

**PARENTING STYLES AND ADOLESCENTS DELINQUENCY
IN SELECTED SECONDARY SCHOOLS
OF RWAMAGANA DISTRICT,
RWANDA**

**A Thesis Presented to the
College Of Higher Degrees and Research
Kampala International University
Kampala, Uganda**

**In Partial Fulfillment of the Requirements for the Degree
Master of Educational Management
and Administration**

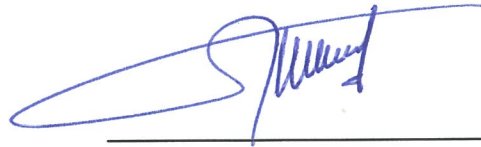
By:

**UYIRINGIYE Phenias
MED/34248/111/DF**

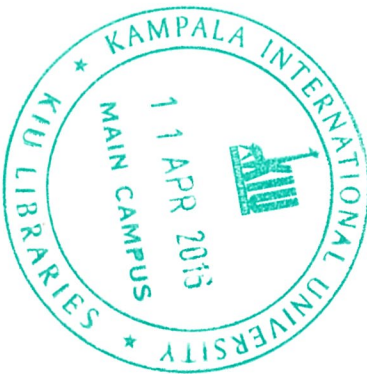
November, 2013

DECLARATION A

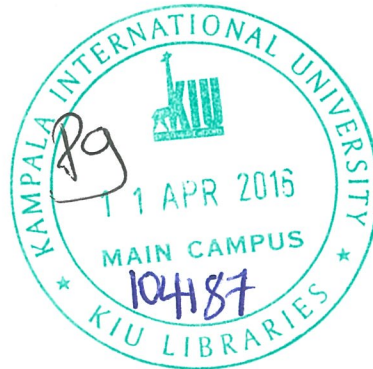
"This Thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".



UYIRINGIYE Phenias



19 / Nov / 2013
Date



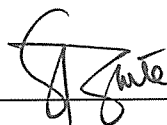
HP 755-8
• 495
2013

DECLARATION B

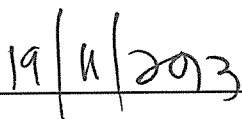
"I/we confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr Sofia Sol Gaite

Name of Supervisor



Signature of Supervisor



Date

DEDICATION

This thesis is dedicated to his parents, his brothers and sisters, and to all who contributed to his studies.

ACKNOWLEDGEMENTS

I acknowledge the efforts of my supervisor Dr Sofia Sol Gaité, with her this work has succeeded. I also thank all my lecturers and KIU at large for their effort towards my education.

I also thank my classmates Mohammad, Léonard, Sylvestre, Immaculée and Olila for their moral support during my academic works.

I deeply thank my father, brothers and sisters for their love, care and support throughout my course. I especially recognize the effort of Late Methuselah, Louise, Mama Dina, Papa Nicolas, Ezra, Siméon, André, Onesme, Ernest, Fred, David, Aloys, Ndemezo, Thérèse, Misago and Alphonse, for their financial support to my studies.

I also acknowledge schools and Rwamagana District staff for permitting to conduct a research in their organizations. I also thank my respondents and the authors of the literature I used during the development of this thesis.

Above all, I thank the Almighty God for great protection, amazing love, unfailing providences and divine mercies.

ABSTRACT

The study was carried out to correlate parenting styles and adolescents delinquency in selected secondary schools of Rwamagana District, Rwanda. Specifically, the study wanted (1)To determine the profile of the respondents in terms of age, gender and level/year of studies, (2)To ascertain the extent of parenting styles, (3)To investigate the level of adolescents delinquency, (4)To compare the level of adolescents delinquency between male and female students, and (5) To establish the significant relationship between the extent of parenting styles and the level of students adolescents delinquency. Descriptive correlation design were used. By using the standardized questionnaire, data was collected from the sample of 144 respondents: 72 males and 72 females, and were analyzed using frequencies and percentages, means, t-test and Pearson' Linear correlation coefficient. The findings of the study showed that 66% of respondents were age 16-18, 27% were aged 14-15, and 7% were aged 12-13. The extent of parenting styles was Good (average mean=2.4); Authoritative parenting was Good (mean=2.96), while Permissive, Authoritarian and Neglectful parenting were Fair (mean=2.33, 2.21 and 2.1 respectively). The Level of Adolescents Delinquency was Fair (mean=1.83). The difference in the Level of Adolescents Delinquency between male and female students was not significant (mean=1.86 and 1.81 respectively for male and female; t-value=1.577; Sig=0.123). The relationship between Extent of Parenting Styles and Level of Adolescents Delinquency was not significant (r-value =0.28; sig =0.001; $R^2=0.095$; F-value=14.85). The study concluded that (1)the age, gender and level of studies influence the adolescents delinquency, (2) authoritative Parenting is the most applied highly, while Permissive Parenting becomes the second, Authoritarian Parenting the next, and the last becomes Neglectful Parenting, (3)the level of adolescents delinquency is low, (4)there is a week difference in the level of adolescents delinquency between male and female students, and (5)there is a very week association between the Level of Adolescents Delinquency and the Extent of Parenting Styles. The study recommended that there could be (1)to improve understanding of the impact of an adolescent profile on his/her behaviour, (2)to increase knowledge on parenting styles and apply them appropriately in educating children, (3) to develop understanding on the concept of adolescents delinquency and stabilize the delinquents behaviors, (4)to advance knowledge on differentiating delinquent characters according to sex and improve policies to reduce the rhythm of delinquency to girls, and (5)to make further researches on the other factors of adolescent delinquency.

CHAPTER THREE: METHODOLOGY	28
3.0 Introduction	28
3.1 Research Design	28
3.2 Research Population	28
3.3 Sample Size	28
3.4 Sampling Procedure	29
3.5 Research Instrument	29
3.6 Validity and Reliability of the Instrument	30
3.7 Data Gathering Procedures	31
3.8 Data Analysis	31
3.9 Ethical Considerations	32
3.10 Limitations of the Study	32
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION	34
4.1 Introduction	34
4.2 Data Presentation Analysis and Interpretation	34
CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	47
5.0 Introduction	47
5.1 Discussion	47
5.2 Conclusions	52
5.3 Recommendations	52
REFERENCES	54
APPENDICES	58

LIST OF TABLES

Table	Page
1 Frequencies and Percentage of the Profile of the Respondents	34
2A. Mean of Authoritative Parenting Style	36
2B. Mean of Authoritarian Parenting Style	38
2C. Mean of Permissive Parenting Style	39
2D. Mean of Neglectful Parenting Style	40
3. The Mean of Extent of Parenting Styles	41
4. Mean of Level of adolescent delinquency	42
5. T-test showing the difference in the Level of Adolescents	
Delinquency Between Male and Female respondents	43
6. Pearson Linear Correlation Coefficient showing Relationship	
between the Extent of Parenting Styles and Level of Adolescents	44
7. Regression analysis between the Level of Adolescents	
Delinquency and Extent of Parenting Styles	45

LIST OF ABBREVIATIONS

9YBE	: Nine Years Basic Education
12YBE	: Twelve Years Basic Education
DV	: Dependent Valuable
CHDR	: College of Higher Degrees and Research
F	: Female
IV	: Independent Valuable
JSS	: Junior Secondary School
KIU	: Kampala International University
M	: Male
MIGEPROF	: Ministry of Gender and Promotion of Family
MINEDUC	: Ministry of Education
NCJJ	: National Center for Juvenile Justice
RNP	: Rwanda National Police
SSS	: Senior Secondary School
USA	: United States of America

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

1.1.1 Historical Perspective

Parenting styles have been a major topic of study for the later part of the twentieth century. Okorodudu (2010) emphasized the importance of nuclear and extended family ties in African culture as well as the strong identification and attachment of individuals with tier families. In Africa, parents expand beyond immediate mother and father to include members of the extended family, neighbors and every other person who in one way or the other is involved in upbringing of the child. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development.

Baumrind (1991) described how parenting styles affect measures of competence, achievement, and social development. Although, students are primarily the ones for whom curricula are designed, textbooks are written, and schools built, parents are primarily the ones held responsible for preparing children for learning—preparation physically, psychologically, behaviorally, attitudinally, emotionally, and motivationally, just to name a few. Parenting Style has been playing very crucial roles in adolescent transition to adulthood; therefore, it has been recognized as a major vehicle in socializing the child.

Rwandan family has always been considered as the core of life, cradle of the future and pillar of happiness. In accordance with Article 16 close 3 of the Universal Declaration of Human Rights states that, "The family is the natural and fundamental unit of society and is entitled to protection by society and the state"(MIGEPROF, 2005). This has been insisted in Rwanda National Constitution. It is within family that a child is conceived, born, educated and given to the community for the good of the society.

Adolescents delinquency is recently on the increase in all countries around the world. Many of parents, governmental and private institutions related to education especially schools, are claiming on media that youth of today are lacking traditional norms and

values, that they are lacking conducts, being indisciplined and characterized by bad deeds.

The presence of a conduct disorder before age 15 such as truancy, running away from home, frequent lying, theft, arson and deliberate destruction of property, working only inconsistently, breaking laws, being irritable, physically aggressive, defaulting on debts, being reckless, impulsive, neglecting to plan ahead, show little regard for truth and little remorse for their misdeeds is today a primordial social harm affecting children in almost all African countries. In Rwanda, the last two decades witnessed crimes ranging from minor stealing to major robbery and killing perpetrated by teens.

Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Over the years, numerous theories and associated constructs have been formulated and have evolved to describe and explain these two variables, parenting styles and adolescents delinquency. Many researchers agree that the foundation of adolescents delinquency is rooted in the kind of home the adolescent is brought up. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity traits, show evidently, that such adolescents come from homes where they are accepted and loved.

In Rwanda, the MINEDUC (2011) annual report of 2010 recommended that the challenge of indiscipline in secondary schools has become gradually dangerous, there could be an increase concern of all domains of social activities to take a serious action on secondary school students crime and conduct problems. The basis for bad behaviour orientation and bad adolescent attitude development is founded on negative parenting, therefore, parents should be blamed and be made to take responsibility for the misfortune that befalls their children in adolescence (www.wikipedia, 2012).

Okpako in Okorodudu (2010) noted that a child well brought up could remain a source of joy and happiness for his/her family, and, the neglected juvenile gradually becomes a drug addict, hardened criminal, aggressive, restive, arm robber, cultist, ritualistic, rapist etc. A large percentage of all adolescents delinquents come from homes that are lacking normal parental warmth, love and care. Parents have major roles to play in the

adjustment process of an adolescent. The required parental monitoring and control for adolescents development may be hindered due to parents serious involvement in economic activities to meet up with family financial commitments.

1.1.2 Theoretical Perspective

The theory to which this study based on is the social learning theory of Albert Bandura (1986) which states that models are important source for learning new behaviors and for achieving behavioral change in institutionalized settings. The theory proposes that learning occurs in relation to Live model, Verbal instruction and Symbolic, and an individual's behavior is influenced by the environment and characteristics of the person.

The theory of social learning of Bandura is validated and upheld by the concept of the study on Parenting Styles and Adolescents Delinquency. Within the view of learning new behaviors for children, parental models are important source for achieving behavioral change. This occurs through how the child observes and follow what the parent emphasizes to be models, in Live, verbal and symbolic instructions. Within this concept, the choice of a parenting style by parents for the child is a non critical tool to predict characters of the child and models that the young will develop in the adolescence.

1.1.3 Conceptual Perspective

Parenting styles

Parenting styles are operationally within this research seen as the act of parenthood, the child upbringing, training rearing or child education. A parent here is anyone who, directly or indirectly, is responsible to educate a young at different stages of his or her development, since the age of blest feeding, until the pre-adult or adolescence age. Therefore, the operational definition of parent in this study includes biological, sociological and academic guardians, means home parent, school teachers and staff, and anyone from community who voluntarily or not takes a parental decision on a young.

The incidence of parental separation may result in young embarrassment, depression and even make them miss school, perform poorly academically and participate in delinquent behaviors. Harsh and inconsistent parenting is the main cause of conduct disorders. Inman, et al (2007) opine that parents are often faced with the complex task of parenting children within a culture is notably dissimilar from their culture of origin.

Adolescents delinquency

Adolescents delinquency is operationally here viewed as all behavior of an adolescent or youth that is so marked by violation of law, persistent mischievousness, antisocial behavior, disobedience, or intractability as to thwart correction by parents, teachers or other educators, and to constitute a matter for action by the juvenile, youth or ordinal courts in general; by parents or guardians at home; by mentors, supervisors or advisors in youth communities; and by teachers, matron, patron or disciplinary committee at school or education center. Therefore, an adolescent delinquent is operationally seen as the young person aged between 12 and 18 years old who commits an act that otherwise would charge him or her as a crime in his or her community. The person below that age is seen as a juvenile, while a person beyond is viewed as an adult.

