PATERNAL PARENTING STYLES AS A PREDICTOR OF BEHAVIOUR CHANGE AMONG PRE-ADOLESCENTS: A CASE OF A PRIVATE COMMUNITY SCHOOL IN NAIROBI, KENYA

By

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DECLARATION

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

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This thesis has been submitted for examination with the knowledge of my Supervisor.

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Date: ________________

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Supervisor
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DEDICATION

To my family. I thank you.
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ABSTRACT

Pre-adolescence marks the onset of physiological changes in the body of a child, which can lead to behaviour problems. Yet this stage in the development of a child, and the effect of parenting in helping the child manage the stage, remains a relatively understudied area in Kenya. The purpose of this study was to establish whether paternal parenting styles is a predictor of behaviour change among pre-adolescents at Oshwal Academy’s primary school campus in Nairobi, Kenya. The researcher applied descriptive research design to undertake the study. The target population comprised of pupils, fathers and members of staff. From this, a sample size of 113 comprising of pre-adolescents, fathers and staff was drawn. Data was collected using a structured questionnaire and interview guide. The data was then analyzed using descriptive statistical techniques. Spearman’s rank correlation analysis was used to test the relationship between paternal parenting style and problem behaviour. The results reveal that there was a significant inverse correlation between authoritative paternal parenting style and pre-adolescent student problem behaviour ($r=-.319, p<.05$). The results also reveal that there was a significant positive correlation between paternal authoritarian parenting style and pre-adolescent student problem behavior ($r=.312, p<.05$). The study concluded that paternal parenting style did influence pre-adolescent behavior change. Based on these findings, this study recommends that fathers should be sensitized about the implication of their parenting style on the child’s learning, behaviour of the child as well as the spill-over effects on the overall family functioning. A lot more collaboration is necessary with all members of the microsystem in order to effect positive behaviour change. The scope of change that this calls for encompasses role-modelling, paternal attachment bonding and active involvement in the academic life of the child. Extensive studies can be undertaken on the role of fathers and father figures in influencing pre-adolescent behaviour change.
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<tr>
<td>CANS</td>
<td>Child and Adolescent Needs and Strengths</td>
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<td>KDS</td>
<td>Kenya Demographic and Health Survey</td>
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<td>PAN</td>
<td>Parenting in Africa Network</td>
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DEFINITION OF TERMS

*Parenting style:* This refers to the attitudes and behaviours that parents deploy to nurture and bring up their children.

*Paternal parenting style:* This is parenting style used by fathers in executing their responsibility as a father to shape up the behaviour of their children.

*Behaviour change:* This is the stoppage of problem behaviour and attitude to a more productive behaviour and attitude by pre-adolescents.

*Pre-adolescent:* This is the age bracket of 9 to 12 year old during which physiological changes begin to affect the psychology of children ushering them into adolescence.
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter presents the background to the study, the problem of the research and purpose of the study. The objectives of the study outlined along with research questions. The chapter also presents the justification, significance, assumptions, scope of the study, limitations and delimitations of the study.

Background to the Study

The behaviours and mannerisms of children are often shaped and influenced by parents. According to De Souza and Paul (2013), parents are the primary nurturers of children and through their parenting style exert a powerful influence on the psychological development of their children. This truth underscores the role of parenting styles in behaviour change in children. Parenting styles are the approaches which parents implement to address the demands of children as way to bring up a child (Thakre & Gupte, 2016). It constitutes a “complex set of behaviours and/or attitudes by which parents demonstrate and communicate the values, behaviours, and standards that their children are expected to adopt” (Shute, Hansen, Underwood, & Razzouk, 2011). The set of behaviours reflects two major elements namely: demandingness which is behavioural controls that a parent institutes on the child and responsiveness which refers to the extent to which the parent allows self-regulation on the part of the child and offering support (Nyarko, 2011).

Generally, three distinct parenting styles have been conceptualized in literature. These are: permissive, authoritarian and authoritative parenting styles (Kordi & Baharudin, 2010). Permissive parents make minimal restrictions on the child and expect children to regulate their own behaviour while in contrast, authoritarian parents are characterized as strict, directive and emotionally detached and expect children to be
Paternal parenting style is construed to mean the behaviours and attitudes with which the male parent of a child involves himself in the responsibility of bringing up a child (Najam & Kausar, 2012). This may assume any of the three constructions of parenting style hitherto discussed. This study will focus on the contribution of paternal parenting style on behaviour change among preadolescents. Literature suggests that the preadolescent stage – typically the ages between 9 and 12 years, is characterized by a demand for independence, a search for identity, a curiosity for everything and a knowledge of consequences of bad behaviour (Parenting in Africa Network, 2013). This stage also marks the onset of physiological changes that make children irritable and rebellious and calls for skilful handling on the part of the parents to avert strain in the parent-child relationship or indulgence in deviant behaviours (PAN, 2013).

Paternal parenting style and its relationship with children behaviour has attracted much scholarly attention globally. Much of the studies in the western world suggest that fathers make important contributions to their children’s behavioural functioning (Leon, Bai, & Fuller, 2016; Kroll, Carson, Redshaw, & Quigley, 2016; Pougnet, Serbin, Stack & Schwartz, 2011). In a study carried out in the USA, a sample of 333 children in state custody in Illinois between the ages of six and 13 participated and were assessed using the externalizing behaviour scale of the Child and Adolescent Needs and Strengths (CANS) at regular intervals throughout their time in care (Leon et al., 2016). In this
study, father involvement was measured through a review of case files and interviews with child welfare workers. It was found that even in unique and stressful context of child welfare, father involvement can be protective regarding children’s externalizing behaviours.

Kroll et al. (2016) assessed the association of resident UK fathers’ involvement with subsequent behaviour of their children, examining boys and girls separately. They estimated gender-specific odds ratios for behaviour problems per quintile of father involvement, using separate logistic regression models for boys and girls in each analysis period. They found that paternal positive parenting beliefs before adolescent age was significantly associated with lower risk of subsequent behaviour problems in both boys and girls ($r=0.81$, $p<0.05$).

In Canada, Pougnet et al. (2011) investigated the prospective relations between fathers’ presence and parenting, and children’s subsequent cognitive and behavioural functioning. The results indicated that for girls only, fathers’ presence in middle childhood predicted fewer internalizing problems in pre-adolescence. It was found that for both boys and girls, fathers’ positive parental control predicted higher Performance Intelligence Quotient and fewer internalizing problems over six years later.

Despite the consistency in research findings reported in the Western world, it is instructive to note that parenting style is shaped by background factors and context, as well as the unique values of each parent and thus, parenting behaviour differ among different populations, and as parents express different values and behaviours, children’s behaviour is moulded differently (Center on Education Policy, 2012). For instance, Schwalb and Schwalb (2014) compared fatherhood in Brazil, Bangladesh, Russia, Japan, and Australia and considered their outcomes on children’s behaviour and found that the roles of fathers are highly variable and context-dependent. This perspective has fuelled a
continuation of studies outside the western world as seen in developing nations in Asia and Africa.

Ball and Wahedi (2010) explored fatherhood in Bangladesh and argued that theories, research, and program models focused on fathers’ contributions to children’s behavioural outcomes drawn upon Euro-western cultural values, family formations, and goals for children’s development are unlikely to be useful in understanding fatherhood and fathering in Bangladesh or other South Asian contexts. Some studies have found racial/ethnic variations in parenting behaviours, such as nurturance, discipline, teaching, and language use (Center on Education Policy, 2012). However, De Souza and Paul, (2013) examined the influence of perceived paternal parenting style on the social competence of middle-school children and explored gender differences in perceived paternal parenting style. It was found that Perceived Paternal Parenting Style significantly influenced on the children’s social competence; and no significant gender differences was found. Their finding adds to the growing body of literature on the relationship between paternal parenting style and children behaviour as depicted in the western context.

Mixed results have however been reported in Africa as found in the works of Gould and Ward, (2015) and Richard, (2015). In their investigation of positive parenting in South Africa, Gould and Ward, (2015), found that parenting has a direct impact on children’s behaviour, which affects their ability to realize their potential. While their research does not distinguish between paternal and maternal parenting styles, the findings add to the growing body of literature on the potential nexus between paternal parenting styles and children’s behaviour.

A conflicting study was reported by Richards, (2015) who undertook a study in Cape Town, South Africa that aimed at understanding the relationship between parenting
and children’s aggression, and the role of parental substance misuse in this association.
No significant association was established between involved parenting, positive parenting, corporal punishment, inconsistent discipline, poor monitoring and supervision and children’s behaviour.

Research findings reported in Kenya concur more with the findings reported in the Western world as opposed the study in Cape Town undertaken by Richards, (2015). One such study was conducted by Kimani and Kombo, (2010) who examined the challenges facing nuclear families with absent fathers in Gatundu District, Central Kenya. They found that children emulate the behaviour of the parents they identify with, usually of similar gender. They reported that 85% of children that exhibit behavioural disorders come from fatherless homes; suggesting that father involvement indeed played a role in the behaviours of the child.

Oshwal Academy

The study was carried out at Oshwal Academy’s primary school. The Academy is an international school with four campuses that also includes the primary school. The other campuses are Nursery, Junior High and Senior High. The academy is founded on the belief that each and every student in the institution is unique and they all have the potential to learn once their physiological, safety, belonging and esteem needs are adequately met both at home and in school. Collectively, the school community numbers slightly more than 1,000 people comprising of 960 students (of which 85% are Asians and 15% are Africans), 100 teaching staff and 20 non-teaching staff.

The Academy has in place what it calls a Positive Behaviour Policy which is signed by all students and parents/guardians. The policy defines what behaviours are acceptable and what behaviours are unacceptable. Among the problem behaviours for which behaviour change is encouraged include but not limited to: noise making, use of
foul and abusive language, fighting or bullying, theft, dishonesty and destruction of property. In addition, the Academy has a Child Protection Policy that outlines the standards of behaviour and code of conduct for all people working with or engaged in activities funded by the academy (Oshwal Academy, 2017).

The school has come up with a number of programmes to facilitate contact between parents, students, teachers, and or the school. These include: mother/daughter and father/son bonding sessions that are held once every academic year for all the year groups. In these sessions, students have an opportunity to bond with their parents through different activities organised by the pastoral care department. Another program that has helped attend to students’ needs is the tutor-tutee programme where a teacher spends time with a group of about 12 students and they have an opportunity to share challenges they are facing both in school and home. Cases that need special attention are referred to the counsellor immediately (Oshwal Academy, 2017).

Consultation meetings with parents are also organised for parents to meet with the teachers twice in the term to discuss progress and conduct of the student. Parents have an opportunity to also join their children in a class session each term and this is an opportunity to observe their children in class while studying. The report card is another document used to communicate the students’ performance and behaviour.

Statement of the Problem

The importance of fathers in moulding behaviours of children cannot be overemphasized. Fathers, through their parenting styles, determine character formation, interpersonal relationships, and intellectual functioning as the child grows into an adolescent till they become young adults. Given the important role fathers play in a child’s development, it is necessary to examine the relationship between paternal parenting styles and behaviour change. Previous studies have focused on the influence of
general parenting styles without differentiating paternal and maternal parenting styles (Alnafea & Curtis, 2017). D’Souza and Mendes (2014) examined the effect of two dimensions of parenting styles on the self-concept of pre-adolescents and revealed that there is a significant difference in the self-concept of pre-adolescents depending on the parenting styles of mothers and fathers. There are limited studies that have examined the role paternal parenting styles and their influence pre-adolescent behaviour change in Kenya. The current study sought to fill this research gap.

Purpose of the Study

The purpose of this study was to establish the influence of paternal parenting styles on behaviour change among pre-adolescents using a case study of pre-adolescents at Oshwal Academy’s primary school campus in Nairobi, Kenya.

Objectives of the Study

i. To describe problem behaviours of pre-adolescents in Oshwal Academy

ii. To establish the triggers of problem behaviours of pre-adolescents in Oshwal Academy

iii. To find out whether there is relationship between paternal parenting styles and problem behaviours of pre-adolescents in Oshwal Academy

iv. To establish the extent to which paternal parenting styles influence pre-adolescents’ behaviour change at Oshwal Academy

Research Questions

This study sought to answer the following questions:

i. What are the problem behaviours among pre-adolescents in Oshwal Academy?

ii. What are the triggers of problem behaviours of pre-adolescents in Oshwal Academy?
iii. Is there relationship between paternal parenting styles and problem behaviours of pre-adolescents in Oshwal Academy?

iv. To what extent do paternal parenting styles influence pre-adolescents’ behaviour change at Oshwal Academy?

Justification

Children are considered the backbone of a nation and an important constituency in every nation’s welfare. While mothers play a critical role in behaviour formation of children, the contribution of fathers in shaping the behaviour of children is just as important. However, given the cultural and contextual differences that characterize the norms, values and belief systems of different fathers, it is important to take into account these differences when generalizing research findings. However, very little research on the subject has been explored in most developing countries such as Kenya, thus warranting the current study.

