INFLUENCE OF PARENTAL GUIDANCE ON THE SOCIAL RESPONSIBILITY NORMS OF EARLY ADOLESCENT GIRLS IN SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB COUNTY, KENYA

BY

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for examination in any university. No part of this work may be reproduced without prior permission of the author and / or Moi University.

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DEDICATION

I dedicate this proposal to my husband Watindi and children Clive, Melissa and Michael who through numerous odds allowed me ample time to pursue my long desired doctorate.

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The completion of this work was possible with the assistance and contribution that I received from various people. Foremost I thank the Almighty God for the grace of life, salvation and favour. Many thanks to Moi University for allowing me the opportunity to pursue my longtime dream of high level academic achievement, now Doctor of Philosophy Studies. My gratitude also goes to my supervisors Professor Kodero for his guidance and support that became a source of inspiration to me as he worked together with Dr. Misigo who came in handy for immediate and prompt response whenever I needed help with my writing- thank you in abundance. Much thanks to Dr. Mulambula for the passionate that established my present views on how to go about the research and Dr. Simiyu for sincere constructive criticism. The greatest gratitude goes to my husband Rev, Watindi for his moral and financial support, my children Clive, Melissa, and Michael for their patience and love. Lastly I wish to acknowledge the contribution of my classmates Catherine, Elizabeth, Agnes, Charles, Francesca, Peris, Elizabeth and friends in one way or the other. Maythe Almighty. God bless you always.

ABSTRACT

Many studies that have been carried out on parenting and risky behaviour among early adolescentgirls have focused on school guidance and counseling of youths in general and youth risky behaviour. In particular, little has been done on the influence of parental guidance on the social responsibility norms of early adolescent girls. This study purposed to determine the influence of parental guidance on the social responsibility norms of early adolescent girls. The objectives of this study were therefore to find out the influence of parental guidance, the influence of mother and father parenting styles, the influence of socioeconomic status of parents and influence of residential area, on the social responsibility normsof early adolescent girls in secondary schools. The study was grounded in Hirsch's Social control theory and Baumrind's theory of parenting styles. A mixed research method was used in the study which explored parental guidance on social responsibility norms among selected female students in secondary schools in Kakamega Central Sub County. Descriptive survey, correlation design, and Phenomenological studies were used in the study. The study population was 1002 early adolescent girls in Form 1 and their parents in the study area. Purposive, stratified and random sampling techniques were used to select 290 girls secondary schools in Kakamega central Sub County and 290 parents of the participating girls for quantitative and ten from each category for qualitative study. A total of 600 participants were used in the study.Pretesting of questionnaires was carried out to establish the reliability and validity of the instruments; thereafter the questionnaires were administered to the participants by the researcher and interviews carried out to collect data. Pearson Product Moment, One Way ANOVA and t-test were employed in quantitative data analysis while thematic content analysis in inductive approach was use for qualitative data. The findings revealed a significant positive relationship between parental guidance and social responsibility norms of adolescent girls, $r=.42$, $p<.01$, social responsibility norms of girls in low socioeconomic status and those in high socioeconomic status, t (2, 288) = 1.69, $p<.05$social responsibility norms of girls from rural and urban areas t (2, 288) = 5.55, $p<.05$. There was a statistically significant difference in the mean scores $F(3, 286) = 5.59$, $p<.05$ for the influence of mother but no significant difference was found for fathers' influence on social responsibility norms of girls $F(3, 286) =.82$, $p<.05$. Parental guidance was found to have influence on social responsibility norms of adolescent girls.The results should assist social service providers, educators, and others in taking the first steps to diminish risk behaviours and enhance responsible behaviours among girls for better healthy life. The government should institute and maintain programmes and supply guidance materials in all areas, urban and rural, for parents to acquire information on parenting, thus educate their children on how to conduct themselves.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter dealt with the background information of the study, statement of the problem, the purpose, and objectives of the study, research questions, justification and assumptions of the study. It also expounded on the scope and limitation of the study, study variables, conceptual and theoretical framework of the study, definition of terms and summary.

1.1Background to the Study

Montgomery, Sirota and Buzsaki, (2008) have defined parental guidance as parenting styles adopted in raising children. Specifically parenting styles describe how parents deal with discipline, hierarchy and emotional support in relation to their children. Siegler, DeLoache, and Eisenberg (2011) defined parenting styles as the parenting behavioursand attitudes that set the climate emotionally in regard to parent child interaction.

This study adopted the definition of parental guidance from Montgomery, Sirota and Buzsaki (2008). Parental guidance was thus used to mean the common patterns of behaviour, leadership and assistance that parents giveto the early adolescent girls to help them understand themselves. Parental guidance also meant the interactions parents have with girls on matters of safe, acceptable and positive values as well as on matters of relationship. Parental guidance typically involves the parenting styles adopted by parents to effect change in the behaviours of the girls. The parenting styles of the mother and

father werefound out in this study and their influence on the early adolescent girls was compared.

Fournier (2016) has definedthat social responsibility norms are taught to children by parents and other authority figures. Social norms are rules of behaviour that are considered acceptable in a group or society. The Ministry of education has defined socially responsible behaviour as referring to the behavior acquired from family members, teachers, religious leaders and others that lead to safety of one from harmful behaviours as observed by the leaders. The behavior also leads to the common good of the society by being acceptable, bringing peace and harmony at home and in the community (KIE, 2004).

This study adopted the definition social responsibility norms to refer to the behavior acquired from authority figures, that is, family members, teachers, religious leaders and others.The behaviour leads to safety of one from harmful behaviours and the society as well, as observed by the leaders as they raise the early adolescent girls as taught in schools in Kenya. The behaviour acquired includes respect and obedience, honesty, self-control, avoidance of alcohol and drug abuse and sexual abstinence as the elements which were measured in this study as social responsibility norms.

In traditional African societal context boys and girls avoided pre-marital sexual activities and other harmful behaviours such as alcoholism and use of illicit drugs. This was due to fear of social consequences especially punishments meted out to girls when they lost their virginity (Okonkwo & Eze, 2000). This contrasts sharply with the current world where many boys and girls spend alot of time together, away from their parents from an early

age due to the current world set up (Metto, 2003). The traditional family unit has continuously crumbled. Modern parents spend much less time with their children. The responsibility of guiding children has been entirely left with teachers (Owino, 2013), who also have other responsibilities and find guidance and counseling not a priority.

Family life has radically changed from what it was a decade ago. Today's parents have to adjust to the ambiguity of social media and changes in traditional roles, but are they finding ways to adapt and keep the family bond strong? While family life in the 21st Century is faced with more unique challenges than before, modern society presents parental guidance with a very unique kind of pressure. These include the rise of commercialization and materialism leading to the difficulty of enforcing discipline in homes and communities. There also exist challenges encountered by working parents in finding time to nurture their children.Affordable and accessible childcare and the family tensions are also faced by most parents. All that this modern pressuredoes is give rise to more parenting difficulties within our domestic relationships (Bailey, 2011).

Research by National Institute on Drug Abuse (2003) focusing on prevention programmes to reverse and reduce risk factors observed that the family plays a vital role in a child's choice of behaviour. Thus the family can lead to a child's positive or negative behaviour. This is in agreement with Galinsky and Mussweiler (2001) who have disclosed that what matters most is how children are raised, the values parents have, whether their parents follow what they say, and how their parents connect to their children. However, Parenting has become one of the most charged political and cultural subjects of the present age. As the evidence about the decisive impact that the quality of parenting has on children's outcomes continue to grow, parents have come to be seen not

just as the cause of many society's ills but also the key to unlocking positive change such as improved social mobility (HM Government, April 2011), besides, religion has been known to contribute to morally acceptable behaviour of children.

In Bailey's views the greatest barrier to discipline in contemporary society is Western culture where young girls do not learn to cede their desires, they feel as if they are in the center of the universe and always right. In addition, young girls feel that no one,including their parents, can stop them behaving in a way contrary to the societal norms and expectations (Bailey, 2011). This builds a barrier between parents and their children, exposing the teenage children to many unforeseen potentially risky health related behaviours. Consequently, parents are side-lined and, in many ways, have lost the ability to freely discipline their children. Carroll and Kirkpatrick (2011) found that teenagers look to the social networks as the key source of information in the most critical development stage instead of seeking advice from parents or other adults in society.

In view of the fact that parents are the biggest single influence on their child's development, "authoritative" parents, who show warmth, consistency and positive regard towards their children and set firm boundaries, are best for most children, rather than parents who are characterized as "authoritarian" or "indifferent". Authoritative parenting builds the foundation for a child to grow up feeling loved and valued, and in turn children develop the capacity to trust and empathize, to respect other people, and to understand the consequences of their actions (Park, 2011).

Not only isit known that parenting is crucial in determining a child's future but it is also known that parenting skills can be learned and enhanced, resulting in improved family

wellbeing and better outcomes for children. There is a wealth of evidence demonstrating the effectiveness of parenting programmes: over 100 randomized trials show the effectiveness of structured, cognitive behavioral based interventions with a wide range of families in reducing child problematic behaviour, improving parent confidence and skill, and reducing child maltreatment (Miller, 2011).

The important question that the present study sought to shed light on is whether or not the role of parental guidance in families in the study area face the challenge of lack of communication in between parents and their adolescent daughters and in cases of orphaned adolescents, what choices do adolescent girls have on their social responsibility norms? Hilliard (1991a) argues that the majority of the time adolescents get advice from the peer group; that adolescents seem to be most comfortable around their peers and often turn to them for guidance; that without proper parental guidance, this group now turns to the streets. Once on the streets they can get caught up in a vicious cycle usually beginning with casual cigarette smoking, drugs, alcohol, sexually transmitted diseases, AIDS, teenage pregnancy, health issues and if they are not lucky even death (Hilliard, 1991a, p.5).

One way to help them is by providing them with accurate and up to date information. This information should include the facts on cigarette smoking, drugs, alcohol, sexually transmitted diseases, AIDS, teenage pregnancy, and other health issues. In addition, there should be a listing of the different types of intervention that are available, along with the various social service agencies located within that community. Importantly, there should also be information available for adults that would help them understand the adolescent

thinking process. Adults including parents need information as much as students so that together they can combat these problems. When these types of programmes are in place for a while, maybe some progress will be made in this continuing battle (1991a, p5).

Drug and alcohol abuse, sexual involvement and loss of lives due to these activities has become increasingly common among younger teenagers worldwide, even though much time and money is expended to provide information related to the consequences of these behaviour (Brent, Troy & Macdonald, 1999). Knowledge of the consequences has not had a high impact on the risky behaviours.

Presently in Kenya alcohol and drug abuse among students in secondary schools is high. Surveys carried out show that 74 percent of the students, mainly teenagers are taking alcohol (NACADA, 2014). According to reports by the Ministry of Devolution and Planning which is based on 2009 Kenya population and housing Census data, Kakamega County has also been rated the highest in poverty among all the Counties in Kenya (Njagi, November 11, 2014). This means that the economic status of the community is low which also influences their social and educational progress. The provision of their children's basic needs is relatively limited too infringing on their personal and social development.

The current media and political glare on parents is helpful in that it brings some much needed attention on relieving the pressures faced by families and the barriers to a more family-friendly society. However, as ever, it is dominated by headlines blaming parents and this is something we observe too often. The Kenya media blames all this worrying morals on modern parenting. This study responded to the core question: Do parents give

guidance on social responsibility norms girls in early adolescence? This is due to the prevailing importance of parental influence on young children in preparation for adult life.

According to UNICEF (2011), adolescents contribute to society in countless influential ways; therefore adolescent girls need to be equipped with necessary knowledge and skills in order to make a more effective contribution. Cauffman and Steinberg (2000) have examined the influence of three psychosocial factors (responsibility, perspective, and temperance) on maturity of judgment in a sample of over 1,000 participants ranging in age from12 to 48 years. They conclude that socially responsible decision-making is significantly more common among young adults than among adolescents, but does not increase appreciably after age 19. This means that parents need to inculcate the sense of social responsibility norms into their children, especially the girl child at an early age, tentatively at early adolescent stage.

Likewise, Cauffman and Steinberg (2000) found that individuals exhibiting higher levels of responsibility, perspective, and temperance displayed more mature decision-making than those with lower scores on these psychosocial factors, regardless of age. Adolescents, on average, scored significantly worse than adults, but individual differences in judgment within each adolescent age group were considerable. In the present study, it is considered that such psychological factors of responsibility or accountability, perspective and temperance or self-control among others could be instilled in adolescents through parental guidance to make them more socially responsible.

It is therefore important for parents to understand the developmental changes during the adolescent years in psychological characteristics relevant to determinations of culpability to social misconduct. They need to be aware whether or not there are predictable patterns of change in adolescent girls' antisocial judgments between adolescence and adulthood. Parents should also know whether or not these patterns of change are related to age-related changes in various components of maturity (Cauffman & Steinberg, 2000).

The entire risk factors for behaviour problems occur throughout children's development, and children encounter new risks as they mature and encounter new challenges. The environments of the youth also become more complex as they grow older, especially with the persistent peer views, making intervention more difficult. Some early risks have been repeatedly attached to many behaviour problems in later life. Reducing these risks has the possibility to prevent the development of multiple problems. Parents taken through programmes which improve mothers' adjustment results into less delinquency, smoking, drug and alcohol use and sexual activities among teenagers at the age of 15 years (Foster, Brennan, Biglan, Wang, Al -Ghaith, 2002). This makes it a necessity to have the youths given required guidance in early life before encountering the new challenges in behavior.

Terzian and Moore (2009) recommend interventions such as increasing the availability of gender-specific counseling programmes for teen girls, and increasing opportunities for youth living in disadvantaged neighbourhoods. The present study sought to find out if parents of adolescent girls in Kakamega central Sub County are aware of the guidance that the girls require.Moreover, how do parents' social behaviour in the proposed study area impact on the social behaviour of their adolescent girls?

1.2 Statement of the Problem

Much has been done by the Ministry of Education to provide guidance and counseling to youths through schools and out of school youth programmes in Kenya**.** The programmes are expected to curb youth risky behaviour. According to studies carried out on youth behaviour parents who provide guidelines and limits with reasoning, talking about social and moral consequences of sexuality, lead to adolescents with high self-esteem, self-reliance, seldom engaging in delinquent behaviours and drug abuse. The guidelines and limits help in establishing personal values and making healthy decisions (Carson, Uppal, & Prosser, 2000; Cherry, 2007; Steinberg, 2001).

However, from observation and research in Kenya most girls are getting involved in behaviours that are harmful to them thus they are facing a multitude of problems related to social responsibility norms and unacceptable behaviour. The girls' moral life is not compatible with the expectations of the society. Girls in early adolescence as young as 13 years old are getting pregnant, drinking alcohol and taking drugs and even losing their lives through the effects of these risky behaviours, more than ever before (Brent, Troy & Macdonald, 1999). Research carried out by the anti-drug agency among high school students in Kenya revealed that alcohol is the most abused drug in high schools (Karanja, 2014). Current reports on the increasing number of school drop at primary school level, loss of lives among young people due to effects involving harmful unhealthy behaviours (Mutai, 2013) has arousedthe concern The results also indicate absence of proper direction which may be due to deficiency of required relevant guidance. Youths have not conceptualized social values and feel disconnected from parents and school restrictions when away from caregivers, thus putting their health and lives at risk.

Parental guidance is supposed to provide a way out of youth risky behaviour to socially responsible behaviour by equipping them with relevant knowledge on healthy decision making. Attaining the appropriate decision making through parental guidance indicate the influence of parental guidance among the early adolescent girls. This study therefore determined the influence of parental guidance on the social responsibility norms of early adolescent girls.

1.3 Purpose of the Study

The main purpose of this mixed method study was to determine the influence of parental guidance on the social responsibility norms of early adolescent girls in secondary schools in Kakamega central Sub County.

1.4 Objectives of the Study

The objectives of this study were:

1. To determine the influence of parental guidance on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub- County.

2. To determine the influence of mother and father parenting styles on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub- County.

3. To determine the influence of socio-economic status of parents on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub- County.

4. To find out the relationship between residential area and social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub- County.

5. Determine the perception of parents about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Central Sub- County.

6. Determine the perception of students about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Sub County- Central

7. Determine the relationship existing between beliefs of parents and the beliefs of students about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Central Sub- County.

1.5 Research Questions

Research questions set priorities and give focus of attention to the researcher and give directions to the literature review (Potter, 2002).

The following research questions which were answered in the study were formulated from the research objectives:

1. Does parental guidance influence the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County?

2. Do mother and father parenting styles have influence on thesocial responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County?

3. Does socio-economic status of parents have an influence on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County?

4. Is there a relationship between residential area and social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County?

5. What beliefs do parents have about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Central Sub County?

6. What beliefs do students have about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Sub County Central?

7. Is there any relationship existing between beliefs of parents and the beliefs of students about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Central Sub County?

1.6 Research Hypothesis

A hypothesis is a preposition which predicts the relation between two or more variables and has been stated in terms which are testable (Potter, 2002). The truth of a hypothesis can be tested as it attempts to predict a phenomenon thus hypothesis is used to guide how the statement predicted might be tested. A hypothesis may be rejected when not supported by empirical evidence (Cresswell, 2009). In this study four null hypotheses which were derived from the research questions were tested.

$H_{O1:}$ Parental guidance has no significant influence on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County.

$H_{02:}$ Parenting styles have no significant influence on the social responsibility norms of early adolescent girls in secondary schools in Kakamega Central Sub County.

$H_{O3:}$ There is no significant relationship between socio-economic status and the social Responsibility norms of adolescent girls in secondary schools in Kakamega CentralSub County.

$H_{04:}$ There is no significant relationship between residential areas and the social responsibility norms of adolescent girls in Kakamega Central Sub County.

Questions 5, 6 and 7 determined the perception, feelings and views of parents and early adolescent girls about the development of social responsibility norms. The questions were qualitatively designed and thematicallyanalyzed thus hypothesis was not required.

1.7 Significance of the Study

Non-governmental bodies that are supporters of youth programmes can use the findings of the study to establish the specific programmes used to enhance parental guidance for teenage girls. The parents will use the findings to understand the role of parental guidance in shaping the social responsibility norms of the young girls as they grow. They will use the findings to know the importance of giving guidance on specific social issues in relation to the requirements of both the society and personal growth of girls. This will therefore provide a solid background for parents prioritizing various moral values and social values according to the environment or residential area.

The youths especially girls will use the findings to consider the importance of social values so as to improve their moral standing in the society and keep themselves safe and

healthy. The society which is the supra system of the family will therefore provide directions and guidelines to the sub-system to use parental guidance to improve thesocial responsibility norms of the youth. The government through the Ministry of Education will use the findings to find out the best methods of reaching directly to the youths in all schools with a message ofsocial responsibility norms for better healthier life. This knowledge is necessary before late teenage where the young people face media and peer pressure and get involved in harmful practices in life, mostly when then they get into institutions away from home.

1.8 Justification for the Study

A research should be motivated and carried out to help people in the area where it is done and if possible elsewhere. This should be done as a service by the profession and not for monetary or personal gains (Anderson, 2003).Society is dynamic and has needs arising from day to day developments. Considering the situation of young vulnerable girls in Western Kenya has enhanced the need for creation of agencies of guidance and information giving especially among parents who may have not seen the need to guide their girls during early adolescence. There is need for social policies to curb the essentials for social responsibility norms among young girls addressing their health and security.

Current reports on the increasing number of school drop at primary school level, loss of lives among young people due to effects involving harmful unhealthy behaviours (Mutai, 2013) is arousing concern and led to the researcher’s interest in this particular area of study.The many lives of young people that are affected point to lack of helpful information or misuse of the information acquired. Kenya has many youths who are involved in harmful behaviours such as commercial sex due to poverty. The escalating

number of youths living away from their parents and family members, relating with a wider population of the same age and thought pattern has led to higher vulnerability and risk proneness with regard to being exposed to harmful, unrestricted behaviours. The low socio-economic status and other problems faced by youth have led to the need for this study.

Newspapers, television news and other reports circulating nationwide include instances of real experiences of life that cannot be ignored. The researcher has dealt with first hand situations brought about by the lack of morals among youths. The young girls who have dropped out of school due to involvement with drugs and pregnancies have led to the need for the researcher to carry out this study.

Lastly most studies that have been undertaken lay emphasis on the role of guidance and counseling in secondary schools, the needs of students regarding guidance and counselling, peer counselling and teachers' roles. Little research has been done concerning the influence of parental guidance in the social responsibility norms of girls in early adolescence in Kakamega Central Sub County (Ondogo, 2005; Onyango, 2004; Sunguti, 2002).

1.9 Limitations of the Study

Limitations of a study are the weaknesses and refer to anticipated challenges faced by the researcher (Kombo & Tromp, 2006). While carrying out the study the researcher realized that there were factors that could influence a girl's social responsibility norms. The limitations of this study were:

i) Adolescents influence one another so much so that much of the knowledge they possess is shared among them. They also learn through experimentation to interact with others in more adult ways as they formulate cliques with norms that specify how members are supposed to dress, think and behave. The cliques allow the adolescents to try out new roles as they begin to forge an identity apart from their families (Davis & Windle, 2000). During adolescence girls share, discuss and internalize social responsibility norms values and some harmful information. Such influence makes it difficult to separate those adolescents who have been affected by parental guidance from those who have been affected by harmful ideas from other youths. Due to this it was necessary to use focus groups and individual interviews for triangulation.

ii) Questionnaires were used as the research technique and may havelimitations, particularly, having to accept the answers given by respondents as final. Since there is no opportunity provided for probing every individual respondent for clarification of the answers which may be ambiguous due to the large number of respondents used in the study. The respondents may also share their views thus having final responses which are not independent. To ensure honesty every person approached was given an open opportunity to refuse to participate in the research. The participants were encouraged to remain frank (Shenton, 2004).

iii) Participants might tick answers which they perceive are right yet not applying to their personal situation. The information provided might be tailored to please the researcher. This might be caused by anxiety sparked

of by the questionnaires administered as it might be viewed as an examination. However the researcher explained to respondents that it was important to give honest responses and not fear any consequences since this was not an exam and all answers are correct.

iv. There may be biases and diverse attitudes due to judgmental data in the study. Respondents thus may make conclusions which are not clear. The responses received might be based on their perception of parental guidance which is subjective. The researcher plans to use a large sample to curb this limitation.

1.10 The scope of the Study

The study was carried out in public secondary schools of Kakamega Central Sub County. The study focused on the influence of parental guidance on the social responsibility norms of early adolescent girls.It was conducted using asurvey and correlational research designs targeting students who joined Form 1 in 2014. The sample consisted of secondary schools in Kakamega Central Sub Countyselected from 45 secondary schools in the Sub County with data being collected using questionnaires and interviews carried out on selected early adolescent girls and parents. The study sought to establish if parental guidance has an influence on the social responsibility norms of early adolescent girls in secondary schools, if there is a relationship between socio-economic status and social responsibility norms of early adolescent girls and the beliefs of parents towards guidance and social responsibility norms of early adolescent girls. Kakamega Central Sub-County is typically a part of the developing world, thus the findings of this study therefore were

generalized to all rural and urban centers in developing countries since it covered adolescents from both rural and urban areas.

