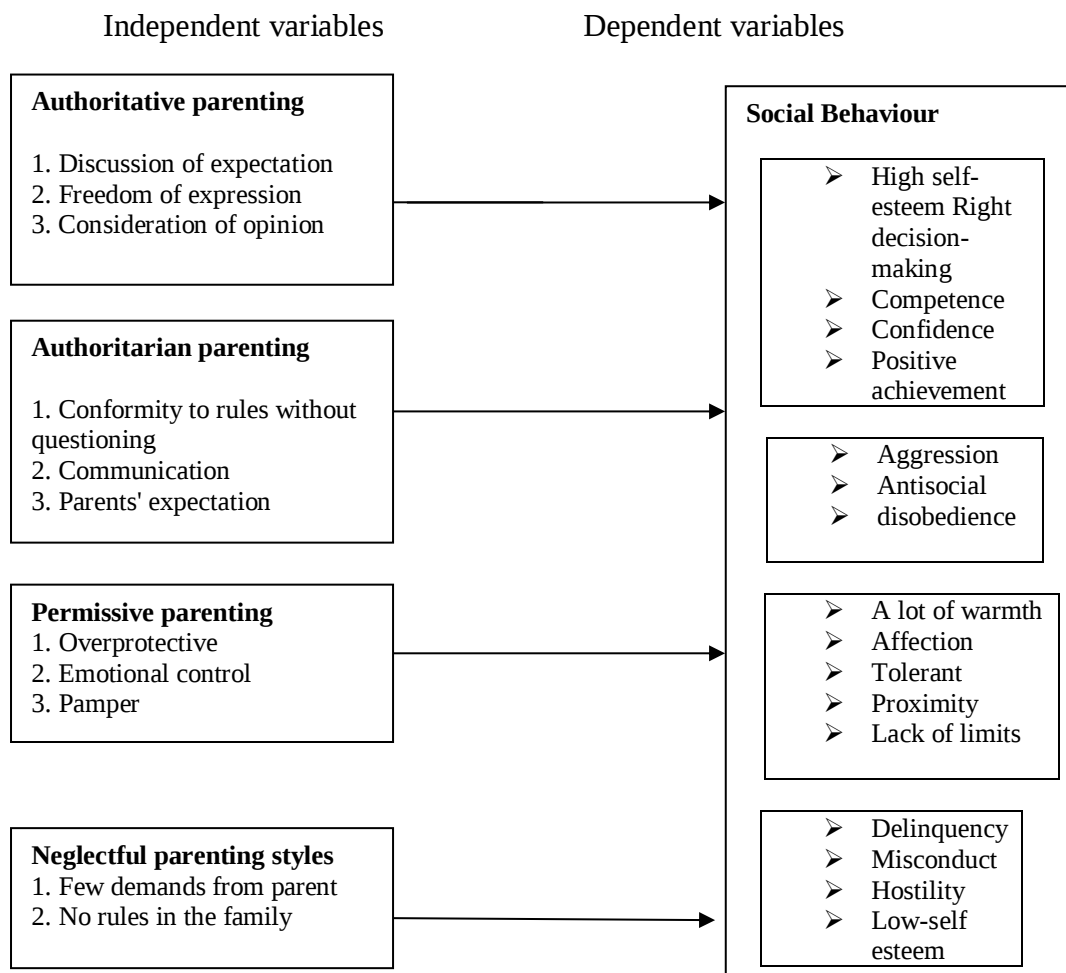


Figure 1: Conceptual Framework adapted from Baumrind's

As seen in the above conceptual framework, the different parenting styles namely authoritative, authoritarian, permissive, and neglectful are independent variable. These variables have various elements that characterise them. They influence the social behaviour of pre-adolescent children in various ways. In other words, pre-adolescents' social behaviours are only shaped by the type of parenting styles obtained from their parents or caregiver.

Chapter Summary

The chapter has reviewed the relevant empirical literature based on the objectives of the study concerning authoritative parenting styles, authoritarian parenting styles, permissive parenting styles, and neglectful parenting styles. A theoretical framework that best explains the research problem as well as a conceptual framework has been presented. When children grow up with authoritative parents, the parents nurture them the way and help their children become mature. When authoritatively raised children have problems, these children have better problem-solving skills since their parents have modelled problem solving strategies. Authoritative parents listen and provide guidance to their children; hence this ability to communicate with their parents may leave these children feeling more satisfied with their life

Furthermore, children of authoritarian parents learn to depend on their parents rather than thinking for themselves. In addition, permissive parenting contributes to delinquency and antisocial behaviour. Similarly, neglectful parenting style has a consequence on despair, life fulfilment, aggression, antisocial behaviour, delinquency, and attitudes. In addition, neglectful parenting frequently worsens children's psychological development even though children may have good relationships with

their peers and children who are neglected may develop despair and low self-esteem. After understand these four parenting styles, all styles may contribute to children's social behaviours among pre-adolescent children. The next chapter looks at research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter describes the methodological procedure used during the course of this research. It contains the research design, target population, study locale, sample frame, sample size and sampling techniques, research instrument and data collection method, pre- testing of instrument, reliability and validity, data analysis techniques and ethical considerations.

Research Design

This study will be approached holistically as it is designed to follow a mixture of paradigms: positivism and interpretivism. In the positivist paradigm, emphasized reason are means of understanding human behaviour (Collins, 2010). The choice for positivism as a paradigm for this research is due to the fact that it relies specifically on scientific evidence to reveal a true nature of how society operates. As for interpretivism, it is a paradigm concerned with understanding the world from lived experiences of individuals (Easterby-Smith, Thorpe & Jackson, 2008). The choice for the interpretivist paradigm is influenced by the fact that it uses meaning (unlike the positivist paradigm which uses statistics and measurement), oriented methodologies, such as interviewing or participant observation, that rely on a relationship between the researcher and respondents.

In view of this, the study is designed as a descriptive survey and take sa quantitative and qualitative approach for both the collection and analysis of data. A descriptive survey study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between

phenomenon and context are not clearly evident (Yin, 2009). The design allows for a triangulation of the quantitative and qualitative approaches. The choice for a descriptive survey design is informed by the fact that it adapts to different types of research settings and its use of multiple sources of evidence allows triangulation of findings which, according to Yin (2009), is its major strength.

In the same way, the choice for a mixed methods approach (that is, a triangulation of qualitative and quantitative approaches) is justified by the fact that it allows the researcher to explain both expressively and numerically the findings of the phenomenon under investigation. With the qualitative approach, knowledge was not discovered or invented but constructed in social context and the researcher was interested in understanding the meaning of this knowledge from the respondent's perspective. With the quantitative approach, measured results that allow findings to be statistically verified were produced.

Study Location

In the year 2003 the greater Kahawa Parish was subdivided into 3 different parishes namely, Kahawa Farmers, which became a single congregation Parish where this study derived its sample for fieldwork. The study location is therefore along Kamiti road near Jacaranda Estate, at the outskirts of Nairobi, in Kiambu County.

Target Population, Sample Size and Sampling Techniques

The population of target was 175 people comprised of pre-adolescent children (aged between 10 and 12 years old), parents (only those who have pre-adolescent children within that age bracket at PCEA Kahawa Farmers) and Sunday School teachers (who teach pre-adolescent children within that age bracket). From this population of

175 people was drawn a sample size of 50, of whom 25 were pre-adolescent respondents (aged between 10 and 12 years old), and the other 25 were parents and Sunday School teachers combined. This means the pre-adolescent children were the main target and amounted to 50% of the entire sample.

It should be noted that purposive sampling technique was used to select this multivaried sample. At first, the researcher, contacted the senior pastor of the church together with the teachers who teach Sunday School classes to whom was presented the theme of this project before asking for their collaboration to carry out the research. After that, the researcher organized, with the help of the senior pastor, an informal meeting for the parents of the children in order to inform them about the project. During this meeting, the researcher explained to them the subject of the project and asked for their agreement to participate with their children in the project. The researcher took their contact details in order to contact them later and arrange appointments for interviews.

Testing of Instrument

Before embarking on the actual fieldwork, the study proceeded with a test study in an attempt to test the instruments to be used. The testing for instrument pretesting was conducted on a small sample of 5 respondents that comprised 1 Sunday School teacher, 2 parents and 2 pre-adolescents purposively chosen. This is in line with what most methodologists argue that questionnaires ought to be pre-tested before being administered to the sample (see for example, Babbie, 2016; Kothari, 2004). This pretesting of the instrument was of great importance because it helped with the checking of the questionnaire's reliability and validity and in achieving consistent and accurate results at the end of the research. Also, pretesting helped to indicate the issues that researcher would not have anticipated during the actual fieldwork. This is why Kothari

(2004) argues that a pilot study is a replica and rehearsal of the main survey and helps in establishing both the weaknesses and strengths of research instruments. It should be indicated that the test study was not conducted at the site of this research in PCEA Kahawa Farmers but at PCEA Thome. This was done to avoid conflict of methodology in the process of the research and to abide to the research rules worldwide that pilot study is never conducted at the same place where the actual research is going to be conducted.

