

**RELATIONSHIP BETWEEN PERCEIVED PARENTING SYTTLES AND
PSYCHOLOGICAL WELLBEING AMONG SECONDARY SCHOOL
ADOLESCENTS IN AINABKOI SUB COUNTY UASIN
GISHU COUNTY, KENYA**

**BY
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COUNSELING PSYCHOLOGY**

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this work can be copied without the permission of the author or Moi University.

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DEDICATION

I dedicate this thesis to my dear parents and siblings. Thank you very much for your unending support during my research. You always encouraged me to move on even when I was strongly tempted to give up. To my pastor Eric Wandera of Tororo Christian Centre, thank you for the inspiration, love, and support throughout my study. You are such a blessing in my life and finally, to my lecturers at Moi University and my former lecturers at Makerere University, particularly Professor Peter Baguma and Dr. Paul Nyende for their guidance and encouragement.

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ABSTRACT

Adolescence is a critical developmental stage for any individual marked by complex transitions. The adolescent period is a stage, which provides a platform for molding and transformation of the personality of the individual. Good parenting styles and a sense of psychological well-being are very important factors for the adolescents' positive wholistic development, therefore parents have a leading role to play in the overall development of the child. The aim of the present study was to examine the relationship between parenting styles and psychological wellbeing among adolescents. The objectives of this study were to examine the parenting styles (Authoritative, authoritarian and permissive) used by parents, assess the psychological well-being among the adolescents and to investigate the relationship between parenting styles and psychological well-being of adolescents in secondary schools in Ainabkoi Sub-County, Uasin Gishu County. The theoretical framework that guided this study was Baumrind's theory of parenting styles and supported by Carol Ryff's psychological well-being model. The researcher used the quantitative research approach using a descriptive and a co relational design, the study population involved adolescents aged between 13-18 years. Stratified random sampling technique was used to select the 6 schools that were put in strata and the respondents were selected from each stratum using Simple random sampling, the sample size consisted of 340 adolescents in secondary schools. Data was collected using self-administered questionnaire which had three sections that included: demographic information, psychological well-being and the parenting style and dimensions. SPSS version 23 was used to organize and prepare the data and then analyzed using both descriptive statistics and Pearson Product Moment Correlation coefficient. The findings of the study showed that the majority of the adolescents were oriented towards the personal growth construct of psychological well-being as shown by the mean and standard deviation ($M = 28.309$, $SD = 1.800$). The most prevalent parenting style was permissive for fathers and authoritarian for mothers, with higher paternal scores ($M = 44.747$, $SD = 12.989$). There was a relationship between psychological well-being and parenting style and a significant difference in the relationship between parenting styles and adolescent psychological well-being. Pearson Product Moment Correlation was used to determine the relationship between variables and a significant positive relationship was at significance level ($p < 0.05$). The possible recommendation of the study is that school administrators should develop programs that aim at sensitizing parents on the use of appropriate/optimal parenting styles and related practices that are believed to reduce child mistreatment.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Overview	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	17
1.3 Aim of the Study.....	20
1.4 Objectives of the Study.....	21
1.5 Research Questions	21
1.6 Hypothesis of the Study	21
1.7 Research Variables.....	22
1.7.1 Independent variable	22
1.7.2 Dependent variable.....	22
1.8 Significance of the Study	23
1.9 Justification of the Study	24
1.10 Scope of the Study	24
1.11 Limitations of the Study.....	25
1.12 Assumptions of the Study	25
1.13 Theoretical Framework.....	26
1.13.1 Baumrind’s parenting styles.....	26
1.13.2 Carol Ryff Psychological well-being model	29
1.14 Operational Definition of Terms.....	30
CHAPTER TWO	34
LITERATURE REVIEW	34
2.1 Introduction.....	34

2.2 Parenting Styles	34
2.3 Authoritative Parenting Style.....	35
2.4 Authoritarian Parenting Style	41
2.5 Permissive Parenting Style	44
2.6 Psychological Wellbeing	47
2.7 The Relationship between Parenting Style and Psychological Well-Being of adolescents	50
2.8 Summary of Literature Review.....	54
CHAPTER THREE.....	56
RESEARCH METHODOLOGY	56
3.1 Introduction.....	56
3.2 Location of the Study.....	56
3.3 Research Design.....	57
3.4 Target Population.....	58
3.4.1 Inclusion Criteria.....	58
3.4.2 Exclusion Criteria.....	58
3.5 Sampling Procedure and Sample Size	58
3.6 Sampling Procedure	58
3.6.3 Sample Size Determination.....	59
3.7 Research Instruments for Data collection	60
3.7.1 Questionnaire	60
3.7.2 Psychological well-being	61
3.7.3 Parenting style and dimensions questionnaire	62
3.8 Data Collection Procedure	62
3.9 Pilot Testing.....	63
3.10 Data Analysis Techniques.....	64
3.11 Ethical Considerations	65
CHAPTER FOUR.....	67
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS	67
4.1 Introduction.....	67
4.2 Response Return Rate	67
4.3 Demographic characteristics of the respondents.....	68
4.3.1 Distribution of Adolescents by Gender	68

4.3.2 Distribution of Adolescents by Age	69
4.3.3 Social Characteristics of Respondent's Families	69
4.3.4 Living Arrangement of respondent's families	70
4.3.5 Status of parents of the respondents	70
4.3.6 Response on type of family status	71
4.3.7 Parents and Guardians education level.....	72
4.3.8 Employment status of parents and guardians	74
4.4 Pattern of Parenting Styles used by Parents of Adolescents in Ainabkoi Sub County, Uasin Gishu County	75
4.4.1 Authoritative mother	77
4.4.2 Authoritative father	79
4.4.3 Authoritarian mother	81
4.4.4 Authoritarian father	83
4.4.5 Permissive mother	85
4.4.6 Permissive father	87
4.5 Total score of mothers and fathers parenting styles.....	88
4.5.1 Total scores for mothers and fathers authoritative parenting style	88
4.5.2 Total scores for mothers and fathers authoritarian parenting style	90
4.5.3 Total scores for mothers and fathers permissive parenting style	91
4.6 Adolescents' Psychological Well-Being.....	93
4.7 Parenting Styles and Adolescents Psychological Well-Being.....	94
4.8 Relationship between Parenting Styles and Adolescents Psychological Well-Being	99
CHAPTER FIVE	104
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	104
5.1 Introduction.....	104
5.2 Summary of Findings.....	104
5.3 Conclusions.....	106
5.4 Recommendations.....	109
5.5 Suggestions for Further Research	110
REFERENCES	111
APPENDICES	131
Appendix 1: Introduction Letter to the Respondents	131
Appendix 2: Questionnaire for Adolescents	132

Appendix 3: NACOSTI Permit143

Appendix 4: Authority to carry out research by the County Director of Education
.....144

Appendix 5: Letter of Consent to the Principal of Schools.....145

LIST OF TABLES

Table 3.1: Sample Size	60
Table 4.1: Response Return Rate.....	67
Table 4.2: Living arrangement of the respondents	70
Table 4.3: Status of respondent's families.....	71
Table 4.4: Percentage of parenting styles used.....	76
Table 4.5: Means and SD for items for authoritative parenting style (mother).....	77
Table 4.6: Means and SD for items for authoritative parenting style (father).....	79
Table 4.7: Mean and SD for items for Authoritarian parenting style (mothers).....	82
Table 4.8: Means and SD for items for authoritarian parenting style (father).....	84
Table 4.9: Means and SD for items for permissive parenting style (mother).....	86
Table 4.10: Means and SD for items for permissive parenting style (father).....	87
Table 4.11: Mean and SD of Total Scores for Authoritative parenting style subscale	89
Table 4.12: Mean and SD of Total Scores for Authoritarian parenting style subscale	90
Table 4.13: Mean and SD of Total Scores for Permissive parenting style subscale ...	91
Table 4.14: t-test of parenting scores among male and female adolescents	92
Table 4.15: Means and SD for items in psychological well-being	93
Table 4.16: Parenting styles and psychological well-being.....	95
Table 4.17: Pearson Product Moment Correlation coefficient on authoritative parenting style and psychological well-being	99
Table 4.18: Pearson Product Moment Correlation coefficient on authoritarian parenting style and psychological well-being	100
Table 4.19: Pearson Product Moment Correlation coefficient on permissive parenting style and psychological well-being	101
Table 4.20: Relationship of maternal parenting styles and psychological well-being scale	102
Table 4.21: Relationship of paternal parenting style and psychological well-being scale	103

LIST OF FIGURES

Figure 2.1: Carol Ryff's model of psychological well-being.....	48
Figure 4.1: Gender distribution of the respondents	68
Figure 4.2: Age distribution of the adolescents	69
Figure 4.3: Family structure of the adolescents	72
Figure 4.4: Education level of parents and/or guardians	73
Figure 4.5: Employment status of parents and/or guardians of the adolescents.....	74

ABBREVIATIONS AND ACRONYMS

NACOSTI	National Commission of Science and Technology Innovation
PSDQ	Parenting Style and Dimensions Questionnaire
PWB	Psychological well-being
UNICEF	United Nations International Children Education Fund

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents information on the background to the study, statement of the problem, the purpose of the study, the objectives of the study, the research questions and justification for the study. The chapter also addressed the significance of the study, the scope of the study, limitations and assumptions of the study, and finally, the operational definition of various terms used in the study

1.1 Background to the Study

Contemporary writing on parenting has been influenced by the works of an American developmental psychologist Baumrind's typologies of parenting (Guastello, Guastello & Briggs, 2014). Her seminal work led to a classification of three prominent parenting typologies that include; authoritarian, authoritative and permissive parenting styles, --all of which have continued to explain parent-child relationships and their psychological wellbeing. Besides, these typologies have remained significant in conceptualizing parenting discussion across the world. All these parenting typologies take place within the family context which have the greatest socializing influence on children (Francis, Pai & Badagabettu, 2020). This is because through words and actions of parents, adolescent's personality characteristics are shaped and developed. Moreover, it is the prime responsibility of the parents to socialize their children in order to conform to societal standards and to be able to function successfully in the community. Consequently, parents shepherd their children from dependent infants into competent and independent individuals who interact effectively in their environment. Parents influence their children's behavior through established patterns of parental authority called parenting styles.

Berk (2006) defines parenting styles as a combination of parenting behaviors that occur over a wide range of situations creating an enduring child-rearing climate. Furthermore, Darling and Steinberg (2014) defined parenting styles as emotional climate in which the parents' behavior toward their children is expressed. It is in the context of this emotional climate that parents' behavior influence children's personality characteristics, consequently influencing their psychological wellbeing. (Baumrind, 1991) Maccoby and Martin (1983) developed a parenting typology and defined parenting as having a two dimensional framework, that is parental demandingness which is characterized by restrictions, control and parental responsiveness which is characterized by cordial relationship parents have with their children. Based on these ideas, three types of parenting styles were set down, that is authoritative, authoritarian, and permissive parenting styles which are the vital concepts that can be regarded as the various child rearing practices that parents use to relate with their children in their families. These parenting styles have influence on the child's psychological wellbeing (Akhtars, 2002).

Authoritative parenting style is the type of parenting where parents set firm and clear limits, boundaries and rules and children's views are accepted and parents explain to the child where he/she has gone wrong and appropriate punishment is given to the child at the appropriate time after being explained to the child why he/she is being punished (Baumrind, 1991). This makes the child to avoid repeating the undesirable behavioral patterns for fear of disobeying the parents and being punished. Authoritative parents try to direct a child but in a rational manner (Baumrind, 1991). Such parents encourage give and take, but share the reasoning behind their rules. These parents value autonomy, self-will and disciplined conformity which positively influence the child's psychological wellbeing. (Akhtars, 2002 Authoritative parents

provide a warm family atmosphere and promote independence which results in children's high level of self-esteem and behavioral adjustments (Kracke, 1997). Authoritative parents are assertive and value responsibility and individuality as well as respecting the child's decision. Adolescents growing up from this parenting style are honest, sacrificing, and have a good social skills, competent in life, behave maturely and responsibly, they are also liked by their peers and teachers and they are always happy these create a conducive atmosphere for an adolescent to develop psychological wellbeing and perform better in academic pursuit and social relationship (Baumarind, 2005),

Authoritative parents are both demanding and responsive. Baumrind (1991) posited that authoritative parents encourage autonomy and discipline in their children while having parental control over them. Authoritative parents tend to acknowledge their children's positive qualities, continually reinforcing standards of conduct, and provide their children with tools needed for personal development and work ethos, this type of parenting has been associated with the good psychological wellbeing for children, (Durkin, 1995). This study is therefore aimed at encouraging parents to adopt optimal/authoritative parenting style which positively influence self-esteem, academic performance as well as social competence. There has been laxity in trying to regulate and control the behavior of children in Kenya and as a result children have developed maladaptive behaviors such as suicidal ideation, drug abuse, truancy, gang rape and murder (Magangi, 2007). This study will fill this gap by encouraging parent to be present in instilling good morals in their children, shaping and monitoring their behaviors and giving reasonable punishment to curb such behaviors. One of the key relevance of authoritative parenting style is that it demonstrates to the researcher the possible impacts of a positive parenting on the psychological wellbeing of children

and it also illustrates how this parenting style brings about children's behavior in their families and learning institutions

Authoritarian parenting style is characterized by parents setting strict limits and strict rules without explanation given for the rules, the parent's word is the law which should not be violated. These parents subject their children to severe corporal punishment such as spanking the child, caning, kicking, throwing, pitching and many other forms of corporal punishment that may negatively affect the child's psychological wellbeing (Baumrind, 2005). They also deprive a child of the material possession and privileges and when disciplining their child, they frighten them with eerie stories of what happened to the disobedient children and this contributes to low moral development in the part of the child and poor psychological wellbeing. (Deater-Deckard & Dodge, (1997)

Authoritarian parents endeavor to shape, control and evaluate the behavior and the attitude of the child in accordance with the set standard of control (Baumrind, 1991). Obedience is the virtue and the punitive action is undertaken to try to curtail self-will which may negatively affect the child's psychological wellbeing. Barber (1997) found that children of authoritarian parents are more anxious and unhappy and they tend to react with hostility when frustrated. Boys especially show high rates of anger and defiance, girls become more dependent, lacking in exploration and overwhelmed by challenging tasks which as a result interfere with their psychological growth (Baumrind, 2007).

Authoritarian parents believe that they have total control over their child's life and that the child should be totally submissive to the parent's demands, they also tend to have a high regard for order and expect their child to conform to their set rules

without questions. Authoritarian parents endeavor to shape, control and evaluate the behavior and the attitude of the child in accordance with the set standard of control (Baumrind, 1991). The implementation of the set national policies in Kenya on the protection of children against corporal punishment and other forms of mistreatment of children is low and therefore parents have got opportunity of battering their children even to death (UNAID, UNICEF & USAID, 2004) This study will fill this gap by encouraging the Government to enact stringent policies against child mistreatment which is typical of authoritarian parents and by encouraging parents to adopt authoritative parenting style that have positive outcomes in adolescents' psychological wellbeing. Authoritarian parenting style prompts adolescent aggressiveness, terrible conduct and defiance which disrupt their psychological wellness (Lamborn *et al.*, 2015). Children in Kenya have been subjected to unnecessary physical punishment by parents practicing authoritarian parenting style which as a result have led to the poor emotional and psychological growth of the children. This perhaps parents are not aware of the negative outcome of both physical and verbal hostility on children, (UNICEF, 2012). The study helps to fill this gap by providing information to the parents on the appropriate parenting styles that promote psychological well-being of children.

Permissive/indulgent parenting style- This type of parenting practice is more popular in middle class families, in this family's setting, a child's freedom and autonomy are highly valued and parents tend to help mostly on reasoning and explanation (Baumrind, 1991). These parents are undemanding so there tends to be little if any punishment or explicit rules in free style of punishment. Indulgent parents do not put any restraint on their children, the child is free to do what he or she desires and the parent disregards the child's action. Baumrind (2007) discovered that permissive

parents may see themselves as a resource for the child to use as he or she wishes but not as an active agent responsible for shaping and changing the child's ongoing future psychological development (p. 245). This parent tends to behave in a non-punitive, accepting and affirmative manner towards the child's impulses, desires and actions (Baumrind, 1991). Permissive parents do not set rules, routine and boundaries for their children, and they allow children to have control over their own lives, practice self-indulgence, fight their own battle and the parents avoid the confrontation of children. Children raised by permissive parents tend to develop poor psychological wellbeing indicated by antisocial behaviors, incompetence in life, and low self-esteem and self-confidence (Baumarind, 1989). Most parents in Kenya do not exhibit a balance between responsiveness and demandingness while raising their children, parents do not respond to especially the emotional needs of their children and some do not provide a guided discipline for their children (UNICEF 2012). The current study helps to fill this knowledge gap by encouraging parents to adopt authoritative parenting style which is characterized by both demandingness and responsiveness as the core parental values that is believed to improve children's psychological wellbeing.

Uninvolved parenting style- This type of parenting style is characterized by parents being unresponsive, indifferent, aloof and not bothered about the children's care. The parents do not show love and interest in the child's general psychological well-being making the child to lack self-esteem and emotional connectedness to parents and they try to avoid them as soon as they become adult (Baumrind 2005). This parenting style may negatively impact on the adolescent's psychological well-being such as the adolescent's self-esteem, emotional growth, social and academic performance.

Maladaptive behaviors in adolescents have been intensified by uninvolved parents who lack the ability to control their children's behaviors due to their negligence and as a result their children have developed psychological problems and have continued to engage in bullying, at school, destruction of property, violation of the parents' rules and even killing fellow students the trend, that may continue into adult life, but uninvolved parents pay no attention to such behaviors (Baumrind, 2005) This research is also aimed at filling this gap by educating uninvolved parents to fully involve in their parental responsibilities of caring for their children and shaping their behaviors in order to help them develop psychological wellbeing.

The relationship between perceived parental involvement and adolescent psychological wellbeing is based on two factors. The First, the home environment, is the initial social arena in which adolescents have remained more consistently under the influence and supervision of their parents. Later, these individuals begin to seek an alternate reality, separating from parents and seeking inclusion with peers during adolescence (Santrock & Yussen, 2015). Adolescents begin building their own self-concept through observing the reactions directed toward them by their parents in their lives (Gibson & Jefferson, 2006). Personal experiences that evolve from the parent-adolescent relationship are the initial source that sets in motion the cycle of how adolescents will self-evaluate and interact with others and develop social competence. In other words, the type of relationship they experience with their parents is thought to foreshadow their attitudes toward themselves and the quality of relationships they will have with their peers that develop their self-esteem and social competence (Wilkinson, 2004). Parents using authoritative parenting style embrace the concept of parental involvement and are capable of establishing positive relationship with their

children, their children develop trust in them and are psychologically stable. (Baumrind, 2007)

Parental involvement is a critical factor to the adolescent-parent relationship, because the level of involvement signals to adolescents their importance to the parents (Baumrind, 2005). Furthermore, when parents give forth effort to increase their knowledge of adolescents' behaviors, interests, and activities, it emphasizes parental caring and support that enhance children's psychological wellbeing (Stattin & Kerr, 2000). Actions, however, are not the only aspect of the adolescent-parent relationship that demonstrate parental affection. The emotional context in which parents act also greatly influences parents' impact on their adolescents' psychological wellbeing (Stattin & Kerr, 2000). Adolescents' level of confidence in relationships and level of security are greatly affected by any instability present in parent-child relationships. This insecurity can be due to parent emotional unavailability or other behaviors expressed through parenting styles or negative life events. On the other hand, parents are not the only important influence during adolescence. Adolescents expand their social realm by intensifying the significance of the relationships they possess with their peers and the parents are expected to give them relative autonomy (Santrock & Yussen, 2015),

Roberts and Bengtson (1993) conducted a longitudinal study to determine how quality of the parent-child relationship affects the young adult's psychological wellbeing. Completing the study were 293 parent-child pairs, with the child being a 14-year-old adolescent. The results noted that parent-child affection did affect the levels of self-esteem during periods of late adolescence and early adulthood. On the other hand, the researchers also reported that individuals in possession of adult roles such as jobs, marriage partners and children, were less affected by their personal parent-child

relationship in regard to their levels of self-esteem and psychological well-being. The study supported that affection established early in the parent-child relationship remained a psychological benefit even after the children reached adulthood.

Dekovic and Meeus's (1997) study explored adolescent-parent and adolescent-peer relationships. This study of 508 families, composed of adolescents aged 12 to 18, found the level of self-concept possessed by adolescents, along with the degree of parental support they received, was related to the ability of the adolescent to obtain healthy peer relationships. Further, adolescents who were found to have a more fulfilling relationship with parents had healthier relationships with peers. Parents who build a fulfilling relationships with their adolescents are more knowledgeable about their adolescents' activities and veered away from the use of love withdrawal as a method of discipline. Flouri and Buchanan (2003) determined that parental involvement notably affected adolescents' levels of psychological well-being based on their study of 2,722 British adolescents whose ages ranged from 14 to 18. More specifically, they noted that psychological well-being concept of happiness was positively related to self-efficacy while being negatively related to feelings of depression. Therefore, psychological distress not only affects an individual's psychological wellbeing, but also his or her physical health and behavior patterns. Young people with low psychological well-being may encounter lower levels of happiness, satisfaction, social competence and self-esteem, while experiencing high levels of distress and externalizing behavior problems (Amato, 1994). Similarly, adolescents who possess low psychological well-being or psychological distress may also exhibit characteristics of low levels of happiness and self-efficacy, along with high levels of depression (Flouri & Buchanan, 2003). Furthermore, these adolescents may view social problems as being more serious than other youth (Wilkinson, 2004).

Consequently, adolescents with low psychological wellbeing tend to form less than desirable self-evaluation which significantly affect their happiness and satisfaction. Sub optimal parenting style is also associated with externalizing behavior problems such as anti-social behavior, and decision-making problems that negatively impact on their social life (Soenens, 2006; O'Conner & Scott, (2007). Family and specifically parents, play a crucial role in providing environments which could either enhance or hinder the satisfaction of the basic psychological needs and subsequent psychological wellbeing and personal growth of their children into well-adjusted adults (Soenens, 2006; O' Conner & Scott, (2007).