1.1.4 Contextual Perspective

In Rwanda like in other many other African countries, it is within the family that the first interpersonal relationships are tied, and exchange, comparison and identification opportunities obtained. It is therefore needed to develop policies designed to strengthen and safeguard family as an Institution, and enhance the quality of family relationships taking into account changes, which occur in desired socio-economic development. Unfortunately today in Rwanda, as similar to other countries around the world, families greatly rely on a money-driven economy rather than parenting children on their conduct.

On one side, parents in rural areas still conserve the tradition method in parenting children, where they use forcing to make their children change an acceptable behavior. On the other hand, in urban areas, parents do not get the time to live and instruct their

children about how to behave; they leave home early morning and come later tonight. The Governmental policies made recently are emphasizing separation of children and parents; the labor law established in 2011 accords ladies the leave of only 3 months after deliverance (MIGEPROF, 2012). As parents are engaged in all vital and economic activities, they rarely assist their children at home since they are babies. All children have to join schools at 4 years old, and that makes the young becoming adolescent with no enough assistance from parents. It is even possible to understand that a 2 years old calls the house girl his/her mum rather than call it to his/her real mother.

The RNP (2011) report on national crimes in Rwanda states that juvenile delinquency rate rose from 267 to 438 per 100,000 between 2008 and 2011. They claimed that most of the adolescents arrested in 2010 were arrested for conduct disorder such as truancy, running away from home, frequent lying, theft, arson and deliberate destruction of property, working only inconsistently, breaking laws, being irritable, physically aggressive, defaulting on debts, being reckless, impulsive, neglecting to plan ahead, show little regard for truth and little remorse for their misdeeds, including prostitution and drugs use and traffic; and that most of these juvenile arrested were registered secondary schools students.

Referring to MIGEPROF report on drugs use in youth of secondary schools in Rwanda, Rwamagana has been the district manifesting more drugs use in secondary schools students in the year 2011 (MIGEPROF, 2012). The use of drugs in youth of that area has been the indicator of existence of other delinquent behaviors in youth almost of them being students in secondary schools. Even though that district has been highly criticized in terms of youth conduct, there is a general increase of adolescents delinquency in Rwandan youth.

1.2 Statement of the Problem

Involvement of adolescents in delinquent activities is on the increase in secondary schools students in Rwanda. The MINEDUC Annual Report (2011) emphasized this by identifying deviant behaviors exhibited frequently and persistently in the secondary schools: walking out on the teacher, noise making, sleeping in class, pinching,

aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, examination cheating and malpractice, cultism, immorality, opposition to authorities' rules, drugs use, alcoholism and prostitution. The increase of that behaviors in adolescents of Rwanda would result in several consequences in all their vital sides; intellectually, disciplinary, socially, healthily, sexually, educationally, criminally, and even self suicide. Causes of that social handicap are based in parenting, media, biological, environmental, economical, cultural, academic, social and political factors. But as the primordial cause, adolescents delinquency is based on parenting system; it comes from home that lacks a long way in assisting children emotional development and adjustment. Hence, the study wished to examine the relationship between parenting styles and adolescents delinquency.

1.3 Purpose of the Study

The purpose of the study is to correlate Parenting Styles and Adolescents Delinquency in Selected Secondary Schools of Rwamagana District, Rwanda.

1.4 Research Objectives

The specific objectives of this study are the following:

- 1) To determine the profile of the respondents in terms of age, gender and level/year of studies;
- 2) To ascertain the extent of parenting styles;
- 3) To investigate the level of adolescents delinquency;
- 4) To compare the level of adolescents delinquency between male and female students;
- 5) To establish the significant relationship between the extent of parenting styles and the level of students adolescents delinquency.

1.5 Research questions

The specific questions of this study are the following:

- 1) What is the profile of the respondents in terms of age, gender and level/year of studies?
- 2) What is the extent of parenting styles of respondents?
- 3) What is the level of adolescent delinquency?
- 4) Is there a significant difference in the level of adolescent delinquency between male and female students?
- 5) Is there a significant relationship between the extent of parenting styles and the level of student's adolescent delinquency?

1.6 Hypotheses

The hypotheses of this study are:

- 1) There is a difference in the level of adolescents' delinquency between male and female students;
- 2) There is a relationship between the extent of parenting styles and the level of students' adolescents delinquency.

1.7 Scope

Geographical scope

The study was conducted in Rwamagana District of Eastern Province, Republic of Rwanda. It is bounding with Kigali City in west, Gatsibo, Kayanza and Ngoma Districts of Eastern Province in north, east and south respectively. It is located in the rural area, but 2 of 14 administrative sectors constituting the district are urbanely characterized. It is habited by 369,000 people, and 75% of them are youth, they are less than 35 years old. The main economic activity practiced is agriculture with 76%, but other activities notably business, office services, mining, fishing and transport are present. One of

social harm that the district is facing is the youth delinquency; the district has ranked the first in drug use among secondary schools in 2011.

Content Scope

The study focused on the profile of the respondents, on the extent of parenting styles (Independent variable) and on the level of adolescents delinquency (Dependent variable). It also focused on the comparison of a significant difference in the level of adolescents delinquency between male and female students, and on the establishment of a relationship between Independent and Dependent variables in selected secondary schools of Rwamagana District, Rwanda.

Time scope

Within the period from September up to November 2012, the data on parenting styles and students adolescence delinquency gathered from the selected secondary schools under study.

1.8 Significance of the Study

The findings of the study will benefit the parents, students, teachers, social workers and future researchers.

The **Parents** will benefit to be responsive to their children and willing to listen to their questions and when children fail to meet their expectations, these parents will be more nurturing and forgiving rather than punishing. These findings will assist parents to be responsible for preparing their children psychologically, behaviorally, attitudinally and emotionally, by creating a home environment that promotes the child moral reasoning and moral behavior.

The **students** will use the findings of this study to improve the discipline, with participation and attain highly in developing their conduct and reputations.

The **teachers** will use these findings to improve their parenting role by inciting parents to become close to their children and to keep a careful watch on what needs to be done to help them respect the community and school regulations carefully and actively.

The **social workers** like counselors, advisors, mentors, psycho-clinicians, psychiatrists and psychotherapist will use findings to understand more the situation of delinquency in Rwandan youth especially in secondary schools students; therefore, they will use the research to cooperate better with their clients cases related to the content of the study.

Further, the **future researchers** will base from the findings other researchable angles to undertake empirically.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter provides the review of the theory on which this study is based on. It also provides conceptual framework of research variables. Lastly, it provide the Concepts, Opinions and Ideas from Authors/ Experts in the field of Parenting Styles and Adolescents Delinquency.

2.1 Theoretical Review

This study is grounded in the Social Learning theory propounded by Albert Bandura in 1986. The theory states that "*models are important source for learning new behaviors and for achieving behavioral change in institutionalized settings.*" Social learning theory proposes that observational learning can occur in relation to three models :(1) *Live model* – in which an actual person is demonstrating the desired behavior. (2) *Verbal instruction* – in which an individual describes the desired behavior in detail, and instructs the participant in how to engage in the behavior.(3) *Symbolic* – in which modeling occurs by means of the media, including movies, television, Internet, literature, and radio. This type of modeling involves a real or fictional character demonstrating the behavior. An important factor of Bandura's social learning theory is the emphasis on reciprocal determinism. This notion states that an individual's behavior is influenced by the environment and characteristics of the person.

In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other. Bandura proposed that the modeling process involves several steps: (a) Attention – in order for an individual to learn something, they must pay attention to the features of the modeled behavior. (b) Retention – humans need to be able to remember details of the behavior in order to learn and later reproduce the behavior. (c) Reproduction – in reproducing a behavior, an individual must organize his or her responses in accordance with the model behavior. This ability can improve with practice. (d) Motivation – there must be an incentive or motivation driving the individual's reproduction of the behavior.

This Albert theory incorporates aspects of *behavioral* and *cognitive* learning. Behavioral learning assumes that people's environment (surroundings) cause people to behave in certain ways. Cognitive learning presumes that psychological factors are important for influencing how one behaves. Social learning suggests that a combination of environmental (social) and psychological factors influence behavior. Social learning theory outlines three requirements for people to learn and model behavior including: *retention* or remembering what one observed, *reproduction* or ability to reproduce the behavior, and *motivation* or good reason to want to adopt the behavior.

The social learning theory is completed by the social Cognitive Theory which explains the brain as the most incredible network of information processing and interpretation in the body as we learn things. When we say the word "learning", we usually mean "to think using the brain". Social Cognitive Theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual. In the Social Cognitive Theory, we are considering 3 variables interrelated with each other causing learning to occur: *behavioral factors*, *environmental factors* (extrinsic), *personal factors* (intrinsic) (Woolfolf,1986).

In the person-environment interaction, human beliefs, ideas and cognitive competencies are modified by external factors such as a supportive parent, stressful environment or a hot climate. In the person-behavior interaction, the cognitive processes of a person affect his behavior; likewise, performance of such behavior can modify the way he thinks. Lastly, the environment-behavior interaction, external factors can alter the way you display the behavior. Also, your behavior can affect and modify your environment. This model clearly implies that for effective and positive learning to occur an individual should have positive personal characteristics, exhibit appropriate behavior and stay in a supportive environment. In addition, Social Cognitive Theory states that new experiences are to be evaluated by the learner by means of analyzing

his past experiences with the same determinants. Learning, therefore, is a result of a thorough evaluation of the present experience versus the past (Woolfolk, 1986).

This theory is adopted within this research because it outputs the necessary content to relate the parent to the child. Psychological factors on the side of the parent influence how the child behaves. On the other hand, the way the child adopts models and new behavior from the parent requires three requirements including: retention (because the child has to remember what he/she observes), reproduction (because the parent must have the ability to reproduce the behavior), and motivation (because both parent and child must have good reason). Complementally with the theory, the process of learning new models for child is easier if the information is stored in the brain memory for a long time.

2.2 Conceptual Framework

Parenting styles

According to Baumrind Diana (2004), parenting style is a psychological construct representing standard strategies that parents use in their child rearing. There are many differing theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest. Parental investment starts soon after birth. This includes the process of birth, breast-feeding, affirming the value of the baby's cry as the parent. Many parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities and move through life's stages. Parenting style is affected by both the parents' and children's temperaments, and is largely based on the influence of one's own parents and culture. Most parents learn parenting practices from their own parents; some they accept, some they discard (Baumrind, 2004).

Beginning in the seventeenth 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 standpoint. Locke highlights the importance of experiences to a child's

development, and recommends developing their physical habits first. The French philosopher Jean-Jacques Rousseau (1762) 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. Jean Piaget's theory of cognitive development describes how children represent and reason about the world. This is a developmental 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 child development and continues to influence parents, educators and other theorists.

Rudolf Dreikurs (1958) believed that pre-adolescent children's misbehaviour 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 misbehaviour. Other parenting techniques should also be used to encourage learning and happiness. Frank Furedi (2001) is a sociologist with a particular interest in parenting and families. He believes that the 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. The independent scholar Judith Rich Harris (1998) 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.

Baumrind Diana (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. She proposed that parents fall into one of three categories: *authoritarian* (telling their children exactly what to do), *indulgent* (allowing their children to do whatever they wish), or *authoritative* (providing rules and guidance without being overbearing). Later, Maccoby and Martin (1983) extended the theory to four styles including *negligent* parents (disregarding the children, and focusing on other interests). These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other hand as identified here below in the parenting styles Model.

	Demanding	Undemanding
Responsive	<i>Authoritative</i>	<i>Indulgent</i>
Unresponsive	<i>Authoritarian</i>	<i>Neglectful</i>

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), others based on empathy with the emotional state of a child. Baumrind (1991) believed that parents should be neither punitive nor aloof. 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 (Maccoby and Martin, 1983).

Authoritative parenting

The parent is demanding and responsive. When this style is systematically developed, it grows to fit the descriptions propagative parenting and concerted cultivation. Authoritative parenting, also called assertive democratic or balanced parenting, is

characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand how their children are feeling and teach them how to regulate feelings. They often help their children to find appropriate outlets to solve problems. Authoritative parents encourage children to be independent but still places controls and limits on their actions. Extensive verbal give-and-take is not refused, and parents try to be warm and nurturing toward the child. Authoritative parents are not usually as controlling, allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Often, authoritative parents produce children who are more independent and self-reliant. An authoritative parenting style mainly results when there is high parental responsiveness and high parental demands (Baumrind, 1973).

This is supposed to result in children having a higher self esteem and independence because of the give-take nature of the authoritative parenting style. This is the most recommended style of parenting by child-rearing experts (Maccoby and Martin, 1983). This parenting style results in children who have a high social competence, as the parent tells the child what to do, by permitting the child to choose the best way to be who they want to be themselves.

Authoritarian parenting

The parent is demanding but not responsive. Elaborate becomes totalitarian parenting. Authoritarian parenting, also called strict parenting, is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting is a restrictive, punitive parenting style in which parents make their children to follow their directions and to respect their work and effort. Authoritarian parents expect much of their child but generally do not explain the reasoning for the rules or boundaries (Baumrind, 1973).

