

# Parenting Styles As Predictors Of Violence Among Selected Public Secondary School Students In Embu County, Kenya

Simon Njogu Njagi

PhD student at Maasai Mara University

DR Jonathan M. Mwanja

Department of Educational Psychology, South Eastern  
Kenya University

*Abstract: Youth violence, both in and out of school, is a worldwide problem. In schools violence is characterized by physical fight amongst students, against school staff or destruction of property in the school. Despite the efforts made by schools, government and the society at large to address the challenges of adolescence violence, it remains a serious problem in schools, for both learners and educators world over. The role of Parents in helping their children face challenges and resolve their issues in non violent manner cannot be underestimated; however, the extent to which parenting styles predetermine children's violent behaviour remains obscure. The objective of the study was, to establish whether parenting styles significantly predict secondary school students' violent behaviours. The study was anchored on Bronfenbrenners' bioecological theory and parenting styles theory by Maccoby and Martins. Questionnaires were used to collect data from students on parenting style and students' violent behaviours, focus group discussion were conducted to collect in-depth views of students while interviews were used to collect views of guidance and counseling teachers. A population of 8820 (4886 girls and 3934 boys) from two and three students distributed in 132 public secondary schools in Embu County was targeted. Purposive sampling was used to select a sample of 15 schools. The schools were selected on the basis of more cases of violent behaviors in relation to other schools in the county for the last three years. Reliability for the parenting styles questionnaires and risky behaviours were calculated, an average cronbach alpha ( $\alpha$ ) of  $\alpha = 0.82$  for parenting styles questionnaires and violent behaviours  $\alpha = 0.78$  were reported. Multiple linear regression analysis revealed that, parenting styles has a significant in predicting secondary school student's violent behavior and that. The study also found that, parenting styles accounts for 62.7% ( $R^2=0.627$ ,  $p<0.05$ ) of secondary school students' violence, while 37.3% is accounted for by other factors. The study, therefore, recommends that the government through the Ministry of Education should review policies on school discipline in order to involve parents as active participants in dealing with students' violence in schools.*

*Keywords: Parenting styles, authoritative, authoritarian, permissive indulgence permissive neglectful, violent behaviors.*

## I. BACKGROUND TO THE STUDY

Majority of the secondary school students are in adolescence stage, a period of transition into adulthood, such transition exposes them to many risks (Kimanthi, 2014). Globally, adolescence is one of the riskiest phases of a persons' life, due to the complexity and magnitude of biosocial changes that occur during this stage (Robinson, 2006). Okorodudu and Omoni (2005) contend that among behaviors characterizing adolescents are; juvenile

delinquency, vandalism, destruction of public property, physical fights bullying and at times murder of parents or even peers. Youth violence, both in and out of school, is a worldwide problem (Ngesu, Gunga, Wachira, Kahigi & Mutilu, 2013). According to Aluede, (2011), violence among students in Canada stands between 10 % and 11 % most of who report having been victimized by peers. A report by Department of Basic Education of South Africa, (2014) over 18% of the 14 million students in South Africa who attended school in the country in year 2012 experienced physical

violence. Ngesu, Gunga, Wachira, Kahigi, and Mutulu, (2013) in their study found that students' violence in Kenyan schools is a common phenomenon although it varies in form and magnitude across the geographical regions. Poipoi (2011) contend that, violent behavior in the Kenyan educational system manifested in the form of rioting, sexual violence, bullying fighting. Most of this violence is rarely reported thus it goes unnoticed by the school authority.

In recent times, Kenya has experienced violence in form of school fires, for example in 2016 alone more than 100 schools were burnt. Student violence against each other is also common (Nyaga, 2015). According to Oriya (2005) violence in form of fighting among students is frequently reported in secondary schools. Some of the fights resulted in injuries of students. Students also direct some of the violence towards school property as they go on strike. For instance, Mathiu (2008) noted that over the past decade, many secondary schools had suffered from strikes most of which were violent and put the students safety at risk. The students are further faced with the risk of failure to complete school since some end up dropping out of school.