Research Instrument, Data Collection, and Fieldwork,

The researcher continued the investigations with the mothers by a questionnaire on the co-parental alliance and a questionnaire on parenting. That's when researcher started the survey of pre-adolescent children. The interview included questions on the Sunday school and the family and their perceptions of the parenting practices of their parents. Finally, researcher completed the investigation by interviewing the teachers who teach children within the age bracket of 10 and 12 years old, and then by studying the files of each preadolescent at the Sunday school.

The data for this study was therefore obtained through a survey that used a semi-structured questionnaire as instrument of data collection and interviews about the parenting styles with preadolescent children, parents (primary caregivers). Care was taken to ensure that the instrument could collect precise data to answer the set research questions. The questionnaire was likert scale questions designed and standardized to fit the research questions and the targeted population.

There was also a Parenting Style questionnaire that established the influence of parenting style on pre-adolescent children's attitudes and behaviours. Most questions

in the questionnaire were set in the form of Likert Scale format. It makes it possible to apprehend the parents reaction to given situations through their behaviour towards their pre-adolescent children. It evaluates the behaviour of the child at home and in public spaces. The number of answers obtained mainly for a style then allowed to determine the dominant parenting style.

The purpose of the instruction given to the respondent was to emphasize the interactive nature of the questions desire to grasp how the respondent experienced the various situations related to his/her social life including at home. In this regard, the researcher relied on the works of Rochex (2015, 2018) on the use of quantitative data in the structured questionnaire. The objective was to have a respondent who is not only in a situation to have to answer the questions of an investigator, but who can also internalise the questions of the researcher in order to enter into dialogue with himself/herself as suggested by Rochex (2015, p. 138).

The fieldwork lasted one month during which a working protocol was set up for parents, pre-adolescents and their Sunday School teachers. It was necessary to consider the necessary time with all these different participants to create a relationship of trust. The researcher chose to interview only mothers because it was difficult to unite both parents. However, there was one male parent represented in the research. The researcher met all the pre-adolescent respondents in advance for individual or one-on-one interviews, then offered the parents and teachers the questionnaire to determine their parenting styles.

Data Analysis

Analysis of quantitative data was based on an inductive approach while that of qualitative data was based on a deductive approach before leading to interpretative theories. Data was analysed using content analysis method (for qualitative data) and descriptive statistics method (for quantitative data). For the qualitative data, the researcher and the supervisor first examined data and placed the responses.

The process of quantitative data analysis was first checked for completeness of the data then code the data. Data was then checked for errors to guarantee data quality. According to Babbie (2016), variable oriented analysis is concerned with variables that are present in the data. Patterns' relating to frequencies, magnitudes, structures, processes, causes and consequences was outlined according to the recommendation of Babbie (2016). The results/findings of quantitative data analysis were presented in the form of tables, bar graphs and pie-charts.

Ethical Considerations

An informed consent form as well as an information sheet were provided before the interviews and the survey were conducted. This is because I understood that nobody should be coerced into participating in a research project, because participation must always be voluntary. I then gave out a formal letter (an information sheet) and an informed consent form to the participants in an attempt to inform them of the goal of the investigation and what procedures would follow regarding the questionnaire and the interviews. The information contained in both documents, the information sheet and the informed consent form, gave the respondents the possibility to withdraw if they felt uncomfortable or changed their mind during the research process.

High ethical standards of research were strictly adhered to and followed to ensure that the study was conducted within required ethical parameters. This also entailed, before embarking on the research the researcher had to apply and obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), which is the government agency that regulates all research undertaken in Kenya.

Respondents had to agree and sign the informed consent form within which the confidentiality clause was clearly stipulated before proceeding with data collection. Parental permission was sought and was given to allow the collection of data from pre-adolescent children because they are still minors and could not give consent as per the relevant laws protecting under-aged children. In view of this, the research complies with the ethical standards of research at PAC University and applicable national regulations pertaining to research science.

Finally, as the researcher, I understood that no harm should occur to the respondents as a result of their participation in the study. In this regard, respondents were informed about their rights during the process of this research project and, to ensure anonymity, respondents were not required to divulge their names or any other information that would have led to direct or indirect divulgence of their personal identity. All data collected was coded, stored securely and only used for the purposes of the study. In view of this, the study did not harm any respondents in any way.

Validity and Reliability

Validity and reliability are important concepts in research (Mugenda & Mugenda, 2003). When research uses a quantitative approach, reliability is the

consistency of measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In other words, validity in a quantitative approach refers to the accuracy of research data from the repeatability of one's measurement. In this research, the quantitative aspect of the study is deemed valid and reliable because the results generated from the main fieldwork were the same as those generated from the pilot (pre-test) study. The data is then said to be valid because the results of the study measurement process are accurate. That is, a measurement instrument is valid to the degree that it measures what it is supposed to measure.

Because qualitative research is based on interpretive and contextual data, the findings are more likely to be scrutinized and questioned. Reliability of qualitative data is therefore ascertained by the consistency with which the research would produce the same results if repeated while validity has to do with the accuracy or correctness of the findings (Babbie & Mouton, 2001, p. 275).

In this regard, to enhance the validity and the reliability of the qualitative findings, triangulation was employed by using various methods of data collection. According to Babbie and Mouton (2001), triangulation is viewed as one of the best methods to ensure validity and reliability in qualitative research. As the researcher, I also attempted to view the process holistically in order to arrive at acceptable explanations for phenomena. Member checks were done by checking the interpretation of data with the participants during the interviews. Peer evaluation of the findings was also done. From a constructivist paradigm there is no reality to be discovered or known, as each person actively constructs his own meaning. For that reason the reflection of perception should be of more value than the discovery of reality in qualitative research.

Chapter Summary

This chapter describes in detail the methodology that was used in data collection, analyses and presentation. The study was targeting parents and pre-adolescent children. In the study, there were 25 parents and their children at PCEA Kahawa Farmers. Data was collected through the use of a questionnaire on parenting styles and social behaviours among pre-adolescents in families. Interviewees were key informants and as data documents was obtained from registered members PCEA Kahawa Farmers. Prior to participate in this study, the researcher provided participants with details of the study and information about what their participation was entailed. The next chapter presents results and the discussion thereof.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the study findings, interprets the results and discusses them in comparison to past studies. The chapter is divided into four sections. The first section presents the descriptive analysis of demographic profile of respondents. This is followed by the analysis of different parenting approaches used by parents of pre-adolescents in families at PCEA Kahawa Farmers. Subsequently, the findings on how pre-adolescents respond to their parents' parenting approach is presented. The chapter ends with the analysis and discussion of the effect of parenting styles on the negative behaviour of pre-adolescents in families at PCEA Kahawa Farmers and ways of enhancing positive behaviour change among pre-adolescents.

Response Rate

All the 25 pre-adolescents and 22 out of 25 adults filled the questionnaires. As a result, the total successful responses were 47 respondents, which represents 94% response rate. And a very high response rate was obtained as revealed in Table 4.1. This was an excellent return rate, in line with the assertion by Monette, Sullivan and DeJong (2010).

Table 2 - *Response rate*

Categories	Response	Frequency	Percent
<i>Parents</i>	Distribution	15	30%
	Responders	13	26%
	Non-responders	2	4%

<i>Teachers</i>	Distribution	10	20%
	Responders	9	18%
	Non-responders	1	2%
<i>Pre-adolescents</i>	Distribution	25	50%
	Responders	25	50%
	Non-responders	0	0%
Total (responders)		47	94%

Demographic Profile of Respondents

Gender of Parents

Female parents were the majority at 92.4% while male parents were represented at 7.6% as revealed in Table 3. This suggests that female parents were overrepresented in the sample.

Table 3 - *Gender of Parents*

Gender of Parent	Frequency	Percent
Male	1	7.6%
Female	12	92.4%
Total	13	100%

Gender of Teachers

All teachers were women representing 100% of responders in this category as indicated in Table 4. This suggests that female teachers were exclusively represented in the sample.

Table 4 - *Gender of Teachers*

Gender of Teachers	Frequency	Percentage
<i>Male</i>	0	0%
<i>Female</i>	10	100%
<i>Total</i>	10	100%

Parents' Level of Education

The majority of parents had a considerable level of education, which is commendable and shows that the questions asked in the questionnaire were easily understood. The distribution of parents by level of education is shown in the table below.