1.11 Assumptions of the study

Parental guidance and its influence on social responsibility norms is a topic with many factors that moderate the anticipated results, confounding the research findings. It was important to consider the following are the assumptions of the study:

i. It was assumed that the responses that were given by respondents were the true opinions they held about the parental guidance and social responsibility norms.

ii. Many factors such as media, peer influence and personality have enormousinfluence on young people. This study singled out parental guidance for investigation in relation to social responsibility norms of early adolescent girls in secondary schools. The other factors are not considered for investigation in this study regarding the importance of parental guidance since young people are expected to have parents. The influence of the parents is expected to give direction to the girls regardless of other factors. Therefore thedifferences occurring in the social responsibility norms of the early adolescent girls were attributed to the influence of parental guidance only though there are other factors.

1.12 Study Variables

A variable is an idea which can take various values. There are two variables which are common, the independent variable and dependent variable. Independent variable is the factor whose influence is determined in a study, the independent variable being parental guidance. Dependent variables are social responsibility norms which includes the

behaviour which is socially accepted. In this study social responsibility norms emphasizes no drug abuse, respectfulness, no alcohol abuse, no pre-marital sex, self-control and honesty. Intervening variables are socio-economic status and residential area.

The variables in this study were in three categories with the independent being the cause, the dependent being the effect and the intervening variables.

i. The independent variable in this study wasparental guidance which involved the information parents give to early adolescent girls as the influencing factor which was measured.
ii. The dependent variable wassocial responsibility norms which was influencedby the effects of parental guidance.
iii. The intervening variables were socio-economic statuses and the residential area, that is, rural or urban which were the expected effects in this study.

1.13 Theoretical Perspectives

The theories which were used in the discussion in this study are parenting styles theoryand social control theory.

1.13.1 Theory of Parenting Styles

The study was guided by The Baumrind Theory of Parenting Styles. The theory of parenting styles was developed in the year 1966 by Diana Baumrind (Baumrind, 1971). She proposed that parents fall into one of the following three categories: authoritarian (telling their children exactly what to do), indulgent (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing). The theory was later extended to include negligent parents (disregarding

the children, and focusing on other interests). Baumrind used these dimensions to derive a four-fold classification of parenting behavior that describes how parents reconcile the joint needs of their children for nurturance and limit-setting.

The operational definitions of these four prototypes were authoritative, authoritarian, permissive, and rejecting-neglecting. The four parenting styles are a summary of the various varied parenting styles available. The parenting styles that exist include Stassen's (2011) attachment parenting. Stassen's attachment is framed around the psychological theory of attachment. Narssistic parenting (Stafford & Hodgkinson) in which the apparent issue is that the parents are affected by narcisstic personality and the children exist, not for their good but entirely for the benefit of parents.Toxic parenting, nurturant parenting, over parenting, positive parenting, strict parenting and slow parenting are other parenting styles practiced by parents in raising children (Moore, 2014).

Authoritative parents are both demanding and responsive. This is because authoritative parents monitor and impart clear standards for their children's social behaviour. These parents remain assertive, but are not intrusivein the personal life of their child or restrictive, neither are they rigid in decision making or guidance given. Their disciplinary methods are supportive rather than punishing. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative.

Authoritarian parents are demanding and directive, but not responsive. They are obedience- and status-oriented, and expect their orders to be obeyed without explanation. They provide an orderly environment and a clear set of regulations, and monitor their

children's activities carefully. Conversely all directive or traditional parents are not authoritarian since some show different parenting styles. Permissive or nondirective parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation with their children or adolescents. These parents allow their children to grow in without strict rules.Rejecting-neglecting or disengaged parents are neither demanding nor responsive. They do not structure and monitor, and are not supportive, but may be actively rejecting or else neglect their childrearing responsibilities altogether (Baumrind, 1991).

All parents have some of the traits in the four parenting styles which influence their children’s lives as they interact during their growing up period.As parents give guidance to their children, the different parenting styles come into play, thus influencing the children in different ways. Parents elicit different behaviours that are capable of affecting their children socially. Based on this theory, it is viewed that the leadership style of biological parents and significant others such teachers, peers and caregivers has great influence on adolescent girls. In this regard if parents, teachers and other adults in society can give guidance to young people using leadership styles that are appropriate, the young people will be socially responsible, leading to the kind of society required.

This study dealt with girls in their early adolescents who are in secondary school. The girls undergo physical, emotional and social changes which justifies the need for parental guidance for adoption of socially acceptable behaviour. Contrarily, adolescents may have different sources of information leading to the development of social responsibility

norms. Many characteristics such as nervousness, introvertial behaviour, depressive vulnerability, intelligence, humour and obsessiveness are some of the broad and genetically based traits which influence behaviours (Boeree, 2009) and may not be an influence of parental guidance. Thus not all the behaviours elicited by young people may be related to the guidance given by parents.

1.13.2 Social Control Theory

Social control theory is another theory that this study refers to intensely. Social control theory asserts that strong social bonds inhibit harmful behaviour or delinquency, while weak and broken bonds present a way of offending (Hirsch,1969).Social control theory states that delinquents and non-delinquents share the same basic impulses. They only differ in the level they are constrained from yielding to those impulses. Hirsch proposes that individuals who have strong positive social bonds are more likely to conform to conventional norms, whereas those with weak or nonexistent social bonds are more likely to deviate from societal norms and participate in delinquent or harmful behaviour. Social control is grounded in the socialization process and internalizing of dominant norms of society which emphasizes attachment, commitment, involvement and belief as concepts of social bonds. As the norms of society are internalized, The strong social bonds lead to better decision making for higher social responsibility norms among girls.

Attachment represents the closeness that children and their parents have including the supervision provided by parents which is related to Baumrind’s (1991) authoritative leadership, quality of communication between them, the time they spend together, the knowledge that parents have of their children’s acquaintances and how much trust there

exists (Hirsch, 1969). Many other scholars have attested to these norms of society emphasizing on social bonds. Booth, Farrell and Varano expounded on Hirch's the attachment views. They explained that young adolescent girls who are attached to their parents are expected to have their behavior controlled by the closeness which exists between them and their parents thereby not seeking satisfaction, support or comfort in peers as they can communicate effectively with parents giving direction and expecting adolescent girls to adopt the norms of the family (Booth, Farrell & Varano, 2008).

This study enhancesthe understanding of how social control factors of parental guidance dictate the norms of proper behavior through social support, relationship building and encouragement. The results of the interaction between the parents and the girls lead to the social responsibility norms of the girls. When social control is absent in a family or parents there emerges deviant behavior, that is, dishonesty, disrespect, uncontrolled actions, disobedience, drug abuse, sexual misuse or alcohol abuse.

Social control theory ideas have been referred to and expounded on in this study. Formal mechanisms such as home or school rules, regulations and lawsare social mechanisms and are enforced by court systems through fines and imprisonment. At times guilt, shame, ridicule and disapproval are negative informal social control sanctions used to bring control and order among individuals in chosen societies. The sanctions include positive social controls such as praise and approval which are also informal but usually become internalized by the individuals (Mufune & Sharma, 2011).

Social control is a term which sociologists refer to as "any social or cultural way by which logical and relatively consistent restraints are practiced by communities and are

imposed upon individual behavior. Through this, people are motivated to embrace the conventions and patterns of behavior that are central to the running of a society (Theordorson & Theordorson, 1980). All these views are in agreement with Hirch's social control theory.

In every society there are rules, social norms and regulations which regulate sexual activities and social behavior. They enforce and ensure that sexual emotions are regulated in a manner that fits what the society cherishes as well as respects and is healthy. They also put a control to what will harm the individual in the society. Punishment is expected whenever the norms and rules are broken. In most cases, the family enforces the punishment for children who transgress by failing to follow rules laid down regarding disobedience, alcohol and drug abuse, sexual activities and other social misconduct (Sharma & Malhotra, 2007). The influence that parents have on early adolescent girls thereafter puts a control on the behaviour of the girls.

1.14 Conceptual Framework

A conceptual framework indicates the effects of the independent variable (IV) or cause on the dependent variable (DV) or outcome (Kombo & Tromp, 2006). The conceptual framework provides more clear relations from the research objectives, the theoretical framework to the literature review; to the research questions and goals. It also assists in the formation of research design and provides a wider scope to thinking about the research.

Parental guidance is the leadership and assistance that parents give to their young girls to help them understand themselves and the social relationships they are involved in as they

grow up into adulthood. The independent variable included the guidance given to girls by their parents. The guidance depends on the kind of parenting style held by the parents, in this study four main parenting styles comprising most parenting characteristics were referred to are authoritarian, authoritative, permissive and negligent parenting styles. The dependent variable included social responsibility norms of early adolescent girls which was measured by the presence of respect, obedience, self-control, avoidance of pre-marital sexual activities and avoidance of alcohol and drug abuse among the girls as required by parents and society. The conceptual framework shows the role of socio-economic status and residential area as intervening variables in the influence of parental guidance on the social responsibility norms of early adolescent girls

From a theoretical point of view, it is possible to integrate this existing variety of conceptual orientations, choices, and boundaries into a single conceptual framework. Therefore, a number of these variables and processes are repositioned into a new conceptual framework as shown in (Figure 1.1). This serves as a guide to integrate theoretical perspectives that interlink these variables and processes and help to explain the actual parental guidance that is manifested in Kenya and how it relates to social responsibility norms of adolescent girls in Kenya.

Especially the fact that the study used a number of research instruments that builds on a variety of concepts, requires clarity on how the original concepts are repositioned within the conceptual framework for the study. To depict that close parental interaction with their daughters improves adolescents' sense of social responsibility norms. As such the study adopted the following conceptual framework.

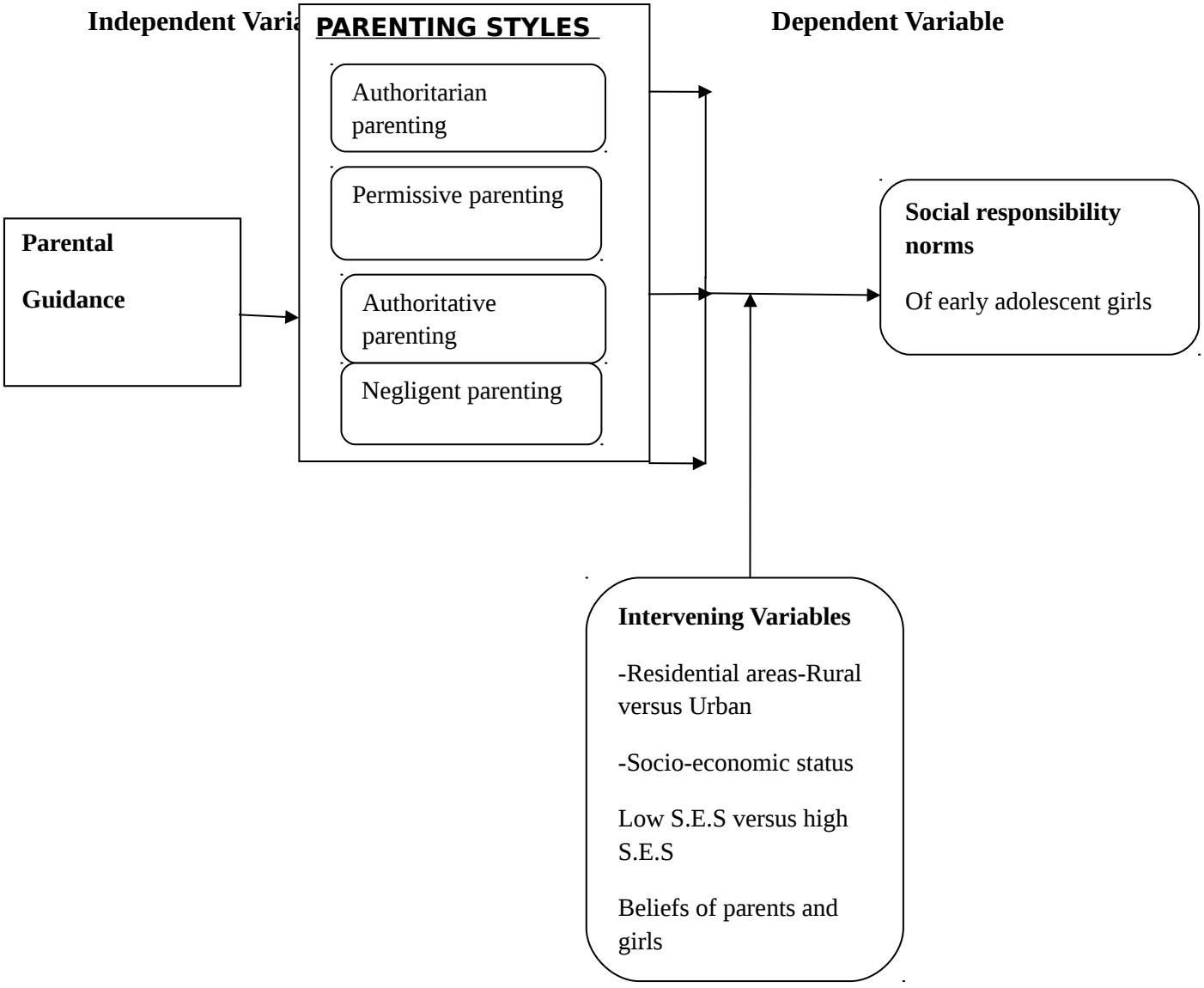

Figure 1.1 Conceptual Framework

The conceptual framework indicates the close relationship that parents have with their daughters improve the social responsibility norms of the girls.

1.15 Operational Definition of Terms:

Adolescence – Adolescence is a term which literally means to grow up into adulthood. It is the typical period of transition from childhood to adulthood (Jafe, 1998: 19). A student's dictionary of Psychology (1999) has explained adolescence as the development period between childhood and adulthood. Encyclopedia of psychology (1984) describes adolescence as a period of transition from childhood to early adulthood entered at approximately 11 to 13 years of age and ending at 18 to 21 years of age

This study takes the view that adolescence is the life period that begins with the onset of puberty and ending in adulthood, with major psychological tasks being determining identity, decision making and mature sexuality. This is the time when an individual takes some adult responsibilities.

Early adolescents –According to the dictionary of education (2009s) early adolescence is the period at the beginning of adolescence, occurring at the age of 11 to 16 years in which individuals develop mature sexual features and become capable of procreation.

In this study refers to girls between the age of 12 and 15 years. This stageis characterized by need to experiment with social relationships, increased need for belonging and peer membership, and the

developmental tasks of physical and cognitive maturation accompanied by emotional expressiveness.

Guidance – refers to the activities of a counselor in this case a parent aimed at assisting individual teenage girls to understand themselves, that is, show them the right way which will help them capable of making decisions that are not harmful to others as well as themselves.

Late adolescence is a stage in lifeof age between 16 to 19 years, with an increased involvement in acquiring the practical skills necessary for functioning independently of parents, making critical decisions related to occupation, marriage or partnering, as well as consolidating a moral code and socio-political ideology. There an increased ease with self at this stage.

Parent – in this study refers to the biological mother and father or guardians of the teenage girls. The parents are also supposed to live together with their children as they bring them up so as to offer the required support and guidance.

Parental guidance – In this study parental guidance refers to parenting styles adopted by parents in raising children. These are the common patterns of behaviour, leadership and assistance that parents give to young girls to help them understand themselves and the interaction parents have with their young girls on matters of relationships and safe, acceptable and positive values.

Parenting is about encouraging adolescent resilience through understanding, and by instilling values and building trusting relationships with them (Parents guide for developing responsible teenagers, 2011).

Parenting Style- Parenting style refers to the normative patterns of behavior and tactics that parents use to socialize and control their children**.** In this study it refers tothe individual ways that parents behave and do activities while they bring up children, which influence the outcome of the behavior of the girls.

Norms- **Refers to a level required and to be complied with** especially the typical or expected behaviour

Responsibility –It is the state of being in charge of yourself and others as well as making sure that what you do or what happens to you is right or satisfactory and does not cause any harm either to you or others.

Social - This relates to society and to people's lives in general or relating to activities that involve being with other people, especially activities that you do for pleasure.

Social responsibility norms– refers to the behavior acquired from family members, teachers, religiousleaders and others that leads to safety of one from harmful behaviours as observed by the leaders of the growing young girls. The behavior also leads to thecommon good of the society by being acceptablebringing peace and harmony at home and in the community. This behavior is explained in schools thus it is a

requirement by the ministry of Education in Kenya for the safety of the citizens. The elements of social responsibility norms in this study are respect and obedience, honesty, self-control, avoidance of alcohol and drug abuse and sexual abstinence.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to the study is reviewed to provide related information to the raised research questions. Literature is reviewed from books, newspapers, periodicals, research reports, and encyclopedias, seminar papers and from the internet. The literature review is organized into the following sub-topics: adolescence, concept and elements of social responsibility norms, adolescence and social responsibility norms, parenting styles and socio-economic status. The review also includes parental guidance, Perception of parents and students on the development of social responsibility norms and the link between beliefs of parental guidance and social responsibility norms.

2.1 Adolescence

According to the World Health Organization (WHO, 2007b), although adolescents are often viewed as a homogenous group in much of the published literature, they are not. The present study focuses on adolescent girls within the greater generalization of adolescents of all ages. Very often the precise age parameters are documented inconsistently, or an age segment of this group is completely overlooked (WHO; 2007c). In a joint statement in 1998, WHO, UNICEF and UNFPA established the categories of “adolescent” (those aged 10–19 years) and “youth” (15–24). For the purposes of designing appropriate interventions, the use of this international age designation for adolescence is recommended (WHO; 2007c). Adolescence is typically a period of

transition between childhood and adulthood with the major psychological tasks being to: determine identity; develop power to make decisions and be in control; and develop a mature sexuality (WHO, 2007c). Identity crises are often rife among adolescent girls whose physiological as well as psychological changes are more pronounced than in boys. These crises render them prone to indecision or making of bad decisions and as such they need parental guidance.

According to Hilliard (1991b), adolescents are faced with many choices. Beginning at an early age (many times before puberty), children are placed into the role of head of the household. The decisions that they make at such an early age not only influence their lives but are also crucial for the safety and well-being of others. The role of head of the household may require adolescents to leave school at an early age and give up many of their personal goals such as college, or sports so that they may pursue a job instead of a career just to survive and have pocket change. As Hilliard states:

> If an adolescent has been in a strong secure family atmosphere, where two parents are present, along with enough food, shelter, and clothing for everyone, and someone available to care for younger siblings, then the chances of surviving adolescence without a crisis (alcohol, tobacco, drugs, pregnancy) is somewhat better than if it is for someone from a less secure background. The family background must include good adult role models and open lines of communication. But, what happens when there is a breakdown in communication? What if there are no adults present in the home to serve as role models? Then where does an adolescent obtain all the vital and pertinent knowledge needed to be successful in life?(Hilliard, 1991,*p*.35)

Mature sexuality is defined as a “comfort with oneself and the ability to enter into a relationship in a giving and mutually trusting way” (Strasburger & Greydanus, 2000). To what extent do adolescent girls in Kakamega Central Sub County understand and exhibit

mature sexuality, and what role do parents play in respect to this aspect of adolescents' development. The present study found out if these issues are addressed in the parental guidance information given to adolescent girls in Kakamega Central Sub County to enhance the girls' social responsibility norms.

According to Mwale (2010a), adolescence has been described as a transitional stage with uncertain boundaries; in other words, it is difficult to tell exactly at what ages adolescence begins or ends - its inception and termination is difficult to determine. This means that parents need to closely monitor their adolescent children in order to understand and guide them on decisions involved in these transitions. How much time do parents in Kakamega Central Sub County spend with their adolescent girls? What deliberate activities and informational guidance do these parents engage in with their girls? Basically boundaries of adolescence mark the beginning and ending of key factors of development (Mwale, 2010a; Atwater, 1992, as cited in Mwale, 2010b) has demarcated the following boundaries:

First is the biological perspective in which adolescence begins at puberty and ends with the attainment of physical and sexual maturity. The second is the emotional perspective when adolescence begins at the beginning of autonomy or independence from parents and ends with the attainment of self-revised personal identity and emotional autonomy.

The cognitive perspective of adolescence begins with the emergence of logical reasoning, problem solving and decision making skills and ends after attaining adult logical reasoning and autonomous decision making. Adolescence begins with the shift from parents to peer orientation and ends with increased capacity for intimacy with peers and

adults as the interpersonal perspective. Socially adolescence enters into personal, family and work roles and ends with the attainment of adult privileges and responsibilities. Educational perspective of adolescence begins with entry into secondary school and ends with the completion of college education.

The religious perspective of adolescence begins with preparation for confirmation and adult baptism and ends with the attainment of adult status in a religious community while chronologically the attainment of a given age associated with adolescence e.g. teen years and ends with the attainment of a given age associated with adulthood for example twenties is arrived at (Putz, 2016).

The legal perspective of adolescence begins with the attainment of juvenile status and ends with the attainment of legal status and the training for preparation for ceremonial rites of passage and ends with the ceremonial rites of passage as the cultural perspective.

All these boundaries determine how the adolescent exhibits social behaviour. The biological changes influence certain predispositions in them towards self and others, hence the tendency towards emotional extremes. Moreover, the mental and emotional developments of an adolescent influence their choices in interpersonal relations with others. Other dimensions of life, such as their religious beliefs which are meant to strengthen their morality and education, are also affected. The adolescent also becomes conscious of the legal and cultural restrictions, and in most cases tends to violate them. Some of them acquire their national identity cards in their late adolescence and therefore are inadvertently called upon to act as responsible citizens through political processes among other acts of social responsibility norms thus regarding themselves independent.

(Mwale, 2010a). As such, the present study sought todeterminewhether or not parents are conscious of these boundaries so that they can guide their adolescent children on the various dimensions of their lives. The adolescents are prepared through parental guidance to relate well with the society, thus the social boundary was applied in this study.

Carrie (2011) argues that the common view is that poor parenting at home and a lack of discipline at school is the culprit since the best approach to discipline is to help young girls learn to manage their own behaviour. Parents need to be referred to parenting classes, or help them restore family routines and set clear boundaries for behaviour when these have been disrupted. One way to do this is through intensive family support. Carrie further adds that focusing on extremes of bad behaviour and using harsh punishments is tackling the problem far too late. Instead parents need to focus on supporting families at an early stage to prevent their children from developing discipline problems. For instance, they can educate their peers about life's challenges and the dangers of high-risk behaviour.