Studies have shown that there is a strong connection between parent-child relationships and the child psychological developmental outcomes (Boyer, 2006). Bronfenbrenner (2005) describes these child-parent relationships as Microsystems which influence the child social, emotional and psychological developments. In the past, most of African cultural settings, adolescents used to receive information on social norms and practices during the rites of passage into adulthood (Ehiemua, 2015). This is no longer the case. The extended family and the larger society no longer provide information and monitoring of adolescents' activities. Lofquist (2012) contend that monitoring of adolescents' activities by the nuclear family and the large society ensured that adolescents' risky behaviours such as excessive violence were minimized. With the parenting role of the extended family having been left to the nuclear family, parents today find themselves in situations that require them to balance between their careers and performing the role of parenting to their adolescent children. Parents have a responsibility of providing their children with important information on potential risks, a role previously shared between nuclear family, extended family member and the larger society (Mara, 2006). The change in social structures results in reduced role of extended families and society at large on adolescent parenting. The results have been increased increase violence among the youth in schools. Violence among students in the County is on the rise which is marked by increased school strikes and destruction of school property (Wanzala & Muinde, 2016).

Parents, through their parenting roles (expressed through parenting styles) are important in predetermining adolescents' decisions on various social issues. These decisions influence the actual adolescent involvement in social activities including those which are risky such as violent behavior (Ikramulah, Manlove, Carol & Moore, 2009). The decisions students make at times has far reaching implications on their learning. Some decisions, such as fighting taking part in strikes and destruction of school or personal property, interfere with learning process by (Center for Mental Health, 2008). According to Nikoogoftar and Seghatoleslam (2015) parenting

styles can influence development of good or bad behaviours in adolescents. This is because parenting behaviour represents the primary setting in which most of the child's emotions are shaped and their future determined (Yeung & leadbeater, 2010). A survey by Albert (2007) found that 47% of the adolescents perceive parents as the most influential people on their decisions making. Parents help to shape the way adolescents view and interpret the world around them and the way they act. Parental-adolescent influence can occur either through strict control, responsiveness, a combination of both or lack of both depending on parenting styles adopted. Parenting styles are composed of two main elements: parental demandingness (control) and parental responsiveness (warmth) (Yusefi, Idelu, Saravani & Rezeghi, 2016).

## OBJECTIVE OF THE STUDY

To establish whether parenting styles significantly predict violent behaviours among secondary school students in Embu County.

## RESEARCH HYPOTHESES

Parenting styles do not have a statistically significant prediction of violent behaviour among secondary school students.

## II. REVIEW OF RELATED LITERATURE

According to Meyer (2005), world over, school violence remains a serious problem for both learners and educators. In countries such as Britain, Japan and America violence among students is organized by gangs who may physically or verbally attack other vulnerable students (Fraser, 2013: Wood & Alleyne, 2010). In Canada, the rate of adolescence violence is high with, between 10% and 11% of students report having experienced violence from peers and 8% to 11% admitted to have experienced bullying Aluede, (2011). This view is supported by a study conducted by a study conducted by Egbochuku (2007). The study explored bullying in government and private/mission schools within Benin City of Edo state in Nigeria. The findings reveal that 78% of the students were victims of bullying on at least once while 71% hand bullied others at least once. Bullying was found in both boys and girls. The study also found that more boys than girls reported being kicked or hit by others.

In the resent times, Kenya has experienced school violence some of which has been fatal, such cases as the St Kizito tragedy, where 19 girls died and 72 were raped by male colleague students, the Kyanguli secondary school fire in Machakos where several students died due to a fire started by colleague students. The most recent school violence, being that of school fires in 2016 where more than 100 schools were burnt in a span of two months (Mabel, 2016). Other forms of violent behaviours common to students in schools include physical fight, threats, verbal abuse, and intimidation (Sugut, 2013: Poipoi, 2011).