Table 5 - *Parents' Level of Education*

Education Level	Frequency	Percentage
<i>Primary</i>	1	7.69%
<i>Secondary</i>	3	23.07%
<i>Tertiary</i> (College/University)	9	69.23%
<i>Total</i>	13	100.00%

Table 5 shows that 69.23% of the parents were college/university graduates while 23.07% studied up to secondary level and 7.69% attained only primary education. The findings suggest that responding parents had high education status.

Parents' Marital Status

Below, Table 6 provides a tabular representation of how parents were distributed by their marital status.

Table 6 - *Distribution of Parents by Marital Status*

Status	Frequency	Percentage
<i>Married</i>	10	76.92%
<i>Single</i>	3	23.07%
Total	13	100.00%

Table 6 above indicates that married parents had an overwhelming majority in this representation with 76.92%, while single parents were represented at 23.07%. This suggests that most of the adolescents represented in the study lived with both their parents, and therefore could benefit from the parenting styles and discipline of either parent.

Gender Distribution of Pre-adolescents

The graph below indicates how pre-adolescents were represented by gender.

Figure 2 - *Gender of Pre-adolescents*

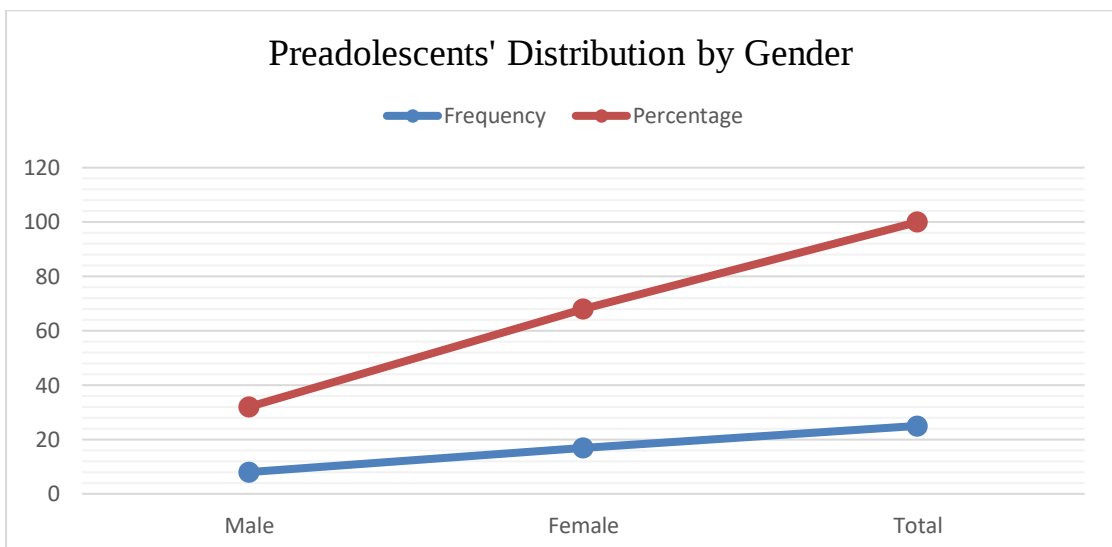


Figure 1 above shows that 68% of the pre-adolescents were girls and 32% were boys. Therefore, majority of the responding pre-adolescents were female. This means the

views obtained from the pre-adolescents were dominated by the female perspective in comparison to male perspective.

Age distribution of pre-adolescents

Below, Figure 2 displays a representation of the age distribution of pre-adolescent respondents.

Figure 3- *Age distribution of Pre-adolescents*

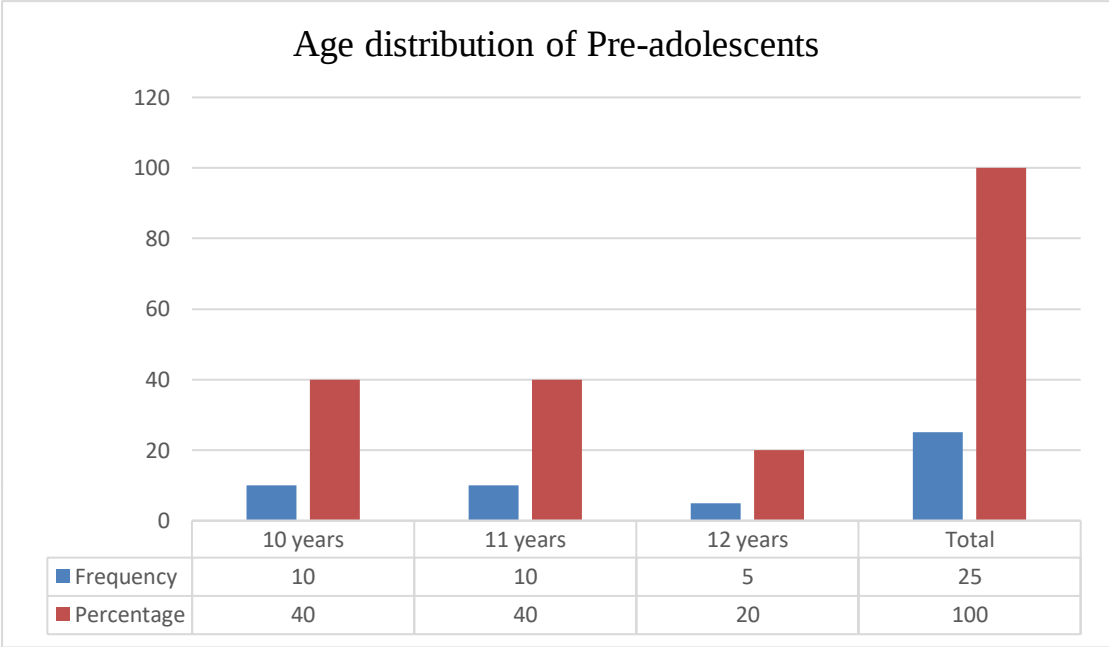
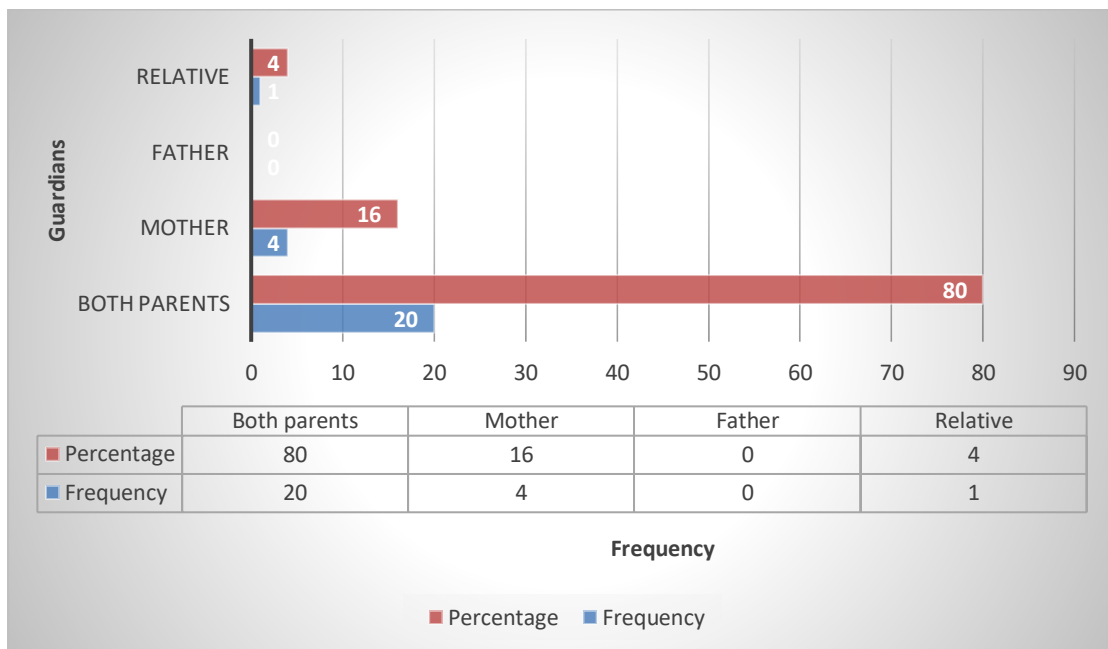


Chart represents the distribution of respondents' guardianship.

Figure 4 - Respondents' Guardianship



The above Figure (Fig.3) shows that 80% of the pre-adolescents who responded to the questionnaire were under the care of both their parents, 16% were being cared for by their mothers only while 4% of the respondents lived with their relative. Among the respondents, no one lived with the father alone. Therefore, majority of respondents were under the care of both parents.

Parent Most Confided In

The study sought to establish the parent pre-adolescents confided in most. Table 7 shows that mothers were the most confided in according to 72% of the responding pre-adolescents, and fathers were confided in by 24% of the pre-adolescents whereas 4% of the respondents confided in none.