Significance of the Study

This study was expected to benefit various stakeholders. The management of Oshwal Academy can glean from findings that can enable it promote better involvement of paternal parents in their children’s behaviour change. Counselling practitioners can have an appreciation of the contribution of fathers in shaping the behaviours of their children. This can inform their development of targeted intervention programs that can help them mitigate behaviour problems in pre-adolescents. The government can also use the findings of this study as a basis for coming up with policies that promote the involvement of fathers in their children’s lives. Parents can also benefit from the study in that the results will show paternal parenting behaviours that influence pre-adolescent problem behaviour and change their parenting strategies based on the styles that lead to
positive behaviour change. The study can also be a reference material for further researchers in the area of parenting and child development.

Assumptions of the Study

i. Respondents would be truthful about their opinions.

ii. Respondents would cooperate with the researcher for the successful execution of the study.

Scope of the Study (Delimitation)

This research was focused on pre-adolescent students in Oshwal Academy, Nairobi. The study specifically targeted pre-adolescents between 9 years old and 12 years old. The sample included pre-adolescents presenting with problem behaviours and those who have since changed their behaviour.

Limitations

The use of a case study rather than a survey makes it difficult to generalize the findings to the entire population of pre-adolescents in Kenya. There was also a possibility that respondents gave socially desirable answers, meaning that they responded in a manner that projected a positive image of themselves. This was managed by encouraging respondents to be as truthful as possible.

Summary

In this chapter, an introduction and definition of the study variables are made. The chapter also presented the global, regional, and local trends with respect to the topic of study as a background to the study. The problem statement has also been discussed and the purpose, objectives and research questions outlined. The chapter has also discussed the significance and scope as well as the limitations and delimitations. Operational definitions of the key terms have also been provided.
CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter reviews existing literature on parenting and pre-adolescent behaviours. It begins with a brief review of the general literature before delving into past empirical studies on common problem behaviours among adolescents, triggers of the problem behaviours and the relationship between paternal parenting style and behaviour change among pre-adolescents. The chapter also presents the theoretical framework upon which the study was anchored. Lastly, the conceptual framework that guided the study is discussed.

General Literature Review

Mumthas and Muhsina, (2014) argue that pre-adolescence is a stressful developmental period filled with major changes in physical maturity and sexuality, cognitive process, emotional feelings and relationship with others. Mumthas and Muhsina, (2014) further characterize pre-adolescence as a phase of life marked by special attributes like rapid physical, psychological, cognitive and behavioural changes and developments, including: urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence. Life for many beginning adolescents is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, friends, family and themselves. These demands can overwhelm a child, with negative implications on the child’s development and behaviour.

Parents are considered to be the most important socialization agents during adolescence (Duriez, 2011). Cai, Hardy, Oslen, Nelson, and Yamawaki, (2013) examined the links between parenting styles on adolescent social behaviour and wellbeing in China. They found out that adolescent–parent attachment was positively
related to behaviour change. In addition, this study reported that parenting that is authoritative and without excessive psychological or behavioural control is predictive of better adolescent wellbeing. Generally, children attached to caregivers are confident about the caregiver’s responsiveness and availability in time of distress. Parent–child attachment improves later relations with peers via internal working model of relationships. It follows, therefore, that paternal parenting styles potentially determines attachment relationship developed by the pre-adolescent, which then determine behavioural outcomes of the adolescent. This explains why attachment relationship was of importance to the current study.

Empirical Literature Review

*Common problem behaviours of pre-adolescents*

Behavioural problems among school pupils in early adolescent pose a challenge within the educational sphere (Cooper, 2010). According to Joshi and Dutta, (2014), pre-adolescence is a time during which crucial areas of social adjustment must be made by the child including identity formation that instigates a struggle between the self and the outer world. As a result, the child attempts to break free from the control of parents as well as from the norms of society and thus questions the existing norms of society. Thus, there is a constant struggle as child tries to become more independent and this struggle leads the child to either adjust well in the society or become delinquent.

Generally, pre-adolescence marks an age characterized by preference for autonomy and independence, along with it, the engagement in various deviant acts that are out of the acceptable norm boundaries (Fareo, 2012). Many adolescents struggle with problem behaviours such as drinking, smoking, drug use and risky sexual behaviours (Hlavaty, 2011). Some adolescents act aggressively in response to a one time frustrating
or provoking incident while others use aggression not because they believe they have been wronged, but because they believe it will get them what they want (Navis, 2012).

**Triggers of problem behaviours of pre-adolescents**

According to Mumthas and Muhsina, (2014), many behavioural problems arise as a part of psycho-social needs that emerge at the onset of adolescence. The problems like bullying, lying, violation of rules may arise to satisfy social needs. Besides social needs, the need for self-respect, freedom and self-expression might be expressed by an individual in the form of disobedient, disrespectful, disorderly or un-cooperation. It is a time of heightened emotional tensions resulting from the physical and glandular changes that are taking place. The major emotional problems of pre-adolescents center around the failure to make transition to maturity that constitute important developmental tasks of adolescence. Navis, (2012) recommends that in order for educators and counsellors to effectively identify solutions for preventing problem behaviour, it is important for them to be aware of the factors that can contribute to the behavioural problems of pre-adolescents.

Hlavaty, (2011) examined the factors that may facilitate positive and negative behaviour in adolescents and the implications of the behaviour as they transition into adulthood. Hlavaty found out that those who engaged in more positive behaviours are more likely to have a positive relationship with their parents and less likely to be arrested. Elsewhere, researchers have found that child abuse and neglect is associated with behaviour problems in childhood and pre-adolescence. The earlier children are maltreated the more likely they are to develop behaviour problems at the onset of adolescence. Studies often associate abuse and neglect with internalizing behaviours (being withdrawn, sad, isolated and depressed) and externalising behaviours (being aggressive or hyperactive) throughout childhood (Lamond, 2010).
Pre-adolescents with poor social skills are unable to appropriately interact with peers in many circumstances. This can lead to internal feelings of loneliness and depression which can lead to external acting-out behaviours or problems with isolation. Poor problem-solving skills that are related to poor social skills may lead to inappropriate behaviour as these adolescents often consider the action of others as more hostile than was intended (Bergedon, Nolan, Dai, & White, 2013).

Increasing independence from being controlled by adult, rapidly occurring physical and psychological changes, exploration of social issues and concerns, increased focus on activities with a peer group and establishment of a basic self-identity contribute to pre-adolescent problem behaviours. Factors for adolescent maladjustment include economic instability, parental discord, inadequacy of school offerings, lack of understanding of adolescent psychology on the part of parents and school faculties, and inadequate recreational facilities (Mumthas & Muhsina, 2014).

Navis (2012) observed that some adolescents come from homes where the majority of the interactions they witness or engage in are violent or dysfunctional in some way. Studies have shown that individuals who are exposed to violence are more likely to misinterpret a social situation and respond inappropriately. For example, an adolescent who is accustomed to seeing his parents fight often may think that someone who bumps into him in the hall is attempting to instigate a fight.

Smischney, Chrisler, and Villarruel (2014) note that a stressful life event may make an adolescent feel more vulnerable, contribute to a feeling of hopelessness and despair, or cause the adolescent to become overwhelmed or act impulsively. Relationship breakups, parental divorce, death of a loved one, military deployment of a parent, academic failure, and physical/sexual child abuse are events often cited as occurring prior to a suicide attempt.
According to Hlavaty (2011), parents play an important role in moulding the behaviour of pre-adolescents by keeping an eye on what types of behaviours pre-adolescents engage in. This implies that parenting styles influence adolescent behaviours. Moitra and Mkherjee (2012) assessed the impact of one of the dimension of parenting practices, parent-adolescent communication, on the development of problem behaviour. The data was collected from 200 adolescents (100 delinquents and 100 non-delinquents) aged 11-18 years. Results suggested a significant difference between delinquent and non-delinquent adolescents. Further analyses revealed that both mother’s and father’s separate communication as well as their interaction effect was linked to the development of problem behaviour. It was further noted that a satisfactory mother-adolescent communication was much more important compared to the father-adolescent communication. Furthermore, age of the adolescent was also related to delinquency and it was observed that early adolescence was a richer breeding ground of problem behaviour, although a satisfactory parental communication was crucial throughout the adolescent period to serve as a protective factor against delinquency.

Navis (2012) observed that boys are socialized to believe they should not back down when they are provoked and, if they do, they risk losing their masculine identity. This signifies to the pre-adolescent that it is okay to use violence when they feel their masculinity is threatened. Navis further noted that children who do not form a secure attachment to a caregiver are more likely to display aggressive behaviours as they get older. Those with an insecure attachment fear being abandoned by significant individuals in their lives, which causes them to misunderstand others’ intentions. In turn,
misunderstandings often lead to unnecessary anger, which can lead to problem behaviours.

Smischney et al. (2014) advise parents to seek to be appropriately involved, close, and supportive of their pre-adolescents. According to Kordi and Baharudin (2010), it is critical that parents talk to their pre-adolescent children about their problem behaviours in a loving, trusting, non-judgmental way and be knowledgeable about available resources in their community. Pre-adolescents’ inability to learn and respond to rule systems at school may be directly related to how their parents teach them to respond to authority and their social problems.

Many behavioural problems associated with pre-adolescence are associated with inappropriate parenting styles and inattention to behavioural-emotional difficulties in childhood (Mahdavi, Esmaeilpour, & Khajeh, 2013). This study, in addition, examined the relationship between parenting styles and dimensions of children’s problem behaviours. The results showed that permissive parenting style is positively related to violence and disruptive, antisocial, outburst behaviour, and hyperactivity tendency.

It has also been speculated that authoritarian parenting style activates a dangerous world belief among pre-adolescents arising from feelings of threat and insecurity (Duriez, 2011). A study by Georgiou, Fousiani, Michaelides and Stavrinides (2013) examined the existing association between authoritarian parenting and bullying/victimization at school. It was found that authoritarian parenting was also positively associated with bullying and victimization at school.

Cross and Barnes (2014) also undertook a study which targeted parenting factors as protective of bullying and other problem behaviours among pre-adolescents. They found a strong association between parental disciplinary strategies and children’s involvement
in bullying situations. In particular, parental overprotection or permissiveness was linked with victimization, and parental authoritarianism with bullying perpetration. Adolescent children of fathers with authoritarian parenting styles are also more likely to have friends who frequently bully others.

Another study by Hines and Holcomb-McCoy (2013) found that poor parental supervision and monitoring, inconsistent disciplinary practices, and infrequent parent–adolescent communication have all been linked to negative behavioural outcomes among adolescents. Children and adolescents whose parents are neglectful perform most poorly in all domains. Sharma, Sharma and Yadava (2011) investigated the relationship between parental style and problem behaviour among adolescents in India. The results showed that authoritarian parenting style had a significant positive correlation with problem behaviour while permissive parenting style had a significant negative correlation.

*Paternal parenting and behaviour change in pre-adolescents*

Cross and Barnes (2014) noted that pre-adolescents who frequently disclosed their actions and activities to their father were less likely to report having bullied others or being bullied. Pougnet, Serbin, Stack and Schwartzman (2011) demonstrated this through their investigation of the prospective relations between fathers’ presence and parenting, and children’s subsequent cognitive and behavioural functioning. Their sample included 138 families from lower to middle income backgrounds who participated in two waves of data collection: when children were in middle childhood and subsequently three to five years later in pre-adolescence. The results indicated that for girls only, fathers’ presence in middle childhood predicted fewer internalizing problems in pre-adolescence. For both boys and girls, fathers’ positive parental control predicted fewer internalizing problems over six years later. These findings suggest that
fathers make important contributions to their children’s behavioural functioning, and point to the benefits of developing policies that encourage fathers to spend time with their children and promote positive fathering and involvement through parenting courses.

Hines and Holcomb-McCoy (2013) associate paternal parental responsiveness with social competence and psychosocial functioning, whereas parental demandingness is associated with instrumental competence and behavioural control. Children and pre-adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and are uninvolved in problem behaviour, but they have poorer social skills, lower self-esteem, and higher levels of depression.

De Souza and Paul (2013) drew attention on a new picture of paternal involvement in child-care responsibilities in the context of Goan nuclear families and provided a fresh impetus to fathers to examine their parenting styles in light of healthy child development. Through their behaviours, values and disciplinary practices, parents provide children with observational models that may or may not equip their children with the appropriate social skills and emotional regulation. Generally, the standard family environment model predicts that positive father involvement might aid the development of emotional regulation, social skills, and other aspects of child behaviour (Kroll et al., 2016).

Cobb-Clark and Tekin (2011) study found that adolescent boys engage in more problem behaviour if there is no father figure in their lives. However, adolescent girls’ behaviour is largely independent of the presence (or absence) of their fathers. The strong effect of family structure is not explained by the lack of paternal involvement that generally comes with fathers’ absence, even though pre-adolescents, especially boys, who spend time doing things with their fathers usually have better outcomes. Cobb-Clark
and Tekin (2011) concluded that the presence of a father figure during adolescence is likely to have protective effects, particularly for males, in both pre-adolescence and young adulthood.

