RELATIONSHIP BETWEEN PARENTING PRACTICES AND BEHAVIOR OUTCOMES AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN THARAKA NITHI COUNTY, KENYA

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A Thesis Submitted to the Faculty of Education in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in Educational Psychology of Chuka University

CHUKA UNIVERSITY
AUGUST 2019
DECLARATION AND RECOMMENDATION

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

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DEDICATION
This thesis is dedicated to my late father Jason, my late husband Mutegi, my mum Juliet, my mum inlaw Jane and my dear children Gacunku, Soni and Mutua, Linda and Opiti, Njagi, Joy my grandchildren Kendi, Mutugi, Natalia, Murimi and Ethan for their inspirational and unwavering support during my period of study. It is also dedicated to those who, in their own special ways and rights, seek knowledge for understanding truth and love to uplift mankind from the doldrums of all kinds of selfishness, greed, exploitation, domination and ignorance in order to make the world a peaceful place where all can live in harmony for the sake of present and future generations.
ACKNOWLEDGEMENT

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Special thanks to Prof. Erastus Njoka for his constant support encouragement and guidance throughout my period of study.

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ABSTRACT

Parenting practices are crucial in the development of a holistic personality and an individual who is intellectually, emotionally, socially and morally competent. A stimulating parental environment provides quality psychosocial wellbeing reflected by high academic achievement and sound moral values. The linkage between parental practices and students’ behavior outcomes has not been comprehensively studied, especially in the Kenyan context. This study therefore, sought to fill this gap by establishing the relationship between parenting practices and behavior outcomes of students in public secondary schools in Tharaka Nithi County, Kenya. The purpose of this study was to determine the relationship between parenting practices and behavior outcomes of students in public secondary schools in Tharaka Nithi County, Kenya. The study adopted the correlation research design. It was conducted in Tharaka Nithi County. The population of the study was 45795 subjects comprising of 45495 students, 150 class teachers and 150 Parents Teachers Association (PTA) representatives. A sample size of 387 form 3 students (participants) was used for the study. Purposive sampling method was also used to select 20 class teachers and 24 PTA representatives from each sampled school. Data was collected using questionnaires for students, interview schedule for class teachers and a focus group discussion guideline for PTA members. Content and face validity of the research was determined through opinions and expert judgment in the field of education, counseling and psychology. Reliability was estimated using Cronbach’s Alpha correlation and a coefficient of 0.860 was attained. Data was analyzed using descriptive statistics, which included frequencies, percentages, means and standard deviation. Inferential statistics such as correlation of the variables was also used. The Statistical Package for Social Sciences (SPSS) version 25 and Max QDA were used to analyze data. Qualitative data from the instruments was analyzed through thematic analysis in line with the objectives of the study. Findings are presented using frequency distribution tables and bar graphs. The findings indicated that there was statistically significant relationships between parenting practices and students’ psychosocial well-being, students’ emotional regulation, students’ academic performance, and student’s high-risk health behaviors in all the sub counties. The relationship between parenting practices and behavior outcomes was tested using Pearson’s Product Moment Correlation (r) analysis. The correlation coefficient in Meru South, Tharaka South, Maara and Tharaka North were 0.573, 0.545, 0.376 and 0.655 respectively. Their corresponding P-values were less than 0.05 meaning that they were statistically significant. It is hoped that the findings of this study will be useful to the Ministry of Education Science and Technology, parents and other stakeholders in relevant policy formulation.
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<tbody>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>BO</td>
<td>Behavior Outcome</td>
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<tr>
<td>C.E. O</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>C.E.B</td>
<td>County Education Board</td>
</tr>
<tr>
<td>CAH</td>
<td>Centre for Adolescent Health</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standardisation</td>
</tr>
<tr>
<td>DV</td>
<td>Dependent Variable</td>
</tr>
<tr>
<td>EV</td>
<td>Extraneous Variable</td>
</tr>
<tr>
<td>IV</td>
<td>Independent Variable</td>
</tr>
<tr>
<td>K.E.S.S.H.A</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>M.O.E.S.T.</td>
<td>Ministry of Education, Science and Technology</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>N.A.C.A.D.A.</td>
<td>National Council against Drug Abuse</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovations</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>P.E.B</td>
<td>Provincial Education Board</td>
</tr>
<tr>
<td>P.T.A</td>
<td>Parents’Teachers’Association</td>
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<td>SAA</td>
<td>Students Academic Achievement</td>
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<td>SER</td>
<td>Students Emotional Regulation</td>
</tr>
<tr>
<td>SHRHB</td>
<td>Students High-Risk Health Behavior</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>SPW</td>
<td>Students’ Psychosocial Well-Being</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<td>US</td>
<td>United States</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Parenting practices contribute significantly to the development of students’ behavior outcomes in schools. Smetana (2017) states that even though parental practices may be influenced by a child’s behavior, parents actions contribute distinctively to the behavior outcomes of young people in all cultures around the world. Baumrind (2013) adds that harsh or physical discipline, yelling or scolding or expressing disappointment, all of which are hallmarks of authoritarian parenting, have detrimental effects on child adjustment. Carson (2003) also points out that large-scale study in the U.S and in cultures varying in their use of parenting practices show that spanking generally has negative effects for children’s adjustment and social competence.

According to Varkey (1997), studies in many parts of the world on parenting show delinquents as products of broken or drunken families. However, some may be from families where parents bring up children with excessive discipline or exertion of pressure to perform beyond their abilities. Hilderbrand (2000) also argues that a parent’s personality has a strong impact on children. If a parent is happy and optimistic, the child is more likely to be the same. Melgosa (2009) supports this argument by asserting that beliefs about children and childhood influence the environment created. Such beliefs include ideas about how children spend their early years, opinions about what children learn and what parenting practice is reasonable. Brown (2001) investigation on the psychosocial background of a young man, who shot and killed nineteen people from a tower of the University of Texas, indicated that the man had a history of not being allowed to play during his childhood. In addition, the investigation on the life of other killers, found a similar deprivation.

According to Stevens et, al (2018), a study in the US on the trends of emotional regulation among young people in secondary schools showed a 37 percent increase in depressive symptoms. Krans (2016) also indicates that a study published in the American Family Physician estimates, had up to 15 percent of children and adolescents in high school who showed some symptoms of depression. The results of another study on teenage depression carried out in the Los Angeles, California and Washington DC indicated that teens with low emotional regulation symptoms reported significantly
more impairment in nearly all domains; academic achievement, psychosocial, peer and family functioning and physical health-related qualities of life (Wauterick, 2006)

In the UK, a government-funded research undertaken by the academic staff from University College of London found that 24 percent of 14-year old girls and 9 percent of boys in secondary schools had psychosocial problems (Campell, 2017). The findings were based on a survey of 10,000 teenagers. Similar problems were also commonly reported among Australian adolescents. By the middle teenage years, the rates of psychosocial problems are twice as high among girls in high school as they are in boys. This is as indicated in the Australian Parenting Website – (Centre for Adolescent Health (CAH), 2016). In a study carried out by the Queen Elizabeth Medical Centre in Western Australia, out of 400 children aged 12 to 16 were found to have emotional instability, with 112 assessed as being vulnerable to depression symptoms. Children with depressive symptoms believed that happiness is achieved through the acquisition of fame, money and beauty. Happier children tended to believe that the feeling comes from healthy relationships with parents and pursuing worthwhile goals (Kwon et al., 2017)

Ring (2015) notes that many aspects are important in emotional regulation of young people like financial security, good education and spending time with friends. Ring also asserts that values and beliefs are part of a culture. The foods we eat, the language, and the customs we follow are all part of our cultural background. A study done in South Africa by Merwe (2007) revealed that a high number of participants felt sad, hopeless and traumatized as they witnessed violent crimes in their surroundings regularly. Melgosa (2001) points out that though psychosocial problems occur in both boys and girls, the girls are at a higher risk of developing the symptoms. This is because girls mature faster than boys in terms of their emotional regulation do. This sensitivity in the interpretation of emotional stimuli most likely makes the girls more vulnerable to depression symptoms.

Yaroson and Zaria (2004) in their report on strategies for curbing indiscipline in Secondary schools in Nigeria, asserted that the actions of a parent are all deeply rooted in a cultural experience. Within a culture, each generation teaches the next about educating and guiding children. Different cultures may follow different values. To support this argument, Kaczynski (2003) adds that many customs arise from needs and
circumstances. Economic conditions affect parenting on both individuals as well as social levels. The lower a family income, the more difficult it is to provide for a child. The strain of making financial ends meet can be hard on a parent.

Mill (2012) study on how parents’ can help children acquire approved behaviors focused on variables like parental warmth, permissiveness, control and democratic practices. Mill related them to the development of a wide variety of behaviors’ in children, such as anxiety, fearfulness, aggressiveness, curiosity, originality and responsibility. Agulana (2000) adds that the complex form of communication and interaction that are established between parent and child in the early years of life can promote positive moods and approaches to the world. Agulana argues that infants who experience violence have elevated hormonal levels leading to fighting or flight mode.

Mayemba (2017) in his study found that Northern Uganda faced the highest prevalence rates of depression symptoms due to the effects of war, hunger and poverty. Mayemba outlines some risk factors of emotional instability among students as not living with both parents, unavailability of parents and domestic violence. Rukundo et. al (2016) added that the high rates of depressive symptoms among students may be due to general psychosocial distress resulting from general hardships in living, social-related stress and poverty. In this study as in others, the prevalence of lack of emotional regulation was more than twice common in girls as in boys.

A Kenyan study by Njogu, (2005) on parenting practices indicates that one of the dangers of relying on physical discipline is that it may breed child abuse. Apart from physical injury child abuse is also associated with lasting psychosocial effects on the victim; abused children have poor self-esteem, and are more socially withdrawn and that there is a relationship between emotional behavior in children and the personal characteristics of their parents. Some parents may complain a lot, be timid, sarcastic, and tend to ridicule others including their children (Ngugi, 2008).

Mwangi (2005) notes that factors influencing academic achievement in public schools in Nyandarua District recommended a wide range of psychosocial interventions like appreciation, recognition and empathy of the leaners. Thus, the family environments constitute the basic ecology where children’s behavior is manifested, learned, encouraged, and suppressed. Parents’ roles in the family environment have primarily
been to prepare children for adulthood through rules and discipline. Melgosa (2009) adds that during the secondary school period, the influence of peers also serves as an important socialization agent. Despite this new sphere of influence, the research has clearly demonstrated that parenting practices account for more variance in externalizing behaviors in learners than any other one factor. The secondary school period can be difficult for both parents and students; therefore, understanding the importance of maintaining high-quality parenting is particularly essential (Hochschild & Jenifer, 2003).

Khasakhala et al., (2012) carried out a study in Nairobi, Kenya, on the prevalence of emotional problems among students in public secondary schools. The results of the study indicated that the rate of depressive symptoms was 27 – 29 percent. According to the findings, the high rates of depression symptoms did not correlate with the cases being referred for intervention. This is an indication of under-recognition of the symptoms in the school setting in Kenya. Another study in Kenya by Ndetei, et al., (2008) revealed the prevalence of psychosocial and emotional imbalance symptoms among students. Hill, et al., (2017) points out that psychosocial problem facing students in secondary school are likely to be misdiagnosed hence delaying the necessary intervention.

In Tharaka Nithi County, few studies have been done on parenting practices and behavior outcomes among secondary school students. Maigallo (2010) in her study on Parenting Styles and Discipline of Students noted that abused children are more likely to become abusers themselves. The study reveals that secondary school students are faced with many challenges in navigating through adolescence and some end up engaging in high-risk health behaviors like alcoholism, drug abuse, early pregnancies and destruction of school property. According to the study, some demands from parents are also oppressive to students. Such demands include; good academic performance, competitive career choices and social relationships acceptable to the parents, teachers and society. Therefore, this study aimed at unearthing students behavior outcomes because of parenting practices in Tharaka Nithi County.
1.2 Statement of the Problem

One of Kenya’s national goals of education is to mold a holistic individual who is academically, socially, psychologically and emotionally competent. Parenting practices play a crucial role in influencing behavior outcomes in children. The quality of parent-child relationship shows considerable behavior stability over time in a child’s life. In Secondary Schools, some students portray different behaviors such as irritability, drunkenness, lack of self-control, early pregnancies and other behavior problems. Others continue to perform poorly in academic activities while engaging in high risk behaviors such as drug abuse, bullying and destruction of school property. Effective parenting practices are crucial in the development at holistic human being. Key parenting practices include warmth, approval, control, communication and proper monitoring of students by parents and teachers. The linkage between parental practices and students’ behavior outcomes have not been comprehensively studied, especially in the Kenyan context. The few studies that exist on parenting practices demonstrate that appropriate rearing experiences can create positive changes in the general behavioral outcomes. Therefore, there was need to understand the interaction between parenting practices and behavioral outcomes of children (students). This study, therefore, sought to fill this gap by establishing the relationship between parenting practices and behavior outcomes of students in public secondary school in Tharaka Nithi County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the relationship between parenting practices and students behavior outcomes among students in public secondary schools in Tharaka Nithi County, Kenya.

1.4 Objectives of the Study

This study addresses the following specific objectives:

i. To establish the relationship between parenting practices and psychosocial wellbeing of students in public secondary schools in Tharaka Nithi County, Kenya.

ii. To determine the relationship between parenting practices and Emotional Regulation of students in public secondary schools in Tharaka Nithi County, Kenya.
iii. To determine the relationship between parenting practices and Academic Achievement of students in public secondary schools in Tharaka Nithi County, Kenya.

iv. To establish the relationship between parenting practices and High-Risk Health behaviors of students in public secondary schools in Tharaka Nithi County, Kenya.

1.5 Research Hypotheses

\( H_0^1 \): There is no statistically significant relationship between parenting practices and psychosocial wellbeing of students in public secondary schools in Tharaka Nithi County, Kenya.

\( H_0^2 \): There is no statistically significant relationship between parenting practices and emotional regulation of students in public secondary schools in Tharaka Nithi County, Kenya.

\( H_0^3 \): There is no statistically significant relationship between parenting practices and academic achievement of students in public secondary schools in Tharaka Nithi County, Kenya.

\( H_0^4 \): There is no statistically significant relationship between parenting practices and high-risk health behaviors of students in public secondary schools in Tharaka Nithi County, Kenya.

1.6 Significance of the Study

The study may be useful to the Ministry of Education (MOE) in policy guidelines concerning schools in order to institute changes in the education sector that will incorporate awareness and academic achievement among students. The school administrators and teachers may be sensitized on the need to offer support to parents and students in their schools and may find the study useful in making relevant discipline procedures as well as strengthening guidance and counselling in schools. The study findings may also guide parents and other caregivers on matters concerning the needs of pupils. The changes instituted may hopefully cater for the needs of pupils with regard to overall improvement of their behavior outcomes. The study findings may provide more information to the Ministry of Labor and Social Services on the needs and social protection of children and particularly those from disadvantaged and vulnerable...
families. Policy makers may gain useful information on the need to come up with policy guidelines aimed at strengthening students ‘behavior outcomes in schools. Curriculum developers will gain information on the need to develop a curriculum in line with the need to train counsellor teachers so that the teachers are able to offer these important services in schools. The Directorate of quality assurance and Standards (DQAS) and other education stakeholders may examine and re-evaluate the educational service delivery to ensure that it is in line with the Secondary School curriculum as designed by Kenya Institute of Curriculum Development (KICD) through standardization and material improvement in schools. Students will benefit by being able to distinguish between their normal development in puberty and the onset of depression symptoms, hence seek help when the need arises. It is also envisioned that the findings will complement and add to the already existing body of knowledge in the area of parenting, child growth and development.

1.7 Scope of the Study
The study was conducted in Tharaka-Nithi County. The study examined the relationship between parenting practices on the academic achievement, psychosocial wellbeing and moral development of students in public secondary schools in Tharaka Nithi County. Primary data was collected from form three students, form three class teachers, and Parents Teachers Association (PTA) representatives in selected schools.

1.8 Limitations of the Study
The study dealt with issues of parenting practices and behavior outcomes of students in public secondary schools, and touched on family environments and settings, which the researcher could not change or alter. The student’s perception on giving reliable information about their parents was somehow suspicious and some respondents felt uncomfortable sharing some information. The researcher however assured them of confidentiality.

1.9 Assumptions of the Study
i. The study assumed that different behaviour outcomes exist among students in public secondary schools as a result of parenting practices
ii. That all respondents will be available and willing to provide honest responses to enable the researcher to draw accurate conclusions.
1.10 Definition of Terms

The following terms were defined as follows in this study:

**Academic Achievement** - This refers to the attainment of acceptable high school grades and appropriate academic behaviour in a given level.

**Behavior Outcomes** - Refers to different behaviors displayed by students because of the way they were brought up.

**Deviance** - Refers to the conscious refusal by the student to follow rules and regulations set by the school administration.

**Drugs** - Any substance that if taken changes the normal functioning of a person’s body mechanism. In this study, drugs refer to any substance that may alter the normal functioning of the student in Boarding Secondary schools.

**Emotional Regulation** - It refers to the ability of a student to control his or her feelings in different situations.

**Environment** - The physical and psychological surrounding of students. In this study, environment refers to boarding schools operations.

**Guidance** - It refers to the process of assisting students to understand and use wisely the educational, social and vocational opportunities they have to achieve systematic adjustments of life.

**Head Teacher** - He or she manages performance of teachers and learners in the general administrative structure of a school.

**High-risk Health Behaviors** - are behavior like smoking illicit drug use, alcohol use engaging in sexual behaviors, over-eating which may put the student at risky health problems.

**Moral Development** - In this study, it refers to the process through which children develop proper attitudes and behaviors towards other people based on social and cultural norms, set rules and laws in society.

**Parent** - This refers to an adult human being charged with the responsibility of raising up an offspring.
Parenting Practices - Refers to actions, attitudes and behaviors that parents portray in the process of bringing up their offspring. It also refers to specific actions that parents display while raising their children (Warmth, Approval, Communication, Control and Monitoring). These can refer to the imposing and use of schedules, rules, expectations, punishments, and rewards. Parenting practices can also refer to any type of regular interaction that parents have with their children.

Parenting Styles - Refers to standards, strategies and techniques that parents use in raising up their young ones, in this study, parenting styles refer to authoritative, authoritarian, permissive and uninvolved parenting styles.

Parenting - Process of raising of and educating a child through infancy, childhood, adolescence up to adulthood where they achieve autonomy.

Public School - It refers to an institution managed by the government or society.

Punishment - This is any aversive action that may be applied to students in response to deviant behavior.

Social Competence - Ability of a student to maintain proper relationship with peers, home or school environment.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews the literature on studies done on parenting practices and psychosocial wellbeing, emotional regulation, academic achievement and high-risk health behaviors. The overview forms a summary of aspects of parental practices and behavior outcomes. The chapter also contains a theoretical and conceptual framework for the study.

2.2 An Overview of Parenting Practices
Parenting practices are specific behaviors that parents use to socialize or to bring up their children (Smetana, 2003). These can include imposing and use of schedules, rules, expectations, punishments, rewards or any type of interaction that parents have with their children. Siegel and Hartzell (2003) support the view that the quality of parent-child relationships shows considerable stability over time and therefore some aspects of parenting practices are important in children irrespective of age, especially whether relationships are warm and supportive or marked by conflict.

According to Roeters and Garcia (2016), transition to parenthood has various effects on a person who took part in less leisure before they transitioned to parenthood. This is because their involvement in leisure before birth of their kid implies that for them to have active leisure involvement, they had to attach less. However, if a parent decides to get back to old ways of doing things, they might experience role overload since they can accommodate kids in their old plans of doing things.

Findings by McLanahan and Adams (1987), shows that the psychological well-being of adolescent child may be negatively impacted by parenthood. The finding suggests that some adults with kids at home are unhappy and they feel not satisfied with their lives compared to those who do not have children at home. Those adults who have children at home tend to worry more and most of the time appear depressed with high level of anxiety. The gap between parents and non-parents appears to be narrow even though it has increased in the past two decades. The glaring difference between non-parents and parents comes because of time and economic constraints. These constraints come from social trend such as women labor force and marital disruption and single...
parenthood. The trend is expected to continue in future, decreasing desire for children and increase in gender conflict.

Spera (2005), suggests that parenting is a complex activity that includes many specific behaviors that work individually and together to influence child behavior outcomes. Steinberg (2002) supports this argument by asserting that parental behavioral control involves managing adolescent behavior and activities. Perkins (2000) who argues that adolescents’ problematic psychological adjustment is associated with high-risk health behaviors such as depression, anxiety, illicit sex, drug use, and other delinquent acts also supports this view.

Castillo (2004) in studying high-risk health behaviors of young people notes that high levels of parental behavioral control are directly associated with less problem drinking in young adulthood among males, less adolescent truancy, less alcohol and marijuana use, and less frequent engagement in early sexual intercourse. During adolescence, parents’ knowledge of their children’s whereabouts and friends becomes important for reducing and preventing problem behaviors since peers become an important socializing agent. Castillo further notes that parental knowledge of adolescents’ activities is an aspect of monitoring that is most closely associated with lower levels of problem behavior. A similar view was supported by Arnett (2013) who noted that parental monitoring efforts differ from childhood to adolescence since parents often rely on their offspring to inform them about their location and activities when away from home; therefore, effective parental monitoring relies upon effective and active parent-child communication.

Gill (2007) findings indicate that the quality of the relationship between parents and their adolescents plays a substantial role in determining how much information parents can gather about their children’s whereabouts, what they are doing at that particular time and place. Knowledge of whereabouts reflects parents’ control over outside influences such as peers. These findings suggest that knowledge of whereabouts could be related to less externalizing behaviors, in part, because parents are able to prevent their adolescents from “hanging out” with a risky peer group.
Gitonga (2012) found that consistent and active discipline was associated with positive adolescent adjustment. Consistent discipline also buffers adolescents against the effects of a variety of stressful and negative events and activities. Gitonga further suggests that adolescents who experience high levels of consistent discipline are more resilient to peer influence because the imposition of parental norms and values discourages them from subscribing to the values of their drug-use promoting peers or friends.

Baumrind (1991) distinguishes between permissive, authoritarian and authoritative home environments. Permissive parents set few rules and rarely punish misbehavior hence children from such backgrounds are less likely to adopt positive standards of behavior. Authoritarian parents set rules and rely on punishment including physical force, yet studies have shown that physical punishment is not an effective means of disciplining children. Research suggests that severe forms of antisocial behavior can lead to drug and alcohol abuse, poor health, mental health problems, unemployment, and adult crime. Parental control is defined as “the claims parents make on children to become integrated into the family as a whole, by their maturity demands, supervision, and disciplinary efforts and willingness to confront the child who disobeys (Drumheller, 2007). Parenting behaviors included in this dimension include parental monitoring and parental discipline practices. Additionally, she states that the construct of parenting practices is used to capture normal variations in parents’ attempts in an attempt to regulate their behavior outcomes and provide them with guidance for appropriate socially acceptable behavior and conduct. Baumrind (1991) and Kenny et al (2015) assume that although parents may differ in how they try to control or socialize their children and the extent to which they do so, the primary role of all parents is to influence, teach, and control their children.

Maccoby and Martin (1983) added parental responsiveness as another dimension of parenting and noted that Parenting behaviors that measure parental responsiveness include parental warmth, parental support, and parental involvement It is further observed that adults who are permissive, coercive, and negative and have critical attitudes are more likely to have children with antisocial behavior (Santrock, 2007). Parents with poor resilience are more likely to have children who also lack resilience. Poor parenting in this regard comes in the form of failing to buffer the adverse effects
of the crisis that a child experiences, not teaching a child coping skills and not being responsive during a time of need (Katz et al, 2007).

2.3 Academic Performance
Academic performance relates to the positive identity structures, which encompass self-esteem, self-efficacy, and motivation (Bandura, 1997). On the other hand, Zimmerman (2001) revealed that academic performance can be defined as a self-regulated learning, including excellence in sports, arts, culture, behavior, confidence, and communication skills, and it shows how learners control their emotion, feelings, and actions in order to academically achieve The Kenya’s education arrangement is dominated by examination oriented training, where passing exams is the only standard for performance since there is no internal structure of monitoring learning achievements (Maiyo, 2009). Orodho (2008) explained that, In some regions of Kenya, poor performance in the Kenya Certificate of Secondary Education (K.C.S.E.) has been attributed to factors such as, absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models, though these factors differ depending on the critical region as well as the school.

Kanere (2009) pinpointed that many students who attended schools in camps performed poorly during exams. However, different people had different opinions about the root of this problem. The study showed that most students blamed the teachers with an explanation that teachers did not explain lessons clearly and as a result, students could not understand the material being taught and hence they did not score good marks on exams. Some other students claimed that teachers speak in difficult English that was hard to understand. Consequently, students were unable to grasp lessons and eventually performed poorly. The same study by Kanere (2009) sought to find out the opinion of the poor performance from the teachers point of view and found out that, according to teachers the blame was on students and their parents.

Some teachers reported that students were not serious about their education and that they do not respect their teachers including doing their assignments as instructed. Other teachers said that students perform poorly because their parents were not responsible enough. However on their side, parents had different opinion on the cause of poor performance in schools. For example some parents blamed the fact that classes were
overcrowded and hence teachers were unable to monitor students individually and therefore teachers could not identify their students’ weaknesses and address them specifically. Consequently, according to the parents, there are many teachers who were not qualified for the courses they are assigned to and hence they were unlikely to explain their lessons influence which leads to students failing their exams since they did not understand lessons in the first place. Parenting styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes (Rodriguez et al., 2009). Parenting is parental behaviors which encompass pleasures, privileges, and profits as well as frustrations, fears, and 12 failures. Thus, parents can find an interest and derive considerable and continuing pleasure in their relationships and activities with their children (Dawkins, 2006).

There are nine parenting styles that were suggested by Baumrind (1991). These are; authoritative, demanding, traditional, authoritarian, undifferentiated, democratic, permissive, nondirective, and rejecting-neglecting. However current researchers have found out that parenting styles are often adapted by previous generations (Brown & Iyengar, 2008) and are passed down by culture. Parenting style is one of the variables that have been studied extensively in human development (Baldwin et al., 2007). It is considered an important determinant of several aspects of children’s outcome (Gadeyne et al., 2004). The notion has been related to children and adolescent academic achievement, optimism, confidence, motivation, externalizing problem behavior and attention problems. Moreover, parenting style depends on the behavior and attitude of parents. Two major variables identified by Baumrind (1991) centered on parenting styles and child outcomes. One of them was the responsiveness of parents to their child’s needs in a reasonable, nurturing and supportive way.

It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement (Brown & Iyengar, 2008). In addition, the progress in children’s achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. Furthermore, children’s academic motivation and behavior are directly influenced by family activities and parents’ behavior, which are seen as the external factor. For instance, there is a positive outcome for 13 both parents and children when parents interact in a fun and loving way during children’s homework time (Sanders,
Bor & Morawska, 2007). Conversely, when parents are neglectful, academic disengagement and problem behavior are generated (Brown & Iyengar, 2008). One study found that mothers who were better to modulate emotion and ability to both intimacy and autonomy had children who had higher scores for verbal and math achievement (Skowron, 2005). Further, parents are seen to communicate their characteristics or explanations for their children’s achievement in terms of day-to-day interactions and behavior with their children (Phillipson & Phillipson, 2007). Therefore, parents are influenced by their children’s academic achievement, and children’s achievement is, in turn, influenced by their parents.

The foundation for parenting style and academic achievement is formed by the belief systems and attitudes in parents and their children (Brown & Iyengar, 2008). For example, Pastorelli et al. (2001) found that children with authoritarian parents perceived themselves as less efficacious for self-directed learning. In general, children are enhanced by authoritative parents and show higher academic competence, social development, self-perception, and mental health compared to children with authoritarian and permissive parents (Baumrind, 2012). Children’s self-concepts at home or at school are influenced by parents’ views, whether positive or negative, and can be an important factor for academic achievement (Sarason et al., 1993). For instance, a study conducted on mathematics achievement in China and the United States showed that American children believed that they were making appropriate progress in school even if they were not. This notion was consistent with their parents’ expression of high satisfaction with their children’s advance of academic ability.

In contrast, Salili et al. (2001) found that Chinese parents placed a high value on effort rather than ability to make sure their children had high academic achievement and they also indicated higher expectations for their children’s academic performance. Whether parents practice democratic decision making with their children, which can be defined as engagement in cooperative discussion prior to decision making, is a criterion that is commonly used to measure parenting style. Authoritative parents tend to engage in discussions with their child before a more or less joint decision is rendered. Authoritarian and permissive parents, however, tend not to engage in discussions. Instead, unilateral decisions are the norm, with authoritarian parents and children of
permissive parents making the decisions. However, most families are not completely
democratic or undemocratic decision makers. Thus, this dimension is best measured as
a continuum of authoritativeness (Sanders, Bor & Morawska, 2007).

2.4 Parenting Practices and Psychosocial Wellbeing of Students
Cripps and Zyromski (2009), alluded that the psychological wellbeing of adolescent
girls and boys and their parental involvement is based on two realities that is home
environment and alternate reality. Home environment is the first social podium in which
adolescent kids remain under more influence and strict and direct supervision courtesy
of their parents. Later on, these adolescent kids look for alternative reality. They
separate with their parents and look for company from their peers during adolescent
stage. Santrock and Yussen, (1984) by observing reactions in their environments and
how their peers do things, kids begin coming up with their own concept through
observation of reactions directed towards them by important persons in their lives. The
important person can be their parents, guardian or even the leader of their peer group.
(Gibson & Jefferson, 2006) the experience on personal level involves set in concept in
which adolescent will evaluate themselves and interact with others. The experience they
have with their parents tend to cloud their own attitude towards themselves and the type
and quality of relationship they might decide to have with their friends or peer groups.
Girls and boys who are in adolescent stage and have low self-esteem may become
unhappy or have low level of happiness, self-worth and satisfaction when they are
distressed (Amato, 1994). In the same context, adolescents who have low psychological
well-being or lack of it thereof may find themselves having low happiness level or
unhappy whatsoever when at the same times depressed (Flouri and Buchaman, 2003)
These adolescent boys and girls may take social problems with a lot of seriousness
compared to other youths (Wilkinson, 2004). Adolescent with low psychological well-
being or lack of it thereof form less self-evaluations which affects the level of happiness
in their lives,

The involvement of parents in the lives of adolescent remains critical in fostering good
and solid parent-adolescent relation since high level of involvement entails importance
of youth to their parents and society at large (Gecas & Schwalbe, 1986). When a parent
acquires knowledge and put in efforts in adolescent behavior, activities and interest, it
shows how they are fully involved and caring by supporting parents-adolescent
relationship. To demonstrate affections and love towards adolescent kids, their involvement should be in the emotional and mental context. The emotional context in which parents of these kids act influences parents impact largely (Steinberg & Morris, 2001). The level of confidence in a relationship expressed by adolescent and their level of security are affected by exhibition of any form of instability in parent-child relationship. The insecurities can be brought by emotional unavailability of either parents or negative life events such as violence, trauma, disease or even poverty. Consequently, parents cannot be taken as the only vital influence in the lives of adolescent. Adolescents tend to expand their social circle by affirming the relationships they have with their friends or peers. However, the level of relationship between self-worth and that which is expressed by a parent towards their children remain the same in all levels.

Neglectful parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Baumrind, 1991). Parents in who practice neglectful parenting styles are exemplified in rejecting-neglecting and non-directive parents. By contrast, non-directive parents are low demanding and medium responsive (Baumrind, 1991) while rejecting-neglecting parents are low relative to both demandingness and responsiveness and are unlikely to take part in their children’s activities. Captivatingly, Ehnval and Parker (2008) found that female depressed patients who underwent rejected or neglected parenting in their childhood had a higher chance of attempting suicide at least once during their lifetime. In contrast, males who had rejected or neglected experiences in their childhood were not as at risk of suicide attempts.

A study by Yewhalaw et al (2010) found out that the predominance of neglectful parenting style for high school aged males, since when males enter high school the parents believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships. Neglectful parenting style tend to display low levels of demandingness since they ask and expect very little of their children. For instance, they rarely assign their children chores. These parents also display low levels of responsiveness to their children. They tend to be relatively uninvolved in their
children's lives. As a result, these parents tend to grant their children a very high degree of freedom to do as they wish. In addition, these parents tend not to be very communicative with their children. The child outcomes associated with the neglectful style of parenting are somewhat predictable. In general, these children tend to display poor social skills (Constanzo et al, 2001).

The relative lack of social interactions with adults at home does little to prepare them for social interactions outside the home. On the other hand, they tend to come across as emotionally needy. That is, these children appear to seek emotional guidance and reassurance from others, especially in their close relationships. This is consistent with a tendency of these children to display moderately low levels of self-esteem. This makes them somewhat vulnerable to others who may try to take advantage of them. Unlike the children of authoritarian or tough love parents, their verbal skills and initiative tend to remain intact, though not as good as children of authoritative parents. However, these children often display difficulties with self-discipline, in part for lack of practice. This discipline issues finally translates in the child’s academic performance and therefore display poor results as compared to children in authoritarian and authoritative parenting styles (Sanders, Bor & Morawska, 2007).

