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THE INFLUENCE OF PARENTAL DEMANDINGNESS ON MALE ADOLESCENT REBELLIOUS BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS

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Abstract

Purpose: The purpose of this study was to determine the influence of parental demandingness on male adolescent rebellious behaviour in public secondary schools in Kiambu district.

Methodology: The study used ex-post facto research design. Stratified sampling was used to select the participants in the study. Schools were stratified into single sex and co-education schools. Systematic sampling using the class lists was used to identify the students who constituted the sample. The research instruments were the students' questionnaire, the deputy principal's and the teacher counsellor's interview guide. The sample constituted 240 male students, six deputy principles and six teacher counselors. A pilot study was done to pre-test the research instruments so as to estimate their reliability and validity. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). The findings were presented using descriptive and inferential statistics. Descriptive statistics included, frequency distribution, means, bar graphs, and tabulated according to the research objectives. Inferential statistics used included Chi Square and Pearson correlation to test the hypotheses at 90% and 95% level of confidence; correlation coefficient was used to measure the strength of linear relationship between the variables of the study.

Results: The results indicated that rebellious behaviour was positively and significantly correlated to parental demandingness.

Unique contribution to theory, practice and policy: The study came up with a model that is recommended to schools for adoption by guidance and counselling teachers to help create awareness and understanding to both the students and parents with the aim of improving or bettering their relationship, academic performance and prevent rebellion in public secondary schools.

Keywords: *parental demandingness, male adolescent, rebellious behaviour, public secondary schools*

1.0 INTRODUCTION

1.1 Background of the Study

Adolescence is the period between childhood and adulthood (Njenga, 2010; Lester, 1993). It is the transition period lasting from the onset of puberty to the beginning of adulthood. Adolescence marks the period of physical, psychological and social development. The stage is characterized by rapid physical changes, transforming a child into an adult with significant new cognitive ability, emotional maturation, sexual awakening and a heightened sensitivity to peer relations (Njenga, 2010, Philip and Barbara, 1986).

Boys' physical maturation poses different challenges to them. Physical increase in height and muscles may bring well developed physical skills that are highly valued by peers and adults as well thus increasing the boy's self esteem. However, this may leave a boy feeling awkward and uncoordinated for a time. The boy might not accomplish what he might expect. Psychologically the period poses some challenges to the boy's self esteem. The maturation process used to take a little longer a century ago (Lester, 1993) unlike in the contemporary world (Carole and Karen, 1997; Nancy, 2001). Full engagement in the adult society requires more training, education and complex preparation. Adolescence is therefore prolonged with more time to experience with drugs, and sexual experimentations. Physical changes produce ambivalence. Early maturers are more popular and achieve recognition thus becoming more self confident and less dependent. Late maturers are more rebellious and more concerned with rejection (Nancy, 2001). If the family is not supportive negative feelings are likely to result.

Adolescence cognitive development is less dramatic than physical development. There is no obvious surge in mental development to match the surge in physical development. According to Piaget and Inhelder (1956), a qualitative shift in thinking occurs from concrete to formal operational thought. This is governed more by logical principles than by perceptions and experiences. The adolescence use operations to manipulate and modify thoughts and other mental operations. They use reasoning about abstract and concrete situations. They are able to consider all the possible combinations of propositions and their interrelations. The adolescent is able to raise hypothesis to explain an event, and then follow the logic that a particular hypothesis implies. He/she is able to detect the logical consistency or inconsistency in a set of statements. They can test the truth of a statement by finding evidence that supports or disapproves the statement.

The adolescents are able to think in a relativistic way about themselves, other individuals and their world. They know they are expected to act in a particular manner because of the norms of their community and culture. Their quality of thought reflects what is possible rather than what is typical. The changes in conceptual development result in a more flexible, critical and abstract view of the world.

Adolescence is characterized by egocentrism. As children grow into adolescents, they develop the capacity to formulate hypothetical systems (Piaget and Inhelder, 1956). They begin to generate assumptions about their own and others behaviors that will fit into these abstract formulations (Nancy, 2001; Narina, Debra, and Warren, 2007). For example, an adolescent boy may insist that cooperation is more desirable mode of interaction than competition. Cooperation benefits each participant in a game and provides more resources in a group. He may become angry or disillusioned to discover that parents seek competitive experiences and appear to enjoy them. This kind of egocentrism reflects an inability to recognize that others may not share one's own hypothetical system.

Adolescents are aware of a more differentiated set of emotions. Among the more negative of these emotions are anxiety, shame, embarrassment, guilt, shyness, depressions and anger.