2.2 Concept of Social responsibility norms

The Kenya Institute of education(KIE, 2004) has defined socially responsible behavior as the behaviorsthat are acceptable by the society. Different societies may have differing perspectives of behavior that lead to the common good of society but the KIE has clarified the behavior as those which are harmless to both the individual and to others. The behaviors embrace; respect for people, self-control, and obedience, telling the truth, trust, love, friendship, patience, being kind, humility and honesty. Less use or getting rid of alcohol, drug taking and sexual abstinence are also included. Drug and alcohol abuse

and sex out of marriage are considered as leading to broken and ailing societies. The health of the people in the society is viewed as vital for its wellbeing (KIE, 2004).

Homes are key settings for initiating proper foundation for behaviour and education in children about many things including, for example, HIV/AIDS and for halting further spread of the HIV infection. Success in carrying out this function depends upon reaching children and young adults in time to reinforce positive social and personal behaviour before the onset of curious experimentation with social groups and peers. Parents should be sensitive to adolescents and be ready to provide effective guidance.

When children lack a sense of responsibility especially respect and obedience to their parents, they may have difficulty navigating the challenges with which they are faced with as they enter adolescence. This may be particularly true in the academic context: In both the United States and China, early adolescence is a time when children's interest in school often wanes (Wang & Pomerantz, 2009), with other concerns such as friends and hobbies luring them away from academics (Eccles, Wigfield & Schiefeld, 1993; Wigfield & Wagner, 2005). Fuligni & Flook (2005) argue that adolescents upholding a sense of responsibility to their parents may allow them to stay on track in school by orienting them toward their parents' values as well as providing them with purpose in this important context.

Children’s sense of responsibility as obedience to their parents is manifested in their feelings of obligation to their family and is often associated with enhanced academic functioning (Fuligni & Pederson, 2002; Hardway & Fuligni, 2006). For example, in both countries, the more children feel obligated to obey their family, the more they value

school (Fuligni, Tseng & Lam, 1999; Fuligni & Zhang, 2004) thereby adhering to obedience as a tenet of socially responsible behavior (KCS & CCEA, 2005).

Being responsible entails not being careless about one's own body and other people's by being able to make rational decisions about how to conduct oneself. Self-control among young people is required, in this regard Muindi (2003) argues that HIV/AIDS epidemic is for real and the only solution to it is to act in a responsible manner by not being careless about ourselves and others. This applies to other social ills. Therefore, an adolescent with a clear conscience should not imitate others blindly. He/she should use his/her energy, knowledge, experience and other talents for his/her benefit and that of others.

In the context of HIV/AIDS and social responsibility norms, for instance, adolescents' actions should not expose them and others to infection. On this particular issue, Gallagher (2003) warn the youth to take precaution since it is like sex is everywhere: in the eyes, in the smiles, in the looks of girls on the magazine, and in the adverts; saying ...'come on. Sex is OK. Don't fight it... just enjoy it'. What role do parents play in helping adolescents heed this call to 'take precaution'?

Based on this background, socially responsible teenagers should view sex and its consequences seriously and not lure others into it. According to Andambi (2012), teenagers in contemporary societies tend to 'talk' and 'walk' sex, their language and jokes are based on sex and consider it as the only way to have a happy life. To them, sex is now considered normal as expressed in papers and magazine, movies, the TV and Video, the current fashions and popular music advocates for sex anytime a girl goes out with a man. Such habits make the youth prone to HIV/AIDS unless curbed with use of effective

methods of communicating safer sexual intimacy practices. The present study sought to understand the role of parental guidance in instilling a sense of social responsibility norms in adolescent girls.

The Kenya education programme is designed to instill socially responsible behavior during the early years of school. The concept is viewed as obedience, faithfulness, trust, patience, humility, honesty, friendship, respectfulness, and self-control as acquired from family members, teachers, religious leaders and others (KSC & CCEA, 2005).

According to Andambi (2012), formal education has turned schools into communities and children have had to be kept in boarding schools (away from parents most of the time) and, together with western cultural influence (through music and television), ‘sex’ and all the behaviour associated with it. Schools have fallen victim to diseases due to social demands that put students at risk of getting HIV/AIDS. The situation demands effective teaching/learning methodologies that deter the undesirable sexual behaviour of the students. Thus, this study determined the extent to which parents in Kakamega consider it their responsibility to guide adolescent girls or whether they assume it is the teachers’ duty at school, since students should be taught and encouraged to take responsibility over their sexual behaviour, alcohol and drug abuse, respect for all in society, obedience and self-control among other issues, and that of others.

2.2.1 Elements of Social responsibility norms

The main elements of social responsibility norms discussed and determined in this study are self-control, respect, obedience, avoidance of pre-marital sex, avoidance of alcohol and drug abuse.First and foremost, Gottfredson and Hirschi (1990) in their General

Theory of self-control have argued that lack of self-control causes analogous behaviours since the individuals are insensitive to others and risk-taking, experience problems in social relationships, they are most likely to use drugs and abuse alcohol.

Gottfredson and Hirschi (1990)added that the cause of low self-control is found in parenting, maintaining that parents must monitor their children, recognize bad behaviour and correct this bad behaviour. Thus self-esteem is an important value that children need to acquire in order to enhance good behaviour including self-control. This study determined self-control in early adolescent girls in Kakamega Central Sub-County as one of the elements of social responsibility norms.

Learning to obey adult rules is the second and a major part of the process of socialization in childhood. Parents are the main trainers of children in early life hence this responsibility lies upon them. Obedience, in human behavior, is a form of influence that is social in which a person yields to explicit instructions or orders from an authority figure (Colman, 2009).Milgram (1993) suggests that obedience is as basic an element in the structure of social life as one can point to; Some system of authority is a requirement of all communal living, and it is only the man dwelling in isolation who is not forced to respond, through defiance or submission, to the commands of others. Therefore, for social life to have harmony, all the members of society must live in obedience to the instructions received from those in authority. In this study early adolescent girls need to obey instructions given to them by parents that are helpful in life in order to avoid conflicts in their lives.

Third is respect. This is another element of social responsibility norms that was determined among early adolescent girls in this study. Respect can be a specific feeling of regard for the actual qualities of the one respected. Respect is also viewed as a positive feeling of admiration or esteem for a person or other entity such as, a nation or a religion, and also specific actions as well as specific conduct representative of that esteem. Respect is often thought of as earned or built over time. Often, continued caring interactions are required to maintain or increase feelings of respect among individuals. Bueno (2012) reported that the best way to teach a child about respect is for a parent to show respect for self, to the child, and others. This means that parents need to hold themselves in high regard so as to be mentors of their children. In this case the early adolescent girls require parents who have respect for self, the girls and others.

Fourth among the elements of social responsibility norms discussed in this study is sexuality among adolescents. Sexuality is found to be the most complex topic to be passed on to children in most societies. Reproduction and sexual maturation are the areas of life that have been found to be the most difficult to teach since adults feel embarrassed or uncomfortable talking to young people about sex (Anderson & Okoro, 2000). Substance abuse, teenage pregnancies and sexually transmitted diseases suffered by young people is an indication that children did not receive proper guidance on social responsibility norms during the socialization process.

Most parents do not spent quality time of guidance with their children. However, Anderson and Okoro have asserted that it is important to provide all the information that will empower the young people with maximum attention being given to love, sex, sexual maturation and reproduction,attitudes and feelings, marriage and parenthood. Sex

education is pointed at reducing or controlling sexual behaviour problems. It is vital that young people know how to handle sexual issues positively.

Last among the social responsibility norms elements considered in this study is alcohol and drug abuse among early adolescent girls. In a study carried out among French adolescents Choquet, Hassler, Delphine, Bruno and Nearkasen (2008) found that negative associations between adolescents and their parents led to negative outcomes such as, drug use and alcohol abuse. Parents have been found to have a strong influence on their children thus can bring a control on adolescent behaviours when they handle their children with required information. Thus, positive relations are required between parents and their adolescents for social responsibility norms to be enhanced.

2.3 Adolescence and Social responsibility norms

The American Psychological Association (APA,2002)advances that:

> The social development of adolescents is best considered in the contexts in which it occurs; that is, relating to peers, family, school, work, and community. It is important to keep in mind when interpreting the findings of research on the social development of adolescents that most of the research to date is based on samples of White, middle-class adolescents. Research done with more diverse groups of adolescents has revealed differences among youth of different ethnic backgrounds, so generalizations to specific ethnic groups should be made with care when the research is based solely on samples of White adolescents (p. 1060).

From these arguments, the present study bears in mind the unique challenges that adolescents in Kenya, and particularly in Kakamega Central Sub County, face in regard to their social responsibility norms and development. Most importantly, how do parents balance between their struggles with socio-economic, cultural and political problems on the one hand, and the need to provide guidance to their children in the adolescent stage, on the other?

Guidance on social responsibility norms, as envisioned in the present study, involves exposing adolescents to information that may inspire them to bear the right attitudes and undertake actions that impact positively on their lives and the lives of others within their societies. The areas that may call for adolescents' responsible behaviour in society as discussed by the APA (2002) include the following:

2.3.1 Peer Relations

One of the most obvious changes in adolescence is that the hub around which the adolescent's world revolves shifts from the family to the peer group. It is important to note that this decreased frequency of contact with family does not mean that family closeness has assumed less importance for the adolescent (Stormshak, Comeau, & Shepard, 2004). In fact, family closeness and attachment has recently been confirmed as the most important factor associated with not smoking, less use of alcohol and other drugs, later initiation of sexual intercourse, and fewer suicide attempts among adolescents (Resnick, et al., 1997; Klein, 1997). In order to establish greater independence from their parents, adolescents must orient themselves toward their peers to a greater extent than they did in earlier stages of development. The study was set to ascertain some of the specific issues that make adolescent girls in Kakamega Central Sub-County want to detach from their parents.

Those professionals whose role is to advice parents can help reassure them that increased peer contact among adolescents does not mean that parents are less important to them, but that the new focus on peers is an important and healthy new stage in their child's development. Peer influence is strong at the adolescent age and leads to delinquency if

much time is spent with problem youths (Crawford & Novak, 2008). The present study addressed this question: are parents giving guidance to their adolescent daughters to keep them safe from the influences they face from peer contact in Kakamega Central Sub-County. Professionals can also educate parents about the importance of positive peer relationships during adolescence.

Peer groups play a number of important roles throughout adolescence, providing a temporary reference point for a developing sense of identity. Through identification with peers, adolescents begin to develop moral judgment and values (Bishop & Inderbitzen, 1995) and to define how they differ from their parents (Micucci, 1998). At the same time, however, it is important to note that teens also strive, often covertly, for ways to identify with their parents. As such, in the present study, it is considered that parents should model their own behaviour in ways that their adolescent children may want to emulate since this too is a form of parental guidance. Another important role of peer groups is to provide adolescents with a source of information about the world outside of the family and about themselves (Santrock, 2001). Siringi (2013) added that the peer influence upon young people is very strong and the youths find it difficult to avoid it. Peer groups also serve as powerful reinforcers during adolescence as sources of popularity, status, prestige, and acceptance.

Positive peer relations during adolescence have been linked to positive psychosocial adjustment. For example, those who are accepted by their peers and have mutual friendships have been found to have better self-images during adolescence and to perform better in school (Hansen, Giacoletti& Nangle, 1995; Savin-Williams & Berndt, 1990). On

the other hand, social isolation among peer-rejected teens has been linked to a variety of negative behaviours, such as delinquency (Kupersmidt & Cole, 1990).

Whereas parents are required to encourage positive social relationships among their growing adolescents, they should guard against the effect of social isolation. How are parents helping their adolescent girls overcome the challenges in the study area? In addition, adolescents who have interpersonal problems during adolescence appear to be at much greater risk for psychosocial difficulties during adulthood (Hansen, Giacoletti, Angle, 1995). To what extent do parentshelp their daughters to overcome the negative experiences during their adolescence through guiding their daughters to be socially responsible in Kakamega Central Sub-County?

2.3.2 Dating and Sexual Behaviour

Dating typically begins in middle adolescence, usually between the ages of 14 and 16 years. With the advent of technological advancement, even very young adolescents are now “cyber dates” over the Internet, chatting about mutual interests without having to risk face-to-face or even telephone encounters (Santrock, 2001). As the amount of time invested in a particular relationship increases, the expectation that sexual involvement will occur tends to increase for many adolescents.

Certain sexual behaviours can put young people at especially higher risk for sexually transmitted diseases. It is important that sexually active adolescents who engage in these behaviours understand the heightened risk for contracting sexually transmitted diseases, including HIV, herpes simplex, human papillomavirus, gonorrhea, syphilis, and chlamydia. The present study examined how much parents help adolescent girls deal with

their (adolescents') sexual activity. Because adolescents may have different ideas about what constitutes "having sex," parents must take care that both they and the adolescent understand exactly what behaviors they are talking about when discussing issues of sexuality. For example, although both will view vaginal sexual intercourse as having sex, they may differ in their perceptions about whether or not such activities as oral sex, mutual masturbation, or even kissing constitute "having sex." Negotiating sexuality in relationships can be challenging for adolescents. For girls, there are significant costs in terms of unwanted pregnancies and sexually transmitted diseases.

Due to interaction between children from different homes, children learn vital topics of life issues relating to sex and alcohol, tobacco and drug use in negative ways, rather than being properly socialized at home. Children have the home as the first point of social and emotional contact (NIDA, 2003), thus the teenage behaviours are observed as reflecting the upbringing at home (Olubunmi, 2011). Pre-marital sex and extreme confidence as well as involvement in it in Africa have risen as a result of influence of western culture (Scott, 2005; Phillip, 2000). According to Keister, Apacki, Kaye and Barr (2003) most teenagers want to talk to their parents about sex, but many feel uncomfortable about starting the discussion leading to their turning to friends' magazines and movies as sources shaping their views and attitudes. Some children use drugs, cigarettes, beer because they think it makes them look more grown up or they don't want to be left out since they think everyone else is doing it (Keister, et al., 2003).

Paul and Miller (2009) have affirmed that Parental monitoring, parenting styles and communication have, for example, been shown to be related to adolescent sexual risk. Parents can help adolescents by being open and willing to discuss frankly the

interpersonal and health aspects of teens' developing sexuality. Many sexually active adolescents, even if unwilling to stop being sexually active, may be open to guidance about making decisions about their sexual partners and about changing sexual behaviours that increase risk for pregnancy and sexually transmitted diseases typicallybrought about by multiple sexual partners, failure to use contraceptives and barriers that protect against sexually transmitted diseases (Rosenthal, Burklow, Lewis, Succop, & Biro, 1997).

In addition to sensitivity about issues of sexuality in relationships, it is important that parents be aware of the grief and sense of loss associated with the ending of romantic relationships during adolescence. Adolescents need emotional support to work through their grief, and feelings of sadness and distress should be taken seriously and validated. Although clearly not the sole cause of suicide, loss of a boyfriend or girlfriend has been reported to trigger suicide attempts for adolescents with a prior history of difficulty or loss (Santrock, 2001). Parents should also be alert for signs of emotional or physical (including sexual) abuse in adolescent relationships, including same-sex relationships. If an adolescent is in a relationship that exhibits patterns of uncontrolled anger, jealousy, or possessiveness or if there is slapping, forced sex, or other physical violence, even once, it's time to find help.

2.3.3 Family Relationships

Families today can take many forms - single parent, shared custody, adoptive, blended, foster, traditional dual parent, to name a few. Regardless of family form, a strong sense of bonding, closeness, and attachment to family have been found to be associated with better emotional development, better school performance, and engagement in fewer high-

risk activities, such as drug use (Resnick,et al., 1997; Klein, 1997; Perry, 2000). The present study will attempt to find out the relationship between the emotional development, school performance and tendency to social misconduct, on the one hand, and the parental guidance given to girls in Kakamega Central Sub-County.

Parents often ask professionals how they should modify their parenting practices as their children become older. It appears that parents, who are warm and involved, provide firm guidelines and limits, have appropriate developmental expectations, and encourage the adolescent to develop his or her own beliefs tend to be most effective. These parents tend to use reasoning and persuasion, explain rules, discuss issues, and listen respectfully. Adolescents who come from homes with this style of parenting tend to achieve more in school, report less depression and anxiety, score higher in measures of self-reliance and self-esteem, and be less likely to engage in delinquent behaviours and drug abuse (Carlson, Uppal & Prosser, 2000; Sessa & Steinberg, 1991; Steinberg, 2001). Similarly there is proof that family relation patterns are related to the development of adolescent's psychosocial development (Bartle-Haring, Brucker, & Hock, 2003).What kinds of homes and what types of parenting are exercised in Kakamega Central Sub County?

It should be noted, however, that the level of parental supervision and monitoring necessary to promote healthy adolescent development can differ depending on the characteristics of the adolescent's peer and neighbourhood environments. For example, setting stricter limits may in fact be desirable for adolescents who live in communities where there is a low level of adult monitoring, a high level of danger, and higher levels of problem behaviour among peers, such as in some inner-city, high crime neighbourhoods (Roth & Brooks-Gunn, 2000).

During adolescence, parent-adolescent conflict tends to increase, particularly between adolescent girls and their mothers. This conflict appears to be a necessary part of gaining independence from parents while learning new ways of staying connected to them (Steinberg, 2001). Daughters, in particular, appear to strive for new ways of relating to their mothers (Debold, Brown, Weseen, & Brookins, 1999). In their search for new ways of relating, daughters may be awkward and seem rejecting. Understandably, mothers may withdraw, and a cycle of mutual distancing can begin that is sometimes difficult to disrupt. If parents can be reassured that the awkwardness their teen is displaying is not rejection and can be encouraged to stay involved, a new way of relating may eventually evolve that is satisfying for all. The present study attempted to understand how the relationship between adolescent girls and their mothers and fathers in Kakamega Central Sub-County affects the effectiveness of parental guidance on socially acceptable behaviour.

Parent-teen conflict tends to peak with younger adolescents (Lauren, Coy & Collins 1998). Two kinds of conflict typically occur: spontaneous conflict over day-to-day matters, such as what clothes the adolescent is allowed to purchase or wear and whether or not homework has been completed, and conflict over important issues, such as academic performance. Consequently, the spontaneous conflict that occurs on a day-to-day basis seems to be more distressing to parents than to the adolescents (Steinberg, 2001). This is important for parents to keep in mind.

Parents often give greater meaning to conflict-laden interactions, construing them to be rejections of their values or as indicators of their failures as parents. Adolescents, on the other hand, may see the interaction as far less significant - just another way of showing mom or dad that they are individuals or just as a way to blow off steam. Professionals can help parents understand that minor conflict or bickering is normal and that these exchanges do not mean that they are not skilled or effective parents (Steinberg, 2001). It is also important for parents to be aware of their influence which is protective and enhances resilience in the young people (Howard & Johnson, 2003).

2.3.4 School

For most adolescents, school is a prominent part of their life. It is here that they relate to and develop relationships with their peers and where they have the opportunity to develop key cognitive skills. For some youth, it is also a source of safety and stability. Some of the same qualities that characterize families of adolescents who do well – a strong sense of attachment, bonding, and belonging, and a feeling of being cared about – also characterize adolescents' positive relationships with their teachers and their schools. One additional factor, adolescent perception of teacher fairness, has also been found to be associated with positive adolescent development. These factors, more than the size of the school, the type of school (e.g. public, private), or teacher-pupil ratio, have been found to be strongly associated with whether adolescents are successful or are involved with drugs or delinquency or drop out of school (Resnick et al., 1997). The present study examined how parental guidance influence adolescent girls' social responsibility norms in the school context.

Because schools are such a critical setting for adolescents, it can be important even for parents of these adolescent girls to connect with the school psychologist, counsellor, or social worker of an at-risk adolescent to help create a supportive system of care. Parents should be alert to the difficulty that adolescents can have with school transitions and be ready to provide additional support and guidance during these periods. The large number of students and the small number of guidance counsellors in many schools in Kenya virtually guarantee that many students will fall through the cracks in terms of career planning. Therefore, regardless of one's professional role, it is helpful to inquire about and encourage adolescents to pursue postsecondary education and career training.

2.3.5 Work

Many adolescents, especially in developed countries, hold part-time jobs during high school. Young people in Kenya, apart from engaging in home chores during holiday, also engage in small businesses of their own. These jobs can help youth learn many important lessons, such as how the business world works, how to get and keep a job, how to manage time and money, and how to set goals and take pride in one's accomplishments. These findings are confirmed by various youths aged 11 to 25 sampled among hospital based adolescents in medical clinic in America (Committee on the Health and Safety Implications of Child Labour, 1998; Perry, 2000). What appears to be clear from the most extensive research conducted to date in Kenya and other developing nations, however, is that the number of hours an adolescent works is critical for determining whether these positive benefits are offset by negative ones. Adolescents who work 20 or more hours per week during the school year are at higher risk for a variety of negative outcomes, including work-related injuries, lower educational attainment, substance abuse, and

insufficient sleep (Committee on the Health and Safety Implications of Child Labour, 1998).

Findings from the National Longitudinal Study on Adolescent Health in the United States of America suggest that these young people are more emotionally distressed, have poorer grades, are more likely to smoke cigarettes, and are more likely to become involved in other high-risk behaviours, such as alcohol and drug use (Resnick et al., 1997). Adults who work with youth should caution them that, whenever possible, they should keep their work hours to fewer than 20 hours a week during the school year, recognizing that for some youth working is an economic necessity. Since most studies were carried out outside the study area, the present study found out the guidance that adolescent girls in the proposed study area receive from their parents in order to cope with the demands of these kinds of responsibilities and harmful behaviour development thereby.

2.3.6 Faith Institutions

Adolescents from many ethnic groups are positively influenced by spiritual and cultural values. Adolescents, hungry for meaning, benefit from positive role models, explicit discussions of moral values, and a community in which there are activities structured around pro-social values, including religious values. That religious issues are important to many adolescents has been illustrated by a study of youth aged 11 to 25, among hospital-based adolescent medical clinic in the United states of America, in which more than 85% said that they believed in God, and more than 90% that religion was at least somewhat important in their lives (Holder, et al., 2000).Religious values are prominent among many ethnic minority cultures. African American groups have been particularly articulate about

the strengths that they derive from religion and from faith communities (Franklin & Franklin, 2000). For many American youth, their church serves both as a spiritual resource and a source of social support (Santrock, 2001). Religiosity is associated with less involvement in alcohol and marijuana use, among other social ills. Specifically, the National Longitudinal Study on Adolescent Health found that youth whose families place importance on church attendance and prayer are less likely to become involved with these substances than those whose families do not place importance on church attendance and prayer (Resnick et al., 1997). Adolescents who attach greater importance to religion have also reported less involvement in sexual activity (Holder et al., 2000).This study therefore set out to determine whether parents in Kakamega Central Sub-County exploited the role of religion to guide their adolescent girls on social responsibility norms, since the relationship between religious belief and morality have been carried out in developed countries and not in the study area.