Children resulting from this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself. Nonetheless, researchers have found that in some cultures and ethnic

groups, aspects of authoritarian style may be associated with more positive child outcomes (Maccoby and Martin, 1983).

Indulgent parenting

The parent is responsive but not demanding. Indulgent parenting, also called permissive, nondirective or lenient is characterized as having few behavioral expectations for the child. Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Parents are nurturing and accepting, and are very responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately (Baumrind, 1973).

Children of permissive parents may tend to be more impulsive, and as adolescents, may engage more in misconduct, and in drug use. Children never learn to control their own behavior and always expect to get their way. But in the better cases they are emotionally secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else (Baumrind, 1973).

Neglectful parenting

The parent is neither demanding nor responsive. Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. Neglectful parenting can also mean dismissing the children's emotions and opinions. Parents are emotionally unsupportive of their children, but will still provide their basic needs. *Provide basic needs* meaning: food, housing, and toiletries or money for the pre-mentioned. Neglectful parenting can stem from a variety of reasons; this includes the parent's prioritizing themselves, lack of encouragement on the parent's parts, financial stresses, lack of support and addiction to harmful substances (Maccoby and Martin, 1983).

Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents, and thus their children, often display contradictory behavior. Children become emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life. In adolescence, they may show patterns of truancy and delinquency (Maccoby and Martin, 1983).

Adolescents delinquency

Adolescents delinquency also known as Juvenile delinquency, juvenile offending or youth crime is participation in illegal behavior by adolescents, minors or juveniles. Most legal systems prescribe specific procedures for dealing with adolescents and juveniles, such as juvenile detention centers, and courts. An adolescent delinquent is a person who is in transitional period from childhood into adulthood, typically aged between 12 and 18 and commits an act that otherwise would have been charged as a crime if he/she was an adult. Depending on the type and severity of the offense committed, it is possible for persons under 18 to be charged and tried as adults (www.wikipedia, 2012).

In recent years, the average age for first arrest has dropped significantly, and younger boys and girls are committing crimes. Between 60-80% percent of adolescents, and pre-adolescents engage in some form of juvenile offense. These can range from status offenses (such as underage smoking), to property crimes and violent crimes. The percent of teens who offend is so high that it would seem to be a cause for worry. However, juvenile offending can be considered normative adolescent behavior. This is because most teens tend to offend by committing non-violent crimes, only once or a few times, and only during adolescence. It is when adolescents offend repeatedly or violently that their offending is likely to continue beyond adolescence, and become increasingly violent. It is also likely that if this is the case, they began offending and displaying antisocial behavior even before reaching adolescence (www.wikipedia, 2012).

The development of juvenile delinquency

Nearly all cultures possess a transition phase from childhood into adulthood. As the world changed, so did the transition into adulthood. Whereas before, in most now industrialized countries, this transition ranged from brief to almost non-existent, it is now a significant part of a person's development. It is believed that this new, drawn-out transition from childhood into adulthood that is common around the world leaves many adolescents in a sort of dilemma where they must seek to define their identity and place, and delinquency may provide a way to do that. However, contrary to popular belief it is highly rare for teenagers to become spontaneously aggressive, antisocial or violent simply with the onset of adolescence. Also, although there is a high percentage of offending among all teenagers, the majority of offenses which violate the law are one-time occurrences and most often non-violent. The high rates of adolescents' delinquency often receive great attention from the news media and politicians. The level, amounts, and types of delinquency are used by commentators as an indicator of the general state of morality and law and order in a country, and consequently juvenile delinquency can be a source of moral panics (Steinberg, L. 2008).

Types of juvenile delinquency

Adolescence delinquency can be separated into three categories: *delinquency*, crimes committed by minors which are dealt with by the juvenile courts and justice system; *criminal behavior*, crimes dealt with by the criminal justice system; and *status offenses*, offenses which are only classified as such because one is a minor, such as truancy, also dealt with by the juvenile courts (www.wikipedia, 2012). There are two different types of offenders that emerge in adolescence. One is *the repeat offender*, referred to as the life-course-persistent offender, who begins offending or showing antisocial/aggressive behavior in adolescence (or even childhood) and continues into adulthood; and *the age specific offender*, referred to as the adolescence-limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence (Moffitt, 2006).

Because most teenagers tend to show some form of antisocial, aggressive or delinquent behavior during adolescence, it is important to account for these behaviors in childhood, in order to determine whether they will be life-course-persistent offenders, or adolescents-limited offenders. Although adolescent-limited offenders tend to drop all criminal activity once they enter adulthood, and show less pathology than life-course-persistent offenders, they still show more mental health, substance abuse, and finance problems, both in adolescence and adulthood, than those who were never delinquent (www.wikipedia, 2012).

Sex differences

Adolescence delinquency is disproportionately committed by young men. Feminist theorists and others have examined why this is the case. One suggestion is that ideas of masculinity may make young men more likely to offend. Being tough, powerful, aggressive, daring and competitive becomes a way for young men to assert and express their masculinity. Acting out these ideals may make young men more likely to engage in antisocial and criminal behavior. Also, the way young men are treated by others, because of their masculinity, may reinforce aggressive traits and behaviors, and make them more susceptible to offending. Alternatively, young men may actually be naturally more aggressive, daring and prone to risk-taking (Moffitt, 2006).

Adolescent males who possess a certain type of variation in a specific gene are more likely to flock to delinquent peers. The study is the first to establish a statistically significant association between an affinity for antisocial peer groups and a particular variation of the dopamine transporter gene. In recent years however, there has also been a bridging of the gap between sex differences concerning adolescent delinquency. While it is still more common for males to offend than females, the ratio of arrests by sex is one third of what it was 20 years ago. This is most likely due to the combined effects of more females being arrested (for offenses which did not get them arrested before), and a drop in male offenses (Kevin, 2008).

Racial differences

There is also a significant skew in the racial statistics for juvenile offenders. When considering these statistics, which state that Black and Latino teens are more likely to commit juvenile offenses it is important to keep the following in mind: poverty, or low socio-economic status are large predictors of low parental monitoring, harsh parenting, and association with deviant peer groups, all of which are in turn associated with juvenile offending. The majority of adolescents who live in poverty are racial minorities. Also, minorities who offend, even as adolescents, are more likely to be arrested and punished more harshly by the law if caught (www.wikipedia, 2012).

While poor minorities are more likely to commit violent crimes, one third of affluent teens report committing violent crimes. Ethnic minority status has been included as a risk factor of psychosocial maladaptation in several studies, and represents a relative social disadvantage placed on these individuals. In USA, though the relation between delinquency and race is complex and may be explained by other contextual risk variables, the total arrest rate for black juveniles aged 10–17 is more than twice that as of white juveniles developed country (NCJJ 2008, p. 1474).

Family environment and peer influence

Family factors which may have an influence on delinquency include: the level of parental supervision, the way parents discipline a child, particularly harsh punishment, parental conflict or separation, criminal parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship. Children brought up by lone parents are more likely to start offending than those who live with two natural parents. It is also more likely that children of single parents may live in poverty, which is strongly associated with juvenile delinquency. However once the attachment a child feels towards their parent(s) and the level of parental supervision are taken into account, children in single parent families are no more likely to offend than others. Conflict between a child's parents is also much more closely linked to offending than being raised by a lone parent (www.wikipedia, 2012).

If a child has low parental supervision they are much more likely to offend. Many studies have found a strong correlation between a lack of supervision and offending, and it appears to be the most important family influence on offending. When parents commonly do not know where their children are, what their activities are, or who their friends are, children are more likely to truant from school and have delinquent friends, each of which are linked to offending. A lack of supervision is also connected to poor relationships between children and parents. Children who are often in conflict with their parents may be less willing to discuss their activities with them. Adolescents with criminal siblings are only more likely to be influenced by their siblings, and also become delinquent, if the sibling is older, of the same sex/gender, and warm. Cases where a younger criminal sibling influences an older one are rare. An aggressive, non-loving/warm sibling is less likely to influence a younger sibling in the direction of delinquency, if anything, the more strained the relationship between the siblings, the less they will want to be like, and/or influence each other (Moffitt, 2006).

Peer rejection in childhood is also a large predictor of adolescents delinquency. Although children are rejected by peers for many reasons, it is often the case that they are rejected due to violent or aggressive behavior. This rejection affects the child's ability to be socialized properly, which can reduce their aggressive tendencies, and often leads them to gravitate towards anti-social peer groups. This association often leads to the promotion of violent, aggressive and deviant behavior. The impact of deviant peer group influences on the crystallization of an antisocial developmental trajectory has been solidly documented. Aggressive adolescents who have been rejected by peers are also more likely to have a hostile attribution bias which leads people to interpret the actions of others (whether they be hostile or not) as purposefully hostile and aggressive towards them. Children resulting from unintended pregnancies are more likely to exhibit delinquent behavior. They also have lower mother-child relationship quality (www.wikipedia, 2012).

parenting. That research has revealed some main models related to significance of relationship between parenting styles and adolescent delinquency. One model showed no significant relationship between authoritarian parenting style and adolescent delinquency. The other model revealed no significant relationship between authoritative parenting style and adolescent delinquency. The third model shows significant relationship between neglectful parenting style and adolescents delinquency. The fourth model showed no significant relationship between gender and adolescent delinquency. The last model showed no significant relationship between age and adolescent delinquency (Okorodudu, 2010). We used the Okorodudu research to adopt some of his findings and criticize some of others particularly the second and fifth model. We viewed his findings to verify the no significant relationship between authoritative parenting style and adolescent delinquency, and check the no significant relationship between age and adolescent delinquency.

On the other hand, Uwizeyeyezu M. Therese (2012) conducted an academic thesis on *Parenting styles and academic performance in selected primary schools in Rusizi District, Rwanda*, where she identified three parenting styles applied by parents of Rwandan family as: Authoritarian, Permissive and Authoritative parenting. From the findings, she revealed that Authoritative was the most parenting applied in Rwandan families, while the Authoritarian and permissive parenting are used at a low level (Therèse U., 2012). We viewed her findings to criticize her finding and verify how the extent of parenting style is structured in Rwanda.

However, Kimberly K. (2007) conducted the study on *Parenting Styles and Adolescents* by using four patterns of parenting styles: Authoritative, Authoritarian, Permissive and Neglectful parenting styles. He identified some factors that can affect the impact of parenting styles on adolescence behavior such as family conditions, environmental conditions, genetic conditions and ethnicity conditions. Research findings demonstrated that an authoritative parenting that includes parental monitoring and supervision promotes teen's exposure to positive activities and reduces teen's opportunities for

engaging in delinquent risky behaviors (Kimberly K., 2007). For us, his findings created the motivation to analyze the influence of child family education on his/her adolescence.

Bornstein H. (2007) conducted a survey on *Parenting Styles and Child Social Development* with the major objective of output results about parenting style that bridges cultural and socioeconomic gaps. His research has generally linked authoritative parenting with higher social competencies in children. Although authoritarian and permissive parenting styles appear to represent opposite ends of the parenting spectrum, neither style has been linked to positive outcomes, presumably because both minimize opportunities for children to learn to cope with stress (Bornstein, 2007). We adopted his research to verify if the situation of his findings in USA is the same as in Rwanda. Therefore, we used his findings to analyze the most parenting style linking with adolescent delinquency in Rwanda.

The same year, Simons G. and Rand D. (2007) have conducted the survey on *Linking Mother–Father Differences in Parenting to a Typology of Family Parenting Styles and Adolescent Outcomes*. The study investigated the extent to which various parenting styles are related to delinquency, depression, and school commitment for adolescents. We used their findings to describe well the extent of parenting style and explain how they affect adolescent delinquency in general concept.

On the other hand, Valerie J. and Robert J. (1991) did the research on *Effects of the Family Environment on Adolescent Substance Use, Delinquency, and Coping Styles* and examined the overall and relative contributions of a variety of family environment measures to a child's alcohol, marijuana and other drug use, delinquent activity, and dysfunctional methods of coping with problems. According to them, alcohol use among the younger subjects was more strongly determined by the use and attitudes of the same sex parent. In contrast, among older subjects, father's alcohol use was important to the offspring's use. While models predicting illicit drug use and the extent of problems related to alcohol and marijuana use fared least well, it was generally found that hostility and lack of warmth on the part of the parents contributed most to these outcomes in subjects. Finally, hostility displayed by both parents helped to determine

the incidence of delinquency among sons and the use of dysfunctional coping methods among sons and daughters (Valerie J. and Robert J., 1991). The study helped us importantly in analyzing the comparison of the level of adolescents delinquency between male and female students in selected schools of Rwamagana District, Rwanda

However, Denise B. Kandel (1990) conducted the survey on *Parenting Styles, Drug Use, and Children's Adjustment in Families of Young Adults*. She found that parents who used punitive discipline methods or disagree with their spouses about discipline were more likely to report that their children were aggressive, had control problems, and were disobedient. Parents who reported that they were close to their children were more likely to report that the children were well adjusted, did not have control problems, were independent, and were close to their parents. Maternal childrearing patterns were correlated with a wider range of children's behaviors than were paternal patterns. Maternal drug use retained a statistically significant unique effect on control problems when other parental variables were entered simultaneously in a multiple regression equation and was one of the two strongest predictors of the child's problematic behavior (Denise B. Kandel, 1990). We reviewed this study and it has helped to output the role of parent in moderating how the child will behave in adolescence age. It helped also to see the impact of parent behavior on his/her child misconduct.