Boys unlike girls have heightened awareness of increased negative emotions that focus on others such as, contempt and aggression (Njenga, 2010, Stapley and Haviland, 1989). Many of the adolescent problems may be linked to the expression, control and over control of emotions, for example, impulsive and high reactive to emotional arousing stimulus results to delinquent behaviors such as murder, arson, bullying (Robertson and Simons, 1989). Adolescence is a time of life when one is likely to encounter loss, failure and rejection, excessive demands, academic challenges, among others. How well the support is granted may assist in achieving a balance.

Erikson (1963) in his study of psychological stages noted that, at adolescence the task is the formation of identity. During this stage the primary conflict of adolescents is the identity crisis. Adolescents have to actively seek self definition and role or identity confusion results when they fail to develop a consistent definition. The adolescent develops a sense of identity by adopting his or her own set of values and social behaviors, but this generally does not occur before the adolescent experiment with a variety of values and social behaviors-often to the displeasure of parents. Marcia (1966) identified four identity statuses: foreclosure, moratorium, diffusion and achievement. In identity foreclosure, the adolescent prematurely adopts the values and behaviors mandated by his or her parents. This may lead to inauthentic personality and other personality disorders. In identity moratorium the adolescent postpones settling on a particular identity. This might be akin to Erikson's failure to find a satisfactory identity. In identity diffusion, the adolescent fails to make progress toward a sense of identity, arbitrary shifting from one to another and finally in identity achievement, the adolescent settles on a particular identity after trying several alternatives.

Defining who an adolescent is, gives him self esteem and a positive self concept. Self concept of adolescent is more complicated. The adolescents have more different views of themselves unlike young children. Their self perceptions include more categories of evaluation. Harter (1999) noted that increased differentiation is prompted by cognitive development along with social pressures to act differently in different situations. At age 15, they become distressed by their different selves and sometimes may act out in outrageous ways. It is therefore noteworthy that adolescents can be very argumentative and a- know it all attitude. They love to point out what other people including parents don't know. They have unrestrained idealism. They believe they can do better than their parents.

1.2 Problem Statement

The youth presents the world with an opportunity to accelerate growth and development and reduce poverty. This opportunity lies in the efficacy of education (World Bank, 2002). Education enables access to financial stability and financial base thus free people from bondage and sets them free to develop themselves. It is also a crucial predictor of several health related lifestyles and life expectancy.

When releasing the 2009 Kenya Certificate of Secondary Education results, the Minister of Education then remarked that the national ratio for boys to girls stood at 54% and 46% respectively, except in central province. In the latter the percentage of girls was higher than that of boys at 51% to 49% respectively. The information from the District Education Office Kiambu noted this disparity too. The results for the national examinations between the years 2004-2012 were not good in Kenya Certificate of Secondary Education (KCSE) see table 1.

Table1: District KCSE results for 2004-2012

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mean Score	4.367	4.8121	4.981	4.8466	4.672	5.077	5.034	5.196	5.230

Source: District education office

Data from District Education Office (2011) for district secondary school enrolment for boys has been outnumbered by that of girls (4,792 boys and 5,535 girls)

Observations by Biu, (2011); Kinai, (2002); Musuikuya, (2006); Onyasimi, (2006); Onancha, (2007); and Ngwiri, (2008) show that boys in secondary schools have been involved in rebellious behaviors such as, drug abuse and school strikes among others. Kiambu District has the highest number of children involved in vices such as drug trafficking, taking of marijuana and production of illicit brews. In Central Kenya the situation has been made worse by recruitment into unlawful *Mungiki* sect (Wangu, 2008). The recruited boys molest others in school and outside school as day scholars go home. (Ngare, 2000). They get involved in activities such as extortion, touting, taking and trafficking drugs, and truancy. Those who resist recruitment or payment of “protection fees” are harassed and their property within and outside school targeted with a series of destructive methods such as burning and killing to force them to comply. This creates a lot of fear.

The government has put up Guidance and Counseling Departments in secondary schools to help in counseling and giving advice to students with a view to preventing these maladaptive behaviors. It has also motivated teachers to go for professional counseling by giving them study leaves with pay (TSC Circular No 27/2011 see appendix 5). Schools have engaged their teachers and outsiders to give motivation talks to students.

