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**THE INFLUENCE OF PARENTAL
DEMANDINGNESS ON MALE
ADOLESCENT ACADEMIC PERFORMANCE
IN PUBLIC SECONDARY SCHOOLS**

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THE INFLUENCE OF PARENTAL DEMANDINGNESS ON MALE ADOLESCENT ACADEMIC PERFORMANCE 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 academic performance 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, academic performance, 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 (Wangui, 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 this study was to find out the influence of parental demandingness on male adolescent academic performance in public secondary schools

2.0 LITERATURE REVIEW**2.1 Empirical Review**

According to psychoanalytic theory of Freud a parent plays a very important role in the psychological processes in moulding a child’s behavior and attitude. For example, in anal stage a strict mother may make the child hold back the relief and the child develop retentive character. Strictness generates hate, temper tantrums and messy disorderliness, a reflection of

rebellious tendencies. On the other hand if the child is directed to relief himself appropriately and is rewarded for doing it appropriately, a foundation of creativity and productivity is created. A child who successfully resolves the conflict develops good control and becomes proficient in handling various tasks including academic performance. A fixated child at toilet training develops negative character traits that may affect his academics. Children who are over control or under controlled cannot resolve conflict hence they are the fixated and this culminates to the foresaid behavioral patterns.

Variations in parental reactions to adolescent behaviors may influence the extent and focus of conflict (Ngwiri and Tumuti, 2010). According to Ngwiri and Tumuti (2010), when adolescent realizes that parents have not been good role models and have not been giving him the necessary attention, he hits back by bringing home poor grades. The student may use projection as a defence mechanism to justify his poor performance, for example, blaming parents for poor grades other than his failure to work hard. Others feel insecure because of their parental issues at home hence they get disrupted in their education.

Rice (1984) states that how the students perceive their parental authority over their grades or academic performance may either cause them to work hard or to rebel. If they perceive them to be higher in control there is a tendency of achieving higher grades. In the same investigation it was observed that child tobacco use was associated with child perception of low control and higher in permissiveness. Some students will react negatively to parents' control and discipline by posting poor academic performance or just being rebellious in order to attract parents' attention especially where the parent is low in control and neglectful (Ngwiri, 2008, Ngwiri and Tumuti, 2010, Biu, 2011)

Deborah & Janet (1997) investigated how children and their parents rate their parenting styles and how this rating is associated with academic achievement, alcohol and tobacco use in public school districts (United States of America). A total of 386 matched parent-child pairs from 8th and 9th grade students were analyzed for parent-student classification of parents as authoritative, authoritarian, permissive or mixed parenting styles. Agreement on parenting styles between parents and children was poor. Students perceived parent less authoritative, less permissive and more authoritarian (highly demanding) than parents considered themselves. High grades were associated with child and parent perception of higher authoritative/higher demandingness, lower permissiveness and lower authoritarianism. Child tobacco use was associated with child perception of lower authoritative and higher permissiveness while parent perception of parenting style was not associated with child substance use. This study shows that what the parents perceive as factors contributing to high academic grades and substance use in so far as parenting styles were concerned was different from students' perception.

Another study carried out in Kenya by Kimathi (2012) on influence of drugs and substance use on students' performance in KCSE in Igembe Meru shows that most students abuse drugs which affect their performance in examinations. Students who abuse drugs absent themselves from school leading to drop out, high repetition rate hence low academic achievements.

The above study findings render the current study significant because the outcomes will benefit the parents in understanding how they are perceived by their children and this might help them adjust their parental demandingness in order to be of more help to them in so far as curbing rebellion and improvement of academic performance are concerned. It is also note worthy that parents influence adolescent through parenting styles typically measured by

parental demandingness which is one of the dimensions of parenting styles thus the mention of the styles.

A related study was carried out in Finland by Aunolak, Stattin and Nurim (2000). They investigated the extent to which adolescents' achievement strategies are associated with parenting styles they experience in their families. A total of 354 year old adolescents from Finland completed a strategy and Attribution Questionnaire and a Family Parenting Style Inventory. Analogous questions were also completed by the adolescents' parents. Based on adolescents' report of parenting styles four types of families were identified; those with authoritative, authoritarian, permissive, and neglectful parenting styles. The results further showed that adolescents from authoritative families (where there was balance demands and control), applied most adaptive achievements strategies characterized by low levels of failure expectations, task-relevant behavior and passivity, and the use of self enhancing attributions. Adolescents from neglectful families (no demands and no controls) in turn applied maladaptive strategies characterized by high levels of task irrelevant behavior, passivity and lack of self enhancing attributions.

