PARENTING STYLES EXPERIENCED BY ADOLESCENTS AND THEIR ASSERTIVE BEHAVIOUR IN SELECTED SECONDARY SCHOOLS IN LIKUYANI DISTRICT, KENYA.

A Thesis

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Masters of Arts Education in Special Needs Education

By:

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DECLARATION A

This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.

_____
Name and Signature of Candidate

_____
Date

DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

Name and Signature of Supervisor

Date

DEDICATION

This thesis is dedicated to the researcher's beloved wife, Diana Mutambo, sons Christian, Katana, Shamah and daughters Jolley and Shekinah as they endeavor to follow his footsteps in the world of academia.

ACKNOWLEDGEMENT

ABSTRACT

This study anchored into correlating parenting styles experienced by adolescents and their assertive behavior in selected secondary schools in Likuyani District, Kenya. Specifically, this empirical research determined the profile of the adolescent in terms of age, gender and the previous academic performance, the type of parenting styles experienced by the adolescents; the level of assertive behaviour of adolescents; significant differences in the parenting styles experienced by adolescents, and level of assertive behaviour between male and female adolescents and significant relationship between assertive behaviour of adolescents and parenting styles experienced by adolescents.

The study employed ex post facto descriptive comparative and descriptive correlation design. A total of 240 adolescent students were involved in this study using inclusion and exclusion criteria. The research instruments used included; face-sheet, validated parenting styles checklist and Pearson assertion analysis. The findings of the study were as follows; 86.8% were from the age range of 16-19 years old; majority of the respondents were female (54.3%); majority (59.4%) were from form two in terms of previous academic performance; the type of parenting styles of the fathers was categorized as uninvolved; there was a significant difference in type of parenting styles and the level of assertive behaviour between the male and female adolescents ; the type of parenting styles experienced by adolescents and the level of assertive behavior were significantly correlated.

The conclusions from this study were as follows;

The hypothesis of no significant difference and significant relationship were rejected in this study; the theory of Baumrid was proven and a new information from this study was that in Likuyani District specifically in the five selected secondary schools, the parenting styles experienced by the adolescents under the study was the permissive style that brought them to be as assertive.

The main recommendation on the school taking an active part in the resolution of unfavorable parenting style and less assertive behaviour of adolescents through parent seminar and indulging the adolescents in proactive socialization activities respectively.

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LIST OF ACRONYMS

SNE   Special Needs Education

Dr   Doctor

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The relationship between a student and his or her parents has been noted to have an influential impact on not only the student performance but also assertiveness in school and also in his/her life generally. Parenting children is one of the most enjoyable and most demanding for every parent to undertake. Globally, statistics show that male individuals committing suicide is higher than the female individuals in most countries. The statistics show that the male commit suicide in most countries like China, Cuba, Ecuador and Sri Lanka among other countries. Ten percent (10%) of male commit suicide in most countries in the world while four percent (4%) of female individuals. Suicide is the fourth leading cause of death of young male than young female. One hundred thirty two, four hundred twenty four (132,424) deaths of young persons are recorded annually. In Kenya, nine percent (9%) of deaths recorded are as a result of suicide and other parental related activities.

Further, in Kenya, alcohol consumption rate was very high in adolescents and so in the sub-Saharan countries in Africa. In Ghana, Twenty five (25%) of deaths was recorded as a result of alcohol consumption, thirteen percent (13%) in Nigeria. In Uganda, fourteen percent (14%) is for boys and twelve percent (12%) for girls.

Children who lack parental leadership are always confused and denied various vital components of life hence they go overboard relaxing in major issues of life and failing to put up for societal needs. Aside from this, the Children today who are growing up undergo a lot of crisis that is why there is need to be subjected to proper parenting style and personal assertion. In this study then, the researcher thought it wise to embark on this research on prevailing parental styles experienced by the adolescents and their assertive behavior in selected secondary schools specifically in Likuyani district, Kenya.

In 1998, independent scholar Judith Rich Harris published *The Nurture Assumption*, in which she argued that scientific evidence especially behavioral

genetics showed that all different forms of parenting do not have significant effects on children's development, short of cases of severe abuse or neglect. The purported effects of different forms of parenting are all illusions caused by heredity, the culture at large, and children's own influence on how their parents treat them.

Diana Baumrind (1973) became particularly interested in the connection between the parental behavior and the development of *instrumental competence, which refers to the ability to manipulate the environment to achieve ones goals.* In her research, found what she considered to be the four basic elements that could help shape successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding. From these, she identified three general parenting styles: authoritative, authoritarian, and permissive. Maccoby and Martin expanded the styles to four; authoritative, authoritarian, indulgent and neglectful. These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other.

A number of ethical parenting styles have been proposed, some based on the authoritarian model of strict obedience to scriptural law (for example in the Bible), and others based on empathy with the emotional state of a child. The intensity of parental involvement remains a matter of debate. At opposite extremes are slow parenting in which parents stand back, merely supporting their children in doing what they want to do as independent individuals (but guiding them when the children are not developing healthy attitudes), vs Concerted cultivation in which children are driven to attend a maximum number of lessons and organized activities, each designed to teach them a valuable skill which the parent has decided for them.

Studies have been conducted on the influence of parenting styles on students' assertiveness. For instance, Chao (1994) and Mandara (2006) found that children from authoritative parenting style are associated with higher achievement among European, Americans while those from Hispanic and African Americans win parenting style as authoritarian or uninvolving, are on the average lower in achievement compared to their European Americans. Also, Stemberg, Dombusch and Brown (1992) discovered that European American peers whose parenting style is authoritative, performed better academically than their counterparts from other parenting styles. In another study conducted by Stemberg, Lamborn, Darling,

Mounts and Dombusch (1994), it was found that parenting style was a major predictor of grade point average for all children except African American children.

Beginning in the 17th century, two philosophers independently wrote works that have been widely influential in child rearing. John Locke's 1693 book *Some Thoughts Concerning Education* is a well known foundation for educational pedagogy from a Puritan stand point. Locke highlights the importance of experience to a child's development, and recommends developing their physical habits first. In 1762, the French philosopher Jean – Jacques Rousseau published a volume on education, *Emile: or On Education.* He proposed that early education should be derived less from books and more from a child's interactions with the world. Of these, Rousseau is more consistent with slow parenting, and Locke is more for concerted cultivation.

Other theorists, mainly from the twentieth century, have focused on how children develop and have had a significant impact o childhood education and how parents rear their children.

Statement of the Problem

The existing issues related to parenting and behaviors of adolescents in secondary schools in Kenya were as follows;

1. Adolescents performing low in academics due to uninvolved parents (authors/newspapers)
2. Cases of suicide in Kenya at nine percent (9.1 %)
3. High alcohol consumption rate in Kenya

Purpose of the study

The following are the reasons why this study is conceived;

1. To test the hypothesis of no significant relationship between the type of parenting styles and level of assertive behavior of adolescents.
2. To validate the theory to which this study was based.
3. To generate new information from the existing body of knowledge on parenting styles and assertive behavior of adolescents
4. To bridge the gaps identified from the previous related literature and empirical studies.

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Research Objectives

General

This study will correlate parenting styles experienced by adolescents and their assertive behavior in selected secondary schools in Likuyani District, Kenya.

