

**INFLUENCE OF PARENTING STYLES ON SOCIAL BEHAVIOURAL PROBLEMS
OF FEMALE STUDENTS IN NJORO CAMPUS, EGERTON UNIVERSITY, KENYA**

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Requirements for the Master of Arts Degree in Guidance and Counselling of Egerton
University**

EGERTON UNIVERSITY

OCTOBER, 2021

DECLARATION AND RECOMMENDATION

This thesis is my original work and has not been presented in this university or any other for the award of a degree.



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DEDICATION

This work is dedicated to my beloved daughter Reena Immaculate and my Prophet Temitope Balogun Joshua who gave me the inspiration, spiritual guidance and support to move on when things seemed hard.

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ABSTRACT

Parenting styles is the way in which parents raise their children. It refers to the level of parents' expectations, performance demands and attentiveness to rules by their children. Female students face numerous challenges affecting their adjustment to university life due to various factors. Such factors may be the student's personality, their environment, and peer influence, among others. The issue of parenting styles and female students' social behavioural problems specifically in Egerton University, Njoro Campus has not been studied. Therefore, this study sought to investigate the influence of parenting styles on undergraduate female students' social behavioural problems in Egerton University, Njoro Campus. The study employed descriptive research design. The target population for this study was 7547 undergraduate female students of Egerton University, Njoro Campus. However, the accessible population was 1458 undergraduate second year female students from which a sample of 302 second year undergraduate female students was derived using the Kathuri and Pals (1993) table. A structured questionnaire was used to collect data from the second year undergraduate female students. To establish the reliability of the questionnaire, the instruments were piloted with 30 respondents at the Nakuru Town University Campus of Egerton University. This was to ascertain the reliability coefficient at 0.70 level of significance using Cronbach's Alpha. Data analysis was done using descriptive statistics such as frequencies, percentages and means. The Statistical Package for Social Sciences (SPSS) version 25 was used. For inferential statistics, Chi-square was used to establish association between parenting styles and its influence on female student's social behavioural problems at 0.05 level of significance. The study concluded that authoritative parenting is the dominant parenting style among parents/guardians of undergraduate female students at Egerton University, Njoro campus. The findings also revealed that parenting styles significantly influence female students' social behavioural problems in Egerton University, Njoro Campus. The study recommends that the Ministry of Education; Ministry of Public Service, Youth and Gender; policy makers, NGOs; Chief's Barazas and churches organize forums where parents are guided and encouraged to adopt authoritative parenting style; balance their time; use Guidance and Counselling and inductive reasoning. Extensive studies were suggested for both male and female students to unravel the relationship between parenting styles and the students' social behavioural problems in all universities.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
GoK	Government of Kenya
HIV	Human Immune Deficiency Virus
KAIS	Kenya Aids Indicator Survey
MoH	Ministry of Health
NASCOP	National AIDS/STI Control Programme
NACOSTI	National Commission for Science, Technology and Innovations
PTA	Parent Teachers Association
RoK	Republic of Kenya
STI	Sexually Transmitted Infections
USA	United States of America
WHO	World Health Organisation

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, parenting style and techniques have consistently been shown to relate to various outcomes such as youth psychopathology, behaviour problems and academic performance (Baumrind, 1967). In the global North, where investment in families is considered a fundamental building block of cohesive societies (Eurochild, 2012), targeted support has been offered to families made vulnerable through poverty and social exclusion for several decades. Forms of family and parenting support include cash transfers and services such as parenting education programmes, family mediation, resource centres or community networks. Parenting style is a psychological pattern which represents a range of strategies used by parents in their parental skills (Baumrind, 1971). Baumrind further asserts that parenting style is the extent to which parents take care of their children's way of living. Parenting is an important variable, which affects the emotional, academic, social and religious development of a child (Gadeyne, et al, 2004). It refers to provision of emotional, social and physical care to the child or purposive activities aimed at ensuring survival and development of the child. Parenting is both a biological and social process emerging as probably the most fundamental and universal concern of the society (Hoffmann, 2002).

According to Maccoby and Martin (2003), parenting style captures two very important elements of parenting, namely, parenting responsiveness and demands on their children. Parenting responsiveness refers to parental warmth or supportiveness -this fosters a student's individuality, self-regulation, and self-assertion by being attuned, supportive and acquiescent to the student's special needs and demands (Baumrind, 2005). Baumrind posits that parental demand is achieved by parents making mature demands, playing their supervisory roles, and willingness to confront the child who disobeys.

When these two forms of parenting behaviours are incorporated in various ways, the following four parenting styles emerge, the authoritarian, authoritative, permissive, and neglectful parenting. Authoritarian parents are overprotective and believe in harsh punishment (Hoeve et al., 2008). Authoritative parents show high levels of support and have effective communication with their children (Hoeve et al., 2008). Permissive parents give their children

high levels of independence, which results in low levels of parental guidance (Schaffer et al., 2009). Neglectful parents exhibit a lack of control, support and protection (Hoeve et al., 2008).

In Japan, a study carried out showed evidence that the authoritative parenting style has a significantly positive influence on each personal growth initiative and self-esteem among Japanese university students (Hirata & Kamakura, 2018). In India, Sahithya et al. (2019) in a study evidenced that, despite hypothesized cultural differences between the West and India, the effect of parenting styles on children appear to be similar across cultures. Another study found that Mexican, Chinese, Filipino and European background family's adolescents' endorsement of parental authority is associated with greater cohesion and less conflict with parents (Zhang et al., 2015).

Parenting styles play a significant role in shaping the personality and behaviours of children, therefore each of these parenting styles have been found to have different effects on children and their behaviour (Hoeve et al., 2008). A well cared for student will be healthy emotionally, resilient, socially competent with core foundation of self-esteem and the capacity to explore new opportunities.

Conventional views on positive parenting of adolescents emanate predominantly from the Western world and often fail to take into account the diverse socio-cultural and economic influences present in other regions of the world. Regionally, in the African system, parenting is perceived to take many methods, which is able to lead the child to be a responsible adult. Some of these methods of parenting were through folktales, the extended family (Whyte et al., 2004), traditional rites, mother's care, attention and love. A folktale in traditional setting was an effective means of inculcating the virtues in children (Mawusi, 2013). Physical punishment was also part of what used to instill values and morals in children (Clarion, 2004). It has been reported that most parents approach parenting tired and overwhelmed due to our day to day overstretched lives; as a result, leave the children to the neglect of house servants and caretakers (Martin, 2000).

In Ghana, majority of parents were perceived to adopt authoritative parenting styles in the upbringing of their children (Mensah & Kurachie, 2013). The same study revealed that parenting style has influence on student's social development. It was inferred that authoritative parenting based on reasoning, understanding, consensus and trust, resulted in pro-social behaviour while the authoritarian parenting based on strict rules, force, threat, verbal and physical punishment

resulted in anti-social behaviour. In South Africa, it was observed that parenting styles and basic psychological needs influence life aspirations and psychological wellbeing of learners (Roman et al., 2015). Formative research towards an adult-child communication intervention in Botswana, Malawi, and Mozambique found that adolescent girls rarely have close relationships with their fathers (Underwood et al., 2018). Some adult members of the community, particularly, though not exclusively, in Malawi, perceive a father's interest in his daughter's life as a sign of him harbouring incestuous feelings toward his daughter. Fathers tend to distance themselves from their daughters when they reach adolescence in order to avoid such accusations. In rural families of northern Tanzania, reciprocity is expected and expressed through young people's obedience (in ways that demonstrate respect to the parent and social respectability) and a parent's willingness to meet the child's need in return (Wamoyi & Wight, 2014).

In Kenya, there is a growing need to integrate parenting in social interactional process for proper student's social development. This is hard for parents to do because they do not go to any school to learn how to parent (Carson, 2003) hence at cross roads on the best way to parent, leaving the burden to the teacher (Mensah & Kurachie, 2013). According to Kasomo (2006) proper socialization of an adolescent is important hence parenthood is a responsibility requiring the full cooperation of parents or guardians who must ensure the total development of their offspring(s). The variables related to parental attitudes and behaviour is more important in improving a students' social relationship than social class or the family make-up (Christenson et al., 2010).

In the local perspective, Egerton University, just like in normal life, most students being in adolescent and early adulthood age, personal relationships such as dating, love and sexual activity gain importance in their lives. But, majority of them lack adequate knowledge on these issues including the coping and decision-making skills (Nyaga, 2011). Campus characteristics such as too much freedom; campus size; management style; lecture-student relationships; institutional rules and regulations; teaching methods; catering services; games and sports; recreation services; accommodation and residential services; roommate conflicts and counselling services determine student's attitude which in turn influence behaviour (Fieldman, 2000). In campus, students are known to make major life decisions or choices without use of the perspective that awareness and intellect can bring. A decision to marry, cohabit or enter an occupation before graduation, burdens the student with extra roles, socially and financially.

Since the student seeks to conform to peers, the general culture of the campus environment is crucial. According to Sadker and Sadker (2000), university culture with its rewards and punishments, rituals and traditions, winners and losers, could be intense and even cruel thus negatively affecting the social behaviour of female students.

To perform well socially and academically, the student must be well adapted to challenges which include concerns of self, freedom and time management. A number of young people including university female students engage in non-integrative adjustment actions that reduce the anxiety of the moment but lead into more trouble in the future. One such behaviour is the use and abuse of alcohol and drugs. According to Rono and Nyaga (2004), alcohol and drugs are widely abused by university students. In Egerton University, the prevalence of alcohol abuse among Egerton University students is 21.1 % (Boitt, 2016). Drugs and alcohol alter the brain process that can result in impaired judgement, lack of self-control, inability to regulate emotions, lack of motivation, memory or learning function (Miller, 2010). Drug addiction cause brain disorder. Studies have proved that drugs and alcohol physically alter the brain structure and functions (Watts, 2011). Dependence on and excessive use of alcohol increases the female student's vulnerability to contract HIV/AIDS, sexually transmitted diseases and unwanted pregnancies, hence moral compromise (Ndonda, 2004). Although HIV prevalence among the general populace has fallen, in Kenya, women continue to be disproportionately affected by the epidemic. The 2nd Kenya AIDs Indicator Survey (NASCOP, 2014) demonstrated that 5.6% adults and adolescents were infected with HIV, 6.9% women compared to 4.4% men were infected with HIV. According to Egerton Health Survey (2015), between 2011 to mid-2015, early pregnancies increased from 4% percent to 45% at age 19 years, 120 reported cases of abortions, undocumented fetuses flashed in female abolitions, increased cases of sexually transmitted infections despite health awareness initiatives, free condom distributions from dispensers mounted at easy access strategic points on campus.

University students are in an educational and vocational transition stage (Sindabi, 1992) hence university phase demands fundamental adjustments in order to develop a new personal and social lifestyle that is relevant to the university context. Thus the quality of students' psychosocial adjustment to the campus life and environment determines how an individual adapts to the social, economic, psychosocial, educational, health and other challenges associated with the environment (Rathus et al., 1990). Chepchieng (2004) assert that the strengths or

weakness of these characteristics determine the level and quality of student's adjustment within the campus. Egerton University, like other universities face the same predicaments and this raises much concern to the administration, parents and community, leading to questioning the role of parenting on female student's social behavioural problems in college.

1.2 Statement of the Problem

Parenting style plays a key role in the overall development of the child. However, this seems not to be fully realized since there are noticeable social behavioural problems among female students in Egerton University. Whereas it is not clear whether the parenting styles influence female student's social behavioural problems in Egerton University, Njoro Campus, no empirical study has been carried out to establish the phenomenon, hence this study. The inter-linkages between unintended pregnancy; sexually transmitted infections including HIV and AIDS; substance and alcohol abuse; and inability to complete college has prompted interest in this research to question the role of parenting styles in buffering these risks; and the potential merits of parenting support as a policy direction.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of parenting styles on social behavioural problems of undergraduate female students at Egerton University, Njoro campus.

1.4 Objectives of the Study

The study was guided by the following specific objectives:-

- i) To establish the common types of parenting styles used by parents of female students' in Egerton University, Njoro campus.
- ii) To determine the influence of parenting styles on pre-marital sex among female students in Egerton University, Njoro campus.
- iii) To establish the influence of parenting styles on dancing behaviour among female students in Egerton University, Njoro campus.
- iv) To determine the influence of parenting styles on dating behaviour among female students in Egerton University, Njoro campus.

1.5 Research Questions

To achieve the above objectives, the study attempted to answer the following questions:-

- i) What are the common parenting styles used by parents of female students in Egerton University, Njoro campus?
- ii) Does parenting style influence pre-marital sex among female students in Egerton University, Njoro campus?
- iii) Do parenting style influence dancing behaviour among female students in Egerton University, Njoro campus.
- iv) To what extent does parenting style influence dating behaviour among female students in Egerton University, Njoro campus.

1.6 Significance of the Study

The study hoped to create insight on the influence of parenting style on social behavioural problems among undergraduate female students in Egerton University, Njoro campus. The study may serve an assessment role in the evaluation of the contributions parenting styles influence the students' social behavioural issues. Parents may borrow from the findings of this study to understand and accept their significant role in developing and shaping social behaviour among female students. Finally, the information gathered may help the government and University authorities to come up with preventive methods to curb irresponsible social behaviours by empowering the female students with effective social problem solving and assertive skills.

1.7 Scope of the Study

The study was carried out at Egerton University, Njoro campus. It targeted undergraduate female students sampled from the eight academic faculties and one institute. The study limited itself to issues of parenting styles that influence female students' social behavioural problems which included time management, leisure activities and peer pressure, at Egerton University, Njoro Campus.

1.8 Limitation of the Study

The study faced the following limitation:

The findings of the study are limited to Egerton University, Njoro campus, thus generalization to other universities should be made with caution.

1.9 Assumptions of the Study

The study was based on the assumption that:

- i) All respondents would cooperate and give the required information.
- ii) Parenting styles had impact on female students' social behaviours.

1.10 Definition of Terms

Adolescent: It is defined as a stage where an individual grows from childhood into adulthood (Whitmire, 2000). In this study, it is a phase of life that begins when puberty starts and ends, when a person takes in the social tasks of becoming an adult (Louw et al., 2007).

Authoritarian parenting: In this study, authoritarian parenting refers to the type of parenting based on controlling children and forcing them to obey strict rules as opposed to learning and promotion of the child's development of autonomy (Walker, 2008). This is an abusive form of parenting. It is a negative type of parenting.

Authoritative parenting: In this study, this term refers to the parenting style where a parent gives a child freedom but within limits. The relationship between parent and child in this approach is characterised by warmth, friendliness and mutual respect (Bornstein, 2004). This is the best parenting style for it helps children grow into responsible adults. It is a positive type of parenting.

Counselling is the skilled and principled use of relationships to facilitate self-knowledge; emotional acceptance and growth; and the optimal development of personal resources of University students through helping them make realistic decisions (Gladding, 2004). In this study, counselling refers to a helping relationship between a parent, a college counselor and a student that provide skills to a female student to enable them manage their social life

Guidance is a means to helping students understand and use wisely the social, personal and academic opportunities they have in achieving satisfactory adjustment to university and life in general.

Isolation: In this study, it refers to lack of interaction with others (Santrock, 2007).

Neglectful parenting: In this study, it refers to neglectful parents who do not give their children time, nor listen to them or encourage them (Melgosa & Melgosa, 2002).

Parenting: In this study, parenting refers to social care provision to a child, aimed at ensuring that the child is not isolated from peers or significant adults during their growth as children through adolescence (Lamb, 2002)

Parenting practices: In this study, it refers to specific behaviours that parents use to socialize their children (Darling & Steinberg, 2003).

Parenting style: In this study, it refers to a practice that parents use to bring up their children namely authoritative, permissive, authoritarian and neglectful parenting styles (Baumrind, 1991).

Parent influence: In this study, it refers to the effect parenting has on an adolescent's thinking or action.

Parent: In this study, it refers to the person who brings up a child and has a social responsibility over that child while the child is in school. It can either be person's biological parents, guardians or foster parents. In this study it also includes all those who provide significant and/or primary care to adolescents (Bray & Dawes, 2016).

Peer: In this study, it refers to a person's close friend, in the same age bracket, who socializes and interacts with her.

Peer pressure: In this study, it refers to social pressure to adopt certain behaviours in order to fit in with others (Santos et al., 2000).

Permissive parenting: In this study, Ngwiri (2008) identifies features of this style as that of behavioural, which is very lazy and may appear in some cases to be absent. Parents may become overly focused on trying to appease their children at every display of seeming unhappiness.

Premarital sex: In this study, it refers to sexual contact before marriage.