Table 7 - *Parent most confided in*

Parent confided in	Frequency	Percent
<i>Mother</i>	18	72%
<i>Father</i>	6	24%
<i>None</i>	1	4%
Total	25	100%

Differences in Parenting Styles

Sunday School teachers distinguished parenting styles of pre-adolescent children with behavioural problems from those without. Results revealed that permissive and neglectful parenting was linked to behaviour problem of pre-adolescents.

It can be inferred that adolescents involved in behaviour problems hailed from families raised up through negative parenting practices. The findings are in line with past studies such as reported by Shelton et al. (2003) who indicated that negative parenting techniques such as lack of supervision encourages indiscipline among adolescents. The theme of permissive parenting which underlies the views of Sunday school teachers is consistent with Baumrind's (2012) findings about the lack of keenness in disciplining among parents that gravitate towards this parenting style.

The Parents Style that Pre-adolescent Children Appreciate

Sunday school teachers were asked whether parents were supportive of positive behaviour change programs run by the church. The dominant view was that there was support from the parents but parents could do better through active participation and collaboration with teachers. From the findings, it can be inferred that parents of pre-adolescent children were less involved in the lives of their children and an adjustment

was necessary on the part of the parents in order to promote positive behaviour change among adolescents with behaviour problem or mitigate deviance among pre-adolescents. This agrees with positive parenting approaches put forward by Bibi et al. (2013) who observed that high level of parental support and monitoring tended to have children who were less likely to exhibit misconduct at school and deviant behaviour in general. This is opposed to negative parenting which is characterized by neglectfulness and lack of involvement in the lives of pre-adolescents.

Parenting Approaches Used by Parents

This section analyses the parenting approaches used by parents of pre-adolescents studied. Respondents were asked to rate their practice on a scale of 1 to 5 where 1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; and 5=Strongly agree. Table 8 presents the mean (M) and standard deviation (SD) of the dataset.

Table 8 - Parenting Styles Used by Respondents

Parenting Approaches	M	SD
<i>I explain to my child the consequences of his/her behaviour</i>	3.77	1.15
<i>I help my child to understand the impact of his/her behaviour by encouraging him/her to talk about the consequences of his/her own actions</i>	4.00	1.02
<i>I explain to the child how I feel about his/her good and bad behaviour</i>	4.05	1.02
<i>I encourage my child to talk about his/her troubles</i>	3.73	1.42
<i>I give my child reasons why rules should be obeyed</i>	3.95	1.21
<i>I show respect for my child's opinions by encouraging him/her to express them</i>	3.91	1.19
<i>I explode in anger towards my child.</i>	3.33	1.56
<i>I grab him/her when being disobedient.</i>	2.62	1.53

<i>I yell or shout when the child misbehaves.</i>	2.44	1.38
<i>I use physical punishment as a way of disciplining the child</i>	3.43	1.43

Table 8 above shows that a high mean was obtained on a 5-point scale regarding the practice of explaining to the child the consequences of the child's behaviour (M=3.77, SD=1.15). This suggests that most of the parents explained to their pre-adolescent children the consequences of their behaviour. It can thus be inferred that most of the respondents practiced authoritative parenting which, is characterized by the tendency for parents to reason out with their children hence facilitating both a sense of responsibility on the part of the child and good relationship between the child and their parents (see Takeuchi & Takeuchi, 2008).

A high mean score was also obtained on a 5-point scale regarding the parents' practice of helping their children understand the impact of their behaviour by encouraging them to talk about the consequences of their own behaviour (M=4.05, SD=1.02). This is indicative that most of the responding parents applied authoritative parenting style in line with the characteristics outlined by Baumrind (2012). Regarding the practice of explaining to the child how they felt about the child's behaviour, a high mean score was realized on a scale of 1 to 5 (M=4.05, SD=1.02). This further lends support to the inference that the dominant parenting style adopted by respondents was authoritative style, in keeping with the perspectives of Nyarko (2011).

Table 8 further shows that a high mean score was computed on a 5-point scale with regards to the parents' practice of encouraging their children to talk about their troubles (M=3.73, SD=1.42), meaning that most of the respondents agreed that they adopted this practice. Similarly, a high mean score was realized on a scale of 1 to 5

regarding respondents' practice of giving their children reasons why rules should be obeyed ($M=3.95$, $SD=1.21$). These results both point to the practice of authoritative parenting style which, in harmony with the observations made by Leman (2005), is found to manifest firmness regarding rules and the practice of giving reasons why rules have to be followed.

Concerning whether respondents showed respect to their child's opinion by encouraging him/her to express them, a high mean score was computed ($M=3.91$, $SD=1.19$), which implies that most of the responding parents adopted these parenting practices. This finding lends further support to the inference that the responding parents adopted authoritative parenting style which is in line with Buri's (2014) point of view concerning the practice of negotiating with children and encouraging them by according them emotional support.

Table 8 however shows that a moderately high mean score was realized on a 5-point scale in terms of use of physical punishment as a way of disciplining the child ($M=3.43$, $SD= 1.43$), suggesting that most of the parents used physical punishment in moderation. A moderately low mean score was obtained with regards to parents' explosion in anger towards their child ($M=3.33$, $SD=1.56$), which indicates that respondents neither agreed nor disagreed that they exploded in anger towards their child.

A moderately low mean score was also obtained on a 5-point scale concerning parents' practice of grabbing their children when disobedient ($M=2.62$, $SD=1.53$). This means that most of the respondents disagreed that they grabbed their child when disobedient. A low mean score was obtained regarding the practice of yelling or shouting when the child misbehaves ($M=2.44$, $SD=1.38$), suggesting that respondents

disagreed they were harsh on their children. Collectively, these relatively low mean scores imply that most of the parents did not practice authoritarian parenting styles as theorized by Baumrind (2012).

Social Behaviours of Pre-adolescents

Respondents were asked to identify social behaviours that they have witnessed among pre-adolescent children. The results are displayed in Figure 4.

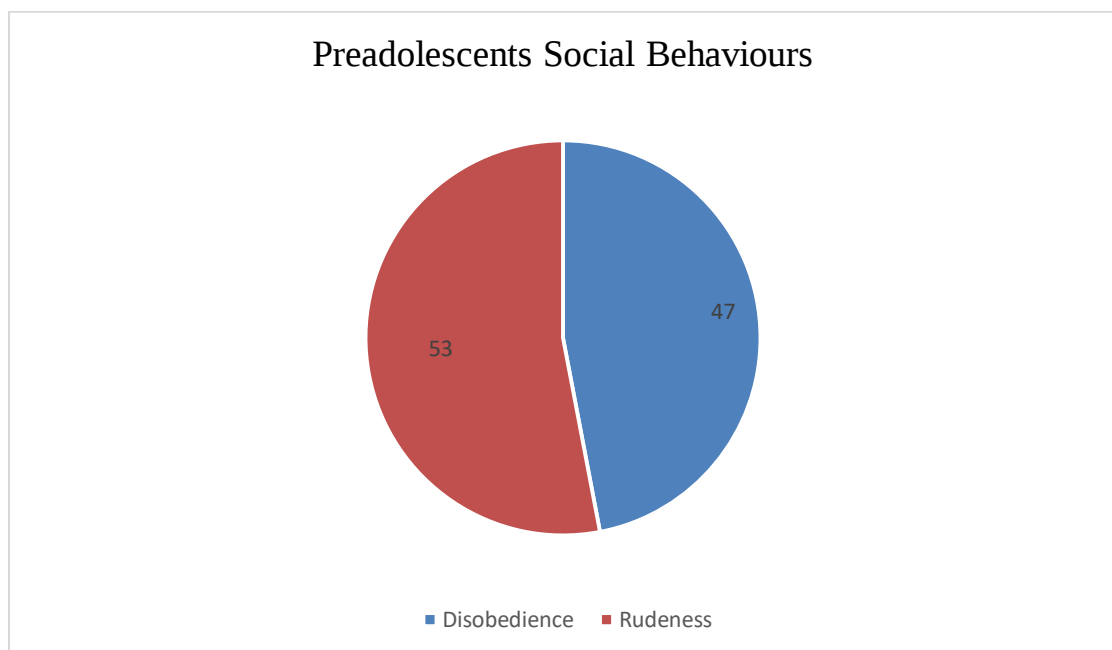


Figure 5: *Social Behaviours among Pre-adolescents*

Figure 5 shows that 53% of the responding adolescents identified rudeness as the common social behaviours among them while 47% mentioned disobedience. The results suggest that disobedience and rudness were the social behaviours mentioned by respondents as common among pre-adolescent children. This agrees with the definition of adolescent behaviour problem as given by Kazdin (2008) who listed these two deviant behaviours among the traits that characterize pre-adolescence developmental stage.