Specific

This study sought to;

1. determine the profile of the respondents in terms of age, gender and previous academic performance.
2. the type of parenting styles experienced by adolescents in this aspect ;
   - 2.1 parental attitude
   - 2.2 parenting styles between male and female adolescents
   - 2.3 handling of house rules and regulations
   - 2.4 parental communications
   - 2.5 coordination of needs
   - 2.6 home atmosphere
   - 2.7 enforcement of discipline
3. determine the level of assertive behaviour among adolescents of father and mother.
4. distinguish if there are significant difference in the;
   - 4.1 parenting styles experienced between male and female adolescents.
   - 4.2 level of assertive behavior between male and female adolescents.
5. establish if there is a significant correlation between the type of parenting styles experienced by the adolescents and their assertive behavior.

Research Questions

1. What is the profile of the adolescents as to;
   - 1.1 age?
   - 1.2 gender?
   - 1.3 previous academic performance?
2. What are the types of parenting styles experienced by adolescents?
3. Are there difference in the

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3.1 level of assertive behaviour between male and female adolescents?

3.2 type of parenting styles experienced between male and female adolescents?

4. Is there a significant relationship between the type of parenting styles experienced by the adolescents and their level of assertive behaviour?

Null Hypothesis

1. There are no significant differences in the;

1.1. type of parenting styles experienced between male and female adolescents.

1.2 level of assertive behaviour between the male and female adolescents.

2. There is no significant relationship between the type of parenting styles experienced by adolescents and their level of assertive behaviour.

Scope of the study

Geographical scope

The study was conducted in selected secondary schools in Likuyani district, namely; Matunda secondary School, Kongoni secondary school, Eshikulu secondary school, Nangili girls secondary school, St. Augustine Soysambu secondary school .

Content scope

This study measured two variables namely; the parenting styles as independent variable and assertive behaviour as dependent variable.

The responses of the male and female adolescents with reference to the parenting styles experienced by them and their level of assertive behaviour were compared. The significant relationship between the two variables was also determined for significant correlation. The other variables determined in this study were the age, gender, and previous academic performance of the adolescents under study.

Theoretical Scope

This study was anchored on the theory of Baumrind which states that parents fall into one of the three parenting styles authoritarian (telling children exactly what

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to do) indulgent (allowing their children to do whatever they wish), or Authoritative (providing rules and guidance without being overbearing).

Time Scope

Data were collected from selected secondary schools from April 2011 to august 2012.

Significance of the Study

The findings of the study would benefit the; adolescents, teachers, parents, school administration, community, curriculum developers, policy makers and the future researchers.

The findings of the study will assist the **adolescents** to recognize moral enrichment and academic enhancement in schools.

The **teachers** on the other hand will guide, counsel adolescents to curb indiscipline cases that may arise as a result of unfavorable parenting styles experienced by them.

The **school administration** may come up with parent seminars and assemblies to train the parents on child rearing

The **parents** will recognize and adopt suitable methods of child rearing and nurturing for the adolescent children and shape them into morally upright members of the society.

The **future researchers** will be provided with insights on aspects to be studied based on the findings of this study.

The **community** will be supportive to the adolescents in developing acceptable social behavior.

The findings can guide the **curriculum developers** in modifying appropriate strategies of guiding and counseling adolescents and their parents.

Policy makers will develop realistic budgetary plans and other legal framework for appropriate handling of children at home and in schools.

Operational Definition of Key Terms

For the purpose of the study, the following terms were defined operationally:

Adolescents are young individuals whose age range between 12-20 years and are characterized by different developmental mile stones.

Assertive behavior refers to the means of expression of adolescents' opinion vividly and firmly.

Parenting styles refer to child rearing of father and mother of the adolescent in this study. Parenting styles in this study were measured according to these aspects: parental attitude, handling of house rules and regulations, parental communication, consideration of children needs, home atmosphere and enforcing discipline.

Profile of adolescents are their attributes such as age, gender and previous academic performance.

CHAPTER TWO
REVIEW OF RELATED LITERATURE
Concepts, Opinions, Ideas from Authors/Experts
Parenting styles

Parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology developed by Baumrind (1991) should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. It is assumed that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is believed that the primary role of all parents is to influence, teach, and control their children.

Parenting style captures two important elements of parenting: (1) parental responsiveness and (2) parental demandingness (Maccoby & Martin, 1983). Parental responsiveness (also referred to as warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991). Parental demandingness (also referred to as behavioral control) refers to "the claims parents make on children to become integrated into the family whole by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991). In line with Maccoby and Martin, (1983), this categorization of parenting styles can be loosely tied to the dimension of parenting styles described by Arnette (2002) as "demandingness" and "responsiveness". Demandingness, as explained by him means the degree with which parents set down rules and expectations for behaviour and require their children to comply with them. Responsiveness, according to him, entails the degree with which parents are sensitive to their children's needs and the extent to which they express warmth, love, and concern for their children.

According to Weiss and Schwarz (1996), parenting styles can be summarized and placed into four (4) general themes of discipline such as positive parenting, monitoring and problem solving. Further, they contend that discipline theme of parenting style involves the discouragement of behavioural excess or anti-social behaviour. They give the components to good disciplinary practices which are

accurate definition of and labelling of certain behaviours as excessive antisocial, consistent tracking of those behaviours over time across settings and the consistent and contingent use of effective but not harsh methods to inhibit those behaviour.

Positive parenting, as explained by Weiss and Schwarz (1996), means the interactions between the parents and their children vs foster assertiveness, interpersonal, academic, and work skills and which encourage the development of normative values and standards of behaviour. Students of parents who use positive parenting skills are generally less likely to have low assertiveness and academic performance schools. On the other hand, students of parents who arc supportive and affectionate, or are rejecting and generally negative in their attitude are more likely to perform low academically as well as show low assertiveness.

On the other hand, Weiss and Schwarz (1996) contends that monitoring means parental awareness of children's peer associates, free time activities, physical where about, school awareness and performance thus, children from good monitoring parental background are generally associated with good academic performance and assertiveness while ineffective monitoring has been associated with poor academic performance of the students.

On problem solving theme of parenting styles, Weiss and Schwarz (1996) explained that, failure to acquire and use problems solving strategies may facilitate the fall in the behavior assertion and performance, of students from such a background. Difficulties with problem solving may be caused by: ineffective parenting caused by stress associated with conflict; inappropriate modes of problem solving passed on from parents; stress and problems at home carried over to the school environment, and problem solving in homes that is characterized by conflict, blaming, and non-acceptance of responsibility are associated with poor academic performance of some students.

These interactions generally correspond with the general classification of parenting styles as authoritarian, democratic and laissez-faire. In the authoritarian parenting styles, children are exposed to a kind of master-servant relationship with their parents overly harsh, punitive with no freedom to the children. In a democratic parenting style, there is a kind of positive parenting where there is mutual interaction between parents and their children. In the laissez-faire parenting style,

there is a kind of indifferent or uninvolving parenting where the parents show non-chatant attitude to the activities of their children both at home and the school. Maccoby and Martin (1983) and Mandara (2006) provide a more comprehensive way of categorizing parenting according to whether they are high or low on parental demandingness and responsiveness. They give a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved. Each of these parenting styles reflects different naturally occurring patterns of parental values, practices, and behaviours as observed by Baumrind (1991). In addition, he stated that the classification gives a distinct balance of responsiveness and demandingness.