Despite these measures, there have been increased acts of rebellion in the institutions of learning as noted by Biu (2011) and from District Quality Assurance Office, 2008 and 2012. These behaviors have the potential to curtail possibilities of meaningful academic achievement (Wesang’ula, John and Eric, 2011). Related to educational attainment is the parental relationship with the child. According to Njenga (2010), Ngwiri (2008), Dennis, (2004), the heart of child management is the relationship between parents and their children. The question that seems bothering is whether there is an influence of parental demandingness on male adolescent rebellion and academic performance in public secondary schools in Kiambu District? When parents fail to give a good start in life, everybody may end up suffering- the child, the parents, and the society as a whole (Dennis, 2004). The study investigated this influence and hopes to come up with empirical evidence which will help to create awareness on influence of parental demandingness on male adolescent rebellion and academic performance with a view to improving this relationship for better grades and healthy living.

1.3 Research Objective

The main objective of the study was to find out the influence of parental demandingness on male adolescent rebellious behaviour in public secondary schools

2.0 LITERATURE REVIEW

2.1 Empirical Review

The parent-child relationship is the most important relationship the child has. Erikson (1963), Maccoby and Martin (1983), Baumrind (1980) suggests that parents evolve a style of interaction with their children based on two dimensions; parental warmth or responsiveness and parental demandingness. The focus of this study is on parental demandingness and not warmth or responsiveness. Parental demandingness refers to establishment of standards and expectations for children within a supervised setting (Baumrind, 1991). Parents who exert much parental control or make demands on children and strictly monitor their behavior to ensure that they are following their rules are called authoritarian parents. The parents have an absolute set of standards and expect obedience without any questions or comments. They often rely on force to get cooperation from their children and are largely unresponsive to

children's rights and needs. Children treated in an authoritarian way tend to be moody, unhappy, fearful, withdrawn, unspontaneous, and irritable.

The child can also act his frustrations in a way that is not appropriate for society. He can be more aggressive with other children or can be a discipline problem in the classroom. He can also act out violently because he has become indifferent to violent actions especially if parents physically abuse the child to do what they want.

Parents who are low in control, however, demand very little from children and are more lenient and less restrictive giving children more freedom with little guidance, for example, permissive parents. Such parents are generally none controlling and none threatening. They therefore allow children to regulate their own behavior. They are nurturing but avoid making demands on the child. Parents give in to the child's desires or wishes. They fear that the child will not love them if they do not satisfy the child's wants. They have difficulty in setting and enforcing limits. Children often act on impulse, without a sense of responsibility or concern for others; they may be aggressive, and low in self control. There are other parents who are balanced in control and nurturing, for example, authoritative parents. They set clear standards that are developmentally reasonable and then enforce them by setting limits. Both parents and children's rights and needs are respected. Children tend to be socially competent, energetic, friendly, and curious and mature (Santrock, 1999).

The other category is that of parents who are extremely lax, un-controlling and have either rejected their children or don't have the time and energy for them because of their own life problems and stresses, for example, uninvolved parents. The parents are uncaring, neglecting and rejecting. They fail to give the necessary time and effort for love and care. They ignore children's needs for guidance, affection and encouragement during their various stages of development. Neglected children are insecure and lack a feeling of self worth. They are unable to form relationships with others. They become confused and sometime angry. According to McKay, Sumnall, Goudier and Cole (2010), lax parental control may be associated with increased drinking and problematic alcohol use. A Study by Patterson, De Baryshe and Ramsey (1989) suggest that children of uninvolved parents are more likely to engage in delinquent antisocial behavior during adolescent.

The above studies looked at the effects of parental control or demandingness expressed in various parenting strategies generally on children's behavior both male and female. It has helped in understanding the relationship between parents and their children in terms of personality development. It is necessary then to review literature on how the fore mentioned parental demandingness is implemented through parental monitoring and/or supervision of male adolescent activities and father and mother relationship with male adolescent.

3.0 RESEARCH METHODOLOGY

In this study, mixed research method was applied thus both quantitative and qualitative research methods was used. The quantitative method involved collection and analysis of numerical data whereas qualitative method involved collection and analysis of narrative data from interviews. Quantitative approach was used to analyze the collected data from students through questionnaires while qualitative method was used to analyze data collected from teacher counselors and deputy principals through interviews. The study employed ex-post facto research design to collect information on male students' perception on the influence of their parental demandingness on their rebellion and academic performance in Kiambu district. This research design explored the relationship between variables. The target population of the study was all male students 4,792 from the sixteen public secondary schools as per 2011 enrolment 16 deputy principals and 16 teacher counselors from the three zones namely Ndumberi, Kihara, and Karuri.

The population was also distributed according to school type as mixed or co-education day schools and single sex boarding schools. In this study the population was 4,792 and the sample size was 240 students. The data for this study was generated using questionnaires and interview.

