

Perception of Public Secondary School Students towards Parenting Styles of their Parents: A case of Mwingi Central Sub-County, Kitui County, Kenya

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Abstract: Delinquent behaviours are quite prevalent among learners in Mwingi Central Sub-County (MCS-C), however, very little is known about how parenting styles affect students' behaviours in this locale despite the learners coming from different families. The purpose of this study was therefore to examine the influence of parenting styles on delinquent behavior among students in public secondary schools in Mwingi Central Sub-County, Kitui County (MCS-C, KC), and Kenya. This study aimed at examining the perception of high school students on their parents' parenting styles. The target population for the study was 36 public secondary schools. A sample of 384 respondents comprising of 192 parents and 192 students were used. Questionnaires and interview schedules was used to gather data. Expert judgment and peer reviews were used to judge the validity of study tools while Cronbach's Alpha was used to test for reliability. Quantitative data was coded and analyzed with the help of statistical package for social science version 25 to generate frequencies and percentages as well as inferential statistics which was presented in figures and table. The findings in this study on the uninvolved parenting styles on delinquent behaviors on students' show that many parents do not respond well to the needs of their children and provide little affection, support, or love. Parents rarely set rules and do not offer guidance or expectations for behavior. Another finding of the study shows that an authoritative parenting style usually establishes guidelines to their children. In recommendations, Parents need to evaluate themselves on their roles and failures so as to restore and maintain discipline in their children. They also need to cooperate with teachers and the school administration in order to understand and protect the students out from the delinquent behaviors they may involve in.

I. INTRODUCTION

Evidence from around the world suggests that family environments constitute the basic ecology where children's behavior is manifested, learned, encouraged, and suppressed (Blocklin, Crouter, Updegraff, & McHale, 2015). Parents' roles in the family environment have primarily been to prepare children for adulthood through rules and discipline. Hess and Drowns (2015), assessed the adolescent upbringing related challenges and coping strategies among parents in low-income families in Latin American and established that the period of adolescence can be difficult for both parents and offspring; therefore, understanding the importance of maintaining high quality parenting is particularly essential. Hess and Drowns (2015) add that research has consistently

found that the family is among the most important agent of socialization for children and adolescents.

PS is the primary avenue through which the child becomes acclimated to social life and interaction (Gibson, 2013). Santrock (2017) postulates that parenting styles (PS) are generally regarded as the attitudes, behaviours, and interaction styles that, when taken together, create an emotional context in which socialization efforts and family interactions can occur.

Bronte-Tinkew, Moore, and Carrano (2016) studied father-child relationship, PS and adolescent risk behaviours in intact families in the United States of America (USA), found out that authoritative parents encourage verbal "give and take", convey the reasoning behind rules, and use reason, power, and shaping to reinforce objectives. This PS is most often associated with positive adolescent outcomes and has been found to be the most effective and beneficial style of parenting among most families. It is well established that authoritative parenting fosters adolescents' positive well-being. Emily and Flanry (2013) analyzed the variation in adolescent helpfulness toward parents in a family context among the African Americans and established that adolescents with authoritative parents are less prone to externalizing behaviours and specifically less likely to engage in drug use than individuals with uninvolved parents (UPs).

Donnelly (2015) carried out a study in India on the relationship between PS and practices and teenagers aggression and found out that authoritative parenting is most strongly associated with positive developmental outcomes for youth with the other PS lacking in warmth and/or control contributing to a variety of negative outcomes; including delinquency and poor parental bonds.

In Nigeria, Lokoyi (2015) studied PS as correlates of aggressive behaviour among in-school adolescent with mild intellectual disability (MID). The study revealed that different PS were associated with aggressive behavioral problems one way or the other. Outcomes showed that APS had positive significant relationship on aggressive behaviour among in-school adolescent with MID ($r = -0.12$) at $p < 0.05$ confidence interval while authoritarian and permissive had significant relationship on aggressive behaviour ($r = 0.612$ and 0.841) respectively at $p < 0.01$ confidence interval. Nkurunungi

(2018) investigated the effects of authoritarian parenting style (APS), substance abuse and externalized problem behavior among secondary school students in Kawempe Division Kampala District and revealed that overall APS was found not to be significantly related to overall externalized problem behavior. Mwanja and Njagi (2017) conducted a study on the PS as predictors of drug abuse among selected public secondary school students in Embu County, Kenya and the findings of the study revealed that PS significantly predict drug abuse among secondary school students, and that PS accounts for the larger number of students' drug abuse. Patrick (2017) investigated the impact of PS on personality dimensions of adolescents in public secondary schools in Mombasa County, Kenya and revealed that authoritative parenting style (APS) explained 41% of positive personality dimensions, while indulgent PS explained only 28.2% of positive personality traits among adolescents in secondary schools.

