

Perceived Parenting Leadership Styles on the Development of Deviant Behaviour by Adolescents in Boarding Schools in Kiambu County, Kenya

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Abstract

Parents are without a doubt, key stakeholders in schools, having the leading responsibility to guide the behaviour of their children. It is no wonder that they have been blamed for the development of deviant behaviour by adolescents in boarding schools. This descriptive study was conducted in Kiambu County, to find out how teenagers perceived their parents' leadership style and if the boarding school experience may be a contributor to development of deviant behaviour. Out of the 13 Sub-Counties, the researcher purposively selected 3 - Githunguri, Limuru and Kiambu, representing more than 10%. At the time of the study, there were 109,782 high school students and the sample size was 100 students. The available population for the study was located in 102 boarding schools. The researcher stratified them by gender as follows; 46 mixed gender, 33 Girls' and 23 Boys' boarding schools and purposively selected one school from each strata. Using a structured questionnaire, the respondents gave their opinions on their parents' leadership style, their boarding school experience and self-assessment of their behaviour. The data collected from the quantitative research showed that most teenagers perceived the leadership style of their parents to be authoritative, displaying balance in responsiveness and demandingness. However, most of them felt that their parents do not take their wishes into consideration before asking them to do something and many felt that they are not close to their parents. This aspect of lack of closeness to parents may in fact be leading to increased deviant behaviour. The researcher proposed that the Ministry of Education should help school administrators to increase parents' involvement in boarding schools, to encourage closeness to their children in an effort to curb the development of deviant behaviour. Further, there is need to investigate the teacher's leadership style.

Keywords: *Adolescents, Parents Leadership Style, Boarding School, Deviant Behaviour*

1.0 Introduction

Parents as leaders impact development of children's behaviour from conception to adulthood. Gangel (2010) describes leadership as, among other things, modelling behaviour. Blum, Astone, Decker and Mouli (2014) found that for early adolescents, parental connectedness and behavioural regulation with its communication of expectations are critical elements for healthy transitions to middle adolescence and beyond. In a research study conducted by Baydar, Reid and Webster-Stratton (2003), it was found that parents who are emotionally positive and who give attention to their children's pro-social behaviour are more likely to have non-aggressive children with self-regulatory skills, suggesting that these parenting skills may serve as protective factors against the development of behaviour problems. According to Mwititi (2005) without good family relationships, children are more likely to become involved in delinquent behaviour due to lack of supervision and correct teaching.

The role of parental involvement cannot be underestimated in the life of the child. A recent research report by Public Health Reports revealed that protective parenting that includes frequent monitoring, strict rules, high educational expectations, and disapproval of teen sex is associated with a decreased risk for teenage pregnancy (Maness & Buhi, 2016). Additionally, in an article by Spera (2005), the involvement of parents in the teenager's life was also found to affect their behaviour and performance academically suggesting that parents who monitor their children's behaviour after school were more likely to have high achieving children than parents who do not monitor their children's after school activities including peer group influence.

Kimani (2013) found that most parents have limited time to spend with their children, especially in urban areas where most of them are employed and her research in Kiambu County revealed that parents are often not good role models for their children, and are also not supportive when teachers are disciplining students. This may depict their style of parenting which contributes to the basis of this research. According to Steinberg (2005) in Kendall (2006), of those families who have difficulties during the adolescent period, roughly 80% of them experienced difficulties during childhood as well. There was need to find out if the behaviour of the teenagers was reflective of their parenting leadership style.

In a research paper by Ouma, Sumatra and Serem (2013) indiscipline cases that were of major concern in schools included; arson, sexual assault, theft, sneaking out of school, fighting, bullying, drug abuse, truancy, lateness, obscene language and noise making. In an article published by Tiego and Kamore (2014) on Murang'a County, where strikes and upheavals in schools had reached disproportional levels, a recorded survey that was conducted in an effort to establish clues to the possible causes of the students' unrest in the schools found that the respondents, who were teachers, thought that the parents, followed by the community, school administration, media and others were to blame. In Lari District, Kiambu County, Mwaura (2014) found that home-based factors such as parents' level of education, socio-economic status of parents, parent's professional qualifications and home chores influenced the student's academic performance

Deviant behaviour is countered by discipline. Messa (2012) defines discipline as appropriate to the regulation of children and the maintenance of order, adding that good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline. Based upon findings from a range of research projects investigating aspects of discipline in high schools in Kenya, variables of boarding

school such as the role of teachers in maintaining discipline through Guidance and Counselling (G&C) and the role of the students council (Kanga, 2017; Mwaura, 2014; Tiego & Kamore, 2015) may be affected by the background of the students which includes the parenting leadership style.

2.0 Literature Review

This study was based on the four parenting styles theory of Baumrind (1971). Although this theory was initially used to research the impact of perceived parenting styles on children, it is not clear what happens when children become teenagers and this research sought to find out the impact of perceived parenting styles on teenager's behaviour in Kenya, specifically on the development of deviant behaviour.