Student's violence against other students, teachers or school property may be linked to home background such as

parenting styles, among others. For example, Keshvarpanah, Karimi and Amoopour (2014) studied relationship between parenting styles and anger adjustment in adolescent boys of Rasht city. The study used a sample of 400 male students selected through multistage sampling. Pearson correlation Coefficient and multiple regressions were used to analyze the data the findings reveal that there was a positive relationship between authoritarian parenting style and anger adjustment, and that parenting styles accounted for 36% of adolescent anger. While the study focused on anger adjustment which is a prerequisite of violence, it did not address the actual violence among the students. However, the results are only useful in articulating situations in which violence is likely to occur. This study focused on parenting styles as predictors of violence among students.

Studies have shown that parents' aggressive behaviour may be related to aggression in children. If children are constantly exposed to aggressive behaviour they might use the same behaviours on other children (Laible, Carlo, Torquati, & Ontai, 2004). However, research on parenting styles and aggressive behaviour has not been conclusive. For example, Fili (2016) examined how parenting style and aggression in preschoolers are related. The study drew a sample of preschoolers from Albania. Regression analysis found no statistically significant relationship between the two variables under investigation. However, in another study, Githae, Mugo and Vundi (2015) examined relationship between parenting styles and participation of secondary school boys in violence within Gatanga sub-county in Murang'a. The study adopted correlational research design. Data were collected from 11 (eleven) secondary schools, 33 violent youths, 33 non violent youths and 66 parents. The results reveal a highly significant association between paternal physical presence and treatment of youths and participation in youth violence. In another study, Lotfi, Vaziri & Lotfi (2012) examined the relationship between maternal parenting styles and child's aggressive behaviour. The study used a sample of 380 individuals who were selected using cluster sampling among from male and female high-school students of Tehran. The study findings demonstrated that mother's authoritarian parenting is positively correlated with adolescents' aggression; however, authoritative parenting style is negatively correlated with adolescent's aggression. The results also revealed that mother's indulgent parenting is negatively correlated to adolescent's aggression. The study implies that parents at times unconsciously model their offspring to apply dictatorial and coercive and aggressive strategies to achieve their goals.

Bullying mostly is not regarded serious enough to constitute violence. As such, it is given little recognition of the damage it causes to the victims such as psychological, emotional and/or physical (Burton & Leoschut, 2012). According to Rigby (2003), Bullying is a form of violence characterized by systematic abuse of power. Bullying among students may include use of verbal, physical or emotional violence on a person who is not in a position to defend him/herself (Kim, Koh, & Leventhal, 2004). Ruto (2009) contends that students who are victims of violence may suffer physical deformities, humiliation, withdrawal, poor academic performance or even death. Studies show that students who are bullies seem to be associated with certain familial

parenting factors. According to Cook, Williams, Guerra, Kim & Sadek (2010) bullying among students is a worldwide problem and not restricted to a particular society. Home environment is one of factors that may influence students' bullying behaviours. For example Efobi and Nwokolo (2014) studied relationship between parenting styles and students' tendency to develop bullying behaviour in Nigeria. The study sampled 1000 students from senior secondary schools. Data were analyzed using Pearson correlation coefficient ( $r$ ). The findings reveal that authoritative parenting is more common among the parents. The findings also show a moderate positive relationship between parenting styles and tendency of bullying among the adolescent students.

According to Egbochuku (2007) aggression among students involves both genders. This view is further supported by a study which was conducted by Hassan and Ee (2015) to examine relationship between styles of parenting and bullying among students in elementary schools in Malaysia. The study involved a sample of 270 students aged 11years, the results reveal, both male and female students had high chance of using verbal aggression. Muli (2012) carried out a study on factors influencing secondary student's unrest in Nairobi. The study used a sample of 792 respondent made up of 22 head teachers 110 teacher and 660 students. The study found that among the factors that may cause violence and school unrest include parents' lack of concern for their children. The study carried out by Muli focused on students strikes and did not address violence among students, such as bullying further the study was conducted in an urban setting. This study focused on a broader form of violence like bullying physical fights and also includes rural schools in order to broaden the understanding of parenting styles and students violence.