Similar findings were obtained by Rivers, Mullies, and Fortner (2012) which examined the relationship between parenting styles, academic performance and mediating effects of motivation, goal orientation and self efficacy among 148 high school students which included 58 males and 90 females from USA. Parent involvement questionnaire was used to measure students' perception of their parents' parenting styles. The Intrinsic- Extrinsic Orientation scale measured students' motivation. The patterns of Adapted Learning survey measured participants' goal orientation and academic self efficacy. Results showed that adolescents who reported their parents as having a more authoritative parenting style (balanced in their demands/democratic) were found to demonstrate more intrinsic motivation in their academic pursuits. In the previous review of literature, it was noted that authoritative parenting style communicated balanced demandingness which was perceived as producing stable mature well adjusted children.

The above studies measured different academic aspects, for instance, motivation, goal orientation, among others, as relating to parenting styles which evolved from two dimensions; demandingness and responsiveness with the former being the concern of this research. It would be important to find out how academic performance is influenced by parental practice of demandingness which is a characteristic of various parenting styles, in public secondary schools in Kiambu district. The above studies too examined both parents' and students' perception. Much as this is good because it give the two sides of the opinions, results from the fore mentioned investigation, for example, Deborah & Janet (1997) study in USA public schools showed that students' perception is more accurate in measurement of influence of parenting behavioral demand/style on academic achievement than parents' perception. The current study therefore considers students' perception more appropriate than parents' perception on the influence parental demandingness on male adolescent academic performance.

While most studies render support for the importance of the relationship between parenting styles and academic achievement, a few others, for example, Gakuru and Kinyanjui , in Ngau (1991) point to contradicting results. In their investigation of grade retention and school drop outs in Kenyan Primary schools: access and inequality issues, school and school environment were considered crucial factors in pupils' academic performance. Such contradicting findings point to the need for more research into the area of parental control and their influence

towards male adolescent academic performance in public secondary schools. This will not only add clarity into this crucial area of parental control but also provide additional knowledge that will enhance good parental control for better academic performance and improvement of behavior.

Ogwari (2008) carried out a study in Kenya on student's perception of the influence of parenting styles on girls' self concept and academic performance in co-education secondary schools in Mount Elgon district. A total of 95 students were used as a sample. Results showed that students' perception of parenting styles influence girls' self concept and academic performance and that self concept influences academic performance. Rachel (2002) carried out a study testing a four step model consisting of family environment, educational aspirations, academic achievement and perceived family support and demandingness among eighth graders growing up in two cultural settings: transitional to modernity (Israeli Arabs) and western (Israeli Jews). Among other findings parental demandingness was directly related to academic achievement of Arab boys and Jewish adolescents. While these studies are important in enhancing understanding of girls' perception of the influence of parenting styles to their academic performance and self concept and parental demandingness relationship to academic achievement of both Arab boys and Israelis adolescents, they strengthens the need for a study on parental demandingness influence on the male adolescent academic performance because the above stated studies were carried out among girls and Middle East boys and not Kenyan male adolescents which is the concern of this study.

It is noted that various assessment methods are used to find out the relationship between parental controls and adolescent behavior, for example, Deborah & Janet (1997), Rivers, Mullies & Fortner (2012), Kimathi (2012), Kinai (2002) uses self report based methods on perception of both parents and adolescents (male and female). Others such as Aunolak, Sattin & Nurim (2000) used a Strategy and Attribution Questionnaire, Parenting Style Inventory Questionnaire and Analogous Questionnaire. The fact that most findings from the studies irrespective of the method used seem to converge around the importance of parental influence on the behavior of children across countries strengthen the current study. This increases the likelihood of similar results on the influence of parental demandingness on male adolescent rebellion and academic performance in public secondary schools in Kiambu District.

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.