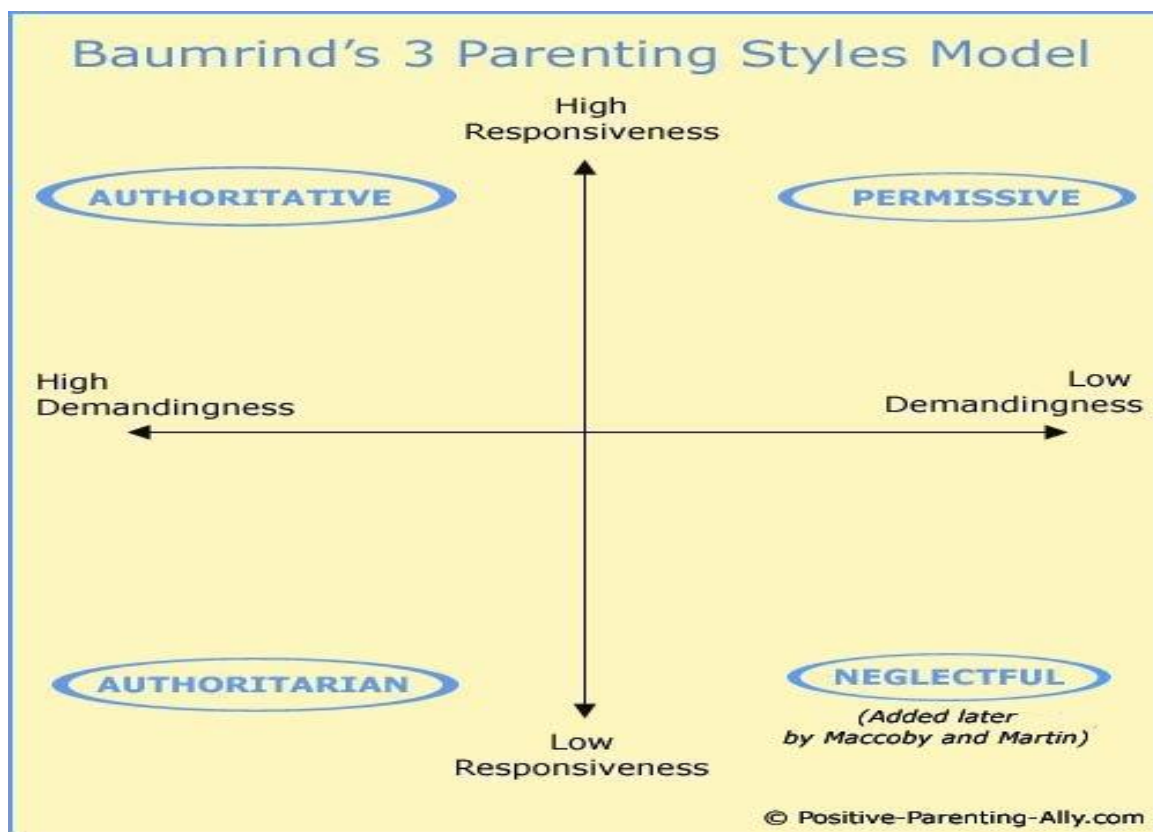


Figure 1: *Baumrind's Parenting Styles Model*

Effects of Perceived Authoritative Parenting Style

Authoritative parents are described as high on both responsiveness and demandingness (Huggins, 1998). They are warm and supportive of their children, aware of their current developmental levels and sensitive to their needs but also have high expectations, and set appropriate limits while providing structure and consistent rules (Dinham & Scott, 2008).

Effects of Perceived Authoritarian Parenting Style

Baumrind (1971) describes authoritarian parents as high on demandingness and expect compliance from all concerned. They have a traditional conception of parenting based on obedience and respect for authority (Dinham & Scott, 2008). They tend not to negotiate or

consult with their children or teachers but expect their orders to be obeyed without question (Dinham & Scott, 2008).

Effects of Perceived Permissive Parenting Style

Parents who are perceived to be permissive are more responsive than demanding (Dinham & Scott, 2008). They allow children a high degree of discretion and even indulgence but a lack of direction and accountability can prove counter-productive (Dinham & Scott, 2008). The trust and leeway permissive parents extend to their children can be exploited because they may demonstrate a reluctance or incapacity to intervene or confront, leaving it to children to work out a solution (Dinham & Scott, 2008). This is because a parent who is permissive believes her adequacy as a person depends on getting her teen to avoid failure and achieve success in the eyes of others (Huggins, 1989).

Effects of Perceived Neglectful Parenting Style

A parent perceived to be neglectful as described by Maccoby and Martin (1983), measures low in the amount of involvement he gives and low in the amount of responsiveness he shows with no consistent involvement or responsiveness having a profound impact on the teen's developing personality.

Problem Statement

The general observation from current media reports show that the behaviour of teenagers in Kiambu County, much like the rest of the country has continued to deteriorate over the years and there is little known about the effects of parents leadership style from the perception of the teenager. Following a study by Njendu (2014) on the role of parental guidance as a factor influencing antisocial behaviour in school going children, it was found that the presence of both parents contributes to the development of parent-child relationship and parent's involvement ascribes to the ability to seek out his or her children and manifest an interest in their behaviour. Kimani (2013) found that drug abuse among students in Kiambu County was common.

Purpose and Objective of the Study

The purpose of this study was to find out the contribution of perceived parenting leadership style on the development of deviant behaviour by teenagers in Kiambu County, Kenya.

The objective was to find out the contribution of the perceived parenting leadership style on the development of deviant behaviour by adolescents in Kiambu County, guided by the question: What is the contribution of the perceived parenting leadership style on the development of deviant behaviour among adolescents in Kiambu County?

Justification and Significance of the Study

This research was done in order to help curb the grievous incidences by teenagers, some that have been reported in this research, that have caused bodily harm and damage to property in boarding high schools in Kenya. The findings of this study are beneficial to parents, schools administration and teachers, the church and the Ministry of Education.