Parenting styles encompass two essential building blocks of parenting and represent a parent's normal pattern of behavior and parenting values. The first building block is parental support and warmth that includes parents encouraging autonomy and self-regulation in their children. The second is behavioral control and it refers to discipline, supervision and other behaviors required from a child within the family and community context (Darling, 1999). Given that contemporary studies have focused on the relationship between specific parenting behaviors and children's aggression (Prevatt, 2003), the dimensional approach was deemed appropriate for this study. The dimensional approach of parenting involve inconsistent discipline. When parents use inconsistent discipline or avoid practicing adult authority, children are likely to be uncertain about rules and consequences and thus receive 'mixed messages' about which behaviors are acceptable and which are not (Crosswhite & Kerpelman, 2009). Parents also intensify children's uncertainty about behavioral expectations when they reward aggression towards peers, yet punish children's aggression when it is directed at family members (Deur & Parke, 1970). Researchers distinguish between two forms of inconsistent discipline, that a number of parents use

to try to control their children's behavior, the first is 'Intraagent' inconsistency, and occurs when parents mutually treat the same noncompliant behavior differently each time the behavior occurs. The second form of inconsistent discipline is interagent inconsistency, and it takes place when mothers and fathers disagree on which form of disciplinary action to take each time a child misbehaves in a specific manner (Sawin & Parke, 1979). As a result, children who experience a long-term pattern of inconsistent discipline are at a higher risk for acquiring an aggressive repertoire of behavioral responses that becomes highly resistant to punitive control and they develop maladaptive behavior that have negative implication on their psychological wellbeing (Sawin 1979). In line with social learning theory as a guiding theory for this research, negative reinforcement results when parents rarely discipline poor behavior or avoid it completely (Bandura, 1986).

Psychological wellbeing: This refers to the internal experience of individuals and their own perception of their lives (Diener & Suh, 1997) It is often indicated by (but not limited to) a state of happiness, being satisfied with life and having a positive sense of self while simultaneously acknowledging that there are realities of pain and disappointment which do not impact on long-term psychological wellbeing (Huppert, 2009) According to Huppert (2009) there are particular indicators, which alert one to effective psychological wellbeing These include the development of the individual's potential, control over one's life, having goals and aspirations and experiencing positive relationships with others This could be very closely related to the satisfaction of psychological needs. In another study researchers in the US assess different attitudes and philosophies held by parents and investigate how these separate elements influence psychological wellbeing in an adolescent child. The typological approach clusters similar patterns of behavior together, such as warm and nurturing,

or detached and uninterested, and examines how these interrelate to influence children's psychological wellbeing. All the different parenting styles have impact on the adolescents' psychological wellbeing (Baumrind 2005) Parents who use authoritative parenting style are both responsive and demanding, have warm relationship with their children, impose reasonable limits on their children's behaviors and guide their children on how they should behave which helps to build their children's psychological wellbeing (Baumrind 2010)

Adolescence is a critical period where adolescents are transitioning from the exceptionally needy and controlled period of childhood into a period portrayed by an expanding feeling of self-exploration and independence (Steinberg, Mounts, Lamborn & Dornbusch 1994). It is additionally a period where adolescents are looked with physical changes and subjective improvement in this manner they are continually negotiating their relationships with family, friends, school and the society. McKinney and Renk (2008) noted that the style of parenting during the adolescence period can assume a significant role in contributing to the psychological well-being of adolescents. Adolescents in Kenya are faced with a numerous issues which include; drug and substance abuse, violence, sexual pressures, rebellion, incest and rape, pregnancy among others (Kinywa, 2007, Changalwa, Ndurumo, Barasa, & Poipoi, 2012). Conflict between young people and their parents on values or ethical principles and morality is an element present in almost all cultures. Although at present it has become more acute, it is not only a contemporary problem but one which has always existed to a certain extent. Adolescents are faced with the task of examining different values in order to adopt those which seem convincing to them. They need to establish some autonomy, development of autonomy prepares young people to make decisions and take care of themselves both at home and at school hence enhancing their

psychological wellbeing. As parents and communities struggle to meet the demands of work and family, it is critical for adolescents to develop healthy self-governance of their behavior in decision-making, self-reliance and conformity. Often there are more quarrels because adolescents want more independence and parents want more closeness and communication (Melgosa, 2003).

Broad examinations have been conducted in the North America to determine the relationship between parenting styles and adolescents psychological well-being, the study found that Authoritarian parenting style prompts adolescent aggressiveness, terrible conduct and defiance (Lamborn *et al.*, 2015) and authoritative parenting style contribute to the child's high sense of responsibility' social competence as well as emotional regulation ability (Steinberg *et al.*, 2014). According to Baumrind (2014) permissive parenting style lead to children being miserable, higher psychotism, involved in drug use and grew awful conduct and withdrawn character which lower their psychological wellness. Adolescents from neglectful parents show symptoms of gloom, and conduct issues which is characterized by externalizing behavior problems (Baumrind, 2014), impulsive, involve in delinquent behavior, drug abuse and have poor social relationship with peers which negatively impact on their psychological wellbeing (Steinberg, 2014).

Mohammad, Fariba & Soliman (2014) analyzed the connection between psychological wellbeing and parenting styles with students' mental health. The outcomes showed that psychological well-being and authoritative parenting styles were essentially related with mental health and permissive parenting styles had significant positive relationship. Hasumi *et al.*, (2012) researched parental involvement and mental well-being of Indian adolescents (13-14 years), the

investigation uncovered that parental inclusion diminished with increasing age, while poor mental health was altogether associated with a decreased probability of parental association (low levels of depression, loneliness and anxiety). The study recommended health care professionals to encourage parents to be actively involved in children's lives for development of psychological well-being. Sandhu *et al.*, (2012) explored "Adolescent identity formation, psychological well-being and parental attitudes". Results revealed that adolescent boys high on identity achievement experience psychological well-being while girls reflect less on identity. Parental acceptance is associated with identity achievement and avoidant parenting is related to lower identity. Status identity achievement is high in adolescent boys with both parental acceptance and concentration. This study recommends for the development of identity enhancement programs for adolescents.

A study on parenting behavior on adolescent attachment to parents" In the College of Psychology and Cognitive Science, East China Normal University (Anbo, 2006) revealed that parental positive rearing behaviors have been significantly associated with avoidance to parents. Furthermore, the study emphasizes that, rearing behaviors such as paternal denial and reflecting maternal over-involved and overprotective behavior can predict adolescent avoidance. Another study for parenting styles on adolescent self-esteem and internalization of values in Spain revealed that, no complete evidence has been found of the positive influence of authoritative parenting. Chao (2001) has shown that Asian American adolescents raised on authoritarian households do not do worse at school than adolescents raised in authoritative homes. Parenting research has revealed some difference across culture and ethnic groups (Wahler, William, & Cerezo, 1990). However, the beneficial impact of authoritative parenting is not confirmed in all cultures. In Kenya, unrest among adolescents in

schools and homes reveal that the adolescent child is questing for autonomy and independence. It is quite regretful that implementation of guidance and counseling in learning institutions and other set up like churches and community –based groups have not realized much in helping both the parents and the adolescents to come into terms in their relationships. According to Kimani (2000), parents hardly attend seminars of parenting to assist them know how to handle adolescents. Worse still, any forms of reinforcement in both homes and schools have not yielded much towards adolescents’ quest for autonomy. A study by Ogwari (2008), reveals that authoritative parenting enables adolescents to have a positive self-esteem and self-concept which further correlate to adolescent autonomy. These adolescents under good parenting feel adequate and are likely to handle leadership roles with a lot of confidence. According to Kinywa (2007), authoritative parenting is associated with students’ higher academic performance than authoritarian and permissive parenting styles. For the above reasons, the researcher feels that there is an urgent need to investigate parenting styles and adolescent psychological wellbeing among secondary school students in Ainabkoi Sub-County, Uasin Gishu County.

Ogwari (2011) conducted a study in Mount Elgon district to establish the influence of parenting styles on secondary school girls’ self-concept and academic performance. The study found that girls of authoritative parents performed better academically than those of other parents. Girls of authoritarian parents had poor performance and low self-concept. This study revealed that secondary school girls’ academic performance and self-concept are significantly correlated with parenting styles used by their parents. But the extent to which these findings relate to children’s performance has not been established. Consequently in another study it indicates that the quality of parenting is associated with general adjustment (Lamborn & Groh, 2009) and

psychological wellbeing, including a high self-esteem and satisfaction with life. A study conducted in seven districts of Kenya (Eldoret, Nairobi, Mombasa, Kisumu, Garissa, Malindi, Nakuru) by UNICEF as part of efforts in building an effective child protection system and good child rearing practices in Kenya. The study was aimed to help prevent and respond to violence, abuse, neglect and exploitation of children, an act infiltrated by parents and other members of the community,

A study by Kinywa (2007), entitled, "Influence of Pupils' Perception of Parenting Styles on their academic performance", reveals that authoritative parenting is associated with pupils' higher academic performance than authoritarian and permissive parenting styles. It also showed that the mode of parenting seems to be determined by the mother whereby the father only enhances the parenting styles. In another study by Chagalwa (2012), entitled, "Relationship between Parenting Styles and Alcohol Abuse among College Students in Kenya", reveals that parenting styles are measured by the level of discipline (strictness of parents) and love (supportiveness of the parent). Authoritarian parents establish firm rules and expect them to be obeyed without question, thus they are high in discipline but low in responsiveness. They punish disobedience but are not supportive and democratic. Such parents do not expect their children to express disagreement with their decisions, hence misbehavior is strictly punished (Melgosa, 2003). These types of parents are thus strict, but less supportive. They acknowledge the use of physical punishment such as caning but do not discuss rules hence are not democratic. With permissive parents, they allow a number of vices to dominate the adolescents such as drug use (Thompson, 2010). The focus of the present study in parenting in the Kenyan context is that, parents/guardians play a vital role in the development and support of both adolescents"

autonomy and self-esteem. However, each parenting style would be having its own measure of adolescents' autonomy and self-esteem.

1.2 Statement of the Problem.

Adolescents in secondary schools in Uasin Gishu County are experiencing various challenges that have negatively affected their psychological wellbeing. These challenges include physical, psychological, social and emotional abuse by the parents who use inappropriate parenting practices, involvement in delinquent behaviors such as theft, substance abuse, reckless alcohol use, truancy, social violence, sexual pressures, incestuous behaviors, denial of scholastic materials by parents, lack of moral guidance by parents as well as unwanted pregnancies that have negatively impacted on children's psychological wellness (Kinywa, 2007, Chungalwa, Ndurumo, Barasa, & Poipoi, 2012).

Due to the economic pressure, parents in many homes in Uasin Gishu county are becoming increasingly busy with their daily diverse activities at the expense of being responsive caregivers to their children's needs, Some children live at home lacking basic necessities, go to school without being given scholastic materials (pens, pencils, books,) and other school requirements. These children have lacked parental guidance and emotional touch with their parents which has lowered their psychological stability. The researcher also realized that today, there is an increasing number of parents' use of inappropriate parenting styles such as authoritarian, permissive and uninvolved parenting style that are characterized by lack of adequate parental supervision, care and effective discipline which have made adolescents to grow up watching television, and movies playing violent video games, making them to learn problem behaviors like drug abuse and becoming insensitive to others emotions as well as developing behavioral and conduct problems that negatively impacted their

psychological wellness (Baumrind, 2010). Often there are more quarrels because adolescents want more independence and parents want more closeness and communication (Melgosa, 2003). Young people need answers to fundamental questions; pertaining to religious or spiritual experiences, ethical and moral values which are often a source of personal and social conflict. For instance in conflict resolution, parents may not listen actively to adolescents problems, may lack sensitivity, humility, and patience (Melgosa, 2003). These will precipitate blockages and solving adolescents' problem becomes an uphill task.

More still, there have been Conflict between young people and their parents on values, ethical principles and morality is an element present in almost all cultures. Although at present it has become more acute, it is not only a contemporary problem but one which has always existed to a certain extent. Possibly it is an inevitable and natural phenomena because the adolescent needs to form his or her own vision which does not always have to be that of his parents. Adolescents are faced with the task of examining different values in order to adopt those which seem convincing to them. As parents and communities struggle to meet the demands of work and family, it is critical for adolescents to develop healthy self- governance of their behavior in decision-making, self-reliance and conformity. Development of autonomy prepares young people to make decisions and take care of themselves. Yet, attempt at autonomy are sometimes blamed for fighting that goes on between parents and adolescents. For many people, family turmoil and rebellion go hand in hand with adolescence (Steinberg, 1999).

Most parents in Kenya have not yet clearly understood the parenting practices that ensure the child's positive nurturance in all spheres of human growth and development, also the training of parents on parenting at community, family and

individual level is not yet fully done (GoK Baseline survey on child protection 2011). This study will help to fill this knowledge gap by providing adequate information to parents on the parenting skills. Conflict between children and their parents on values or ethical principles and morality or religion is an element present in almost all cultures in Kenya. Although at present it has become more acute, it is not only a contemporary problem but one which has always existed to a certain extent. Adolescents in Kenya are faced with a number of issues which include; drug and substance abuse, violence, sexual pressures, communication, rebellion, incest and rape, pregnancy among others which affect their psychological wellbeing (Kinywa, 2007, Changalwa, Ndurumo, Barasa, & Poipoi, 2012). The researcher also discovers that authoritarian parent engages in corporal punishment and verbal hostility as a way of disciplining their children and this is an ineffective form of child upbringing that has long since fallen out of favor with developmental psychologists. This parenting approach is characterized by smacking, pinching, or shaking children in an attempt to gain behavioral control (Children's Aid Society, 2003). This is because the more parents use corporal punishment, which is typical of authoritarian parents, the more their children resort to antisocial behavior and develop psychological problems (Straus, Sugarman, & Giles-Sims, 2014).

Many parents have tempted to use inappropriate mechanism in trying to socialize and shape the moral standards of their children and several studies have suggested that inappropriate physical discipline imposed on a child by the parents predicts internalizing and externalizing behavior problem such as verbal and physical hostility, depression, anxiety and mood disorder having a direct bearing in their psychological wellbeing (Baumrind 2014). The adolescent child is left within the options of either, running away from home, engaging in suicidal tendencies, staging a strike or burning

structures in case of learning institutions. Each of the parenting styles applied by the parents often have varying degrees of influencing the psychological wellbeing of the adolescents. For instance, the current study that was conducted in Ainabkoi Sub-County, Uasin Gishu County, found out that there was a non-significant relationship between authoritarian parenting style and adolescent's psychological well-being. This type of parenting style negatively influence adolescents psychological wellbeing, this was because these parents were found to be verbally hostile towards the adolescents. The researcher also established that authoritative parenting style had positive significant contribution to adolescent's psychological well-being. Indeed, parents under this category were associated with warmth, involvement, induction reasoning, democratic participation, The researcher further established that there was a non-significant relationship between permissive parenting style and psychological well-being of adolescents and it negatively influenced the adolescent's psychological well-being and finally the study found out that there was a non-significant relationship between uninvolved parenting style and adolescent's psychological well-being. It showed that this type of parenting negatively influenced the adolescent's psychological well-being due to low levels of warmth and control, emotional detachment, annoyance and unresponsiveness exhibited by permissive parents.

1.3 Aim of the Study

The aim of this study was to assess the relationship between parenting styles and psychological wellbeing among secondary school adolescents in Ainabkoi sub county, Uasin Gishu County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine the parenting styles (Authoritative, Authoritarian and Permissive) used by parents of adolescents in Ainabkoi Sub-County, Uasin Gishu County, Kenya
2. To examine the level of psychological well-being and its indicators among secondary school adolescents in Ainabkoi Sub-County, Uasin Gishu County, Kenya .
3. To establish the relationship between parenting styles and psychological well-being of adolescents in secondary schools in Ainabkoi Sub-County, Uasin Gishu County, Kenya.

1.5 Research Questions

The following questions were addressed by this study:

1. What are the parenting styles used by parents of secondary school adolescents in Ainabkoi Sub-County, Uasin Gishu County?
2. What are the levels of psychological wellbeing among the adolescents in Ainabkoi Sub-County, Uasin Gishu County?
3. What is the relationship between parenting styles and psychological well-being among adolescents in Ainabkoi Sub-County, Uasin Gishu County?

1.6 Hypothesis of the Study

The following null hypothesis that were derived from the objectives of the study were tested.

H₀₁: There is no significant difference between psychological wellbeing of adolescents and parenting styles used by parents of adolescents in Ainabkoi Sub County.

H₀₂: There is no significant difference between parent styles and the level of psychological wellbeing among secondary school adolescents in Ainabkoi sub county, Uasin Gishu County

H₀₃: There is no significant relationship between perceived parenting styles and adolescents' psychological wellbeing.

1.7 Research Variables

Research variable refers to anything that has a quantity or quality that varies.

Research variables in this study include the followings;

1.7.1 Independent variable

This is a variable that is used by the researcher in order to determine its impact on another variable. For instance, in this study different parenting styles such as authoritative, authoritarian, permissive and uninvolved parenting styles were the independent variables because they influence the psychological wellbeing of adolescents.

1.7.2 Dependent variable

This is a variable which is measured as an indicator of changes in the experiment. This is also a variable that indicates the influence resulting from the impacts of the independent variable. In this study, the dependent variable that were investigated included psychological wellbeing of adolescents and its likely indicators such as autonomy, self-acceptance, personal growth, purpose in life, positive relationship with others and environmental mastery.

1.8 Significance of the Study

The study focused on the relationship between parenting styles and psychological wellbeing of secondary school adolescents in Ainabkoi Sub County, Uasin Gishu County. The findings of the study suggested to the various organizations and policy makers to advocate for the effective child-rearing practices that could help promote child rights. The results of this study could provide a clearer and more detailed model for explaining the association of parenting styles and adolescents' psychological wellbeing and all its indicators. Through this study, parents and communities could realize their role towards enhancing adolescents' social, emotional, cognitive and physiological development as well as relative independence. The parents, learning institutions and the community might also realize that their input is necessary in the psychological wellbeing development of adolescents which will further assist them develop their moral values and moral judgment of the child. The study could sensitize parents, communities and education institutions to acquire insight into communication dialogue between them and adolescents, hence enabling the adolescents to have a balanced lifestyle that would enhance their psychological wellbeing. The study would also help the parents to know that they have to be interested in the adolescents' life and should accord them the help they need as they venture into psychological wellbeing development. Based on these findings, intervention programs for children that are multifaceted could be developed and held by evaluating healthy and unhealthy psychological wellbeing among children (Baumrind 2014)

The study could also form a basis for further research on relationship between parenting styles and psychological well-being of adolescents in Kenya and also in other parts of the world.

1.9 Justification of the Study

Inappropriate parenting style is on the increase because of the weakening of family values and a number of children experiencing negative relationship with their parents would be on the rise. As a result, many adolescents might be expected to be parented by parents who use ineffective parenting practices that could contribute to the adolescents' low levels of psychological wellbeing as indicated by them developing internalizing and externalizing behavior problems. This study was to enhance the understanding of the relationship between parenting styles and psychological wellbeing of secondary school adolescents in Ainabkoi sub county, Uasin Gishu County. It will therefore contribute to a body of knowledge that will lead to greater comprehension on the role of both parents in parenting to the general public. The previous studies on parenting such as by Chao (2001), Ogwari (2008), and Kinywa (2007), have focused more on other psychological factors such as determination, self-esteem, self-concept and little has been done on adolescents' psychological wellbeing. For this reason, the study was carried out to help explain how parents and other family member can foster readiness for psychological wellbeing and subsequent psychosocial adjustment in adolescents

1.10 Scope of the Study

According to Oso & Onen (2009), the scope of the study or the delimitation of the study is the description of boundary of research in terms of time, method, context, sample size and the geographical and theoretical coverage of the study. The study was conducted among 340 adolescents in six randomly selected secondary schools in Ainabkoi Sub-County, Uasin Gishu County, Kenya. The variables that were under investigation included independent variables such as authoritative, authoritarian, permissive and uninvolved parenting styles and dependent variables such as

psychological wellbeing and its indicators such as personal growth, environmental mastery, positive relation, a sense of autonomy, self-acceptance and purpose in life

1.11 Limitations of the Study

This study was confined to acquiring information from the immediate respondents who were the adolescents in public and private secondary schools in the diverse geographical area of Ainabkoi Sub County, Uasin Gishu County. The questionnaires that were used by the researcher as data collection tool might have elicited some potential bias as a result of the respondent's interpretation of the questions or desire to report their own emotions in a certain way. The researcher dealt with this challenge by laying down instructions to the respondents and encouraging the respondents to be as truthful as possible as they provided information.

The administration of the questionnaires elicited anxiety from the respondents that participated in the study which discouraged some of them from fully participating in the study. In order to eliminate the anxiety from the respondents, the researcher informed the respondents of their freedom to either choose to answer questionnaires or not, the respondents were also sensitized on the benefits of the study to them and to Kenya as whole, this further helped to encourage the respondents to participate in the study.

1.12 Assumptions of the Study

The study was based on the following assumptions:

1. The respondents co-operated with the researcher in the study and thereby provided relevant information to the researcher.
2. The respondents provided honest and sincere responses to the researcher.

1.13 Theoretical Framework

This study was guided by Baumrind's (2005) parenting styles and supported by Carol Ryff (1988) psychological well-being model. The researcher used the two theories because they demonstrate the complex relationship that exists between the study variables.

1.13.1 Baumrind's parenting styles

Baumrind's theory is the only theory of its kind that explains a child behavior based on how parenting styles affect them as they grow and interact with people outside the family. Baumrind defined parenting styles as the consistent patterns of parental behaviors and attitudes in which parents interact and deal with their children and adolescents along two parental dimensions, the demandingness and responsiveness (Baumrind, 2012). The demandingness dimension refers to the parental attitudes in integrating children into the family by demanding maturity, supervising or disciplining them and exhibiting readiness to control their children's behavioral problems (Baumrind, 2012). On the other hand responsiveness refers to the extent to which parents encourage independence, self-regulation and assertion in their children by being warm as well as supportive to the children's interest, needs and demands (Baumrind, 2012). Based on the two dimensions, Baumrind identified the parenting styles into three main types: authoritative, authoritarian and permissive parenting style. According to Baumrind (2012), authoritative parenting style is considered ideal and seems to produce children with high levels of psychological well-being characterized by high self-reliance and self-esteem, socially responsible, independent and achievement-oriented. Authoritative parents encourage verbal give and take, share reasoning behind their policy and solicit their children's objections when they refuse to conform which ultimately build the child's psychological wellness

(Baumrind, 2014). They are also warm and nurturing, treating their children with kindness, respect and affection which act as a compelling factor to children's high psychological well-being (Baumrind, 2010)

Authoritarian parents attempt to shape, control, and evaluate the behavior and attitude of their children in accordance with a set of clearly defined rules. These parents tend to value obedience as a virtue and favor punitive, forceful measures to curb self-will where their children's actions or beliefs conflicts with the set rules. Authoritarian parents lack warmth and may seem conspicuously uninvolved to their children which lower their children's psychological well-being and social interaction (Baumrind, 2012).

