

**PARENT-CHILD RELATIONSHIP AS A PREDICTOR OF
ADOLESCENTS' INVOLVEMENT IN ANTISOCIAL
BEHAVIOUR IN SELECTED SECONDARY SCHOOLS IN
MAKUENI COUNTY, KENYA**

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**A Research Thesis Submitted to the School of Education in Partial Fulfillment of
the Requirements for the Award of the Degree of Doctor of Philosophy in
Educational Psychology of Machakos University, Kenya**

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DECLARATION

Declaration by the student

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

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Supervisors Declaration

We confirm that the work reported in this thesis was carried out by the student under our supervision.

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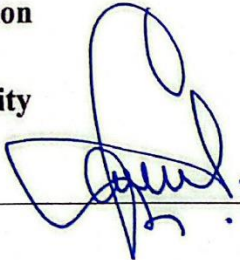
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DEDICATION

I dedicate this thesis, with a lot of respect and appreciation, to my husband, Reverent Justus Mutuku Mainga and our lovely children, Esther, John and Isaac, for their patience and sacrificial support to see me through my studies.

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ABBREVIATIONS AND ACRONYMS

AIC	: African Inland Church
ANPPCAN	: African Network for Prevention and Protection against Child Abuse
	:
ASB	: Anti Social Behaviour
CBO	: Community Based Organisations
HED	: Heavy Episode drinking
KCSE	: Kenya Certificate of Secondary Education
M.O.E	: Ministry of Education
NACADA	: National Authority for the Campaign against Drug Abuse
NACOSTI	: National Commission for Science, Technology and Innovation..
NGOs	: Non-Governmental Organizations
RKWS	: Republic of Kenya World Summit
SACENDU	: South African Community Epidemiology Network on Drug Use
SPSS	: Statistical Package for Social Sciences
UK	: United Kingdom
UNICEF	: United Nations International Childrens Emergency fund
USA	: United States of America
WHO	: World Health Organization

ABSTRACT

The study considered an adolescent as any individual aged between 12 and 19 years. This is a critical transition period between childhood and adulthood, where there is rapid growth and significant changes in the physical, psychological, emotional, intellectual and social domains. The general objective of this study was to investigate parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour in selected public secondary schools in Makueni County, Kenya. The specific objectives of study were to; investigate the degree to which monitoring parent-child relationship, supportive parent-child relationship, strict parent-child relationship, and the neglecting parent-child relationship can predict the adolescents' involvement in antisocial behaviour. The study was grounded on the social bonding theory by Hirschi (1969). To achieve these objectives, a sample of 458 participants was selected consisting of students, school principals, deputy school principals, guidance and counseling masters, parents and guardians from the sampled schools. Purposive, Stratified and simple random sampling methods were applied in selecting the participants. Oral interview schedule, documentary reports and the respondents' questionnaires were used as data collection instruments. Based on the study findings, 83.8% of the students interviewed had exhibited at least one of the antisocial behaviours, where 57.85% were boys and 42.15% were girls. Boarding schools had a higher occurrence of antisocial behaviours compared to day mixed secondary schools. Based on the school principals' interview schedule and the documentary records, stealing and disobedient to teachers were the most rampant followed closely by the examination cheating and drugs and substance abuse antisocial behaviours. The study findings showed that both the monitoring parent-child relationship and the supportive parent-child relationship had an inverse and significant relationship with the adolescent antisocial behaviour, having a Pearson correlation coefficient values of -0.28 and -0.24 respectively ($p = 0.00$). The neglecting parent-child relationship had a significant but direct relationship with adolescent antisocial behaviour with a Pearson correlation value of 0.18 ($p = 0.05$). The strict parent-child relationship had an inverse relationship with the adolescent antisocial behaviour but was not significant at 5% significance level. Only the monitoring parent-child relationship and the neglecting parent-child relationship were significant in the multiple regression model with (-1.35) and (+1.01) regression coefficients respectively alongside gender and the school category where mixed secondary schools were better off. Therefore among the four predictor variable under investigation, only the monitoring parent-child and neglecting parent-child relationships could predict the antisocial behavior significantly at $\alpha = 0.05$. It was established that peer pressure, poor parenting, mass media and unclear policy guideline from the Ministry of Education on how to handle some of the adolescent antisocial behaviours were to blame for increased antics among the secondary school adolescents. It was recommended that open school forums for parents and their sons or daughters, in-service staff training, and clear policy guidelines by the Ministry of Education should be availed. The study suggested that similar research but in different counties and institutions should be conducted to ascertain the results and generalizability of the findings

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter gives a general background information to the study, statement of the problem, purpose and objectives of the study. Other areas covered by the chapter are the significance of the study, limitations and delimitations of the study. The chapter also contains assumptions of the study, theoretical and conceptual framework as well as operational definitions of terms.

1.2 Background to the Study

Every adolescent must be resourceful and moral to strengthen the society and nation. However, the antisocial behaviour severity and frequency among adolescents has become a matter of concern at both global and local levels, hence posing a major challenge in the current generation..Behavioural issues in secondary schools continue to be a major concern across the world, especially in developing nations (Adegun, 2013; Masese, Nasongo, & Ngesu, 2012; Carra, Esterle, & Hedibel, 2009). The teaching and learning process is significantly impacted by behavioural deviance, which short changes the purpose of education (Nabiswa, Misigo, & Makhanu, 2016; Njoroge, Onduso, & Thinguri, 2014; Torrente, & Vazsonyi, 2012; Agboola, & Salawa, 2011).

According to the United Nations Children's Fund adolescents are young people between the ages of 10 and 19 years (UNICEF, 2019). The World Health Organization (2014) considers an adolescent as any individual aged between 12 and 19 years. Numerous scholars have opined that adolescence is a critical transition period between childhood and adulthood, where there is rapid growth and significant changes in the physical, psychological, emotional, intellectual and social domains (Lau & Yuen, 2013;

Bolu-Steve & Esere, 2017). Adolescent period has been witnessed by many researchers to be characterized by tension and stress because of numerous inner emotional and psychological instability, and as a result of confusing and conflicting external experiences (Oni, 2010). At such a time, peer pressure is very strong and some adolescents start to engage in different activities that are perceived to be contrary to the norms and values of the societies, or what may be perceived as right and acceptable for the society (Bolu-Steve & Esere 2017; Herington & van de Fliert 2018). Such behaviour that is not right and not acceptable by society is what has been described as antisocial or deviant behaviour among the adolescents. Adler and Adler (2015) considered antisocial behaviour as any violation of norms, be it in terms of behaviour, attitude or condition. Most studies have concurred that adolescence as period of development ranging between 12 and 19 years and is a stage of growth in which the individual begins to seek identity. Psychologists tend to agree with the contention that adolescence represents a period of particular stress in individual's life.

Studies have shown that adolescence is a growth period characterized by antisocial behaviour that can lead to foreboding outcomes. Adolescence is a time of many conflicting emotions and a transition period between childhood and adulthood (Adler, & Adler, 2015). Much of research has attested that it is a period generally heightened by emotional instability. Adolescents' antisocial behaviours were reported to have been rooted in their inability to understand who they are, the types of attitudes to choose, the authorities to respect, coupled with inadequate parental guidance in the current in society. Further research showed that adolescents and youths shared the belief that life was a risk and anything they did was full of risks (Lerner, 2005).

According to a study by Calkins and Keane (2009), antisocial behaviour was generally a behaviour that violated the basic right of others. Antisocial behaviour was found to be a common behaviour among the adolescents as they negotiated the transition from childhood to adulthood in an increasingly complex and confusing world (Harris & Cui, 2012). More studies showed that though the concept of antisocial behaviour was found to be an age long problem, it seemed that the behavioral problems of the past decades could not be compared with those of the current times. Brown and Demuth (2004) explained that, behavioral problems commonly associated with the adolescents included, drugs substance abuse, examination malpractice, school violence, bullying, cultism, school dropout among others. Scholars such as (Carney et al. 2013; Defoe, Farrington, & Loeber 2013; Le & Stockdale 2011, Legleye, Beck, Khlat, Peretti-Watel, & Chau, 2010) indicate that anti social behaviour has become a common concern to everyone in the society especially parents, teachers and government with a significant cost to many communities of the world.

Such behavioural issues in secondary schools continue to be an everyday concern and challenge across the world (Eddy & Reid, 2002). The learning and teaching process is significantly impacted by behavioural deviance, which interferes with the purpose of education (Nabiswa, Misigo, & Makhanu, 2016; Njoroge, Onduso, & Thinguri, 2014; Torrente, & Vazsonyi, 2012; Agboola, & Salawa, 2011). Teachers and students would not be able to learn appropriately if school discipline was lacking (Hayden, 2011).

A report from the American Psychiatric Association (2016), in the United States of America indicated that most American students used alcohol and *Marijuana* in grade eight, ten and twelve which in the Kenyan system of education, would translate to 13

to 17 years of age. A Census Bureau conducted research in USA (2001) which involved 5,586 adolescent respondents. The study indicated that between 30 percent and 60 percent of the adolescents reported having tried illicit substances such as cigarettes and alcohol. Seventeen percent (17%) reported having tried *Marijuana* and five (5%) percent reported having used other illegal drugs. That was a clear indication that antisocial behaviours among adolescents was a major concern in the developed countries just as is the case in developing countries like Kenya (USA Census Bureau, 2001). Those Studies showed that young people who engaged in risky behaviours were at increased risk of long-term health issues as well as problems in the areas of academics, work disruptions and overall poor family life (Jessor, 1998; Crosnoe & Johnson, 2011).

Studies in South Africa, showed that adolescents' antisocial behaviour was observed to be commonly indicated by the high rates of adolescents in their school-going age abusing substances and engaging in truancy (Mathews 2012; Dada, 2017; Gwatimba & Raselekoane, 2018). For example, the National Youth Risk Behaviour Survey of 2011 showed that 49.2% of South African school-going youth had used alcohol and 25.1% of these youths had engaged in binge drinking (Reddy et al. 2011). Moreover, according to the statistics of the South African Community Epidemiology Network on Drug Use (SACENDU), 26 percent of all persons admitted to substance-abuse rehabilitation facilities in 2016 were under the age of 20 years (Dada 2017). That demonstrated alarming rates of substance abuse and other antisocial behaviour among adolescents, which had implications on their well-being (Stone et al. 2012). With almost half of the population being 20 years old or younger (Stats SA 2019), it is important to concentrate on preventing deviant behaviour among young people to enhance their own well-being,

as well as that of the society and the country at large. During adolescence, peers become increasingly significant socialising agents for behaviour (Bolu and Esero 2017). However, the family specifically parents, remain important (Klein et al., 2008) as the first and most immediate agents of socialisation responsible for the transmission of values and morals to children (Bolu-Steve & Esere 2017). Louw and Louw indicate;

Parents..... “act as role models and educators for their children, as they create home environments that transmit parental values” (Louw & Louw, 2007 pp 250).

Studies indicate that parents have a role in shaping the behaviour of their children. Parental bonding, attachment, support, monitoring, control and instilling of discipline were associated with reduced incidents of antisocial behaviour. Contrary, the absence of these factors was found to be associated with increased cases of antisocial behaviour (Mair et al., 2015).

In Uganda, studies showed that 22% of adolescent students were involved in taking substances like alcohol, shisha, and cigarettes (NDA, 2013). In addition, media stories throughout the world portray an image of schools where instructors were over-stressed due to the disruptive behaviour of adolescent students. The adolescent boy or girl being a product of both society and family, various social factors influenced the adolescents' behaviour.

Antisocial adolescents were considered to be children, teenagers and youths whose behaviour did not comply with the norms of society and were considered to be a punishable activity or crime (Naswa, Misigo & Makhanu, 2016). Criminologists were concerned with psychosocial factors of rapidly increasing incidence of antisocial behaviour. Antisocial behaviour has always been an important legal and social issue

especially in the period of transitions from one system to another. It has been widely accepted that juvenile delinquency as a part of the whole criminality, increased during the time of sweeping changes and social crises. Childhood has been left behind, the rules have been changed and it could be difficult for them to find a place in the new world (Lam et al., 2014). The adolescents' physical care, play, and day to day cognitive, social and emotional needs of the adolescence are unique. This is a stage when they want to make their own choices, develop unique personalities and opinions, and want more independence and responsibility and require less day to day physical care and close monitoring by the parents (Erickson, 1968).

A study by Arnett (2006), has shown that extremes of behaviour and emotion in adolescents are perfectly normal. Arnett argued that adolescents found it harder to control some of their more powerful emotions and that was why they over react to situations than they used to before this stage. They were also still learning to process and express those emotions in a grown-up way. The United Nations Guidelines for the Prevention of Juvenile Delinquency assured that;

“Youthful behaviour or conduct that did not conform to overall social norms and values was often part of the maturation and growth process and tended to disappear spontaneously in most individuals with the transition to adulthood”(Riyadh Guidelines of pg. 275).

During such period of transition, adolescents were more vulnerable to emotional difficulties. They sought comfort and emotional support either from peers or parents. Therefore, parent's attachment and peers' attachment played a great role during childhood and adolescence period especially during the early adolescence (Sprinthall, 1995). The intensity and severity of antisocial behavioural challenges were generally determined by the social, economic and cultural conditions prevailing in the country.

There was evidence of a universal increase in adolescent behavioural problems taking place concurrently with economic decline, especially in the poor areas of large cities (Kariuki, Aloba, Kinai, Gatumu, & Ndunge, 2014). The educational attainments of this group are rather low. Normally, basic social experience acquired in the family was too often insufficient, and the socio-economic environment is determined by poverty and under or unemployment.

Parent-child relationship is the level of intimate interaction that exists between the parents and the children. This is a relationship that nurtures the physical, emotional and social development of the children in a family unit. Parent-child relationship is a unique bond that every parent and children can enjoy and nurture for a healthy relationship and personality development. Parent-child relationship when embraced lays the foundation of child development of pro-social behaviour and personality development. It also influences a child's life choices and overall behaviour. Parenting cannot be underestimated since for many decades it has been found to play a crucial role in adolescents' transition from childhood to adulthood (Okorodudu, 2010). When it comes to parenting everyone strives to figure out how the relationship between parents and children can become ideal. Positive parenting approaches work best for raising children with discipline and good moral value, and is the vision and dream for every parent. Nevertheless, it is has not been an easy task and it is of great value to know that the parent-child relationship is an actually a partnership between a parent and their child. With consistent parenting, the child is able to learn about what is expected of him or her and how to behave in a socially acceptable manner.

African tradition has it that the use of high control, authority and punishment bring the best out of a child. In the current study parent-child relationship was categorized under four main facets: the controlling and strict-parent parent-child relationship demonstrated by authoritative parenting style, the supportive child relationship demonstrated by authoritative or democratic parenting style and neglecting-parent child relationship demonstrated by permissive or laissez-faire or un-involving parenting styles (Anderson & Gentile, 2007).

According to a report by Kenya's National Authority for Campaign against Drug and Alcohol Abuse (NACADA) (2015), many parents were playing referee when students were involved in drug use and trafficking. The NACADA report had further stated that when parents spend more time at work, the bond of child-parent relationship weakened and the child sought attention from the outside family environment. As a result, child orientated to peers which would end up blocking parental supervision. Sailor (2010) reported that, such children ended up engaging in antisocial behaviour.

High increase in adolescents' behavioural problems and high rate of early school dropouts could be linked to poor parental guidance in the early child development (Olufemi, 2012). Empirical research had also shown that majority of adolescents involved in deviant behaviour, seemed to be either staying alone or could be staying far from their families hence, they were likely to get a lot of influence from their peers. Additionally, they also opt to engage in serious lifestyles of alcoholism, drugs and sexual crimes. The argument that the family factors increase the risk of antisocial behaviour was supported by Purtell and Sexton (2016) who posited that parenting

process played a significant role in the development of delinquent behaviour in children.

Media portrayal of adolescents more than often has emphasized the problems that could be part of adolescence involvement in antisocial behaviour. Research has shown that adolescents were born in the millennial era and as a result, their everyday lives at home, school and even within their social group were heavily reliant on technology. They were continually engaged in the multi-tasking process where they attended church and other activities at home such as washing, cooking among others while also sending messages, chatting on social media and even watching YouTube channel on their cell phones (Miller et al., 2011). Adolescents' lives were found to be occupied by new media (Council on Communication & Media, 2020), which has been a significant impact on adolescents' antisocial behaviour. Moreover, adolescents who spend too much time on social media were found to suffer from the negative consequences of behavioural risks such as sexting, gaysim, lesbianism, bullying, click-forming, anxiety, depression from Facebook, social isolation and self-destructive behaviour (Council on Communication & Media, 2021). Antisocial behaviour among adolescents was found to be instilled in students at school due to the rapid expansion of social media platforms via Twitter, Whatsapp, Facebook, Imo, LinkedIn, YouTube, TV, radio, newspapers, and Magazines (Soares, 2023). Radio and television broadcasts also commonly encourage pornography and violence among young students (Danso, 2010 as cited in Suleiman, Suleiman, Musa, & Abubakar, 2018).

Gang violence, school shootings, alcohol-related accidents, drug abuse, and suicides involving teens were all too frequently reflected in newspaper headlines and movie

plots. In the professional literature too, adolescence was frequently portrayed as a negative stage of life, a period of storm and stress to be survived or endured (Arnett, 1999). Many different relationships formed over the course of one's life span, the relationship between parent and child was found to be among the most important (Steinberg, 2001). This was because parents played a central role in the lives of their children. Parent-child relationship was therefore a central variable in the etiology of antisocial behaviour. Maintaining strong family bonds during the renegotiation of parent-child relationship in adolescence was very important for adolescents' adjustment (Steinberg, 2001). According to Sears (1951), parent child-relationship could be described as the socialization between parent and child. The quality of the parent-child relationship has significant impact on the development or prevention of antisocial behaviour. A study by Maloyd (2019) showed out that adolescents needed to see their parents and receive their support, approval and loving care to feel very special for development and also as an aspect of protection against antisocial behaviour.

The present demand of employment and work has created a gap between the parent and the adolescent. Working parents may need to travel for the purposes of work and would therefore not be a very present parent, which means that the child may not be monitored or may be allowed to his or her own devices. Thirdly, being part of a particular culture could provide a challenge. For example, the parent may hold very traditional or patriarchal beliefs and practices, but the child may be educated differently in school and this then could strain the parent-child relationship. These challenges have been observed as being possible influences on the parent-child relationship, but the fact of the matter is that children, regardless of age, need to be parented. The behavioral outcomes of children are often associated with the way children were raised by their

parents, either on a basis of love and discipline or limits or within an environment with a lack of love, lack of discipline or a lack of limits. The current study examined facets of various parent-child relationship as predictor of adolescents' antisocial behaviour.

Hoffman (2008) parent-child relationship as the bond that the parents form with important aspects of their children's development and socialization. Parent-child relationships were among the most important relationships for adolescents since adolescence is a period of rapid biological, cognitive and neurological changes according to Crone, Van Duijvenvoorde and Peper (2016). Research had clearly demonstrated that if the environment of the home was unstable or disturbed, the parent-children relationship would not be friendly, and there would be a regular clash between them or other members of the family. In such an environment the adolescent students would likely demonstrate aggressive behaviour at home and at school.

In the current study, therefore, the quality of parent-child relationship is referred to as an emotional climate or 'atmosphere' in the relationship between the parent and the adolescent. According to Dishion et al., (1995), that quality of relationship was seen as a fundamental aspect of the relationship and as the context in which interactions between the parent and adolescent took place. Negative relationship such as high level of conflict and a low level of emotional bonding between adolescents and parents was related to higher levels of antisocial behaviour (Dekovic, 1999). Dekovic, further alluded that the relationship between antisocial adolescents and their parents appeared to be characterized by a lack of intimacy, a lack of mutuality, more blaming, anger, and defensiveness.

When parent-child relationship was characterized by negativity, adolescents were probably less likely to internalize parental values and norms. This was because parents provided support for conventional behaviour and sanctions against conduct problems. Therefore, a positive relationship with parents would function against antisocial behaviour among the adolescents. According to Kerr and Stattin (2000), adolescents who had a positive relationship with their parents were more likely to interact and communicate freely with their parents about their daily activities and more likely to disclose their feelings and thoughts. Parental knowledge on adolescents had been linked to low levels of antisocial behaviour. When parents provided warmth or support appropriately, monitored behaviour, practiced discipline and non-coercive ways, adolescents were more likely to develop good behaviour.

The current study defined antisocial behaviour as a set of behaviour which was against any established rules or norms. Antisocial behaviour according to Mash and Wolfe could also referred to; "...actions that harmed or lacked consideration for the well-being of others" according to (Mash & Wolfe (2016), pp 269). Antisocial behaviour was any sort of behaviour that went against the norms that society had placed or an emotion that tended to harm, hurt, or destroy someone or something (Fatima & Malik, 2015). According to Moffitt (1993), antisocial behaviour led to school failures, peer rejection and teenage crimes. Okorodudu (2010) referred to antisocial behaviours as those which were socially prohibited. These could be any behaviours that fell short of societal norms, values, beliefs and expectations. These included but not limited to aggression, truancy, irresponsibility, alcoholism, vandalism, lies, examination malpractice, sleeping in class, walking out of the teacher, and use of drugs, occultism among others. These behaviours were often established in early childhood and would continue and

intensify throughout the adolescent period. Antisocial behavior was occasionally used by adolescents to be accepted, or to improve their status within a group.

Clare (2006) defined antisocial behaviours as destructive acts characterized by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause antisocial behaviour in the child. These factors included but not limited to, parental history of antisocial behaviours, parental alcohol and drug abuse, chaotic and unstable home life, inadequate parenting skills including parenting disruption caused by divorce or death, use of coercive and corporal punishment, parental psychiatric disorders, especially maternal depression and economic distress due to poverty and unemployment. Other cause of antisocial behaviours is heavy exposure to media violence through television, movies, internet, video games and cartoons.

According to National Assembly Education Committee report of Kenya (MoE, 2018), the disconnect between parents, teachers and students is to blame for the rising cases of unrest in Kenyan schools. The report indicates that a poor relationship between parents, teachers and learners has created a gap as students' fear addressing their problems and asking for any help. The report warns parents against exposing students to violence and advises them to counsel the youngsters to shun rowdy behaviour amongst themselves. According to the 35-page document, some 107 schools out of 8,900 public and 1,800 private institutions were affected by unrest in 2018 in Kenya. In 2017, there were 123 cases while the number of schools affected in 2016 were 483 in the country.

Carlton-Ford, Poikoff, Dakley and Broos-Gum, (2008) asserted that good parent-child relationship that was characterized by high warmth and involvement may protect the

adolescent from antisocial behaviour. That explained that families of antisocial children were characterized by poor parent-child relationship marked by harsh and tough discipline, little parental involvement and support, poor parental monitoring and supervision. Despite the effort of many researchers to investigate antisocial behaviour among adolescents much needed to be done especially with the current situation among the adolescents in the current generation. Those researchers clearly indicated that parents could create a strained and unhealthy relationships leading to antisocial behaviour among the adolescents.

In the current study, a 'parent' was defined as a person who provided significant care for a child in a home or a family context according to (Moran & Van der Merwe, 2004). These two researchers also alluded that parenting was a process of action and interaction between parent and child and the behaviour that was exhibited by the parent towards the child would aid in encouraging negative child behaviour such as antisocial behaviour. Researchers have opined the role parents play in shaping the behaviour of their children. Parental bonding, attachment, support, monitoring, and discipline are associated with decreased incidents of antisocial behaviour among adolescents. Similarly, the absence of these factors are found to be associated with increased incidents of antisocial behaviours (Stone et al., 2012; Lam et al., 2014; Mair et al., 2015).

What this meant was that the way in which a parent interacted with the children was very important in determining adolescents' behaviour outcome. Keller, (2005) observed that each parent has his or her own perceptions on parenting which influenced parenting practices. These parenting practices have been found to have great impact on

the development of children and led to positive or negative outcomes of children's behaviour. Such behaviour would be reflected in a child's good well-being, or negative outcomes, such as poor school results stealing and rebellion (Respler Herman et al., 2012).

As stated by many researchers, parenting in current generation is a challenging task (Eve et al., 2014). So far interventions are being developed all over the world to help parents with their parenting by teaching them knowledge and skills related to the concept of parenting (Mebratu et al., 2022) as way of shaping model behaviours of children. Studies showed that parenting was key towards improvement of adolescents behavioral problems. It has been found that the relationship between child and parent, stimulated either the development of positive behaviours or development of negative such as drugs and substance abuse (Barlow & Coren, 2018; Shenderovich et al., 2019).

Within the facet of supportive parent-child relationship the aspect of fostering attachment, parents need to engage in behaviours and activities of their child (Eve et al., 2014). Due to attachment, the adolescents psychological and social development would be stimulated (Howe, 2010). It has been found out that good parenting involves giving the child consistency and setting boundaries (Eve et al., 2014). Although, a parent should also be able to have a flexible ability to keep adapting to the changing needs of the children (Azar & Cote, 2002).

An aspect of good parenting according to Eve et al., (2014) was the ability and the willingness of a parent to meet their children needs in their processes of development. That dependent on the ability of the parents to take responsibility for their children and problems that would occur as they grew up. That meant that parents meeting the day-

to-day versus complex and long-term needs as well as putting the children's needs before their own needs.

Other researchers for example, Roberts, Foehr and Rideout (2005); Adebayo, Udegbe and Sunmola (2006); Donnerstein (2010); Wang, Bai, Kong, Gao and Sun (2013), Rosempta, (2013), and Kimani (2014) had investigated on other causes related to adolescents' involvement in behavioral problems especially social media, families economic background and peer pressure.

Baumrind (2004) suggested that parenting emphasized the responsibility and the qualities of exemplary behaviour of the parent. Despite that fact, in the current generation the concept of parenting has been confounded by many challenges for instance, the influence of work could be one of the greatest challenges. Nowadays parents are forced to travel far for the purposes of work or businesses and when this happens the parent would therefore not be a very present-parent thus implying that the child may not be well monitored or may be exposed to his own ways and devices. Similarly, the current changing trade of lifestyle and modern culture that had infiltrated the society was posing a challenge in parenting. For example, the modern child is being educated differently in school yet the parent is holding strongly to the traditional beliefs and practices thus straining the parent-child relationship.

Most studies have shown that by its very nature when parenting is positive, a positive response from the child behaviour is experienced (Baumrind, 1978). Parenting includes care, guidance and love given to a child (Kerby, 2007). Parental involvement, and specifically positive parental participation in the parent-child relationship, reduces the risks of externalizing behaviours of the adolescents (Stolk, et al., 2007). These

researchers had shown that there was a relationship between the early parent-child relationship interactions and the adolescents' development of problem behaviour. Brooks (2011) asserted that parents made lifelong commitment to invest in the rearing and developing of their children by being responsible care givers. Brooks further added that responsible care giving includes continued attachment and relationship with the child, responsible discipline and even assuming responsibility for the child's actions in the larger society.

Based on earlier researches done on antisocial behaviour it was evident that in order to prevent the adolescents' behavioral problems, it was necessary to identify those variables which act as protective or risk factors (Álvarez-García et al., 2018). Among such include family factors, peer influence, family economic status and many more. However, there was little current research with large samples that looked at how impulsivity and empathy specifically modulate the effect of parent-child relationship and antisocial behaviour among adolescents in Makueni County.

Some of the schools in which students had been involved in antisocial behaviour in Makueni County, like burning of schools included; two schools in Makueni Subcounty, one school in Kilungu Subcounty and three schools in Kibwezi East Subcounty attempting to torch their dormitories. A girls' school in Kibwezi East set there school ablaze on 5th June, 2018 protesting the transfer of their principal. Others that went on rampage included two schools in Mbooni Subcounty in 2018. In light of afore mentioned, it was clear that adolescents' behaviour problems were a major concern in the country, yet there was scanty literature on parent-child relationship and adolescents' antisocial behaviour. The current research therefore aimed to fill in that gap by

investigating if various facets of parent-child relationship served as predictor of adolescents' antisocial behaviour in secondary schools in Makueni County. There had been numerous researches on the relationship between parent and child in relation to behavioral tendencies. However, using Hirschi's social bonding theory which assumed that we as people were inherently self-interested and that when bonds between adolescents and their parents are broken, adolescents' resorted to unusual behaviour that is normally not accepted by society. The current research therefore sought to examine whether the various facets of parent-child relationship namely, monitoring parent-child relationship, supportive parent-child relationship, strict parent-child relationship and neglecting parent-child relationships served as predictors of adolescents' antisocial behaviour in public secondary schools in Makueni County, Kenya.

1.3 Statement of the Problem

Antisocial behaviour has been one of the top behavioral problems facing our nation today especially among the adolescents (Kariuki, Aloba, Kinai, Gatumu, Ndunge & 2014). For more than a decade teachers and school administrators have been faced with antisocial behavioural problems in their schools and confronted on a daily basis, by threatening situations (Klein, Rebigar & Kliting 2014).

In Makueni County, antisocial behaviour amongst adolescent in schools had been on the increase in the last decade. These behaviours were found to be ranging from absenteeism, examination malpractice, fighting, dropping out of school, aggression, infraction of rules and regulations, violation of adult authority and social norms, drug and substance abuse, suicidal tendencies, among others. The level of antisocial behaviour among learners in Makueni County has been on the rise, as evident from the

several student unrests recorded at the various Sub-County Director's Office. Cases of students' unrest had been reported in five of the Sub-Counties out of the nine sub-counties in Makueni County.

Students' continuous unrests have not only adversely affected the adolescents' general performance in academics in schools but has also caused a lot of worry among the parents. It has become a serious matter of concern to all stakeholders among them; the government, teachers, and other related agencies. Evidence has produced mixed findings on the factors which contributed to the increased level of adolescents' antisocial behaviour in Kenyan schools. For example, Kithuku (2015) and Ngari, (2014) studied both parental economic status and family background that affected adolescents' antisocial behaviours. Waiyaka (2017), studied on challenges faced in managing indiscipline in secondary schools. Social consequences of adolescents' antisocial behaviour have consumed significant resources in mental health, education and juvenile justice systems (Cook et al., 2015; Sawyer et al., 2015).

Parent-child relationship is an integral component for a successful academic achievement for any school. The study intended to investigate the extent to which parent-child relationship predicted adolescents' involvement in antisocial behaviour in public secondary schools in Makueni County, Kenya. Limited studies have been done in this area in the country in the last one decade.

1.4 Purpose of the Study

The purpose of this study was to investigate parent-child relationships as a predictor of adolescents' involvement in antisocial behaviour.

1.5 Objectives of the Study

The study was guided by the following specific objectives:

- i. To investigate monitoring parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.
- ii. To examine supportive parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.
- iii. To examine strict parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.
- iv. To investigate neglecting parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.

1.6 Research Hypotheses

The study was be guided by the following null hypotheses:

- Ho₁.: There is no significant relationship between monitoring parent-child relationship and adolescents' involvement in antisocial behaviour.
- Ho₂.: There is no significant relationship between supportive parent-child relationship and adolescents' involvement in antisocial behaviour.
- Ho₃.: There is no significant relationship between strict parent-child relationship and adolescents' involvement in antisocial behaviour.
- Ho₄.: There is no significant relationship between neglecting parent-child relationship and adolescents' involvement in antisocial behaviour.

1.7 Significance of the Study

The current study may be of great benefit to parents, teachers, schools' counselors, school administrations, students and any other bodies which interact directly or indirectly with the adolescents. The study may assist school administrations by helping them to realize the causes of some behavioral problems exhibited by adolescents in secondary schools and then identify appropriate interventions. Curriculum developers may see the need to fill in the gap that is left by parents in an attempt to assist the students in achieving responsible social behaviour.

The Ministry of Education may benefit from the findings by gaining an insight on behavioral issues among adolescents. Parents may likely use the findings of the study to identify the right parent-child relationship which may help them mold their adolescent children to become responsible citizens. The current study may also form the basis for further research in the areas of parent-child relational dynamics, adolescent behaviour and therapy interventions, especially among adolescents in Kenya and the world at large.