Sexual behaviour: In this study, it refers to the entire range of sexual tendencies such as dating, kissing, petting, masturbation, premarital sex and homosexuality.

Social behaviour: In this study, it refers to the conduct and actions exhibited by female students within society, selected few social behaviours being dating, dancing and pre-marital sex.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on parenting styles and practices; authoritarian parenting; permissive parenting; authoritative parenting; neglectful parenting; social development of adolescents; emotional development of adolescents; parental influence on social behaviour; influence of family on the adolescent gender typing; guidance and counselling for adolescents; peer influence on student's social behaviour; theoretical framework and conceptual framework.

2.2 Parenting Styles and Practices

Parenting is universal in its orientation towards the well-being and best interests of children (Daly et al., 2015). The term parenting derives its meaning from the Latin word 'parare' which means to bring forth, develop or educate. Hoghuighi and Long (2004) define parenting as purposive activities aimed at ensuring survival and development of children, pre-adolescents and adolescents. Parenting means provision of emotional care to the child (Maccoby & Steinberg, 2000). It entails giving the child respect as an individual; sense of being; unconditional love and opportunities of managing risk; taking and exercising choice. Parenting is not done through ascetic, fear or unpreventable trauma. Martin and Colbert (1997) assert that parenting involves a style of interaction with one's own children based on two dimensions namely, parental warmth or responsiveness and parental control or demand. Parental warmth or responsiveness refers to how accepting, responsive or affectionate a parent is towards a child (Ngugi, 2008). Parental affection includes things like a smile, encouragement, trying to see things from a child's perspective. On the other hand, parents who are not affectionate are low in warmth. They criticize, punish and ignore their children and often show insensitivity to the needs of the children. According to Carson (2003) parenting is the most important assignment in the world although it is entrusted to parents who have little or no training on it, albeit the natural instincts of bringing up a child.

Parenting practices are defined as specific behaviours that parents use to socialise their children (Darling & Steinberg, 2003). For example, when parents want children to do well in school, they may model behaviour by sitting down and guiding their children in doing their

homework, setting aside some time for homework and reading or making school a priority by going to school functions, such as Parent Teacher Association (PTA) meetings in Kenya. The biological parents of the child are the primary source of child's social interaction. However, orphaned and abandoned children receive parental care from relatives while others may be adopted and raised by foster parents or placed in orphanages. The parenting style a parent follows, is influenced by various reasons such as personality type, psychological states, a child's behaviour, education, socio-economic status and much more (Arnett, 2010). The four general parenting styles are authoritarian, permissive, authoritative and neglectful which involve a combination of acceptance and responsiveness on the one hand; demand and control on the other (Santrock, 2007).

In Nigeria, the dominant parenting style among parents is the authoritarian one. Efobi and Mwokolo (2014) posit that there is a moderate positive relationship between parenting style and adolescents' tendency to aggressive and anti-social behaviour. Further, the study recommended that parents should be encouraged to adopt authoritative parenting, which produced pro-social behaviours, that is behaviours considered and intended to benefit others. It is also noteworthy, that too much freedom or permissive parenting encourages impulsive and aggressive behaviour in children (Martin & Colbert, 1997). These studies further assert that neglectful parenting which is uninvolved, detached and hands-off lead to indiscipline, psychosocial problems and emotionally withdrawn adolescents.

Empirical evidence reveals that students receive far less help than they need with respect to physical, emotional, social care, guidance and counselling needs required for healthy, social interactions (Republic of Kenya, 2007). Critical analysis of the data from the study on parenting styles and adolescent well-being, found out that most college students needed parental responsiveness, control and supervision, but received little or no guidance within the home (Republic of Kenya, 2007). The research findings further noted that while 79% of those interviewed credited their teacher-counsellors for social guidance and support, only 21% said they got guidance from their parents. San Jose University (2010) in USA conducted a study on parenting styles on children's psychosocial development and found similar results as those of the Republic of Kenya (2007). It was noted that college students in USA did not get adequate guidance and counselling on social interactions because most parents had no training in parenting and had heavy work commitments. There were also no programmes dealing with

parenting and this made students to solely depend on teachers for guidance and encouragement (Claire, 2009).

There is need for parents to be aware and understand their children's environment (Baumrind, 1993) and to comprehend why children behave in certain ways at home and in university. This is important because it will enable them communicate with their children appropriately, guide and counsel them well, hence empowerment in reducing behaviour issues both at home and university. However, children grow up in a community and other factors like peers, religion, culture; traditions, socialization influence an adolescent greatly. But, if proper parenting style is applied with proper communication and the right type of guidance and counselling, parents are most likely to bring up socially endowed adolescents who have a healthy personality, assertiveness, high self-esteem and improved learning (Akhtar, 2012).

Lamb (2000) observed that, relationships form the mirror through which children view themselves and the power to affect emotional state; hence pre-adolescents and adolescents require very close attention behaviour during early years of their growth and development. Finally, he asserts that positive social care helps the pre-adolescents and adolescents to become well integrated at home, society, school, college and university, instilling a sense of responsibility for self-management. Social care enables pre-adolescent or adolescent recognise the worth of others and seek self-development hence parental providence of social care enhances positive feeling of dealing with others and successful performance.

2.2.1 Authoritarian Parenting Style

Authoritarian parent tend to be highly directive with their children and value unquestioned obedience in their execution of authority over their children (Baumrind, 1991). According to Mawusi (2013) authoritarian parenting style expects the child to adhere or follow the strict rules established by the parents, failure to which results in punishment. Parents feel they are in charge and children have no say. The parent firmly limits and controls the child with little verbal exchange. The emotional tone used by authoritarian parents is often cold and rejecting (Ngugi, 2008). Before a child learns to reason, he or she must learn to obey and when he or she learns to reason there must be give and take. Children of authoritarian parents do not seem to benefit from parental auto cry. Authoritarian parenting normally results in children who are obedient and efficient but rank lower in happiness, social competence and self-esteem (Mawusi, 2013). These

children tend to suffer from a poor self-concept and development; a negative attitude towards their parent's ideas (Melgosa & Melgosa, 2002). They are more likely to be aggressive outside the home and display extreme shyness (Darling, 2017).

Adolescence could be traumatic for some students especially from homes of authoritarian parents (Fieldman & Brown, 2002). Such children are taught to be submissive, to obey and be dependent on their parents. The behaviour encouraged under this style is called "constraining" behaviour. The goal here is to control rather than encourage the process of thinking and making a productive decision. The adolescent feel as though they are being instructed on what not to do rather than on learning valuable lessons that will help them in future social situations.

2.2.2 Permissive Parenting Style

Permissive parent tend to make fewer demands on their children than do other parents, allowing them to regulate their own activities as much as possible (Baumrind, 1999). Baumrind's study asserts that permissive parents are relatively non-controlling and tend to use minimum punishment with their children. Parents may be overly focused on trying to appease their children at every display of seeming unhappiness.

Martin and Colbert (1997) posit that, too much freedom is inappropriate for a growing up child as it encourages behaviour that is impulsive and aggressive. Parents who use this style are high in warmth but low in control. They give children a lot of freedom and allow them to behave as they wish. They are ready to listen or talk to their children but they set no restrictions, some allow their children unlimited time with the television, unrestricted use of internet, can take breakfast if they wish to, can do their homework when they want to. For instance, a teen could decide to experiment with alcohol and drugs, and a permissive parent may just accept this behaviour as merely being youthful experimentation whereas in reality it could be life threatening. Lamb (2000) underscores the same concept that the parents using permissive approach may just be absent all together, thereby allowing their children to behave without structure. Consequently, these children turn to the peer group for standards of behaviour, and most often choose a peer group whose standards are deviant. In both the authoritative and authoritarian styles, the roles of parents and children are defined. Mostly, this has to do with the designation of the parent as the one with the final authority, and or as the one who has the greater

ability to provide guidance. For the permissive parents on the other hand, the roles may become quite blurred (Meadows, 1996).

Children of permissive parents are usually creative and original but tend to feel insecure. These children are immature, moody and have little self-control. They interpret their parent's permissive attitude as a sign of lack of pride in and love for them (Melgosa & Melgosa, 2002). They often become domineering, self-centred, selfish and get in trouble with those who do not pamper them. These children are often insecure, disoriented and uncertain. A study by Steinberg (2008) reveal that adolescents brought up by permissive parents were more likely to abuse alcohol, drugs and have discipline problems. The overly indulged child strong feelings also emerge, leaving the child with almost no tools for negotiating the normal give and take aspects of quick relationship (World Education Forum, 2002).

2.2.3 Authoritative Parenting Style

Authoritative parenting style is characterized by a child-centered approach that holds high expectations of maturity (Santrock, 2007). Authoritative parents can understand how their children are feeling and teach them how to regulate feelings. They often help their children to find appropriate outlets to solve problems. Santrock (2007) further posits that authoritative parents encourage children to be independent but still place controls and limits on their actions. The study asserts that this parenting style is high in control and warmth; these parents are nurturing yet demanding. They set clear standards that are developmentally reasonable and set limits to enhance the standards. Parents who apply this style of parenting respect the needs of both the parent and the child (Ngugi, 2008). These parents encourage a verbal give and take with their children and may allow the children to disagree with them or even to respectfully answer them back. Parents must appreciate that there is a thin dividing line between what is acceptable and unacceptable behaviour in children.

In authoritative families, decisions are made jointly by parents and their children. Both adolescents and parents contribute freely to discussions on relevant issues but the final decision is made by the parent or meets the parental approval. Parental concern expresses itself through guidance but also encourages responsibility, decision-making, initiative and autonomy. The consensus among child developmental psychologists is that children should be given freedom of choice within bounds of responsibility (Nelson, 2007). Adolescents from authoritative parents experience satisfactory feelings with respect to themselves and a positive attitude towards their

parent's value. Adolescents from democratic or authoritative families are more likely to identify with their parents. They are more confident, are independent in decision making especially if the parent explained rather than enacted the rules.

Authoritative parents set limits and demand maturity, but when punishing a child, the parent will explain his or her motive for punishment. This parenting style leads to children who are happy, capable, socially competent, energetic, friendly, curious and successful (Mawusi, 2013). Children are more likely to respond to authoritative parenting punishment because it is reasonable and fair. Authoritative parents are attentive to their children's needs and concerns and will typically forgive and teach instead of punishing if a child falls short of expected behaviour. They have better psycho-social development, higher school grades, greater self-reliance and lower delinquent behaviour than children raised in authoritarian or permissive homes (Ngugi, 2008).

2.2.4 Neglectful Parenting Style

This is a parenting style where parents are extremely lax in discipline. According to Melgosa and Melgosa (2002), neglectful parents do not give their children time, nor listen to them or encourage them. Children of neglectful parents do not possess the best emotional inheritance because they are given their freedom too soon and their parents do not care what they do with this freedom. This results in the lack of the ability for the children to establish good interpersonal relationship and the tendency to suffer low-self-esteem. Martin and Colbert (1997) posit that children of this type of family tend to be lacking both socially and academically, they are more likely to have discipline problems during adolescence. Such students turn into rampant tyrants, unsatisfied most of the time, they become more aggressive in their social relationships never having learned to deal with limits and frustration, all the more so if their parents have tolerated aggressive behaviour. Lamb (2002) asserts that without help and guidance such children may feel lost and confused, left to their own devices, the children may as well make some bad choices without realizing it. Parents implementing this parenting style are not responsive or demanding and have an erratic family control which is inconsistent. Sometimes it is authoritarian, other times authoritative and other times permissive. Erratic inconsistency parental control has negative effects on adolescence. Lack of definite clear guidelines makes adolescents confused and insecure (Holenena & Santrock, 1999). Neglectful parenting style is

believed to be the most unsuccessful. Meadows (1996) assert that indulgent parenting is normally adopted out of fear of rejection either because a parent has anti-confrontational approach or because they fear their children will harbour negative feelings towards them. There is no apparent positive effect on this parenting style for it lowers the self-worth of children. The adolescent from this type of families become resentful and hostile. Hoskins (2014) asserts that uninvolved parenting is the most negative parenting style in comparison to others.

2.3 Social Development of Adolescents

Adolescence is the period of transition from puberty to adulthood characterized by marked biological, cognitive and psychological changes (Cohen, 2012). The developmental stage of adolescence is the period from 10 to 19 years of age, but may extend up to 24 (Edberg, 2009). Being a transition, the rapid growth and psychological changes occur culminating in sexual maturity. Cohen (2012), Khurshid and Aurangzeb (2012) posit that adolescence is accompanied by dramatic physical, cognitive, emotional and social changes that present both opportunities and challenges for adolescents, families, health officials, educators and communities. Santrock, (2010) asserts that adolescent's physical maturation affects their social behaviour.

Adolescence, the age most female students are in university, is a critical period for the development of healthy social behaviours and lifestyles. The rites of passage in African communities introduce the adolescent to adult life (Mawusi, 2013) and prepare the adolescent for the expected social behaviour. The purpose of social development is to seek identity, relations and freedom (Santrock, 2010). The adolescent has a great desire to be accepted, to identify with current adolescent language, fashion, all sorts of entertainment and try different selves in different situations. The researcher further postulates that the adolescents are happier spending time with peers, associate with friends of the opposite sex and tend to identify with larger groups on shared characteristics. Zanden (2003) asserts that social pressure to conform to a peer group could cause the adolescent to feel anxious, depressed or attempt suicide.

Peer pressure may encourage the female student to engage in premarital sex. This brings about an increased risk of unplanned pregnancy, sexually transmitted diseases especially when one has a high number of sexual partners (Cobbs, 2004). That is when parenting style is detrimental, to shape and develop the contingent development in and beyond adolescence. Qureshi (2004) posits that students who lack constant social stimulation, experience intellectual

deterioration and impaired problem solving abilities. When adolescents are not nurtured socially by their parents, teachers and peers, they lack in qualities like self-esteem, honesty, courage and kindness. Proper socialization of an adolescent is important (Kasomo, 2006). Kasomo further asserts that this could result in maladjusted students who may not attain social maturity.

2.3.1 Emotional Development of Adolescents

Emotion is characterized by behaviour that expresses the pleasantries or unpleasantries of the state the individual is in (Santrock, 2010). The researcher defines emotion as a feeling or effect that occurs when a person is in a state or on interaction that is important to the individual. Negative emotions such as sadness are linked with low self-esteem; positive emotions such as joy are associated with high self-esteem.

Santrock (2010) posits that emotional development during adolescence involves establishing a realistic and coherent sense of identity especially in relating with others, learning to cope with stress and manage emotions. The researcher posits that adolescence is a time when emotions high and low occur more frequently. Emotions guide and direct our behaviour and many times they seem to dominate the way we behave and the way they want us to (Leary, 2007). According to Santrock (2005), adolescents seem to have extreme emotions associated with increased loneliness; social isolation; disorganised and suicidal thought processes; unusual beliefs that could lead to heavy use of drugs. An emotional swing especially in adolescent girls is a reflection of serious problems such as depression. Although most students are well adjusted, about 20% develop emotional problems (Leary, 2007).

Adolescents' compelling sense of personal uniqueness may cause them to believe that they are somehow protected from the misfortunes that befall others (Wood & Greenwood, 2002). This uniqueness may account for much of the risk-taking behaviours. The misfortunes may include unwanted pregnancies, infection of sexually transmitted diseases including HIV/AIDS, accidents or sudden death. However, there is evidence that adolescent risky sexual behaviour is biologically driven (Santrock, 2011). Harlock (2006) asserts that although adolescents in most cases do not express their personal feelings and attitudes, they can be influenced to do so by how secure they feel with the person to whom they are willing to make a disclosure.

Kasomo (2006) assert that the best way to deal with adolescent depression is to communicate with them about their problems through reliable individuals or friendly help.

Melgosa (2001) posits that parents must emphasize the positive qualities of the adolescent children to avoid having them join negative groups.

2.4 Parental Influence on Social Behaviour

Darling and Steinberg (2003) posit that to raise socially healthy children, parents require having quality time with children. Parents who wish to bring up socially accepted children need to have specific time for meals and avoid eating in front of television. Meal times are expected to be treated as quality time for the family (Claire, 2009). Parents are required to encourage the family to take good breakfast for this will improve the child's academic performance (Darling & Steinberg, 2003). Family history, both paternal and maternal is essential knowledge in raising healthy children. Teenagers are more likely to stay drug free in homes that enjoy good relationship with both parents (Baumrind, 1999). Teenagers of divorced and separated families are more likely to stay away from drugs if both parents are involved in their lives (Brown, 2003). A study of 2000 teenagers found that children from families in which there were fair or poor relationship with father, 70% are likely to drink, smoke or use drugs. More than 70% reported excellent relationships with mothers, while only 58% reported the same with their families (Brown, 2003). Parents and children need to unite for exercises and outdoor activities. They also should introduce activities that children can carry through their adult years (Ngwiri, 2008).