Involvement in Negative Social Behaviour

Responding pre-adolescents were asked whether they had ever been involved in social behaviours. Figure 4.5 ranks the social behaviours by frequency of involvement. The figure shows that most of the pre-adolescent respondents with social behaviours were involved in disobedience (80%), followed by not listening to teachers (64%) and fighting (58%). Other social behaviours respondents were involved in included disruptive behaviour (36%), verbal abuse (36%), attacking (24%), bullying (24%) and stealing (24%).

This suggests that most pre-adolescents identified disobedience as the social behaviours of this developmental stage. This finding was corroborated by results obtained from in-depth interviews with Sunday School teachers which revealed that disobedience was the most observed behaviour problem of pre-adolescents in church. This concurs with observations made by Kazdin (2008) and McCrae (2009) about pre-adolescence as a developmental stage.

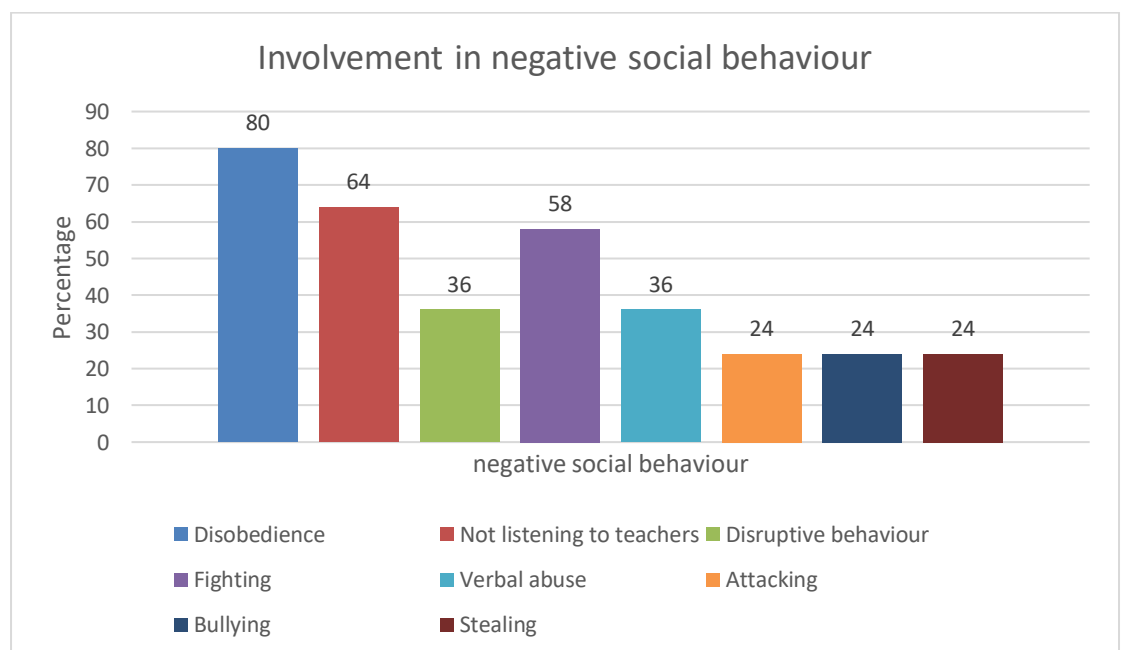


Figure 6: *Involvement in negative social behaviour*

Frequency of occurrence of negative social behaviour

Respondents were asked to indicate how many times incidence of negative social behaviour occurred. Table 9 shows the frequency of occurrence.

Table 9: *Frequency of occurrence of negative social behaviour*

Behaviour problem		None	Once	Twice	Thrice	Four times +	Total
Attacking	<i>f</i>	16	6	0	1	2	25
	%	64%	24%	0%	4%	8%	100%
Bullying	<i>f</i>	16	2	1	1	5	25
	%	64%	8%	4%	4%	20%	100%
Disobedience	<i>f</i>	9	2	1	5	8	25
	%	36%	8%	4%	20%	32%	100%
Disruptive behaviour	<i>f</i>	12	3	3	2	5	25
	%	48%	12%	12%	8%	20%	100%
Not listening the teacher and doing home work	<i>f</i>	6	5	5	1	8	25
	%	24%	20%	20%	4%	32%	100%

Table 9 indicates that 64% of the respondents did not manifest attacking or bullying behaviour, and 48% of the respondents did not manifest disruptive behaviour while 12% (3) had one incidence of disruptive behaviour. The table reveals that for most the respondents who reported more than one incidence of behaviour problem, incidences of disobedience occurred the most frequently, followed by not listening to the teacher and not doing homework while disruptive behaviours occurred at least once for most of the respondents. This finding further reinforces the view that disobedience was the predominant behaviour problem associated with pre-adolescent as a developmental stage.

Summoning of parent in school due to pre-adolescent social behaviour

Respondents were asked whether their parents had ever been summoned by Sunday school teachers because of social behaviour incidences. Table 10 below shows the distribution of respondents when it comes to summoning of parents to school on account of the social behaviour of their pre-adolescent children.

Table 10: *Parent summoned because of social behaviour*

Responses	Frequency	Percent
Yes	3	12%
No	22	88%
Total	25	100%

Table 10 shows that 88% (22) of the respondents said their parents had never been summoned because of the child's behaviour problem while 12% (3) of the respondents said their parents had been summoned for this reason. These results were corroborated by findings from interviews with Sunday school teachers where a few respondents admitted to holding a meeting with the parents of the children with social behaviours, and indicated that only a few parents turned up for such meetings. This suggests that parents of children with behaviour problems were less supportive of positive behaviour change. This agrees with the assumption made by Hunt and Jason (2013) that lack of support of parents is a negative parenting characteristic associated with pre-adolescent social behaviours.

Reason for involvement in negative social behaviour

Pre-adolescent respondents gave various reasons why they were involved in negative social behaviour. The dominant themes that emerged from the responses

included anger and irritation from provocation. From the data, there are two underlying inferences that can be made. Firstly, teachers and peers, rather than parents, were directly implicated as triggers of pre-adolescent social behaviours. Secondly, pre-adolescents get involved in behaviour problems in a reaction to ill treatment by their teachers and peers, meaning that problem-behaviours is used as a defence mechanism against a harsh environment that they have little control over. This is in line with Knutson et al. (2005) who associate harshness such as scolding and yelling with pre-adolescent social behaviours.

Psychological state of pre-adolescents at the time of negative social behaviour

The study sought to establish the feelings and experiences of pre-adolescents when getting involved in negative social behaviour incidences. Table 11 below displays the mean (M) and standard deviation (SD) of the results rated on a 5-point scale where 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; and 5=Strongly agree.

Table 11: *Psychological state of pre-adolescent with negative social behaviour*

Psychological state	M	SD
I get irritated very fast	2.92	1.44
No one understands me	2.92	1.25
I frequently feel stressed up	2.76	1.36
I feel hopeless	2.56	1.32
I am scared of the future	2.46	1.22
I feel neglected	2.20	1.22
I have suffered from abuse	2.12	1.01
I have witnessed violence at home	2.02	1.15

Table 11 indicates that a moderate to low mean score was obtained for all the forms of psychological state descriptors. The leading issue was getting irritated very fast (M=2.92, SD=1.44) and not being understood (M=2.92, SD=1.25), followed by frequently feeling stressed up (M=2.76, SD=1.36) and feeling hopeless (M=2.56,

SD=1.32). Psychological states with low mean scores included fear of the future (M=2.46, SD=1.22), feeling neglected (M=2.20, SD=1.22), suffering from abuse (M=2.12, SD=1.01) and witnessing violence at home (M=2.02, SD=1.15). The results therefore suggest that pre-adolescents involved in behaviour problem suffered from high irritability, stress and hopelessness. This suggests that these children were coming from families where authoritative parenting was least adopted and authoritarian parenting style was the order of the day which agrees with the viewpoints of Steinberg et al. (2009).

Effects of ecological system

Various ecological system dimensions were rated to establish their effects on a 5-point scale where 1=Strongly disagree; 2=Disagree; 3= Neither agree nor disagree; 4=Agree and 5=Strongly agree. The mean (M) and standard deviation (SD) of the ratings is presented in table 4.15.