3.0 Methodology

This study adopted a descriptive survey design appropriate for describing how the perceived leadership style of parents, contributes to development of deviant behaviour in adolescents. The population where this study was carried out was located in Kiambu County.

Sampling Method

At the time of the study, there were 109,782 high school students (MOE, 2017) in Kiambu County. The available population for the study was located in 102 boarding schools in Kiambu County. The sample size was 100 teenagers (Glenn, 1992) in boarding schools in Kiambu County. In order to select the sample, the researcher requested the list of high schools in Kiambu County from the Ministry of Education (Appendix II). Upon receiving it, the researcher found that the schools were stratified in Sub-Counties. Out of the 13 Sub-Counties, the researcher purposively selected 3 Sub-Counties to represent teenagers in Kiambu County, representing more than 10% of the required threshold outlined by Mugenda & Mugenda (2003). These were Githunguri, Limuru and Kiambu Sub-Counties. The researcher retrieved the list of 102 boarding schools (Appendix III) and stratified them by gender as follows; 46 mixed boarding schools, 33 girls' boarding schools and 23 boys' boarding schools.

A sample size of 100 students as seen in Table 1 was recommended using the formula by Glenn (1992) for $\pm 5\%$ and $\pm 10\%$ precision levels, where confidence level is 95%. The sample selected were Form 2 and 3 students, because they were considered to have been in boarding school for at least one year, had experienced separation from their parents and were mature enough to give their perceptions on parenting style and self-assessment.

Table 1: Sample Size

Size of Population	Sample Size (n) for precision (e)	
	$\pm 5\%$	$\pm 10\%$
10,000	385	99
15,000	390	99
20,000	392	100
25,000	394	100
50,000	397	100
>100,000	400	100

In order to get the required sample of 100 respondents, the researcher purposively selected one school to represent each stratum and proportionally divided the number of respondents from each stratum as shown in Table 2.

Table 2: Sampling Table

Type of School	No. of Boarding Schools	Selected Schools for Sample	Sub County	Name of School	No. Of Questionnaires
Mixed Boarding	46	1	Githunguri	Kambui	40
Girls Boarding	33	1	Limuru	Kamandura	30

Boys	23	1	Kiambu	Kanunga	30
Boarding					
Total	102	3			100

In order to have an equal chance of being picked, the respondents were randomly selected from the class register for Form 2 and Form 3 in each of the three schools. There were 30 students from the Kamandura Girls school, 30 students from Kanunga Boys school and 40 students from Kambui Mixed high school so the procedure used by the teacher involved retrieving the names from the register, raffling them in cut out little pieces of paper and picking 15 names out of the total number of girls in Form 2, 15 girls out of the total number or Form 3 students. The same was repeated in the Boys boarding school. However, the entire population was used in the mixed school because they were 40 students in Form 2 and Form 3. This information was retained by the researcher to ensure privacy and confidentiality.

Types of Data

To achieve the objectives of the study, the researcher used primary data which was collected by administering a questionnaire with mostly closed ended questions since they have predetermined answers and often collect quantitative data (Mugenda & Mugenda, 2003). The researcher administered the parenting style questionnaire (Appendix I) prepared by Robinson, Mandleco, Olsen and & Hart (1995) with alterations to suit the perspective of the teenage respondents in Kenya. The use of a questionnaire ensured collection of data from many respondents within a short time and respondents were free to give relevant information, as they are assured of anonymity.

The respondents were asked to rate how often they experience different parenting styles listed, ranging from “Never” to “Always” on a 5-point scale.

Instrument Pre-testing

The pilot test of the instrument was conducted at a nearby high school event for teenagers in boarding school and the results of the pilot study revealed that the questionnaire was sufficient.

Data Collection Methods and Procedures

Upon receiving written approval by PAC University, National Commission for Science, Technology and Innovation (NACOSTI), the County Commissioner- Kiambu County and the County Director of Education - Kiambu County, the researcher was ready to conduct the study. The researcher purposively selected the schools to participate in the study based on time constraints and budget. The first was a Girls Secondary school in Limuru (Kamandura Girls), where the researcher met the Principal and submitted her written request for permission to collect data. The Principal assigned a teacher to assist in the data collecting process. In order to obtain the sample, the researcher requested the class registers for Form 2 and Form 3 and copied all the names of the students, cut them up into little ruffles and randomly selected 15 names from Form 2 and 15 names from Form 3. The purpose of the research was explained to the selected students by the researcher during their prep time and the process of selection of 30 students was explained since more of them wanted to be part of the research. The 30 girls consented to be respondents after the commitment to

confidentiality and privacy. The same procedure was repeated in the selected Boys school in Kiambu Sub-County (Kanunga Boys) and satisfactorily, the same assistance was given to the researcher by the Principal. However, in the mixed gender high school located in Githunguri (Kambui Mixed), the entire population of Form 2 and Form 3 was able to participate in the study since they were 40 students. This boarding school was a special school for the hearing impaired.

Data Analysis

The three teachers from each school assigned to help the researcher submitted all the questionnaires in a sealed envelope. The researcher carefully coded each questionnaire and keyed in the data for analysis using Excel and Statistical Package for Social Sciences (SPSS) Version 22. The data collected was analysed using descriptive statistics such as frequencies, percentages and means and presented using tables and bar charts.

4.0 Results and Discussion

The results clearly captured teenagers' perceptions of parents leadership style. The response rate was 100% meaning that all questionnaires were returned to the researcher successfully filled. However, some questions were left blank and this was acceptable as per agreement and freedom to answer or not to answer.