The onset of puberty is associated with an important biologically based psychosocial conflict between the powerful urge to engage in sexual relations and societal values against premarital sex (Scanzoni, 2000). The researcher further asserts that sexes differ in their sexual liberality. Males are more willing to engage in carnal sex while females are more likely to consider sex to be part of more intimate relationship.

Parents can help enhance their children's healthy social behaviour in university through reciprocal communication with their children (Ngugi, 2008). Parents, who want to bring up socially healthy children, use loving, accepting and encouraging words. They should be positive role models on the need to behave well when they teach children while doing everyday chores. Taking time to listen is very important in ensuring that there is reciprocal communication (Brown, 2003). They should model by keeping promises and if broken, should explain to the child and make an apology because broken promises and disappointments can undermine a

child's sense of personal value and security leading to a breach in social interactions. In this way, parents gain respect from their children.

Parents who wish to encourage honesty in their children may opt to reduce the punishment when the child has been honest. A parent who wants to bring up a socially healthy child is expected to be ready to forgive them even if they have made a mistake, not be afraid to offer praise and should give encouragement when the child has done something good.

Parents should remember that if they do not get time to listen to their children when the children are young, then the children will not find time to listen to them in full when they are in their adolescence stage (Hollard, 2004). This is important because:-

- a) When parents listen to children, it gives them the message that their parents care about them; that it is important to grow closer to their children, hence parents learn more about their children (McNeil & Hembree-Kigin, 2010; Brown, 2003; Melgosa, 2001).
- b) By listening carefully, parents discover what their children needs and concerns are, so they are able to offer better help and support (Kolucki & Lemish, 2011; Ngari, 2008; Ngugi, 2008).
- c) Listening helps the parents to understand how a child is thinking and what the child's interests and beliefs are (Kolucki & Lemish 2011; Ngugi, 2008; Martin & Colbert, 1997).
- d) Listening is about respect. When parents listen to their children, it means that children are very important to them. By doing this, the parents help the child to listen to other people too (Kolucki & Lemish, 2011; Martin & Colbert, 1997; Pelt, 1984).
- e) Parents need to find time to listen to each of their children every day. Often children want to talk at bedtime (Kolucki & Lemish, 2011; Ngugi, 2008; Pelt, 1984).
- f) When children have said something difficult to say, parents need to lovingly provide encouragement and understanding rather than anger and frustration, (Kolucki & Lemish, 2011; Ngwiri, 2008; Hollard, 2004).

2.5 Influence of Parenting Style on the Adolescent Gender Typing

Melgosa (2001) assert that girls and boys become different when they reach adolescence. The researcher further posits that their responsibilities and priviledges are different from one stage to another. Hence, mothers and fathers tend to practice different behaviours of parenting based on the sex of their child. Studies have shown that fathers can affect their daughter's

emotional adjustment more through the style of parenting they demonstrate rather than through using disciplinary approaches, such as punishment.

According to Parker (1998), parents have enormous impact on children's gender role behaviours and gender typing. They speak differently to male and female babies, choose clothing, room colour and toys that are considered appropriate for either boys or girls. As children grow, parents encourage them in gender appropriate activities they disapprove and reinforce their children's behaviour according to whether they are gender appropriate or inappropriate. By their behaviours and lifestyles, parents sometimes although not always, provide models for their behaviours (Parker, 1998).

When there is no father in the home, the mother must of necessity, assume a more decisive role in rearing her children. The absence of a male model and the lack of opportunity for children to interact with a father may contribute both to children's difficulty in developing gender identity and gender typing in such homes (Hetherington, 1998). Further, the researcher postulates that father absence may cause adolescent daughters to have difficulties relating to other sex. These difficulties may take different forms especially daughters of widows and of divorcees. Adolescent girls from divorced homes appear to be more sexually pre-conscious and assertive with males, whereas those whose mothers are widowed were characterised as excessively anxious about sexuality as shy and uncomfortable around mates (Ormorond, 2004). Hetherington (1972) in a study on father's absence on adolescent personality development reported that adolescent girls whose fathers were absent prior to age five had difficulties in heterosexual relations. Daughters learn to feel competent and to value and acquire the social skills necessary for affective heterosexual interactions by interacting with warm, responsive, masculine father who reward and enjoy their daughter's femininity (Ormorond, 2004).

Both a father and mother sometimes tend to use an authoritative style towards their daughters, while feeling more comfortable switching over to an authoritarian style for sons (Hetherington, 1972). Peers often serve as enforcers of society's gender role standards and they may help to define them (Ormorond, 2004; Boldizer, 1991).

2.6 Guidance and Counselling for Adolescents

Students worldwide, including Kenya, experience problems which schools and colleges should solve through the provision of guidance and counselling. Rapid changes in every aspect

of living, cause many strains and stresses on the adolescent. In Universities, the new found freedom from home as well as exploration, experience, society and acceptability can be a great challenge to the student. The aims of guidance services are both adjustive and developmental. It helps the student in making the best possible adjustment to the situations in the educational institution, in the home and at the same time facilitates the development of all aspects of his/her personality. Counselling represents a part of the total process of guidance which is, helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment in a particular environment. Mutie and Ndambuki (2004) posit that counselling service is the brain and heart of the guidance programme. Nwachukwu (2007) asserts that counselling services are presented as information services, placement services, appraisal services, vocational guidance services, referral services, evaluation, follow-up, consultancy and research service. Guidance and counselling play a vital role in preventing educational, personal, social, mental, emotional and other similar problems among college students.

Fuster (2002) points out the goals of counselling as facilitating behaviour change, enhancing coping skills, promoting decision-making, improving relationships and facilitating the client's potential. It is a personalized and individualised process for helping the individual to learn and acquire habits, skills, attitudes and interests which make him a normally adjusted being. The age of the students during adolescence is sensitive and highly inflammable. They experience conflicts between themselves and the society and even within them. Indiscipline is a severe problem in our present educational system. There are many social problems that adolescents go through. Social behavioural issues like unwanted pregnancies, consuming drugs, including alcohol and tobacco, continue to be a serious problem for these children. Despite national efforts to eradicate these problems, many students still find their way to these mind altering chemicals. Through a well-planned guidance and counseling programme, the substance abuse, social behavioural issues can be controlled among these students. Counselling is not an end in itself but it is a means, an integral part of the total educational goal of leading an individual to a more authentic existence than hitherto.

2.7 Peer Influence on Student's Social Behaviour

Peer groups are critical socialization agents for the development of social behaviour in adolescence. During adolescence, the primary caregivers become less important, and peers gain

more and more influence as socializing agents (Lam et al., 2014). Peers become more important in forming adolescent's beliefs and regulating their behaviour, which include social and sexual behaviours (Berger, 2005). The psychological processes underlying the influence of peer groups on social behaviour in general may be explained by social learning theory (Bandura, 1977). This theory highlights observational learning as a key mechanism by which individuals acquire both positive and negative forms of social behaviour (van Hoorn et al., 2016). Observational learning is not limited to the acquisition of patterns of behaviour but also contributes to the development of social cognitions, such as cognitive scripts and normative beliefs about certain types of behaviour (Huesmann, 2018). Houfferth and Hayes (2003) cited peer influence as one of the most influential factors affecting student's social and sexual decisions. They added that peer influences could operate in a number of ways. Adolescents can obtain information about sex from their peers, which may serve to guide decision-making about social behaviour. The information is of course not always accurate as reflected in long standing myths on fertility such as "you cannot get pregnant the first time you have sex". Secondly, adolescents can accept peer attitude about sexuality. This can be implicitly reflected in peer behaviour which the adolescent may use as model for their own social behaviour or they can be actively proselytized through discussion, questioning, teasing, dares, shaming and the like (Lewis & Lewis, 2004).

The strong desire of many students to be like their admired age-mates and part of a group can lead them to engage in the social behaviour. They may also express the sexual attitudes they perceive as characteristic of a particular 'hero' or group. Peers are a major influence in this area while parents play a minor role in the provision of sex information (Moore et al., 2001). According to Santrock (2002) peers seem the greatest source of sexually related information. Among the parents, the mother plays a leading role in the provision of sexual information. Moore et al. (2001) assert that 69% of adolescent students felt they could discuss any concern they had about sex with their friends while only 33% and 15% respectively felt the same about discussing sexual problem with either parent. They further assert that, although discussion and information sharing about sexual matters was common among peers, it was interesting to note that practical assistance from peers in matters of arranging contraception or encouraging safer sexual practice was rare. Thornton and Camburn (2000) posit that today's students are more permissive in behaviour and discuss sex more freely and naturally than before. They enjoy sex more and feel less guilty about it than their parents did. Many of the behaviours that people

exhibit have been learnt or acquired through observing and modeling what others do (Bandura, 2001).

2.8 Theoretical Framework

The two theories that are significant as they reflect and encompass the elements of this study are the Erickson's Psychosocial and Bowen's Family Systems theories. They will directly or indirectly inform and direct this study.

2.8.1 Psychosocial Theory

According to Erickson (1995), life progresses through stages. At each stage, the individual faces developmental challenges. The proper progress of social, physical and psychological development is dependent upon the individual's ability to adjust to the relevant developmental tasks. Failure to adjust to the developmental tasks at a particular stage affects the ability of the person to develop well in the prospective stages. As a way of illustration, Erickson's Theory (1995) posits that human development takes place throughout an individual's lifespan and it goes through eight stages. Each stage has a specific task to be adjusted to. All developmental tasks remain vital throughout all life span stages. Erickson contends that, the first stage is for the infant to develop trust in the significant others such as parents and care givers. Failure in this task leads to development of mistrust. The ability to build trust in others remains a vital factor of psychosocial development throughout life. The cyclic nature of adjustment is evident here as the same tasks keep on recurring all the time in life.

A student needs to adjust to the changing environment. Change is recurrent in the lives of people and is part of human development (Fisher & Hood, 1987). During the second year of life, the child has to negotiate a stage known as autonomy verses shame and doubt. In the third and fifth year, is the stage of initiative versus guilt. By the sixth year, which is the puberty period, the individual negotiates the stage of industry versus inferiority. On getting to adolescence, one experiences identity or role confusion. The next stage is the young adulthood; the individual negotiates either intimacy or isolation. In middle adulthood, one negotiates between generativity and stagnation. The final stage of life being old age, one experiences either integrity or despair.

Most second years in institutions of higher learning are adolescents and the most psychosocial tasks of adolescence are the formation of a personal identity and the development

of healthy relationship with parents and peers. The social world of an adolescent requires achieving a balance between childlike dependence and adult like independence (Melgosa & Melgosa, 2002). This also manifests itself in the conflict between parental and peer influences, whereas children's values mirror their parents. Some adolescents' values oscillate between those of their parents and those of their peers (Gicharu, 2013). The adolescents live in a world in which they are confronted by a host of choices regarding sex, drugs, friends, schoolwork and variety of other situations (Berger, 2005). Because of this, the adolescent is dependent on parents while seeking an independent identity (Gicharu, 2013). Parents may be shocked by their child's preferences in dress, music and vocabulary. Adolescents, in trying out various styles and values are influenced by the cohort to whom they belong (Martin & Colbert, 1999). Adolescence has traditionally been considered period of "storm and stress", a time when emotions high and low occur more frequently (Santrock, 2005). Adolescents are reported to have extreme emotions associated with increased loneliness, social isolation, disorganized and suicidal thought processes; unusual beliefs that could lead to heavy drug use (Gicharu, 2013). This could be as a result of non-cooperation with parents, divorce in the family, loss of a parent, lack of enough upkeep money, disappointment in relationships and poor academic performance. Proper communication, good guidance and counselling are key to the adolescent child. The adolescents in turn will be able to deal with their social world, the peers, university, religion, internet, traditions, and culture appropriately. This leads to enhanced good behaviour, good social morals, healthy social behaviours, that make the adolescent live positively and have an enhanced learning.

2.8.2 Family Systems Theory

A family is the basic unit of a society (Eidsmore, 2010). It is also the main source of basic necessities in the life and health of an individual (Degbey, 2012). Schuster, Mermelstein, and Wakschlag (2013) posit that the most important setting of development for most people is the family unit as this is where children are nurtured and develop their sense of being, learning different behaviours. The family systems theory conceptualizes the family as a system. The theory further asserts that individuals cannot be understood in isolation from one another, but rather as a part of their family, because the family is an emotional unit (Bowen, 1966). The family consists of interrelated parts, each impacting the other and contributing to the growth or

detriment of the other (Becvar & Becvar, 1996). Families are systems of interconnected and interdependent individuals, none of whom can be understood in isolation. The family is always changing, self-organizing, adapting to its members and the outside environment. According to Goldenberg and Goldenberg (1996), actions by any family member will have a reciprocal effect on the individual and these should be taken into consideration within the family and society.

According to Bowen (1966; 1976), there are eight key concepts central to this theory, namely:- differentiation of self -this is the variance in individuals in their susceptibility to depend on others for acceptance and approval (Kerr & Bowen, 1988); Triangulation (Bowen, 1976) -the smallest stable relationship system. Triangles usually have one side in conflict and two sides in harmony, contributing to the development of deficit in interpersonal relationships; the nuclear family emotional system -the four relationship patterns that define where problems may develop in a family are marital conflict, dysfunction in one spouse, impairment of one or more children and emotional distance; The emotional cutoff -the act of reducing or cutting off emotional contact with family as a way of managing unresolved emotional issues,

A child's disposition and behaviour can influence his or her parent's behaviour. For example, a child who does what he/she is told the first time, is easy to please, and is well behaved and may influence the parents to have a loving and authoritative parenting style in which they give children the freedom to make decisions and provide gentle guidance. A child that is difficult and aggressive, however, may cause the parent to hold a more rigid and authoritarian parenting style in which they enforce the rules and there is no negotiation; the transactional effect -suggests that parent and child have influence over each other reciprocally; the multigenerational transmission process -these patterns and influences are central in understanding present nuclear-family functioning. What occurs in one generation will probably occur in the next, because key unresolved emotional issues tend to be played out over generations, hence a family diagram or genogram gives information about some of the characteristics of a family such as: cultural and ethnic origins, religious affiliation, socio-economic status, type of contact among family members and proximity of family members; the societal emotional process -the emotional system governs the individual's interpersonal and social behaviour on a societal level, promoting both progressive and regressive periods in a society and finally, the sibling position -the impact of sibling position on development,

behaviour on birth order, family constellation gives the family map a structural consistency and the societal regression.

According to Ormorond (2004) families as community or environment can influence female students' sexual and social behaviours in four ways: parental attitudes regarding students' social and sexual behaviour may influence female students' attitude towards sexual behaviour. The marital and childbearing behaviour or culture of parents may influence the female students' sexual behaviours. Such experiences with divorce, remarriage, living arrangements and apparent behaviours towards the opposite sex may provide role models for young people. Thirdly, the religious environment of the family may influence female students' attitude to sex and likely experience of sexual guilt. Finally, educational and work experiences of the parents may influence the social and sexual attitudes of the female students. This may be, by presenting opportunities for sexual experience while the female student is away from home i.e. in college hence the college environment triggers such experiences. Feldman and Brown (2002) showed in their study the possibility that parents influence their children's sexual expression indirectly through the socialization culture of coping strategies and personality traits. They indicated that learned restraint incorporating the ability to delay gratification, inhibit aggression, exercise impulse control, to be considerate to others and act responsibly was a factor that mediated between family interaction patterns and adolescent's sexual expression. They further propounded that peer group becomes increasingly important in fostering independence and interaction with members of the opposite sex. According to Undry (2003), families influence their children's sexuality through socialization techniques. Bandura (2001) suggested that there existed a relationship of early sexual activity to lack of family closeness and lack of parental support.

2.9 Conceptual Framework

The conceptual framework of the study draws from the reviewed literature and the theoretical framework. The independent variable in this study is parenting styles namely the authoritative, permissive, authoritarian and neglectful parenting. The dependent variables are the social behaviours namely dating, dancing and pre-marital sex. The relationship between the independent and dependent variables is further influenced by intervening variables. Intervening variable is a factor mediating the relationship between independent and dependent variables (Mugenda, 2008). In this study, university or community which include the environment;

guidance and counselling; peers, religion and culture which affect both parenting and social behaviours are the intervening variable. The study has been conceptualized as indicated in Figure 1.