Hoeve, Dubas, Eichelshelm, Vanderlaan., Smeenk & Gerris (2009) carried out a meta-analysis of 161 published and unpublished manuscripts to determine whether there is an association between parenting and delinquency behaviour such as adolescence violence and the magnitude of the linkage is. The analysis found that, the strongest links were between parental monitoring, psychological control, and negative aspects of support such as rejection and hostility of parents towards their adolescent children, accounting for up to 11% of the variance in delinquency. Several effect sizes were moderated by parent and child gender, child age, informant on parenting, and delinquency type, indicating that some parenting behaviours are more important for particular contexts or subsamples. Although both dimensions of warmth and support seem to be important, surprisingly very few studies focused on parenting styles. Furthermore, fewer than 20% of the studies focused on parenting behaviour of fathers, despite the fact that the effect of poor support by fathers was larger than poor maternal support, particularly for sons. The findings of the analysis affirm the need for more studies on the role of parenting styles to predetermine adolescence delinquency. This study aimed at investigating parenting style as predictors of adolescent delinquent behaviours specifically violent behaviours. There is a solid body of evidence that points to parenting styles as predictors of antisocial behaviours among the adolescents (Alvarez-Garcia, Garcia, Barreiro, Dbarroand & Antunez, 2016). Most salient risk and protective factors for the development of aggression and violence reside

in the family system (Labella & Madelyn, 2017). According to Swenson, Saldana, Joyner, and Henggeler, (2004) Parental violence towards a child increases the child's risk of developing serious mental health problems and, in the long run, engaging in violent crime and other antisocial behaviours. However research on influence of parenting style on adolescent violence has not been conclusive. For instance Pamera, (2011) carried out a study to investigate the influence of parenting style and Gender as predictors of disposition towards antisocial behaviour among secondary school students. The results of ANOVA showed that there was no significant effect of parenting styles on antisocial behaviour between participants from permissive, authoritarian and authoritative parents.

### III. METHODOLOGY

The target population for this study all the form 2 and form three students in public secondary schools in Embu County. The study adopted survey research design. Stratified random was used to select 15 schools. This was done in order to ensure all the categories of schools were represented. From each category of schools simple random sampling was used to get 399 students proportionately from form 2 and form three. Simple random sampling was used to select 8 participants in focus group discussion from the sampled students. Focus group discussion was used in order to get students feelings on the subject of the study. Purposive sampling was use to select 15 guidance and counseling teacher school dropouts from the selected schools and 70 school dropouts. Data was collected by use of a four-point liket scale questionnaires, focus group discussion schedule and interview schedule. The questionnaires were administered to ongoing students and school dropouts. Data from guidance and counseling teachers were collected by use of interview schedule.

### IV. STUDY FINDINGS

#### A. SCORING OF QUESTIONNAIRES

Questionnaires on parenting style were rated on a five point Likert scale. There were 15 items for each of the four parenting styles, measured on a 5 point Likert scale. The lowest score for each style was 15 while the highest score was 75 and the average for each parenting style was 45 (that is,  $15+75=90/2=45$ ). For each of the parenting styles the defining score was 45. A score of 45-90 on the authoritative questionnaire was considered high on authoritative while a score of 15-44 was considered low on authoritative. A score of 45-90 on the authoritarian questionnaire was considered high on authoritarian style; while a score of 15-44 was considered low on authoritarian style. A score of 45-90 on the permissive indulgent questionnaire was considered to be high on permissive indulgent while a score of 15-44 was considered to be low on permissive indulgence. A score of 45-90 on permissive neglectful questionnaire was considered to be high on permissive neglectful while a score of 15-44 was

considered low on permissive neglectful. The results for the scoring were presented in Table 1.0 below.