Table 12: *Effects of ecological system*

Ecological systems items	M	SD
I always want to be with my friends	4.00	1.19
I relate well with other family members	4.00	0.71
My friends relate well in the church	3.72	1.17
The church environment is conducive for learning	3.52	1.19
There is close collaboration between my parents and the Sunday school teachers	2.68	1.28
My parent actively participates in my Sunday school pre-adolescent event and activities	2.48	1.26

In the above Table 12, a high mean score was obtained for wanting to be with friends (M=4.00, SD=1.19) and relating well with family (M=4.00, SD=0.71). A moderately high mean score was also obtained for adolescents' friends' well relation in the church (M=3.72, SD=1.17) and the church environment being conducive for

learning ($M=3.52$, $SD=1.19$). However, a moderately low mean score was obtained for close collaboration between parents ($M=2.68$, $SD=1.28$) and Sunday school pre-adolescent events and activities ($M=2.48$, $SD=1.26$). The findings suggest that pre-adolescents related well with their peers and family members and their friends were also in good relations with the church. It can however be inferred from the findings that parents of pre-adolescents were less supportive of positive behaviour change programs carried out in the church.

Pre-adolescents' Response to Parenting Approach

The study sought to establish the state of respondents' relationship with their parents. Table 13 displays the mean (M) and standard deviation (SD) of respondents rating on a 5-scale from 1=Strongly disagree; 2=Disagree; 3=Neutral; 4= Agree and 5=Strongly agree. This indicate the level of attachment they have to their parents.

Table 13: *Rating of pre-adolescent attachment relationship with parents*

Attachment items	M	SD
I feel close to my parent	3.91	1.35
I am sometimes uncomfortable being close to my parent	1.91	1.35
I feel that my parent does not want to get as close as I would prefer	2.38	1.56

Table 13 reveals that a moderately high mean score was obtained for feelings of closeness to parent by pre-adolescents ($M=3.91$, $SD=1.35$). A low mean score was registered for feeling uncomfortable being close to parents ($M=1.91$, $SD=1.35$) and feeling that parents do not want to get as close as preferred by the adolescents ($M=2.38$, $SD=1.56$). The findings imply that a strong attachment bond existed between pre-adolescents and their parents.

Influence of Parenting Style on Pre-adolescent Social Behaviour

It can be inferred from the evidence that the quality of parenting was questioned and this was blamed for pre-adolescents' involvement in social behaviours. This finding agrees with the results of a study by Aunola and Nurmi (2005) which found an existing relationship between the quality of parenting styles and children's social behaviours.

Lessons learnt concerning parenting style

Sunday school teachers were asked to share lessons they have learnt concerning parenting styles used by parents. Their responses revealed that permissive parenting was the most predominant style which they linked to adolescent behavioural problems and recommended a change in parenting styles adopted by parents in order to curb pre-adolescent social behaviours.

From the findings, the styles of permissiveness, neglect and authoritarian tendencies were evident. This suggests that respondents linked the three parenting styles with pre-adolescent behavioural problems. This is in line with Baumrind's theorisation and subsequent findings concerning the different parenting styles (Baumrind, 2012).

Chapter Summary

This chapter has presented and discussed the results of the study. Both quantitative and qualitative data have been analysed and the results presented, interpreted and discussed in line with the study objectives. Appropriate figures and tables have been used to represent the data. In the next chapter, the key findings of the study are summarized and implications discussed.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS,

Introduction

This chapter summarizes the major findings of the study, discusses implications of the findings for theory and practice and makes recommendations for improvement. The chapter also suggests future research areas and provides concluding remarks.

Summary of Findings

Different Parenting Approaches Used by Parents of Pre-adolescents

A high mean score was obtained on a 5-point scale on parenting approaches associated with authoritative parenting styles as compared to other parenting styles classified by Baumrind (2012). This included the practice of explaining to the child the consequences of the child's behaviour ($M=3.77$, $SD=1.15$), helping their children understand the impact of their behaviour encouraging them to talk about the consequences of their own behaviour ($M=4.05$, $SD=1.02$), explaining to the child how they felt about the child's behaviour, a high mean score was realized on a scale of 1 to 5 ($M=4.05$, $SD=1.02$), encouraging their children to talk about their troubles ($M=3.73$, $SD=1.42$), and showing respect to their child's opinion by encouraging him/her to express them, a high mean score was computed ($M=3.91$, $SD=1.19$).

The research has found that authoritative parents are both responding and demanding. They exert consistent and firm control but provide clear explanations for their standards. These parents are loving, supportive, and encourage autonomy. In this regard, pre-adolescent children of authoritative parents tend to be generally self-reliant,

self-controlled, explorative, contented, cooperative with adults, achievement oriented, and friendly with peers.

It was also found that authoritarian parents are demanding, but not as responsive as authoritative parents. They are obedience- and status-oriented, and expect their orders to be obeyed without explanation. They impose and enforce many rules and restrictions, and favour punitive methods to gain compliance. These parents discourage verbal give-and-take and are not responsive to their children's needs. Furthermore, the research found that children of authoritarian parents were often withdrawn, fearful, moody, aimless, unhappy, discontented, unassertive, irritable; they exhibit little or no independence and are less able to cope effectively during stressful circumstances.

The research has also found that permissive parents are responsive but not demanding. They were seen to be warm and allow considerable self-regulation of their activities while making few maturity demands and not insisting that their children follow parentally defined standards. The research has further found that pre-adolescent children of permissive parents are usually aggressive, aimless, domineering, lacking in self-control and self-reliance, and are noncompliant with adults.

Regarding the influence of socio-economic status on parenting, it was found that lower socio-economic status families are more controlling, power-assertive, authoritarian and arbitrary in their parenting style, whereas higher socio-economic parents tend to show more warmth and affection toward their pre-adolescent children.

How pre-adolescents respond to their parents' parenting approach

A moderately high mean score was obtained for feelings of closeness to parent by pre-adolescents ($M=3.91$, $SD=1.35$). Mothers were the most confided in according

to 72% (18) of the responding pre-adolescents. It was established that 64% (16) of the respondents did not manifest attacking or bullying behaviour, and 48% (9) of the respondents did not manifest disruptive behaviour while 12% (3) had one incidence of disruptive behaviour.

For most of the respondents who reported more than one incidence of behaviour problem, incidences of disobedience occur the most frequently, followed by not listening to the teacher and not doing homework while disruptive behaviours occurred at least once for most of the respondents. The leading triggers included getting irritated very fast ($M=2.92$, $SD=1.44$) not being understood ($M=2.92$, $SD=1.25$), followed by frequently feeling stressed up ($M=2.76$, $SD=1.36$) and feeling hopeless ($M=2.56$, $SD=1.32$).

The influence of parenting styles on the social behaviour of pre-adolescent children

It was found that permissive parenting was the most predominant style that was linked to adolescent social behaviours. It creates a sense of worthiness in pre-adolescent children. This is because, in such an atmosphere, pre-adolescents feel nurtured and respected and, as a result, grow into well-balanced young adults.

The findings have further shown that there is lack of guidance to the pre-adolescents with behaviour problem due to poor parenting. The quality of parenting was questioned and this was blamed for pre-adolescents' involvement in behaviour problems. Results suggested that adolescents involved in behaviour problems hailed from families raised up through negative parenting practices. The findings also indicated that parents of pre-adolescent children were less involved in the lives of their children and an adjustment was necessary on the part of the parents in order to promote

positive behaviour change among adolescents with behaviour problem or mitigate deviance among pre-adolescents.

Another finding was that teachers and peers, rather than parents, were directly implicated as triggers of pre-adolescent social behaviours. This means that social behaviours of pre-adolescents should not be evaluated in isolation but in tandem with the context where incidences of behaviour problems are observed. The implication of this is that a multi-prong approach to interventions directed at fostering pre-adolescent positive behaviour that addresses the role of the ecological system is necessary. This calls for closer collaboration with various stakeholders in the ecological system such as the pre-adolescents' parents, teachers at school, other parents, pre-adolescents' peers and figures of authority.

It was also found in this research that when parents are very controlling, demanding and restrictive, negative feelings are evoked in their pre-adolescent children and they lose their motivation to attend to the teachings of their parents. They also lose their self-confidence and become depressed and anxious. This is because they find this type of discipline as being intrusive, overprotective and, at times, passive-aggressive – which is a situation that usually leads to rebellion and problematic behaviours. To the other extreme, it was proven from the research that parents who are overly indulgent, because of the lack of demand for acceptable behaviour and clear-set boundaries, cause their pre-adolescent children to develop disrespect for adults, to become disinterested in school, and cultivate a habit of various social ills and misbehaviours.

Conclusion

It has been noted that parents send children to school to learn career and there is no education on parent or family life education which is far more important. Thus, parents need training in parenting to avoid experimenting on children life. Most children today are brought up by trial and error method. Traditionally, the training in moral behaviour has been the responsibility of parents at home but not of social behaviour. This is why some, children at Kahawa Farmers PCEA Church seem to engage in diverse behaviour that includes hostility, aggression, anger, harassment, lying, dishonest and untruthful. The behavioural problem by pre-adolescents could bring into sharp focus the manner of child care by parents that is going on. There are limited studies that have examined the influence of parenting styles and behaviour problem among pre-adolescent in Kenya and more particularly in Kiambu County, which explains why this current research is needed to fill that gap in knowledge.