According to Bronte J., Kristin A. and Carrano J. (1997) who conducted the survey entitled " *The Father-Child Relationship, Parenting Styles, and Adolescent Risk Behaviors in Intact Families*", the father-child relationship and father's parenting style were examined as predictors of first delinquency and substance use. Having a father with an authoritarian parenting style is associated with an increased risk of engaging in delinquent activity and substance use. Permissive parenting also predicts less risky behavior when the father-child relationship is positive (Bronte J. et al, 1997). This helped to understand if the positive influence of the father-child relationship on risk behaviors is stronger for male than for female adolescents.

On the other hand, Moitra and Mukherjee (2010) conducted the survey untitled "*Does parenting behavior impacts delinquency? A comparative study of delinquents and non-delinquents*" by examining the relationship between mothers' and fathers' parenting behavior and the development of delinquency in male adolescents located in Kolkata, India. Further analysis revealed that parenting styles of mothers and fathers were linked to delinquency, of which authoritative style appeared to be the best style of parenting. On the other hand, neglectful and authoritarian parenting was positively related to delinquency. Furthermore, the impact of age and religion upon delinquency was also studied. Age of the delinquent was related to delinquency and it was noted that early adolescence was a richer breeding ground of delinquency. No impact was found between religion and delinquency. The findings had implications for our research , because it helped to examine the influence of nuclear and large family as well as the whole society education on adolescent delinquency and how it may be possible to make effort in reducing delinquency in Rwanda.

However, Machteld H. and his comrades (2009) did the survey on *The Relationship Between Parenting and Delinquency*. Several effect sizes were moderated by parent and child gender, child age, informant on parenting, and delinquency type, indicating that some parenting behaviors are more important for particular contexts (Machteld H. et Al, 2009). On the other hand, Anita S. (2011) conducted the research on "*Parental neglect and overprotection as risk factors in delinquency*." Findings confirmed that adolescents reporting the parental style of affectionless control (neglect plus overprotection) were more delinquent than those with optimal parental bonding (care plus permission of independence). She also revealed that maternal care was the most important predictor of delinquency, and that an interaction effect of paternal neglect and overprotection was found among male adolescents (Anita S., 2011).

Referring to objectives of this study, we conclude this chapter by bridging the general gap between the reviewed related literatures. Some of them are referring the relationship between gender and age with adolescent delinquency, others are ascertaining the extent of parenting styles and their influences on adolescents

delinquency, others are investigating the consequences of adolescents delinquency in community, others are basing on comparing the level of adolescents delinquency in gender, while others are focusing on establishment of relationship between the extent of parenting styles and the level of students adolescents. This study was to bridge the gaps which had not been fully investigated in East African community and particularly Rwanda. The existing related studies were done in other areas rather than secondary schools in Rwamagana District in Rwanda.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the appropriate methods and techniques that were used to conduct the research. It specifically describes the design, the population, the sample and sample techniques. It also includes the instruments for data collection, the validation and reliability of the instrument, the methods of data collection and of data analysis.

3.1 Research Design

The study employed the descriptive correlation design to determine the significant relationship between the extent of parenting styles and level of students adolescence delinquency. However, comparative design was adopted in some aspect like determining the comparison in level of adolescence delinquency between male and female students.

3.2 Research Population

The respondents of our research were secondary school students. The population of the study comprised students of all the secondary schools in Rwamagana District. The district comprises total number of 36 secondary schools having both Junior and Senior Secondary School, and both male and female sex, comprising 38,850 students (Rwamagana District Education Office, 2012). The larger the sample size you use, the more representative the sample will be of target population although the more costly the study becomes. Therefore, the population of 36 schools has been reduced at the population of 6 schools comprising the 4,640 students in year 1 and 2 of both Junior and Senior Secondary School levels. Randomly, by using these 6 schools, the population has been reduced from 4,640 to 225.

3.3 Sample Size

From the population of 225, the sample size determined by the Slovin's formula. That formula is given and explained as:

$$n = \frac{N}{1 + N\alpha^2}$$

Where:

α = level of significance or reliability level 0.05;

N=population size;

n=simple size.

$$n = \frac{225}{1 + 225(0.05)^2} = 144$$

By using this formula, the sample size drawn from the population size of 225 is **144**, for both male and female students of year 1 and 2 of both Senior and Junior level, in 5 selected secondary school.

3.4 Sampling Procedure

Sampling is a process by which a relatively small number of individuals, objects or events is selected and analyzed in order to find out something. According to the data from Rwamagana District Education Offices, there were in total 36 public or private mixed schools that have two levels of secondary school (Junior and Senior) in the district at the time of study. By using simple random sampling technique, 6 schools were selected. By using stratified random sampling, 144 respondents from the population of 225 people, 24 from each of identified school, were selected. Two strata were Senior and Junior level, with 12 respondents per each. Year 1 and 2 of each level were substrata with 6 respondents per each, 3 males and 3 females. The following inclusion criteria were considered to qualify the respondent in the study: (1) studying in Secondary school (2) from the selected schools under study (3) in year 1 or 2 of Junior or Senior level and (4) being aged between 12 and 18 years old.

3.5 Research Instruments

The research tool used was questionnaire comprising (1) a face sheet to determine the profile of the respondents; (2) a standardized questionnaire adopted from Robinson.C.,

(1995) at www.comprehensivepsychology.com to determine the extent of parenting styles, and (3) a standardized questionnaire adopted from www.whatkidscando.org to determine the level of respondents' adolescence delinquency. To determine the Extent of Parenting Styles, the respondent rate each item as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). To establish the Level of Adolescents Delinquency, the marks were marked Always (4), Often (3), Sometimes (2) and Never (1). These are research instruments used respectively for Parenting Styles and Adolescents Delinquency.

A: Extent of Parenting Styles

Response mode	Rating	Description	Interpretation
Strongly Agree	(4)	You agree with no doubt at all	Very Good
Agree	(3)	You agree with some doubt	Good
Disagree	(2)	You disagree with some doubt	Fair
Strongly disagree	(1)	You disagree with no doubt at all	Poor

B: Level of Adolescents Delinquency

Response mode	Rating	Description	Interpretation
Always	(4)	You agree with no doubt at all	Very High
Often	(3)	You agree with some doubt	High
Some times	(2)	You disagree with some doubt	Low
Never	(1)	You disagree with no doubt at all	Very low

The documentation of reports from education institutions as well as Rwamagana District Education Offices, schools, and MINEDUC has been the source of information in collecting data.

3.6 Validity and Reliability of the Instrument

Validity of the Instrument

To ensure the validity of provided questionnaire, it has made different suggestions, correction and adjustments from different experts in questionnaire designing.

Reliability of the Instrument

The standardized instrument has been used and Cronbach Alpha was done to compute for the reliability of the standardized questionnaires on both Extent of Parenting Styles

and Level of Adolescents Delinquency. For the Extent of Parenting styles it was 0.83 while for the adolescents delinquency was 0.86.

3.7 Data Gathering Procedures

The following data collection procedures were implemented: before the administration of the questionnaires, the researcher has (1) secured an introduction letter from the CHDR at KIU which was addressed to the authorities of the District and the selected schools under the study for permission to collect data; (2) tested the reliability of the standardized instruments; (3) requested and invited research assistants to be oriented and briefed about the study, the data gathering and sampling procedures; (4) prepared the final questionnaires after the reliability test to reveal whether the questionnaire was acceptable; (5) coded the questionnaire to ensure anonymity of the respondents.

During the administration of the questionnaires (1) the researcher and the assistants requested the respondents to sign the informed consent and fill out the questionnaires without leaving any part of it unanswered, to avoid personal biases to influence their responses and to return the questionnaires within one week from the day of distribution; (2) the retrieved questionnaires was checked if they are completely filled out. After the administration of questionnaires, the data collected were organized and encoded into the computer using the statistical package for social sciences. The proposed tables have been filled out, analyzed and interpreted.

3.8 Data Analysis

To analyse the data, frequencies and percentages were used to determine the profile of the respondents. Mean was used to ascertain the Extent of Parenting Styles and investigate the Level of Adolescents Delinquency. Items analysis helped to demonstrate the strength and weakness of the response on Extent of Parenting Styles and Level of Adolescents Delinquency. The following numerical values and interpretation of the extent of parenting styles data were used to interpret the respondents based on the mean scores of each items or question:

A: Extent of Parenting Styles

Mean range	Response	Interpretation
3.26-4.00	Strongly agree	Very Good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Poor

B: Level of Adolescents Delinquency

Mean range	Response	Interpretation
3.26-4.00	Always	Very High
2.51-3.25	Often	High
1.76-2.50	Sometimes	Low
1.00-1.75	Never	Very Low

T-test was used to determine if there is a significant difference in the Level of Adolescents Delinquency between male and female students at 0.05 level of significance. The Pearson Linear Correlation Coefficient (PLCC) was used to determine the significant relationship between the extent of parenting styles and the level adolescents delinquency at 0.05 level of significance. Regression analysis between Dependent and Independent Variables was determined by the square of Pearson correlation Coefficient.

3.9 Ethical Considerations

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following have been done: The study primarily engaged all respondents viewed relevant to the theme under study; (1) coding of all questionnaire; (2) the respondents were requested to sign the informed consent; (3) authors mentioned in this study have been acknowledged within the text; (4) findings were presented in a generalized manner.

3.10 Limitations of the Study

The anticipated threats to validity in this study were identified by the researcher; however measures were taken to minimize them. These might be as follows: Intervening or confounding variables which were beyond the researchers control such as honesty, anxiety, and stress of the respondents and personal bias. To minimize such

conditions, the researcher required distribute translated questionnaire from English to Kinyarwanda, the respondents native language. The researcher also requested the respondents to be as honest as possible and to be impartial and unbiased when answering the questionnaires.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter four presents the findings, analysis and interpretation of data, by considering the profile of respondents, the Extent of Parenting Styles, the Level of Adolescents Delinquency, the level of Adolescents Delinquency between male and female students, and relationship between the Extent of Parenting Styles and Level of Adolescents Delinquency in Selected Secondary Schools of Rwamagana District, Rwanda.

4.1 Data Presentation Analysis and Interpretation

Profile of Respondents

The Profile of Respondents were analysed using frequencies and percentages as shown in table below.

Table 1 : Frequencies and Percentage of the Profile of the Respondents

Category	Frequency (f)	Percentage (%)
Age		
12-13	10	7
14-15	39	27
16-18	95	66
Total	144	100
Gender		
Male	72	50
Female	72	50
Total	144	100
Level and Year of studies		
Junior Secondary School, Year 1	36	25
Junior Secondary School, Year 2	36	25
Senior Secondary School, Year 1	36	25
Senior Secondary School, Year 2	36	25
Total	144	100

Table 1 revealed that the majority of the student respondents were between 16-19 (66%) and 14-15 (27%) years old, while the minority was between 12-13 (7%). Some of respondent students between 16 and 18 years old are in year 1 and 2 of lower cycle of Secondary school. They were more than the normal age, because they were mostly

found in rural areas where delinquency primordially, lack of concentration, absence of motivation, and doing other works which consequently result fail and repeat classes.

Also, 1994 Genocide and war have consequently left some social problems like situation of single parent families (widowers/widows), orphan children, child headed families, street and unaccompanied children, juvenile delinquents, disabled children and parents, refugees and prisoners parents. All of these consequences have directly or indirectly played a part role in influencing young delaying in lower education classes. Moreover, there is a motivation based on free 9YBE and 12YBE, where many, even poor children can easily attend schools (MINEDUC, 2011). Okorodudu (2010) in his research showed no significant relationship between age and adolescent delinquency. As the majority of respondents has been between 16 and 18 years old, we found what is the significant relationship between age and adolescent delinquency, centrally to as reveal of Okorodudu research.

As to gender, there was an equal number, male and female responded at 50%. This is not proving the gender balance in formal education in the area where the research has been conducted. In Africa in general, and in Rwanda in particular there is gender disparity observable in schools. In primary education, there were more female than male. In Junior Secondary School, male and female attend the schools almost equally. But from Senior Secondary School and above, female diminish progressively; even some measures of encouraging females to attend and remain in high schools have been undertaken (MINEDUC, 2011).