Quantitative data was collected through questionnaires. It was prepared in readiness for analysis by editing, coding, categorizing and keying into Statistical Package for Social Sciences (SPSS) computer software for analysis. SPSS was used to produce frequencies, descriptive and inferential statistics which was used to derive conclusions and generalizations regarding the population. Qualitative data was analyzed using narratives. Quantitative data was analyzed using inferential statistics such as Pearson Product moment correlation coefficient and chi square to test the hypotheses at 95% levels of confidence respectively and find the significance of correlation levels.

4.0 RESULTS AND DISCUSSIONS

4.1 Response Rate

The number of questionnaires, administered to all the respondents, was 240. A total of 236 questionnaires were properly filled and returned from the students. This represented an overall successful response rate of 98%. According to Mugenda and Mugenda (2003), a response rate of 50% or more is adequate. Babbie (2004) also asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good.

Table 2: Response Rate

Response	Total	Percent
Returned	236	98%
Unreturned	4	2%
Total	240	100%

4.2 Demographic Characteristics

4.2.1 Age Bracket of the Respondents

The respondents were asked to indicate their age brackets. Results in Table 3 revealed that 45.3% of the respondents were aged between 16 to 17 years, 26.7% were aged between 14 to 15 years. Twenty five point four percent (25.4%) of the respondents were aged between 18 to 19 years and 2.5% were above 20 yrs. The findings imply that a significant number of the respondents were in adolescence stage and in this stage young people establish their own identity by separating from parents. This often means not doing what parents want for a while until they feel secure enough to agree without feeling they have lost their identity. This was in support of the deputy principal's interview where it was reported that in a particular school, a significant number of the form 4 students (50 out of 198), for example, did not qualify to take identity cards because they had not attained the age of 18 which is the legal age in Kenya for being issued with identity card.

Table 3: Age of students

Age	Frequency	Percent
14 – 15 yrs	63	26.7
16 – 17 yrs	107	45.3
18 – 19 yrs	60	25.4
above 20 yrs	6	2.5
Total	236	100

4.2.2 Class Level

The respondents were asked to indicate which class they were in. Results in Figure 1 illustrate that 26.7% of the respondents were in form two, 25.8% of the respondents were in form four, 24.3% of the respondents were in form one while 23.3% of the respondents were in form three. The findings imply that most of the respondents were in form two and this is in line with study expectations since the number of form two students is expected to be higher compared to other classes as a result of school policy of repetition and also allowing form three students from other schools to repeat in form two.

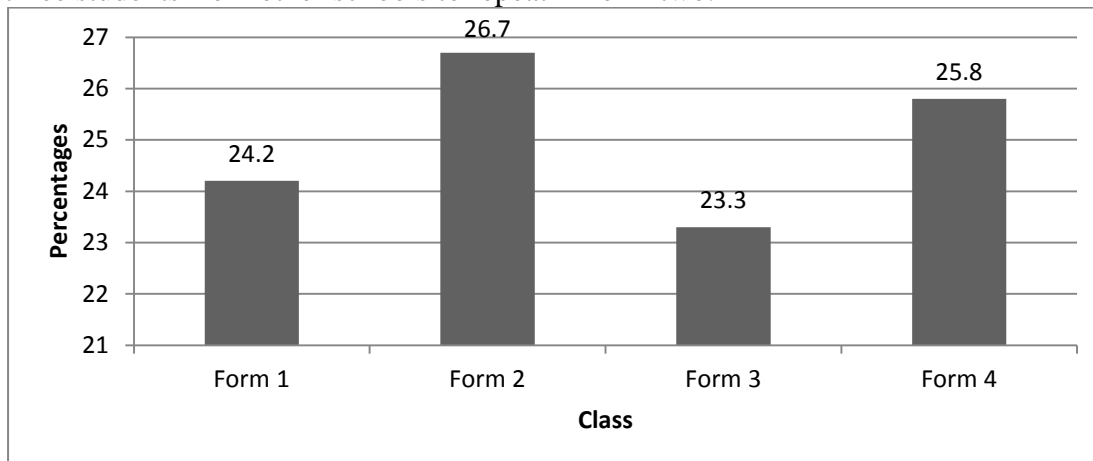


Figure 1: Class Level

4.2.3 Type of School

The respondents were asked to indicate the type of school they attended. Results in Figure 2 indicate that majority (74%) of the respondents was attending mixed day school and 26% of the respondents were in boys' boarding school. This indicated that most of the respondents had a good chance to interact with their parent hence they could acquire intellectual stimulation, influence and self concept from them. The deputy principals in mixed day schools supported this when they said that parents prefer to take their students to day schools because boarding fee is unaffordable to some of them and also indiscipline experienced in those schools made the parents revert some boarding schools to day schools.