Parenting styles	Low		High		Total	
	Frequency	%	Frequency	%	Frequency	%
Authoritative	116	29.1	283	70.9	399	100
Authoritarian	162	40.6	237	59.4	399	100
Permissive						
Indulgence	194	48.6	205	51.4	399	100
Permissive neglectful	199	48.9	200	50.1	399	100
<b>Average</b>	<b>168</b>	<b>42.1</b>	<b>231</b>	<b>57.9</b>	<b>399</b>	<b>100</b>

N=399

Table 1.0: Results on Scoring of Parenting Style Questionnaires

Table 1.0 shows that, majority (70.9%) of the responses score very high on Authoritative style, followed by Authoritarian parenting style. This means that authoritative parenting is the commonest among the parents of the target population. This is followed by authoritarian (59.4%). The least common parenting style is permissive neglectful with 50.1% of the responses. It was further revealed that on average all the factors scored relatively high (57.9%). This was an indication that the four parenting styles are common within the target population. The various parenting styles within the target population imply that secondary school students in the study area experience varying microsystem consisting of relationships with their parents. Most students relate with their parents in a way dominated by high control. Control under authoritarian parenting style is likely to generate resentments which are likely to cause misunderstanding and a probable engagement in risky behaviours. Under permissive parenting style, the excessive freedom granted by parent may deny the children acquisition of behavior control strategies.

The researcher further assessed student's violent behavior, there were 10 items. The minimum score was 10 and the maximum score was 50, the average score was  $10+50=60/2=30$ . The defining score was 30. A score of 10- 30 was considered to be low in violence while 31-60 was considered high in violence.

Risky behaviours	Low		High		Total	
	Frequency	%	Frequency	%	Frequency	%
Violent behaviour	128	32.1	271	67.9	399	100

Table 1.1: Results on Risky behaviour

Table 1.1 shows that all the risky behaviours are common within the target population since they all scored highly. The study show that in order of prevalence violent behaviour scored the highest (67.9%). The findings show that majority (67.9%) of secondary school students are involved in one form of violence or the other. This imply that majority of the secondary school students may spend a lot of their time out of class addressing violence related indiscipline issues with school administration involved. This has a far reaching effect on the education progress of the students which will subsequently affect economic development in the County. The findings concur with Kimanthi (2014) who contends that transition through adolescence exposes them to many risks such as violence. The findings also concur with a report by Department of Basic Education of South Africa (2014) which found out that over 18% of 14 million students in South Africa who attended school in the country in year 2012 experienced

physical violence. The findings confirm the extent of challenges faced by the young people transiting the adolescent stage of development. This requires effective intervention strategies to address the challenge

It is noteworthy that parents are the first socializing agents that growing children encounter, and the parenting behaviors, specifically the parenting styles provides relationships that may influence the perceptions of the child concerning social norms and standards of practice in relation to the vices and virtues within the society. While some parenting styles may cause psychological distance between the parent and the child, which may expose the child to risky situations some may create strong parent-child psychological bonds enabling the child to be more responsible and avoid participating in the violent activities. This premise is consistent with Boyer (2006) who found that, there is a strong connection between parent-child relationships and the child psychological developmental outcomes.

**B. DESCRIPTIVE STATISTICS FOR FOCUS GROUP DISCUSSION**

The study collected views from 15 focus groups, one group from each selected school. Each group was made up of 8 students selected randomly from those who participated in answering the questionnaires. Responses from the focused group discussion were analyzed under three broad themes; ease of students discussing risky behaviours with parents, people with who students prefer to discuss risky behaviours with and students expectations of their parents in handling risky behaviours. The responses are given in table, 1.2 and 1.3 below.

Parents		Relatives		Peers		counselors		Totals	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
8	54	0	0	2	13	5	33	15	100

*Table: 1.2: Preferred People by Students With who to Discussing Risky behaviours. Students' preference in frequency and %*

Table 1.2 shows that, most students (54%) are more comfortable discussing with their parents issues on violence in school. The findings of the study show that the respondents have varied preferences for discussing violence related issues behaviors, parents being their first priority for the majority. During the developmental stage of adolescence, young people strive for independence and begin to make decisions that impact on their lives (Spear & Kulbok, 2004). These accounts for the 46% who chose to discuss violence related issues with other people and not parents. However more young people are comfortable with parents on matters which are considered general information such as violence in school. Amour, Laverdure, Devault and Manseau, (2007) who contend that effects of fatigue and stress experienced at work can affect family life at home thus affecting parent child relationship. Inadequate family time for parent child interactions pushes the adolescents to seek such discussions from other people like the peers who are likely to provide unreliable information. Respondents felt that parents were unavailable for them, at the

same time some felt they were “mature” to make their own decisions. The study postulates that, driven by search for autonomy and facilitated by the busy schedule of parents who do not have enough time with their children, secondary school students find themselves spending more time with peer and other strangers from who they get information concerning their challenges.