Maccoby and Martin (1983) state that indulgent parents (also referred to as "permissive" or "nondirective") "are more responsive than they are demanding. To them, they are non- traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991). In addition, indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents. They opined that authoritarian parents are highly demanding and directive, but not responsive. They are obedience- and status-oriented, and expect their orders to be obeyed without explanation (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: non-authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power and authoritarian-directive, who are highly intrusive.

According to Maccoby and Martin, (1983) and Taylor, Hinton, & Wilson, (1995), that authoritative parents are both demanding and responsive. They monitor and impart clear standards for their children's conduct with assertion, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible and self-regulated as well as cooperative. The uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting-neglecting and neglectful parents, although most parents of this type fall within the normal range.

Baumrind (1991) observes that parenting style as a typology should not be a linear combination of responsiveness and demandingness. She noted that each parenting style is more than and different from the sum of its parts. In addition to differing responsiveness and demandingness, the parenting styles also differ in the extent to which they are characterized by a third dimension which is psychological control. Probably that is why Weiss and Schwarz (1996) states that psychological control refers to control attempts that intrude into the psychological and emotional development of the child through use of parenting practices such as guilt induction, withdrawal of love, or shaming. One key difference between authoritarian and authoritative parenting is in the dimension of psychological control. Both authoritarian and authoritative parents place high demands on their children and expect their children to behave appropriately and obey parental rules. Authoritarian parents however, also expect their children to accept their judgments, values, and goals without questioning. In contrast, authoritative parents are more open to give and take with their children and make greater use of explanations. Thus, although authoritative and authoritative parents are equally high in behavioural control, authoritative parents tend to be low in psychological control, while authoritarian parenting tend to be high.

Assertive Behaviour

Some people confuse assertive behaviour with aggression, and mistakenly think that to assert oneself is to stand on the ground and refuse to compromise in any way. Assertiveness is certainly about standing up for one's rights but in a way that does not violate the rights of others. Being assertive means communicating one's needs, wants, feelings, beliefs and opinions to others.

The advantages of assertive behaviour is that the use of aggressive behaviours, such as verbal or physical threats, may get what one wants in the short term, but at the expense of any goodwill in the relationship. On the other hand, passive behaviour can also cause damage to relationships, because one's own needs and feelings are ignored in favour of "keeping the peace". The advantages of assertive behaviour and communicating assertively with others include: one's needs wants and feelings are more likely understood by others; no body's feelings are

intentionally hurt, and both parties feel respected and heard; the relationship can potentially be strengthened by the honest exchange of concerns one can face; one more in control of one's own life and hence, self-esteem is enhanced.

It also remains unclear whether parental involvement in adolescence declines for all parents or only certain subpopulations of parents. For example, parental involvement in adolescence may remain strong for parents Spera with children who have disciplinary or academic problems compared to parents with children who lack such difficulties (Hill, 2001). These possibilities highlight the need for researchers to gather information on the reasons behind parental involvement (e.g., for disciplinary concerns versus nurturing a gifted student). The traditional measures used to examine parental involvement, however, do not attain the reasons for parental involvement (Hill and Taylor, 2004). The development or modification of instruments to gather this kind of information seems warranted.

Theoretical Perspective

This study is anchored on the theory of Baumrind which states that parents fall into one of the three parenting styles: authoritarian (telling children exactly what to do) indulgent (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing).

He noted that each parenting style is more than and different from the sum of its parts. In addition to differing responsiveness and demandingness, the parenting styles also differ in the extent to which they are characterized by a third dimension which is psychological control.

Several theories have organized and examined the research on assertiveness of adolescent family-school linkages (Bronfenbrenner, 1979; Grusec, 2002; Wentzel, 1999). In this article, Darling and Steinberg's (1993) asserts that contextual model of parenting is used as an overarching framework to examine the relationship among parenting practices, parenting styles, and adolescent school assertion and outcomes. The article first reviews the historical and current literature on parenting practices and parenting styles as they relate to adolescent assertion and school achievement. The article then examines the consistency of the research findings focusing on the

relationship between parenting styles and adolescent school outcomes across families from diverse ethnic and socio-economic backgrounds.

Theories about how parental values, goals, skills, and attitudes are passed from one generation to the next have been debated by philosophers since the seventeenth century. For example, in his Essay Concerning Human Understanding, John Locke (1689) posited that children were born with a "tabula rasa" or a blank slate by which parents and society could easily transmit their values and beliefs to their children. In contrast, Jean Jacques Rousseau (1762) believed that children were born "innately good" and that it is up to parents and society to uphold and further teach the values inherent in children. Similar to the philosophers from centuries ago, educational and developmental psychologists of today are interested in gaining a better understanding of the interactive socialization process by which parents attempt to transmit their values, goals, skills, and attitudes to their children (see Grusec, 1997; Parke and Buriel, 1998).

Finally, the research considers whether the contextual model of parenting (Darling and Steinberg, 1993) can help resolve the discrepancies in the literature. In this section, empirical support for each of the major tenets in the contextual model is offered and recommendations to expand the model to include additional contextual variables are provided.

Parenting style provides a robust indicator of parenting functioning that predicts child well being across a wide spectrum of environments and a diverse communities of children. Both parental responsiveness and parental demandingness are important components of good parenting.

Other theoretical perspectives

Jean Piaget's theory of cognitive development describes how children represent and reason about the world. This is a development stage theory that consists of a *sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage.* Piaget was a pioneer in the field of a child development and continues to influence parents, educators and other theorists.

Erik Erikson, a developmental psychologist, proposed eight life stages through which each person must develop. In each stage, they must understand and balance two conflicting forces, and so parents might choose a series of parenting styles that

helps each child as appropriate at each stage. The first five of his eight stages occur in childhood: the virtue of hope requires balancing trust with mistrust, and typically occurs from birth to one year old. *Will* balances autonomy with shame and doubt around the ages of two to three. *Purpose* balances initiative with guilt around the ages of four to six years. *Competence* balances industry against inferiority around ages seven to 12. *Fidelity* contrasts identity with role confusion, in ages 13 to 18. The remaining adult virtues are love, care and wisdom.

Rudolf Dreikurs believed that pre-adolescent children's misbehavior was caused by their unfulfilled wish to be a member of a social group. He argued that they then act out a sequence of four mistaken goals: first they seek *attention*. If they do not get it, they aim for *power*, then *revenge* and finally feel *inadequate*. This theory is used in education as well as parenting, forming a valuable theory upon which to manage misbehavior. Other parenting techniques should also be used to encourage learning and happiness.