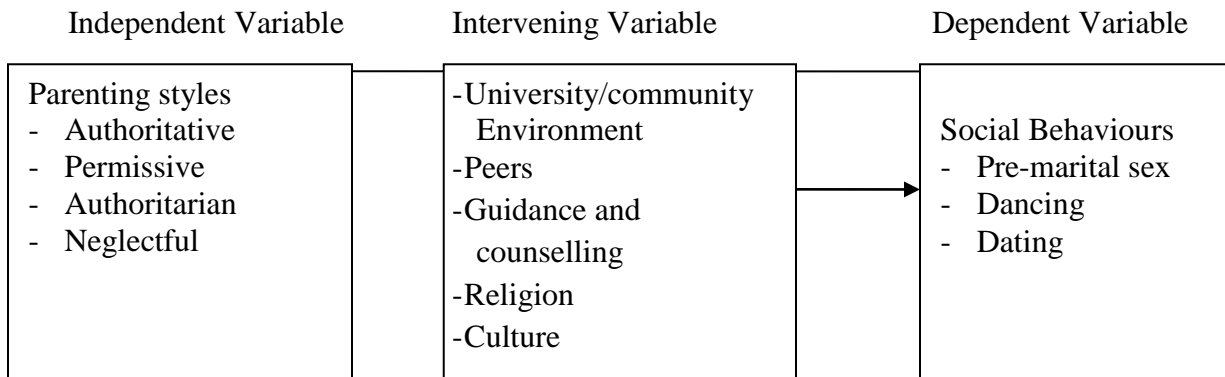


Figure 1 Determinants of Students' Social Behaviour

From Figure 1, there is interplay of the independent variables, the parenting styles, that is the authoritative, permissive, authoritarian and neglectful; and the dependent variables being the social behaviour measured by selected variables of dating, dancing and pre-marital sex. The interplay of these variables develops into the social behavioural problems that female student's experience. This may be negative and socially unacceptable or positive and socially acceptable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. It describes and justifies the methods and procedures which were used to collect data that answered the research questions. The following sections are addressed: research design; location of the study; population of the study; sampling procedure and sample size; instrumentation; validity of the instruments; reliability of instruments; data collection procedures, ethical considerations and data analysis.

3.2 Research Design

The study adopted the descriptive survey design. Descriptive survey design is used to designate any research in which data is gathered from a sample population for purposes that can be explained as a statement of affairs as they are at present with the researcher having no control over the variable. The major purpose of a survey research is to examine characteristics, opinions, attitudes, preferences and perceptions of groups of interest to the researcher (Fraenkel & Wallen, 2006). The fact that the phenomenon under study had already taken place, this research design did not permit manipulation of the variables (Kerlinger, 2008; Mugenda & Mugenda, 2003). Four parenting styles: authoritative, authoritarian, permissive and neglectful were selected. A comparative analysis was then performed between the parenting styles and female student's social behavioural problems.

3.3 Location of the Study

The study was conducted at Egerton University, Njoro Campus which is the main campus among two others namely Nairobi City Campus and Nakuru Town University Campus. The campus is situated in Njoro Sub-County, Nakuru County located in the Great Rift Valley of Kenya, 27 km to the South West of Nakuru town. The interest in the Njoro Campus was influenced by several factors, the major one being the existence of several faculties and programs of study; diversity of students in intellectual, social, and economic status. Njoro Campus characteristic of being away from a major city also motivated the choice of the study. Njoro campus is relatively large in student population.

3.4 Population of the Study

Population is an entire group of individuals, events, or objects having common observable characteristics which the results of the research are intended to apply (Mugenda, 2008). The target population comprised of 7547 undergraduate female students of Egerton University, Njoro Campus. Target population comprises of all individuals, objects or things that the researcher can reasonably generalize his or her findings to (Mugenda, 2008). However, the accessible population for this study consisted of 1458 second year undergraduate female students from Njoro Campus. Women experience more emotional pain following a breakup. A brief romantic encounter could lead to nine months of pregnancy followed by many years of lactation for a traditional woman, while the man may have 'left the scene' literally minutes after the encounter, with no further biological investment (Morris et al., 2015) hence the choice to study the female students. The second year female students were chosen because they had some valuable experience with the social and psychological variations as they had undergone transition into university life from high school to their present level.

Table 1 Undergraduate Female Student Population by years in Egerton University, Njoro campus

Year/Class	Male	Female	Total
First year	3991	1484	5475
Second year	3944	1458	5402
Third year	4135	1641	5776
Fourth year	4567	1553	6120
Fifth year	4125	1411	5536
Total	20762	7547	28309

Source: Egerton University, 2017.

3.5 Sampling Procedure and Sample Size

A sample is a proportion or population selected for observation and analysis (Hayes, 2000). This study adopted the Kathuri and Pals (1993) table to identify the sample size for various finite populations (Appendix B). The researcher sourced for the population of second year undergraduate female students by faculty (see table 2) in Egerton University, Njoro Campus. According to the table, the accessible population is 1458 second year undergraduate female

students from which the study sample of 302 female students was drawn. The proportionate sample for each faculty was identified using the Reid and Boore (1991) formulae. The selection of the students who participated in the study was done using purposive and systematic random sampling (Mugenda, 2006 & Quinlan, 2011). This allowed the researcher to select students with the required characteristics of the study, those who joined the university directly from high school.

Proportionate sampling for each stratum (faculty) as per the Reid and Boore (1991) formula was used as shown:-

$$n_h = (N_h / N) * n$$

where:

n_h = sample size for stratum h

N_h = population size for stratum h

N = total population size

n = total sample size

Substituting a value for one stratum (e.g. Engineering and Technology) in the equation, estimated sample size (n_h) is:

$$\begin{aligned} n_h &= (29/1458)*302 \\ &= 6 \end{aligned}$$

Table 2 Distribution of the Sample Size for Second Year Female Students by Faculty – stratum sample size

Faculty	Second year female students	Sample Size
1. Education and Community Studies	566	117
2. Engineering and Technology	29	6
3. Arts and Social Sciences	159	33
4. Veterinary and Surgery	8	2
5. Agriculture	202	42
6. Science	165	34
7. Environment and Resources Development	145	30
8. Health Sciences	116	24
9. Institute of Women, Gender and Development Studies	68	14
Total	1458	302

Source: Egerton University (2017)

3.6 Instrumentation

A structured questionnaire with open-ended statements and questions was developed. The instrument was reviewed by the researcher's supervisors and other experts from the Faculty of Education and Community Studies; the Department of Psychology, Counselling and Educational Foundations for purposes of assessing and verifying the content; construct and face validity of the tool. The questionnaire was used as a data collection instrument to collect relevant information needed to address the objectives of the study. The tool was appropriate for this study as it is typically efficient, economical and practical when large samples are used (Frankel & Wallen, 2006). The questionnaire was intended to offer the advantage of uniformity to all respondents as it had similar questions (Mugenda & Mugenda, 2003). The questionnaire was used to establish the common parenting style and how parenting styles influence female student's social behavioural problems.

3.6.1 Validity of the Instruments

There are different types of validity: face validity, construct validity, content validity and criterion validity. The validity of a data collecting instrument is measured if the tool measures what it was intended to measure (Kraska-Miller, 2013). To ensure that the instruments accurately measured the variables of interest of the study, the items in the questionnaires were discussed by experts inclusive of the supervisors of this study from the Faculty of Education and Community Studies; the Department of Psychology, Counselling and Educational Foundations of Egerton University, to ascertain the instrument's content and face validity. Attention was given to each specific study objectives captured as per the questionnaire and modifications made accordingly. Face validity was done to ensure the format of the instrument was consistent with the variables measured to avoid biased responses from the respondents.

3.6.2 Reliability of the Instruments

To ensure consistency of the questionnaire, the questionnaire was piloted at Nakuru Town College Campus of Egerton University, Nakuru County, with 30 students who had similar characteristics with the respondents at Njoro Campus. According to Kathuri and Pals (1993), a minimum sample of 30 is recommended to ensure effective statistical analysis. Murray (2003) asserts that piloting is important because it helps to identify ambiguities of the items and vague questions for improvement. It also aims at determining the appropriateness of the contents of questions, clarity and comprehension level of the language used for the study. The piloting enabled the researcher to validate the instrument and establish its reliability. The validation method used was construct validity (Hayes, 2000). The reliability of the instrument was determined using Cronbach's Alpha Coefficient (Cronbach, 1995) which is a measure of internal consistency. An alpha of 0.70 was established and found to be accepted (Mugenda, 2006). This validation was done in consultation with the university supervisors who are experts in the field being studied.

3.7 Data Collection Procedure

An introductory letter was obtained from the Graduate School, Egerton University, Njoro Campus. As stipulated by the government, permission was sought from National Commission for Science, Technology and Innovations (NACOSTI). Research authorization was also given by the

County Commissioner and County Director of Education, Nakuru. The researcher then organized to meet all the sampled students who met the criteria for the study to be briefed on the nature of the study. Those who participated in the study completed the questionnaires which the researcher administered. Each student took between 10 and 20 minutes to complete the questionnaire. The researcher then collected the completed questionnaires. Second year undergraduate female students were the only ones given the opportunity to participate in the study.

3.8 Ethical Considerations

The purpose, logistical and ethical considerations of the study was highlighted to the respondents before they filled the questionnaire. The researcher explained the aim and objectives of the study to the respondents. Respondents were made aware of voluntary participation; informed consent; confidentiality and the non-inclusion of names on the questionnaire. Respondents were guided on how to complete the questionnaire. Questionnaires were completed by students in the presence of the researcher in a lecture hall and the Egerton Counselling Office, Njoro Campus.

3.9 Data Analysis

Collected data was organized, coded, entered into computer and analysed using the Statistical Package for the Social Sciences (SPSS) Version 25 application. SPSS software is a comprehensive integrated collection of computer programs for managing, analyzing and displaying data in social sciences. The descriptive analyses using frequencies and percentages is presented in tables, pie charts, bar graphs to summarise, organise data and describe the characteristics of the sample population. The inferential statistics using chi-square was used to correlate parenting style and the female students' selected social behavioural problems in Egerton University, Njoro Campus.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study based on the responses to questionnaires distributed and answered by the respondents. The presentation follows the order by which the specific objectives of the study are stated. After the questionnaires were collected from the field, data was analysed, summarized and presented in form of tables and graphs to reflect statistics that accompany explanations for better understanding. The main purpose of this research was to investigate the influence of parenting styles on social behavioural problems of undergraduate female students of Egerton University, Njoro campus with a view of understanding and recommending intervention measures to improve, promote and enhance resilience, knowledge and understanding of how female students should cope with various life issues.

The study aimed at addressing the following objectives:-

- i) To establish the common types of parenting styles used by parents of female students' in Egerton University, Njoro campus.
- ii) To determine the influence of parenting styles on pre-marital sex among female students in Egerton University, Njoro campus.
- iii) To establish the influence of parenting styles on dancing behaviour among female students in Egerton University, Njoro campus.
- iv) To determine the influence of parenting styles on dating behaviour among female students in Egerton University, Njoro campus.

4.2 Demographic Characteristics of the Sample

There were 302 second year undergraduate female students drawn from eight faculties and one institute who participated in this study. Student characteristics that featured in the study as intervening variables included University/community environment, peers, guidance and counseling, religion and culture. Group characteristics studied were Faculty of the respondents; respondent's age; type of family and how the respondents rated their parenting styles; respondent's present accommodation; employment status of parent/guardian and how the respondents rated their parenting style from this perspective; type of family of the respondents

and how they rated their father/mother/guardian in relation to information provided; rating of both parents in relation to information given; influence of parenting style on pre-marital sex, dating and dancing behaviour. The findings on these variables are illustrated as follows:-

4.2.1 Demographic Data on the Respondents

Faculty of the Respondents

The study was conducted among second year undergraduate female students with the respondents drawn from eight faculties and one institute at Egerton University, Njoro campus. Figure 2 shows the proportion of the respondents from each faculty and one institute.

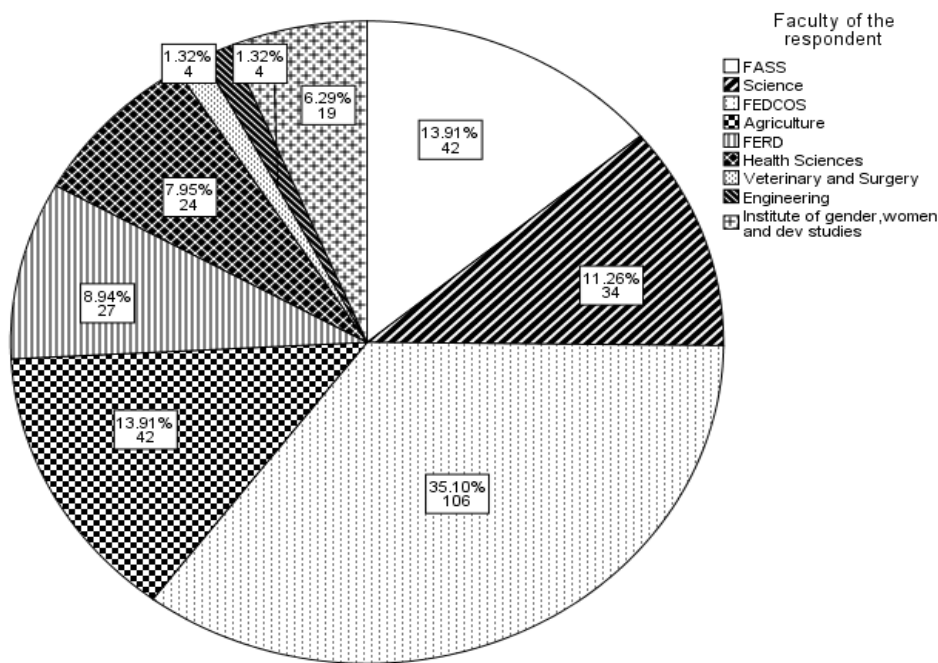


Figure 2 Faculty of the Respondents

From Figure 2 which illustrates the frequency of the respondents from each faculty with the corresponding percentages, it is evident that the highest number of respondents 106 (35.10%) was drawn from the Faculty of Education and Community Studies. This is the largest faculty in Egerton University, Njoro campus. This was followed by 42 (13.91%) respondents from the Faculties of Arts and Social Sciences; and Agriculture each. Faculties of Veterinary and Surgery; and Engineering had the least number of respondents at 4 (1.32%) each.

4.2.2 Age of the Respondents

The study divided the respondents into different age groups as can be seen in Figure 3 which shows the distribution of the respondents in the various age groups.

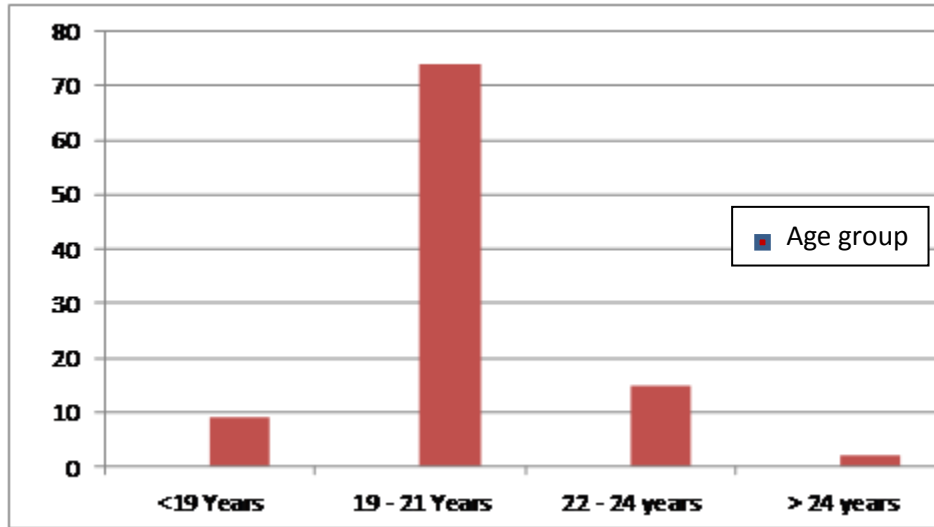


Figure 3 Age Distribution of the Respondents

Majority of university students in Kenya fall within this age bracket having joined at 17, 19 or 20 years and complete college at 24 years of age. A quick look at Figure 3 reveals that the highest number 73% of the respondents in the age category of 19 and 21 years inclusive were second year female students at Egerton University, Njoro campus. This was followed by those aged between 22 and 24 years inclusive which stood at a distant 15%. Those aged less than 19 years were 9% of the respondents with the least percentage of 2% being of the age more than 24 years. Age of respondents was considered because the different age groups have different role in influencing parental demands, support and parenting style.