2.4 Parental Guidance/the Role of Parents in Adolescent Guidance

There is widespread acknowledgement that although adolescents share many characteristics with adults, their health-related problems and needs are different in a number of significant respects (WHO, 2007b). There is a growing recognition among clinicians and public health workers alike that the approaches used to prevent and respond to health problems in adults need to be tailored (to a greater or lesser extent) if they are to meet the special needs of adolescents. Parents bear a greater responsibility in responding to adolescent needs of health, social affirmation and mental, physical as well

as emotional growth. The present study sought to examine the role of parental guidance in the social responsibility norms of adolescent girls in secondary schools in Kenya.

2.5 Different Parenting Styles

Mufune and Sharma complemented Hirch's social control theory in enlightening on parent child relationships. Research examining the relationship between family characteristics and adolescents with deviant behavior determining social control found that more children from disrupted families initiated in controlled substance use and sexual intercourse. Thus family attachment was more vital to a child than family structure (Mufune & Sharma, 2011).

However, various families differ; especially regarding their beliefs and social status. Some families are lax about the system while others are overly strict enforcing the rules to the letter. Therefore the different family backgrounds may be crucial to whether there is self-control in the social behavior of girls especially on drug and alcohol abuse as well as over their sexual behavior. Members of groups to which one belongs tend to influence the girls' personal networks whose members have a great influence.

Camlin and Snow (2008) have reported positive family connection, social support and positive family connectedness, social support and positive communication as the most important to adolescent avoidance of risk. Children are guided and taught to reign in their desires, define the specific short term and long term goals of their activities and put limits to their appetites which lead to happiness and moral health through discipline. Camlin and Snow found the parents of socially competent children to be highly positive, warm

and controlling. Parents who are generally optimistic and affectionate help children develop positive orientation to social interaction.

There are different parenting styles which are viewed as channels of parental guidance. These include authoritarian, negligent, indulgent and authoritative parenting as expounded on herein. The type of parenting style employed may be determined by the parents own cultural heritage (Chang, 2007).

2.5.1 Authoritarian parenting

Miller (2011) asserted that for authoritarian parents, rules are often more important than relationship. Authoritarian parents have many rules and they enforce them. They expect and demand adherence to high standards. Having high standards for the behaviour of children is not necessarily a bad thing. However, the way they go about achieving these high standards hurts the relationship between the parent and child.

There is a strong element of fear that pervades an authoritarian household. Much like an authoritarian government, there is compliance with rules, but the compliance is typically not out of love. Children in an authoritarian home comply out of fear. Fear of punishment and fear of the withholding of affection drives these children to comply. Miller further argued that children who grow up in this type of home often experience long-term emotional consequences. These children often are socially irresponsible, have low self-esteem, anger and higher rates of depression and anxiety. These negative feelings replace the high self-esteem, love, self-control and low harmful behavior involvement as socially expected.

Williams et al. (2009) suggested that authoritarian parenting styles could actually be more harmful to children with high behavioural impulse (BI) control leading to greater social withdrawal in children with low BI and greater acting out behavior in children with high BI. However, Pellerin (2005) argued that while other styles are associated with increased adolescent drug usage, the authoritarian style of parenting is linked with lower levels of adolescent drug usage with some exception being noted in low-income families.

Furthermore, Research among unselected sample of 543 children followed over 20 years, has found substantial support for a relationship between early parental care and the development of antisocial behaviour in adolescences. These findings suggest a significant link between authoritarian parenting and externalization of antisocial behaviour (Ehrensaft et al. 2003) and this is as a result of the low parental warmth, inconsistency, and harsh discipline that children are subjected to by their authoritarian parents (Thomberry, Hops, Conger & Capaldi, 2003).These findings are consistent with the research findings of Asher (2006) in South western Ohio which suggested that parenting styles are predictors of behavioural outcomes in juveniles. The study involving parents and legal guardians of juveniles incarcerated for felony offenses, the largest percentage (46%) of parents / guardians identified most closely with an authoritarian style of parenting (Asher, 2006).

2.5.2 Authoritative parents

Research conducted mainly in Anglo-Saxon contexts with European- American samples has traditionally identified authoritative parents, that is, warm and responsive parents that provide at the same time firm control and maturity demands, as the optimal parenting

style as it has been consistently associated with optimum outcomes of children and adolescents (Garcia & Gracia, 2009).

There are several factors that may contribute to drug use. These are a non-authoritative parenting style, which includes neglectful, (Garcia & Gracia, 2009) indulgent and authoritarian styles. The association of these styles and the use of drugs has not been extensively described in Brazilian populations, although their identification may play an important role in planning interventions for parents and their adolescent children, particularly in preventing drug use. There is positive association between authoritative styles and no use of drugs (Mariana, 2011).

A study among youth, using a sample of 2072 youths found that authoritative parenting style is protective. Students who smoke and drink perceive their parents as less authoritative than students who do not. The child's perception of the parents' demanding behaviour, as associated with authoritative style parenting, was found to be a strong inverse predictor of the child's substance abuse report less substance abuse among those with authoritative parents (Piko & Balazs, 2012)

2.5.3 Negligent parents

The children of neglectful parents have greater chances of using tobacco (Mariana, 2011). Researcher in Kenya has included neglect or harm caused by a lack of care on the part of parents or other caregivers as part of the definition of abuse (Menick, 2001). Conditions such as hunger and poverty are sometimes included within the definition of neglect. Because definitions vary and laws on reporting abuse do not always require the mandatory reporting of neglect, it is difficult to estimate the global dimensions of the

problem or meaningfully to compare rates between countries. Neglectful parents have many of these same problems and may also have difficulty planning important life events such as marriage, having children or seeking employment. Many of these characteristics compromise parenting and are associated with disrupted social relationships, an inability to cope with stress and difficulty in reaching social support systems (National Research Council, 1993).

In Kenya, abandonment and neglect were the most commonly cited aspects of child abuse when adults in the community were questioned on the subject of African Network for the Prevention and Protection against Child Abuse and Neglect in the year 2000. In the study, 21.9% of children reported that they had been neglected by their parents. In Canada, a national study of cases reported to child welfare services found that, involved physical neglect, 12% abandonment, 11% educational neglect, and 48% physical harm resulting from a parent's failure to provide adequate supervision (Troeme & Wolfe, 2004).

The findings on child neglect were based generally on children. This study focuses on the attention required by specifically girls and the influence of neglectful parents on the social responsibility norms of early adolescent girls.

2.5.4 Indulgent/Permissive Parenting

Indulgent parenting (characterized by the combination of high levels of warmth and low levels of strictness) appears to be in the Spanish cultural context the optimum parenting style (Garcia and Gracia, 2009). Permissive parenting style and authoritarian parenting style are positive and significant predictors of substance abuse. Studies have revealed that family relationships that are supportive and close diminish the risk of youth substance use

and harmful behavior (Padilla-Walker, Nelson, Madsen, & Barry, 2008), and family management skills applied during this period can either impede or intensify harmful behaviours in adolescents (Fosco, Stormshak, Dishion&Winter, 2012).Indulgent parents are warm and accepting but their main concern is not to interfere with their children's creativity and independence; these parents are more responsive than demanding. They demand little in terms of obedience and respect for authority. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontations (Maccoby & Martin, 1983).

The indulgent parenting style has been related to future delinquency and aggression. Poor supervision, neglect, and indifference are all indulgent parental practices that play a crucial role in engaging in future delinquency. Adolescents from indulgent homes report a higher frequency of involvement in deviant behaviors, such as drug use and alcohol use, school misconduct and emotional, impulsive, nonconforming behaviors (Miller, DiOrio, & Dudley, 2002).

Most studies on parenting styles used by parents in guiding the youths have been carried out in carried out among parents in America and Europe the studies too were limited to mostly all youth in general. This study purposed to find out the parenting styles among Kenyan parents and their influence on the behaviour of early adolescent girls in particular.

2.6 Socio-Economic Status and Parenting

Social economic status has been found to have a severe influence on adolescent girls' throughout the world. It has been found that 33% of all women giving birth in south

Africa are under 18 years (Lesch & Kruger, 2005) while poverty at the community level is associated with higher rates of pregnancy occurring at an early age. Reports also say that 90 percent of all teenage pregnancies occur in developing countries (Murage, 2013). Teenage pregnancy in Canada has also been associated with poor or uneducated white girls, thus the impact of risk behavior is related to poverty (Shoveller & Johnson, 2006). Economic poverty is indeed associated with higher rates of teen pregnancy (McCulloch, Winters & Cirera, 2001; South, Scott, Erick, Baumer & Lutz, 2000;). Poor people are prone to engage in high risk behaviour such as drug use and commercial sex. Poverty is also found to limit education in adolescents, especially girls thus making them more ignorant (UNICEF, 2011; Watindi, 2011). This may lead to drug use, alcohol abuse or commercial sex for income.

2.6.1. Poverty

Normally, lower socioeconomic status (SES) predicts harsh parenting, which contributes to externalizing negative behaviours (Meteyer & Jenkins, 2009). Additionally, it should be noted that variances have been observed with regard to gender. Physically abusive parents are more likely to be young, single, poor and unemployed and to have less education than their non-abusing counterparts. In both developing and industrialized countries, poor, young, single mothers are among those at greatest risk for using violence towards their children (Bross, Miyoshi, Miyoshi, & Krugman, 2000).

Studies from Bangladesh, Colombia, Italy, Kenya, Sweden, Thailand and the United Kingdom have also found that low education and a lack of income to meet the family's needs increase the potential of physical violence towards children (Bardi, & Borgonin-

Tari, 2001), though exceptions to this pattern have been noted elsewhere. In a study of Palestinian families, lack of money for the child's needs was one of the primary reasons given by parents for psychologically abusing their children (Khamis, 2000). In another study carried out among 4,800 South African adolescents, which examined whether parental investment and membership in social clubs are associated with safer sexual behaviours, found that a mother's financial support is negatively associated with condom use among young women. This suggests that material needs impel vulnerability to high risk behaviours (Camlin & Snow, (2008). In the African context social responsibility norms, particularly less sexual initiation, was found to be higher among higher socio-economic status, feeling more religious and residing in rural areas Lammers et al. (2000).

2.6.2 Family size and household composition

The size of the family can also increase the risk for abuse. A study of parents in Chile, for example, found that families with four or more children were three times more likely to be violent towards their children than parents with fewer children (Larrain et al. 1997). However, it is not always simply the size of the family that matters. Data from a range of countries indicate that household overcrowding increases the risk of child abuse. Unstable family environments, in which the composition of the household frequently changes as family members and others move in and out, are a feature particularly noted in cases of chronic neglect (Dubowitz, Black, Cox, Kerr, Litronik, Radhakrishna & Runyan, 2001).

2.6.3 Personality and Behavioural Characteristics

Diverse personality and behavioural characteristics have been linked, in many studies, to child abuse and neglect. Parents who are more likely to abuse their children physically tend to have low self-esteem, poor control of their impulses, mental health problems, and to display antisocial behaviour (Klevens, Richter, & Sorensen, 2000). Neglectful parents have many of these same problems and may also have difficulty planning important life events such as marriage, having children or seeking employment. Many of these characteristics compromise parenting and are associated with disrupted social relationships, an inability to cope with stress and difficulty in reaching social support systems.

Abusive parents may also be uninformed and have unrealistic expectations about child development (Dubowitz et al. 2001). Studies have found that abusive parents show greater irritation and annoyance in response to their children's moods and behaviour, that they are less supportive, affectionate, playful and responsive to their children, and that they are more controlling and hostile (Bardi & Borgognini-Tari, 2001). Subsequently Housing insecurity too has been linked to vulnerability leading to numerous social risks including sexual commerce (Berman, Snow, Moorman, Policicchio, Geronimus & Padilla, 2013) which is contrary to socially acceptable behaviour. These findings relating behavior of young people to economic status have probed the need for a study to be carried out in Kakamega Central Sub County to find out whether there exists any relationship between the parents' socio-economic status and social responsibility norms of early adolescent girls.

Most studies regarding parental guidance and social responsibility norms show that most of the studies were carried out in developed countries, mostly in Europe and America. The present study has therefore worked to add to the existing knowledge on the influence of parental guidance on the social responsibility norms of adolescent girls in secondary schools in Kenya.

2.7 Residential Area and Social responsibility norms

The characteristics of the community in which an adolescent lives can have a profound impact on the adolescent's development. Community includes such factors as the socio-economic characteristics of one's neighbourhood, the types of resources available and service systems within the community including schools, religious organizations, the media, and the people who live in the community. Some communities are rich in resources that provide support and opportunity for adolescents. Unfortunately, many communities, particularly in inner cities or poor rural areas, do not provide support and opportunity appropriate for adolescents. Lammers et al. (2000) found thatstudents age 13 to 18 years living in rural areas were less involved in sexual activities indicating better social responsibility norms.

A report on early school leavers found that young people hailing from rural areas described their community as offering safety and boredom, high incidence of drug use, alcohol abuse and lack of activities (Ferguson, Tillesczek, Boydell, & Rummens, 2005).

2.7.1 The Influence of Neighbourhood Characteristics

Neighbourhood socio-economic status (SES) and stability (i.e. the degree to which people of all SES classes tend to remain in the neighbourhood over a period of time) can significantly affect adolescent development. For example, living in a high SES neighbourhood is positively associated with academic achievement and negatively associated with dropping out of school, especially for adolescent males. On the other hand, adolescents who reside in low SES neighbourhoods, particularly younger adolescents, are more likely to be involved in delinquent and criminal behaviour and to experience behavioural problems, such as acting out or aggression and substance use.

If youth have the opportunity to move out of poor neighbourhoods, however, their prospects improve. For minority youth, those who move from public housing to more affluent neighbourhoods have been found to be more likely to stay in school and to go to college than their peers who remain in public housing. And, adolescent boys involved in the criminal justice system who move to higher SES neighbourhoods are less likely to be arrested again for violent crimes than their peers who remain in the same low-SES environments. The links between low SES and adolescent delinquent and problem behaviour may in part be due to the lack of community institutions in poorer neighbourhoods to monitor the activities of youth such as monitored recreation, and promising employment opportunities (Leventhal & Brooks-Gunn, 2000).

Neighbourhood stability is another important factor. For example, neighbourhood instability has been linked to higher rates of substance abuse in young adolescents. On the other hand, the presence of professional and managerial workers in a neighbourhood,

as well as lower unemployment rates, is associated with more positive outcomes for adolescents. As the number of professional and managerial workers in a neighbourhood decreases and the unemployment rate increases, rates of adolescent sexual activity and childbearing increase. Lack of institutional resources (e.g. education, child care, medical, and employment opportunities) and lack of support for positive parenting relationships and practices are also implicated in these outcomes, although further research is needed to clarify their influence (Leventhal & Brooks-Gunn, 2000).

Grassroots efforts are important to strengthen support networks for parents and children in unstable and low SES neighbourhoods. However, without other changes, they are unlikely to make much difference. Employment opportunities for youth, affordable and accessible health care, community policing, rehabilitation of housing, and other resources that provide stability and safety are also needed (Greene & Smith, 1995; Leventhal & Brooks-Gunn, 2000).

Since most studies on residential area found out more on academic influence and related issues, this study was specifically concerned with finding out factors on the impact of socio-economic characteristics of households in the study area. The study was also concerned with finding the ability of parents to provide guidance to adolescent girls in order to help them become more socially responsible.

2.7Parents andSocial responsibility norms of Adolescent Girls

For parents to provide appropriate guidance to their adolescent girls to make them more socially responsible, they themselves need to understand the social issues that affect adolescents. According to WHO (2007a), “adolescents” cannot be considered as a

homogenous group, and interventions for information, education and health services have to be tailored to their specific capabilities and levels of readiness. As such, parental guidance information should be able to cover issues that are in tandem with the needs of each stage. This calls for parents to be extremely sensitive in their handling of adolescents. The stages and the subsequent needs of adolescents as discussed by WHO (2007a) are reported in the following section. Parents need to get this information to help them in giving more effective parental guidance to the early adolescent girls.

2.7.1 Adolescence and its Characteristics

Early adolescence is characterized by the developmental tasks of physical and cognitive maturation, emotional expressiveness, increased need for belonging and peer membership, and experimentation with social relationships. Body image is of great concern as is a preoccupation with normality. This phase is also characterized by concrete thinking – namely an inability to see beyond the immediate or to deal with remote, future or hypothetical problems.

Sexuality during early adolescence is characterized by individuals being shy and modest. They may also have a greater interest in privacy, experiment with their body (masturbation), and worry about being normal. Adolescents in this group do not usually interact in romantic relationships but when they do, the encounters tend to be awkward, self-conscious and filled with doubt. Relationships tend to be short-lived (Council of North-West Education, 2001).

In ***middle adolescence,*** the developmental tasks and physical changes tend to become more settled with an emphasis on emotional control, intimacy, moral development, social

justice and spirituality. The focus is also on improving appearance and attractiveness, and socializing occurs in mixed-sex peer groupings, if culturally appropriate. It is during this phase of adolescence that more realistic career goals are considered and limitations recognized. Adolescents in disadvantaged situations may begin to feel hopeless at this point (Moore, Miller, Sugland, Morrison, Glen& Blumenthal, 2004; WHO, 2007a).

Sexuality during middle adolescence tends to be focused on sexual attractiveness, with individuals frequently changing relationships, if culturally acceptable. Fear and discomfort may be shown towards the opposite sex (or same sex) as well as feelings of tenderness, love and passion (Heaven, 2001; Sadock & Sadock, 2003).

Late adolescence sees an increased involvement in acquiring the practical skills necessary for functioning independently of parents, making critical decisions related to occupation, marriage or partnering, as well as consolidating a moral code and socio-political ideology. At this point there is an increased ease with self. Adolescents during this phase can usually handle delayed gratification, although this is not always achieved even into adulthood.

In late adolescence, sexuality focuses on serious relationships, clear sexual identity, and capacities for tender and sensual love (Shaffer & Kipp, 2010). Although the possibility of abusive and exploitative behaviours remains, relationships at this point tend to be characterized by concern for the feelings and well-being of the partner. It is important to remember that it is during adolescence that sexual identification with homosexuality and/or bisexuality begins. Adolescents who recognize that they have a differing sexual preference from society at large may feel isolated or may fear sharing their true feelings.

This has significant implications for adolescent sexual and mental health and for helping adolescents to develop life-affirming health behaviours (Council of North- West Education, 2001).

During the course of maturation, the adolescent also develops some degree of “formal operational thinking” (Piaget, 1969) characterized by thinking on one’s own, transferring information from one situation to another, the ability to deal with complex issues involving reasoning, planning realistically for the future, and conceptualizing abstract ideas. Some individuals never achieve this level of thinking even into adulthood as this capacity must be nurtured skillfully by the significant adults in the adolescent’s life (Brent, Troy & McDonald, 1999). On the overall lack of formal operational thinking may affect the upbringing of children because of limited understanding.

Moral psychosocial development shows adolescents moving from the level of moral thinking and judgment characterized by persons motivated by external factors, opinions of others and existing laws, and simplistic concepts of what is right, to embracing more universal and abstract principles of justice (Shaffer & Kipp, 2010). As with the development of formal operational thinking, such moral development is not an absolute progression, and some individuals never embrace universal and abstract principles of justice even in adulthood.

2.7.2 Sexually Transmitted Infections (STIs) and Sexual Responsibility

According to WHO (2007a), as part of the transition from childhood to adulthood, all adolescents experience sexual feelings. Some act upon these feelings by having sexual intercourse; others don’t have intercourse but engage in behaviours stopping short of

penile/vaginal intercourse; some engage in anal intercourse or oral sex (Remez, as cited in WHO, 2007b); and others deny their sexual feelings by focusing intensely on non-sexual pursuits.

WHO estimates indicate that one in every 20 adolescents and young people contract an STI each year. Young people may not seek help for STIs because they do not realize they have an infection or because they are too embarrassed to go to a clinic, or because they may not have access to treatment. Late-treated or untreated STIs can potentially hinder the adolescent's long-term health and fertility.

2.7.3 Unsafe Abortion

Safe legal abortion is rarely available and accessible outside the developed world. Unsafe abortion (which is the cause of 13% of global maternal mortality) is common in places where abortion is illegal and tends to be more dangerous for adolescents as they tend to seek abortion later in pregnancy (International Planned Parenthood Federation, as cited in WHO, 2007b). Unsafe abortion is a subject dealt with separately by another of the WHO papers in this series and elsewhere (WHO, 2007b).

2.7.4 Social and Personal Consequences of Early Pregnancy

Once a young woman becomes pregnant, whether the pregnancy is continued or not, the effects on her personal, social and educational life are often irreversible. In some societies unmarried young women who become pregnant or who are known to have had an abortion may become social outcasts. Sometimes, young women are forced to give up school because of a fear that they will be a "bad influence" on other girls. Early parenthood, particularly for young women, may limit or preclude social, educational and

employment development and the ability to achieve full status in society (UNFPA/WHO/UNICEF, 1989). These consequences reinforce existing gender divisions and can lead to a spiral of low self-esteem, further pregnancies, plus intergenerational early pregnancy, early childbearing and poverty.

2.7.5 Adolescents and Ethnic Identity

Studies have shown that developing a (positive) sense of ethnic identity is an important task formany adolescents, and numerous studies have found that having a strong ethnic identity contributes to high self-esteem among ethnic minority adolescents (Carlson, Uppal & Prosser, 2000). Ethnic identity includes the shared values, traditions, and practices of a cultural group. Identifying with the holidays, music, rituals, clothing, history, and heroic figures associated with one's culture helps build a sense of belonging and positive identity. For many of these youth, adolescence may be the first time that they consciously confront and reflect upon their ethnicity (Spencer & Dornbusch, 1990). This awareness can involve both positive and negative experiences. Adolescents with a strong ethnic identity tend to have higher self-esteem than do those who do not identify as strongly with their ethnic group. Professionals can advise parents of this fact, encouraging them to discuss and practice aspects of their own ethnic identity (e.g., history, culture, traditions) at home to help their child develop a strong ethnic identity (Phinney, Cantu & Kurtz, 1997;).

Quite naturally, the values that parents consider to be most important to impart to youth vary among ethnic cultures. For example, Asian American parents consider valuing the needs and desires of the group over those of the individual and the avoidance of shame to be important values to convey to youth. African American families tend to value

spirituality, family, and respect. Values stressed by Latino parents include cooperation, respect for elders and others in authority, and the importance of relations with the extended family (Thornton, Chatters, Taylor & Allen, 1990). Parents from many Native American Indian cultures highly value harmony with nature and ties with family while parents from the mainstream White culture may stress independence and individualism.