Demographic Data

Gender & Class of Respondents

According to the results, the respondents were 47% female and 53% male. 49% of respondents were in Form 2 and 51% in Form 3.

Perceived Parenting Styles

The objective of the study was to find out the contribution of the perceived parenting leadership style on the development of deviant behaviour by adolescents in Kiambu County. From the tool, the researcher chose to analyse the results of the first 4 questions of each of the four attributes of parenting style as described by Baumrind (1971). From the Likert scale varying from Always to Never, the indicator of the respondent's perceived parenting style was the most frequently answered "Always" to the questions pertaining to the attributes of that parenting style. This means that the more the respondents answered "Always", the more they perceived their parents to implement that leadership style. The more they answered "Never", the more that particular attribute did not relate to the perceived parenting style they experience at home. The researcher recorded the following observations;

Perceived Authoritative Parenting Style

According to the results shown in Table 3 and Figure 2, most teenagers (59%) answered "Always" or "Most Times" to the perceived attributes of the Authoritative parenting style. This reveals that the leadership of their parents is mostly Authoritative. However, more teenagers (44.5%) also responded "Never" to the statement that their parents take their wishes into consideration before asking them to do something which is considered an important attribute of Authoritative parenting style. This may support the development of deviant behaviour.

Table 3: Attributes of Perceived Authoritative Parenting Style

Perceived Authoritative Parenting Style	No Response	Always	Most Times	Once in a While	Sometimes	Almost Never	Never	Total
1 My parents are responsive to my feelings and needs	0	57.6	11.1	17.2	5.1	3	6	100
2 My parents take my wishes into consideration before they ask me to do something	2	11.1	2	9.1	13.1	18.2	44.5	100
3 My parents explain the reasons behind their expectations	0	57.1	12.2	3.1	8.2	5.1	14.3	100
4 My parents compliment me	0	59	25	5	4	2	5	100
Total	2	184.8	50.3	34.4	30.4	28.3	69.8	400
Percentage	1%	46%	13%	9%	8%	7%	17%	100%