In Africa, fathers are assumed to be in charge of family guidance, protection, provision of material and welfare needs of the family. They are also a source of inspiration to the children (Kimani & Kombo, 2010). Research on modelling, as discussed by Carlson (2014) has shown that when parents are held in high esteem and are the main sources for reinforcement, they child is more likely to model them. Thus, parents have much influence over their child’s behaviour. Carlson (2014) observes that from birth, a parent will mould and shape behaviours suitable to the norms of society through childrearing. However, there are certain parenting techniques that have a greater impact on a child’s behaviours. In his view, the largest is parental support. Parental support behaviours toward the child such as praising, encouraging, and giving affection has been found to bond the adolescent to institutions and builds their self-control, thus hindering problem behaviours.

Behson and Robbins (2016) assert that behaviourally, father involvement impacts children by decreasing externalizing behaviour, hyperactivity and dysregulation, and increasing behavioural self-regulation. Gould and Wald (2015) undertook a study on young adult South African daughters’ perceptions of paternal involvement and nurturance, where they reviewed that the relationship between paternal involvement and adolescent well-being was statistically significant, and the findings of other studies reported that father involvement is associated with less behavioural problems during adolescence.
Theoretical Framework

Ecological Systems Theory

Ecological Systems Theory is credited to the works of Bronfenbrenner (1994) who proposed that in order to understand human behaviour, the entire ecological system in which behaviour occurs must be taken into account. In his view, ecological systems have five sub-systems that influence human behaviour. These are: microsystems, mesosystems, exosystems, macrosystems and chronosystems.

Bronfenbrenner (1994) defined a microsystem as a pattern of activities, roles and interpersonal interactions experienced by the adolescent in a setting comprising of physical, social and symbolic features that permit or inhibit behaviour in the immediate environment. Such settings include the family, school, peer group or workplace. It is within this immediate environment that behaviour of the adolescent is moulded and shaped.

Bronfenbrenner (1994) explained that mesosystems is made up of the linkages and processes between two or more settings in which the adolescent interact, such as, the relationship between home and school or school and peer groups. That is to say, a mesosystem is a system of microsystems. For example, collaboration between teachers (school system) and parents (the family system) can have a more profound influence on behaviour change of pre-adolescents than if such linkages were non-existent.

Exosystems on the other hand, comprises the linkages that occur between two or more settings, one of which does not contain the developing person, but in which events that occur indirectly affects processes in the setting where the adolescent lives, such as the relationship between the adolescent’s home and the father’s workplace (Bronfenbrenner, 1994).
According to Bronfenbrenner (1994), the macrosystems refers to the overarching pattern that amalgamates the micro, meso and exosystem into a culture or subculture that defines norms and boundaries of behaviour in the adolescent’s society. For example, corporal punishment. A final system in Bronfenbrenner’s (1994) hypothesis is the Chronosystems which refers to change or status quo over time not only to the behaviour of the adolescent but also the characteristics of the environment such as changes over the life course in family structure, socioeconomic status, place of residence or ability in everyday life.

Ecological Systems theory has influenced a lot of research that applies it in understanding the role of influencing parenting in behaviour change (Darling, 2007). One such study noted by Darling (2007) suggested that adolescents of high-monitoring parents (family systems) would make behaviour change by beginning to associate with non-delinquent peers (peer group). A similar study anchored on Bronfenbrenner’s (1994) theory was undertaken in Ghana by Nyarko (2007) who examined the relationship between parental authoritativeness and the educational attainment of adolescent students, with parental involvement mediating between authoritativeness and school outcomes. It was found that the findings supported the theory: a significant positive relationship existed between mothers’ and fathers’ home involvement and academic achievement of adolescents.

Ecological Systems Theory is hailed for its linking of the adolescent’s immediate environment with the broader environment in explaining behaviour (Davis, 2012). However, the theory does not lack its criticisms. Saleebey (2001) notes that ecological systems theory has been criticized for emphasizing the adaptation and coping of
individuals in the system rather than instigating reforms in the social institutions within the system.

In the current study, Ecological Systems theory will be applied to establish how paternal parenting style interacts with the adolescent’s school (mesosystem) to predict adolescent behaviour change. It will thus help answer the question about how the various systems trigger problem behaviours of pre-adolescents at Oshwal Academy.

Attachment Theory

Attachment Theory was propounded by Bowlby (1969) who defined attachment as a unique relationship between a child and a parent that forms the foundation for further developmental and behavioural outcomes. It is behavioural system in place to provide satisfaction of basic human needs (Flaherty & Sadler, 2010). The theory suggests that the quality of present pre-adolescent attachment relationships with the parents, as well as skills acquired in a secure attachment relationship since childhood, are key features in solving behavioural issues linked to adolescence (Dubois-Comtois, Cyr, Pascuzzo, Lessard, & Poulin, 2013). Attachment relationships provide pre-adolescents emotional support and a feeling of continuity and comfort, especially during stressful periods and moments of important change, such as the transition that characterizes adolescence stage (Dubois-Comtois et al., 2013).

Research on attachment theory suggests that pre-adolescent relationships with their parents are the building blocks upon which many aspects of their lives develop (Parrigon, Kerns, Abtahi, & Koehn, 2015). Parents and other caregivers can act as a secure base and a safe haven to their child providing a place of safety from which to learn about and explore the world and a place to return when the struggles of life inevitably arise (Parrigon et al., 2015). For instance, Young (2013) synthesized research
on influence of parent-child attachment relationship on adolescents’ engagement in problem behaviours. It was found that secure attachment relationships and high self-esteem are strong protective factors against involvement in problem behaviours as the child enters adolescence, while the opposite is true for insecure attachments and low self-esteem. The finding also showed that adolescents with an avoidant attachment style may be particularly at risk of involvement in problem behaviours.

According to McConnell and Moss (2011), the attachment relationship of pre-adolescents with parents is distinct from the attachment relationship that is formed with caregivers in early childhood. During this developmental period, the adolescent considers his attachment figure as having his own needs and can take them into account. This change reflects the pre-adolescent’s tendency to be less dependent on parents in a number of ways. This stage in a child’s life is a period in which attachment needs and behaviours are not relinquished; but rather, transferred gradually to peers. Therefore, while the attachment relationship with parents in adolescence is distinct from that of early childhood, it is just as important since the adolescent still relies on the parent to provide care and protection.

Parrigon et al. (2015) observe that pre-adolescent attachments evolve in response to new developmental demands and challenges, such as an expanding social world due to school and greater autonomy and independence as the child transitions to adolescence. This period ushers in a growing ability and need to self-regulate and this can affect the attachment relationship such that the pre-adolescent may alter the amount and type of assistance they require or request from their parents. This shift from the importance of proximity to the availability of a parent, and therefore, the parent’s regulation of
emotions, or responding with the appropriate emotion and emotional intensity in a given context, is particularly key as pre-adolescent’s social worlds and independence grows.

Sommers-Flanagan and Sommers-Flanagan (2012) suggest that attachment theory is helpful for developing appropriate interventions during interpersonal processes. However, it has also been criticised for being too simplistic to explain the complex nature of human behaviour (Klykylo & Kay, 2012).

Due to its importance in explaining the parent-child dyad as it relates to adolescent problem behaviours, attachment theory will be useful for explaining the interaction between paternal parenting style and behaviour change among pre-adolescents. It will thus help explain the attachment style associated with paternal parenting that lead to pre-adolescent behaviour change.

*Theory of Parenting Styles*

Diana Baumrind developed the Theory of Parenting Styles in the 1990s. This theory defines parenting styles as the ways or techniques parents employ in the upbringing of their children. The theorist identified four parenting dimensions. These are: authoritative, authoritarian, permissive and uninvolved parenting styles. These styles are determined by how parents are either demanding (the tendency to control the child and limit his/her freedom) and/or responsive (the parent’s willingness and ability to show care and concern) (Efobi & Nwokolo, 2014). Drawing from this theory, Hoskins (2014) proposed a two-dimensional view of parenting typologies with which to examine the nexus between paternal parenting and pre-adolescent behaviours as shown in Table 1.
Table 1 Parenting Typologies

<table>
<thead>
<tr>
<th>High responsiveness</th>
<th>High control</th>
<th>Low control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Authoritative</td>
<td>Permissive</td>
</tr>
<tr>
<td>Low responsiveness</td>
<td>Authoritarian</td>
<td>Uninvolved</td>
</tr>
</tbody>
</table>


Efobi and Nwokolo (2014) associate authoritative parenting style with social competence, responsibility, autonomy, and employment of negotiation by adolescents. The authors identify that discipline is used based on reasoning and pre-adolescents are encouraged to make decisions and learn from their mistakes. Hoskins (2014) explicate that authoritative parents encourage verbal give and take, convey the reasoning behind rules to reinforce objectives. This parenting style is correlated with positive adolescent outcomes and has been found to be the most effective and beneficial style of parenting among most families. Further evidence suggests that positive effects of authoritative parenting are amplified when both parents engage in an authoritative parenting style. Findings from Hoskin’s (2014) study suggest that the authoritative parenting style is associated with the lowest levels of depression and the highest levels of school commitment. Akinsola, Pamela and Udoka (2013) add that authoritative parents make use of behavioural and monitoring controls to guide and direct their children’s behaviour and encourage reciprocal communication with their adolescents, with an openness to modify their rules if and when necessary.

Efobi and Nwokolo (2014) describe this parenting style as characterized by parents’ demand for too much from their children while at the same time neglecting their responsibility toward their children. Hoskins (2014) expound that authoritarian parents exhibit low levels of trust and engagement toward their child, discourage open
communication, and engage in strict control. Further, authoritarian parenting is restrictive and punitive, and places firm limits and controls on children with little or no verbal exchange (Akinsola, Pamela, & Udoka, 2013).

In contrast to authoritarian parenting style, Hoskins (2014) asserted that permissive parents behave in an agreeable manner toward the adolescent’s impulses, desires, and actions without setting rules, engaging in behavioural control or setting adequate behavioural expectations for adolescents. Further, permissive parents make few or no demands for household responsibility and allow their adolescents to behave the way they want (Efobi & Nwokolo, 2014). As a result, adolescents from permissive families report a higher frequency of problem behaviours such as substance use, school misconduct, less engagement and less positively oriented to school in comparison to individuals from authoritative or authoritarian families (Hoskins, 2014).

Another parenting style is the uninvolved parenting style where parents do not monitor their adolescent’s behaviour and neither do they support them (Efobi & Nwokolo, 2014). As shown in Figure 1, this parenting style is characterized by low responsiveness and low behavioural control. Hoskins (2014) reports that uninvolved parenting style has been found to have the most negative effect on adolescent behaviour in comparison to the other three parenting styles. Uninvolved parents often fail to monitor or supervise their child’s behaviour and do not support or encourage their child’s self-regulation (Hoskins, 2014).

In sum, uninvolved parents are disengaged from the responsibilities of child rearing and are often seen as being uninvolved regarding the needs of their adolescents. They do not engage in structure or control with their adolescents and often there is a lack of closeness in the parent-child relationship; therefore, adolescents of uninvolved parents
often engage in more problem behaviours (Hoskins, 2014). This parenting style has been found to lead to problem behaviours ranging from alcoholism, smoking, vandalism and petty theft to assault and rape (Efobi & Nwokolo, 2014; Hoskins, 2014).

Shakya, Christakis and Fowler (2012) concluded after a review of past empirical studies that the authoritative parenting style is the most ideal, with long-term benefits in terms of behaviour change, academic success, positive peer relationships, minimal problem behaviour, and high levels of psychological well-being of the adolescent.

The theory of parenting style has been influential in behavior change discourse because of its inherent strengths due to its identification of the typology of child rearing that leads to positive behavior outcomes in children (Smetana, 2010). However, the weakness of the theory is that not all parents adopt parenting styles that falls neatly into the four distinct parenting typologies defined by the theory (Wagenfeld, 2005).

In this study, the Theory of Parenting Styles will be used to explain the relationship between paternal parenting and behaviour change among pre-adolescents. This is because of the correlation between parenting styles and adolescent attachment to the parent, which together influence adolescent behaviour.

**Conceptual Framework**

Figure 1 shows the conceptual framework that was used to guide the current study. The framework shows the relationship between the dependent and independent variables.
In Figure 1, paternal parenting styles namely: authoritative parenting, authoritarian parenting, permissive parenting and uninvolved parenting are given as the independent variables. Authoritative parents are both highly controlling and highly responsive; authoritarian parents are highly controlling but low in responsiveness; permissive parents are highly responsive but low in control; and uninvolved parents are neither high in control nor responsiveness. Similarly, triggers of problem behaviour are also depicted as independent variables. The triggers include psycho-social needs,
emotional tension in the adolescents, the adolescent’s experiences of abuse, neglect or domestic violence, as well as stressful events.