Permissive parents attempt to behave in a non-punitive, acceptant, and affirmative manner towards their children's impulses, desires and actions. They consult about family policy decisions and give explanations for family rules. Permissive parents make few demands for household responsibility and orderly behavior. Eleanor Maccoby and John Martin reviewed the Baumrind's typology of parenting style and suggested an additional parenting style based on the dimensions of parental responsiveness and demandingness. Soon after that, the additional neglectful or uninvolved parenting style was added into the Baumrind's parenting style typology (Steinberg, 2014). The neglectful parenting style exhibits low levels of both responsiveness and demandingness (Bagi & Kumar (2014). Parents of this type are usually uninvolved in their children's activity, non- directive and inconsistent in their affection for their children (Pong, Hao & Gardner, 2012). They fail to connect with their children, withdrawn and emotionally detached which makes them unaware of their children's development (Baumrind, 2005). The finalized parenting styles consist

of the expression of different types of parental behaviors and attitudes communicated towards the children. Studies which examined the dimensions of parenting style separately have also proven that parental warmth and control are positively correlated with the children's regulation of emotions and behaviors (Leung *et al.*, 2010).

According to Baumrind (2012), children raised by parents using authoritative parenting style develop social competence and always regulate their emotions, this is because parents show warmth and are responsive to both their physical and emotional needs which make them develop a high psychological wellness even when they reach an adult stage. Children raised by authoritarian parents normally develop negative emotional regulations characterized by internalizing and externalizing behavior problems, internalizing behavior problems such as anger, depressive disorder, anxiety, somatic complaints, feeling afraid, social withdrawal while externalizing behaviors: aggression, delinquent behavior become part of them which affect their psychological well-being. Parenting styles are believed to influence the psychological wellbeing of adolescents because in the current study the researcher found that authoritarian parenting style negatively influenced adolescent's psychological well-being this is because parents in this group were found to be verbally hostile towards the adolescents eventually making the adolescents to be anxious, fearful, indecisive, parent reliant and resistant to new ideas. This led to low psychological well-being under democratic school environments where they were given the autonomy to freely think and learn alongside other adolescents from different background. The researcher established that authoritative parenting style had positive significant contribution to adolescent's psychological well-being. Indeed, parents under this category were associated with warmth, involvement, induction reasoning, democratic participation, good natured, control, easy going when dealing with their adolescents. These parents

actively participated in their adolescent's activities and psychological well-being. Also, the researcher discovered that permissive parenting negatively influenced the adolescent's psychological well-being. Parents in this category were found to exhibit lack of follow through and did not care what their children were doing both in academic and social spectrum. The adolescents could therefore choose to go to school or stay at home, respect, or disrespect others. However, these characteristics made the adolescents to lack sense of direction and orientation in life which led to delusion and rebellion, eventually impacting their psychological well-being negatively. And finally, Parents under uninvolved style were characterized by low levels of warmth and control, emotional detachment, annoyance and unresponsiveness. This led to unresponsiveness whenever the adolescents had needs and they only responded out of annoyance so that they dissociate themselves from the issues raised by the adolescents. The adolescents with this type of parents exhibited low psychological wellbeing because they lacked role models who could guide them through life challenges.

1.13.2 Carol Ryff Psychological well-being model

To define psychological well-being, Ryff (1989) developed a six dimensional model: Autonomy, Positive Relations with Others, and Purpose in Life, Personal Growth, Environmental Mastery and Self-Acceptance. Thriving in life depends on the degree one competently functioning in these areas. According to Ryff's model, authoritative parenting style creates a ground for children to explore their world and potential by participating in a family decision making process and engaging in activities that increase their well-being and a sense of personal growth. (Baumrind 2005). Environmental mastery stands for the degree to which individuals have a sense of mastery and competence in managing the environment, control complex array of

external activities, make use of surrounding opportunities and are able to choose or create contexts suitable to personal needs and values (Ryff, 1988, p.1072). Authoritative parenting style has an advantage in contributing to the child's sense of self-acceptance (Baumrind, 1991; Liem, Cavell, & Lustig, 2010; Suldo & Huebner, 2004; Timpano, *et.al.*, 2010). When children grow up with authoritative parents, they become self-accepting. Also, when these children have problems, they may have better problem solving skills since their parents have modeled problem solving strategies in them. Baumrind's theory of parenting style is related to Carol Ryff's theory of psychological well-being this is because parent styles parents use while raising their children determine whether the child develop high or low psychological wellbeing. For instance, authoritative parenting style characterized by warmth, caring responsiveness and reasoning/induction contribute to the child's sense of psychological stability (Baumrind, 2012). Whereas authoritarian and uninvolved parenting style characterized by nonresponsive to the child's needs, punitive actions on children, placing high demands on children and denial of privileges as a way of punishing children affect children's psychological wellness and emotional stability because children raised by such parents are withdrawn, aggressive, irresponsible, miserable and have a tendency of abusing drugs (Steinberg, 2012).

1.14 Operational Definition of Terms

The following operational terms assumed the following meaning in the study:

- | | |
|-----------------------|--|
| Adolescent: | A person aged 13-18 years and pursuing his/her studies in secondary school in this study. |
| Authoritative parent: | It's an independent variable in the study, an authoritative parent was regarded as a parent who is |

warm, nurturing, and sensitive to their child's needs and consistently considers the child's age and maturity when forming behavioral expectations.

Authoritarian parent: It's an independent variable in this study which refers to a parent who displays low responsiveness and high demandingness to their children. He/she is cold, unsupportive, insensitive to the child's needs,

Autonomy: It's a dependent variable in this study which refers to the degree to which someone is self-determining and independent, able to resist social pressures and to think and act in certain ways, .

Environmental mastery: this is a dependent variable in this study, it stands for the degree to which individuals have a sense of mastery and competence in managing the environment, control complex array of external activities and make use of surrounding opportunities.

Permissive parent: It's an independent variable in this study which refers to a parent who is low in demands and high in responsiveness. He/she is very loving, yet provides few guidelines and rules and does not expect mature behavior from the children. This term in the study helped to describe parents that do not set rules for their children which could negatively affect their children's psychological wellbeing.

- Parenting style:** It's the main independent variable in the study, it refers to the behavior of a parent towards the child in an effort to socialize and control the behavior of the child. This term was used to describe the independent variables and their impact on adolescents' psychological wellbeing.
- Personal growth:** This is a dependent variable in this study which refers to an individual's competence for development and exploration. It involves Individuals who are open to new experiences, have a sense of realizing their potential and see improvement in self and behavior.
- Positive relation:** It's a dependent variable in this study, it refers to a situation where individuals are able to establish warm relations, experience empathy and intimacy as well as understanding the dynamics of a relationship. This term in this study is considered to be one of the indicators of psychological wellbeing.
- Purpose in life:** This is a dependent variable in this study, it refers to whether an individual has aims for living and believes in the meaning of life. Individuals with a purpose in life have goals in life and a sense of directedness.
- Psychological well-being:** It's the main dependent variable in the study, it refers to an internal state of psychological stability of an individual and their own perception of their lives. This

term in the study helped to establish various components of PWB and how parenting styles impact them.

Self-acceptance:

It's a dependent variable in the study which refers to possessing a positive attitude toward self; acknowledging and accepting multiple aspects of self; including the good and bad qualities. This term was used to understand the indicators of psychological wellbeing in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review and the critical review. The importance of the literature review is to give the researcher insight into what has already been done in the selected field in order to identify and address the gaps. In this chapter, research done on parenting and adolescent psychological well-being was reviewed, from a global and regional perspective.

2.2 Parenting Styles

Many researchers have acknowledged that broad pattern of parenting is important in predicting adolescent well-being. Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. It is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood which is believed to promote children's psychological well-being. Parenting styles have been defined as the collection of attitudes, beliefs and practices preferred and utilized by caregivers to shape their child's behavior (Olivari, Tagliabue & Confalonieri, 2013). Parents develop various styles of interacting with their children. 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 caregivers and children's temperaments. It is also 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. It is the overall pattern of interactions rather than one single act that shapes parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parenting style captures two

important elements of parenting namely: parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness refers to the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to their children's special needs and demands which increase their psychological well-being (Baumrind, 2014). On the other hand, parental demandingness is the claims parents make on their children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 2014). According to studies conducted on parenting so far indicated that parents are not yet fully responsive to their children needs they rather put a lot of demands on them (UNICEF baseline survey on child protection, 2011), this study could help to encourage parents to support and show love for their children so that they promote their psychological wellness and social competence, This is because when parents respond to children's needs realistically, children tend to feel loved and cared for which in turn makes them to develop psychological wellbeing. (Baumrind, 2014). (Baumrind, 2012). Based on the two dimensions, Baumrind categorized the parenting styles into three main types that include: authoritative, authoritarian and permissive parenting style.

2.3 Authoritative Parenting Style

Baumrind (2010) asserts that authoritative parents monitor and set clear expectations for their children's behavior. Although they interact freely with their children, they do not intrude or restrict their children. Such parents are not punitive, but instead show support even as discipline is implemented. Moreover, Darling & Stenberg, (2014) notes that parents who use the authoritative parenting style are stern, coherent and loving and their children always develop stable psychological wellbeing. From the

preceding discussion, it can be interpreted that authoritative parents encourage their children to be assertive while remaining socially responsible to be able to be self-regulated and cooperative with those around them (Baumrind, 12012). Authoritative parents are both warm and firm, and their children are encouraged to be independent within limits of their actions. Authoritative parenting requires adolescents to be responsive to parental rules and requests while also taking the parental responsibility of responsiveness to the adolescents' needs and points of view (Carlson, 2011).

Authoritative parenting style that balances parental control and warmth in child rearing has positive outcomes where adolescents are happy, confident and have the social competence to deal with their life challenges in a more practical and realistic way, this consequently contributes to their psychological well-being. Children in such kind of families develop well. Rating by psychologists indicates that they are lively and happy in mood, self-confident in their mastery of new tasks and self-controlled in their ability to resist engaging in disruptive acts (Baumrind, 1991). These children also displayed less traditional gender – role behavior. Girls scored high in independence and desire to master new tasks and boys in friendliness and cooperativeness (Frank, Pirsch & Wright 1991). It confirms a positive association between authoritative parenting style and children's psychological wellbeing (Steinberg & Morris, 2001). Information concerning the benefits of the authoritative parenting styles is still limited in most of the Kenyan cultures, most parents especially in the rural areas have not yet fully acquired skills on how they should appropriately relate with their children in a way that can enhance their psychological wellbeing. In this study, the researcher sought to investigate the impact of authoritative parenting style on adolescents' psychological wellbeing and establish the best practices for parents to adopt in order to develop their children's psychological well-being.

Researchers who have examined the correlates of authoritative parenting at early age adolescents and older ages also report that it is linked to many aspects of psychological wellbeing which include environmental mastery, positive relations, self-acceptance, purpose in life, sense of autonomy, personal growth, moral maturity, and involvement in school learning (Lamborn, 1991; Baumrind, 2010).

A study done in Kenya by Ogwari (2011) in Mount Elgon district to establish the influence of parenting styles on secondary school girls' self-concept. The study found out that girls of authoritative parents performed better academically than those of other parents. Girls of authoritarian parents had poor performance and low self-concept. This study revealed that secondary school girls' academic performance and self-concept are significantly correlated with parenting styles used by their parents, this study was consistent with the current study that indicated a strong relationship between parenting styles and children's psychological wellbeing. Another study was conducted in the seven regions of Kenya (Eldoret, Nairobi, Mombasa, Kisumu, Garissa, Malindi, Nakuru) by UNICEF as part of efforts in building an effective child rearing practices in Kenya. The study revealed that 70% of children in the seven regions suffer from physical abuse (UNICEF, 2012). The above survey revealed the knowledge gap in the area of developing effective parental skills, parents in these regions lack skills on effective child bringing and this prompts them to take punitive actions as they try to socialize, monitor and mentor their children, this serves to fill this gap by providing relevant information to the parents, NGOs, and Government on the appropriate parenting practices that help to develop children's psychological wellbeing. .

A study conducted by Kinywa (2007) revealed that authoritative parenting style is associated with children's higher psychological adjustment than authoritarian and permissive parenting styles. In another study by Changalwa (2010) revealed that parenting styles are measured by the level of discipline (strictness of parents) and love (supportiveness of the parent). The focus of the present study in parenting in the Kenyan context is that, parents/ guardians play a vital role in the development of adolescents' psychological well-being. Another study for parenting styles on adolescent self-esteem and internalization of values in Spain revealed that, no complete evidence has been found of the positive influence of authoritative parenting (Dornbusch & Brown, 1992). Chao (2001) has shown that Asian American adolescents raised on authoritarian households do not do worse at school than adolescents raised in authoritative homes. Parenting research has revealed some difference across culture and ethnic groups (Wahler, William, & Cerezo, 2015). However, the beneficial impact of authoritative parenting is not confirmed in all cultures. Most researches address emotional autonomy. According to Kimani (2000), parents hardly attend seminars of parenting to assist them know how to handle adolescents. Worse still, any forms of reinforcement in both homes and schools have not yielded much towards adolescents' search for autonomy. However, in other studies, it has been consistently found that the type of parenting style predominantly practiced in the families of Kenya was authoritative (Abesha, 2012). Some studies have also shown that the most commonly practiced parenting style in Kenyan families differs as a function of children's sex. For instance, studies with a sample of junior secondary school students have demonstrated that parents were authoritative for their daughters, but authoritarian for their sons (Seleshi & Sentayehu, 2016).

Another study with a sample of high school students reported that an authoritative parenting style was the most commonly employed parenting style for daughters whereas neglectful parenting style was the most predominantly adopted parenting style for sons (Kassahun, 2005). On the other hand, this researcher, in the same study, with a sample of elementary school students revealed that irrespective of children's sex, an authoritative parenting style was the most commonly employed parenting style in the families of Kenya. Kenyan parents attach very high values to their children in the hope that they will provide social, economic, and psychological support for their parents especially when they become older, and to ensure the continuity of family lineage. Another possible explanation could be that the rapid socio-political changes that have been induced in the country in the drive for modernization and globalization may have resulted in some cultural changes including child-rearing practices. This is why some investigators affirmed that a change in the sociopolitical system is accompanied by cultural changes (Laosa, 2015). For these reasons, parents may employ more accepting, firm, and democratic child rearing practices (i.e. authoritative parenting style). Even so, if we evaluate the findings of the studies which have been conducted after 1995, we find that there are mixed findings regarding the type of parenting style predominantly practiced in the families of Kenya. In contrast, some of the remaining studies after 1995 reported that an authoritative parenting style was the predominantly practiced parenting style in the families of Kenya (Abesha, 2012). Consequently, the studies conducted so far do not provide clear evidence to conclude which parenting style (i.e., authoritative, authoritarian, indulgent, or neglectful parenting style) is commonly adopted in the families of Kenya. This calls for further study, which uses a large sample of diverse ethnic groups of the country to fully understand which type of parenting style is dominantly practiced in the families of

Kenya. Therefore, the current study tried to assess which parenting style is the most commonly adopted parenting style in the families of Kenya. The above literature demonstrated clearly the possible impacts of authoritative parenting style on children's psychological wellbeing and pointed out that authoritative parents promote the development of children's psychological wellbeing. This was in agreement with the current study that established that authoritative parenting style had positive significant contribution to adolescent's psychological well-being. Indeed, parents under this category were associated with warmth, involvement, induction reasoning, democratic participation, good natured, control, easy going when dealing with their adolescents. Numerous studies conducted have revealed that the authoritative parenting style correlates positively with the various aspects of psychological wellbeing of children and adolescents of diverse, ethnicities, nationalities and family backgrounds. It is in the light of these findings that Durkin (1995) suggests three reasons why authoritative parenting is related to positive child outcomes. First, authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence which in turn helps to enhance their psychological wellness. Second, he suggests that authoritative parents provide their children with explanations for their actions which provide children with a sense of awareness and understanding of their parents' values, morals, and goals. The transmission of these goals and values equips their children with the appropriate tools needed to develop well-adjusted behavioral characteristics. Third, he suggests that authoritative parents engage in give-and-take (bidirectional) communication with their children which nurtures skills in interpersonal relations that consequently help them to develop in all the Carol Ryffys (1988) domains of psychological wellbeing. These

domains include: Environmental mastery, personal growth, self-acceptance, positive relations, purpose in life and autonomy.

2.4 Authoritarian Parenting Style

Authoritarian parenting style is characterized by parents having highly restrictive and highly demanding behaviors (Darling, 2014; Sternberg, 2000). Authoritarian parents demand highly while they are not responsive to their children needs. Such parents require obedience and conformity of the child, so they expect orders to be followed with no resistance or explanation (Baumrind, 12014). The authoritarian parents strive to shape, control and evaluate the child's behavior and attitude according to an absolute standard of conduct, which is theologically motivated and formulated by a higher authority (Baumrind, (2010). The question of whether shaping children's morals by way of inflicting pain on them is the best approach for the child's upbringing is not yet fully answered by many researchers. Therefore, one of the goals of this study was to examine the consequences of authoritarian parenting style on children's growth and development and encourage parents to maintain the balance between responsiveness and demandingness while relating with their children if they are to avoid maladaptive behaviors such as aggression and others in them. This is because authoritarian parenting style produce children who are always anxious, withdrawn and unhappy. In their interaction with peers, these children tend to react with hostility when frustrated. Boys especially display anger and defiance. Girls tend to be dependent and lacking in exploration and they retreat from challenging tasks (Baumrind, 1991). In adolescence, young people with authoritarian parents continue to be less well-adjusted than those exposed to authoritative parenting styles. They suffer from poor self- concept and develop a negative attitude towards their parents' ideas and beliefs. Nevertheless, adolescents used to authoritarian child rearing do

better in school and are less likely to engage in antisocial behavior/acts than those with undemanding personalities (Baumrind 1991, Lamborn, 1991)

A study done in South Africa found that some parents are passive aggressive in their methods of communication and use manipulation to get desired behavior (Bhanu *et al.*, 2004). Revealed that such parents are, in many cases, strict disciplinarians and they insist that their child follow instructions without questioning them. Thus, we can assume that less communication will occur in this type of parent-child relationship which could lead to adolescents developing poor psychological stability. Adolescents from authoritarian families have poorer social skills, lower self-esteem and higher levels of depression (Darling, 2014). The majority of researchers in the western world have described authoritarian parenting style as a forceful and demanding style (Baumrind, 1991; Liem, Cavell, & Lustig, 2010; Suldo & Huebner, 2004; Timpano *et.al.*, 2010). This style of nurturing is unreasonable to children because they have no choice and have to obey their parents even though they do not like it. Children brought up by authoritarian parents learn to depend on their parents rather than having a mind of their own. They have low confidence and hesitate to do things on their own. This behavior by the children disturbs their cognitive, emotional, and social development. It is logical that children would feel depressed because they have to do things they dislike. Children may rebel and develop misbehaviors as a sign of protest against their parents. Lai (2006) observed that the element of control and punitive nature of authoritarian parenting may cause children to feel unhappy and dissatisfied with their life making them to develop psychological dissonance Lai, *et. al.*, (2006).

A longitudinal study done by Thompson, Hollis, and Richards (2003) showed that authoritarian mothers may have children with behavior problems as early as age 5 to 10 years old, especially when the authoritarian mothers experience stress, depression, and socioeconomic problems; they may discipline their children more strictly and harshly (Thompson, Hollis, & Richards, 2003). In addition, Knutson, DeGarmo & Reid, (2004) found that authoritarian parenting showed positive connections with antisocial behavior (Knutson, DeGarmo, & Reid, 2004). Schaffer, Clark, and Jeglic (2009) agreed that authoritarian parenting influenced adolescents' behavior through direct behavior (punitive and strict) which contributed to antisocial behavior such as aggression consequently affecting their psychological wellness (Schaffer, Clark, & Jeglic, 2009).

The findings of the current study are in agreement with the findings of Baumrind (1991) who found that preschool children of authoritarian parents were less achievement – oriented than those of authoritative parents. Baumrind (1991) also found that children of authoritarian parents scored very low in self-esteem and academic performance at the middle-school level in United States of America. The findings also agree with the findings of Baumrind et al. (2010) who found that adolescents whose parents used authoritarian parenting style during preschool years were incompetent and maladjusted in class. A study done in the US indicates that Asian immigrant families in the United States are more likely to be authoritarian than the European American parents and other American parents because they are less likely to share decision making with their children. In this study, the researcher revealed that there was a non-significant relationship between authoritarian parenting style and adolescent's psychological well-being. Empirically, it pointed out to the fact that authoritarian parenting style negatively influenced the psychological well-being

of adolescents. This is because parents in this group were found to be verbally hostile towards the adolescents. They carried out corporal punishment and did not reason anything out with their adolescents. This led to low psychological well-being under democratic school environments where they were given the autonomy to freely think and learn alongside other adolescents from different backgrounds. This implies that authoritarian parents limit and are a psychological threat to well-being of adolescents. Baumrind (2012) states that children would readily comply when parents use reasoning than use force. Psychological control involves manipulating the child by use of guilt inducing techniques. Aunola and Nurmi (2004, as cited in Baumrind et al, 2010) found psychological control to be associated with lower psychological wellbeing.

2.5 Permissive Parenting Style

The permissive parenting style is characterized by low demandingness but high responsiveness to their children (Darling, 2014). Baumrind (2012) noted that permissive parents are lenient and do not expect their children to behave in mature ways and avoid confrontation, often non-directive in the family relationship. They nurture and communicate with their children and relate to them as friends more than parents (Baumrind, 2014). Baumrind (2010) points out that parents who are permissive value freedom, accept and respond affectively towards their children, treats them as equals and are part of the decision-making processes. Adolescents who experience a permissive parenting style are more likely to be associated with negative socio-emotional development (Baumrind, 2014). According to Kopko (2007), adolescents of permissive parents struggle with self-control and exhibit egocentric behavior which may interfere with the healthy development of peer relationships. Nevertheless, they have better social skills and lower levels of depression (Darling,

2014). It may thus be concluded that such adolescents may have low psychological well-being.

In summary, permissive parenting style is associated with less concern and attention of parents to their children's moral values. The children are forced to be mature since they do not receive full attention from their parents. This may affect their development later in life where they might have low self-esteem and lack of confidence when compared to their peers. Permissive parents seem to have no discipline, are too laissez-faire and allow their children to do whatever the children want which ultimately lead to low psychological well-being. Parents seem not to care if their children may exhibit troublesome behavior which may be rejected by society. Parents with a permissive parenting style are too lenient and tolerant of their children without setting limits. This situation may cause children to lack the ability to differentiate what is good and bad for them. Permissive parents are relaxed and inconsistent in providing feedback to their children which may cause children to feel confused about what is good and bad. In permissive homes, children may think that they can do whatever they want and do not learn to respect anything. Even though parents encourage them to do whatever they like to do, adolescents' still need guidance from parents (Chan & Chan, 2005). Santrock (1990) divided the permissive/laissez faire parenting style into two separate techniques; the permissive indifferent parenting style and the permissive indulgent parenting style. Parents who use the permissive indifferent parenting style do not participate in their adolescents' lives (Santrock, 2004). They are thought to be heedless and impassive. Adolescent behaviors associated with this parenting style are non-existence of self-control, social incompetence, inability to handle independence, possession of low self-esteem, immaturity, and possible alienation from the family (Mussen, 1983; Santrock, 2004).