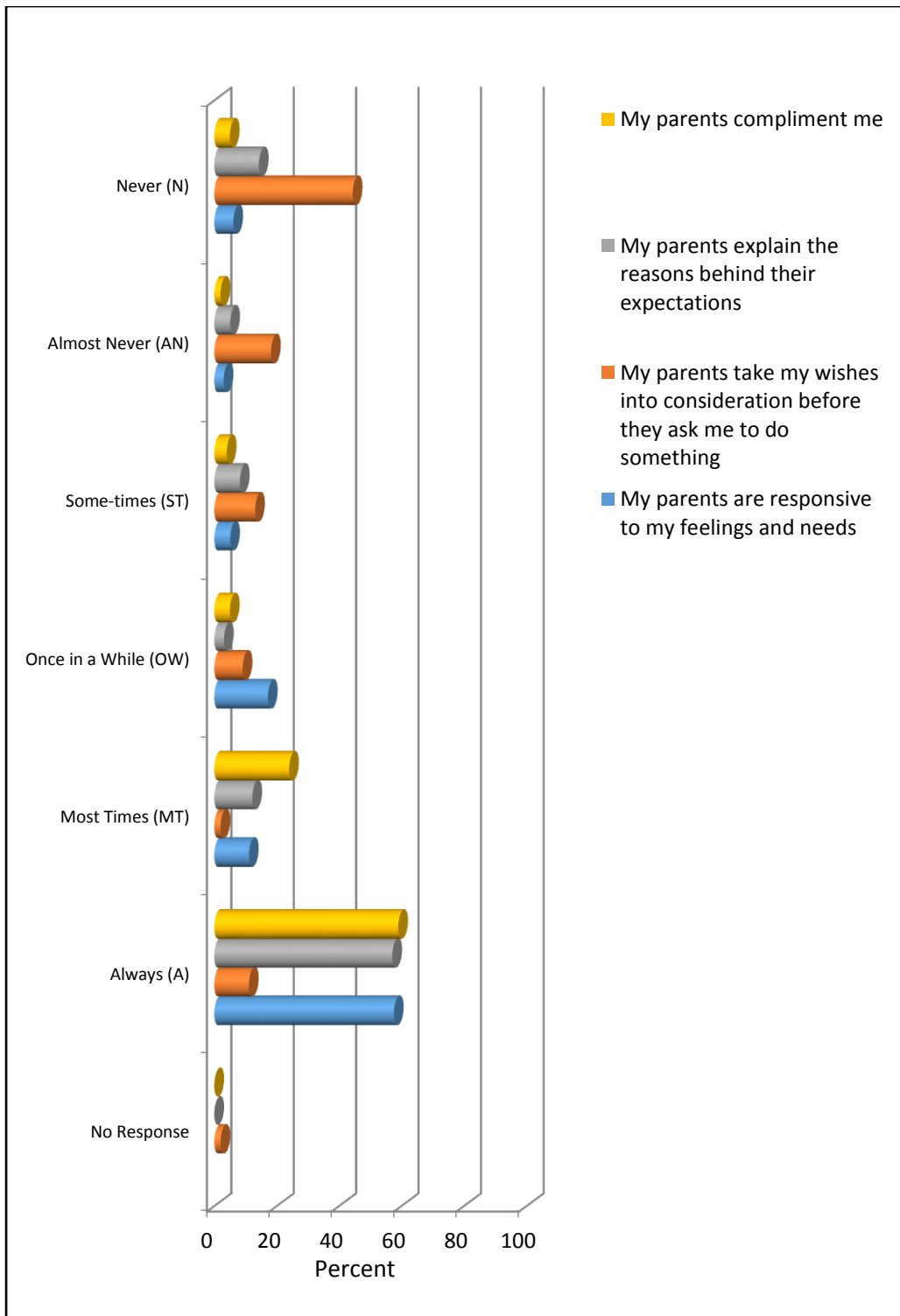


Figure 2: *Attributes of Perceived Authoritative Parenting Style*

Perceived Authoritarian Parenting Style

According to results shown in Table 4, 52% teenagers responded highest with a “Never” and “Almost Never” on all 4 characteristic statements of Authoritarian parenting style. This result means that most teenagers did not perceive their parents to be Authoritarian. It was interesting to note that second in rank came “Always” and “Most times” (27%) response by

most teenagers to all 4 questions regarding Authoritarian parenting style (Table 3 and Figure 3).

This may mean that some teenagers do perceive some aspects of their parent’s leadership style to be authoritarian.

Table 4: Attributes of Perceived Authoritarian Parenting Style

Perceived Authoritarian Parenting Style	No Response	Always	Most Times	Once in a While	Some-times	Almost Never	Never	Total
1 When I ask my parents why I have to do something they tell me it is because they said so, they are my parents or because that is what they want	2	27	7	12	6	4	42	100
2 My parents punish me by taking privileges away from me	0	19	8	9	14	9	41	100
3 My parents explode in anger towards me	0	12	12.1	10.1	11.1	11.1	43.5	100
4 My parents use criticism to make me improve my behaviour	1	18	5.1	11.1	9.1	7.1	48.4	100
Total	3	76	32.2	42.2	40.2	31.2	174.9	400
Percentage	1%	19%	8%	11%	10%	8%	43%	100%