The sampling procedures used have equitably qualified respondents from four years of secondary school. At the rate of 25% per each, respondents are from classes of year 1 and 2 of Junior Secondary School and year 1 and 2 of Senior Secondary School. This is not meaning that students number is equitable in all levels and years of secondary school classes. Recent data of education in Rwanda show the high rate of students enrolment in lower classes of secondary schools than some years ago. This is influenced by the adoption of the education policy of Education For All since 2008, where many schools of 9YBE have been opened, while the policy of 12YBE has been recently in



HV 9110
495
2023

2012. As the result in general, there are many students in Junior Secondary Schools than in Senior Secondary School (MINEDUC, 2011).

The profile of respondent is related to the study in the way that, adolescent delinquency may be influenced by the age, the sex or the intellectual level of an adolescent. The analysis of data show some relevancies about correlation between age and adolescents delinquency, as the majority of respondents are aged between 16 and 18 years old. There is no focus on level of studies and gender within this discussion, because levels and years of studies were taken equitably. Furthermore, the focus on gender will be discussed more within this research.

Extent of Parenting Styles

The various general interpretation of Parenting Styles namely Authoritative Parenting, Authoritarian Parenting, Permissive Parenting and Neglectful Parenting are presented in the table 2.

Table 2A. Mean of Authoritative Parenting Style

Items	Mean	Interp	Rank
1 My parents are responsive to my feelings and needs	2.93	Good	14
2 My parent have a high demand on my behavior	2.97	Good	10
3 My parents take my wishes into consideration before they ask me my behaviour	3.01	Good	6
4 My parents explain to me how they feel about my feeling and problems	2.94	Good	13
5 My parents encourage me to talk about my feelings and problems	3.05	Good	5
6 My parents encourage me to freely speak my mind even if I disagree with them	2.85	Good	18
7 My parents explain the reasons behind their expectations	3.01	Good	6
8 My parents provide comfort and understanding when I am upset	2.86	Good	17
9 My parents compliment me	3.07	Good	4
10 My parents consider my preferences when they make plans for the family	2.95	Good	12
11 My parents respect my opinions and encourage me to express them	3.09	Good	3
12 My parents treat me as an equal member of the family	2.71	Good	20
13 My parents provide me reasons for the expectations they have for me	3.12	Good	1
14 My parents understand how I am feeling	2.96	Good	11
15 My parents teach me how to regulate my feelings	3.00	Good	9
16 My parents help me to find appropriate outlets to solve my problems	2.92	Good	15
17 My parents encourage me to be independent and self-reliant in my actions	3.01	Good	6
18 My parents allow me extensive verbal give-and-take	2.84	Good	19
19 My parents have warm and intimate times together with me	3.10	Good	2
20 My parents give measured and consistent punishments for my misbehavior	2.88	Good	16
Average Mean	2.96	Good	

The Authoritative Parenting Style ranked Good with an Average Mean of 2.96. All 20 items rated Good with the mean between 2.71 and 3.12. Item of "My parents provide me reasons for the expectations they have for me" ranked highest with the Mean of 3.12, while the item of "My parents treat me as an equal member of the family" ranked lowest with the Mean of 2.71.

The finding shows that most of student respondents have an attachment of value to their parents' education methods. It shows that parents are now initiating the culture of being responsive, warm, respectful, compliment, encourager, explainer, independence provider, regulators, care, supportive, understanding and demanding to their children.

But these parents set limits on considering children preferences when making plans for families , on explaining decisions about children feelings, problems and needs, on finding appropriate outlets to solve children problems, on giving children measured and consistent punishments, on providing comfort and understanding children when they are upset, on encouraging children to freely speak their mind, on allowing children extensive verbal give-and-take, and mostly on treating children as equal members in families.

Table 2B. Mean of Authoritarian Parenting Style

Items	Mean	Interp	Rank
1 My parents punish me by taking privileges away from me	2.25	Fair	8
2 My parents yell when they disapprove of my behavior	2.29	Fair	5
3 My parents explode in anger towards me	2.21	Fair	11
4 My parents spank me when they don't like what I do or say	2.24	Fair	9
5 My parents use criticism to make me improve my behavior	2.09	Fair	18
6 When I ask my parents why I have to do something, they tell me "it is because I said so, I am your parent," or "because that is what I want"	2.21	Fair	11
7 My parent give arbitrary or violent punishments for my misbehavior	2.19	Fair	14
8 My parents use treats as a form of punishment with little or no justification	2.29	Fair	5
9 My parents punish me by withholding emotional expressions	2.27	Fair	7
10 My parents use a steak to correct me when I mistake an intolerable mistake	2.15	Fair	17
11 My parents allow me a little open dialogue with them high	2.06	Fair	20
12 My parents openly criticize me when my behavior does not meet their expectations	2.34	Fair	1
13 My parents find it difficult to discipline me	2.19	Fair	14
14 My parents spoil me	2.30	Fair	3
15 My parents give me rules that is very had to respect	2.30	Fair	3
16 My parents remind me that they are my parents	2.17	Fair	16
17 My parents feel the need to point out my past behavioral problems to make sure I will not do them again	2.31	Fair	2
18 My parents remind me of all the things they are doing or they have done for me	2.08	Fair	19
19 My parents give into me when I cause a commotion about something	2.23	Fair	10
20 My parent avoid me to give my idea when I see it is necessary	2.20	Fair	13
Average Mean	2.21	Fair	

The Authoritarian Parenting Style ranked Fair with the Average Mean of 2.21. All 20 items rated the same, Fair, with the mean between 2.06 and 2.34. The item of "My parents openly criticize me when my behavior does not meet their expectations" ranked highest with the Mean of 2.34 while the item of "My parents allow me a little open dialogue with them high" ranked lowest with the Mean of 2.06.

The finding shows that some respondents have parents who have high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between them and children. These parents expect much of their children but generally do not explain the reasoning for the rules or boundaries. They are less responsive to children's needs, and are more likely to spank them rather than discuss the problem. They are demanding not responding.

Table 2C. Mean of Permissive Parenting Style

Items	Mean	Interp	Rank
1 My parents have few behavioral expectations for me	2.24	Fair	17
2 My parents involve in resolving all my problems concerning with my school	2.33	Fair	11
3 My parents feel free when they have equipped me all school materials	2.34	Fair	10
4 My parents are very involved with me but place few demands on my behavior	2.38	Fair	6
5 My parents do not matter with my behavior at all	2.32	Fair	13
6 My Parents remind me that they are responsible to nurture me, so I am not allowed to need anyone else	2.36	Fair	8
7 My parents are very responsive to my needs and wishes.	2.24	Fair	17
8 My parents do not require me to regulate myself or behave appropriately.	2.20	Fair	20
9 My parent do not like to give me treat punishments	2.55	Good	1
10 My parents are lenient on my mistakes	2.43	Fair	3
11 My parents do not require me to behave as mature enough	2.23	Fair	19
12 My parents do not like confrontation with me	2.40	Fair	4
13 My parents allow my considerable self-regulation	2.33	Fair	11
14 My parents are generally communicative with me	2.28	Fair	14
15 My parents are like my friends more than they are parents	2.37	Fair	7
16 My parents dislike someone who criticizes my behavior	2.50	Fair	2
17 My parents remind me to do not allow my school authorities to treat me	2.26	Fair	16
18 My parents do not allow me to participate in domicile activities	2.35	Fair	9
19 My parents campaign me when going to school and come to take me when coming from school	2.27	Fair	15
20 My parents rarely tell me about my discipline	2.39	Fair	5
Average Mean	2.33	Fair	

Permissive Parenting Style rated Fair with the Average Mean of 2.33. Items had the mean between 2.20 and 2.55. Item of "My parent do not like to give me treat punishments" rated Good and ranked highest with the Mean of 2.55, while all other items rated Fair. Item of "My parents do not require me to regulate myself or behave appropriately" ranked lowest with the Mean of 2.20.

The finding shows that some parents of some respondents monitor and impart clear standards for their children's conduct. They are assertive, 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. Parents can understand their children's feelings and teach them how to regulate them. They often help them to find appropriate outlets to solve problems. They are emotionally supportive of children, but on the other hand, they are less demanding of their children behavior.

Table 2D. Mean of Neglectful Parenting Style

Items	Mean	Interpr	Rank
1 My parents ignore my bad behavior	2.11	Fair	11
2 My parents rarely ask me about my behavior	2.04	Fair	15
3 My parents reach my school only when they called upon	2.16	Fair	6
4 My parents rarely ask me about my school works	2.16	Fair	6
5 My parents provide basic needs but don't convince me how to use them.	2.14	Fair	9
6 My parents meet me only when they are asking if I have taken food	2.01	Fair	16
7 My parents rarely inform me if we have guests at home	2.08	Fair	13
8 My parents are low in warmth and control of my behavior	2.16	Fair	6
9 My parents are not involved in my feelings	2.23	Fair	1
10 My parents are not demanding about my behavior	1.92	Fair	20
11 My parents rarely conduct investigate when I have run away from home	2.10	Fair	12
12 My parents never asks me about my peer group	2.00	Fair	17
13 My parents are low in responsiveness of my needs	2.18	Fair	4
14 My parents do not set limits on my conduct	2.23	Fair	1
15 My parents dismiss my emotions and opinions.	1.96	Fair	18
16 My parents take more time at work and a minimum time with me	2.17	Fair	5
17 My parents do not tell me about the family problem	2.23	Fair	1
18 My parents do not permit me telling them my stories	1.94	Fair	19
19 My parents characters make me to get a feeling of being independent	2.14	Fair	9
20 My parents are rarely around me to enforce the guidelines	2.07	Fair	14
Average Mean	2.10	Fair	

The Neglectful Parenting Style rated Fair with the Average Mean of 2.1. All 20 Items rated Fair with the mean between 1.92 and 2.23. Item of "My parents do not set limits on my conduct" ranked highest with the mean of 2.23, while item of "My parents are not demanding about my behavior" ranked lowest with the mean of 1.92.

The finding show that parents of some students do not involve in children feelings, do not set limits on their conduct, do not tell them about the family problems, and take more time at work and a minimum time with children. They are low in warmth and control of children behavior, they rarely conduct investigate on children address, and they ignore children bad behavior. Therefore, they low in demanding. They rarely inform children about home plans, they rarely enforce the children guidelines, rare meet children, never ask me about children peer group, dismiss children emotions and opinions, therefore, they are less responsive about children behavior.

Table 3 :The Mean of Extent of Parenting Styles

Type of Parenting		Parenting Average Mean	Interpretation	Rank
1	Authoritative Parenting	2.96	Good	1
2	Authoritarian Parenting	2.21	Fair	3
3	Permissive Parenting	2.33	Fair	2
4	Neglectful Parenting	2.10	Fair	4
GENERAL AVERAGES MEAN		2.4	Fair	

With 20 items on each parenting, the overall Average Mean of the Extent of Parenting Styles as perceived by the respondents rated Fair with the General Average Mean of 2.4. Authoritative Parenting ranked highest, Permissive Parenting the second, Authoritarian Parenting the next, and lastly, the Authoritarian Parenting ranked lowest with the Mean of 2.96, 2.33, 2.21 and 2.10 respectively. The overall mean of the parenting styles as perceived by the respondents was Fair with the General Average Mean of 2.4. Authoritative parenting rated the most applied to respondents, the second is Permissive, the third is Authoritarian, while the last is Neglectful. This implies that the most style to do not predict adolescents delinquency is Authoritative parenting, the second is Permissive Parenting, the third is Authoritarian, and the lastly Neglectful Parenting becomes most delinquency predictor.

The findings show that most parents practice Authoritative Parenting Style where they understand their children and allow them to independent and self reliant. The general mean of 2.4 is justifying the general involvement and interest of parents in different activities improving their children life. On the other hand, it implies the certain negligence of some parents towards the seriousness and concentration on children family and parental education.

Level of Adolescents Delinquency

The various interpretation of Adolescents Delinquency are presented in the table 4.