The behavioral patterns of truancy and delinquency are also evident (Santrock, 2004). On the other hand, parents who use the permissive indulgent parenting style require nothing; they completely accept and submit to their children (Santrock, 1990, 2004). Santrock explained that parents who use this parenting style are very involved in their adolescents' lives but also encourage freedom in behaviors and actions. Consequently, adolescents develop behaviors such as a disregard for rules and the expectation that anything and everything is allowed (Santrock, 1990). (Santrock, 2004, p. 277). (Baumrind, 1978), described the idea behind permissive parenting as self-actualization, or the natural tendency of children to learn on their own all they need to know, and to act on this knowledge when ready to do so. However, the practical application of giving relative autonomy to children of permissive parents is still lacking. Parents need to give autonomy to their children in a balanced manner so that they are able to learn adaptive behaviors that help them to live meaningfully in the society. In this research, the researcher clearly investigated the negative effects of permissive parenting style and elucidated how this parenting is believed to lead to the low psychological well-being of adolescents. In the current study, the analysis established that there was a non-significant relationship between permissive parenting style and psychological well-being of adolescents. Ideally, this type of parenting negatively influenced the adolescent's psychological well-being. Parents in this category were found to exhibit lack of follow through and did not care what their children were doing both in academic and social spectrums. They also tend to note but ignore misbehavior in their children because of lack of attachment and fear of disappointing them. The researcher found that adolescents of permissive parents lack a sense of direction and orientation in life which lead to delusion and rebellion, eventually negatively impacting their psychological well-being.

2.6 Psychological Wellbeing

Psychological well-being in adolescence has always been a focus of public attention and academic research. Although this concept has been widely researched in adolescent studies, researchers have approached it with different combinations of indicators. Armsden and Greenberg, (2007) used self-esteem, life satisfaction and affect status to indicate adolescents' psychological well-being. Armsden & Greenberg, (2007), Shek (2013) examined hopelessness, purpose in life and general psychiatric morbidity in addition to life satisfaction and self-esteem in a series of studies about psychological well-being of adolescents. Some other indicators have also been adopted, such as mental health (Raja, McGee, & Stanton, 2010) hope (Ryzin, Gravely, & Roseth, 2009), anxiety (Tim *et al.*, 2014. Wong, Chang & He, 2009) and depression. Apparently, psychological well-being has been used as an umbrella term rather than a theoretical construct in these studies. Ryff's six-factor model of psychological well-being potentially provides a comprehensive theoretical framework for investigating positive functioning of adolescents. Carol Ryff (1988) proposed well-being model with six components: Autonomy, Purpose in life, Positive relation with others, Personal growth, Environmental mastery, and Self-acceptance. Therefore, in this study, it is believed that parenting styles play a pivotal role in the Carol Ryff's six components of psychological well-being among adolescents. In the current study, the researcher found a significant relationship between authoritative parenting styles and psychological wellbeing of adolescents with all its six components stated by carol Ryff.

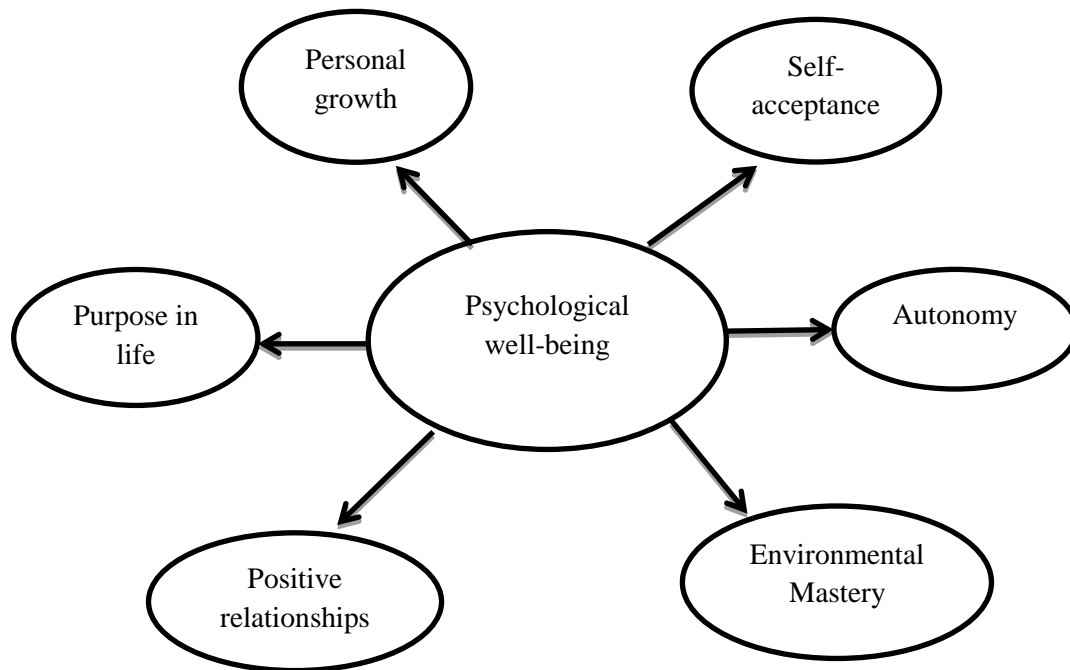


Figure 2.1: Carol Ryff's model of psychological well-being

Source: Ryff (1988)

Autonomy in this study refers to how an individual survives independently. It is the degree to which someone is self-determining and independent, able to resist social pressures to think and act in certain ways, regulate behavior from within and self by personal standards (Ryff, 1988). Madhu and Mechtani (2015), in their study explained that child rearing patterns that nurtures the child autonomy contributes to a child's overall psychological well-being. Their research findings indicated that an authoritative parenting style produced positive developmental outcomes in children. Which is believed to promote psychological wellbeing of adolescents

Purpose in life refers to whether an individual has aims for living and believes in the meaning of life. Individuals with a purpose in life have goals in life and a sense of directedness. They feel there is meaning to present and past life and they hold beliefs that give life purpose (Ryff, 1988). Mohammad, Fariba, and Soliman (2014) found that authoritative parenting style were significantly related with the child's

development of purpose in life which had significant positive relationship with the child's high psychological well-being. The qualities of the authoritative parenting style are responsive, supportive, demanding and guidance that ultimately contribute to the child's sense of purpose in life (Baumrind, 2010).

Positive relations with others refer to situations where individuals are able to establish warm and trusting relations, experience empathy and intimacy as well as understanding the dynamics of a relationship (Ryff, 1988). Positive relations in children are promoted by positive parenting which leads to a child's psychological well-being (Madhu & Mechtani, 2015). The existing literature suggests that an authoritative parenting style is thus effective form of parenting that could decrease children's stress and depression; hence the children are more likely to feel happy with others, respect others and appreciate the parents' support for them (Baumrind. 2010).

Personal growth indicates an individual's competence for development and exploration. Individuals are open to new experiences, have a sense of realizing their potential, they see improvement in self and behavior over time and are changing in ways that reflect more self-knowledge and effectiveness (Ryff, 1988). Authoritative parenting style creates a ground for children to explore their world and potential by participating in a family decision making process and engaging in activities that increase their well-being and a sense of personal growth. (Baumrind 2005).

Environmental mastery stands for the degree to which individuals have a sense of mastery and competence in managing the environment, control complex array of external activities, make use of surrounding opportunities and are able to choose or create contexts suitable to personal needs and values (Ryff, 1988). Self-Acceptance refers to possessing a positive attitude toward self; acknowledging and accepting

multiple aspects of self; including the good and bad qualities and feeling positive about the past life (Ryff, 1988). Authoritative parenting style has an advantage in contributing to the child's sense of self-acceptance (Baumrind D. , 1991; Liem, Cavell, & Lustig, 2010; Suldo & Huebner, 2004; Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010). When children grow up with authoritative parents, they become self-accepting. Also, when these children have problems, they may have better problem-solving skills since their parents have modeled problem solving strategies in them. Carol Ryff's psychological well-being model provides a basis for explaining how parenting styles influence the six components of psychological wellbeing. Positive parenting helps to promote children's sense of autonomy, personal growth, environmental mastery, positive relations purpose in life and self-acceptance which prepare children for social responsibilities (Baumrind, 1988).

2.7 The Relationship between Parenting Style and Psychological Well-Being of adolescents

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. According to Collins, Maccoby, Steinberg, Hetherington, and Bornstein (2000), most parents perceive adolescent years to be the most difficult years of child rearing as it is in this developmental stage that individual cognitive, social, emotional and contextual changes come together and children try to establish their own identity, enhance the skills necessary for socially responsible behavior. Psychological well-being and life skills are promoted by positive parenting which is lacking in authoritarian parents. Problems in parenting arise due to lack of parental skills. These skills can be learnt through undergoing proper training which is not yet been fully done by the Government of Kenya. Parents can be trained in parenting that affirms the dignity and

humanity of both parents and children. This study therefore aims at addressing this concern by raising awareness to the Government, Nongovernmental organizations and the parents on the relevance of training parents and the caregivers on the effective parenting skills.

Dmitrieva and associates (2004] study of 201 united states adolescents, 502 Chinese adolescents, 497 Korean adolescents and 495 Czech republic adolescents showed that perceived parent involvement and parent-adolescents conflict influenced negative life event. Furthermore poorer quality of Parent-adolescents relationships was found to influence levels of adolescents' depression mood. Chand *et al.*, (2013) did a study on promoting positive youth development through a brief parenting intervention program, Parents of adolescents completed pre and post intervention assessment of parenting and family relationships in order to examine the effects of participation on family functioning and positive youth development. The results suggest that brief parenting intervention may produce favorable outcomes for families with adolescent.

Baumrind (2005) Studies have acknowledged that the parent-child relationship is the most important framework for social learning and adaptation to the children, and is a reliable predictor of children's internalizing and externalizing behavior problems and psychological wellbeing (Baumrind, 2005). A study exploring the causes of adolescent violence revealed that although poor parenting practices reliably predict violent conduct in children, no information concerning parenting practices in South Africa was available at the time (Burton, 2007). As such, a search of the literature yielded little data on South African parenting and its relation to aggressive outcomes, Tilahun (2002) examined the interrelationships between parenting style, psychosocial adjustment, and academic achievement with a sample of 300 (147 females and 153 males) grades 9 and 10 high school students in Addis Ababa. He found that students

who perceived their parents as authoritative had significantly higher academic achievement and psychosocial adjustment compared to their counterparts who rated their parents as non-authoritative. Furthermore, this investigator reported that both dimensions of parenting. A study conducted by Abesha (2012) with a sample of 335 (160 females and 175 males) high school students recruited from the Amhara and Wolayta ethnic groups also demonstrated that parenting styles had a significant effect on psychological wellbeing,

Madhu and Mechtani (2015) explained that child rearing patterns nurtures the child physically and contribute to overall well-being. Their research findings indicated that an authoritative parenting style produced positive developmental outcomes. The study recommended parents to show concern to their children and develop psychological and social positions in them (Madhu & Mechtani, 2015). Similarly, in a study to examine the relationship between psychological well-being and parenting styles with students' mental health, Mohammad, Fariba, and Soliman (2014) found that psychological well-being and authoritative parenting styles were significantly related with mental health and permissive parenting styles had significant positive relationship. Thus, mental health is predicable by psychological well-being and parenting styles (Mohammad, Fariba, & Soliman, 2014). Hasumi, Ahsan, Couper, Aguayo, and Jacobsen (2012) investigated parental involvement and mental well-being of Indian adolescents (13-14 years). The study revealed that parental involvement decreased with increasing age, while poor mental health was significantly associated with a decreased likelihood of parental involvement (low levels of depression, loneliness and anxiety). Parents in Kenya do not involve in the lives of their children, this makes them not to clearly understand the needs of their children and to guide the way they behave in their social context (UNICEF baseline

survey on child protection, 2011). The study recommended health care professionals to encourage parents to be actively involved in adolescent's lives for development of psychological well-being (Hasumi *et. al.*, 2012). Bamanjit *et. al.*, (2012) investigated "Adolescent identity formation, psychological well-being and parental attitudes". The results of their study revealed that adolescent boys high on identity achievement experience psychological well-being while girls reflect less on identity. Parental acceptance is associated with identity achievement and avoidant parenting is related to lower identity. Status identity achievement is high in adolescent boys with both parental acceptance and concentration. The study recommends for development of identity enhancement programs for adolescents which helps to build psychological well-being (Bamanjit, Bikramjeat, Suninder, & Nidhi, 2012). This study found out from Ryff's psychological well-being analysis that even though most of the adolescents seemed to report a high sense of psychological well-being, there was a concern that 45% of the adolescents did not feel sure of themselves when they were around other people. A further 62% of the adolescents felt they were not understood by people. More than half of them (55%) did not know how to deal with upsetting problems. The implication of the above findings was that different parental styles contributed to different perceptions regarding the psychological well-being of the adolescents. In summary, all the other Kenyan studies have demonstrated that parenting styles play instrumental roles in affecting the psychological wellbeing of adolescents indicating that children from authoritative families have significantly higher psychological wellbeing compared to their counterparts from non-authoritative families. However, as mentioned elsewhere in this study, there is no empirical study which examined whether or not parenting styles continue to have effects on the psychological wellbeing of adolescents in secondary schools in Kenya. It has been

suggested in the previous Kenyan research that it is prudent to examine the effects of parenting styles on the developmental outcomes, including psychological wellbeing of adolescents in higher learning institutions. As a result, there is a need to investigate the effects of parenting styles on the psychological wellbeing of university students in a country where such kind of study is not available.

2.8 Summary of Literature Review

The literature review section highlighted the significant findings and conclusions from past studies that were conducted regarding the various parenting styles. The literature review on the relationship between parenting styles and psychological wellbeing of secondary school adolescents indicated that there was a significant positive relationship between authoritative parenting style and adolescent's psychological wellbeing, authoritative parents encouraged their children to be assertive while remaining socially responsible to be able to be self-regulated and cooperative with those around them. The adolescents raised by authoritative parents learned to negotiate and also be part of discussions. The literature review also revealed that there was a negative significant relationship between authoritarian parenting style and adolescents psychological wellbeing in many cases, authoritarian parents were found to be strict disciplinarians who insisted that their child ought to follow instructions without questioning them. Adolescents raised by authoritarian parents were found to have poorer social skills, lower self-esteem and higher levels of depression. For the permissive parents, they value freedom, accept and respond affectively towards the children, treat them as equals and are part of the decision-making processes. Adolescents from households with permissive parents tended to have low self-esteem and lack of self-confidence in comparison to their peers as they were forced to be mature because they did not receive full attention from their parents. The above

findings from the literature review formed an imperative for guiding the current research involving the assessment of psychological well-being, perceived parenting style of adolescents, and determination of the relationship between psychological well-being and perceived parenting style among the adolescents in Ainabkoi sub county, Uasin Gishu County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description of the research methodology used in the study. The aim of the study was to assess the psychological well-being, perceived parenting style of adolescents and to determine the relationship between psychological well-being and perceived parenting style among the adolescents in Ainabkoi Sub-County, Uasin Gishu County. The research methodology used to obtain data is discussed, this includes; the study design, population, sample size, sampling procedure, data collection methods, pretesting of the questionnaires, data analysis and ethical considerations of the study.

3.2 Location of the Study

This study was carried out in Ainabkoi Sub County in Uasin Gishu County. Uasin Gishu County is one of the 47 counties of Kenya, located in the former Rift Valley Province. It is located between $0^{\circ} 31' 00''$ N $35^{\circ} 17' 00''$ E/ 0.51667° N 35.2833° E. The county borders six other counties; Elgeyo, Marakwet to the East, Trans Nzoia to the North, Kericho to the South, Baringo to the South East and Nandi to the South.. Uasin Gishu County has a population of 894,000 people and it covers an area of 3,345.2 square kilometers. There are six administrative divisions; these are Soy, Kesses, Ainabkoi, Moiben, Turbo and Kapseret. It is located on the plateau and has a cool temperate climate. Eldoret is the administrative and commercial center and its inhabitants are from diverse ethnic and socioeconomic background as well as diverse religious affiliations. Uasin Gishu County's resources include tourist attractions, forests and agricultural products. The county has National schools, County schools, District schools, and Private schools.

The reason why Ainabkoi Sub County, Uasin Gishu County was chosen for this study was because to the researcher's knowledge no study has been conducted in Uasin Gishu County on the psychological well-being of adolescents in relation to parenting styles. A previous study on parenting styles and adolescents' autonomy and self-esteem was carried out in Uasin Gishu (Nyabuto, 2014). The researcher particularly chose to carry out study in Ainabkoi Sub County because the area had adolescents that come from varied cultural backgrounds. The researcher felt that Ainabkoi sub county could yield good information pertaining to the subject at hand. The research was conducted within the period of July and August 2019. The variables that were under investigation included independent variables such as authoritative, authoritarian, permissive parenting styles and dependent variables such as psychological wellbeing and its indicators such as personal growth, environmental mastery, positive relation, a sense of autonomy, self-acceptance and purpose in life

3.3 Research Design

A research design is the term of structure that is followed in the process of conducting research; it constitutes blue print for collection, measurement and analysis of data (Patton, 2011). This study adopted a quantitative research method using a descriptive and correlational design. Quantitative research approach was used by the researcher because it is an excellent way of finalizing results, proving and disproving a hypothesis because it uses statistics to generalize a finding. Descriptive and Correlational design were used in this study to help describe and establish the relationships among research variables, the research variables in this study included dependent variable (psychological well-being) and independent variables (authoritative, permissive and authoritative parenting styles).

3.4 Target Population

A population is a well-defined set of people, elements, events or group of things that are under scrutiny by the researcher (Mugenda and Mugenda, (2003) describe a target population as a group to which the researcher intends to generalize the results of the study. The target population for this study comprised 31 secondary schools and 2300 adolescents in Ainabkoi sub-county, Uasin Gishu County.

3.4.1 Inclusion Criteria

- Male and Female Adolescents (students) aged 13-18 years who were selected using simple random sampling in selected secondary schools in selected participated in the study.

3.4.2 Exclusion Criteria

- Adolescent students who were ill or who were identified by teachers as having learning disabilities and were not able to understand or fill the questionnaires were not included in the study.
- Adolescents who were below 13 years old were not included in the study because they were regarded as not having the ability to answer the questionnaires. Those below 13 years old were identified by the teachers in their respective classes and then excluded from the study.

3.5 Sampling Procedure and Sample Size

This section described the sample size and the sampling procedures used in this study, these were further explained as follows:

3.6 Sampling Procedure

Sampling procedure is the process that involves the selection of a specified number of respondents for the study. There are about 31 public secondary schools in Ainabkoi sub-county out of which 6 secondary schools were selected. The researcher used

stratified sampling technique to select two mixed boarding, two mixed day, two boys boarding and two girls boarding and divided them into subgroups (strata) and all subgroup in the population were represented in the sample. After sorting out the 31 different types of schools in each stratum, each school was given a number, which was written on a piece of paper, folded and then placed in a container. The papers in the container were mixed properly before picking the required number of the respondents randomly at a time. This procedure ensured that each member of the population of the school had equal chance of being included in the sample. From each stratum, the researcher then used simple random sampling to select participants to be included in the sample and therefore involved in data collection. In stratified random sampling, subjects are selected in such a way that the existing subgroups in the population are more or less reproduced in the sample (Mugenda & Mugenda, 1999).

3.6.3 Sample Size Determination

Kothari (2005) defines a sample as the selected respondents who represent the entire population. The sample is usually obtained from the population targeted for the study as it possesses the appropriate characteristics to be studied. The sample size was carefully selected by the researcher so as to be a good representation for the intended population of study. Given the large number of adolescents in Ainabkoi sub-county in schools (2300), conducting a survey on such a population requires time and resources. As a result, coming up with a sample that represents the whole population in the study was essential.

Cochran formula was used to determine the sample size.

$$n = \frac{N}{1+N(e^2)}$$

Where; n = sample size

N = target population of the study

$e = \text{acceptable margin of error of } 5\%$

Therefore; $n = 2300 / [1 + 2300 (0.052)]$

$= 340$

The minimum required sample size was 340. However, allowing for 10% non-response, during sampling, the sample size was adjusted upwards to 374 that was selected using simple random sampling to ensure equal chance of participating in the study.

Table 3.1: Sample Size

Category	Schools	Boys	Girls	Total
Girls boarding	A	-	50	50
Boys boarding	B	50	-	50
Mixed day	C	32	17	49
	D	33	23	56
Mixed boarding	E	35	28	63
	F	45	27	72
Total	-	195	145	340

3.7 Research Instruments for Data collection

3.7.1 Questionnaire

The questionnaire, as a general term, includes all techniques of data collection in which each respondent is requested to respond to the similar set of queries in a predetermined order (Mugenda & Mugenda, 2003). Questionnaires were used because they allowed adequate time for respondents to reflect on the questions before they answered them. They were also used in order to collect a lot of information within a short period of time. The questionnaires were categorized into three sections; first was the demographics section, followed by the parenting style and dimensions questionnaire, and lastly the Carol Ryff psychological well-being questionnaire (Appendix 2). The demographics section required participants to select the response

that best suited them from the list of responses. The demographics questionnaire captured descriptive data of the participants (Appendix 2, part A). The characteristics included age, gender, educational level of parents/guardians, the family structure, as well as occupation of parents/guardians. The items for psychological well-being and parenting style and dimensions questionnaires were scored on a 5-point Likert scale (Appendix 2, Part B). Regarding the parenting style and dimensions questionnaire, the scale ranged from 1 = never, 2 = rarely, 3 = sometimes, 4 = often and 5 = always. For psychological well-being questionnaire, the scale ranged from 1 = very low, 2 = low, 3 = neutral, 4 = high and 5 = very high (Appendix 2, Part C). The questionnaire was adopted from Ryff's (1988) psychological well-being scale and Parenting style and dimensions questionnaire used in this study was adopted from Robinson, Mandelco, Olsen, and Hart (2001)

3.7.2 Psychological well-being

To assess the psychological well-being, adolescents completed a standardized Ryff's (1989b) psychological well-being scale on six dimensions: autonomy, personal growth, environmental mastery, purpose in life, positive relations with others and self-acceptance. The adolescents rated statements on a scale of 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement. The internal consistency coefficients of the scale range between 0.86 and 0.91 and high test-retest reliability with specific values as follows: autonomy 0.83, environmental mastery 0.86, personal growth 0.85, positive relations with others 0.88, purpose in life 0.88 and self-acceptance 0.91.