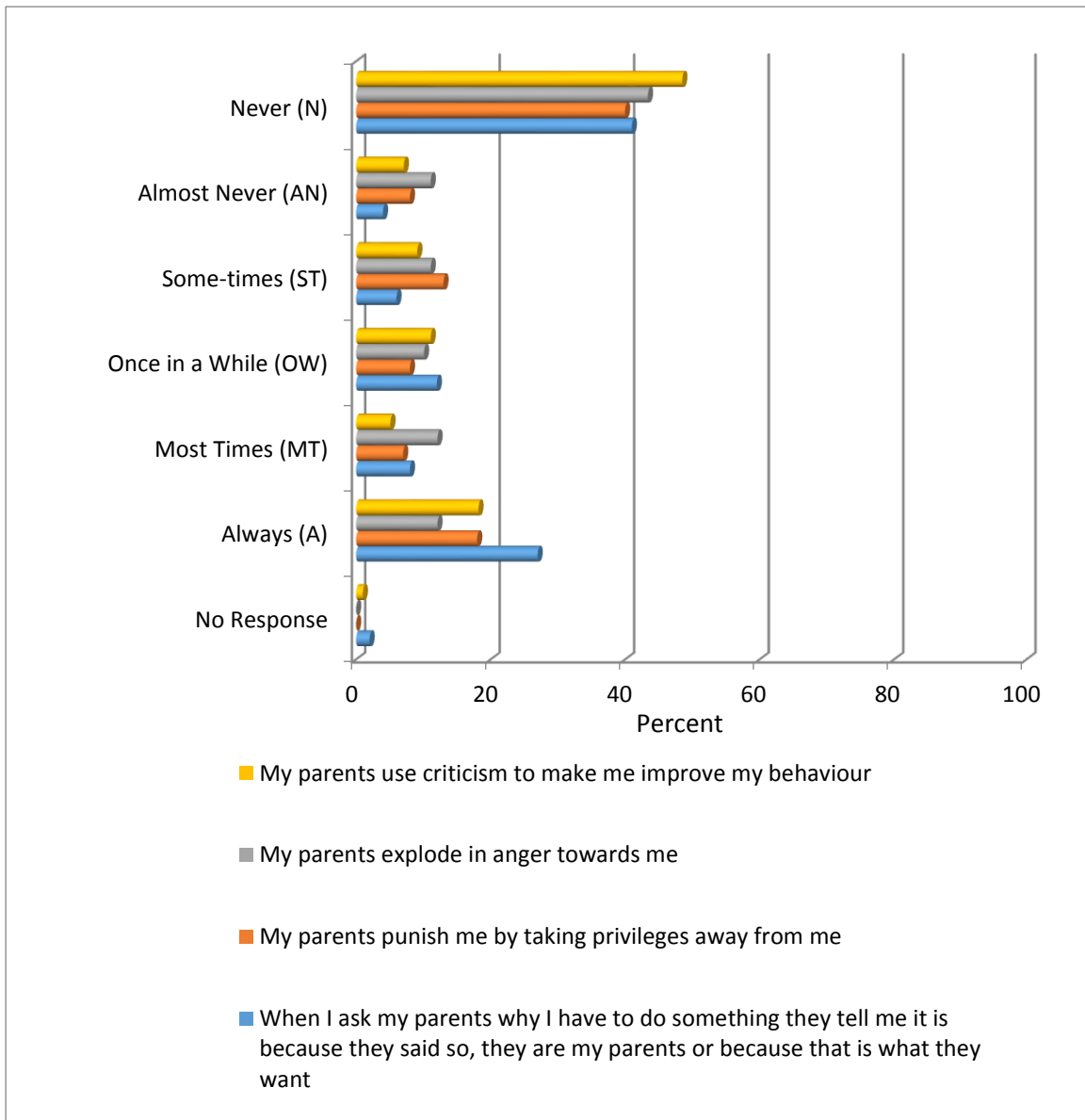


Figure 3: *Attributes of Perceived Authoritarian Parenting Style*

Perceived Permissive Parenting Style

According to results shown in Table 5 and Figure 4 the highest rank given by most teenagers was “Almost Never” at 69% to the 4 attributes of permissive parenting style questions. This revealed that they did not perceive their parents to be permissive in leadership style. However, they did observe some aspects of their parent’s leadership to be permissive as the second in rank at 20% was “Always” and “Once in a while.” Baumrind (1971) found the children of permissive parents were immature, lacked impulse control and self-reliance, and evidenced a lack of social responsibility and independence.

Table 5: *Perceived Permissive Parenting Style*

Perceived Permissive Parenting Style		No Response	Always	Most Times	Once in a While	Some-times	Almost Never	Never	Total
1	My parents find it difficult to discipline me	0	12	6.1	14.1	9.1	6.1	52.6	100
2	My parents give into me when I cause a commotion or fuss about something	0	17.1	6.1	18.2	14.1	7.1	37.4	100
3	My parents spoil me	0	17.2	3	14.1	1	6.1	58.6	100
4	My parents ignore my bad behaviour	0	7.1	4	4	5.1	4	75.8	100
Total		0	53.4	19.2	50.4	29.3	23.3	224	400
Percentage		0%	13%	5%	13%	7%	6%	56%	100%