Table 4 : Mean of level of adolescent delinquency

Items	Mean	Interp	Rank
1 Having small kiss with my boy/girlfriend	2.02	Fair	1
2 Cursing my parents/teacher	1.98	Fair	2
3 Running away from home/school together with my boy/girlfriend in day	1.95	Fair	3
4 Teacher's Homework not or late homework being done	1.93	Fair	4
5 Being interested in learning using the gun to kill someone	1.93	Fair	4
6 Feeling the problem is always caused by parents/administration or other with responsibilities towards me.	1.91	Fair	6
7 Running away from home/school	1.91	Fair	6
8 Having verbal wisecracks at teacher/parent	1.91	Fair	6
9 Having deep kiss and sex temptations with my boy/girlfriend	1.90	Fair	9
10 Being not honest or conflicting with parents or school rules	1.89	Fair	10
11 Covering my colleagues trafficking/taking drugs at home/ghetto/school	1.89	Fair	10
12 To have ideas developing feeling of being independent	1.88	Fair	12
13 Show little regard for truth	1.88	Fair	12
14 Participating in arson and deliberate destruction of property	1.87	Fair	14
15 Cheating in the exams/exercises at school	1.86	Fair	15
16 Late coming home/school	1.86	Fair	15
17 Running away from home/school together with a boy/girlfriend tonight	1.85	Fair	17
18 Conducting a truancy at home/school	1.85	Fair	17
19 Using at school forbidden items like phone, hats, black eyes glasses, radio, i-phones,	1.84	Fair	19
20 Trying thefts at home/school	1.84	Fair	19
21 Fighting with someone at home/school/other areas	1.83	Fair	21
22 Breaking laws at home/school	1.81	Fair	22
23 Being irritable	1.81	Fair	22
24 Talking to the other student or changing my seat during class lesson	1.80	Fair	24
25 Frequent lying my parents/teacher	1.80	Fair	24
26 Defaulting on debts	1.80	Fair	24
27 Having verbal "put-downs" with other colleague	1.79	Fair	27
28 Becoming physically aggressive with fighting	1.79	Fair	27
29 Use a weapons to combat someone	1.78	Fair	29
30 Trafficking or taking drugs at home/ghetto /lodge/ school	1.78	Fair	29
31 Considered impulsive	1.76	Fair	31
32 Manifesting a little remorse for my misdeeds	1.75	Poor	32
33 Neglecting to plan ahead	1.75	Poor	32
34 Keeping one among these weapons (wood/plastic/metal steak, knife)	1.75	Poor	32
35 Taking alcoholic drinks at home/ghetto/lodge/school	1.75	Poor	32
36 Being reckless	1.74	Poor	36
37 Taking alcoholic drinks at bar	1.74	Poor	36
38 Working only inconsistently	1.73	Poor	38
39 Doing sex with my boy/girlfriend	1.71	Poor	39
40 Doing sex with the other not my boy/girlfriend	1.69	Poor	40
Averages Mean	1.83	Fair	

The overview and observation of table 4 revealed that the Level of Adolescence Delinquency is rating Fair with the general mean of 1.83. With 40 items, 31 are ranking Fair, where 20 have the mean between 1.83 and 2.02, other 11 with the mean between 1.76 and 1.83. 9 items are ranking Poor with the mean between 1.69 and 1.75. Item of " Having small kiss with my boy/girlfriend" ranked highest with the mean of 2.02, while item of " Doing sex with the other not my boy/girlfriend" ranked lowest with the mean of 1.69.

The finding show that the Level of Adolescents delinquency is Fair. This can be attributed to the fact that most of the parents are authoritative and children were brought up very well. Relatively this can be explained by the fact that students are engaged in adolescence delinquency activities at a certain but low level. The behaviors manifested may be grouped in 6 categories: (1) They manifest some characters of delinquency related to prostitution and sex curiosity by temptation, (2) Characters of contrasting parents and school authorities by developing the feeling of self independence, (3) Characters of searching the self identity or deliberation, (4) Characters of recrudescence, destruction and killing tendencies, (5) Characters related to drugs use and traffic, and lastly, and (6) Characters related to searching solution of existing self problems.

Significant difference in the level of adolescents delinquency between male and female respondents

The various interpretations of Adolescence Delinquency Between Male and Female respondents are presented by mean level of adolescents delinquency by gender and t-test analysis outputs presented in the table here below.

Table 5: T-test showing the difference in the Level of Adolescents Delinquency Between Male and Female respondents (Significance = 0.05)

Category	Means		Sig (2 tailed)	T-Value	Interpretation of difference	Decision on Ho
Male Vs Female	Male	1.86	0.123	1.577	No significant difference	Accepted
	Female	1.81				

Table 5 shows that general mean averages are 1.86 and 1.81 for male and female respectively. Generally, items related to the behaviors of prostitution and sex temptations, characters related to verbal opposition rated high to females, while characters related to the behaviors of dealing with alcohol and drugs, characters of recrudescence, destruction and killing tendencies rated high to males. The other items rated almost the same to both groups. From the above output by using t-test at level of Significance 0.05, the calculated Significance (0.123) is greater than the significance level of 0.05, and t-value calculated (1.577) is less than tabulated F (1.69). As conclusion, we rejected alternative hypothesis ($H_1: \mu_1 \neq \mu_2$) that **"there is a difference in the level of adolescents delinquency between male and female students"** and the null hypothesis ($H_0: \mu_1 = \mu_2$) of **no significant difference in the level of adolescents delinquency between male and female students** was accepted.

The finding shows that there is today a bridging of the gap between sex differences in term adolescent delinquency. This is based on theory of gender promotion which makes the development of feminine in different areas of life. Girls are no longer staying at home, they are approaching the community in streets, in schools, in churches, in markets, in towns, etc, where they become exposed to the adoption of delinquent behaviors through peer groups and media as their brothers.

Relationship between the Extent of Parenting Styles and level of Adolescents Delinquency

The various interpretations of relationship between the extent of Parenting Styles and level of Adolescents Delinquency are presented in the table here below.

Table 6: Pearson Linear Correlation Coefficient showing Relationship between the Extent of Parenting Styles and Level of Adolescents Delinquency (level of significance = 0.05)

Variables correlated	Computed r-value	P-value Sig. (2 tailed)	Interpret. of correlation	Decision on H_0
Extent of Parenting Styles Vs Level of Adolescents Delinquency	0.28	0.001	No significant correlation (Weak positive correlation)	Accepted

From the above output by using the Pearson Linear Correlation Coefficient (PLCC) at Level of Significance 0.05, the calculated Pearson correlation is equal to 0.28 and the obtained p-value is equal 0.001 which is very less than 0.05. As conclusion, the printouts indicate that the strength of association between the Extent of Parenting Styles and the Level of Adolescents Delinquency is very weak ($r = 0.28$), and that the P-Value is very highly less than level of significance ($P=0.001 < 0.05$). Hence, we reject the alternative hypothesis ($H_1: \mu_1=\mu_2$) that **"there is a relationship between the extent of parenting styles and the level of students' adolescents delinquency"** and accept the null hypothesis ($H_0: \mu_1\neq\mu_2$) of **no significant relationship between the extent of parenting styles and level of adolescent delinquency**.

It means that the parenting styles do not affect adolescent delinquency. Other factors can be attributed to adolescents delinquency like school environment, out of home environment, technology, media and modernization.

Table 7: Regression analysis between the Level of Adolescents Delinquency and Extent of Parenting Styles

Variables regressed	Computed F-value	R ²	Interpretation of regression	Decision on Ho
Level of Adolescents Delinquency Vs Extent of Parenting Styles	14.85	0.095	No significant correlation (Weak regression)	Accepted

Table 7 shows that there is a very week association between the Level of Adolescents Delinquency and the Extent of Parenting Styles. The level of Adolescents Delinquency is not influenced by the extent of Parenting Styles since R² is 0.095 and F-value equal to 14.85. then there could be the other factors that influence Adolescent delinquency.

It is noted that while there are so many factors influencing the behavior and emotional characteristics of an adolescent, the parental education influence is an importance major factor in situating a young in adolescence delinquency. The family background of the adolescent however is the most important factor that affects the adolescence

delinquency. This shows how important the family is to behavioral development of a young in the age of an adolescent as well as the centrality of parents to the child education. Parenting styles are meant to capture normal variations in parents' attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development, and therefore, parenting styles affect a young adolescence delinquency.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents discussion, conclusions and recommendation under the headings of the profile of Respondents, the Extent of Parenting Styles, the Level of Adolescents Delinquency, the level of Adolescents Delinquency between male and female students, and relationship between the Extent of Parenting Styles and Level of Adolescents Delinquency in Selected Secondary Schools of Rwamagana District, Rwanda.

5.1 Discussion

Profile of respondents

The majority of the students respondents were between 16-18 (66%) and 14-15 (27%) years old, while the minority was between 12-13 (7%). There is no majority in gender of respondents, male and female students have both responded at 50%. At the rate of 25%, respondents were from four promotions, year 1 and 2 of both Junior Secondary School and Senior Secondary School.

Okorodudu (2010) stated the model of influences of parenting styles on adolescents delinquency. One of them showed no significant relationship between gender and adolescent delinquency. The other one no significant relationship between age and adolescent delinquency. His theory is upheld by this study in the way that profile of respondent is very important to conduct the a deep analysis and discussion correlation the extent of parenting styles to the level of adolescents delinquency.

Extent of parenting styles

The overall mean of the parenting styles as perceived by the respondents was Fair with the General Average Mean of 2.4. Authoritative parenting rated the most applied to respondents (mean of 2.96), the second is Permissive (mean of 2.33), the third is Authoritarian (mean of 2.21), while the last is Neglectful (mean of 2.1). This implies that the most style to do not predict adolescents delinquency is Authoritative parenting,

the second is Permissive Parenting, the third is Authoritarian, and the lastly Neglectful Parenting becomes most delinquency predictor.

After learning about the impact of parenting styles on adolescents Delinquency, we may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, confident, and capable children . What are some reasons why parenting styles might vary? Some potential causes of these differences include culture, personality, family size, parental background, socioeconomic status, educational level, and religion (Bornstein, 2007).

Of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For example, the mother may display an authoritative style while the father favors a more permissive approach. In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles.

Level of Adolescents Delinquency

The Level of Adolescents Delinquency rated Fair with the general mean of 1.83. This implies that respondents manifest the behavior of adolescence delinquency at the low level as predicted in proposal.

Multiple influences contribute to delinquent behavior in adolescence, including genetic and biological factors, mental and personality attributes, and socioeconomic and cultural environments. A genetic factors exert a strong influence on aggression, antisocial behavior, and delinquency (Steinberg & Morris, 2001). But behavior results from the interaction of environmental and genetic interactions. For example, aggression and conduct problems are influenced in part by temperament, hormone levels, and impairments in neurophysiological processes. Neurological problems early in life (even in the womb) may place youth at particularly high risk for conduct problems and delinquency.

Poor parental supervision usually plays a role in the extent to which adolescents affiliate with deviant peers even after childhood behavior and peer acceptance is taken into

account. Research findings suggest that poor parent monitoring contributes to defiant behaviors in adolescence. Aggressive and neglectful behavior early in life is one of the strongest risk factors for antisocial behavior in adolescence because they have the potential to spiral into impairments in socioemotional development, peer rejection, delinquency, and adult crime (Moffitt, 1993).

After decades of trying to reduce the negative impact of peer pressure, peers rarely influence each other through coercion or force. Instead most youth are influenced by peers they admire and respect. Adolescents who engage in deviant behaviors seek out friends who are engaging in similar acts. Youth who gravitate toward delinquent peer groups are at the greatest risk for frequent involvement in illegal activities (Valerie J. and Robert J., 1991).

Youth who contend with overcrowding, inadequate housing, under-resourced schools, and dangerous neighborhoods are more likely to have behavioral problems as well as social and emotional deficits compared to youth from more favored homes and neighborhoods. For many families, the stress associated with economic hardship compromises parenting, which can lead to aggression and delinquency among youth. To a great extent, adolescent onset delinquency is environmentally determined. When a person with a genetic predisposition to engage in aggressive and anti-social behavior encounters these environmental factors, he or she is more likely to become enmeshed in criminal activity (Steinberg & Morris, 2001).

Delinquent adolescents are likely to experience poor adjustment in multiple domains: home, school, and community. The most effective programs for reducing youth violence and delinquency use several types of complementary interventions and strategies, addressing these multiple domains. For example, a school program that teaches nonviolent conflict resolution to students may be complemented by an intervention in the home that teaches nonviolent parenting, and the introduction of an alternative after-school program that offers positive activities and reinforces the nonviolent message (Thornton, et. al., 2000).

Level of Adolescents Delinquency between male and female

From the findings by using t-test at level of significance 0.05, the calculated Significance (0.12) and t-value (1.57) have revealed the significant relationship in adolescents delinquency between male and female respondents, and have permitted to accept the hypothesis of "no significant difference in the level of adolescents delinquency between male and female students."

Concerning sex differences, a male preponderance in antisocial behaviour has been demonstrated (Moffitt, 2001), both with respect to property offences and violent offences. Nevertheless, the sex difference in antisocial behaviour appears to be reduced during adolescence. Furthermore, although aggressive and violent behavior is more frequently reported among males than females (Moffitt, 2001), there is research indicating that it may be manifested differently in males and females. The tendency for males to be more aggressive appears to be more pronounced for physical aggression than for other types, such as relational aggression.

Other finding (Valerie J. and Robert J., 1991) has shown that males display more overt aggression in terms of physical and verbal forms without distinguishing between them than females. Girls, on the other hand, are more relationally aggressive than males. Using a distinction between physical and verbal aggression, adolescent males are more physical aggression, while there was no significant difference between males and females with respect to verbal aggression and sex tendencies behavior.

Relationship between the Extent of Parenting Styles and the Level of Adolescents Delinquency

From the findings by using Pearson correlation Coefficient at level of Significance 0.05, the calculated Coefficient ($r=0.28$), P-value (0.001), F-value (14.85) and R^2 (0.095) have revealed the weak correlation and regression between the Level of Adolescents Delinquency and Extent of Parenting Styles, and have permitted to accept the

hypothesis of "no significant relationship between the extent of parenting styles and level of adolescents delinquency."