2.7.6 Sources of Information on Social responsibility norms

Information and Communication Technology (ICT) facilities like the mobile phones and the computers are causing various societal concerns as pointed out by Greenfield and Yan (2006) about privacy, security, pornography, internet crime and virtual community. Internet accessibility poses greater risks and dangers for the youth as compared to other forms of media. Further, Galbreath and Berlin (2002) affirm that the internet has become a highly effective means of distributing sexually explicit material as well as sophisticated channel for compulsive sexual behaviour, sex trafficking and sex crimes.

According to a survey performed by the London School of Economics in the year 2002, ninety percent (90%) of children aged 8 and 16 years had viewed pornography on the internet mainly unintentionally when doing homework. Carroll and Kirkpatrick (20011) affirm that teenagers look to as the key source of information at the most critical development stage. Such free access to pornography make children to develop irresponsible sexual behaviour elicited when they interact with peers. These behaviours are later manifested and result in pre-marital sex, drug and substance abuse.

2.7.7 Adolescents and the Media

The media – including music, television, and most recently, the Internet – are an important part of the adolescent's "community." Adolescents spend anestimated 6 to 8 hours per day exposed to some form of media (Roberts, 2000), and youth are increasingly attending to more than one form of media at a time (e.g. conversing on a cell phone with one friend while "instant messaging" several others on the computer). Although media will continue to be a growing influence on the development of adolescents, the ultimate effects will depend upon the extent to which positive possibilities can be harnessed and negative influences minimized. Parents, therefore, should be aware of both the negative and positive influences of adolescents in order to guide them appropriately.

On the one hand, for example, television and movies can be negative influences because of their portrayals of violence and unhealthy sexuality and their lack of positive role models (e.g. for adolescents of colour; Berry, 2000). On the other hand, they can also be venues for education, providing young people with valuable information about such issues as how to handle sexual situations (e.g. information about how to say "no" or about the importance of contraception), substance abuse, nutrition, violence prevention, and mental health concerns (e.g. Kaiser Family Foundation, 2002).

The Internet is now a ubiquitous presence in the lives of adolescents. Although all youth do not have equal access to computers, either at home or at school, the vast majority of youth today do have access to computers and to the Internet. A recent survey found that 95% of 15- to 17-year-olds have been online, with most in this age group (83%) having access to the Internet from home. Nearly a third (29%) have access to the Internet from a computer in their bedroom, where parents are much less able to monitor its use (Rideout, Eggan & Jaenisch, 2001).

Much of adolescents' online activity consists of talking with people via e-mail, instant messaging, and chat rooms (Girl Scout Research Institute, 2002; Rideout, Eggan & Jaenisch, 2001). Typically, this activity is simply a form of interacting with peers. However, it is also important to be aware of the potential risks of going online. For example, youth who enter chat rooms can be targets of sexual harassment or worse, and pornography is easily accessible on the World Wide Web, even by accident (Girl Scout Research Institute, 2002; Rideout, Eggan & Jaenisch, 2001).

In a recent study of Internet use among girls in California, ages 13 to 18, most reported that they receive very little advice from adults in their lives about the Internet, with most of the advice they do receive consisting of general precautions about online safety issues (Girl Scout Research Institute, 2002). On the other hand, respondents indicated that they wished that adults would provide them with help to avoid emotionally charged situations, such as sexual harassment or online porn, and to process them when they occur. Although almost a third reported that they had been sexually harassed while online (e.g., asked to have cyber-sex or about their bra size) and had found the experience disturbing, most were hesitant to tell their parents about the experience. Parents can help youth to understand the potential risks of being online in a non-judgmental way and help them to identify and implement specific strategies for dealing with unwelcome or scary situations.

Finally, parents can also act as advocates for adolescents, first learning about media influences on youth and then providing input to and supporting policies that protect youth from harmful media influences (Hogan, 2000). In this way, they both help to change unhealthy conditions and serve as important role models for youth, showing that it is important to act on one's beliefs, not simply to talk about them.

In this section most studies cited regarding knowledge required by parents to effectively disseminate the information required by girls refers to studies conducted outside Kenya. It was thus essential to find out whether the parents in Kenya possess this knowledge and determine the problems hindering parental guidance.

2.8.Parents' Perception on development of Social responsibility norms

The human rights include the right to receive information on reproductive health (NCAPD, 2009). Despite the constitutional right to information, Aggarwal (2008) notes that the prevalence of double standards among leaders, parents included as the most immediate leaders, makes development of morality among children very difficult. Aggarwal adds that the adolescent does not understand the new world nor does she understand herself. At the same time doubts about whether the younger generation will heed the advice of their elders is an obstacle among the youths (Kim, Kim, Kon & Leventhal, 2010).

To add on very basic problems research reports have shown that a higher percentage of girls who do not feel close to their mothers engage in sex and other risky behavior (Olubunmi, 2011). This study by Olubunmi, examining the impact of home type on involvement of in-school adolescents in premarital sex was carried out in Lagos metropolis, Nigeria. Olubunmi has also found that parents in many Homes are not equipped with the required information and courage to answer questions on sexual matters, while others are not free to give the information.

2.9Parental Guidance

The kind of parental guidance adopted in raising children may be defined as parenting styles. Specifically parenting styles describe how parents deal with discipline, hierarchy and emotional support in relation to their children (Montgomery, Sirota & Buzsaki, 2008). Parenting is about encouraging adolescent resilience through understanding, and by instilling values and building trusting relationships with them (Fenner, 2011).

Parenting styles is a complex activity that includes various behaviours that work individually and together to influence child outcomes. Although specific parenting behaviours, such as spanking or reading aloud, may influence child development, looking at any specific behaviour in isolation may be misleading (Fenner, 2011). Parenting styles provide a strong indicator of parenting functioning that predicts adolescence development outcomes across a wide spectrum of environments and across diverse communities. Both parental responsiveness and parental demandingness are important components of good parenting.

Parenting style in these findings are based on parents who are in developed countries. This study is based in Kenya which is a developing nation faced with transitional activities that impact on both parents and their children. Therefore this study embarked on finding out whether the results of the parenting style would have the impact on early adolescent girls in Kenya.

2.9 Perspective of students on development of social responsibility norms

According to WHO (2007b), gender stereotypes and role expectations often put adolescents at serious health risk. Very often adolescent men are taught that being sexually active is a very important part of being a “man”. The messages and practices that they learn from their social environment including peers, fathers, uncles, and male associates may be inaccurate and counter to healthy practices. For example, adolescent men might be ridiculed for not being sexually active, or teased as being homosexual; they might be encouraged to obtain sexual initiation from a sex worker without using condoms; and sexually transmitted infections may be regarded as a “rite of passage” for masculinity.

Female adolescents who are the subjects of the present study on the other hand are often socialized to be non-aggressive, and to abstain from sexual activity until marriage. Going against this view may cause emotional harm to the girls as it causes feelings of guilt. Female adolescents therefore receive positive reinforcement for being quiet, innocent and unaware of sexual matters. This can place them in a difficult position, and can impede their participation in or initiation of meaningful communication, or reduce their ability to refuse unwanted sexual advances and/or to negotiate condom use or safer sexual practices when sexual intercourse is desired (WHO, 2007b). Lewis adds that resilience cannot be divorced from the existing cultural context of that society (Lewis, 2000). Philemon (2007) confirmed from a study carried out in Tanzania that young girls without education and no employment are at a higher risk for sexual involvement.

In social settings where adolescent females marry early, they are typically married to older men who very often have the financial ability to support them. Marriage confers on the adolescent the status of adulthood. However, by virtue of differences in age, education, income-generating capacity, and the non-assertive role expectations of the adolescent woman and her older husband, a relationship imbalance exists. This imbalance makes it very difficult for her to discuss matters such as the desired timing and number of children, contraceptive use and protection from sexually transmitted infections. In societies where childbearing is highly valued, young couples are pressured to begin childbearing within the first year of marriage, often overriding their own desire to postpone child bearing and making the discussion of family life planning a futile exercise.

Terzian and Moore (2009) have examined the role of family, neighbourhoods and individual factors in the physical inactivity of adolescents in the United States. Their findings suggest that sedentary behaviour and sports non-participation are related though they are separate behaviors. They also found that low-active teens were more likely to have parents who do not exercise than active teens. As such, they recommend that school and community-based interventions seeking to increase adolescent physical activity levels should also seek to encourage parents to exercise and have active life which hinders involvement into unacceptable behaviour.

Longitudinal research carried out in the United States of America has shown that feelings of self-esteem tend to decrease as girls become adolescents, with different patterns emerging for different ethnic groups. Particularly in early adolescence, some studies have

shown that boys tend to have higher global self-esteem than girls (Chubb, Fertman, & Ross, 1997). Because of differences in how boys and girls are socialized in society, male and female adolescents may also differ in their specific needs for help from professionals in promoting identity formation. For example, some adolescent girls may need help learning to become more assertive or in expressing anger. Adolescent boys, on the other hand, may need to be encouraged to have cooperative rather than competitive relationships with other males and helped to understand that it's okay to feel and express emotions other than anger (Pollack & Shuster, 2000).

Most of the studies concerning the perspectives parents and girls have towards the development of social responsibility norms have been carried out in Africa and other continents but not in Kenya. This study sought to find out the perspectives held by parents and girls in Kenya on the development of social responsibility norms among girls.

2.10 Link between Parental Guidance and Development of Social responsibility norms

From the research outcomes discussed parents have a direct influence over their adolescent's attitude and behavior, towards adolescents' vices such as alcohol use, engaging in premarital sex among others. For instance, when parents are openly permissive towards adolescent alcohol use, adolescents tend to drink more. When parents show disapproval adolescents are less likely to drink. Parents should make their views known and set clear rules with their adolescent about alcohol and drug use.Children will also have respect, love, tolerance, and other moral values as they observe them in their parents.

Bezuidenhout (2004) noted that the poor socio-economic situations, rapid urbanization and westernization and family disorganization have led to increased teenage pregnancies. Lack of supervision when parents are working, peer group pressure, sexual experimentation beginning at an early age and lack of formal sex education at school and reluctance among the parents to raise the subject with their children were identified as the general factors which contribute to high rate pregnancy black teenagers in urban areas (Bernstein & Gray, 1997).

Choquet, Hassler, Delphine, Bruno, and Nearkasen (2008) conducted a study with French adolescents and found a negative association between parental control and drug use, and this association was stronger for tobacco and cannabis use than for alcohol use. Different results were found in a study that evaluated the use of cannabis, cocaine and ecstasy and found that lower parental support and control levels were associated with the use of cocaine and ecstasy.

Mariana (2011) in a study carried out in three counties in rural North Carolina among Latino heritage found no statistical significance in the association between perceived parenting styles and use of cannabis or alcohol. These results differed from the results found in a longitudinal study by Choquet et al. (2008) in which there an association between alcohol use was and authoritarian and neglectful parenting styles. The children that perceived their paternal parenting styles as non-authoritative had twice the risk of developing some drug abuse.

Adolescence was once viewed as a life stage that, by its very nature, involved serious conflict and upheaval as individuals tried to sever their connections with childhood

dependence and struggled to achieve an independent adult identity (Blos, 1962; Freud 1958). The troubles of adolescents were seen as typical or to be expected during this life stage, rather than as a sign that something was seriously wrong. However, more recent thinking sees much less *necessary* difficulty with the process and much more continuity between the child that was, through the adolescent that is, to the adult that will be (Burt, 1998).

The view expressed by Offer and colleagues (Offer, Ostrov, & Howard,1981) is that normal adolescents negotiate this period of life transition with relatively little major disruption or sustained high risk behaviour, maintaining and developing their own identity and their relationships with parents as well as adding elements of identity and building new extra-familial relationships and skills. Given this view of "normal" adolescence, those teenagers *who do experience* major disruptions and *who do persistently engage* in problem behaviors are in trouble now, and have a significantly greater chance of being in trouble later in life (Hamburg & Takanishi, 1989). Therefore, successful interventions with these youth are likely to have important payoffs in terms of future health problems prevented and future satisfying and productive lifetimes promoted. One of the forms of intervention is that of parental guidance which is continuous since most adolescents are within the reach of their parents in most of their times.

The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children. Research results indicate that students with strong emotional ties to family members are less likely to engage in deviant behaviour. Children

whose parents do not set clear rules against or do not monitor substance abuseby children could be at greater risk for alcohol use. Therefore parents are instrumental in the upbringing of adolescent girls and should view their role as those who intervene by giving guidance.

2.11 Summary

This chapter has reviewed literature relating to the study. The literature reviewed included literature defining characteristics of adolescents and adolescence; the meaning of social responsibility norms and how adolescents can be incorporated in it; the role of parental guidance on adolescent social responsibility norms; informational content of parental guidance on adolescent social responsibility norms; the measurement of the impact of parental guidance; sources of information on parental guidance and how to ascertain the responses of both adolescents and parents to parental guidance on social responsibility norms.

The literature review confirms the fact that parental guidance is effective in raising children with desired behaviour. It also points out the fact that parental guidance has been found to play an important role of intervention in adolescent boys and girls against drug abuse and other negative behaviours. However gaps have been revealed in researches carried out before on youths' harmful behaviours and not specifically on vulnerable early adolescent girls' social responsibility norms which is acceptable behaviour. Therefore this study fills up the gap.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0Overview

This chapter describes the research design and research methodology that was employed to collect the data required in the study. It consists of the description of the research design, geographical locale of study, target population, sample for the study, data collection instruments and data collection procedures and finally techniques of data analysis.

3.1Geographical Localeof the Study

The study was carried out in secondary schools in Kakamega central Sub-County situated in Kakamega County. The researcher found it appropriate to confine the study to the Sub-County on the premise of its large area coverage. Kakamega County is the second most populous county in Kenya. USAID (2011) records show that the population in the Kakamega municipality is 99,987 (2009 Census). There were therefore, a large varied number of school types including rural and urban which were easily captured in the study. This was adapted from demarcated municipality and area outside the municipality which is less developed with scarcity in settlement.

Different economic statuses were found to exist within the study sample in the area of study. This enabled the researcher to obtain a balanced representation of the characteristics and conditions likely to give a correct representation of the variables under inquiry. Tuckman (1978) notes that, if the population is broadly defined, external validity

will be maximized; thus the confidence level is easily obtained, that is, there is a 95 percent chance that the sample is distributed in the same way as the population.

Records from the County Director of Education office show that the Sub-County has 28 secondary schools, five of them are girls only schools and 15 are for both girls and boys. The remaining 8 are secondary schools for boys only and were not included in the study. There are a total of one thousand and two (1002) Form I girls in secondary schools in Kakamega Central Sub-County. Besides, the Kenya integrated household baseline survey (KIHBS) shows that the Sub-County poverty estimates of 2005/2006 named the Sub-County as ranking 29th in Kenya being among the increasingly very poor Sub-Counties. It has a population of about 91,087. Other areas would have had the same results if used in this study, thus the choice made to use Kakamega Central Sub-County does not decrease the importance of other areas.

Kakamega Central Sub-County is currently attracting people from all walks of life into its municipality due to increased education institutions that bring in more students and workers (Kenya National Bureau of Statistics, 2011). Student population is growing very fast. More people are migrating into the urban area and the novel influence spills into the behaviours of the indigenous lifestyle of girls in the area. The student population is also high due to the increasing development of the urban location where many people are moving in. This study focused on this area due to several reasons. One, being the high poverty rate standing at 49.2 per cent poverty (Njagi, 2014 Dcecember,11)which may lead to students experiencing a number of problems ranging from lack of basic requirements and fees to dropping out of school. The frustration thereby may lead to engagement into harmful behaviours such as drug abuse and sex for money. The poverty

and school dropout rate in the area led to interest in carrying out a research in the area to find out the influence of the SES of parents on the social responsibility norms of the early adolescent girls.

The area has more mixed schools which expose most students to problems emanating from their homes and surrounding, especially closeness with the opposite sex students which may lead to divided focus from education which is not experienced by those girls' only in boarding schools. This aspect of heterogeneous society provided various prospects to access a range of appropriate and inappropriatesettings to allow for all manner of behaviours with regard to different parenting styles. In areas where population is high and mixed there are a lot of social hitches such as family breakups, homelessness, inadequate supply of daily needs, alcohol abuse and dependence on others (Parrillo, 2005)

The researcher also selected Kakamega central Sub-County because of its fast growing population from different locations nationwide. The migration is due tosearch for jobs and better education (Giesbert, 2007) which is exposing the young girls to new experiences that may be very exciting and confusing for younger girls in early adolescence. Making decisions may be confusing since the adolescents want to obey parents as well as follow what their peers introduce to them. Due to this the need for parental guidance may be highly required to bring a balance between the young people from affluent families in highly developed areas and the views and values of the people in poor homes found in the Sub-County.

Kakamega central Sub-County has both rural and urban settings. Many facilities are found in urban centers and this means that students in urban schools may gain accessto more information and may not be able to choose morally upright behaviours thus may move away from social responsibility norms.Thus, there may berising need to have the guidance that parents offer for young girls in rural areas.

3.2 Research Methodology

The mixed method approach was chosen to carry out the current study on influence of parentalguidance on the social responsibility norms of adolescent girls in secondary schools. Mixed method approach is compatible and they can both be used in a single study, thus employing both qualitative and quantitative methods as applied in this study.

This study used a combination of qualitative and quantitative methods. In the qualitative phase themantic analysis of the phenomena was utilized involving a thick description to have better understanding of information given to adolescents by parents for social responsibility norms, the ways adolescents acquire knowledge on social responsibility norms and the views and feelings of the parents. In the first phase where a quantitative method was used, the influence of parental guidance and the socio-economic status on the social responsibility norms of girls in early adolescence wasdetermined. Quantitative data were in pursuit of the 1st, 2nd, 3rd, and 4th research objectives. Qualitative data were also collected in pursuit of the 5th, 6th and 7th research objectives. Both methods were employed because quantitative method was employed while qualitative method shed light on the social phenomenon in its natural setting.

3.2.1 Mixed Method Approach

Quantitative method approach is commonly used in educational research. It is often preferred because it is objective in data collection, uses quantitative variables and describes phenomena using numbers to characterize them (Kothari, 2004). This is a formal, objective, systematic process for obtaining information about the world. A method used to describe, test relationships, and examine cause and effect of relationships. Quantitative method was employed in this to determine the influence of parental guidance on the social responsibility norms of adolescent girls, the influence of parenting styles, socio-economic status and the relationship between residential areas and the social responsibility norms of girls.

The purpose of qualitative research is to shed light on a particular social phenomenon in its natural setting (Mugenda & Mugenda, 2008). In addition, Oso and Onen (2005) explain that the assumption underlying qualitative research is that knowledge is socially constructed; qualitative approaches are typically used to determine behaviour as it occurs naturally in a non-contrived situation, with no manipulation of conditions. The qualitative approach employs inductive logic where categories emerge from informants rather than being identified by the researcher. Such an approach is said to produce rich content bound information leading to patterns or theories that explain the situation under study. In this study rich verbal descriptions were used to understand the beliefs of both parents and early adolescent girls on the development of social responsibility norms of early adolescent girls in Kakamega Central sub County. The relationship existing between the beliefs of parents and the beliefs of students about the development of social

responsibility norms among adolescent girls was also determined using the qualitative method.

Using only a quantitative or a qualitative approach in a research, falls short of what is used in the social and human sciences today; hence the need to use the mixed method research approach. The qualitative approach clarifies the findings in quantitative data. For this reason, the present study employed both quantitative and qualitative approaches as a mixed method research. Proponents of mixed method research adhere to the compatibility thesis (Oso & Onen, 2005) as they explain that qualitative and quantitative research methods are compatible and they can both be used in a single research study. They also believe that adopting a mixed method approach is pragmatic since the researchers are not committed to any system of philosophy and reality. The notation system that reflects the labels used are for quantitative (Quan) and for qualitative (Qual) approaches, as shown in Figure 3.1 below.

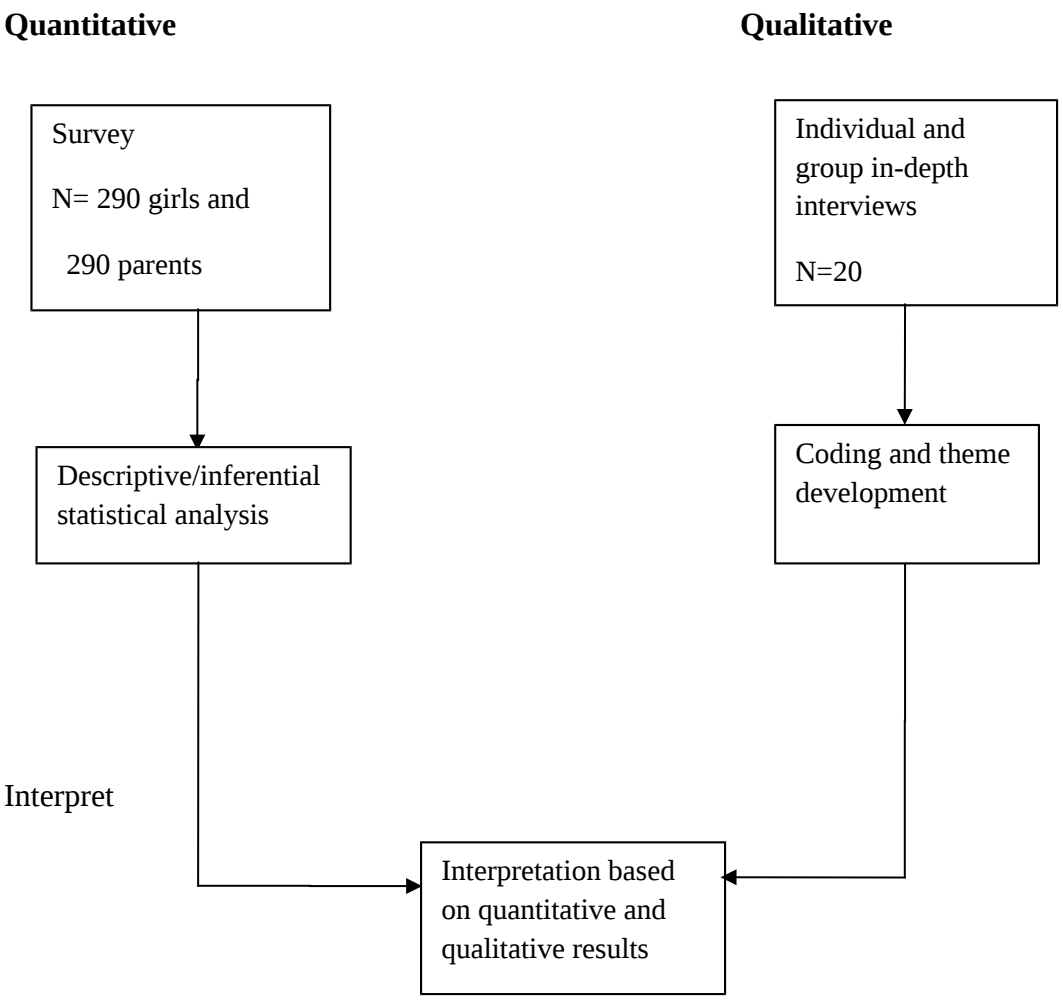

Figure 3.1: Mixed Method Approach

This study therefore employed a mixed method research approach with a concurrent strategy of inquiry. Thus the study used the mixed method to understand the problem in the social research where qualitative data was used to elaborate on quantitative data.