The dependent variable was behaviour change among pre-adolescents. Paternal parenting styles can either intervene in the relationship between triggers of problem behaviour and behavioural outcomes or independently determine adolescent behaviour by either leading to positive behaviour or negative behaviour. The positive behaviours include obedience, cooperation, orderliness, friendliness, disciplined, respectful and sociable. On the other hand, negative behaviours include assault, bullying, defiance, disruptive behaviour, not doing homework, verbal abuse, fighting and theft.

Summary

In terms of triggers of problem behaviours of pre-adolescents, many triggers of pre-adolescent problem behaviours are speculated to influence behavioural outcomes without empirical evidence. Concerning the relationship between parenting styles and problem behaviours of pre-adolescents, the literature has shown that a positive relationship with the parent leads to positive behaviour of the adolescent. However, how parenting style influence the positive relationship with the adolescent is not clear. With regards to the extent to which paternal parenting styles influence pre-adolescents’ behaviour change, evidence of a link between the relationship of the father with their adolescent child and behaviour change has been shown in the literature but the particular paternal parenting styles and the behaviours that they influence in pre-adolescence were not distinguished.

These are the gaps in literature the current study attempted to close by first describing the problem behaviours and their triggers and then establishing the relationship between parenting styles and especially paternal parenting and pre-adolescent behaviour. The next chapter describes the methodology to be employed.
CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter explains the research methodology that was used. This includes the research design, the area of study, the study population, the sample size, sampling techniques, types of data and data collection methods. It also details the data collection procedures, instrument pretesting, validity and reliability of the instruments, data analysis plan and ethical considerations.

Research Design

The researcher used descriptive research design to conduct the study. The purpose of descriptive research design is to enable the researcher generate an accurate record of what is happening with a given population (Rovai, Baker, & Ponton, 2013). This is where the researcher observes the phenomena of interest to identify the definite attributes or behaviour of the specific phenomenon or group (Rovai et al., 2013). The research design was used because the researcher seeks to identify the elements of paternal parenting style that have an impact on behaviour change among pre-adolescents.

The Study Area

The study was undertaken at Oshwal Academy in Nairobi. The academy is located along Mpaka Road and is sandwiched between First Parklands Avenue and Second Parklands Avenue. The school sits in High-ridge Estate, a suburban neighborhood inhabited by Kenya’s middle and upper class city dwellers. It neighbors other high-end estates like Runda, Lake-View, Muthaiga and Kitisuru. The location is within Westlands Constituency in Nairobi County.
The Study Population

Population refers to all the subjects from which a sample is to be drawn (Saunders, Lewis & Thornhill, 2015). The target population was 923 comprising of 450 pre-adolescent students in the Academy, 450 fathers/father figures of the pre-adolescents and 23 staff members of which 18 were class teachers, 2 were counselors, 1 was head of pastoral care, 1 was head of teaching and learning and 1 was the overall head teacher. Kenyan students of Asian origin accounted for 85 percent of the student population, whereas the rest 15 percent were Africans (Oshwal Academy, 2017). The population is presented in table 2.

*Table 2 Target Population*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Gender</th>
<th>Pre-adolescent Population</th>
<th>Population of fathers/father figure</th>
<th>Population of staff</th>
<th>Total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-adolescents (age 9 to 12)</td>
<td>Year 4</td>
<td>Girls 60</td>
<td>60</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys 90</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 5</td>
<td>Girls 60</td>
<td>60</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys 90</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
<td>Girls 60</td>
<td>60</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys 90</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>Class</td>
<td>Male</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>Female</td>
<td></td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Guidance &amp; counselling staff</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Head of teaching and learning</td>
<td>Male</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of pastoral care</td>
<td>Male</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teacher</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>450</td>
<td>923</td>
</tr>
</tbody>
</table>
The Sample Size

A sample size of 90 respondents comprising of 45 pre-adolescents and 45 fathers/father figures, representing 10% of the population was used as recommended by Mugenda and Mugenda (2003). In addition, all the 23 staff members were included in the sample since their population was very small. Thus, the total sample was 113 respondents. The sample size distribution is shown in Table 3 below.

\[\text{Table 3 Sample Size Distribution}\]

<table>
<thead>
<tr>
<th>Categories</th>
<th>Gender</th>
<th>Pre-adolescent Population</th>
<th>Population of fathers/father figure</th>
<th>Population of staff</th>
<th>Total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-adolescents (age 9 to 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Girls</td>
<td>6</td>
<td>6</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>9</td>
<td>9</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Year 5</td>
<td>Girls</td>
<td>6</td>
<td>6</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>9</td>
<td>9</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Year 6</td>
<td>Girls</td>
<td>6</td>
<td>6</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>9</td>
<td>9</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Teachers</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
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<td></td>
<td>15</td>
</tr>
<tr>
<td>Guidance &amp; counselling staff</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Head of teaching and learning</td>
<td>Male</td>
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<td>1</td>
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<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Head of pastoral care</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Head teacher</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>113</td>
</tr>
</tbody>
</table>
Sampling Technique

The process of sampling was undertaken in two stages. In the first stage, stratified sampling technique was used. In stratified sampling, the population is first divided into non-overlapping categories called strata (Samdal, Swensson, & Wretman, 2003). In this case, basis of categorization was gender and year of study. Simple random sampling technique was used to draw the respondents by folding up the numbers and mixing them up in a bowl thoroughly and asking the students to pick any. Afterwards, the folded papers were picked up until the sample size per stratum was achieved. The respondents assigned these numbers were then included in the sample. Purposive sampling technique was used to sample parents and teachers.

Types of Data

Both quantitative and qualitative types of data were generated. Quantitative data refers to data that takes numerical form while qualitative data does not, although it can be described and manipulated numerically (Cooper & Schindler, 2013). Examples of quantitative data that were collected include age, grade and number of problem behaviour incidences. Qualitative data included views and opinions of parents and teachers regarding pre-adolescent behaviour change.

Data Collection Methods

Data was collected using a structured questionnaire and interview guide. For each respondent group (that is, pre-adolescents, fathers/father figures and Oshwal Academy staff), a separate instrument was administered. The questionnaire comprised of four sections. Section one profiled the respondents in terms of gender, age, grade, and form. Section two comprised a checklist of problem behaviours of the pre-adolescents in the sample, including the frequency and seriousness. Section three entailed a battery of
statements seeking respondents’ opinion on the triggers of their problem behaviours. Section four was made up of Likert scale statements on paternal parenting styles identified by the respondents. The last section comprised measures of pre-adolescents’ behaviour change.

A structured interview guide was used to collect data from relevant teachers and head of pastoral as well as school counsellors using purposive sampling technique. This was used to draw insights on the challenges with respect to problem behaviours of pre-adolescents, the behaviour change their have observed and what they perceive of the contribution of paternal parenting to the behaviour change.

Data Collection Procedures

The procedure of collecting data entailed first getting clearance by the University to collect data. An introductory letter from the university was then obtained to facilitate permission by Oshwal Academy to collect data from their students. The research was explained to the students before the questionnaire is administered. Interviews were also held with the teachers and head of pastoral.

Instrument Pretesting

The data collection instruments were pretested on a small sample of 10 respondents comprising of two teachers and eight pre-adolescents who were not included in the final sample. This process was useful in helping the researcher to identify any ambiguous aspects of the research and refine the instruments accordingly. It also helped the researcher gauge how long it would take to administer the research.

Reliability and Validity of the Research Tools

Reliability in research is concerned with the internal consistency of the items included in the research instrument (Whitson, 2012). On the other hand, Kraska-Miller
(2013) defined validity as “the extent to which an instrument measures what it purports to measure” (p.19). In this study, reliability was established by calculating the reliability coefficient, whereby a coefficient of 0.7 or more suggested that the instrument was reliable as suggested by Whitson (2012). In order to ensure validity of the instruments to be used, the expert judgment of the researcher’s supervisor and defense panelists was relied on.

Data Analysis

The process of data analysis entailed first checking for completeness of the data then coding the data into data analysis software. Once all the data was entered into the software, it was checked for errors to ensure data quality. The data related to the first and second objectives were analyzed using descriptive statistical techniques. This included determination of the mean and percentage frequencies of the dataset. Data related to the third and fourth objectives were analyzed using cross-tabulation and chi-square techniques to establish differences between different types of paternal parenting style in terms of behaviour change. Data from interviews was analyzed thematically by aggregating the emerging themes. This was used to corroborate quantitative data analysis. The findings were presented in figures and tables.

Ethical Considerations

High ethical standards of research were followed. This entailed obtaining research permit from the National Commission for Science, Technology and Innovation which is the government agency that regulates all research undertaken in Kenya. Informed consent and confidentiality clause was obtained before proceeding to collect data. Special permit was obtained to allow the researcher to collect data from the adolescents because they are still minors. Parental consent was sought. The objectives of
the study were explained to the respondents. Further, respondents reserved the right to withdraw from the study at any time.

Chapter Summary

This chapter has detailed the methodology applied in undertaking the study. The choice of research design has been explained and justified, the study area and target population has also been described and the sampling technique and sample size discussed. The chapter has also described the type of data, data collection methods, research procedures and data analysis plan. Lastly, the ethical considerations have been made.
CHAPTER FOUR: RESULTS AND DISCUSSIONS

Introduction

This chapter presents the findings of the study according to the objectives of the study. The research objectives were (i) To describe problem behaviours of pre-adolescents in Oshwal Academy, (ii) To establish the triggers of problem behaviours of pre-adolescents in Oshwal Academy, (iii) To find out whether there is relationship between paternal parenting styles and problem behaviours of pre-adolescents in Oshwal Academy and (iv) To establish the extent to which paternal parenting styles influence pre-adolescents’ behaviour change at Oshwal Academy.

Response Rate

Out of the 113 respondents, a total of 96 responses were obtained comprising of students (38%), parents (38%) and teachers (17.7%) as shown in Table 4. This translates to 85% response rate which according to Rubin and Babbie (2010) is very good for analysis since response bias is reduced significantly. However, 15.0% (17) of the respondents declined to participate in the study.

<table>
<thead>
<tr>
<th>Table 4 Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of education</td>
</tr>
<tr>
<td>Successful responses</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Unsuccessful responses</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Demographic Data

The distribution of respondents by various demographic factors is presented in Table 5 below.

<table>
<thead>
<tr>
<th>Students’ demographic variables</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>50.0%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>50.0%</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 years</td>
<td>9</td>
<td>23.7%</td>
</tr>
<tr>
<td>10 years</td>
<td>8</td>
<td>21.1%</td>
</tr>
<tr>
<td>11 years</td>
<td>14</td>
<td>36.8%</td>
</tr>
<tr>
<td>12 years</td>
<td>7</td>
<td>18.4%</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>62.9%</td>
</tr>
<tr>
<td>African</td>
<td>14</td>
<td>37.1%</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The results in Table 5 reveal that the students were equally distributed by gender as 50% (19) were male and the other 50% (19) were female. This means that the findings of the study offered a balanced perspective in terms of gender representation. The results reveal that 36.8% (14) of the students were 11 years old, followed by 12 year olds at 18.4% (7), 9 year olds at 23.7% (9) and 10 year olds at 21.1% (8). This means that each pre-adolescent age was represented in the study. In terms of race, 62.9% (24) were of Asian origin while 37.1% (14) were Africans. This means that the pre-adolescent population at Oshwal was predominantly of Asian origin, with a significant representation from the African race.
**Family structure where children live**

The distribution of respondents by parent or caregiver they lived with is shown in Table 6 below.

**Table 6 Parent/Caregiver Respondent lived with**

<table>
<thead>
<tr>
<th>Parent/caregiver</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both parents</td>
<td>36</td>
<td>94.6%</td>
</tr>
<tr>
<td>Father</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>Mother</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The results in Table 6 reveal that, 94.6% (36) of the students lived with both parents. This represents near homogeneity of respondents in terms of family structure. However, 2.7% (1) of the students lived with their father while another 2.7% (1) lived with their mother. None of the respondents lived with any other relative other than their father and/or mother.

**Children preferred confidant.**

Results in Table 7 below presents the distribution of the student respondents by their most preferred confidant.

**Table 7: Parent confided in most**

<table>
<thead>
<tr>
<th>Parent confided in most</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>20</td>
<td>52.6%</td>
</tr>
<tr>
<td>Father</td>
<td>7</td>
<td>18.4%</td>
</tr>
<tr>
<td>None</td>
<td>11</td>
<td>28.9%</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
These results reveal that more 52.6% (20) of the students confided in their mother most while only 18.4% (7) confided in their father most. However, 28.9% (11) of the students confided in none of the parents. Therefore, most of the pre-adolescent students in the sample confided in their mother most, suggesting that they were closer to their mother than to their father.

Common Problem Behaviours among Pre-adolescents

The first objective of the study was to describe problem behaviours of pre-adolescents in Oshwal Academy. This was done by ranking the problem behaviors by number of students reporting to have been involved in the same as shown in Figure 2.