Links between parenting styles and adolescents delinquency are based upon correlational research, which is helpful for finding relationships between variables but cannot establish definitive cause-and-effect relationships (Moitra and Mukherjee, 2010). In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles (Valerie J. and Robert J., 1991). While there is evidence that a particular parenting style is linked to a certain pattern of behavior, other important variables such as a child's temperament can also play a major role. There are, however, some important limitations of parenting style research that should be noted.

Researchers have also noted that the correlations between parenting styles and adolescents delinquency are sometimes weak at best. In many cases, stated Denise B. Kandel (1990) the expected child outcomes do not materialize; parents with neglectful styles will have children who are defiant or who engage in delinquent behavior, while parents with authoritative styles will have children who are self-confident and warm in behavior.

There is no universally best style of parenting (Douglas Bernstein, 2011). So authoritative parenting, which is so consistently linked with positive outcomes in European, American, and some African families, may not be related to better adolescents behavior outcomes in among African American or Asian American youngsters. Parenting styles are associated with different child behavioral outcomes, however, other important factors including culture, children's perceptions of parental treatment, and social influences also play an important role in children's behavior.

5.2 Conclusions

Based on the findings of this study, the following conclusions were drawn:

- 1) The Profile of the Respondents in terms of age, gender and level/year of studies was determined, and it is found that the age, gender and level of studies influence the adolescents delinquency.
- 2) The Extent of Parenting Styles has been ascertained and it was found that Authoritative Parenting is the most applied highly, while Permissive Parenting becomes the second, Authoritarian Parenting the next, and the last becomes Neglectful Parenting.
- 3) The level of adolescents delinquency has been investigated and rated Fair, and it was found that it the level of adolescents delinquency is low.
- 4) The level of adolescents delinquency between male and female students has been compared, and it has been found that there is a week difference in the level of adolescents delinquency between male and female students. This influenced to reject the first hypothesis that "there is a significant difference in the level of adolescents delinquency between male and female students".
- 5) The significant relationship between the extent of parenting styles and the level of adolescent delinquency has been established, and it was found that, that there is a very week association between the Level of Adolescents Delinquency and the Extent of Parenting Styles. This influenced to reject the second hypothesis that "there is a relationship between the extent of parenting styles and the level of students' adolescents delinquency".

5.3 Recommendations

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

- 1) Parents and other educators must improve understanding of the impact of age, gender and level of education on the adolescent behaviour.

- 2) School educators and parents must increase their knowledge on parenting styles and apply them appropriately according to the situation of every child, by conceiving the best and the disadvantage of each, while educating children.
- 3) Family education promoters, social workers and parents must develop their understanding on the concept of adolescents delinquency, and initiate more strategies to stabilize the delinquents behaviors in adolescents.
- 4) Social workers, parents, teachers and education promoters must advance their knowledge on differentiating delinquent characters according to sex, and improve policies to reduce the rhythm of delinquency to girls, as it is increasing day per day.
- 5) The further researchers must make deep analysis on the other factors of adolescent delinquency in order to obtain the learning of adolescents' developmental psychology effectively and efficiently. They have to investigate these areas:
 - a) Media and Adolescence Delinquency in Secondary Schools of Rwamagana District, Rwanda;
 - b) Modernization and Adolescence Delinquency in Secondary Schools of Rwamagana District, Rwanda;
 - c) Parenting Styles and Adolescents Delinquency in Secondary Schools in other districts of Rwanda;

REFERENCES

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- Baumrind, D.(1973). *The influence of parenting style on adolescent Competence and substance use*. Journal of Early Adolescence 11(1):56-95.
- Baumrind, D.(1991.) *The influence of parenting style on adolescent Competence and substance use*. Journal of Early Adolescence 11(1):56-95.
- Bornstein, L. & Bornstein, H. (2007). *Parenting Styles and Child Social Development*. University of Pennsylvania, USA National Institute of Child Health and Human Development, USA.
- Denise, B. (1990). *Parenting styles, Drugs Use, and Children's Adjustment in families of Young Adults*. Columbia University and New York State Psychiatric Institute, USA.
- Furedi, Frank. (2001). *Paranoid Parenting: Why Ignoring the Experts May Be Best for Your Child*. Allen Lane. p. 240.
- Harris, Judith R. (1998). *The Nurture Assumption: Why Children Turn Out the Way They Do*. New York Times, USA.
- Inman, G.; Howard, E.; Beaumont, R.; Waker, J. (2007). *Cultural Transmission: Influence of Contextual Factors in Asian Indian Immigrant Parents' Experiences*. Journal of Counselling Psychology; 54 (1) 93 – 100. Iyonsi, P.H. Lomena (2007);
- Jean, J. Rousseau. (1762). *Emile; Or, On Education*. Paris, France.
- John, Locke (1693). *Some thoughts concerning Education*. USA.
- Jacinta, B.; Kristin, A.; Moore and Jennifer, C. (2006). *The Father-Child Relationship, Parenting Styles, and Adolescent Risk Behaviors in Intact Families*. Child Trends, Washington, D.C. Journal of Family issues, June 2006 Vol. 27 no. 6850-881.

- Kevin M. Beaver (2008). *The statistically significant association between an affinity for antisocial peer groups and a particular variation of the dopamine transporter gene*. Florida State University criminologist, Florida, USA.
- Kimberly Kopko. (2007). *Parenting Styles and Adolescents*. Cornell Cooperative Extension. Cornell University, USA.
- Lamborn SD, Mants NS, Steinberg L, and Dornbusch SM. (1991). *Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families*. Child Development 62:1049-1065.
- Leslie Gordon Simons and Rand D. Conger. (2007). *Linking Mother-Father Differences in Parenting to a Typology of Family Parenting styles and Adolescent Outcomes*. University of Georgia, Athens and University of California, Davis. Journal of Family issues, February 2007 vol. 28 no. 2212-241;
- Maccoby EE and Martin JA. (1983). *Socialization in the context of the family: Parent-child interaction*. In P. H. Mussen (ed) and E. M. Hetherington (vol. ed.), Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4th ed., pp. 1-101). New York: Wiley;
- Machteld H, Blokland A, Judith Semon D, Loeber R, Jan R, Gerris M, Peter H And Van der L. (2007). *Trajectories of Delinquency and Parenting Styles*. Springer Science+Business Media.
- Machteld, H.; Judith, Semon; Veroni I.; Eichelsheim; Peter H.; Van der L.; Smeenk W, Jan R and Gerris M. (2009). *The Relationship Between Parenting and Delinquency: A Meta-analysis*. The Author(s).
- MIGEPROF. (2005). Ministry in the Prime Minister's Office in Charge of Family Promotion and Gender. *National Policy For Family Promotion*, Kigali, Rwanda

- MIGEPROF. (2012). Ministry in the Prime Minister's Office in Charge of Family Promotion and Gender, 2011 Annual report. Kigali, Rwanda;
- MINEDUC. (2011). *The 2010 General Annual National Report on Schools and Education*. Kigali, Rwanda
- Moffitt T. (2006). *Developmental Psychopathology*. 2nd Edition, Vol 3: Risk, disorder, and adaptation Cicchetti D, & Cohen DJ (Eds.) NY: Wiley;
- NCJJ. (2008). *The relation between delinquency and race*. National Center for Juvenile Justice, USA, p. 1474
- Okorodudu, R. I. and Okorodudu G. N. (2001) *Causes of Behaviour problems among Adolescents*. The Nigerian Educational Psychologist. Journal of Nigerian Society for Educational Psychologists (NISEP) 2(1)73-81
- Okorodudu, Grace Nwamaka. (2010). *Influence Of Parenting Styles On Adolescent Delinquency In Delta Central Senatorial District*, Journal of Counselling Vol. 3, No. 1, 2010 59
- Tanusree Moitra & Indrani Mukherjee. (2010). *Does parenting behaviour Impacts delinquency? A comparative study of delinquents and nondelinquents*. University of Calcutta, India
- RNP. (2011). *2010 annual report on national crimes*. Kigali, Rwanda
- Robinson C.; Mandleco B.; Olsen S. and Hart C. (1995). *Authoritative, authoritarian, and permissive parenting practices: Development of a new measure for parents of preschool-age children*. Psychological Report 77:819-830
- Rudolf, Dreikurs. 1958. *The Challenge of Parenthood*.: Duell, Sloan and Peirce, New York, USA
- Steinberg L. (2001). *We know some things: Parent-adolescent relationships In retrospect and prospect*. Journal of research on adolescence 11(1): 1-19; *adolescence* 11(1): 1-19
- Tanusree, Moitra & Indrani, Mukherjee. (2010). *Does parenting behaviour impacts delinquency? A comparative study of delinquents*

and nondelinquents. University of Calcutta, India

Thornton, T.; Craft, C.; Dahlberg, L.; Lynch, B.; Baer, K. (2000). *Best practices of youth violence prevention: A sourcebook for community action*, Atlanta: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Valerie Johnson and Robert J. Pandina. (1991). *Effects of the Family Environment on Adolescent Substance Use, Delinquency, and Coping Styles*. Center of Alcohol Studies Rutgers University, Piscataway, New Jersey, Vol. 17, No. 1 , Pages 71-88

Woolfolk E. Anita. (1986). *Educational psychology*, The Ohio State University. USA

www.google.com/cgistrwanda/maps

www.google.search/family/pea.html (2012)

[www.migespoc.gov.rw/child promotion and protection in Rwanda](http://www.migespoc.gov.rw/child%20promotion%20and%20protection%20in%20Rwanda) (2012)

www.parentingscience.com (2012)

www.questia.Com/googlescholar (2012)

[www.Wikipedia.com/free encyclopedia /Adolescent delinquency](http://www.Wikipedia.com/free%20encyclopedia/Adolescent%20delinquency) (2012)

[www.Wikipedia.com/Parenting Styles/The Four Styles of Parenting](http://www.Wikipedia.com/Parenting%20Styles/The%20Four%20Styles%20of%20Parenting) (2012)

www.wikipedia.org/wiki/Parenting_styles (2012).

APPENDICES

APPENDIX I TRANSMITTAL LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266813 / +256 - 772 - 322563
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND
DISTANCE LEARNING
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: September 14, 2012

**RE: REQUEST OF NYIRINGIYE PHENIAS MED/34248/111/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational Management and Administration.

He is currently conducting a research entitled " **Parenting Styles and Adolescents Delinquency in Selected Secondary Schools of Rwamagana District, Rwanda.**"

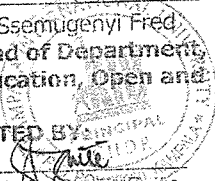

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

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,


Dr. Ssemugenyi Fred
Head of Department,
Education, Open and Distance Learning (CHDR)


NOTED BY:

Dr. Soda S. Gaite
Principal-CHDR

"Exploring the Heights"

APPENDIX II
TRANSMITTAL LETTER FOR RESPONDENTS

Dear Respondent

Thank you for contributing your time to help us in this important study.

I, the researcher, am a candidate for Masters of Educational Management and administration at Kampala International University (KIU), and currently pursuing a dissertation entitled, **Parenting Styles and Adolescents Delinquency in Selected Secondary Schools of Rwamagana District, Rwanda**. In view of this empirical investigation, I may request you to be part of this study by answering the questionnaires. Rest assured that the information you provide shall be kept with utmost confidentiality and will be used for academic use only .

As you answer the questionnaire, please be reminded to respond to all of the items in the questionnaire thus not leaving any item unanswered. Further, I may retrieve the filled out questionnaire after one week.

Thank you very much in advance.

Yours faithfully

UYIRINGIYE Phenias

The researcher

**APPENDIX III
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

Results of Ethical review

- ___ Approved
- ___ Conditional (to provide the Ethics committee with corrections)
- ___ Disapproved/Resubmit Proposal

Ethics Committee (Name and signature)

Chairperson _____

Members _____

APPENDIX IV
INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of UYIRINGIYE Phenias that will focus on Parenting Styles and Adolescents Delinquency in Selected Secondary Schools of Rwamagana District, Rwanda. 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.

Name and Signature of Respondent

Date_____

APPENDIX V RESEARCH INSTRUMENT

Part I. Face Sheet to Determine the Profile of the Respondents

Please fill in by using a tick in the box corresponding to your answer.

1. How old were you at your last birthday?
☐ 12 - 13 ☐ 14 -15 ☐ 16 -18
2. Your sex: ☐ Male ☐ Female
3. What is the level and the year of your studies?
☐ Junior Secondary school or JSS, Year 1
☐ Junior Secondary school or JSS, Year 2
☐ Senior Secondary school or SSS, Year 1
☐ Senior Secondary school or SSS, Year 2

Part II. Questionnaire to Determine the Extent of Respondents' Parenting Styles

Direction: Please, try to remember intentionally what happened with your parents since five years ago until now. Write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below.