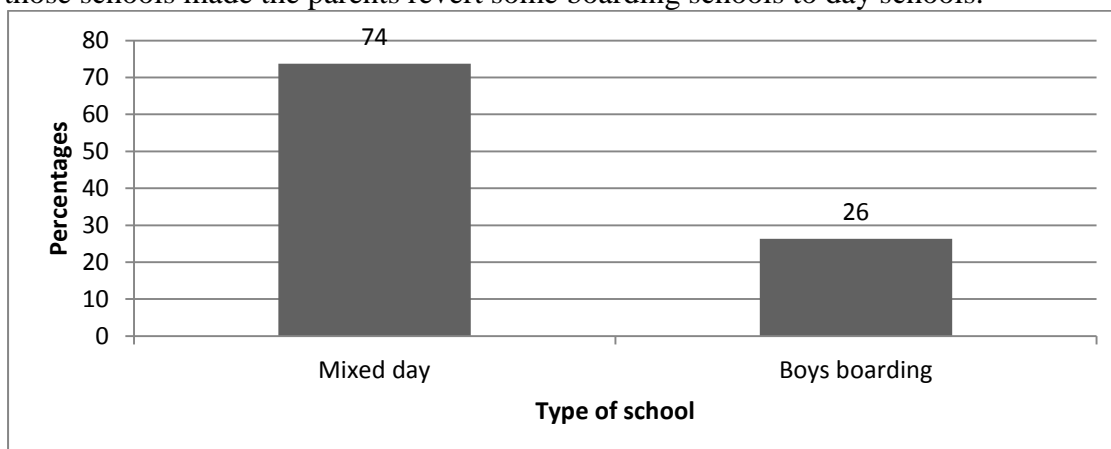


Figure 2: Types of school

4.2.4 Type of Family

The study sought to establish the type of family the respondents were living with. Results in Table 4 shows that majority (50.4 %) of the respondents indicated that they were living with their parents, 22.5% were living with their mothers alone while 6.8% were living with their relative's uncles, aunts, and grandparents. Five point nine percent (5.9%) of the respondent were living with their fathers alone, 5.9% of the respondents were living with their siblings, 3% of the respondents were living with their mother and their step father while only 3% of the respondents were living with their guardian. The findings imply that most of the students were living with their both parents, which helped them to avoid stresses brought on by parental separation and absentee fathers in their fast track of puberty which was manifested in some sampled schools.

The descriptive results were supported by the interview guide where the deputy principal were asked to indicate whether the type of family a students came from affected their discipline and academic performance. Majority of the respondents indicated to the affirmative. They supported the affirmative answer by indicating that single parents, mixed parenting (blended) faced discipline complications, for instance, a mother who got married with her children would not want the husband to discipline the boy. When the boy realizes that his mother comes to his defense, he becomes very indisciplined unlike where the blood parents will cooperate to discipline the children.

Table 4: Type of Family

Family Type	Frequency	Percent
Both parents	119	50.4
Mother alone	53	22.5
Father alone	14	5.9
Mother and step father	7	3
Father and step mother	6	2.5
Guardian	7	3
Sibling	14	5.9
Relatives uncles, aunts, grandparents	16	6.8
Total	236	100

4.2.5 Reason for not staying with Their Parents

The respondents who were not living with their both parents were asked to give the reasons why they were not staying with their parents. 40% of the respondents said that their parents were separated or divorced, 32% had other reasons, 15% of the respondents said that their parents were dead and 13% of the respondents indicated that their parents were living in

another country. This implies that majority of the respondents who didn't live with biological parents could not do so due to divorce or separation. They could be therefore having a lot of unfinished businesses which could affect their behaviours and academic performance in some ways.