The results reveal that not doing homework was the most frequently mentioned problem behavior by the adolescents as cited by 55.3% (21) of the respondents, followed by bullying according to 36.8% (14) of the respondents, disruptive behavior as
mentioned by 31.6% (12) of the respondents and fighting as represented by 28.9% (11) of the respondents. As per the figure, 21.1% (8) of the students were also verbally abusive, 13.2% (5) got involved in assault, 10.5% (4) got involved in theft and 7.9% (3) were defiant.

The findings suggest that the most common problem behaviors presenting among pre-adolescent students in the sample were: not doing homework, bullying, fighting and verbal abuse. With the exception of not-doing homework, all presenting problem behaviors can be collectively categorized under a single theme namely, aggression. These findings are reflective of patterns observed across the world as reported by Tsitsika, Barlou, Andrie, Dimitropoulou, Tsavela, Janikian, and Tsolia (2014).

Based on the common problem behaviors findings from the student respondents, and data obtained from in-depth interviews with teachers, there were two main themes generated: aggression towards fellow students and disrespect for seniors and peers. Aggression was mainly in the form of bullying while disrespect was observed through use of foul language. The following are some of the excerpts capturing the views of the teachers interviewed:

“Lack of manners e.g. knocking to interrupt a conversation.”

“Lack of interest in their academic work. Rebellion especially when they are misunderstood. Stressful environment forcing children to act or build walls, hence seen as moody, disrespectful etc.”

“Violence and foul language is the mode of settling disputes. Most of them express knowledge of sex.”

The verbatim characterization of the mannerisms of students with problem behaviors paints a picture of an unmitigated child running amok. Based on past research
by Efobi and Nwokolo (2014), parents’ permissiveness where parents make few or no demands on appropriate behavior and allow their adolescents to behave the way they want without setting behavioural expectations is associated with similar outcomes.

**Overall incidence of problem behaviour**

Figure 3 presents the overall incidence of problem behaviour at Oshwal Academy Nairobi Primary.

![Figure 3](image)

*Figure 3 Distribution of respondents by overall incidence of problem behaviour*

Results in Figure 3 reveal that in the overall, 65.8% (25) of the students reported being involved in one or more incidence of not doing homework, 60.5% (23) reported one or more incidence of bullying, 44.7% (17) reported being involved in one or more incidence of disruptive behavior, another 44.7% (17) reported being involved in one or more incidence of fighting, 42.1% (16) reported being involved in one or more incidence of verbal abuse, 34.2% (13) reported being involved in one or more
incidence of assault, 28.9% (11) reported being involved in one or more incidence of defiance and 26.3% (10) reported being involved in one or more incidence of theft.

*Parental participation in the discipline process*

The students were further asked whether their parents had ever been called to school because of incidences of problem behaviour. The findings are presented in Figure 4.

![Figure 4 Parent summoned to school because of problem behaviour](image)

Results in Figure 4 reveal that 62% (23) of the students said “no” whereas 38% (15) of the respondents said “yes”. This finding suggests that although pre-adolescent students without problem behaviour were the majority, that more than a third of the students had their parents summoned to school because of their problem behaviour was significant and cannot be discounted. The results exceed prevalence data reported in an earlier study conducted in Kenya by Mbwayo and Mathai (2016) which found prevalence of problem behaviours associated with parents being summoned to school at 15.7%. Given that their study was undertaken in public schools which are often
associated with low class, it can be speculated that problem behaviours was higher among pre-adolescent students in affluent private schools.

*Responsiveness of parents to school’s invitation concerning the child’s problem behaviour*

Table 8 presents findings on responsiveness of parents of the 15 (38%) student respondents whose parents had been summoned to school because of the student’s problem behavior.

**Table 8 Parent who showed up at School for Student Problem Behaviour**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>2</td>
<td>13.0%</td>
</tr>
<tr>
<td>Mother</td>
<td>5</td>
<td>33.0%</td>
</tr>
<tr>
<td>Both</td>
<td>8</td>
<td>54.0%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Results in Table 8 reveals that 8 (54%) of the respondents said both parents showed up, 5(33%) of the respondents said that their mother showed up and 2(13%) of the respondents said their father showed up. The results suggests that although the affairs of the child’s learning was primarily assumed by the mothers, there was a level of paternal involvement in cases involving problem behavior of their pre-adolescent children since a total of 10 fathers (67%) turned up to school when summoned because of their child’s problem behavior. This may be attributed to the policies, programs and systems that foster paternal involvement in positive behaviour change in students at Oshwal Academy. There is also a possibility that the fathers showed up as a policy and not necessarily because of their parenting style.
The second objective of the study was to establish the triggers of problem behaviours of pre-adolescents in Oshwal Academy. The results are presented in Figure 5.

Figure 5 shows that 60% (23) of the students’ problem behavior were triggered by anger; 16% (15) were acting in self-defense against bullies; 12% (5) got into problems because of forgetfulness (in doing homework) and another 12% (5) got into problem behavior due to fear/anxiety. This is consistent with past studies attributing these problem behaviors to adolescent’s externalizing behaviors in reaction to a one-time frustrating or provoking incident while others are incentivized by getting their way through use of aggression (Navis, 2012). In keeping with this perspective, it is possible that some of the pre-adolescent students presenting with these problem behaviours misinterpreted their social situation with the thought that they were being provoked.
In connection with the triggers of problem behaviours as expressed by the student respondents, results from interviews with teachers reveal the following themes: pre-adolescent’s perception that they are not understood, identity crisis associated with the adolescent stage, poor parenting, lack of role models and attention seeking. These themes are depicted in the following verbatim excerpts:

“In my view is a result of poor upbringing. It could be that the child is taught to be rough in order to feel safe.”

“Students suffer identity crisis when they compare themselves to their counterparts who they feel is better than them.”

“Lack of proper guidance and role models.”

“Need for identity, learning difficulty, attention seeking.”

“Poor parenting and lack of proper guidance by elders.”

“Unnecessary pressure and unrealistic expectation on a child thus a child believing that a task cannot be complete unless they get involved.”

“Parents pampering children to a point if the child is left alone cannot successfully execute a task.”

“When parents constantly compare their children with others they encourage negative competition. Some children may get carried away while other may withdraw.”

The findings are in line with the viewpoint of Joshi and Dutta (2014) that pre-adolescence is a time during which crucial areas of social adjustment must be made by the child including identity formation that instigates a struggle between the self and the outer world. From the findings, it is apparent that high responsiveness was not balanced with high control.
Effect of social systems on pre-adolescents’ behaviour change

This section analyzes the factors in the ecological system potentially affecting pre-adolescents’ behavior change. Table 9 presents the descriptive statistics of the factors.

<table>
<thead>
<tr>
<th>Table 9 Social Factors Affecting Behaviour Change</th>
<th>Never true</th>
<th>Rarely true</th>
<th>Occasionally true</th>
<th>Usually true</th>
<th>Always true</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always want to be with my friends</td>
<td>f</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>15.8%</td>
<td>2.6%</td>
<td>15.8%</td>
<td>23.7%</td>
<td>42.1%</td>
</tr>
<tr>
<td>I relate well with other family members</td>
<td>f</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>5.3%</td>
<td>13.2%</td>
<td>15.8%</td>
<td>28.9%</td>
<td>36.9%</td>
</tr>
<tr>
<td>The school environment is conducive for learning</td>
<td>f</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.7%</td>
<td>24.3%</td>
<td>13.5%</td>
<td>29.7%</td>
<td>29.7%</td>
</tr>
<tr>
<td>There is close collaboration between my parents and the school</td>
<td>f</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>7.9%</td>
<td>15.8%</td>
<td>23.7%</td>
<td>23.7%</td>
<td>28.9%</td>
</tr>
<tr>
<td>My father actively participates in my school events and activities</td>
<td>f</td>
<td>7</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>18.4%</td>
<td>34.2%</td>
<td>13.2%</td>
<td>10.5%</td>
<td>23.7%</td>
</tr>
<tr>
<td>My friends relate well with the school</td>
<td>f</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>10.5%</td>
<td>15.8%</td>
<td>10.5%</td>
<td>28.9%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

The results in table 9 reveals that 65.8% (25) of the students said it was usually true or always true that they wanted to be with their friends; 15.8% (6) said it was occasionally true, 18.4% (7) said it was rarely true or never true. Therefore, most of the student respondents preferred to be with their friends. This depicts a transference of attachment needs from parents to peers. This is consistent with the argument put forward
by McConnell and Moss (2011) who noticed a trend towards less dependence on parents in a number of ways even while they still rely on the parent to provide care and protection.

Concerning family relations, 65.7% (25) of the students said it was always true or usually true that they related well with other family members, 15.8% (6) said it was occasionally true, whereas 18.5% (7) said it was rarely true or never true. Thus, majority of the student respondents were in good relations with family members. This potentially influenced positive behavior in pre-adolescent students. This finding is in line with studies that indicate that the functionality of the adolescent’s family has implications on child behavior outcomes (Watkins, Pittman, & Walsh, 2013).

As pertains to the school environment, 59.4% (22) of the students said it was usually true or always true that the school environment was conducive for learning. However, 13.5% (5) of the students said it was occasionally true that the school environment was conductive for learning whereas 27.0% (11) said it was rarely true or never true. It can thus be inferred from the findings that although respondents who found the school environment as conducive for learning were the majority, that those who felt that it was occasionally true, rarely true and never true constituted more than 40% of the responding students is suggestive of the potential role of the school environment in shaping their behavior. This is in line with a study conducted by Nkhata and Mwale (2016) in a rural community day secondary school in Malawi where it was found that the school environment played a significant role in determine the behavior of adolescent through socialization whether positively or negatively.
On the relationship between parents and the school, 52.6% (20) of the students said it was usually true or always true that there was a close collaboration between their parents and the school, 23.7% (9) said it was occasionally true while 23.7% (9) said it was rarely true or never true. Thus, most of the student respondents were of the view that their parents collaborated closely with the school. This is reflective of Bronfenbrenner’s (1994) concept of the influence of mesosystems which, in this case, manifest through the close collaboration between school system (school counsellors, teachers and administrators) and the family system (parents). This was potentially enabled by the many programmes the academy has come up with to facilitate contact between parents, students and teachers.

Concerning paternal involvement in the child’s school life, 34.2% (13) of the students said it was usually true or always true that their father actively participated in school events and activities while 13.2% (5) said it was occasionally true. However, 52.6% (20) said it was rarely true or never true. Therefore, for most of the students, their fathers rarely (if ever) participated actively in school events and activities. This means that paternal involvement was poor. Past studies have shown that the level of paternal involvement has an influence on behavioral outcomes of pre-adolescents whereby higher quality and quantity of paternal involvement produced positive behavior change while lower involvement increased the risk of pre-adolescents engaging in problem behaviors (Volker, 2014).

With regards to the relationship between the student’s peers and the school, 63.1% (24) said it was usually true or always true that their friends related well with the school, 10.5% (4) said it was occasionally true whereas 26.3% (10) said it was rarely true or never true. The finding suggests that most of the students related with peers whose
relationship with the school was positive. By extension, this could be said to foster positive behavioural norms in the pre-adolescents, hence avoiding problem behaviours.

Relationship between Paternal Parenting Styles and Problem Behaviours of Pre-adolescents

The third objective of the study was to find out whether there is relationship between paternal parenting styles and problem behaviours of pre-adolescents in Oshwal Academy. This was achieved by cross-tabulating parenting styles with student respondents’ problem behaviours. This section presents the parenting styles potentially influencing pre-adolescent behavior.

![Figure 6 Paternal parenting styles based on students’, teachers’ and parents’ perception](image)

The results in Figure 6 reveal that 100% (38) of the fathers adopted permissive parenting style, 52.6% (20) of the students were of the same opinion about the parenting style of their fathers. However, the figure reveals that the teachers held a different opinion as 52.9% (9) of the teachers associated the parenting style of fathers with
uninvolved parenting typology followed by authoritarian parenting typology according to 35.3% (6) of the teachers. In keeping with the definition of permissive parenting style, it can be inferred from the finding that most parents were responsive to their children’s behavioral needs but the level of control was low. Past studies have shown that this parenting style is associated with problem behaviours among adolescents (Mahdavi et al., 2013) suggesting that externalizing behaviours among pre-adolescents responding to this study were likely enabled by permissive parenting typology.