Students' Expectations	Freq	%
Understanding and respect	9	60
Advice giving and being listened to	2	13
Honesty and role modeling	4	27
<b>Total</b>	<b>15</b>	<b>100</b>

*Table 1.3: Students' Expectation from Parents*

Table 1.3 shows responses from the focus group discussion on how students expect their parents to deal with risky behaviours. The students' expectations were analyzed under three broad themes; understanding and respect, advice giving and being listened to, honesty and role modeling. The study revealed that majority (60%) expect their parents to understand and respect their feelings. This findings concur with Rosenthal (2011) contend that adolescents feel they deserve respect from their parents. They said that they felt that their expectations were not met. The study also reveal that 27% expect their parents to be honest and good role models, since some parents exhibited violent behavior both at home, social gatherings such as bars and strikes at places of work. The students agreed that their expectations of their parents were more often not met. As a result the students engaged in risky behaviours and easily lie to their parents and teachers that they were innocent. According to Cumsille, Darling and Martinez, (2010) if parents are not honest they play a major role in influencing their adolescents' lying since they dispute the sincerity and the moral authority of their parent. For instance, adolescents who believe that parental authority is legitimate are less likely to lie to their parents.

The tables also show that 13% expect parents to give them advice and also listen to their views and feeling; they felt many parents were not available for them. The findings concur with Tyzack (2015), who contend that parents who are there physically and emotionally for teenagers are able to meet their children' expectations, a factor which associated with better adolescent behaviour during the hormonally-turbulent years. The findings also concur with Amour, Laverdure, Devault and Manseau, (2007) who contend that effects of fatigue and stress experienced at work can affect family life at home thus affecting parent child relationship. This means while the adolescent children at home expect the parent to be available in order to provide advice on various challenges they are facing, parents are either not physically available at home and even when they are, they are tired from their busy schedule. Such parents are unable to meet their children's expectation. Children from such families are likely to fall prey to risky engagements in and out of school.

The study also show that the respondents look upon their parents as role models of social norms including honesty. This implies that adolescents are more likely to copy the behaviors of their parents concerning handling the social challenges. The

findings concur with the study by Wiese & Freud (2011) found that adolescents are influenced by their parents as role models although they may reflect and modify these models according to their beliefs and social relations. The findings suggest that if the parents provide good role models of honestly dealing with stressful situations their children are likely to copy the same and avoid resolving seeking to relief stressful situations like failure in exams by involvement in drugs or violently solving social conflicts. On the other hand when parents are violent they are likely to model such behaviours in their adolescent children. This is supported by the study by Quintelier, Hooghe, & Badescu, (2007) which found that discussion and the interaction within the family have a strong effect on adolescents' participation in social patterns.

**C. RESPONSES FROM GUIDANCE AND COUNSELING TEACHERS**

The study collected responses from 15 guidance and counseling teachers from the 15 selected schools. The teachers were to report on the incidences of violent risky behaviours they commonly deal with on a term period of three months. The responses are given in tables 4.16 below.

None		1-10		11-30		above 30		Total	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	7	11	73	3	20	0	0	15	100

Table 1.4: Risky behaviours Number of Cases in a Period of Three Months

Table 1.4 shows responses from guidance and counseling teachers on the risky behaviours commonly dealt with in periods of three months. The table shows that violence a major risky behaviour with 73% of schools recording up to 10 cases per school term (of three months) and some (20%) recording up to 30 cases. The findings show that many schools are grappling with violent issues that interfere with the smooth delivery of the school academic programs. The findings concurs those of Robinson (2006) who contends that globally, adolescence is one of the most risky phases of a persons' life, due to the complexity and magnitude of biosocial changes that occur during this stage. The findings also imply that many of the students in secondary schools spend much of their time sorting out violence related disciplinary cases with the school administration instead of concentrating in their academic work. This has a bearing on their preparations of examination, and when they feel they are not well prepared they result to school strike (Kiplagat, & Oruko, 2015). The findings also imply that the teachers especially the guidance and counseling teachers spend much time solving issues in the school and meeting with parents of the affected child instead of teaching.