1.8 Limitation of the Study

The reseaher experienced several factors that limited the study. Firstly, the study was limited by the generalization of the study findings owing to the study sample. This was overcome by striving to get a representative sample size from the population by using Cochran's sample size formula to determine the study sample size.

Lack of cooperation of some respondents to provide information needed for the study was another limitation. In order to counter respondents cooperativeness, the researcher pre-visited the sampled respondents to explain the importance of the research and its findings to the schools and the community. The respondents were also given time to

consent to participate and were assured of confidentiality and encouraged to give honest and truthful information for the study.

1.9 Delimitations of the Study

The study was targeted only to parent-child relationship as a predictor of adolescents' antisocial behaviour in secondary schools in Makueni County. The study focused only on four facets of parent-child relationship namely, monitoring parent-child relationship, supportive parent-child relationship, punitive parent-child relationship and neglecting parent-child relationship. The study was also delimited to only randomly sampled schools in Makueni County as representative of all the schools in the country.

1.10 Assumption of the Study

The study assumed that there existed a relationship between parent-child relationship and adolescents' involvement in antisocial behaviour in schools in Makueni County and that the selected respondents would cooperate and provide the required information honestly and objectively. The study also assumed that the information obtained from would be useful in highlighting critical issues in parent-child relationship in bid to solving adolescents' behavioral issues in secondary schools in Makueni County.

1.11 Theoretical Framework

The current study was guided by Social Bonding Theory created by Hirschi, (1969). The researcher found the theory appropriate for the study because the theory is still relevant in modern society as it emphasis on the role of social bonds such attachment, commitment, involvement, and belief, which forms framework for understanding and addressing various social issues. For example, the concept of attachment refers to the emotional bond an individual develops with significant others, such as family members. These attachments often result in an obvious inclination to conform to social expectations

and avoid engaging in behavioral problems. Therefore the theory applies in the context of parenting and adolescents' antisocial behaviour.

Social bonding theory as stated by (Hirschi,1969) embraces the bond of individual to the society. He argues that when bonds between adolescents and their parents are broken, adolescents resort to unusual behaviour that is normally not accepted by society. Hirschi, social bonding theory contends that all people, from the time we are born, are basically bad apples that must be controlled by laws, rules and regulations in order to keep society in check. It goes on to maintain that those who have a weak bond to societal controls end up participating in deviant or criminal behaviour.

Social bonding theory focuses on how the absence of close relationships with others can free individuals from social constraints, thereby allowing them to engage in antisocial behaviour or problems. The theory assumes that children are inherently antisocial thus requiring control in order to exhibit pro-social behaviour. According to Hirschi, there are four types of these bonds that people develop which determine whether children will be involved in antisocial behaviour or not (Pratt, Gau & Franklin, 2014). These four bonds are attachment, commitment, involvement and belief.

According to Hirschi the first bond, attachment corresponds to the affective ties which the youth forms to significant other. These significant ties are often found in the family environment when parents act as role models by teaching their children what is and is not socially acceptable behaviour. This means that attachment is a central component in social especially control theory as it relates to parental attachment. The second element of the social bond as explained by Hirschi (1969), is commitment. The commitment bond deals with the importance of social relationships that people value,

of which they would not want to risk jeopardizing by committing deviant activities. Such commitment includes aspiration of going to school and attaining a high-status job. According to this theory, youths with well defined goals are much less likely to engage in antisocial behaviour than those who are not looking towards the future.

Involvement is another element in the social bond. Involvement entails issues like if somebody spends a great deal of time doing conventional things then they will not have time to engage in antisocial behaviour. Somebody who is extensively involved in conventional activities is tied to appointments, deadlines, working hours, plans, and the like, so the opportunity to commit deviant acts rarely arises. This is when we start to see the connection between the elements of the social bond.

The fourth and final element is belief. Belief is the acceptance of the moral validity of the central social value system. The more rule bound people feel, the less likely they are to commit a crime or violate those rules (Hirschi, 1969). Due to socialization Hirschi says that everyone, including deviants recognized the validity of one dominant set of values. The difference between those deviants and the rest of us is that even though they recognize the same set of values they do not feel bound by them due to their lack of belief or weakened social bond.

The four elements of Hirschi's social bonding theory, explains why the adolescent would not be involved in antisocial behaviour rather than why he will engage in antisocial behaviour. The researcher found Hirschi's social bonding theory appropriate to the current study because Hirschi stated that people became deviant when they felt there was a disconnection in attachment, commitment, involvement and belief. Therefore, the current study focused on the connection between parent-child relationship and

adolescents' involvement in antisocial behaviour. Various levels of commitment, involvement and attachment in relation to parental monitoring, supportiveness, punitive, and neglecting relationships were measured using this theory. Thus, Hirschi's social bonding theory will be appropriate in this study because it will help understand how the adolescents are affected when bonds with their parents are broken or weak. In this study Hirschi's theory was tested to determine whether social bonds stopped the adolescents from engaging in antisocial behaviours such as truancy even at early years of development in public schools in Makueni County. Studies done on adolescent behavioral problems in the past have not used Hirschi's social bonding theory to explain causes of deviance among children, in Makueni County therefore, necessitating the appropriateness of the theory in the current study.

1.12 Conceptual Framework

The following conceptual framework represent a diagram showing the relationship between parent-child relationship (independent variable) and adolescents' antisocial behaviour (depended variable).

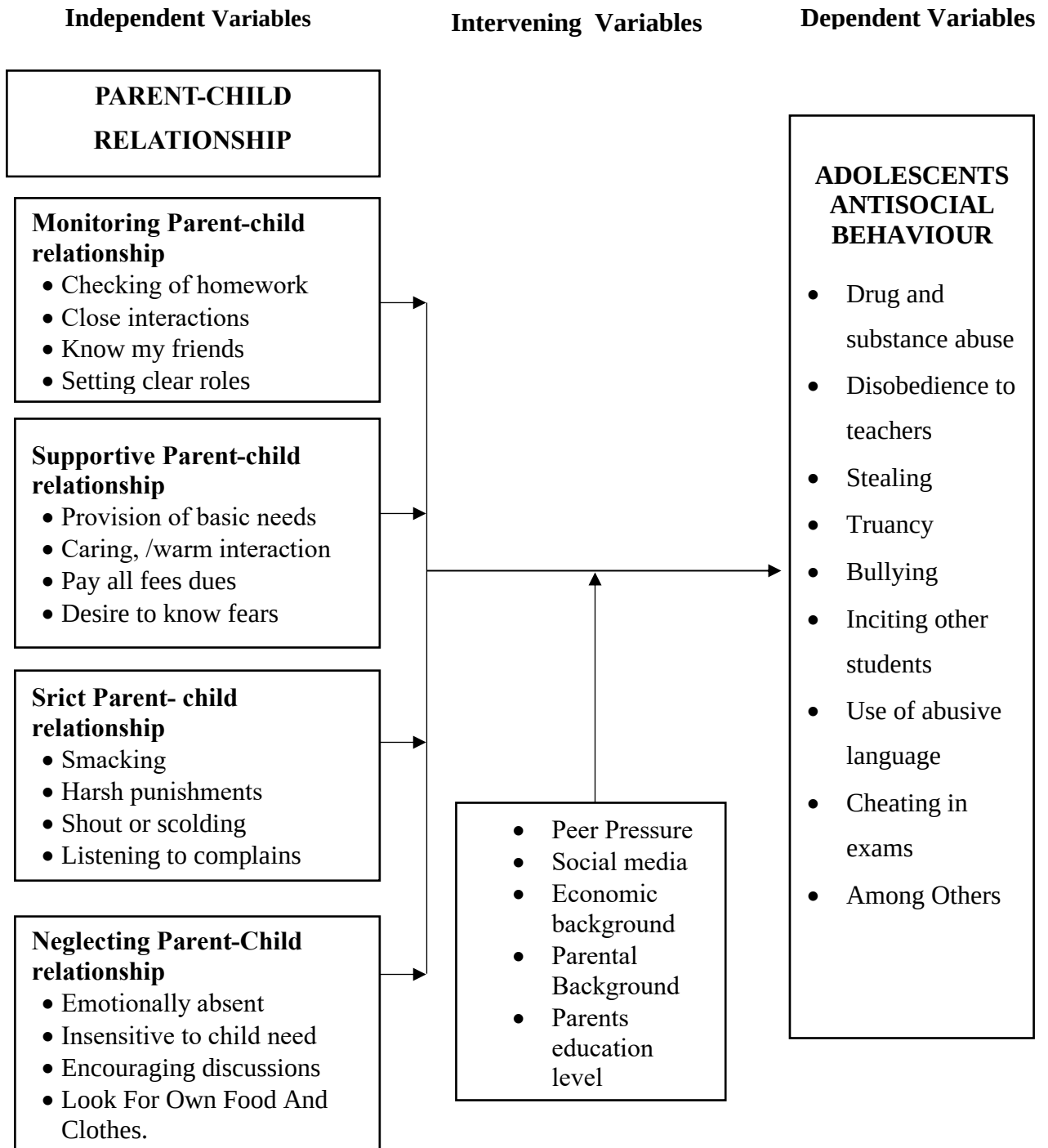


Figure 1.1: Conceptual Framework on Parent-Child Relationship and Antisocial Behaviour

Source: Researcher's Conceptualization, (2023)

The conceptual framework shows the relationship between parent-child relationship and adolescents' antisocial behavior and it was based on various parent-child relationships namely, monitoring parent-child relationship, supportive parent-child relationship, punitive parent-child relationship, and neglecting parent-child relationships which constituted the independent variables whereas adolescents' antisocial behaviour was the dependent variable.

The intervening variables for the current study included social media, peer pressure; parents' economic background among others as indicated in figure 1.1. The researcher therefore aimed to establish the relationship between various parent-child relationships and adolescents' antisocial behaviour. The figure also indicated that other factors (intervening variables) such as peer pressure, social media and economic background, which were not part of this study, would interfere with the results of the study.

1.13 Definition of Terms

Adolescent:	An individual between the ages of 12 and 19 years.
Antisocial Behaviour:	Any behaviour that is contrary to societal norms, for example: drug and substance abuse and stealing truancy among others.
Emotionally Absent Parents:	Refers to parents who do not sacrifice quality time for their children.
Monitoring Parent-Child Relationship:	Refers to parental awareness, watchfulness and\ supervision of adolescents' activities such as checking their school work and knowing their friends.
Neglecting Parent-Child Relationship:	Refers to a relationship where the parent is present but uninvolved in child's needs. Therefore, the child suffers emotionally, psychologically as the parent is passive and insensitive towards their needs.
Parent-Child Relationship:	This refers to the unique and enduring bond between a parent and a child. It also includes the way parents and the children interact with one another physically, emotionally, and socially.
Supportive Parent-Child Relationship:	Is a relationship where the parent's provide protection, show love and provide to the needs of their children.
Strict Parent-Child Relationship:	The relationship where parent administer harsh modes of punishment such as pinching, smacking and hitting to correct child's behaviour.
Parental Supportiveness:	A perceived parental care and concern, provision of material needs and availability in the family.

Truancy:

An irregular attendance of school by dodging lessons or refusal to attend school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature from former study related to the current research. The areas in which literature was reviewed was based to the objectives of the study namely; Monitoring, supportive, Strict, and neglecting parent-child relationship and adolescents' involvement in antisocial behavior. Related literature guided and grounded the current study. Finally, a conclusion based on the summary of the related literature was drawn establishing the research gaps.

2.1.2 Conceptualization of the Study

Studies had showed that antisocial behaviour had become one of the major issues in many different communities around the world. According to Carney, Myers, Louw and Lombard (2013), antisocial behaviour comprised of harmful actions or activities such as theft, fighting, threats, having anger issues, disrespect, underage drinking, littering, using manipulating others, verbal abuse among others. Antisocial behaviour is any behaviour of a group or society that is inconsistent with the organizations or society's stated rules (Idris, 2016). According to Sanders and Morawska, (2018) deviant behaviour is defined as a deviation from normative behaviour that is damaging to others, does not encourage learning, and does not foster interpersonal relationships with those whom one interacts. Behavioural problem may also be described as any behaviour that violates the laws of a country or society is (Ryan & Shim, 2012).

Suleiman, (2011) stated that a behaviour was considered antisocial when it met either of the following criteria: it prevented any one from functioning effectively as a member of any society, if it prevented one from fulfilling his or her own needs, and it harmed

the well-being of other people. WO and Akinola (2020) classified deviant behaviour into three categories: cases involving disobedience to school authority (e.g., assaulting and insulting teachers and non-teachers), cases involving student groups' collective misbehavior (e.g., mass protests, vandalism & cultism), and cases involving poor habits (e.g., fighting, wearing wrong & dirty uniforms, examination malpractice, alcoholism, drug abuse, chewing gum in classroom, idleness and speaking sheng or pidgin English). Some scholars have also detected deviant behaviours among school-going students, including stealing, cultism, bullying, raping, smoking, truancy and examination malpractice (Kariuki et al., 2014).

Early and middle adolescence has been observed as a period of high risk for the development of both behavioral and psychological problems such as conduct problems, aggression, and hyperactivity like truancy and indifference. Although generally early adolescent boys exhibit more behavioral problems, whereas early adolescent girls experience more psychological problems, girls tend to show greater increases in overall psychological problems during early adolescence. However, experiencing these problems in early adolescence may have life-long consequences for adolescents' future regardless of an adolescent's gender (Reinke et al., 2012). Quite a number of studies have examined how parents might prevent these problems from arising playing an active role. For example, much of literature review has opined that parent driven communication efforts were found to be protective factors against adolescent involvement in risky behaviours (Racz & McMahon, 2011). It has been observed that when parents solicit information from their adolescents about where adolescents are and what they are doing and set rules and limits for appropriate adolescent behaviour

therefore having control, the adolescents tended to show more positive developmental outcomes (Fletcher et al., 2004).

Young people learn through emulating the significant others around them. This has been attested by research on modelling which has shown that when parents are held in high esteem and are the main source of reinforcement, their children are more likely to model their behaviours (Cheryl, 2006). The explanation here is that, if a parent acted in a negative way, the child was more likely to emulate their parents' negative ways. They were also more likely to generalize this attitude to the rest of the society. Therefore, parents exerted strong influence over their children's behaviour. In multiple studies, it had been found that support from parents' bonded adolescents to institutions while building their self-esteem control. There was also a significant relationship between high levels of warmth and lower levels of externalizing behaviour problems in children. According to Farrington (2006) most scholars suggested that the USA were poor parenting methods especially poor parental discipline and child control, and the type of educational and relational practices exercised by parents (Alvarez-Garcia, Garcia, Barreiro Collazo & Dobarro, 2016).

Worldwide behaviour problems were associated with negative outcomes for both perpetrators and victims of the behaviour. For example, the Dunedin Multi disciplinary Health and Development Study, a longitudinally designed study following individuals from ages 3 to 32 in New Zealand, found that antisocial behaviour in adolescence was related to continued violent behaviours such as partner abuse, hitting a child in anger, fighting, and official violence convictions; mental health problems such as anxiety, major depressive, and posttraumatic stress disorders, suicide attempts, internalizing

symptoms, and drug dependence; physical health problems such as increased risk for cardiovascular disease, lung function problems, tobacco dependence, etc.; and financial problems unemployment, no educational qualifications, no money for food or other necessities, and homelessness in adulthood (El-Shenaw & Shehata,2014)

Antisocial behaviour sometimes has wide-ranging and long-lasting implications for the offenders who are sometimes the adolescents themselves.Zhu and Shek(2021) suggested that adolescents constituted 49% of serious violent crime victims, even though they accounted for only 22% of the population. It had been recorded that problems connected with repeated victimization included a greater risk of developing post-traumatic stress, major depressive and substance use disorders, as well as becoming involved in antisocial or delinquent behaviours (Ford, Elhai, Connor, & Frueh, 2010).

According to Kincaid et al., (2011), in America substance abuse disorder had affected around 7 percent of school-aged adolescents (DuPont, 2012; Carra, 2013; Esterle, 2013 & Hedibel, 2009). The teaching and learning process was significantly impacted by behavioural deviance, which short chained the purpose of education (Nabiswa, Misigo, & Makhanu, 2016; Njoroge, Onduso, & Thinguri, 2014; Torrente, & Vazsonyi, 2012; Agboola, & Salawa, 2011).

Other researchers (Curtis, Ronan, Heiblum, Reid, & Harris, 2002) have reported a staggering increase in prevalence rates of antisocial behaviour in New Zealand youth, citing an 80% rise in apprehensions of 14 to 16 year old in the previous decade with violent offenses increasing by 89% and property damage offenses increasing by 155%. Similar reports existed for juveniles in the United States (Dodge, Coie, & Lynam,

2006). Odgers et al. (2008) found that, across five biennial assessments at ages 7, 9, 11, 13, and 15, 7.5% of female participants and 8.2% of male participants endorsed participating in approximately four conduct problems from a list that included physical fighting, bullying others, destructive activities. In the United States of America, a report from the American Psychiatric Association (2016) indicated that most American students use alcohol and *Marijuana* in grade eight, ten, and twelve.

Hathett (2015) argued that the prevalence rate of individuals with antisocial personality disorder in U.S.A in the criminal population was about 50% while in society was approximately 2-3%. More importantly, Hatchett (2015) established that about 90% of the individual with ASB in criminal population had other co-occurring mental disorders. These disorders included substance use disorder, mood disorder, or anxiety disorder. Similarly, APA (2013) indicated that cases of high prevalence of ASB ranging more than 70% are commonly among male gender with alcohol use disorder, substance use rehabilitation centers, prisons and other forensic settings. Additionally, individual affected by adverse socioeconomic or sociocultural factors were found more at risk of ASB (APA, 2013).

A study carried out among 200 adolescents from Bangladesh established that the antisocial prevalence rate was at 42.7% (Begum, 2019). In the United States, 6.4% of men in 2016 were engaged in antisocial behaviour which included aggression, violence, and rule-breaking (Rivenbank et al., 2017). Parental roles and responsibilities were found important for the development of the child. These roles included provision of basic needs, provision of emotional care, promoted aspects of socialization, and provision of guidance (Sander & Morawska, 2018). Parenting was observed as an

important aspect of family harmony and wholeness. Lack of adequate attention and affection from parents to children had been identified as the a challenge and pitfall of parenting in modern times (Akpa & Dickson, 2013; Dopamu, 2010; Akpa, 2001).

Parenting has been identified as a risk factor linked with antisocial behaviour by many researchers. Previous studies list out many various important parenting behaviours that have been associated with antisocial behaviour such as punitive discipline (yelling, nagging, threatening), inconsistent discipline, lack of warmth and positive involvement, physical aggression, insufficient monitoring and ineffective problem-solving modeling (Patterson, 1986; Patterson and Stouthamer-Loeber, 1984; Weiss et al., 1992).

As Molinuevo (2014) opined, sociality that began in early childhood appeared to be more related to family dysfunction and instability, leading in behavioral and emotional problems. On the other hand, the antisociality that begins in adolescence was related to more rebellion and greater rejection of societal moral principles. It was not as associated with a serious home environment or with emotional or cognitive problems. The genetic risk was lower and was usually explained by negative social learning among the peers. In the same way early, aggressive behavioral problems increased the risk of exhibiting antisociality in later stages (Ettekal & Ladd, 2015), in the same way adverse childhood experiences predicted deviant behaviours among adolescent (Gomis-Pomares & Villanueva, 2020). Even though there were several conceptual and empirical approaches to the study of antisocial behaviours, it was suggested that in behavioral deviation there would be a variety of that included, socioeconomic hardship, traumatic events in childhood, neuropsychological deficits, negative impact of mass media, and

family dysfunction among others with complex interactions (Gaybulloyevna & Farkhodovna, 2021).

According to Ruiz-Hernández et al., (2019) parental interactions with their teenagers impacted on adolescents behavioural activities. The different parenting practices have traditionally been defined in terms of two dimensions: responsiveness and demandingness (Maccoby & Martin, 1983). Close relationships, support and communication on the part of parents, as well as on how parents set limits of behaviour and close supervision of what their children did or experienced, depending on their level of autonomy, were found to be positive for children's development of prosocial behaviour. Parental warmth and behavioral control were protective factors for externalizing behaviours, aggression, delinquency, and consumption of alcohol or addictive substances (Hoskins, 2014), especially when they occur together. Pinquart, (2017) suggested that both overprotection and hostile and intrusive control are risk factors for these problems. There are many factors that cause antisocial behaviour among young people. Those factors originate either from the child's personal characteristics such as interests, attitude, and temperament. Other external factors include person's past experiences and expectations which could influence their interpersonal relationships. There is also a link found between environmental factors with antisocial behaviours. According to Patterson (1992), environmental factors such as parents, peers, and schools which believed to be able to influence the wholesome development in the child, either in the aspects of physical, affective, social, and spiritual are the most common.

Antisocial behaviour was therefore found to be any sort of behaviour that went against the norms that society has placed. Many different types of extreme antisocial behaviours have been documented and observed including aggression to those around them, cruelty, violence, theft, and vandalism. Other lesser traits that could be considered antisocial are noncompliance, lying, manipulation, and other activities such as drug and alcohol abuse among others. Antisocial behaviour is labelled as such when it is deemed contrary to prevailing norms for social conduct. This encompasses a large spectrum of actions. Murder, rape, use of illegal substances, and a wide variety of activities are deemed antisocial behaviours. In addition to actions that oppose established law, antisocial actions and sexual promiscuity, also included activities that members of society find objectionable even if they are legal, such as drunkenness.

Different societies have their own way of measuring acceptable behaviour. Scholars have alluded that antisocial behaviours could be covert or overt. For example, Hallahan (2006) defined antisocial behaviours as disruptive acts characterized by covert and overt hostility and intentional aggression towards others. Antisocial behaviours existed along a severity continuum and included repeated violations of social rules, defiance of authority and of the rights of others, deceitfulness, theft, and reckless disregard for self and others. Studies have revealed that behavioural outcomes of adolescents were often associated with the way children were raised by their parents, either on a basis of love and discipline or limits or within an environment with a lack of love, lack of discipline or a lack of limits.

Antisocial behaviour was also indicated by a disregard for rules and laws portraying vandalism, setting fires, theft and crime according studies done by Tu, Lee, Chen and

Kao, (2014). Antisocial behaviour is behaviour that lacks consideration for others and may cause damage to the society, whether intentionally or through negligence. This is opposed to pro-social behaviour, which is behaviour that helps or benefits the society (LaBrode, 2007). Research has shown that there is a particular relational aspect between the parent and antisocial behaviour of adolescents (Roman, Human & Hiss, 2012).

According to Klahr, McGue, Iacono and Burt (2011), parents could create environments for unhealthy parent-child relationships with subsequent antisocial behaviour of their adolescents. Research has shown that families of antisocial adolescents are characterized by harsh and inconsistent discipline, little positive parental involvement and poor monitoring and supervision (McGue & Iacono, 2009).

In the current study, antisocial behaviour referred to a set of behaviours which were against any established rules or norms in the societal institutions such as families and schools. It would be from the action of disobedience to school authorities and other behaviours that go against the society norms. Studies attests that antisocial behaviour had the potential to cause school failures, impairments in socio-emotional development, peer rejection, delinquency, and adult crimes.

A study by Seay et al. (2014) showed that there was an adverse relationship between socio-economic standing associated with both parents and adolescents' interactions and manifestations of antisocial behavior. In his study he opined that the relationship between a pair of issues stood out as children bred from low economic status strained in obtaining some of their basic needs leading them to turn in truancy to obtain their daily needs.

Maccoby (2015),alluded that economical standing of the parent could impact on the particular behavioral outcome of adolescents. The particular adolescent from families with reduced socioeconomic status might fight to obtain their basic needs from their mothers and fathers. As a result, the adolescent may be attracted to antisocial activities as a way to meet their needs. In longitudinal research of the impact associated with socio-economic standing of mothers and fathers on adolescents' behavioral problems revealed that children exhibiting behavioural problems result from individuals having low socio-economic family history (Gove, 2000). supplies dollars could get. The study demonstrated that young children from a high socio-economic history was actually ripe having essentials associated with lifetime, got rousing ordeals which translated into proper attitude in direction of lifetime in many cases. According to Fischer, (2004) economical standing of the family offered several sociological implications on the current society. She found out that offense rates like cultism, gangsters, rape, hawking, prostitution and also medication dependency among the adolescence or teenagers tend to be seriously as resort of low economic status of the family.

Family problems experienced by adolescent students in homes were commonly found to be Socioeconomic Status. According to Carney (2013),socioeconomic status referred to the parental income, education, and occupation; and those were the main dimensions of socioeconomic status which enabled the estimation of the financial, social, and human capital of the family. Herrenkohl et al., (2000) in their study, socioeconomic status referred to the social and economic position occupied by parents in the society. Research had shown that socioeconomic status was found to be a construct that influenced antisocial behaviour of adolescents. In a study Brennan, Grekin, and Mednick (2009) alluded that socioeconomic status was demonstrated as a measure of

the income and occupation, in spite of the parents educational or social standing in the society. Brennan et al., (2009) found out that socioeconomic had a great impact in development of antisocial behaviours among adolescent students. Poverty and unemployment are some of the social and demographic variables that were mediated through and had great impact on parents-child interaction and relations as it led to adolescents' behavioral problems.

Research have evidently demonstrated that socioeconomic status of the family was a major predictor of antisocial behaviour among the adolescent students. For example, Defoe et al., (2013) alluded that there was a main correlation between low socioeconomic status and antisocial behaviour of students. Legleye et al., (2010) explained that both only low and high socioeconomic status were associated with students' antisocial behaviour. Therefore, parental socioeconomic standing had great influence on adolescents feelings in the direction of various things. Researchers such as Åslund, Comasco, Nordquist, Orelund and Nilsson (2013) clearly demonstrated that socioeconomic of a person influenced their attitude. They further alluded that particularly socioeconomic level of the mother and father was a key determinant of the attitude associated with adolescent students in the direction of antisocial behaviour.

As Luthar (2015), opined that peer pressure had an impact on what an adolescent ate, wore, knew, valued and learnt among other preference. In addition, growing teenagers looked to their agemates at school as role models because their parents were no longer seen as role models by them as they got. It was at such a period of time when a considerable increase in the number of adolescents engaging in problem behaviour was observed. He further suggested that adolescents who were associated with peers

involved in behavioral problems displayed higher levels of behavioural deviance, higher levels of school indiscipline , more abuse of drug use , got involved in more problem behavior and generally engaged in severe levels of antisocial behaviour.

According to researchers such as Kisely, Mills, Strathearn, Clavarino and Najman (2018). Those adolescents who saw their teenage peers as participating in more antisocial behaviour were more likely to engage in antisocial behaviour themselves, since they saw their fellow peer friends indulging in the same and wanted to be accepted and associated with them (Olweus, 2016). Studies in both North-America that is; USA and Canada have frequently reported on the influence of peer friends on antisocial behavior. Peer pressure was found to be one of the elements that contributed to antisocial behaviour among adolescents and negatively impacted on the students antisocial behaviour (Belle, 2017). Observation of the delinquent behaviour of ones peer led to the development of one's own abnormal behaviour (Hartl, Monnelly & Elderkin, 2012). Peer influence could lead to adolescents abusing drugs, cigarette, drink alcohol or bullying and gang activities among other students who were not members of the group (Temitayo, Nayaya & Lukman, 2014). Adolescents antisocial behaviour was majorly due to the fact that they often violated school rules and regulations in order to express their detest their challenges to the school authorities (Johnson, 2012). Similarly, drugs and alcohol misuse among adolescents was more frequently enhanced by social pressure from peers (Josephine, Andrew, & Stephen, 2019). As Josephine, Andrew and Stephen (2019), also opined that peer pressure was a major factor in the alcohol consumption of young adolescents. In order to fit in their friends, young individuals were directly or indirectly often compelled to engage in substance addiction. Sudhinaraset, et al., (2016) in their study also revealed that teenagers wanted to impress

their friends in their daily activities which resulted to young adolescents committing crime in order to fit and avoid rejection from their peer friends.

Studies done have attested that interests and concerns of adolescents developed outside of the family context: Adolescents got more involved with fellow teenagers, and the quality of their bond improved, moving towards closeness to each other and more transparent with one another than with the parent. The adolescent therefore developed the ideals, attitudes, values, motives and techniques for criminal behaviour through that connection and communication. That was why parental involvement in early years of development would act as preventive factor towards adolescents involvement in anti social behaviour. The current study seeks to investigate on various facets of parent-child relationship as predictors of adolescents involvement in antisocial behaviours.

Researchers such as Gao, Raine, Glenn, Peskin, Yung and Schug, (2011) opined that parental skills of discipline, monitoring patience, and parental presence and support are just some of the many other ways parents need in raising their adolescent children. They also observed that good communication and listening skills help to develop a good rapport with the children while developing good parent-child relationship of mutual support and trust that became beneficial in many years later. Sen (2010) in his study showed that adolescence could be a very difficult time for a parents as young people began to make decisions on their own. He further observed that many adolescent children rejected both parental supervision and methods of discipline as they grew to young adults. According to Rugg (2013), adolescents with a rejection attitude need good parenting practices the most. Rugg also stated that if parenting practices were not exercised carefully, a rejection attitude would lead to development of antisocial

behaviour among adolescent children. The parents of such adolescents with rejecting attitude were required to develop cordial parent-child relationship to win and gain acceptance by their own children.

According to Center on Media and Human Development (2014), the expansion of technology and globalization, parenting was becoming more increasingly difficult and challenging to many parents. For instance, research has shown that currently there were dangerous applications (apps) that exposed young people truancy without the knowledge of their parents (Wise, 2019). Research has demonstrated that there were many factors that caused the antisocial behaviour among young people. These factors originated either from the child's personal characteristics such as interests, attitude, and temperament. Other external factors included persons past experiences, and expectations which could influence their interpersonal relationships. There was also a link found between environmental factors with antisocial behaviours. According to research environmental factors such as parents, peers, and schools which believed to be able to influence the wholesome development in the child either in the aspects of physical, affective, social, and spiritual were the most common. Adolescents' antisocial behaviour has become one of the concerns in the current generation. The differences in gender in relation to antisocial behaviour could be appropriated to developmental processes where male or female adolescents may display antisocial behaviour tendencies, but the age of the initiation of this behaviour was pivotal in determining its escalation to delinquent behaviours (Mobarake, 2015).

In a study with 1240 adolescents between 11 and 17 years old in Spain, Poch et al. (2012) found that there were gender differences in relation to antisocial behaviour with

boys exhibiting greater numbers of antisocial behaviours than girls. A study indicated that male gender were 3 to 5 times more likely to be diagnosed with ASB females with 6% men and 2 % women within the general population (Werner, Few, & Bucholz, 2015). Similarly, in a study with five public high schools in rural and urban form Almeria in Spain, Jurado et al., (2017) reported that males had higher mean value of antisocial behavior compared to their female counterparts. More importantly, a study established that the ratio of engagement to antisocial behaviour between males and females is 2:1 in children and 10:1 in adolescents with male being more likely to engage in antisocial behaviour than females (Low et al., 2018). Begum (2019) in his study to establish prevalence of cognitive distortion and antisocial behaviour among 200 adolescents in Bangladeshi secondary school found there were gender differences in relation to antisocial behaviour with boys showing more levels than girls. In terms of socioeconomic, Begum (2019) established that adolescents from higher social economic status families were more vulnerable to antisocial behaviour than their counterparts from poor families. There were previous studies which showed contrary results in relation gender differences. In a study conducted in the Netherlands among 843 first respondents and 616 second respondents Dutch adolescents showed that there was no significant difference between boys and girls in relation to delinquency (Weerman, Bernasco, Bruinsma, & Pauwels, 2016). Using a stratified random sampling, Worthen (2012) carried out a study among 1321 school children in Lucas County in the United States. The result of the study showed that there were no gender differences in delinquency in early adolescence but in late adolescence, males were significantly higher in levels of delinquency. In a study to measure gender differences in the relationship between strain, negative emotions and delinquent behaviours among

248 boys and 128 girls institutionalized juveniles in Germany, Habersaat et al., (2020) established that there were no gender differences to symptomology to delinquent behaviour with both genders exhibiting strain and anger-irritability.