Comparison views of parents and their children on paternal parenting styles

Table 10 and 11 presents a comparison of the findings between parents and their student respondents.

| Table 10 Distribution of Respondents by Level of Responsiveness of Fathers |
|-----------------------------|-----------------------------|-----------------------------|
| Respondent category        | Level of responsiveness     | Total                       |
|                            |    High       | Low                |                            |
| Student                    |   32          | 6                  | 38                         |
| %                          | 84.6%        | 15.8%              | 100.0%                     |
| Parent                     |   38          | 0                  | 38                         |
| %                          | 100.0%       | 0%                 | 100.0%                     |

| Table 11 Distribution of Respondents by Level of Paternal Parenting Control |
|-----------------------------|-----------------------------|-----------------------------|
| Respondent category        | Level of control            | Total                       |
|                            |    High       | Low                |                            |
| Student                    |   13          | 25                 | 38                         |
| %                          | 34.2%        | 65.8%              | 100.0%                     |
| Parent                     |   0           | 38                 | 38                         |
| %                          | 10.0%        | 100.0%             | 100.0%                     |

The results reveal that data obtained from all parents (100%) and 84.6% (32) of pre-adolescent students indicated that the parenting styles were characterized by high
level of responsiveness. On the other hand, the data from all the parents 100% (38) and most of the student respondents, 65.8% (25) indicated that paternal parenting style was characterized by low control. Based on Hoskins (2014) two-dimensional view of parenting typologies, the finding suggest that the parenting style emerging from the data in majority of the cases was permissive paternal parenting style.

**Relationship between paternal parenting style and problem behaviour**

Spearman’s rank correlation analysis was undertaken to test the relationship between paternal parenting style and problem behaviour at \( p=0.05 \).

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem behaviour</td>
<td>Correlation Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>38</td>
</tr>
<tr>
<td>2. Authoritative parenting style</td>
<td>Correlation Coefficient</td>
<td>-.319*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.048</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>38</td>
</tr>
<tr>
<td>3. Authoritarian parenting style</td>
<td>Correlation Coefficient</td>
<td>.312*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.050</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>38</td>
</tr>
<tr>
<td>4. Permissive parenting style</td>
<td>Correlation Coefficient</td>
<td>.194</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.249</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>38</td>
</tr>
<tr>
<td>5. Uninvolved parenting style</td>
<td>Correlation Coefficient</td>
<td>.090</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.597</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>38</td>
</tr>
</tbody>
</table>

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

The results in Table 12 reveal that incidences of problem behaviour was inversely correlated to authoritative parenting style \( (r=-.319, p<.05) \) but positively correlated to authoritarian parenting style \( (r=.312, p=0.50) \). The finding suggests that problem
behaviour decreased with practice of authoritative parenting style but increased with increase in authoritarian parenting style. This finding agrees with a previous study by Georgioue et al. (2013) which shows that authoritarian paternal parenting was positively associated with bullying and victimization at school. It also agrees with findings by Hoskin’s (2014) which associated authoritative parenting style with the lowest levels of externalizing behaviours. The results however reveal that there was no significant relationship between problem behaviour and permissive parenting style ($r=.194, p>.05$) or uninvolved parenting style ($r=.090, p>.05$).

**Attachment relationship between the pre-adolescent and father**

This section analyzes the attachment relationship between the student and father.

Table 13 presents distribution of the students on their attachment feelings.

<table>
<thead>
<tr>
<th>Attachment feelings</th>
<th>Never true</th>
<th>Rarely true</th>
<th>Occasionally true</th>
<th>Usually true</th>
<th>Always true</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel close to my father</td>
<td>$F$ 25</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>% 64.9%</td>
<td>18.9%</td>
<td>8.1%</td>
<td>2.7%</td>
<td>5.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>I am sometimes uncomfortable being close to my father</td>
<td>$F$ 1</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>27</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>% 2.8%</td>
<td>2.8%</td>
<td>8.3%</td>
<td>16.7%</td>
<td>69.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>I feel that my father does not want to get as close as I would prefer</td>
<td>$F$ 35</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>% 91.9%</td>
<td>5.4%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

As per the table 13, 86.1% (31) of the students said it was usually true or always true that they felt close to their father, 8.3% (3) said it was occasionally true while 5.6% (2) said it was rarely true or never true. The table also shows that 83.8% (31) of the students said it was rarely or never true that sometimes they were uncomfortable being close to their father, 8.1% (3) said it was occasionally true while 8.1% (3) said it was
usually true or always true. The results also reveal that 97.3% (37) of the students said it was rarely or never true that they felt that their father did not want to get as close as they would prefer. However, 2.7% (1) said it was occasionally true but no respondent said it was usually or always true. The findings suggest that most of the students had secure attachment relationship with their father. This potentially explains the fact that most of the students did not present with problem behaviors as hitherto established. The findings agree with Young’s (2013) research which found that secure attachment relationships mitigated involvement in problem behaviours. This can be inferred from the findings since most of the responding students felt close to their father and never felt uncomfortable being close to their father.

*Influence of father’s role in pre-adolescents’ behaviour*

The study sought to determine the parent who turned up when summoned because of the child’s problem behaviour. Interview results revealed that mothers turned up more than fathers as depicted in the following verbatim comments;

“In most cases, their mothers. Some few cases of both parents attending.”

“In some, only one parent has turned up. In others, both parents attend.”

“Majorly mothers. Fathers come when it is very serious case or when there is a lot of emphasis that they must come.”

“Mostly mothers but I have insisted on fathers as well, especially for boys.”

“Mostly mothers, fathers rarely come when called.”

“Mostly the mother, rarely the father and when both parents come, the mothers usually take a back seat. Sometimes elderly siblings are sent.”
The findings suggest that fathers were uninvolved in the issues that affect the child’s learning and behaviour formation. This disengaged parenting potentially contributes to the children’s problem behaviours. As hitherto established, the high responsiveness may be attributable to the nurturing nature of mothers. However, the absence of fathers creates a vacuum in helping the child develop the appropriate behaviour. The finding is consistent with Bronfenbrenner’s (1994) concept of a microsystem as a pattern of activities, roles and interpersonal interactions experienced by the adolescent in a setting comprising of physical, social and symbolic features that permit or inhibit behaviour in the immediate environment. In this case, the mother’s permissiveness was not complemented by high control because fathers did not play an active role in shaping behaviour of the child.

School perspectives on paternal parenting style to children with problem behaviour

The teachers, counsellors and school administrators were asked to share lessons learnt concerning the parenting style used by the fathers whose children present with problem behaviours. The comments were classified under the four parenting typologies as shown in Figure 7.
As per Figure 7, 52.9% of the respondents from the learning institution made comments that can be classified under uninvolved parenting style and 35.3% made observations that are related to authoritarian parenting style. However, some 5.9% of the respondents made comments that relate to authoritative or permissive parenting style.

From the verbatim comments, authoritarian and uninvolved paternal parenting style emerged as the two most predominant styles from the perspectives of the school counsellors, teachers and administrators. From the following comments, it can be inferred that most fathers seemed to have abdicated their parenting role and the mothers left to do all the parenting:

“Fathers are never connected and they lack interest in the meetings. They seem to be there to please the teachers and pass time.”

“Fathers are reluctant leaving the mothers to handle most of the behaviour problems.”
“In one case, the father was laid-back and was on phone throughout. For me, I would say that fathers are the providers while mums are more involved in the education/learning journey of the child.”

“In cases where both parents attend, some fathers consult a lot with the mothers e.g. “Did he inform you?”, “Are you aware?”

“Most fathers leave parenting to mothers. As long as they provide, they feel their part is done.”

The foregoing verbatim comments are indicative of uninvolved parenting style which has been linked to problem behaviours. The findings concur with a previous study by Kimani and Kombo (2010) in Gatundu District, Central Kenya whose findings showed that most of the children that exhibited problem behaviours came from homes where fathers are uninvolved or absent. It can be argued that although fathers provide financially, their inactive participation in moulding the behaviour of the child is a form of child neglect which Lamond’s (2010) study associated with behavior problems in childhood and externalizing behaviours such as being aggressive or hyperactive. The results agree with a review of literature by Gould and Wald (2015) in their study of South African daughters’ perceptions of paternal involvement and nurturance, where it was established that father involvement is associated with less behavioural problems during adolescence.

The next most predominant paternal parenting style observed by the teachers, counsellors and school administrators with regards to children presenting with problem behaviours was authoritarian parenting style. This is evident from the following verbatim responses:

“Most of them seem to be very strict, little reasoning with the child, use of corporal punishment.”
“Mostly authoritative/dictatorship, which loses the child. Sometimes not attentive as required.”

“Totalitarian; daddy says all. They don't give their children a chance to talk.”

“Authoritarian, hands off; mother to deal with it.”

“Authoritarian, no room for negotiation.”

“Assertive, blame game, evasive.”

The identified traits are characteristic of authoritarian parenting typology as defined by Kordi and Baharudin (2010) often seen as strict, directive and emotionally detached and whereby parents expect children to be submissive to their demands. The finding is consistent with past studies associating UK fathers’ involvement with subsequent behaviour of their children as reported by Kroll et al. (2016) who suggest that paternal maladaptive parenting beliefs was significantly associated with high risk of subsequent behaviour problems in both boys and girls.

Collectively, the emerging themes from the interviews with the teachers, counsellors and school administrators with respect to parenting style and pre-adolescent problem behaviours validate the notion that fathers, through their parenting styles, determine character formation, interpersonal relationships and intellectual development as the child transitions through the adolescence stage. Hoskins (2014) expound that authoritarian parents exhibit low levels of trust and engagement toward their child, discourage open communication, and engage in strict control. Further, authoritarian parenting is restrictive and punitive, and places firm limits and controls on children with little or no verbal exchange (Akinsola, Pamela, & Udoka, 2013). These descriptions are clearly depicted in the findings of this study.
Influence of Paternal Parenting Style on Pre-adolescents’ Behaviour Change

The fourth objective was to establish the extent to which paternal parenting styles influence pre-adolescents’ behaviour change at Oshwal Academy. This was achieved by undertaking a qualitative analysis of the perspective of school teachers, counsellors and administrators concerning their perceived differences in paternal parenting styles between pre-adolescents presenting with problem behaviours and those with positive behaviour. Thematic analysis of the verbatim comments lends itself to two overarching attachment themes. These are: secure attachment bonds and insecure attachment bonds. This is whereby pre-adolescent children presenting with problem behaviours exhibited insecure attachment style while those who did not have problem behaviours manifested secure attachment style. This is evident from the following verbatim examples;

“Children with behaviour problems are mostly apprehended by their fathers through corporal punishment, those without bond with both parents.”

“Children with problems lack relationship with their parents and don't have self-awareness and self-confidence.”

“For children who are better behaved, the parents seem to display a certain level of unity, coming for consultation together, etc. It is different with children who struggle with behaviour. In most cases, the father is not wholly present and in the case of boys, they don't respect the mothers.”

“Pre-adolescents with problem behaviour do not have much parenting from fathers and rarely will meet them.”

“Those without problem behaviour: The parents are present and they have an attachment both with their children where the child easily opens up to the
parents and can share their feelings without fear. There is also trust where the child trust the parents and vice versa.”

“To those with problem behaviour, they respond harshly and not have enough time to talk to their children; to others parents rarely have enough concern for them.”

From the foregoing findings, it is evident that attachment bonds children have with their parents shape their behaviours and influence how they cope with their environment. The findings are consistent with that of a study done by Pougnet et al. (2011) in Canada where it was found that for both boys and girls, fathers’ positive parental control predicted higher fewer internalizing problems over six years later. However, the results contradict the findings of a study by Richards (2015) in Cape Town, South Africa, where no significant association was established between, among others, involved parenting and children’s behaviour.

Supportiveness of fathers to behaviour change programs at Oshwal

The study sought to establish whether from the counsellors, teachers and administrators’ perspective, the fathers had been supportive of the programs at Oshwal to bring about positive behaviour change in the pre-adolescents. From the following verbatim comments, there was a general consensus that the support received from fathers was minimal or non-existent.

“Only a few appreciate and show their support. Others withdraw support simply to antagonise the people. Others leave it to their wives to support the programs.”

“I might have to disagree because anytime pupils have a problem, the fathers feel it should be the mothers’ business to deal with the same.”
“I would rate the fathers are very low since in most cases they are not available”.

“No partly due to busy schedules and partly due to the fact that they are usually not made to come.”

“Not fully supportive. Only a few are supportive”.

“Most fathers were partially supportive. They need to give their wives freedom. Most cases we deal with here, wives say ‘I need to ask my husband first’, or ‘I am afraid of what his/her dad would do’, so husband say it all.”

From the findings, it can be inferred that support from fathers to behaviour change programs at the school is an important factor towards fostering positive behaviour change. This is in line with the concept of exosystems in Bronfenbrenner’s (1994) ecological systems theory that underscores the importance of linkages that occur between two or more settings, which in this case, is the home setting (paternal parenting style) and the school setting (school programs for influencing positive behaviour change).

Specific support needed from fathers by the school

The counsellors, teachers and administrators were asked about the specific support they would like from fathers of pre-adolescent children presenting with problem behaviours. Two recurring themes were obtained from the verbatim comments: create more time for bonding with the children and accompany wife to school invitations. The following are some of the excerpts;

“1. Be available when called by the school for a parents meeting
2. Create more time with their children, a one on one basis
3. Create bonding sessions with their children which will not be interfered with other programs
4. Other than following on the academic progress, follow up on
the discipline of the child in school and instil discipline at home. 5 Protect
the child. Assure them of safety and protection.”