3.7.3 Parenting style and dimensions questionnaire

The parenting style questionnaire used in this study adopted from Robinson, Mandleco, Olsen, and Hart (2001) was used to assess adolescent's perception of their parent's style of parenting (Appendix 2, part B). Baumrind's (1971) parenting styles have sub-factors that are known as dimensions or practices. Three subscales included the authoritative parenting style, which had 10 items, the authoritarian parenting style which had 10 items and the permissive parenting style which had 10 items. These styles also included parenting practices as subscales for each of the styles. The parenting style questionnaire basically asked questions about how adolescents' parents behaved towards them and the nature of the relationship between them. Participants had to respond on a 5 – point Likert scale which ranges from 1 = never to 5 = always. For instance, items included, “my parents encouraged me to talk about my problems” and “my parents found it difficult to discipline me.” The Cronbach alpha coefficients observed in a South African study by Roman, (2015) are as follows: For mothers: 0.92 for authoritative parenting style, 0.88 for authoritarian parenting style and 0.62 for permissive parenting style. As for fathers, the Cronbach alpha coefficients were 0.96 for authoritative parenting style, 0.94 for authoritarian parenting style and 0.78 for permissive parenting style (Roman et al., 2015).

3.8 Data Collection Procedure

The first step in data collection was to get an introductory letter from Moi University Graduate School and then research permit from the National Commission for Science, Technology and Innovation (NACOSTI) (Appendix 3) and thereafter, authority to conduct research was obtained from the County Director for Education so as to visit the schools (Appendix 4). Permission was also obtained from the principals of the sampled schools through a letter of consent to conduct the research (see Appendix)

the principals introduced the class teachers to the researcher since they would be in a position to get the respondents of the study the questionnaires were given to the students selected using simple random sampling. The respondents were informed about the purpose of the study, clarifications relating to the questionnaires were made and the respondents were informed of confidentiality. The completed questionnaires were collected at the end of the day.

3.9 Pilot Testing

The questionnaires were pre-tested (piloted) on a selected sample that was not to be included in the study. The researcher carried out the pilot study in two secondary schools in Kesses Sub County before the actual data collection in Ainabkoi Sub County. The procedure used in pre-testing the questionnaire was identical to that used during the data collection. This process involved going through the questionnaire carefully and ensuring that the questions were easy to understand and that the respondents were able to fill it adequately. This also allowed the researcher to make meaningful modifications to the research instruments. Pre-testing was considered important because comments and suggestions by respondents during pre-testing improved the quality of the questionnaire (Mugenda & Mugenda, 2003). The pilot testing process also enabled the researcher to test the questionnaires validity and eventually the data's reliability after it was collected. Through this process, the questionnaires were tested and ascertained that they were viable to yield valid, accurate and dependable results (Upagade & Shende, 2012). The pilot study was carried out on 30 respondents which represented 10% of the study as recommended by Mugenda and Mugenda (2003). The instruments were also subjected to reliability test during the piloting. The researcher used test-retest to test the reliability of the instruments. The questionnaires were administered in the schools involved in the pilot

study at different times in close succession. The correlation coefficient between the two tests was 0.72.

Validity of the research instruments was also a critical parameter that helped prove that the results obtained from the analysis of data actually represented the phenomenon under study. There are several categories of validity including construct, criterion and content validity. Content validity is the degree to which an instrument measures what it is intended to measure. To ensure content validity, the researcher considered the variables and their scope in line with the literature. The researcher also sought the opinions of experts and peers from the Department of Sociology at Moi University to assist in reviewing the appropriateness of the research tools. Criterion related validity refers to evidence of a relationship between attributes in a measurement tool and its performance on other variables. Construct validity refers to the extent to which an instrument measures the variable it was intended to measure and requires the instrument of the content to be related to the operationally defined theory and concepts. Construct validity was tested using factor analysis. Further, the research instrument was administered to a pilot group in Kesses Sub County, with a view to validating the instruments.

3.10 Data Analysis Techniques

The questionnaires were pre-coded to ease data entry. Quantitative data was prepared and organized using SPSS version 23, and then the data was analyzed using both descriptive and inferential statistics. Statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages were calculated from the responses out of the total study sample response per item. The hypotheses were tested using Pearson's correlations method to establish the relationship between variables.

3.11 Ethical Considerations

It is recognized that the study was investigating family relations which are sometimes sensitive to discuss and would have elicited discomfort, insecurity or even hostility or dishonesty from the participants. Confidentiality and privacy were therefore assured for participants to safeguard their interests. The respondents were given assurance of confidentiality during data collection, this helped to build confidence among them to provide necessary information. Information that is regarded as sensitive to the participants should be handled with sensitivity to avoid harm. Maintenance of confidentiality was done by hiding the respondents' names, not taking their photography or telling to any one where respondents reside, that is the application of pseudonyms to maintain confidentiality. The respondents were assured that their responses would be kept anonymous in order to keep their privacy intact.

An informed consent was observed, and the respondent willing to participate in the study was first given a consent form to consent to participate in the study. Informed consent is the bond of trust which is the foundation and the central stone to any research involving human participants” (Mandal and Parija, 2014, p. 1). The researcher is supposed to give necessary information about the study to all participants in order to let the participants make an informed decision to participate voluntarily in the study. The necessary information included the goal of the study, its objectives, benefits and dangers to both the researcher and the participants. The researcher delivered a consent form to every participant to sign after reaching a consensus to ascertain their acceptance to take part in the study.

Fidelity was also observed by the researcher, there was no any form of plagiarism or giving wrong information. Or presenting the work that has already been presented by another researcher/ The proposal for this study was submitted for review and

subsequently approved by the School of Arts and Social Science; Department of Sociology, Psychology and Anthropology before data collection. After receiving the approval letter from the University, the researcher applied for a research permit from the National Commission of Science, Technology and Innovation (NACOSTI); because the study was carried out in Uasin Gishu County, permission was sought from the County Administrator in charge of Education before actual field data collection. Permission to conduct data collection was sought from Headmasters and Principals of schools.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF
FINDINGS

4.1 Introduction

This chapter presents data analysis, findings and interpretation, results are presented in tables and diagrams. The data has been prepared and organized using SPSS Version 23, and then analyzed using descriptive statistics to generate means and frequencies of responses and inferential statistics to determine the relationship of the variables under study. The analyzed data was presented under themes that reflect the research objectives.

4.2 Response Return Rate

The number of questionnaires that were administered was 374. Out of the 374 questionnaires, 340 questionnaires were duly filled; this represented a response rate of 90.91%. This response rate was considered satisfactory for analysis to make conclusions for the study in accordance with Mugenda and Mugenda, (2003), and also Kothari, (2004) who indicated a response rate of 50% is adequate, 60% is good, 70% is very good for a descriptive study. Therefore, the response rate in this study was excellent.

Table 4.1: Response Return Rate

No. of questionnaires returned	Target No. of respondents	Response Rate (%)
340	374	90.91%

Source: Field data, 2019

The high response rate (90.91%) realized by the study was attributed to various factors that included recruitment of three research assistants who were present to ensure administration of the data collection tools and completion during the research

process. The researcher also got an opportunity to clarify the respondents' queries at the point of data collection, although caution was taken not to influence the outcome, therefore ensuring a high instrument response and scoring rate.

4.3 Demographic characteristics of the respondents

4.3.1 Distribution of Adolescents by Gender

The study sought out to find the gender distribution of the adolescents. The participants comprised 195(57.4%) boys and 145(42.6%) girls. Out of a sample of 340 there were 50 (14.5%) participant's from exclusive boy's secondary schools, 50 (14.5%) from girl's secondary schools and 69.8% (140 boys and 100 girls) from mixed secondary schools. The results are shown in figure 4.1:

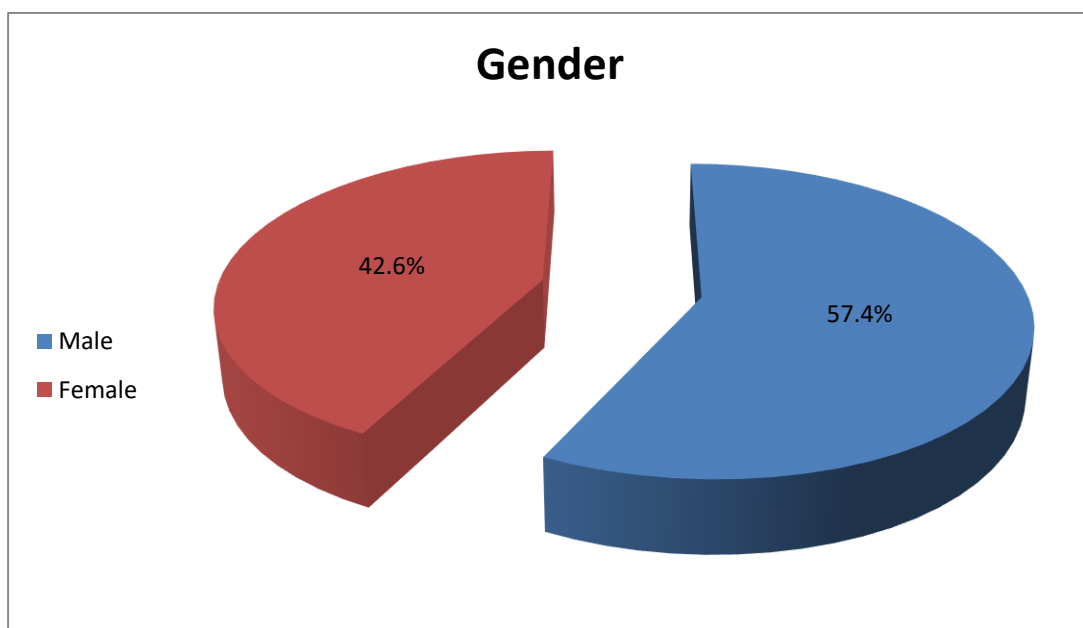


Figure 4.1: Gender distribution of the respondents

The study sought out to find the gender distribution of the adolescents. The findings are presented in figure 4.1 are shown. The result of the findings shows that 195(57.4%) of the adolescents were male while 145(42.6%) were female. This implies that there were more male adolescent students than female in this study.

4.3.2 Distribution of Adolescents by Age

The study sought to determine the age distribution of the adolescents. The findings are presented in figure 4.2 below.

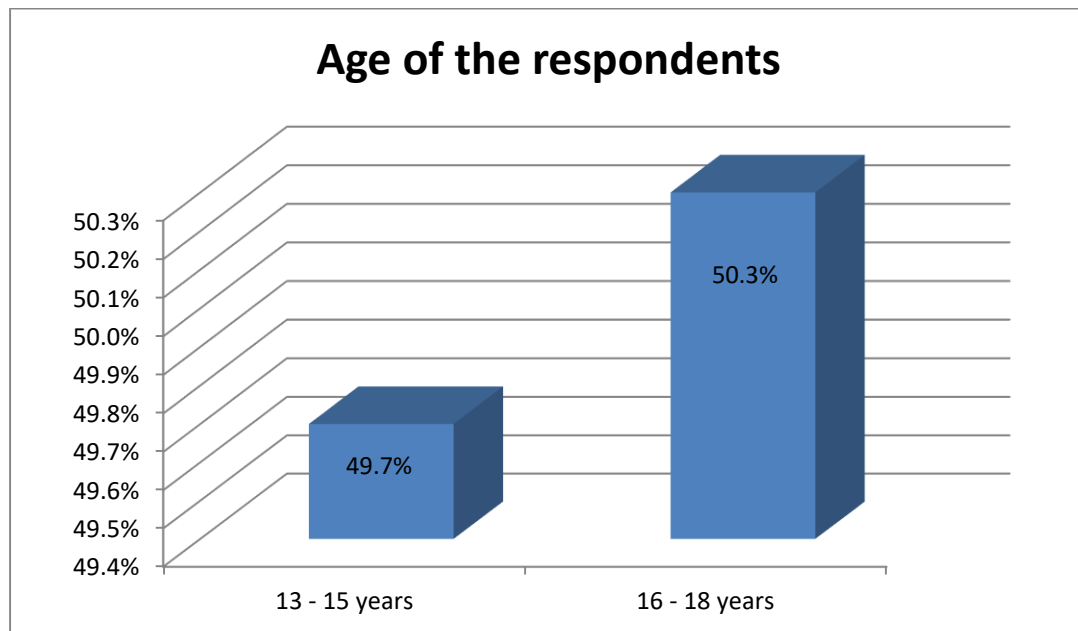


Figure 4. 2: Age distribution of the adolescents

The results showed that majority of the adolescents 171(50.3%) were in the age group 16 – 18 years while 169 (49.7%) were in the age group 13 – 15 years. This could have the implication that different age groups reported different parenting styles and also there are more respondents' between the ages of 16-18 years than those between the ages of 13-16 in this study.

4.3.3 Social Characteristics of Respondent's Families

This section discusses the social characteristics of the respondent's families in the study. These include: living arrangements, status of parents (alive or dead), and parent lives in the same household and religion of affiliation.

4.3.4 Living Arrangement of respondent's families

The researcher sought to know who the adolescent lives with, the respondents were asked to indicate the people they lived with as parental figures in their lives. The findings are presented in Table 4.2.

Table 4.2: Living arrangement of the respondents

Caregiver	Frequency	Percent
Parent	276	81.2%
Uncle	32	9.4%
Aunt	17	5.0%
Sibling	15	4.4%
Total	340	100.0%

Source: Field data, 2019

The results show that majority of the respondents 276 (81.2%) lived with their parents since birth, while 32 (9.4%) of the respondents lived with their uncle, while 17 (5.0%) of the respondents live with their aunt, and 15 (4.4%) of the respondents live with their sibling. This could have the implication that respondents lived with both parents reported different parenting styles. Children with both parents were more likely to be raised by authoritative parents than those living with other relatives, this could be that shared responsibility of child rearing makes it easy for parents to monitor and mentor their children's behavior.

4.3.5 Status of parents of the respondents

The researcher sought to find out whether the mother and father of the respondents were alive and whether they were living in the same household. The findings are presented in Table 4.3

The results show that most of the respondents 284 (83.5%) their mother was alive, of these 228 (67.1%) were living in the same household. Further, most of the respondents 258 (75.9%) their fathers were alive and of these 208 (61.2%) were living

in the same household. This have the implication that adolescents whose mothers were alive reported different parenting styles. Mothers with the history of depression are likely to be authoritarian than fathers and it could be interpreted that parents status may affect the parenting style parents employ while raising their children and the psychological wellbeing of adolescents.

Table 4.3: Status of respondent's families

Characteristic	Frequency	Percent
Mother to the respondent alive		
Yes	284	83.5%
No	56	16.5%
Total	340	100.0%
Mother of the respondent living in the same household		
Yes	228	67.1%
No	112	32.9%
Total	340	100.0%
Father to the respondent alive		
Yes	258	75.9%
No	82	24.1%
Total	340	100.0%
Father of the respondent living in the same household		
Yes	208	61.2%
No	132	38.8%
Total	340	100.0%

Source: Field data, 2019

4.3.6 Response on type of family status

Further the researcher sought to determine whom the adolescents lived with. They were asked to indicate the people they lived with as parental figures in their lives. The findings are presented in figure 4.3 below:

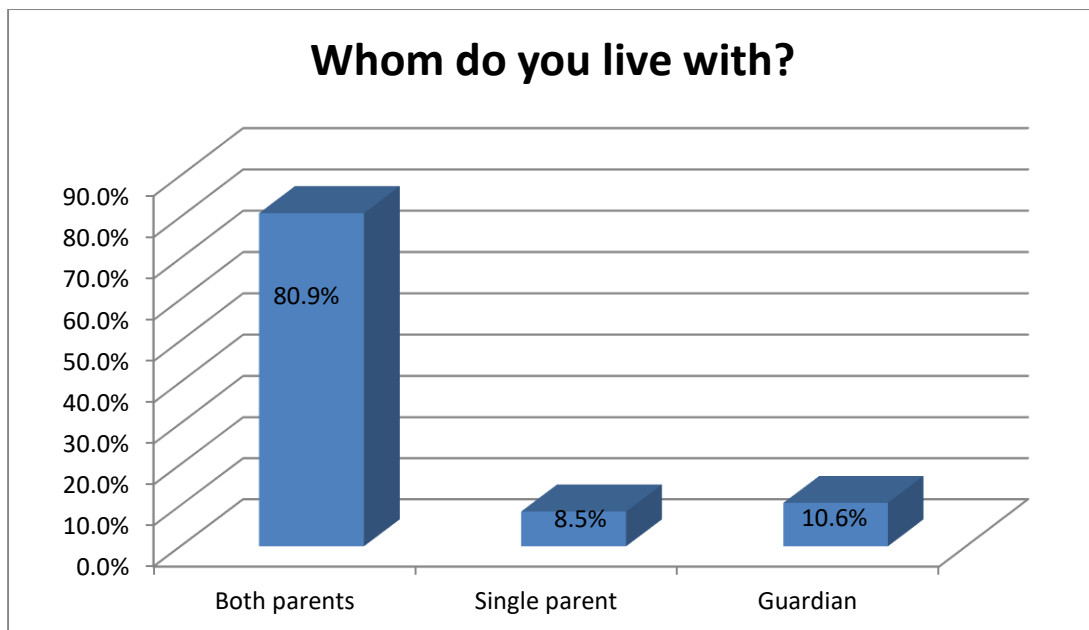


Figure 4.3: Family structure of the adolescents

The study found out that more than half of the adolescents indicated that they lived with both parents 275 (80.9%), while 29 (8.5%) of the learners indicated that they lived with single mothers and 36 (10.6%) of the adolescents indicated that they lived with a guardian. This could have the implication that respondents lived with both parents reported different parenting styles. Children with both parents were more likely to be raised by authoritative parents than those living with other relatives, this could be that shared responsibility of child rearing makes it easy for parents to mentor and monitor their children's behavior.

4.3.7 Parents and Guardians education level

The adolescents were asked to indicate the level of education of their parents or guardians. The findings are presented in figure 4.4 below:

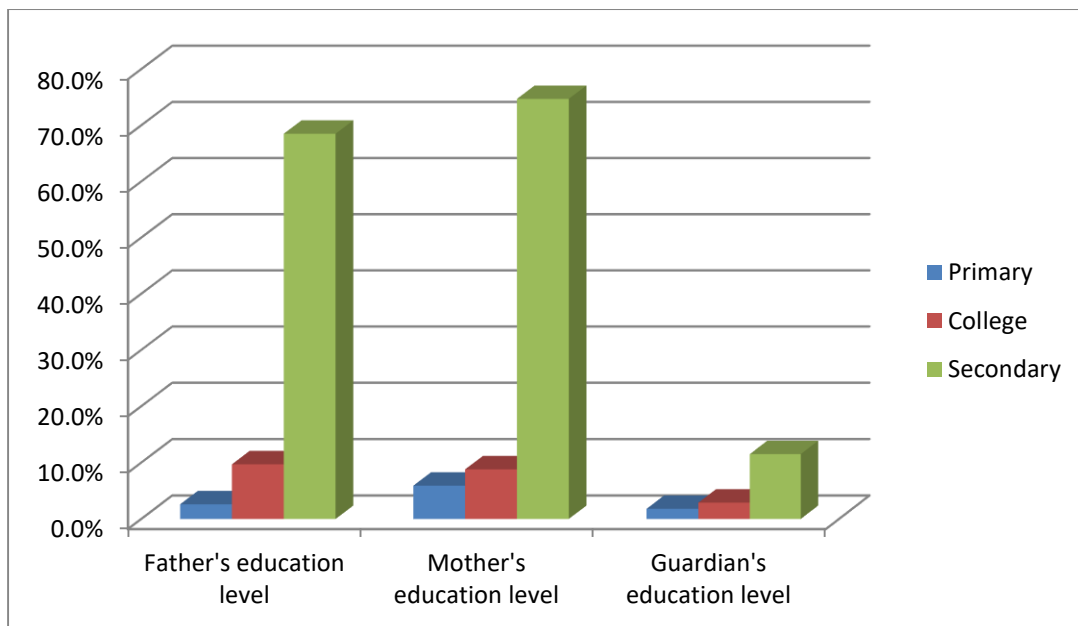


Figure 4.4: Education level of parents and/or guardians

The study showed that 9 (2.6%) of the adolescents indicated that their father's had primary level of education, 33 (9.7%) of the adolescents indicated that their fathers had college level of education while majority of the adolescents 233(68.5%) indicated that their fathers achieved secondary level of education. The study also showed that 20 (5.9%) of the adolescents indicated that their mothers had primary level of education, 30(8.8%) of the adolescents indicated that their mothers had college level of education while majority of the adolescents 254(74.7%) indicated that their mothers had secondary level of education. The study also showed that 6 (1.8%) of the adolescents indicated that their guardians had primary level of education, 10 (2.9%) of the adolescents indicated that their guardians had college level of education while majority of the adolescents 39(11.5%) indicated that their guardians had secondary level of education. This could be interpreted that education level may influence the parenting style parents use to relate with their children and the psychological wellbeing of adolescents in some circumstances.