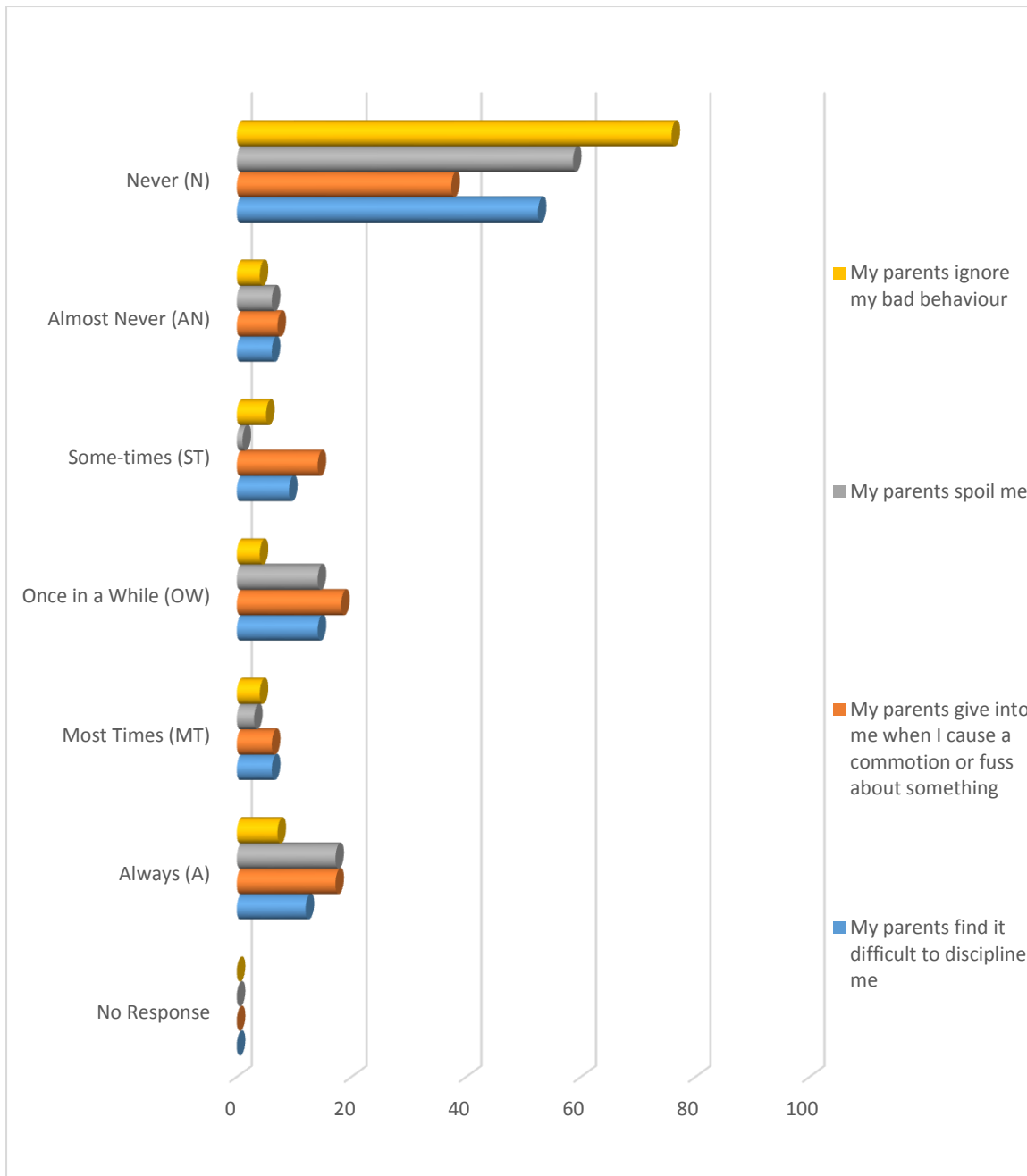


Figure 4: *Attributes of Perceived Permissive Parenting Style*

Perceived Neglectful Parenting Style

According to the results shown in Table 6 and Figure 5, teenagers did not perceive their parents to be neglectful in their leadership style. Majority of the responses at 76% revealed the highest recorded “Never” to the 4 sample questions of perceived neglectful parenting style. However, next in rank at 10% was the response of “Always” which showed that there are certain aspects of the leadership style of the parents that is perceived as neglectful by their teenage children. According to McDowell and Hostetler (1996), most experts agree that the most common cause of parental neglect is poverty. According to McDowell & Hostetler (1996) neglected teens are more likely to succumb to alcohol and drug abuse because they have more unsupervised time; however, this may not be the case for the respondents.

Table 6: Attributes of Perceived Neglectful Parenting Style

Perceived Neglectful Parenting Style	No response	Always	Most Times	Once in a While	Some-times	Almost Never	Never	Total
1 My parents are never available for me because they are not interested in me	1	10.3	2	6.1	2	6.2	72.4	100
2 My parents are never available for me because they are unwell and cannot	1	13.3	1	4.1	4.1	7.1	69.4	100
3 My parents are not available to me because we are too many children	0	12.2	4.1	3.1	2	6.2	72.4	100
4 My parents are never there for me because they are addicted to drugs	0	4.1	1	1	4.1	2	87.8	100
Total	2	39.9	8.1	14.3	12.2	21.5	302	400
Percentage	1%	10%	2%	4%	3%	5%	76%	100%

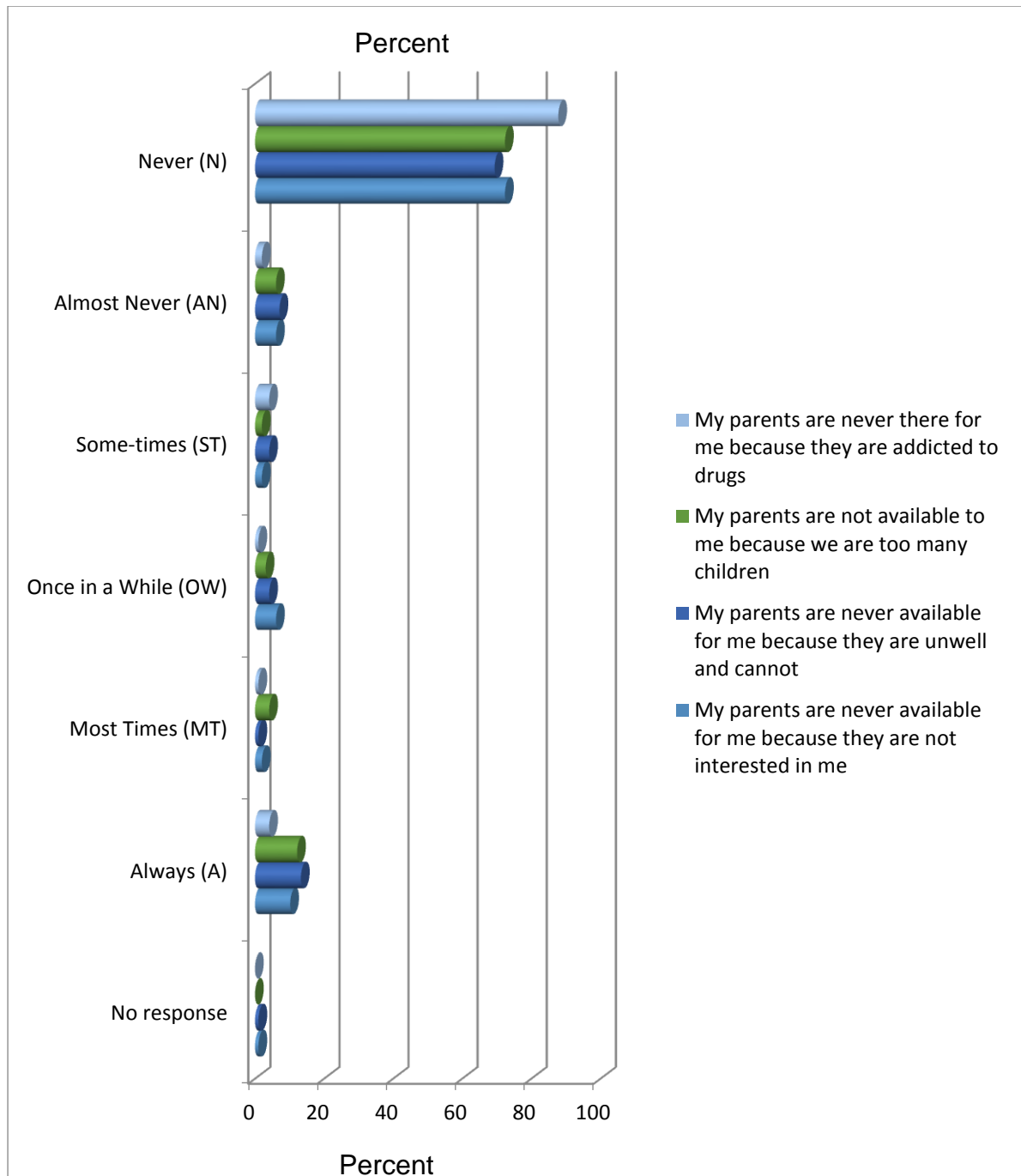


Figure 5: Attributes of Perceived Neglectful Parenting Style

Summary Results of Perceived Parenting Styles

The researcher combined the highest rankings of each measure of the attributes of the four perceived parenting style using the Likert scale provided. Based on the responses given, results show that the teenagers mostly perceive their parents to lead them using Authoritative parenting style, with 59% answering “Always” compared to; Always Authoritarian 27%, Always Permissive 17.2% and Neglectful at Always 13.3% as shown in Table 6 and illustrated in Figure 6.