This study was able to establish relationships between parenting styles and various personal and social characteristics of preadolescents. The study noted the remarkable effectiveness of the authoritative style. Preadolescent children living in such a family environment develop confidence in their personal abilities but those who grow up in authoritarian family environments are more passive, more dependent, less assertive, and less socially responsive. Preadolescent group of permissive parents have been found to be most satisfied with their relationship with their parents, they show better social skills with peers and adults, but they are more sensitive to the influence of friends and commit more deviant acts such as missing classes and consuming soft drugs. The neglectful style indicate more of carelessness, which is the most penalizing model for the preteen's development. Parental neglect was associated with internalized

problems such as depression and suicidal thoughts and externalized problems such as involvement in delinquency and antisocial behaviour.

That is to say, each parenting style has important implications on behaviours that characterize pre-adolescence as a developmental stage. Negative parenting styles are directly linked to pre-adolescent social behaviours. The implication is that pre-adolescents grow up with social behaviours that are not mitigated. Conversely, positive parenting styles are associated with normative behaviours and close adolescent-parent attachment, especially with mothers. This implies that fathers were comparatively less involved in the lives of pre-adolescents, and thus there was limited reinforcement of appropriate behaviour by fathers. Interventions therefore need to involve the active participation of fathers in raising their pre-adolescent children. The study has confirmed the validity of both parenting theory and the conceptual model used.

This chapter has presented a summary of the major findings and discussed their implications. The predominant parenting approach used by parents of pre-adolescents in families at PCEA Kahawa Farmers is authoritative parenting. Pre-adolescents respond to their parents' parenting approach by confiding to them and manifesting positive behaviours. Incidences of behaviour problems were very few and where they were identified, they were one-off disobediences rather than recurring delinquencies. It is clear from the study that parenting approaches are responsible for pre-adolescent behaviour, with negative parenting behaviour linked to pre-adolescent social behaviours. Lack of guidance was blamed for the incidences of behaviour problems and this emanated from the permissiveness of parents. A raft of recommendations has been made and future research directions suggested.

Recommendations

The following recommendations are made based on the results of the study:

To Parents:

- i) Parents should take note of their pre-adolescent children's emotional experiences and attune their parenting styles in order to obtain their children's willing co-operation to be guided towards adulthood by their parents.
- ii) Parents should be taught positive parenting techniques such as authoritative parenting styles that foster positive behaviour among pre-adolescents. They should be advised on ways to love their children without being permissive. This could be implemented through parenting seminars organized by the church. This way, sound adolescent-parent relationship is promoted.
- iii) Fathers should be sensitized to be more involved in the lives of their pre-adolescents. This can be achieved by having programs and activities that require the direct participation of fathers in the child's school life. For example, schools can organize a fun day which enjoins fathers in the sports with their children in order to foster bonding with them. There should also be more outdoor activities run in church because it is easy to monitor character and make change, and parents should be provided with similar programs for reinforcement in order to enhance follow-up and handing over.
- iv) Parents with pre-adolescent children should be trained on the use of parenting styles that foster positive behaviour in their pre-adolescent children and be advised on ways to love their children unconditionally as well as how to be more involved in their lives.

- v) It is, therefore, the responsibility of the parent to give clear guidance, and the nurturing surroundings, so that the pre-adolescent child can develop in an intended way. It is not just what the parent does that matters, but how he/she does it – the parental style should be moulded into an emotional context that gains the pre-adolescent's receptiveness to his/her parent's approach. To be able to achieve this, the parent needs to gain his/her child's voluntary co-operation. The parent's understanding of how his/her pre-adolescent child feels when he/she is disciplined will enable the parent to establish a cooperative and loving relationship with his/her preteen child on the basis of mutual understanding and respect. In these trusting and nurturing surroundings, guidance for life can effectively be transferred.

To Schools

- vi) Strict policy measures should be put in place to curb bullying in schools, whether by the pre-adolescents' peers or by teachers. This should be treated as an offense that attracts stiff disciplinary measures. For example, a disciplinary committee should be put in place to investigate cases of bullying and the implicated child should be suspended from school and only reinstated upon undertaking mandatory counselling that also involves their parents. If the culprit is an employee of the school, dismissal should be recommended in line with labour laws. This can be a deterrent for cases of bullying.

To the Church

- vii) Positive behaviour programs run in churches should undertake regular joint meetings with parents and adolescents to create confidence in parents. For

example, parents open-day similar to the ones conducted in schools should be adopted by churches. This can foster awareness and greater involvement of parents in the lives of their children.

- viii) Classes run in church should be smaller in size for easier management and reaching out to children individually. In case facilities do not allow, then more workers should be recruited to provide individualized attention to the children.

Areas for Further Research

Three areas for further research are identified in this study as follows:

- i) The current study was undertaken within a church setting, and therefore, both parenting practices and behaviours of pre-adolescents in the study were potentially influenced by Christian values and norms. Therefore, a similar research could be undertaken to establish the social behaviours among pre-adolescents and parenting practices in a secular setting.
- ii) This study has also been undertaken in a predominantly urban environment and thus was susceptible to urban life and norms. A similar research could be undertaken in a rural area for comparison purposes.
- iii) The male voice was relatively underrepresented in the current study since most participants were female pre-adolescents and parents. A future study could improve the robustness of the study by using an equal sample of male and female respondents.

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APPENDIX I: CONSENT FORM

Hello Sir/ Madam,

My name is Mercy Muthoni Maami. I study MA in Marriage and Family Therapy at Pan Africa Christian University (PAC University). I am conducting a research on the influence of parenting styles on social behaviours among pre-adolescent children. The study is only for educational purposes. You have been asked to take part in a study on the influence of parenting styles on social behaviours among pre-adolescent. This is for only fulfilment of Master of Marriage and family therapy degree requirement and you have been chosen because the study focuses on pre-adolescent with their parents and I will invite you to be a study participant. Once I have shared this information, you can decide whether or not to participate in the study. Please feel free to stop me as we go through the information and I will take time to explain any queries or concerns you may have.

If you have questions later, you can ask me or any member of my research team to respond to your concern or query. You've been selected purposively and I wish, with your permission, to interview you. Some of the questions asked, are of a sensitive nature, but please note that your name will not be recorded in the questionnaire, and any details related to your privacy will be kept confidential. Any personal information about you (such as your name) will not be used and will not be disclosed to anyone. Instead, you will be assigned a number and this will be used in place of your name. Your participation in this survey is very important and I rely on you to provide me with accurate information that will help me to develop an effective strategy to address parenting styles and behaviour problem among pre-adolescent. Be assured that I want to learn from your experience and all the information I collect will be used to help me in my studies. I hereby accept to take part in the study.

Signature of respondent

Date

APPENDIX II: QUESTIONNAIRE FOR PRE-ADOLESCENTS

MATTERS TO NOTE;

- i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iii) The word parent can be substituted with guardian

Introduction

This questionnaire is comprised of six brief sections that should only take a moment of your time. Please place a tick on the box which closely presents your answer and fill in the blanks as where appropriate. For any clarification, please feel free to ask.

SECTION A: DEMOGRAPHIC PROFILE

1. What is your gender?

Male ☐ Female ☐

2. What is your age?

9 ☐ 10 ☐ 11 ☐ 12 ☐

3. Which is the nature of school you attend?

Girls school ☐ Boys school ☐ Mixed school ☐

4. Who is your parent/guardian?

Both parent	☐	Uncle	☐
Father	☐	Sibling	☐
Mother	☐	Cousin	☐
Auntie	☐	None	☐

5. Which parent do you confide with most?

Mother ☐ Father ☐ None ☐

SECTION B: SOCIAL BEHAVIOURS AMONG PRE-ADOLESCENTS

The questions in this section are intended to identify some of the challenges you go through in Sunday school pre-adolescents' class in order to understand yourself better.

7. Have you ever been involved in any of the following incidences? (Please tick as many as apply):

- | | | | |
|----------------------|--------------------------|---------------------------|--------------------------|
| Attacking | ☐ | Not listening the teacher | ☐ |
| Bullying | ☐ | Verbal Abuse | ☐ |
| Disobedience | ☐ | Fighting | ☐ |
| Disruptive behaviour | ☐ | Stealing | ☐ |

How many times have the incidence (s) occurred?

		Once	Twice	Thrice	Four times or more
8	Attacking				
9	Bullying				
10	Disobedience				
11	Disruptive behaviour				
12	Not listening the teacher and doing home work				

13. Has your parent ever been called by Sunday School teachers because of the incidence (s) mentioned in QN 7above?

Yes ☐ No ☐ N/A ☐

14. Which parent challenged you?

Father ☐ Mother ☐ Both parents ☐ None ☐

SECTION C: TRIGGERS OF SOCIAL BEHAVIOURS

15. What are some of the reason that cause you to get involved in the incidences you mentioned in session A (such as anger, fear, etc.)?