The teachers, the guidance and counselling departments and the school administrators control students by imposing some forms of punishment; in view that punishment is the most effective means of deterring students from misconduct. The schools also use policy documents such as school rules that help students in getting to know what is expected of them in maintaining good conduct while at school. Despite the existence of these schools' code of conduct, most schools in Kenya still continue to experience students' delinquent behaviours (Sharma, 2018).

Ondieki (2016), conducted a study on influence of family environment on Juvenile delinquency on students in Nakuru probation hostel, while Kimani (2016) did a study on influence of family on students' delinquency. All these studies have tried to explore different factors influencing delinquency among students, but did not address the PS contributing to delinquency on secondary school students. The context of the study by Ondieki (2016) also differed from that of the present study as instead of studying secondary school students, he focused on juvenile offenders

Nyabuto (2014) studied the influence of PS on adolescent autonomy and self-esteem among Kenyan secondary school students in Wareng District, UasinGishu County and outcomes revealed that, there was a significant positive relationship between APS and adolescent autonomy and self-esteem, while authoritarian parenting showed no significant relationship with adolescent autonomy. Further, the findings revealed that PPS does not yield autonomous adolescents, while Uninvolved parenting (UP) has an influence on adolescent autonomy and self-esteem. Kimingiri (2015) investigated the influence of PS on delinquency among juveniles in rehabilitation centres in Nakuru Town, Kenya and results revealed that PS influenced juvenile delinquency.

Mwingi Central Sub County is one of the areas with high population of secondary schools with 64% of the students who were taken to boarding schools at tender ages

thus lacking parental care for most part of their early years (Ndetei, 2015). According to (Ndatho, 2017) there have been cases of vandalism, drugs and substance abuse, students' unrest and even strikes among students in the four sub counties in Kitui County. He notes that almost every second term of the year, strikes are rampant especially in boy's boarding schools and there are reported cases of students being held in police custody while investigations are being done to establish the culprits. This study locale has been chosen as it has consistently experienced numerous cases of delinquent behaviours more than the remaining seven Sub-Counties in Kitui County. These behaviours have persisted despite attempts by schools and community to find solutions (Kitui County Annual Education Report, 2020). Given that these learners come from different homes and are raised by different PS, in this study the researcher seeks to establish the impact of PS on delinquent behaviour among students in public secondary schools in Mwingi Central Sub County, Kitui County.

II. METHODS

Research Design

The study adopted a descriptive research design to assess the relationship between PS and delinquency among public secondary school students in Mwingi Central Sub-County, Kenya. This design is considered appropriate in this study based on the fact that the study seeks to gather data from a sizeable population and the design enabled the study to investigate and describes the relationship between study variables in their natural setting without manipulating them (Creswell, 2014). Therefore, this design fits well into this study since it allowed the researcher to investigate variables like attitudes and characteristics that could not be investigated by direct observation but are best studied using the qualitative method (Mugenda & Mugenda, 2018). Further, the design is appropriate for the study as it allows the researcher to use both quantitative and qualitative data collection and analysis techniques.

Site of the Study

This study was conducted in Mwingi Central Sub-County of Kitui County. The area is a semi-arid one with few economic activities that are undertaken by the County residents. Low and unreliable rainfall is received. Therefore, drought and famine are the common phenomena. Education in the sub-county is the only vehicle for social and economic development (National Drought Management Authority, (EWS, 2014).

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Study Population

The study targeted form three students and their parents in public secondary schools of MCS-C. The form three students having been in school for the last 3 years are well informed about their own upbringing hence information pertaining to PS can easily be gathered from their personal experiences. MCS-C has 36 public secondary schools, both boarding and day (Ministry of Education 2019). The total population was 2,400 Form 3 students and 2,400 parents. Therefore, the total target population was 4800 (MCS-C Director of Education Office, 2019).

