

American Journal of Education and Practice (AJEP)



THE INFLUENCE OF MALE ADOLESCENT REBELLION ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS

Jane Macharia and Dr. Mulambula, M. Shikuku



THE INFLUENCE OF MALE ADOLESCENT REBELLION ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS

^{1*}Jane Macharia

^{1*}Post graduate student

Moi University

*Corresponding Author's Email: jane.macharia48@yahoo.com

²Dr. Mulambula, M. Shikuku

Senior Lecturer, School of Education

Abstract

Purpose: The purpose of this study was to determine influence of male adolescent rebellion on 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 there was no statistically significant relationship between adolescent rebellion and academic performance

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: male adolescent, rebellion, 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 Bui, (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 Bui (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 male adolescent rebellion on academic performance in public secondary schools

2.0 LITERATURE REVIEW

2.1 Empirical Review

A study by Nualnong, Paul and Anthony (2014) on risk and protective factors for substance abuse in a sample of 1778 students attending technical colleges in Bangkok and Nakhon Ratchasima provinces of Thailand using self report questionnaire showed that, low school commitment was strongly associated with illicit drug use. Similar observation was done by Biu 2011 who noted that indiscipline among students affect their academic performance.

In Kenya, a study was carried out by Kimathi (2012) on the influence of drugs and substance abuse on KCSE performance in Meru. Results showed that drug abusing students affect their academic performance. They also absent themselves from school leading to school dropout, repetition of forms and low academic achievements. Similar results by Changalwa (2010) on relationship between parenting styles and alcohol abuse at Kaimosi Teachers' Training College (KTTC) in Vihiga district in Kenya revealed that alcohol abusers achieved low grades.

Njoroge and Ann (2014) carried out a study on effects of indiscipline on academic performance among secondary school students in Ruiru Kenya. Results revealed that indiscipline adversely affect academic performance. Indiscipline students brought unconducive learning environment in school. They have little time to read hence their poor performance.

While most studies shows connectedness between rebellion and academic performance, John Lance, Erickson and Karen (2013) shows contradictory results. In their study on academic achievement and delinquency with 9,381 adolescents in America, they noted that delinquency does not directly influence academic achievement. Such contradictory findings point to a need of the current study to investigate whether male adolescent rebellion influences their academic performance in Kiambu public secondary schools specifically.

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.

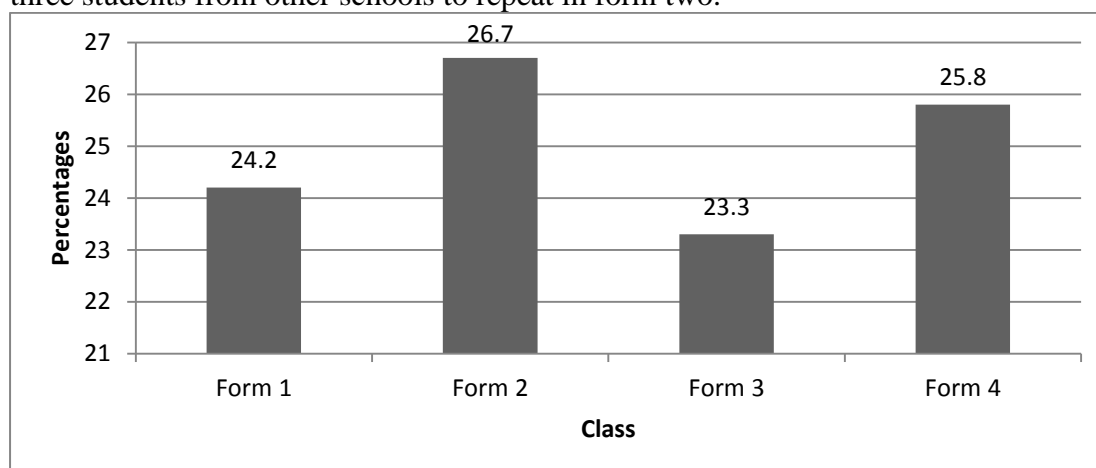


Figure 1: Class Level

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.