According to Cripps and Zyromski (2009) Adolescent is a serious and delicate period of development in both boys and girls. Direct involvement Parental in school is very vital in the success of the learner. The type and level of engagements as perceived by adolescent is linked with their psychological well-being. Parental involvement both negatively and positively must affect the psychological well-being of the child. The finding suggests that the style a parent a adopt to use in the upbringing and psychological well-being of the child influences how the kid performs in school ,motivation for learning and how they relate with other children around them. A child who does not feel the involvement of their parents in their lives will tend to behave in a manner that is not linked to the expectation of the parent just to prompt the parent to give them attention .Their behavior will suggest they need special attention or help and this calls for active involvement of parents in the lives of their children.

According to Hare et al (2015), parental involvement in the psychological well-being of the child decreases, as the parents get older. The finding further insinuated that Poor
mental health of the child was greatly influenced by inadequate full parental involvement, which might lead to anxiety, loneliness and depression. The study compliment that players in the health care sector to encourage mothers and fathers to fully and actively participate in the psychological wellbeing of their children. Zahra et al (2014), examined and found link between parenting styles and psychological well-being of students. The outcome showed that authoritative parenting style and well-being of child were importantly related with permissive parenting style and mental health. The finding further alluded that mental health depends on the style a parent use to bring up the child and the psychological wellbeing of the same kid.

Gupta and Mechtani (2015) explained in their study that parents play a big role in nurturing children physically and also does overall duties in the well-being of the children. Their findings allude that positive development outcome in a child is anchored on the input of authoritative style of parenting where everything goes as stipulated by the parent in action. The style calls for punishment in case the laid down procedures are not followed by the child and brings reward incase the manners are well adhered to. This finding tells parents to express concern to their kid’s behavioral outcomes that will further push parents to be concerned about psychological and social well-being of their children. By-showing concern, a sense of belonging is instilled in the child.

Hoskins (2014) found that parental behaviors such as warm and support could bring positive adolescent adjustment in children. This will make kids feel they are part of the family. In the process, they are likely to open up on pertinent issues affecting their lives since they feel parents are directly involved in their lives and activities. Consistent discipline can bring about positive adjustment among adolescents.

Sandhu et al (2012) did an investigation on Parental attitudes, psychological well-being and identity formation and the outcome showed that boys in adolescent who are high on identity achievement experience well psychological status compared to girls who reflect less on identity. The findings showed that identity success is linked with parental acceptance, there is correlation between avoiding parenting, and lower density. Such identity success is more on adolescent boys with both parental concentration and acceptance.
Malik and Irshad (2012) did an examination on the effect of life skills training on psychological well-being and self-esteem on adolescent’s. The comparison was carried out on the 40 trained and untrained adolescent and comparison done on their self-esteem and mental wellbeing. The outcome of the finding showed that positive mental health and self-esteem of adolescent is greatly impacted by training on life skills. The finding insisted that vulnerable adolescent dearly need interventions on life skills since training on life skills has great impact on mental health of the adolescent boys and girls.

In the current world, both boys and girls who are in adolescent stage face massive mental health issues. This has led to the rise of depression, homicide, substance abuse, illicit sex and suicide. These cases occur as a result of inability to have stable mental state since the confidence of both girls and boys are destroyed by low self-esteem and poor self-image. These have adverse negative effect on the lives of both boys and girls who are in adolescent stage. The negative such as truancy, dropping out of school, under achievements in academics, poor performance in school, poor social performance and poor interpersonal relationship. Excellent adolescent development are triggered by strong and active parental relationship that gives room to disagreement while involving young person to express their independence and growing sense. When negative emotions are extreme and active, psychological well-being of adolescent girls and boys is compromised and might lead to ugly outcomes interfering with their ability to function well.

According to Coie (2000) Psychosocial wellbeing is the ability of a person to feel loved, accepted and at peace with the inner self, peers and the external environment. Spera (2005) adds that appropriate levels of behavior control guide and regulate children’s behavior by providing clear, consistent parental expectations and the structure to facilitate competent and responsible behavior. Damon et al. (2006) assert that Psychological control, which is a characteristic of authoritarian parenting, includes parental inclusiveness, guilt induction, and love withdrawal and is associated across cultures with internalizing and externalizing problems. Cassidy (1996) has identified parental disrespect as the specific mechanism causing negative effects and has demonstrated that disrespect accounts for more of the variance in maladjustment than psychological control, broadly measured. Other than agreeableness, there is little
evidence that personality variables moderate associations between psychological control and problem behavior (Dix, 1992).

Steinberg (2002), children who are from authoritative families tend to have high self-esteem compared to those kids who are not from authoritative family. These children from authoritative family are self-reliant, popular, secure, self-controlled and inquisitive in everything they do. They have been conditioned to question every actions around them. Authoritative parenting is associated with better psychological adjustment of kids.

According to Sophie (2017), the psychological wellbeing of any kid depends on the parenting practices that are being applied on the kid. The findings show that a good parent must be sensitive to the plight of the kid from infant stage to adulthood. It further alludes that raising well-disciplined kids needs sobriety and patience. In general, most parents normally focus more on how kids behave rather than the way they express their feelings leading to overlooking of children’s emotions. Parents can be more close to their children when they address their psychological and social needs. Authoritative parenting demands complete submission from kids who are not expected to question any line of command from the parents or guardians. These authoritarian parents do not take into consideration the feelings of their children. Negotiation is not allowed whatsoever. This kind of parents use punishment to pass a message thus children suffer consequences of their actions. This prevents a kid to make good choices but focus on being obedient. Majority of children who are brought up in authoritarian families tend to be violent since they know that is the only way to solve a problem. They are psychologically tuned to tell lies to avoid punishment. Those children who are brought up in such families have low self-esteem and are always timid. They lack self-confidence and cannot openly express themselves hence easily prone to depression and violence.

Denzin (2000) examined the effect of specific parenting practices on the behavior of students with different temperaments. While temperamental characteristics emerge early and are stable overtime, it can be noted that they can be modified by experience. Thus difficult temperament, characterized by impulsivity, irritability, distractibility, and resistance to control, often predicts acting-out behavior and social alienation when
a child is older. Brown (2003) in support of this assertion notes that inhibited behavior in young children is associated with anxiety disorders. Children’s temperaments and parental behavior interact and influence each other. These temperamental characteristics may set in motion a chain of reactions from others that either puts a child at risk or protects him from developing behavior and psychological problems (Bates et al., 1998).

The findings of Gardner (1989) on Inconsistent Parenting imply that even though parental behavior is influenced by child behavior, parents’ actions contribute distinctively to a child’s later behavior. Harter and Pike (1984) who noted that children who had early developmental problems because of birth trauma, showed improved behavior with a firm but loving parental practice support this view. Children with a mentally ill parent who were not exposed to parental maltreatment, in contrasts to those who were exposed showed very low levels of psychiatric problems (Bugental & Happaney, 2004). These findings show that a genetic disposition can either manifest itself or not depending on whether certain triggering environmental conditions are present and that adopted children who had a schizophrenic biological parent were more likely to develop a range of psychiatric disorders. The researchers conclude that well-functioning parents can buffer children at genetic risk and circumvent the processes that lead to problems.

Posse and Melgosa (2002) noted that harsh or physical discipline, yelling or scolding, expressing disappointment, and shaming, all of which are hallmarks of authoritarian parenting, have detrimental effects on child adjustment in cultures around the world. Spera (2005) who notes that parents who spank generally believe it instills positive behavior supports this view but spanking has negative effects on children’s adjustments and social competence. However, individual differences in legitimacy beliefs mediate or moderate links between parenting and adolescent adjustment. Baumrind (1991) studies found that parent supervision and monitoring leads to greater adolescent disclosure about their activities to parents, but only when legitimacy beliefs are strong. Furthermore, stronger authority legitimacy beliefs regard free-time activities are associated with adolescents’ greater compliance with parents’ rules. Legitimacy beliefs also mediate the association between parenting styles and juvenile delinquency with
authoritative parenting associated with stronger legitimacy beliefs and in turn, less juvenile delinquency over time (Bates, 1998).

According to Gutman and Eccles (1999), Poverty has consistently shown negative effects on child development. Economic stress and disadvantage caused by poverty tend to increase parental punitiveness, and living in dangerous neighborhoods makes parents more controlling and restrictive. Domina (2005) of 20 children who were abandoned in infancy by poor parents and adopted by upper-middle-class families can see the influence of the impoverished environment in a follow-up study. By middle childhood, the children who were adopted into enriched environments averaged 14 points higher on IQ tests than their siblings who remained with their biological mothers in impoverished circumstances thus the study demonstrated that interventions with parents could create positive changes in the behavioral or personality characteristics of their children.

There are several reasons why the education level of parents may be related to the amount of involvement they have in their child’s academics. According to Bakker (2007), students with lower academic performance generally have parents with lower education levels. As a result, these families may have fewer resources to help their child academically. These parents may not have the same capabilities to offer their child, such as tutors or computers (Sandefur, 2005). However, there are several ways that parents may become involved in their child’s academics so that even parents with less educational level can participate. Parental involvement takes various forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforges & Abouchaar, 2003).

A characteristic that may affect the amount of parental involvement in an individual’s academics is parental education level. Parental education may influence the willingness or ability for parents to become involved. In accordance with that, a parent’s socioeconomic status plays an important role in providing these educational resources
and it appears to impose the greatest impact on the child’s educational outcomes (Vellymalay, 2012). Vukovic, Roberts and Green Wright (2013) carried out a study to examine whether children’s mathematics anxiety serves as an underlying pathway between parental involvement and children’s mathematics achievement. Participants included 78 low-income, ethnic minority parents and their children residing in a large urban center in the northeastern United States. Parents completed a short survey tapping several domains of parental involvement, and children were assessed on mathematics anxiety, whole number arithmetic, word problems, and algebraic reasoning. The results indicated that parents influence children’s mathematics achievement by reducing mathematics anxiety, particularly for more difficult kinds of mathematics. Researchers have concluded that economic hardships that arise in families and which eventually either motivates or derail the learning attitudes of children have their roots in the SES of parents (Eamon, 2005).

In each of the literature cited their conclusions point to the fact that SES of parents does influence the total development of their wards to a large extent. That the effects of the SES of parents predisposes the pupils to conditions that may either enhance or derail their learning and schooling attitudes. Although study habits, attitudes, and behavior patterns may be set by a student’s senior year, an adolescent’s success is influenced by his or her family even through the last year of high school. The occupation status of parents is highly connected with the monthly income of the family. Family with high income can provide the necessary skills, knowledge, tools, and instruments that are needed by the children. The findings of the current study are consistent with the finding of (Midrag & Midraj, 2011), in regards of the effect of parental occupation on their involvement strategies at home.

Attempts to change parental behavior have demonstrated long-lasting positive effects on children’s psychosocial behavior. The findings of Melgosa (2001) on parent-focused interventions provide the strongest evidence of the efficacy of parenting behaviors. Adolescents and their friends display similarities across a wide array of variables like aggression, internalized distress; peers influence, and are likely to choose like-minded friends to be influenced by them (Pettit et al., 1988).
According to Dix (1992). Parental influence on adolescent personality development is deeper and more enduring than that of peers. Parents have a more lasting influence on their children’s religiosity, educational plans and occupational choices. However, even transient peer influences over day-to-day behaviors can have significant consequences to a young person’s health and well-being (Sounders & Car, 2000). Parents influence peer choices by managing the social activities of their children in elementary school. One of the important contributors to the difference in susceptibility to peer influence is the quality of the parent-child relationship. Adolescents whose parents are responsive and demanding are less swayed by peer pressure to misbehave than are adolescent whose parents are either permissive or authoritarian (Pellerin, 2005).

Laible and Thomson (1998) postulate that the quality of child-parent attachment in infancy and early childhood predict relationship quality with peers concurrently and longitudinally. The connection between parenting and peer relationships is believed to be mediated by social cognition and behavioral strategies learned from interacting with parents. There has long been empirical support for the role of family relationships in children’s social and personality development and psychopathology (Sroufe, 1999). Taken together, the relevant findings provide substantial evidence for plausible causal links between the quality of parent-child and psychosocial wellbeing. There is some uncertainty as to which theoretical position is strongest or which dimensions of the parent-child relationship are most relevant in enhancing students’ psychosocial wellbeing. The existing models of parent-child relationships converge in expecting that optimal parent-child relationships would be strongly linked with social competence and that multiple components, including warmth, conflict, and control and monitoring, play an important role (Baumrind, 1991).

Parenting styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes (Rodriguez et al., 2009). Parenting is parental behaviors which encompass pleasures, privileges, and profits as well as frustrations, fears, and failures. Thus, parents can finding interest and derive considerable and continuing pleasure in their relationships and activities with their children (Dawkins, 2006).

Parenting style is one of the variables that have been studied extensively in human development (Baldwin et al., 2007). It is considered an important determinant of several
aspects of children’s outcome (Gadeyne et al., 2004). The notion has been related to children and adolescent academic achievement, optimism, confidence, motivation, externalizing problem behavior and attention problems (Gadeyne et al., 2004). Moreover, parenting style depends on the behavior and attitude of parents. Two major variables identified by Baumrind (1991) centered on parenting styles and child outcomes. One of them was there is responsiveness of parents to their child’s needs in a reasonable, nurturing and supportive way.

According to Thomas, Macdowell and Glasser (2012), the psychological well-being of children depends on the happiness of their parents and parents’ emotional health. This can make parents enjoy company of their kids if they strike the balance between caring for kids and caring for themselves. By sharing responsibilities, these parents also seek their well-being and sense of competence. When a parent is healthy mentally, they can reciprocate the same to their kid without straining. Children feel emotionally attached to parents who can listen to their plight, hug them and assure them of their presence and support in everything kids are doing. This boost kid’s morale, interpersonal relationship, self-esteem and sense of confidence since they know parents have their back. Gupta and Mehtani (2015), in their study explained that child rearing patterns nurtures the child physically and contributes to overall well-being. Their research findings indicated that an authoritative parenting style produced positive developmental outcomes. The study recommended parents to show concern to their children and develop Psychological and social positions in them.

Reza et al., (2014) examined the relationship between Psychological wellbeing and parenting styles with student’s mental health. The results indicated that Psychological well-being and authoritative parenting styles were significantly related with mental health and permissive parenting styles had significant positive relationship. Thus mental health is predictable by psychological well-being and parenting styles. Hasumi et.al (2012) investigated parental involvement and mental well-being of Indian adolescents (13-14 years). The study revealed that parental involvement decreased with increasing age, while poor mental health was significantly associated with a decreased likelihood of parental involvement (low levels of depression, loneliness and anxiety). The study recommended health care professionals to encourage parents to be actively involved in adolescent’s lives for development of psychological well-being.
Sandhu and Damanjeet (2012) investigated adolescent identity formation, psychological well-being and parental attitudes. Results revealed that adolescent boys high on identity achievement experience psychological well-being while girls reflect lesson identity. Parental acceptance is associated with identity achievement and avoidant parenting is related to lower identity. Status identity achievement is high in adolescent boys with both parental acceptance and concentration. The study recommends for development of identity enhancement programs for adolescents.

Oosterwegel et al. (2001), in their research argued that an unstable self-esteem is an important predictor for internalizing and externalizing problems. Furthermore, they also found that self-esteem variability interacts with self-esteem in the prediction of depression. Self-esteem was most predictive of depression for persons high in self-esteem variability. According to them it seems reasonable to conclude from these and earlier findings that individuals may be vulnerable to depressive tendencies as a result of high variability in, and low levels of, self-esteem, (Oosterwegel et al. 2001). Substance use has negative physical effects which have been identified as psychological and emotional and are equally as devastating. One of the areas that is universally damaged is a person’s view of oneself, their self-esteem. Self-esteem virtually never rises when drug use is induced; it almost always sinks lower and lower.

Another study done in Brazil explored the relationship between parenting styles and self-esteem among adolescents and revealed that indulgent families scored equal or higher in self-esteem as those from authoritative families (Martinez et al, 2019). Those from indulgent families scored higher than adolescents from authoritarian and neglectful families in four self-esteem dimensions (academic, social, family and physical). Those adolescents from authoritative families scored higher than those from authoritarian and neglectful families in three self-esteem dimensions (academic, social and family) these findings led the researcher to conclude that authoritarian parenting is not associated with optimum self-esteem in Brazil.

Authoritarian parenting style can be very rigid and strict. It is mostly patriarchal in nature and everything is often decided by the parent. Parents who use this style have a strict set of rules and expectations; if rules are not followed it ends up with punishment (Fletcher et al. 2008). In authoritarian parenting style, there is usually no explanation
of giving the punishment just that the children are in trouble and should listen accordingly (Fletcher et al. 2008). This parenting style and parents who use a more authoritarian approach with power assertion and the involvement of physical punishment with little emotions of comfort and affection are more likely to produce a child with deviant tendencies (Schiamberg et al. 2018).

According to Fletcher et al. (2008), the authoritarian parenting style is subject to producing children that can internalize and externalize undesired behaviors’ as well as developing problems in social situations. Also the punishment aspect of this parenting style also contributed to problems in school for the youth, their behaviors’ were often deemed undesirable Fletcher et al. (2008). This contributed to the youth conducting themselves in a deviant manner in the school as well as toward other children (Fletcher et al. 2008). A research conducted using Asian-American sample illustrates that authoritarian parenting appears to be associated with positive development rather than pathology in adolescent if the social setting of family and community respond favorably in concert with this parenting style (Keshavarz & Baharudin, 2009).

Uninvolved parenting style, parents are often absent emotionally and sometimes even physically (Brown & Lyengar, 2008). They have no expectations of the child and regularly do not have communication or a nurturing feature to them. They provide everything the child needs for survival with little to no engagement (Brown & Lyengar, 2008). They are not interested in their schooling other than making sure they go and they are not interested in extracurricular activities they may be involved in. There is often a large gap between parents and children with this parenting style. Children with little or no communication with parents tended to more often be the victims of other children’s deviant behavior and involved in some deviance themselves (Finkelhor et al. 2009). According to Drotar, (1992), uninvolved parenting styles have received parenting and adolescents self-esteem far less attention than any other parenting styles probably because omissions of proper caretaking behaviors’ are more difficult to describe and detect. However, Hilson & Kuiper, (1994), argued that neglectful caregivers engage in varying degrees of behaviors’ disengagement and in most instances parental characteristics (such as depression) and life styles choices (such as substance use).
Lareau (2002) argues that although race may be a significant contributing factor, social class, wealth, and income have the strongest impact on what methods of child rearing are used by parents. She further posits that lack of money was found to be the defining factor in the style of child rearing that was chosen, and minorities were more likely to have less wealth or assets available for use in their children's upbringing. Lamont (2000), in her study also found that societal values and norms of a generation had an effect on the choice of parenting style. In the United States, authoritarian parenting was the most popular until the 1960s when a backlash made permissive parenting the most popular in the 1970s, which suggests that as times change, so do the way parents parent their children.

According to Romain et al (2018), acknowledging kids feeling in sympathetic problem solving way is better than ignoring kids are or even punish them for expressing their emotions. Parents should be empathetic and sympathetic in equal measure. Parents are expected to make their kids learn things which are intuitive but in the real sense they are not. Allow children to better understand both verbal and non-verbal social cues. Encouraging kids so that they get along with others kids when they are together. This will lead to their psychological well-being and make kids have confidence in what they are doing or expected to do.

2.5 Parenting Practices and Emotional Regulation among Students

According to Bohus et al. (2007), emotional regulation is a balanced, complex, brief, involuntary, patterned, full-system response to internal and external stimuli. Liable and Thompson (1998) argue that for people who are able to cope with and regulate their emotions, the patterned full-system response can become the wisdom they use to respond to recurrent similar environmental situations proactively and effectively. For example, the emotion of fear can prompt individuals to be more aware of their surroundings, avoid situations, distract from thoughts fight, cry for help or hide (Dunn et al., 2004; Gross, 2002). Social learning researchers have also emphasized the importance of parental monitoring and control in preventing the child from developing affiliations with deviant peers (Brown, 2003). A related approach proposes that social-cognitive capacities, such as emotional understanding, perspective taking and emotional regulation, are developed in the context of the early parent-child relationship.
and carried forward to later social relationships, including those with peers (Parke 1989).

While emotions prove to be beneficial, they can also be harmful to individuals who are unable to regulate them. When individuals are vulnerable to their emotions, they respond to emotions with enhanced sensitivity and reactivity, making it difficult to learn from or use emotional wisdom from previous situations (Bohus et al., 2007). Individuals who respond to emotions with high sensitivity and reactivity may feel easily overwhelmed, causing them to try to numb their emotions, with drugs and alcohol and participating in self-injurious behaviors to inflict the pain they feel on others, committing violent crimes; or to end their own suffering, by committing suicide. In order for someone to use their emotional wisdom to respond appropriately, he or she needs to use a combination of rational thought and understanding of emotion, to influence his or her emotional responses (Dunn et al., 2004; Gross, 2002).

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Blacher and Turnbull (1983) identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work are closely together, especially for children with disabilities. According to Filho (2008), parents’ positive attitude towards child’s education is important in determining school attendance and academic achievement of the child. Parent’s attitude towards their children’s education is affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population, it is expected that the attitude of parents of tribal children will be unfavorable towards education.

The foundation for parenting style and academic achievement is formed by the belief systems and attitudes in parents and their children (Brown & Iyengar, 2008). For example, Pastorelli et al. (2017) found that children with authoritarian parents perceived themselves as less efficacious for self-directed learning. In general, children are enhanced by authoritative parents and show higher academic competence, social
development, self-perception, and mental health compared to children with authoritarian and permissive parents (Baumrind, 2012).

The proponents of the economic deprivation perspective argued that the potential effects of single parents is not due to the physical absence of one parent but to the absence of the economic resources generated by the absent parent. Therefore, the effects of marital status on child well-being will be reduced when income is statistically controlled or when families are matched on income level. For instance, McLeod et al. (2011) argued that parents who experienced income loss became more rejecting of their children and that their children were at risk for developing feelings of inadequacy associated with parental rejection. However, the empirical research on the effects of income has not been adequately tested (Amato & Keith, 2001) nor has it consistently supported these assumptions for African children.

The skill of emotional regulation is necessary in order for individuals to influence their emotional processes so they can effectively respond to external situations. In order to respond effectively, an individual must be able to influence, experience and express emotions (Gross, 2002). These skills are developed during childhood, through interactions between children and their attachment figures (Maccoby, 1992). The first year of a child’s emotional life is dedicated to the development of emotional communication, through attunement and the creation of secure attachment. Attunement involves the intermittent alignment of states of mind in which there are alternating moments of engaged alignment and distanced autonomy the capacity to read the signals (often nonverbal) that indicate the need for engagement or disengagement” (Schore & Schore, 2008; Siegel, 1999). Eye contact is necessary during infancy to help children understand the mindset of others by feeling and not by thinking. This special dance, or engagement, between attachment figure and child, creates a world of emotional understanding for the child, in which they can begin to feel some control (Siegel, 1999). An example of attunement would be parents observing their child seeking attention and recognizing the need to communicate and engage with them, using nonverbal languages, such as facial expression, eye contact, posture, and tone of voice. Likewise, when the child who is getting attention presents as overwhelmed, the parent would disengage by looking down briefly to allow the child to feel less aroused and calmer.
Appropriate disengagement also allows the child to become comfortable with the idea of autonomy in their relationship with their caregiver (Schore & Schore, 2008).

Uzark et al (2008) asserts that throughout the first year of a child’s life, the process of attunement and attachment physically develops the brain’s right hemisphere, teaching the child how to react to their emotions and external distress. If they reached secure attachment with their caregivers and received attunement during this time, they will be able to cope with life stresses and challenges with resilience. Conversely, if they were not able to receive attunement during their first year of life and instead experienced dominant periods and separation, distress, fear and rage, the intensity of emotional and distress they felt like an infant in effectively burnt in their right hemisphere causing them to feel easily regulated and overwhelmed by emotions as they continue to grow into adulthood. For these children, emotions seem unexplainable and overwhelming, causing it to be difficult to understand that they could feel distressed and recover from it (Blakeslee, 2006; Schore & Schore, 2008; Siegel & Hartzell, 2003).

It is difficult to help a child develop or change their emotional regulation after infancy because the hemisphere of the brain that controls emotional responses has been developed (Schore & Schore, 2008). This development is not permanent and the learned pathways can be shifted to help the child create new experiences. In order to do this, therapists have to help the child and caregiver experience attunement and create a safe environment for the development of a secure attachment to form (Walker et al., 1999). Adverse parenting practices can affect a child’s resilience gained from an initial secure attachment, eliminating their ability to regulate their emotions effectively (Laible et al., 1998). Parenting may teach children that relational manipulation is an appropriate method of meeting their needs because guilt and threatening of love withdrawal are used as parental discipline tactics (Bayer & cegala; 1992; Sandstrom, 2007). Children raised in this type of family system are often found to be selfish, impulsive, and aggressive in relationships, due to not learning how to compromise or how their actions affect others (Sailor, 2004).

The family structure model fails to consider aspects of parent-child relationships (Partridge & Kotler, 2007) and socialization processes within African families (Wilson, 2002). The family functioning model suggests that children may be better off in a
Research on the effects of family functioning quality on African children has generally been very supportive of the family functioning theory (Heiss, 2006). Dancy and Handal (2004) found that family-environment quality significantly predicted African adolescents' perceptions of family climate, psychological adjustment, and grade point average. Heiss (2006) also found that family structure had weak effects on academic variables for African adolescents, but parental involvement had a very strong effect on the same variables.

A case study on an authoritarian household was presented in which the mom expressed her anger in a way that was not self-regulated, and the child responded in kind. Such interaction is congruent with the literature, which states children raised in authoritarian homes were found to react with overt and relational aggression when they become frustrated (Marsiglia et al., 2007; Sailor, 2004; Sandstrom, 2007). In addition, Baumrind (2013) was able to again generate the same findings and added that girls raised in this environment seemed dependent and unmotivated, while boys seemed angry and defiant (Marsiglia et al.; Sailor, 2004). In addition, Hetherington identified that growing up in an authoritarian environment affected children’s desire and willingness to be parented, causing them to often react aggressively and hostilely toward their parents (Hamon & Schrodt, 2012; Wahloer & Williams, 2010). The mother’s behavior is congruent with literature stating that the personality trait of verbal aggressiveness is correlated with an authoritarian parenting style (Bayer & Cegala, 1992). Verbally aggressive individuals identify challenges form others as an assault to their personality (Infante & Wigley, 1986). The assault is encountered by attack on the challenger’s self-concept, which may be received as character attacks, competence attacks, insults, ridicule, profanity, threats, or nonverbal meaningful symbols, causing embarrassment, anger, irritation, discouragement, relationship deterioration, and relationship termination (Infante & Wigley, 1986). These individuals may not have the skills to work through conflict; therefore, violence is used to deal with their frustration (Infante & Wigley, 1986).

In addition, parents who have experienced separation from their caregivers during their childhood are often found to have difficulties building relationships caring for their own. Erikson (1968) a developmental psychologist, proposed eight life stages through
which each person must develop. In order to move on to the next stage, the person must work out a “crisis” in which a new dilemma must be solved amicably. In each stage, they must understand and balance to conflicting forces, and so parents might choose a series of parenting practice that helps each child as appropriate at each stage. The first five stages occur in childhood: The virtue of hope requires balancing trust with mistrust and typically occurs from birth to one year old. Will balances autonomy with shame and doubts around the ages of two to three. Purpose balances initiative with guilt around the ages of four to six years. Competence balance industry against inferiority around age is seven to twelve. Fidelity contrasts identity with role confusion in ages thirteen to nineteen.

According to Posse and Melgosa (2002) in most families with more than one child, parents will adjust their parenting practices accordingly based on what their child responds best to, however, a high level of differential parenting can have negative effects on children. The effect that differential parenting has on families differs, though there are usually negative effects on both children. The severity of effects is extreme for the child who is viewed as disfavored. The “disfavored” child generally has a variety of personal development issues such as low self-esteem and depression. The favored child tends to have higher self-esteem and more friends in school (Gardner, 1989). However, Dunn (1992) notes that both the favored and disfavored child tend to have problems with interpersonal relationships as well as problems with managing their emotion. A high level of differential parenting influences how siblings treat one another and the level of conflict in the sibling’s relationship. Other viewpoints emphasize that the effect of any environmental experience such as parenting will have a different impact, depending on the wider social context. Thus, if causal claims were supported at all, they would have to be prescribed for individual children in particular circumstances (Gill, 2007), reported that in studying high-risk behaviors in young people, Pettit et al., (1999) notes that parental monitoring plays a particularly important role in preventing delinquency in adolescents living in violent and high-risk neighborhoods. The effect of similar levels of monitoring in low-risk environments was less pronounced – presumably because of the lower level of ambient risk, exposure to delinquent peers and reduced opportunities for delinquency.
Kochanska (1997) found that, for temperamentally fearful children, gentle parental control was associated with optimal behavioral/emotional regulation, whereas temperamentally more aggressive (‘fearless’) children required firmer control to achieve the same positive results. Similarly, children with difficult or irritable temperaments may be less likely to develop behavioral problems under conditions of firm control (Bates, 1998). Further, in suggesting that children who are more irritable may be more susceptible to rearing influence, parents may be unable to exert a particularly strong impact on their child’s development (Belsky, 1997).

McGue (1996) compared the correlation between parent-reported measures of family functioning and adolescent self-reports of behavioral problems in adopted and biologically related families. Across a number of measures, the authors found that the association between family environment and child outcome was consistent, although not invariably, greater for biologically related parent-child dyads than for adoptive dyads. The implication is that genetic factors mediated some of the effect attributed to family relationships and that is genetically related enhances the strength of the link between parent-child relationship quality and child behavioral outcomes (Phillips, 1972).

Putallaz (1987) viewpoint on relationship skills was that parents (husbands and wives) ought to maintain a healthy relationship with each other, significant other or co-parent and model effective relationship skills with other people; Autonomy and independence – parents should treat their children with respect and encourage them to become self-sufficient and self-reliant; Education and learning promotes and models learning and open-mindedness for the child life skills. Putallaz, further notes that parents should have steady income to provide for their children and plan for their future. Parents should also make extensive use of positive reinforcement and punish only when other methods of managing behavior have failed. On health, parents should model a healthy lifestyle and good habits, such as regular exercise and proper nutrition for their child and on religion; they should support spiritual or religious development and participate in spiritual or religious activities. Precautions to protect their child’s activities and friends are also crucial (Maccoby, 1992).
2.6 Parenting Practices and Academic Achievement among Students

Studies on parenting styles and academic performance among African students have yielded contradictory results. Studies by (Ofosu, 2013) and (Tope, 2012), revealed significant differences in academic performances of students as a result of parenting styles and again found authoritative parenting style to be related to high academic performances among students. While Kassahons (2005) revealed that parenting styles did not have significant effect on academic achievement. Therefore, a parenting style that a parent exercises has potential to directly or indirectly affect a pupil’s academic performance.

Parents who want their children to do well in school must be responsible, caring, and compassionate and enjoy a meaningful relationship with their children. According to Baumrind (1999), children raised by parents who are consistently responsive tend to have better intellectual and mental health outcomes. Authoritative parenting involves a combination of high level of responsiveness and structure as well as responsibility for kids. In most cases, people view it as comprising strict parenting. However, it has to be combined with responsiveness and responsibility for it to be more effective and appropriate for a child’s upbringing. Authoritativeness should not be automatically considered as bad parenting as it depends on the type of child that is being brought up (Leung, Lau and Lam, 2011). There are instances when parents must stamp authority to put their children in the correct path. Authoritativeness does not imply that parents unnecessarily become strict on their children by making unrealistic demands (Baumrind, 2012). For example, there are children that begin by doing well in school but have periods of slump that may be because of being involved in a lot of play. In such instances, parents can become authoritative to help the child to go back to their normal behavior. It combines three elements for it to function appropriately. The three elements include parental acceptance and warmth, provision of autonomy to the children and offering strict supervision to behavior (Stevensom, 1998). It differs from the other methods of parenting due to its strict observance to behavior. Children that are brought up in a strict environment mainly perform well in their academics.

Parents have an important role to play in their children’s academic achievement since they are involved in guiding the talent of their children. Therefore, having a close relationship and mutual understanding helps to create a bond that promotes higher
academic achievements. The progress attained by children in school is dependent on the joint decisions made by the parents and the child (Stevensom, 1998). The results are dependent on whether the two are cooperating or confronting one another. Family activities and behavior have a direct motivation on behavior and the academic achievement of the children. For example, positive outcomes are achieved when parents and their children interact in a loving way. The children are encouraged to accomplish their academic tasks without any resistance. However, bad relationships create antagonistic behaviors that influence the motivation of the child to learn. They might view learning as one of the parental wants demanded from them and may rebel thinking that they are affecting their parents.