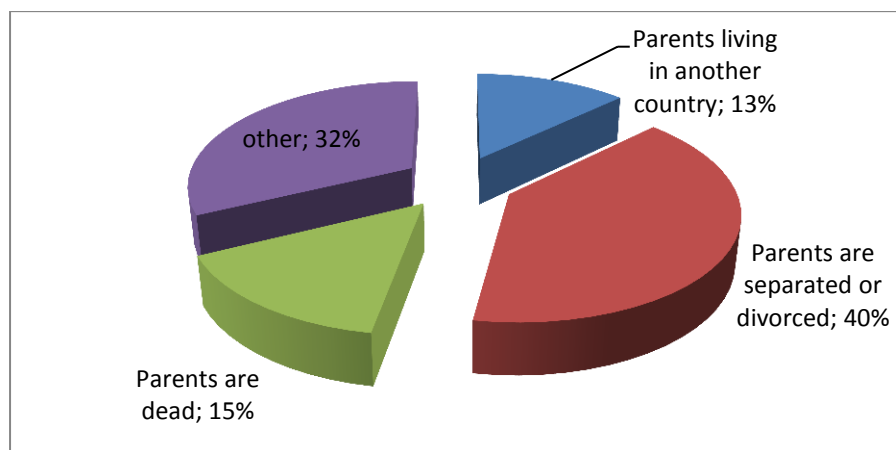


Figure 3: Reason for not staying with their parents

4.3 Descriptive Statistics

4.3.1 Parental Demandingness and Male Adolescent Rebellion

The study sought to establish the parental demandingness through parental monitoring and/or supervision of male adolescent activities and father and mother relationship with male adolescent. Results in Table 5 indicate that the students had mean score of 4.1 (82) which reveals their parents/guardians monitored their movements and activities or had interest to know their whereabouts when they were away from home. A mean score of 4.0 (80) revealed that parents/guardians influenced students on which friends they should keep. The parents/guardians asked the students about what they were doing in school and this was supported by a mean score of 4.1 (82). The respondents indicated that their parents/guardians thought they worked hard in school and this was supported by a mean score of 3.9 (78). The respondents indicated that parents/guardians consistently ensured that they attended school regularly and this was supported by a mean score of 4.7(94). The respondents were asked whether their parents/guardians show interest in their schoolwork and if they help them when necessary. A mean score of 3.5 (70) was obtained for the question. Concerning the question of whether if they brought home a good report card, their parents/guardians gave them a gift, the respondents mean score was 3.0(60).

The respondents were asked if they ever felt that their parents/guardian did not explain to them their rules that they do not understand (a mean score of 2.7 or 54 was obtained). On whether their parents/guardian treated them and if they are close and friendly to them, a mean score of 4.2(84) was obtained. The respondents were asked to indicate whether their parents/guardians respect their opinions and judgment in family discussions (a mean score of 3.4 or 68 was obtained). On whether the respondents had frequent common activities with their parents/guardians, a mean score of 2.8 (56) was obtained. The respondents were asked whether they shared their feelings and thoughts with their parents/guardians, a mean score of 2.4 (48) was obtained. Regarding whether their father was concerned about what they do in their spare time than their mother, a mean score of 2.1 (42) was obtained. Regarding spending quality time with their father than their mother, a mean score of 2.4 (48) was obtained.

A mean score of 2.9 (58) was obtained for whether their father paid for them school fees, uniform other school needs not their mother or guardian. The respondents were asked whether their father attended school academics and social functions not their mother, (a mean score of 2.2 or 44 was obtained). Regarding whether their father punishes them consistently not their mother, a mean score of 2.0 (40) was obtained. The respondents were asked if their mother shouted at them when they made a mistake and whether they dislike it, or it makes them rude, a mean score of 2.8 (56) was obtained. In addition, the respondents were asked whether their mother not their father’s aggressive tendencies and negative attitude to things influence their rebellion and whether this affected their academic performance, a mean score of 2.1 (42) was obtained. Finally, the respondents were asked whether they related with their father better than their mother, with a mean score of 2.2 (44) being obtained.

Table 5: Parental demandingness

Statement	N	Mean	Std Dev
PD1	236	4.1	1.1
PD2	236	4.0	1.3
PD3	236	4.1	1.1
PD4	235	3.9	1.2
PD5	236	4.7	0.9
PD6	236	3.5	1.4
PD7	236	3.0	1.4
PD8	236	2.7	1.4
PD9	235	4.2	1.1
PD10	236	3.4	1.2
PD11	236	2.8	1.1
PD12	236	2.4	1.4
PD13	235	2.4	1.4
PD14	234	2.1	1.3
PD15	236	2.9	1.7
PD16	236	2.2	1.5
PD17	236	2.0	1.3
PD18	236	2.8	1.5
PD19	236	2.1	1.4
PD20	236	2.2	1.3

4.4 Inferential Statistics

4.4.1 Correlation Matrix

Correlation results presented in table 6 indicate that parental demandingness had a positive correlation ($r = 0.511$) and statistically significant ($p = 0.000$) with adolescent rebellion. Rumsey (2011) notes that, a correlation coefficient of more than 0.5 but less than 0.7, indicates that a moderate to strong positive correlation exists. Correlations of less than absolute values of 0.5 are considered weak correlations. The study therefore rejects the null hypothesis at 95% confidence level and concludes that there is a significant relationship between parental demandingness and student rebellious behaviour. The coefficient of determination was 0.261, which implies that 26.1% of the adolescent rebellion may be attributed to PD. The teachers and deputy principal’s responses were that due to low parental

demandingness students may not see the need to rebel. Those who do, they were reacting to high pressure to work hard especially in boarding schools or other family issues such as lack of teamwork in discipline at home, immorality of parents among others.