Score	Response Mode	Description
4	Strongly agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

Authoritative parenting

- 1. My parents are responsive to my feelings and needs
- 2. My parent have a high demand on my behaviour
- 3. My parents take my wishes into consideration before they ask me good/bad behaviour
- 4. My parents explain to me how they feel about my feeling and problems
- 5. My parents encourage me to talk about my feelings and problems
- 6. My parents encourage me to freely speak my mind even if I disagree with them
- 7. My parents explain the reasons behind their expectations
- 8. My parents provide comfort and understanding when I am upset
- 9. My parents compliment me
- 10. My parents consider my preferences when they make plans for the family
- 11. My parents respect my opinions and encourage me to express them
- 12. My parents treat me as an equal member of the family
- 13. My parents provide me reasons for the expectations they have for me
- 14. My parents understand how I am feeling
- 15. My parents teach me how to regulate my feelings
- 16. My parents help me to find appropriate outlets to solve my problems
- 17. My parents encourage me to be independent and self-reliant in my actions
- 18. My parents allow me extensive verbal give-and-take
- 19. My parents have warm and intimate times together with me
- 20. My parents give measured and consistent punishments for my misbehavior

Authoritarian parenting

- 1. My parents punish me by taking privileges away from me
- 2. My parents yell when they disapprove of my behavior
- 3. My parents explode in anger towards me
- 4. My parents spank me when they don't like what I do or say
- 5. My parents use criticism to make me improve my behavior

- ___ 6. When I ask my parents why I have to do something, they tell me "it is because I said so, I am your parent," or "because that is what I want"
- ___ 7. My parent give arbitrary or violent punishments for my misbehavior
- ___ 8. My parents use treats as a form of punishment with little or no justification
- ___ 9. My parents punish me by withholding emotional expressions
- ___ 10. My parents use a steak to correct me when I mistake an intolerable mistake
- ___ 11. My parents allow me a little open dialogue with them high
- ___ 12. My parents openly criticize me when my behavior does not meet their expectations
- ___ 13. My parents find it difficult to discipline me
- ___ 14. My parents spoil me
- ___ 15. My parents give me rules that is very had to respect
- ___ 16. My parents remind me that they are my parents
- ___ 17. My parents feel the need to point out my past behavioral problems to make sure I will not do them again
- ___ 18. My parents remind me of all the things they are doing or they have done for me
- ___ 19. My parents give into me when I cause a commotion about something
- ___ 20. My parent avoid me to give my idea when I see it is necessary

Indulgent parenting

- ___ 1. My parents have few behavioral expectations for me
- ___ 2. My parents involve in resolving all my problems concerning with my school
- ___ 3. My parents feel free when they have equipped me all school materials
- ___ 4. My parents are very involved with me but place few demands or controls on my behavior
- ___ 5. My parents do not matter with my behavior at all
- ___ 6. My Parents remind me that they are responsible to nurture me, so I am not allowed to need anyone else
- ___ 7. My parents are very responsive to my needs and wishes.
- ___ 8. My parents do not require me to regulate myself or behave appropriately.
- ___ 9. My parent do not like to give me treat punishments
- ___ 10. My parents are lenient on my mistakes
- ___ 11. My parents do not require me to behave as mature enough
- ___ 12. My parents do not like confrontation with me
- ___ 13. My parents allow my considerable self-regulation
- ___ 14. My parents are generally communicative with me
- ___ 15. My parents are like my friends more than they are parents
- ___ 16. My parents dislike someone who criticizes my behavior
- ___ 17. My parents remind me to do not allow my school authorities to treat me
- ___ 18. My parents do not allow me to participate in domicile activities
- ___ 19. My parents campaign me when going to school and come to take me when coming from school
- ___ 20. My parents rarely tell me about my discipline

Neglectful Parenting

- ___ 1. My parents ignore my bad behavior
- ___ 2. My parents rarely ask me about my behavior
- ___ 3. My parents reach my school only when they called upon
- ___ 4. My parents rarely ask me about my school works
- ___ 5. My parents provide school basic needs even though they don't convince me how to use them.
- ___ 6. My parents meet me only when they are asking if I have taken food
- ___ 7. My parents rarely inform me if we have guests at home
- ___ 8. My parents are low in warmth and control of my behavior
- ___ 9. My parents are not involved in my feelings
- ___ 10. My parents are not demanding about my behavior
- ___ 11. My parents rarely conduct investigate when I have run away from home
- ___ 12. My parents never asks me about my peer group
- ___ 13. My parents are low in responsiveness of my needs

- ____14. My parents do not set limits on my conduct
 ____15. My parents dismiss my emotions and opinions.
 ____16. My parents take more time at work and a minimum time with me
 ____17. My parents do not tell me about the family problem
 ____18. My parents do not permit me telling them my stories
 ____19. My parents characters make me to get a feeling of being independent
 ____20. My parents are rarely around me to enforce the guidelines

Source: Robinson.C., (1995). parenting practices: development of a new measure.
www.comprehensivepsychology.com.au/

Part III. Questionnaire to Determine the Level of adolescents delinquency

Direction: Please indicate the extent to which the following are problems for you in 2 years ago. Write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below.

Score	Response Mode
4	Always
3	Often
2	Sometimes
1	Never

- ____1. Conducting a truancy at home/school
 ____2. Running away from home/school
 ____3. Frequent lying my parents/teacher
 ____4. Trying thefts at home/school
 ____5. Participating in arson and deliberate destruction of property
 ____6. Working only inconsistently
 ____7. Breaking laws at home/school
 ____8. Being irritable
 ____9. Becoming physically aggressive with fighting
 ____10. Defaulting on debts
 ____11. Being reckless
 ____12. Considered impulsive
 ____13. Neglecting to plan ahead
 ____14. Show little regard for truth
 ____15. Manifesting a little remorse for my misdeeds
 ____16. Running away from home/school together with my boy/girl friend in day
 ____17. Running away from home/school together with my boy/girl friend tonight
 ____18. Having small kiss with my boy/girlfriend
 ____19. Having deep kiss and sex temptations with my boy/girlfriend
 ____20. Doing sex with my boy/girlfriend
 ____21. Doing sex with the other not my boy/girlfriend
 ____22. Taking alcoholic drinks at home/ghetto/lodge/school
 ____23. Taking alcoholic drinks at bar
 ____24. Covering my colleagues trafficking or taking drugs at home/ghetto/lodge/school
 ____25. Trafficking or taking drugs at home/ghetto /lodge/ school
 ____26. Cursing my parents/teacher
 ____27. Teacher's Homework not or late homework being done
 ____28. Late coming home/school
 ____29. Cheating in the exams/exercises at school
 ____30. Talking to the other student or changing my seat during class lesson
 ____31. Fighting with someone at home/school/other areas
 ____32. Having verbal "put-downs" with other colleague

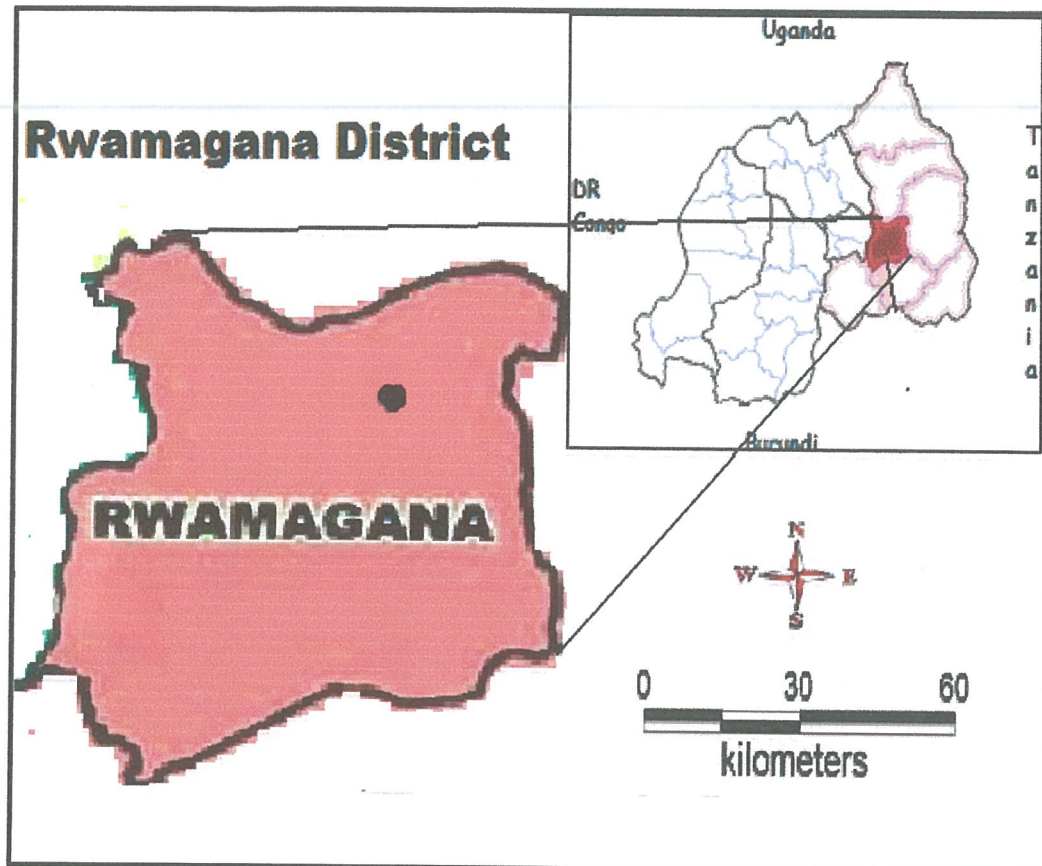
- _____ 33. Having verbal wisecracks at teacher/parent
- _____ 34. Using at school items like cell phone, hats, black eyes glasses, radio, i-phones
- _____ 35. Keeping one among these weapons (wood/plastic/metal steak, knife)
- _____ 36. Use one of these one of above weapons to combat someone
- _____ 37. Being interested in learning using the gun to kill someone
- _____ 38. Being not honest or conflicting with parents or school rules
- _____ 39. Feeling the problem is always caused by parents/ administration or other with responsibilities towards me.
- _____ 40. To have ideas developing feeling of being independent

Source: www.whatkidscando.org/St. Louis students as allies survey: students

RELIABILITY TEST FOR RESEARCH INSTRUMENT

Number of items				Cronbach's Alpha	
Parenting Styles	Authoritative parenting	20	80	0.85	0.83
	Authoritarian parenting	20		0.81	
	Permissive parenting	20		0.84	
	Neglectful parenting	20		0.82	
Adolescents Delinquency			40		0.86

APPENDIX VI
RWAMAGANA DISTRICT MAP



Source: www.google.com/cgistrwanda/maps

APPENDIX VII RESEARCHER'S CURRICULUM VITAE

Personal Profile

Name: UYIRINGIYE Phenias
Father: SEYANGA David
Mother: NYIRAKAVURO Magdalena
Sex: Male
Date of birth: 13/11/1980
Place of birth: Kabare Sector, Kayonza District, Eastern Province, Republic of Rwanda.
Place of residence: Kigabiro Sector, Rwamagana District, Eastern Province, Republic of Rwanda.
Nationality: Rwandan
E-mail: phenuy2004@yahoo.fr

Educational Background

2011-2012: Master's degree studies in Educational Management and Administration at Kampala International University (KIU), Uganda.
2005-2008: Bachelor's degree in Sciences with Education (Biology & Geography with Education) at Kigali Institute of Education (KIE), Rwanda.
2004 : School of Modern Applied Languages – English, at Kigali Institute of Education (KIE), Rwanda.
1999-2002: Secondary School studies in Biology and Chemistry at Groupe Scolaire de Kabare, Eastern Province, Rwanda.
1996-1999: O 'Level studies at APENA Secondary School, Eastern Province, Rwanda.
1988-1994: Primary studies at Rushenyi Primary School, Kayonza District, Eastern Province, Rwanda.

Work Experiences

1. July 2013 – date of publication: Monitoring Agent in the project of land conflicts mitigation and resolution in ARAMA, Rwanda
1. February 2010 - April 2012: 2 years and 3 months, The Principal (Headmaster/Headteacher) of LE PIGEONNIER Private School in Rwamagana District, Eastern Province, Republic of Rwanda;
2. January 2009 - January 2010: 1 year, Teacher of Biology, Geography, History and Political Sciences at Lycée du lac Muhazi ASPEJ Secondary School, Rwamagana District, Eastern Province, Republic of Rwanda;
3. July 2005 – December 2008: Environment Protection Agent in Rwanda Flower Producers and Exporters Federation (RFPEF), Kigali, Rwanda.

Other Relevant Data

Spoken Languages

Kinyarwanda
English
French
Swahili

I certify that above information is true.

UYIRINGIYE Phenias
Researcher



HD 755.8
.U95
2013