On the other hand, parents are supposed to indicate concern for their child’s wellbeing as well as academic achievement. Parents that are neglectful lead to academic disengagement on the child’s side. It also has an effect on their behavior thus affecting how they relate with the teachers and other people in their learning environment. One study recorded that children have a higher score in verbal and mathematical tasks when their mothers have a good ability to modulate their emotions, intimacy as well as to promote autonomy (Baumrind, 2012). When parents have day-to-day interactions with their children, it helps in promoting various characteristics that help in their academic achievement. Parents should be able to communicate with their children every day and show concern for their academic wellbeing and achievement. Parents that are not concerned with how their children are performing do not motivate them to be hardworking (Stevensom, 1998). However, when there is concern coupled with a positive relationship, the child would want to accomplish what their parents would be impressed with. Therefore, they will work hard to get the best scores in their education. Academic performance and achievement thus works in both ways. The parents become impressed and motivated by the academic achievements of their children while the children are also influenced by their parents to perform well in their education.

Today children are growing up in families with different structures. It can be observed that more than ever, there have been increased number of divorces, remarriage, cohabitation and other such events which have refashioned home life. This has on the other hand affected the general learning progress and academic development of students. For instance, there was an earlier study carried out by Sun (2011) on the
effects of Family Structure Type and Stability on Children’s Academic Performance Trajectories. The study examined data from more than 8,000 children to compare academic growth from kindergarten to fifth grade among three types of traditional families and three alternative forms. There are a number of factors which were evaluated in the study. These included structure, transitions, family financial and social resources, and child outcomes. The study found that children in non-disrupted single-parent and disrupted two biological-parent families saw slower academic growth relative to both non disrupted two-biological-parent and non-disrupted stepfamilies.

Lumsden (2004), for example, stated the role of the significant others (parents and home environment) in students’ academic performance as a main factor which shapes the initial constellation of students’ attitudes they develop toward learning. He further stressed that when children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Gottfriend and Gottfried (2004) supported this trend and emphasized that their study strongly suggest that parental motivational practices are causal influences on children’s academic intrinsic motivation and school achievement. Accordingly, there was a need to instruct parents on motivational practices such as encouragement of persistence, effort, mastery of subject area, curiosity and exploration that are likely to impact on the academic performance of the student (Gottfried and Gottfried, 2004).

Indulgent parents who are also known as permissive parents usually have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (2012), permissive parents are more responsive than they are demanding. They are non-traditional and lenient, they do not require mature behavior, they allow considerable self-regulation, and they avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

Permissive indulgent parents as explained by Barber (2000) believe that they are responsible for making sure that their children are happy. Psychologists explained that parents who practice indulgent parenting behaviors, had a rough time as children and
therefore have decided that they will do everything they can to make their children happy. As a result, permissive indulgent parents tend to be highly responsive to their children's needs and desires, and display low levels of demandingness. In effect, these parents are extremely supportive, to the extent that the child winds up taking control of the situation. In many ways, this style is the opposite of the authoritarian style. Permissive indulgent parents often believe that, "Nothing is too good for my child." And they will readily go out of their way (Barber, 2000).

Parenting style and academic achievement are dependent on the foundations that are instilled by the belief systems of the community of the parent and the child. There are parents that are influenced to feel that being soft to their children correlates with bad behavior (Grills, 2002). Therefore, they will always strive to be strict thus giving no room for fun moments while the child is at home. There are some communities that value a parenting style that shows concern and gives the child autonomy to make the own decisions. The parents only provide minimal guidance that the children may decide to ignore. Authoritarian parents also perceive themselves as less suited to promote self-directed learning among their children (Leung, Lau and Lam, 2011). They may thus opt to delegate the duty to a caregiver. However, there is evidence that indicates that authoritative parents contribute significantly to high academic achievements in their children. Other aspects of a child’s development are achieved including self-perception, social development and mental health. Parents that are more permissive may not be able to achieve the same results with their children.

Friedel et al. (2010) noted that parental involvement in its many and varied ways is a vital parameter for increasing children’s mathematics achievement. Current studies have indicated some specific factors that play an essential role in increasing children’s mathematics achievement: Parental aspirations, parent-child communication, home structure, and parents’ involvement in school’s activities (Wang, 2004). Bicer et al. (2012) noted similar indicators affecting children’s mathematical achievement either adversely or positively: parents’ socio-economic status, parents’ success expectations from their children’s mathematics courses, parental beliefs about mathematics, and parent-child, teacher and school communication.
Demir et al. (2010) demonstrated that students whose parents were highly educated and exposed to mathematics before in their lives tend to show more success in mathematics than their peers whose parents were less educated and not being exposed to mathematics. The reason for this correlation is because highly educated parents know the learning requirements and had the opportunity to provide the best educational environment for their children (Alomar, 2006). Parents can increase the potential development of their children mathematical knowledge and skills by setting high expectations and providing stimulating environments. Israel, Beaulieu, and Hartless (2001) concluded that parents’ socioeconomic status is correlated with a child’s educational achievement.

Farooq et al. (2011) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004). Dysfunctional family processes (e.g. conflict, substance abuse, child abuse, negative modelling, disturbed parent-child relationships, deprivation of stimulation and affection) can affect children’s performance and behavior. Children in such family circumstances are at increased risk of hyperactivity, truancy, mental health disorders (and suicide), delinquency, and low levels of literacy and self-esteem the culture (predominantly family members). She describes families as having a key function in providing responsive learning contexts which allow children to gradually take more and more initiative in their own learning, work cooperatively. The Competent Children Study revealed that children from low income homes and homes with low parental education, can go over these hurdles when they also take part in activities and interactions which feed their use and enjoyment of literacy and mathematics, and of words, patterns and other symbols generally.

The views provided by parents have a significant role on the children’s self-concepts, whether they are positive or negative. Therefore, the views have an important significance in promoting the academic achievement of the learners. A study was
conducted in China and the United States to examine mathematics achievement. The American children findings indicated that the believed they were making good progress in school even when their results indicated the opposite (Brown and Iyengar, 2008). The attitude developed in the learners was because of their parents views on their education. The parents of the American children also expressed great satisfaction with the way their children were advancing in terms of academic achievements. The American children thus saw nothing wrong with their performance or academic ability. On the other hand, studies of the Chinese parents and children indicated that the parents were more interested in habit as opposed to ability. Therefore, the Chinese parents were satisfied with the effort shown by their children in their academics as opposed to ability (Brown and Iyengar, 2008). The Chinese parents also indicated higher expectations for academic performance of their children. In effect, most Chinese learners placed a lot of effort in their education with an aim of achieving high academic achievements. The views of the parents thus have a great impact on the child’s self-concept.

Parenting style is in most cases is measured by the ability of the parent to engage in democratic decision making with their children. Democratic decision-making is defined as the ability to engage in cooperative discussion with a child before making a final decision (Leung, Lau and Lam, 2011). Parents that impose their decisions on children are viewed as practicing an inappropriate parenting style. In most cases, authoritative patients are viewed as less democratic. However, they also engage in discussions with their children to facilitate rendering of a joint decision. They differ with the democratic parents in terms of implementation. They do not give any room for laxity among their children. Another class of parents classified as authoritative and permissive, however, do not engage in discussions with their children before making decisions (Grills, 2002). They in most cases make unilateral decisions. Depending on the family, a parent can be either democratic or undemocratic. These practices affect the academic achievement of the child differently. Parents that are democratic and engage in discussions with their children before decisions are made have the greatest impact on their child’s education (Grills, 2002). The children mainly take the decisions made as binding and will thus strive to abide by them. It has an influence on their behavior at school both in terms of how they relate with their teachers as well as how they conduct their studies.
There is a style of parenting that is considered neglectful. Such parents place few demands on their children. There is also little communication and low responsiveness in such a parenting style (Brown and Iyengar, 2008). Such parents are only concerned with provision of the basic needs to their children. Otherwise, they remain detached from their lives (Baumrind, 2012). The type of parenting is characterized by low demands and negatively affects the academic productivity of the child. The children have high levels of freedom to engage in whatever they want. Such children display very poor social skills. The children also have problems with self-discipline. Lack of discipline impacts highly on the child’s academic performance (Brown and Iyengar, 2008). Therefore, such children will have poor academic performance compared to children drawn from other parenting styles.

For many years in Kenya, the examination has been accepted as an integral aspect of the education system. Eshiwani (1993) observes that in Kenya the examination systems have been based on the structures of the level of the education system. He points that before the introduction of the 8-4-4 education system, Kenya had three public examinations, namely, the Certificate of Primary Education (CPE), the Kenya Certificate of Education (KCE) and the Kenya Advanced Certificate of Education (KACE). The CPE was abstracted and replaced by the Kenya Certificate of Primary Education (KCPE) examination, which is taken by primary school pupils at the end of standard eight.

According to the Report of the National Committee of Educational Objectives and Policies of (1976), examinations provide the means of assessing the degree of achievements of the learning objectives and in the process also serve to stimulate the learner to put the necessary effort in learning. The report pointed out that the results of examinations are used in estimating an individual’s future. Muchira (1988) in concurrence with the above report attaches a lot of importance to national examination results. He asserts that there is much loss or gain depending on how well or poorly a student performs in schoolwork. Abagi (2000) points out that in Kenya examinations are used as measures of achievements of the education system objectives and in assessing the quality of education offered. They reveal that schools that perform well in national examinations are viewed as offering high quality education as opposed to those that perform poorly.
According to Eshiwani (1993), the primary objectives of Kenya Certificate of Primary Education (KCPE) examination include ranking candidates according to the attainment of knowledge, skills and attitudes as specified in the syllabus, improving the learning process in primary schools by providing the schools with constant feedback on candidates performance; and selecting pupils to secondary schools and to post primary technical training institutions using academic performance as a base.

The family is the child’s first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2000) pointed out that the family lays the intellectual, psychological, moral and spiritual foundation in the overall development of the child. Structurally, family/homes are either broken or intact. A broken home in this context is one that is not structurally intact because of divorce, separation, death of one of parent and illegitimacy. According to Fraser (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. According to him, such abnormal conditions of the home are likely to have a detrimental effect on school achievement of the child.

The impact of family type as well as parental rearing practices which are linked to parental marital status have been found to be crucial in as far as the developments of a child’s academic achievement are concerned (Coopersmith, 2000). Boys brought up by single parents are for instance much more likely to suffer psychological, social and academic problems than girls of the same family background are. Hetherington (1999) asserts that boys are more likely to show acting-out behavior than girls while girls from divorced families were more sexually promiscuous and seductive. Therefore, paternal absence affects daughters as well as boys. Kuczynski (2003) supports the view that Parenting practices have been identified as an overwhelming factor affecting students’ achievement academically.

According to Bloch et al., (2006) broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the learner. This impinges students’ academic achievement. Johnson (2005) adds that children of unmarried parents/separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of
home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning academic achievement in school.

Parental marital status determines parental involvement in a child’s early education, which is consistently found to be positively associated with a child’s academic achievement (Hill, & Craft, 2003). Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents involved to a lesser degree. The influence of parents’ involvement on academic success has not only been noted among researchers but also among policymakers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child’s academic success has been found to be relatively stable after early elementary school (Hill & Craft, 2003).

Pittman et al., (1993) found that on growing up in a single parent family, Black or White and regardless of how adaptive a person may be, is associated with numerous problems. Lauer (2001) adds that compared to two-parent families, children of single parents are more likely to have lower educated goals and complete fewer years of school have lower earnings, and poor in young adulthood, marry and bear children at an early age, get divorced and become involved in delinquency, alcohol abuse and drug addiction. According to Hurrleman, (2009) socialization is a process of assimilation and internalization of values and the role norms of the social environment. Studies conducted by Peron et al. (2011) on peer influence with opportunities for equal participation, self-realization, solidarity, social recognition and independence outside educationally defined school and home situations.

Learning whether formal or informal is a relatively permanent change in behavior because of experience, observation, instruction and practice (Myers, 2000). It is an ongoing process which beings after birth and continues throughout life. Denzin (2000) emphasized that learning involves all that people do, see, feel, smell, taste, and experience within their surroundings. In the area of psychosocial development, there are a variety of topics such as moral development, altruism, pro-social development and impression formation (Peplan & Seers, 2000). Bandura’s concept of social learning
as cited by Bernstein (2000) incorporates principles of conditioning and reinforcement that hold that children learn through various formal and informal processes in the school. According to the concept, the child learns through modelling, imitation and observation. Fieldman (2007) states that home environmental factors play an important role in the development of psychosocial competence of children.

Research has also shown that children who grow with authoritarian parents have poor conversation skills and are likely to be peer-rejected (Coie, 2000 & Njoka, 2002). A child has difficulty knowing what to say in order to initiate a conversation and how to respond positively to the overtures of others. Young impulsive children having peer difficulties report internal distress such as loneliness and low self-esteem (Kuczyzyki, 2003). Negative self-perceptions contribute to peer difficulties by causing one to be overly sensitive to peer comments, lack of confidence in approaching other children are eventually making a withdrawal from group interactions and activities. The consequential isolation results in fewer opportunities for social interactions and fewer chances to learn more appropriate social skills. The results can be poor reputation among classmates, other peers and social isolation (Ndani, 2010). Impulsive children are disruptive when entering a group; have trouble sharing and wait in turns or make inappropriate or critical remarks (Gitumu, 2014). Consequently, the interactions are often annoying to the other children. Other children may be threatened by how easily impulsive children become emotionally upset or aggressive. The peers may respond by isolating, rejecting or making fun of them.

Myers (2001) notes that aggressive and impulsive children have more critical feedback, negative commands and less praise than other children do even when they are behaving appropriately. Such children may react to impersonal conflict situations in hostile ways without considering non-aggressive or pro-social solutions (Borman, 2004). The behavior can result in bullying, although bullying is a multifaceted problem rooted in a variety of interrelated factors such as child’s temperament, social behavior, communication skills, level of self-esteem, frequent school absenteeism and low academic achievement (Vurughese, 2003). A schoolchild who lacks psychosocial skills would not develop meaningful relationships with other children, might be lonely and withdrawn (Damon, 2006). A child might be temperamental or have aggressive tendencies, which might lead to peer rejection (Cowie & Sharp, 2000). Students who
behave aggressively and are less accepted by peers are more likely to drop out of school and engage in criminal behavior (Peron et al., 2011).

The period from birth to adolescence contains dramatic developments in cognitive functioning and psychosocial maturation (Peplan & Seers, 2001). Children development abilities that go beyond perceptual appearance to think more abstractly about the immediate environment, acquire information processing skills to organize and use what they learn about the environment and develop a deeper understanding of interpersonal situations which allows one to see the world through multiple perspectives (Wang & Holcombe, 2010). Cognitive and psychosocial development during this period provides a backdrop for the growing sophistication exhibited in understanding and performing. According to Glatthorn and Jallall (2009), information processing helps, children develop cognitive and social skills in areas of acquisition, encoding, organization and retrieval of information through exposure to the school curriculum. The head teacher effectively oversees the implementation of the curriculum through strict student-teacher discipline and motivation (Malusi, 2001).

Studies conducted by Kamau (2006) in Kiambu County on drug and substance abuse indicate that in schools where discipline is relaxed pupils engage in antisocial behavior that adversely affects academic performance. Bironga’s study (2014) on determinants of paternal involvement in student’s education and academic achievement among students in schools in Nairobi County revealed that parents seek admission of children in school reputed for a high level of discipline that lead to the inculcation of values and virtues that ultimately influence academic achievement.

Once a student has been integrated into the school system, teachers are expected to offer a holistic education that caters for social and emotional growth (Nyongesa, 2005). Fredricks, Blumenfeld and Paris (2004) studies in North Carolina, the USA on peer adjustment problems indicate that the first five years of school are very crucial for adjustments of the students in a school setting. The ultimate goal of joining the school is to help the students perceive it as enjoyable, a place where students and teachers value and trust each other; a place where individual differences and learning styles are appreciated and respected; a place of sharing and growth (Gray, 2001).
A study conducted by Changalwa et al. (2012) in Kaimosi Kenya, revealed that there was a significant relationship between authoritative parenting style and academic performance of college students. He found that in Kenya, a high proportion of students who performed poorly abused drugs and especially alcohol, and from the findings it was clear that their parents were authoritative type of parents. In Kenya, authoritarian style of parenting is the most dominant and hence a lot of emphasis is put on physical punishment. Parents and teachers in Kenya insist on the use of corporal punishment and so doing they confuse discipline and punishment. However the Ministry of Education realized that caning did not instill discipline and therefore they abolished it from the school systems (Wangai Report, 2000). This study concluded that authoritative parenting styles in Kenya had the greatest influence to poor performance in school among students.

2.7 Parenting Practices and High-Risk Health Behaviors among Students
According to Red Crescent (2014), there is glaring evidence that are associated with the fact that high risk behaviors clamp together with the same risk factors, bringing out a lot of risk behaviors in the life of a kid. Risk behaviors among children are common in behavioral, social and health science, and touches on particular risk factors. Children are affected by risky and factors that tend to be protective at different stages of their lives. In every stage of child development, risky events that can take place can be avoided through timely intervention measures. Early childhood risks such as aggression can be prevented by parents, community or even school. The interventions can be through modelling, guidance and counseling or even the use of incentives. The interventions are geared towards aiding the child have appropriate and positive behaviors in their lives and how they might relate with other children during various daily activities in their lives. Worse situation can occur if negative behaviors are not appropriately addressed. Such worse situation can be manifest into social difficulties and academic failures, which drives the child to engage in drug abuse and other social vices. This can lead to child-parent conflict. These conflicts come in due to different expectations on certain behaviors as well as conflict in understanding of independence and duties. Any form of positive or negative change in the family tend to have effect on the human society.
Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). For educational enrolment of girls, education of the mother might be especially important (Shu, 2004). Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smitz & Gündüz-Hogör, 2006).

In 2008, a study researched the social context of risky sexual tendencies among adolescents. In addition to conclusive findings related to negative peer influence, the investigators also established that lack of adequate parental monitoring was related to risky sexual behavior. In addition, researchers identified that failures in parental monitoring were related to an indirect influence permitting the adolescent to associate with deviant peers. Another influential variable contributing to parental monitoring levels was identified as parent availability. Family structure, the number of parent figures, and the number of parents who are at home during significant hours all contribute to parental monitoring levels which influence risky sexual behavior of adolescents.

While most previously conducted studies are based on cross-sectional or longitudinal data which do not necessarily include an intervention, and while the nature of parent-adolescent relationships is bidirectional (Keijsers et al., 2010), intervention studies suggest that family interventions focusing on increasing parental support, control, and rule setting are effective in reducing adolescent alcohol use (Smit et al., 2008) and tobacco smoking (Thomas et al., 2012), and that family interventions focusing on parental support and control are effective in reducing cannabis use (Bender et al., 2011; Soper et al., 2010) and delaying early sexual debut (Downing et al., 2011). These findings suggest that associations between parenting practices and adolescent risk behaviors at least partly reflect an effect of parenting practices on adolescent substance use and early sexual debut.
While previous studies related parental support and control to different types of adolescent risk behaviors, their relative effects, compared to concrete parental practices, are not clear. Moreover, concrete parental rules on smoking and drinking have only been related to the targeted behaviors, while their effects may extend to other risk behaviors due to high co-occurrence rates. Keeping in mind the recent developments of broad intervention programs involving parents, it would be relevant, from both a practical and conceptual point of view, to investigate to what extent general versus concrete parenting practices are important in predicting adolescent risk behaviors, and to determine whether concrete parental rules that target a specific risk behavior (for instance smoking) also have an effect on other, related risk behaviors (such as cannabis use).

The first finding, that adolescent smoking, drinking, cannabis use, and sexual activity were negatively influenced by parental support and control, confirmed our hypothesis and is consistent with previous research (Castrucci & Gerlach 2006; Chen et al., 2005; de Graaf et al., 2010, 2011; Harakeh et al., 2010; Roche et al., 2008; Ryan et al., 2010; van Zundert et al., 2006). As general and specific parenting practices were both present in our model, it was possible to identify the relative strength of associations of both types of practices. Compared to parental support and control, concrete parental rules that target specific risk behaviors clearly had a stronger association with the targeted behaviors (like smoking and drinking) and related risk behaviors that were not directly targeted (such as cannabis use and early sexual intercourse). This finding may be explained by concrete rules being conceptually closer to the risk behaviors compared to parental support and control. It is important to stress, however, that parental support and control (via the mediation of rules) both had significant associations with all risk behaviors.

In accordance with previous studies, we found that concrete rules that target adolescent alcohol use were related to a lower likelihood of adolescent drinking (van Zundert et al., 2006). Interestingly, while previous studies have found modest or contradictory effects of parental rules on smoking, the present study revealed a strong association with adolescent smoking behavior. This difference in outcome is likely to be caused by the fact that we used a different definition of smoking rules than did most previous studies. Specifically, previous studies have focused on general house rules (Andersen
et al., 2004; de Leeuw et al., 2010; Henriksen & Fishee, 1998; Harakeh et al., 2005) or rules which were targeted specifically at the adolescent, but which were still limited to the home context (Huver et al., 2006; Pennanen et al., 2012), while parental smoking rules in the current study were defined as the adolescent being allowed to smoke by his or her parents in general (i.e., not restricted to the home). Rules aimed directly at the behavior of the adolescent, independent of context, can be expected to be more relevant than are general rules about smoking at home.

Our finding that concrete parental rules that target adolescent smoking and drinking behaviors are also related to other types of risk behaviors is innovative and may be explained by the fact that the four risk behaviors under study are closely interrelated and often occur in a similar context. For example, alcohol use and sexual intercourse are both related to a context of going to bars and pubs at night. If youth are allowed to drink alcohol, then they are more likely to find themselves in such a context; therefore, they are not only more likely to drink alcohol, but also to meet peers, date, and have sexual intercourse. A different explanation could be that adolescents experience parental rules on smoking and drinking in a broader context; they expect their parents to be consistent (such as if they are not allowed to smoke, they are definitely not allowed to use cannabis). A final explanation is that parents who set rules with respect to adolescents’ smoking and drinking behaviors, generally tend to monitor their children more so compared to parents who do not set such rules. This would explain why, for example, parental rules on smoking and adolescent delay in sexual debut are associated, even though they are not very close conceptually.

The finding that the parenting practices under study were related to a reduction in adolescent risk behaviors similarly for early and mid-adolescents, boys and girls, and youth with different educational levels, was somewhat surprising. Specifically, the findings show that, in subgroups of youth who experience less parental support, control, and concrete rules (e.g., boys, mid adolescents, adolescents with a low educational level), the effects of these parenting practices are similar. Similarly, for subgroups of youth who may spend less time with their parents and more time with peers (most notably older youth and youth from lower educational levels; Currie et al., 2008; De Looze et al., 2012), parental rule setting may be a powerful practice to prevent youth from engagement in substance use. The results of the present study underline that
parental influence remains of major importance, also when youth begin to spend less time at home and experience less physical influence, support or control from their parents.

In addition, Anderson (2000) observed that parental involvement decreases the likelihood that students will be placed in special education, repeat a grade, and or drop out. Other studies have found that parental involvement increases student motivation (Gonzales-Haas et al., 2005) and decreases instances of behavioral problems (Domina, 2005).

In a society or a family where moral values are not are adhered to, respected, family values become irrelevant, and make no sense whatsoever. This can be noted in a family where either parents use drugs and children tend to think that is the way of life. Children will grow knowing that kind of lifestyle is the most appropriate in that family. Consequently, while addressing risk behaviors, cultural issues must be considered fully with utmost sobriety. In pattern of such behaviors, norms and values of every community or society are important in these behaviors. Social norms are vital in the determining risky behaviors in children of a given community or society (Pratt, 1999). According to Lation (2008), children brought up in authoritative background demonstrate fewer risk behaviors and high protective than those children raised in non-authoritative families do or society do. There is glaring evidence to demonstrate that parenting behavior and styles related to disciplinary practices, communication and warmth brings out vital mediators such as psychosocial adjustments and achievement in academics. Authoritative parenting methodology brings about child adjustment through resistance and self-regulation. The input of any parent to reinforce the effects of other related risks is important.

In the event that parenting manners are put in place, they tend to reduce the effects such as poverty, poor eating habits, risk and exposure to media on behavior. There is weaknesses that should be noted and this has been brought about by checking on comparison from multiple studies. These studies too have limitation ranging from inability to note difference in rating of parents or considering differences in association based on children ethnicity or their gender. According to Romer (1999), the intervention of guardians and other parents are the common and effective methods for
reducing risks. This is because some parents might be more protective on children at younger age than other influences. The interventions meant to change children’s skills and attitude may not be constant over time.

Case, Paxson and Lubotsky (2002) also found that children’s health is also affected by household particulars that have been put in place by their parents. This is whether a child has insurance cover or not. According to the duo, a child under private insurance or not insured whatsoever, better health of such kid is greatly influenced by the higher income of the parents with best health status, and improvement in health status that is predictable. When all factors are constant, children brought up in a household that is relatively larger are at risk of poor health. Parents who are well educated are also likely to put keen attention on the health of their children and report their children as being in good or excellent health. A lot of parental behaviors affect children’s health through effects on behaviors related to health such as smoking, drug use and alcohol intake. Children whose parents smoke are likely to develop breathing complications, asthma and bronchitis. The risk involved here is because of parent’s partial or constant exposing their children to such environments where health safety is not guaranteed. A child whose parents do not smoke will not experience such complications.

According to Philips et al. (2014), there is positive link between consumption of sweet food and authoritative control, and there is a link between behavior control and emotional related eating. Parents who are fond of consuming sweet food or junk are likely to influence their children to do the same whether the parents are well educated or not. This can lead to obesity or high cholesterol related diseases in the lives of the children. The findings also allude that parents exhibiting higher Body Mass Index especially mothers were likely to be controlling compared those with less BMI towards their children. This is opposite of finding by Wardle et al that insinuate mothers with obesity were less authoritative and controlling than mothers with normal weight. The study of Wardle only anchored on aspect control based on eating. These mothers with high BMI were more controlling simply because of fear associated with their children becoming obese just like themselves. This fear of their children becoming over weight instilled sense of control and being overprotective over their children.
The present examination planned to give knowledge into the relationship between child rearing practices and an assortment of hazard practices that come together during immaturity. In this very explicitly centered on the accompanying practices: smoking tobacco, drinking liquor, utilizing cannabis and having sex. These four practices every now and again co-happen during puberty (Willoughby et al., 2004). Their interrelatedness might be clarified by the way that they are generally grown-up like practices that become progressively appealing to youngsters as they grow up, while society does not (yet) acknowledge youngsters' commitment in these practices (Moffitt et al., 1992). The work of parents to direct their kids through this stage, by giving satisfactory child rearing practices, is tried in this investigation. Besides, it was found whether cement parental guidelines on smoking and drinking did anticipate youthful smoking and drinking practices, yet in addition commitment in cannabis use and illicit sex.

Parent-adolescent communication pertaining sexual and reproductive health issues are more likely to reduce adolescent risk-taking sexual behaviors. Studies examining the relationship between parent-adolescent communication and risk-taking behaviors such as early sexual initiation have reported inconclusive results (DiClemente et al., 2001). A study by Kuhar (2010) involving adolescents in the Slovakia and United States of America supported the following conclusions: that one; parents were relatively not involved in directly educating their children, two; when a parent was involved in providing the education, it was usually the mother, three; when it actually did occur, the impact of parental sex instruction in the home was characterized by delayed and/or later age of onset of sexual activity and the only effective method was the use of contraception.

Kuhar (2010) concluded that while some studies have established a positive relationship between parental communication and less risky sexual behavior, others have found negative results. One reason for the lack of clear findings about parental communication is that, in many studies, parental communication has been conceptualized relatively simply: either parents have talked to their teens about sex or they have not (Kuhar (2010). In a study targeting youths in Nigeria (Musa et al., 2008) concluded that the influence of culture as well as aspects of communication process greatly affect the type of communication that parents can have with their adolescent family members. The
most common barriers identified in the study included the timing of the communication, the breadth of the communication, parental responsiveness during the discussion, and whether permissive or conservative messages are conveyed.

Hoskin (2014) explores externalizing behaviors among adolescents who have parents who are not involved in their affairs. Findings indicate that kids with uninvolved parents score low in self-esteem compared to kids who have involved parents. These uninvolved parents lead to high depression among their kids during adolescence. The finding further revealed that having uninvolved mother had the worst outcome. This shows that kids whose parents are not involved do poorly in all emotional and behavioral aspects. This is attributed to the fact that in most of societies, mothers are the known and recognized primary care givers. The withdrawal of a mother in the mental development of the child cripples development stages of the kid. In regulating behavior of kids and give them guidance appropriately, most parents use parental behavioral control which involves managing adolescent behaviors and their activities in aid to instill appropriate social behavior and conduct.

Smetana (2003) gives the primary duty of every parent as keeping the child healthy, safe and providing basic needs such as food, clothing and shelter. NACADA (2002) points out that when children hit teenage years, the challenges are greater than expected. There are significant high-risk behaviors that could affect their health and safety, like drugs, alcohol, illicit sexual relationships and physical injuries. Ngwiri (2008) in his research on Powerful Parenting adds that families, who argue, fight and treat each other badly and parents who degrade and physically punish their children have increased risk for drugs and alcohol abuse. These kids in their life grow knowing violence is the answer to their problems. They are conditioned to believe any problem needs violence as the solution. They grow up believing violence is their right defense mechanism they have to use to face challenges.

According to Rudolph (2002), there is an association between quality of parent-child relationships and high-risk health behaviors, such as smoking, illicit drug use, alcohol use and sexually risky behaviors. For example, several large-scale pediatric surveys have shown that parents who smoke are more likely to have children who smoke (Green et al., 1990). Ample evidence also now exists that use of alcohol and other substances
runs in families and it is widely accepted that parenting is associated with substance use, perhaps through parents modelling inappropriate drug-using behavior (Steinglass, 1981) or creating a psychological environment in which children become more susceptible to substance use (Steinberg, 1987).

Schwebel (2004) found a strong and significant association between positive parenting and fewer injuries requiring medical attention, and Bijur (1991) reported that parent-child conflict was associated with injury in adolescents. Many other studies also found that parenting and family environment are connected with serious injuries, accidents and burns in children (Matheny, 1986; O’Connor, 2000). Transmission of obesity within families may have something to do with parenting environment, in addition to genetic and other actors (Lake 1997; Faith 2004; Jebb 2004).

Dramatic rise in serious childhood overweight and obesity in the U.S., parenting practices have been increasingly documented as risk factors for children’s overweight and obesity. This increase in childhood overweight has triggered the increase of metabolic syndrome and type two diabetes in adolescents, forecasting a significant public health problem (Melgosa & Melgosa, 2002). Recent research has shown that several specific parenting practices around feeding are associated with an increased risk of overeating and therefore overweight and obesity. These high-risk specific feeding behaviors or parenting practices include urging children with “clean your plate” and thus ignore satiety cues, restricting the type and amount of food a child can eat, and using food as a reward (Njenga, 2010). In addition, a large national representative sample of families followed longitudinally over the preschool to school age years documented that parenting practices were associated with the risks of overweight among children. Authoritative parents had the lowest prevalence of overweight children; authoritarian parents had the greatest odds of the child overweight; and children of permissive and “neglectful” mothers were twice as likely to be overweight compared with children of authoritative mothers (Baumrind, 1991). Taken as a whole, these studies suggest that by grade school, parenting practices are strongly linked to overweight in school-age children, thus laying a foundation for these youth to enter adolescence on a trajectory or risk for life-long obesity and risk of type 2 diabetes.
Pelt (1984) stipulates parenting behaviors that are important in preventing teenagers from using drugs, drinking alcohol, or engaging in other risky behaviors. Building a warm and supportive relationship with the child is important. Children who have a warm and supportive relationship with their parents are less likely to use drugs or alcohol. Research shows it is especially important to have a supportive relationship when your child is young and during the teen years. Being close to, the child reduces conflict when it comes to monitoring his or her behavior and social life. Studies show that families, who argue, fight and treat each other badly and parents who are degrading and physically punish their children have unsupportive relationships with their children. This increases the risk for drug and alcohol use (Pettit, 2006).