4.2.3 Type of Family of the Respondents

The type of family was taken into account in this study because family is the first institution of the student where culture is embraced, parenting style is practiced and acceptable social behaviour is stressed. The classification of the type of families that were considered can be visualized from Figure 4.

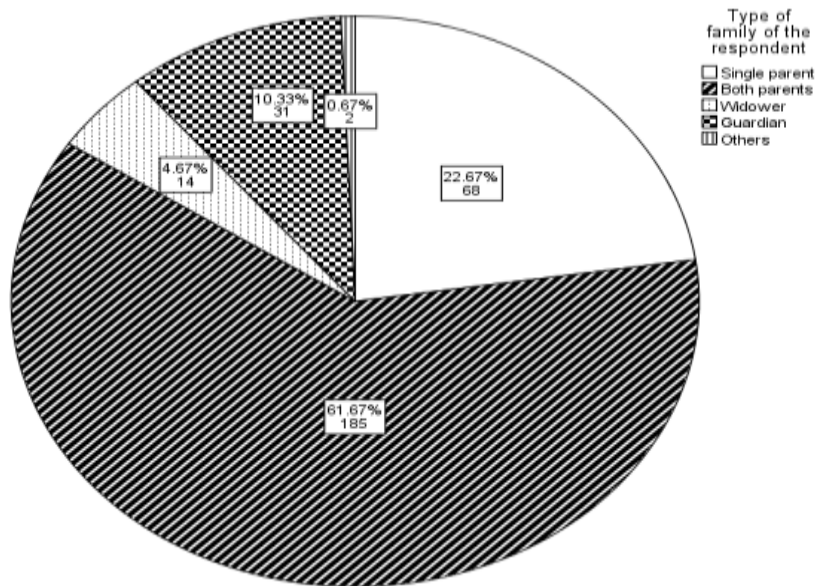


Figure 4 Family Status of the Respondents

The study found that majority of the respondents at 185 (61.67%) hailed from families with both parents as seen from Figure 4. Respondents from single parents were 68 (22.37%) while 31 (10.33%) of the respondents lived with their guardians and 14 (4.67%) of the respondents came from widowed families. Short and Brokaw (1994) assert that family protective factors include good parenting skills and family management styles. Protective family factors include supportive parent-child relationship and family environment; positive discipline techniques; monitoring and supervision; family advocacy (William et al., 2004) as well as general social support (Maschi, 2006).

4.3 Accommodation Status of the Respondents

Figure 5 shows the proportion of the respondents who lived on and out of campus.

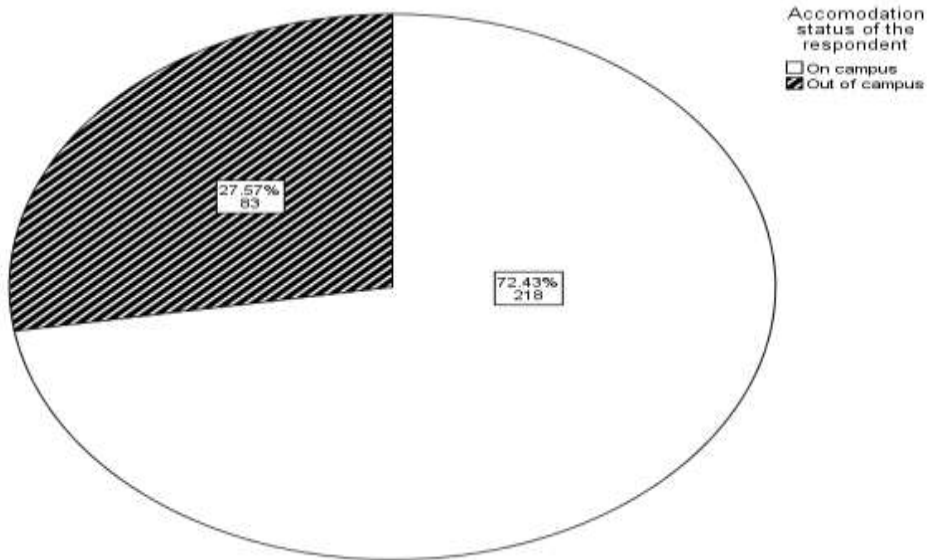


Figure 5 Accommodation Status of the Respondents

It is clear from Figure 5 that 218 (72.43%) being majority of second year female students reside on campus while 83 (27.57%) live outside campus. According to Amole (2007); Fish, (2010); Muslim et al. (2012b) most of the students who choose to reside on-campus accommodation are more often to engage well with other students from diverse background in their residential community whereby this nature upholds and teaches the esprit de corps, leadership and independence life skills.

4.3.1 Employment Status of the Respondents' Parents/Guardian

The respondents were asked to give the employment status of their parents/guardians. The responses were can be seen on Figure 6.

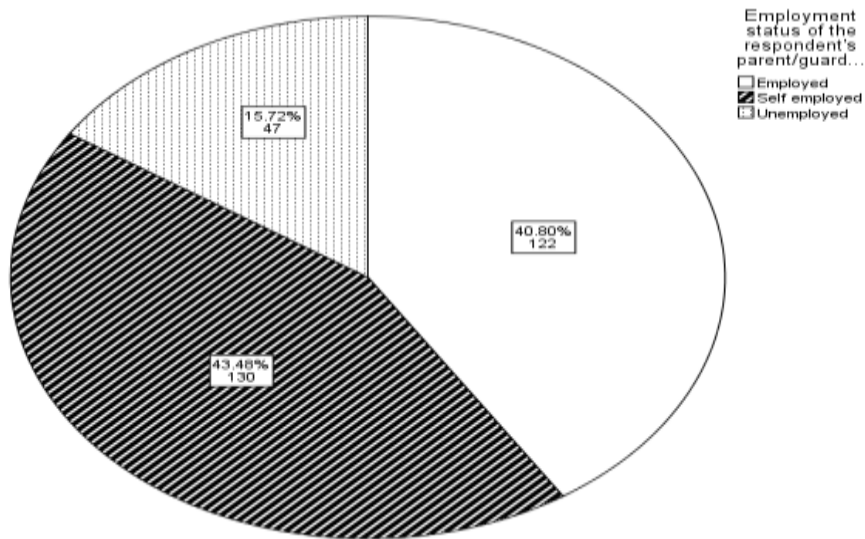


Figure 6 Employment Status of the Respondents' Parents/Guardian

Figure 6 shows that the 130 (43.48%) being the largest proportion of respondent's parents/guardian were self-employed. This was followed closely by 122 (40.80%) of the respondent's parents/guardians who are formally employed. The least proportion 47 (15.72%) of the respondent's parents/guardians were unemployed. Winter et al. (2012) postulate that the influence of socio-economic status could not be underrated in determining both father's and mother's parenting style.

4.4 Father's Style of Parenting

In order to assess the parenting style of the respondents' father, the respondents were asked to rate their father. The categories of the rating and the frequency distribution of the responses are shown in Table 3.

Table 3 Respondent Rating Father's Parenting Style

Rate their father	Frequency	Percent
Authoritarian	49	19.5
Authoritative	155	61.8
Permissive	24	9.6
Neglectful	23	9.2
Total	251	100.0

Table 3 shows that 155 (61.8%) of the respondents rated their father as having adopted authoritative parenting style. This was followed by 49 (19.5%) respondents whose fathers were authoritarian. Twenty four 24 (9.6%) of the respondents rated their fathers as having adopted permissive parenting style while the least number 23 (9.2%) of the respondents rated their fathers as having adopted the neglectful parenting style.

4.5 Mother’s Style of Parenting

The study also sought to determine the style of parenting adopted by the respondent’s mothers. The respondents were therefore asked to rate their mother on the parenting styles as can be seen in Table 4.

Table 4 Respondent Rating Mother’s Parenting Style

Rate their mother	Frequency	Percent
Authoritarian	48	19.7
Authoritative	153	62.7
Permissive	31	12.7
Neglectful	12	4.9
Total	244	100.0

From Table 4 shows that 153 (62.7%) being the highest number of the respondents had mothers who adopted authoritative parenting style. Respondents at 48 (19.7%) indicated that their mothers used authoritarian parenting style while 31 (12.7%) respondents revealed that their mothers used permissive parenting style and the least number of 12 (4.9%) were neglectful mothers. The results indicated that mothers play an important role when it comes to child rearing. According to Bornstein (2006), a mother provides a strong base for effectively working on behavioural issues as they arise. This might have resulted to the fact that a mother is demanding and yet responsive.

4.6 Guardian’s Style of Parenting if both Parents are Dead

The respondents whose both parents are dead were asked to rate their guardians. The responses are in Table 5.

Table 5 Respondents Rating of Guardians' Parenting Style

Guardians	Frequency	Percent
Authoritarian	6	24.0
Authoritative	14	56.0
Permissive	5	20.0
Neglectful	0	0
Total	25	100.0

Table 5 show that the highest number 14 (56.0%) of the respondents were those whose guardians used authoritative parenting style. This is followed by 6 (24.0%) of the respondents whose guardians were authoritarian. Only 5 (20%) of the respondents lived with guardians who had adopted permissive parenting style. No respondent rated their guardian as neglectful. Guardians play an important role in bringing up orphaned children.

4.7 Parenting Style of Both Parents

The respondents were asked to rate both of their parents as regards to their parenting style. Parents and families are of central significance in most children's lives. The responses are summarized in Table 6.

Table 6: Respondent Rating of Both Parents Parenting Style

Both parents	Frequency	Percent
Authoritarian	47	18.1
Authoritative	167	64.5
Permissive	31	12.0
Neglectful	14	5.4
Total	259	100.0

Table 6 shows that 259 respondents had both parents while 167 (64.5%) being the majority of respondents considered both their parents as authoritative in terms of their parenting style. This accounts for the most frequently used parenting style among both parents. Authoritative parenting style is high in responsiveness and demanding; and exhibits more supportive than harsh behaviours. It is a consistent predictor of positive adolescent outcomes. This parenting

style has a confronting control that is negotiable, can be reasoned, and is outcome-oriented (Baumrind, 2013). According to Newman et al. (2008), children from authoritative parents are less likely to engage in risk behaviours compared to children from other parenting styles. This is an indication that this type of parenting style can serve as a protective factor for adolescents.

The above rating was followed by 47 (18.1%) of the respondents who indicated that both parents used authoritarian parenting style. Research suggests parenting style characterized by very high levels of control (Baumrind, 1996) is not always associated with negative outcomes for adolescents; for instance, Simon et al. (2006) postulate that African American youth in disadvantaged neighbourhoods are often engaged in less deviant behaviour when they are exposed to no-nonsense parenting (higher levels of control). This next rating of 31 (12.0%) respondents indicated that both their parents used permissive parenting style. The least number of respondents being 14 (5.4%) indicated that both parents used neglectful parenting style. According to Bornstein (2006), mothers and fathers serve as an example to their children by providing guidelines.

4.8 Family Status against How Respondents Rated their Father

The study sought to determine how family status influenced respondents' rating of their father's parenting style. The responses are summarized in Figure 7.

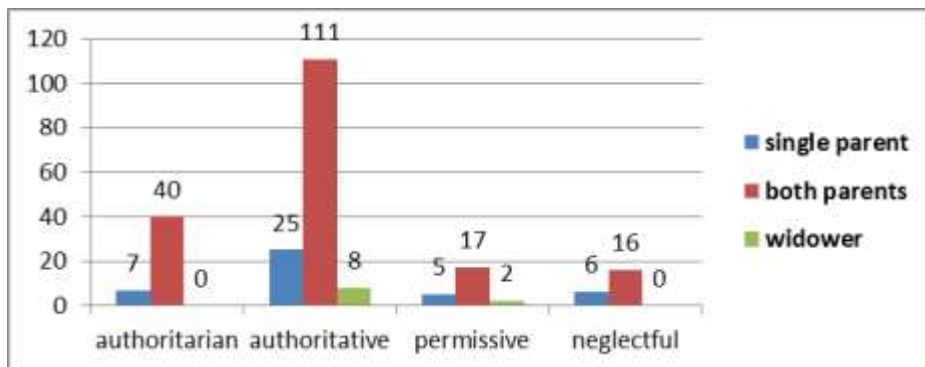


Figure 7 Family Status against How Respondents Rated their Father

From Figure 7, 25 (58.13%) of the respondents from a family with single parents had authoritative fathers, followed by 7 (16.28%) of the respondents from this type of family, had authoritarian fathers, 6 (13.95%) of the respondents from single parents family had neglectful fathers while 5 (11.62%) of the respondents from this family category had permissive fathers. As can be seen from Figure 7, the highest percentage 111 (60.33%) of the respondents from a family

with both parents, had authoritative fathers, 40 (21.74%) in the same family category had authoritarian fathers while 17 (9.23%) had permissive fathers. The least proportion of respondents in this family category being 16 (8.70%), had neglectful fathers. Out of the respondents from a widower family, 8 (80%) had authoritative fathers while 2 (20%) had permissive fathers. This finding is in congruence with the findings by Nordin (2006) who also found out that majority of students perceived their fathers as authoritative. These results suggested that majority of the students had a feeling that their fathers provided clear and firm directions, often giving rationale behind the rules set by them, warm, controlling and demanding (Baumrind, 1971). This is similar to findings from the University of Malaya as postulated by Hassan (2008) who found that most students perceived their fathers to be authoritative. In another study conducted by Brandt (1999) fathers parenting styles were perceived to be permissive. These similarities and differences could be due to the factors such as the area the studies were conducted, cultural influences, parent's level of education, student's and father's temperament.

4.9 Family Status against How Respondents Rated their Mother

The study sought to determine how family status influenced respondents' rating of their mother's parenting style. The responses are summarized in Figure 8.

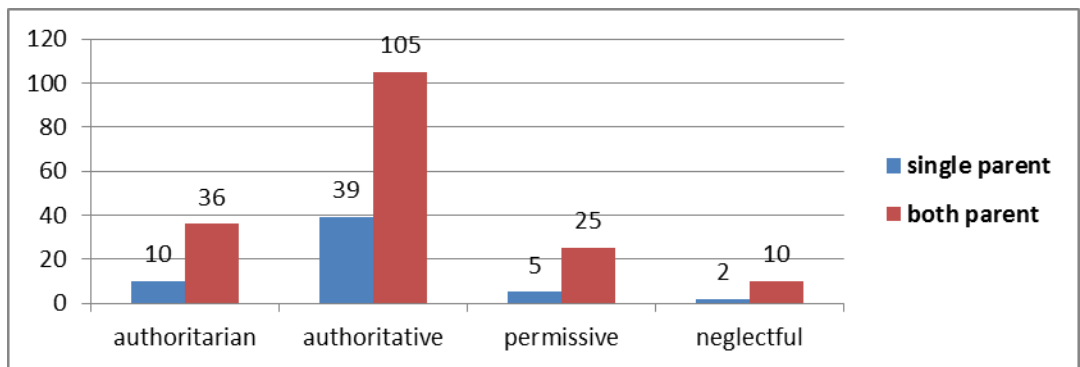


Figure 8 Family Status against How Respondents Rated their Mother

From Figure 8, 39 (69.64%) being the highest proportion of respondents from single parents had authoritative mothers. This is followed by 10 (17.86%) of respondents from the same type of family having authoritarian mothers. Most respondents agreed that their mothers were strict, at the same time warm towards them and cared for them. Thus, they disagreed that their mothers were either permissive or neglectful as 5 (8.93%) had permissive mothers and the least

number of respondents from this type of family were those who had neglectful mothers. There were respondents who did not have mothers or were uncertain hence were unable to answer the questionnaire pertaining to their mother’s parenting style.

Figure 8 also reveal that 105 (59.66%) being most of the respondents from a family with both parents, rated their mother as authoritative followed by 36 (20.45%) of the respondents from the same type of family who had authoritarian mothers. Respondents with both parents being 25 (14.20%) had permissive mothers while 10 (5.68%) had neglectful mothers. Nonetheless, in extreme cases adolescents may adopt negative identities that promote antisocial and even delinquent behaviour. This is more common in adolescents whose parents set few rules, fail to discipline them and fail to supervise their behaviour (Ngwiri, 2008).

According to Newman et al. (2008), children from authoritative parents are less likely to engage in risk behaviours compared to children from other parenting styles.

4.10 Family Status against How Respondents Rated their Guardian

The study also sought to determine the family status and how respondents rated their guardian. The responses are summarized in Figure 9.