According to Steinberg and Chung (2007) several studies had indicated that affiliation to deviant peers represent the strongest predictor of antisocial behaviour. Affiliation to adolescents who were engaged in behavioral problems represented the greatest predictor of antisocial behaviour such as theft, absenteeism, bullying and drug use. Ymowitz (2000), also cited that students' behavioral challenges tops the list of parents' concerns about the problems facing American school. One category of the problem behaviour that teachers had to deal with in and out of class antisocial behaviour. A study done in India in 2010 showed that there were 34,527 cases of reported adolescent behavioral problems. The study indicated that boys' registered higher number of crimes (95%) compared to girls' crimes at (5%). Schreier, Diaz, and Miller (2000) investigated on parenting and adolescent's antisocial behaviours in New York. The findings revealed that, monitoring which included frequency of homework, knowledge of children's whereabouts and other parenting behaviours such as eating dinner with children had a strong and inverse relationship to antisocial behaviour in most families.

Clark (2013) reported that a number of scholars had studied factors that influenced antisocial behaviours in developed countries. Issues of antisocial behaviour had also been reported in Africa countries. A survey in Zimbabwe, by Global School Based Health Survey in 2003, reported that factors associated with the consumption of alcohol were bullying, truancy and lack of parental supervision monitoring.

Students who were never bullied were less likely to engage in drugs and substance abuse compared to those who were bullied. Consequently, the children who always received parental supervision and monitoring were less likely to abuse drugs compared to their counterparts who were not supervised by their parents. Truant students were very vulnerable to other disruptive behaviours like sneaking and absenteeism. Equally it was found that, students who abuse drugs would also engage in violent behaviour (Siziya, Ruditsikira & Muula, 2003).

A study focusing on African American fathers and daughters (Cooper, 2009), indicated that relationship quality acted as a deterrent against adolescents' involvement in antisocial behaviour. Using data from one primary care giver Sagrestone, Paikoff, Holmbeck and Fendrich (2003) allude that positive parent-adolescent's relationship were related to fewer adolescents' involvement in antisocial behaviour among African American youths. Taken together, these findings clearly predict that parent-adolescent warmth and shared time together was negatively related to adolescents' involvement in behavioral problems. Pagan, Nagin, Zoccolillo, Vitaro, and Mcduff, (2009) further assert that parents' encouragement of autonomy together with their more peer-like relationships with their offspring had been found to facilitate the development of adolescents' adjustment in the world beyond the family such as school.

Nicollete (2015) investigated on perceptions of parental psychological control as a contributor to young adults' antisocial behaviour in south Africa, in a sample of 382 South African university students aged between 18 and 25 years. Questionnaires were administered for data collection. A positive relationship was found between parental psychological control and the antisocial behaviour of young adults. Additionally, the

results of the hierarchical regression analysis suggested that maternal psychological control, compared to paternal psychological control, was a stronger predictor of antisocial behaviour among South African adolescents. There are differences between maternal and paternal parenting (Smetana, Campione-Barr, & Metzger, 2006; Youniss & Smollar, 1985). For example, mothers were more likely than fathers to engage with their children, assume responsibility for their children, and care for and discipline their children (Stolz et al., 2005). In addition, mother-child relationships were often portrayed as warm and responsive, while father-child relationships were characterized by firmness and restrictiveness (Collins & Russell, 1991; Hart et al., 1992). Mothers were more likely than are fathers to control their children psychologically (Boyes & Allen, 1993; Dobkin, Tremblay, & Sacchitelle, 1997), resulting in the children having higher levels of depression (Bendikas, 2010).

In a survey conducted by Anderson and Stavrou, (2000) in Dar-es-Salaam, Tanzania investigating the causes of antisocial behaviour among youth, revealed that, inadequate parental supervision and inaccessibility to family were linked to adolescents' involvement with deviant peers. Stealing, robbery and mugging were the common types of crime committed by the youth. Youth problem behaviours accounted for 20% of all arrests. The current research sought to investigate whether there was relationship between parent-child relationship and adolescents' involvement in antisocial behaviour in secondary's schools in Makeni county Kenya.

In Kenya, Ndeti (2008) investigated substance abuse using a sample of 1,328 students from 17 public secondary schools. The study found out that beer, wine, spirits, and cigarettes were commonly abused, and that, children as young as eleven years, mainly

from educated middle class families were abusing drugs. The study reported that, most drug abusing adolescents came from homes where one or both of the parents modeled substance abuse or had lenient attitude to the use of alcohol. Therefore, substance abuse was associated with poor parental mentoring. More cases had been observed in Kenyan secondary schools. Many youths in many Kenyan schools had indulged in antisocial behaviour. Recent research done by NACADA (2012) had shown that drug abuse among secondary school students had been on the rise in the last decade. Cases of physical violent behaviours among the adolescent students leading to destruction of school properties, injuries and sometimes death had been reported. Cases of school dropout due to unplanned pregnancy had been in the rise (Kiragu, 2010). Problem behaviours have been so severe that the Kenyan Government, (2001) appointed a commission, the Wangai report which was vested with the responsibility of examining the causes and remedies to much damages and unrests among Kenyan Secondary School students. A study by Aloka and Bujuwoye, (2013) revealed antisocial behaviour among Kenyan Secondary School students in the past decades.

According to Alako (2012) the year 2002 and 2005 experienced many cases of arson in different Kenyan secondary schools. Similarly, Wanjohi (2012), asserted that over 300 students in two Kenyan schools were reported to have boycotted classes and violently protested their school authorities' decision refusing to shift entertainment from daytime tonight time. Githinji and Githiji (2005) reported that these problem behaviours were as a resort of parents not taking time to relate with their children. He added that these parents fail in meeting the socialization needs of their children hence leading them to developing antisocial behaviours.

According to Muindi and Koro (2008), asserted that when parents absconded their responsibilities in raising their children; they were likely to be involved in antisocial behaviour. Antisocial behaviour in Kenyan schools reached a peak record in the year 2008 when the country experienced widespread violence in secondary schools. The findings showed that some students set schools on fire, destroyed school buildings and private property costing millions of Kenyan shillings. Many students lost study time and lives were lost as a result of the school strikes. The violence led to over 300 schools closing down. Several students were served with suspension orders from their schools, while others were put in police custody awaiting trial. Parents suffered the humiliating experiences of seeking re-admissions for their expelled children. Learning was disrupted as schools sought adjustment measures. According to a report on rapid assessment of arsons in secondary schools it stated that the wave of unrest in Kenyan secondary schools had reached an alarming proportion. The current research was conducted by the National Crime Research Center, (2016). Another report in the news daily by Darlington Manyara dated on September 8, 2016, indicated that cases of truancy, teenage pregnancy, drug and substance abuse and other antisocial behaviour had become common in our Kenyan secondary schools.

Family variables such as facets of parent-child relationships were important and consistent for early forms of antisocial behaviour and for later delinquency in adolescents. Although many studies prove that family demographic variables such race, neighborhood and parental education also related to the antisocial behaviour (Elliott et al.,1985). Facets of parent-child relationship such as poor monitoring, poor supervision, and harsh discipline lead to child's antisocial behaviour. Studies attested that poor parent-child relationship lead to poor attachment; intimate and affectionate relationship

between two people (Ainsworth, Blehar, Waters, & Wall, 1978). According to Bowlby (1982), attachment was found to be an emotional bond where by it comprised comfort, safety, and support. Bowlby (1982) further defined attachment as a child being “strongly disposed to seek proximity to and contact with a specific figure”. Attachment behaviour has its own dynamics and was found to be distinct from both feeding and sexual behaviour. It referred to a person’s basic needs emotionally physically and psychologically. Thus, during the course of a healthy development, attachment behaviour led to the development of affection bonds between a child and a parent (Goodwin, 2003) therefore serving as a protective device against antisocial behaviour among the adolescents.

Theorists such as Bowlby (1982), alluded that based on the quality of early parent-child interactions, adolescents built internal representational working models; a set of internalized beliefs and expectations about oneself and others. He further stated that such working model in turn determined or influenced the way individuals interacted with their environment especially significant others. Attachment had often been considered as a categorical construct distinguishing different sets of behaviours by Ainsworth (1978).

2.2 Monitoring Parent-Child Relationship and Adolescents’ Involvement in Antisocial Behaviour

Parental monitoring in the current study refers to the process where the parent is aware and knowledgeable about his or her child’s activities .This involves parents’ knowledge of their child’s activities, and social connections or associations .Studies have demonstrated that as children moved into adolescence, monitoring became an important aspect of parenting. Cutrín et al., (2015) argued that there was a strong correlation

between parents monitoring practices and adolescent antisocial behaviour. It was proven that an adequate parent monitoring seemed to be important in the emergence and maintenance of antisocial behaviour in children throughout adolescence. Furthermore, Patterson et al., (1998) in their research agreed that lack of parental involvement in the child's activities and inadequate supervision were strongly associated with manifested behaviour issues.

As Guilamo et al., (2010) observed that parents have an important role in the promotion of healthy adolescent behaviours that could influence developmental health outcomes. Parental monitoring was found to be an active, multidimensional process that included setting boundaries and establishing an open exchange of information or knowledge related to a child's whereabouts, companions, and activities. Parental monitoring has been identified as a central component of the parent-child relationship, with the potential to reduce behavioural problems, reduce involvement in situations that might involve high risk or negative behaviour, and promote environmental contexts that support positive behaviour and decision-making among the adolescent children (Elsaesser et al., 2016)

Adolescents were found to be less likely to act out or develop antisocial problems when they knew the rules of what the consequences were for not following the rules. Boroffice (2004) in his study observed that predictors such as biological and social factors were some of the factors that exposed adolescents to antisocial behaviour. In another study by Ajila and Olutola (2000), they observed that the state of the home affects the adolescents due to the fact that parents were the first socializing agents in an adolescents' life before they moved out to the outer society. This is because the family environment and context of children affects their response to life challenges and their

level of antisocial behaviour. The family therefore laid the psychological, behavioral, moral and spiritual foundation in the overall development of the children during their initial stages.

More research has also found protective relationships between parental monitoring and multiple adolescent behaviours and experiences across different races, ethnicity, and gender helped the adolescent in navigating to responsible young adults. For example, parental relationship had been found between increased parental monitoring and adolescents' decreased prevalence of ever having engaged in sexual intercourse as well as increased use of contraception or condoms if they do (Dittus et al., 2015). More scholars had attested that Parental monitoring had also been associated with reduced intention to engage in risk behaviours such as drinking alcohol, using *Marijuana*, and misusing prescription drugs (Ryan & Roman, 2015).

A number of studies have examined the role parenting played in the cause and prevention of adolescent antisocial behaviour. The studies suggested that some aspects of parents' behaviour are associated with adolescent problem behaviour (e.g., Simons & Conger, 2007). Parental monitoring is a significant determinant of antisocial and risk behaviours (Donenberg, Wilson, Emerson & Bryant, 2002). Low parental monitoring has been associated with teenage alcohol use (Fosco, Stormshok, Dishion & Winter, 2012). Otuadah (2006) in his study on effects of gender and antisocial behaviour in Nigeria found that boys with poor parental monitoring, care and affection become school dropout who subsequently became stressed boys and usually found in an uncompleted building, motor parks and under bridges engaging in anti social behaviours. There exists a contextual gap because the study focused on the effects of gender on adolescents antisocial behaviour in Nigeria while the current study focused

on parent-child relationship as a predictor of adolescents antisocial behaviour in Makueni County, Kenya.

Parental monitoring was found to be a protective factor for antisocial peers (Cutrín et al., 2015). If parents established a warm, communicative environment, it was more likely for the adolescents to spontaneously tell them about what was happening in their lives, what they did, and who they did it with (Álvarez-García et al., 2016), which made it easier for the parents to exercise some control over their children's friendships. Kapetanovic et al., (2019) in their study observed that early adolescent girls in general appeared to share more information with their parents than adolescent boys, however, a great amount of literature done indicated that adolescent disclosure was the strongest predictor of parental understanding and knowledge of adolescents activities regardless of adolescent gender (Keijsers et al., 2010). It has also been found out that adolescent disclosure was an important aspect of the parent-adolescent relationship according to Muchiri, et al., (2014) which on the other hand was associated with less involvement in antisocial behaviours such as delinquency (Kapetanovic et al., 2019).

Ikediashi et al., (2015), conducted a study to investigate on the influence of parental monitoring on adolescents antisocial behaviour among Secondary School Students in Gwer West Local Government Area of Benue State in Nigeria students comprising of 118 (64.1%) males and 66 (35.9%) females respectively. The result of the study showed a significant influence of parental monitoring on adolescents antisocial behaviour among secondary school students. When students are effectively monitored by their parents all other social factors that influence antisocial behaviour like peer influence and the media are kept relatively at constant for expected desired social behaviour. Rayan, Roman and Auma (2015) in their study found that parental monitoring and

communication prevented drug initiation and trafficking, delayed alcohol initiation, and sexual debut, increase alcohol refusal efficacy, and decreased delinquent behaviour and risk taking behaviours among the adolescents. In another study by Barber, Stolz, Olsen and Maughan, (2003) opined that parental psychological control also considered as parental monitoring in the current study had a positive relationship with adolescent antisocial behaviours and parental behaviour control was found to have a negative relationship with adolescent antisocial behaviour. Also, in another study by Barber, Stolz, Olsen and Maughan (2003) came up with the opinion that parental psychological control (discussed as parental monitoring in the current this study) has a positive relationship with adolescent antisocial behaviours and parental behaviour control has a negative relationship with adolescent antisocial behaviour. These studies were carried out in Benue State in Nigeria therefore exuding a contextual gap as this study is being conducted in Makueni County, Kenya.

A study by Ruiz-Hernandez et al., (2019) showed that parenting behaviours influenced children's behaviour. Maccoby and Martin (1983) in their study, had shown that close relationships, support and communication by the parents, as well as setting limits of behaviour and supervision of what their adolescents do or experience, depending on their level of autonomy, were very crucial in positive development of the child. Parental warmth and behavioral control were protective factors for externalizing behaviours, aggression, delinquency, and consumption of alcohol or addictive substances (Hoskins, 2014), especially when they occurred together. Both overprotection and hostile and intrusive control were risk factors for adolescents behavioral problems (Pinquart, 2017).

According to Hirsch (1969), the basic training of children began at home, with parents teaching and imparting in their children acceptable behaviour through certain parenting practices. Such common parenting practice that had been given a lot of attention by researchers over the years was parental monitoring. Poor parental monitoring and supervision had been demonstrated to predict adolescents' behavioral outcomes. Parent monitoring also involved parental awareness, watchfulness and supervision of adolescents' activities in multiple domains such as friends, school and behaviour at home, involving attention to, and tracking of the child's whereabouts and communication to the adolescent that the parent was concerned about, aware of, (Dishion & McMahon, 1998). These researchers asserted that through parental monitoring, parents acquired information about what their children did, and with whom and where. When parents had this information, they would potentially protect them from engaging in antisocial behaviours (Barnes et al., 2006; Hoeve et al., 2009).

While active parental monitoring efforts such as following of information is not as important as the information the child is willing to share about his activities, it was very crucial. Poor parental monitoring and supervision of child and adolescent activities had been demonstrated to predict adolescents' behavioral problems such as alcohol use. One of the important dimensions of parent-child relationship was limited control. This referred to the restrictions that parents put to ensure that their adolescent children developed pro social behaviours. According to Barber and Harmon (2002), Psychological control of children's behaviour involved the use of emotion-directed techniques Gregoire (2014), over-controlled adolescents were likely to rebel against their parents and the socially imposed rules.

A study involving parenting and adolescents' delinquency was conducted among Pittsburgh youth by Hoeve, Dubas, Smeeck and Gerris (2009) to examine parental monitoring and antisocial behaviour. The study found out that low control in parenting was linked with adolescent's involvement in moderate and serious persisting antisocial behaviour. Another study was conducted by Griffins, Scheier, Diaz and Miller (2000) to examine parenting and adolescents' problems in New York. The results showed that monitoring such as frequency of checking of homework and other close interactions like eating dinner with children showed reduced involvement in antisocial activities such as smoking, drinking and alcohol consumption. Most of these studies showed that monitoring protected adolescents from problem behaviour. These studies were carried out in western world such as New York, therefore there is contextual gap as the current study is based in Kenya.

A study conducted in United States of America by Demuth and Brown (2004) found out that single fathers had higher family incomes but were less involved and provided less supervision and monitoring. Although their study was conducted on a USA sample, the mother–father differences are consistent with the parental roles in many Italian families (Claes et al., 2005), where fathers are more likely to be more involved in managing the economic welfare of the family than in child rearing (Ramella & Sindoni, 1997). Those studies present both contextual and conceptual gaps as they were targeting parental economic status and how it influenced adolescents antisocial behaviour in USA while the current study focuses on parent-child relationship and adolescents antisocial behaviour in schools in Makueni, Kenya.

Balanced parental control which involved parent's interest and awareness of what their children did when they were out and who they spent their time with, had been found to limit adolescent involvement in various forms of antisocial behaviour according to Farrington (2005). The importance of parental control appeared to increase at the onset of adolescence, in relation to the increased autonomy of boys and girls and the increase in time spent taking part in activities outside the control of parents. Other studies for instance, Dishion, Nelson and Bullock (2004) had shown that parents of antisocial boys in whom the antisocial behaviour started early and persisted decreased parental control around the time their sons entered puberty. Adolescent males involved in deviant relationship and whose parents decreased parental controls were mostly likely to abuse drugs and engage in other antisocial behaviours. Studies had found that higher levels of self-control in adolescents in parents with a parent-child relationship characterized by affection and communication (Wills et al., 2004), behavioral control (Li et al., 2015) and supportive parenting relationship (Burt et al., 2006). The positive effects of parental control occur mainly when it happens in a warm parental context. Similarly, there is evidence that deviant peer relationships are a risk factor for impulsivity according to Burt et al., (2006). Impulsivity is in turn a risk factor for antisocial behaviour (Jones et al., 2011).

Monitoring or control combined with support had been found to form a protective device against antisocial behaviour. Parental control and support not only played a direct role by reducing opportunities available to adolescents for involvement in groups at risk for criminality (Patterson et al., 1982) but also in controlling adolescents' activities. They also played an indirect role that was closely tied to the functions of antisocial behaviour. Willingness to listen and share was found to be a way of relating

to others that could have been internalized by adolescents to resort to forms of aggression and violence to affirm them and their will. Dialogue with adults also encouraged adherence to the values of the society such as empathy, respect for others, and the development of ability to take on the perspective of others. Studies showed that support also helped adolescents to see that difficulties and differences could be confronted and resolved through dialogue. Adolescents who were listened to and supported felt that their thoughts and feelings were valued and through the equal relationships that they had established with adults, they acquired the greater independence they needed to confront the transitional period of adolescence and learnt to identify with the adults' world instead of opposing it.

Wieser and Freud (2011) suggested that lack of parental involvement, as well as poor monitoring and supervision of children's activities, strongly predicted antisocial behaviour. Controlling parent-child relationship played a crucial role in influencing the social behaviour of the children both at the adolescent's stage and in the later stages of adulthood. Most parents who exhibited an over-controlling tendency on their children usually had their own goals that they wanted to pursue at the expense of their children. For example, manipulative parents might have been in submissive situations in the past. Therefore, for them to be dominant, they developed a tendency of managing their children (Mayer, 2018). Other parents become manipulative with the aim of defending their egos. These parents regarded compromise as a weakness.

A study by Kariuki, Alako, Kinai and Ndunge (2014), on adolescents' perception of parental monitoring, and their involvement in delinquent behaviours, in Nairobi County Public Secondary Schools. A co-relational survey design was employed and the

participants comprised 219 females and 191 male students selected by use of stratified and simple random sampling methods. A questionnaire was used to assess adolescents' perceptions of parental behaviour monitoring. Adolescents responded to questions on whether their parents sought to know their friends, forbidden them to do things they especially enjoyed when they misbehaved, and if parents set clear rules of behaviour. Further, adolescents reported whether the parents were keen to know their where-about and activities. In addition, the adolescents indicated if their parents come to school to check on how they behaved. The results indicated that adolescents' perceptions of parental monitoring were significantly positively related to their involvement in non-illegal delinquent behaviours. This self-governing approach acknowledges the child's requirement for both compliance and individuality promote an open connection where difficulty can be discussed and make your mind up together as a team (Tiller et al., 2003). Authoritative parents normally hold high opportunity for their children but, unlike the authoritarian style, the children are constantly optimistic along the way (Steinberg et al., 1992). Therefore, the supportiveness and encouragement engaged within the authoritative parenting style ultimately provides their children with a sense of idea and assurance in relation to teach (Rogers et al., 2009).

2.3 Supportive Parent-Child Relationship and Adolescents' Antisocial Behaviour

This objective aimed to explore how supportive parent-child relationship influenced adolescents antisocial behaviour in public secondary schools in Makueni County. Supportive Parenting include care, guidance and love given by the parent, or care giver to a child. Still it involves parental involvement, and specifically positive parental participation in the parent-child relationship practices. During the earliest early years of development, infants and youth are mostly experience support from parents more

often than from any other source. According to several scholars parental support fostered prosocial behavioral patterns in children and prevented them from the adverse effects of deviant peers and involvement in antisocial behaviours.

According to Sapungan and Sapungan (2014), supportive parent-child relationship that was characterized of closeness, cohesion and structure, and parental warmth and acceptance had been found to be a protective factor against adolescents' involvement in behavioral issues. Therefore, supportive parenting behaviours were negatively linked to adolescents' involvement in antisocial behaviours, indicating that high levels of support and warmth were associated with low levels behavioral problems and that low levels of support or even rejection were linked to high levels of behavioral problems. Still, other studies indicated that parental support had been inversely associated with the development of antisocial behaviour (Jones, et al., 2007). These researchers had observed that parents were expected to protect, provide and love their children which had further been cited by the International Development Labor Organization (2010) indicating that about 46% urban and 49% rural population in Kenya lived in absolute poverty. Such parents had a limited capacity to support their children therefore making the children to be more likely to engage in antisocial behaviour such as stealing and truancy. Further research had shown that many girls from inadequately supporting families resorted to prostitution in order to meet their needs.

A positive relationship between parents seemed to build a cornerstone for warm, supportive parenting, because parents and marital stress can disrupt parenting (Vafaeenejad et al., 2019). A positive relationship between parents and their children seemed to build a firm foundation for warmth, supportive parenting, because family

and marital stress between parents could disrupt parenting therefore affecting children behaviour (Vafaeenejad et al., 2019).

Without parental warmth and close emotional attention given to adolescents, prosocial behaviour may be a challenge for adolescents especially in moments of crisis that comes with adolescence stage. Varghese (2014) contended that one who is in supportive relationship expresses his or her feelings, desires clearly, without fear, respects the rights, freedoms of others, is positive with individuals everywhere and can make informed decision whenever possible.

According to Piff (2014), parental communication impacted on adolescents functioning and their general behavioral outcomes. Piff further observed that parent-adolescent-relationships and communication raised acceptable behaviours among adolescents on sex related issues and that open and quality communication consisted of free flowing of emotional information, and the existence of positive relationship characteristics in parent-adolescent relationship such as support, affection, and appropriate boundaries.

Scholars also noted that the functioning of positive parental relationship also depended on its socio-economic and social resources. Unified and well-resourced environments support families in their functioning. Technology has introduced further changes to family life, modifying the way family members interact. According to researchers, such as Nicolette, Roman and Donavon(2015) social support represented the combination of instrumental, expressive, actual and perceived forms of assistance provided to an individual. In their study, they suggested four major dimensions of support. The first dimension is related to the perception of support, considering that people who received support interpreted, appraised, and anticipated it in the context of a given social

situation. The second social support was divided into two categories: expressive and instrumental. The researchers referred instrumental as support the provision of material aid, financial assistance, and information or guidance. On the other hand, expressive support was associated with the affective function of support, providing emotional feedback and social reinforcements. Third, social support occurred within an ecological context that linked an individual to a larger social institution such as work, school, or marriage. This purported that the more support a family provides, the less likely it is that a person will engage in diverse antisocial behaviour.

Other researchers had found out that antisocial friendships and friendships were a significant risk factor for both violent and non-violent antisocial behaviour (Cutrín et al., 2017). It was further alluded that the type of friendships an adolescence had enhanced or diminished the influence of parenting practices. Further studies showed that parents could influence their children's friendships, directly or indirectly. For example, parent's decisions could affect the type of friends their children would have for instance, (choice of neighborhood, school, activities, etc.); these could transmit various things such as attitudes, values and abilities which molded and influenced their children's behaviour, social reputation, and groups they join. According to Cutrin et al., (2015), Parental support is a protective factor for deviant peers. Several scholars had found that if parents established a warm, communicative environment, it was obvious for the adolescents to spontaneously tell them about what was happening in their lives, what they did, and who they did it with (Álvarez-García et al., 2016), which made it easier for the parents to exert some control and support over their children's relations and friendships. A study done by Animasahun found out that adolescent antisocial behaviour in Nigeria increased with separated parents and single parenthood

(Animasahun, 2014). Brook, Rosen, DelaRosa, Montoya, and Whiteman (2014), studied pregnant and parenting teenagers in Kenya. The latter found out that the stress in new life adjustments increased with social stigma and poor emotional support.

The World Health Organization (WHO, 2019) reported suicide as the third largest cause of death among adolescents aged 15-19-yearold. As established by Welsh , Zane and, Rocque (2017) self-harm and suicide ideations are estimated to be more significant problems likely to occur between 50 and 100 times among antisocial adolescents. Marzan et al., (2022) conducted a study in Australia to investigate the volume and patterns of antisocial behaviour especially alcohol consumption and alcohol-related antisocial behaviours (ASB) in the general population and to determine if these associations were constant across different socio demographic groupings. They made use of information from 30,275 respondents (14-69) from two waves of the National Drug Strategy Household Survey (2013 and 2016). Self-reported ASB perpetration was regarded as the dependent variable, with average daily alcohol consumption and the frequency of heavy episodic drinking (HED) being the primary independent variables. According to the study, adolescents who drank heavily or at high danger levels were more likely to engage in antisocial behaviour. Increased self-report of engaging in antisocial behaviour was also associated with an increasing frequency of intense drinking. These findings enhanced the understanding of the prevalence of antisocial behaviour among Iranian youth and contributed to the development of effective interventions. The current study aims at establishing supporting parent-child relationship as a predictor of adolescents' antisocial behaviour in schools in Makueni County, Kenya.

According to World Health Organization (2014), a study conducted in Ghana and Zimbabwe showed that adolescents from families who had negative attitude and perception towards work were among the least likely to show healthy psychological growth and prosocial behaviour. The study indicated that the quality of parental relationship was significant in curbing against developing antisocial behaviour among adolescents. The study further suggested that all sorts of negative behavioral issues are as a result of lack of parental presence and emotional support due to long hours in places of work.

El-Shenawy (2014) did a study to explain the cause of problem behaviour in Egyptian adolescent populations. They collected data from 887 teenagers, with an average age of 13.4 years and a male ratio of 52 %. The study involved participants who evaluated three measures of problematic behaviour (delinquent behaviour, tobacco use, and problem drug use), three categories of psychosocial risk and three forms of psychosocial safeguarding (protection through role models, protection through controls and protection through support). Female adolescents reported less involvement in problem behaviour than male adolescents. Teenagers' participation in problem behaviour varied significantly depending on psychosocial protective and risk factors. (El-Shenawy & Shehata, 2014). While El-Shenawy and Shehata (2014) looked into if problem behaviour could be used to explain antisocial behaviors in the Egyptian adolescent population, the current study sought to investigate whether various facets of parent-child relationship act as predictors of adolescents antisocial behaviour in secondary schools in Makueni County, Kenya.

Research based on the social learning approach highlighted that parental support promoted conventional attitudes, conforming role models, and reinforcement of conformity through parental discipline among the adolescents. Additionally, contextual factors related to sources of differential social support moderated the relationship shown by parents on behavioral issue. for an instance, a study done by Pinquart (2017), whose objective was to explore the influence of parental support on antisocial behaviour among 1514 adolescents from Sarasota County (Florida) showed that parental support implicated adolescents antisocial behaviour. An integrated multilevel approach was developed considering elements of the social support paradigm and social learning theory. Using Hierarchical Linear Modelling (HLM), the results suggest that both paternal and maternal support were significant factors in the prevention of antisocial behaviour. However, paternal support demonstrated to be stronger when students justified school misbehaviour. At the school level, the results suggested that the influence of parental support to reduce antisocial behaviour was challenged by favourable definitions toward crime learned by youngsters from society and deviant peers who engage antisocial practises such as drinking.

According to Ruiz-Hernández et al., (2019), supportive parent-child relationship was a protector against adolescents' involvement in antisocial behaviour. The study attested that close relationships, and communication on the part of parents, as well as setting limits of behaviour and supervision of what their children did or experienced, depending on their level of autonomy, were positive for child development. Another study by Cook, Flieger, Connell, and Connel(2015),suggested that parents' knowledge of their adolescent's activities and friends; parental involvement (and in particular fathers) such as doing activities together including chores, playing games, watching

television or having a meal together, good parental modelling such as not engaging in any behaviours which the child would mimic such as drinking alcohol or engaging in criminal activities; parent-adolescent attachment indicated by bonding, warmth, acceptance and nurturance, if consistent, all contribute to reducing negative adolescents behaviour among adolescents.

In their study McLoyd, et, al., (2019) argued that adolescents withhold information and keep secrets from parents for several reasons, including avoiding disapproval, gaining a sense of freedom or protecting their own private life . Particularly boys were found to increase their secrecy toward parents over the course of early to mid-adolescence. Although secrecy could be obvious habit in adolescent development, empirical research has repeatedly attested that secrecy is psychologically disadvantageous to adolescent development and is associated with higher levels of psychological and behavioural problems over time .The study reported that it was possible that adolescents who withheld information from parents were less likely to receive guidance and support from their parents and could therefore experience poorer psychosocial adjustment and therefore prone to the development of antisocial behaviour.

Further research had also shown that low parental control and support were associated with antisocial behaviour during adolescence and criminal behaviour during young adulthood according to studies done by (Harris-McKoy & Cui, 2013). Research had found that a loving, responsive, and helpful parent who was always available for their child serves the function of binding the child to them and this serves as protective factor against child's involvement into antisocial behaviour).

According to Rote and Smetana (2016) parental support represented the combination of expressive, instrumental, actual, and perceived forms of assistance provided to a child by the parent. The support dimension of parent-child relationship or labeled warmth, responsiveness or acceptance-rejection referred to parental behaviours toward the child that makes the child feel comfortable, accepted, loved and approved). The supportive parent-child relationship dimension could be represented as a range of positive behavioral aspects such as acceptance, affection, love, support, warmth, responsiveness, sensitivity, communication and intimacy.

According to McLoyd, Hardaway and Jocson (2019) several studies have revealed that parental support diminishes adolescents' risk of criminal involvement. These researchers found that antisocial adolescents came from cohesive families with strong emotional ties among its members. This was attested by Zhu and Shek (2021) who discovered that the families of antisocials were characterized by supportive communication patterns. Moreover, recent contemporary research has indicated that parental support has been inversely associated with the development of antisocial behaviour demonstrated that parental support promoted conventional attitudes, conforming role models, and reinforcement of conformity through parental discipline. More Additionally, contextual factors related to sources of differential social support would moderate the relationship exerted by parents on deviant behaviours.

A consistent empirical body of literature had shown (Keijsers et al, 2011). For example, Hoffman (2008) studied parents and youth behavioural problem with a sample size of 216 female and 225 male students from South western University. The results confirmed that parental warmth, care, protection and authoritative parenting was

protective to adolescents' behavioral outcome. However, neglecting parenting was found to be associated with higher rates of behavioral related problems. Another study by Okorodudu (2010) examined parental supportiveness that involved a healthy relationship, friendliness, supervision and participation in school work. The study found out that, parental support, an aspect of authoritative parenting was found not significantly related to adolescents' behavioral problems.