3.3 Research Design

Best and Kahn (2006) among others describe various research designs that a researcher can employ. The study employed a descriptive survey and correlational research designs. Phenomenological studies through use of interview schedules were also used in the

description of lived experiences. The researcher determined the relationship between the variables and examined human experiences through the descriptions provided by the respondents in order to reveal the meaning they hold as suggested by Donalek (2004). Abagi (1995) maintains that a descriptive research attempts to describe what was or what is in a social system such as a school. Kerlinger (1978) argues for the use of surveys in educational fact-finding because they provide a great deal of information, which is accurate. Furthermore, Cohen and Manion (1980) stated that, the intention of a survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions.

The researcher determined the relationship between parental guidance and social responsibility norms of students by use of correlation. The study also sought to determine the influence of parenting styles, socio-economic status of parents and residential area on social responsibility norms of early adolescent girls. The researcher as well sought to determine the perception of parents and students on development of social responsibility norms among early adolescent girls and the relationship in their beliefs on this development. The designs were used because independent variables were not manipulated. These two research designs allowed the researcher to collect more information from respondents and make comparisons on their relationship.

The researcher measured the differences, association and direction between the variables by use of correlation (r), t-test and ANOVA inferential statistics. Triangulation involving use of a second method was carried out using qualitative interview schedules employed in a descriptive research design to establish the relationship, with a view to improve parental guidance among Kenyan parents.

3.4 Paradigm of the Study

Quantitative approach is a positivist based approach which involves a scientific explanation as the basis for universal laws (Fouche' & Delport, 2002). It uses measurements to compare the variables involved, since it aims at testing hypothesis as well as measuring the variables in the social world. It also focuses on predicting and controlling the social behavior. Fouche' and Delport have also explained qualitative as anti-positivistic. This is an interpretive and wholistic approach which is also idiographic. The purpose of qualitative approach is to understand social life as well as the meaning that is attached to behaviour or daily life by people. It uses quality words or descriptions to record what is studied in qualitative research.

According to Bryman and Burgess (2004) sociology needs to be concerned with an interpretive understanding of social actions so as to explain both its cause and effect. Most authors prefer combining both qualitative and quantitative research methods in a single study (Fouche' & Delport, 2002), through using both paradigms to come up well validated conclusions. It is most suitable when collecting both types of data at the same time about a single phenomenon in order to compare and contrast the different findings (Creswell, Plano, Gutman, & Hanson, 2003). The quantitative method was used in the investigation of the influence of parental guidance in the social responsibility norms of early adolescent girls. The qualitative method was also applied in this study in order to compare the views of both parents and the girls' views on parental guidance and social responsibility norms of early adolescent girls. Both methods were employedthus utilizing a pragmatic world view which emphasizes the research problem and uses all approaches

available to understand the problem in social science research (Morgan 2007 in Creswell, 2009).

3.5ResearchPopulation

Form one female students in secondary schools in Kakamega Central Sub-County were involved in this study. According to the Ministry of Education data bank, there are 28 secondary schools in the Sub- County with 1002Form I girls. These include15 girls' and mixed secondary schools. The respondents for the study were early adolescent Form onegirls in selected secondary schools where there are girls. Parents of the adolescent girls from the same schools also responded to questionnaire on their guidance which they give to the early adolescent girls. Form I girls who have both parents participated in the study.The girls in Form I were selected for the study because at this stage the girls are in early adolescence and may have the knowledge acquired from parents only.

The researcher also involved Form one girls because they have just joined secondary school and have not got much peer influence from older adolescents in secondary school,they still have most of the knowledge on social responsibility normsacquired from parents. This is because peer pressure is highest at Form 2 and 3 (Hamblin, 1978). The Form 2 to 4 who have been in school for a long time may have acquired other information and behaviour from others. Parents of the same girls were involved since there was need to have information from parents of adolescent girls. Therefore, they are best placed to comment on the entire parental guidance given for social responsibility norms. The population of the study comprised of 1002girls in Form I in Kakamega Central Sub County and their parents. One of the girl's parents, either father or mother, responded to the questionnaire for each of the girls.

3.6 Sampling Size and Sampling Procedures

Sampling provides a practical and efficient means of collecting representative data from the population since it serves as a model of the population under study. According to Kothari (2004) sampling provides a valid alternative to a whole population because surveying an entire population may lead to budget constraints, time constraints and delay result analysis. The sampling methods that were used for this study to select students are purposive, stratified and random sampling. Kakamega Central sub-County has 28 secondary schools, eight are boys' secondary schools, 15 mixed schools and 5 are girls' secondary schools.

Stratified sampling technique was used to select the sample schools. The categories considered were boy's only schools which were left out since the study targeted girls only.

The categories considered were secondary schools with girls in urban and rural setting.

Using stratified sampling ensured that all the subgroups in the school population were represented. Schools were then categorized into two, those within the municipality which had 5 schools and those in the rural area having 15 schools. The total number of Form I girls in mixed and girls secondary schools were 1002.The information on the number of girls was obtained during exploration which was carried out in the county before the study.

Simple random sampling was used to select participants from the schools. Schools with girls were randomly selected for the study, including both rural and urban schools. From the 15 day secondary schools selected, 20 Form I girls who live with their parents were

randomly selected from each school for the study and ten from one school which had only that number of Form 1 girls, totaling to 290 girls. Schools were selected from each category, that is, in town and rural area. Schools which did not participate in the study were considered for interviews.

Each selected girl in the study was later given a questionnaire in a sealed envelope to take to her parents for response. Literacy among parents was confirmed through the girls.Either father or mother was to respond to the questionnaire, seal it in the envelop provided and the girl was given to bring it back to school. The girls brought back the questionnaires to school in an envelope that was provided for returning the questionnaires. Either parent that is father or mother had a chance to respond, thus 290 parents responded. Some girls who forgot the questionnaires and were given time to bring them on the second day. The researcher then collected the questionnaires from the schools' administration the following day for day schools.

The researcher obtained information on the school academic days for the 5 boarding schools when the parents would be in school. With the permission of the head teachers the researcher talked to the parents and they responded happily to the questionnaires. The researcher then collected them immediately from the parents. The simple random sampling procedure ensured an equal chance of being represented in the sample therefore no bias was allowed.

The selected girls were those who lived with both parents. The girls also were expected to have been admitted in Form I in the current year (2014) only, since those who had been

there longer could have information which is not from parents. This was to make it possible to compare their views on social responsibility norms and the views of parents.

The parents selected for interviews were randomly selected during visiting days and school parents' days. The information had been acquired before the interview time. Five parents represented rural areas while five were from the urban area, thus the selection according to residential area was made through purposive sampling. The 10 parents wereeach interviewed individually. The parents included both male and female. The main consideration was that they had daughters in secondary school who were in their early adolescence, mainly in Form I. The parents were interviewed during academic and parents' day visit in the schools. The ten (10) girls comprising the two focus groups of five girls each were purposively selected from two of the 3 schools which had not been included among those responding to questionnaires.

Random sampling was used to select the 290parents to fill in the questionnaires since only one questionnaire was given for one of the parents of each girl who took part in the study. A total of 290 early adolescent girls who have both parentsand 290 of their parents in the Sub-Countyparticipated in the quantitativeand ten from each category in the qualitative study. Table 3.1 shows the sample of the study.

Table 3.1: Sampling of respondents

Strata	Target population	Sample size
Students	1002	300
Parents	1002	300
TOTAL	2004	600

The five schools in urban area and ten in the rural area were used in the study as shown in Table 3 1.

Table 3:2 Sample of Schools

Location of the sampled schools	Number of schools	Percentage (%)
In the municipality	5	33%
Outside the municipality	10	67%
Total	15	100%

3.7 Research Instruments

The instruments for data collection in this study were questionnaires and interview guides. Questionnaires were selected in this study as research instruments due to the nature of data collected and the study objectives. Questionnaires can be used to measure status variables as well as constructs such as beliefs and attitudes. Warwick and Lingher (1975) state that researchers should settle on instruments which provide high accuracy, generalizability and explanatory power with low cost, rapid speed and a minimum of management demands with high administrative convenience.

The study was carried out by use of four different research instruments. The first instrument was a questionnaire on social responsibility norms for the girls, which found out whether parental guidance had influence on social responsibility norms. The second instrument was on parental guidance, the third was interview schedules for parents and the last an interview schedule for the adolescent girls.

3.7.1 Parental Guidance questionnaire

Two questionnaires were used in data collection. These were parents' questionnaire and early adolescent girls' questionnaire. The parents' questionnaire was developed by the

researcher with items that elicit parental guidance and social responsibility norms. This items were applied in the measurement of parental guidance for the development of social responsibility norms in early adolescent girls. The questions were adapted from Alabama Parenting Questionnaire (APQ; Frick, 1991). The items were amended to have them suitable for parents of adolescent girls, since the initial items were developed for all children. The parents' questionnaire was divided into two sections (See Appendix III). Section (A) elicited information on parents' background information; section (B) elicited guidance information given regarding social responsibility norms for preparation of girls for later life, which involves having self-control, being respectful, honesty, being obedient to instructions given, avoiding premarital sex and avoiding alcohol and drug abuse.

3.7.2 Social responsibility norms of Early adolescent girls' questionnaire

The questionnaire for early adolescent girls was adapted from Youth Risk Behaviour Survey Questionnaire for high Schools. Items were modified from the questionnaire to suit the required level by the researcher to measure the social responsibility norms of the girls. This was because the original questionnaire was designed for students in schools in the United States of America. The questionnaires were completed by students as the researcher supervised.

The students' questionnaire was divided into three sections (See Appendix II). Section (A) sought background information of the students as well as their socio-economic status and residential area. Section (B) measured the parenting styles of parents from the girls' point of view while Section (C) elicited the information given to the early adolescent girls

as parental guidance. Section (D) measured the level of social responsibility norms among the early adolescent girls in this study.

3.7.3 Interviews schedules

Interview schedules were adapted and modified for the study. An interview schedule for parents (Appendix IV)had 15 items which sought the information on parents' beliefs on parental guidance and the development of social responsibility norms of early adolescent girls. An Interview schedule for the early adolescent groups of girls (Appendix V) had 15 items sought to establish the beliefs of the girls and the perception on the development of social responsibility norms.

3.8 Piloting of Research Instruments

Bless and Higson-Smith (2004) explained piloting a study as the miniature study conducted before the main research being carried out to determine whether the methodology, sampling techniques, and analysis selected are adequate and appropriate for the area of study. A pilot study helps the researcher to identify difficulties of the design, determines the research success in implementation and completion as well as revision of areas found difficult. After piloting the researcher is able to reach the exact formulation of the research problem and organize the investigation. Piloting tries out the instruments and methods of conducting the study.

The instruments were piloted in two neighbouring Mumias town and its rural neighbourhoods in western province. The area was selected since it shares the same environment and conditions both social and physical. The purpose of piloting the instrument was to assess its clarity and the suitability of the items used. The pilot study

was also undertaken in order to ascertain the reliability of the social responsibility norms and parental guidance instrument as well as familiarize with the research area. Two schools were randomly selected in the study area and involved for the pilot study. The researchervisited in person and requested the school heads to allow the pilot study to be carried out in their schools and with their permission preparation for data collection made on the agreed day and time.

The class teachers helped in selection of appropriate classes and students in Form I. Questionnaires were then administered to the girls and the parents who were in the schools at the time of the pilot study. A test retest was carried out. A test retest method is the administering of the same test to the same respondents a second time after a short interval in order to calculate the reliability coefficient which indicates the relationship between two sets of scores. Retesting was carried out after two weeks and scores obtained a second time. Pearson Product Moment Correlation Coefficient was used to calculate reliability coefficient. The items in both questionnaires and interview schedules were found to be suitable and adequate in soliciting the needed information from the participants after necessary changes on simplifying the questions for easier understanding were made following the pilot study.

Interviews were arranged with a group of 5 early adolescent girls and 4 parents in the neighbouring Mumias town. Criticism was allowed during the interview on the interview schedule. The participants in the area were satisfied with the schedule.

3.9 Reliability of Research Instruments

Reliability is the degree to which a test agrees with itself and free from random errors which normally occur through chance. As random error in the data decreases, reliability of the data increases (Mugenda & Mugenda, 2008). Tuckman (1978) says that one way to measure reliability is to give the same people the same test on more than one occasion and then compare each person's performance on both occasions.

In order to ascertain the reliability of the instruments, a test re-test technique was carried out. The sample comprised of 14 students and 4 parents randomly sampled from schools with same characteristics with the respondents including difference in residential areas and economic status. The questionnaires were presented in the first instance and participants allowed to respond. The completed questionnaires were collected and analyzed. After two weeks the questionnaires were presented a second time. A correlation coefficient (r) was then calculated to find the Coefficient of reliability (r).

Pearson Product moment corrélation revealed a high positive significant correlation (r =.85) in the social responsibility norms of the early adolescent girls as well as parental guidance scale which revealed a high positive significant correlation (r =.87). This implied that the instruments were highly reliable and there were no carry over effects, or high influence of confounding factors.

3.10 Validity of Research Instruments

A test is valid if it measures what it claims to measure. The idea of validity rests on the extent to which research data are deemed accurate, honest and on target (Best & Kahn, 2006). Validity addresses the question of whether one is measuring suitable indicators of the concept, accuracy of the results and the extent to which an instrument measures what

it was meant to measure. Content validity of instruments was tested before being used. The questionnaires and interview schedule for this study were designed, developed and subjected to thorough appraisal and discussion with colleagues, supervisors and other experts both in research and in the field of psychology. Their suggestions were used to make necessary corrections and adjustments to ensure that the items of the tools elicit valid responses.

The approach to internal validity and trustworthiness of a qualitative study took Miles and Huberman (1994) position, which they say, is by scrutiny of data generation methods. This was proved by triangulation. The present study obtained data through questionnaires, individual interviews and focus group interviews. Internal validity was verified since the results showed that all the three sets of data are related in a consistent way, that is, the themes identified in the focus groups were logically confirmed with that of the individual responses in the questionnaires and interviews.

External validity or transferability was taken care of by the diversity of respondents and themes obtained as recommended by Creswell (1994). This study obtained a varied number of themes such as the community where the adolescent girls obtain information on social responsibility norms and the socio-economic status of the adolescent girls. The study participants were of different backgrounds.

3.11 Data Collection Procedure

Before embarking on data collection, authority was firstsought from the Ministry of Education Science and Technology(Appendix VI). The County Director of Educationwas consulted as well as the Office of the President in Kakamega Central Sub County

(Appendix VII). After that, head teachers of the selected schools were contacted by the researcher personally visiting them so as to explain the purpose of the study and obtain consent. Appointments were then secured before time.

Sometimes the appointments took more than one time to secure since the head teacher and their deputies would not be available to approve the exercise. Due to the arising hitches the research took more visits than was scheduled. Arrangements were made between the researcher and deputy head teachers or the heads of Departments for administration of the research instruments.The periods chosen were convenient such that they did not coincide with school events. The researcher was allowed to carry out the research during the school breaks at lunch, tea break and games time to administer the questionnaires to participants. The participants were asked read informed consent letter before participating in the study (see Appendix I).The researcher then proceeded with the collection of data with their permission.The instruments were administered to the participants by the researcher. The participants were informed about the purpose of the study. The information was clarified as found appropriate. Confidentiality was maintained as the respondents were assured that the information remains between them and the researcher. Participants were allowed sufficient time to read carefully and respond to the items. Participants gave their responses without discussing the information in the items with others. The questionnaires were collected by the researcher and appreciated the participants for taking part.

Thestudents' questionnaires were administered to students with both parents by the researcher and a research assistant. Sufficient time was given to participants to read the

instructions carefully and respond to the instrument correctly. The respondents filled the questionnaires individually without referring to each other for responses.

3.11.1 Collection of Quantitative Data

Quantitative data was collected through two questionnaires; Parental Guidance questionnaire and Social responsibility norms of early Adolescent Girls questionnaire. The response rate was high at 100%. This was due to the fact that students who forgot the questionnaires were given a chance to bring them the following day. Questionnaires were used because the variables in the study could not be observed since they included feelings of parents and students. This method of administering the questionnaires was preferred because it has a high rate of return of the research instruments. The head teachers were generally cooperative and were interested in the study.

3.11.2 Qualitative Data

Asking participants to speak about their lives provides the researcher with experiential data about the social world (Holstein & Gubrium, 2003). Thus the researcher collected lived out data aimed at gaining in depth information by conducting individual and focus group interviews to gain more information and generate more data to add on the quantitative data collected.

After collecting quantitative data, the researcher randomly selected two groups of 5 adolescent girls each and ten (10) parents of adolescents for follow up interviews. Formal interaction took place accordingly. Face to face interviews with ten parents and two (2) groups of early adolescent girls were conducted. This provided more information on beliefs held by both the parents and adolescent girls about parental guidance given and

their appropriateness on the development of social responsibility norms of girls and the level of parent preparedness.

The interview was conducted in order to elaborate on the quantitative data using the views and feelings or opinions provided regarding the guidance provided by parents to early adolescent girls onsocial responsibility normswith the aim of finding out whether parents give the required information to the girls. The researcher was guided by a set of open ended questions predetermined on an interview schedule that were developed to guide the researcher during the interviews(APPENDIX IV and (AppendixV)). The participants were asked to give their views and feelings regarding guidance by parents and the social responsibility norms of the girls. The researcher used audio tapes to record the information given by the respondents but later wrote notes on non-verbal cues.

The interview involved implanting a number of questions on special areas which were predetermined as recommended by Berg (2001). Each interviewee and group was asked questions systematically and consistently, to tell their feelings, views and beliefs held about the item in question. Probing was done by the interviewer, though the interview schedule gave the guidelines leading to systematically collected data for the study. The understanding of the interviewees was also considered thus language used which was English for some of them was changed to Kiswahili when need arose. The interviewees answered the questions and elaborated on them as required.

3.12Scoring the Instruments

Different instruments were used in data collection thus the scoring was carried out on the various instruments after data collection. The negative items in the Likert scale being reverse scored.

3.12.1 Scoring the Social responsibility norms of Early Adolescent Girls Instrument

After collection of data the responses from the questionnaires were serialized and coding of items appropriately done. The first questionnaire (Appendix II) was on social responsibility norms of adolescent girls. The demographic information contained in the first part (PART A) of the social responsibility norms questionnaire had 7 items which elicited personal information required in the study from participants. This information was used by the researcher to categorize the students' residential area into rural and urban. The same information was also used to categorize the status of the girls as low or high socio-economic status. Question five and six showed the kind of parenting style of the girl's parents while the seventh elicited information on which parent influences the girl most.

In the 2nd section (part C) the parent guidance questionnaire for early adolescent girls contained 15 items. The items 1 to15 were based on the participant's general judgment of her self-evaluation on her ability or inability to elicit controlled behavior. All the 15 in variables were added up and their mean obtained, implying that the highest score was 5 while the lowest score was 1. The 15 variables were computed by adding them up and obtaining a total of 15 for low scores and 75 for high scores.

Items were rated on five-point Likert-type scale. Scores ranged from Always-5, Often-4 Sometimes-3, rarely-2 and Never-1. If the respondent identified with the stated items, she obtained a score between 15 and 75 points since the aggregate score for the 15 items in the questionnaire ranged from 15 points to 75 points. The items were used to measure parental guidance received by the girls that translated into the social responsibility norms among the girls. Scores towards the minimum score indicated low on social responsibility norms which is related to low parental guidance while scores tending towards the maximum side indicated high in social responsibility norms as well as high parental guidance. Scores below 37 points indicated low on parental guidance and above 37 indicated high on parental guidance.

To measure different elements of social responsibility norms, different items were used. Items in section D on social responsibility norms found out the level of social responsibility norms held by the early adolescent girls influenced by the guidance the parents give to girls. Items 1, 4 and 14 measured honesty in early adolescent girls; 3, 7 and 12 measured respect; 2, 6 and 9 measured obedience; 5, 8 and 11mesared self-control; 10, 13 and 15 measured avoidance of sexual activities and avoidance of drug and alcohol abuse. The aggregate scores for the 3 items on each element (honesty) were ranging from 3 to 9 points and scores above 5 indicated a high in social responsibility norms while scores below of 5 and below showed low social responsibility norms.

The students' scores were then classified as high level social responsibility norms if the score was above the median and low level social responsibility norms if the score was below the median.

3.12.2 Scoring the Parental Guidance Instrument

In the parental guidance questionnaire (Appendix III), the items 1 to15 were based on the parents' knowledge and guidance given to their early adolescent daughters. All the 15 in variables were added up and their mean obtained, implying that the highest score was 5 while the lowest score was 1 on each item. On parental guidance scale, the 15 variables were computed by adding them up and obtaining a total of 15 for low scores and 75 for high scores. The parent who obtained above 37 was on higher level while the participant who obtained 37 and below was seen as low in giving parental guidance to the girls. The mean was then obtained for the final scores.

3.12.3 Interpreting the Interview Guides

On the interview guides (Appendix IV and V) the parents' and girls' responses were compared in order to find their attitudes on the development of social responsibility norms of early adolescent girls and guidance. The different elements were considered as observed by both categories of participants and the relationship between their attitudes, beliefs, and feelings that were experienced including their expectations. Explanation on the outcomes and relationships were discussed and interpretations used to reach the conclusions made.

3.13 Ethical Considerations

Research ethics is important when relating to questions about a research topic, research access, data collection and analysis (Mugenda and Mugenda, 2008). Ethical considerations have to do with the researcher ensuring ethical checks. According to Graziano and Raulin (1997), the researcher must always be able to ensure the

respect;rights to privacy and to protection from physical and psychological harm of all the respondents involved in the study are observed. In order to be comfortable in this study the researcher therefore must ensure that each respondent understands what the study is all about. The respondents were given clear and sufficient background information on which to base their own decisions as to whether they would take part in the study or not. In each case a precise briefing was given on the nature of information required from them by the researcher, confidentiality of the information was assured and they were not expected to neither mention their personal names nor those of their specific schools anywhere on the questionnaires, so as to avoid any suspicion on identity. In the qualitative phase the rights of the individuals involved were protected through informed consent as in quantitative phase, confidentiality and autonomy was observed.