Treatment Research Institute and Drug-Free Kids (2014) advice parents to maintain a close relationship with their children, they ought to regularly discuss shared interests like sports, music, art, technology and movies. Smetana (2003) recommends that parents should take time to learn about the their children’s’ hobbies and interest to help bond with them, engage in extracurricular activities such as football with the child and maintain low levels of anger and emotion when talking with teens. Smetana advises parents to keep cool, speak calmly, give praise, incentives and positive feedback and work through challenges together with their children. Martin (1997) also notes that parents should strive to be honest with children and offer encouragement for achievements (both large and small) and be sure to attend at least some of the child’s activities to show that what he or she is doing is important. Children should also be allowed an appropriate degree of independence. They should be given room to make a choice of their own without any parental influence. Smetana (2003) also adds that when it comes to alcohol and other drugs, children are likely to model their parents. Drinking alcohol in excess around children or using illicit drugs increases the likelihood that they will develop alcohol drug problems.

Several decades of research show that some teens are more at risk of developing a substance abuse problem than other teens. However, the more risk factors a teen has, the more likely he or she will abuse drugs or alcohol. Conversely, the fewer the number or risk factors, the less likely he or she will develop a drug or alcohol problem (Steinglass, 1981). It is important to recognize that even children raised in the same home may have varying levels of risk. It is important to keep in mind that risk factors
do not determine a child’s destiny. Instead, they provide a general gauge as the likelihood of drug or alcohol abuse (Posse & Melgosa, 2002).

Treatment Research Institute and Drug-Free Kids, (2014) asserts that there are some common risk factors associated with teen drug and alcohol abuse. According to the Institute, family history of drug or alcohol problems, especially when it is the parents’ history, can place a child at increased risk of mental or behavioral disorder. Children with a psychiatric condition like depression, anxiety or Attention Deficit Hyperactivity Disorder (ADHD), are more at risk of developing a drug or alcohol problem. The Institute also advises that it is a good idea to talk with health care providers about the connection between psychiatric conditions and substance use. Managing and treating underlying psychiatric conditions, or understating how emotional and behavioral problems can trigger or escalate use problems, is important for preventive or reducing risk. Children who have a history of traumatic events (Such as witnessing or experiencing a car accident or natural disaster; being a victim of physical or sexual abuse have been shown to be more at risk for substance use problems later in life. Therefore, it is important for parents to address the possible impact of trauma on their child and get help as early as possible. (O’Connor, Davies, Dunn, Golding, 2000).

Children can influence one another to take part in risky behaviors. This is especially true if the child is more reliant on his friends than he is on parents (Wangai Report, 2001). It is important to discuss with teens the importance of choosing supportive, healthy friendships – and what it means to be a good friend. (Pettit et al., 1988) When parents monitor, supervise and set boundaries, their children are at a lowered risk of using drugs and alcohol. To monitor the child, it is important to know where he or she is at all times; be aware of the teen's activities, especially during the after-school period, which is a high-risk period for teen drug use (White, 2000). It is also important to know whom the child is hanging out with and keep track of the child’s academic performance. Regoli and Hewitt (2003) revealed that problems in schools are a possible marker for alcohol and drug abuse by students. Parents should set firm but reasonable rules and be clear about the consequences of the rules. Establish reasonable rules and do not be overly harsh in punishment if the rules are broken (Treatment Research Institute and Drug-Free Kids, 2014).
Parents ought to have ongoing conversations and provide information about drugs and alcohol to children. It can also help children avoid or reduce conflict as situations arise through their teen years. Regular active talks with the child about the risks of drug and alcohol use are very crucial. Parents should state their disapproval of underage drinking and drug use; instead of a boring lecture, let the child know about the health and safety risks of teen drug and alcohol use. There are indications that certain dimensions may play an especially important role in some behavior outcomes, such as overprotective parenting for anxiety or monitoring/control for delinquency. According to Phillips (1972), another important thing to emphasize is that parent-child relationship quality is associated with an impressive array of different child outcomes. Behavioral/emotional outcomes have attracted much of the attention, but there is also strong evidence concerning multiple aspects of psychological, social, educational, intellectual and physical health (Treatment Research Institute and Drug-Free Kids, 2014).

Borawski (2003) alludes that although close supervision is vital for parents with an adolescent boys and girls, ensuring their behavior is managed through negotiation may have mixed reactions and results leading to high level of experiment on substances and sexuality but in more responsible way. When negotiation becomes the baseline of any conversation, teenagers open up easily and they feel like they are directly involved in their issues. But negotiations can be dangerous when overused. It must have a limit set by the parents so that the kids involved can know their boundaries and limit not to cross. The trust built thereafter have strong impact on the female child than the male kids. A negotiated agreement maybe the result of trust made between parents and kids. In this situation, parents must acknowledge they must stop relying on their own control, discipline and vigilance and start relying on their children responsibility. This is made through shared communication and knowledge, always anchored on parental knowledge and expertise. The findings show that adolescents who have strong trust with their parents are less likely to embrace high-risk behaviors.

2.8 Likert Scale and Parametric Tests
Likert scale is a psychometric response scale primarily used in questionnaires to assess subject’s perception. Most commonly seen as a 5-point scale (Ordinal data), each level on the scale is assigned a numeric value (Jamieson, 2004). For
a long time researchers are confused with the conflicting issues of employing parametric tests for Likert responses. Non parametric tests in comparison to parametric test are less powerful and require more sample size (Sullivan and Artino, 2013).

Carifio and Perla (2008), while resolving the 50-year debate around using and misusing likert scales believe the issue of whether a parametric test or non-parametric one is suited to the analysis of likert scale data stems from the views of authors regarding the measurement level of the data itself: ordinal or interval. Norman (2010) using likert scale data found that parametric tests such as Pearson correlation, T tests and regression analysis could be used without fear of “coming to the wrong conclusion”. Creswell (2008), also posits that for a likert scale to be treated as interval data there is a necessity to develop multiple categories within the scale, establish equality of variance between each value on the scale and there being normality of the data (continuous data). If these are met then the likert scale can be treated as continuous data.

Carifio and Perla (2008), believe that the root of the confusion is brought by the lack of understanding of the difference between likert scales and likert items. Researchers also analyze the responses of likert scale item by item rather than as a summation of items measuring a particular attribute. They argue that those researchers who hold the “ordinalist” view do not consider the abundance of empirical researches that have supported and proved the Interval view. They said that it is perfectly alright to use the summed scales to conduct parametric tests. Pell (2005) also concurs with this view. He says that parametric tests can be conducted on the summed scores of likert items, which forms a likert, scale if the assumptions are clearly stated and the data is of the appropriate size and shape.

2.9 Theoretical Framework

Theories sharpen research objectives and make research more meaningful. This study is based on Bandura’s (1977) Social learning theory, Kohlberg’s (1981) moral development theory and Sigmund Freud’s (1856-1939) Psychoanalytic theory.
2.9.1 Social Learning Theory

According to social learning theory, behavior is learned from others in the environment. Children grow up observing what is happening in the environment. They observe the societies obsession for money, bribery and corruption, post election violence, unrests and other social evils in the society. Bandura (1977) notes that social learning theory is one of the most influential models of parent–child relationships. Broadly put, social learning theory argues those children’s real-life experiences and exposures directly or indirectly shape behavior.

Patterson (1996) argues that the fundamental tenet is that moment-to-moment exchanges are crucial if a child receives an immediate reward for his/her behavior, such as getting parental attention or approval, then he/she is likely to repeat the behavior. Whereas if the child is ignored (or punished) then she/he is less likely to do it again. Other advocates have expanded this focus to consider the cognitive processes that underlie the parent’s behavior (Dix, 1992) and its effects on children (Dodge, 1995).

This theory suggests that students learn strategies about managing their emotions, resolving disputes and engaging with others not only from their experiences but also from the way their own reactions were responded to. For younger children especially, the primary source of these experiences is in the context of the parent-child relationship and the family environment. Given its historical emphasis on altering negative, aggressive behavior in children, models of parenting based on social learning theory have tended to emphasize parental conflict, coercion and consistent discipline. More theorists have incorporated positive dimensions of parenting as a way of promoting child positive behavior and effect, improving the pleasurable nature of parents’ and children’s interactions with one another (Gardner, 1989).

Supporting this theory (Harter & Pike, 1984) showed that children who experience warm, supportive, non-conflicted, authoritative relationships report more positive self-concept in the areas of academics, social relationships, romantic relationships, athletics and most other areas or domains. The development of a positive self-view or identity has long been viewed as a critical developmental task (Pellerin, 2005). A child’s view of him or herself does appear to be consistently linked with the quality of parent-child relationships (Grotevant & Cooper, 1986).
Nucci (2005) believed that pre-adolescent children’s misbehavior was caused by their unfulfilled wish to be a member of a social group. If they do not get it, they aim for power, then revenge and finally feel inadequate. This theory is used in education as well as parenting, forming a valuable theory upon which to manage misbehavior. Nucci (2005) emphasized significance to establish a democratic family style that adopts a method of periodic democratic family councils and meanwhile avert the punishment and teach children to be responsible and understand the natural consequences of proper rules of conduct and improper behavior.

Furedi (2001) a sociologist with a particular interest in parenting and families believed that the actions of parents are less decisive that others claim. Furedi describes the term infant determinism as the determination of a person’s life prospects by what happens to them during infancy, arguing that there is little or no evidence for its truth (Furedi, 2001). While commercial, governmental and other interests constantly try to guide parents to do more and worry more for their children, Furedi believes that children are capable of developing well in almost any circumstances. Similarly, Gill (2007) has expressed concern about excessive risk aversion by parents and those responsible for children. This aversion limits the opportunities for children to develop sufficient adult skills, particularly in dealing with risk, but also in performing adventurous and imaginative activities.

According to social learning theory, all behavior is learnt from others in the environment. Bandura’s social learning theory can be used to explain why young people may be engaging in high-risk health behaviors. Children grow observing what is happening in the environment. Children also observe their parents obsession for money, bribery and corruption, others observe adults involvement in alcohol, drugs, cigarettes and extra marital issues. This theory theorizes that student’s behavior outcomes are related to what they observe in homes, schools and society. It is hoped that through this theory, parents, teachers, community and policy makers will be careful on the socialization process of children.

2.9.2 Moral Development Theory
Moral Development Theory was developed by Kohlberg (1981), a professor of Literature and Social Ethics at Harvard University. This American Psychiatrist studied how children develop morally. Kohlberg believes that the actions of parents shape
moral character in children from birth and that moral development suffers if parents fail to teach children the principles of right and wrong. Kohlberg (1981) defines moral development as a multistage process through which children acquire society’s standards of right and wrong noting that moral development was a slow process and evolved over time.

Kohlberg’s theory helps to understand the moral development of students. From an early age, children obey rules because they are told to do so by an authority figure like a parent, a teacher or fear of punishment. According to Sears (1951), children’s behavior is governed by moral reciprocity whereby rules are followed if there is a known reward. Children at teenage stage understand the concepts of trust, loyalty and gratitude. This sheds light on student deviance of authority when they feel it does not deserve their respect (Regoli, 2003).

The theory gives the insight that behavior depends on individual perception of right and wrong and the motivation behind it in certain environments. It explains why the child behaves well when the teacher or parent is around but wild in the absence of both. Rejection, especially by parents and denial of care and love, leads the child into unacceptable behaviors including aggression in school (Njenga, 2010).

This theory theorizes that the moral development of children will depend on the parenting practice and generally the socialization process. The behavior of students in Secondary schools is a product of how the child was brought up. The stages of interpersonal conformity and law and order of Kohlberg’s moral development are applicable to the study of moral development of students. This is because students may do the right thing for the good of the family or peer group (Sailor, 2004).

2.9.3 Psychoanalytic Theory

Freud, the most famous personality theorist the world has ever known revolutionized peoples thinking about the development of human personality. As Freud listened to experiences of his patients mostly middle-aged, he coined the terms id, the ego and the super ego as the three important components of human personality. The id, Latin word for “it” is present at birth. It consists of basic needs like hunger, thirst and sex which Freud called the life instincts. The id also contains a death instinct called “thanatos” responsible for aggressiveness and destruction. To Freud, those life and death instincts
are the basis for all human behavior throughout life. The ego (Latin for “I”) develops soon after birth when the infant realizes that all that she wants will not automatically come to her. The ego operates on the reality principle. The superego (Latin word for “over the I”) appears in early childhood. It operates on the perfection principle. It represents the values that parents and significant others in society communicate to the child as he or she grows up. The superego lets the child internalize the concepts of right and wrong. Ideally, the three faces of the psyche (id, ego, and superego) are in a state of equilibrium with each other.

When these forces are out of balance, people often become anxiety-ridden and tend to engage in defense mechanisms to protect the ego. According to Freud, all humans engage in these defenses at one time or another. This theory postulates behavior as driven by forces lying deep in the unconscious part of the mind. The first force is the wish for life called “libido” or life instinct. From here emerges a drive, which promotes growth and development such as the need for air, food, water and sex. The second instinct is the wish to die called “thanatos” or death instinct. When directed to self, these instincts result in self-injurious behavior like suicide. This wish can be directed to other people. One may become aggressive to other people.

To relieve the pressure the ego comes to the rescue with one or more defense mechanisms. These are unconscious processes such that the person is not even aware that any distortion has taken place and is completely theory of psychoanalysis viewed behavior outcomes as an attempt on the part of children to avoid pressure and responsibility. A retreat from normal intellectual growth brought about by unstable ego, possibly caused by psychological or developmental trauma. The founder of modern psychiatry, Freud (1856-1939), the Australian physician theorized that childhood experiences, even when forgotten, affect a person’s actions and personality as an adult. Freud believed that unconscious motives have the strongest effect on personality. In addition, he believed that the positive and negative sensory experiences infants associated with feeding and toileting affect personality.

According to Freud, abnormal behavior results from conflicts between the id and the superego. These conflicts become too heavy for the ego to handle. The conflicts can be aggravated by serious errors in child-rearing practices. These errors may be committed by parents who either under stimulate or over stimulate their children during oral, anal
or phallic stages of early childhood (Posse & Melgosa, 2002). Because of the child’s own inborn needs and the parents’ mistakes, the child becomes fixated in one period or another and is unable to develop normally (Siegel & Hartzell, 2003). Freud's Psychodynamic theory, postulates that many of the student's negative behaviors in schools emanate from the inner conflicts acquired during the process of upbringing. According to Ngugi (2008), Secondary School students live in a world where they are confronted with a host of choices regarding sex, drugs, friends, schoolwork and a variety of other situations. NACADA (2002) adds that learners in trying various styles and values are influenced by the cohort to which they belong.

This theory emphasizes that the experiences students in secondary schools went through as children whether pleasant or not have not been forgotten. The experiences are in their subconscious mind and affect their behavior as adults. It is therefore imperative that parents use proper ways of bringing up their children, as this will affect their entire lives.
2.10 Conceptual Framework

Kothari (2004) defines a conceptual framework as a structure that presents the relationship between the main constructs in a given study. Mugenda (2003) further notes that a conceptual framework explains how the researcher perceives the relationship between variables deemed to be important in the study.

Figure 1: Model showing how Parenting Practices and other Extraneous Factors influence Behaviour outcomes.
The conceptual framework in this study shows the relationship between parenting practices as the Independent variable and Academic achievement, psychosocial wellbeing, emotional regulation and high-risk health behaviors as dependent variables. Figure 1 gives an illustration of the framework. The parenting practices (Independent variable) exert a developmental change on students leading to positive or negative behavior outcomes (dependent variable). The extraneous variables include school policy, student cultural background, social media influence and parental economic status.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter contains details of the research design that was adopted for the study, sampling procedures, sample size and research instruments. It also contains pilot study, reliability and validity of research instruments, data collection procedures, ethical issues and data analysis.

3.2. Research Design
The study adopted a correlational research design, which sought to examine relationships between variables (Cooper & Schindler, 2003). Shield and Langarjan (2013) indicate that descriptive survey is used to describe characteristics of a population or a phenomenon being studied. Correlation research design involves looking at relationships between two or more variables, which are not under control of the researcher. This design is used to determine the extent to which two or more variables are related (Del, 2015). This study examined the relationship between parenting practices and academic achievement, psychosocial well-being, emotional regulation and high-risk health factors among students of public secondary schools in Tharaka Nithi County.

3.3 Location of the Study
The study was carried out in Secondary schools in Tharaka Nithi County, Kenya. The County has four sub counties: namely, Meru South, Maara, Tharaka South and Tharaka North. This area was purposively selected since it has a large number of both public boarding and day secondary schools and also it is quite expansive with some schools falling in lower drier areas of the County. Different behavior outcomes continue to be reported among secondary school students in the County.

3.4 Target Population
Saunders (2007) defines the target population as the members of the real and hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the study. The study targeted form 3 students in all the 150 secondary schools in the county, 150 class teachers and 150 PTA representatives.
3.5 Sampling Procedures and Sample Size

Stratified random sampling method was used for selection of schools from the County Administrative Units (Sub counties). The researcher purposively sampled at least five schools from each sub county consisting of two girls, 2 boys and one mixed secondary school. This translates to 20 schools in the entire County which the researcher considered appropriate as it is well above 10% of the 150 schools in the County. The sample was made up of form three students - purposively sampled with the assumption that at their level they are able to understand and fill the questionnaires more accurately than students in form one and two due to their educational level, age, and experience in secondary school. Form fours are usually more focused on exams preparation in their final year and thus they were excluded. A proportionate sample was drawn relative to the student population size in each administrative unit. To determine the sample, a formula proposed by Israel (2009) was adopted as:

\[
 n = \frac{N}{1 + N(e)^2} = \frac{11413}{1 + 11413(0.05)^2} = 387
\]

Where:
- \( n \) = sample size,
- \( N \) = Target population,
- \( e \) = the error term (0.05).

The sample size of 387 students is distributed as shown in Table 1

<table>
<thead>
<tr>
<th>Sub county</th>
<th>No. of Schools</th>
<th>Population</th>
<th>Sample Size</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Meru South</td>
<td>58</td>
<td>2029</td>
<td>2257</td>
<td>69</td>
</tr>
<tr>
<td>Tharaka South</td>
<td>30</td>
<td>602</td>
<td>606</td>
<td>20</td>
</tr>
<tr>
<td>Maara</td>
<td>52</td>
<td>2093</td>
<td>2828</td>
<td>71</td>
</tr>
<tr>
<td>Tharaka North</td>
<td>10</td>
<td>496</td>
<td>502</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>5220</td>
<td>6193</td>
<td>177</td>
</tr>
</tbody>
</table>

In addition, the researcher further employed purposive sampling method to select five Class teachers and five Parent representatives from each Sub County based on the sampled schools. This translates into 20 class teachers and 20 parent representatives in the County. Class teachers were selected because they are more knowledgeable in academic and social issues concerning students due to their interaction with the class.
on a daily basis. The PTA is a legal representative organ of parents in a particular school.

3.6 Research Instruments
Data was collected using questionnaires for students, interview schedules for class teachers and Focus Group Discussion guidelines for PTA representatives.

Questionnaires
The researcher used questionnaires to collect data from students. The questionnaires contain a 5-point Likert-Scale, close-ended as well as open-ended questions. Section A contains questions on personal information and Section B, C, D, E and F capture data on psychosocial wellbeing of students, Emotional regulation, Academic achievement, High-risk health behaviors and Parenting practices respectfully. Each question reflected both the independent and dependent variables.

Interview Schedule
The researcher conducted a 30 minute one on one interview with the class teachers of the sampled schools using the interview schedule. According to Mugenda and Mugenda (2003), an interview guide makes it possible to obtain data required to meet specific objectives. The questions raised were relevant to the objectives of the study.

Focus Group Discussion Guide
The researcher held a guided discussion with five parents’ convened with the help of the head teachers of the selected schools from each of the four sub counties in Tharaka Nithi County. The discussion was done according to the study objectives.

3.6.1 Validity
Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. According to Patton (2002), establishment of content and face, validity involves intense scrutiny, crosschecking and inspection of research instruments and information to ensure accuracy, relevance and consistency of items in data collection. Face validity was determined by use of appropriate font size, line spacing, and logical arrangement of items and clarity of information. Face validity ensures respondents conveniently read, understand and respond to questions appropriately. To establish
content validity for this study, the researcher sought opinions from the field of Education, Counselling and Psychology to make sure that the items were fair and comprehensively covered the domain under study.

3.7 Data Collection Procedures

The researcher obtained a clearance letter from the institutional Ethics Review Committee of Chuka University, which facilitated the issuance of a research permit from the National Council for Science, Technology and Innovation (NACOSTI) to carry out research. The researcher further sought permission from the County Director of Education (CDE) and Principals to collect data from schools. With the help of four trained degree holder research assistants, the researchers administered questionnaires to students, interview schedule to the selected class teachers and discussion guidelines with the parents’ representatives. Data collection was done for five days, one school per day per each sub county.

3.6.2 Reliability

Pilot Analysis Sample Analysis

The reliability of a test or measure refers to its degree of stability, consistency and repeatability. A test is considered reliable if the same results are obtained repeatedly. Reliability was analyzed based on suggestions by Field (2009) that Cronbach’s Alpha \( \alpha \) should not be smaller than 0.7 for the research instrument to be considered good and reliable. Pilot testing tested reliability of the questionnaire and internal consistency gauged. To test the internal consistency of the items listed on the questionnaire, the researcher used the Cronbach alpha coefficient. Cronbach’s alpha is a statistic coefficient (a value between 0 and 1) that is used to rate the reliability of an instrument. The questionnaire was pilot tested in Embu County which is the neighboring county to Tharaka Nithi and has similar geographical characteristics. 50 questionnaires were randomly given to students in five schools in Embu County and the results were presented as below. Table 2 shows the distribution of respondents by gender. The results indicated that 50.0% of the respondents were male and 50.0% of the respondents were female.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Table 2: Gender Distribution of Respondents
Table 3: Age Distribution of Respondents

<table>
<thead>
<tr>
<th>Age Distribution of Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 years and below</td>
<td>8</td>
<td>10.0</td>
</tr>
<tr>
<td>16-17 years</td>
<td>34</td>
<td>80.0</td>
</tr>
<tr>
<td>18 years and above</td>
<td>8</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 shows the distribution of respondents by age. The results pointed out that; 5.0% of respondents were aged 15 years and below, 85.0% of the respondents were aged between 16-17 years, and 10.0% of the respondents were aged 18 years and above.

Table 4: Type of School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Frequency (students)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Boys</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Mixed</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4 shows the type of school. The results indicated that; 37.5% of schools were girls, 37.5% of schools were boys’ schools, and 25.0% of the schools were mixed schools.

Cronbach alpha value of 0.860 was attained which exceeded the recommended level of 0.700, thereby indicating reliability (Malhotra, 2010). An average inter-item correlation value of 0.299 was recorded on the scales. This suggests convergent and discriminant validity, as this value fell within the recommended range of 0.15 to 0.50 (Clark & Watson, 1995). If a scale is very reliable, respondents get same scores on either half of the scale such that, the correlation of the two halves is very high. Reliability denotes the degree to which findings can be reproduced by another researcher (Kothari, 2008). Table 5 presents this.
Table 5: Reliability Statistics for all Variables

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Inter Item Correlation</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.860</td>
<td>.299</td>
<td>43</td>
</tr>
</tbody>
</table>

As shown in Table 5, the Cronbach’s Alpha based on standardized items for all variables indicated a reading of 0.860, which was considered reliable (Field, 2009).

3.8 Data Analysis
Kothari (2003) defines data analysis as categorizing, manipulating and summarizing data in order to obtain answers to research questions. All collected data were taken through data analysis phases, which involved data clean up, reduction, differentiation and explanation. This study had a combination of qualitative and quantitative data hence descriptive and inferential statistics were used for analysis. Descriptive statistics used include frequencies, percentages, means and standard deviation, while inferential statistics used include multiple linear regression, t test and Pearson correlation. To test research hypothesis, fundamental statistical measures such as correlation analysis and regression were used. Correlation analysis was used to show the nature and the strength of the relationship between study variables. Coefficient of determination was used to show the percentage of variation that is explained by the independent variable in the model. Regression analysis was used to estimate regression coefficient and determine the prediction level of the general model estimated as follows:

\[ Y_i = \beta_0 + \beta_1 X + e^2 \text{ for } i = 1,2,3,4 \]

Where,
\( Y_i \) = Psychosocial wellbeing among students,
\( Y_2 \) = Emotional regulation among students,
\( Y_3 \) = Academic Achievement by students,
\( Y_4 \) = High risk health behaviors among students.
\( X \) = Parenting practices.
\( \beta_0 \) = Constant,
\( \beta_1 \) = Regression coefficient and
\( e \) = Random error.
The Statistical Package for Social Sciences (SPSS) version 25 was used to analyze quantitative data and Max QDA was used to analyze qualitative data. Qualitative data from the instruments was analyzed thematically in line with the objectives of the study. Data analysis results were presented using frequency distribution tables, percentages, graphs and pie charts. Table 6 shows a summary of the variables and data analysis methods.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Hypothesis</th>
<th>Analytical Model</th>
<th>Results Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To establish the relationship between parenting practices and psychosocial wellbeing among students in public secondary schools in Tharaka Nithi County, Kenya</td>
<td>Ho1 There is no statistically significant relationship between parenting practices and psychosocial wellbeing among students in Public secondary schools in Tharaka Nithi County.</td>
<td>$Y_1 = \beta_0 + \beta_1 X + e_1$ Where, $Y_1$=Psychological wellbeing $\beta_{01}$=Constant $\beta_1$=Regression Coefficient $X$=Parenting practices $e_1$= error term</td>
<td>To conduct F-test(ANOVA)to assess the robustness and the overall significance of the regression model Conduct t-test to assess the significance of individual variables To assess how much of the dependent variable variation is due to its relationship with the independent variable. Pearson product moment correlation analysis.</td>
</tr>
<tr>
<td>2. To determine the relationship between parenting practices and Emotional regulation among students in public secondary schools in Tharaka Nithi County, Kenya</td>
<td>Ho2 There is no statistically significant relationship between parenting practices and Emotional regulation among students in Public secondary schools in Tharaka Nithi County.</td>
<td>$Y_2 = \beta_0 + \beta_2 X + e_2$ Where, $Y_2$=Emotional regulation $\beta_{02}$=Constant $\beta_2$=Regression Coefficient $X$=Parenting practices $e_2$= error term</td>
<td>To conduct F-test(ANOVA)to assess the robustness and the overall significance of the regression model Conduct t-test to assess the significance of individual variables To assess how much of the dependent variable variation is due to its relationship with the independent variable. Pearson product moment correlation analysis.</td>
</tr>
<tr>
<td>3. To establish the relationship between parenting practices and Academic achievement among students in public secondary schools in Tharaka Nithi County, Kenya</td>
<td>Ho3 There is no statistically significant relationship between parenting practices and Academic achievement among students in Public secondary schools in Tharaka Nithi County.</td>
<td>$Y_3 = \beta_0 + \beta_3 X + e_3$ Where, $Y_3$=Academic achievement $\beta_{03}$=Constant $\beta_3$=Regression Coefficient $X$=Parenting practices $e_3$= error term</td>
<td>To conduct F-test(ANOVA)to assess the robustness and the overall significance of the regression model Conduct t-test to assess the significance of individual variables To assess how much of the dependent variable variation is due to its relationship with the independent variable. Pearson product moment correlation analysis.</td>
</tr>
</tbody>
</table>
| 4. To examine the relationship between parenting practices and high risk health behaviors among students in public secondary schools in Tharaka Nithi County, Kenya. | Ho4 There is no statistically significant relationship between parenting practices and high-risk health behaviors among students in Public secondary schools in Tharaka Nithi County. | $Y_4 = \beta_0 + \beta_4 X + e_4$
Where,$Y_4=$Psychological wellbeing
$\beta_{04}=$Constant
$\beta_4=$Regression Coefficient
$X=$Parenting practices
$e_4=$ error term | To conduct F-test(ANOVA)to assess the robustness and the overall significance of the regression model Conduct t-test to assess the significance of individual variables To assess how much of the dependent variable variation is due to its relationship with the independent variable. Pearson product moment correlation analysis. |
3.8.1 Operationalization of Study Variables.

Table 7 indicates the operational definition of variables, which include their respective nature, indicators, measurement and scale.

Table 7: Operationalization of Study Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Nature</th>
<th>Indicator</th>
<th>Measure</th>
<th>Scale</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychosocial wellbeing among students</td>
<td>Dependent variable</td>
<td>Respect, Loving, Acceptance, Encouragement</td>
<td>1-Strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree</td>
<td>Interval</td>
<td>Section B</td>
</tr>
<tr>
<td>Emotional Regulation among students</td>
<td>Dependent variable</td>
<td>Temperaments, Sympathy/empathy, Withdrawal</td>
<td>1-Strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree</td>
<td>Interval</td>
<td>Section C</td>
</tr>
<tr>
<td>Academic achievement among students</td>
<td>Dependent variable</td>
<td>Academic monitoring, Provision of materials, Rewards/Motivation</td>
<td>1-Strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree</td>
<td>Interval</td>
<td>Section D</td>
</tr>
<tr>
<td>High Risk Health behaviors among students</td>
<td>Dependent variable</td>
<td>Alcoholism, Drug abuse, Illicit sexual affairs, Bullying</td>
<td>1-Strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree</td>
<td>Interval</td>
<td>Section E</td>
</tr>
<tr>
<td>Parenting practices</td>
<td>Independent variable</td>
<td>Warmth, Approval, Support, Monitoring, Harsh punishment</td>
<td>1-Strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree</td>
<td>Interval</td>
<td>Section F</td>
</tr>
</tbody>
</table>
3.9 Ethical Considerations

Ethical clearance was sought from Chuka University in order to facilitate the acquisition of a research permit from NACOSTI as per the legal requirements. Permission to conduct research in Tharaka Nithi County was sought from the County Director of Education while permission to engage students was sought from the principals in the selected secondary schools as well as the students. The respondents in the study were treated with utmost respect and consent was sought before they were engaged to ensure voluntary participation. The researcher observed honesty, objectivity, respect of intellectual property, non-discrimination, voluntary and informed consent, and academic freedom in carrying out this research. Respondents were assured of anonymity, trust and confidentiality and were briefed of the purpose and nature of the research in a clear and understandable language for the avoidance of possible risks of unpleasant emotional experiences or harm. Assurance was given that the questionnaires and interviews would not cause any psychological torture or embarrassment to the respondents. Utmost care was taken to ensure that the data collection process did not coincide with school examinations or other important school activities. The respondents were accorded the freedom to withdraw participation at any point of the study without penalty.
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the data collected through the administered questionnaires, interviews as well as focus group discussions. The chapter further discusses the findings. The researcher begun by doing the quantitative analysis. Five key indicators were used to measure parenting practices. These include; Warmth (PPASW), Approval (PPASA), Monitoring (PPASM), Communication (PPASCOMM) and Control (PPASCONT). Four indicators were used to measure behavior outcomes. They include; Students Psychosocial Well-being (SPW), Students’ Emotional Regulation(SER), Students’ Academic Achievement (SAA), Students High-Risk Health Behaviors (SHRHEB). The relationship between parenting practices and behavior outcomes was tested using Pearson’s Product Moment Correlation (r) analysis. Hypotheses were tested at $\alpha = 0.05$ level of significance. Multiple linear regression was used to check whether it was possible to predict dependent variable that is. Behavior Outcomes (BO) using independent variable i.e. Parenting Practices (PP).

T test was used to see whether there were variations among group means within each objective in terms of gender, age, type of school and sub-county.

First, to understand how each parenting practice indicators had a relationship with the various behavior outcomes, each indicator was correlated with each behavior outcomes indicators (Meru South, Tharaka South, Maara and Tharaka North). Secondly, the researcher found the average mean for all the parenting practices indicators was calculated and named parenting practices (PP); this was then correlated with each of the behavior outcome indicators per area and the results discussed. Thirdly, the average mean of the behavior outcomes indicators was calculated and named behavior outcomes (BO). Parenting Practices (PP) was then correlated with Behavior Outcomes (BO) in each sub-county and the results discussed and lastly, parenting practices (PP) was finally correlated with behavior outcomes (BO) in the four sub-counties combined i.e. a general analysis.

The second phase of the research involved qualitative data analysis. This involved interviewing 20 class teachers and holding focus group discussions with 20 Parent
representatives purposively selected from each of the sampled school in Tharaka Nithi County. The data gathered from interviews were analyzed through thematic approach using MAX QDA Software.

4.2 Respondents Response Rate

The study had a sample size of 387 respondents. The researcher managed to issue 387 questionnaires to the respondents. This was 100% turn out of the respondents hence excellent. The data is as shown in the Table 8 and Figure 2;

Table 8: Respondents Response Rate

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>387</td>
<td>100</td>
</tr>
<tr>
<td>Non – response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>387</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2: Respondents Response Rate
4.3 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents in terms of their gender and age.