Sampling Procedure and Sample Size

Mwingi Central Sub County, Kitui County has 36 public secondary schools. These schools include 6 boys boarding, 4 girls boarding, 20 mixed day and 6 mixed day and boarding secondary schools. All the secondary schools were stratified into boys, girls, mixed day and mixed day and boarding public secondary schools. According to Mugenda and Mugenda (2018), for descriptive studies at least 10% - 30% of the accessible population is adequate. The researcher therefore used 30% of 36 public secondary schools to give a sample of 11 public secondary schools.

To have equal representation of schools in the study location of the 11 required sample, 20% of 11 = 7 was the sample of mixed day public secondary schools, 4% of 11 = 1 was girls boarding school, 6% of 11 = 2 were boys boarding and 6% of 11 = 2 were mixed day and boarding public secondary schools. The proportion used to calculate each category of schools sample sizes were derived from their proportions out of the available 36 public secondary schools in the study locale.

To achieve the appropriate sample size of the students and parents, the study used the Yamane (1967) scientific formula:

$$n = N / (1 + Ne^2)$$

Where:

n = sample size

N = total population (in this case, 4,800)

e = margin of error (at 95%, e=0.05)

The sample size shall be computed as follows:

$$n = N / (1 + Ne^2)$$

$$n = 4,800 / (1 + 4,800 \times 0.05^2)$$

$$n = 4,800 / (1 + 4,800 \times 0.0025)$$

$$n = 4,800 / (1 + 11.5)$$

$$n = 4,800 / 12.5$$

n = 384 respondents making up 192 students and 192 parents

Therefore, a sample size of 384 respondents was used in this study.

Research Instruments

The study used the parenting styles questionnaire for collecting quantitative data. The questionnaire focused on obtaining data on four parenting styles and how student perceive them from their parents.

Reliability Analysis of the Research Instruments

Table 1: Reliability Analysis

Variables	Cronbach's Alpha Results
Uninvolved	.867
Permissive	.730
Authoritative	.845
Authoritarian	.745

Reliability of the instruments was analyzed using a Cronbach's alpha coefficient. This helped to determine the level of accuracy and reliability of the obtained data from the pilot study.

II. RESULTS

The results of the study were presented descriptively in form of tables and frequencies.

Uninvolved Parenting Styles influence on Delinquent Behaviors among students

Table 2: Aspect of Uninvolved Parenting Styles

Statement	SD	D	N	A	SA
My parents being emotionally unavailable have greatly influenced my engagement in delinquent behaviors in school.	89 49%	70 39%	21 12%	0 0.00%	0 0.00%
My parents' indifference to me has greatly influenced my engagement in delinquent behaviors in school.	60 33%	120 67%	0 0.00%	0 0.00%	0 0.00%
My parents' failure to communicate with me has greatly influenced my engagement in delinquent behaviors in school.	140 78%	40 22%	0 0.00%	0 0.00%	0 0.00%

My parents being distant from me have greatly influenced my engagement in delinquent behaviors in school.	20 11%	150 83%	10 6%	0 0.00%	0 0.00%
My parents being uninvolved in my wellbeing has greatly influenced my engagement in delinquent behaviors in school.	90 50%	60 33%	30 17%	0 0.00%	0 0.00%

According to table 2, majority of the participants with (49%) strongly disagreed on the statement which says, my parents being emotionally unavailable has greatly influenced my engagement in delinquent behaviors in school, while (67%) disagreed that my parents indifference to me has greatly influenced my engagement in delinquent behaviors in school, (78%) of the participants strongly disagreed that my parents failure to communicate with me has greatly influenced my engagement in delinquent behaviors in school, as well (83%) disagreed that my parents being distant from me has greatly influenced my engagement in delinquent behaviors in school, and (50%) strongly disagreed that my parents being uninvolved in my wellbeing has greatly influenced my engagement in delinquent behaviors in school.

Therefore, it was found that the uninvolved parents have little communication with the children. Children raised by such parents tend to have low self-esteem, lack of self-control and tend to engage in delinquent acts. Steinberg (2001) states that children having involved parents in parenting are worst in all aspects where most juvenile offenders have parents who don't take part. The finding compares with the literature report that Children raised by uninvolved parents are often impulsive and most likely to participate in delinquency as well as experiment with sex, drugs and alcohol as a result of rejection.