“1. Make time and actively get involved with their children e.g.
coming to cheer their children during games 2. Take time to interact with
the teachers and exchange views on the wellbeing of the child 3.
Constantly adopting to the changing times of children growth and
nurturing their children. 4. Fathers should start to build a solid
relationship with the mother of a child 5. Trust the teacher’s view; respect
the teachers.”

“Attend meetings and allow their children to participate in
activities as well as be emotionally available for their kids”.

“Fathers to be coming for the behaviour management of their
children together with their wives”.

“Presence, involvement and mentoring their children growth and
development.”

“They should make time/ have more time with their children,
attending consultative meetings or mentoring programmes.”

Suggestions for changes to behaviour change program

Respondents were asked to recommend changes to the school’s behaviour change
program. A common theme from the responding counsellors, teachers and administrators
was that the timing, structure and frequency should be reviewed to make it more
conducive for paternal involvement. The following are sample comments;

“For boys, do outdoor activities which will involve everyone (father/son)
into competition in games/challenges as this is what makes them to bond best
(camping, fishing, sports, tag of war, chess etc.). 2. For girls, have memorable
bonding activities that include styling, fashion activities etc. which create an
emotional bond and expression where they open up and get more comfortable
with their mums. 3. Vice versa activities that either can do all to express attention, care and love.”

“Hold more sessions with concrete activities to enhance parenting.”

“I would change the behaviour and consequence procedure because it is not clear. Where a clear system will be put in place where each parent will sign at the beginning of every year that if my child behaves in a certain way, the consequences are as follows. This will help maintain discipline in the school. At the same time, parents will be aware and teach their children at home.”

“I would organise the programs more often and insist that both parents must attend because parenting is for both parents.”

“I would schedule inset days on Saturday evening to capture the fathers who complain that they are busy in the week. I would ask the parents to structure the kind of inset programs that they would like. Maybe something different e.g. make the insets parent led, student led etc.”

“Increase more father-child contact in school.”

“Insist that the school function should be attended by both parents.”

“Organise for male focused programs on parenting”.

It can be inferred from the perspective of the counsellors, teachers and administrators that the attachment relationship between the father or father figure and their pre-adolescent children was an important factor in effecting behaviour change. The findings agree with the results of a study by Cai et al. (2013) in China which found that adolescent–parent attachment and active involvement was positively related to behaviour change. The results support Bronfenbrenner’s (1994) ecological systems theory which assert that the collaboration between teachers (school system) and parents (the family system) can have a more profound influence on behaviour change of pre-adolescents
than if such linkages were non-existent. The findings are also in line with evidence presented by Hoskins (2014) suggesting that positive effects of authoritative parenting are amplified when both parents engage in an authoritative parenting style.

Summary

This chapter has analysed and interpreted the findings of the study. This comprised of a descriptive analysis of problem behaviours of pre-adolescents in Oshwal Academy, quantitative as well as qualitative analysis of the triggers of problem behaviours of pre-adolescents at the academy, the relationship between paternal parenting styles and problem behaviours of pre-adolescents and the extent to which paternal parenting styles influence pre-adolescents’ behaviour change. The next chapter summarizes the major findings, discusses implications of the findings and makes practical recommendations as well as suggest future research directions.
CHAPTER FIVE: SUMMARY OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSIONS

Introduction

The purpose of the study was to establish the influence of paternal parenting styles on behaviour change among pre-adolescents using a case study of pre-adolescents at Oshwal Academy’s primary school campus in Nairobi. In this chapter, a summary of the key findings is presented. The chapter then considers the implications of the findings and makes recommendations for improvement. Finally, areas for further research are discussed and final conclusions drawn.

Summary of Findings

*Problem Behaviours of Pre-adolescents in Oshwal Academy*

According to the major findings of the study, the most common problem behaviors presenting among pre-adolescent students in the sample were: not doing homework, bullying, fighting and verbal abuse. The most recurring problem behavior was physical aggression and not doing homework. The data obtained indicated that there were two main themes: aggression towards fellow students and disrespect for seniors and peers. Aggression was mainly in the form of bullying while disrespect was observed through use of foul language. These findings are reflective of patterns observed across the world as reported by Tsitsika et al. (2014) who identified aggressive behaviour as the most manifest among pre-adolescent delinquent behaviours. These problem behaviors led to the summoning of parents of more than a third of the students. The results exceed prevalence data reported in a previous study in Kenya by Mbwayo and Mathai (2016)
which observed that prevalence of problem behaviours associated with parents being summoned to school was at 15.7%.

*Triggers of Problem Behaviours of Pre-adolescents in Oshwal Academy*

The findings showed that for most of the students, the problem behaviours were triggered by anger, acting in self-defense against bullies, forgetfulness (in doing homework) and fear/anxiety. This is in line with past studies attributing these problem behaviors to adolescent’s externalizing behaviors in reaction to a one-time frustrating or provoking incident while others are incentivized by getting their way through use of aggression (Navis, 2012). For most of the student respondents in the sample, it was rarely or never true that they got irritated very fast, were scared of the future, felt neglected, frequently felt stressed up, were not understood, suffered from abuse, witnessed violence at home or felt hopeless. However, higher mean score was obtained on students whose parents had been called to school because of their problem behaviour on most of the dimensions. From the views of the school counsellors, teachers and administrators, the triggers of problem behaviours were due to pre-adolescent’s perception that they are not understood, identity crisis associated with the adolescent stage, poor parenting, lack of role models and attention seeking. This agrees with past studies which show that the level of paternal involvement has an influence on behavioral outcomes of pre-adolescents whereby higher quality and quantity of paternal involvement produced positive behavior change while lower involvement increased the risk of pre-adolescents engaging in problem behaviors (Volker, 2014).

*Relationship between Paternal Parenting Styles and Problem Behaviours*

The findings showed that most of the pre-adolescent students in the sample confided in their mother most, suggesting that they were closer to their mother than to
their father, with permissive parenting style characterized by high responsiveness and low control the most manifesting typology. For most of the students, their fathers rarely if ever participated actively in school events and activities except when categorically summoned to school. This implies that paternal involvement was poor. The findings suggest that fathers were uninvolved in the issues that affect the child’s learning and behaviour formation and this influenced their behaviour negatively. There was a general consensus that the support received from fathers was minimal or non-existent. The findings support results of a previous study by Kimani and Kombo (2010) in Gatundu District, Central Kenya which showed that most of the children that exhibited problem behaviours came from homes where fathers are uninvolved or absent. It can be argued that although fathers provide financially, their inactive participation in moulding the behaviour of the child is a form of child neglect which Lamond’s (2010) study associated with behavior problems in childhood and externalizing behaviours such as being aggressive or hyperactive.

*Extent Paternal Parenting Styles influence Pre-adolescents’ Behaviour Change*

On paternal parenting style, authoritarian and uninvolved paternal parenting style emerged as the two most predominant styles from the perspectives of the school counsellors, teachers and administrators. Most fathers seemed to have abdicated their parenting role and the mothers left to do all the parenting. Attachment bonds children have with their parents shaped their behaviours and influenced how they cope with their environment. The student respondents presenting with problem behaviour were rarely if ever secure with their fathers. The identified traits are characteristic of authoritarian parenting typology as defined by Kordi and Baharudin (2010) often seen as strict, directive and emotionally detached and whereby parents expect children to be submissive to their demands. The finding is consistent with past studies associating UK
fathers’ involvement with subsequent behaviour of their children as reported by Kroll et al. (2016) who suggest that paternal maladaptive parenting beliefs was significantly associated with high risk of subsequent behaviour problems in both boys and girls.

Implications

From the study, two problem behaviours stand out and calls for different strategies for behaviour change. Firstly, the problem of not doing homework has implications on the child’s academic performance and calls for a change of strategies in parental supervision. Although pre-adolescence denotes the onset of a long transition from childhood to adulthood, parents should understand that a pre-teen child is still very much a child and still depends on a responsible adult for guidance on how to cultivate the self-discipline and organization needed to perform routine academic duties such as doing homework. Since adolescence is also a time when a child begins to exercise autonomy in thinking and behaviour that characterize adulthood, firm limit-setting is necessary to regulate their conduct.

Consistent with ecological systems theory, the problem of aggression has more far reaching implications on the child’s total environment and may invite modifications across the micro, meso and exo-systems. Clearly, a lot more collaboration is necessary with all members of the microsystem in order to effect positive behaviour change. The scope of change that this calls for encompasses role-modelling, parenting style, paternal attachment bonding and active involvement in the academic life of the child.
Recommendations

Problem Behaviours of Pre-adolescents in Oshwal Academy

A concerted effort should be made by all stakeholders in the mesosystem such as parents, teachers and peers who provide the connection between the pre-adolescent’s microsystems to sensitize the students on the importance of self-discipline. The need to cultivate a sense of responsibility with respect to doing homework is key. Every positive conduct of the child should be reinforced by affirmation in order to condition their behaviour to acceptable level of behaviour.

Triggers of Problem Behaviours of Pre-adolescents in Oshwal Academy

Teachers should help the preadolescent students to have a proper perspective about their life stressors in order to cope well without engaging in delinquent behaviors. Teachers should act as good role-models by conducting themselves in like manner and by using examples to demonstrate to the students on appropriate coping strategies. As much as possible, the teachers and school counselors should give individualized attention to the pre-adolescents in order to detect any psychological problems they may have and get them resolved at the earliest opportunity.

Relationship between Paternal Parenting Styles and Problem Behaviours

Fathers of the pre-adolescent children need to be incentivised to play a more active role in shaping the behaviour of their children. This may call for a change in the timing and frequency of programs that facilitate contact between the parents, students, teachers and the school. The school can also come up with a reward program for behaviour change and paternal involvement to promote positive behaviour.
**Extent Paternal Parenting Styles influence Pre-adolescents’ Behaviour Change**

Fathers should be sensitized about the implication of their parenting style on the child’s learning, behaviour of the child as well as the spill-over effects on the overall family functioning. Fathers should be empowered on how to complement high responsiveness with high control to realize positive behaviour change in the pre-adolescent children.

**Areas for further research**

**Problem Behaviours of Pre-adolescents in Oshwal Academy**

Since the study was based on a single case, the findings on problem behaviours at Oshwal Academy cannot be generalized to the situation in other schools. Therefore, a study that adopts a survey approach and includes data from several academies should be done to confirm or refute the results of this study. This can help other parents and teachers develop interventions that are more relevant to their unique environments and situations.

**Triggers of Problem Behaviours of Pre-adolescents in Oshwal Academy**

Teachers should help the preadolescent students to have a proper perspective about their life stressors in order to cope well without engaging in delinquent behaviors. Teachers should act as good role-models by conducting themselves in like manner and by using examples to demonstrate to the students on appropriate coping strategies. As much as possible, the teachers and school counselors should give individualized attention to the pre-adolescents in order to detect any psychological problems they may have and get them resolved at the earliest opportunity.
A study should be conducted to establish why the pre-adolescent students confided in their mothers than their fathers. Such a study could unearth parenting styles that fathers could emulate to establish a closer relationship with their pre-adolescent children. A research could also be undertaken to establish the perception of fathers on why they are less involved in their children’s academic life in order to come up with realistic suggestions on how they can be more actively involved.

**Extent Paternal Parenting Styles influence Pre-adolescents’ Behaviour Change**

Extensive studies should also be done on the father’s role in influencing pre-adolescent behaviour change. Therefore, a similar study could be conducted in other schools to establish any variations in parenting style and adolescent outcomes. Such variations should be documented to enhance theoretical development in the role of parenting in pre-adolescents’ behaviour change.

**Summary**

This chapter has summarized the key findings of the study and discussed their implications for pre-adolescent behavior change. The chapter has revealed that relatively high prevalence of aggression and not doing homework was observed among pre-adolescent students in the sample. Paternal parenting style was characterized by authoritarian tendencies and abdication of parenting responsibility to mothers. This reflected in the pre-adolescent children’s externalizing behaviours. The study concluded that paternal parenting style did influence pre-adolescent behavior change. Based on these findings, this study recommends that fathers should be sensitized about the implication of their parenting style on the child’s learning, behaviour of the child as well
as the spill-over effects on the overall family functioning. Extensive studies can be undertaken on the role of fathers in influencing pre-adolescent behaviour change.
REFERENCES


APPENDIX I: QUESTIONNAIRE TO PRE-ADOLESCENTS

Introduction

This questionnaire is comprised of six brief sections that should only take a moment of your time. Please place a tick on the box which closely represents your answer and fill in the blanks as and where appropriate. For any clarification, please feel free to ask.