4.3.1 Distribution of the Respondents by Gender

The analysis of gender distribution of the respondents shows that the number of male respondents were 177 which formed 45.7% of the total number of respondents whilst that of female respondents were 210 which forms 54.3% of the total number of respondents. This means that there was high female response rate in the study compared to their male counterparts. This distribution is shown in the Table 9 and Figure 3;

Table 9: Distribution of the Respondents by Gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>177</td>
<td>45.7</td>
<td>45.7</td>
<td>45.7</td>
</tr>
<tr>
<td>female</td>
<td>210</td>
<td>54.3</td>
<td>54.3</td>
<td>100.0</td>
</tr>
<tr>
<td>total</td>
<td>387</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: Distribution of the Respondents by Gender
4.3.2 Distribution of the Respondents by Age

According to Table 10 and Figure 4, 28.4% of the respondents were between 15 years and below, 54% were between 16-17 years while 17.6% were 18 years and above. From the study, it can be inferred that majority 54% of the respondents were between 16-17 years.

Table 10: Distribution of the Respondents by Age

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 years and below</td>
<td>110</td>
<td>28.4</td>
<td>28.4</td>
</tr>
<tr>
<td>16-17 years</td>
<td>209</td>
<td>54.0</td>
<td>54.0</td>
</tr>
<tr>
<td>18 years and above</td>
<td>68</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>387</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4: Distribution of the schools by Age
Table 11: Gender of the Class Teachers

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>12</td>
<td>60.0%</td>
</tr>
<tr>
<td>female</td>
<td>8</td>
<td>40.0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

From the results in Table 36, majority of the class teachers selected were male. From the study, 60.0% of the class teachers were male while 40.0% of the class teachers were female. This represented 12 male class teachers and 8 female class teachers.

A frequency distribution about the gender of the parents was computed and represented in Table 37. Majority of the parents interviewed were female, who represented 62.5% of the total parents. This implies that out of the 20 parents, 14 were female while 6 were male.

Table 12: Gender of the Parents

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>9</td>
<td>37.5%</td>
</tr>
<tr>
<td>female</td>
<td>15</td>
<td>62.5%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

A frequency distribution about how often parents come to school to check on their child’s performance was computed and represented in Table 38. It was established that 75% (three quarters of the total parents) of the parents interviewed said that they come to check on their child’s performance. However, 25% of those interviewed never bothered to go and check the performance of their children in school.

Table 13: Showing how often parents went to school to check on their child’s performance

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>9</td>
<td>37.5%</td>
</tr>
<tr>
<td>female</td>
<td>15</td>
<td>62.5%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
4.3.3 Distribution of schools by Type of School

From Table 11 and Figure 5, 40.3% (156 schools) were girls’ school, 40.1% (155 schools) were boys’ school while 19.6% (76 schools) were mixed schools.

Table 14: Distribution of Respondents by Type of School

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>girls</td>
<td>156</td>
<td>40.3</td>
<td>40.3</td>
<td>40.3</td>
</tr>
<tr>
<td>boys</td>
<td>155</td>
<td>40.1</td>
<td>40.1</td>
<td>80.4</td>
</tr>
<tr>
<td>mixed</td>
<td>76</td>
<td>19.6</td>
<td>19.6</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>387</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5: Distribution of Respondents by Type of School
4.3.4 Distribution of Number of Schools per Sub-County

Table 12 and Figure 6 shows that 37.5% of the schools were in Meru South, 10.6% of the schools were in Tharaka South, 43.2% of the schools were in Maara while 8.8% were in Tharaka North.

Table 15: Distribution of Number of Schools per Sub-County

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td>145</td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>Tharaka South</td>
<td>41</td>
<td>10.6</td>
<td>10.6</td>
</tr>
<tr>
<td>Maara</td>
<td>167</td>
<td>43.2</td>
<td>43.2</td>
</tr>
<tr>
<td>Tharaka North</td>
<td>34</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td>387</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 6: Distribution of Number of Schools per Sub-County
4.4 Descriptive Analysis

4.4.1 Analysis of Students’ Psychological Wellbeing

The study determined the frequency psychological well-being of the respondents using the statements given in the subsequent tables. The response was summarized in the Table 13.


Table 16: Students’ Psychological Wellbeing

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel respected and this improves my confidence</td>
<td>1.0%</td>
<td>7.2%</td>
<td>1.6%</td>
<td>61.2%</td>
<td>28.9%</td>
</tr>
<tr>
<td>I am loved, and provided with all my basic needs.</td>
<td>2.1%</td>
<td>0%</td>
<td>7.2%</td>
<td>31.8%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Physical discipline, shouting, yelling and spanking are common in life</td>
<td>10.1%</td>
<td>12.4%</td>
<td>3.6%</td>
<td>41.3%</td>
<td>32.6%</td>
</tr>
<tr>
<td>My home environment allows my friends to visit me regularly.</td>
<td>0.5%</td>
<td>5.9%</td>
<td>5.4%</td>
<td>53.2%</td>
<td>34.9%</td>
</tr>
<tr>
<td>I am usually criticized in front of my friends and this has made me a</td>
<td>4.7%</td>
<td>5.9%</td>
<td>7.8%</td>
<td>23.3%</td>
<td>58.4%</td>
</tr>
<tr>
<td>bitter person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am monitored closely for everything I do and this lowers my ability to</td>
<td>6.2%</td>
<td>9.8%</td>
<td>9.6%</td>
<td>34.4%</td>
<td>40.1%</td>
</tr>
<tr>
<td>make decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have no freedom to choose my friends</td>
<td>3.4%</td>
<td>4.7%</td>
<td>1.0%</td>
<td>54.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Am generally told what to do and am never allowed to choose what I want</td>
<td>4.7%</td>
<td>6.7%</td>
<td>7.8%</td>
<td>23.8%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

Table 13 illustrates that majority of respondents, who represent 90.1% of the students feel they are being respected (agreed and strongly agreed) which improves their confidence. Few of the students who represent 8.2% disagreed with this statement (disagreed and strongly disagreed). Also, majority of respondents, who represent 90.7% of the students feel they are being loved and provided for their basic needs by their parents (agreed and strongly agreed) which improves their wellbeing. Few of the students who represent 2.1% disagreed with this statement, which shows they are not loved and provided for (disagreed and strongly disagreed). From the results, interestingly, majority of respondents (73.9%) of the students reported they are being physically disciplined and shouted at (agreed and strongly agreed). Few of the students who represent 13.5% disagreed with this statement showing that they are not physically
disciplined or shouted at (disagreed and strongly disagreed). In addition, majority of respondents, who represent 88.1% of the students feel their home allows visitation by friends (agreed and strongly agreed). Few of the students who represent 6.4% disagreed with this statement showing that their home highly restricts visitation by friends (disagreed and strongly disagreed). 81.7% of the students who represent the majority reported they are being criticized in front of friends, a practice that has made them bitter (agreed and strongly agreed). Few of the students who represent 10.6% disagreed with this statement (disagreed and strongly disagreed). In addition, 74.5% of the students who represent the majority feel they are being monitored closely, which reduces their ability to make decisions (agreed and strongly agreed). Few of the students who represent 16.0% disagreed with this statement (disagreed and strongly disagreed). In addition, 91.0% of the students who represent the majority feel they do not have the freedom to choose whichever friend they wish (agreed and strongly agreed) because their parents insist on approving the friends that they share time with. Few of the students who represent 8.1% disagreed with this statement (disagreed and strongly disagreed). In addition, majority of respondents, who represent 80.9% of the students feel they are always told what to do which lowers their self-esteem (agreed and strongly agreed) which improves their confidence. Few of the students who represent 11.4% disagreed with this statement (disagreed and strongly disagreed).

The respondents were also asked to give suggestions on the actions that would help improve self-esteem. Their suggestions that were highly mentioned included, encouragement (294, 76%), show of love (200, 52%), share time (147, 38%), protection against harm (187, 48%), understanding and empathy (260, 67%), positive criticism (136, 35%), coaching (129, 33%), showing by example (124, 32%). The Figure 7 represents this:
Figure 7: Suggestions on the actions that would help improve self-esteem

It can be noted from Figure 7 that the actions by parents/guardians that would improve self-esteem starting with the most stated to the least stated include encouragement (294, 76%), understanding and empathy (260, 67%), show of love (200, 52%), protection against harm (187, 48%), share time (147, 38%), positive criticism (136, 35%), coaching (129, 33%) and finally showing by example (124, 32%). This has an implication that the most preferred action by parents that were perceived by students to be able to improve self-esteem was encouragement followed by understanding and empathy.

4.4.2 Analysis of Students’ Emotional Regulation

The study sought to determine how the students’ emotions were being regulated. Some of the practices examined include, harsh treatment that lowers self-confidence, lack of sympathy when hurt or frustrated, use of corporal punishment, spanking or shouting, resentfulness and anger about ones upbringing and talking openly about ones problems to make them feel accepted. The results were shown in the Table 14. Strongly Disagree, 2. Disagree, 3. Undecided, 4. Agree, 5. Strongly Agree. Only one tick is needed for each statement.
Table 17: Students’ Emotional Regulation

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am normally treated in a harsh manner and this has lowered my self-confidence.</td>
<td>47.8%</td>
<td>40.3%</td>
<td>0%</td>
<td>7.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Whenever I am hurt or frustrated no one sympathizes with me.</td>
<td>20.4%</td>
<td>20.7%</td>
<td>17.3%</td>
<td>14.0%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Use of corporal punishment, spanking and shouting has made me a rebellious person.</td>
<td>34.4%</td>
<td>29.7%</td>
<td>2.6%</td>
<td>22.7%</td>
<td>10.6%</td>
</tr>
<tr>
<td>I am a conformist, quiet and am never happy</td>
<td>35.9%</td>
<td>38.2%</td>
<td>1.0%</td>
<td>16.0%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Am resentful, angry and unhappy about my upbringing</td>
<td>24.0%</td>
<td>24.8%</td>
<td>3.4%</td>
<td>17.8%</td>
<td>30.0%</td>
</tr>
<tr>
<td>I am usually encouraged to talk openly about my problems and this makes me feel accepted.</td>
<td>17.8%</td>
<td>14.5%</td>
<td>1.6%</td>
<td>23.0%</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

Table 14 illustrates that majority of respondents, who represent 88.1% of the students reported that they are not normally treated in harsh manner (disagreed and strongly disagreed). Few of the students who represent 11.9% agreed with this statement that they are being treated harshly (agreed and strongly agreed). Almost an equal number of respondents disagreed and agreed with the statement that when hurt nobody sympathizes with them - 41.1% of the students disagree (disagreed and strongly disagreed) whilst 41.6% agreed with this statement that they are being treated harshly (agreed and strongly agreed). Majority of respondents, who represent 64.1% of the students reported that spank ing them has not made them rebellious (disagreed and strongly disagreed). Few of the students who represent 33.3% agreed with this statement that corporal punishment has made them rebellious (agreed and strongly agreed). From the results, majority of respondents (74.1%) of the students reported that they are not conformists and unhappy (agreed and strongly agreed). Few of the students who represent 24.8% agreed with this statement showing that they are unhappy and conformists. Almost an equal number of respondents disagreed and agreed with the statement that they are unhappy and resentful- 48.8% of the students disagree (disagreed and strongly disagreed) whilst 47.8% agreed with this statement they are resentful and unhappy (agreed and strongly agreed). 66.2% of the students who represent the majority reported that they are being encouraged to talk about their problems openly (agreed and strongly agreed). Few of the students who represent 32.3
% disagreed with this statement (disagreed and strongly disagreed) showing that they are not being encouraged to talk about their problems openly.

The respondents were also asked to mention things about their upbringing that makes them happy. The things that were highly mentioned included, Sharing family time (123, 32%) being rewarded and recognized (92, 24%) Parental presence (156, 40%) Provision of basic needs (215, 56%) Understanding family (98, 25%) Great family bond (79, 20%) Parental guidance (106, 27%) Protection from harm (111, 29%). The Figure 8 represents this:

![Figure 8: Things about their upbringing that makes them happy](image)

It can be noted from the Figure above that things about students upbringing which made them feel happy starting with the most stated to the least stated include provision of basic needs (215, 56%), parental presence (156, 40%), sharing family time (123, 32%), protection against harm (111, 29%), parental guidance (106, 27%), understanding family (98, 25%), being rewarded and recognized (92, 24%) and finally great family bond (79, 20%). This has an implication that the most perceived things by students as having made them happy during their upbringing were provision of basic needs followed by parental presence and sharing family time.
4.4.3 Analysis of Students’ Academic Achievement

Results on students’ academic achievement through factors such as provision of materials, rewards or motivation, encouragement and academic monitoring were computed. The responses pointed out how the respondents’ academic achievements are affected both positively and negatively through the statements given in Table 15


Table 18: Students’ Academic Achievement

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No one is bothered about my academic progress</td>
<td>40.1%</td>
<td>39.3%</td>
<td>2.3 %</td>
<td>12.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td>I am out of the school most of the time due to school fees and this has led to my academic decline</td>
<td>23.5%</td>
<td>35.7%</td>
<td>11.1%</td>
<td>10.9%</td>
<td>18.9%</td>
</tr>
<tr>
<td>No one checks my behavior even when am on the wrong side of the law and this makes me fall into trouble with school authorities most of the time.</td>
<td>28.4%</td>
<td>36.7%</td>
<td>3.9 %</td>
<td>19.1%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Very few rules are set for me and this compromises my discipline in and out of school.</td>
<td>23.5%</td>
<td>40.1%</td>
<td>0.3 %</td>
<td>14.5%</td>
<td>21.7%</td>
</tr>
<tr>
<td>No one appreciates when I perform well in school and this discourages me from working hard.</td>
<td>16.3%</td>
<td>21.4%</td>
<td>4.1 %</td>
<td>24.0%</td>
<td>34.1%</td>
</tr>
<tr>
<td>My opinions and suggestions are considered and this improves my communication with my teachers.</td>
<td>0%</td>
<td>0%</td>
<td>4.9</td>
<td>14.2%</td>
<td>80.9%</td>
</tr>
</tbody>
</table>

The Table 15 illustrates that majority of respondents, who represent 79.4% of the students reported there is at least someone who is concerned about their academic progress (disagreed and strongly disagreed). Few of the students who represent 18.4% reported that there was no one bothered with their academic progress (agreed and strongly agreed). In addition, majority of respondents, who represent 59.2% of the students disagreed with the statement that they usually miss school because of school fees (disagreed and strongly disagreed) which results into a decline on their academic performance. Few of the students who represent 29.8% agreed with this statement, which shows they usually miss school due to lack of school fees which results into a
decline in their academic performance (disagreed and strongly disagreed). From the
results, interestingly, majority of respondents (65.1%) of the students disagreed with
the statement that no one checks their behavior even if they are on the wrong side of
the law (disagreed and strongly disagreed) which indicates that there is at least someone
who checks on their behavior. Few of the students who represent 31.0% agreed with
this statement showing that they are not being checked (agreed and strongly agreed). In
addition, majority of respondents, who represent 63.6% of the students disagreed with
the statement that very few rules are set for them, which compromises their discipline
in and out of school (agreed and strongly agreed) indicating that there are enough rules
in and out of school to monitor and control their behavior. Few of the students who
represent 36.2% agreed with this statement showing that there are no adequate rules to
monitor and control their behaviors (disagreed and strongly disagreed). Interestingly,
58.1% of the students who represent the majority reported that no one appreciates when
they perform well in school and this discourages them from working hard (agreed and
strongly agreed). Few of the students who represent 37.7% disagreed with this
statement (disagreed and strongly disagreed). In addition, 95.1% of the students who
represent the majority feel that opinions and suggestions are considered and this
improves their communication with their teachers (agreed and strongly agreed).

The respondents were also asked to give suggestions on the mention steps their
parents/guardians could take to improve on their academic performance. Their
suggestions that were highly mentioned included, when their remedials and tuitions are
paid (122, 32%) when given ample time to study (100, 26%), when offered support and
coaching when they need (56, 15%), being bought materials and books (130, 34%),
when encouraged and advised (140, 36%), being rewarded when they do better (67,
17%), Positively critisized when wrong rather than harshly (53, 14%), and when
caregivers maintain an interest in their studies (70, 18%). Figure 9 represents this:
Figure 9: Suggestions on the mention steps their parents/guardians could take to improve on their academic performance

It can be noted from the Figure 9 that the steps by parents/guardians that would take to improve on students academic performance starting with the most stated to the least stated include encourage me (140, 36%), buy me materials and books (130, 34%), pay for my remedial (122, 32%), give me ample time to study (100, 26%), maintain an interest in my studies (70, 18%), reward me when I do better (67, 17%), offer support and coaching when I need (56, 14%) and finally positively criticize when I am wrong (53, 14%). This has an implication that the most preferred action that could be taken by parents as perceived by students to improve on their academic performance was encourage me followed by buy me materials and books.

4.4.4 Analysis of Students’ High-risk Health Behaviors

The study determined the students’ high-risk health behaviors and the factors that led to these risks. These factors include, having someone responsible to appreciate them, seeking comfort from drugs, feeling independent and mature beyond their years, lack of parental expression and no attention when wrong which makes them reluctant to respect authority. The results were presented in Table 16.

Table 19: Students’ High-risk Health Behaviours

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lack someone responsible to appreciate me. This makes me seek attention from friends.</td>
<td>11.4%</td>
<td>12.4%</td>
<td>0.8%</td>
<td>52.2%</td>
<td>23.3%</td>
</tr>
<tr>
<td>I am usually detached and resentful of my parents and this makes me seek comfort in drugs.</td>
<td>60.7%</td>
<td>11.6%</td>
<td>6.5%</td>
<td>12.9%</td>
<td>8.3%</td>
</tr>
<tr>
<td>I feel independent and feel mature beyond my years and this makes me engage in sexual activities.</td>
<td>29.7%</td>
<td>57.6%</td>
<td>0%</td>
<td>6.7%</td>
<td>5.9%</td>
</tr>
<tr>
<td>I never agree with my parents on anything and this makes me violent and rebellious at home and school.</td>
<td>73.4%</td>
<td>16.0%</td>
<td>6.2%</td>
<td>2.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>I lack parental expression of love, I, therefore, get love from whatever the sources I can No one provides me with basic needs and no one is bothered with what I do and this has made me careless in life.</td>
<td>37.7%</td>
<td>24.5%</td>
<td>5.9%</td>
<td>14.7%</td>
<td>17.1%</td>
</tr>
<tr>
<td>No one shows attention to my behavior even when am on the wrong side of the law and this makes me not to respect authority.</td>
<td>33.3%</td>
<td>32.8%</td>
<td>6.5%</td>
<td>15.0%</td>
<td>12.4%</td>
</tr>
<tr>
<td>30.0%</td>
<td>12.4%</td>
<td>5.7%</td>
<td>18.1%</td>
<td>33.9%</td>
<td></td>
</tr>
</tbody>
</table>

Table 10 illustrates that majority of respondents, who represent 75.5% of the students feel that they lack someone responsible to appreciate them (agreed and strongly agreed) which improves their confidence. Few of the students who represent 23.8% disagreed with this statement (disagreed and strongly disagreed) illustrating that they have at least someone who appreciates them. Also, majority of respondents, who represent 72.3% of the students, disagreed with the statement that they are usually detached and resentful of their parents and this makes them seek comfort in drugs (disagreed and strongly disagreed). Few of the students who represent 21.2% agreed with this statement, which shows they are detached and resentful (agreed and strongly agreed). From the results, interestingly, majority of respondents (87.3%) of the students disagreed with the statement that they are independent and mature beyond which makes them engage in sexual activities (disagreed and strongly disagreed). Few of the students who represent 12.6% disagreed with this statement showing that they feel independent and mature.
beyond their years to make them engage in sexual activities (agreed and strongly agreed). In addition, majority of respondents, who represent 89.4% of the students, disagreed with the statement that they never agree with their parents on anything, which makes them rebellious at home, and school (disagreed and strongly disagreed) showing that most of the students agree with their parents. Few of the students who represent 4.4% agreed with this statement showing that they never agree with their parents (agreed and strongly agreed). 62.2% of the students who represent the majority reported their disagreement with the statement that they lack parental expression of love, which makes them get love from whatever other sources they can (disagreed and strongly disagreed). Few of the students who represent 31.8% agreed with the statement that they do not get parental expression of love (agreed and strongly agreed). Also, 66.1% of the students who represent the majority expressed disagreement with the statement that no one provides them with basic needs and no one is bothered with what they do which has made them careless in life (disagreed and strongly disagreed). Few of the students who represent 27.4% agreed with the statement that no one is bothered with what they do (agreed and strongly agreed). Finally, 52.0% of the students who represent the majority expressed their disagreement that no one shows attention to their behavior even when they are wrong side of the law which makes them not to respect authority (disagreed and strongly disagreed) because their parents insist on approving the friends that they share time with. Few of the students who represent 42.4% disagreed with this statement (agreed and strongly agreed).

The respondents were also asked to give suggestions on steps that children could take to capture interest and love of their parents. Their suggestions that were highly mentioned included, Respect parents (200, 52%), Assist in home chores (187, 48%), Perform better academically (162, 42%), Love them back (72, 19%), Understand them (63, 16%) Exhibit good manners (170, 44%) Listen to what they say (203, 52%) Attend spiritual gatherings (80, 21%). The Figure 10 represents this:
Figure 10: Suggestions on steps that Children Could take to Capture Interest And Love of their Parents

It can be noted from the Figure 10 that the steps that children could take to capture interest and love of their parents/guardians starting with the most stated to the least stated include listen to what they say (203, 53%), respect parents/guardians (200, 52%), assist in home chores (187, 48%), exhibit good governance (170, 43%), perform better academically (162, 39%), attend spiritual gathering (80, 21%), love them back (72, 19%) and finally understand them (63, 16%). This has an implication that the most preferred step that could make children capture the interest and love of their parents/guardians was listen to what they say followed by respect them and then assisting in home chores.
4.4.5 Descriptive Analysis of Parenting Practices

The analysis also determined the parenting practices among students. The main factors include warmth, control and monitoring. The below statements provided guidance on the responses in Table 17.


Table 20: Parenting Practices Among Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents are generally helpful and supportive; Whenever I have a problem, they are ready to assist me</td>
<td>0.3%</td>
<td>5.7%</td>
<td>0.3%</td>
<td>58.9%</td>
<td>34.9%</td>
</tr>
<tr>
<td>I lack parental expression of love, I, therefore, get love from whatever the sources I can</td>
<td>23.5%</td>
<td>40.1%</td>
<td>0.3%</td>
<td>14.5%</td>
<td>21.7%</td>
</tr>
<tr>
<td>My parents are negative and sarcastic any time they are talking to me</td>
<td>34.1%</td>
<td>21.4%</td>
<td>4.1%</td>
<td>24.0%</td>
<td>16.3%</td>
</tr>
<tr>
<td>My parents are supportive. They appreciate whenever I do something good.</td>
<td>0%</td>
<td>5.2%</td>
<td>12.1%</td>
<td>59.7%</td>
<td>35.1%</td>
</tr>
<tr>
<td>My parents always approve of my decisions when they feel they are worth being implemented</td>
<td>0%</td>
<td>0%</td>
<td>5.7%</td>
<td>12.4%</td>
<td>81.9%</td>
</tr>
<tr>
<td>I feel independent and mature beyond my years and this makes me engage in sexual activities</td>
<td>72.4%</td>
<td>27.6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I lack independence because my parents keep monitoring whatever I do</td>
<td>31.0%</td>
<td>4.4%</td>
<td>0%</td>
<td>58.9%</td>
<td>5.7%</td>
</tr>
<tr>
<td>During holidays, I am closely monitored and this has protected me from bad company.</td>
<td>0%</td>
<td>48.8%</td>
<td>0%</td>
<td>5.2%</td>
<td>46.0%</td>
</tr>
<tr>
<td>My parents are quarrelsome. This has lowered my confidence and self-esteem.</td>
<td>55.3%</td>
<td>39.5%</td>
<td>0%</td>
<td>5.2%</td>
<td>0%</td>
</tr>
<tr>
<td>My parents do not discuss anything about my academic achievement</td>
<td>33.3%</td>
<td>42.1%</td>
<td>19.4%</td>
<td>5.2%</td>
<td>0%</td>
</tr>
<tr>
<td>My parents are usually harsh, angry and demanding whenever they are talking to me.</td>
<td>35.9%</td>
<td>12.7%</td>
<td>1.8%</td>
<td>42.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>My parents have no problem with whichever friends I choose. This encourages my freedom.</td>
<td>46.0%</td>
<td>29.7%</td>
<td>2.8%</td>
<td>16.1%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>
Table 17 illustrates that majority of respondents, who represent 93.8% of the students reported that their parents or guardians are generally helpful and supportive; Whenever they have a problem, they are ready to assist them (agreed and strongly agreed) which improves their confidence. Few of the students who represent 6.0% disagreed with the statement that their parents or guardians are generally helpful and supportive (disagreed and strongly disagreed) indicating that their parents or guardians are not always supportive. Also, majority of respondents, who represent 63.6% of the students disagreed with the statement that they lack parental expression of love, which thus necessitates them to get love from whatever other sources they can (disagreed and strongly disagreed). Few of the students who represent 36.2% agreed with this statement though, which show they are not loved or shown love by their parents or guardians and thus seek love from other sources (agreed and strongly agreed). From the results, interestingly, majority of respondents (55.5%) of the students expressed their disagreement that parents are negative and sarcastic any time they are talking to them (disagreed and strongly disagreed). Few of the students who represent 30.3% agreed with the statement that parents are negative and sarcastic any time they are talking to them (agreed and strongly agreed). In addition, majority of respondents, who represent 94.8% of the students reported that their parents are supportive and appreciate them whenever they do something good (agreed and strongly agreed). Few of the students who represent 5.2% disagreed with this statement showing that their parents do not support them or rather appreciate them whenever they do something good (disagreed and strongly disagreed). 94.3% of the students who represent the majority reported that their parents always approve of their decisions when they feel they are worth being implemented (agreed and strongly agreed). In addition, 100% of the students disagreed with the statement that they are independent and mature beyond their years which makes them engage in sexual activities (agreed and strongly agreed). 64.6% of the students who represent the majority expressed their agreement with the statement that they lack independence because their parents keep monitoring whatever they do (agreed and strongly agreed). Few of the students who represent 35.4% disagreed with this statement (disagreed and strongly disagreed) thus showing that they do not lack independence. In addition, majority of respondents, who represent 51.2% of the students, reported that during holidays, they are closely monitored and this has protected them from bad company
(agreed and strongly agreed). Almost the same number of the students who represent 48.8% disagreed with the statement that they are closely monitored during holidays (disagreed and strongly disagreed). In addition, 94.8% of the students who represent the majority disagreed with the statement that the parents are quarrelsome which affects their confidence and self-esteem (disagreed and strongly disagreed). Few of the students who represent 5.2% agreed with the statement that parents are quarrelsome and this has lowered their confidence and self-esteem (agreed and strongly agreed). 75.4% of the students who represent the majority disagreed with the statement that parents do not discuss anything about their academic achievement (disagreed and strongly disagreed) because their parents insist on approving the friends that they share time with. Few of the students who represent 5.2% agreed with the statement that parents do not discuss anything about their academic achievement (disagreed and strongly disagreed) showing that parents do not support them academically. Interestingly, almost 49.6% of the students disagreed with the statement that their parents are usually harsh, angry and demanding whenever they are talking them (disagreed and strongly disagreed) and 48.6% agreed with the statement that their parents are usually harsh, angry and demanding whenever they are talking them (disagreed and strongly disagreed). Lastly, 75.7% of the students who represent the majority disagreed with the statement that their parents have no problem with whichever friends they choose (agreed and strongly agreed) because their parents insist on approving the friends that they share time with. Few of the students who represent 21.5% agreed with the statement showing that their parents have no problem with whichever friends they choose (disagreed and strongly disagreed).

The respondents were also asked to give suggestions on parenting practices that parents could use to prevent their children from abusing drugs and alcohol. The suggestions that were highly mentioned included, Monitor them (143), Advice and motivate them (167), Share time with them (120), Led by example (78), Attend spiritual gatherings together (56), Show them love and understanding (123), Avoid, parental conflicts (60), Listen to their challenges (107). The Figure 11 represents this:
It can be noted from the Figure 11 that the parenting practices that parents could use to prevent their children from abusing drugs and alcohol starting with the most stated to the least stated include advice and motivate them (167, 43%), monitor them (143, 40%), show them love and understanding (123, 32%), share with them (120, 31%), listen to their challenges (107, 28%), led by example (78, 20%), avoid parental conflicts (60, 16%) and finally attend spiritual gatherings together (56, 14%). This has an implication that the most preferred parenting practices that parents could use to prevent their children from abusing drugs and alcohol was advice and motivate them followed by monitoring them and then show them love and understanding.
Table 21: Frequency of Parents Checking Students’ Performance

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
</tr>
<tr>
<td>Regularly</td>
<td>4</td>
</tr>
<tr>
<td>Always</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

From the results in Table 18, it is evident that 30% of the class teachers argued that parents never came to check their students’ performance, 35% of the class teachers argued that parents sometimes come to check their students’ performance, 20% of the class teachers argued that parents come regularly to check their students’ performance, while 15% of the class teachers argued that parents always come to check their students’ performance.
4.5 Correlation of Various Indicators

Correlation analysis refers to the test of the extent to which dependent variables and independent variable relate to each other. This section presents the correlation of the parenting practices indicators and the behavior outcomes.

4.5.1 Correlation of Parenting Practices Indicators with Different Behavior Outcomes in Meru South

Table 22: Correlation of Parenting Practices Indicators with different Behavior Outcomes in Meru South

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Indicators of Parenting Practices</th>
<th>SPW</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td>PPASW</td>
<td>.342*</td>
<td>.008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>.094</td>
<td>.259</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>-.069</td>
<td>.408</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>.543*</td>
<td>.007</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>-.106</td>
<td>.205</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SER</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>-.057</td>
<td>.495</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>.069</td>
<td>.408</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>.733*</td>
<td>.005</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>-.072</td>
<td>.390</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.407*</td>
<td>.037</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SAA</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>.791*</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>.561*</td>
<td>.050</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>.073</td>
<td>.380</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>.101</td>
<td>.227</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.046</td>
<td>.581</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SHRHB</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>-.430*</td>
<td>.020</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>-.420*</td>
<td>.050</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>-.010</td>
<td>.906</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>.089</td>
<td>.288</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>-.049</td>
<td>.555</td>
<td></td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 19 gives the analysis of the relationship between each parenting practices indicators i.e. Parenting Practices Among Students Warmth (PPASW), Parenting Practices Among Students Approval (PPASA), Parenting Practices Among Students Monitoring (PPASM), Parenting Practices Among Students Communication
(PPASCOMM) and Parenting Practices Among Students Control (PPASCONT) on each of the four behavior outcomes i.e. Students Psychosocial Well-being (SPW), Students’ Emotional Regulation(SER), Students’ Academic Achievement (SAA), Students High-Risk Health Behaviors (SHRHEB) and the results discussed.

There was a statistically significant relationship between PPASW and SPW as well as PPASCOMM and SPW in Meru South, where the Pearson correlation coefficients were .342 and .543 respectively, with the P-values less than .05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW and PPASCOMM practice in Meru South leads to significant increase in SPW. There was however no statistically significant relationship between PPASA, PPASM and PPASCONT with SPW. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASM and SER as well as PPASCONT and SER in Meru South, where the Pearson correlation coefficients were .733 and .407 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASM and PPASCONT practice in Meru South leads to significant increase in SER. There was however no statistically significant relationship between PPASW, PPASA and PPASCOMM with SER. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW and SAA as well as PPASA and SAA in Meru South, where the Pearson correlation coefficients were .791 and .561 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW and PPASA practice in Meru South leads to significant increase in SAA. There was however no statistically significant relationship between PPASM, PPASCONT, and PPASCOMM with SAA. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW and SHRHB as well as PPASA and SHRHB in Meru South, where the Pearson correlation coefficients were -.430 and -.420 respectively, with the P-values less than 0.05. All the coefficients (r) were negative correlations, which mean that an increase in PPASW and PPASA practice in Meru South leads to significant decrease in SHRHB. There was however no
A statistically significant relationship between PPASM, PPASCONT and PPASCOMM with SHRHB. This is because they have P-values greater than 0.05.

### 4.5.2 Correlation of Parenting Practices Indicators with Different Behavior Outcomes in Tharaka South

Table 23: Correlation of Parenting Practices Indicators with different behavior outcomes in Tharaka South

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Indicators of Parenting Practices</th>
<th>SPW</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka South</td>
<td>PPASW</td>
<td>.499*</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>.501*</td>
<td>.531</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>.453*</td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>.509*</td>
<td>.008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>-.160</td>
<td>.317</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SER</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>.414*</td>
<td>.007</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>.251</td>
<td>.114</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>.383*</td>
<td>.023</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>.636*</td>
<td>.022</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.133</td>
<td>.408</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SAA</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>.675*</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>.122</td>
<td>.447</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>.493*</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>.266*</td>
<td>.009</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>-.045</td>
<td>.781</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SHRHB</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>-.324*</td>
<td>.039</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>-.132</td>
<td>.409</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>-.372*</td>
<td>.017</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>-.262*</td>
<td>.009</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.224</td>
<td>.160</td>
<td></td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 20 gives the analysis of the relationship between each parenting practices indicators i.e. Parenting Practices Among Students Warmth (PPASW), Parenting Practices Among Students Approval (PPASA), Parenting Practices Among Students Monitoring (PPASM), Parenting Practices Among Students Communication (PPASCOMM) and Parenting Practices Among Students Control (PPASCONT) on
each of the four behavior outcomes i.e. Students psychosocial Well-being (SPW), Students’ Emotional Regulation(SER), Students’ Academic Achievement (SAA), Students High-Risk Health Behaviors (SHRHEB) and the results discussed.