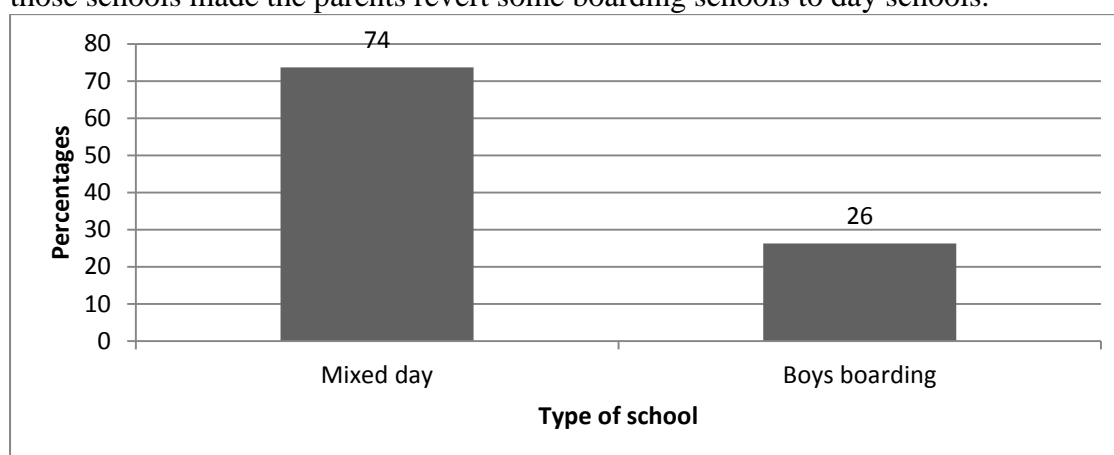


Figure 2: Types of school

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.

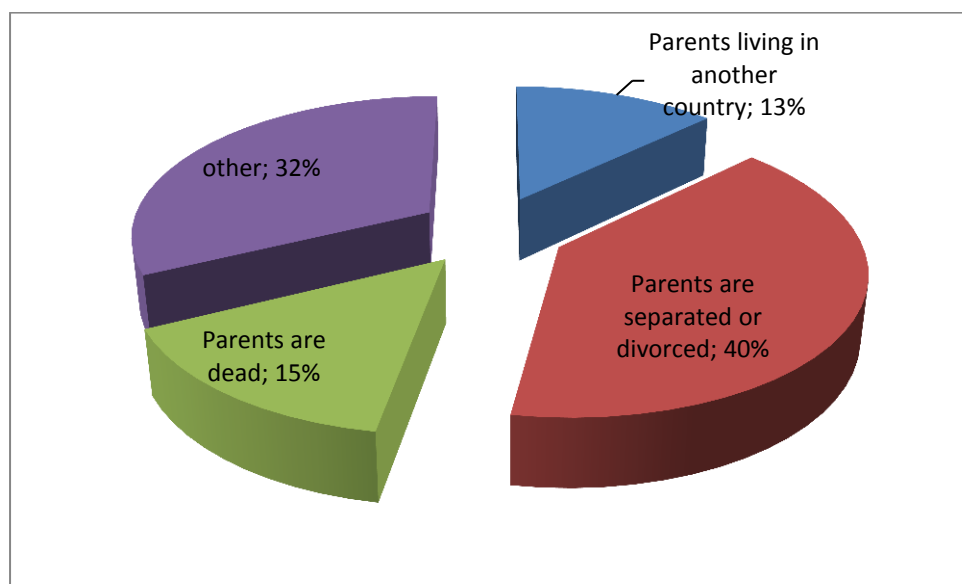


Figure 3: Reason for not staying with their parents

4.3 Inferential Statistics

4.3.1 Male Adolescent Rebellion and Academic Performance

A cross tabulation of adolescent rebellion and academic performance (Table 4) indicates that there is no significant relationship between adolescent rebellion and academic performance. This is supported by a chi-square of 3.351 ($p = 0.501$). Since a p-value of 0.501 is greater than the conventionally accepted significance level of 0.05 (i.e. $p > 0.05$) we accept the null hypothesis. The contingency coefficient for the association is 0.12. In other words, there is no statistically significant relationship between adolescent rebellion and academic performance. The findings are supported by interview responses where the deputies said that rebellion in their schools manifested in drug taking, sneaking and truancy is minimal because in school students are able to meet their one basic need, food, unlike when at home. Again parent's lack of interest and support to students might make them not to rebel especially in day schools. In boarding schools even when student, for instance, sneak, which is rare, they do so to relax or change the environment.