Strohschein and Matthew (2015) argued that adolescents who received parental support and encouragement were less likely to rebel against their parents. This kind of parent-child relationship created attachment that allowed children to feel that their parents really cared about them. As a result, the child would not want to disappoint a person they had grown connection with. This kind of connection kept children from participating in actions that they felt or knew would disappoint the parent. Other researchers for instance Higgins, Jennings and Mehoney (2016) acknowledged that when parental attachment decreased the probability of adolescents getting involved in antisocial behaviour increased. Further literature revealed that the more attachment adolescents had to their parents the less likely they were to commit an antisocial social act such as violent acts. Literature has also revealed that parental warmth, care and support did not significantly relate to adolescents' antisocial behaviour.

Jermaine's (2015) investigated parent-adolescent communication and adolescents' delinquency in Virginia. Data was analyzed using regression analyses, and the study found out that, parent-adolescent communication was related to adolescents' delinquency for non-intact families. In addition, less parent-adolescent attachment and less parent-adolescent communication were related to delinquency for intact families.

Jermaine's study provided a basis for better understanding of the influence of parental supportiveness on adolescents' behavioural problems.

The social behaviour of adolescents was significantly influenced by supportive parent-child relationship. Children needed to know that they were loved, trusted, respected and cared for by their parents. Supportive parenting implied that the parent had his/her child interests at heart, besides being involved in his/her activities, helpful or supportive and present when needed. Much of the reviewed literature showed that parental characteristics explained the degree to which parents were able to maintain a supportive relationship quality with their children during adolescence.

A study by Howell, Coffey, Fosco and Grach, (2016) indicated that parents with high levels in empathy would be better able to understand and to respond to their adolescents changing needs. To be supportive, the parent had to be proactive in encouraging his/her child to improve in the school performance, interests and hobbies. It also involved objective listening as well as trying to understand the child's challenges and concerns. Additionally, a supportive parent acknowledged their children accomplishments while supporting them through challenges and mistakes. Another study by Hoskins (2014) uncovered a direct association between parent-adolescent relationship quality and adolescent involvement in problem behaviours. Supportive parent-child relationship entails the setting of consistent consequences and expectations with the purpose of helping the child to feel secure as well as increasing the ability of predicting outcomes.

Supportive parent-child relationship encouraged an acceptable social behaviour both in the school set up and outside the school. This was facilitated by the fact that the child felt close to the parent and was in a position to share his/her problems or challenges

with the parent in an honest and transparent way. This meant that the parent was able to give advice to the child on the best course of action to take depending on the matter. Again, the child would feel guilty while withholding important information from the parent. Similarly, the child would develop a guilty conscience every time he/she intended to indulge in antisocial behaviours in school or outside the school. Supportive parent-child relation nurtured good social behaviour among adolescents.

A study by Howel (2016) investigating on adolescents' substance abuse found that beer, wine, spirits, and cigarettes were commonly abused. The researcher also noted that children as young as eleven years, mainly from educated middle-class families were abusing drugs. Parental absence mainly for the educated parents who were too busy with careers and dedicated less time in monitoring their children such as checking their assignments led to decreased supervision of adolescents. Howell reports that most drug abusing adolescents come from homes where one or both of the parents modeled substance abuse or had lenient attitude towards the use of alcohol. The study revealed that substance abuse was associated with poor monitoring. The reviewed studies on parental support and monitoring indicated that low parental monitoring seemed to be linked to adolescents' involvement in antisocial behaviour.

A number of researches have provided evidence about the importance of maternal support in comparison with parental involvement and support, especially during early adolescent and middle adolescent years. Motherly support has been found to be a strong influence in preventing antisocial behaviour, compared with the marginal and non-significant effect reported by paternal support as reported by (Stice & Gonzales, 2005). However, these eventualities may be related to differential exposure to both mothers

and fathers. The amount of time shared by children with their mothers may create significant differences in the quality of the parent-child relationship than the time shared by children with their fathers.

Kliewer, Fearnow and Miller (1996) demonstrated that maternal support was more frequently related to children's ability to handle stressful situations as compared with parental support and involvement. This is because children in early years in adolescence reported to be more satisfied with their relationships with their mothers than those with their fathers, as mothers were perceived to be warmer and nurturing than fathers. Bronstein, (2003) found that mothers were considerably higher than fathers on a measure of physical nurturance, which included offering food, grooming, and showing concern for safety to their children.

The current study aimed at investigating the relationship between supportive parent-child relationship and adolescents' involvement in antisocial behaviour in public secondary schools in Makueni County.

2.4 Strict Parent-child relationship and Antisocial Behaviours

Adolescents need a safe social environment to be happy, loved, network, and flourishing life for acquisition of prosocial behaviour (Barnhart et al., 2022). Fatima and Malik (2015) explored the causes of students' aggressive behaviour at Secondary School level in province Punjab, Pakistan. Descriptive survey method and quantitative approach were used. A cross-sectional type survey was conducted to elicit the perceptions of the research subjects. All students and teachers of public sector secondary schools in province Punjab were the target population while all secondary

school students and teachers in public sector schools in Faisalabad district constituted the accessible population.

Through proportionate stratified random sampling technique, a sample of 150 male teachers and 400 male students of 10th grade were taken in the sample. A self-developed and structured questionnaire was used as a research instrument for data collection. The findings showed that parents schools environment, socioeconomic background, were the most significant reasons of creating aggressive behaviours. Family problems experienced by adolescents in homes were clearly reflected in their antisocial behaviours at school. If home environment was unstable or disturbed, and if the parents-children relationship was not friendly, and there was a regular clash between them or other family members, then adolescents demonstrated antisocial behaviour in their interactions at school. This study exudes both methodological and contextual gap as it was carried out in Punjab, Pesante current study sought to examine Strict-Parent Child Relationship as a predictor of adolescents antisocial behaviour in public schools in Makueni County, Kenya.

Several studies had shown that conflict and parental physical punishment influenced childrens adjustment directly by exposing adolescents to extreme adversities (e.g., community and domestic violence) from which they learned disobedience, fighting and violence, risk taking, and other problematic externalizing behaviour (Lien et al., 2006; Ronen et al., 2003).

According to Miller and Rasmussen (2010), who carried their study in New York USA, in the context of conflict families could be influenced by the experience of tension, trauma and by having to go through the daily struggle of living in the effects of conflict.

Parents under stress may become irritable, which aggravated the parental use of physical punishment on children (Palosaari et al., 2013). Studies have shown that the simultaneous exposure to physical punishment and conflict together or separate was associated with an increased antisocial behaviour among adolescents (Dubow et al., 2009). Research has shown that exposure to conflict and violence in one's immediate social environment was a serious risk factor for developing antisocial behaviour among adolescent children (Dubow et al., 2009).

In a study of Afghan and Sri Lankan children, Catani et al., (2009) on two long-standing war-torn societies, found that in addition to multiple exposure to war or disaster-related traumatic events children also indicated high levels of exposure to family violence. These findings point to the need for conjoint family and community-based programs of prevention and intervention that are specifically tailored for the context of the affected society. They found that family conflict and violence, including violence against children, to be a powerful mediator between conflict and children's behavioral wellbeing. Qouta et al., (2007) suggested that negative parenting, such as the regular use of physical punishment at home, is associated with antisocial behaviour among adolescent children exposed to conflicts or violence.

Studies indicated that adolescents' social environment which included family, community, and school had a profound influence on adolescents' psychological development (Gorman-Smith et al., 2004). More research revealed that globally, exposure to conflict continued to be widespread (Finkelhor et al., 2013), and its negative effects on adolescents remained a great concern. Young children and adolescents living in locations affected by conflict often live under siege; they witness

violence, injuries, torture, and abuse of close family members (Geltman et al., 2005; United Nation Children's Fund, 2016).

Victor and Edim (2015) asserted that the root of children dishonest and violence behaviour was to be found in a lack of parental love, lack of genuine parental value and the ultimate fraud of all authority that was based in nothing but moral emptiness. Similarly, Gilligan (1996) alluded that violence was often pursuing as an antidote to shame or humiliation. The use of antisocial behaviour often was a source of pride and a defense of honor especially among males who often believed violence defined manhood. Antisocial behaviour could have had far-reaching consequences, not just for the individual involved, who would be marginalised and suffered criminal or other social or legal sanctions, but also on the family and the wider community, whose well-being and peace of mind would be disrupted. Antisocial behaviour was also associated with significant social and economic costs.

Tremblay and Vitaro Cote (2018) in their study of the relationship between families broken by absence of the biological father leads later to a serious behavioral problems by boys. The study indicated that the prevalence presentation of behavioral issues was high for boys from broken homes without affectionate mothers and for those from unbroken homes characterized by parental conflict, irrespective of whether they had affectionate mothers. The prevalence of antisocial behaviour was low for those from unbroken homes without conflict and importantly equally low for boys from broken homes with affectionate mothers. These results clearly verified that it might not be the broken home that triggers the antisocial behaviour but the parental conflict that often

causes it. They also suggest that a loving mother might in some sense be able to compensate for the loss of a father.

In the United Kingdom, it was estimated that vandalism alone cost the justice system and victims up to £1.6 billion per year (Rubin et al., 2006). A study in Italy found that exposure to violence as a witness or a victim was significantly associated with antisocial behaviours in different contexts, with exposure to violence outside the home having the strongest impact on adolescent anti social behaviour (Bacchini et al., 2015). Similarly, a German study found a relationship between being a victim of violence and delinquent behaviour, with the level of a person's offending increasing his/her level of violent victimisation (Erdmann, 2021). That aligned with another research by Azeredo et al., (2019), whose systematic review concluded that exposure to violence was a more important predictor of adolescent delinquent behaviour than other contextual variables such as peer attachment and parental attachment.

A longitudinal cohort study with a sample 2,232 conducted in the UK by Motz et al., (2020) found clear support for the labelling hypothesis, showing that contact with the youth juvenile justice system was linked to future antisocial behaviour. Their findings demonstrated that spending a night in jail, having a criminal record and being issued with an Antisocial Behaviour significantly increases the risk of Parental conflict has also been found to predict delinquency and other more serious offending. For example, a Spanish study which compared Spanish adolescents in secondary schools with adolescents residing at a juvenile offender centre with a sample of 764 found that juvenile offenders perceived more of an atmosphere of parental conflict at home compared with the school-based sample of young people, while those in schools

reported higher levels of parental monitoring (Cutrin et al., 2015). In both samples, however, parental conflict was significantly associated with antisocial behaviour. In another systematic evidence review of longitudinal studies reported that poor parental supervision, punitive or erratic parental discipline, cold parental attitude, parental conflict, and antisocial parents, were all significant risk factors for youth adolescents antisocial behaviour (Murray & Farrington, 2010). These studies presented a contextual gap since they were carried out in western countries such as England, UK, Italy German, Spain and all developed countries. The current study was conducted in Makueni County, Kenya - a developing country.

A meta-analysis study confirmed the association between negative parenting and antisocial behaviour reporting medium effect sizes for both parental hostility and rejection. In addition, the authors indicated that 67% of children who experience high levels of negative parenting demonstrate high levels of antisocial behaviour, compared to only 33% of children who experience low levels of parental negativity (Hoeve et al., 2009).

Pike and colleagues examined the origin of the association between maternal and paternal negativity and child antisocial behaviour in a sample of over 700 adolescent sibling pairs (including twins, full siblings, half siblings, and unrelated siblings). Klahr and colleagues, examined the association between parent-child conflicts and conduct problems over time in a longitudinal sample of adoptive families and found that parent-child conflict/t predicted conduct problems 4 years later. Such findings were clearly suggestive of an environmental and association between harsh or conflict parenting and child antisocial behaviour (Klahr, McGue, et al., 2011). Relational aspects between

parenting and antisocial of adolescents suggested that parenting was transferred across generations (Bailey, Hill, Oesterle & Hawkins, 2009).

Studies have suggested that fathers play a very great role in reducing antisocial behaviour in terms of rule breaking and aggressive behaviour for their adolescent sons, while mothers are important for their daughters (Bares, et al., 2011); Strict and harsh parenting had an effect on antisocial behaviour in their adolescents (Bailey, Hill, Oesterle & Hawkins, 2009). Further research has shown that parental engagement in Antisocial behaviour was transferred to the adolescents when attachment was low according to (Thornberry, Freeman-Gallant & Lovegrove, 2009). Other scholars examined the role parenting played in causing adolescent antisocial behaviour. These studies suggested that some aspects in parent-child relationship were associated with adolescents behavioral problems (Simons & Conger, 2007). These studies suggested that there was a particular correlation between the parent and the antisocial behaviour of adolescents (Roman, Human & Hiss, 2012). Strict-parent relationship which is characterized by conflict, as a shared environmental influence, was related to adolescents' antisocial behaviour (Klahr, McGue, Iacono & Burt, 2011). In fact, Carlson (2006) suggested that when fathers lived with their adolescent children it was more beneficial for the adolescent. In addition, those studies also suggested that if the role models were positive, engagement in antisocial behaviour would be reduced.

According to UNICEF (2014), approximately 80% of most children were spanked or physically punished by their parents worldwide. There had been much concern whether parents should spank their children to correct misbehaviors from ethical, religious, and human rights perspective both in USA and the world at large (Gershoff, 2013). The

Committee on the Rights of the Child defined physical corporal punishment as any physical force used and intended to cause some degree of pain or discomfort, however light. Punitive relationship could involve hitting children, with the hand or with an implement-whip, stick, belt, shoe, wooden spoon among others. It could also involve, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, burning and scalding forcing children to stay in uncomfortable positions.

Tremblay Vitaro and Côté (2018) stated that harsh and inconsistent parenting was associated with adolescents behavioral problems. These comprised other factors that connected into this directly and indirectly such as domestic violence, parental drug abuse, maternal depression, family poverty, parents with low education, stressed families and single parent status. Most adolescents' antisocial behaviour was associated with hostile, critical, punitive and coercive parenting-child relationship. Social Learning Theory suggests that a child learns behaviour from interaction with significant people in their environment, particularly parents and these behaviours are maintained through modelling and reinforcement. That implied that, undesirable behaviours' could be unintentionally reinforced by parents' attention to such behaviour and subsequent attempts at appeasement. Moreover, the coercive nature of such relationships resulted in an increased risk of scholastic difficulties when negative spiral patterns of reinforcement, involving both the parent and the child, went unchallenged.

According to Patterson (1992) those patterns, when established in a coercive family environment, resulted in an increase of negative behavioral problems on the part of the child, which in turn reinforced the parent's withdrawal and harshness towards the child, as well as the adolescent's problematic behaviour (Forehan, Jones, McKee, Colletti &

Rakow). Therefore, those studies showed that parents who were inconsistent in their approach towards their children could unintentionally promote negative child behaviour, which led to a mutual hike into negative behaviour from both (Rutter, et al., 2008). In situations where the focus was on negative behaviour, prosocial behaviour often went unrecognized and nonviolent conflict resolution were neither taught, nor modelled (Patterson,1992).

More body of research has showed that when parenting relationship is presented with stimuli that are threatening and fearful adolescents are inclined to indiscipline tendencies (Rothbart, 2007). Individuals who are low in fearfulness in punishment situations or in situations in which future punishment is the likely outcome of present misbehaviours (Pardini et al., 2003) tend to be less affected by positive forms of punishment such as yelling and threatening. That form of negative effect may also include feelings of guilt or remorse over actions that were hurtful to others. However, individuals who do not experience or express this type of negative effect may be described as unemphatic or fearless .Indeed, low levels of fear and empathy may lead into a lack of concern or a certain callousness regarding deviations from, and violations of, societal norms (Olweus, 2016)). Individuals with a low capacity for empathy may lack empathy-related guilt as well, with a limited understanding of, or caring about, the pain or hurt caused through the violation of societal norms. The study demonstrated the importance of callous-unemphatic traits in predicting membership in a subgroup of adolescents who engage in more severe and stable patterns of antisocial behaviour.

Research had also shown that reducing negative, harsh, and inconsistent parenting had been shown to have a positive impact on adolescent's behavioral outcome in a number of studies (Ferguson, 2014)

The study further indicated that once parents had shown the skills to manage behavioral problem, levels of antisocial behavioral problems in adolescents could return to a normal level (Jouriles, McDonald, Rosenfield, CorbittShindler, Stephens, & Miller, 2009). More research has attested that family risk factors were strongly associated with antisocial behaviour in children; and reducing risk factors, such as coercive parenting relationships, through parental interventions could improve the parent-child relationship and thus the child's behaviour (Scott, 2008).

Pinquart, (2017) stated that when there was parenting problem in parent-child relationship, cognitive behaviorally based parenting interventions could both prevent and treat antisocial behaviour. Much of the research done supported the affirmation that parents of aggressive children show coercive parental behavioral practices that had a negative effect on the child's development and behaviour. Further coercive parents lack of positive reinforcement skills and they fail to eliminate unsuitable behaviours. This demonstrated that parents at this stage unconsciously model and reinforce the coercive behaviour exhibited by their children as the children learn that aggressive behaviour normally leads to getting what they want.

According to Straus et al., (2014), harsh parenting had been linked to serious adolescent behaviour outcomes, such as intentional infliction of pain, or discomfort and the use of physical force upon children with the intention of causing the children to experience bodily pain so as to correct or punish the child's behaviour. Such forms of punishment

in schools and homes included spanking, hitting, and even paddling. Studies had clearly shown that corporal punishment was not effective form of discipline. These studies indicated that the effects of harsh punishment were associated with more undesirable child outcomes. punitive parent-child relationship was characterized by constant smacking, pinching, or shaking children with the aim of gaining behavioural control. Harsh discipline also included: physical aggression or even violent behaviour, verbal communication intended to humiliate, deride and criticize children. When parents used these forms of discipline, they constructed unstable and inadequate frame work of social learning and that caused great damage of child's self-worth (Lansfond, et al 2005).

As found out by many researchers the level of parental knowledge seems to remain relatively stable over the course of adolescence (e.g., Laird, Criss, Pettit, Bates, & Dodge, 2009), the manifestation of closeness in parent-adolescent relationships decreases and the presence of parent-adolescent conflicts increases especially in early-adolescence (Collins and Steinberg, 2008). Generally as attested by many scholars, the level of conflict in parent-child relationships was reduced over time and closeness recovered in late-adolescence . That implied that the effects of parental knowledge, parental support, and parent-adolescent conflict on the involvement in antisocial behaviour appeared to be especially influential in early adolescence.

A study by Pagan, Tremblay, Nagin, Vitavo and Mcduff (2009), indicated that parent and child aggression was likely the reason for the development of antisocial behaviour such as violence later on in adolescence. These researchers further asserted that the reason for the development of these behaviours could be the same physical aggression that the adolescent was taught by their parents earlier in life. When a child experienced,

patterns of violent behaviour, then there was high chance those behaviours would follow in their adolescent years. It had been found that what would have started as verbal aggression from the parent could translate to physical aggression during adolescence as a way to resolve conflict.

A survey carried out by UNICEF (2007) on Kenya Children revealed that children suffer from parental violence. In a focus group discussion, one child sought advice on how to deal with unfair parents who send children out of the house when they made mistakes. The researcher affirmed the need for parenting information and asserted that children avoided situations that put them in danger. The study suggested that children had perceptions of their parents' punitive behaviours. Children who perceived their parents as unfairly punishing were likely to rebel against their authority. Juvenile delinquency was likely to be precipitated by parental physical and psychological punishment. Parents who adopted authoritarian nature in parenting anticipated strong conformity from their children and support penalizing regulation in reaction to acts of insurgence. They were generally found setting harsh rules to tolerate by and monitor their child's time as well as their behaviour during day and night. Strict parenting was assumed to have undesirable effects on children's psychological development (Gershoff, .Ansari, Purtell. & Sexton 2016).

The African Network for the Prevention and Protection against Child Abuse and Neglect, ANPPCAN (2002) has revealed that much of antisocial behaviour was likely to be triggered by parents' administration of physical and psychological punishment. The ANPPCAN survey has indicated that an average of five children got severely beaten every day. The same study also showed that the most common forms of abuse

were physical and emotional abuse. These studies showed that children who experienced physical and psychological punishment abuse were likely to make poor behavioural choices and would eventually get involved in antisocial behaviours and would interpret the physical and psychological punishment as rejection. The same studies had also shown that children who perceive their parents as unfairly punishing them were likely to rebel authority. That antisocial behaviour was mostly instigated by parental physical and psychological punishment. Such punishments were common in Kenya as reviewed by African Network for the prevention and Protection against Child Abuse and Neglect, (ANPPCAN, 2002).

A study by Grusec and Davidov (2010) had shown that some parents used threats, love withdrawal, isolation and ignoring as disciplinary measure for their children. They argued that the use of punitive discipline would foster compliance but it could instill guilt and anxiety among children. Such emotional state made the adolescent need affection and great desire to associate with delinquent peers in the absence of a positive parent-child relationship. A study by Gershoff (2013), asserted that mild physical punishment such as smacking would be beneficial for immediate compliance.

At study by Gutuza, and Mapolisa (2015) the use of corporal punishment at any stage of life was likely to have psychological effects on children depending on the severity. They asserted that the physical punishment by parents could make their children to resent them. The study showed that the rebellion may manifest itself in adolescents' involvement in antisocial behaviours. The parents who treated their teenagers harshly were likely to lead them to rebel against their schools authority. In such conflicts ridden family adolescents' ended to developing a negative attitude towards one or both of their

parents and finally that strained relationship disrupted the adolescents' adjustments during development. Parents who used abusive physical punishment and those who use it normatively in frequency and intensity destabilize their children making them vulnerable to behavioral problems. Tremblay, Vitaro F and Coie (2018), asserted that both physical and psychological punishments are associated with antisocial behaviour. A study conducted in UK-Scotland (2000) in England involving 1300 children aged 6 to 18 years indicated that children described punishment as terrifying, humiliating and also described punishing parents as unloving. These children viewed the use of physical punishment as wrong in addition to being ineffective as well as physically and emotionally harmful. 94% of the children said that there were many ways other than using physical punishment that adults could employ to discipline them. A study by Ferguson (2013) had shown that physical punishment as unreasonable and as a spontaneous response by parents triggered by anger, frustration or stress. With such negative feelings from adolescent children, many studies indicated that it was unlikely for these children to comply with parental demands thus leading many to deviant behaviours .

A study by Barnes, Boutwell, Beaver and Gibson, (2013) suggested that Strict discipline practices had been associated with a range of adverse adolescent outcomes. The study indicated that strict-parenting was more strongly associated with delinquency especially boys. Strict discipline had shown to have stronger impact on youth adjustment during early age compared to late adolescence due to the greater salience of parenting influences during early phases of adolescence. Much of the research done had shown that parents who were cold and rejecting were likely to use threats and force as mechanisms of socializing their children. According to Bacchini et al (2015) threats,

force and withdrawal were unlikely to be effective mechanisms for bringing about pro social behaviour. She further argued that physical punishment was only effective when parents were warm, involved and concerned with their children's wellbeing. Studies ascertain that concerned parents tended to give their children information about socially acceptable alternative behaviours. Similarly, hostile physically punitive parents were likely to make it difficult for their children to learn the social rules they teach.

Strict parent-child relation denied children the chance of internalizing self-discipline along with responsibility. That was because the hostile limits imposed by punitive parenting resulted to a temporary behaviour control without helping the child to understand self-regulation. These limits elicited a tendency of rebellion or resistance. Consequently, the child rejected the limits which were not empathic. That resulted to an antisocial behaviour characterized by disobedience that was extended to the school set up. A study by Cooper (2009), had shown that punitive parenting was not only based on fear but also encouraged the child to bully others especially in school.

According to Sangawi, Adams and Reissland, (2015), depression and anger were products that emerged whenever children were raised through punitive parenting. The study posed that punitive parent-child relationship clarified to the child that part of him/her was unacceptable and that the parent did not have time to teach them on coping and managing the difficult feelings that triggered them into action. Thus, the anger and depression drive the child into antisocial behaviours that would persist until adulthood. According to Pinquart, (2017), parents should talk with their children about appropriate means of resolving conflict. She further says that building a trusting relationship could help children believe that discipline was not arbitrary or done out of anger. That implied

that the child would learn the virtue of obedience at the expense of learning about individual thinking. As a result, the child developed a tendency of not taking responsibility pertaining to his/her behaviours and at the same time got influenced by peers in antisocial behaviours especially in schools. The reviewed literature on punitive parent-child relationship seemed to indicate that physical punishment was common across cultures. In England, for instance, physical punishment was viewed as harmful, unnecessary and very ineffective in behaviour shaping. Further the reviewed studies concurred that physical punishment was undesirable although used in most communities in the world .

A report on students' unrest warned parents against exposing students to violence and advised them to counsel the youngsters to shun rowdy behaviour. The report further said parents should administer discipline with moderation, adding that strictness might lead to rebellion (National Assembly Education Committee, 2018). Research conducted in India, examining the incidences of physical abuse in three cities revealed that corporal punishment was a common parental disciplinary approach among children. However, the study did not examine the relationship between parental physical punishment and the adolescents' antisocial behaviour. The current study therefore sought to establish the relationship between parent-child relationship and antisocial behaviour among adolescents in schools in Makueni County since such research had not been carried out before.

2.5 Neglecting Parent-Child Relationship and Adolescents' Involvement in Antisocial Behaviour

Neglecting parent-child relationship is linked to permissive parenting. This parent is disengaged and is neither demanding nor responsive to their children (Sangawi,

Adams, & Reissland (2015). In addition, these parents do not provide structure in the home nor do they monitor their children. They are not supportive “but may be actively rejecting or else neglect their childrearing responsibilities altogether”. This parent has low firmness and low warmth. The uninvolved style is primarily characterized by low levels of both warmth and control. Neglectful parent-child relationship which involve very few disciplinary actions lack of supervision, and lack of support, was found to have the strongest links to antisocial behaviour. Young people and especially adolescents from single parenthood have been found to engage in drug abuse, experience cases of teenage pregnancies in girls, and reported to have many school dropouts (Munanie, 2016).

Studies on father-child relationship suggest that the presence of a father in the home influences significantly the overall development of children. The child’s first place of interaction with the world was found to be the family. Parents have an effect on whether a home provides physical and psychological safety, intellectual stimulation, an appropriate degree of structure, and supportive relationships. Adolescents’ antisocial behaviour both at home and in the public may be affected (Welsh Zane and Rocque (2017)

They also observed that adolescents may exhibit suicidal tendencies, vandalism, destruction of public property, maiming and murder of parents and violence against the larger society. The persistence aspects of adolescents nurturing such as disciplines, parental disharmony, rejection of the child and inadequate involvement in the children activities causes antisocial behaviours among adolescences (Okorodudu & Okorodudu, 2003).

Daryani, Hamilton, Abramson, and Alloy (2016) alluded that children raised in a single parent household especially when the mother is the parent are prone to behavioral problems. Neglectful parents have been characterized of having inadequate punishment skills and displaying very low supervision or control (Johnson & Erinisha 2013). Parenting relationships play a significant role in shaping the personality and behaviours of children, therefore different parenting practices have been found to have different effects on children interactions and their behaviour.

Researchers have found that neglectful parental relationships have a longer lasting negative effect on the growth and development of adolescents, which can relate to the formation of antisocial behaviour. For example, Findings from studies conducted in Brazil, Canada, USA, and Belgium by Luthar (2015), indicated that parents perceived with laissez-faire monitoring were a powerful predictor of adolescent adjustment issues and become emotionally isolated from activities of daily life. The studies demonstrated that adolescents who lack adult supervision are likely to report high substance abuse, delinquency, depression anxiety, stress, eating disorders, and isolation and generally are suicidal. They perceive parents as non-committal, non-supportive on emotional issues and many times have no knowledge of their adolescent's whereabouts after school. It is the tendency to be emotionally isolated that was likely to contribute adolescents anti social behaviour.

The cause of the broken home was shown in the UK National Survey of Health and Development by Michael Wadsworth(2013) where over 5,000 children were followed up from birth. Illegitimate children were excluded from this survey, so all the children began life with two married parents. Boys from homes broken by divorce or separation

had an increased likelihood of being found exhibiting antisocial up to age 21 years in comparison with those from homes broken by death of the mother death of the father, or from unbroken homes. Families broken while the boy was between birth and age 9 years more often predicted antisocial behaviour, while families broken while the boy was between ages 11 years and 15 years were not particularly found in antisocial behaviour. Remarriage which happened more often after divorce or separation than after death was also associated with an increased risk of behavioral problems, suggesting an undesirable consequence of foster-parents). Broken families were more frequently related to behavioral problems caused by parental separation or divorce rather than by death.

Another study in USA by Gustavsen, Nayga and Wu (2015), children from separated parents were 10% more likely to engage in heavy drinking and smoking of cigarettes and *Marijuana* during their teenage years. The frequency of these risky behaviours increased with age for both males and females, regardless of the family structure. Divorce had a long-term impact on tobacco and *Marijuana* use in both genders. Teenage girls from divorced households did, however, exhibit long-lasting consequences of divorce on the use of alcohol, including perhaps binge drinking, whereas teenage boys did not. (Gustavsen et al., 2015). A South African study by Nyirenda (2010) found out that the mother's death made teenage girls vulnerable to early sexual debut and HIV infection.

Research conducted in the United Kingdom by Olweus, (2016), on parental emotional and physical presence to adolescents showed that, adolescent neglect is characterized by failure to provide for their basic attachment that they so much long for amidst a

period of crisis such as adolescence. He categorized neglect in three ways; physical abandonment, educational abandonment and emotional abandonment. He classified the emotional abandonment as marked by parental inattention to the adolescent's emotional needs and claimed this is by far the most common current form of adolescent maltreatment that causes serious anti social behaviours and other serious problems.

In a study that was focused on how violence in the community relates to antisocial behaviour and substance use in adolescents, Zinzow et al., (2009) found that when adolescents form relationships with people who display antisocial behaviour, they were likely to take part in the behaviour themselves. Similarly, in another study on peer pressure and antisocial behaviour, Mahoney and Stattin (2000) found no relationship between the students' amount of free time outside of school activities and household chores and antisocial behaviour. However, they did find that if adolescents spent time with deviant peers, who consumed drugs and alcohol, did not attend school regularly, and were physically aggressive, the adolescents were more likely to engage in antisocial behavior as well (Mahoney & Stattin, 2000).

A study by Borba (2009) showed that neglecting Parenting was found to be when parents avoided conflict and relaxed on boundaries and limits for their children out of an urge to be buddies and friends more than parents. That supposedly created "the most spoiled and ill-behaved generation ever." The terms "Free-range children and Parents" (Vota, 2017) were used to discuss whether it was necessary to let children go wherever they wanted, related with whomever they wished and explored whatever they wished with limited or no parental supervision.

Research has clearly indicated that, adolescents who come from a broken home or a single parent family fall at greater risk of developing antisocial behaviour. Besides that, marital conflicts can contribute to the development of internalized and externalized behaviour problems among the adolescents (Aguilar et al., (2000). Certain problems related to the parents such as criminal activities such as alcohol and drug abuse, are also associated with antisocial behaviour by their children. Those functional variables related to the family context which trigger antisocial behaviour, and directly affect the child's self regulation and reactivity (Farrington, 2005). Studies of broken families have focused on the loss of the father rather than the mother, because the loss of a father was much more common than the loss of the mother. In general, it is found that adolescents who were separated from a biological parent were more likely to engage in antisocial activities such as involvement in drugs promiscuity and other related behavioral problems than adolescents from intact families. In the Newcastle (UK) Thousand Family birth cohort study, Kolvin et al., (2008) asserted that boys who experienced separation or divorce in their early years of life had a greater risk of conviction up to age 32 years (53 percent as opposed to 28 percent). In the Dunedin study in New Zealand, Henry et al., (1996) found that boys from single-parent families were particularly likely to be convicted.