Related Studies

Frank Furedi is a sociologist with a particular interest in parenting and families. He believes that actions of parents are less decisive than others claim. He describes the term *infant determinism*, as the determination of a person's life prospects by what happens to them during infancy, arguing that there is little or no evidence for its truth. While other commercial, government and other interests constantly try to guide parents to do more and worry more for their children, he believes that children are capable of developing well in almost any circumstances. Furedi quotes Steve Peterson of Washington University in St. Louis: "development really wants to happen. It takes very impoverished environments to interfere with development... [Just] don't raise your child in a closet, starve them, or hit them on the head with a frying pan." Similarly, the journalist Tim Gill has expressed concern about excessive risk aversion by parents and those responsible for children in his book *No Fear*. This aversion limits the opportunities for children to develop sufficient adult skills, particularly in dealing with risk, but also in performing adventurous and imaginative activities.

Baumrind believed that parents should be neither punitive nor all of. Rather, they should develop rules for their children and be affectionate with them. These

parenting styles are meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. Most parents do not fall neatly in one category, but fall somewhere in the middle, showing characteristics of more than one style.

Erikson believed that during the young adult years a person faces an intimacy versus isolation crisis, that during the middle adult years people face a generatively versus stagnation stage, and that during the late adult years the crisis pertains to ego integrity versus despair. In young adulthood we form intimate relationships that lead to children and spouses. It is during this stage that we form bonds with other people or choose social isolation. In particular, during the middle adult years a person faces the task of turning outwards in our approach to social interaction or occupying our time with the needs of the self. This can include rearing children, thereby establishing and guiding the next generation, mentoring, or taking leadership roles in the community. Generative behavior is highly correlated with mental health and life satisfaction in middle adulthood. Lastly, ego integrity, the last crisis, is incumbent on late adulthood because a sense that one's life has been useful can only be achieved once the bulk of a person's life has been lived. In essence, ego integrity involves coming to terms with life achievements and shortfalls, mistakes and accomplishments, missteps and successes. It is not necessarily that a person has lived a perfect life, but that the ideal self, as seen over a lifetime, is reconciled with the actual lifelong self. As with self-esteem, this largely has to do with the discrepancy between the aforementioned, rather than the sum total achievement. For instance, a person who was able to die and cover the costs of their own funeral might achieve ego integrity more than someone who passes on a large sum of money to relatives, because the ideal lifelong self was to die without passing on the costs of death to the relatives.

On another, but related note, current and ideal ratings of body satisfaction appear to become more discrepant with age (Altabe & Thompson, 1993). It is not clear exactly how this plays into ego integration, but for women body dissatisfaction is moderated by life achievement and life consistency.

Summary of gaps indentified to be bridged in this study

1. In Baumrind's study she investigated on parenting practices and involvements however she did not correlate it to the assertive behaviour characteristics of the adolescent students.

2. In this study, the father and mother are specifically related in their parenting styles which the related literature did not specifically discuss.

3. This study was conducted in secondary schools while previous studies were conducted in tertiary institutions.

CHAPTER THREE

METHODOLOGY

Research Design

This study employed the ex post facto, descriptive correlation and descriptive comparative design. Through ex post facto design, the information on parenting styles and assertive behavior were collected through scale of past experiences.

The descriptive comparative retrieved design was also used to distinguish their parenting styles and assertive behavior as perceived between the male and female respondents while the cause and effect relationship between the independent variable (parenting styles) and dependent variable (assertive behavior) were measured for significant correlation through descriptive correlation.

Research Population

Target population

Target population was selected from 5 secondary school students in Likuyani District with a total population of 625.

Sample size

The Sloven's formula was used to determine the minimum sample size of 240.(Appendix viii)

SECONDARY SCHOOL	STUDENT POP	SAMPLE SIZE
Matunda Secondary	120	46
Kongoni Secondary	110	42
Eshikulu Secondary	125	48
Nangili Girls Secondary	140	54
St. Augustine Soysambu Sec.	130	50
TOTAL	625	240

Sampling procedure

The purposive sampling procedure was utilized to select the qualified respondents based on the following inclusion and exclusion criteria Criteria:

Inclusion criteria

The adolescents are:

1. enrolled in any of the 5 selected schools under study.

2. form two and form three students of ages between 12 and 20 years.

3. male and female adolescents.

Exclusion criteria

1. form one and form four adolescents.

2. students below 12 and above 20 years.

3. other students outside Likuyani district

Further, from the qualified respondents, the simple random sampling was employed to select the actual adolescents.

Research Instrument

The instrument utilized in the study were as follows; face sheet for the profile of the respondents, the parenting styles and the personal assertion analysis to determine the level of the assertive behavior.

The face sheet gathered the data on age, gender and previous academic performance of the adolescents where as the parenting styles checklist was adopted from a validated research tool of Dr. Novembrieta. R. Sumil (2000) from her doctorate dissertation. This determined the type of parenting styles the father and mother at for items in terms of attitude, handling of house rules and regulations, communication, considerations of needs, home atmosphere, enforcement of discipline. The response mode were as follows; Strongly agree (4), agree (3), disagree (2), strongly disagree (1).

The personal assertion analysis measured the level of assertive behavior through situations. This questionnaire was a standardized instrument lifted from Cercara, Kevins(1995) book on measures for clinical practice, A source book. It contained seven items related to assertive behaviour. The adolescents were made to

respond to situation using this scoring guide: just like me (1), sometimes like me (2), not usually like me (3) , not at all like me (4).

Validity and Reliability of the Instruments

The parenting styles check list was contextualized under African setting using constant validity and Cronbach Alapha for data reliability testing (Appendix ix).

Data Gathering Procedures

Before data gathering

1. An introduction letter was addressed to the key administrative of secondary schools included in the study from the college of higher degrees and research.

2. The research assistants were briefed on the sampling procedures and details of data collection.

3. The questionnaires were prepared for administration.

4. The students and teachers were informed about the study.

During data collection

1. The respondents were made to sign the informed consent.

2. Requested and advised to answer all questions and to avoid personal biasness to influence their answers.

After data collection

After the administration of the questionnaires, the data were collected and encoded into the Statistical Package for Social and science to process and analyze data.

Data Analysis

The following statistical parameters were used:-

1. The frequency and percentage distribution for the profile of the respondents.

2. The mean to determine the type of parenting styles and the level of assertive behavior.

3. The t test to compute for the significance difference

4. The Pearson product Moment correlation coefficient to determine significant relationship between the independent and dependent variable.

5. The regression analysis was used to determine the influence of the dependant variable on the independent variable.

Ethical Considerations

The researcher ensured ethical practice in this study through the following:

1. Permission was sought to conduct the study from the secondary school authorities.

2. All questionnaires were coded to ensure anonymity.

3. Authors mentioned in this study were acknowledged through referencing and citation.

4. Permission was sought from the authors of the parenting styles checklist and was acknowledged his text.

5. Findings were presented in a generalized manner.

Limitations of the Study

The threats of validity in this study were extraneous variables that were beyond the researcher's control such as personal biases and honest of the respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the data are presented, statistically analysed and interpreted based on empirical evidences gathered. The data are presented in answer to the specific objectives of this study which are on the following: (1) profile of the respondents as to age, gender and previous academic performance; (2) type of parenting styles experienced by adolescents; (3) level of assertive behaviour; (4) differences in the type of parenting styles experienced and level of assertive behavior between male and female adolescents; (5) correlation between the type of parenting style and level of assertive behavior.