3.14 Data Analysis

The first phase involved quantitative data analysis. All completed questionnaires from the field were examined thoroughly by the researcher. The data was coded and organized for analysis. The data which was obtained from the girls and parents was first manually coded, scored and correctly recorded into computer organizers. Analysis was done through the Statistical Package for Social Sciences (SPSS) computer programme. The level of hypothesis testing significance used for the t-test was $P<.05$. For Pearson Product Moment Correlation Coefficient, the level was at $p< .01$. Product Moment Correlation Coefficient (r) was used because it allows predictions about future behaviours to be made based on past behaviours.

Data was analyzed using means as descriptive statistics and inferential statistics and presented in frequency distribution tables. All data were tested at confidence level of 95% or a=.05.

The first objective was to determinethe influence of parental guidance on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County. Interrelationships between various variables were sought by the use of Pearson product moment correlation (r). The second objective was to determine the influence of parenting styles on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County. One-way ANOVA was applied in the data analysis.

A t-test was also used to analyze data in the third objective which determined the influence of socio-economic status on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County. A t-test is a measure of the difference between the meanscores of two variables. A T-test was also used in the fourth objective found out the relationship between residential area and social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County.

The second phase involved qualitative data analysis. Inductive approach is considered the most suitable in analyzing qualitative data where little or nothing is known about the study phenomenon. The main inductive approach used in this study was thematic content analysis. This involved analyzing transcripts, identifying the themes within the data and gathering together the themes from the text. Inductive approach involves analyzing data

without a predetermined theory, framework or structure and uses the actual data itself to derive the structure of analysis (Burnard, Gill, Stewart, Treasure & Chadwick, 2008).

By exploring and interpreting the data the researcher made sense of the data collected. The themes in the interview scripts were verified through discussion with the interview assistant to eliminate biases, confirmed and qualified. Searching through the data and repeating the process was also done to identify more themes. Short notes were made from each transcript summing up what was said in the text, thus carrying out open coding and summary statements were eventually made. Categories were reduced to coherent categories as required and finally refined according to the ideas in the themes. The final list of reduced categories formed the final category and the organized data for writing.

Lastly, athick description of the data collected on study were given in investigating the perception of parents about the development of social responsibility norms among adolescent girls in secondary schools, determine the perception of students about the development of social responsibility norms among adolescent girls in secondary schools and determinethe relationship existing between beliefs of parents and the beliefs of students about the development of social responsibility norms among adolescent girls in secondary schools in Kakamega Central Sub County.

CHAPTER FOUR

DATA PRESENTATION,ANALYSIS ANDINTERPRETATION

4.0 Overview

This chapter presentsdata analyses on the influence of parental guidance on social responsibility norms of adolescent girls in secondary schools, and the influence of socio-economic status and residential area on the social responsibility norms of the students. It also reports on the perception of adolescent girls and parents on the development of social responsibility norms. The findings are then presented as per the objectives of the study, with interpretation of the results, starting with descriptive statistics and inferential statistical results reported following a consistent pattern. The inferential statistics that were employed in this study were Product Moment Correlation Coefficient(r), t-test and one way ANOVA (f-test). The level of hypothesis testing was at .05. The completed instruments were coded and the responses were keyed into computer programme (SPSS) for analysis. Results include results from interviews on parents' perception and perception of students. The chapter opens with demographic description of participants.

4.1 Demographic Description of the Participants

In this study the sample size of participants comprised 300 secondary school female students and 300 parents of secondary school girls. The participants were selected from 15 secondary schools in Kakamega Central sub-County. The demographic description of parents which is provided in the Table 4.1 is presented by gender and location, whereas, the demographics of female students is presented in Table 4.2

Table 4.1:Demographics of Parents

	GENDER	
LOCATION	**MALE**	**FEMALE**	**TOTAL**
Rural	41	130	171
Urban	29	90	119
Total	70	220	290

Table 4.1 shows the number of parents by gender and residential area. The researcher used a design which is stable but there were more female participants involved in the study compared to the number of male participants.

A total of 290 female students participated in this study. The demographic relationship by location is given in Table 4.2

Table 4.2:Demographics of Students

Location	N	Percent
Rural	163	56.2
Urban	127	43.8
Total	290	100

Girls were also asked to share information on their family parenthood, whether they had two parents (both biological parents) two parents (one biological and one step parent),

and asingle parent and if there was totally no biological parent, meaning that the girl was adopted. The results indicated that all the 290(100%) of the sample girls respondents had both biological parents as earlier required during the selection of respondents. The researcher was therefore able to harness the views rich in parenting styles and guidance from girls who lived with parents that were biological, alive and both present.

Results of Data Analysis

4.2 Test of Hypotheses

4.2.1 Influence of Parental Guidance on Social responsibility norms of Adolescent Girls

The first null hypothesis stated that parental guidance has no significant influence on the social responsibility norms of early adolescent girls in secondary schools. To test this hypothesis, the participants (girls) were asked to respond to 15 items in the parental guidance scale (PGS) and 15 items in the social responsibility normsscale (SRS). Their responses to items in both instruments were scored. Finally their scores in (PGS) and (SRS) were correlated using Pearson Product Moment Correlation Coefficient and the results are reported in Table 4.3

Table 4.3: Correlation between Parental Guidance and Social responsibility norms

Pearson Correlations	Parental guidance	Social Responsibility
Parental guidance	-	.42
social responsibility norms	.42	-

N=290 Correlation is significant at the 0.01 level (2-tailed).

From the results in Table 4.3, there was a significant relationship between parental guidance and social responsibility normsof the girls. A positive significant correlation was obtained,r=.42, p<.01, implying that parental guidance has a significant relationship withsocial responsibility norms ofadolescent girls. From the results the null hypothesis was rejected. Thus the more the parents guided their adolescent girls the more they were socially responsible, thus social responsibility norms is directly related to parental guidance.

Further interview with a group of 5 girls aged between 14-15 years revealed similar results; a form one girl aged 14 years when asked how her parents guided her on social responsibility norms noted

> *My parents do not often tell me anything about social responsibility norms. They indifferent and restrictive in guiding on issues about social responsibility norms related to boy girl relationship; they think lam up to something whenever l ask them on such issues.*

The girls' assertion shows that harsh parents had a bad approach in guiding their girls thus making them bitter and develop negative attitude towards older people

These findings are consistent with Carrie (2011) findings that poor parenting at home and a lack of discipline at school is the culprit since the best approach to discipline is to help young girls learn to manage their own behavior.

4.2.2 Influence of Father and Mother parenting Styles on the Social responsibility normsof Adolescent Girls.

The second null hypothesis stated that father and motherparenting styles have no significant influence on the social responsibility norms of early adolescent girls in secondary schools. In other words there is no relationship between father and mother parenting styles and social responsibility norms of early adolescent girls. To determine the influence of parenting styles of mother and father on the social responsibility norms of adolescent girls which was the second objective of this study, the parental guidance scale was administered to the adolescent girls and their responses were scored.Parenting styles were measured using item five and six in the biographical section (PART B) that was administered to the participants and their responses were categorized into four parenting styles and the frequencies reported in Table 4.4

Table 4.4:Parenting Style of Mother and Father on social responsibility norms

Parenting Style	Frequency	**Mother**		**Father**
		Percentage		Percentage
Permissive	25	8.6	14	4.8
Authoritative	49	16.9	59	20.3
Authoritarian	186	64.1	212	73.1
Neglecting	30	10.3	5	1.7
Total	**290**	**100**	**290**	**100**

Results for parenting styles showed that most parents were authoritarian, 1869(64%) authoritarian mothers and 212(73.1%) were authoritarian fathers. These were followed by authoritative mother 49(16.9%) and father 59(20.3%). Neglecting mother were found to be 30(10.3%) and father were 5((1.7%) while permissive mother were 25(8.6%).

To test whether there is a relationship between mother parenting style and social responsibility norms in secondary school girls, the participants were asked to respond to 15 items in the SRS. Their responses were scored and the mean scores in social responsibility norms by mother parenting style are reported in Table 4.5

Table 4.5: Mean Scores in Social responsibility norms by Mother Parenting Style

		Social responsibility norms	
	N	**Mean**	**SD**
Permissive	25	45.16	13.5
Authoritative	49	53.61	14.27
Authoritarian	186	45.57	12.24
Neglecting	30	49.97	14.87
Total	**290**	**47.35**	**13.30**

Meanscores in social responsibility norms by mother parenting style showed permissive parenting to have the lowest meanscores (45.16) compared to authoritarian (45.57) and neglecting (49.97) authoritative who had (53.61) which was the highest indicating the highest social responsibility norms. The mean scores for mother with neglecting parenting style was (49.97) compared to permissive mother parenting (45.16), authoritarian (45.57) and authoritative mother parenting (53.61). Authoritarian mother parenting style was the second in girls with high social responsibility norms mean score (45.57) compared to permissive (45.16), neglecting (49.97) and authoritative (53.6). Authoritative parenting style had the highest mean score compared to neglecting (49.97)permissive (45.16) and authoritarian (45.57)

To find out if there was a significant difference among the mean scores in social responsibility norms obtained by participants who belong to different parenting styles, a

One-way ANOVA was conducted. The results of the analysis indicated that there was a statistically significant difference among the mean scores, $F(3, 286) = 5.59$, $p<.05$.

Post-hoc comparisons using the Tukey HSD test indicated that the difference between permissive and authoritative parents, $F(3,286) = 8.45$, $p<.05$, as well as authoritative and authoritarian were significant, $F(3, 286) = 8.04$, $p<.05$ respectively. Tukey's HSD test a post hoc procedure was used in analyzing variance (ANOVA) in this since it is accurate in maintaining alpha levels at their intended values when statistical mode assumptions are met, This was in preference to a Tukey-Kramer post hoc procedure which is designed for the situation where the number of scores used in calculation of the group mean of interest (n-sizes) are not equal. Scheffe's test is not statistically powerful procedure, and has been modified to Forsyth's post hoc procedure for situations with heterogeneity of variance. Newman-Keuls test and Duncan's Multiple Range do not provide adequate protection against alpha slippage.

Adolescent girls with authoritative mothers had higher social responsibility norms than those living with neglecting mothers. Those with authoritarian and permissive parents had the lowest social responsibility norms.

Mean scores in Social responsibility norms by Father Parenting Style.

To test whether there is arelationship between father parenting style and social responsibility norms in secondary school girls, the participants were asked to respond to 15 items in the SRS. Their responses were scored and the mean scores in social responsibility norms by mother parenting style are reportedin Table 4.6

Table 4.6:Mean Scores in Social responsibility norms by Father Parenting Style

	Social responsibility norms		
Parenting style	**N**	**Mean**	**SD**
Permissive	14	49.00	18.05
Authoritative	59	47.47	13.06
Authoritarian	212	47.20	13.16
Neglecting	5	47.60	10.18
Total	**290**	**47.35**	**13.38**

Mean scores in social responsibility norms by father parenting style showed permissive parenting to have the highest mean scores (49.00) indicating the highest social responsibility norms, compared to authoritarian (47.20) and neglecting (47.60) authoritative who had (7.47). The mean scores for father with neglecting parenting style was (47.60) compared to permissive father parenting style (49.00), authoritarian (47.20) and authoritative mother parenting (47.47). Authoritarian father parenting style was the lowest in girls with high social responsibility norms mean score (47.20) compared to permissive (49.00), neglecting (47.60) and authoritative (47.47). Authoritative parenting style had the third mean score compared to neglecting (47.60) permissive (49.00) and authoritarian (47.20).

To find out if there was a significant difference in the mean scores in social responsibility norms obtained by participants who belong to different parenting styles, a One-way ANOVA was conducted. The results of the analysis indicated that there was no statistically significant difference among the mean scores, $F(3, 286) = .82$, $p < .05$. The null hypothesis was therefore accepted.

Post-hoc comparisons using the Tukey HSD test indicated that the difference between permissive and authoritative parents, F (3,286) = 3.69, p<.05, had the highest difference yet it was not significant.

Furthermore, correlations were carried out to find out the specific ways in which parents guided their children, and the relationship between these types of guidance and their social responsibility norms. Pearson correlation was carried out between authoritative parenting (your parents often tell you what they want you to do and how they expect you to do it) and obedience (I closely follow my parent's advice). The results were presented in table 4.7.

Table 4.7: Correlations between Parental Guidance and Social responsibility norms

		Authoritative guidance	Obedience
Authoritative guidance	Pearson Correlation	1	.258
	Sig. (2-tailed)	.	.000
	N	290	290
Obedience	Pearson Correlation	.258	1
	Sig. (2-tailed)	.000	.
	N	290	290

Correlation is significant at the 0.01 level (2-tailed).

There was a moderate positive significant correlation between authoritative parenting style and level of obedience (r=.258, p<.01) implying that the more often parents guided their girls in authoritative way, that is, guided their children but let them speak their minds, the more obedient the girls were. Almost similar results were obtained when correlations were run between parenting guidance variables and different social responsibilities exhibited by the girls. For instance, significant correlation was obtained between parent's acknowledgement of their children and children's obedience to their parents (r=.396, p<.01). On the other hand, a correlation between authoritarian parenting style and children's obedience revealed different results. Girls were asked how parents who wanted their children to do exactly and how they wanted things be done and speaking the truth in such occasions (I avoid speaking the truth when there is punishment

for having done a wrong thing). Negative items were reverse scored. A moderate positive significant correlation was obtained ($r=.331$, $p<.01$), implying that the more often parents were stiff on the girls the more often girls lied in order to avoid punishments from their parents.

To determine further the influence of parenting style on individual elements of social responsibility norms of adolescent girls, a one-way analysis of variance was carried out. Parenting style was treated as the independent variable and social responsibility norms as the dependent variable. The independent variable had four categories: permissive; authoritative; authoritarian and neglecting. The dependent variable (the Social responsibility norms scale remained a combination of 11 variables that represented the girls social responsibility norms.) The scale was split into a one item scale and the variables tested independently using a one way analysis of variance. The results were presented in table 4.8.

Table 4.8: Parenting Style on Elements/Individual Variables of Social Responsibility norms of early Adolescent Girls

Social responsibility norms of the girl	F(sig)	Permissive M(SD)	Authoritative M(SD)	Authoritarian M(SD)	Neglecting M(SD)
Avoid speaking truth	3.4(0.01)	4.4(.92)	3.6(1.57)	3.24(1.68)	5.0(.00)
Follow parent's advice	3.8(.01)	1.0(.0)	1.5(.96)	1.8(.11)	1.0(.00)
Make own decisions	3.8(.01)	2.44(.92)	2.2(1.6)	2.8(1.8)	5(.0)
Avoid my friends seeing me as very religious	4.5(.004)	4.4(.51)	3.9(1.5)	3.2(1.6)	5.0(.0)
Secretly do what I want in school when teachers don't like it	2.7(.04)	5.0(.00)	4.4(1.2)	4.1(1.1)	5.0(.0)
Drugs and alcohol should be taken in small quantities only with friends	6.2(.00)	3.89(1.8)	4.76(.81)	4.3(1.3)	5.0(.0)
Work hard to be better than others	6.4(.00)	1.0(.0)	1.38(.98)	2.0(1.5)	1.0(.0)

The analysis results in table 4.8 indicate that there was a statistically significant difference at $p<.05$ in parenting style scores on truth scale (avoid speaking truth) [$F(3,307) = 3.4$, $p<.05$]. However, the actual difference in the mean scores was quite small. The effect size calculated using partial eta squared was small, 0.03. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for permissive parents (M=4.4, SD=.92) was significantly different from authoritarian parents (M=3.24, SD=1.68). This implies that adolescent girls with permissive parents were less likely to lie as compared to those whose parents were authoritarian, who sometimes avoided speaking the truth.

Obedience scale (I closely follow my parent's advice) also had statistically significant results at $p<.05$, when it was tested [$F(3, 310) = 3.8$, $p< .05$]. The difference in the mean scores was medium as measured using partial eta squared, 0.04. Post hoc comparisons indicated that permissive parents (M=1.0, SD=0.0) was significant different from

authoritarian parents (M=1.8, SD=0.11).This means that adolescent girls whose parents were permissive were more likely to be obedient as compared to adolescent girls whose parents were authoritarian, hence they permissive parents had their adolescent girls closely following their advice.

According to researcher, good moral values were closely associated with being religious. The adolescent girl's response on their conduct with others in relation to their religious nature was explored by the ANOVA, on parental basis. There was a statistically significant difference at $p<.05$ over students perception on their religion and parenting style, [$F (2, 290)=4.5$, $p<.05$]. The magnitude of the differences expressed using partial eta squared was 0.04, a moderate difference. These differences occurred between authoritarian parents and permissive parents as revealed by post hoc comparisons, (M=4.4, SD=.51) and (M=3.2, SD=1.6) respectively, thus parents who fully exercised their authority over their children reduced their sense of children's belonging to a religious community.

Finally, alcohol and drug abuse were found also to have a statistically significant and direct relationship with parenting style [$F (3,310) =6.2$, $p<.00$]

The magnitude of the differences were big as measured using partial eta squared, 0.06.Actual differences occurred between permissive and authoritative (M=3.89, SD=1.84) and (M=4.76, SD=.813) at p=0.002 as well as between authoritarian parents (M=4.33, SD=1.35) and authoritative parents. Adolescent girls whose parents were permissive and authoritarian were more likely to take alcohol whereas those whose parents were authoritative were less likely to engage in drug abuse or alcohol consumption.

The researcher went to conduct an interview with a group of 5 girls. A 14 year old adolescent girl explicitly noted that her parents were authoritarian as she said,

My parents are usually harsh and shout at me an l even fear asking some issues affecting me.

The findings are similar to Williams, Degnan, Perez-edgar, Hendersen, Kenneth.., & Nathan (2009) findings that authoritarian parenting styles could actually be more harmful

to children with high behavioral impulse (BI) control leading to greater social withdrawal in children with low BI and greater acting out behavior in children with high BI.

Further interview with two groups of 5 girls each aged between 14-15 years revealed similar results. The form one girls passionately reiterated;

Our parents do not give us time for us to tell them our issues and feelings. The concern parents have is only about school work, provision of physical things and good academic performance but not our personal lives. Parents are also busy with their work. Please get a way of helping our parents talk to us and know our problems.

The girls' assertion shows that harsh parents had a bad approach in guiding their girls thus making them bitter and develop negative attitude towards older people

4.2.3 Influence of Socio-Economic Status of parents on Social responsibility norms of Adolescent Girls

The third null hypothesis stated that there is no significant relationship between socio-economic status of parents and the social responsibility norms of adolescent girls in secondary schools. In other words, the socio-economic status of girls in early adolescence did not influence how they behaved socially. To find out the influence of socio-economic status on social responsibility norms of adolescent girls, 15 items on social responsibility norms (SRS) and item three in girls' demographical section (part A) of the questionnaire was administered to the participants and their responses were scored.The mean scores of the two groups of participants from low socio economic status and high socio economic status were computed and are reported in Table 4.9

Table 4.9: Mean scores of participants from High and Low Socio-economic Status on Social responsibility norms

	Social responsibility norms		
SES(Monthly Income)	**N**	**Mean**	**SD**
O to 40000sh	188	41.96	11.12
41000 and above	102	55.46	12.83
Total	**290**	**47.35**	**13.30**

A t-test for independent samples was conducted to test whether or not a significant difference existed in the social responsibility norms between students in high socio economic status and those in low socio economic status. From table 4.9, the results indicate that there is a significant difference in the social responsibility norms between girls who come from affluent families and those who come from poorfamilies $t(2, 288) = 1.69$, $p<05$. From the results it was concluded that parental guidance was higher in families from higher socio-economic status. The null hypothesis was rejected and it was concluded that girls from affluent families have better social responsibility norms as compared to girls who come from poor families.

Results from interviews with adolescent girls in Secondary schools showed that more girls from affluent homes received more information on social responsibility norms than those from poor backgrounds. A 15 year old adolescent girl whose parents were business

persons when asked whether her parents advised her on social responsibility norms issues she replied that,

My parents mostly advise me on hard work, especially school work and insist on good academic performance. They also want and tell me about honesty and integrity almost every day. Sometimes my parents tell me to behave well but they don't explain the good behaviour.

The results show that parents of high socio-economic status take some good time to talk to their girls for them to be more socially responsible. On the other hand parents with low economic status rarely take time to talk to their daughters for them to better their lives.

From the parents' questionnaire, results showed that 55.9% of the parents of the early adolescent girls who responded to the questionnaires had no occupation. They were harsh and did not hold discussions with their adolescent girls. They also felt uncomfortable talking to girls about relationships. Only 45% of the information required by girls on social responsibility norms is given by parents. Thus not all information required by girls is given to them by the parents subjecting the girls to harmful situation without enough knowledge to make right decisions. Parents' comments included

I really desire that our daughters have socially acceptable behaviour.

Eight out of ten(80%) parents interviewed felt uncomfortable and did not discuss issues concerning sexual relationships with their daughters. When asked whether they feel it is important to talk to their daughters about it, they said it was very important but could not find themselves free to talk about it. They acknowledgedthey have never been guided on how to raise children especially adolescents whom they said they find

difficult.Consequently parents experienced difficult when giving guidance on social responsibility norms values to their adolescent children, but knew it is important for adolescent girls to know the norms of society and behave as required.

4.2.4 Relationship between Residential Area and Social responsibility norms of adolescent Girls.

The fourth null hypothesis stated that there was no significant relationship between residential areas and the social responsibility norms of adolescent girls.In other words, there was no relationship between the area where adolescent girls live and there social responsibility norms. The research question was to find out the effect of residential area on the social responsibility norms of early adolescent girls.To find out the relationship between residential area and social responsibility norms of adolescent girls, a questionnaire was completed by respondents from both areas.The dependent variables were added up on a 15 item response scale, whereby items that reflected socially irresponsible behaviour were reverse scored. (15×1=15); which represented the lowest score and 15×5=75 representing the highest score) the mean score was then obtained (75/15=5) thus the scores remained ranging from 1 to 5. An independent sample t-test was then carried out to find out whether those who stayed in rural areas had different socially acceptable behavior, that is, social responsibility norms as compared to those who stayed in urban areas. The mean scores of the participants from rural and urban areas are reported in Table 4.10

Table 4.10: Mean scores of participants from Rural and Urban Areas on Social responsibility norms

		Social responsibility norms	
Residential Area	N	Mean	SD
Rural	153	43.48	11.89
Urban	127	51.93	13.57
Total	**290**	**47.75**	

t- value = 5.55df =288p <.05

A t-test for independent samples was performed to test whether or not a significant difference existed in the social responsibility norms of adolescent girls who live with their parents in rural areas with those who live with their parents in urban areas. The results from independent sample t-test indicate that there is a statistically significant difference between the social responsibility norms of rural adolescent girlsand urban adolescent girls, ($t(288) = 5.55$, $p<.05$). Thus the null hypothesis was rejected and it was concluded that adolescent girls from urban areas had better social responsibility norms than their counterparts residing in rural areas.