Permissive Parenting Styles influence on Delinquent Behaviors among students

Table 3: Aspect of Permissive Parenting Styles

Statement	SD	D	N	A	SA
Having full freedom to do what I want while at home has greatly influenced my engagement in delinquent behaviors in school.	58 32%	112 62%	10 6%	0 0.00%	0 0.00%
My parents indulging my every need have greatly influenced my engagement in delinquent behaviors in school.	30 17%	70 39%	80 44%	0 0.00%	0 0.00%
My parents facilitating but failure to control	98 54%	70 39%	12 7%	0 0.00%	0 0.00%

conversations and my actions has greatly influenced my engagement in delinquent behaviors in school.					
My parents having low expectations of me have greatly influenced my engagement in delinquent behaviors in school.	60 33%	100 56%	20 11%	0 0.00%	0 0.00%
My parents having very few demands on me have greatly influenced my engagement in delinquent behaviors in school.	130 72%	50 28%	0 0.00%	0 0.00%	0 0.00%
My parents being overprotective have greatly influenced my engagement in delinquent behaviors in school.	70 39%	87 48%	23 13%	0 0.00%	0 0.00%
My parents being emotionally in control has greatly influenced my engagement in delinquent behaviors in school.	140 78%	30 17%	10 6%	0 0.00%	0 0.00%
My parents being pampering has greatly influenced my engagement in delinquent behaviors in school.	55 31%	135 75%	0 0.00%	0 0.00%	0 0.00%

The presentation in table 4.6, majority of the participants with (62%) disagreed that having full freedom to do what they want while at home has greatly influenced their engagement in delinquent behaviors in school, while (44%) of the respondents were neutral on the statement, my parents indulging my every need has greatly influenced my engagement in delinquent behaviors in school. In addition, (54%) strongly disagreed that their parents are facilitating but fail to control conversations and their actions have greatly influenced their engagement in delinquent behaviors in school. On the other hand; (56%) disagreed with the statement that 'my parents having low expectations of me has greatly influenced my engagement in delinquent behaviors in school', (72%) strongly disagreed that their parents having very few

demands on them has greatly influenced their engagement in delinquent behaviors in school, (48%) disagreed with the statement that my parents being overprotective has greatly influenced my engagement in delinquent behaviors in school, additionally (78%) strongly disagreed that my parents being emotionally in control has greatly influenced my engagement in delinquent behaviors in school, and (75%) disagreed that their parents being pampering, has greatly influenced their engagement in delinquent behaviors in school.

Therefore, permissive or laissez failure parents set few, if any rules for their children which therefore let the children to pretty much do what they like. The children are left to make their own decision and set their own rules. Permissive parents have few demands for orderly behavior as they tend to avoid confrontation with them and are very lenient. Children raised by such parents have high self-esteem, low rates of depression, experience trouble with authority. Kombo (1998) blaming the anti-disciplinary parent as a cause of indiscipline in the student argues that despite the will, teachers are so conscious of parental militancy that they often withdraw from the defiant challenges of their students.

Authoritarian Parenting Styles influence on Delinquent Behaviors among students

Table 4: Aspect of Authoritarian Parenting Styles

Statement	SD	D	N	A	SA
My parents allowing decisions to be made jointly has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	23 13%	70 39%	87 48%
My parents allowing room for sharing ideas has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	40 22%	27 15%	113 63%
My parents getting involved in my activities has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	56 31%	74 41%	50 28%
My parents discussing life and academic expectation with me have greatly influenced my	0 0.00%	0 0.00%	30 17%	10 6%	140 78%

engagement in delinquent behaviors in school.					
My parents allowing me freedom of expression has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	15 8%	10 6%	155 86%
My parents considering my opinion have greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	30 17%	120 66%	30 17%

According to table 4 the participants with (48%) strongly agreed with the statement that my parents allowing decisions to be made jointly has greatly influenced my engagement in delinquent behaviours in school, while (63%) strongly agreed that the statement of ‘my parents allowing room for sharing ideas has greatly influenced my engagement in delinquent behaviours in school,’ (41%) agreed to stand with the statement that ‘my parents getting involved in my activities has greatly influenced my engagement in delinquent behaviours in school.’ As well, (78%) strongly agreed with the statement ‘my parents discussing life and academic expectation with me has greatly influenced my engagement in delinquent behaviours in school,’ (86%) strongly agreed that ‘my parents allowing me freedom of expression has greatly influenced my engagement in delinquent behaviours in school,’ and finally, (66%) agreed with the statement that ‘my parents considering my opinion has greatly influenced my engagement in delinquent behaviours in school.’