4.3.8 Employment status of parents and guardians

The study sought to explore the employment status of the parents and guardians of the adolescents. The results are presented in figure 4.5 below:

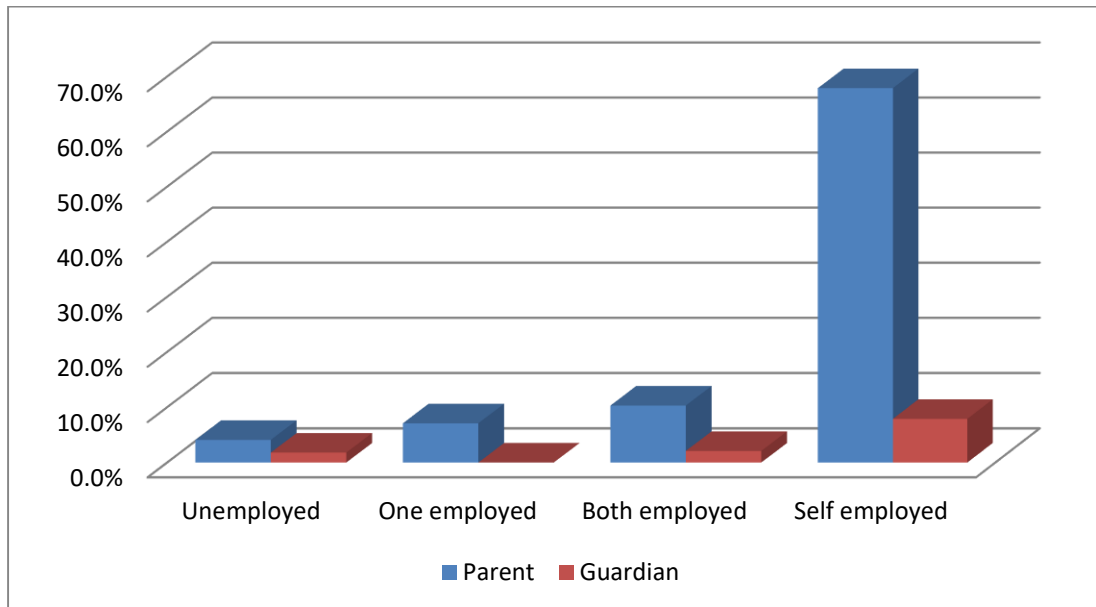


Figure 4. 5: Employment status of parents and/or guardians of the adolescents

The study revealed that 14 (4.1%) of the adolescents indicated that their parents were unemployed, while 24 (7.0%) of the adolescents indicated that either one of their parents was employed, whereas 35 (10.2%) of the adolescents indicated that both of their parents were employed while majority of the adolescents 231 (67.2%) of the adolescents indicated that their parents were self-employed. The adolescents living with a guardian indicated that 6 (1.7%) were unemployed, 7 (2.0%) were employed and 27 (7.8%) were self-employed. This had an implication on the study since most studies found that unemployed parents with less revenues practiced authoritarian parenting style.

4.4 Pattern of Parenting Styles used by Parents of Adolescents in Ainabkoi Sub County, Uasin Gishu County

The first objective sought to examine the common parenting styles as experienced by adolescents in secondary schools in Ainabkoi Sub County. The parenting style and dimension questionnaires were used to determine the parenting behaviors of the parents of adolescents in Ainabkoi sub county, Uasin Gishu County. Parenting styles were assessed using the self-administered parenting style questionnaires for both mothers and fathers separately. The questionnaires had subscales which included authoritative parenting style, authoritarian parenting style and permissive parenting style. The authoritative parenting style was categorized according to the dimensions of warmth and support, reasoning/induction and democratic participation. The dimensions captured the adolescent's experience of parenting style based on responses of 37 statements. The statements measured the respondents' frequency of agreement on a likert scale. The range of agreement of survey questions measuring parenting style was 1 to 5. Respondents who reported a score closer to "5" indicated experiencing the various dimensions of parenting behavior at a higher degree while respondents who scored closer to "1" were experiencing the various dimensions of parenting behavior at a low degree. All of the responses for the 37 statements were averaged to determine one's experience of parenting behavior. The means and standard deviations were calculated based on the dimensions of parenting scale to determine a balanced point of respondents' degree of parenting behavior.

Table 4.4: Percentage of parenting styles used

Characteristics	N	%
Maternal parenting style		
1. Permissive	101	29.7
2. Authoritarian	154	45.3
3. Authoritative	85	25.0
Paternal parenting style		
1. Permissive	141	41.5
2. Authoritarian	121	35.6
3. Authoritative	78	22.9

Source: Field data, 2019

The study found that 154 (45.3%) of the mothers were using authoritative, parenting style 101 (29.7%) were using permissive parenting style and 85(25.0%) were using authoritarian parenting style. An almost equal number of fathers practiced either predominantly permissive parenting style 141 (41.5%) or authoritarian parenting style 121 (35.6%). Those who used authoritative parenting style were 78 (22.9%). The findings implied that permissive parenting style was dominant among fathers and authoritative among mothers.

The present study revealed some differences between reported maternal parenting styles and paternal parenting styles, the findings revealed that mothers are more authoritative than fathers in this study, this is because of the strong bonds mothers have with their children as compared to the father. These finding is consistent with several studies that have shown mothers and fathers frequently do not parent similarly (Carr & Pike, 2012).

Further, the researcher sought to determine the difference in parenting styles used across gender.

4.4.1 Authoritative mother

The adolescents were tested on fifteen items pertaining to their mother's warmth and support, reasoning/induction and democratic participation. The adolescents indicated their perception of authoritative mother parenting style by them choosing never, rarely, sometimes, often and always. Table 4.5 below presents the means and standard deviation scores for mother's authoritative parenting style.

Table 4.5: Means and SD for items for authoritative parenting style (mother)

Authoritative parenting: Items	Mothers	
	Mean	SD
Warmth and Support		
Encouraged me to talk about my problems	1.57	0.495
Responsive to my feelings or needs	4.56	0.931
Gave comfort and understanding when I was upset	4.05	0.692
Gave praise when I was good	4.02	1.213
Had warm and intimate times together with me	4.11	1.374
Reasoning/Induction		
Gave me reasons why rules should be obeyed	1.48	0.500
Helped me to understand the impact of my behavior by encouraging me talk about the consequences of my actions	1.75	0.432
Explained the consequences of my behavior	1.34	0.474
Emphasized the reasons for rules	1.40	0.490
Explained to me about how she felt about my good/bad behavior	4.09	1.385
Democratic participation		
Showed respect for my opinions by encouraging me to express them	1.54	0.499
Allowed me to give input into family rules	1.79	0.409
Took into account my preferences in making plans for the family	2.44	0.848
Encouraged me to freely express myself even when I disagreed with her	1.58	0.494
Considered my desires before asking me to do something	4.09	1.385

Source: Field data 2019

Table 4.5 above indicates that within the warmth and support dimension, majority of adolescents ($M = 4.56$, $SD = 0.931$) perceived their mothers to be *responsive to their*

feelings or needs. This was followed closely by *having warm and intimate times together* (M = 4.11, SD = 1.374), *giving comfort and understanding when they are upset* (M = 4.05, SD = 0.692) and *giving praise when they do good* (M = 4.02, SD = 1.213). In contrast the least scores for mean and standard deviation. As for the reasoning/induction dimension, the highest mean and standard deviation scores (M = 4.09, SD = 1.385) was for adolescents who perceived their mothers to *explain about how they felt about their good/bad behavior*. The least scores was for adolescents who perceived their mothers as *not explaining the consequences of their behavior* (M = 1.34, SD = 0.474), *not emphasizing the reasons for rules* (M = 1.40, SD = 0.490), *not giving reasons why rules should be obeyed* (M = 1.48, SD = 0.500), and *failure to help them understand the impact of my behavior by encouraging them to talk about the consequences of their actions* (M = 1.75, SD = 0.432). Within the democratic participation, the highest mean and standard deviation scores (M = 4.09, SD = 1.385) was for adolescents who perceived their mothers to be *considering their desires before asking them to do something*. The least scores was for adolescents who perceived their mothers as *not showing respect for their opinions by encouraging them to express them* (M = 1.54, SD = 0.499), *not encouraging them to freely express themselves even when they disagreed with her* (M = 1.58, SD = 0.494), *not allowing them to give input into family rules* (M = 1.79, SD = 0.409) and *not taking into account their preferences in making plans for the family* (M = 2.44, SD = 0.848). The findings of this result revealed that adolescents of mothers using authoritative parenting style experience all the dimensions of authoritative parenting styles. The implication of this result was that mothers using authoritative parenting styles are likely to have children with the high psychological wellbeing and social competencies

in the society since authoritative parents exhibit all the three dimensions of good parenting practices that is reasoning/induction, warmth and democratic participation.

4.4.2 Authoritative father

The adolescents were tested on fifteen items pertaining to their father's warmth and support, reasoning/induction and democratic participation. The adolescents indicated their perception of authoritative father's parenting style by them choosing never, rarely, sometimes, often and always. Table 4.6 below presents the means and standard deviation scores for father's authoritative parenting style.

Table 4.6: Means and SD for items for authoritative parenting style (father)

Authoritative parenting: Items	Fathers	
	Mean	SD
Warmth and Support		
Encouraged me to talk about my problems	1.96	1.323
Responsive to my feelings or needs	4.18	0.850
Gave comfort and understanding when I was upset	2.33	1.251
Gave praise when I was good	4.27	1.055
Had warm and intimate times together with me	4.52	1.127
Reasoning/Induction		
Gave me reasons why rules should be obeyed	1.86	1.354
Helped me to understand the impact of my behavior by encouraging me talk about the consequences of my actions	1.91	1.339
Explained the consequences of my behavior	2.42	1.396
Emphasized the reasons for rules	1.79	1.369
Explained to me about how he felt about my good/bad behavior	4.50	1.151
Democratic participation		
Showed respect for my opinions by encouraging me to express them	2.02	1.300
Allowed me to give input into family rules	4.14	1.257
Took into account my preferences in making plans for the family	2.81	1.223
Encouraged me to freely express myself even when I disagreed with him	1.90	1.203
Considered my desires before asking me to do something	4.50	1.151

Source: Field data 2019

Relating to fathers, table 4.6 indicates that within warmth and support, the highest mean and standard deviation scores ($M = 4.52$, $SD = 1.127$) was when adolescents perceived their fathers *to be open to having warm and intimate moments together with them*. This was followed closely by fathers *being responsive to their feelings or needs* ($M = 4.18$, $SD = 0.850$), and fathers *giving praise for being good* ($M = 4.27$, $SD = 1.055$). In contrast the least scores for mean and standard deviation was for adolescents who perceived their fathers for *not encouraging them to talk about their problems* ($M = 1.96$, $SD = 1.323$) and fathers who rarely gave comfort and understanding when they were upset ($M = 2.33$, $SD = 1.251$). As for the reasoning/induction dimension, the highest mean and standard deviation scores ($M = 4.50$, $SD = 1.151$) was for adolescents who perceived their fathers to *explain about how they felt about their good/bad behavior*. The least scores was for adolescents who perceived their fathers to *not emphasizing the reasons for rules* ($M = 1.79$, $SD = 1.369$), *not giving reasons why rules should be obeyed* ($M = 1.86$, $SD = 1.354$), *failure to help them understand the impact of their behavior by encouraging them to talk about the consequences of their actions* ($M = 1.91$, $SD = 1.339$) and not explaining the consequences of their behavior ($M = 2.42$, $SD = 1.396$). Within the democratic participation, the highest mean and standard deviation scores ($M = 4.50$, $SD = 1.151$) was for adolescents who perceived their fathers to be *considering their desires before asking them to do something*. This was followed closely by adolescents whose fathers *allowed them to give input into family rules* ($M = 4.14$, $SD = 1.257$). The least scores was for adolescents who perceived their fathers as *not encouraging them to freely express themselves even when they disagreed with him* ($M = 1.90$, $SD = 1.203$), *not showing respect for their opinions by encouraging them to express them*

($M = 2.02$, $SD = 1.300$) and *not taking into account preferences in making plans for the family* ($M = 2.81$, $SD = 1.223$).

The above results indicated that authoritative fathers are more likely to exhibit behaviors that enhance adolescent's psychological well-being since most of the responses showed that authoritative fathers practice responsiveness and demandingness towards their children. This finding is consistent with Baumrind (2015) study that revealed that authoritative father is characterized by both demanding and responsive as the child is socialized to the societal norms

4.4.3 Authoritarian mother

The adolescents were tested on eleven items pertaining to their mother's physical coercion, verbal hostility and non-reasoning/punitive behavior. The adolescents indicated their perception of authoritarian mother parenting style by their choosing never, rarely, sometimes, often and always. Table 4.7 below presents the means and standard deviation scores for mother's authoritarian parenting style.

Table 4.7: Mean and SD for items for Authoritarian parenting style (mothers)

Authoritarian parenting: Item	Mothers	
	Mean	SD
Physical Coercion		
Uses physical punishment as a way of punishing me	1.00	0.00
Beat me when I was disobedient	1.57	0.495
Roughed me up when I was being disobedient	1.59	0.492
Slapped me when I misbehaved	2.21	0.856
Verbal Hostility		
Exploded in anger towards me	1.41	0.492
Yelled or shouted when I misbehaved	4.05	0.692
Scolded or criticized me when my behavior didn't meet her expectations	4.09	1.385
Non-reasoning/punitive		
Punished me by taking privileges away from me with little if any explanation	1.41	0.492
Used threats as punishment with little or no justification	2.98	1.409
Punished me by putting me off somewhere alone with little if any explanations	1.62	0.486
When I asked why I had to conform, she/he stated: "Because I said so", or "I am your parent and I want you to."	1.57	0.495

Source: Field data 2019

Table 4.7 above indicates that the physical coercion dimension has the lowest degree of experience. *Uses physical punishment as a way of punishing me* had a mean of 1.00 (SD = 0.00), *beat me when I was disobedient* had a mean of 1.57 (SD = 0.495), *roughed me up when I was disobedient* had a mean of 1.59 (SD = 0.492) and *slapped me when I misbehaved* had a mean of 2.21 (SD = 0.856). This indicated that mothers did not employ the physical coercion dimension in parenting the adolescents. Relating to the verbal hostility dimension, the adolescents rated high mean scores for *yelled or shouted when I misbehaved* (M = 4.05, SD = 0.692) and *scolded or criticized me when my behavior didn't meet her expectations* (mean = 4.09, SD = 1.385). In contrast adolescents had low degree of experience in *exploded in anger towards me* (M = 1.41 and SD = 0.492). For the non-reasoning/punitive dimension, majority of the

adolescents scored higher for *used threats as punishment with little or no justification* ($M = 2.98$, $SD = 1.409$). The least scores were *punished me by taking privileges away from me with little if any explanation* ($M = 1.41$, $SD = 1.409$), *punished me by putting me off somewhere alone with little if any explanations* ($M = 1.62$, $SD = 0.486$) and *when I asked why I had to conform, she stated: "because I said so", or "I am your parent and I want you to"* ($M = 1.57$, $SD = 0.495$).

The above data could thus be interpreted that though authoritarian parent is characterized by use of physical coercion to discipline their children. Some seem to have acquired knowledge on the dangers of physical punishment. This is evident when majority of the respondents disagreed with the statement that their parent uses physical punishment as way of disciplining them.

4.4.4 Authoritarian father

The adolescents were tested on twelve items pertaining to their fathers' physical coercion, verbal hostility and non-reasoning/punitive behavior. The adolescents indicated their perception of authoritarian father parenting style by their choosing never, rarely, sometimes, often and always. Table 4.8 below presents the means and standard deviation scores for father's authoritarian parenting style.

Table 4.8: Means and SD for items for authoritarian parenting style (father)

Authoritative parenting: Item	Fathers	
	Mean	SD
Physical Coercion		
Uses physical punishment as a way of punishing me	1.96	1.323
Beat me when I was disobedient	1.96	1.323
Roughed me up when I was being disobedient	1.85	1.357
Slapped me when I misbehaved	2.07	1.449
Verbal Hostility		
Exploded in anger towards me	1.77	1.376
Yelled or shouted when I misbehaved	3.46	1.586
Scolded or criticized me when my behavior didn't meet his expectations	2.49	1.360
Non-reasoning/punitive		
Punished me by taking privileges away from me with little if any explanation	1.91	1.340
Used threats as punishment with little or no justification	4.52	1.127
Punished me by putting me off somewhere alone with little if any explanations	1.71	1.387
When I asked why I had to conform, she/he stated: "Because I said so", or "I am your parent and I want you to."	1.96	1.323

Source: Field data 2019

As for fathers, table 4.8 above shows that the highest score in the physical coercion dimension was for *slapped me when I misbehaved* ($M = 2.07$, $SD = 1.449$). The least scores were *uses physical punishment as a way of punishing me* ($M = 1.96$, $SD = 1.323$), *beat me when I was disobedient* ($M = 1.96$, $SD = 1.323$) and *roughed me up when I was disobedient* ($M = 1.85$, $SD = 1.357$). In the verbal hostility dimension, the highest scored items were *yelled or shouted when I misbehaved* ($M = 3.46$, $SD = 1.586$) and *scolded or criticized me when my behavior didn't meet his expectations* ($M = 2.49$, $SD = 1.360$). The least scored item was *exploded in anger towards me* ($M = 1.77$, $SD = 1.376$). For the non-reasoning/punitive dimension, the majority of adolescents ($M = 4.52$, $SD = 1.127$) perceived their fathers to be practicing item used threat as punishment with little or no justification. The least scored items were

punished me by taking privileges away from me with little if any explanation ($M = 1.91$, $SD = 1.340$), *punished me by putting me off somewhere alone with little if any explanations* ($M = 1.71$, $SD = 1.387$) and *when I asked why I had to conform, he stated: "because I said so" or I am your parent and I want you to* ($M = 1.96$, $SD = 1.323$). This means that authoritarian parents exhibit verbal hostility in most of their relationship with their children because a few of the respondents (9.4%) reported that their parent does not yell at them. The above results on the authoritarian parenting style regarding physical, non-reasoning dimension indicated that psychological wellbeing was negatively affected by the extent to which fathers exhibit physical coercion and verbal hostility and non-reasoning on their children, which implied that authoritarian parenting style negatively impact on the child's general wellbeing. Parents who use inappropriate authoritarian parenting style dimensions tend to have children who are withdrawn, socially inept and who develop internalizing behavior problems (Baumrind, Stenberg, 2014).

4.4.5 Permissive mother

The adolescents were tested on ten items pertaining to their mother's indulgent behavior. The adolescents indicated their perception of permissive mother parenting style by their choosing never, rarely, sometimes, often and always. Table 4.9 below presents the means and standard deviation scores for mother's permissive parenting style.

Table 4.9: Means and SD for items for permissive parenting style (mother)

Permissive parenting: Item	Mothers	
	Mean	SD
Indulgent		
Stated punishments to me and did not actually do them	4.05	1.373
Spoiled me	4.10	1.376
Found it difficult to discipline me	4.09	1.385
Gave in to me when I caused a commotion about something	3.95	1.302
Threatened me with punishment more often than actually giving it.	3.98	1.316
Is very patient with me even when I misbehave	4.26	0.439
Easy going and relaxed with me	4.44	0.740
Does not like saying no to me because they think they will disappoint me	3.96	0.732
Does not show concern about my performance in school	1.52	0.500
Does not demand me to behave in a mature manner	1.52	0.500

Source: Field data 2019

Table 4.9 above indicates that the indulgent dimension has the highest degree of experience. Many responses for mothers' permissive parenting style items were scored within the mean range of 4. The highest score was for item: *Is easy going and relaxed with me* (M = 4.44, SD = 0.740). This was followed by items: *Is very patient with me when I misbehave* (M = 4.26, SD = 0.439), *spoiled me* (M = 4.10, SD = 1.376), *found it difficult to discipline me* (M = 4.09, SD = 1.385) and *stated punishments to me and did not actually do them* (M = 4.05, SD = 1.373). Adolescents reported to have moderately experienced item: *gave in to me when I caused a commotion about something* (M = 3.95, SD = 1.302) and item: *threatened me with punishment more often than actually giving it* (M = 3.98, SD = 1.316) and item: *does not like saying "no" to me because they think they will disappoint me* (M = 3.96, SD = 0.732). The least scores were for item: *does not show concern about my performance in school* (M = 1.52, SD = 0.500) and item: *does not demand me to behave in a mature manner* (M = 1.52, SD = 0.500).

The above finding can thus be interpreted that permissive mothers due to their indulgent behaviors, can contribute to children's psychological wellbeing because majority of the respondent agreed with the statement that their parent *Is easy going and relaxed with them* ($M = 4.44$, $SD = 0.740$). The finding is consistent with the other studies that revealed that permissive parents embrace only responsiveness as a dimension of parenting practices and ignore demandingness (Baumrind, 2014).

4.4.6 Permissive father

The adolescents were tested on ten items pertaining to their father's indulgent behavior. The adolescents indicated their perception of permissive father parenting style by their choosing never, rarely, sometimes, often and always. Table 4.10 below presents the means and standard deviation scores for father's permissive parenting style.

Table 4.10: Means and SD for items for permissive parenting style (father)

Permissive parenting: Item	Fathers	
	Mean	SD
Indulgent		
Stated punishments to me and did not actually do them	4.23	0.775
Spoiled me	4.58	1.122
Found it difficult to discipline me	4.50	1.151
Gave in to me when I caused a commotion about something	4.39	1.048
Threatened me with punishment more often than actually giving it.	4.39	1.095
Is very patient with me even when I misbehave	4.52	1.127
Easy going and relaxed with me	4.52	1.127
Does not like saying no to me because they think they will disappoint me	3.98	1.316
Does not show concern about my performance in school	2.07	1.449
Does not demand me to behave in a mature manner	2.07	1.449

Source: Field data 2019

As for fathers, table 4.10 above indicates that the indulgent dimension has the highest degree of experience. Many responses for fathers' permissive parenting style items were scored within the mean range of 4. The highest scores were for items: *spoiled me* (M = 4.58, SD = 1.122), *Is easy going and relaxed me* (M = 4.52, SD = 1.127), *Is very patient with me when I misbehave* (M = 4.52, SD = 1.127), *found it difficult to discipline me* (M = 4.50, SD = 1.151), *gave in to me when I caused a commotion about something* (M = 4.39, SD = 1.048) and *threatened me with punishment more often than actually giving it* (M = 4.39, SD = 1.095). Adolescents reported to have moderately experienced item: *does not like saying "no" to me because they think they will disappoint me* (M = 3.98, SD = 1.316). The least scored responses were item: *does not show concern about my performance in school* (M = 2.07, SD = 1.449) and *does not demand me to behave in a mature manner* (M = 2.07, SD = 1.449). This is a clear indication that permissive fathers have limited time to monitor, mentor and direct the child's behavior, they believe that setting rules may make a child feel uncomfortable. This implies that permissive parents have the characteristics that can negatively impact on the different aspects of the child's psychological wellbeing.

4.5 Total score of mothers and fathers parenting styles

4.5.1 Total scores for mothers and fathers authoritative parenting style

Table 4.11 below shows a summary of the mothers' and fathers' parenting styles. It also presents the means and standard deviations for each dimension of authoritative parenting style.