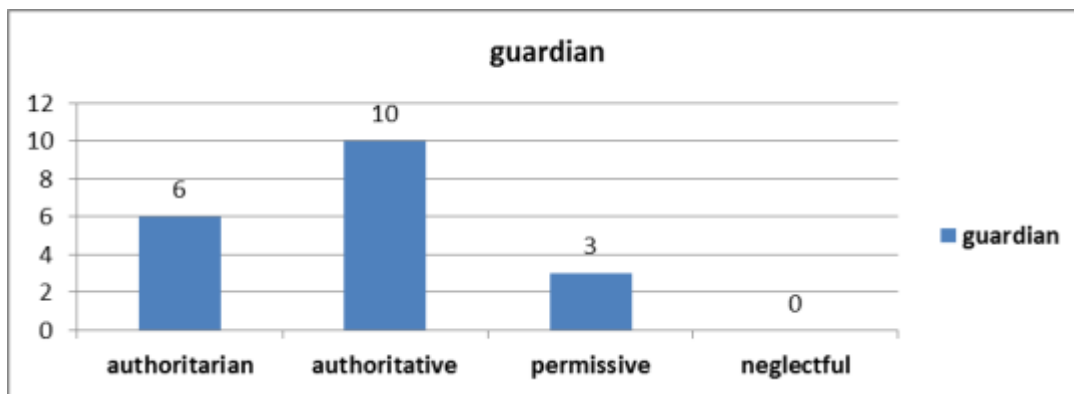


Figure 9 Family Status against How Respondents Rated their Guardian

Figure 9 show how the respondents rated their guardians. It is clear that 10 (52.63%) of the respondents rated their guardians as authoritative. This is the highest percentage followed by 6 (31.55%) of the respondents who had authoritarian guardians, 3 (15.79%) had permissive guardians and none had neglectful guardians.

4.11 Family Status against How Respondents Rated both Parents

Respondents were asked to rate both their parents. Parents and families are of central significance in most children’s lives. The responses were as shown in Figure 10.

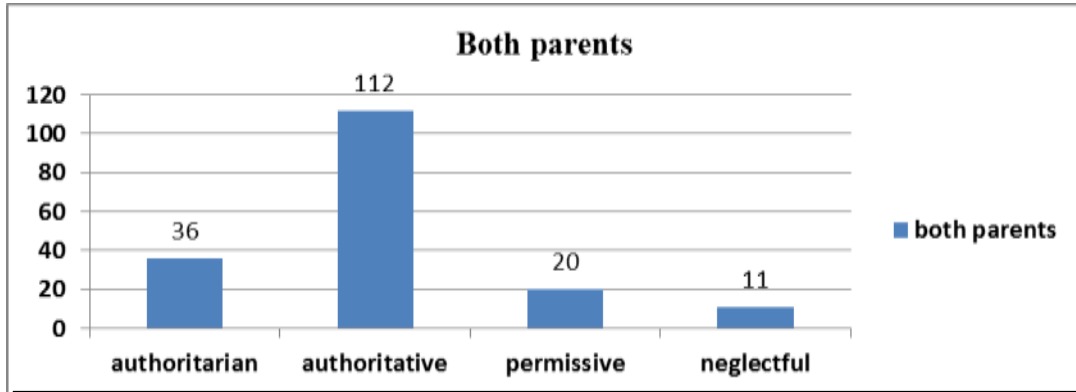


Figure 10 Family Status against How Respondents Rated both Parents

From Figure 10, 112 (62.57%) respondents with both parents, which is the highest proportion rated both of their parents as authoritative followed by 36 (20.11%) of the respondents who rated both of their parents as authoritarian. Those who rated both their parents as permissive were 20 (11.17%) while 11 (6.15%) of the respondents rated both of their parents as neglectful. According to Newman, et al. (2008), children from authoritative parents are less likely to engage in risk behaviours compared to children from other parenting styles. This is an indication that this type of parenting styles can serve as a protective factor for adolescents.

4.12 Employment Status of the Parents and How the Respondents Rated Father

The study sought to determine employment status of parents and how the respondents rated their father’s parenting style. The responses are summarized in Figure 11.

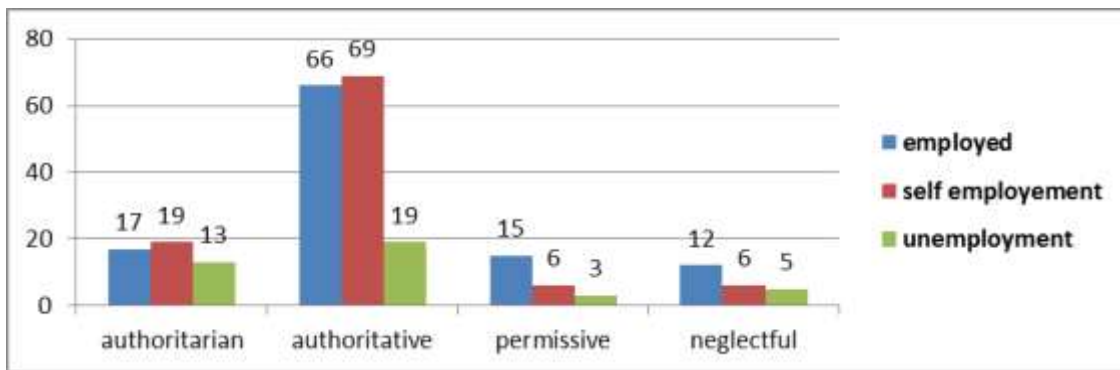


Figure 11 Employment Status against How the Respondents Rated their Father

It can be seen from Figure 11, 66 (60%), the highest number of respondents had authoritative fathers. Further, 17 (15.45%) respondents in this category had authoritarian fathers, 15 (14.02%) had permissive fathers while 12 (10.53) neglectful fathers. Noteworthy, from Figure 11 is the fact that 69 (69%) of the respondents from a family with both parents self-employed rated their father as authoritative followed by 19 (19%) who rated their father as authoritarian while 6 (6%) of the respondents from this type of family both rated their father as permissive and neglectful. The highest number of respondents, 19 (47.5%), from unemployed parents had authoritative fathers followed by 13 (32.5%) who had authoritarian fathers. Respondents from unemployed parents numbering 5 (12.5%) had neglectful fathers while 3 (7.5%) had permissive fathers. There is considerable evidence that suggests that socio-economic status is a strong predictor on parenting. Research suggests that economic status affects parents' psychological functioning, which then affect their parenting behaviours and adolescent's socio-emotional functioning (Conger et al., 2002). Unemployed fathers were found to be less supportive of adolescents than employed ones (Bacikova-Sleskova et al., 2011).

4.12.1 Employment Status of the Parents and How the Respondents Rated their Mother

The study sought to determine employment status of the parents and how respondents rated their mother's parenting style. The responses are summarized in Figure 12.

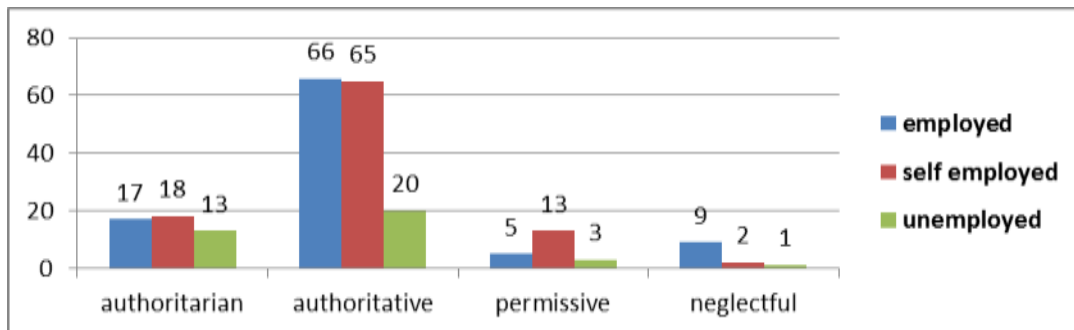


Figure 12 Employment Status against How the Respondents Rated their Mother

From Figure 12, the highest number of respondents 66 (61.68%) from a family with employed parents had authoritative mothers. This is followed by 17 (15.89%) of the respondents from the same type of family who had authoritarian mothers, 15 (14.02%), had permissive mothers and lastly 9 (8.4%) had neglectful mothers and the least number of 5 (12.5%) in the

same category had permissive mothers. It can also be seen from Figure 12 that 65 (66.33%) of the respondents from a family with self-employed parents had authoritative mothers, followed by 18 (18.37%) with authoritarian mothers, 13 (13.27%) with permissive mothers while 2 (2.04%) had neglectful mothers. Figure 12 additionally shows that the highest number of respondents at 20 (54.05%) from unemployed parents had authoritative mothers while 13 (35.14%) had authoritarian mothers, 3 (8.1%) had permissive mothers; and only 1 (2.7%) had a neglectful mother. These findings were similar to those of Goldstein (1995) who observed that basic to the personal welfare of every child is the quality and stability of his or her home. He argued that a child's home environment, the socio-economic status, and family income are major factors for students' social behavioural issues.

4.12.2 Employment Status of the Guardian and How the Respondents Rated their Guardian

The study sought to determine employment status of the guardian and how respondents rated their guardian's parenting style. The responses are summarized in Figure 13.

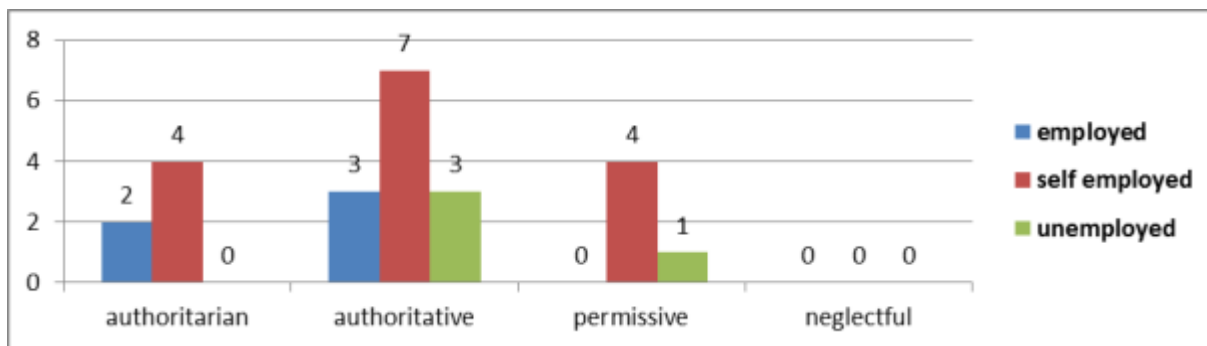


Figure 13 Employment Status against How the Respondents Rated Their Guardian

Figure 13 reveal that 3 (60%) of the respondents who lived with employed guardians rated them as authoritative, 2 (40%) of the respondents rated their guardians as authoritarian. Respondents from self-employed guardians being 7 (46.67%) rated their guardians as authoritative, 4 (26.67%), had authoritarian guardians and 4 (26.67%) had permissive guardians. It is also clear from the same Figure 13, that 3 (75%) of the respondents from unemployed guardians rated them as authoritative while 1 (25%) of the respondents who lived with unemployed guardian rated him/her as permissive. None had a neglectful guardian.

4.12.3 Employment Status of the Parents and How the Respondents Rated Both Parents

The study sought to determine employment status of the parents and how respondents rated both parents in terms of parenting style. The responses are summarised in Figure 14

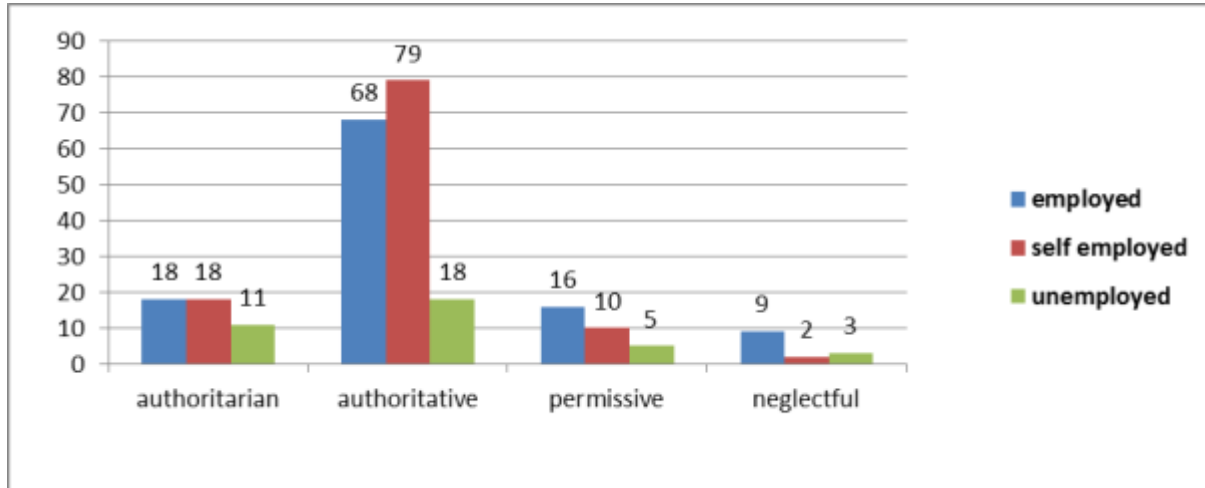


Figure 14 Employment Status against How the Respondents Rated both Parents

From Figure 14, the highest number of respondents, 68 (61.26%), from employed parents rated both of their parents as authoritative while 18 (16.22%) of such respondents rated both of their parents as authoritarian. This is followed by 16 (14.41%) of the respondents who rated both of their parents as permissive with only 9 (8.11%) of respondents from a family with employed parents rating both of their parents as neglectful. Respondents from a family with self-employed parents being 79 (72.48%) rated both of their parents as authoritative, while 18 (16.51%) respondents from the same family with self-employed parents rated both of their parents as authoritarian. This was followed by 10 (9.17%) of the respondents who rated both of their parents as permissive with only 2 (1.83%) having both parents being neglectful.

Figure 13 also shows that the highest percentage 18 (48.65%) of the respondents from a family with unemployed parents rated both of their parents as authoritative, 11 (29.73%) of the respondents who had both parents, rated them as authoritarian, 5 (13.51%) rated both of their parents as permissive, with only 3 (8.11%) of the respondents rating both of their parents as neglectful. These findings are similar to those of Shumow et al. (1998) who found that parents in low socio-economic environments were either harsh or permissive in their parenting. Parental effectiveness may be weakened by the stress load triggered by unemployment. Cui and Conger

(2008) have shown that parental distress negatively affects adolescents as a result of parenting behaviour.

4.13 Influence of Parenting Style on Pre-Marital Sex among Female Students

An attempt was made to establish the relationship between parenting styles of the father and pre-marital sex among female students. In table 8, a chi-square test was used to establish this relationship. It was done at the 0.05 level of significance.

Table 7 Summary of Chi-square Test for Parenting Styles of Father and Pre-marital Sex

	Chi Square		
	value	df	p-value
They do not know how to talk to their children about these issues.	32.78	9	0.000
They have marital problems which spill into my life.	35.464	9	0.000
They are too busy to talk to their children about drugs, alcohol abuse and promiscuity.	22.915	9	0.006
They never emphasize on importance of avoiding pre-marital sex.	28.577	9	0.001

As shown in table 7 above, all the p-values obtained were less than >0.05 level of significance. The chi-square values were also significantly higher. This implied that parenting styles of the father had significant effect on the perception of students on pre-marital sex among female students. Generally, the parenting style of the father had a significant influence on pre-marital sex among the female students.

A significant majority of the female students were of the view that authoritarian, permissive and neglectful fathers did not know how to talk to their children about issues of pre-marital sex. Authoritative fathers were however found to know how to talk to their children about issues of pre-marital sex. More than ever, sexual guidance is needed to help adolescents understand their sexuality in depth, and connect it with their value system instead of letting them get carried away by simple instincts or peer pressure (Posse & Melgosa, 2002). The respondents were also of the view that majority of authoritarian, permissive and neglectful fathers were too busy to talk to their children about drugs, alcohol abuse, promiscuity and that they never

emphasized on the importance of avoiding pre-marital sex. Permissive and neglectful fathers were found to have marital problems that spilled into the lives of their children and significantly influenced their views on pre-marital sex. However, majority of authoritarian and authoritative fathers did not have marital problems that spilled into the lives of their children. Majority of authoritative fathers emphasized to their children the importance of avoiding pre-marital sex, and they were also available to talk to their children about drugs, alcohol abuse and promiscuity.