The null hypothesis statistically tested in this study were as follows; (1) there are no significant differences in the type of parenting style and the level of assertive behavior between the male and female adolescents; (2) there is no significant correlation between the type of parenting style and the level of assertive behavior.

With in the confines of the specific objectives of this study, the data are presented before each table, the statistical are illustrated and contained in every table, while interpretations that consist of implications discussions with relevance to the findings of the study are spelled out before the tables.

Profile of Respondents

The respondents in this study were the male and female adolescents from form two and form three of the five selected secondary schools in Likuyani District. These adolescents voluntarily filled out the face sheet which solicited their profile in terms of age, gender and previous academic performance. The data in frequency and percentage distribution were reflected in the table one

Table 4
Profile of Respondents

Category	Frequency (n =240)	Percentage (%)
Age		
10-14 years	11	4.6
15 -19 years	208	86.8
20-39 years	21	8.7
Total	240	100.0
Gender		
Male	110	45.7
Female	130	54.3
Total	240	100.0
Previous academic performance		
Form2	143	59.4
Form3	97	40.6
Total	240	100.0

Source: field data

The data in table 1 shows the majority of adolescents (86.8%) age range between 15 – 19 years; 8.7% are 20 years and above (early childhood); 4.6 % are below 15 years.

As to gender, majority of the adolescents in the study were female (54.3 %) while the male (45.7%) are less than half of the total respondents; with reference to the respondents previous academic performance, 59.4% are from form 2

Implications of the findings on the profile of the respondents; (1) the ages of the respondents going for secondary are at normal expected range age hence the teacher handling the students should have knowledge of developmental of adolescents ; (2) the gender balance among the adolescents and in the secondary schools under the study is not much of a big gap. (3) However, the management and supervision of these adolescents require being aware of individuals' differences and recognizing the distinct characteristics of male and female adolescents.

Early adolescents (12-15 years)
Adolescents' age (16-19 years)

Adolescents learn through experimentation to interact with others in more adult ways. Adults who mature at a slower or faster rate than others will be dropped from one peer group and generally will enter a peer group of similar maturity. Adolescents develop their own definition of what it means to be male or female and most adolescents conform to sex roles of cultures view of men (assertive and strong) and female (passive and weak) characteristics. Adult (parents and teachers) need to provide adolescents with chances to test and develop their masculine and feminine roles. (Online source: Perkins, 2010)

Early adolescents (12-15 years)

The challenges during early adolescents are eating disorders, depression, learning disabilities and family problems. Further, the early adolescents make more of their choice about friends, sports, studying at school, they become more independent with their own personality and interest. Though this adolescents make decisions on their own, they still need guidance and support in their choices from adults.

Early Adulthood (20-39 years)

In early adulthood, memory and thinking(cognitive abilities) are at their highest. The early adult is social independent with high ambitions to succeed, accept responsibilities and social networking. (Nerid and Rathus, 2005).

Academic performance

In particular, the option with the highest are as follows: (1) the father communicates indifferently through objections and communications that is 3.33 = indulgent; (2) creates a home atmosphere which is tensed (3.33 indulgent), on the other hand the options which is below table 2 (a) convert mean on handling of house rules and regulations by the adolescents which is 1.72 = authoritative.

Parenting Styles Experienced by Adolescents in Likuyani District

The findings in table 4A are analysed using means to determine the parenting style each respondent experiences. With consideration that parenting styles experienced from the father and mothers differ, the respondents describe their experiences with their father first and mother.

Obviously depicted is that most fathers are described as uninvolved in their parenting style (means are ranging between 2.51-3.25). Out of the six constructs used to describe parenting styles, it was on only two that fathers were described as authoritarian in their parenting style. These include handling house rules and regulations (average mean =2.19) and consideration of children's needs (average mean =2.49). All other constructs were rated as uninvolved and in general, the fathers were described as uninvolved in style (overall mean = 2.67).

Table 5 A
Parenting Styles (fathers) experienced by adolescents
Item Analysis (n=240)

:ms	Mean	Interpretation	Rank
THORITATIVE			
Creates a relaxed home atmosphere	3.09	Good	8
Considers needs equally important as his/her needs	3.04	Good	10
Communicates warmly through eye or body contact	3.33	Good	1
Handles house rules and regulations by discussing them	1.72	Fair	24
Enforces discipline through negotiation and incentive	3.22	Good	5
Displays an accepting attitude	3.28	Very good	3
Average Mean	**2.946**		
AUTHORITARIAN			
Creates a tensed home atmosphere	3.33	Very good	1
Considers child's needs less important than his/her needs	2.96	Good	12
Communicates strictly through hands on hips, sighing, pointing fingers and shaking head	2.84	Good	13
Handles house rules and regulations firmly and expecting them to be obeyed without question	3.13	Good	6
Enforces discipline through yelling and punishment	1.99	Fair	17
Displays demanding attitude	3.09	Good	8
Average Mean	**2.89**		
PERMISSIVE/ INDULGENT			
Creates a negativistic home atmosphere	3.24	Good	4
Considers child's needs more important than his/ her needs	1.99	Fair	17
Communicates carefully though reasons and accusations	2.06	Fair	16
Handles house rules and regulations requiring few rules for the child	1.99	Fair	17
Enforces discipline through giving in and giving up	2.40	Fair	14
Displays a submissive attitude	3.00	Good	11
rage mean	**2.467**		
IFFERENT/UNINVOLVED			
Creates an uncontrollable attitude	1.81	Fair	23
Considers child's needs never important than his/her needs	1.95	Fair	20
Communicates indifferently through objections and accusations	1.95	Fair	20
Handles house rules and regulations by setting no rules for the child	1.91	Fair	22
Enforces discipline through very little or no guidance	2.40	Fair	14
Displays a neglecting attitude	3.10	Good	7
age mean	**2.19**		
eral average	**2.6232**		

Source: Primary Data

Legend

Mean Range	Interpretation
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

Table 5 A clearly displays the average means on the parenting styles of the father: display of attitude (3.12 = uninvolved); handling house rules and regulations (2.19 = authoritarian); communication (2.54 = uninvolved); and enforcing discipline (2.00 = uninvolved).

Implications

The adolescents' age in general need the guidance and support of adults such as the parents however; if the father is indulgent / permissive and uninvolved, this places the adolescents in a situation where they are left to be independent to do their own things that can lead them to harm than good. Therefore, the father's parenting role should be taken as critical issue that the home and the school can deal with seriously.

Discussion

There is need for the father and entire school to take the pro-active role in social and personal development. The adolescents at this age are characterized with a desire to be socially independent and with a higher ambition to succeed in life. this include occupation selecting a life partner, selecting a family, accepting responsibilities and social networking. Fathers and schools in this regard should provide clear rules and direction and appertained of all issues about adolescents.

The findings of the study are in accordance with Taylor, Hinston and Wilson (1995), there is need for parents to monitor and impact clear standards for their children's conduct with assertive behaviour but not intrusive and restrictive. Disciplinary methods should be supportive rather than punitive.