There was a statistically significant relationship between PPASW, PPASA, PPASM, and PPASCOMM with SPW in Tharaka South, where the Pearson correlation coefficients were 0.499, 0.501, 0.453 and 0.509 respectively, with the P-values less than .05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW, PPASA, PPASM and PPASCOMM practice in Tharaka South leads to significant increase in SPW. There was however no statistically significant relationship between PPASCONT and SPW. This is because it has P-values greater than 0.05.

There was a statistically significant relationship between PPASW, PPASM and PPASCOMM with SER in Tharaka South, where the Pearson correlation coefficients were 0.414, 0.383 and 0.636 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW, PPASM and PPASCOMM practice in Tharaka South leads to significant increase in SER. There was however no statistically significant relationship between PPASA and PPASCONT with SER. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW, PPASM and PPASCOMM with SAA in Tharaka South, where the Pearson correlation coefficients were 0.675, 0.493 and 0.266 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW, PPASM and PPASCOMM practice in Tharaka South leads to significant increase in SAA. There was however no statistically significant relationship between PPASA, and PPASCONT with SAA. This is because they have P-values greater than .05.

There was a statistically significant relationship between PPASW, PPASM, PPASCOMM and SHRHB in Tharaka South, where the Pearson correlation coefficients were -0.324, -0.372 and -0.262 respectively, with the P-values less than .05. All the coefficients (r) were negative correlations, which mean that all of them were strong negatively correlated thus an increase in PPASW, PPASM and PPASCOMM practice in Tharaka South leads to significant decrease in SHRHB. There was however
no statistically significant relationship between PPASA and PPASCONT with SHRHB. This is because they have P-values greater than 0.05.

### 4.5.3 Correlation of Parenting Practices Indicators with Different Behavior Outcomes in Maara

Table 24: Correlation of Parenting Practices Indicators with Different Behavior Outcomes in Maara

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Indicators of Parenting Practices</th>
<th>SPW</th>
<th>Pearson Correlation Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maara</td>
<td>PPASW</td>
<td>-.102</td>
<td>.191</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>-.054</td>
<td>.492</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>.470*</td>
<td>.036</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>.492*</td>
<td>.039</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>.003</td>
<td>.965</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SER</th>
<th>Pearson Correlation Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>-.140</td>
<td>.071</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>.556*</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>-.052</td>
<td>.503</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>.246*</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.584*</td>
<td>.020</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SAA</th>
<th>Pearson Correlation Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>.680*</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>.116</td>
<td>.136</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>.654*</td>
<td>.042</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>.321*</td>
<td>.007</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.013</td>
<td>.872</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Parenting Practices</th>
<th>SHRHB</th>
<th>Pearson Correlation Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPASW</td>
<td>-.673*</td>
<td>.039</td>
<td></td>
</tr>
<tr>
<td>PPASA</td>
<td>-.066</td>
<td>.397</td>
<td></td>
</tr>
<tr>
<td>PPASM</td>
<td>-.459*</td>
<td>.013</td>
<td></td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>-.656*</td>
<td>.048</td>
<td></td>
</tr>
<tr>
<td>PPASCONT</td>
<td>.028</td>
<td>.721</td>
<td></td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 21 gives the analysis of the relationship between each parenting practices indicators i.e. Parenting Practices Among Students Warmth (PPASW), Parenting Practices Among Students Approval (PPASA), Parenting Practices Among Students
Monitoring (PPASM), Parenting Practices Among Students Communication (PPASCOMM) and Parenting Practices Among Students Control (PPASCONT) on each of the four behavior outcomes i.e. Students Physiological Well-being (SPW), Students’ Emotional Regulation(SER), Students’ Academic Achievement (SAA), Students High-Risk Health Behaviors (SHRHEB) and the results discussed below.

There was a statistically significant relationship between PPASM and PPASCOMM with SPW in Maara, where the Pearson correlation coefficients were 0.470 and 0.492 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASM and PPASCOMM practice in Maara leads to significant increase in SPW. There was however no statistically significant relationship between PPASW, PPASA and PPASCONT with SPW. This is because it has P-values greater than 0.05.

There was a statistically significant relationship between PPASA, PPASCOMM and PPASCONT with SER in Maara, where the Pearson correlation coefficients were 0.556, 0.246 and 0.584 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASA, PPASCOMM and PPASCONT practice in Maara leads to significant increase in SER. There was however no statistically significant relationship between PPASW and PPASCONT with SER. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW, PPASM, PPASCOMM and SAA in Maara, where the Pearson correlation coefficients were 0.680, 0.654 and 0.321 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW, PPASM and PPASCOMM practice in Maara leads to significant increase in SAA. There was however no statistically significant relationship between PPASA and PPASCONT with SAA. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW, PPASM, PPASCOMM and SHRHB in Maara, where the Pearson correlation coefficients were -0.673, -0.459 and -0.656 respectively, with the P-values less than 0.05. All the coefficients (r) were strong negative correlations, which mean that an increase in PPASW, PPASM and PPASCOMM practice in Maara leads to significant decrease in
There was however no statistically significant relationship between PPASA and PPASCONT with SHRHB. This is because they have P-values greater than 0.05.

### 4.5.4 Correlation of Parenting Practices Indicators with Different Behavior Outcomes in Tharaka North

Table 25: Correlation of Parenting Practices Indicators with Different Behavior Outcomes in Tharaka North

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Indicators of Parenting Practices</th>
<th>SPW</th>
<th>Pearson Correlation Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka North</td>
<td>PPASW</td>
<td>.013</td>
<td>.942</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>.149*</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>.258*</td>
<td>.041</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>.542*</td>
<td>.015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>.148</td>
<td>.405</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicators of Parenting Practices</td>
<td>SER</td>
<td>Pearson Correlation Values</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>PPASW</td>
<td>.338*</td>
<td>.050</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>.131</td>
<td>.460</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>-.288</td>
<td>.099</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>-.289</td>
<td>.098</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>-.226</td>
<td>.198</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicators of Parenting Practices</td>
<td>SAA</td>
<td>Pearson Correlation Values</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>PPASW</td>
<td>.788*</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>.329*</td>
<td>.050</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>.402*</td>
<td>.018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>.625*</td>
<td>.041</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>.413*</td>
<td>.525</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicators of Parenting Practices</td>
<td>SHRHB</td>
<td>Pearson Correlation Values</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>PPASW</td>
<td>-.272*</td>
<td>.019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASA</td>
<td>.143</td>
<td>.421</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASM</td>
<td>.055</td>
<td>.755</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCOMM</td>
<td>-.068</td>
<td>.704</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPASCONT</td>
<td>-.296*</td>
<td>.030</td>
<td></td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 22 gives the analysis of the relationship between each parenting practices indicators i.e. Parenting Practices Among Students Warmth (PPASW), Parenting Practices Among Students Approval (PPASA), Parenting Practices Among Students...
Monitoring (PPASM), Parenting Practices Among Students Communication (PPASCOMM) and Parenting Practices Among Students Control (PPASCONT) on each of the four behavior outcomes i.e. Students Physiological Well-being (SPW), Students’ Emotional Regulation (SER), Students’ Academic Achievement (SAA), Students High-Risk Health Behaviors (SHRHEB) and the results discussed below.

There was a statistically significant relationship between PPASA, PPASM and PPASCOMM with SPW in Tharaka North, where the Pearson correlation coefficients were 0.149, 0.258 and 0.542 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASA, PPASM and PPASCOMM practice in Tharaka North leads to significant increase in SPW. There was however no statistically significant relationship between PPASW and PPASCONT with SPW. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW and SER in Tharaka North where the Pearson correlation coefficients was 0.338, with a P-value less than 0.05. The coefficient (r) was a positive correlation, which means that an increase in PPASW practice in Tharaka North leads to significant increase in SER. There was however no statistically significant relationship between PPASA, PPASM, PPASCOMM and PPASCONT with SER. This is because they have P-values greater than 0.05.

There was a statistically significant relationship between PPASW, PPASA, PPASM, PPASCOMM and PPASCONT and SAA in Tharaka North, where the Pearson correlation coefficients were 0.788, 0.329, 0.402, 0.625 and 0.413 respectively, with the P-values less than 0.05. All the coefficients (r) were positive correlations, which mean that an increase in PPASW, PPASA, PPASM, PPASCOMM and PPASCONT practice in Tharaka North leads to significant increase in SAA.

There was a statistically significant relationship between PPASW and PPASCONT with SHRHEB in Tharaka North, where the Pearson correlation coefficients were -.272 and -.296 respectively, with the P-values less than 0.05. All the coefficients (r) were negative correlations, which mean that an increase in PPASW and PPASCONT practice in Tharaka North leads to significant decrease in SHRHEB. There was however no
statistically significant relationship between PPASA, PPASM and PPASCOM with SHRHB. This is because they have P-values greater than 0.05.

**4.5.5 Correlation between Parenting Practices and Psychosocial Wellbeing of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties**

In this section, the respondents were asked to indicate whether parenting practices has a relationship with students’ physiological well-being. Results are given in Table 23.

Table 26: Correlation between Parenting Practices and Psychosocial Wellbeing of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Parenting Practicing</th>
<th>SPW</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td>-.043</td>
<td>.611</td>
<td></td>
<td>.611</td>
</tr>
<tr>
<td>Tharaka South</td>
<td>.560*</td>
<td>.000</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Maara</td>
<td>.693*</td>
<td>.034</td>
<td></td>
<td>.034</td>
</tr>
<tr>
<td>Tharaka North</td>
<td>-.102</td>
<td>.566</td>
<td></td>
<td>.566</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 23 shows the results of the analysis of the correlation of between parenting practices (PP) and psychosocial wellbeing (SPW) of students in public secondary schools in Tharaka Nithi Sub-Counties. The results are as follows;

There was a statistically significant relationship between PP and SPW in Tharaka South and Maara sub-counties, where the Pearson correlation coefficients were 0.560 and 0.693 respectively, with the P-values less than 0.05. All the coefficients (r) were strong positive correlations, which means that an increase in PP practice in Tharaka South and Maara sub-counties lead to significant increase in SPW.

In Meru South and Tharaka North however, the Pearson’s correlation coefficient (r) of the two variables i.e. PP and SPW was not significant at 5% level since its p-value was less than 0.05.
4.5.6 Correlation between Parenting Practices and Emotional Regulation of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

In this section, the respondents were asked to indicate whether parenting practices has a relationship with Students’ Emotional Regulation. Results are given in Table 24.

Table 27: Correlation between Parenting Practices and Emotional Regulation of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Parenting Practicing</th>
<th>SER Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td>-0.107</td>
<td>0.201</td>
<td></td>
</tr>
<tr>
<td>Tharaka South</td>
<td>0.571*</td>
<td>0.017</td>
<td></td>
</tr>
<tr>
<td>Maara</td>
<td>-0.054</td>
<td>0.487</td>
<td></td>
</tr>
<tr>
<td>Tharaka North</td>
<td>0.414*</td>
<td>0.015</td>
<td></td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 24 shows the results of the analysis of the correlation of between parenting practices (PP) and Students’ Emotional Regulation (SER) of students in public secondary schools in Tharaka Nithi Sub-Counties. The results are as follows;

There was a statistically significant relationship between PP and SER in Tharaka South and Tharaka North sub-counties, where the Pearson correlation coefficients were 0.571 and 0.414 respectively, with the P-values less than 0.05. All the coefficients (r) were a positive correlation, which means that an increase in PP practice in Tharaka South and Tharaka North sub-counties lead to significant increase in SER.

In Meru South and Maara however, the Pearson’s correlation coefficient (r) of the two variables i.e. PP and SER was not significant at 5% level since its p-value was less than 0.05.
4.5.7 Correlation between Parenting Practices and Academic Achievement of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

In this section, the respondents were asked to indicate whether parenting practices has a relationship with Students’ Academic Achievement. Results are given in Table 25.

Table 28: Correlation Between Parenting Practices and Academic Achievement of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Parenting Practicing</th>
<th>SAA</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td></td>
<td></td>
<td>0.573*</td>
<td>0.000</td>
</tr>
<tr>
<td>Tharaka South</td>
<td></td>
<td></td>
<td>0.545*</td>
<td>0.000</td>
</tr>
<tr>
<td>Maara</td>
<td></td>
<td></td>
<td>0.376*</td>
<td>0.000</td>
</tr>
<tr>
<td>Tharaka North</td>
<td></td>
<td></td>
<td>0.655*</td>
<td>0.000</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 25 shows the results of the analysis of the correlation of between parenting practices (PP) and Students’ Academic Achievement (SAA) of students in public secondary schools in Tharaka Nithi Sub-Counties. The results are as follows;

There was a statistically significant relationship between PP and SAA in all Tharaka Nithi sub-counties under study, where the Pearson correlation coefficients were 0.573, 0.545, 0.376 and 0.655 respectively, with the P-values less than 0.05. All the coefficients (r) were strong positive correlations, which mean that an increase in PP practice in in all Tharaka Nithi sub-counties under study leads to significant increase in SAA. Since all the sub county p-values were less than 0.05, this implied that they were all statistically significant at 5% significance level.
4.5.8 Correlation between Parenting Practices and High-Risk Health Behaviors of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

In this section, the respondents were asked to indicate whether parenting practices has a relationship with Students High-Risk Health Behaviours. Results are given in Table 26.

Table 29: Correlation Between Parenting Practices and High-Risk Health Behaviours of Students in Public Secondary Schools in Tharaka Nithi Sub-Counties

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Parental Practicing</th>
<th>SHRHB</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td></td>
<td></td>
<td>0.043</td>
<td>0.605</td>
</tr>
<tr>
<td>Tharaka South</td>
<td></td>
<td></td>
<td>-0.424*</td>
<td>0.006</td>
</tr>
<tr>
<td>Maara</td>
<td></td>
<td></td>
<td>-0.557*</td>
<td>0.049</td>
</tr>
<tr>
<td>Tharaka North</td>
<td></td>
<td></td>
<td>-0.041*</td>
<td>0.050</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 26 shows the results of the analysis of the correlation of between parenting practices (PP) and Students High-Risk Health Behaviours (SHRHB) of students in public secondary schools in Tharaka Nithi Sub-Counties. The results are as follows:

There was a statistically significant relationship between PP and SHRHB in Tharaka South, Maara and Tharaka North sub-counties, where the Pearson correlation coefficients were 0.424, 0.557 and 0.041 respectively, with the P-values less than .05. All the coefficients (r) were a negative correlation, which means that an increase in PP practice in Tharaka South, Maara and Tharaka North sub-counties leads to significant decrease in SHRHB.

In Meru South however, the Pearson’s correlation coefficient (r) of the two variables i.e. PP and SHRHB was not significant at 5% level. This could be attributed by the fact that Meru South schools are sparsely distribution, poor infrastructure and insufficient teachers.
4.6 Analysis of the Hypotheses (Objectives)

To achieve the objectives of this study, the following null hypotheses were tested and the results of the analysis presented and interpreted in the Table 27 below;

4.6.1 There is no Statistically Significant Relationship between Parenting Practices and Psychosocial Wellbeing of Students In Public Secondary Schools in Tharaka Nithi County, Kenya.

In this section, the respondents were asked to indicate whether parenting practices has a relationship with students’ psychosocial well-being. Results are given in Table 27.

Table 30: The Test of Hypothesis One (H01)

<table>
<thead>
<tr>
<th>Area</th>
<th>Parental Practicing</th>
<th>SPW</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka Nithi County</td>
<td></td>
<td>.616</td>
<td></td>
<td>.023</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 27 above shows the results of the analysis of the first hypothesis after it was tested: H01 There is no statistically significant relationship between parenting practices and psychosocial wellbeing of students in public secondary schools in Tharaka Nithi County, Kenya. The results are as follows;

There was a statistically significant relationship between parenting practices and psychosocial wellbeing of students in public secondary schools in Tharaka Nithi County, Kenya where the Pearson correlation coefficients was 0.616 (strong positive correlation), with the P-value less than 0.05. The coefficient (r) was strong positive correlation, which means that an increase in parenting practices leads to significant increase in psychosocial wellbeing of students in public secondary schools in Tharaka Nithi County, Kenya. Therefore, the null hypothesis (H0), ‘There is no statistically significant relationship between parenting practices and psychosocial wellbeing of students in public secondary schools in Tharaka Nithi County, Kenya” was therefore rejected and alternative hypothesis (H1) accepted.

According to a study done by Clinton & Hattie, 2013, communication as a parental practice is where the parents normally engage or work in unison with the school and
teachers in the learning process of their children, and they accomplish their duties and responsibilities through ensuring that their children are granted the necessary help in the process of learning as much as they possibly can. It is not just all about parents trying to enquire about the performance of their children from schools but also in them taking a role in communicating with their children with the aim of having a healthy and prosperous relationship with them, so that the process of mentoring, encouraging, leading and inspiring may be as genuine as possible. If the parents are able to do that then communication as an aspect of good, parent practice will in turn influence the psychosocial well-being of their children.

Epstein et al. (2001) on the other hand posits that some schools have taken necessary action of communicating with the parents/guardians to ensure that they are brought to the schools early in the academic year, before students begin developing issues and problems, so that their first communication and interaction with them may be positive experience. School must utilize a variety of strategies for communicating with parents about their children’s progress, and school programs in general and decisions affecting their children. These include phone contact, parent-teacher conferences and report forms. Some schools sign contracts with parents in which expectations for teachers, students, and parents are clearly delineated. There reasons therefore if properly implemented by schools and parents would in general improve the psychosocial well-being of the students.

The present study confirms the above findings of Epstein et al. (2001) since it was found that parenting practices such as communication has significant relationship within psychosocial wellbeing of students and the relationship is that an increase in parenting practices leads to significant increase in psychosocial well-being of students.
4.6.2 There is no Statistically Significant Relationship between Parenting Practices and Students' Emotional Regulation in Public Secondary Schools in Tharaka Nithi County, Kenya

In this section, the respondents were asked to indicate whether parenting practices has a relationship with students’ emotional regulation. Results are given in Table 28.

Table 31: The Test of Hypothesis One (H₀₂)

<table>
<thead>
<tr>
<th>Area</th>
<th>Parental Practicing</th>
<th>Pearson Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka Nithi County</td>
<td></td>
<td>0.531</td>
<td>0.010</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 28 shows the results of the analysis of the second hypothesis after it was tested: H₀₂ There is no statistically significant relationship between parenting practices and students’ emotional regulation in public secondary schools in Tharaka Nithi County, Kenya. The results are as follows;

There was a statistically significant relationship between parenting practices and students’ emotional regulation in public secondary schools in Tharaka Nithi County, Kenya where the Pearson correlation coefficients was 0.531 (strong positive correlation), with the P-value less than 0.05. The coefficient (r) was strong positive correlation, which means that an increase in parenting practices leads to significant increase in students’ emotional regulation in public secondary schools in Tharaka Nithi County, Kenya. Therefore, the null hypothesis (H₀₅), ‘There is no statistically significant relationship between parenting practices and students’ emotional regulation in public secondary schools in Tharaka Nithi County, Kenya” was therefore rejected and alternative hypothesis (H₅) accepted.

There is a growing evidence that the involvement of parenting practices to assist their children in emotional regulation. There has been a number of researches carried out on school going children in various countries. Rogers, Ryan, Theule, Keating and Adams (2009) conducted a research to assess the perception level of school going children about their parents and its relation to the involvement by their parents in the emotional regulation, the personal qualities of the children and their academic achievement at
schools. They utilized an Ecological Model that encompassed Ecological theories (Bronfenbrenner, 1979). The ecological model denotes that the emotional regulation and achievement regarding the schools results of school going students is influenced by myriad of factors in a contextual hierarchy. 110 grade 5 student participated in the study out of whom 47 were boys and 63 were girls. The participants also consisted to 121 grade 6 students with 63 being boys and 58 being girls. These students were selected on random from a Canadian school. The results of this study suggested that there is inverse influence of the father’s academic pressure. Fathers were found to be less supportive in comparison to mothers. Mother’s continuous guidance and reinforcement resulted in the school going children proper emotional regulation as well as their academic competence. The study also suggested that parental behavior was different towards male and female children. Both parents were applying more pressure on their son for an academic achievement while in the case of their daughter they were more patient and supportive. It is therefore evident that if the parental practice of strict monitoring and pressure is applied to the children, they tend to have distorted emotional regulation as opposed to if they are granted guidance and reinforcement instead. The findings are quite in unison with the findings of the current study, which established that there was indeed significant relationship between parenting practices and emotional regulation. In fact, they have a strong relationship.
4.6.3 There is no Statistically Significant Relationship Between Parenting Practices and Academic Achievement of Students In Public Secondary Schools in Tharaka Nithi County, Kenya

In this section, the respondents were asked to indicate whether parenting practices has a relationship with students’ academic achievements. Results are given in Table 29.

Table 32: The test of Hypothesis One (H₃)

<table>
<thead>
<tr>
<th>Area</th>
<th>Parental Practicing</th>
<th>SAA Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka Nithi County</td>
<td></td>
<td>.508</td>
<td>.000</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 29 above shows the results of the analysis of the third hypothesis after it was tested: H₃ There is no statistically significant relationship between parenting practices and students’ academic achievements in public secondary schools in Tharaka Nithi County, Kenya. The results are as follows;

There was a statistically significant relationship between parenting practices and students’ academic achievements in public secondary schools in Tharaka Nithi County, Kenya where the Pearson correlation coefficients was 0.508 (strong positive correlation), with the P-value less than 0.05. The coefficient (r) was strong positive correlation, which means that an increase in parenting practices leads to significant increase in students’ academic achievements in public secondary schools in Tharaka Nithi County, Kenya. Therefore, the null hypothesis (Hₒ), ‘There is no statistically significant relationship between parenting practices and students’ academic achievements in public secondary schools in Tharaka Nithi County, Kenya’ was therefore rejected and alternative hypothesis (Hₐ) accepted.

There is a relationship between parent’s involvement in schools and academic performance. If parents are involved in their children's learning through becoming part and parcel of school boards, being profoundly concerned about their children's academic performance in schools, demonstrating dedication in their children's learning through going to parents meetings they are able to obtain a proper insights of the performance of their children. Parents can also be involved by means of follow-ups
with their children’s subject teachers so as to identify areas where the children are facing challenges (Clinton & Hattie, 2013) such that when the children fail, parents go to the extent of phone calling their teacher thereby thus, building and subsequently strengthening the teacher and parent relationship which would show their commitment towards their children’s learning. According to Hornby and Lafaele (2011) parental involvement is a crucial element in education and can also be obtained through home-based parental participation like listening to the child as they read, assisting them in completing their homework as well as school-based activities, which encompass attending parents meeting and education workshops. Parental involvement has been found to affect their children’s academic achievement on various levels. Henderson (1987) conducted did a literature review study based on the findings of 49 prior researches. The results from these studies suggested that parental involvement in their children’s academic activities not only improves their academic test performance but also their language skills and school behaviors.

Seeing parents involved in the education of their children is a very good because it improves their academic performance. Learners become more oriented in their schoolwork (Kwatubana & Makahalemele, 2015). This encourages learners not to give up at all, times when they fail to understand a particular topic and will not become truants because they know that their parents are always monitoring their school attendance (Lemmer, 2007). Learners whose parents have full involvement are always very aggressive to learn and are punctual from young age, they learn to be persistent as the parents would be incessantly enquiring about their progress and they would not like to disappoint them. Taking responsibility for their actions becomes a part and parcel of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014). Through this, parents can be able to make sure that their children succeed in school (Hornby & Lafaele, 2011). The findings above clearly outlines the parenting practices that would help improve students ‘academic performances. This means in a nutshell that there is a relationship between parenting practices and academic performances.

In another study done by Hafiz Muhammad Waqas Rafiq, Tehsin Fatima, Malik Muhammad Sohail, Muhammad Saleem and Muhammad Ali Khan titled: Parental
Involvement and Academic Achievement: A Study on Secondary School Students of Lahore, Pakistan,” it was found that there was significant association between the level of parental involvement in academic activities of their children and the level of academic achievement of children. The frequency distribution presented in cross table 7.1 demonstrated that of the respondents whose parents had high level of involvement in their academic activities, relatively their significant majority (40.2%) also had high level of academic achievement. Contrarily to the respondents whose parents were comparatively least involved in academic activities of their children, their majority (55.6%) also had lesser (in comparative terms) level of academic achievement.

Similarly, of the respondents whose parents were moderately involved in their academic activities, their relative majority (48.6%) also moderately performed academically. It led to conclude that higher and moderate level of parental involvement in their children’s academic activities correspondingly contributed in higher and moderate level of academic activities of their children respectively. Hence, the analysis of data and chi-square test upheld the research hypothesis that: More the parental involvement in their children’s academic activities, the higher the level of academic achievement of children.

In the present study, the statistical analysis of the data proved the suggested association between the two variables i.e. the level of parental involvement in their children’s academic activities and level of children’s academic achievement. The overall drift of the data also supported the relationship between the two variables and the research hypothesis was elevated. The findings of the study proved the viability of Epstein’s framework of six types of parental involvement in their children’s academic activities.

The findings thus are in agreement with the findings of the present study, which also established that there was indeed statistically significant relationship between parenting practices and academic achievement.
4.6.4 There is no Statistically Significant Relationship Between Parenting Practices and High-Risk Health Behaviors of Students in Public Secondary Schools in Tharaka Nithi County, Kenya

In this section, the respondents were asked to indicate whether parenting practices has a relationship with students’ high-risk health behaviours. Results are given in Table 30.

Table 3: The test of hypothesis one (H₄)

<table>
<thead>
<tr>
<th>Area</th>
<th>Parental Practicing</th>
<th>SHRHB</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka Nithi County</td>
<td></td>
<td>-0.666</td>
<td></td>
<td>0.001</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 30 above shows the results of the analysis of the fourth hypothesis after it was tested: H₄. There is no statistically significant relationship between parenting practices and students’ high-risk health behaviours in public secondary schools in Tharaka Nithi County, Kenya. The results are as follows:

There was a statistically significant relationship between parenting practices and students’ high-risk health behaviours in public secondary schools in Tharaka Nithi County, Kenya where the Pearson correlation coefficients was -0.666 (strong negative correlation), with the P-value less than 0.05. The coefficient (r) was strong positive correlation, which means that an increase in parenting practices leads to significant decrease in students’ high-risk health behaviours in public secondary schools in Tharaka Nithi County, Kenya. Therefore, the null hypothesis (H₀), ‘There is no statistically significant relationship between parenting practices and students’ students’ high-risk health behaviours in public secondary schools in Tharaka Nithi County, Kenya” was therefore rejected and alternative hypothesis (Hₐ) accepted.

Epstein, 2009 further denotes that schools must be in a position to aid families create home environments that support learning by creating awareness and civic education through provision of information about such issues as children’s health, high risk health behaviors, nutrition, adolescents’ needs, discipline, parenting approaches. At the same time, schools must always try to understand and embrace aspects of their students’ family life with what is actually taught in the class. In fact, students being taught about
high-risk high behaviors is very fundamental in ensuring that they do not deviate from the required norms of the society thereby resulting to high academic achievement as well. So parenting practices has significant influence on student’s high-risk health behavior that if they embrace parenting practices well, then the students are likely not to be exposed to high-risk health behaviors. This agrees with the findings of the current study, which also ascertained that there was significant relationship between the two variables, i.e. PP and SHRHB. The relationship was strong and the correlation was a negative correlation which means that an increase in parenting practices leads to significant decrease in students’ high-risk health behaviors.

4.7 Correlation of Parenting Practices with Behavior Outcomes in each Sub-County

In this section, the correlation of parenting practices and behaviour outcomes in each sub-county was conducted. Results are given in Table 31.

Table 34: The Correlation of Parenting Practices with Behaviour Outcomes in each Sub-County

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Parenting Practice</th>
<th>Behavior Outcomes</th>
<th>Pearson Correlation Coefficient Values</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru South</td>
<td></td>
<td></td>
<td>0.146</td>
<td>0.411</td>
</tr>
<tr>
<td>Tharaka South</td>
<td></td>
<td></td>
<td>0.579*</td>
<td>0.001</td>
</tr>
<tr>
<td>Maara</td>
<td></td>
<td></td>
<td>0.495*</td>
<td>0.026</td>
</tr>
<tr>
<td>Tharaka North</td>
<td></td>
<td></td>
<td>0.165*</td>
<td>0.035</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

Table 31 shows that there was a statistically significant relationship between parenting practices and behavior outcomes in Tharaka South, Maara and Tharaka North where the Pearson correlation coefficients were 0.579 (strong positive correlation), 0.495 (medium positive correlation) and 0.165 (weak positive correlation), with the P-values less than 0.05. The coefficients (r) were strong, medium and weak positive correlations, which mean that an increase in parenting practices, lead to increase of behavior outcomes in the three areas.

In Meru South, the Pearson’s correlation coefficient was 0.146 and the corresponding p-value was 0.411 which was less than 0.05. This meant that parenting practices (PP) and behavior outcomes (BO) was positively related to each other but weakly. The p-value was less than 0.05 meaning it was not significant at 5% level.
4.8 Overall Correlation of Parenting Practices and Behavior Outcomes in Tharaka Nithi County

In this section, the correlation of parenting practices and behaviour outcomes in Tharaka Nithi County (Overall Analysis) was conducted. Results are given in Table 32.

**Table 35: The Overall Correlation of Parenting Practices and Behaviour Outcomes in Tharaka Nithi County (A General Analysis)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Parenting Practices</th>
<th>Behavior Outcomes</th>
<th>Pearson Correlation Coefficient Value</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tharaka Nithi County</td>
<td></td>
<td></td>
<td>0.648*</td>
<td>0.000</td>
</tr>
</tbody>
</table>

* - Means significant at 5% level

In the general analysis, Table 32 shows that the Pearson’s Correlation Coefficient (r) of the two variables i.e. parenting practices (PP), behavior outcomes (BO) is 0.648, and a significant level of 0.000, which is less than 0.05. This means that there is a statistically significant relationship between parenting practices and behavior outcomes in Tharaka Nithi County. The coefficient (r) is a strong positive correlation, which means that as parenting practices was being practiced; behavior outcomes also increased significantly. Therefore, we reject the main null hypothesis H₀ (There is no statistically significant relationship between parenting practices and behavior outcomes among students in public secondary schools in Tharaka Nithi County, Kenya) and accepted alternative hypothesis (H₁) that there is statistically significant relationship between parenting practices and behavior outcomes among students in public secondary schools in Tharaka Nithi County.

4.9 Prediction of Dependent Variable Through Multiple Linear Regression

Tables 33, 34 and 35 show how multiple linear regression was calculated to predict (DV) BO public secondary schools in Tharaka Nithi County, Kenya based on (IV₁) parenting practices among student control (PPASCONT), (IV₂) parenting practices among student communication (PPASCOMM), (IV₃) parenting practices among student monitoring (PPASM), (IV₄) parenting practices among student approval (PPASA) and (IV₅) parenting practices among student warmth (PPASW). A significant regression equation was found F (5, 380) = 18.032, P<0.000) with an R² of 0.192. Participant predicted DV is equal to 2.923, 0.011, - 0.022, - 0.002, 0.008, 0.132. The
DV was predicted by (IV₁) parenting practices among student control (0.011), (IV₂) parenting practices among student communication (-0.022), (IV₃) parenting practices among student monitoring (0.002), (IV₄) parenting practices among student approval (0.008) and (IV₅) parenting practices among student warmth (0.132). However, only one variable was a significant predictor i.e. PPASW.