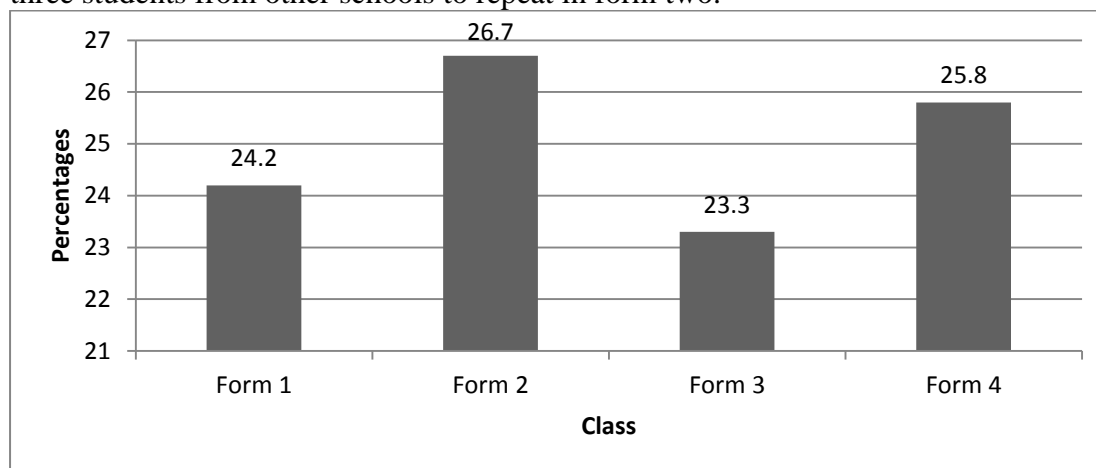


Figure 1: Class Level

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.

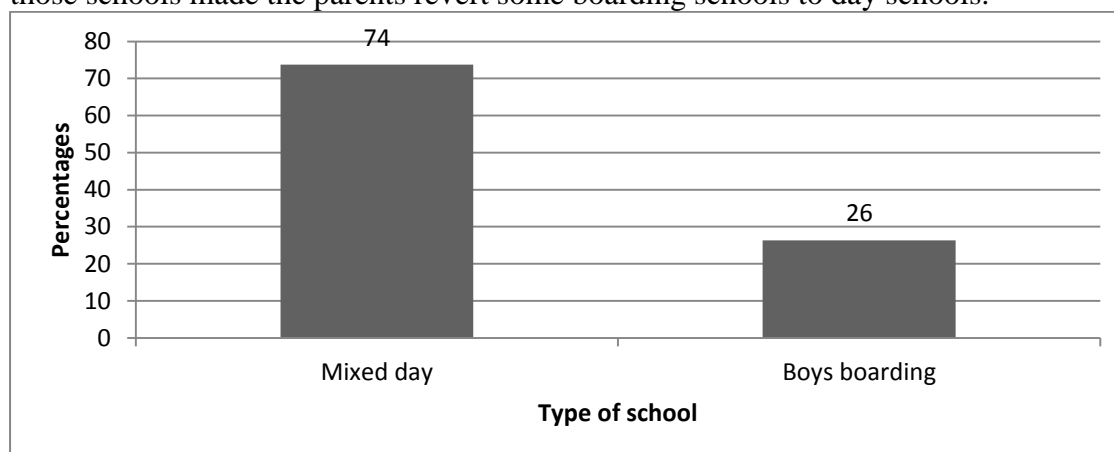


Figure 2: Types of school

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 undisciplined 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.

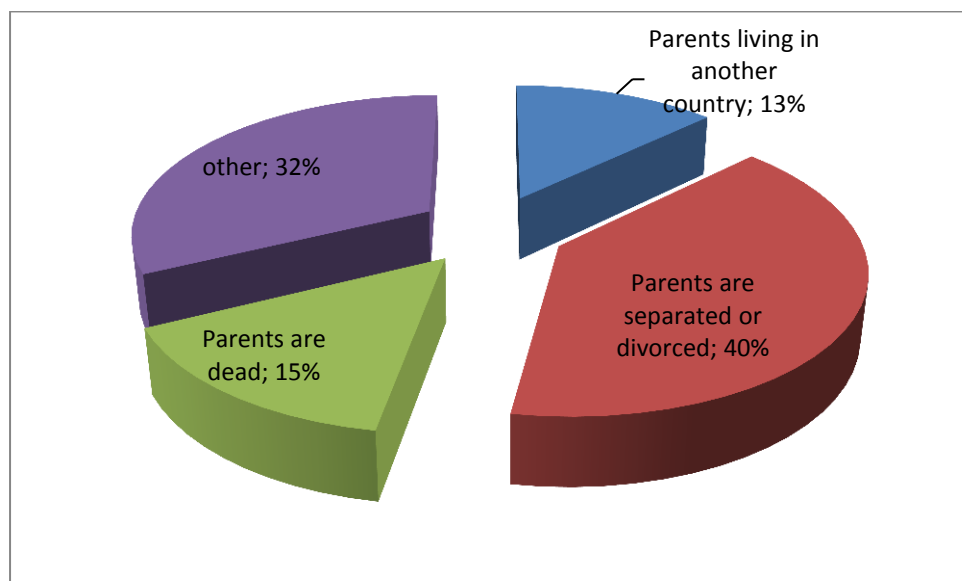


Figure 3: Reason for not staying with their parents

4.3 Inferential Statistics

4.3.1 Relationship between Parental Demandingness and Academic Performance

Correlation results in table 5 indicate that parental demandingness had a positive correlation ($r = 0.045$) and statistically insignificant ($p = 0.506$) with academic performance. Rumsey (2011) noted that correlations of less than absolute values of 0.5 are considered weak correlations. The study therefore accepts the null hypothesis, at 95% confidence level and concludes that there is no significant relationship between parental demandingness and student academic performance. Since the coefficient of determination (R squared) is 0.20%, this is the only percentage of academic performance that can be attributed to parental demandingness. This is almost a complete absence of association between PD and students' academic performance.