Table 5: Cross-tab of adolescent rebellion and academic performance

Academic performance		low performance	Average performance	high performance	Tot al	Chi square
RB_in dex	Low	64	112	48	224	3.351(0.501)
	ambivalent	3	1	2	6	
	high	1	1	0	2	
Total		68	114	50	232	C=0.2

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

On rebellion and academic performance, chi square revealed no significant relationship. This is supported by the deputy principal's responses who said that boys prefer to be in school rather than at home or outside the school because in school they are able to meet their basic

needs such as food and medication especially in day schools. Cases of sneaking from school or drug taking have therefore gone down. However some boys sneak to join sects whose activities are carried out mainly during the day. In boarding schools, some students will sneak out of school on Fridays to go and relax in a different environment like in Nairobi mainly to have sexual relationship with commercial sex workers then return to school; otherwise they will want to remain in school due to deterrent measure of being suspended if one is caught. The cases they said, are negligible. These findings in some way support those of John, Lance, Erickson and Karen (2013) who found in their study on connectedness between rebellion and academic performance among American adolescents, that delinquency does not influence academic achievement.

This finding contradicts those of many others, for instance, Nualnong, Paul and Anthony (2014) in Thailand, Kimathi (2012) in Meru Kenya, Chungalwa (2010) in KTTC Kenya, Njoroge and Ann (2014) in Ruiru Kenya, who found a significant relationship between indiscipline and academic performance. Those students who were involved in drugs also performed very poorly in their academics. Xiaoming (2009) also found that rebellion was associated with low performance and low educational aspirations. The current study findings were that AP was average and appears to be similar to the analysed District National examination results (table 1.1) which has not been good although the latter were national examinations and not teacher made tests. The findings could imply that apart from PD and rebellion which characterised most of the said schools, there could be other contributory factors to low academic performance which have not been covered in this study and which could be areas for further investigation.

5.2 Conclusions

Rebellion was found to have no significant relationship with AP. This may mean that there is need for further investigation on other factors which may influence AP in secondary schools hence this aspect is not conclusive.

5.3 Recommendations

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

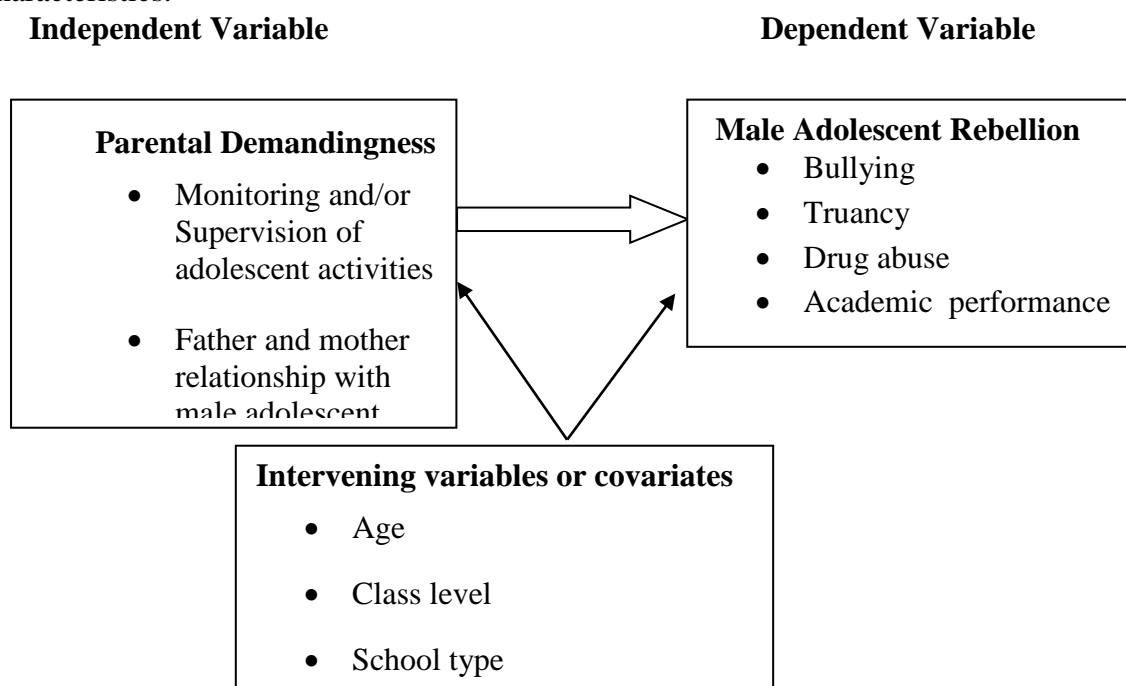


Figure 4: Original model highlighted in conceptual framework

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 girls' 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.