Table 8 below shows chi-square test results on the influence of parenting styles of the mother on the pre-marital sex among female students.

Table 8 Summary of Chi-square Test for Parenting Styles of Mother and Pre-marital Sex

	Chi Square		
	value	df	p-value
They do not know how to talk to their children about these issues.	33.208	9	0.000
They have marital problems which spill into my life.	31.305	9	0.000
They are too busy to talk to their children about drugs, alcohol abuse, and promiscuity.	26.563	9	0.002
They never emphasize on importance of avoiding pre-marital sex.	31.601	9	0.000

As shown in the table 9 above, all the p-values obtained were less than >0.05 level of significance. The chi-square values were also significantly higher. This implied that parenting style of the mother had significant effect on the perception of students on pre-marital sex among female students. There are many myths regarding sexuality that are not helpful or factual to an adolescent and finally end up confusing the young person. It is also clear that the atmosphere is almost of constant eroticism, through music and lyrics, dances and teenage fashions. These continuously invite the young person into engaging in sex, alcohol and drugs abuse. Peer pressure is very strong, there are many groups that will not accept an adolescent who has had no sex or does not take alcohol. These, among others, may be the cause of early sex experimentation among students (Melgosa, 2001).

Generally, the parenting style of the mother has a significant influence on pre-marital sex among the female students. A significant majority of the female students were of the view that authoritarian, permissive and neglectful mothers did not know how to talk to their children about issues of pre-marital sex. Taboos on parent-initiated discussions about sex and related choices

are upheld by long-standing cultural norms (Bray & Dawes, 2016). The respondents agreed that majority of authoritative mothers did know how to talk to them about issues of pre-marital sex. They also agreed that authoritarian, permissive and neglectful mothers were too busy to talk to their children about drugs, alcohol abuse, promiscuity and never emphasized on the importance of avoiding pre-marital sex. Bandura (2001) asserts that there existed a relationship of early sexual activity to lack of family closeness and lack of parental support. With the exception of majority of authoritative mothers, a majority of all the others had marital problems that spilled into the lives of their children. It was also found that majority of authoritative mothers emphasized the importance of avoiding pre-marital sex unlike mothers who adopted the other parenting styles.

Table 9 below shows chi-square test results on the influence of parenting styles of both parents on pre-marital sex of the female students

Table 9 Summary of Chi-square Test for Parenting Styles of Both Parents and Pre-marital Sex

	Chi Square		
	value	df	p-value
They do not know how to talk to their children about these issues.	29.069	9	0.001
They have marital problems which spill into my life.	33.249	9	0.000
They are too busy to talk to their children about drugs, alcohol abuse, and promiscuity.	20.351	9	0.016
They never emphasize on importance of avoiding pre-marital sex.	23.047	9	0.006

As shown in table 9, all questions on pre-marital sex had p-values less than >0.05 level of significance. With the exception of authoritative parents, majority of all the others did not know how to talk to their children about issues to do with pre-marital sex. Parents should counsel their children about sexuality and not leave them without guidance if they want to help them to behave responsibly (Wight et al., 2006). Therefore, the parenting styles of both parents had significant influence on all of them.

Majority of permissive and neglectful parents had marital problems that spilled into the lives of their children. Parents experience emotional and adjustment problems as a result of

divorce such as low self-worth; depression and alienation; they may spend less time with their children and may be less focused on their activities at home and school (Bigner, 2003). Often a parent’s capability to be warm and involved; and to parent effectively is undermined by their emotional and adjustment problem which follow divorce. This may in turn be interpreted by the child as lack of love and appreciation by the parent leading to depression or rebellion. Moreover, the Christchurch Health and Development Study follow-up of over 1,300 children, (O’Bryan, 2008) found that children who were exposed to verbal and physical violence showed a distinct set of behavioural and social problems, including lower levels of social functioning, conduct problems and high levels of emotional problems. Majority of authoritative parents did not have marital problems spilling into the lives of their children. In many cases of the African culture, parents do not discuss their marital conflicts with their children but do so with other adults.

With the exception of authoritative parents, majority of all the others were too busy to talk to their children about drugs, alcohol abuse and promiscuity. Taboos on parent-initiated discussions about sex and related choices are upheld by long-standing cultural norms (Bray & Dawes, 2016). Majority of authoritative parents are the only ones that emphasized on the importance of avoiding pre-marital sex. Parents should help their adolescents know that sex requires responsibility and it is important to wait for the right time to get sexually involved. Some studies (Ngom et al., 2003) have shown that adolescents who discussed sex with parents were less likely to engage in unsafe sexual behaviours.

Table 10 shows chi-square test results on the influence of parenting styles of the guardian on the pre-marital sex among female students.

Table 10 Summary of Chi-square Test on Guardian’s Parenting Styles and Pre-marital Sex

	Chi Square		
	value	df	p-value
They do not know how to talk to their children about these issues.	9.039	9	0.434
They have marital problems which spill into my life.	15.932	9	0.068
They are too busy to talk to their children about drugs, alcohol abuse, and promiscuity.	14.660	9	0.101
They never emphasize on importance of avoiding pre-marital sex.	29.197	9	0.001

Table 10 shows that only one question on pre-marital sex had a p-value less than >0.05 level of significance. The parenting style of the guardian had significant influence on the perception of the female students. Their guardians emphasized on the importance of avoiding pre-marital sex. As noted by other authors (Crosby et al., 2001) determinants of sexual behaviour are a function not only of the individual but of structural and environmental factors as well. For both authoritarian and authoritative guardians, majority of the female students were of the view that they emphasized on the importance of avoiding pre-marital sex unlike permissive and neglectful guardians where majority did not emphasize on the importance of avoiding pre-marital sex.

4.14 Influence of Parenting Style on Dancing Behaviour among Female Students

Table 11 below shows chi-square test results on the influence of parenting styles of the father on the dancing behaviour of female students.

Table 11 Summary of Chi-square Test for Parenting Styles of Father and Dancing Behaviour

	Chi Square		
	value	df	p-value
They do not care how often I go dancing.	12.405	9	0.191
They give me too much money and encourage me to go partying with friends	14.761	9	0.255
They are lenient because they do not want to hurt their children's feelings.	14.181	9	0.116
They are strict about their children going dancing.	30.252	9	0.000

As shown in table 11 above, the perception of the students that their fathers do not care how often they go dancing, that their fathers give them too much money for partying and that their fathers are lenient because they do not want to hurt their feelings all had p-values greater than <0.05 level of significance. There was no significant influence of the father's parenting style on these perceptions. Too much freedom is developmentally inappropriate for adolescents (Martin & Colbert, 1999). It is a strong aspect of permissive parenting which revealed when parents are too lenient with their children. If adolescents are not properly guided, they will not be prepared to accept frustrations, responsibility or show proper regards to others with whom they

associate. They often become domineering, self-centered and selfish; and often get in trouble with authorities who do not pamper them the way their parents do (Ngwiri, 2008). On the other hand, majority of children of authoritarian, permissive and neglectful fathers had the perception that their fathers were not strict about them going dancing.

Table 12 below shows chi-square test results on the influence of parenting styles of the mother on the dancing behaviour of the female students.

Table 12 Summary of Chi-square Test for Parenting Styles of Mother and Dancing Behaviour

	Chi Square		
	value	df	p-value
They do not care how often I go dancing.	21.646	9	0.010
They give me too much money and encourage me to go partying with friends	12.59	9	0.400
They are lenient because they do not want to hurt their children's feelings.	14.081	9	0.119
They are strict about their children going dancing.	28.704	9	0.001

As shown in table 12, the parenting style of the mother had significant influence on the students' perception on whether their mothers were strict on their going dancing or did not care how often they went dancing. The p-values obtained for these instances were lower than the >0.05 level of significance hence there was significant influence of the mother's parenting style. Majority of authoritarian, authoritative, permissive or neglectful mothers did care how often their children went dancing. With the exception of authoritative mothers, majority of them were however not strict about their children going dancing.

Table 13 below shows chi-square test results on the influence of parenting styles of both parents on the dancing behaviour of the female students

Table 13 Summary of Chi-square Test for Parenting Styles of Both Parents and Dancing Behaviour

	Chi Square		
	value	df	p-value
They do not care how often I go dancing.	11.858	9	0.221
They give me too much money and encourage me to go partying with friends	11.623	12	0.476
They are lenient because they do not want to hurt their children's feelings.	20.482	9	0.015
They are strict about their children going dancing.	38.025	9	0.000

As shown in the table 13, the parenting styles of both parents had no significant influence on how often the children went dancing or if they were given too much money. This is because the p-values obtained were less than >0.05 level of significance. However the parenting styles of both parents had a significant influence on the perception that they were lenient because they did not want to hurt the feelings of their children. Majority of the students with authoritative, authoritarian and permissive parents disagreed to the fact that both of their parents were lenient because they did not want to hurt their feelings. Majority of the students with both parents authoritative were of the view that their parents were strict about them going dancing. Majority of all the rest were not strict about their children going dancing.

Table 14 below shows chi-square test results on the influence of parenting styles of the guardian on the dancing behaviour of the female students

Table 14 Summary of Chi-square Test for Parenting Styles of Guardian and Dancing Behaviour

	Chi Square		
	value	df	p-value
They do not care how often I go dancing	11.631	9	0.235
They give me too much money and encourage me to go partying with friends	6.022	9	0.738
They are lenient because they do not want to hurt their children's feelings	21.805	9	0.010
They are strict about their children going dancing	9.480	9	0.394

Table 14 shows the perception that the guardians were lenient because they did not want to hurt the children's' feelings. This had a significantly higher chi-square value and a p-value with less than the >0.05 level of significance. All the rest had higher p-values which was greater than the 0.05 level of significance implying no evidence of significant influence. That is, the parenting styles of the guardians did not have any significant influence on how often the children went dancing as it had higher p-value, which was greater than the 0.05 level of significance. This implied that the parenting style of the guardians had no significant influence on how often the students went dancing. The perception that the guardians gave the students too much money and encouraged them to go partying with friends had a significantly higher p-value which again was greater than the 0.05 level of significance. Therefore the parenting style of the guardian had no significant influence on the amount of money given to students. Similarly the perception that the guardians were strict about their children going dancing had a significantly higher p-value which was greater than the 0.05 level of significance. The parenting style of the guardians had no significant influence on this perception. However, majority of the students with authoritative, authoritarian and permissive guardians disagreed to the fact that their guardians were lenient because they did not want to hurt their feelings.

4.15 Influence of Parenting Style on Dating Behaviour among Female Students

Table 15 shows chi-square test results on the influence of parenting styles of the father on the dating behaviour of the female students.

Table 15 Summary of Chi-square Test for Parenting Styles of Father and Dating Behaviour

	Chi Square		
	value	df	p-value
They are strict about their children going dating	20.633	9	0.014
They give me too much money and encourage me to go partying with friends	18.833	9	0.027
They are lenient because they do not want to hurt my feelings	14.785	9	0.097
They do not give me enough pocket money	13.312	9	0.149

As shown in table 15, the perception of the students that their fathers do not give them enough pocket money and that their fathers are lenient because they do not want to hurt their feelings all had p-values greater than the <0.05 level of significance. Therefore there was no significant influence of the father's parenting style on these perceptions. The parenting style of the father did not significantly influence the students' perceptions on these matters. However, the perception that the fathers are strict about their children going dating and that they gave their children too much money for partying all had small p-values that were less than the >0.05 level of significance. The implication is that the father's parenting style had no influence on perception by students that their fathers are strict about them going dating as well as their fathers giving them too much money. The majority adolescents of authoritarian, authoritative and permissive fathers have the perception that their fathers are strict about them going dating. It was only the neglectful fathers that were not strict about their children going dating. On the other hand, majority of children of authoritarian, authoritative, permissive and neglectful fathers have the perception that their fathers do not give them enough pocket money neither do they encourage them to go partying with friends. Money is a secondary motivator (Sdorow, 2001). Therefore, if children are not given adequate money to meet their needs in college, they are likely to adopt other behaviours like commercial sex to meet their needs or even become perennial borrowers which may cause conflict among one another.

Table 16 shows chi-square test results on the influence of parenting styles of the mother on the dating behaviour among the female students

Table 16 Summary of Chi-square Test for Parenting Styles of Mother and Dating Behaviour

	Chi Square		
	value	df	p-value
They are strict about their children going dating	20.14	9	0.017
They give me too much money and encourage me to go partying with friends	23.053	9	0.006
They are lenient because they do not want to hurt my feelings	10.475	9	0.313
They do not give me enough pocket money	9.913	9	0.358

As shown in table 16 above, the parenting style of the mother had a significant influence on the perception that they were strict about their children going dating and that they gave their children too much money and encouraged them to go partying. Majority of the mothers were found to be strict about their children going dating; they did not give too much money to their children; neither did they encourage their children to go partying with friends.

Table 17 shows chi-square test results on the influence of parenting styles of both parents on the dating behaviour of the female students.

Table 17 Summary of Chi-square Test for Parenting Styles of Both Parents and Dating Behaviour

	Chi Square		
	value	df	p-value
They are strict about their children going dating	23.037	9	0.006
They give me too much money and encourage me to go partying with friends	16.72	9	0.053
They are lenient because they do not want to hurt my feelings	8.396	9	0.495
They do not give me enough pocket money	12.561	9	0.184

The perception that both parents were strict about their children going dating had a p-value less than the >0.05 level of significance. Majority of the students with authoritative, authoritarian and permissive parents were of the view that both of their parents were strict about them going

dating. The perception that both parents gave their children too much money and encouraged them to go partying with friends had a p-value which was slightly greater than the 0.05 level of significance. The parenting style of both parents therefore did not have any significance influence on this perception. Again the perception that both parents were lenient because they did not want to hurt their children's feelings had a p-value that was greater than the 0.05 level of significance. The parenting styles of both parents had no significant influence on this perception. Similarly the perception that both parents did not give their children enough pocket money had a p-value which was greater than the 0.05 level of significance, and consequently, the parental style of both parents had no significant influence on this perception. Dating is not a crime per say, as Critchley and Sanson (2006) postulates, parents can use inductive reasoning which is a form of nurturing whereby parents clarify expectations, identify problems and possible consequences, supply explanations, and provide rationale by eliciting ideas from adolescents rather than disciplining them in a coercive manner. Inductive reasoning is an essential parenting practice that provides adolescents with important knowledge and fosters their ability to evaluate situations they may experience in life.

Table 18 shows chi-square test results on the influence of parenting styles of the guardian on the dating behaviour of the female students.

Table 18 Summary of Chi-square Test for Parenting Styles of Guardian and Dating Behaviour

	Chi Square		
	value	df	p-value
They are strict about their children going dating	7.308	9	0.605
They give me too much money and encourage me to go partying with friends	19.774	9	0.019
They are lenient because they do not want to hurt my feelings	10.970	9	0.278
They do not give me enough pocket money	5.108	9	0.825

The perception that the guardians gave children too much money and encouraged me to go partying with friends had a p-value less than >0.05 level of significance. Majority of the students with authoritative, authoritarian and neglectful guardians disagreed to the fact that their guardians gave them too much money and encouraged them to go partying with friends. All the

rest were not significantly influenced by the parenting styles of the guardians since they all had p-values significantly higher than <0.05 level of significance. That is, the perception that the guardians were strict about their children going dating had a p-value that was greater than the 0.05 level of significance implying no significant influence of parenting style of guardians on this perception. Similarly the perceptions that the guardians were lenient on their children and that they did not give their children enough money had p-values that were greater than the 0.05 level of significance implying that the parenting styles of the guardians had no significant influence on the said perceptions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes, presents the conclusions from the study and gives recommendations. It has been organized to offer a precise summary of the study and other emerging issues from the study. The presentation follows the order by which the specific objectives of the study are stated.

5.2 Summary

The study aimed at establishing whether parenting styles have influence on female students' social behavioural problems in Egerton University, Njoro campus. The study was necessary because the students' perception on effects of parenting styles and their social behavioural problems is a priority in the university education sector but there was no empirical evidence on the influence of parenting styles had on female students' social behavioural problems. The research design applied was descriptive survey. The accessible population was 1458 with a sample size of 302 respondents. A questionnaire was used to collect data from second year undergraduate female students. This chapter therefore presents a precise summary of the findings, conclusions and recommendations. It ends with suggestions for further research.