Parental child neglect is the most common form of child maltreatment in the world. According to the National Child Abuse and Neglect Data System (2005) approximately 899,000 children in the United States are victims of parental child neglect of which 62.8% (564,765) children experienced parental child neglect. According to International Labour Organization study (2007) approximately 211 million children were out of school due to parental poverty. About 120 million of these children were

adolescents from poor households. If these children basic need were provided by the parents, they could not be involved in malpractices. The study showed that Parental poverty deny the adolescents the opportunity to education hence leading them to criminal activities.

According to Clark (2013) the presence of both parents in one family is one aspect of parent-child relationship which is likely to influence children behaviour. Parent involvement refers to parent ability to seek out his or her child and manifest an interest in their behaviours. This leads to the attainment of social and school roles which may hinder indulgence in antisocial behaviour. Both parents social support plays an essential role during childhood for crime prevention. Some researchers have articulated that lack of both parents support, lack of parental involvement, parental negligence, and low levels of parental child relationship were strong indicators of antisocial behaviour development in school-age children and character problem in young adults

According to Thomas, Deros, Jain, Jacobs, and De Los Reyes 2024 Concern and authority for the child, as the name of the style suggest, parents are frequently disconnected in the child's life in general. The study found that homes cause behavioral problems in families. Mother love and nurturance in infancy and childhood was important for mental development as were vitamins and proteins for physical health. He thought that it was necessary that a child should experience a warm, loving, and continuous relationship with a present mother figure. If a child suffered a prolonged period of maternal deprivation or absence during the first years of life, this would have irreversible negative effects, such as becoming cold, developing affectionless character and getting involved in delinquent activities such as theft and drug abuse. Parental

child neglect involved the parental inability to provide children with basic needs. Failure or refusal to provide basic needs to the children means that these children would not be able to attend school and in case they are in school they would not actively participate in the classroom eventually they would drop out and engage in behavioral problems. Further research had shown that parental failure to respond effectively to children emotional needs would affect behaviour and education since they would have difficulty trusting their teacher and other peers whom they needed to interact with positively in education .

According to Kiesel, Piescher, and Edleson (2018) Parents as primary caregivers of children were required to provide the children with emotional care to enable them thrive knowing themselves and accepting role played by others like their teachers and classmates .These resarchers also noted that complex parent histories and multiple relationship makes adjustment difficulty in a step family. They further observed that children of divorced parents are more likely to experience behavior disorders like anxiety, depression, acting out, and the exhibition of delinquent behavior which may lead to school dropout leading to education wastage. Unfortunately, emotionally neglected children do not trust teachers and peers which may lead to poor academic achievement a recipe for dropping out of school causing education wastage.

Children who had experienced maltreatment (all types of abuse and neglect) was at risk of a range of poor behavioural, mental health, and physical health outcomes Antisocial behaviour has been found to be one of the most costly and well-documented risks associated with child maltreatment, and evidence suggested that this risk might persist from childhood into mid-adulthood (Kisely et al., 2018).

According to a study by Yun , Cui and Blair (2016) mothers were found to be the primary caregivers to the children. The mother's mental health state for instance depression and stress made the mother unable to meet the adolescents basic needs which led to neglect. Youths born of mentally sick parents would be forced to be absent from school to beg or engage in destructive activities to meet their basic needs. This has led to dropped out of school regardless of government funding education. Dropping out of school made the adolescent vulnerable exposing them to risk behaviours such as stealing.

A study by Nabiswa, Misigo and Makhanu (2016) on the influence of parental neglect and school drop out in Bugoma County, found that Parental substance abuse also undermined a parent's ability to cope with parental responsibility to their children behavioral control. The study showed that parents who used drugs tended to use all their finances in their drugs forgetting their role to their children to provide basic needs hence children lack food, clothing and even study area materials like table, which hindered them from doing their homework. Such children lacked supervision and motivation in their education that led to poor performance, absenteeism and finally causing some engage in disruptive behaviors such as stealing and drug trafficking. These shortfalls contributed by parental neglect of meeting the adolescents needs caused majority of them involving in truancy.

Much of the research done had shown that neglect was one of the main causes of antisocial behaviour among adolescent children. Parents who did not have any control over their children inside and outside the home were likely to foster delinquent tendencies (Poduthase, 2014). These parents would fail in setting boundaries and

creating a proper structure for their children's behaviour .Such children would have trouble in developing friendships and lack the ability in regulating their emotions. Further, these behaviours place them at risk for frequent quarrels at school or incorporating delinquent behaviours in the process of attempting to win friends .

Keller (2016), alluded that lack of parental involvement, parental negligence, and low levels of parent-child relationship were strong predictors of antisocial behaviour and delinquency development in children of school going age. Therefore, that implied that neglectful or uninvolved parent-child relationship had a significant influence in the social behaviour in adolescents in schools. According to Howe and Recchia, (2014), children had little choice but to 'manage' their own behaviour and older children were often compelled to adopt the parenting role towards their younger siblings as a way of bringing the gap left by their parents.

These children therefore operated within uncertain boundaries and were at a greater risk of engaging in antisocial behaviour. uninvolved or neglecting parents majorly failed to monitor or supervise their children's behaviour and did not support or encourage their children's self-regulation. Such relationship had been described as low in responsiveness and low in demand. The parents often showed disengagement from the responsibilities of children rearing and were often seen as being uninvolved regarding the needs of their off springs . Since these parents did not engage in structure or control with their adolescents and often there was a lack of closeness in the parent-child relationship these adolescents often engaged in more antisocial behaviours (Gustavsen, Nayga. & Wu 2015) These researchers had found an association between an uninvolved

parent-child relationship and antisocial acts ranging from vandalism and petty theft to assault, and rape.

Neglecting parent-child relationship was characterized by little or lack of emotional involvement when it came to the needs of their children, (Brook et al; 2014). That was to say they did not involve themselves with the lives of their children. Such relationship was characterized by the following features; emotional detachment, little or lack of supervision, little or lack of love, affection or warmth towards the children, had few or lack demands or expectations pertaining to the children's behaviour, intentional avoidance of the children and the like. Brook asserted that parents in that kind of relationship were neither responsive nor demanding to their children. Such parents did not provide structure in the home nor did they monitor their children. While these parents were not supportive, they would have been actively rejecting or else neglecting their children rearing responsibilities altogether. The behavioral outcome for rejecting-neglecting relationship were therefore diverse. As they did not receive love and warmth from their parents, these children would not be able to show these feelings to others and would seek other sources to find love and warmth such as selling and taking of drugs, promiscuous behaviour and other forms of deviant behaviour. They would also take the responsibility of care giving if they had younger siblings and subsequently missed out on their child hood (Yee, 2019).

Parental neglect such as physical and emotional absence deny children especially adolescents family-related outcomes, such interactions at work together that reduces (mother's and adolescent's hostility at home, other beneficial opportunities like sharing

of advice, closeness to parents, frequency of joint activities such as dinners together, arguments with parents which promote healthy relationship, (Mortimer, 2003)

Cherry (2015) asserted that neglectful parenting led to emotional withdrawal on the part of the children. Furthermore, children developed a high tendency of exhibiting increased delinquency at the adolescence stage. The children also developed a feeling of fear, stress or anxiety owing to the lack of family support. As a matter of fact, the neglected children had a high regarding drug and substance abuse both while in school and outside the school.

Most of the studies done on harsh and parental punishment were mainly carried out in western countries, for instance in California, United States of America, Italy, and other countries like Afghanistan and Sri Lanka. In Africa studies were done in countries such as Ghana Malawi and South Africa. In Kenya studies have been done on different approaches to parenting styles but there are no specific studies on how parent-child relationship contribute or does not contribute to antisocial behavior of adolescents. In view of the above reviewed literature the current study sought to find out whether there existed a relationship between neglecting parent child relationship and adolescents antisocial behaviour as such study has not been carried in Makueni County.

2.6 Summary of Literature Review

The literature reviewed shows that parent-child relationship is very crucial in determining adolescents' involvement in antisocial behaviour. From the reviewed literature there was clear indication that monitoring parent-child relationship shielded the adolescent from developing antisocial behaviour. Supportive parent child relationship had been found to act as deterrent against antisocial behaviour. Children

needed to know that they were loved, trusted, respected and cared for by their parents. Supportive parenting implied that the parent had his/her child interested at heart, besides being involved, helpful or supportive and present. The bond acted as a protective device against antisocial behaviour. Strict and conflicting parent-child relationship had been found to be predisposing factors of adolescents' antisocial behaviour. Adolescents from neglecting parent-child relationships are prone to developing antisocial behaviour as they physically, psychologically and emotionally separated from the parents. They lack the bond which served as a protective factor against antisocial behaviour. Therefore the current study's research problem agreed with the researchers who had strongly asserted that parent child relationship determined the behaviour outcome of the adolescent.

2.7 Research Gap

Most of the research done had been carried out in western countries such as America, India, Asia, and Africa and only a few have been carried in parts of Kenya especially in central Kenya. None of such studies has been carried in Makueni County and therefore the researcher felt the need to investigate on the concept of parent-child relationship as predictor of adolescents antisocial behaviour as some schools had experienced disruption due to strikes in Makueni County. Still the reviewed literature has shown that the cultural background of past studies on adolescents behavioral problems were based on western and Asianic culture, west Africa where parenting practices are very different from those in Kenyan culture.

The studies done in Kenya investigated on other causes related to adolescents' involvement in behavioral problems such as social media, peer pressure, parental economic status family background but studies on parent-child relationship had not

been done in Makueni County, Kenya. Therefore, necessitating the need to carry out the current study on the various facets of parent-child relationships in Makueni County. In the current study the researcher felt that parents as the primary caregivers exerted the original influence on the development of the child. Therefore, the relationship between parent and children is utmost important that is the nature of interaction, discipline and dealing with the child's behaviour and emotions has explicit impact on child's development as this study has attempted to demonstrate.

The researcher employed mixed methodology to investigate how various facets of parent-child relationship impacted on adolescents' involvement in antisocial behaviour. Most of the reviewed literature employed qualitative methodology in investigating causes of adolescents' antisocial behaviours.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study in order to realize the set objectives of this study. This includes, the research design, target population, samples selected and sampling methods. It also looked at the data collection techniques, data collection tools, reliability and validity of the instruments, data analysis as well as ethical considerations.

3.2 Research Design

The study adopted mixed research design generally with a bias to triangulation design. It employed both qualitative and quantitative data analysis approaches. The use of triangulation design involved the collection of both qualitative and quantitative data in response to research questions and hypotheses. The procedure for both qualitative and quantitative data collection and analysis were conducted and the two forms of data were integrated in the design analysis through merging of the data. As alluded by Crewell (2014) that the key assumption of mixed research design was that both qualitative and quantitative approaches provide different types of information, different views of participants qualitatively and scores on instruments quantitatively. The use of mixed method enhanced the validity of the results of this study.

3.3 Location of the Study

The study was conducted in Makueni County which is located in the South Eastern part of Kenya and bordering four counties: Kitui County in the East, Taita Taveta County to the South, Kajiado County to the West, and Machakos County to the North. It is situated between Latitudes 1° 35 and 3°00 south and Longitude 37°30 East. It covers

8,009 KM². The County lies in arid and semi-arid zones of the Eastern region of the Country. According to Makueni County Education Office (2015) by the time of the current study, there were nine academic Sub-Counties in Makueni County namely: Mbooni East, Mbooni West, Makueni, Nzaui, Mukaa, Kilungu, Makindu, Kathonzi, Kibwezi and six administrative Sub-Counties: Mbooni, Kaiti, Kilome, Makueni, Kibwezi West and Kibwezi East as indicated in the map in Appendix VI. The researcher carried her study in Makueni County due to the wave of schools unrest that hit the country in the year 2017 and 2018.

According to National Assembly Education Committee report (MOE, 2018), the disconnect between parents, teachers and students is to blame for the rising cases of unrest in Kenyan schools. The report indicated that a poor relationship between parents, teachers and learners has created a gap as students' fear addressing their problems and asking for any help. Most public schools in Makueni experienced school unrest between 2016 and 2018. Several schools were set ablaze while others went on rampage. Therefore the justification of carrying out the investigation on parent-child relationship in public secondary schools in Makueni County was to harness more information on parenting practices that would help the Stake holders and Ministry of Education to come up with strategies that would help to curb and minimize issues of school indiscipline within the County. It was against this background the researcher chose to investigate on parent-child relationship and adolescents antisocial behaviour in Public Secondary Schools in Makueni County.

3.4 Target Population

The study targeted form three students for they had stayed in schools for a longer period of time and their records were readily available in school. The form three were

also targeted as most of them were in the prime of adolescence period as they ranged between 16 and 19 years of age. The researcher targeted 9 school principals, 9 deputy principals, and 9 guidance counseling masters/mistresses. The teachers were purposively selected in the current study one teacher from each Sub county from the purposively selected Schools reported to have had school unrrests. School principals and deputy principals were incorporated in this study because as school administrators are the most knowledgeable of discipline issues in the schools and keep records as custodian of the school. Guidance and counselling masters were relevant respondents because they were hands on students behavioral challenges as schools counselor ors and monitored and kept documents of students with issues. The researcher included the parents or gurdians in her study of the antisocial students because as stakeholders they have a role to play in their childrens wellbeing both at home and in school.

The subsequent data was obtained from the sampled students, school principals, deputy principals, guidance and counseling, and chosen parents, and from the onset it was made clear to the respondents that participation was voluntary and free. The purposeful or census approach was used for the principals, deputy principals and guidance and counseling. Table 3.1 shows the distribution of the accessible population sample size. Three schools were randomly selected from each of the category.

Table 3.1: Target Population and Sample Size

Categories		Target population	Sample size	%	Sampling technique
Students	Boys school	426	158	42	Stratified
	Girls school	247	92	24	Stratified
	Mixed school	351	130	34	Random
Non- Students	Parents/Guardians	-	30	100	Random
	Principals	9	9	100	Purposive
	Deputy Principal	9	9	100	Purposive
	G/C mistresses	-	30	100	Purposive
Total		1051	458		

Source: MoE, 2021

3.5 Sampling Technique and Sample Size

The current study applied various techniques in selecting the sample. For example random sampling was used to select three schools per category that is three boy schools, three girls schools and three mixed secondary ,stratified sampling was used to select the three categories of school: boy schools, girl school schools and mixed public secondary schools while purposeful sampling techniques was used to select the principals, deputies and guidance and counselling masters of schools that experienced students unrest.

3.5.1 Sample Size

Cochran's sample size formula (1977) for categorical data for a given alpha level with a finite population was applied in determining the study's sample size. The formula is given as;

$$n_0 = \frac{Z^2 pq}{e^2} \quad (3.1)$$

Where, n_0 is the desired sample size, Z is the critical value of desired confidence level for a given test statistics, p is the estimated proportion of an attribute that is present in the population, $q = 1 - p$ and e is the chosen precision level.

The sample size of the study targeted population whose degree of variability was not known and hence a maximum variability, which is equal to 50% ($p = 0.5$) was chosen and a 95% confidence level was taken with $\pm 5\%$ precision, the calculation for the desired sample size was

$$n_0 = \frac{z^2 pq}{e^2} = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384.16$$

$$\approx 385 \quad (3.2)$$

Cochran went ahead and proposed a correction formula to calculate the final sample size which is given as n_1 in equation 3.3

$$n_1 = \frac{n_0}{1 + \frac{n_0 - 1}{N}} \quad (3.3)$$

Where n_0 the sample size derived from equation (3.1) and N is the population size.

According to the statistical data available in Makueni County, there are 390 public secondary schools in Makueni County (MoE, 2021), with a total population of 124,822 students. However, the target population was narrowed down to form threes who were at their mid adolescent and had stayed in school for a while with their discipline records well documented, and hence easily traceable. The form three class population for the County by the time of this study was 29,900 students. Therefore, students respondent sample was drawn from the form three class in different school categories. The schools were categorized as either Mixed secondary schools, pure Boys' schools or pure Girls schools. Therefore, based on the Cochran's final sample size formula the sample size was as given in equation (3.4).

$$n_1 = \frac{n_0}{1 + \frac{n_0 - 1}{N}} = \frac{385}{1 + \frac{384}{29900}} = 380.1$$

$$\approx 380 \quad (3.4)$$

3.5.2 Sampling Techniques

In this study, simple random sampling, stratified sampling and purposive sampling procedure were used to get the sample size. The stratified sampling technique was deployed in selecting the form three students. The form three class was selected because these are the adolescent students who have stayed in school for a longer time and records of their behaviour can consistently be studied. Random sampling procedures was employed to select three schools per each category from the targeted group of schools. That gave a total of 9 schools to be included in the sample. Random sampling was also employed to select parents to get a sample of 30 parents during one of form three parents meeting.

3.6 Research Instruments

Research instruments were used to gather information from the respondents. These included; questionnaires for students and interview schedules for the principals and parents. Documentary records or reports were used to collect data from deputies and counseling master's offices. The instruments were developed alongside the set objectives with each objective forming a sub-topic with relevant questions.

3.6.1 Students Questionnaires

The researcher adopted a questionnaire that comprised of structured questions to assess parent-child relationship and a behaviour check-list to assess adolescent's involvement in antisocial behaviour. The questionnaire was made up of four sections: Section **A** of the questionnaire gathered demographic information about the respondents. Sections **B**, **C**, **D** and **E** of the students' questionnaire contained items from the various facets of parent-child relationship according to the objectives of the study. Section **F** measured the extent to which the students were involved in antisocial behaviour.

The items were used to find out whether the parents discussed issues freely with their children in a way to bring their relationship with their children. The adolescents were asked questions about their parents' presence, concern about their friends, their involvement in their own activities as well as their punitive measures when involved in wrong doings. Items on parents' supportiveness were also asked.

The options were based on the 5-point Likert scale: **1** - Never, **2**- rarely, **3** - sometimes, **4**- often and **5**- very frequent. The current research tool was appropriate for the study because it gave the respondents a chance to give their responses freely without fear since they did not indicate their names anywhere in the questionnaire.

3.6.2 Interview Schedule for Parents and School Principals

This section covered structured interviews to collect qualitative data from the principals and the parents.

According to Creswell (2013), interview is a one-on-one exchange of information between an interviewer and interviewee. For this study the researcher developed an interview guide with a set of questions based on the research objectives.

The interviews were administered to gather qualitative data for the study. One strength of an interview schedules is that it increases the power of oral fielding of questions in an encounter therefore enabling wide collection of data. Carter and Beaulieu (1992) point out that, informant interviews are qualitative in-depth interviews with people having knowledge of the happenings in a specific community. Informant interviews allowed the researcher to solicit more information from subjects who had first-hand information about parenting and students behaviour in secondary schools. Therefore, interviews were appropriate for parents and school principals as were found to carry gritty information and knowledge on adolescents behavioral issues. In addition,

interviews were seen as important for the current study because it enabled the researcher to ask probing and supplementary questions. They also helped the researcher to develop a good rapport with the respondents and to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.6.3 A Behaviour check-list for Deputy Principals and Guidance and Counseling Masters/Mistresses

This section contained negative behaviour that the adolescents engage in. The deputy principal and guidance and counseling master/mistresses were expected to indicate how often students engages in certain behaviour by ticking the most appropriate option. The response mode ranged from the following: **N-Never R-Rarely S-Sometimes O-Often VF-Very Frequently**

3.7 Pilot Study

A sample of 50 students in form three from one of the purposively selected schools in Makueni County was involved in the pilot study. The school was randomly selected from among those who had been reported to have had the history of students' antisocial behaviour. The pre-test was used to check on the suitability and the clarity of the questions on the instruments designed, relevance of the information being sought and the language clarity. The pilot study was conducted on the data collection instruments one month before the main study after the researcher had been cleared by the graduate school and after obtaining a research permit from the National Council for Science, Technology, and Innovation (NACOSTI). The respondents who participated in the piloting of the instruments were not included in the sample for the actual data collection.

3.8 Validity of Research Instruments

In developing the research tools, the researcher sought the guidance from the supervisors in the Department of Educational Psychology to ensure that each objective was put into consideration in developing the research instruments. Content validity was used to assess the appropriateness of research instruments and ensure accurate findings. The content validity in this study was achieved by consulting supervisors of the thesis, colleagues in the Educational Psychology Department and peers. The feedback given was incorporated to enhance the data collection instruments.

3.9 Reliability of the Research Instrument

According to Orodho, (2005) reliability is the degree to which a measuring procedure gave similar results over a number of repeated trials. Reliability is also concerned with repeatability. A research instrument is said to be reliable if a repeat measurement made by it under similar conditions will give the same result. Split half method was used to check the reliability of the instruments in the study. In split half a test for a single knowledge area is split into two parts and then both parts such as even and odd numbers, is given to one group of students at the same time. Computation of the reliability coefficient between the two sets of scores was carried out using Pearson's Product Moment Correlation Formula. A reliability coefficient, $r = 0.7$ was obtained which indicated that there was high internal reliability.

3.10 Data Collection Procedures

In preparation to collect data the researcher obtained permission from the Graduate School of Machakos University office. The researcher proceeded to obtain a researcher Permit from the National Commission for Science, Technology and Innovation (NACOSTI). After getting the permit the researcher sought permission from the county

educational office to visit various schools within the county. The researcher then preceded to make arrangements to visit the principals of the sampled schools. This visit was very necessary for creating a rapport with the principals as well as making an appointment with them on the specific date when to visit their schools for data collection. After obtaining consent from the participants, the researcher clearly explained to the respondents that the information gathered was purely used for research purposes and that their participation was solely voluntary. The researcher also introduced the assistants to the administration and the respondents. During these visits, instructions pertaining to keenness and accuracy in filling their information was discussed. On the material day; the researcher along with two trained assistants visited each of the sampled schools to administer numbered questionnaires to individual respondents. For confidentiality purposes the questionnaires were administered in a private room to separate the respondents from the rest of the students during a normal school day. The researcher gave clear instruction to the respondents on how to fill the questionnaires. This ensured that most of the questionnaires were filled thus increasing the response rate to almost hundred percent. The respondents were given 30 minutes to fill the questionnaires after which the researcher and her assistant collected them. This exercise took a period of two weeks.

3.11 Data Analysis and Presentation

The qualitative and quantitative data analysis approach was used in analyzing the students' questionnaires, principals and parents interview schedules. Descriptive and inferential statistics were used to describe the study findings. The data was analyzed thematically according to the objectives of the study. The findings were presented in percentages and bar graphs to reveal the contributions of parent-child relationship to

adolescents involvement in adolescents antisocial behaviour. For inferential statistics, Pearson correlation coefficient and regression analysis were used to determine the level of relations between the variables under the study. The Statistical Package for Social Sciences (SPSS) software Program version 27 was used to analyse the data.

3.12.1 Logistic Regression

Regression analysis is concerned with the study of the dependence of one variable (The Dependent Variable), on one or more other variable(s) (The Explanatory Variable), with a view to estimating and, or predicting the population parameters.

The central mathematical concept that underlies logistic regression is the logit-the natural logarithm of an odds ratio. Logistic regression describes the relationship between a dichotomous response variable and a set of explanatory variables. The explanatory variables may be continuous or discrete. Taking y_i as random variable that can take the values 1 and 0. The simple logistic model has the form

Whereby

$$\ln\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_k x_k$$

and

β_i denotes a vector of parameters,

X_i is often called the design matrix and

$X_i \beta_i$ is the linear component of the model.

Logistic regression was used to test the parent-child relationships as a predictor of adolescents' involvement in antisocial behaviour. The dependent variable being the

dichotomous (binary) variable of whether, the child (student) exhibited some antisocial behaviour (1) or did not exhibit any antisocial behavior (0).

3.13 Ethical Considerations

In research, ethical considerations involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured.

3.13.1 Access to the Study sites

The researcher sought for Permission to conduct the research from Machakos University's graduate School, School of Education, NACOSTI, MoE (through the County Education Office), a Principals' Respondents who participated in the study.

3.13.2 Confidentiality

The researcher undertook to keep confidential any information provided by the respondents. The researcher assured the respondents that no sensitive information would be divulged to a third party. The researcher also assured the participants that their identities would not be disclosed at all to any third party. The study participants got assurance that no data that would make them to be known or would be disclosed in any form of communication. This was confirmed by signing non-disclosure forms.

3.13.3 Anonymity

The researcher ensured and assured the respondents that their identities would not be revealed and that no identifying information about the respondent or the institution would be revealed in written or other communication. This was done by labelling the respondents and not using their names.

3.13.4 Informed Consent

The researcher explained the purpose and the nature of the current study to the respondents as well as the procedure to be followed during the data collection so that they could participate willingly. The researcher further explained to the respondents that they were required to fill the informed consent forms affirming their willingness to participate in the study and volunteer honest information (Appendix I). Their participation was totally voluntary and they could change their mind and withdraw at any time before and during the study and that there was no victimization.

The researcher ensured that a letter from Machakos University Graduate School was issued authorizing data collection. The researcher also obtained the research permit from the National Commission of Science Technology, and Innovation (NACOSTI). The researcher lastly obtained permission from the principals of the sampled schools for the study.

In addition, other ethical considerations were made such as: Obtaining the informed consent from the participants. The researcher assured the participants that, the information collected would be treated with high level of confidentiality and that the information was to be solely used for stated purpose. The researcher also explained to the respondents the purpose of the study and the benefits of taking part in such study. It was also made clear that the data collected was to be used only to be used for the purpose of the research. The researcher also made clear that findings of the study was to be shared to the schools and to the public.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the study findings, interpretation and discussion of results. This is done following the order of objectives. For each objective, descriptive findings are presented followed by the interpretation, inferential statistics where applicable and a discussion of the findings. The main focus was to examine whether parent-child relationship could be used to predict the behaviour of a school going adolescent through the following set of objectives;

- i. To investigate monitoring parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.
- ii. To examine supportive parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.
- iii. To examine strict parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.
- iv. To investigate neglecting parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.

4.2 Respondents Questionnaire Response Rate

The required data was collected through survey method using self completing and validated questionnaires. Nine public secondary schools purposefully chosen from which a sample comprising of teachers, students and parents were randomly sampled. Table 4.1 and Table 4.2 give the summary of the participants' distribution per institution and gender respectively.

Table 4.1: Response Rate of Respondents per Category

Category	Sampled	Response	Percentage
Students	380	266	70
School Principals	009	009	100
Deputy Principals	009	009	100
Guidance & Counseling Teachers	030	025	83.33
Guardians / Parents	030	025	83.33
Total	458	334	72.92

The study engaged three hundred and eighty (380) students, the school principals and deputy principals were nine (9) each and the parents and the school guidance and counseling teachers were thirty (30) each. The response rate for the students was 70%, for both the school principals and the deputy principals was 100% and for both the parents/ guardians and the school guidance and counseling teachers was 83.3%.

Further analysis and observation revealed that, 39.5% of the students were from boys' schools, 20.7% were from girls' schools and 39.8% were from the mixed secondary schools.

In each category the response rate was above 70% hence minimizing the chance for nonresponse bias. The practical implication of this because of the questionnaires that were returned unfilled and other respondents failed to return their questionnaires. Therefore, this response rate reduced any bias and enhanced the reliability and validity of the study findings.

4.3 Respondents' General Information

The respondents' gender, age and the school category were noted and summarized as presented in the succeeding section.

4.3.1 Respondents' Gender Distribution

The study noted and recorded the respondents gender. The gender distribution per each respondent category was as summarized in table 4.2.

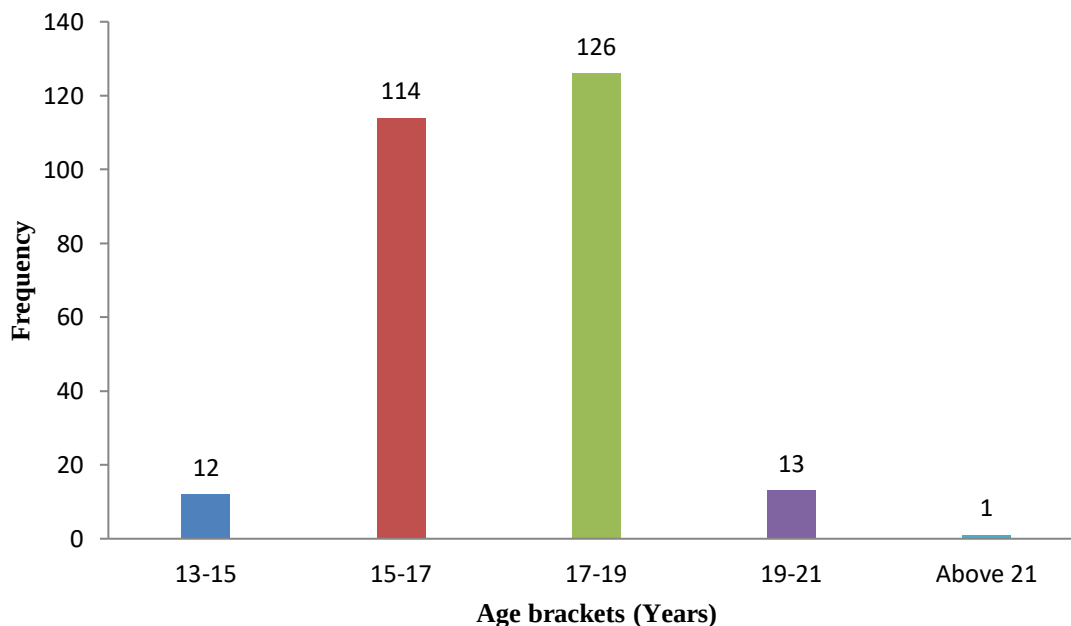
Table 4.2: Respondents' Gender per Category

Category	Male		Female		Total
	Freq	%	Freq	%	
Students	149	56.0	117	44.0	266
Principals	006	66.7	003	33.3	009
Deputy Principals	005	55.6	004	44.4	009
Guidance & Counseling teachers	006	24.0	019	76.0	025
Parents / Guardians	008	32.0	017	68.0	025
Total	174	52.1	160	47.9	334

Generally, there were more male respondents, 52.09% compared to female, 47.91% respondents. Most of the school principals and deputy principals were males as opposed to teachers of guidance and counseling where 76% were females. Most schools had appointed more female teachers than males possibly because females are patient, humane in nature and motherly as compared to their male counterparts.

4.3.2 Students' Age Distribution

The age distribution of the students is summarized in figure 4.1.

**Figure 4.1: Students 'Age Distribution**

Based on the study analysis, 99.6% of the students were adolescents. Most of the students (47.4%) were aged between 17-19 years, followed by 42.9% who were aged between 15-17 years. Only one student was above 21 years. These findings implied that majority of students in high school are at their adolescence stage. The practical implication of this is that at stage this stage children seek self independence which often crash with the laid down societal expetations and school rules and regulations in the school thusmaking them conflict with school rules and regulations. Still this is the stage learners fae identirty crisis and peer relationships that lead many to negative peer influence.

4.3.3 Parents' Social Economic Status

The study recorded the highest level of formal education attained by each parent/guardian. The formal educational background of the parents/guardians is summarized in figure 4.2.