Table 5 B

Parenting styles (mother) experienced by the adolescents

Item Analysis (n=240)

ns	Mean	Interpretation	Rank
HORITATIVE			
1. Creates a relaxed home atmosphere	3.04	Good	9
2. Considers needs equally important as his/her needs	3.00	Good	10
3. Communicates warmly through eye or body contact	3.32	Very good	3
4. Handles house rules and regulations by discussing them	1.80	Fair	24
5. Enforces discipline through negotiation and incentive	3.54	Good	1
5. Displays an accepting attitude	2.86	Good	13
Average Mean	**2.926**		
AUTHORITARIAN			
1. Creates a tensed home atmosphere	3.27	Very good	5
2. Considers child's needs less important than his/her needs	2.95	Good	12
3. Communicates strictly through hands on hips, sighing, pointing fingers and shaking head	2.86	Good	13
4. Handles house rules and regulations firmly and expecting them to be obeyed without question	3.00	Good	10
5. Enforces discipline through yelling and punishment	3.14	Good	7
6. Displays demanding attitude	3.36	Very good	2
Average Mean	**3.097**		
PERMISSIVE/ INDULGENT			
. Creates a negativistic home atmosphere	3.22	Good	6
. Considers child's needs more important than his/ her needs	1.99	Fair	19
. Communicates carefully though reasons and accusations	1.85	Fair	22
. Handles house rules and regulations requiring few rules for the child	2.01	Fair	18
. Enforces discipline through giving in and giving up	2.82	Good	15
. Displays a submissive attitude	3.09	Good	8
age mean	**2.497**		
FFERENT/UNINVOLVED			
. Creates an uncontrollable attitude	1.85	Fair	22
. Considers child's needs never important than his/her needs	2.13	Fair	16
Communicates indifferently through objections and accusations	1.95	Fair	20
Handles house rules and regulations by setting no rules for the child	2.04	Fair	17
Enforces discipline through very little or no guidance	1.90	Fair	21
Displays a neglecting attitude	3.28	Very good	4
ge mean	**2.19**		
al average	**2.6775**		

Source: Primary Data

Legend

Mean Range	Interpretation
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

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Parenting styles (mother) experienced by the adolescents which shows the mothers parenting styles experienced by adolescents. The results in Table 5B indicate that mothers were more indulgent, which include displaying an attitude which is demanding (mean=3.36) and accepting (mean=3.28), communicating with children indifferently through objections and accusations (mean=3.32), creating a home atmosphere which is tensed (mean=3.27) and enforcing discipline with very little or no guidance (mean=3.54). the results further indicate that regarding attitude displayed towards children, mothers were on average found to be uninvolved (average mean=3.15), implying that they display a lazy attitude towards children, which is similar to that of fathers, although still father are more lazy in attitude as compared to the fathers.

Concerning handling house rules and regulations, mothers were described as authoritarians (average mean=2.21) which is also similar to their communication with their children (average mean=2.49). This implies that mothers are so tough when it comes to enforcing rules and regulations, a similar case that was found for fathers. This finding means that parents are authoritative in nature when it comes to enforcing rules.

Notable in table 5B are these average means with reference to the mothers parenting styles: display of attitude (3.15 = uninvolved); handling of house rules and regulations (2.21 = authoritarian); communication (2.44 = authoritarian); consideration of needs (2.52 = uninvolved); creating atmosphere (2.85 = uninvolved); enforcing discipline (2.85 = uninvolved0; the overall mean is 2.67 (uninvolved).

Ranking the highest in terms of option in enforcing discipline with very little or no guidance (mean 3.54) rank the lowest handling the house rules and regulations by setting no rules (mean 1.80 = authoritarian).

Implications

The mothers parenting styles is dominantly uninvolved permissive which is similar to the father. The situation in terms of parenting styles experienced by adolescent has become alarming for the adolescents that indeed should addressed seriously with the immediate intervention of the school.

A low rating in mean on enforcing house rules and regulations by setting no rules interpolated as authoritarian appears to be a reducing factor and expected from both the father and mother most especially at the adolescent age of their children. This implies that the father and the mother can capitalize on their style while the rest of parenting styles need to be worked on since they are more of weakness in child rearing.

Discussion

Mothers in Kenya are more demanding in family than fathers suggesting that while the two parents are utilizing an uninvolved parenting style (grand mean = 2.76), fathers are more uninvolvers compared to mothers. It also implies that fathers are less authoritarian as compared to mothers.

Table 5 C
Summary on parenting styles

Item	Mean		Interpretation		Rank	
	Father	Mother	Father	Mother	Father	Mother
Authoritative	2.94	2.92	Good	Good	1	2
Authoritarian	2.89	3.09	Fair	Good	2	1
Permissive	2.46	2.49	Fair	Fair	3	3
Indifferent	2.19	2.19	Fair	Fair	4	4
General Average Mean	2.62	0.66				

Legend

Mean Range	Interpretation
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

Level of assertive behavior among adolescents

Evidently shown in table 5c are situations that measure the level of assertive behavior of adolescents. The means are ranked and interpretation are derived from the means and mark.

Table 6
Level of Assertive behaviour among the adolescents
Item Analysis (n=240)

Items	Mean	Interpretation	Rank
Because of an influential person, you buy a camera that meets most but not all of your requirements	3.31	Very assertive	1
Your neighbor wants to use your car. Even though you'd rather she/he didn't, you say yes.	2.95	Assertive	2
A very important person you have long admired comes to speak in your town. Afterwards, you are too hesitant to go and meet him/her	2.09	Less assertive	3
You accept your teacher's opinion about your lack of ability to handle responsibility, but later complain to some friends about his/her unfairness.	1.89	Less assertive	3
Speaking before a group makes you so nervous that you have a great deal of trouble speaking clearly.	1.89	Less assertive	3
When trying to talk to someone of the opposite sex, you get nervous.	1.81	Less assertive	3
When you are feeling warm towards your parent, it is difficult for you to express this to them.	1.71	Not assertive at all	4
Average mean	**2.24**	**Less assertive**	

Source: Primary Data
Legend

Mean Range	Interpretation
3.26-4.00	Very High
2.51-3.25	High
1.76-2.50	Low
1.00-1.75	Very Low

The results in Table 6 adolescents display a generally less assertive behaviour , the respondents were found very assertive on present important people (mean = 3.31) and assertive on saying what they want and what they do not want (mean=2.95).

The respondents were found to be less assertive especially in these items; accepting teachers opinions (mean = 1.84) ; speaking before a group (1.89); meeting or expression. (2.09);talking to opposite sex (mean=1.81).

Implications

On the other hand the respondents were not assertive at all in expressing their warm feelings to their parents(mean= 1.71) because of uninvolved parents apply in an upbringing their children, they turn out to be less assertive as little or no guidance and support is given to them.

The findings of the study are in accordance with Jean Jacques Rousseau (1962) believed that children were born "innately good" and in that it is up to parents and society to uphold and further teach values inherent in children.

Table 7
Differences in Parenting Styles Experienced between Male and Female Adolescents

Variable compared	r-value	Sig	Interpretation	Decision on HO
Type of parenting styles Vs. Level of assertive behavior	.888	0.000	Positive Significant correlation	Rejected

Source: primary data

N.B. If the significant value is equal or less than 0.05 level of significance, the interpretation is **significant.**

If the significant value is more than 0.05 level of significance, the interpretation is **not significant.**

Table 7 displays scenario where both the male and female adolescents experience a significant differences in their fathers and mothers styles. The female adolescents showing higher mean than male.