Table 4.11: Mean and SD of Total Scores for Authoritative parenting style subscale

Parenting style	N	Mean	SD
Mother Authoritative	340	39.803	6.702
Mother warmth and support	340	4.023	1.139
Mother reasoning/induction	340	1.65	0.478
Mother democratic participation	340	1.856	0.352
Father Authoritative	340	44.747	12.989
Father warmth and support	340	4.089	1.008
Father reasoning/induction	340	2.062	1.283
Father democratic participation	340	2.815	1.223

Source: Field data 2019

The findings above revealed that for the overall authoritative parenting style, fathers scored highly ($M = 44.747$, $SD = 12.989$) than mothers ($M = 39.803$, $SD = 6.702$). Within the warmth and support dimension mean and standard deviation scores for mothers were ($M = 4.023$, $SD = 1.139$) while the mean and standard deviation scores for fathers were ($M = 4.089$, $SD = 1.008$). This suggested that both fathers and mothers expressed similar patterns in warmth and support since there was no large variation in the mean scores. The adolescents scored lowest ($M = 1.65$, $SD = 0.478$) for mothers' reasoning/induction dimension compared to fathers. The majority of the adolescents perceived their fathers to be more reasoning/induction than mothers ($M = 2.062$, $SD = 1.283$). Similarly, the adolescents perceived their fathers to be more democratic ($M = 2.815$, $SD = 1.223$) than their mothers ($M = 1.856$, $SD = 0.352$). The finding of the above result revealed that both authoritative mothers and fathers exhibit the three parenting style dimensions of warmth, reasoning and democratic participation, implying that they parent similarly.

4.5.2 Total scores for mothers and fathers authoritarian parenting style

Table 4.12 below shows a summary of the mothers' and fathers' parenting styles. It also presents the means and standard deviations for each dimension of authoritarian parenting style.

Table 4.12: Mean and SD of Total Scores for Authoritarian parenting style subscale

Parenting style	N	Mean	SD
Mother Authoritarian	340	23.503	1.844
Mother physical coercion	340	1.525	0.401
Mother verbal hostility	340	3.471	1.087
Mother non-reasoning/punitive	340	1.729	0.342
Father Authoritarian	340	27.353	12.081
Father physical coercion	340	1.943	1.310
Father verbal hostility	340	2.240	1.406
Father non-reasoning/punitive	340	3.337	0.980

Source: Field data 2019

The findings above show that in overall authoritarian parenting style, fathers scored highly ($M = 27.353$, $SD = 12.081$) than mothers ($M = 23.503$, $SD = 1.844$). Within the physical coercion dimension mean and standard deviation scores for mothers were ($M = 1.525$, $SD = 0.401$) while the mean and standard deviation scores for fathers were ($M = 1.943$, $SD = 1.310$). This showed that fathers use physical coercion while relating with their children than mothers and mothers rarely used. The adolescents scored lowest ($M = 2.240$, $SD = 1.406$) for fathers' verbal hostility dimension compared to mothers ($M = 3.471$, $SD = 1.087$). Majority of the adolescents perceived their fathers to be employing the non-reasoning/punitive dimension ($M = 3.337$, $SD = 0.980$). Mothers scored lowest in the non-reasoning/punitive dimension ($M = 1.729$, $SD = 0.342$). The above results can thus be interpreted that fathers are more likely to be authoritarian than mothers while raising up their children. ,

4.5.3 Total scores for mothers and fathers permissive parenting style

Table 4.13 below shows a summary of the mothers' and fathers' parenting styles. It also presents the means and standard deviations for each dimension of permissive parenting style.

Table 4.13: Mean and SD of Total Scores for Permissive parenting style subscale

Parenting style	N	Mean	SD
Mother Permissive	340	35.847	6.735
Mother indulgent	340	3.904	1.199
Father permissive	340	39.232	7.391
Father indulgent	340	4.429	1.094

Source: Field data 2019

The table 4.13 above shows that the fathers' ($M = 39.232$, $SD = 7.391$) permissive parenting style score was higher than the mothers ($M = 35.847$, $SD = 6.735$). The fathers mean and standard deviation scores for indulgent dimension was ($M = 4.429$, $SD = 1.094$) while for the mothers was ($M = 3.904$, $SD = 1.199$). The above finding can revealed that permissive parents may in some circumstance contribute to development of children's psychological wellbeing because majority of the respondent disagreed with the statement that their parents find it difficult to discipline them when they misbehave

Further the researcher sought to determine the difference in parenting styles used across gender. Independent t-test was used. The results are presented in table 4.14 below.

Table 4.14: t-test of parenting scores among male and female adolescents

Gender	N	Mean	SD	t value	Df	Sig
Authoritative	340					
Male	340	26.23	2.68	3.23	118	.002
Female	340	27.94	3.17			
Authoritarian	340					
Male	340	31.08	3.62	8.26	118	.001
Female	340	36.50	3.58			
Permissive	340					
Male	340	35.86	3.44	4.85	118	.001
Female	340	32.86	3.32			

Source: Field data, 2019

The finding of the t-test results shows that on the authoritative parenting style the mean value for male and female adolescents were 26.23 and 27.94 respectively and t-value was 3.23. For authoritarian parenting style the mean value for male and female adolescents were 31.08 and 36.50 respectively and t-value was 8.26. While on permissive parenting style, the mean value for male and female adolescents were 35.86 and 32.86 respectively and t-value was 4.85. From these results it can be seen that there is a significant difference between male and female adolescents on the measure of the three parenting styles i.e. authoritative, authoritarian and permissive. Male adolescents have higher scores on permissive parenting style and female adolescents have higher scores on authoritarian parenting style. These findings indicate that parents are more lenient on boys. Whereas in case of female adolescents, the presence of higher degree of authoritarian style of parenting points to the fact that they receive uniform rule of strict laws, implying that their actions are regularly monitored by their parents. There is high expectation of conformity and compliance to parental rules and directions from females. There are high levels of control over girls than boys.

4.6 Adolescents' Psychological Well-Being

The second objective of this study was to investigate the psychological well-being of adolescents in secondary schools in Ainabkoi Sub-County, Uasin Gishu County. This section presents the study findings on the dependent variable of the study. Psychological wellbeing was determined by administering the standardized scale known as Ryff Psychological wellbeing scale. Ryff's scales of Psychological Wellbeing (Carol Ryff, 1989, 1995) were designed to measure six theoretically motivated constructs of psychological wellbeing. Well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors. The Ryff Scales of Psychological Well-Being is a theoretically grounded instrument that specifically focuses on measuring multiple dimensions of psychological well-being. The respondents were asked to rate their responses to each item that best describes their experience with the given statement. They rated their responses on a 5-point Likert scale ranging from 1 – strongly disagree to 5 – strongly agree. Negatively worded items were reversed scored so that higher scores on each subscale would represent higher perceived positive functioning in the corresponding area. Higher scores for all items indicated higher overall psychological well-being. The results of the total mean scores and standard deviations are presented in table 4.15 below:

Table 4.151: Means and SD for items in psychological well-being

Subscales of psychological well-being	N	Mean	Std. Deviation
Autonomy total	340	16.618	1.116
Environmental mastery total	340	19.544	0.499
Personal growth total	340	28.309	1.800
Positive relationship total	340	13.223	2.140
Purpose in life total	340	26.703	2.236
Self-acceptance total	340	23.271	3.012

Source: Field data 2019

The findings revealed that adolescents scored highest in personal growth ($M = 28.309$, $SD = 1.800$). This was followed by purpose in life and self-acceptance which scored ($M = 26.703$, $SD = 2.236$) and ($M = 23.271$, $SD = 3.012$) respectively. Environmental mastery scores were ($M = 19.544$, $SD = 0.499$). Adolescents scored lowest on positive relationship ($M = 13.233$, $SD = 2.140$) and autonomy ($M = 16.618$, $SD = 1.116$). This implies that adolescents in Ainabkoi Sub county do not have all the components of psychological wellbeing needed for one to be regarded as having stable state of psychological wellness, They scored high on personal growth and lowest on positive relation and autonomy that clearly indicates that there is need for the use of the appropriate parenting styles that are believed to promote all the six dimensions of psychological well-being in children.

4.7 Parenting Styles and Adolescents Psychological Well-Being

Further the researcher sought to determine how parenting styles affect psychological well-being of adolescents. The table 4.16 below shows the cross-tabulation.

Table 4.162: Parenting styles and psychological well-being

Psychological well-being	Rating	Parenting styles		
		Permissive	Authoritative	Authoritarian
Autonomy	Very low	0.0%	0.0%	19.1%
	Low	30.9%	0.0%	0.0%
	High	0.0%	29.1%	0.0%
	Very high	0.0%	20.9%	0.0%
Mean		2.00	4.42	1.00
Std. deviation		0.00	0.49	0.00
Environmental mastery	Very low	11.5%	0.0%	19.1%
	Low	19.4%	0.0%	0.0%
	High	0.0%	29.7%	0.0%
	Very high	0.0%	20.3%	0.0%
Mean		1.63	4.41	1.00
Std. deviation		0.49	0.49	0.00
Personal growth	Very low	0.0%	0.0%	5.6%
	Low	0.0%	0.0%	13.5%
	High	30.9%	0.0%	0.0%
	Very high	0.0%	50.0%	0.0%
Mean		4.00	5.00	1.71
Std. deviation		0.00	0.00	0.46
Relationship with others	Very poor	0.0%	0.0%	18.8%
	Poor	30.9%	0.0%	0.0%
	Positive	0.0%	22.4%	0.0%
	Very positive	0.0%	27.6%	0.0%
Mean		2.00	4.55	1.00
Std. deviation		0.00	0.50	0.50
Sense of purpose	Very low	0.0%	0.0%	5.6%
	Low	0.0%	0.0%	13.5%
	High	30.9%	0.0%	0.0%
	Very high	0.0%	30.9%	0.0%
Mean		4.00	5.00	1.71
Std. deviation		0.29	0.00	0.46
Sense of self-acceptance	Very low	0.0%	0.0%	5.6%
	Low	0.0%	0.0%	13.5%
	High	27.9%	0.0%	0.0%
	Very high	2.9%	50.0%	0.0%
Mean		4.10	5.00	1.71
Std. deviation		0.29	0.00	0.46

Source: Field data, 2019

1. Sense of autonomy

The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had very low sense of autonomy 65 (19.1%), while

those who experienced permissive parenting styles indicated they had low sense of autonomy 105 (30.9%). In contrast adolescents who experienced authoritative parenting style had a high sense of autonomy 170 (50.0%). The mean score for permissive parenting style and sense of autonomy was 2.00 (low) and standard deviation 0.00. The mean score for authoritarian parenting style and sense of autonomy was 1.00 (very low) and standard deviation 0.00. The mean score for authoritative parenting style and sense of autonomy was 4.42 (high) and standard deviation 0.49. This implies that parents practicing authoritative parenting style are likely to have children with a high sense of autonomy because authoritative parenting is believed to contribute to the development of autonomy. .

2. Sense of environmental mastery

The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had very low sense of environmental mastery 65 (19.1%). Those who experienced permissive parenting styles indicated they also had a very low sense of environmental mastery 39 (11.5%), while others had low sense of environmental mastery 66 (19.4%). In contrast, adolescents who experienced authoritative parenting style had a high sense of environmental mastery 170 (50.0%). The mean score for permissive parenting style and sense of environmental mastery was 1.63 (low) and standard deviation 0.00. The mean score for authoritative parenting style and sense of environmental mastery was 4.41 (high) and standard deviation 0.49. The mean score for authoritarian parenting style and sense of environmental mastery was 1.00 (low) and standard deviation 0.00. This is a clear indication that type of parenting may influence the child's sense of environmental mastery.

3. Personal growth

The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had very low personal growth 65 (19.1%), while those who experienced permissive parenting styles indicated they had high personal growth 105 (30.9%). Similarly, adolescents who experienced authoritative parenting style had very high personal growth 170 (50.0%). The mean score for permissive parenting style and personal growth was 4.00 (high) and standard deviation 0.00. The mean score for authoritative parenting style and personal growth was 5.00 (very high) and standard deviation 0.00. The mean score for authoritarian parenting style and personal growth was 1.71 (very low) and standard deviation 0.46. This is a clear indication that authoritarian parenting style negatively influence adolescent's sense of personal growth while permissive parenting practice develop a child's sense of personal growth in some circumstances.

4. Positive relations with others

The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had very poor relations with others 64 (18.8%), while those who experienced permissive parenting styles indicated they had poor relations with others 105 (30.9%). In contrast, adolescents who experienced authoritative parenting style had very high personal growth 170 (50.0%). The mean score for permissive parenting style and positive relations with others was 2.00 (low) and standard deviation 0.00. The mean score for authoritative parenting style and positive relations with others was 4.55 (very high) and standard deviation 0.50. The mean score for authoritarian parenting style and positive relations with others was 1.06 (very low) and standard deviation 0.50. This could be interpreted that authoritative

parenting practice contribute to the child's sense of positive ties with the others at all times whenever it's being practiced.

5. Sense of purpose in life

The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had a low sense of purpose in life 65 (19.1%), while those who experienced permissive parenting styles indicated they had a high sense of purpose in life 105 (30.9%). Similarly, adolescents who experienced authoritative parenting style had very high sense of purpose in life 170 (50.0%). The mean score for permissive parenting style and sense of purpose in life was 4.00 (high) and standard deviation 0.00. The mean score for authoritative parenting style and sense of purpose in life was 5.00 (very high) and standard deviation 0.00. The mean score for authoritarian parenting style and sense of purpose in life was 1.71 (very low) and standard deviation 0.46. This is a clear indication that authoritarian and permissive parenting style negatively influence the child's sense of purpose in life as its seen in the mean score .71 (very low) and standard deviation 0.46.

6. Self-acceptance

The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had a low self-acceptance 65 (19.1%). In contrast, those who experienced permissive parenting styles indicated they had high self-acceptance 95 (27.9%). Similarly, adolescents who experienced authoritative parenting style had very high self-acceptance 180 (52.9%). The mean score for permissive parenting style and self-acceptance was 4.10 (high) and standard deviation 0.29. The mean score for authoritative parenting style and self-acceptance was 5.00 (very high) and standard deviation 0.00. The mean score for authoritarian parenting style and self-acceptance was 1.71 (very low) and standard deviation 0.46. This

implies that although permissive parenting practice is believed to be one of the ineffective parenting style, it can improve the child's sense of self-acceptance in some circumstances. This was seen in the mean score for permissive parenting style and self-acceptance as being 4.10 (high) and standard deviation 0.29.

4.8 Relationship between Parenting Styles and Adolescents Psychological Well-Being

Further, the researcher wanted to analyze the third objective which sought to establish the relationship between different parenting styles and adolescents' psychological well-being. The researcher tested the hypothesis to establish the strength and direction of the relationship between parenting styles and psychological well-being. This was done by testing the hypothesis below.

H₀: There is no significant relationship between parenting styles and adolescents psychological well-being

H₁: There is significant relationship between parenting styles and adolescent psychological well-being

The Pearson Product Moment Correlation coefficient was used to test the hypothesis.

The results are presented in table 4.17, 4.18 and 4.19 below

Table 4.17: Pearson Product Moment Correlation coefficient on authoritative parenting style and psychological well-being

		Authoritative parenting	Psychological well-being
Authoritative parenting style	Pearson correlation	1	.882
	Sig. (2-tailed)		.000
	N	340	340
Psychological well-being	Pearson correlation	.882***	1
	Sig. (2-tailed)	.000	
	N	340	340

Correlation is significant at the 0.001 level (2-tailed)

The findings above shows that the relationship between authoritative parenting style and adolescents psychological wellbeing was significant where $r = 0.882$, $p = 0.000 < 0.001$. The p value was found to be less than the critical value of 0.001; therefore the null hypothesis was rejected. The findings of the study indicated there was a strong positive correlation between authoritative parenting style and adolescents psychological well-being. This finding implied that adolescents who experienced authoritative parenting style had high psychological well-being. This finding is consistent with the findings of Kinywa (2007) that revealed that authoritative parenting style is associated with children's higher psychological wellbeing than authoritarian and permissive parenting styles.

Table 4.183: Pearson Product Moment Correlation coefficient on authoritarian parenting style and psychological well-being

		Authoritarian style experienced	Psychological well- being
Authoritarian parenting style	Pearson correlation	1	-.261***
	Sig. (2-tailed)		.0002
	N	340	340
Psychological well- being	Pearson correlation	-.261	1
	Sig. (2-tailed)	.0002	
	N	340	340

Correlation is significant at the 0.001 level (2-tailed)

The table 4.18 above indicates that the relationship between authoritarian parenting style and adolescents psychological well-being was significant where $r = -0.261$, $p = 0.0002 < 0.001$. The p value was found to be less than the critical value of 0.001. The null hypothesis was therefore rejected. The study found a negative correlation between authoritarian parenting style and adolescents psychological well-being. This implied that adolescents who experienced more of authoritarian parenting style had low levels of psychological well-being and vice versa. The researcher further computed the coefficient of determination to determine the effect of authoritarian

parenting style on adolescent's psychological well-being. This was done by getting r^2 which resulted to 0.068. This suggested that authoritarian parenting style accounted for 6.8% variance in adolescent's psychological well-being. This finding implied that limiting authoritarian parenting style could increase the level of psychological well-being up by 7%. This implies that an adolescent can develop psychological wellbeing if the parenting style used by parents nurtures all the three dimensions of psychological wellbeing. .

Table 4.194: Pearson Product Moment Correlation coefficient on permissive parenting style and psychological well-being

		Permissive parenting style	Psychological well-being
Permissive parenting style	Pearson correlation	1	-.881***
	Sig. (2-tailed)		.000
	N	340	340
Psychological well-being	Pearson correlation	-.881***	1
	Sig. (2-tailed)	.000	
	N	340	340

Correlation is significant at the 0.001 level (2-tailed)

The findings above shows that the relationship between permissive parenting style and adolescents psychological well-being was significant where $r = -0.881$, $p = 0.000 < 0.001$. The p value was found to be less than the critical value of 0.001; therefore the null hypothesis was rejected. The findings of the study indicated there was a strong negative correlation between permissive parenting style and adolescents psychological well-being. This finding implied that adolescents who experienced more of permissive parenting style expressed low level of psychological well-being and vice versa. The co-efficient of determination was computed to determine the effect of permissive parenting style on adolescent's psychological well-being. This was done by getting r^2 which resulted to 0.776. Therefore, this suggested that permissive parenting style accounted for up to 78% variance in adolescent's

psychological well-being. Hence implies that a parent could influence negatively adolescents' psychological well-being by up to 78% by resorting to permissive parents' style and related behavior. This finding is consistent with the study conducted by Kopko (2007) that indicated that adolescents of permissive parents struggle with self-control and exhibit egocentric behavior which interfere with the healthy development of psychological wellbeing

Table 4.20: Relationship of maternal parenting styles and psychological well-being scale

Scale	Authoritative	Authoritarian	Permissive
Psychological well-being	.481	-.323	-.106
Positive relationship	.278	-.251	-.210
Environmental mastery	.422	-.349	-.163
Autonomy	.455	-.243	.549
Meaning and purpose	.548	-.298	-.069
Personal growth	.275	-.287	-.026
Self-acceptance	.224	-.054	-.037

Source: Field data, 2019

Table 4.20 shows that psychological well-being and its dimensions have strong positive correlation with authoritative parenting style. It has strong negative correlation with authoritarian except on one indicator i.e., self-acceptance. It is also negatively correlated with permissive parenting style of mother. However, the relationship is weak. The range of correlation co-efficient varies from .002 to .549. Research has generally linked authoritative parenting, where parents balance demandingness and responsiveness, with higher social competencies in children. Thus, children of authoritative parents possess greater competence in peer relationships, and have positive psychological well-being as young adults. 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. Too

much control and demandingness may limit children's opportunities to make decisions for themselves or to make their needs known to their parents, while children in permissive/indulgent households may lack the direction and guidance necessary to develop appropriate morals and goals.

Table 4.21: Relationship of paternal parenting style and psychological well-being scale

Scale	Authoritative	Authoritarian	Permissive
Psychological well-being	.359	-.171	-.184
Positive relationship	.243	-.100	-.263
Environmental mastery	.355	-.277	-.058
Autonomy	.310	-.133	-.268
Meaning and purpose	-.374	-.162	-.069
Personal growth	.183	-.131	-.068
Self-acceptance	.189	.020	-.119

Source: Field data, 2019

Table 4.21 shows that paternal authoritative parenting style has significant positive correlation with psychological well-being and its dimensions. Paternal authoritarian parenting style has negative correlation with psychological well-being; however relationship is non-significant for positive relationship and self-acceptance. There is a weak correlation between permissiveness and psychological well-being but the relationship is non-significant for environmental mastery, meaning purpose and personal growth. The range of correlation co-efficient varies from .020 to .374

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to establish the relationship between the perceived parenting styles and psychological wellbeing among the adolescents in Ainabkoi Sub County, Uasin Gishu County, Kenya. The questionnaires used in this study were to collect the quantitative data from the boys and girls in secondary schools in Ainabkoi sub county, Uasin Gishu County. This chapter therefore presents the summary and conclusions reached as well as recommendations and areas that need further scientific inquiry.

5.2 Summary of Findings

The study aimed at examining the parenting styles used by parents of adolescents in Ainabkoi sub county Uasin Gishu County and establishing the relationship between parenting styles and adolescents' psychological wellbeing. The analysis of the research revealed that there was a non-significant relationship between authoritarian parenting style and adolescent's psychological well-being. Empirically, it pointed out to the fact that authoritarian parenting style negatively influenced the psychological well-being of adolescents. Parents in this group were found to be verbally hostile towards the adolescents. They carried out corporal punishment and did not reason anything out with their adolescents. This led to a lot of punitive strategies and directiveness when dealing with their girls and eventually made the adolescents to be anxious, fearful, indecisive, parent reliant and resistant to new ideas. This led to low psychological well-being under democratic school environments where they were given the autonomy to freely think and learn alongside other adolescents from

different backgrounds. This implies that authoritarian parents limit and are a psychological threat to well-being of adolescents.

The analysis illuminated the relationship between authoritative parenting style and adolescent's psychological well-being. The researcher established that authoritative parenting style had positive significant contribution to adolescent's psychological well-being. Indeed, parents under this category were associated with warmth, involvement, induction reasoning, democratic participation, good natured, control, easy going when dealing with their adolescents. These parents actively participated in their adolescent's activities and psychological well-being. They offered their adolescents freedom of thought and actions but still had control over them and corrected every mistake with show of care and love. As such, the adolescents developed great potential to think independently and responsibly, consult parents or significant others when making decisions of great importance to their lives. The adolescents also showed warmth and love toward others.

The analysis established that there was a non-significant relationship between permissive parenting style and psychological well-being of adolescents. Ideally, this type of parenting negatively influenced the adolescent's psychological well-being. Parents in this category were found to exhibit lack of follow through and did not care what their children were doing both in academic and social spectrums. They also tend to note but ignore misbehavior in their children because of lack of attachment and fear of disappointing them. These parents also possess low self-confidence in dealing with their sons and daughters and allowed them to make their own decisions. The adolescents could therefore choose to go to school or stay at home, respect, or disrespect others. However, these characteristics made the adolescents to lack sense of

direction and orientation in life which led to delusion and rebellion, eventually impacting their psychological well-being negatively.