Table 5: Correlation between PD and academic performance

		PD index	Academic performance
Parental demandingness	Pearson Correlation	1	0.045
	Sig. (2-tailed)		0.506
Academic performance	Pearson Correlation	0.045	1
	Sig. (2-tailed)	0.506	

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

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

Analysis of data on the nature of academic performance was average (total mean score 53.01) and that of parental demandingness was ambivalent. Inferential statistics revealed that PD was positively correlated with AP and statistically insignificant. These findings are supported by the deputy principal's responses to the interview when they reported that some parents appear not to really know what is expected of them as parents of secondary school students. For instance, some students complained that the environment at home was not conducive for studying because of noise from television and the other members of the family since they share a room or two which serve as kitchen, bedroom, sitting room, among other

utilities. When parents are summoned to school over poor performance and they hear this complain, they respond by saying that the boy(s) can always look for a reading venue from the neighbour. However a few have been supportive. This case is slightly different in boarding schools where deputies reported that parents were supportive to their sons. They report that parents were investing a lot in their sons' education hence they expected good performance. They therefore pressurize them to work harder. They would also like to avoid school summons due to poor performance for this embarrasses them. This could thus explain the ambivalent results from the current study.

5.2 Conclusions

PD was found to be positively correlated with academic performance though the correlation was insignificant. PD was ambivalent and AP was average. It appeared that the ambivalent nature of PD tended to impact on average way of performing by students. This may imply that for successful academic performance, there is need to totally involve the parents through educating them on the academic needs of the student. The fact that the correlation between PD and AP was insignificant could imply that there could be other significant factors that contribute to average academic performance in the district other than PD and which can be variables of further research.

5.3 Recommendations

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

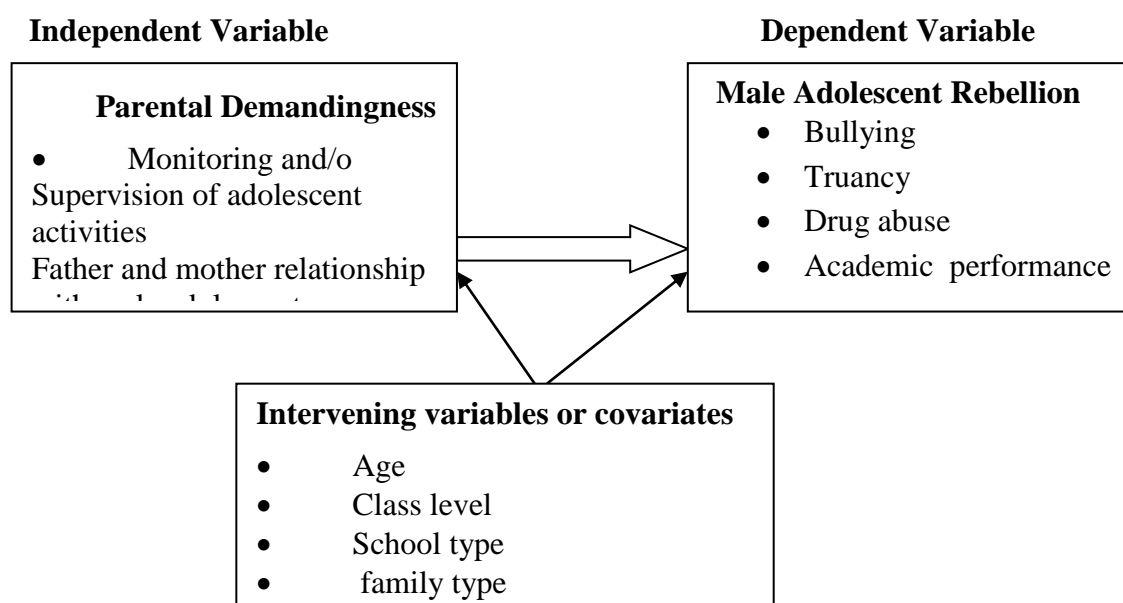


Figure 4: Original model highlighted in conceptual framework

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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