These findings indicate that female adolescents are more likely to experience an indulgent and uninvolved parenting style from their fathers, while boys are more likely to experience authoritarian and authoritative parenting styles

Implications

The fathers seem to be not permissive on their adolescents. An observed in Kenyan setting, male children receive more command than the female children considered to be handled mildly/ leniently on the premiere gender differences. The

tendency of the adolescents to follow what their father and mother's parenting styles when they become parents themselves is not far to become a reality.

Discussion

In this context, the male and female adolescents develop aggressively. The adolescents may have difficult in controlling emotions and impulses. Intellectually they develop advanced reasoning skills, which will allow them to examine complex issues hence pave way for comparison that may arise in most homes. There is need for the mother and more so the father to impress the best parenting styles.

Table 8

Relationship between the type of parenting styles (father and mother) and level of assertive behavior

ariables correlated	Computed r-value	p-value	Interpretation	Decision on Ho
ither's type of parenting yles Vs. level of assertive ehavior	.069	.883	Not significant	Accepted
other's type of parenting yles Vs. level of assertive ehavior	.066	.888	Not significant	Accepted
ther's and mother's renting styles Vs. level of sertive behavior	.069	.883	Not significant	Accepted

Source: primary data

N.B. If the significant value is equal or less than 0.05 level of significance, the interpretation is **significant.**

If the significant value is more than 0.05 level of significance, the interpretation is **not significant.**

As revealed in table 8, a significant difference in the level of assertive behavior between male and female adolescents, with female learners being assertive as compared to their male counterparts.

Implication

The male adolescents

The home and family may need to combine the efforts to deal with the male adolescents to be assertive by working on their weaknesses: on meeting influential/ very important people; accepting teachers opinions; speaking before a group; expressing warmth to parents.

While the male adolescents assertiveness may have to be strengthened in the aspect of showing or expressing warmth to the parents.

Discussion

The family is where the adolescents define themselves and their word. The adolescents confine themselves from their new social roles. Status within the school, beyond that of family, it is important for the adolescents. They become members of the larger community through social interactive environment and emotional independence from parents. This nurtures the intellectual abilities and gradual development of a sense of self and society.

This result implies that the task of parent is to find out which parenting style is likely to make adolescents more assertive and relatively assertive, because assertiveness of a child is liked as to being passive. Based on these results the null hypothesis was rejected and a conclusion made that they type of style children experience significantly influence their assertive behavior.

The findings once again with agreement with Maccoby and Martin, (1983), that authoritative parents are both demanding and responsive. This is likely to influence the assertive behavior of students.

Table 9

Regression analysis between the dependent and independent variables

ariables regressed	Computed f-value	R²	Interpretation	Decision on Ho
ɜvel of assertive behavior ɜ. father's type of parenting yles	.024	.883	No significant effect	Accepted
ɜvel of assertive behavior ɜ. mother's type of ɔrenting styles	.022	.888	No significant effect	Accepted
ɜvel of assertive behavior ɜ. father's and mother's ɔrenting styles	.024	.883	No significant effect	Accepted

Source: primary data

N.B. If the significant value is equal or less than 0.05 level of significance, the interpretation is **significant.**

If the significant value is more than 0.05 level of significance, the interpretation is **not significant.**

Table 9 indicates that there is a positive significant relationship between the type of parenting styles experienced by the adolescents and their level of assertive behavior with a sig value of 0.000 and r-value of 0.888.

Table 9 indicates that there is a positive significant relationship the type of parenting styles experienced by the adolescents and their level of assertive behavior, with a sig value of 0.000 and r-value of 0.888

Implications

The positive significant correlation means that uninvolved and indulgent parenting styles bring about less assertive adolescents. This requires a critical concern on the part of the parent and for the school to execute measures to manipulate the school environment to produce assertive adolescents.

Discussion

Adolescents are very concerned about self esteem and their changing their relationships with parents and friends at school to establish independence. Young adolescents may feel pressured to what as if they know things if even when they are totally lost. Firm guidance from parents and school environment is vital for good

communication purposes for supportive help from parents. Proper influential preferred parenting styles should be impressed with both parents and schools to nurture the uprightness of the adolescents.

This result implies that the task of parent is to find out which parenting style is likely to make adolescents more assertive and relatively assertive, because assertiveness of a child is liked as to being passive. Based on these results the null hypothesis was rejected and a conclusion made that they type of style children experience significantly influence their assertive behavior.

Chapter conclusion

The researcher hence puts it that the assertive behavior of the students emanates from the parenting styles deployed by parents and the society.

This predicts a child wellbeing across a wide spectrum of environment and a diverse of communities of children.

If all is said and done, this will relate well to assertive behavior and school achievement.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarized the findings, draws conclusion and suggests recommendations based on the findings.

Summary of findings

Based on the data presented in the tables, the following are the major findings of this study.

Category	Major findings
1. Profile of respondents	
1.1 age	16-19 years old (86.8%)
1.2 gender	Female (54.3%)
1.3 previous academic performance	Form 3 (59.4%)
2. Type of parenting styles	
2.1 father	Uninvolved
2.2 mother	Uninvolved
3. Level of assertive behavior	Less assertive behavior
4. Differences in parenting styles experienced adolescents and level of assertive behavior between male and female	Significant difference
5. Correlation between the type of parenting styles and the level of assertive behavior	Positive significant correlation

Source: primary data

The research findings anchored on the respondents who participated in the study who were equitably distributed during the data collection profile of the respondents. The research findings indicated that the gender of the respondents was not even, all ages of the respondents were fairly presented and different ranks of family were placed under the study. This was vital for the study not to e biased in any way and therefore the research findings was a presentation of the actual findings of the study.

The research findings concluded that the parenting styles experienced by the adolescent students on average, the parents did not create conducive atmosphere for students both at home and school environmets. This impacted negatively on the assertive behavior of students in totality.

CONCLUSIONS

The following are the conclusions generated by the researcher from the findings of the study, based on purpose of the study:

Hypothesis Testing

The null hypothesis of no significant differences in parenting type of style experienced by male and female adolescent respondents, assertive behavior between the hypothesis of no significant correlation between parenting styles experienced by the adolescents and their level of assertive behavior was rejected.

Validation of Theory

The theory of Baumrind which contends that parents may differ in how they control or socialize with their children was proven in the study. The findings further confirmed that if a child is brought in a negative home environment (parenting style) the social behavior of the child tends to be also negative.

More information

In Likuyani district Kenya, within the confines of secondary school studied and its related adolescents responded of this study there are assertive parents practicing uninvolved, indulgent, authoritarian and authoritative styles of parenting .

In the view of uninvolved and indulgent styles of parenting the adolescent learners involved in this study are generally less assertive

RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

A. For secondary school included in this study to conduct a parent seminar or assembly to disseminate and for parents to :

> 1) Recognize the need to become useful members of the society

2) Support the adolescents as they explore their wider social world in these aspects:

    2.1) attainment of a health educational guidance

    2.2) an authoritative style of parenting

    2.3) enhancement of assertive behavior of adolescents

3) embrace a caring parental involvement

B. For the adolescents to be closely integrated in their social behavior through the school engaging them in socialization activities and behavior modification to:

1. optimize their assertive behavior in proceeding through autonomy and identity.