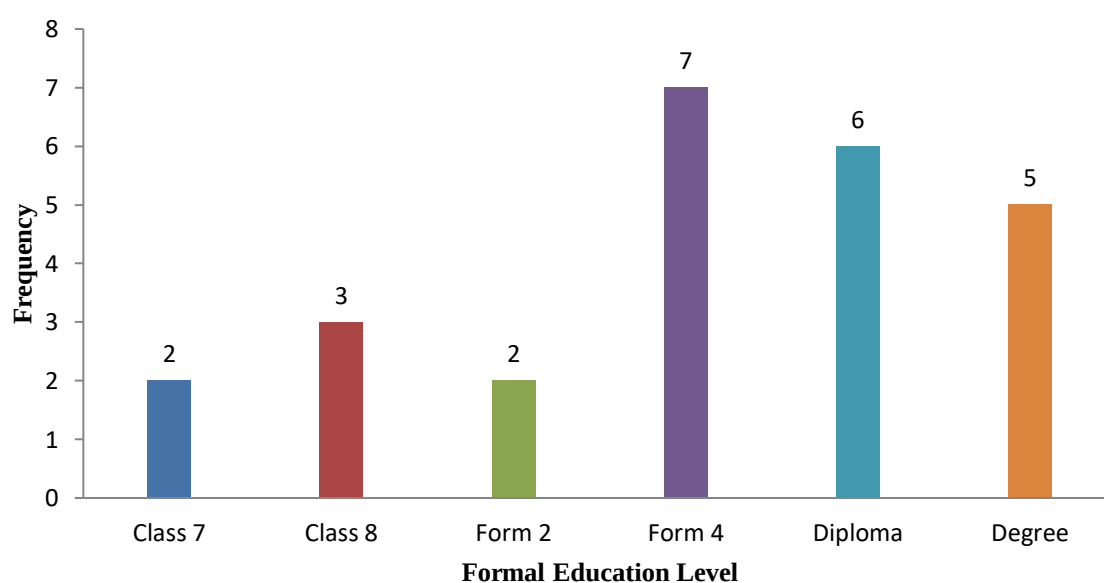


Figure 4.2: Parents' Formal Education Level

Most of the parents/guardians 7 (28%) had gone up to form 4 as their highest formal education level. It was noted that 5 (20%) of the parents had not proceeded beyond primary school level and 2 (8%) dropped at form two level. It was also noted that 6 (24%) and 5 (20%) had attained diploma and degree certificates respectively.

Further analysis of the interview revealed that, all the degree holders and five diploma holders were teachers. About one third (32%) were business people and 4 (16%) were peasants. The practical implication was that the lower the social economic background the higher the risk of involvement in antisocial behaviour as the learners sought alternative ways of meeting their basic needs.

4.4 Students Antisocial Behaviours

The study sought to investigate and establish students' involvement in antisocial behaviour prior to investigating any relationship between the antisocial behaviour and the predictor variables. The antisocial behaviours ranged from; truancy, drug and substance abuse, disobedience to teachers and stealing.

The students were subjected into a five point Likert scaled items and their responses' score to the statements mapped their behaviour as either antisocial or otherwise. The five point scale was assigned the values: 1-Strongly Agree, 2-Agree, 3-Undecided, 4-Disagree, 5-Strongly Disagree. All the statements were negatively framed such that in the scale of 5-1, any respondent whose average score was below 3.00 was categorized as having antisocial behaviour otherwise he/she was well behaved. Table 4.3 gives the summary of the responses on the items of establishing the antisocial behaviour among the sampled students.

Key: SD- Strongly Disagree, D- Disagree, U- Undecided, A- Agree, SA- Strongly Agree.

Table 4.3: Students Antisocial Behaviours

<i>Statements</i>	Responses Frequencies					$\bar{X}$	S
	SD	D	U	A	SA		
There is general indiscipline that interfere with my learning.	39 (15%)	42 (16%)	11 (4%)	103 (39%)	71 (27%)	2.88	1.36
Sometimes I sneak from school when others are in class.	64 (24%)	79 (30%)	36 (14%)	57 (21%)	30 (11%)	3.42	1.30
I often perform poorly in exams because I take drugs.	37 (14%)	45 (17%)	27 (10%)	97 (36%)	60 (23%)	2.90	1.30
I and a few of my friends have experienced withdrawal symptoms (felt sick) as a result of drugs.	54 (20%)	61 (23%)	49 (18%)	80 (30%)	22 (8%)	3.29	1.22
Sometimes I get in class late after break or after lunch.	23 (9%)	32 (12%)	10 (4%)	115 (43%)	86 (32%)	2.61	1.28
Most of the time I do not finish teachers' assignments.	15 (6%)	20 (8%)	7 (3%)	109 (41%)	115 (43%)	2.30	1.25
Sometimes we refuse to take teachers punishment	33 (12%)	66 (25%)	22 (8%)	97 (36%)	48 (18%)	3.05	1.25
Sometimes I pick and keep items I find placed on my desk	18 (7%)	44 (17%)	21 (8%)	98 (37%)	85 (32%)	2.58	1.27
Sometimes I am tempted to steal other students' uniform.	13 (5%)	31 (12%)	19 (7%)	76 (29%)	127 (48%)	2.19	1.28
Teachers don't send me in the staffroom because they don't trust me.	46 (17%)	33 (12%)	33 (12%)	68 (26%)	86 (32%)	2.70	1.47
Average						2.79	1.29

The average score for all the statements was 2.79 and a standard deviation of 1.29. This implied that the sampled students exhibited most of the tested antisocial behaviours.

Based on the responses to the items in table 4.3, more than three quarters of the students interviewed 223 (83.8%) scored less than 3.00 in a scale of 1-5. This implied that 83.8% of the students exhibited at least one of the antisocial behaviours in the table 4.3. The highly occurring antisocial behaviour was the temptation to steal other students' uniform whereby 127 (47.7%) of the students strongly agreed having been tempted. The second occurring antisocial behaviour was the inability to finish the teachers' assignments on time as cited by 115 (43%) of the students registering strongly agree. . This was followed by students getting to class late after break or after lunch as cited by 115(43%) of students registering the agree Likert scale. The fourth occurring antisocial behaviour was general indiscipline that interfered with students learning as cited by 103(39%) of the agreed Likert scale. This was followed by students sometimes picking and keeping items they found placed on their desks as cited by 98 (37%) of the agreed Likert scale. The least occurring antisocial behaviour was the withdrawal symptoms (feeling sick) as a result of drugs whereby only 22 (8.3%) strongly agreed to have had such symptoms experience. The second least occurring antisocial behaviour was sneaking out of class while others were in class 30 (11.3%). This result findings implied that antisocial behaviour was common in public Secondary Schools in Makueni county. This was evidenced by most interviewed respondents (83%) admitting to have experienced most of the itemized students anti social behaviours given.

Among the students who admitted having at least one undesired behaviour there were 57.85% were boys and 42.15% were girls as shown in figure 4.3.

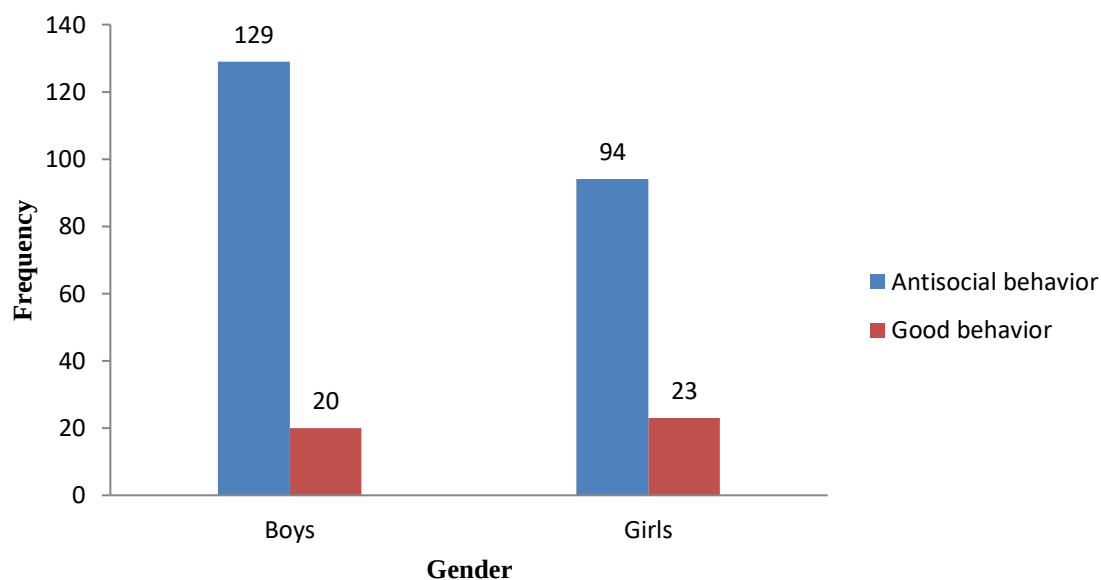


Figure 4.3: Antisocial Behaviour by Gender

The pure boys' schools had a slightly bigger proportion (86.58%) of antisocial behaviour compared with their counter parts with (80.34%) of pure girls' schools with antisocial behaviour. Figure 4.4 gives the summary of the antisocial behaviour per school category.

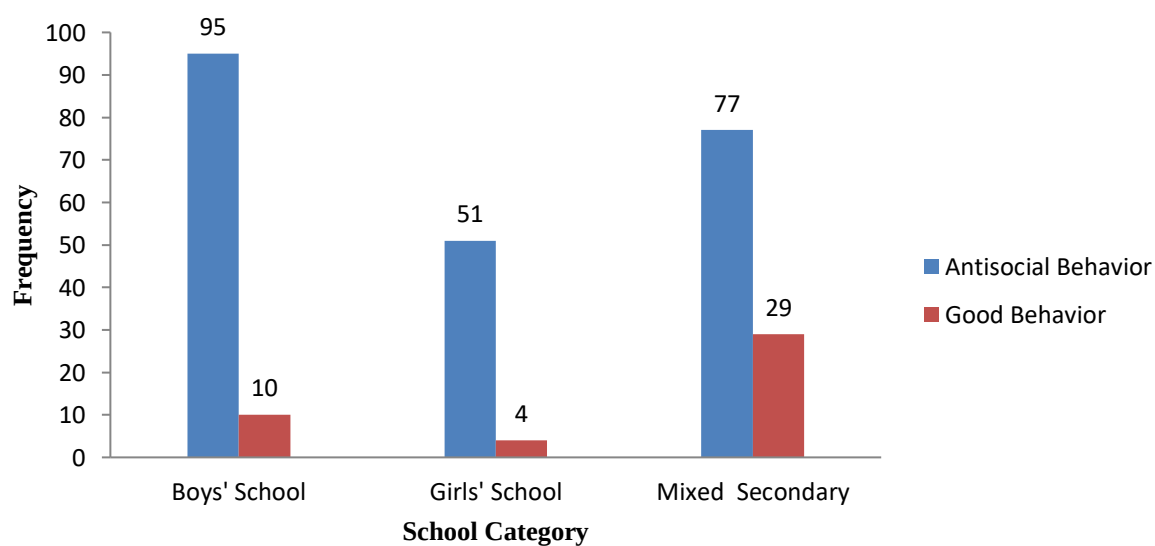


Figure 4.4: Antisocial Behaviour by School

The results indicated that pure boy' schools had the highest percentage 92(73%) of the antisocial behaviour, followed by pure girl schools with 90 (48%). The mixed secondary schools had the lowest at 72 (64%) of the antisocial behaviour. The practical implication of this findings was as result bias of protection of girls over boys in the last decades by parents . More emphasies has been put on the girl child education therefore, exposing the boy child to great risks and negligence. The boys in mixed secondary schools had minimal antisocial behaviour possibly due to psychological emotional balance in mixed schools. Talks and forums organized by the schools targeting the girl child may have helped the boy against angaging in antisocial behaviour.

4.4.1 Monitoring Parent-Child Relationship a Predictor of Adolescents' Antisocial Behaviours

The first objective of the study sought to investigate whether monitoring parent-child relationship could be used as a predictor of adolescents' involvement in antisocial behaviour. The students were subjected into a five point Likert scaled items and their responses to the statements mapped their parents/guardians as either monitoring parent/guardian or otherwise. The five point scale was assigned the values: 1-Never, 2-Rarely, 3-Sometimes, 4-Often and 5-Very Frequently.

4.4.1.1 Descriptive findings on Monitoring Parent-Child Relationship as a Predictor of Adolescents' Antisocial Behaviours

The descriptive statistics were conducted by calculating the measures of central tendency and measures of dispersion such as arithmetic mean and the standard deviation score of the responses defining the characteristics of monitoring parent-child relationship. The study also identified the highly and least responded items on monitoring parent-child relationship.

Table 4.4 gives the summary of the responses on the items to establish a monitoring parent.

Key: N-Never R-Rarely S- Sometimes O- Often VF-Very Frequently

Table 4.4: Monitoring Parents

Statements	Responses Frequencies					$\bar{X}$	S
	N	R	S	O	VF		
My parent(s) always seek to know my friends.	11 (4%)	22 (8%)	84 (32%)	57 (21%)	92 (35%)	3.74	1.14
My parent(s) always set clear roles of behaviour	0 (0%)	9 (3%)	31 (12%)	84 (32%)	143 (54%)	4.35	0.82
My parent (s) always keen to know where and and with whom doing what	7 (3%)	21 (8%)	29 (11%)	67 (25%)	142 (53%)	4.19	1.08
My parent(s) usually set clear expectations for my school grades.	3 (1%)	8 (3%)	34 (13%)	49 (18%)	172 (65%)	4.42	0.90
My parent(s) usually check to find out whom I often chat with in my phone	112 (42%)	55 (21%)	53 (20%)	27 (10%)	19 (7%)	2.20	1.28
My parent(s) always seek information about my friends' family.	98 (37%)	62 (23%)	58 (22%)	32 (12%)	16 (6%)	2.27	1.24
My parent(s) always seek to know my hobbies and those of my friends.	65 (24%)	54 (20%)	69 (26%)	42 (16%)	36 (14%)	2.74	1.35
I often share my thought(s) and feelings with my parent(s)	49 (18%)	38 (14%)	88 (33%)	34 (13%)	57 (21%)	3.05	1.37
My parent(s) desire to do many things with me at home.	14 (5%)	20 (8%)	80 (30%)	46 (17%)	106 (40%)	3.79	1.20
My parent(s) always concerned with how I am doing in school, church & at home.	3 (1%)	18 (7%)	23 (9%)	44 (17%)	178 (67%)	4.41	0.98
Average						3.52	1.14

The average response score was 3.52 with the standard deviation of 1.14. This meant that in a scale of 1-5 where the five point scale was assigned the values such that: 1- never and 5- very frequently, most of the students' responses on the itemized parental

monitoring statements were either sometimes, often or very often. The highest exhibited parental monitoring was parents' concern on how their children were doing in school, church and at home as cited by 178 (66.9%) of the sampled students. The second highest parental monitoring aspect was the parents' usually setting clear expectations for their children's school grades which was cited by 172 (64.7%) of the students having occurred very frequently. The third highest exhibited monitoring parent-child was parents setting clear roles of behaviour for their adolescent children cited by 143(54 %) of the students having occurred very frequently. The fourth highest exhibited monitoring parent child relationship was parents keenness to know where and with whom their children were with most of the time which was cited by 142(53%) of the sampled students. This was followed by parents desiring to do many things with their children at home as cited by 106(40%) of the sampled students. The least occurring parental monitoring aspect was parents always seeking information about their childrens' friends family, which was cited by only 16 (6%) of the sampled students as frequently occurring parental monitoring. The second uncommon parental monitoring aspect was parents usually checking whom their children often chatted with in their phones which was cited by only 19 (7.1%) of the sampled students as the frequently occurring parental aspect. The result findings implied that most of the parents of the interviewed students embraced monitoring parent child practices as evidenced by majority of the interviewed respondents admitting to have experienced the itemized monitoring parent child behaviours highlighted.

These findings were in line with Tiller's (2003) findings in his study on the influence of parenting styles on children's cognitive development. Tiller recommended that monitoring parents' relation since child's requirement for both compliance and

individuality promote an open connection. Through this difficulty can be discussed and make your mind up together as a team. Tiller further said that authoritative parents normally hold high opportunity for their children but, unlike the authoritarian style, the children are constantly optimistic along the way. Rogers (2009) in his research on Parental involvement and children's school achievement: Evidence for mediating processes, also recommended the parenting style, by saying that the supportiveness and encouragement engaged within the authoritative parenting style ultimately provides children with a sense of idea and assurance in relation to learn without engaging into malpractices.

The findings of this study were also in agreement with Brooks (2011) who suggested that parental monitoring such as parents' knowledge of their adolescent's activities and friends, parental involvement (and in particular fathers) such as doing activities together including chores, playing games, watching television or having a meal together; good parental modelling such as not engaging in any behaviours which the child would mimic such as drinking alcohol or engaging in criminal activities; parental attachment indicated by bonding, warmth, acceptance and nurturance, if consistent, all contribute to reducing negative adolescents behaviour.

Findings of this study went beyond Ahmad and Klimstras (2015) findings on adolescents disclosure who argued that adolescent disclosure was consistently and directly related to lower levels of antisocial behaviour. In this study, findings regarding parental control showed that parental control was significantly related to lower levels of antisocial behaviour and substance use and not just adolescents' disclosure. This implied that parenting behaviours involving attention to and tracking of the child's

where abouts activities, and adaptations played a significant role in regulating antisocial behaviour among secondary school students. Results of the findings of the study on the other hand contradicted with Barnea et al., (2009) who asserted that through parental monitoring, even when parents acquired information they would not potentially protect children from engaging in antisocial behaviours. The results on monitoring parent-child relationship showed that most of the parents never bothered to find out whom their children often chatted with in their phones and that implied that such interactions with their peers may lead to their involvement in antisocial behaviours. The results of the finding were in harmony with Nkhata and Mwala (2016) who alluded that adolescents were more likely to engage in antisocial behaviour themselves, since they saw their fellow peer friends indulging in the same and wanted to be accepted and associated with them. Therefore, monitoring parent –child relationship could be a pointer to a responsible adolescent and citizen later in life.

4.4.1.2 Inferential Statistics on Monitoring Parent-Child Relationship as a Predictor of Adolescents’ Antisocial Behaviours.

The inferences about the monitoring parent-child relationship in the targeted population were drawn using the sample statistics. Pearson coefficient of correlation and univariate regression were used to establish whether the monitoring parent-child relationship could predict the child’s behaviour. Table 4.5 and table 4.6 give the summary of correlation and univariate regression findings.

Table 4.5: Antisocial behaviour and Monitoring Parent

	Antisocial bhr	Monitoring Parent
Pearson Correlation	1	-0.277**
Sig-(2-tailed)	-	0.000
N	266	266

****.** *Correlation is significant at the 0.05 level (2-tailed).*

There was a negative correlation between the antisocial behaviour and the monitoring parent-child relation as summarized in table 4.5. Based on the Pearson Correlation value of -0.277, it implied that, there was a negative relationship between the antisocial behaviour to monitoring- child relationship. Given that the p-value (2-tailed) was 0.000, it meant that there was a 0.0% chance that scores in the study were due to random chance. Secondly since the p-value was less than the critical value 0.05 it meant that the results were statistically significant, hence the null hypothesis that there was no significant relationship between the adolescent antisocial behaviour and the monitoring parent-child relationship was rejected at $\alpha = 0.05$. The alternative hypothesis that there was a significant relationship between the adolescent antisocial behaviour and the monitoring parent-child relationship was upheld. Therefore, the monitoring parent - child characteristics could be used to predict the child's behaviour. Table 4.6 gives the summary of the univariate regression findings.

Table 4.6: Monitoring Parent-Child relationship

Model	Estimates	Std. Error	Z value	Pr(> z)
(Constant)	6.85	1.25	5.47	4.42e-08***
Monitoring Parent	-1.42	0.33	-4.35	1.38e-05***

*Signif. Codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1*

The finding in table 4.6 show that, there was an inverse relationship between the monitoring parent-child relationship and the antisocial behaviour. The monitoring parent-child relationship could predict the antisocial behaviour significantly at $\alpha = 0.05$. The prediction summary is given by the regression equation 4.1. Therefore, every positive step by a monitoring parent/guardian to set clear roles of the child's behaviour, know the child's friends, seek to know the child's feelings and thoughts would reduce the antisocial behaviour by 1.42.

Ruiz-Hernández et al (2019), investigated on influence of parenting styles and adolescent's antisocial behaviours. The findings revealed that, monitoring which included frequency of homework, knowledge of children's whereabouts and other parenting behaviours such as eating dinner with children had a strong and inverse relationship. A survey in Zimbabwe, by Global School Based Health Survey in 2003, had a similar finding. It was noted that, the factors associated with the consumption of alcohol were bullying, truancy and lack of parental supervision monitoring. Further analysis on the study revealed that, the children who always received parental supervision and monitoring were less likely to abuse drugs compared to their counterparts who were not supervised by their parents. A study focusing on family structure and American adolescent by Jermaine, (2015) indicated that relationship quality acted as a deterrent against adolescents' involvement in antisocial behaviour.

McLoyd, et al. (2019) investigating on African American parenting alluded that positive parent-adolescent's relationship were related to fewer adolescents' involvement in antisocial behaviour among African American youths. Therefore, this study findings are in tandem with many past studies on the effect of monitoring parent-child relationship and the antisocial behaviour. Ikediashi et al. (2015), conducting a similar study on the influence of parental monitoring on adolescents antisocial behaviour found out that monitoring such as frequency of checking of homework and other close interactions like eating dinner with children showed reduced involvement in antisocial activities such as smoking, drinking and alcohol consumption.

When adolescent children share information, parents become more knowledgeable of adolescent whereabouts and could be provided with more opportunities to give

guidance and support without being invasive. As a result, adolescents could be protected from development of behavioral and psychological imbalances. Adolescents can also manage information by withholding it from their parents. As adolescents become more autonomous and independent from their parents, they utilize the secrecy communication strategy to choose what to disclose to their parents and what information to withhold.

The current study findings went beyond a study conducted by Wieser and Freud (2011) suggesting that lack of parental involvement, as well as poor monitoring and supervision of children's activities, strongly predict antisocial behaviour. This study by Wieser and Freud did not expound on what was meant by poor monitoring neither did it guide on proper monitoring expected by parents as the current study has done. Although Cutrin et al., (2017) on examining causes of behavioral problems among adolescents in Nigeria indicated that antisocial friendships were a significant risk factor for antisocial behaviour, the author failed to indicate that most adolescents will prefer these antisocial friendships sometimes for the sake of it. The study also does not clearly indicate that sometimes parents could influence their children's friendships, directly or indirectly as the current study has done. For example, parent's decisions could affect the type of friends their children would have for instance, choice of neighborhood, school and activities. These could transmit various things such as attitudes, values and abilities which molded and influenced their children's behaviour, social reputation, and groups they join. The results of the study clearly ascertain that in order to structure the child's behaviour, parents may with moderation give rules on what kind of behaviour is allowed or by intervening in the child's environment including discussing on the importance of selected channels and games on the television. Further the study findings

clearly indicate that support, love, and trust from the parents usually made children feel secure and safe. These are very powerful weapons against life's disappointments, challenges and peer pressure. Regardless the challenges in the modern era, parents still need improve in monitoring and support their children as they pass through the various stages of life .

4.4.1.3 Thematic Analysis of Qualitative Findings on Monitoring Parent-child Relationship as a Predictor of Antisocial Behaviour

The researcher also interviewed parents to determine the impact of Monitoring Parent-child relationship on Adolescents antisocial behaviour in public Secondary schools in Makueni County. The qualitative data collected using interviews was analysed thematically and was directed by the research objectives one.

The following are responses from parents on explaining how their sons/daughters react when they are denied a chance to go out with their friends, had this to say: Parent A:

Mostly my son behaves negatively and he becomes arrogant any time I deny him a chance to freely loiter with his friends in the village. Some other times he may choose to be defiant and even refuse to undertake any duty I assign him.

Another parent, parent B says:

My daughter's mood changes and she refuses even to talk to me

Parent C says:

Mine is very much annoyed and he becomes disinterested in anything else. My son becomes aggressive, some other times he cries or sobs and even threatens to go away from home, refuses to answer me back or even goes to sleep during the day.

Parents A, B and C had similar opinions that most of their adolescent children were inclined to be in the company of their peers rather than being with their parents. Their argument was in line with Olweus, ((2016):who cited that when children entered into adolescent stage, they mostly spent much of their time with their agemates, and peers thus weakening parental bond. The study findings clearly show that growing teenagers looked to their peers at school as role models because their parents were no longer seen as role models by them as they got older .These findings were in agreement with results of the study that alluded that over-controlled adolescents were likely to rebel against their parents and the socially imposed rules.Asked on whether parents were concerned on knowing their sons/daughters friends and if they were free with them, parents A, B, C and D had the following to say:

Parent A

Yes, I desire to know them because I would like to monitor who and where they come from, to advice my son /daughter.

Parent B

Yes, because it is important. Especially when my son/daughter is in problems. That will help me understand when I start noting changes in behaviour.

Parent C

Yes, I do follow to know them. To know where my children go and follow up what they do when they are with their friends. Sometimes I even long to get free with them though it is not very easy.

The responses of both Parent A, B and C indicated that a balanced parental control which involved parent's interest and awareness of what their children did when they were out and who they spent their time with, had been found to limit adolescent involvement in various forms of antisocial behaviour. The responses from these parents also seemed to agree with other scholars who found out that if parents established a

warm, communicative environment, it was more likely for the adolescents to spontaneously tell them about what was happening in their lives, what they did, and who they did it with. That consequently made it easier for the parents to exercise some control over their children's friendships.

4.4.3 Supportive Parent-child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour

The second objective of the study sought to investigate whether supportive parent-child relationship could be used as a predictor of adolescents' involvement in antisocial behaviour. The students were subjected to a five point Likert scaled items and their responses to the statements mapped their parents/guardians as either supportive parent/guardian or otherwise. The five point scale was assigned the values: **1-Never, 2-Rarely, 3-Sometimes, 4- Often, and 5-Very Frequently.**

4.4.3.1 Descriptive Findings on Supportive Parent-Child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour.

The descriptive statistics were conducted by calculating the measures of central tendency and measures of dispersion such as arithmetic mean and the standard deviation score of the responses defining the characteristics of a supportive parent - child relationship. The study also identified the highly and least responded items on supportive parent-child relationship. Table 4.7 gives the summary of the responses on the items to establish a supportive parent. Key: N-Never R-Rarely S-Sometimes O- Often VF-Very Frequent.

Table 4.7: Supportive Parents

	Responses Frequencies					$\bar{X}$	S
	N	R	S	O	VF		
My parent(s) usually discuss issues with me in an open and friendly way.	8 (3%)	25 (9%)	36 (14%)	60 (23%)	137 (52%)	4.10	1.14
My parent(s) take care of my needs even when I am unwell.	2 (1%)	4 (2%)	10 (4%)	53 (20%)	197 (74%)	4.65	0.70
My parent(s) ensure my security and protection all the time.	2 (1%)	3 (1%)	13 (5%)	14 (5%)	200 (75%)	4.66	0.69
My parent(s) comfort me when I am troubled.	16 (6%)	20 (8%)	63 (24%)	48 (18%)	119 (45%)	3.88	1.23
My parent(s) enjoy taking joint activities with me.	22 (8%)	36 (14%)	97 (36%)	47 (18%)	64 (24%)	3.36	1.22
My parent(s) are actively involved in my school work.	17 (6%)	18 (7%)	52 (20%)	54 (20%)	125 (47%)	3.95	1.23
Parent(s) pay all my fees dues in school in good time.	11 (4%)	21 (8%)	56 (21%)	51 (19%)	127 (48%)	3.99	1.18
My parent(s) feel with me when I am in distress.	48 (18%)	33 (12%)	58 (22%)	57 (21%)	70 (26%)	3.26	1.43
My parent(s) desire to know my fears in life.	72 (27%)	31 (12%)	52 (20%)	45 (17%)	66 (25%)	3.01	1.54
I am comfortable when discussing my issues with my parents.	40 (15%)	26 (10%)	84 (32%)	17 (6%)	99 (37%)	3.41	1.45
Average						3.83	1.18

The arithmetic mean of the responses score from Table 4.4 above was 3.83 with a standard deviation of 1.18. The findings of the study show that in a scale of 1-5 where the five point scale was assigned the values such that: 1-never and 5-very frequently, most of the students response experienced the itemized parental support in their

engagements. Based on table 4.7 results analysis, the highest aspect of parental support demonstrated to their children was the security and protection assurance to their children all the time which was mentioned by 200 (75.19%) respondents of the sampled students as very frequently occurrence.

The second highest aspect of supportive parent-child relationship was the care given by the parents to their childrens' needs especially when unwell which was mentioned by 197 (74.06%) of the sampled students as a very frequently occurrence. The third highest supportive behaviour exhibited by supportive parent-child relationship was parents discussing issues with their adolescent children in an open and friendly way which was cited by 137(52%) of the respondents of the sampled students as a frequency occurrence. The fourth highest of the supportive parent-child relationship was parents paying all their childrens fees dues in school at the right time cited by 127(48%) of the respondents of the sampled students as a very frequent occurrence. The fifth highest supportive parent-child relationship was followed by parents being involved in their children school work as cited by 125(47%) of the respondents as a frequency occurrence. This was followed by parents comforting their children when they were psychologically or emotionally troubled as cited by 119(45%) of the respondents as a frequency occurrence. Based on the study findings the least supportive parent-child relationship was parents never desired to know the fears of their children in life, as presented by 72 (27.07%). The second least supportive parent-child relationship was that parents never felt with their children even at times of distress which was indicated by 48 (18%) of students responses registering never of the Likert scale. The result findings clearly implied that most of respondents interviewed experienced the itemized parental support in their interactions with their parents.

These findings were similar to Kang and Moore (2011) recommendations in their research on Parenting interactions and adolescents school performance in mainland China. Kang and Moore observed that unlike authoritarian parents, punishment is very hardly used in liberal homes and children are frequently given better care and ability to make their own decisions in life. Being more responsive than demanding, parents of this style have comparatively low opportunity for their children, setting very few, if any, rules. Verenikina et al., (2011) in their research findings on understanding learning and development also noted that such parents often take a very relaxed and easy-going approach.

4.4.3.2 Inferential Statistics on Supportive Parent-child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour

The inferences about the supportive parent-child relationship in the targeted population were drawn using the sample statistics. Pearson coefficient of correlation and univariate regression were used to establish whether the supportive parent-child relationship could predict the child's behaviour. Table 4.8 and table 4.9 give the summary of correlation and univariate regression findings.

Table 4.8: Antisocial behaviour and Supportive Parent

	Antisocial behaviour	Supportive Parent
Pearson Correlation	1	-0.24**
Sig-(2-tailed)	-	0.00
N	266	266

****.** *Correlation is significant at the 0.05 level (2-tailed).*

There was a negative correlation between the antisocial behaviour and the supportive parent-child relationship as summarized in table 4.8. Based on the Pearson Correlation value of -0.24, it implies that, there was a negative relationship between the antisocial behaviour to supportive-child relationship. Given that the p-value (2-tailed) was 0.00,

it meant that there was a 0.00% chance that scores in the study were due to random chance.

Secondly, since the p-value was less than the critical value 0.05 it meant that the results were statistically significant, hence the null hypothesis that there was no significant relationship between the adolescent antisocial behaviour and the supportive parent-child relationship was rejected at $\alpha = 0.05$. The alternative hypothesis that there was a significant relationship between the adolescent antisocial behaviour and the supportive parent-child relationship was upheld. Therefore, the supportive parent-child characteristics could be used to predict the child's behaviour. Table 4.9 gives the summary of the univariate regression findings.

Table 4.9: Supportive Parent-Child relationship

Model	Estimates	Std. Error	Z value	Pr(> z)
(Constant)	5.91	1.18	4.99	6.08 ***
Supportive Parent	-1.07	0.28	-3.77	0.00***

*Signif. Codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1*

Based on the findings in table 4.9, it is evident that, there was an inverse relationship between the supportive parent-child relationship and the antisocial behaviour. The supportive parent-child relationship could predict the antisocial behaviour significantly at $\alpha = 0.05$ by the regression equation 4.2.

$$\text{"Antisocial bhr}=5.91- 1.07\text{"(\"Supportive Parent\")"} \quad 4.2$$

Therefore, every positive step by a supportive parent or guardian to help and support the child's behaviour development would reduce the antisocial behaviour by 1.07.

These study findings are in tandem with Bowlby, (1988) research findings that posed that a loving, responsive, and helpful parent who is always available for their child

serves the function of binding the child to them and this serves as protective factor against child's involvement into antisocial behaviour.