SECTION A: DEMOGRAPHIC PROFILE

1. Gender:  Male ☐  Female ☐

2. Age:
   9 years ☐  11 years ☐
   10 years ☐  12 years ☐

   Other (please specify) __________________________

4. Which parent do you live with?
   Both parents ☐  Uncle ☐
   Father ☐  Sibling ☐
   Mother ☐  Cousin ☐
   Auntie ☐  None ☐

5. Which parent do you confide in most?
   Mother ☐
   Father ☐
   None ☐

What problem behaviours present among pre-adolescents in Oshwal Academy?
SECTION B: PROBLEM BEHAVIOURS AMONG PRE-ADOLESCENTS

The questions in this section are intended to identify some of the challenges you go through in school in order to understand you better.

6. Have you ever been involved in any of the following incidences? (Please tick as many as apply):
   - Assault [ ]
   - Bullying [ ]
   - Defiance [ ]
   - Disruptive behaviour [ ]
   - Not doing homework [ ]
   - Verbal abuse [ ]
   - Fighting [ ]
   - Theft [ ]

7. How many times have the incidence(s) occurred?

<table>
<thead>
<tr>
<th></th>
<th>Once</th>
<th>Twice</th>
<th>Thrice</th>
<th>Four times or more</th>
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<tbody>
<tr>
<td>Assault</td>
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<td>Bullying</td>
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<td>Defiance</td>
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<td>Disruptive behaviour</td>
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<td>Not doing homework</td>
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<td>Verbal abuse</td>
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<td>Fighting</td>
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<tr>
<td>Theft</td>
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8. Has your parent ever been called to school because of the incidence(s) you mentioned in QN6 above?
   - Yes [ ]
   - No [ ]
   - N/A [ ]

9. Which parent turned up?
   - Father [ ]
   - Mother [ ]
   - Both parents [ ]
   - None [ ]
SECTION C: TRIGGERS OF PROBLEM BEHAVIOURS

10. What are some of the reasons that cause you to get involved in the incidences you mentioned in section A (such as anger, fear, etc.)?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

11. To what extent could the following feelings or experiences describe your state of mind when getting involved in the incidences you mentioned in section A?

<table>
<thead>
<tr>
<th>Feeling/Experience</th>
<th>Never true (1)</th>
<th>Rarely true (2)</th>
<th>Occasionally true (3)</th>
<th>Usually true (4)</th>
<th>Always true (5)</th>
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</thead>
<tbody>
<tr>
<td>12. I get irritated very fast</td>
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<td>13. I am scared of the future</td>
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<td>14. I feel neglected</td>
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<td>15. I frequently feel stressed up</td>
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<tr>
<td>16. No one understands me</td>
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<td>17. I have suffered from abuse</td>
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<td>18. I have witnessed violence at home</td>
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<td>19. I feel hopeless</td>
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</table>
SECTION D: EFFECTS OF ECOLOGICAL SYSTEMS

In this section, please indicate the extent to which the following are true with regards to your observation of the situation at home or in school.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never true (1)</th>
<th>Rarely true (2)</th>
<th>Occasionally true (3)</th>
<th>Usually true (4)</th>
<th>Always true (5)</th>
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</thead>
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<tr>
<td>20. I always want to be with my friends</td>
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<tr>
<td>21. I relate well with other family members</td>
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<tr>
<td>22. The school environment is conductive for learning</td>
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<td>23. There is close collaboration between my parents and the school</td>
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<td>24. My father actively participates in my school events and activities</td>
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<td>25. My friends relate well with the school</td>
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</tbody>
</table>

SECTION E: PATERNAL PARENTING STYLES

In this section, please indicate the extent to which the following are true concerning the reaction of your father when you make mistake, where 1= Never true; (2) Rarely true; (3) Occasionally true (4) Usually true (5) Always true.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never true</th>
<th>Rarely true</th>
<th>Occasionally true</th>
<th>Usually true</th>
<th>Always true</th>
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</thead>
<tbody>
<tr>
<td>26. My father explains the consequences of my behaviour</td>
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<tr>
<td>27. He encourages me to talk about my troubles</td>
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<tr>
<td>28. He helps me to understand the impact of my behaviour by encouraging me to talk about the consequences of my own actions</td>
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<td>29. He explains to me how he feels about my good and bad</td>
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<tr>
<td>30.</td>
<td>He gives me reasons why rules should be obeyed.</td>
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<tr>
<td>31.</td>
<td>He shows respect for my opinions by encouraging me to express them</td>
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<tr>
<td>32.</td>
<td>He gives me comfort and understanding when I am upset.</td>
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<tr>
<td>33.</td>
<td>He scolds or criticize when my behaviour doesn't meet his expectations.</td>
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<td>34.</td>
<td>He explodes in anger towards me</td>
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<td>35.</td>
<td>He grabs me when being disobedient.</td>
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<tr>
<td>36.</td>
<td>He yells or shouts when I misbehave.</td>
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<tr>
<td>37.</td>
<td>He uses physical punishment as a way of disciplining me</td>
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<td>38.</td>
<td>He states punishments to me and do not actually do them</td>
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<tr>
<td>39.</td>
<td>He threatens me with punishment more often than actually giving it</td>
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<td>40.</td>
<td>He uses threats as punishment with little or no justification</td>
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<td>41.</td>
<td>He gives into to me when the I cause a commotion about something</td>
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<td>42.</td>
<td>He spoils me with gifts</td>
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<tr>
<td>43.</td>
<td>He allows me to give input into family rules</td>
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<tr>
<td>44.</td>
<td>He encourages me to freely express myself even when disagreeing with him</td>
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<tr>
<td>45.</td>
<td>He punishes by taking privileges away from me with little if any explanations.</td>
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</tbody>
</table>
SECTION F: ATTACHMENT RELATIONSHIPS

To what extent could the following feelings or experiences describe your state of mind when getting involved in the incidences you mentioned in section A?

<table>
<thead>
<tr>
<th></th>
<th>Never true (1)</th>
<th>Rarely true (2)</th>
<th>Occasionally true (3)</th>
<th>Usually true (4)</th>
<th>Always true (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. I feel close to my father</td>
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<td>48. I am sometimes uncomfortable being close to my father</td>
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<td>49. I feel that my father does not want to get as close as I would prefer</td>
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</tbody>
</table>

Thank you for your time and cooperation
APPENDIX II: QUESTIONNAIRE TO FATHERS AND FATHER FIGURES

Introduction

This questionnaire is comprised of two brief sections that should only take a moment of your time. Please place a tick on the box which closely represents your answer and fill in the blanks as and where appropriate. For any clarification, please feel free to ask.

SECTION A: GENERAL INFORMATION

1. Have you ever been called to school because of problem behaviour of your child?
   Yes ☐   No ☐

2. If “Yes” to QN1 above, did you attend?
   Yes ☐   No ☐

3. What were the problem behaviours for which you were called?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What action did you take on the child?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Are there positive behaviour changes you have noticed in your child since the incidence? Please elaborate?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
SECTION D: PARENTING STYLES

In this section, please indicate the extent to which the following are true concerning your reaction when your child makes mistake, where 1= Never true; (2) Rarely true; (3) Occasionally true (4) Usually true (5) Always true).

<table>
<thead>
<tr>
<th></th>
<th>Never true</th>
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<tbody>
<tr>
<td>6. I explain to my child the consequences of his/her behaviour</td>
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<tr>
<td>7. I encourage my child to talk about his troubles</td>
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<td>8. I help my child to understand the impact of his/her behaviour by encouraging him/her to talk about the consequences of his/her own actions</td>
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<td>9. I explain to the child how I feel about his/her good and bad behaviour</td>
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<td>10. I give my child reasons why rules should be obeyed.</td>
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<td>11. I show respect for my child’s opinions by encouraging him/her to express them</td>
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<td>12. I try to give my child comfort and understanding when he/she is upset.</td>
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<td>13. I scold or criticize when my child’s behaviour doesn't meet my expectations.</td>
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<td>14. I explode in anger towards my child</td>
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<td>15. I grab him/her when being disobedient.</td>
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<td>16. I yell or shout when the child misbehaves.</td>
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<td>17. I use physical punishment as a way of disciplining the child</td>
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<td>18. I spank the child when disobedient</td>
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<td>19. I state punishments to the child and do not actually apply them</td>
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</table>

*Thank you for your time and cooperation*
APPENDIX III: INTERVIEW OF TEACHERS AND COUNSELORS

1. What is your designation at Oshwal Academy?

2. What are the most common problem behaviours among pre-adolescents at Oshwal Academy?

3. What would you say are the triggers of the problem behaviours among the pre-adolescents?

4. Have you ever held a meeting with the parents of the child with problem behaviour?

5. Who turned up for the meeting?

6. What are the key lessons you learnt concerning the parenting style used by the father?

7. In your view, how do parenting styles differ between pre-adolescents with problem behaviour and those without?

8. Would you say the fathers have been supportive of the programs at Oshwal to bring about positive behaviour change in the pre-adolescents?

9. In what specific ways would you like the fathers to support the program?

10. If you were to change one thing about the program, what could it be and why?

Thank you for your time and cooperation
9th June, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: CATHERINE K. OCIHENG MFT/00636/13

Greetings! This is an introduction letter for the above named person a final year student in Pan Africa Christian University (PAC University), pursuing Master of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her thesis. The thesis title is “Paternal Parenting Styles As a Predictor of Behaviour Change among Pre-Adolescents”. A case of Oshwal Academy Nairobi Primary, Kenya.

We therefore kindly request that you allow her conduct research at your organization.

Warm Regards,

Dr. Lilian Vikiru
Registrar Academics

PAN AFRICA CHRISTIAN UNIVERSITY
P. O. Box 56875, NAIROBI - 00200.
TEL: 8561820/8561945/2013146

Where Leaders are made
APPENDIX V: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254-20-2213471, 2241349, 3310571, 2219420
Fax: 254-20-318245, 318249
Email: dp@nacostl.go.ke
Website: www.nacostl.go.ke
When replying please quote Ref. No. NACOSTI/P/17/50248/18371

9/Floor, Utaliki House
Uhuru Highway
P.O.Box 36623-00100
NAIROBI-KENYA

Date 26th July, 2017

Catherine Kawira Ochieng'
Pan Africa Christian University
P.O. Box 56875-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Paternal parenting styles as a predictor of behaviour change among preadolescents: A case of Oshwal Academy Nairobi Primary,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 25th July, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
THIS IS TO CERTIFY THAT

MS. CATHERINE KAWIRA OCHENG

of PAN AFRICA CHRISTIAN UNIVERSITY,

0-618 NAIROBI, has been permitted to

conduct research in Nairobi County on the topic: PATERNAL PARENTING

STYLES AS A PREDICTOR OF BEHAVIOUR

CHANGE AMONG PREADOLESCENTS: A

CASE OF OSHWAL ACADEMY NAIROBI

PRIMARY

for the period ending:

25th July, 2018

Signature:

Director General

National Commission for Science, Technology & Innovation
C H A R T S
89

CONDITIONS
1. The Licence is valid for the proposed research, for the period specified.
2. The Licensee shall submit a progress report.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Government in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This License does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.
Ref: RCE/NRB/GEN/1/VOL. 1

DATE: 28th July, 2017

Catherine Kawira Ochieng
Pan Africa Christian University
P.O. Box 56875-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on “Paternal parenting styles as a predictor of behavior change among preadolescents: A case of Oshwal Academy.”

This office has no objection and authority is hereby granted for a period ending 25th July, 2018 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to travel.

FLORENCE HUNGI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C. Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI
Parental Consent for Participation of your Child in a Research Study

"Paternal Parenting Styles as a Predictor of Behaviour Change among Pre-adolescents."
A Case of Oshwal Academy Nairobi, Kenya.

Dear Parent/Guardian,

DESCRIPTION OF THE RESEARCH AND YOUR CHILD’S PARTICIPATION

You are invited to participate in a research study conducted by Mrs. Catherine Kawira Ochieng (School Counselor). The purpose of this research is to identify ways the paternal parenting styles can influence the behavior change among the pre-adolescents in the institution.

Your participation as well as that of your child will involve filling out of separate questionnaires for the student and parent. The amount of time required for both parent and your child’s participation will be about 20 minutes each.

Potential benefits
This research may help us as parents to understand the different Paternal Parenting Styles that we have as well as to what extent paternal parenting styles influence our pre-adolescents behavior.

Protection of confidentiality
We will do everything we can to protect your child’s privacy. Your child’s identity will not be revealed in any publication resulting from this study.

Voluntary participation
Participation in this research study is voluntary. You may refuse to allow your child to participate or withdraw your child from the study at any time. Your child will not be penalized in any way should you decide not to allow your child to participate or to withdraw your child from this study.

Contact Information
If you have any questions or concerns about this study or if any problems arise, please contact Mrs. Catherine Kawira Ochieng at Oshwal Academy Nairobi, Primary on 0725-703132. If you have any questions or concerns about your child’s rights as a research participant you can please contact me.

Warm regards,

Dr. Lalit Modak (Mrs.)
Headmistress – Primary

CONSENT SLIP

I have read the parental permission form and have been given the opportunity to ask questions. I give consent for my child to participate in this study.

Participant’s signature __________________________ Date: __________________________

Child’s Name: __________________________