In the findings, Authoritative parenting is a more balanced approach in which parents expect their children to meet certain behavioral standards but also encourage them to think for themselves and develop a sense of autonomy. This style of parenting enhances communication between the child and parents and is effective in reducing delinquency. Children raised by these parents have a high self esteem, disciplined and with good social skills. These types of parents rely on / punishment to control their kids including withdrawal of parental affection. Girls raised by such parents are quarrelsome, trouble makers in school, nervous and quick tempered. Deep feelings of bitterness often take seed which may latter blossom to open hostility (Santrock, 2001). Authoritarian parents create children who are passive, dependent and with poor social skills.

Authoritarian Parenting Styles influence on Delinquent Behaviors among students

Table 5: Aspects of Authoritative Parenting Styles

Statement	SD	D	N	A	SA
I submit to my parent's decisions and plans and this has greatly influenced my engagement in delinquent behaviors in school.	95 53%	38 21%	47 26%	0 0.00%	0 0.00%
My parents are in control of everything concerning my life and this has greatly influenced my engagement in delinquent behaviors in school.	115 64%	32 18%	33 18%	0 0.00%	0 0.00%
My parents are the unquestionable authority over my life and this has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	0 0.00%	132 73%	48 27%
My parents set rules and I just follow a situation that has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	40 22%	41 23%	99 55%
There is no room for negotiation with my parents a situation that has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	20 11%	125 69%	35 19%
I must live according to my parents' expectation a situation that has greatly influenced my engagement in delinquent behaviors in school.	0 0.00%	0 0.00%	10 56%	30 17%	140 78%

Table 4.8 shows that majority of the participants (53%) strongly disagreed that they submit to their parents decisions and plans and this has greatly influenced their engagement in delinquent behaviors in school, (64%) strongly disagreed that their parents are in control of everything concerning my life and this has greatly influenced the engagement in delinquent behaviors in school, while (73%) agreed that their parents are

the unquestionable authority over my life and this has greatly influenced their engagement in delinquent behaviors in school. Furthermore, (55%) strongly agreed that their parents set rules and they just follow a situation that has greatly influenced their engagement in delinquent behaviors in school, (69%) agreed that there is no room for negotiation with my parents a situation that has greatly influenced my engagement in delinquent behaviors in school, and (78%) strongly agreed that they must live according to the parents' expectations, a situation that has greatly influenced their engagement in delinquent behaviors in school.

Authoritarian parents value an unquestioning obedience and may even discipline force fully to obtain it. When asked to explain anything, they simply say "because I said so". The rules are not questionable and punishment methods are punitive. They set very high standards of conduct for their children. This parenting style attempts to set strict rules and conduct and is very critical of their children. They try to make them obey but do not provide children with choices or option. They set very high standards of conduct for their children. These types of parents rely on / punishment to control their kids including withdrawal of parental affection. Girls raised by such parents are quarrelsome, trouble makers in school, nervous and quick tempered. Deep feelings of bitterness often take seed which may later blossom to open hostility (Santrock, 2001). Authoritarian parents create children who are passive, dependant and with poor social skills.

III. DISCUSSION

Uninvolved Parenting is a Parenting Style in which parents are both undemanding and unresponsive (Maccoby & Martin, 1983). UPs show little commitment to care giving beyond the minimum effort required to feed and clothe their child. These parents are so over whelmed by the many pressures and stresses in their lives that they have little time and energy to spare for children. As a result, they cope with demands of parenting by doing what they can do to avoid inconvenience. They may respond to the child's demands for easily accessible objects, but any efforts that involve long term goals such as establishing and enforcing rules about homework and acceptable social behavior are weak and fleeting (Maccoby& Martin, 1983). It is a form of child maltreatment known as neglect, especially when it begins early it disrupts virtually all aspects of development. Emotionally detached, depressed mothers who show little interest in their babies have children who soon show deficit in many forms including attachment, cognition which play emotional and social skills towards autonomy development (Egeland & Sroufe, 1981 & Radke, 1985). These parents do not often volunteer to partake in research studies, with a massive 43 per cent of parents on average never participating in school activities (Tiller et al., 2003). Consequently, this has led to a deficiency of knowledge about this style and so less is known about UP than any other style (Hong, 2012).