These results are further consistent with a study conducted by NACADA (2015) which found out that many parents are playing referee when their children are involved in drugs use and trafficking. The NACADA report further stated that when parents spend more time at work, the bond of parent-child relationship weakens and the child seeks attention from the neighborhood and peers. Therefore, it is clear that in addition to supportive parent-child relationship as predictors of antisocial behaviour, then other factors play a role in influencing children's behaviour as stated by Maccoby (2000) who states that parental influence has been emphasized at the expense of others sources of influence that could be having greater influence such as genetical predisposition and peers. As a result, students orientate to peers which may end up blocking parental supervision. Further, study findings conducted by Ikediashi and Akande (2015), found out that parents and guardians should show love and care to their children where parent-child relationship should be corrective and assists the students to attain social roles.

Strohschein and Matthew (2015) research conclusion were that, adolescents who receive parental support and encouragement are less likely to rebel against their parents, which was in agreement with the current study findings. A similar conclusion was made by Sapungan and Sapungan (2014) who reported that a supportive parent-child relationship which is characterized of closeness, cohesion and structure, and parental warmth and acceptance has been found to be a protective factor against adolescents' involvement in behavioral issues. A study by Sameroff (2009), indicated that, parents

with high levels in empathy may be better able to understand and to respond to their adolescents changing needs hence least likely to be involved in antisocial behaviour.

Similar findings were reflected in another study by Marzan et al., (2022) in Australia who investigated the volume and patterns of antisocial behaviour especially alcohol consumption and alcohol-related antisocial behaviours (ASB) in the general population. The aim of the study was to determine if these associations were constant across different socio demographic groupings. In their investigation, they used a sample of 30,275 respondents aged fourteen and above (14+). The finding of the study showed that perceived parental support had a negative relationship with adolescents' involvement in antisocial activities such as drinking of alcohol.

The findings of the study were also in agreement with Anderson and Stavrou (2000) survey that was conducted by in Dar-es-Salaam, Tanzania investigating the causes of antisocial behaviour among youth. The findings of their study revealed that, inadequate parental support and supervision and were linked to adolescents' involvement in antisocial behaviour with deviant peers. Stealing, robbery and mugging were the common types of crime committed by the youth. Those findings clearly authenticated that close relationships, support and communication on the part of parents, as well as setting limits of behaviour and supervision of what their children did or experienced, depending on their level of autonomy, were positive for child development. The results of the study also are similar to Hoskins, (2014), findings whose study showed that parental warmth and behavioral control were protective factors for antisocial behaviours such as aggression, delinquency, and consumption of alcohol or addictive substances especially when they occurred together.

Jermaine's (2005) study findings were in agreement with the results of the current study. He investigated parent-adolescent communication and adolescents' delinquency in Virginia. The data was analyzed using regression analyses, and the study found out that, parent-adolescent communication was related to adolescents' delinquency for non-supportive parents. In addition, less parent-adolescent attachment and support and less parent-adolescent communication were related to behavioral problems for most families. The current study serves as a basis for better understanding of the influence of parental supportiveness on adolescents' behavioural problems in schools. The findings of this study implied that supportive parenting behaviours were negatively linked to adolescents' involvement in antisocial behaviours, indicating that high levels of support and warmth were associated with low levels behavioral problems. While low levels of support or even rejection were linked to high levels of behavioral problems. The study demonstrated that social behaviour of adolescents was significantly influenced by supportive parent-child relationship. Children needed to know that they were loved, trusted, respected and cared for by their parents. Supportive parenting implied that the parent had his/her child interests at heart, besides being involved in his/her activities, helpful or supportive and present when needed.

Hoffma (2008) study findings were similar to the current results of this study. He studied parents and youth behavioural problem with a sample size of 216 female and 225 male students from South western University. The results confirmed that parental warmth, care, protection and supportive parenting were protective to adolescents' behavioral outcome. However, Okorodudu (2010) findings disagreed with the results of the current study. He examined parental supportiveness that involved a healthy relationship, friendliness, supervision and participation in school work. The study

found out that, parental support, an aspect of authoritative parenting was found not significantly related to adolescents' behavioral problems.

Similarly, Piff (2014) agreed with the results of the current study. Piff further observed that parent-adolescent relationships and communication raised acceptable behaviours among adolescents on sex related issues. Also open and quality communication consisted of free flowing of emotional information, and the existence of positive relationship characteristics in parent-adolescent relationship such as support, affection, and appropriate boundaries.

The results findings were in harmony with the results by Ordonez (2009) whose objective was to explore the influence of parental support on antisocial behaviour among 1514 adolescents from Sarasota County (Florida) reported that parental support implicated adolescents' antisocial behaviour. An integrated multilevel approach was developed considering elements of the social support paradigm and social learning theory. Using Hierarchical Linear Modeling (HLM), the results suggested that both paternal and maternal support were significant factors in the prevention of antisocial behaviour. However, paternal support demonstrated to be stronger when students justified school misbehavior. As reflected by the study findings of the current research, the influence of parental support to reduce antisocial behaviour may be challenged by adolescent peers in society and deviant peers who engage antisocial practices such as disobedience.

4.4.3.3 Thematic Analysis of Qualitative Findings on supportive Parent-child Relationship as a Predictor of Antisocial Behaviour

Parents were asked their views on supportive parent-child relationship. They were supposed to respond on various questions which predicted supportive parent-child

relationship. Asked whether their sons and daughters enjoyed parental security and protection in and outside school parent A, B and C had the following to say:

Parent A stated,

"By being free and friendly with my son and my daughters, I create a conducive environment that allows them to disclose their concerns freely to me."

Parent B affirming,

"By keeping close contact with them when at home and when in school, I keep constant touch with their class teachers as a way of following up to know how they are doing."

While Parent C, *"I provide for my son's personal needs, for example, by ensuring that I give him pocket money. I inquire about his friends and where he goes when not at home or at school."*

Asked whether as a parent enjoyed joined activities with their sons or daughters the parents responded as follows:

Parent A stated, *"I do, as when doing activities together he opens up and shares some issues that bother him. By sharing with him, I take advantage and guide him on matters concerning life and taking up responsibility as he grows up. I ensure that we talk freely on matters concerning work and dangers of idleness."*

Parent B expressing,

"Yes, this gives me the opportunity to understand and know my daughter much better, therefore enabling me to share with her freely on issues affecting her."

Parent C, saying,

"Yes, when we work together, especially in the shamba, having time together, we discuss issues concerning his life in school, church, and his interests after school. Sometimes he even asks me questions freely about myself."

These findings were concurrent with Ruiz-Hernández et al., (2019) who opined that close relationships and communication on the part of parents, as well as setting limits of behaviour and supervision of what their children did or experienced, depending on their level of autonomy, were positive for child development. The findings were also in agreement with Stolk, et al., (2007) who argued that Supportive Parenting included care, guidance, parental involvement, and specifically positive parental participation in various activities. Parental engagement and participation in activities with their children reduced the risks of adolescents engaging in antisocial behaviour. From the study findings it is clear that Support, love, optimism and trust from the parents usually made children feel secure and safe. These were very powerful weapons against life's disappointments, challenges and peer pressure. Although it became challenging for most parents to be supportive to their children as they passed through the various stages of life and most importantly during the adolescence, it is still important to be supportive as a parent. Failure by the parent to share some of their teenage experiences would negatively affect the adolescent needs as they grow since some experiences acted as a guide to handle their situations.

4.4.4 Strict Parent-child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour

The third objective of the study was to investigate whether a strict parent-child relationship could be used as a predictor of adolescents' involvement in antisocial behaviour. The students were subjected into a five point Likert scaled items and their responses to the statements mapped their parents/ guardians as either strict parent/ guardian or otherwise. The five point scale was assigned the values: **1-Never, 2-Rarely, 3-Sometimes, 4-Often, and 5-Very Frequently**. Table 4.10 gives the summary of the responses on the items to establish a strict parent/ guardian characteristic.

4.4.4.1 Descriptive Statistics on Strict Parent-child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behavior

The descriptive statistics were conducted by calculating the measures of central tendency and measures of dispersion such as arithmetic mean and the standard deviation score of the responses defining the characteristics of a strict parent-child relationship. The study also identified the highly and least responded items on a punitive parent-child relationship.

Key: N-Never R-Rarely S-Sometimes O-Often VF-Very Frequently.

Table 4.10: Strict Parent-Child relationship

Statements	Responses Frequency					$\bar{X}$	S
	N	R	S	O	VF		
My parent(s) sometimes punish me by beating me especially when I do any mistake.	130 (49%)	52 (20%)	58 (22%)	14 (5%)	12 (5%)	1.97	1.15
My parent(s) sometimes punish me without giving me room to explain the situation.	194 (73%)	25 (9%)	24 (9%)	8 (3%)	15 (6%)	1.59	1.13
My parent(s) are sometimes harsh and use unkind words when I don't meet their expectation.	184 (69%)	22 (8%)	42 (16%)	11 (4%)	7 (3%)	1.63	1.06
My parent(s) may deny me food sometimes as a way of disciplining me when I commit an offence.	219 (82%)	21 (8%)	14 (5%)	2 (1%)	-	1.28	0.66
My parent(s) at times may pinch and pull my ears when I disobey them.	96 (36%)	42 (16%)	80 (30%)	22 (8%)	26 (10%)	2.40	1.31
My parent(s) uses a cane on my buttocks as a way of discouraging me from my friends.	167 (63%)	34 (13%)	48 (18%)	8 (3%)	9 (3%)	1.71	1.08
My parent(s) may sometimes pounces on me unawares when I deliberately choose to disobey them.	217 (82%)	18 (7%)	16 (6%)	9 (3%)	6 (2%)	1.38	0.91
My parent(s) are fond of rebuking me when I neglect my school work.	206 (77%)	32 (12%)	17 (6%)	7 (3%)	4 (2%)	1.39	0.84
My parent(s) sometimes may shout or scold at me when they get irritated by my mistake.	78 (29%)	35 (13%)	91 (34%)	31 (12%)	31 (12%)	2.63	1.33
My parent(s) listen to me anytime I have a complain.	11 (4%)	17 (6%)	58 (22%)	44 (17%)	135 (51%)	4.23	3.33
Average						2.02	1.28

The arithmetic mean of the responses score was 2.02 with a standard deviation of 1.28.

This implied that strict parent-child relationship was not dominant from the sampled regions in that in a scale of 1-5 where the five point scale was assigned the values such that: 1-never and 5-very frequently, most of the students did not experienced the strict parent conducts. Based on the result findings 135 (50.75%) of the interviewed students said their parents would listen to them anytime they had a complain very frequently. Second most occurrence was often shouts and scolding of the parents when they got irritated by their children' mistake as stated by 31(11.65%) of the interviewed students. Third, was parents pinching and pulling the ears of their children when they disobeyed as cited by 26 (9.77%) of the interviewed students. This was followed by Majority 219 (82.33%) of the interviewed students said that denial of food as a way of disciplining their children when they commit an offence never occurred. It was also noted that, parents pouncing on children unawares any time they did wrong never occurred to 217 (81.58%) of the interviewed students. This was followed by parents punishing their children without giving them room to explain the situation as cited by 194(73%) as never occurred of the interviewed students. The fourth highest of the interviewed students was parents using harsh and abusing words when children did not meet their expectations as cited by 184 (69%) registering never occurred option of the Likert scale. Parents punishing their children by severely beating them when they did mistake never occurred among the interviewed students as cited by 130(49%). Based from the study findings it was evident that most of the students did not experience the itemized strict parent child relationship in their engagement.

The results of the study were in contrast with the findings of Areepattamannil (2010), in his research on parenting practices, and children's school achievement' who observed that strict parents were generally found setting harsh rules for the children to be tolerated by and monitor their child's time as well as their behaviour for the period of the day and night. The results findings also did not agree with Grolnick (2003), research findings on the psychology of parental control: how well-meant parenting backfires, he noted that punitive child parenting was assumed to have undesirable effects on children's psychological development.

4.4.4.2 Inferential Statistics on Strict Parent-Child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour

The inferences about the punitive parent-child relationship in the targeted population were drawn using the sample statistics. Pearson coefficient of correlation and univariate regression were used to establish whether the strict parent-child relationship could predict the child's behaviour. Table 4.11 and table 4.12 give the summary of correlation and univariate regression findings. About ten percent 31 (11.65%) of the students respondents said that, their parents often would shout and scold on them when irritated by their mistakes. It was also noted that 26 (9.77%) of the students respondents said that, their parents would pinch and pull their ears when they disobeyed them.

Table 4.11: Antisocial behaviour and Strict Parent

	Antisocial bhr	Strict Parent
Pearson Correlation	1	-0.04
Sig-(2-tailed)	-	0.50
N	266	266

Based on the findings in table 4.11, there was a negative correlation between the antisocial behaviour and the strict parent-child relationship. However, given that the p-value (2-tailed) 0.495, it meant that there was a 49.5% chance that scores in the study

were due to random chance. Secondly, since the p-value was greater than the critical value 0.05 it meant that the results were statistically insignificant, hence there was no sufficient evidence that the null hypothesis that there was no significant relationship between the adolescent antisocial behaviour and the strict parent-child relationship could not be rejected at $\alpha = 0.05$. Therefore the strict parent -child characteristics could not be used to predict the child's behaviour at $\alpha = 0.05$ and this implied that the strict parent-child relationship was not a significant factor in predicting the child's antisocial behaviour at $\alpha = 0.05$. Table 4.12 gives the summary of the univariate regression findings.

Table 4.12: Strict Parent-Child Relationship Regression

Model	Estimates	Std. Error	Z value	Pr(> z)
(Constant)	2.00	0.56	3.56	0.000367 ***
Strict Parent	-0.19	0.26	-0.68	0.495779

*Signif. Codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1*

Based on the findings in table 4.12, there was an inverse relationship between the strict parent-child relationship and the antisocial behaviour. However, the strict parent -child relationship could not predict the antisocial behaviour significantly at $\alpha = 0.05$ by given that the P-value was 0.498. nevertheless, the two variables related as per the regression equation 4.3.

$$\text{"Antisocial bhr"} = 2.00 - 0.19(\text{"Strict Parent"}) \quad 4.3$$

The fact that the strict parent-child relationship was not a significant factor in predicting the adolescent antisocial behaviour was not in line with the past studies. The study findings were not in agreement with Barnes, Boutwell, Beaver and Gibson (2013) findings who had found out that strict discipline practices were associated with a range

of adverse adolescent outcomes. It was not so in the current study where most of the respondents did not experience harsh and strict engagements with their parents. The results findings were also in disagreement with results by Pagan, Tremblay, Nagin, Vitavo and McDuff (2009), also reported that parents' aggression was likely the reason for the development of antisocial behaviour such as violence later on in adolescence as this was not the case in research findings of the current study where students did not experience violence and aggression in their relationship with their parents.

4.4.4.3 Thematic Analysis of Qualitative Findings on Strict Parent-child Relationship as a Predictor of Antisocial Behaviour

The researcher also interviewed parents on the third objective, and by asking them to comment on the use of a cane or whip to punish their sons/daughters anytime they committed an offense.

Parent A responded that:

"It is appropriate to use the cane sometimes. I have used it quite often because just talking to my son can't work alone. Without using these, young people can't obey you."

Parent B stated:

"Sometimes I am forced to use a cane in order to discipline them. It is not the best, but sometimes it has to be used to correct bad behavior."

Parent C expressed:

"I firmly commend a cane to punish them. 'Spare the rod and spoil the child.' To me, it's not bad because it is a way of correcting."

The study findings were in disagreement with Sailor (2010) who pointed out that depression and anger were products that emerged whenever children were raised through strict or punitive parenting. His study posed that strict parent-child relationship clarified to the child that part of him/her was unacceptable and that the parent did not have time to teach them on coping and managing the difficult feelings that triggered them into action. Thus, the anger and depression brought about by punishment drove the child into antisocial behaviours that would persist until adulthood.

The findings of the current study however, was in line with Gershoff (2002) who alluded that parents should talk with their children about appropriate means of resolving conflict. She further says that building a trusting relationship could help children believe that discipline was not arbitrary or done out of anger. The findings of the current study implicated that the adolescents did not experience most of the items presented therefore, strict parent-child relationship could not be used to predict adolescents antisocial behaviour in schools in Makueni County.

4.4.5 Neglecting Parent-child Relationship as Predictor of Adolescents' Involvement in Antisocial Behaviour

The fourth objective of the study was to investigate whether a neglecting parent-child relationship could be used as a predictor of adolescents' involvement in antisocial behaviour. The students were subjected into a five point Likert scaled items and their responses to the statements mapped their parents/guardians as either neglecting parent/guardian or otherwise. The five point scale was assigned the values: **1-Never, 2-Rarely, 3-Sometimes, 4-Often, and 5-Very Frequently.**

4.4.5.1 Descriptive Statistics on Neglecting parent-child Relationship as Predictor of Adolescents' Involvement in Antisocial Behaviour.

The descriptive statistics were conducted by calculating the measures of central tendency and measures of dispersion such as arithmetic mean and the standard deviation score of the responses defining the characteristics of a neglecting parent - child relationship. The study also identified the highly and least responded items on a neglecting parent-child relationship.

Table 4.13 gives the summary of the responses on the items to establish a neglecting parent/guardian.

Key: N-Never R-Rarely S-Sometimes O-Often VF-Very Frequently

Table 4.13: Neglecting Parent-Child Relationship

Statements	Responses Frequency					$\bar{X}$	s
	N	R	S	O	VF		
My parent(s) tell me to lead my life the way I see it best.	145 (55%)	22 (8%)	35 (13%)	19 (7%)	45 (17%)	2.24	1.56
My parent(s) don't know when I go or come from school.	210 (79%)	16 (6%)	16 (6%)	7 (3%)	17 (6%)	1.52	1.14
My parent(s) allow me to make my own money to buy school necessities.	205 (77%)	15 (6%)	23 (9%)	9 (3%)	14 (5%)	1.54	1.12
My parent(s) don't encourage discussions with me.	166 (62%)	32 (12%)	40 (15%)	12 (5%)	16 (6%)	1.80	1.21
My parent(s) don't bother to know my friends.	132 (50%)	44 (17%)	51 (19%)	17 (6%)	22 (8%)	2.07	1.30
Parent(s) don't ask me anything concerning my school work.	164 (62%)	18 (7%)	32 (12%)	25 (9%)	17 (6%)	2.00	1.43
My parent(s) tell me to look for my own food and clothes.	249 (94%)	7 (3%)	5 (2%)	2 (1%)	3 (1%)	1.13	0.58
My parent(s) don't even care when am in pain.	210 (79%)	16 (6%)	16 (6%)	7 (3%)	17 (6%)	1.49	1.11
Even when I bring a new item at home my parent(s) don't ask me where I got it from.	167 (63%)	29 (11%)	36 (14%)	11 (4%)	23 (9%)	1.85	2.03
When am escorted home late by my friends my parent(s) don't bother to know them.	160 (60%)	26 (10%)	31 (12%)	9 (3%)	40 (15%)	1.30	1.49
Average						1.69	1.28

The arithmetic mean of the responses score was 1.69 with a standard deviation of 1.28. This meant that in a scale of 1-5 where the five point scale was assigned the values such that: 1-never and 5- very frequently. Based on the research analysis most of the parents of the interviewed students did not fully demonstrate the neglecting parent-child attributes. The highest neglecting parent-child relationship aspect was parents telling children to lead their life the way they saw it best as cited by 45(16.92%) of the sampled and interviewed students. The second highest was parents not bothering to know the friends of their children who escorted them home late as cited by 40(15.04%). This was followed by parents not questioning their children from where they got new items they brought home as cited by 23(9%) of the ample students. The fourth highest was parents never bothering to know their children friends as cited by 22(8%). Next was a tie of parents not caring when their children were in pain and parents not asking their children about their school work as both cited by 17(6%) of the sampled students. The least occurrence was parents tell their children to look for their own food and clothes as 249 (93.61%) said it never occurred. This was followed by parents not bothering to know when their sons/daughters came from school and also parents not caring when their sons/daughters were in pain by a tie 210(78.9). The third least occurring was parents allowing their children to make their own money for their schools nececities This implied that majority of the itemized neglecting parent child relationship behaviours never occurred to most students in schools in Makueni county.

4.4.5.2 Inferential Statistics on Neglecting Parent-child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour.

The inferences about the neglecting parent - child relationship in the targeted population were drawn using the sample statistics. Pearson coefficient of correlation and univariate

regression were used to establish whether the neglecting parent-child relationship could predict the child's behaviour. Table 4.14 and table 4.15 give the summary of correlation and univariate regression findings.

Table 4.14: Antisocial behaviour and Neglecting Parent

	Antisocial bhr	Neglecting Parent
Pearson Correlation	1	0.177**
Sig-(2-tailed)	-	0.005
N	266	266

****.** Correlation is significant at the 0.05 level (2-tailed).

Based on the Pearson Correlation value of 0.177, it implies that, there was a positive relationship between the antisocial behaviour to neglecting -child relationship.

Given that the p-value (2-tailed) was 0.005, it meant that there was a 0.5% chance that scores in the study were due to random chance. Secondly since the p-value was less than the critical value 0.05 it meant that the results were statistically significant, hence the null hypothesis that there was no significant relationship between the adolescent antisocial behaviour and the neglecting parent-child relationship was rejected at $\alpha = 0.05$. The alternative hypothesis that there was a significant relationship between the adolescent antisocial behaviour and the neglecting parent-child relationship was upheld. Therefore, the neglecting parent-child characteristics could be used to predict the child's behaviour in Public Secondary Schools in Makueni County. Table 4.15 gives the summary of the univariate regression findings.

Table 4.15: Neglecting Parent-Child relationship

Model	Estimates	Std. Error	Z value	Pr(> z)
(Constant)	0.20	0.53	0.38	0.70663
Neglecting Parent	0.88	0.33	2.71	0.00682 **

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Based on the findings in table 4.15, it is evident that, there was a direct relationship between the neglecting parent-child relationship and the adolescent antisocial behaviour. The neglecting parent-child relationship could predict the adolescent antisocial behaviour significantly at $\alpha = 0.05$ by the regression equation 4.4.

$$\text{"Antisocial bhr}=0.20 + 0.88\text{"("Neglecting Parent")"} \quad 4.4$$

Therefore, based on equation 4.4, every act of negligence by a neglecting parent / guardian, the child's behaviour would increase the antisocial behaviour by 0.88.

The results findings of the current study were in agreement with Hollands (2015) study who carried out longitudinal research in London on 183 affluent adolescents whose parents had separated leaving their adolescents un-attended. The adolescents from such backgrounds manifested physiological disorders, emotional vulnerability, behaviour, behavioral disturbance, antisocial behaviour, clinging, depression and psychological disturbance. The result findings of the current study did not predict neglecting parent-child relationship as most of the sampled students responses of the items registered was never occurred. The result findings of the current study were in disagreement with Gutuza and Mapolisa, (2015) which who alluded that when parents abscond their responsibilities in raising their children, they are likely to be involved in antisocial behaviour. Still, the current findings were not in line with the finding by Kerr et al., (2012), stated that, lack of parental involvement, parental negligence, and low levels of parent-child relationship were strong predictors of antisocial behaviour and delinquency development in children of school going age. The results of the Cherry (2015) indicated that, neglectful parenting leads to emotional withdrawal on the part

of the children. Consequently, children develop a high tendency of exhibiting increased delinquency at the adolescence stage.

The results findings were not so similar to Olweus (2016) who conducted a study in United Kingdom on parental emotional and physical presence to adolescents involvement in problem behaviour. The findings of the study revealed that adolescents neglect was characterized by failure to provide for their basic attachment that they so much longed for amidst a period of crisis such as adolescence. This was in contrast with the results of the current study where majority of the sampled respondents showed that their parents reflected great involvement both physically, emotionally and psychologically as students did not experience the itemized behaviours of neglecting parent child relationship of this study.

4.4.5.3 Thematic Analysis of Qualitative Findings on Neglecting Parent-child relationship as a Predictor of Antisocial behaviour

Interviewing of parents also aimed at investigating whether there was a relationship between neglecting parent-child relationship and adolescents antisocial behaviour. Most of the respondents were not in favor of the view that their sons and daughters should provide for their own needs. Asked on at what time when they thought their sons/daughters should start providing for their own needs, one of the parents (parent A) remarked that

After completion of his studies when he secures a good job, he will be responsible enough to start providing for himself and us also we have educated him.

On further probing parent B responded that:

He should partly provide for himself while in school by allowing him to engage in some regulated income generating and then when he completes education and gets a job this will help him to be responsible as early as possible.

Responding to the same question parent C had the following to say:

When she is fully in charge after completing school. She can also do some odd jobs or engage in a job when not in school provided it is a respectable job.

These results were inconsistent with findings of Howe and Recchia (2014), who proposed that children had little choice but to ‘manage’ their own behaviour and older children were often compelled to adopt the parenting role towards their younger siblings as a way of bringing the gap left by their parents. The results of this study show incoherence as most of the respondents of the interviewed respondents indicated that neglecting parent child relationship behaviours never occurred as most parents did not present negative behaviour in their interaction with their adolescents.

The researcher asked the respondents views on what they felt and did when their sons and daughters said they didn’t feel like going to school the respondents said the following:

Parent A remarked, *I normally talk to him and reason together, keenly seeking to know to his peer group social behaviour and intervene where necessary*

The result findings were in coherent with the findings by Sameroff (2009) who indicated that parents with high levels in empathy would be able to understand and to

respond to their adolescents changing needs. This could involve objective listening as well as trying to understand the child's challenges and concerns as well as seeking to know their peer.

On further probing Parent B remarked,

I seek to understand the reason that make him feel like not going to school and then try to address his problem.

The interviewee argument was harmony with the findings of Nkhata and Mwale (2016) who were of the opinion that Peer pressure was found to be one of the elements that contributed to antisocial behaviour among adolescents therefore seeking to know the reason why their adolescent doesn't feel like going to school was a way of finding out if their adolescent peer could be responsible of the negative antisocial behaviour.

Parent C was of the opinion that,

I would talk to her on importance of education and the need of persevering to complete

The responses of the interviewed respondents were in agreement with the arguments of Cherry (2015) who opined that neglectful parenting led to emotional withdrawal on the part of the children. Therefore, engaging the adolescent in discussion on importance of school would protect the adolescent against being emotionally withdrawn and against involvement in antisocial behaviour.

The researcher further wanted to know the views of the respondents on whether they were bothered when their son/daughters failed to return home from school: The respondents reacted as follows:

Parent A remarked that,

Yes, I am bothered because I don't know what she/he may be doing. Still, I may not be sure of their safety.

Parent B stated that,

Yes, it bothers me. I must fight until she/he explains.

Parent C:

Yes, it does and when he arrives late, I seek to know where he went, was, and what she /he was doing.

The result finding of this study were in contrast with the findings of Brook et al; (2014) who were of the view that neglecting parent-child relationship was characterized by little or lack of emotional involvement when it came to the needs of their children. These parents did not involve themselves with the lives of their children: such that they are emotionally detached, have little or lack supervision have little or lack love or affection, warmth towards their children.

From the responses given by the parents/guardians non fell in the category of neglecting parent/guardian child-relationship but all of them transcended across monitoring parent/guardian, supportive parent/guardian to strict parent/guardian-child relationship.

4.4.6 Multiple Regression on Adolescence Antisocial Behaviours

The study conducted a multiple regression for all the predictor variables, gender of the respondents, and the school category as factors. Table 4.16 gives the summary of the findings.

Table 4.16: Multiple Regression Coefficients

Model	Estimates	Std. Error	Z value	Pr(> z)
(Constant)	7.71	2.12	3.64	0.000271 ***
Gender(Male)	-1.42	0.33	-4.35	1.38e-05***
Girls Schools	0.82	0.85	0.97	0.332611
Mixed Secondary	-1.68	0.59	-2.83	0.004620 **
Monitor Parent	-1.35	0.50	-2.67	0.007500 **
Supportive Parent	-0.37	0.43	-0.86	0.390915
Strict Parent	-0.30	0.30	-0.92	0.354911
Neglecting Parent	1.01	0.41	2.48	0.013229 *

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Based on the results in table 4.16, most of the predictor variables had an inverse relationship with the response variable apart from girls' schools in the category of the schools and the neglecting variable. The full model of prediction is given by equation 4.5.

$$\begin{aligned} \text{Antisocial bhr} = & 7.71 - 1.42(\text{Gender_Male}) - 1.68 (\text{Mixed secondary}) \\ & - 1.35(\text{Monitoring Parent}) - 0.37(\text{Supportive parent}) \\ & - 0.30(\text{Strict parent}) + 0.82 (\text{Girls schools}) \\ & + 1.01(\text{Neglecting parent}) \end{aligned} \quad 4.5$$

Mixed secondary schools had the highest coefficient of regression of (-1.68), followed by male gender with coefficient of regression of (-1.42) hence the most impactful among all the regressors. On average being in a girls school as compared to being in a pure boys school increased the antisocial behaviour by (0.82) while a shift to a mixed school from pure boys secondary school would reduce the antisocial behaviour by (-1.68). Monitoring parent-child relationship whose coefficient of regression was (-1.35) was the third highest among all the regressors and the first among the four main predictors under investigation for the study. A step to monitor and supervise the child's behaviour would reduce the antisocial behaviour by (-1.35) on average. The least

coefficient regression was for strict parent-child relationship whose value was (-0.30). It was not a significant factor in predicting the adolescent antisocial behaviour at $\alpha = 0.05$.

The prediction multiple regression equation for only the significant factors at $\alpha = 0.05$ significance level is given in equation 4.6.

$$\text{Antisocial behavior} = 7.71 - 1.42(\text{Gender_ Male}) - 1.68(\text{Mixed Secondary}) - 1.35(\text{Monitoring Parent}) + 1.01(\text{Neglecting parent}) = 4.6$$

The parsimonious model had only four significant predictor variables at $\alpha = 0.05$ significance level, which included; gender, school category, monitoring parent-child relationship and neglecting parent-child relationship as summarized in the equation 4.6. Out of the four predictor variables under investigation in the study, monitoring parent-child relationship and neglecting parent-child relationship were sufficient to predict the adolescent antisocial behaviour at 5% significant level.

The study findings posits that there was a close and a significant relationship between the type/facet of parent-child relationship and the school going adolescent's behaviour. Different parenting child relationship can lead to different child development and child outcomes at the adolescent stage. Different characteristic of parenting relationships and their impact on the school going adolescent behaviour was effectively explored. The value of this study was to obtain the information on the different facet of parent-child relationships and their significance on predicting the school going adolescent behaviour. The finding of the study suggested that there was definite effect of the various facets of parent-child relationship on the adolescents involvement in antisocial behaviour. Therefore, parenting remains a pivotal function on defining the children's

behaviour. Monitoring and supportive parent-child relations were great pointers of a socially acceptable adolescent behaviour compared to punitive and neglecting parent - child relationship. Consequently, since parents play a vitally important role in modeling the child behaviour, they should prefer open communication over harsh punishment, love over hate and support their children for getting effective confidence and socially acceptable behaviour.

4.4.7 Documentary Analysis

The study engaged the school principals, deputy school principals, guidance and counseling masters of the sampled schools to find out the most occurring antisocial behaviours among the students in the sampled schools. The following sections give out the study findings.

4.4.8 School Principals' Interview Schedule

The school principals were interviewed to state the frequency of some highlighted antisocial behaviours and any other among their students.

Table 4.17 gives the summary of some of the antisocial behaviour occurrence according to the school principals.

Table 4.17: Antisocial Behaviours

Antisocial Behaviours	Record of occurrence				
	N	R	S	O	VF
Truancy	-	3	6	-	-
Drug and substance abuse	-	2	5	2	-
Disobedience to teachers	-	4	2	3	-
Stealing	-	3	2	4	-
Bullying other student	-	5	3	1	-
Inciting students	-	4	4	1	-
Use of abusive language	-	5	3	1	-
Cheating in exams	-	4	4	1	-
Others (specify)	-	-	7	-	-

Based on the school principals 'response, stealing among the students was most occurring followed by disobedience to teachers. Truancy, drug and substance abuse were reported in school sometimes in high frequency as summarized in table 4.17. Among the other antisocial behaviours included; students' pregnancy and abortions, lesbianism and homosexuality, occultism and sneaking out of school.