The purpose of this study was to investigate the influence of parenting styles on social behavioural problems of female students: a case of Egerton University, Njoro campus. The study was guided by the following specific objectives:-

- i) To establish the common types of parenting styles used by parents of female students' in Egerton University, Njoro campus.
- ii) To determine the influence of parenting styles on pre-marital sex among female students in Egerton University, Njoro campus.
- iii) To establish the influence of parenting styles on dancing behaviour among female students in Egerton University, Njoro campus.
- iv) To determine the influence of parenting styles on dating behaviour among female students in Egerton University, Njoro campus.

The study was conducted in Egerton University, Njoro Campus. A total of 302 second year undergraduate female students participated in the study as respondents.

5.3 Demographic Characteristics of the Respondents

The study involved 302 second year undergraduate female students drawn from eight faculties and one institute. The highest number of respondents 35.10% was drawn from the largest Faculty of Education and Community Studies Faculty with the least number drawn from the smallest Faculty of Engineering at 1.32%. The respondents were categorized in age groups with the highest number being 73% in the age category of 19 and 21 years inclusive. This age group also happened to be second year undergraduate female students at Egerton University, Njoro campus who participated in this study. Majority of the respondents at 61.67% hailed from families with parents, 22.37% from families with single parents and 10.33% from families with guardians while 4.67% of the respondents from widowed families. Respondents who resided on campus were 72.43%, while 27.57% resided outside campus. Respondents' at 43.48% had self-employed parents/guardian, 40.80% formally employed and 15.72% unemployed.

5.4 The Common Types of Parenting Styles Used by Parents of Female Students

Respondents at 61.8% rated their fathers as having adopted authoritative parenting style, 19.5% authoritarian, 9.6% permissive and 9.2% neglectful parenting style. Majority of respondents at 62.7% rated their mother as having adopted the authoritative parenting style, 19.7% as authoritarian, and 12.7% as permissive while 4.9% mothers having adopted neglectful parenting style. Respondents at 24.0% rated guardians as having adopted authoritarian parenting style, 20% as permissive, none rated their guardians as having adopted neglectful parenting style. Most respondents at 64.5% rated both parents as having adopted authoritative parenting style, 18.1% as authoritarian and 12.0% permissive while 5.4% rated both parents as having adopted neglectful parenting style. Therefore, ratings of fathers, mothers, guardian and of both parents have high percentages on authoritative parenting style. According to Newman et al, (2008), children from authoritative parents are less likely to engage in risky behaviours compared to children from other parenting styles. Nonetheless, in extreme cases adolescents may adopt negative identities that promote antisocial and even delinquent behaviour.

The study revealed that, 60% of respondents being the highest, whose parents were employed rated fathers as having adopted authoritative parenting style, 15.45% rated fathers as authoritarian. Respondents at 69% from a family with both parents self-employed, rated father as having adopted authoritative parenting style, 19% rated father as authoritarian, 6% rated father as

permissive with the same percentage rating father as neglectful. Respondents at 47.5% with unemployed parents rated father as having adopted authoritative parenting style, 32.5% fathers as authoritarian, 12.5% had neglectful fathers while 7.5% had permissive fathers. This reveals that the ratings of father, mother, guardian and both parents whether employed, self-employed or unemployed are highest on authoritative parenting style. Research suggests that economic status affects parents' psychological functioning, which then affects their parenting behaviours and adolescent's socio-emotional functioning (Conger et al., 2002).

5.5 The Influence of Parenting Styles on Pre-Marital Sex among Female Students

The study attempted to establish the relationship between parenting styles of the respondent's father, mother, guardian, both parents with pre-marital sex among female students. A chi-square test was used to establish this relationship. It was done at 0.05 level of significance. The chi-square values were significantly higher. A significant majority of the female students were of the view that authoritarian, permissive and neglectful fathers did not know to talk to their children about issues of pre-marital sex; they were too busy to talk to their children about drugs, alcohol abuse and promiscuity. Permissive and neglectful fathers were also found to have marital problems that spilled into the lives of their children and significantly influenced their views on pre-marital sex. Nonetheless, authoritative fathers were found to know how to talk to their children about issues of pre-marital sex; emphasized to their children the importance of avoiding pre-marital sex; they were also available to talk to their children about drugs, alcohol abuse and promiscuity. Majority of authoritative and authoritarian fathers did not have marital problems that spilled into the lives of their children. More than ever, sexual guidance is needed to help adolescents understand their sexuality in depth, and connect it with their value system instead of letting them get carried away by simple instincts or peer pressure (Posse & Melgosa, 2002).

5.6 The Influence of Parenting Styles on Dancing Behaviour among Female Students

The study also sought to establish the relationship between parenting styles of the respondents' father, mother, guardian or both parents on dancing behaviour among female students. A chi-square test was used to establish this relationship. It was done at 0.05 level of significance. The majority children of authoritative fathers, mothers, both parents, guardians had the perception that their fathers were strict about them going dancing; did not give them too

much money for partying and that their fathers were not lenient because they did not want to hurt their feelings. On the other hand, majority of children of authoritarian, permissive and neglectful fathers had the perception that their fathers were not strict about them going dancing. Too much freedom is developmentally inappropriate for adolescents (Martin & Colbert, 1999). It is a strong aspect of permissive parenting which revealed when parents are too lenient with their children.

5.7 The Influence of Parenting Styles on Dating Behaviour among Female Students

The study attempted to establish the relationship between parenting styles of the respondent's father, mother, guardian, both parents with dating behavior among female students. A chi-square test was used to establish this relationship. It was done at 0.05 level of significance. The majority children of authoritarian, authoritative and permissive fathers, mothers, with both parents or guardians had the perception that their fathers were strict about them going dating; fathers did not give them too much pocket money neither did they encourage them to go partying with friends; however some fathers did not give their child enough money. Money is a secondary motivator (Sdorow, 2001). It was only the neglectful fathers that were not strict about their children going dating. Dating is not a crime per se, as Critchley et al. (2006) postulate; parents can use inductive reasoning which is a form of nurturing whereby parents clarify expectations, identify problems and possible consequences, supply explanations, and provide rationale by eliciting ideas from adolescents rather than disciplining them in a coercive manner.

5.8 Conclusions

- i) Objective one of the study was to investigate the common types of parenting styles used by female students. On the basis of data analysis and results presented; and discussed in chapter four, it can be concluded that majority of the students perceived father, mother, both parents as well as guardians' as having adopted the authoritative parenting style.
- ii) Objective two of the study was to establish the influence of parenting styles on pre-marital sex among female students. A significant majority of the female students were of the view that authoritarian, permissive and neglectful fathers did not know how to talk to their children about issues of pre-marital sex; they were too busy to talk to their children about drugs, alcohol abuse, and promiscuity. Permissive and neglectful fathers were also found to have marital problems that spilled into the lives of their children and significantly

influenced their views on pre-marital sex. Nonetheless, authoritative fathers were found to handle all these issues amicably. Therefore, parenting style significantly influenced female students' pre-marital sex behaviours among undergraduate female students.

- iii) Objective three of the study was to establish the influence of parenting styles on dancing behaviour among female students. The studies revealed that parents/guardian were concerned about how often their children went dancing. Hence, parenting style significantly influenced female students' dancing behaviour among undergraduate female students.
- iv) Objective four of the study was to determine the influence of parenting styles on dating behaviour among female students. The majority of the respondents agreed that parents/guardians were strict about their children going dating. Therefore, parenting style significantly influenced female students' dating behaviour among undergraduate female student.

5.9 Recommendations

In view of the above conclusions, this study makes the following recommendations:-

- i) The study recommends that the Ministry of Education, churches, NGOs, Chief's Barazas should organize forums where parents are guided and encouraged to adopt authoritative parenting style as it gives enormous positive social, academic and economic traits.
- ii) The study recommends that in view that parents are too busy to teach their children about life issues, the Ministry of Public Service, Youth and Gender should take urgent measures to guide parents on how to balance their time and make parenting a priority.
- iii) The study recommends that policy makers should formulate intervention and sensitization strategies to enhance Guidance and Counselling programmes; utilization of skilled and strategic communication skills for parents and guardians; and female student's awareness of the same.
- v) The study recommends that parents and guardians should be encouraged to use inductive reasoning which is an essential parenting practice that provides adolescents with important knowledge and fosters their ability to evaluate situations they may experience in life.

5.10 Suggestion for Further Research

Based on the study findings, the following recommendations are made:-

- i) Extensive studies were suggested on both male and female undergraduate students to unravel the relationship between parenting styles and the students' social behavioural problems in all universities.
- ii) A study on the available resources for educating parents on parenting in the communities.
- iii) A study on how sex education is imparted to the female students and its role in improving the student's social behaviour in universities.

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APPENDICES

Appendix A: Students' Questionnaire

My name is Bridget Nafurata Gitonga, a student at Egerton University undertaking a Master's degree in Guidance and Counselling. I am conducting a research titled "Influence of Parenting Styles on Social Behavioural Problems of Female Students at Egerton University, Njoro Campus, Kenya". You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality.

Section 1: Students Profile and Background

1. What is your age?.....
2. What type of family do you come from?
Single parent Both parents Widower Guardian Others (specify).....
3. What is your present accommodation status (residence)?
On campus Out of campus
4. Your parent/guardian employment status
Employed Self-employed Unemployed
5. How would you rate your father in relation to the information given below? (**Tick only one**)
 - a. What he says is law and it must be followed whether it is right or wrong.
 - b. I can discuss issues as a family before drawing a conclusion.
 - c. I am free to do whatever I feel like, he has no objection.
 - d. He does not care what I do for he needs his personal space hence I live my life and he lives his.
8. How would you rate your mother in relation to the information given below? (**Tick only one**)
 - a. What she says is law and it must be followed whether it is right or wrong.
 - b. I can discuss issues as a family before drawing a conclusion.
 - c. I am free to do whatever I feel like, she has no objection.
 - d. She does not care what I do for she needs her personal space hence I live my life and she lives hers.
9. If both your parents are not alive, how would you rate your guardian in relation to the information provided? (**Tick only one**)

- a. What he/she says is law and it must be followed whether it is right or wrong.
- b. I can discuss issues as a family before drawing a conclusion.
- c. I am free to do whatever I feel like he/she has no objection.
- d. He/she does not care what I do for he/she needs his/her personal space hence I live my life and he/she lives his/hers.

10. How would you rate both your parents in relation to the information given below? (**Tick only one**)

- a. What they say is law and it must be followed whether it is right or wrong.
- b. I can discuss issues as a family before drawing a conclusion.
- c. I am free to do whatever I feel like, they have no objection.
- d. They do not care what I do for they need their personal space hence I live my life and they live theirs.

11. How do parenting styles influence pre-marital sex among female students in Egerton University, Njoro Campus?

	Strongly agree	Agree	Disagree	Strongly disagree
a) They do not know how to talk to their children about these issues.				
b) They have marital problems which spill into my life.				
c) They are too busy to talk to their children about drugs, alcohol abuse, and promiscuity.				
d) They never emphasize on importance of avoiding pre-marital sex.				

How do parenting styles influence dancing behaviour among female students in Egerton University, Njoro Campus?

	Strongly agree	Agree	Disagree	Strongly disagree
a) They do not care how often I go dancing?				
b) They give me too much money and encourage me to go partying with friends				
c) They are lenient because they do not want to hurt their children's feelings.				
d) They are strict about their children going dancing.				

12. How do parenting styles influence dating behaviour among female students in Egerton University, Njoro Campus?

	Strongly agree	Agree	Disagree	Strongly disagree
a) They are strict about their children going dating.				
b) They give me too much money and encourage me to go partying with friends				
c) They are lenient because they do not want to hurt my feelings.				
d) They do not give me enough pocket money.				

Thank you and for answering this questionnaire.

God bless you.

Appendix B: Table for Determining Sample Size from a Given Population N

	S	N	S	N	S	N	S
10	10	120	92	440	295	2400	331
15	14	130	97	460	210	2600	335
20	19	140	101	480	214	2800	338
25	24	150	108	500	217	3000	341
30	28	160	113	550	226	3500	346
35	32	220	140	600	234	4000	351
40	36	230	144	650	241	4500	351
45	40	240	148	700	248	5000	357
50	44	250	152	750	254	6000	361
55	48	260	155	800	260	7000	364
60	52	270	159	1200	291	8000	367
65	56	280	162	1300	297	9000	368
70	59	290	165	1400	302	10000	370
75	63	300	169	1500	306	15000	375
80	66	320	175	1600	310	20000	377
85	70	340	181	1700	313	30000	379
90	73	360	186	1800	317	40000	380
95	76	380	191	1900	320	50000	381
100	80	400	196	2000	322	75000	382
110	86	420	201	2200	327	100000	384

Note: N is population size

S is sample size

Appendix C: Request For Research

EGERTON

Tel: Pilot: 254-51-2217620

254-51-2217877

254-51-2217631

Dir. line/Fax: 254-51-2217847

Cell Phone

Extension: 3606



UNIVERSITY

P.O. Box 536 - 20115

Egerton, Njoro, Kenya

Email: bpgs@egerton.ac.ke

www.egerton.ac.ke

OFFICE OF THE DIRECTOR GRADUATE SCHOOL

EM20/3723/13

Ref:.....

1st November, 2018

Date :.....

The Secretary,
National Commission for Science Technology and Innovation
P. O. Box 30623-00100,
NAIROBI.

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT – BRIDGET NAFURATA GITONGA
REG.NO. EM20/3723/13**

This is to introduce and confirm to you that the above named student is in the department of Psychology, Counseling & Educational Foundations, Egerton University.

She is a bonafide registered Masters student in this University. Her research topic is entitled **“Influence of Parenting Styles on Social Behaviour of Female Students: A Case of Egerton University.”**

She is at the stage of collecting field data. Please issue her with a research permit to enable her undertake the studies.

Yours faithfully,

Prof. D. O. QAYE

Ag. DIRECTOR, BOARD OF POSTGRADUATE STUDIES



DOO/ear

Appendix D: NACOSTI Research



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete.
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/92070/26793**

date: **16th November, 2018**

Bridget Nafurata Gitonga
Egerton University
P.O. Box 536-20115
NJORO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of parenting styles on social behavior of female students: A case of Egerton University”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **15th November, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru 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.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

Appendix E: Research Permit

THIS IS TO CERTIFY THAT:
MS. BRIDGET NAFURATA GITONGA
of EGERTON UNIVERSITY, 0-20115
Nakuru, has been permitted to conduct
research in Nakuru County

Permit No : NACOSTI/P/18/92070/26793
Date Of Issue : 16th November, 2018
Fee Received : Ksh 1000

on the topic: **INFLUENCE OF PARENTING
STYLES ON SOCIAL BEHAVIOUR OF
FEMALE STUDENTS: A CASE OF
EGERTON UNIVERSITY**

for the period ending:
15th November, 2019



[Signature]
Applicant's
Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

**THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 21926

CONDITIONS: see back page

Appendix H: The Publication



The Kenyan Journal of Guidance, Counselling and Psychology (ISSN 2226-0552) is published by the Kenyan Guidance, Counselling and Psychological Association
P. O. Box 333-20115, Egerton, Kenya
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Influence of Parenting Styles on Social Behaviour of Female Students: A Case of Egerton University

Bridget N. Gitonga, Ezra K. Maritim & Aggrey M. Sindabi

Abstract

Parents, as the primary agents of socialization, have great potential to influence their children's social behaviour. Parenting styles may predict a child's social competence, moral development, sexuality, psychological development, academic performance, self-esteem, motivation and innovation. Female students face numerous challenges affecting their adjustment to university life due to various factors. Such factors may be the student's personality, peer influence, their environment, among others. Therefore, the study intended to investigate the influence of parenting styles on social behaviour of female students in Egerton University. The study was guided by two theories namely the psychosocial theory and family systems theory. The target population constituted 1458 second year undergraduate female students; a sample of 302 formed the accessible population. An ex post facto survey research design was used. Data was collected from selected female students through administration of a structured questionnaire. The instruments were piloted on a population similar to the target population, hence the Egerton University, Nakuru Town University Campus. The questionnaire items were considered reliable after yielding a Cronbach's coefficient alpha of at least 0.70. Mathematical techniques comprising of percentiles, pie charts, tables and bar graphs with the help of Statistical Package for Social Sciences (SPSS) version 26 were used to analyse the data. The findings revealed that parenting styles influenced the social behaviour of female students in Egerton University. These findings formed the basis for the recommendations that the government, the university authorities, counsellors, lecturers and policy makers should develop programmes that would guide and empower female students manage their social behavioural practices in university for uninterrupted academic achievement. Parents should be empowered to adopt effective parenting style. Peer educators should be equipped with self management skills to enable them utilize their influence on fellow students.

Bridget N. Gitonga*
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Aggrey M. Sindabi

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Keywords | Parenting styles, Social Behaviour