Table 6: Correlation between PD and rebellion

		Parental Demandingness	Rebellion Behaviour
Parental Demandingness	Pearson Correlation	1	0.511
	Sig. (2-tailed)		0.000
Rebellion Behaviour	Pearson Correlation	0.511	1
	Sig. (2-tailed)	0.000	

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

4.4.2 Regression Analysis

Table 6 summarised the descriptive statistics of the nature of parental demandingness. The mean score of low parental demandingness was 2.35 (47); the mean score of ambivalent parental demandingness was 3.05 (61) and the mean score of high parental demandingness was 3.76 (75.2). The overall mean score was 3.07 (61.4) which imply ambivalent PD. This to some extent bears support from deputy principal's responses (appendix 10), especially in mixed day schools who reported that some parents really don't know exactly what is expected and not expected of them in their respective schools and that they were disinterested with their sons' school activities and academic performance and so long as they go to school to feed there, they have no other major concern. Mothers provide for the families. Men are nurtured by their wives and most boys have poor father role model. However the responses of deputies in boarding schools were different. The deputies indicated that parents are supportive to their sons because they do not want to be taking them back to school a day after the other boys open due to poor performance. They are therefore demanding and this makes some boys to work while others hit back at them (parents) by refusing to work hard as a way of punishing them.

Table 7: Summary of the nature of PD

Statistic		low(20-47)	ambivalent(48-73)	high(74-100)	Total
PD	Mean	2.35(47)	3.05(61)	3.76(75.2)	3.07(61.4)
	Std. Deviation	0.21	0.20	0.25	0.50
	N	42	132	48	222

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

This study sought to investigate the influence of parental demandingness on rebellious male adolescent in secondary school students in Kiambu district. It was hypothesized that there was a significant influence of PD on rebellious male adolescents in secondary school students. Descriptive data analysis revealed the nature of PD to be ambivalent (total mean score 3.07). On the other hand the nature of rebellion was low (total mean score 1.51). This was supported by the deputies' responses who reported that cases of rebellion have gone down for the last few months. However inferential statistics indicated the relationship between PD and rebellion was positive and statistically significant. This could be taken to mean that when PD increases rebellion also increases or vice versa. This could be the

scenario in boarding schools where, according to the deputy principals, parents who push their students very much usually get resistance inform of indiscipline and refusal to perform academically so as to punish the parents. In mixed day schools the deputies said that some parents never seem to really know what is and not expected from them as parents of secondary school students. Some of them are class eight drop outs. They also indicated that parent's concerns is for their sons go through secondary education then join casual workers around their area or join them in the small farms. This could explain why probably PD was ambivalent.

The findings in some way are supported by those of Kariuki, Aloka, Kinai and Gatimu (2014) who found excessive parental monitoring associated with high percentage of adolescent involvement in occasional non-illegal and occasional minor illegal and persistent non-illegal and persistent minor-illegal delinquent behaviours. The findings are not supported by all studies. For example, a study by Okorodudu (2012) and Kinai (2002) found that low parental monitoring of adolescents increase juvenile delinquency and aggression. McKay, Sumnall, Goudier, Field and Cole (2010) found lax parental control to be associated with increased drinking and problematic alcohol use.

In examining the relationship between PD and male adolescent rebellion, it is important to note that demandingness can vary depending on maturation of the adolescent or regression as Freud puts it. With maturation the parent may relax his demandingness. At the same time a person who may appear mature but fixated may make the parent to be more demanding irrespective of age as noted by Patock-Peckham, King, Morgan- Lopez, Ulloa and Moses (2011) who found that when children are young supervision will involve virtually all aspects of a child but as children reaches adolescent supervision may not always be as direct. It is important also to note that as adolescent grow older it is challenging for a parent to find a good balance between respecting their children's privacy and maintaining a watchful eye over their teen's lives, they monitor and not police their activities. This implies greater freedom and less rebellion.

The current study findings then points to a need for continually educating parents on the growth process of an adolescent and their needs at various stages aiming at creating a good understanding thus a healthy relationship between adolescents and their parents which will may improve behaviour and academic performance. The researcher therefore came up with a model for meeting this need. Rebellion may also be manifested in other forms other than drugs, truancy and academic performance hence future researches may need to study such in relation to PD.