**D. MULTIPLE LINEAR REGRESSION FOR PARENTING STYLE AND VIOLENT BEHAVIOUR**

The third objective of the study was to investigate whether parenting styles significantly predict violent behaviors among secondary school students. To achieve this objective the study sought to test the hypothesis, Ho<sub>3</sub>, that,

there is no statistically significant prediction of violent behavior by parenting styles among secondary school students. Multiple regression analysis was used to test the hypothesis. The model summary results were presented in Tables: 4.25, 4.26 and 4.27 below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.816(a)	.665	.627	.386

Note: a: Predictors: (Constant), Authoritative, Authoritarian, Permissive indulgent and permissive neglectful.

Table 1.5: Model Summary of Violent behaviour

Table 1.5 shows that 62.7% of variations in the secondary school students' violent behaviour is explained by the parenting styles (Authoritative, Authoritarian, and Permissive indulgent and permissive neglectful). The remaining 37.3% is determined by other factors not related to parenting styles. The finding show parenting styles significantly play the greatest part in predetermining involvement of their adolescent in violence. These findings concur with Chenge, Chenge, and Maunganidze (2017), who contend that, family, is one of the most influential agents among the different social factors that significantly influences the growth and development of any child's behaviours. This implies that parents through their parenting styles create an emotional environment at home which influences the manner in which children think about and perceive violence in the society. Different parenting styles provide various forms of parent-child relationships, which impart on child's psychological development. This then influences the child's decision making, either to participate or to avoid use of violence in solving social conflicts. To test for the fitness of the model, ANOVA was used. The results were presented in Table 1.6 below.

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	100.377	4	22.594	6.385	.000(a)
	Residual	50.223	395	14.9		
	Total	150.000	399			

Note: a: Predictors: (Constant), Authoritative, Authoritarian, Permissive indulgence, and Permissive neglectful

b: Dependent Variable: Violent behaviour

Table 1.6: ANOVA (a) Parenting Style; (b) Violent behaviours

Analysis of variance (ANOVA) was conducted to establish the fitness of the model used. The ANOVA table: 1.6 shows that the F<sub>(4,395)</sub> statistic was 6.385 with a p-value of 0.000 indicating that the model was statistically significant in explaining the effect of parenting styles on risky violent behaviours because the significance level was less than p-value of 0.05. This means that the model used was appropriate and the relationship of the variables shown could not have occurred by chance. This means that the model is fit to explain, to what extent parenting styles can be blamed for the involvement of adolescent children in violence. Regression coefficients were presented in table 1.7 below.

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	1.637	.449		3.650	.001
	Authoritative (X <sub>1</sub> )	.375	.095	.848	3.954	.000

Authoritarian (X <sub>2</sub> )	1.22	.363	-1.780	-3.363	.002
Permissive indulgence(X <sub>3</sub> )	.245	.420	.085	.582	.000
Permissive neglectful (X <sub>4</sub> )	.977	.292	1.706	3.343	.002

Note: a: Dependent Variable: Violent behaviour

Table 1.7: Multiple Regression Coefficients (a) for Violent behaviours

Table 1.7 shows that all the independent variables (Authoritative, Authoritarian, Permissive indulgence, and Permissive neglectful) significantly (P<0.05) predict the change in the violent behaviours. On that basis hypothesis H<sub>03</sub> was rejected.