REFERENCES

- Babbie, E. R. (2004). *The Basics of Social Research*. Belmonte, CA: Thomson Wadsworth.
- Biu, T. (2011). *Violence in Schools: Causes and Potential Solutions*. Nairobi: Evangel.
- Carole, A. & Karen, K. (1997). *Parenting: A Lifespan Perspective*. NY: McGraw-Hill.
- Changalwa, C. N. (2010). *The Relationship Between Parenting Style and Alcohol Abuse Among College Students: A Case of Kaimosi Teachers College, Vihiga District, Kenya*. Moi University, Eldoret, Unpublished M.Phil thesis
- Dennis, C. (2004). *Introduction to Psychology: Gateways to Mind and Behavior (10th Ed.)*. Wadsworth: Thomson Learning.
- Harter, S. (1999). *The Construction of The Self: A Developmental Perspective*. NY: Guilford.
- John, P.H., Lance, D. Erikson, H., & Karen, R. S. (2013). Modelling Association Between Academic Achievement and Delinquency: An Application of International Theory. *Criminology*, vol 51, 3, 639-660.
- Kariuki, N. S., Aloka, P. J., Kinai, T., Gatimu, N. H., Ndeke, F. N. (2014). Relationship between adolescent's perceptions of their parents' behaviors and youths' non illegal and minor- illegal delinquency in Nairobi secondary schools, Kenya. *Journal of social science*, Vol 5, 7.
- Kimathi, W. L. (2012). *Influence of Drugs and Substance on Students Performance in KCSE in Igembe Meru*. Unpublished Masters of Education Thesis, Kenyatta University.

- Kinai, T. (2002). Relationship between Parental Behavior towards Adolescents and Their Manifest aggression. Kenyatta University, Unpublished Phd thesis.
- Kinai, T. (2002). Relationship between Parental Behavior towards Adolescents and Their Manifest aggression. Kenyatta University, Unpublished Phd thesis.
- Lester, M. (1993). *Psychology (2nd Ed)*. Iowa: Brown & Benchmark.
- Marcia, J. E. (1966). Development and Validation of Ego Identity Status among Different Groups in Kenya. *Journal of Personality and Social Psychology*, 3, 551-558.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- Musuikuya, J. (2006, 26th September). Indiscipline in Schools. *Kenya Times*, Nairobi, 6, Col 1-3.
- Nancy, J. (2001). *The Child: Infants, Children and Adolescents*. California: Mayfield.
- Narina, N., Debra, P. and Warren, A. (2007). *The Story of Human Development*. Upper Saddle NJ: Prentice Hall.
- Ngare, P. (2000, 23rd February). “Hundreds Out of School in Central”. *East African Standard*, Nairobi, pp 8, Col 4-5.
- Ngwiri, L.N. (2008). *Powerful Parenting: What Every Parent Should Know*. Nairobi: Printpack
- Njenga, F. (2010). *What is Wrong With this Child?* Nairobi: Oxford University Press.
- Njoroge, P. M. & Ann, N. N. (2014). Discipline as a factor in Academic Performance in Kenya. *Journal of Educational and Social Research*, vol, 4, 1.
- Nualnong, W., Paul,R., Anthony, H.W. (2014). The Influence of Protective and Risk Factors in Individual, Peer and School Domains on Thai Adolescents’ Alcohol and Illicit Drug Use: A Survey. *Journal of Addictive Behaviors*, vol 39,10,1447-1451.
- Okorodudu, G. N. (2010). Influence of Parenting Styles on Adolescent Delinquent in Delta Central Senatorial District. Delta State University, Unpublished MA thesis.
- Onancha, E. (2007 8th July). “Bullying in Schools is Unacceptable”. *East African Standard*, Nairobi, pp 6, Col 5.
- Onyasimi, B. (2006, 20th May). “Let’s Find Solution to Bullying in Schools”. *Kenya Times*, Nairobi, pp 10, Col 2-4.

-
- Philip R. N. & Barbara, M. N. (1986). *Adolescent Development*. Columbus: Merrill Publishing Company.
- Piaget, J. & Inhelder, B. (1956). *The Child's Conception of Space*. London: Routledge & Kegan Paul.
- Stapley, J.C., & Haviland, J. M. (1989). Beyond Depression: Gender Differences in Normal Adolescents' Emotional Experiences. *Sex Roles*, 20,295-308.
- Wangui, B. (2008). Alarm Over High Boy School Dropout in Central. *Standard*, Nairobi, pp 21, Col 1-5.
- Wesang'ula, M. John, O. & Eric, K. (2011). Perceived Home Factors Contributing to Violent Behavior Among Public Secondary School Students in Western Province, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, vol 2(1), 30-40.
- World Bank, (2002). *Opening Doors: Education and the World Bank*. Washington DC: World Bank.