5.2 Conclusions

The bulk of secondary school students fall in the adolescence age of between 14 to 19 years. This means that they are still forming their identity and they depend on their families for guidance and affirmation. Majority of students came from co-education day schools and a few from boarding school. In addition, it was found out that 50.4% of the students came from families with both parents but a significant percentage came from single parent families. Those that were not living with their parent highlighted divorce, separation and death to be the cause of doing so. This means that these students could be having a lot of unfinished business, psychological or emotional pain and/or guilt, a situation which could have serious behavioral and academic implications.

There was evidence from descriptive statistics to show that PD was ambivalent and rebellious behaviours low. However inferential statistics indicated that PD had significant relationship with rebellion. This means that as PD increased. Rebellion increased too. It is however important to note that demandingness can vary depending on adolescent maturation or

regression/ fixation. With maturation the parent may relax his/her demandingness and on the other hand fixation may increase PD irrespective of age. There is need therefore to continually educate parents on growth and development, and needs of an adolescent in order to mould their behaviour accordingly hence preventing failure in life.

5.3 Recommendations

The study recommends the following model for understanding the relationship between parental demandingness, -rebellion behaviour-academic performance, and demographic characteristics.

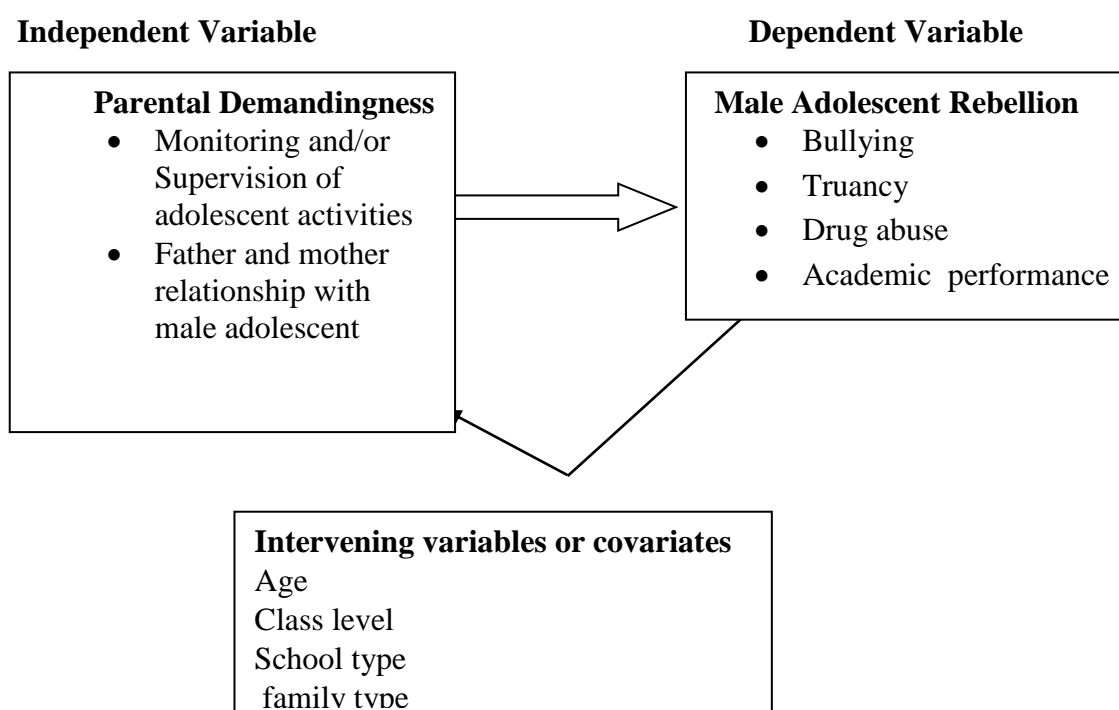


Figure 4: Original model highlighted in conceptual framework

5.4 Areas for Further Studies

Considering that the current study was one of its kind in investigating influence of PD dimension of parenting styles on rebellion among adolescent males in public secondary schools in Kiambu district, several recommendations arose from it.

Considering that the current study was carried out in a semi-urban area, it is then suggested that similar studies can be carried out in a purely urban area since students perception can be influenced by different environments.

A replica of this study can be carried out with a further scope to include girls in the study. The research may provoke further research in parenting style and investigating further the causes of adolescent rebellion.

A similar study can be done on girl's secondary schools and see whether the findings hold true.

This study should be advanced further to include other ingredients such as peer, technology, responsiveness that are key to academic performance in order to establish the degree to which each ingredient influences academic performance and also to establish whether other factors

play a more influential role in the academic performance among Kenyan male secondary school students.

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