2. be able to carry out their family roles adequately and willingly without parents demanding.

3. Strengthen existing less assertive behavior on more assertive behavior.

C. For Further researchers to embark on a study on topics suggested below:

1. Parenting styles and cognitive development of adolescents

2. Home environment and psycho-social development of adolescents

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APPENDIX I

TRANSMITAL LETTER A

**KAMPALA
INTERNATIONAL
UNIVERSITY**

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P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE CORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August16, 2011

Dear Sir/Madam,

RE: REQUEST FOR ALFRED WOODY MUTAMBO MSE/18637/102/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a masters of Early childhood and Primary education.
He is currently conducting a field research of which the title is "Parenting styles experienced by adolescents and their assertive behaviours in Selected secondary schools in Likuyani district, Kenya".
Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

APPENDIX IB

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/Madam/

Greetings!

I am a master's student in special needs education of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled/ Parenting **Styles Experienced by Adolescents and Their Assertive Behaviour In Selected Secondary Schools In Likuyani District, Kenya.**

Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?
Thank you very much in advance.

Yours faithfully,

Mr. WOODY A. MUTAMBO
Woody A. Mutambo

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course_____

Title of Study_____

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

_ Informed Consent

_ Citations/Authors Recognized R

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal Ethics Committee (Name and Signature)

Chairperson _____

Members_____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of **Mr. WOODY A. MUTAMBO** that will focus on parenting styles and assertive behavior.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date:_____

APPENDIX IV

FACE SHEET: PROFILE OF THE RESPONDENTS

Direction: please provide the necessary information as indicated below:

1. Age

    12-15 years

    16-20 years

    21 years above

2. Gender

    Male

    Female

3. Previous academic performance

    Form 2

    Form 3

Rating	Response Mode
4	strongly agree (SA)
3	Agree (A)
2	Disagree (DA)
1	Strongly disagree (SDA)

APPENDIX V

PARENTING STYLES CHECKLIST

Directions: Read each of the statements below and indicate your experience with parenting styles by checking the columns for father and mother. Please follow the rating guide below:

4 = Strongly Agree   (SA; you agree with no doubt at all)

3 = Agree   (A; you agree with some doubt:

2 = Disagree   (DA; you disagree with some doubt)

1 = Strongly disagree   (ADA; you disagree with no doubt at all)

ATING FOR FATHER				OPTIONS	RATING FOR MOTHER			
iA (4)	A (3)	DA (2)	SDA (1)	My father/mother **A. Displays this attitude towards me:**	SA (4)	A (3)	DA (2)	SDA (1)
				1. accepting				
				2. demanding				
				3. submissive				
				4. neglecting				
				B. Handles house rules and regulation by:				
				1. discussing them with me				
				2. issuing and expecting them to be obeyed without question				
				3. requiring few rules for me				
				4. setting no rules for me				
				C. Communicates with me:				
				1. warmly through eye or body contact				
				2. strictly through hands on hips sighing pointing finger and shaking head				
				3. carefully through reason and manipulation				

				4. indifferently through objections and accusations			
				D. Considers my needs:			
				1. equally important as his/her needs			
				2. less important than his/her needs			
				3. more important than his/her needs			
				4. never important than his/her needs			
				E. Creates a home atmosphere which is:			
				1. relaxed			
				2. tensed			
				3. uncontrollable			
				4. negativistic			
				F. Enforces Discipline through:			
				1. negotiation and incentive			
				2. yelling and punishment			
				3. giving in and giving up			
				4. very little or no guidance			

Sources

Baumrind. D. *Effective Parenting During Early Adolescent Transition.* New York: Worth Publisher, 1991

Habenicht, D. " *What kind of a leader are you?* ", Health and Home. Vol 37, No. 3 (May-June 1996), 45-47

Stein, H. *Adult Consequences of Childhood Parenting Styles.*Http//ourworl.compuserve/homepages/stein/parenting/htm.

APPENDIX VI

PERSONAL ASSERTION ANALYSIS

Direction: Please read the following statements. Each one describes a situation an a response. Try to imagine a situation in your life that is as close to the one described as possible, then rate the response according to its similarity with what you might do in the actual situation. Please write the number of your choice on the blank provided before each option.

1 = Just like me

2 = Sometimes like me

3 = Not usually like me

4 = Not at all like me

1. Because of an influential person, you buy a camera that meets most but not all of your requirements

2. A very important person you have long admired comes to speak in your town. Afterwards, you are too hesitant to go and meet him/her

3. When you are feeling warm towards your parent, it is difficult for you to express this to them.

4. When trying to talk to someone of the opposite sex, you get nervous.

5. You accept your teacher's opinion about your lack of ability to handle responsibility, but later complain to some friends about his/her unfairness.

6. Your neighbor wants to use your car. Even though you'd rather she/he didn't, you say yes.

7. Speaking before a group makes you so nervous that you have a great deal of trouble speaking clearly.

Source

Corcoran, Kevin and Joel Fischer. *Measures for Clinical Practical, A Source Book,* *London*: Collier Macmillan Publisher, 1995

Other Related Data

1. District Duty:	KEPSHA Chairman, G&C	2011 – to date
2. Provincial:	Commentator/Announcer	2005 – to date
3. Provincial:	Training Prism (Eregi T.T.C)	1999 – 2000

REFERENCES

1. PETER KISIA

   District Human Resource Officer

   Likuyani District

   P.O.Box 66-30205

   Matunda

   +254 724 574 668

2. GEORGE OGANDO

   The District Education Officer

   Bungoma East District

   +254 712 495 360

3. James Barasa

   Principal

   Juja Preparatory School

   Thika, Nairobi

   +254 710354256

APPENDIX VI

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APPENDIX VII

SIMPLE SIZE DETERMINATION

Population size   =   675

Sample size   =   119

Set solvent formulas

$$\underline{n = N}$$

$$1 + N \times (0.05)^2$$

Where n = Sample size

N = Total population

X = Allowable margin of error

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competence in writing a research and recognize his efforts and qualifications, this part of the research is thus meant.

The researcher's bio-data is categorized as follows:

Personal Profile

Name	:	Alfred Woody Mutambo
Date of Birth	:	31st August 1964
Marital Status:		Married
Gender	:	Male
Nationality	:	Kenyan

Educational Background

Year	School: College/University	Award
2010-2012	Kampala International University	MASTERS/SNE
2007-2009	Kampala International University	DEGREE/SNE
2002-2005	K.I.S.E	DIP/SNE
1986-1988	Eregi T.T.C	CERT/PTE
1979-1982	Mbale High School	K.C.E
1972-1978	Imalaba Primary School	C.P.E

Work Experience

Post	Institution	Period
Head teacher	Matunda Primary	2012 – to date
Head teacher	Lugulu Primary	2010 – 2011
Head teacher	Muruli Primary	2009
Deputy Head teacher	Kisigame Primary	2006 - 2008
Deputy Head teacher	Sikulu Primary	2002 – 2005
Deputy Head teacher	Lugulu Primary	1999 – 2002
Teacher	Soysambu	1988 – 1998