Table 36: Dependent Variable through Multiple Linear Regression

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.438a</td>
<td>.192</td>
<td>.181</td>
<td>.21960</td>
</tr>
</tbody>
</table>

Predictors: (Constant), PPASCONT, PPASCOMM, PPASW, PPASM, PPASA

b. Dependent Variable: BO

Table 37: ANOVA Table Showing whether there were Variations Among Group Means Within Each Objective

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>4.348</td>
<td>5</td>
<td>0.870</td>
<td>18.032</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>18.326</td>
<td>380</td>
<td>0.048</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22.673</td>
<td>385</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 38: Regression Analysis Equation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coefficients</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.923</td>
<td>0.10</td>
<td>17.241</td>
<td>0.000</td>
</tr>
<tr>
<td>PPASW</td>
<td>0.134</td>
<td>0.015</td>
<td>0.423</td>
<td>8.849</td>
</tr>
<tr>
<td>PPASA</td>
<td>0.008</td>
<td>0.030</td>
<td>0.016</td>
<td>0.252</td>
</tr>
<tr>
<td>PPASM</td>
<td>-0.002</td>
<td>0.035</td>
<td>-0.002</td>
<td>-0.043</td>
</tr>
<tr>
<td>PPASCOMM</td>
<td>-0.022</td>
<td>0.022</td>
<td>-0.070</td>
<td>-1.019</td>
</tr>
<tr>
<td>PPASCONT</td>
<td>0.011</td>
<td>0.012</td>
<td>0.043</td>
<td>0.927</td>
</tr>
</tbody>
</table>

The regression equation is \( Y_t = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + e^2 \)

Table 35 shows the regression analysis model which was then present in mathematical form as;

\[
BO = 2.923 + 0.011PPASCONT - 0.022PPASCOMM - 0.002PPASM + 0.008PPASA + 0.134PPASW
\]

The model depicts that variables PPASW was strongest in prediction since the p-value was less than 0.05 hence statistically significant. However, variables PPASCONT,
PPASA, PPASCOMM and PPASM were the weakest in prediction as shown by greater p-values than 0.05, hence statistically insignificant.

4.10 Qualitative Analysis of Interviews through Thematic Analysis
The study also analyzed information on class teachers. Analysis on the gender of the class teachers was represented in Table 36.

4.10.1 Control
Respondents were asked to respond to questions on the thematic topic of Parental control. The responses captured the perspectives, practices and explanations across the six sub themes of Parental control and student’s psychological wellbeing, Parental control and student’s emotional regulation, parental control and student’s academic achievement, parental control and student’s high-risk behaviors. The subthemes are presented below:

Parental Control and Student’s Psychosocial well-being
Most of the respondents in the interviews asserted the relationship and importance of parental control towards the psychological well-being of the students (children). However, they were quick to point out that at this age the parents should be cautious in exercising their control to give the students the opportunity to explore decisions and options for themselves. The teachers emphasized on the need to let the students have room to make their own decisions insisting that this allows them to develop self-esteem, confidence and sense of self initiative. The statements below illustrate this:

At this adolescent stage, you have to be firm but also flexible. They need to know the rules and consequences but with the room to make their own decisions. I avoid making all the decisions for them; I let them make some decisions. It gives them a sense of responsibility.

[R6_Male_TS_PT_FGD]
It is important to note that if you over control your child it will do more harm than good. Generally, control helps in making sure that your children are doing the right thing but it is advisable you also let them decide some things on their own. When you exercise control sparingly, the children realize the importance of being self-reliant and being confident about the decisions they make, which to me is a good thing.

[R3_Female_TS_PT_FGD]

If you want your child to be disciplined you have to exercise control. If you want your child to be confident, you should also exercise control. If you show them what is right through control and advice I assure you they will be better. Tell them to go after their dreams, and pursue their dreams passionately, but, they first have to pursue dreams that are right. We want to have kids who will be leaders of integrity in future to solve the corruption issues in this country. It all starts with parenting and nurturing.

[T5_Male_TS_TC_KII]

These views are consistent with the views brought out by Gitonga (2012), who pointed out that consistent discipline is associated with positive adolescent adjustment. Parents are expected to be firm and consistent in establishing and enforcing rules, developmentally appropriate expectations, limits and guidelines while also being warm and democratic (Santrock, 2004).

**Parental Control and Student's Emotional Regulation**

Most of the parents pointed out the link between parental control and emotional regulation of their children as being directly proportionate. They said failure to control your children results in indiscipline and develop behaviors such as disregard for set rules and the expectation that whatever they do is right and allowed. The teachers also emphasized on firm control parenting. They asserted that adolescents when left to make decision without the parents complete involvement and control behaviors results into lack of self-control, social incompetence, inability to handle independence and immaturity on the part of the students. Some of the teachers also pointed out the link between the emotional regulation behaviors observed in the child and those exhibited by the parent – emotionally unstable children pick the traits from their parents.

The statements below illustrates this:
All this hurts down to parents. What parents teach their children as right, what parents show their children when faced with same circumstances is so important. If the parent gets irritated and batters the mum, the children will mirror this. You know why? (Pause) It is because this is an accepted behavior at home- to lose control of your anger.

[T3_Female_MS_TC_KII]

..........how we package our approach is what matters. We have also received a lot of support from some of our parents who constantly give their input whenever need be. Your children need to realize that there are acceptable ways of expressing frustrations, disappointments, happiness, anger or any other passionate feelings. It is advisable that the children can cry or lock themselves in a room when dealing with anger or frustrations but not break the glasses, or torch the house or hit his/her other siblings. You have to exercise control. However, you must be understanding when they face such feelings and maybe give them space to process them and not just be there directing her or him on what to do.

[T2_Male_MS_TC_KII]

In schools, we use counseling but we also use punishments. The parents being the primary caregivers have the first opportunity of molding the child. I have noticed that these children imitate most of these behaviors from their parents or guardians.

Last year we had a new student in form three from Nairobi. The mother brought her. It happened that he had been expelled from 2 schools because of anger issues. I told the deputy principal to admit him and I will do the rest. He is now one of our top candidates sitting for their examinations this year. We used constant counseling and punishment. I also double up as the head of counseling in the school. The counseling sessions cover ways in which a student with high can be helped.
It happened that the father used to batter his mum while they watch which resulted to divorce. If I did not express interest in giving him a chance, the principal would have probably not admitted him. However, I believe in the process of control, monitoring and guidance that I can offer. We take them through a process that will eventually make them understand how their behaviors and attitude towards others affect people negatively, by conforming to our idea, they eventually adapt to new ways of doing things.

[T2_Female_TS_TC_KII]

These views are consistent with the views by Baumrind (2005), who found that youths raised in an authoritative parenting style environment were more competent and capable of adjusting. Santrock (2004), also posits that children, especially adolescents develop behaviors such as a disregard for rules if not properly controlled and this might further lead to a lack of respect and an inability to control personal behaviors; making them to be “domineering, egocentric, non-compliant, and have difficulties in peer relation”. The results concur with those of Spera (2005) who found that appropriate levels of behavior control guide and regulate children’s behavior by providing clear, consistent parental expectations and the structure to facilitate competent and responsible behavior. The results were also similar to those of Brown (2003) who identified that Children’s temperaments and parental behavior interact and influence each other. Posse and Malgosa (2002) noted that harsh or physical discipline, yelling or scolding, expressing disappointment, and shaming, all of which are hallmarks of authoritarian parenting, have detrimental effects on child adjustment in cultures around the world. However, the findings of Gardner (1989) on inconsistent parenting imply that even though parental behavior is influenced by child behavior, parents’ actions contribute distinctively to a child’s later behavior.

**Parental Control and Student’s Academic achievement**

It is evident from the respondents that were interviewed that there is a link between parental control and academic achievement of their children. They said control helps cement rules and expectations that the children strive to meet thus going out of their way to make great achievements. The teachers also emphasized on firm control from the side of the school administration, clearly stating the importance of reward systems to help the children achieve higher.
The statements below illustrates this:

Inadequate Parental control in childhood could result in under achievement. It is the duty of the parents as well as the teachers to ensure the children are directed towards focused academic achievement and mental resilience

[T2_Male_TN_TC_KII]

When I was a pupil, we had a piece of wood called disk. If you talked in mother tongue, failed in exam, had bad handwriting or any other indiscipline issues you would most probably get it. This meant that if you meet any teacher and there are litters in the compound he would instruct you to go pick or he or she would give you any other punishment. At the end of the day, you will be punished with so many teachers to do so much work that you would not dare make same mistakes knowingly. Taking it from this example, without control and reinforcement of rules academic achievement would not be at par with the abilities of the child.

[T6_Male_M_TC_KII]

I have a daughter who studies in the mixed secondary school around. There are rules that she knows I cannot compromise, unless she is sick. For instance, she cannot watch television unless she has completed doing the homework.

I also ensure that she takes good care of the books I buy her. Books are so expensive yet I try all my best to ensure that she has all exercise books, textbooks and revision books. I only demand from her complete attention when handling the books. I also provide her uniform that I expect should be durable.

It is good to do my level best to ensure that my child has the necessary materials and support to study. I do not have the money to take her to a boarding school but that is what I would prefer so that they are in complete and supervised monitoring by the teachers. Therefore, I do agree that children should be controlled to achieve highly and follow rules especially in academics.

[T6_Female_TN_PT_KII]
Ginsburg and Bronstein (1993) discovered the authoritative parenting style was correlated to children’s levels of intrinsic motivation for learning and academic achievement. These results therefore are consistent with the assertions of Ginsburg and Bronstein.

Parental Control and Student’s high-risk behaviors

According to the teachers interviewed, there is a clear link between parental control and student’s high-risk behaviors. Failure to be firm to the children results in indiscipline and rebellious behaviors. The parents agreed that they are required to regulate behaviors of their children and that this is better controlled through explanation rather than enforcing physical or stern punishment. However, some parents favored stern punishment of children saying that it works well. They emphasized on showing care for their children and constant determination to know their whereabouts, what they are doing and the events happening in their lives. The statement below illustrates this:

As a parent it is my responsibility to know what my child is doing, where he is, and what is happening in his life. I have a daughter whom I care about so much. I call the school every weekend to ask about how she is doing, what she needs, how she performs. When she is at home she has to tell me when she leaves the house, where she is going, and whom she is going with. I also remind her that discipline is the key to success. I have so far managed to regulate her behaviors by explaining to her what is expected of her. I have never caned her but she understands she has to conform. If I do not do these things, she might decide to join the cliques that drink, smoke or go partying and that is the beginning of destruction.

[R4_Female_TN_PT_FGD]

At the school level, we have managed to control against high risk behaviors. Alcohol and other related drugs are prohibited in our school. Learners have been taken through a process that prohibits drug usage and distribution right from the first day in school as a form one. Our security personnel also ensure no learner comes in our school carrying the same. We have framework on how to deal with cases of drug abuse and alcoholism. We have teachers who are qualified counselors who take our students through dangers of using drugs and alcohol. We have made tremendous efforts in ensuring hard drugs and alcohol do not find space in our school. The school has also installed CCTV cameras allover to monitor movement of learners within the school.
compound these are the controls we have put to curb such high-risk behaviors such as drugs.

As the class teacher, I am also in touch with almost all the parents of the students in my class. In this school, we have a unique teacher parent meeting at the beginning of each term where we discuss about the learner. Parents also report to us on the behavior of the child during long holidays. This control ensures that we are able to arrest an issue as early as possible through concerted efforts.

[T6_Female_TN_PT_KII]

........It is simple, you want a disciplined child, especially a daughter, control her. Talking from experience, I was so unavailable, too pre-occupied doing business that I failed to realize I am leaving my daughter with too much freedom. One day my neighbor called me that my daughter is holding a party at my house again. I did not even know she held a party before. I was so furious I travelled from Embu immediately only to find my daughter drunk in a group of six other teenagers. Including boys.... From that day henceforth, I control and monitor my daughter when in school or when at home. It is a lesson I live to remember. I am just glad I realized when it is not too late.

[R1_Female_TN_PT_FGD]

These views are consistent with the views by Baumrind (2005), who found that authoritative control has positive effects on child behavior, while authoritarian control has negative effects on the child. Children are likely to indulge in high risk behaviors if not adequately controlled. The results also concur with those of Brown (2003) who emphasized the importance of parental monitoring and control in preventing the child from developing affiliations with deviant peers. Bayer and Segala (1992) also found that adverse parenting practices could affect a child’s resilience gained from an initial secure attachment, eliminating their ability to regulate their emotions effectively. Parenting may teach children that relational manipulation is an appropriate method of meeting their needs because guilt and threatening of love withdrawal are used as parental discipline tactics. The results also identified that Parenting may teach children that relational manipulation is an appropriate method of meeting their needs because guilt and threatening of love withdrawal are used as parental discipline tactics. Sailor
(2004) also found that Children raised in this type of family system are often found to be selfish, impulsive, and aggressive in relationships, due to not learning how to compromise or how their actions affect others.

4.10.2 Warmth
Respondents were asked to respond to questions on the thematic topic of Parental warmth. The responses captured the perspectives, practices and explanations across the four sub themes of Parental warmth and student’s psychological wellbeing, Parental warmth and student’s emotional regulation, parental warmth and student’s academic achievement, parental warmth and student’s high-risk behaviors. The subthemes are presented below:

**Parental warmth and Student’s Psychological well-being**

It was well reiterated that providing children with a warm and nurturing relationship is beneficial and important for their psychological wellbeing as well as overall wellbeing. The responses suggest that a loving and caring relationship may also prevent the rise of negative psychological tendencies such as low self-esteem, low confidence, and even their mental health.

*Generally, what I would say is that parental warmth influences the behaviors of the children. Students are supposed to be molded to a point where they are able to face life. Some of the molding involves guiding them and attending to issues that affect their psychological needs. Attending to these needs may require for instance speaking warmly to your kids, telling them the difference between good and bad, understanding them, sharing play time with them and many more; without which I confidently believe there would be a big gap.*

[T1_Female_M_TC_KII]

*It is obvious that showing love to your children has benefits and good results, and this can be done well by show of warmth. Even in school, we teachers are advised to handle students with warmth. The impact that a correction of a mistake is done with warmth surpasses that done with harshness. This makes them not lose their wish to explore or venture whilst being confident at it.*
Secondly, some of the issues these students face are because of so many things in play. As a teacher of a girls’ school I encounter cases where the girl just feels left out in a world where no one is ready listens to support, she loses her self-esteem completely. You might find some do not have sanitary towels, some were sexually assaulted at home, and some were physically abused. In addition, they cannot open up to you if you are not warm.

There was a girl who was being assaulted by the stepfather and the mother was too unapproachable. When she told me, I had to call the mother and tell her what happened. The mother cried in pain. She would have noticed sooner if she had a warm relationship with the daughter right from the start. A warm relationship thus affects the self-esteem and ability to forge relationships among the teenagers.

[T2_Female_TS_TC_KII]

Yes, parental warmth determines or affects students’ psychosocial well-being. The more warm and involved a parent is, the more well the child will be psychosocially.

[R1_Female_TN_PT_FGD]

These views are consistent with the views posited by Doyle and Mickiewicz’s (2005) who that there is a clear link between parental warmth and psychological wellbeing of the children. They further explained that parental warmth was found to foretell an increase in adolescents’ self-esteem and confidence while also foreshadowing a decrease in adolescents’ ability to externalize problems. The results were similar to those of Baumrind (1999) who established that children raised by parents who are consistently responsive tend to have better intellectual and mental health outcomes. Also, Agulana (2000) pointed out that the family lays the intellectual, psychological, moral and spiritual foundation in the overall development of the child. Structurally, family/homes are either broken or intact. A broken home in this context is one that is not structurally intact as a result of divorce, separation, death of one of parent and illegitimacy. Fraser (2004) found out that psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation.
Parental warmth and Student’s Emotional Regulation

Generally, the responses provided proof that there is a link between parental warmth and emotional regulation. The parents said some negative emotions of children are learnt because of harsh and bad parenting. The teachers who directed most of the blame to fathers who are absent or cold towards their children, which affects the temperaments, and self-control of the children also shared these statements. They reiterated the a clear link between bad parenting practices and children’s emotional deregulation which in the long run leads to social problems. This is well illustrated by the statement below:

*Parental warmth directly impacts on emotional regulation of the children. As far as I am concerned, keeping their emotions in check is the first step to gaining control of any situation no matter how hard. We work inseparably with the parents in ensuring that the students exercise emotional regulation and control. We have a very active guidance and counseling department— we even extend our counseling to the parents by advising them on how to handle children in a loving and warm way. The guardians have been supportive and I am happy to say most of our parents are warm and friendly. Children love when guardians are friendly. In turn, they learn how to be friendly, how to be patient, how to respond to different circumstances because of the example they get from their parents.*

[T5_Male_TS_TC_KII]

*Parents have to be warm to their kids to achieve high levels of emotional regulation and discipline. Parents who are not warm should know that they are nurturing very unfeeling children, children who will not care about what others feel as well. Being warm according to me is the single most important aspect of parental practices that directs the emotional regulation of the child. The teachers as well should show warmth and love to our children.*

[R2_Male_TN_PT_FGD]

These views are consistent with the views posited by Morris et al. (2007), who asserted that emotion regulation among children is socialized through processes such as parental
practices. Parents impact on children’s self-control skills and shape children’s emotion regulation through parental warmth (Chang, Schwartz, Dodge, & Mcbridge, 2003). Parental affection, warmth, and love is related with low levels of externalizing behavioral problems and children’s effortful control which in turn results in emotion regulation and positive attachment (Contreras, Kerns, Weimer, Gentzler, & Tomich, 2000; Eisenberg et al., 2005).

**Parental warmth and Student’s Academic achievement**

According to the interviews, there is an association between parental warmth and academic achievement. The teachers said that parental warmth significantly affects the academic ability of the children, but not as strongly as parental control or monitoring. The following statement was said by one of the respondents:

* A good relationship between a father and the children, or a mother and the children ultimately impacts on their academic achievement. Responsive relationships are characterized by understanding and love and this goes a long way in motivating the children. Simple gestures such as just asking how they are doing and encouraging them has worked for me in immeasurable ways.

[R5_Female_M_PT_FGD]

*I want to say something in addition to what my fellow parent has said. The warmth extends beyond the parent child relationship to the home environment generally. Children should come to a peaceful home after school. They should be given time do assignment, assisted by the parents warmly and even advised by the parents concerning their education. Children are encouraged to work even harder when the parent is warm and supportive. They feel you have a great interest in what they are doing and would want to make you proud. So, it is important in ensuring excellent academic achievement (parental warmth).*

[R3_Female_TS_PT_FGD]
I call the school where my son studies every weekend for about ten minutes. I am doing this because this was not done to me when I was in school, yet I just wished I could talk to my parents occasionally or they would just ask how I was doing. It goes a long way to know your father or mother cares to ask how you are doing or physically visit you. Life is a journey, and choosing to live it with warmth and love is always the right way.

[R6_Female_TN_PT_FGD]

Parent warmth has long been considered a crucial influence on children’s academic performance and development (Barnard & Kelly, 1990). Children's higher academic performance and general school achievement, higher attendance rates, dropout rates, and increased school completion rates are enhanced by strong parental warmth and involvement (Ziegler, 1987). A number of studies have reported that responsive and warm parent child relationship enhances self-esteem, social acceptability, and academic achievement in children (Estrada, Arsenio, Hess & Holloway, 1987; Bradley, Caldwell & Rock, 1988). These views are thus consistent with the aforementioned studies.

**Parental warmth and Student’s high-risk behaviors**

Generally, the interviewed respondents agreed that there is a link between parental warmth and high-risk behaviors exhibited by the students. Students who are loved and cared for develop a friendly and open relationship with their parents which impacts on their social behaviors. Those students who are neglected and uncared for become bullies, detached or addicts because they do not feel appreciated and loved. The following statement illustrates this:

As both a teacher and a parent, I recognize the influence warmth and responsiveness has on children’s behaviors would tell you with certainty that most of the children I have seen with weird behaviors such as bullying others, getting into fights, smoking bhang and the likes, are either neglected by the parents or uncontrolled. These parents need to be coached and advised on how to handle their kids.

The other day I was passing a homestead on my way home. I heard a woman yell from one of the homesteads. I saw a young girl near their gate sobbing. Turned out, she asked the mother for 50 KES to go buy body lotion. Unexpectedly, instead of her mother responding in a warm way, whether in support or against, she started yelling at the girl. Most parents need to be told how to handle children, especially female children.

[R4_Female_TS_PT_FGD]
Children who grow in homes that lack parental warmth, responsiveness and support are more likely to be delinquent whereas the ones who grow in a supportive and warm family environment are likely to be disciplined (Smith and Stern, 1977). The results relate to those of Ngwiri (2008) where in his research on Powerful Parenting argues that families who argue, fight and treat each other badly and parents who degrade and physically punish their children have increased risk for drugs and alcohol abuse. In addition, the results are similar to those of Rudolph (2002) in which there is an association between quality of parent-child relationships and high-risk health behaviors, such as smoking, illicit drug use, alcohol use and sexually risky behaviors. For example, several large-scale pediatric surveys have shown that parents who smoke are more likely to have children who smoke. In addition to that, Ample evidence also now exists that use of alcohol and other substances runs in families and it is widely accepted that parenting is associated with substance use, perhaps through parents modelling inappropriate drug-using behavior (Steinglass, 1981) or creating a psychological environment in which children become more susceptible to substance use. In addition, Schwebel (2004) found a strong and significant association between positive parenting and fewer injuries requiring medical attention, and Bijur (1991) reported that parent-child conflict was associated with injury in adolescents.

4.10.3 Approval

Respondents were asked to respond to questions on the thematic topic of Parental approval. The responses captured the perspectives, practices and explanations across the four subthemes of Parental approval and student’s psychological wellbeing, Parental approval and student’s emotional regulation, parental approval and student’s academic achievement, parental approval and student’s high-risk behaviors. The subthemes are presented below:

**Parental approval and Student’s Psychological well-being**

Parental approval was generally viewed as a crucial part of the psychological wellbeing of the child. Most parents reiterated the importance of appreciating, approving and acknowledging the efforts their children put in the wins and losses they encounter in life as a preparation of their future lives. Positive approval was associated with impressive psychological wellbeing of the children and consequential successes. They
said it is unrewarding and discouraging to the children when they do not get parental approval. Some of the respondents said the following statements:

*I think the rise in depression and cases where youths stab their lovers is because of the lack of parental approval. Imagine doing your best but your parents still do not appreciate you but instead tell you how you are a complete nuisance. With time this builds up to levels the child fails to battle with.*

[T5_Male_TN_TC_KII]

*According to me, this aspect of parental practice goes one on one with parental warmth. Parental approval is important in reinforcing behavior. When your child does a great accomplishment you appreciate, when they do something wrong you show disapproval. They thus identify what behavior practices win them favor from parents and which result into disapproval. Approval raises the self-esteem of the child when they are right, this encourages them so much.*

[T6_Female_TN_TC_KII]

*Let me speak as a parent. I think parents need to do a lot to boost self-esteem of their children. While at home, be the best friend of your son or daughter. Remind them how powerful and worth they are to you. Compliment them more often and never yell or insult them when they do wrong. Remember mistakes are for human beings.*

*In my house, I use enticements and rewards to appreciate what my daughters and sons do. I urge them to invest in their well-being, exercise and engage in extracurricular activities that are geared towards bringing interactions with other children. I also tell them to keep off bad company at all cost.*

[T3_Female_M_TC_KII]

*I am glad I am learning a lot from this discussion. I also think parental approval is important for the psychosocial wellbeing of the child. We were raised in eras where parents would keep quiet when you do the right thing but come at you guns blazing when you do a wrong thing. Those days are long gone I suppose. It is now important to notice and appreciate your child frequently. When they are right you celebrate with them, when wrong you tell them they are wrong. I think if these are done well then the*
children will also internalize only the behavior that attracts positive approval.

Parental approval and Student’s Emotional Regulation

Most of the respondents indicated that parental approval is linked to emotional regulation. They mentioned the importance of parental approval in cementing expected emotional regulation. They emphasized on the importance of warmth in communicating approval so that the children embrace the rules rightly. Some of the respondents said the following statements:

If I do not respect my child, he will probably not respect me back. If I do not approve the efforts he makes in regulating his emotions, he might fail to see the importance of such a practice. And simple words like ‘thank you’, ‘good’ or ‘congratulations’ go a long way in expressing approval.

Rebellion in adolescents is a commonplace issue, especially in students. It is a customary bit of a child’s improvement and can be imparted in practices, for instance, contending or disregarding gatekeepers, educators, and distinctive adults. Among school-age adolescents, insubordination will progressively and plausibly show up as fighting with you or not achieving something you asked (or doing it amazingly, slowly). This is a time you cannot afford not clearly showing the things you approve or not approve.

Show them that you only approve of their regulation of emotions and that will be a great way of helping them deal with such situations in futures. Failure to do that leaves room for undirected self-governance that might work negatively when faced with such situations in the future.

Parental approval and Student’s Academic achievement

The respondents, especially the teachers reiterated the direct link between parental approval and academic achievement. They mostly emphasized on the importance of recognition and approval of efforts the students put towards their academics. Most parents expressed awareness of the contribution parental approval impacts on children’s
academics. They interviewees said parental approval helps in communicating expectations and encouraging splendid academic performance. The following statement was said by one of the respondents:

*The other day my child scored a C- in his end term exam. I celebrated this achievement by buying him a suit. He was not among the top of his class, but I recognize the importance of celebrating win and showing approval to the child. It is so discouraging to chase after parental approval and not get it; which is what these children do every other day- they try to please their parents and society. It is only fair to show that you as a parent appreciate and understand.*

[R1_Female_M_PT_FGD]

*I regularly show approval and support to my children which I think impacts on their studies. Parental approval shows that you are interested in your child’s progress, which encourages them and puts them on toes. I prioritize any engagement that relates to my children’s academics and they know that. I attend the meetings at school regularly, I reward their teachers regularly, and I call their class teachers regularly and buy them gifts when they make slight improvements in every term. I also buy them all the books they will need. I do all these so that they can see I prioritize and approve of any positive thing academically. And trust me, this has helped- They are among the top in their classes in the various schools that they study in.*

[R1_Male_TS_PT_FGD]

*In addition, I am glad the school is so supportive. The meetings they organize in schools are very important. The teachers are ready to help talk to our children on how to improve on various subjects. In this regard, students feel at home and they gather courage and confidence to always strive to improve in their studies.*

[R1_Male_TS_PT_FGD]

*I am glad we were trained by a certain NGO two years ago on the things that we have discussed. The training was organized after the pervasive torching of secondary school dormitories that was seen all over the country. The training touched on the importance of approval and warm communication. Since then I went and implemented the teachings. The relationship with my children improved, their performance improved, they can now face me with their personal issues and be sure that I will listen. I guess what I am trying to say is that, parents need to be exposed to such short trainings on*
communication, building relationships and connections between parent and child. I am sure if parents’ are trained or made aware of the various ways of handling issues, more benefits can arise.

[R1_Female_M_PT_FGD]

**Parental approval and Student’s high-risk behaviors**

Parental approval was generally viewed to have a link to student’s high-risk behaviors especially at the adolescence stage. Consistent approval was associated with great discipline and delayed onset of the sexual high-risk indulgence among the students. The following statement was said by one of the respondents:

*There are so many challenges that face a good number of students here. As adults, we might ignore the pressures the students go through because we are so pre-occupied with our own struggles such as putting food on the table or other struggles in life. Even though, we fail to realize that the pressures these young ones are facing because we feel they are nothing compared to the stresses we are dealing with, these young ones are not mature enough to handle these stresses by themselves. Parental approval impacts on how they perceive their inward worth and cherish themselves. Once this is achieved, the confidence and self-esteem flows. They become motivated and always assured that someone has their back or will be proud of them if they make even small wins. This is the basic foundation in achieving positive interpersonal relations and healthy psychological state. This is also how the students gain the ability to regulate their emotions and improve on their academic performance.*

*In this way, with diligent work and constant parental involvement, with love and approval, pointless contemplations and convictions to engage in high risk behaviors can be melted away. How I wish parents would show more approval and appreciation, be supportive and be more committed, children and specifically students could achieve so much. An environment that encourages them rather than ignores them is crucial for positive upbringing.*

[T2_Male_TS_TC_KII]

**4.10.4 Monitoring**

Respondents were asked to respond to questions on the thematic topic of Parental monitoring. The responses captured the perspectives, practices and explanations across
the four subthemes of Parental monitoring and student’s psychological wellbeing, Parental monitoring and student’s emotional regulation, parental monitoring and student’s academic achievement, parental monitoring and student’s high-risk behaviors. The subthemes are presented below:

**Parental monitoring and Student’s Psychological well-being**

The interviewed respondents generally opined that there is a link between parental monitoring and psychological wellbeing of their students. Monitoring ensures expected the children adhere to behavior and rules. The students have to be constantly monitored at home and in school to keep them from harm. Some of the respondents however doubted the existence of the link between parental monitoring and psychological wellbeing of the children – they said unless monitoring is tied to control, there is no much impact it puts on psychological wellbeing as compared to warmth and communication. The following statements illustrates this:

*You have to constantly make sure that your child is doing the right thing. To some extent, monitoring helps, but I would like to think my warmth and approval goes a long way in ensuring he is confident.*

[R2_Male_TN_PT_FGD]

Students especially adolescents are experiencing so many changes that at times may make them have low self-esteem. Some break their voices at this age, some experience their first periods, some start growing tiny beards. At times, this period is so overwhelming to these young teenagers and it would be of advantage to have an adult see the cry for help in their eyes and actions and step in to help without them asking. This can only happen if you were monitoring them. Parental monitoring allows you to detect things bothering your child and assist before it is too late. Parental monitoring will allow you to detect periods when your child exhibits low self-esteem giving you the opportunity to solve to make him or her get back to her normal state.

[R1_Female_M_PT_FGD]

*We do monitoring of the students using various ways. We monitor them physically, we monitor their participation in class, we assess their books, etc. The parents are also required to monitor them at home, know their friends, know their movement, and know*
their hobbies and passions. You can easily detect an issue with your child if you continuously monitor them.

[D2_Male_TS_TC_KII]

Dishion and McMahon (1998) advise that inadequate parental monitoring directly impact on children’s safety, childhood development, and antisocial behavior which may have a negative influence on self-esteem, confidence and general psychological wellbeing.

Parental monitoring and Student’s Emotional Regulation

The findings from the interviews illustrated a link between parental monitoring and the students’ emotional regulation. Monitoring allows for earlier detection of misbehavior and emotional deregulation. The following statement illustrates this:

We serve as the second parents to these learners. We teach them the importance of patience, control of emotions such as anger or unnecessary excitement. However, you have to monitor them so that you can detect who amongst them needs assistance before they mess up. Parents as well have to monitor the kids at home; this allows quick response to depression, withdrawal, unhappiness and emotional call for help.

As teachers, we commonly guide learners with high temperaments. We teach them how to control their irritations by performing some simple actions such as breathing. Nevertheless, detection of such requires monitoring.

[T3_Female_TN_TC_KII]

Being a class teacher of a girls’ school this is a key strategy we use. Girls’ are taught to regulate their emotions especially since they are more affected by mood swings. Girls also show what affects them emotionally easily compared to boys. If you monitor them closely you might realize some indications of gloominess when they are facing some challenges or when they are facing some emotional issues. If you realize that, you can take steps as a parent or teacher, which in some cases might need counseling, and in some, just some guidance.

[T4_Female_TS_TC_KII]

In addition to their role in the development of children’s’ emotional regulation, parents are thought to play a major role in adolescent risk engagement and response to issues
through the parenting styles and practices they employ. Moreover, parental monitoring has been found to be the influential and most consistent parenting practice that impacts on adolescents’ sexual risk taking (De Vore and Ginsburg, 2005). Findings in this study are therefore consistent with these aforementioned scholarly works.

**Parental monitoring Student’s Academic achievement**

The interviewees confirmed the link between parental monitoring and the students’ academic performance. They said parental monitoring in the children’s school-based activities, assignments, tuition and other indirect monitoring of children’s behaviors leads to improved academic performance. The following statement illustrates this:

*As the class teacher, I am tasked with monitoring the children in my class. The parents have the responsibility of monitoring the learners at home. We also assess and monitor how well an individual student adapts new ideas taught in class and how well she holds aptitudes and ideas recently learned. A teacher can likewise assess how well the present encouraging strategies, practices perform in on students, and what changes can be made to improve learning.*

*When you monitor and constantly reward the students expected targets can be realized in the end. Concerted effort from both parents and teachers towards the learners’ academic performance has ensured the good performance is constant.*

[T1_Male_M_TC_KII]

Parental monitoring helps in academic achievement of the students in a great way. After getting the results from the portal system we visit the school or call the school when we need clarification. We then talk to the children to show approval or disapproval of the achieved grades. Since we started getting the results directly through the portal or mobile phone, understanding the progress of the child has been easy. Exams are done on monthly basis and results are usually out after one month.

*I also monitor their homework and class work by checking their books. I am the son of a teacher, I am just doing what was done to me to make me get to this heights. My father would monitor our work every night. We would do a one-hour study time every day. I use the same strategy with my children. I even help them help them do mathematics calculations that they are having trouble doing. I also do follow up if the teacher*
marked their books. I also inspect their backpacks and bags when the schools are re-opening to make sure they do not carry any contraband. I always emphasize on the importance of schoolwork and this has been a song in my family.