The regression model is:

$$Y = 1.637 + 0.375X_1 + 1.222X_2 + 0.245X_3 + 0.977 X_4$$

This model shows that the authoritarian parenting style has the greatest contribution to the model (1.222, p<0.05). This means that a unit positive change in authoritarian parenting style will cause a change in violent risky behaviours by a factor of 1.222 at 5% significant level. This is followed by permissive neglectful (0.977, p<0.05), authoritative parenting (0.375, p<0.05) and Permissive indulgence style has the lowest contribution (0.245, p<0.05). These results show that there is a positive relationship between authoritarian parenting style and adolescent anger adjustment. The study found authoritarian parenting style to be the greatest contributor to students' violence. These results concur with the findings of a study by Laible, Carlo, Torquati, and Ontai, (2004) which reveal that parents' aggressive behaviour may be related to aggression in children. If children are constantly exposed to aggressive behaviour, they might use the same behaviours on other children. The findings concur with a study by Keshvarpanah, Karimi, & Amoopour, (2014) which reported that, there is positive relationship between authoritarian parenting style and anger adjustment which is a precursor of violence. Authoritarian parents use punitive methods of discipline on their children. The methods result on in resentments and anger against their parents, subsequently the anger is likely to be projected on to other people including peer in the school. This is consistent with a study conducted by Laible, Carlo, Torquati, & Ontai (2004) which found that children who are constantly exposed to aggressive behavior are most likely to use the same behaviors on other children

The study show that permissive neglectful is the second largest contributor to students violence. Neglectful parents are disengaged with their children's activities and discipline. The children are left to regulate their own behaviour without parents demanding responsibility for their actions. Children find easy to be involved in violence since there are not answerable to anyone. These findings concur with a study by Muli (2012) who reported that, among the factors that may cause violence and school unrest include parents' lack of concern for their children. This implies that parental neglectfulness may predispose students to problem behaviour such as violence more that parental authoritative.

The findings of this study show that permissive indulgence parenting style accounts for less violent behaviour (0.245, p<0.05) compared to authoritative parenting style (0.375, p<0.05). This is inconsistent with the findings of a study by Kemunto (2016) which revealed that students of

authoritative parents have low involvement in problem behaviour compared to students of permissive indulgent parenting styles. Authoritative parents models their children effective ways of handling emotional situations. The authoritative parent demands that the child be responsible for their actions. These findings concur with Efobi and Nwokolo (2014) who found a moderate positive relationship between parenting styles and tendency of bullying among the adolescent students.

On the other hand, permissive indulgent parents provide neither monitoring nor supervision of the child, and the child is allowed to regulate his/her own behaviour (Baumrind, Larzelere, & Owens, 2010). The parent at the same time provides unregulated material needs for the child. The child is not subjected to hostile conditions, implying that the children do not learn aggression from their parents. The findings of this study also disagree with a study conducted by Fili (2016), which found no statistically significant relationship between parenting styles and adolescent aggressive behaviours. This suggests that, studies of parenting styles and students' violence is inconclusive. This is supported by Bornstein (2012) who argues that each culture is different from the other based on deeply rooted practices, beliefs and attitudes which guide how the child feels, thinks and acts in order to be a fully functional entity in that culture.

## V. CONCLUSIONS

The purpose of this study was to examine if parenting styles significantly predict secondary school students violent behaviours in Embu County. From the findings of the study, it can be concluded that all the four parenting styles significantly predict secondary school students' risky behaviours. Parents through their parenting styles have the greatest pre-determinant of students' violent behaviour, and other factors play a minor role. Specifically authoritarian and neglectful parenting style parenting style predicts the highest rate of students' violent behaviors. Both these parenting style either provide poor role modeling in dealing with stressful situations or fail to provide direction.

## VI. RECOMMENDATIONS

The study established that parenting styles significantly predict secondary school students' violent behaviours. The study, therefore, recommends that the government through the Ministry of Education should review policies on school discipline in order to involve parents as active participants in dealing with students' violence in schools. The policies should provide for programmes to be conducted by trained school counselors. The counselors should be mandated to train parents on how to instill respect in their children for other people, property and responsibility in their children. The study further recommends that the school board of management (BOM) and parent teacher association (PTA) mount regular programmes for parents to promote responsible parenting.

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