The analysis revealed that there was non-significant relationship between uninvolved parenting style and adolescent's psychological well-being. It showed that this type of parenting negatively influenced the adolescent's psychological well-being. Parents under this style were characterized by low levels of warmth and control, emotional detachment, annoyance and unresponsiveness. Therefore, they were hostile towards their children and did not show love or control of their adolescents. They did not respond to the academic and social needs of their children and isolated themselves from parenthood. This led to unresponsiveness whenever the adolescents had needs and they only responded out of annoyance so that they dissociate themselves from the issues raised by the adolescents. This obstinate "don't care" attitude sometime led to rejection of the children by parents. The adolescents with this type of parents exhibited low psychological wellbeing because they lacked role models who could guide them through life challenges.

5.3 Conclusions

The first objective was to examine the common parenting styles as experienced by adolescents in secondary schools in Ainabkoi Sub County the parenting style and dimension questionnaire was used to determine the parenting behaviors of the parents of adolescents. The analysis showed that most adolescents who come from families where mothers and fathers use authoritative parenting style have high psychological wellbeing and those that come from families where mothers and fathers use permissive and authoritarian parenting style have low psychological wellbeing. The findings of this study also concluded that parenting styles had an influence on

adolescent's psychological well-being. Among the three parenting styles, authoritative parenting style strongly influenced and contributed to the psychological well-being of the adolescents in Ainabkoi Sub County, Uasin Gishu County, Kenya.

Authoritative parents are warm and steady, practice both responsiveness and demandingness and encourage democratic participation and hence would contribute to the psychological development of adolescents. The adolescents also maintained a positive relation with others and had a purpose in life. However, parents who exhibited authoritarian, and permissive, had children with low psychological well-being. The new knowledge this study brought in the knowledge field is that not all parenting styles positively influenced adolescent's psychological well-being. Adolescents who perceived their parents as authoritarian had a decreased autonomy and those who perceived their parents as permissive had a diminished personal growth. From the findings of this study, the researcher concluded that female adolescents are more likely to be exposed to an authoritarian parenting style while male adolescents are more likely to be exposed to a permissive parenting style. From the findings of this study, the researcher concluded that the parent's parenting style influences adolescents' psychological well-being.

The second objective of this study was to investigate the psychological well-being of adolescents in secondary schools in Ainabkoi Sub-County, Uasin Gishu County. The findings of the results show that adolescents who experienced authoritarian parenting style, indicated they had very poor relations with others 64 (18.8%), while those who experienced permissive parenting styles indicated they had poor relations with others 105 (30.9%). In contrast, adolescents who experienced authoritative parenting style had very high personal growth. Secondly the researcher concluded that parental responsiveness had a high impact on adolescent's psychological well-being. This is

because adolescents who experienced authoritative parenting reported a high sense of psychological well-being.

The researcher analyze the third objective which sought to investigate the relationship between different parenting styles and adolescents' psychological well-being. The findings of the study revealed that there was a strong positive correlation between authoritative parenting style and adolescents psychological well-being. This finding implied that adolescents who experienced authoritative parenting style had high psychological well-being. The study found a negative correlation between authoritarian parenting style and adolescents psychological well-being. This implied that adolescents who experienced more of authoritarian parenting style had low levels of psychological well-being and vice versa. The researcher further computed the coefficient of determination to determine the effect of authoritarian parenting style on adolescent's psychological well-being the findings of the study indicated there was a strong negative correlation between permissive parenting style and adolescent's psychological well-being. This finding implied that adolescents who experienced more of permissive parenting style expressed low level of psychological well-being and vice versa. Finally the researcher concluded from the findings of this study that, parenting style affects adolescent's psychological well-being in Ainabkoi Sub-county, Uasin Gishu County. Thus authoritative parenting and permissive parenting were positively associated with psychological well-being; while authoritarian parenting was negatively associated with psychological well-being.

5.4 Recommendations

The following recommendations were derived from the analysis and were made to target key stakeholders

1. This study recommends that parents should adopt authoritative parenting style that is believed to contribute to the adolescents' wellbeing. According to the current research findings, it was established that authoritative parenting style had positive significant contribution to the adolescent's psychological wellbeing. Indeed, parents under this category were associated with warmth, involvement, induction/reasoning, and democratic participation,
2. Parents should act as lead partners in enhancing the psychological well-being among the adolescents. This would help them identify the best ways of dealing with adolescents to enhance their psychological well-being. It could also strengthen the relationship between parents and their children and help them grow as responsible adults who are beneficial to the society.
3. The current study found out that authoritarian and permissive parents do not create time and bonding activities to interact with their children, this study therefore recommends that parents should interact and create time for their children in order to build their social competence and psychological wellbeing. The study also found out that all the three parenting styles (authoritarian, authoritative and permissive) were common within the study population, the study therefore, recommends that the Government through the ministry of education in corroboration with the community based organizations draw elaborate programs to enforce child protection strategies enshrined in the child rights bill. This should be aimed at helping children from authoritarian parents some of who even run away from home

due to harsh conditions and those from neglectful parents who are left on their own.

4. The study recommends that parents of adolescents should always seek for the psychotherapeutic support in order for them to acquire adequate parenting skills that may help them to effectively bring up their children in a socially responsible manner.
5. Psychotherapeutic support be made available and strengthened in secondary schools in Ainabkoi sub county so that adolescents from authoritarian and permissive parents develop psychological wellbeing like their counterparts from authoritative parents.

5.5 Suggestions for Further Research

The researcher recommended the following as suggestion for further research:

1. Since this study was limited to Uasin Gishu County, further studies can be done in other counties.
2. Research examining parental effects in multiple ethnic and cultural environment can be conducted to determine the influence of culture in the adoption of the different parenting styles among the parents and how the adoption influences the well-being of the adolescents.

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APPENDICES

Appendix 1: Introduction Letter to the Respondents

Etiang Paul,
Department of Sociology and Psychology,
Moi University.
P. O. Box 3900,
Eldoret, Kenya

To the Respondents,
Ainabkoi Sub-county,
Uasin Gishu County.

Dear Sir/Madam,

RE CONSENT TO PARTICIPATE IN THE STUDY BY THE RESPONDENTS.

I hereby write to you this letter requesting you to participate in the answering of the research questionnaires. Am a post graduate student in the department of Sociology and Psychology, Moi University pursuing a Masters degree of Science in Counseling Psychology, Am conducting a research entitled 'Parenting Styles in relation to Adolescents' Psychological wellbeing' in Ainabkoi Sub-county, Uasin Gishu county. The researcher will require you to tick the appropriate answers that correspond to your feelings or correct answers, however If you feel you do not want to participate in the study, you will be allowed to do so. I therefore request you to kindly provide the researcher with the accurate and correct information in order to come up with the correct findings that will benefit you and the Country as whole. .

I will be very grateful for your participation.

Yours faithfully.

Etiang Paul

Appendix 2: Questionnaire for Adolescents

Instructions

This study requires your responses on the attached questionnaires; it should take you approximately one hour and thirty minutes to complete the questionnaire. Please ensure that you indicate your answer in the answer sheet as per the instruction. Please note that your response is highly important as it will contribute towards Kenyans understanding of parenting styles and adolescents' psychological wellbeing. Your response will remain confidential and anonymous. The booklet contains a statement of your everyday thought and behavior and how you feel about things, you need to respond to, all the statements in the booklet, and you are required to respond to the items as you could by filling the spaces in boxes that correspond with your answers.

PART A: DEMOGRAPHIC INFORMATION

Please complete the following by marking the correct response

Gender	Male		Female	
Age	13 – 15 years		16 – 18 years	
++Whom do you live with?	Both parents	Single parent	Guardian	
What is your parents/guardians education level?	Primary level	Secondary level	College level	
What is your parents/guardian employment status	Unemployed	Both employed	One employed	Self-employed

PART B: PARENTING STYLE AND DIMENSION QUESTIONNAIRE

REMEMBER: Make two ratings for each item; (1) rate how often your mother [M] exhibited this behavior with you when you are at home and (2) how often your father [F] exhibited this behavior with you when you are at home.

My mother exhibited this behavior:	My father exhibited this behavior:
Never	Never
Rarely	Rarely
Sometimes	Sometimes
Often	Often
Always	

Parenting style questionnaires (Mother)

A

	Statement	Never	Rarely	Sometimes	Often	Always
1.	My parents or guardian are sensitive to my feelings and needs e.g. they avail themselves when I need their attention.	1	2	3	4	5
2.	My parents or guardian take my thoughts and feelings into consideration before they ask me to do something e.g. do I like it or not	1	2	3	4	5
3.	My parents or guardian explain to me about how they feel about my good or bad behavior	1	2	3	4	5
4.	My parents or guardian encourage me to talk about my feelings and problems	1	2	3	4	5
5.	My parents or guardian encourage me to freely 'speak my mind' even if I disagree with them	1	2	3	4	5
6.	My parents or guardian explain to me why they expect me to behave in a particular manner	1	2	3	4	5
7.	My parents or guardian and I normally have enjoyable and	1	2	3	4	5

	happy moments together					
8.	My parents or guardian always consider my preferences when they make plans for the family e.g. what to cook during an occasion.	1	2	3	4	5
9.	My parents or guardian respect my feelings and encourage me to express them	1	2	3	4	5
10.	My parents or guardian monitor my whereabouts and activities	1	2	3	4	5
11.	My parents or guardian use force and punishment when I disobey them	1	2	3	4	5
12.	When I ask my parents or guardian 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	1	2	3	4	5
13.	My parents or guardian punish me by taking away my privileges	1	2	3	4	5
14.	My parents or guardian yell at me when they disapprove of my behavior	1	2	3	4	5
15.	My parents or guardian explode in anger towards me when I misbehave	1	2	3	4	5
16.	My parents or guardian hit me when they don't like what I did or said	1	2	3	4	5
17.	My parents or guardian use criticism to make me improve on my behavior	1	2	3	4	5
18.	My parents or guardian use threats as a form of punishment with little or no justification	1	2	3	4	5
19.	My parents or guardian punish me by withholding emotional expressions like hugging	1	2	3	4	5
20.	My parents or guardians openly criticize me when my behavior does not meet their expectations	1	2	3	4	5

21.	My parents or guardian show a lot of patience with me even when I misbehave	1	2	3	4	5
22.	My parents or guardian are easy going and relaxed with me	1	2	3	4	5
23.	My parents or guardian find it difficult to discipline me even when I misbehave	1	2	3	4	5
24.	My parents or guardian give into my demands especially when I throw a tantrum	1	2	3	4	5
25.	My parents or guardian do not like saying no to me because they think they will disappoint me	1	2	3	4	5
26.	My parents or guardian ignore my bad behavior	1	2	3	4	5
27.	My parents or guardian allow me to do whatever I want	1	2	3	4	5
28.	My parents or guardian have not set rules for me to follow	1	2	3	4	5
29.	My parents or guardian do not care if I get poor grades or results in school or not	1	2	3	4	5
30.	My parents or guardian do not demand of me to behave in a mature manner	1	2	3	4	5

Parenting styles questionnaire (Father)

	Statement	Never	Rarely	Sometimes	Often	Always
1.	My parents or guardian are sensitive to my feelings and needs e.g. they avail themselves when I need their attention.	1	2	3	4	5
2.	My parents or guardian take my thoughts and feelings into consideration before they ask me to do something e.g. do I like it or not	1	2	3	4	5
3.	My parents or guardian explain to me about how they feel about my good or bad behavior	1	2	3	4	5
4.	My parents or guardian encourage me to talk about	1	2	3	4	5

	my feelings and problems					
5.	My parents or guardian encourage me to freely 'speak my mind' even if I disagree with them	1	2	3	4	5
6.	My parents or guardian explain to me why they expect me to behave in a particular manner	1	2	3	4	5
7.	My parents or guardian and I normally have enjoyable and happy moments together	1	2	3	4	5
8.	My parents or guardian always consider my preferences when they make plans for the family e.g. what to cook during an occasion.	1	2	3	4	5
9.	My parents or guardian respect my feelings and encourage me to express them	1	2	3	4	5
10.	My parents or guardian monitor my whereabouts and activities	1	2	3	4	5
11.	My parents or guardian use force and punishment when I disobey them	1	2	3	4	5
12.	When I ask my parents or guardian 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	1	2	3	4	5
13.	My parents or guardian punish me by taking away my privileges	1	2	3	4	5
14.	My parents or guardian yell at me when they disapprove of my behavior	1	2	3	4	5
15.	My parents or guardian explode in anger towards me when I misbehave	1	2	3	4	5
16.	My parents or guardian hit me when they don't like what I did or said	1	2	3	4	5
17.	My parents or guardian use criticism to make me improve on my behavior	1	2	3	4	5

18.	My parents or guardian use threats as a form of punishment with little or no justification	1	2	3	4	5
19.	My parents or guardian punish me by withholding emotional expressions like hugging	1	2	3	4	5
20.	My parents or guardians openly criticize me when my behavior does not meet their expectations	1	2	3	4	5
21.	My parents or guardian show a lot of patience with me even when I misbehave	1	2	3	4	5
22.	My parents or guardian are easy going and relaxed with me	1	2	3	4	5
23.	My parents or guardian find it difficult to discipline me even when I misbehave	1	2	3	4	5
24.	My parents or guardian give into my demands especially when I throw a tantrum	1	2	3	4	5
25.	My parents or guardian do not like saying no to me because they think they will disappoint me	1	2	3	4	5
26.	My parents or guardian ignore my bad behavior	1	2	3	4	5
27.	My parents or guardian allow me to do whatever I want	1	2	3	4	5
28.	My parents or guardian have not set rules for me to follow	1	2	3	4	5
29.	My parents or guardian do not care if I get poor grades or results in school or not	1	2	3	4	5
30.	My parents or guardian do not demand of me to behave in a mature manner	1	2	3	4	5

PART C: Carol Ryff's psychological well-being questionnaire

Please indicate your degree of agreement (using a score ranging from 1-5) to the following sentences. Respondents completed a standardized Ryff's (1989b) psychological well-being scale on six dimensions: autonomy, personal growth,

environmental mastery, purpose in life, positive relations with others and self-acceptance. The respondents rated statements on a scale of 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement.

Statement	1	2	3	4	5
I am not afraid to voice my opinions even when they are in opposition to the opinions of most people	1	2	3	4	5
In general, I feel I am in charge of the situation in which I live	1	2	3	4	5
I am not interested in activities that will expand my horizons	1	2	3	4	5
Most people see me as loving and affectionate	1	2	3	4	5
I live life one day at a time and don't really think about the future	1		3	4	5
When I look at the story of my life, I am pleased with how things have turned out	1	2	3	4	5
My decisions are not usually influenced by what everyone else is doing	1	2	3	4	5
The demands of everyday life often get me down	1	2	3	4	5
I think it is important to have new experiences that challenge how you think about yourself and the world	1	2	3	4	5
Maintaining close relationships has been difficult and frustrating for me	1	2	3	4	5
I have a sense of direction and purpose in life	1	2	3	4	5
In general, I feel confident and positive about myself	1	2	3	4	5
I tend to worry about what other people think about me	1	2	3	4	5
I do not fit very well with the people and the community around me	1	2	3	4	5
When I think about it, I haven't really improved much as a person over the years	1	2	3	4	5
I often feel lonely because I have few close friends with whom to share my concerns	1	2	3	4	5
My daily activities often seem trivial and unimportant to me	1	2	3	4	5
I feel like many of the people I know have gotten more out of	1	2	3	4	5

life than I have					
I tend to be influenced by people with strong opinions	1	2	3	4	5
I am quite good at managing the many responsibilities of my daily life	1	2	3	4	5
I have the sense that I have developed a lot as a person over time	1	2	3	4	5
I enjoy personal and mutual conversations with family members or friends	1	2	3	4	5
I don't have a good sense of what it is I'm trying to accomplish in life	1	2	3	4	5
I like most aspects of my personality	1	2	3	4	5
I have confidence in my opinions even if they are contrary to the general consensus	1	2	3	4	5
I often feel overwhelmed by my responsibilities	1	2	3	4	5
I do not enjoy being in new situations that require me to change my old familiar way of doing things	1	2	3	4	5
People would describe me as a giving person, willing to share my time with others	1	2	3	4	5
I enjoy making plans for the future and working to make them a reality	1	2	3	4	5
In many ways, I feel disappointed about my achievements in life	1	2	3	4	5
It's difficult to voice my own opinions on controversial matters	1	2	3	4	5
I have difficulty arranging my life in a way that is satisfying to me	1	2	3	4	5
For me, life has been continuous process of learning, changing and growth	1	2	3	4	5
I have not experienced many warm and trusting relationships with others	1	2	3	4	5
Some people wander aimlessly through life, but I am not one of them	1	2	3	4	5
My attitude about myself is probably not as positive as most people feel about themselves	1	2	3	4	5
I judge myself by what I think is important, not by the values of what others think is important	1	2	3	4	5
I have been able to build a lifestyle for myself that much my	1	2	3	4	5

liking					
I gave up trying to make big improvements or changes in my life a long time ago	1	2	3	4	5
I know that I can trust my friends, and they know they can trust me	1	2	3	4	5
Sometimes I feel as if I've done all there is to do in life	1	2	3	4	5
When I compare myself to friends, it makes me feel good about who I am	1	2	3	4	5

PART D

The respondents were required to rate their levels of self-acceptance, autonomy, purpose in life, positive relations environmental mastery and personal growth. Each dimension of psychological wellbeing was carefully explained to the respondents in order to make them understand the appropriate answer for the question.

1. Please rate your level of self- acceptance which refers to the degree of positive attitudes you have about yourself in relation to the parenting style you experience. Someone with high self-acceptance is pleased with who they are and accepting of multiple aspects of themselves, both good and bad. In contrast, individuals with low self-acceptance are often self-critical; confused about their identity and wish they were different in many respects.

- Very low in self-acceptance
- Low in self-acceptance
- Neutral or sometimes high and sometimes low
- High in self-acceptance
- Very high in self-acceptance

2. Please rate the overall quality of your relationship with others. An individual with positive relationships feels connected, respected and well-loved. They can share

aspects of themselves, experience intimacy and usually feel secure in their relations. In contrast, individuals with poor relationships often feel unappreciated, disrespected, unloved, disconnected, hostile, rejected or misunderstood. They tend to feel insecure and sometimes alone or distant from others.

- Very poor relations with others
- Poor relations with others
- Neutral or sometimes positive and sometimes negative
- Positive relations with others
- Very positive relations with others

3. Please rate your sense of autonomy. Individuals with high levels of autonomy are independent, self-reliant, can think for themselves, do not have a strong need to conform and do not worry too much about what others think about them. In contrast, individuals low in autonomy feel dependent on others, are constantly worried about the opinions of others, are always looking to others for guidance, and feel strong pressures to conform to others' desires.

- Very low in autonomy
- Low in autonomy
- Neutral or sometimes high and sometimes low
- High in autonomy
- Very high in autonomy

4. Please rate your sense of mastery over the environment, which is the degree to which you feel competent to meet the demands of your situation. Individuals high in environmental mastery feel they have the resources and capacities to cope, adjust and adapt to problems, and are not overwhelmed by stress. Those with a low level of environmental mastery may feel powerless to change aspects of their environment with which they are unsatisfied, feel they lack the resources to cope, and are frequently stressed or overwhelmed.

- Very low in environmental mastery
- Low in environmental mastery
- Neutral or sometimes high and sometimes low
- High in environmental mastery
- Very high in environmental mastery

5. Please rate your level of personal growth. Individuals with high levels of personal growth see themselves as changing in a positive direction, moving toward their potential, becoming more mature, increasing their self-knowledge, and learning new skills. Individuals low in personal growth feel no sense of change or development, often feel bored and uninterested in life, and lack a sense of improvement over time.

- Very low in personal growth
- Low in personal growth
- Neutral or sometimes high and sometimes low
- High in personal growth
- Very high in personal growth


6. Please rate the level of your sense of purpose in life. Individual with a high sense of purpose sees their life has having meaning, they work to make a difference in the world, and often feel connected to ideas or social movements larger than themselves. Such individuals have a sense that they know what their life is about. Individuals low in this quality often question if there is a larger purpose, do not feel their life makes sense, and attribute no higher meaning or value to life other than the fulfillment of a series of tasks.

- Very low in sense of purpose
- Low in sense of purpose
- Neutral or sometimes high and sometimes low
- High in sense of purpose
- Very high in sense of purpose

Appendix 3: NACOSTI Permit

THIS IS TO CERTIFY THAT:
MR. ETIANG PAUL
of MOI UNIVERSITY, 0-100 TORORO, has
been permitted to conduct research in
Uasin-Gishu County
on the topic: PARENTING STYLES IN
RELATION TO ADOLESCENTS'
PSYCHOLOGICAL WELL BEING
for the period ending:
11th October, 2019


Permit No : NACOSTI/P/18/53225/25843
Date Of Issue : 11th October, 2018
Fee Received :Ksh 1000



Etiang Paul
.....
Applicant's
Signature

Sammut
.....
Director General
National Commission for Science,
Technology & Innovation

**Appendix 4: Authority to carry out research by the County Director of
Education**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: -254-20-2213471,
2241349,3310571,2219420
Fax: -254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No **NACOSTI/P/18/53225/25843** Date: **11th October, 2018**

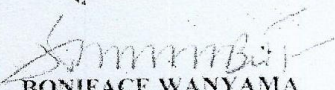
Etiang Paul
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Parenting styles in relation to adolescents’ psychological well being”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **11th October, 2019**.

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


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

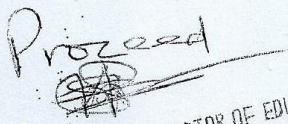

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.


COUNTY COMMISSIONER
UASIN GISHU COUNTY
22/10/2018


FOR COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY

Appendix 5: Letter of Consent to the Principal of Schools

Etiang Paul,
Department of Sociology and Psychology,
Moi University.
P. O. Box 3900,
Eldoret

To the Principal of School –
Ainabkoi Sub-county,
Uasin Gishu County.

Dear Sir/Madam,

RE CONSENT TO CONDUCT RESEARCH

I hereby write to you this letter requesting you to allow me to carry out a research in your school, Am a post graduate student in the department of Sociology and Psychology, Moi University pursuing a masters degree in counseling psychology, Am conducting a research entitled ‘Parenting Styles in relation to --Adolescents’ Psychological wellbeing’ In Ainabkoi Sub-county, Uasin Gishu county, I therefore request you to kindly give me the opportunity to carry out this study in your school.

I will greatly appreciate your kind consideration.

Yours faithfully.

Etiang Paul