[R2_Male_M_PT_FGD]

I usually go to school in person and request to see how the boy progresses. Together with the teacher, we always have a talk with him emphasizing on the areas that need improvement and those he needs to keep up. I have since developed a close relationship with the teachers and the administration.

I also asked him to introduce me to his friends and in turn, I have to know their parents. It is easier to monitor him and monitor his friends that way. I am also part of PTA, so I maintain contact with the teachers, and parents. I have established open communication with the teacher who teaches my children. Through this we communicate more often and as a result, I get first hand info about their performance.

[R1_Female_M_PT_FGD]

Research findings have also shown that a continued effort of involvement especially by parental monitoring throughout the child’s education can enhance academic achievement (Driessen, Smit & Sleegers, 2005; Hong & Ho, 2005). Generally, parental monitoring is associated with children’s higher achievements in class-work, in enrolment, academic persistence, better behavior, better adaptation, better attendance, low dropout rates and better social skills (Henderson & Mapp, 2002).

**Parental monitoring and Student’s high-risk behaviors**

According to the interviews, there is an association between parental monitoring and students’ high-risk behaviors. The findings from the interviews illustrated that parental monitoring helps guard the students’ against indulging in high risk behaviors. Monitoring allows for earlier detection of misbehavior and externalization of problems and where thence one responds appropriately. The following statement illustrates this:

*These students need monitoring. If you do not monitor them, even the innocent ones are influenced into bad behaviors* 

[T1_Male_MS_TC_KII]
My child is in form 3. She is 16 years old. This is the age where you have to monitor them (children) keenly. Suppose you fail to put them on close supervision they might join gangs, engage in illicit sexual behaviors and even start doing drugs.

[R3_Female_M_PT_FGD]

My kids have to tell me where they are going even if it is for a short period. They also have to tell me the people they will be with. More specifically, my daughter is under strict supervision. I believe I am doing this for her good. I want her to channel all her energy into studies and get good grades. After joining the university, she can make choices without my direct approval, but for now, I must monitor her.

[R1_Female_M_PT_FGD]

There is a link between parental monitoring and students’ high-risk behaviors. The more you keep close monitoring of your kids the more they will desist from engaging in high risk behaviors. It is so sad what we nowadays see on the newspaper that students were found in a house party having orgies and doing drugs. If we step up on our monitoring, these kids will conform. In our school, we monitor their behavior, their movement, their academic work and even their cleanliness. We also monitor their participation in class and in extracurricular activities. We have a rule that all the students must participate in both curricular and extra-curricular activities led by a patron who is a teacher. We thus monitor them in these activities and encourage them to engage more. Thus, they lack idle time to pursue or engage in high risk behaviors. It is therefore my take that parents and teachers should monitor their children adequately to keep them on check.

[T1_Male_M_TS_KII]

These assertions are consistent with what Li, Feigelman, & Stanton (2000) succinctly opined, that increased parental monitoring allow for less unsupervised and uncontrolled time with peers and high risk company, thereby decreasing the opportunity for adolescents to engage in those risky behaviors such as fights, sex and substance use (Li et al, 2000). Fareo (2012) also posits that one of the main causes’ of substance abuse among adolescents is lack of parental supervision. Several studies have also proved that greater parental monitoring is associated with a delay in the onset of sexual activity and
a lower chance of teen pregnancy during adolescence (Li X, Stanton B, Feigelman, 2000).

4.10.5 Communication
Respondents were asked to respond to questions on the thematic topic of Parental communication. The responses captured the perspectives, practices and explanations across the four sub themes of Parental communication and student’s psychological wellbeing, Parental communication and student’s emotional regulation, parental communication and student’s academic achievement, parental communication and student’s high-risk behaviors. The subthemes are presented below:

Parents’ communication and Student’s psychosocial well-being
According to the interviews, there were few clear associations between parental communication and students’ psychosocial. They seemed to agree that communication is important in reinforcing control, showing warmth and approval and guiding the students.

We build on student self-esteem in school by giving them equal opportunities during learning times and school activities. We also tell other teachers to always tell all of them that they are equal in school no matter their background. We also encourage them to be always responsible because they are the future leaders of our society. We communicate to them that they should always feel encouraged and free with their teachers – they should always be in forefront to tell any teacher they wish the problem they might be having in school or even at home. This helps build on their relationships, their confidence especially by encouraging them to always be positive in everything no matter the result, accept who they are and work hard to change for the better.

[R1_Female_M_PT_FGD]

Communication affects the way one experiences and expresses emotions. Students’ achievement, emotional regulation, and psychosocial wellbeing are all influenced by how communication is done especially the communication of parent or caregiver and the child. Emotional deregulation or expressions that undermine relationships at school, such as hot tempers that could show by the student shouting at a teacher or peer, can be problematic because the quality of peer and student teacher relationships
is consistently linked to positive educational outcomes. Students prone to anger can encounter more challenges developing and maintaining relationships in the school or the classroom; Consistent with this idea, negative emotionality or poor emotional regulation predicts low levels of social competence and conflicting student-teacher relationships.

Similarly, parents and teachers rate students prone to sadness as high in externalizing problem behaviors. Anxious children are likely to have difficulty relating to peers, to be rejected, and to exhibit aggressiveness. If a consistently sad or anxious student continually withdraws from aversive stimuli (such as negative experiences while participating in learning groups), he or she is likely to miss the benefits of working with peers. In society, I cannot fathom how far one can go without building positive relationships.

[T1_Male_MS_TC_KII]

Parents’ communication and Student’s Emotional Regulation
The findings from the interviews illustrate the importance of communication in setting rules, exerting psychological control and showing displeasure. The teachers said it is through language that you can clearly show the child that you understand them, that you believe in them and that they are required to internalize issues and cope. The following statement illustrates this:
Through communication, it is possible to coach the learners on coping mechanisms to regulate their emotions thus allowing one to cope with overwhelming or painful emotions. Some of the positive or healthy emotional regulation can include counting to 10 when angry, talking with friends when upset, walking backwards when angry, walking to relieve stress, journaling, and meditation. The healthy coping mechanisms encourage a person or persons to think through their emotions, which encourage them to use them repeatedly because they help and do not cause harm. Whilst, the negative or unhealthy emotional regulation includes smoking, drinking alcohol or using substances, cutting, bottling it up, denial, and lashing out. These are not so good because they can cause injury and drive others away. When used, they often allow the person to avoid their feelings instead of dealing with them.

[T5_Male_MS_TC_KII]
Everything boils down to communication. How an approach is made determines its success and whether it will be positively embraced or not. Language gives us the vehicle to communicate approval and disapproval, which would act as a guidance to help the child understand and positively regulate their emotions.

[T6_Female_MS_TC_KII]

Parents’ communication and Student’s Academic achievement

Generally, respondents reiterated the need for good communication between the parent and the child to understand where, when and how to assist the child. They also emphasized on listening and giving the child the opportunity to express them. The following statement illustrates this:

It is important to listen to your kid and constantly communicate so that you understand each other. We communicate freely with my child. I believe the parent child relationship should be a balanced one and this can only be achieved through communication. Otherwise, with poor communication comes poor support and with poor support comes negative impacts on academic achievement.

[R2_Male_M_PT_FGD]

Communication is so important because it is through this that the parents can understand and thus get involved in a child’s academics. Suppose parents are made aware of a teacher's instructional goals, they may provide resources and support for those learning aims at home. Similarly, in terms of social development, parent involvement may facilitate the development of consistent disciplinary approaches across home and school. From my experience, I think there is evidence showing that increase in parental communication is associated with improved academic success and achievement in the school.

[R2_Male_M_PT_FGD]

Parental communication is very important in ensuring the child achieves academically. It is through communication that the parent can communicate his expectations, receive feedback on the status of academics of his/her child and show approval or disapproval. It is therefore important that there exists an open communication between the parent and the child.

[R1_Female_M_PT_FGD]
Parents’ communication and Student’s high-risk behaviors

According to the interviews, there is an association between parental communication and students’ high-risk behaviors. Quality parent–child interaction and communication helps guard the students against indulging in high risk behaviors. Great parental communication allows the guardians and caregivers to set clear rules on what is tolerable and what is not. Moreover, the teachers asserted that communication of rules, warmth and approval reinforces the core pillars of good parental practices. The following statement illustrates this:

As we previously discussed, all things we have talked about can only be successful or be embraced if there is proper communication.

[T1_Male_MS_TC_KII]

I fully communicate the rules, approval, disapproval, or warmth to my child. I am fully involved in my teenager’s life. I Know who his friends are, what they are doing and where. I encourage their independence but set appropriate limits like curfews and check-in times. I make sure that I communicate these succinctly. I keep him accountable with consequences for stretching beyond the limits that I communicated. This helps in ensuring the engage in the right activities.

[R1_Female_M_PT_FGD]

At the school level, we make communications clearly highlighting our rules. Parental communication just as the teacher-student communication is important in expressing expectations, results and feedback. Communication allows for psychological control of the learner, which is advantageous in setting expectations and rules, thus controlling against high-risk behaviors. Communication also allows for parent teacher cooperation towards supporting the learner or monitoring the learner not to engage in high risk behaviors. Alcohol and other related drugs are prohibited in our school and learners are usually taken through a process that prohibits drug usage and distribution right from the first day in school as a form one.

The counseling teachers are also able to communicate warmly in order to impart advice on the student has to avoid engaging in any high-risk behavior.

[R1_Female_M_PT_FGD]
These assertions are consistent with what Li, Feigelman, & Stanton (2000) succinctly opined, that increased parental monitoring allow for less unsupervised and uncontrolled time with peers and high risk company, thereby decreasing the opportunity for adolescents to engage in those risky behaviors such as fights, sex and substance use (Li et al, 2000). Fareo (2012) also posits that one of the main causes’ of substance abuse among adolescents is lack of parental supervision. Several studies have also proved that greater parental monitoring is associated with a delay in the onset of sexual activity and a lower chance of teen pregnancy during adolescence (Li X, Stanton B, Feigelman, 2000).
Challenges
In the course of the focus group, discussions and interviews respondents also brought out challenges faced under by parents and caregivers in thematic topics of aforementioned. The responses captured the challenges across the four sub themes of student’s psychological wellbeing, student’s emotional regulation, student’s academic achievement, and student’s high-risk behaviors. The following are some of the challenges presented:

There are many challenges when trying to achieve psychological well-being of a student. The economic situation of the parent is one of those challenges. You cannot coerce your adolescent boy or girl to avoid her peer group when they know it gives them money yet you parent cannot afford to meet the financial needs of the same adolescent child. Here, constant conflict will be the center stage of any argument that ensues.

Some of us are also old and we find it had to constantly monitor our kids. Thirdly, some of the young parent’s nowadays are single parents, which I think is good but impacts on the child in one way or the other.
[T4_Male_M_PT_KII]

There are practices that we parents apply while regulating emotions of a student. I think the great challenge here is constant rebellion among students (especially the adolescents) who might not be giving the parents an easy time. This hinders many parents from exercising their control and monitoring over such students. In case a parent decides to reinforce some of these practices, it might lead to physical confrontation between the parent and the adolescent.
[R1_Female_M_PT_FGD]

The challenge here is trying to make students excel in their academic duties despite self-esteem issues. Some of our students have low self-esteem derailing their academic work. They lack confidence, self-esteem, and courage - the three ingredients in life that they need to have in order to propel themselves further. We have tried to assist some of them unsuccessfully. Some end up dropping out of school or embracing truancy or withdrawal all together. That is a great challenge in trying to achieve good grades.
[T3_Male_TN_PT_KII]
The great challenge here that I have noted is indiscipline or inability of children to adhere to norms that have been put in place by the parents. They do this because they feel there is a gap between them and parents. A parent who drinks or uses drugs in his home shows a bad example to his/her children. The children will never take your words or pieces of advice with utmost seriousness that is deserved should you warn them against using drugs. They will take you as a joker.

Williams and Sanchez (2011) identify four areas that are barriers to parental practices that would contribute to behavior outcomes: lack of financial resources, time poverty, lack of access, and lack of awareness. Johnson (1994) asserted, “Feelings of inadequacy, limited education background, or being occupied with trying to meet the basic necessities may prevent parents from communicating with schools and their children too” (1994, p. 46). Lee and Bowen (2006) and Dika and Singh (2002) denotes social capital in families as being positively linked to graduation rates, higher educational attainment, students’ achievements as well as involvement and motivation in school. Similarly, Ho (2009) explains the benefit of parents’ involvement in schools, positing that it aids parents overcome inadequate social capital. Likewise, Hill and Taylor (2004) asserts parental involvement as an important factor for successful education parental involvement in the school supports students’ achievement by increasing the parents’ social capital. Students are a critical component for successful school, family, and community involvement and can be a challenge for partnerships when they fail to fulfill their duty (Epstein, 1995). Students are often the media for delivering information and communicating with their parents regarding school activities, programmes, and events (Epstein, 1995). It is important to note that in programmes that require high level of parental involvement, teachers assist students in understanding their duty and the necessity of actively engaging in the school, family, and community partnership (Epstein, 1995). Some teachers and school administrators may not be privy how to involve parents hence should be educated (Greenwood & Hickman, 1991). Administrators and teachers at time also may not fully understand the importance of parental involvement and the effects of parental involvement on student academic achievement (Flynn, 2007). Often, teachers believe parents do not always support the school and do not in the same vial discipline children when there has been
an issue at school. When parents do not support the schools, teachers often believe it is a waste of their time and money to contact parents (Flynn, 2007).

Rutherford and Edgar (1999) on the other hand recognized that parents have had increased difficulty in being engaged in their student’s secondary education as determining which educator is responsible for which part of the child’s academic programme can be overwhelming. Hill and Taylor (2004) assert that “parents from lower socioeconomic backgrounds face many more barriers to involvement, including nonflexible work schedules, lack of resources, transportation problems, and stress due to residing in disadvantaged neighborhoods” (2004). Ascher (1988) reported that low-income urban parents can and want to participate in the education of their children as much as middle-class parents do. She also reported that, single-parent participation is often hindered by inflexible leave policies and child-care responsibilities. Many school officials tend to decide in advance that single and low-income working parents cannot be approached or relied upon. They are not expected to participate in their children’s classroom, attend meetings, or provide assistance with home learning activities (Ascher, 1988).

**Solutions**

In the course of the focus group parents, guardians, and caregivers in the thematic topics aforementioned could apply discussions and interviews respondents also brought out solutions that might work that. The responses captured the solutions across the four sub themes of student’s psychological wellbeing, student’s emotional regulation, student’s academic achievement, and student’s high-risk behaviors. The following statements present some of the solutions:

*True, in that case I recommend that parents should be the first role model to their children. Never smoke, do drugs or alcohol in the presence of the children. In fact I recommend that no parent should smoke, take alcohol or do drugs since what you do in the presence of your children have significant effects in their lives.*

[R1_Female_M_PT_FGD]

*I think I have solution or should I call it recommendation. Constantly talk to your students. Let them know the value of education. Help them gain self-love and interpersonal relationship. Make them feel at home and never ridicule or scold them*
anytime they make mistake. By doing so, they will respect you as their teachers and do well in anything you ask them to do. Always talk to them, that is the solution. I also recommend you involve counselors in extreme cases.

[R1_Female_M_PT_FGD]

I think the solution there is very simple. The moment you encounter such kid, it is recommended to you change your approach and use another means to make them understand what you are doing as a parent is to their advantage and benefit. This will make them understand why you are always trying to make them behave differently. A child who understands the concept of your approach will never try to be rebellious because after all it is their lives that you are trying to better. So I recommend you change your approach and use another means which is child friendly. In fact those rebellious children are the easiest to tame.

[T3_Male_TN_PT_KII]

I think the only thing a parent should do in dealing with the said economic situation is find something or an activity that can generate income in the family and then use that as a bait to lure the teenager boys or girls so that they can get busy and avoid being idle. This will make them feel involved in the issues of the family and I believe it will stop them from joining bad company to get money or settle their financial needs that might arise.

[R5_Female_TS_PT_FGD]

To overcome the barriers preventing parental involvement, schools need to provide a conducive climate where the teachers and the entire school staff is responsive and have absolute respectful to parents. It is essential that teachers and administrators encourage two-way communication that is respectful between the school and home. Bouie, an educational consultant stated, “The answer is to stop treating parents like clients” and start treating them like partners” in helping children learn” (as cited in Epstein, 2009). A survey of parents in four school systems concluded that parents always have the profound need to be treated with respect and never need a professional client relationship (Davies, 1991). Classes could be incorporated into teacher education programmes and advanced degree programs to assist in defining an educator’s role in school, family, and community partnerships (Epstein, 1995). Some school systems have
employed parent involvement coordinators to lead and coordinate parental involvement activities and programmes within the system in an effort to overcome obstacles between the home and school (Epstein, 2001). Epstein (2009) described the role of parent involvement coordinators as a way of encouraging more parents to become involved in a variety of aspects of the school. Parent involvement coordinators often conduct workshops for parents to inform them of the school curriculum and remind them that they are their child’s most important teacher (Epstein, 2009).

Parental involvement provides an important opportunity for schools to enrich current school programmes by incorporating parents into the process of educational. Increased involvement of parents has had an effect of increasing student success, enhanced parent and teacher satisfaction. To ensure effective and efficient involvement of parents, improved school climate and schools may have partnership programmes as a baseline that continually develop, evaluate, implement and improve plans and practices motivating family and community involvement. Schools can motivate parent involvement in several of areas including parenting practices such as monitoring, communication, controlling, approval and community collaboration. Effective parental involvement regulations are built upon a carefully thought consideration of the unique needs of the community. In order to build up trust, effective strategies to parent involvement rely on a strength-based strategy, emphasizing helpful interactions. Though specifics may vary, all parent involvement programs share the objective of increasing parent-school unison in order to promote a healthy child development and safe school communities.

There must also be mutual trust and respect among the school, home, and community. Partnership programmes within the school can provide adequate training to volunteers on specific ways and approaches to assist in the school. Having this training is crucial, as it will help all volunteers to know the expectations and have a proper understanding of the operations of the school. Schools should try to involve numerous community members and parents in the education of students through effective partnership programmes in an attempt to express the importance of education. Finally, schools may implement involvement activities that concentrate on involving all parents. Educator and administrators must provide a serene atmosphere that makes the school less threatening and friendlier for those parents who have negative experiences in the
school. Interactions between the school and home need to be more positive, requiring teachers to contact families throughout the year and not just when problems arise. It is may be beneficial for administrators and educators to attempt to involve all parents in the education of their children and make the educational experience more positive for everyone involved.

Parent-teacher partnership makes tremendous impact on children’s education. According to Llamas and Tuazon (2016), parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and contribute towards helping the school achieve its missions and goals (Sapungan & Sapungan, 2014). Seeing parents involved in the education of their children is a good thing because it improves academic performance. Learners become more focused in their schoolwork (Kwatubana & Makhalemele, 2015). This motivates learners not to give up easily when they do not understand a particular topic and will not bunk classes because they know that their parents are always monitoring their school attendance (Lemmer, 2007). Learners, whose parents are involved, are active and ready to learn, they learn to be punctual from young age, they learn to be persistent as the parents would be continuously enquiring about their progress and they would not want to disappoint them. Taking responsibility becomes a part of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014). Through this, parents can be able to make sure that their children succeed in school (Hornby & Lafaele, 2011).
CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of the findings and the conclusions. In addition, the recommendations and suggestions for further research are also given.

5.2 Summary of the Findings
The following is a summary of the findings of the study that were set to determine the parenting practices and students behavior outcomes among students in public secondary schools in Tharaka Nithi County, Kenya.

i. There was a statistically significant relationship between parenting practices and students’ psychosocial well-being in Tharaka South and Maara. In Meru South and Tharaka North however, parenting practices had no significant relationship with students’ psychosocial well-being.

ii. There was a statistically significant relationship between parenting practices and students’ emotional regulation in Tharaka South and Tharaka North. In Meru South and Maara however, parenting practices had no significant relationship with students’ emotional regulation.

iii. There was a statistically significant relationship between parenting practices and students’ academic performance in all the study sub-counties i.e. Meru South, Tharaka South, Maara and Tharaka North.

iv. There was a statistically significant relationship between parenting practices and students high-risk health behaviors in Tharaka South, Maara and Tharaka North. In Meru South however, parenting practices had no significant relationship with students’ high-risk health behaviors.

v. In Tharaka South, Maara and Tharaka North, most of the respondents agreed that parenting practices had a relationship with behavior outcome as clearly seen from the quantitative analysis. The three areas agreed that as parenting practices increase, behavior outcomes also increases. In Meru South on the other hand, the respondents attributed that parenting practices had no relationship with behavior outcomes.
5.3 Conclusions of the Study

i. Parenting practices have a strong relationship with behavior outcomes as the coefficient \((r)\) was a strong positive correlation of 0.648, which meant that as parenting practices were being embraced, behavior outcomes increased significantly.

ii. Parenting practices indicators such as PPASW, PPASCOMM and PPASM are very essential in increasing behavior outcomes because areas where they were practiced had the greatest behavior outcomes.

iii. The level of parenting practices was not uniform in all areas investigated.

iv. Parenting practices influenced positively on students’ academic achievement as a behavior outcome in all areas studied.

5.4 Policy Recommendations

This section presents the study’s policy recommendations to the National government, County government, teachers, parents and students. These recommendations include:

i. The parents should embrace good parenting practices as they translate directly into students’ psychosocial well-being, emotional regulation, academic achievement as well as low-risk health behavior.

ii. Students should have cordial relationship with their parents, because this will help them in all aspects of life.

iii. Schools should have amiable relationship with parents and should involve them in key school activities in order to enhance the academic and psychosocial wellbeing of students.

iv. The county government and other stakeholders should conduct civic education to parents on the need to embrace proper parenting practices.

v. The National government should be able to ensure that parents adhere to set rules that govern the dignity and rights of children.

vi. Parents should be involved in academic follow-up activities of their children with the subject teachers to identify areas of improvement.

vii. School administration should be encouraged to utilize a variety of strategies for communicating with parents about students’ progress, and school programs in general.
5.5 Suggestions for Further Research

Based on the findings of this study, the researcher recommends that the research studies be done on the following areas to further understand the relationship between parenting practices and behavior outcomes.

i. There is need for further research countrywide on the relationship between parenting practices and behavior outcomes in other counties of Kenya because this study only limited itself to studying Tharaka Nithi County.

ii. There is need for a broad based research that will cover a bigger population and include cultural, religious and economic factors which were not considered in this study.
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Dear Respondent,

RE: REQUEST FOR RESPONDENTS CONSENT

I am a postgraduate student of Chuka University pursuing a Master’s. Degree in Educational Psychology. I am conducting research on Parenting Practices and behavior outcomes among students in public secondary schools in Tharaka Nithi County, Kenya

This research has no risks. It will be useful to parents, students, teachers, counsellors and policy makers in matters regarding home and school environments.

Kindly assist me by responding to this questionnaire. Please provide answers to the questions as correctly and honestly as possible. The information you give will be treated with the utmost confidentiality. Do not write your name or the name of your school on the questionnaire

Mbungu Tabitha Maugi
(Researcher)
APPENDIX B: QUESTIONNAIRE FOR STUDENTS

I am a postgraduate student of Chuka University pursuing a Master’s degree in Educational Psychology. I am conducting research on Parenting Practices and behavior outcomes among students in public secondary schools in Tharaka Nithi County, Kenya. This research has no risks. It will be useful to parents, students, teachers, counsellors and policy makers in matters regarding home and school environments. Kindly assist by responding to this questionnaire. The information you give will be kept confidential. Do not write your name or the name of your school anywhere on this paper.

SECTION A: Personal Information

Please tick (√) on the appropriate box on each of the statements below:

1. Gender: Male [ ] (b) Female [ ]
2. Age: 15 years and below [ ] 16 – 17 years [ ] 18 years and above [ ]
3. Type of school:
   - Girls [ ]
   - Boys [ ]
   - Mixed [ ]
4. School sub-county: Meru South [ ] Tharaka South [ ] Maara [ ]
   - Tharaka North [ ]

SECTION B: Students Psychosocial Wellbeing

5. (a) Please respond using a tick (√) the extent to which you agree with the statements below: 1. Strongly Disagree, 2. Disagree, 3. Undecided, 4. Agree 5. Strongly Agree. Only one tick is needed for each statement.

<table>
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<tr>
<th>Statement</th>
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<tr>
<td>I. I feel respected and this improves my confidence</td>
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<td>I am loved, and provided with all my basic needs.</td>
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<td>Physical discipline, shouting at me, yelling and spanking are common in my life and they easily affect my moods.</td>
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<td>My home environment allows my friends to visit me regularly.</td>
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<td>I am usually criticized in front of my friends and this has made me a bitter person.</td>
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I am monitored closely for everything I do and this lowers my ability to make decisions.

I have no freedom to choose my friends

Am generally told what to do and am never allowed to choose what I want. This lowers my self-esteem.

(b) List down five actions by your parents/guardians that you feel would improve your self-esteem.

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SECTION C: Students’ Emotional Regulation

6. (a) Please indicate by using a tick whether you 1. Strongly Disagree, 2. Disagree, 3. Undecided, 4. Agree 5. Strongly Agree with the statements below:

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<tr>
<td>I am normally treated in a harsh manner and this has lowered my self-confidence.</td>
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<td>Whenever I am hurt or frustrated no one sympathizes with me.</td>
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<td>Use of corporal punishment, spanking and shouting has made me a rebellious person.</td>
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<td>I am a conformist, quiet and am never happy</td>
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<tr>
<td>Am resentful, angry and unhappy about my upbringing</td>
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<td>I am usually encouraged to talk openly about my problems and this makes me feel accepted.</td>
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(b) Mention five things about your upbringing that make you feel happy.

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SECTION D: Students Academic Achievement

7. (a) Please indicate using a tick (√) whether you 1. Strongly Disagree 2. Disagree
3. Undecided 4. Agree  5. Strongly Agree With The Following Statements:

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<th>Statement</th>
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<tbody>
<tr>
<td>No one is bothered about my academic progress</td>
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<tr>
<td>I am out of the school most of the time due to school fees and this has led to my academic decline</td>
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<tr>
<td>No one checks my behavior even when am on the wrong side of the law and this makes me fall into trouble with school authorities most of the time.</td>
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<td>Very few rules are set for me and this compromises my discipline in and out of school.</td>
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<tr>
<td>No one appreciates when I perform well in school and this discourages me from working hard.</td>
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<td>My opinions and suggestions are considered and this improves my communication with my teachers.</td>
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(b) Mention five steps your parents/guardians could take to improve on your academic performance.

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SECTION E: Students High-Risk Health Behaviors

8. (a) Please indicate using a tick (√) whether you 1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree with the following statements:

<table>
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<th>Statement</th>
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<tr>
<td>I lack someone responsible to appreciate me. This makes me seek attention from friends.</td>
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<td>I am usually detached and resentful of my parents and this makes me seek comfort in drugs.</td>
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<tr>
<td>I feel independent and feel mature beyond my years and this makes me engage in sexual activities.</td>
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<tr>
<td>I never agree with my parents on anything and this makes me violent and rebellious at home and school.</td>
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<tr>
<td>I lack parental expression of love, I, therefore, get love from whatever the sources I can</td>
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<tr>
<td>No one provides me with basic needs, no one is bothered with what I do, and this has made me careless in life.</td>
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<tr>
<td>No one shows attention to my behavior even when am on the wrong side of the law and this makes me not to respect authority.</td>
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(b) Suggest three steps that children could take to capture interest and love from their parents

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SECTION F Parenting Practices among students

9 (a) Please indicate using a tick (√) whether you 1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5 Strongly Agree with the following statements:

**Warmth**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents are generally helpful and supportive. Whenever I have a problem, they are ready to assist me (Warmth)</td>
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<tr>
<td>I lack parental expression of love, I, therefore, get love from whatever the sources I can (Warmth)</td>
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<tr>
<td>My parents are negative and sarcastic any time they are talking to me (Warmth)</td>
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**Approval**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>My parents are supportive. They appreciate whenever I do something good. (Approval)</td>
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<tr>
<td>My parents always approve of my decisions when they feel they are worth being implemented (approval)</td>
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</table>

**Monitoring**

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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel independent and mature beyond my years and this makes me engage in sexual activities. (Monitoring)</td>
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<tr>
<td>I lack independence because my parents keep monitoring whatever I do (Monitoring)</td>
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<tr>
<td>During holidays, I am closely monitored and this has protected me from bad company. (Monitoring)</td>
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</tbody>
</table>
(b) Suggest four parenting practices that parents could use to prevent their children from abusing drugs and alcohol.

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APPENDIX C: INTERVIEW SCHEDULE FOR CLASS TEACHERS
I am a postgraduate student of Chuka University pursuing a Master’s degree in Educational Psychology. I am conducting research on Parenting Practices and behavior outcomes on students in public secondary schools in Tharaka Nithi County, Kenya. Kindly assist me by responding to the questions in the Interview Schedule as honestly as possible. The information you give will be treated with the utmost confidentiality.

SECTION A: Background Information
1. Gender:
   a) Male [ ] (b) Female [ ]
2. Type of school:
   Public Day [ ] Public Boarding [ ] Rural [ ] Urban [ ] Girls only [ ] Boys only [ ] Mixed [ ]
3. How often do parents come to school to check their children’s performance?
   Never [ ] Sometimes [ ] Regularly [ ] Always [ ]

SECTION B: Parenting Practices and Students Psychosocial Wellbeing
i. Parenting Practices and Students Psychosocial Wellbeing (Probe on self-esteem, interpersonal relationships, acceptance and confidence)
ii. Parenting Practices and Students emotional regulation (Probe on temperaments, sympathy/empathy, conformity, withdrawal)
iii. Parenting Practices and Students Academic Achievement (Probe on academic monitoring, provision of materials, Rewards/motivation, encouragement)
iv. Parenting Practices and Students High risk health behavior (Probe on alcoholism, drug abuse, illicit sex, bullying)
APPENDIX D: FOCUS GROUP DISCUSSION FOR PTA MEMBERS

I am a postgraduate student of Chuka University pursuing a Master’s degree in Educational Psychology. I am conducting research on Parenting Practices and behavior outcomes on students in public secondary schools in Tharaka Nithi County, Kenya. Kindly assist by responding to the questions as honestly as possible. The information you give will be treated with utmost confidentiality.

SECTION A: Background Information

1. Gender: (a) Male [ ] (b) Female [ ]

2. What type of school is your child?
   - Public Day [ ]
   - Public Boarding [ ]
   - Rural [ ]
   - Urban [ ]
   - Girls only [ ]
   - Boys only [ ]
   - Mixed [ ]

3. How often do you come to school to check on your child’s performance?
   - Never [ ]
   - Sometimes [ ]
   - Regularly [ ]
   - Always [ ]

SECTION B: Parenting Practices and Students behavior Outcomes

i. Discussion on Parenting Practices and Students Psychosocial Wellbeing (Probe on self-esteem, interpersonal relationships, acceptance and confidence)

ii. Discussion on Parenting Practices and Students emotional regulation (Probe on temperament sympathy/empathy, conformity, withdrawal)

iii. Discussion on Parenting Practices and Students Academic Achievement (Probe on academic monitoring, provision of materials, Rewards/motivation, encouragement)

iv. Discussion on Parenting Practices and Students High risk health behavior (Probe on alcoholism, drug abuse, illicit sex, bullying)
## APPENDIX E: FOCUS GROUP DISCUSSANTS

<table>
<thead>
<tr>
<th>IDENTITY</th>
<th>SUB COUNTY</th>
<th>GENDER</th>
<th>CATEGORY</th>
<th>TYPE OF INTERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>1. MERU SOUTH (MN)</td>
<td>MALE</td>
<td>PARENT (PT)</td>
<td>FOCUS GROUP DISCUSSION (FGD)</td>
</tr>
<tr>
<td>R2</td>
<td>2. THARAKA SOUTH (TS)</td>
<td>FEMALE</td>
<td></td>
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<td>R3</td>
<td>3. MAARA (M)</td>
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<tr>
<td>R4</td>
<td>4. THARAKA NORTH (TN)</td>
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<td>R5</td>
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<td>R6</td>
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</table>
# APPENDIX F: KEY INFORMANT INTERVIEWEES

<table>
<thead>
<tr>
<th>IDENTITY</th>
<th>SUB COUNTY</th>
<th>GENDER</th>
<th>CATEGORY</th>
<th>TYPE OF INTERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>1. MERAU SOUTH (MN)</td>
<td>MALE</td>
<td>TEACHER (TC)</td>
<td>KEY INFORMANT INTERVIEW (KII)</td>
</tr>
<tr>
<td>T2</td>
<td>2. THARAKA SOUTH (TS)</td>
<td>FEMALE</td>
<td></td>
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<tr>
<td>T3</td>
<td>3. MAARA (M)</td>
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<td></td>
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<tr>
<td>T4</td>
<td>4. THARAKA NORTH (TN)</td>
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<td>T5</td>
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