16. To what extent would the following feelings or experiences describe your mind when getting involved in the incidences you mentioned in session A?

Incidences

		Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
17	I get irritated very fast					
18	I am scared of the future					
19	I feel neglected					
20	I frequently feel stressed up					
21	No one understands me					
22	I have suffered from abuse					
23	I have witnessed violence at home					
24	I feel hopeless					

SECTION D: EFFECTS OF ECOLOGICAL SYSTEMS

In this section, please point out the extent to which the following agree with regards to your observation of the situation at home or in church.

		Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
25	I always want to be with my friends					
26	I relate well with other family members					

27	The church environment is conducive for learning					
28	The is close collaboration between my parents and the Sunday school teachers					
29	My parent actively participates in my Sunday school pre-adolescent event and activities					
30	My friends relate well in the church					

SECTION E: ATTACHMENT RELATIONSHIPS FOR CHILDREN TO TICK

To what extent could the following feeling or experience describe your state of mind when involved in the incidences you mention in session A?

31	I feel close to my parent	1 2 3 4 5
32	I am sometimes uncomfortable being close to my parent	1 2 3 4 5
33	I feel that my parent does not want to get as close as I would prefer	1 2 3 4 5

APPENDIX III: QUESTIONNAIRE FOR PARENTS

Introduction

This questionnaire comprises of two brief sections that should only take a moment of your time. Please place a tick on the box which closely represents your answer and fill in the blanks as where appropriate. For any clarification, please free to ask.

N°	Questions	Answers	Skip
SECTION A. PERSONAL INFORMATION			
1	Please indicate your Gender	01 = Male _ _ 02= Female _ _	
2	How old are you?	Record number of years _ _ Don't Know _ _	
3	Please indicate where you live	Estate Name.....	
4	How far do you live from your workstation	Indicate in Kilometres.....	
5	Job Description	Record Job Don't Know _ _	
6	How long Have you Worked	Record number of years _ _ Don't Know _ _	

N°	Questions	Answers	Skip
7	Which is your religion?	01 = Catholic 02 = Protestant 03 = Muslim 05 = Hindu 06 = Other (Specify) 07 = No answer 08 = Don't know	
8	Which is the highest level of schooling you have completed? (different from a literacy program)	01 = Have never attended school 02 = Did not complete primary education 03 = Primary 04 = Secondary 05 = College 06 = University 07 = No answer 08 = Don't know	
9	Please, indicate your marital status?	01 = Married 02 = Divorced/Separated 03 = Widow/ Widower 04= Single 05 = No answer 06 = Don't know	

N°	Questions	Answers	Skip
10	Do you have children?		
11	If yes, 10 above, indicate their ages in a descending order		
SECTION B: GENERAL INFORMATION			
12	What action have you ever taken against your child?		
13	Are there positive behaviour changes you have noticed in the child since the incident? please elaborate		

SECTION C: PARENTING STYLES FOR PARENT TO TICK

In, this section, please indicate the extent to which the following are agree concerning the reaction of parents when children make mistakes, where = (1) Strongly disagree (2) Disagree (3)Neither agree nor disagree (4)Agree (5) Strongly Agree. Please you need only to circle the number.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

		Parents
14	I explain to my child the consequences of his/her behaviour	1 2 3 4 5
15	I help my child to understand the impact of his/her behaviour by encouraging him/her to talk about the consequences of his/ her own actions	1 2 3 4 5
16	I explain to the child how I feel about his/her good and bad behaviour	1 2 3 4 5
17	I encourage my child to talk about his/her troubles	1 2 3 4 5
18	I give my child reasons why rules should be obeyed	1 2 3 4 5
19	I show respect for my child's opinions by encouraging him/her to express them	1 2 3 4 5
20	I explode in anger towards my child.	1 2 3 4 5
21	I grab him/her when being disobedient.	1 2 3 4 5
22	I yell or shout when the child misbehaves.	
23	I use physical punishment as a way of disciplining the child	1 2 3 4 5

End of the Questionnaire: THANK YOU ____/____

APPENDIX IV: INTERVIEW OF SUNDAY SCHOOL LEADERS AND
TEACHERS

1. Which is your position at P.C.E.A. Kahawa Farmers?
2. Which are the most common social behaviours among pre-adolescent at P.C.E.A. Kahawa Farmers?
3. What would you say are the triggers of the behaviour problems among the pre-adolescent?
4. Have you ever held a meeting with the parents of the child with behaviour problem?
5. If the answer question 4 is yes, who turned up for the meeting?
6. Which are the key lessons you learnt concerning the parenting styles used by the parent?
7. In your view, how do parenting styles differ between pre-adolescents with behaviour problem and those without?
8. Would you say the parents have been supportive of the programs at P.C.E.A.Kahawa Farmers Church to bring about positive behaviour change in the pre-adolescent?

9. In what specific ways would you like the parents to support the program?

10. If you were to change one thing about the program, which would it be could it be? _____
Explain briefly why you would need that
change_____

End of the interview: THANK YOU ____ / ____

APPENDIX V: RESEARCH AUTHORIZATION

THIS IS TO CERTIFY THAT:
MISS. MERCY MUTHONI MAAMI
of **PAN AFRICA CHRISTIAN UNIVERSITY,**
3897-50600 NAIROBI, has been
permitted to conduct research in
Kiambu County
on the topic: **THE INFLUENCE OF
PARENTING STYLES ON BEHAVIOUR
PROBLEMS AMONG PRE-ADOLESCENTS:
A CASE OF FAMILIES IN P.C.E.A KAHAWA
FARMERS CHURCH IN KIAMBU
COUNTY, KENYA.**
for the period ending:
23rd July, 2019


Applicant's
Signature




Director General
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/18/43263/23944
Date Of Issue : 24th July, 2018
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NACOSTI, Upper Kabete
Off Waiyaki Way,
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/43263/23944**

Date: **24th July, 2018**

Mercy Muthoni Maami
Pan African Christian University
P.O. Box 56875-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The influence of parenting styles on behaviour problems among pre-adolescents: A case of families in P.C.E.A Kahawa Farmers Church in Kiambu County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **23rd July, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VI: CERTIFICATION CORRECTION OF THESIS


Pan Africa Christian University
P.O Box 56875-00200
Nairobi, Kenya
Tel: +254 721-932050/734-400694
Website: www.pacuniversity.ac.ke

CERTIFICATION OF CORRECTION OF THESIS PROPOSAL

PART I: RELEVANT DETAILS OF THE THESIS

Department: OF PSYCHOLOGY Degree Title: MARRIAGE AND FAMILY THERAPY
Candidates' Name: MARY MURU Registration No.: 6413 Signature: [Signature]
Date of Oral Defense: 17 APRIL
Title of Thesis: THE INFLUENCE OF PARENTING STYLES ON BEHAVIOUR PROBLEMS AMONG PRE-ADOLESCENTS: A CASE OF FAMILIES IN P.C.A. KAHAWA FARMERS C. CHURCH IN KIAMBU COUNTY, KENYA.

PART II: DECLARATION BY SUPERVISOR(S) AND THE REVIEWER(S)

~~I~~we, the undersigned do hereby confirm that ~~I~~we have closely looked at the corrections as instructed by the Post Graduate Defense Committee and ~~I~~we do hereby certify that **ALL** the corrections have been effected as agreed.

NAME: DR JOSHUA RUTEPE SIGN: [Signature] DATE: 25/06/2018
(SUPERVISOR)

NAME: _____ SIGN: _____ DATE: _____
(SUPERVISOR)

NAME: Dr Ruth Kannyu SIGN: [Signature] DATE: 25/06/2018
(REVIEWER)

PART III: CONFIRMATION BY GRADUATE SCHOOL
Confirmed that the Supervisor and Reviewer appointed to oversee the corrections have done so as per the Instructions of the Post Graduate Committee

NAME: Dr N K. Amadi SIGN: [Signature] DATE & STAMP: 26/6/2018
Dean, Graduate School

The Leadership University of Choice

26th June, 2018



P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MAAMI MERCY REG. NO (MMFT/6413/15)

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Master of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her thesis. The thesis title is '**The Influence of Parenting Styles on Behaviour Problems among Pre-Adolescents: A Case of Families in P.C.E.A. Kahawa Farmers Church in Kiambu County, Kenya**'.

We therefore kindly request that you allow her conduct research at your organization.

Warm Regards,

Lilian Vikiru

Dr. Lilian Vikiru
Registrar Academics

PAN AFRICA CHRISTIAN UNIVERSITY
P.O. Box 56875, NAIROBI - 00200.
TEL: 8561820 / 8561945 / 2013146

26th June, 2018