Table 13: Summary Results Ranking Perceived Parenting Styles

Respondents results of the highest ranking percent of perceived parenting style							
Perceived Parenting Style	No Response	Always	Most times	Once in a while	Sometimes	Almost never	Never
Authoritative	2	46%	13%	9%	8%	7%	17%
Authoritarian	1	19%	8%	11%	10%	8%	44%
Permissive	0	13%	5%	13%	7%	6%	56%
Neglectful	1	10%	2%	4%	3%	5%	76%

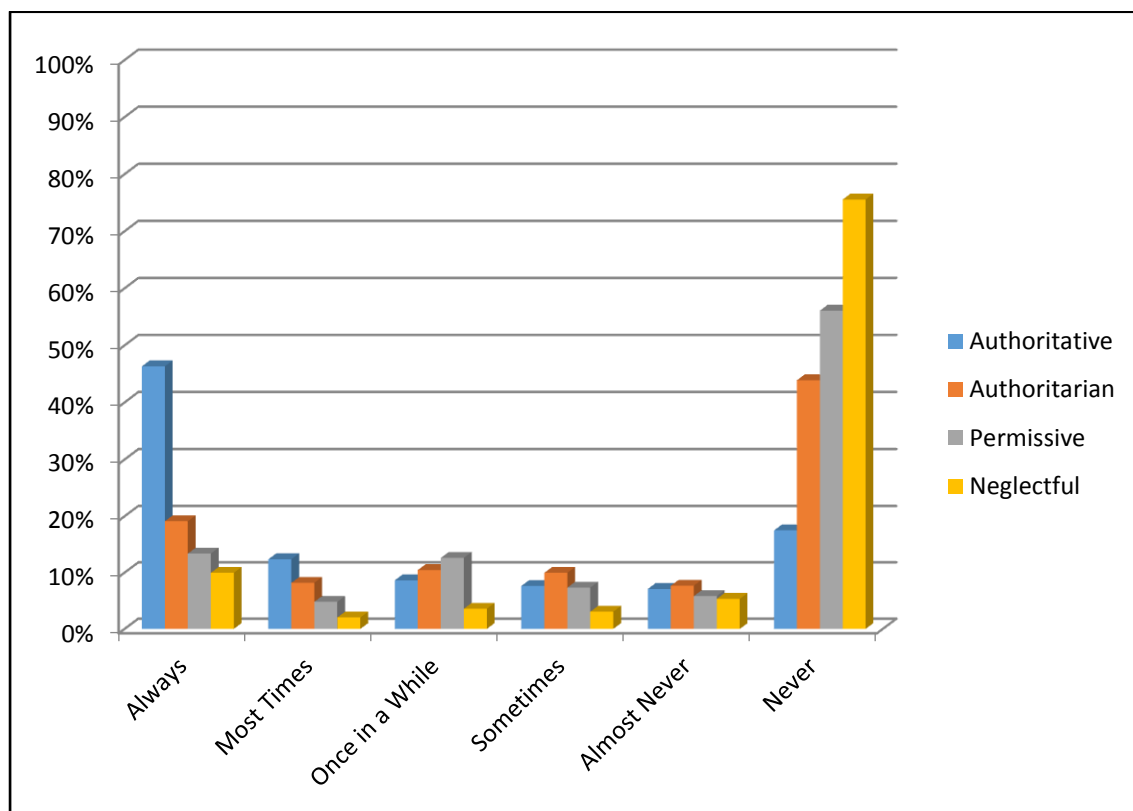


Figure 6: Summary Ranking of Perceived Parenting Styles Responses

Overall Findings

This research was focused on perceived parenting leadership styles on the development of deviant behaviour by teenagers in boarding schools in Kiambu County. Most students responded “Always” to their parent’s leadership style attributes being aligned with those of the Authoritative parenting style. It was interesting to find out that these teenagers overwhelmingly said “Never” to the statement that their parents take their wishes into consideration before they ask them to do something. In fact, some traits of Authoritarian, Permissive and Neglectful parenting were found when assessing attributes that describe their

parenting leadership style. This means that parents may exhibit attributes of these other leadership styles from time to time. The effects on the responses of the child may also be affected in such cases and may be noticed in the development of deviant behaviour.

5.0 Conclusion

The objective of this research was met with regard to the answer to the following research question; *What is the contribution of the perceived parenting leadership style on the development of deviant behaviour among adolescents in Kiambu County?*

The majority of respondents (59%) revealed that their parents demonstrate attributes of Authoritative leadership. Even so, most respondents revealed that their parents do not put the feelings of their children into consideration before giving them a task, which according to this study is uncharacteristic of authoritative parents and may create room for deviant behaviour.

Recommendations

The researcher recommends that the stake holders being the church, school administration and the Ministry of Education, should seek for more involvement of parents with their teenagers directly, even while in boarding school to facilitate the increase two-way communication. There is need to investigate the gender opinions separately and collect more precise data from students found guilty of deviant behaviour.

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