Permissive parenting (PP) is a type of parenting characterized by low demands with high responsiveness. The PPS is one where parents are generally warm, nurturing, and affectionate, however they are overly expecting of their children's behavior, good or bad. They feel their children are capable of making their own decisions with little parental guidance (Piotrowski, et al., 2013). PP tends to be very loving, yet provide few guidelines and rules. They do not expect mature behavior from their children and often seems more like a friend than a parental figure. Because there are few rules, expectations, and demands, children raised by PP, tend to struggle with self-regulation and self-control. Miller et al. (2012) suggests that children raised by PP are most likely to react with intense, negative emotions to social conflicts. And for very young children, permissive parenting has been linked with children exhibiting poorer self-control (Piotrowski, et al., 2013). It is necessary to conduct a similar study in MCS-C Kitui county Kenya in order to assess how this type of PS influences delinquent behaviours among public secondary school students in this locale.

PP take orders and instructions from their children, are passive, endow children with power (Gonzalez-Mera, 2007), have low expectations, use minimal discipline and do not feel responsible for how their children turnout (Garbarino & Abramowitz, 2008). Indulgent or PP focus on being their children's friend than a disciplinary figure, there is an extensive amount of parent-child communication, but very low levels of maturity and demand required of the child. Here, the child makes up his mind and decisions. The parent relies on reasoning and explanations which leads to easy manipulation by their children. The major weakness of such parenting is that it doesn't offer to the child any form of direction which they really need in life, hence is aimless and have few goal directed activities. It is necessary for the current study to assess the extent to which public secondary school parents use PPS in raising their children and how this related to recorded cases of delinquencies among the learners.

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

Nijhof and Engels (2007) have a firm belief that APS plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because APS helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image. While

Baumrind and others discuss the beneficial effects of authoritative parenting, other researchers have found that authoritative parenting was not beneficial for children in all cultures (Gfroerer, Kern, & Curlette, 2004). Some believed that low income families should place more restrictions on their children since low income children are frequently exposed to less desired behavior such as aggression (Gfroerer et al., 2004; Rothrauff, Cooney, & An, 2009). These researchers imply that low income children need more parental control and less responsiveness than children from higher income families (Timpano et al., 2010).

Authoritative parenting was found to be associated with happiness, lower experience of negative emotion, high self-esteem, high motivation to gain independence, assertiveness, good judgment, self-sufficiency and correlated to other positive cognitive and socio emotional outcomes among children of means (Mayselless, Scharf & Sholt, 2003). Indeed, APS has an advantage in contributing to positive psychological well-being among children (Liam et al., 2010; Pezzella, 2010). When children grow up with authoritative parents, the way their parents nurture them may help these children become mature. Also, when authoritatively raised children have problems, they may have better problem solving skills since their parents have modelled problem solving strategies. Authoritative parents listen and provide guidance to their children hence this ability to communicate with their parents may leave these children feeling more satisfied with their life.

IV. CONCLUSION

It can be concluded that uninvolved parents have little communication with the children and Children raised by such parents tend to have low self-esteem, lack of self-control and tend to engage in delinquent acts. permissive or laissez failure parents set few, if any rules for their children which therefore let the children to pretty much do what they like. Again, the children are left to make their own decision and set their own rules.

Permissive parents have few demands for orderly behavior as they tend to avoid confrontation with them and are very lenient. Children raised by such parents have high self-esteem, low rates of depression, experience trouble with authority.

Authoritative parenting is a more balanced approach in which parents expect their children to meet certain behavioral standards but also encourage them to think for themselves and develop a sense of autonomy. This style of parenting enhances communication between the child and parents and is effective in reducing delinquency.

Finally, Authoritarian parents value an unquestioning obedience and may even discipline force fully to obtain it. The rules are not questionable and punishment methods are punitive. Parents set very high standards of conduct for their children.

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