The students smuggled the drugs into school by hiding them in unsuspected areas of their uniform such as; socks, ties, skirt helms, underwears and bras. The consequences of drug and substance abuse included; poor performance, withdrawal, indiscipline hence punishment and suspension.

Based on the principles responses on the occurrence of students antisocial behaviour, the result findings showed that the students exhibited some of the antisocial behaviours in Secondary Schools in Makueni County especially stealing, truancy drug and

substance abuse cheating in exams, inciting other students among other antisocial behaviours.

These results were in harmony with the findings of Chao (2001) whose investigations on adolescents substance abuse found out that most abused drugs were beer, cigarettes and spirits. Such behaviours could have emanated from adolescents who came from families where the parents modeled substance abuse, or poor parental monitoring. The results were also in agreement with of Rayan, Roman and Auma (2015) who had discovered that parental monitoring and communications prevented drug initiation and delayed alcohol initiation and generally risky delinquent behaviour among adolescents

According to the school principals, the main contributing factors to the antisocial behaviours were as summarized in figure 4.5.

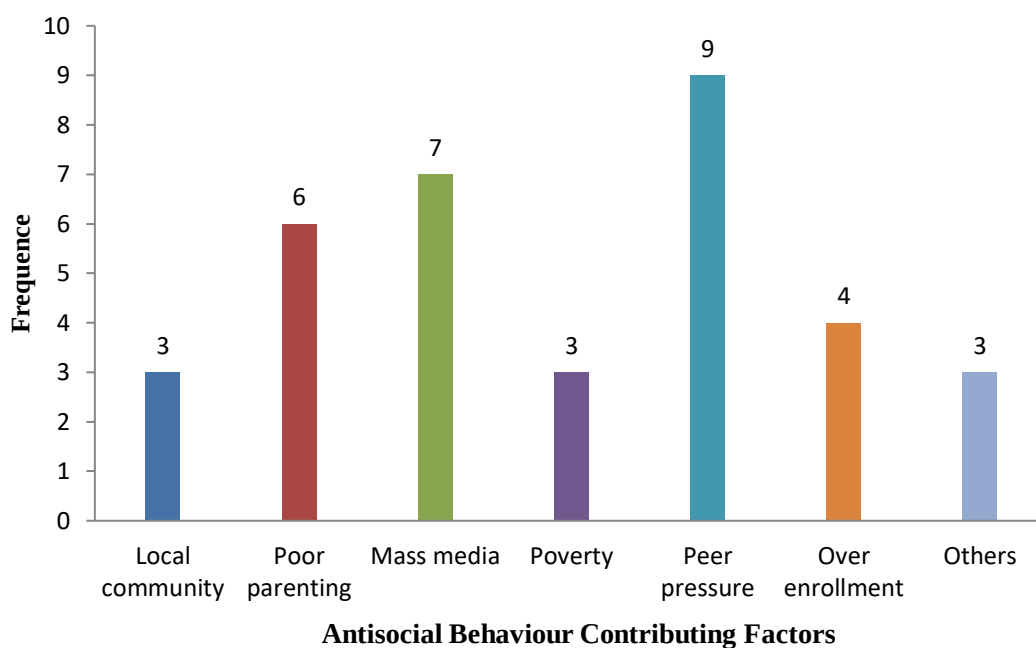


Figure 4.5: Contributing Factors to antisocial behaviour by adolescents

From Figure 4.5 above, the school principals faulted peer pressure mostly for the adolescents' antisocial behaviour, followed by mass media and poor parenting. Parents were blamed for being absent, unprepared to walk the corrective process and over protection to their sons and daughters. Single parenthood received a fair share of the blame from the school heads. Among the other factors were lack of role models and unclear policy guidelines from the Ministry of Education (MoE) on how to handle the antisocial behaviour among the school going adolescents.

4.4.9 Documentary Records from Deputy Principles and Guidance and Counselling Masters.

The study sought to establish the observed antisocial behaviours among the students in the sampled schools for the last twelve months, as documented in the schools' punishment book, black book and guidance and counselling record book. Table 4.18 gives the summary of the findings.

Table 4.18: Antisocial Behaviours

Antisocial Behaviours	Record of occurrence				
	N	R	S	O	VF
Truancy	-	3	5	1	-
Drug and substance abuse	-	1	5	3	-
Disobedience to teachers	-	1	3	5	-
Stealing	-	1	6	2	-
Bullying other student	-	3	2	4	-
Inciting students	-	5	4	-	-
Use of abusive language	-	4	4	1	-
Cheating in exams	-	1	4	3	-
Others (specify)	-	-	4	-	-

Based on the school deputy principals', guidance and counseling masters documentary records, disobedience to teachers was often occurring antisocial behaviour followed by bullying of other students. The antisocial behaviours which were noted not so often but sometimes by the deputy principals had stealing among the students being the most occurring followed by truancy, drug and substance abuse as summarized in table 4.18. Among the other antisocial behaviours included; students' pregnancy and abortions, gayism and homosexuality, students fighting especially over boy/girl relationships in mixed secondary schools, occultism and sneaking out of school.

Based on the documentary records from deputies and guidance and counselling masters it was evident that the itemized antisocial behaviours were major issues of indiscipline in secondary schools in Makueni County. These results confirm the findings of Brown and Demuth (2004) who explained that behavioral problems associated with adolescents included drug and substance abuse, cheating truancy among others. The findings further support the report from American Psychiatric Association (2016) which alluded that most American students ranging between 13 to 17 years used alcohol and *Marijuana*. The report still stated between 30 and 60 % of adolescents reported having tried tied illicit substance such as cigarettes and alcohol. It has been evaded that adolescents and children experience antisocial behaviour through their peers, who are deviant and therefore they are influenced to behave the same in order to fit in their group. Adolescence is a sensitive stage and young people need a lot of guidance and support especially from parents in order to adjust well in life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter consists of the summary of the research findings, conclusions and the study recommendations.

5.2 Research Findings Summary

A condensation of the major study findings is well illustrated as per the four study objectives.

5.3 Students Antisocial Behaviour

The overall response rate showed that more male respondents were involved in antisocial behaviour than female respondents. Based on the school category it was found that pure boys schools had the highest proportion of the antisocial behaviour followed by pure girls schools and then the mixed secondary schools had the lowest.

The result findings showed that there has been more protection of girls over boys in the last decades by parents. More emphasis has been put on the girl child education therefore, exposing the boy child to great risks and negligence.

5.3.1 Monitoring Parent-Child Relation as Predictor of Adolescents Antisocial Behaviour.

The first objective of the study was to investigate monitoring parent-child relation as predictor of adolescents antisocial behaviour. The results findings revealed that there was a negative and significant correlation between the antisocial behaviour and the monitoring parent-child parent/guardian. A simple regression analysis of a monitoring parent/guardian on the adolescents' antisocial behaviour showed that for every positive step by the parent to set clear roles of the child's behaviour would reduce the

involvement of the adolescent in antisocial behaviour. The result therefore, exposed that parent's decisions could affect the type of friends their children would have for instance, choice of neighborhood, school and activities. These could transmit various aspects of behaviour such as attitudes, values and abilities which molded and influenced their children's behaviour, social reputation, and groups they join. The results of the study clearly ascertain that in order to structure the child's behaviour, parents may with moderation give rules on what kind of behaviour is allowed or by intervening in the child's environment including discussing on the importance of selected channels and games on the television.

5.3.2 Supportive Parent-Child Relation as Predictor of Adolescents Antisocial Behaviour.

The second objective was to investigate supportive parent-child relationship as a predictor of adolescents antisocial behaviour.. The result findings revealed that there was a negative and significant correlation between the antisocial behaviour and the supportive parent-child parent/guardian. Therefore, from the study findings it is clear that support, love, optimism and trust from the parents usually make children feel secure and safe. These are very powerful weapons against life's disappointments, challenges and peer pressure. Although it became challenging for most parents to be supportive to their children as they passed through the various stages of life and most importantly during the adolescence, it is still important to be supportive as a parent. This means that failure by the parent to share some of their teenage experiences would negatively affect the adolescent needs as they grow since some experiences and situations act as a guide to handle life challenges..

5.3.3 Investigate Strict Parent-Child Relationship as Predictor of Adolescents Antisocial Behaviour

The third objective of the study was to investigate strict parent-child relationship as predictor of adolescents antisocial behaviour. The results reflected that there was a negative but insignificant correlation between the antisocial behaviour and the strict parent-child parent / guardian with a Pearson Correlation value of -0.042, and the p-value (2-tailed) 0.495. These findings exposed that that building a trusting relationship could help children believe that discipline was not arbitrary or done out of anger. The findings also showed that for every positive step by a strict parent/guardian to help and support the child's behaviour development would reduce the antisocial behaviour by 0.1780.

5.3.4 Investigating of Neglecting Parent-Child Relationship, as a Predictor of Adolescents Antisocial Behaviour

The result findings regarding the fourth objective of neglecting parent-child relationship, as a predictor of adolescents antisocial behaviour found out that there was a positive and significant correlation between the antisocial behaviour and the neglecting parent-child parent/guardian with a Pearson Correlation value of 0.177, and the p-value (2-tailed) 0.005. A simple regression analysis of a neglecting parent / guardian on the adolescents' antisocial behaviour clearly proved that for every step not taken by a neglecting parent/guardian to help and support the child's behaviour development would increase the antisocial behaviour by 0.88. The current study therefore identifies a parent especially apparent who is often emotionally, psychologically, and physically present remains a central figure in the development of prosocial behaviour of the children.

5.4 Conclusions of the Study

This study explored the impact of various facets of parent-child relationships on adolescents involvement in antisocial behaviour. The study findings showed that there is positive relationship between parent-child relationship and adolescents antisocial behaviour in public secondary schools in Makueni County.

Based on the study findings and the preceding summary, the following conclusions were made:

More than three quarters of the students interviewed 83.8% exhibited at least one of the antisocial behaviours. Therefore, the antisocial behaviour was rampant among the school going adolescents in public schools in Makueni County. The study concluded that boarding schools had more antisocial behaviour than day schools where pure boy schools had the highest proportion of the antisocial behaviour at 92.73%, followed by pure girls' schools with 90.48%, and then the mixed secondary schools which had the lowest at 72.64% of the students having exhibited at least one antisocial behaviour.

Both the monitoring and supportive parent-child parent/guardian had a negative and significant association with the adolescents' antisocial behaviours with Pearson Correlation values of -0.277 and -0.24 respectively, and the p-values (2-tailed) of 0.000 each. The study concluded such relationships which are loving, responsive, and helpful, interactive and a parent who is always available for their child serves the function of binding the child to them and this serves as protective factor against child's involvement into antisocial behaviour.

The strict parent-child parent/guardian had a negative but not a significant factor in predicting the child's antisocial behaviour. The study concluded there could be other factors which were not part of the current research contributed to adolescents antisocial

behaviours in Makueni county such parents economic background , peer pressure , media among others.

The neglecting parent-child relationship had a positive and significant correlation between the antisocial behaviour and the neglecting parent-child parent/guardian with a Pearson Correlation value of 0.177, and the p-value (2-tailed) 0.005. From the study findings it was concluded that when parents abscond their responsibilities in raising their children and mentoring them, either due to various reasons such as being disadvantaged economically or commitment to work or even by choice, it exposes the adolescents into risk behaviours in Makueni County.

5.5 Recommendations of the Study

Based on the study findings and the preceding conclusions, the following were recommended:

5.5.1 Policy Recommendations

- i. Since majority of the adolescents who experienced antisocial behaviours were in boarding schools and it was more rampant among the boy boarding schools, it was recommended that, as a matter of policy the government and the Ministry of Education (M.O.E) should post more guidance and counseling teachers in boarding schools, who should be on a higher alert for any antisocial behaviour sign.
- ii. The Non-Governmental Organizations (NGOs) and Community Based Organisations (CBO) should shift focus to adolescents antisocial behaviour and parenting. They should make deliberate effort to sensitize the guardian or parent to adopt on the best parent-child relationship as an alternative in upbringing their children. Both monitoring and supportive parent-child

relationships of child upbringing countered the adolescents' antisocial behaviour significantly.

- iii. The school principle should fully equip and support guidance and counselling department and ensure proper induction for every newly employed teacher on how to read the early warning signals for any antisocial behaviour to be nipped at the bud.
- iv. The study also recommended that school counsellors should ensure programs are put in place on weekly bases to guide students on issues of discipline and moral responsibilities.
- v. The study also recommended parents meetings by the school principal to create awareness among them on the importance of creating conducive environment for the development of the child/student.
- vi. The Ministry of Health through NACADA should be vigilant in organizing campaigns and awareness forums to increase sensitization of the public on dangers of drugs and substance abuse. This will create consciousness among the youth of the dangers of drugs and substance abuse also equip many youth who can engage in peer learning to eradicate drug and substance abuse in schools.

5.5.2 Suggestions for Further Research

Since the study was conducted on single point in time. The same should be done in different counties and institutions to ascertain the results validity, reliability and the generalizability of the research findings. Similar research can be replicated at other levels of formal training including middle training colleges and universities.

School Administrators, teachers and parents/ guardians need to be informed by further research on the knowledge and skills that they need in upbringing the school going adolescents. Lastly, to give a more comprehensive overview of the Parent-child relationship and antisocial behaviour, it was suggested that a longitudinal study on the same can be carried out in different areas in the County.

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APPENDICES

APPENDIX I: Informed Consent

Dear Respondent,

I am Milcah Waeni Mutuku PhD student in the Department Educational Psychology at Machakos University. This questionnaire is designed to gather information on parent-child relationship as a predictor of adolescents' antisocial behavior in public secondary schools in Makueni County, Kenya. This research aims at recommending on how a healthy parent-child relationship can be a deterrent against adolescents' involvement in antisocial behaviour. The information gathered will be used only for the purpose of this study.

In this questionnaire you are asked to respond to the items as truthfully and accurately as possible. The information gathered in this form will be given the highest level of confidentiality it deserves. Carefully follow the instructions for each of the items given. Do not write your name anywhere in this form. There are no wrong and right answers so choose the responses that represent the most honest feelings towards your parents. Thanks in advance for your cooperation.

Yours faithfully.

Milcah Waeni,

The Researcher.

QUESTIONNAIRE TO THE STUDENTS

SECTION A: DEMOGRAPHIC DETAILS

Tick (✓) the most appropriate answer from the options given.

1. Your age

13-15 years () 15-17 years () 17-19 years ()

19-21 years () 21 years and above ()

2. What is your Gender?

Male () Female ()

3. Category of your school

Boys () Girls () Mixed ()

Spacing

SECTION B: MONITORING PARENT-CHILD RELATIONSHIP BEHAVIOURS

Indicate the extent to which you agree with the following statements in the relationship between monitoring parent-child relationship and adolescents' antisocial behaviour.

Key: *N-Never R-Rarely S- Sometimes O- Often VF-Very Frequently*

Statements on monitoring parent-child relationship behaviours	<i>N</i>	<i>R</i>	<i>S</i>	<i>O</i>	<i>VF</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
My parent(s) always seek to know my friends.					
My parent(s) always set clear roles of behaviour.					
My parent (s) are always keen to know where I am and what am doing and with whom.					
My parent(s) usually set clear expectations for my school grades.					
My parent(s) usually checks up to find out whom I often chat with in my phone					
My parent(s) always seek information about my friends' family.					
My parent(s) always seek to know my hobbies and those of my friends.					
I often share my thought(s) and feelings with my parent(s)					
My parent(s) desire to do many things with me at home.					
My parent(s) are always concerned with how I am doing in school, church and at home.					

SECTION C: SUPPORTIVE PARENT-CHILD RELATIONSHIP BEHAVIOUR

Indicate the extent to which you agree with the following statements in the relationship between supportive parent-child relationship and adolescents' antisocial behaviour.

Key: *N--Never R--Rarely S--Sometimes O--Often VF—Very Frequently*

No.	Statement on supportive parent-child relationship behaviours	N	R	S	O	VF
		1	2	3	4	5
1	My parent(s) usually discuss issues with me in an open and friendly way.					
2	My parent(s) take care of my needs even when I am unwell.					
3	My parent(s) ensure my security and protection all the time.					
4	My parent(s) comfort me when I am troubled.					
5	My parent(s) enjoy taking joint activities with me.					
6	My parent(s) are actively involved in my school work.					
7	Parent(s) pay all my fees dues in school in good time.					
8	My parent(s) feel with me when I am in distress.					
9	My parent(s) desire to know my fears in life.					
10	I am comfortable when discussing my issues with my parents.					

SECTION D: STRICT PARENT-CHILD RELATIONSHIP BEHAVIOURS

Indicate the extent to which you agree with the following statements in the relationship between punitive parent-child relationship and adolescents' antisocial behaviour.

Key: **N**-Never **R**-Rarely **S**-Sometimes **O**-Often **VF**-Very Frequently

No.	Statements on punitive parent-child relationship behaviours	N	R	S	O	VF
		1	2	3	4	5
1	My parent(s) punish me by severely beating me especially when I do any mistake.					
2	My parent(s) physically punish me without giving me room to explain the situation.					
3	My parent(s) use harsh and abusive words when I don't meet their expectation.					
4	My parent(s) may deny me food as a way of disciplining me when I commit an offence.					
5	My parent(s) pinch and pull my ears when I disobey them.					
6	My parent(s) uses a whip or a cane on my buttocks as a way of discouraging me from my friends.					
7	My parent(s) pounces on me unawares any time I do wrong.					
8	My parent(s) are fond of constantly hitting on me even in any slightest mistake I commit.					
9	My parent(s) often shouts and scold(s) on me when she gets irritated by my mistake.					
10	My parent(s) listen to me anytime I have a complain.					

SECTION E: NEGLECTING PARENT-CHILD RELATIONSHIP BEHAVIORS

Indicate the extent to which you agree with the following statements in the relationship between neglecting parent-child relationship and adolescents' antisocial behaviour.

Key: *N--Never R--Rarely S--Sometimes O--Often VF—Very Frequently*

No.	Statement on neglecting parent-child relationship behavior	N	R	S	O	VF
		1	2	3	4	5
1	My parent(s) tell me to lead my life the way I see it best.					
2	My parent(s) don't know when I go or come from school.					
3	My parent(s) allow me to make my own money to buy school necessities.					
4	My parent(s) don't encourage discussions with me.					
5	My parent(s) don't bother to know my friends.					
6	Parent(s) don't ask me anything concerning my school work.					
7	My parent(s) tell me to look for my own food and clothes.					
8	My parent(s) don't even care when am in pain.					
9	Even when I bring a new item at home my parent(s) don't ask me where I got it from.					
10	When am escorted home late by my friends my parent(s) don't bother to know them.					

SECTION F: STUDENTS' ANTISOCIAL BEHAVIOURS

This is a questionnaire to investigate on students' involvement in antisocial behaviour in your school. The behaviours range from: (I) truancy (ii) drug and substance abuse (iii) Disobedience to teachers and (IV) Stealing. You are therefore expected to rate the degree to which you believe and tick (✓) as appropriately and honestly as possible the following statements are true concerning the behaviour of student for the last twelve months.

Students Antisocial Behaviour	S/D	D	A	U	S/A
	5	4	3	2	1
There is general indiscipline that interfere with learning.					
Some students sneak from school when others are in class.					
Some students often perform poorly in exams because they take drugs.					
A few of my friends have experienced withdrawal symptoms (felt sick) as a result of drugs.					
Some students get in class late after break or after lunch.					
Most of the time a few students do not finish teachers' assignments.					
Sometimes students' refuse to take teachers punishment					
Some students pick and keep items they find placed on my desk					
Sometimes students are tempted to steal other students' uniform.					
Teachers don't send some students in the staffroom because they don't trust them.					

Source : Researcher, 2024

APPENDIX II: Parents' Interview Schedule

Dear parent,

I am PhD student at Machakos University and am conducting a study on parents-child relationship and adolescents' antisocial behaviour. To do this, I require information from parents. You have been identified to participate in this research because you have a son/daughter in form three. Your participation will enhance the quality of this study and the results obtained. I therefore, request your participation and cooperation in providing the information required to complete this study. I will ask you some questions regarding your involvement in your son/daughters behaviour modification. Kindly answer the following questions truthfully .Your name is not required and your responses will be kept strictly confidential and will be used only for the purpose of this study.

Yours Faithfully,

Researcher

Milcah Waeni

SECTION A: DEMOGRAPHIC

Tick (✓) the most appropriate answer from the options given.

1. What is your gender?

Male () Female ()

2. Which is your highest academic qualification?

Certificate() Diploma() Degree() Masters() Doctorate ()

Other () (Specify).....

3. What do you do for a living?

SECTION B: Monitoring Parent-Child Relationship and Adolescents Involvement in Antisocial Behaviour

1. As a parent explain how your adolescent daughter /son reacts when you deny him/her chance to go out with friends
2. Are you concerned to know about your sons /daughters friends? Are you free with them?
3. When your daughter/son is emotionally disturbed, do you share with him / her as it regards his/her /feeling?

SECTION C: Supportive Parent-Child Relationship and Adolescents' Involvement in Antisocial Behaviour

1. How do you ensure your son /daughter enjoy your security and protection in and outside school?
2. How do you ensure that your son /daughter enjoy both emotional and psychological support?
3. As a parent, do you enjoy joined activities with your son/daughter? Explain.

SECTION D: Punitive Parent-Child Relationship and Adolescents' Antisocial Behaviour

1. Comment on the use of cane or whip to punish your son /daughter anytime he/she commits an offense.
2. Explain how you treat your son /daughter on an event of gross misconduct in school.
3. Do you often shout at and scold on your son / daughter when you get irritated at his/her mistake?

SECTION E: Neglecting Parent-Child Relationship and Adolescents Antisocial Behaviour

- 1 In your opinion as a parent, when do you think your son/daughter should provide for his/her needs?
2. What do you do when your son/daughter says he/she doesn't feel like going to school?
- 3 . As a parent does it bother you when your son/daughter fails to return home from school or when he/she arrives late?

APPENDIX III: Interview Schedule For The School Principals

This Interview schedule aims at establishing the extent of adolescents' involvement in antisocial behaviour in selected secondary schools in Makueni County.

SECTION A: GENERAL INFORMATION

1. What is your Gender ?

Male () female ()

2. what is the nature of your school?

3. For how long have you been the principal in this school?

SECTION B: INFORMATION ABOUT STUDENTS' ANTISOCIAL BEHAVIOUR

Briefly explain how often are the following antisocial behaviours manifested by students in your school.

Tick (✓) as appropriately and honestly as possible the occurrence of the following behavioral problems in your school in the last twelve months.

Key: N-Never R-Rarely S- Sometimes O- Often VF-Very Frequently

Behaviours	Record of occurrence				
	N	R	S	O	VF
	5	4	3	2	1
Truancy					
Drug and substance abuse					
Disobedience to teachers					
Stealing					
Bullying other student					
Inciting students					
Use of abusive language					
Cheating in exams					
Others (_____specify)					

(i)Truancy

(ii) Drug and substance abuse

(iii) Disobedience to teachers

(iv)Stealing

3. Explain in your own opinion how students manage to smuggle drugs in the school compound.
4. What are the consequences of the following behavioural manifestations by students in your school?
 - i) Drug and substance abuse

- ii) Truancy
- iii) Disobedience to teachers
- iv) Stealing

4. Basing your answer to your experience in this school, what do you think are the factors contributing to the above behaviours in your school?

SECTION C. INFORMATION ON PARENT-CHILD RELATIONSHIP AND STUDENTS' ANTISOCIAL BEHAVIOUR

1. Explain the status of the parents whose children are often involved in behavioral issues in terms employment.
2. basing your answer in your experience in this school, describe the role the parents play in students behaviour modification
3. In your opinion, explain whether parents in this school practice effective parent-child relationship.
4. How do the parents react when the school complains of their sons/daughters involvement in drugs and substance abuse?
5. In your opinion and your experience in this school, are the parents to blame on children's involvement in antisocial behaviour?
6. As the school principal, what can you say about parents' concern on the academic performance of their sons/daughters?
7. According to your opinion are the parents' committed to their sons/daughters education? Support your answer.
8. Do the parents show concern when their sons /daughters are suspended from school due to indiscipline issues? Explain their supportiveness or unsupportive.

BEHAVIOUR CHECKLIST FROM THE DEPUTY PRINCIPAL AND GUIDANCE AND COUNSELLING MASTERS FOR STUDENTS ANTISOCIAL BEHAVIOUR

The following are behavioural problems exhibited by adolescents in secondary schools in Makueni County. As the deputy principal/Guidance and counselling master in your school, in reference to the records (punishment book, the black book, guidance and counselling record book etc.) in your office you are requested to tick (✓) as appropriately and honestly as possible the occurrence of the following behavioral problems in your school in the last twelve months.

SECTION A: GENERAL INFORMATION

1. What is your Gender?

Male () Female ()

2. State the nature of your school.....

3. For how long have you been the deputy principal / Guidance and counselling master in this school?

4. As the school deputy principal /senior master have you ever had issues with students on account to any of the following behaviours?

(i)Truancy

(ii) Drug and substance abuse

(iii) Disobedience to teachers

(iv)Stealing

(v)Others specify

The following behaviours have been observed among students in your school in the last twelve months. In each one of them state the rate in the occurrence of each according to the records in your office.

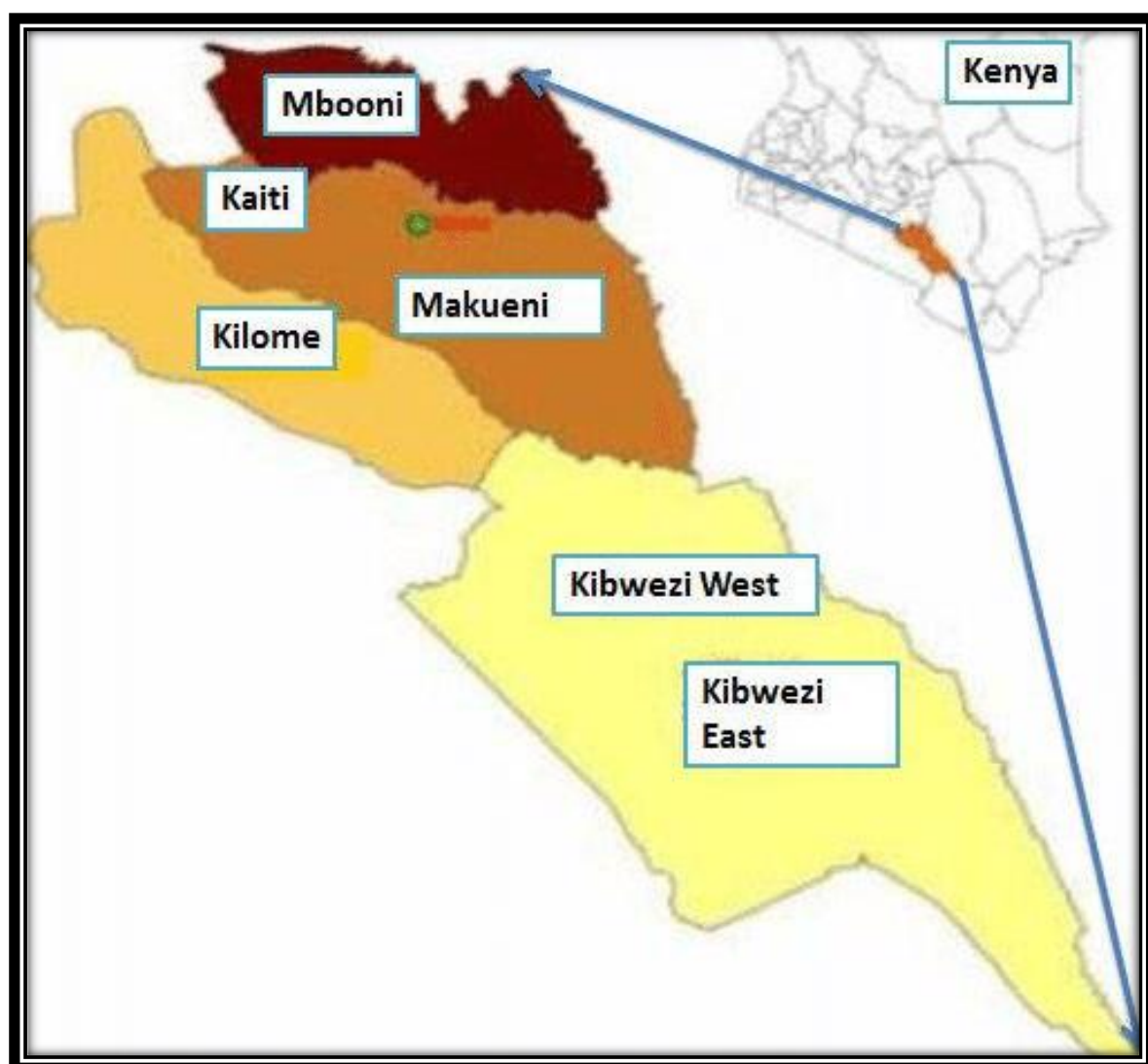
Tick (✓) as appropriately and honestly as possible the occurrence of the following behavioral problems in your school in the last twelve months.

Key: N-Never R-Rarely S- Sometimes O- Often VF-Very Frequently

Behaviours	Record of occurrence				
	N	R	S	O	VF
	5	4	3	2	1
Truancy					
Drug and substance abuse					
Disobedience to teachers					
Stealing					
Bullying other student					
Inciting students					
Use of abusive language					
Cheating in exams					
Others (_____specify)					

Source: Researcher 2021

APPENDIX IV: Map of Makueni County



Source: Kenya National Bureau of Statistics, (2010)

APPENDIX V: University Clearance Letter



MACHAKOS UNIVERSITY OFFICE OF THE DEAN GRADUATE SCHOOL

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KENYA

REF. MksU/GS/SS/011/VOL.1

12th January, 2022

The Director,
National Commission for Science, Technology and Innovation
P.O Box 30623,
NAIROBI

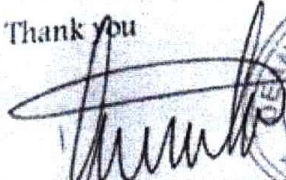
Dear Sir

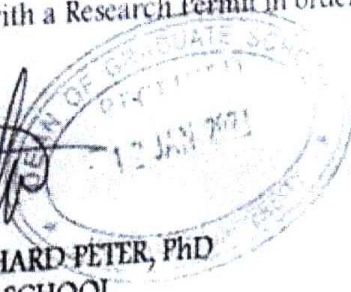
RE: MILCAH WAENI MUTUKU (E83-6648-2015)

The above named is a PhD student in the second year of study and has cleared course work. The University has cleared her to conduct a research entitled: "Parent Relationship as a predictor of adolescents' Antisocial Behaviour in selected Schools in Makueni County, Kenya"

Kindly assist her with a Research Permit in order to undertake the research.

Thank you


PROF. KIMITI RICHARD PETER, PhD
DEAN GRADUATE SCHOOL
KRP/annm



APPENDIX VI : NACOSTI Letter

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 392311	Date of Issue: 28/January/2022
RESEARCH LICENSE	
	
This is to Certify that Ms. MILCAH waeni mutuku of Machakos University, has been licensed to conduct research in Makueni on the topic: parent relationship as a predictor of adolescents antisocial behaviour in selected schools in makueni county, kenya for the period ending : 28/January/2023.	
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APPENDIX VII: Plagiarism Report

PARENT-CHILD RELATIONSHIP AS A PREDICTOR OF
ADOLESCENTS' ANTISOCIAL BEHAVIOUR IN SELECTED
SCHOOLS IN MAKUENI COUNTY, KENYA By;; Milcah Mutuku

ORIGINALITY REPORT

14%	14%	7%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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