Thus the results imply that urban adolescent girls have good behavior as compared to rural adolescent girls who are considered socially irresponsible or have bad behavior.

When interviewed the girls in rural areas indicated that parents expect them to be taught how to behave by the teachers at school and thus blame school for wrong actions of the girls. The parents do not take time to give guidance for social responsibility norms to the girls. Parents mostly criticize or blame their children for wrong actions but not give prior guidance on their expectations of their daughters.

4.3: Perception of Parents about the Development of Social responsibility norms among 4.4.1.Adolescent Girls in Secondary Schools.

The fifth objective of the study was to find out the perception of the parents on the development of social responsibility norms among adolescent girls in secondary schools.A questionnaire with items eliciting the views of parents on the development was presented to 290 parents of adolescent girls in secondary schools. The frequencies of their views were described in Table4.11.

Table 4.11:Parent response to Social responsibility norms of adolescent Girls

	Parental guidance of girls	Gender of the parent		Parents occupation		Area of residence	
		Male	Female	With	Without	Rural	Urban
Valid N	290	290		290		290	
Frequency	290	70	220	128	162	171	119
Mean	56.13	57.69	55.64	57.54	55.02	56.34	55.84
Percentage	45.00	24.1	75.9	44.1	55.9	59.0	41.0
Std. Deviation	6.506	7.188	6.210	6.094	6.624	7.349	5.069

Most parents who responded to the questionnaire were mothers (75.9% female). This was an indication that the girls found it easier to get responses from their mothers than fathers (24.1% male). Most of the parents had no occupation (55.9%) and to be given to adolescent girls to help them develop social responsibility norms and those wholived in rural areas (59.0%) were a larger percentage than those in the urban area. Parents offered only 45% of the information on guidance that adolescent girls required on social responsibility norms. This was less than the required all information required by girls to be given to them by the parents subjecting the girls to harmful situation without enough knowledge to make right decisions.

The views were compared with those of 10 parents who were asked to give their views through individual one to one discussions using interview schedules.Nine (90%) parents out of the 10 parents reported that girls had not lost family values; one (10%) perceived the development of social responsibility norms among girls negatively.In reference to the perception of parents about development of social responsibility norms among adolescent girls one of the parents noted:

> *I really desire that our daughters become socially responsible. I urge parents like me to love their daughters and be ready to sit and discuss social issues with them. We should expose them to the reality of the social issues they are facing so as to be well informed as they undergo development towards maturity. Be ready to open up and do not threaten but teach to correct their unbecoming behaviors.*

The parent added that she does not give the instructions on youth sexual relationships though she understands it is an important point in life. She said she kept postponing the topic when it came to talking to her daughter and hoped she will talk about it at a later time. She does not know why she postpones the important idea.

Other parents responded with similar sentiments. This response raised questions on the confidence parents have in themselves as capable of giving guidance to their adolescent girls. The parents believed that relational guidance was best provided by other elderly relatives such as grandparents and uncles or aunts. They also suggested that teachers were to handle the issues better since they stayed with the children most of the time. When some parents were reminded that it is their responsibility to guide their children, and that girls want them to talk freely on all issues with them, the parents showed some reluctance since they thought others could do that better.

A mother of two adolescent girls was asked about her openness when talking to her daughters on social responsibility norms. She admitted that she was not open to her daughters on some social issues, among the social values that parents were free with their daughters were respect, honesty and being kind, however, other social values as relationships with men, and knowledge on sex were hard to tackle.

Eight out of ten parents felt uncomfortable and did not discuss issues concerning sexual relationships. When asked whether they feel it is important to talk to their daughters about it, they said it was very important but could not find themselves free to talk about it. They added, a few of them dejectedly, that they did not know how to begin and thought of what the girls will be thinking about them (Parents) as they mentioned the word‘sex’. In addition, parents experienceddifficult when giving guidance on social responsibility norms values to their adolescent children. A parent looking dejected, surprisingly and ashamed looking down as if lost in her thoughts andnoted that,

> *They don’t listen they seem too busy and shy; I feel at my age I am irrelevant to young people. They want to listen to people of their age.*

Another parent noted that,

> *I suspect the girl will start thinking of the things I do with her father and I feel shy. They have learned from their teachers and friends. Older people like grandparents can tell them more but it is not respectful to hear from parents.*

When asked if they requested the older people to talk to the girls, they alleged that the children are too busy in school and away from grandparents who could talk to them freely about relationships with men. One parent thought it a taboo talking about sexual relationship with your child especially a girl when you are a man. The parents found it easier to communicate with girls who were 10-12 years because, according to their

opinion younger girls did not know anything about sex. In the course of the interview, parents were asked how they felt about social responsibility norms development of young girls in adolescence. A parent who was a house wife with a 15 year adolescent girl noted,

> *The girls in adolescent are exposed and disobedient to parents. They want to keep quiet and do things the way they want. They should change their behaviors.*

Catherine, a graduate teacher at a primary school and a parent of 2 adolescent girls aged between 12 and 15 years asserted

> "I feel they know more than I think and should be obedient. They sometimes do not listen to me, and havebad influence from other friends. Sometimes I talk to them about being careful not to be involved in sexual relationships through telling them stories of what happened to people in the past".

Catherine's views were not so different from a father's views, Dr. Peters a father of two adolescent girls, who worked with a private company reported,

> They are taught many things at school but need our input as well, as parents, though we find it difficult to communicate with them. They have distanced themselves from us and have more interest in their peer group. Our efforts to have a discussion with them fail.

According to this father, the girls don't have time for the parents though the parents want to sit and talk with them. The young girls look at parents as just providers of what the girls require in financial or material needs. They compare what their parents give them with what other girls have and do not even listen or get interested in what their parents have to say. This makes it difficult to know whether parents are doing enough to help the girls get enough information for their future lives. When asked whether he tried talking to them while at home, he said it was not easy since the girls cut off the talk with other interests such as watching television and making calls surround them.

On the other hand, James, a father of one adolescent girl and a lecture at a university had a differentperception, he noted that “parents should show love to girls. Girls need to accept the love the parents show them”.

The parent’s perception clearly reflects a negative attitude towards guiding the daughters on sexual matters, not finding it vital to guide on alcohol and drug abuse but find it easy to guide on respect, self-control and honesty, especially on hard work. Such views were from most of the parents who were interviewed. Very few saw a positive development in the social responsibility norms of their daughters. It can therefore be deduced that from the parent’s views on their daughters, there was a general negative attitude on guidance towards boy and girl relationships.

4.4 Perception of Students about Development of Social responsibility norms among Adolescent Girls.

The sixth objective sought to find out the perception of girls on development of social responsibility norms. Focus group discussions were carried out on two groups of girls consisting of 10 adolescent girls. Each group consisted of 5 Form I girls. They were asked how often their parents guided them towards social responsibility norms. Their feedback revealed that they all desire to have parental guidance and good discussions on their issues with their parents but their parents were harsh and didn’t have time to talk to them. The girls are not able to express this need to their parents since the parents are not friendly.

All the girls agreed with one in the first groupwho noted,

> They are harsh and have no time, after work they want to do other things and all they do is rebuke us but not talk to us gently. I have never knownmy

> parents as friends. They are friendly to other people like our neighbours, friends or relatives, but not to me.

From this feedback it could be deduced that girls in adolescent stage were growing a negative attitude towards their parents due to the way they are treated, this cannot result into development of social responsibility norms. The young girls have an impression that parents respect outside people such as friends and relatives but treat their own daughters as workers who have no value but should work in the home to be of any importance.

The girls were also asked to give suggestions that could be used by parents to give guidance on social responsibility norms issues. Most of the girls noted that:

> Parents should not be tough, they should disclose family secrets not hide everything from their children; they should be concerned with girl's lives and their issues.

When they were queried on how they thought that their parents could help them, most of them were of the opinion that their parents should help them cope with their emotions. The results indicate a poor perception towards their parents, there is a sense of expression of bitterness, fear, and negative attitude towards their parents.

A 15 year old adolescent girl pointed out that she has to appreciate her developmental stages and added that she worked hard to develop her self-esteem. Self-esteem can be developed if only the girls got support from their parents since the girls said that they were ready to heed advice, if their parents respectfully spent good time with them. These findings concur with Steinberg's (2001) adolescents who come from homes with parents who use reasoning and persuasion, explaining rules, discussing issues and listening respectfully report less anxiety depression, scoring higher measures of self-esteem and avoid harmful behaviours. This goes also hand in hand with the research results that for

many of these youths, adolescence may be the first time that they consciously confront and reflect upon their ethnicity (Spencer & Dornbusch, 1990) bars harmonious behaviour. This awareness can involve both positive and negative experiences. Thus adolescents require much social support and explanation to acquire positive experiences. Adolescents with a strong ethnic identity tend to have higher self-esteem than do those who do not identify as strongly with their ethnic group.

4.5 Relationship Existing Between Beliefs of Parents and Beliefs of Students about theDevelopment of Social responsibility norms.

Through interview schedules among parents and focus group discussions with girls respectively, a relationship was established between girls' belief and parents' belief on social responsibility norms. Younger girls' response in focus group discussions was more positive towards their social growth in relation to their parents' guidance. In most of their feedback, they always praised theirs parents. The girls showed that parents are important and have the counsel they need to be able to successfully handle their issues. The girls wished to get good guidance from parents. However, parents on the other hand related these to 'girls who were still naïve' meaning that those who were in their early adolescent stage, are still young. In contrast to their own beliefs about the development of social responsibility norms, the parents were not free to talk to the girls on areas concerning relationships with opposite sex. In fact most parents were inversely more comfortable with under-aged (below 12 years) girls than those who understood social matters relating to dating, relationships and sex.

A parent of a 15 year old adolescent girl noted that they believed that only girls aged 10-12 years were to be advised on social responsibilities since they were keen and ready to listen. Other parents pointed out that they

> We dread sharing with our adolescent girls on social responsibility norms issues since we feel irrelevant because of our age though all adolescent girls should be guided on social responsibility norms irrespective of the stage.These days the young people prefer listening to their friends' views than older people.

This shows that parents had some sense of fear towards their adolescent girls' social behavior and as a result, were not free with them. This could be a negative attitude towards their daughters' social growth. On the other hand, other parents condemned this, they saw that their peers, teachers and elderly people should provide appropriate guidance for their daughters to enable them grow socially responsible. This is factual as discussed in both focus group discussions held withthe girls that;

> Parents should provide appropriate guidance to their adolescent girls to make them more socially responsible, they themselves need to understand the social issues that affect adolescents.Most of us young girls do not have good parents to take as examples.

When asked why they think the parents are not a good example, the girls unanimously reiterated that the parents are the problem. They behave in a way we feel it is not right and we are lost when it comes to following their example. Girls require parents as mentors to develop social responsibility norms at every point in age. According to WHO (2007a), which confirms this requirement, "adolescents" cannot be considered as a homogenous group, and interventions for information, education and health services have to be tailored to their specific capabilities and levels of readiness.

Furthermore, parents shared much with their girls in their beliefs as revealed during the focus group discussions but did not provide the required information and whenever they did , it was not well explained but given as a command to girls. Older girls perceived that parents ought to allow them make decisions which they are responsible for. They had a feeling that instead of parents shouting at them, they should humbly approach them and educate them on matters on social responsibility norms, even though this was impossible with parents. The relationship was also pegged on some other factors, principally economic factors. Children that came from richer backgrounds had a democratic way of handling social matters as compared to those who were low in economic status- who demonstrated either authoritarian or negligence. They demand little in terms of obedience and respect for authority. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontations (Maccoby & Martin, 1983).

More comparative aspects of the views were those regarding freedom and confidence of

Oneself, with a slight hindrance of fear of the parents and age of the adolescent girls.

Parents noted,

> We believe that the girls should only come for advice from us but not to expect us to control them. They are mature and even some know more than we do.

As a matter of countering this, girls viewed that the parents could either clobber them, beat them or just neglect them. A point of agreement was achieved on visits to schools and provision of their needs, where the time spends with parents was also found to be very minimal. It can therefore be concluded that the relationship between adolescent

girls' beliefs and parents' beliefs on the development of social responsibility norms was based on perceived attitude of the parents' the perceived attitude of thegirls and the economic status of the girls.

Lastly from this investigation on the relationship between girls' belief and parents' belief on the development of social responsibility norms of early adolescent girls results showed the types of problems leading to poor parental guidance. The problems that were identified as leading to poor parental guidance which developed dissatisfaction in girls included; first, postponing important information on topics related to sexual relations. Second, parents were not sure of what to tell the youth because they lacked the required information on adolescent development. Third, parents had feelings of being irrelevant due to age differences.Fourth, not feeling confident due to lack of knowledge that adolescents need for guidance on social responsibility norms and believing that some other elderly person is able to give better guidance them

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter discusses a summary of the findings, conclusions and recommendations. The summary and a discussion of the findings have been presented as per the objectives of the study, whereas the conclusions accommodate the entire study. In the discussion efforts were made to compare the findings with other related studies. Recommendations are the results of the gaps in the research areas and the solutions to the findings. Finally, contributions to the body of knowledge and suggestions for further research are imperative on this timely and important topic.

5.1 Discussion of the Study Findings

Research is a means of transformation and provides insights about the findings regarding relationships that exist among variables determined. With regard to this view the researcher discussed the findings stemming from the research objectives. The findings of other researchers carried out in related fields have been considered in this discussion

The first objective of this study was to determine the influence of parental guidance on the social responsibility norms of early adolescent girls in secondary schools in Kakamega central sub County. A correlation was utilized to measure the relationship between parental guidance and social responsibility norms of girls in early adolescence. Triangulation was carried out using qualitative interviews employed in a descriptive research design to establish the relationship, with a view to improve parental guidance among Kenyan parents.

5.1.1 Parental guidance and Social responsibility norms

First and foremost, the researcher sought todetermine the influence of parental guidance on the social responsibility norms of adolescent girls in secondary schools in Kakamega Central Sub County. To achieve this objective the following research question was raised; does parental guidance influence the social responsibility norms of adolescent girls. To answer this question, the participants were asked to respond to items on parental guidance and social responsibility norms questionnaires. The findings indicated that there was a correlation between parental guidance and development of social responsibility norms among early adolescent girls in secondary schools. The better the parental guidance, the more socially responsible the girl grew and behaved. This implies that not only guidance, but tactful and proper guidance would result into children's obedience to instructions received from parents and better social development as opposed to parents that do not give instructions to their children. The implication is that parental guidance is important in improving social responsibility norms of adolescent girls in secondary school.

Social responsibility norms in this study refers to the behavior acquired from family members, teachers, religious leaders and others that lead to common good of the society by bringing peace and harmony at home and in the community. This includes respect for all, self-control in activities young people get involved in, obedience to instructions given for guidance by parents and honesty. Young people are also expected to avoid premarital sex, alcohol and drug abuse, which are harmful both to the individual and society as well. The harm includes loss of time, health and energy which eventually causes decrease of productivity. It can be realized in this study that good parental guidance given to early adolescent girls results into the development of socially acceptable behaviours thereby

bringing harmony among both youth and older people in the society, as well as better, healthier and more productive young people which both the past and current society requires.

The interviews carried out revealed lack of knowledge on the importance of proper parental guidance of the early adolescent girls. That meant that girls who lacked proper guidance could end up without self-control, obedience, honesty and respect. This maybe gives an explanation to why the youths get involved in harmful behaviour such as alcohol abuse, drug abuse and premarital sexual activities. The harmful behaviours increase among young people despite the presence of parents in their early teenage lives. Most parents felt uncomfortable guiding their early adolescent girls on sexual matters, which could lead to the young girls learning from friends and peers information that may not be accurate and practicing it. The parents also did not have time to discuss with their children on matters concerning social responsibility norms. The young girls are busy with school work and during their free time the parents seem to be too busy or not aware of the personal needs of their daughters. This left the young girls devastated and longing to have time to tell their parents the problems which they were going through and then ask questions about issues they are not sure of how to handle.

The findings of this study back previous findings on good parental guidance and relationship. Resnick, Bearman, Blum, Bauman, Harris, Jones, Udry, (1997); Klein, (1997); Perry, (2000) have all established that a strong sense of bonding, closeness and attachment to family have been found to be associated with better emotional development. Studies have shown that peers highly influence the behaviours of each other (Steinberg, 2001). Andambi (2012) posits that the present formal education system

which kept children in boarding schools and exposure to western cultural influence has put young girls at risk of getting sexually transmitted diseases such as HIV/AIDS.

The results also support the Hirsch theory which proposes that individuals who have strong positive social bonds are more likely to conform to conventional norms and parenting styles theory which this study is founded in. These results are consistent with the earlier findings on parent need for preparedness (Bueno, 2012; Anderson & Okoro, 2000). In his study among parents in Nigeria, Olubumni (2011) found that parents in many homes are not equipped with required information and courage to answer questions on sexual matters, while others are not free to give the information.

The findings of this study could be related to the fact that formal education has a high cultural influence on the adolescent girls. Obedience to different authorities is common to the adolescent girlsincluding peers that they consider as mentors who conflicts the required outcome by parents (Andambi, 2012; Colman,2009). The implication of this finding is that adolescent girls who experience low social responsibility norms due to less parental guidance may find themselvesinvolved in harmful behaviours perhaps because of disobedience to instructions received from parents, conflicting expectations triggered peer pressure, ignorance of what decisions to take when faced with difficulties and influence of substance abuse. The students also withdraw from relating closely with their parents which exposes them to more harm.

According to the views of the researcher parenting styles that are consistent with good upbringing of children advanced by Baumrind (1971) and the principles of social control by Hirsch (1969) could become important tools to raise adolescent girls as they require

parental guidance. This is because when girls are guided and strong social bonds between parents with their daughters are maintained, their social behaviours are controlled since they are more likely to yield to conventional norms. There is confidence for adolescent girls who require parental guidance since parents can be encouraged to increase their knowledge and information on guidance of adolescent girls. The dominant goal of parental guidance is to assist girls to adjust well in the society and to develop full potential as persons who are able to make good acceptable decisions in the society thus remaining socially responsible.

Parents are able to raise children with social responsibility norms as long as they create the right environment positive family connection (Camlin & Snow, 2008) for bringing up children and provide the required information to guide the children. Social responsibility norms will as well be acquired (Javdan & Estakhar, 2011) as parents make their views known and set clear rules with their adolescents about alcohol and drug abuse as well as other values required in society without avoiding crucial information since the young people need it for better future and protection from misleading peer pressure.

5.1.2 Mother and Father Parenting Styles and Social responsibility norms

The second objective of this study was to determine the influence of mother and father parenting styles on the social responsibility norms of adolescent girls in secondary schools. To achieve this objective the following question was probed: Do mother and father parenting styles have influence on the social responsibility norms of adolescent girls. To answer this question the participants were asked to respond to the items in early adolescent girl's questionnaire and the fifth and sixth items in the personal biographic form. Data analysis and interpretation of the responses revealed a statistically significant

influence ofmother parenting style on social responsibility norms but father parenting style did not have a statistically significant influence. These findings indicated that when the parenting style was not good the social responsibility norms outcome was low.

Adolescent girls who experience good parenting have a higher social responsibility norms thus their behaviour is acceptable socially. This implies that adolescent girls who are raised by parents who are caring and understanding are more socially responsible than those raised by parents who care less about the girls. Thus parents are still the primary models, and they continue to have a strong indirect influence on their daughters as well as other children throughout adolescence (Brent, Troy, & McDonald, 1999). According to this study mothers give more guidance to girls, have more influence on the social responsibility norms of the girls. Fathers give less attention and time to the adolescent girls and found to mostly be authoritarian which is more negative on raising children with high self-esteem.

The findings are consistent with of several other related studies (Carlson, Uppal & Prosser, 2000; Sessa & Steinberg; 1991; Steinberg, 2001) on the influence of parenting styles on social responsibility norms which concluded that adolescents who come from homes with parents who use reasoning, persuasion, and explain rules report less delinquent behaviours. The parents also tend to discuss issues and listen respectfully.Authoritative parents on the other hand seem to have their daughters' social responsibility norms safe. This study also agreed with findings by Guarino-Ghezzi, and Tirrell (2008) who emphasized that authoritative parenting leads to both social responsibility norms and self-assertion in children. The authoritative mother had the strongest influence on the social responsibility norms of the girls. This was in agreement

with research conducted in Anglo-Saxonareas with European and American samples where the optimal parenting style with optimal results for adolescents was authoritarian parenting (Garcia & Gracia, 2009). The findings are synonymous with Mariana's (2011) findings that authoritative parenting style has a positive relationship with self-control where drug and alcohol abuse is avoided.

The study from the girls'point of view revealed that both parents determined their social behavior. The largest percentage 186(64.1%)of the adolescent girls reported that their mothers were authoritarian.Aresearch among a sample of 543 children followed for 20 years has confirmed a significant link between authoritarian parenting and externalization of antisocial behaviour and juvenile incarcerated for felony offences due to harsh discipline by parents (Ehnrensaft et al. (2003; Thomberry, Hpos, Conger, & Capaldi, 2003; Asher, 2006).

However the way the parents go about achieving these high standards hurts the relationship between the parent and child. Miller (2011) asserted that for authoritarian parents, rules are often more important than relationship. The young people in Kakamega central will be found to be rigid and harsh too since this is the environment they have been brought up in. Thus needing more support to be able to change and become cooperative in life.

Conversely, on the other hand these findings disagree with Pellerin (2005) who argued that while other parenting styles are associated with increased adolescent drug usage, the authoritarian style of parenting is linked with lower levels of adolescent drug usage with some exception being noted in low-income families. This is in line with the present

findings which show a relationship between higher social responsibility normsamong girls whose fathers are permissive and in some authoritative mothers. Likewise Though this is the most recommended parenting style, when parents use the authoritative model as a standard while giving guidance, the application of warmth in certain leadership roles is problematic because it contradicts scholarly recommendations for disciplining children effectively in the society (Baumrind, 1971; Steinberg, Ilana , & Cauffman, 2006). In addition, an inability of youths to perceive warmth in their parents and teachers would seem to reduce opportunities for youth development of social responsibility norms and increase opportunities for adverse encounters between parents, community and the young people.

Permissive and neglecting parents don't have time for their daughters,besides they demand very little from them. Adolescents from indulgent or permissive homes report a higher frequency of involvement in deviant behaviors, such as drug use and alcohol use, school misconduct and emotional, impulsive, nonconforming behaviors (Miller, DiOrio, & Dudley, 2002), a case which though not clearly brought out by quantitative analysis, but is shown by the interview reports. Regardless of demographic disparities in social class authoritative parenting style (high strictness and high warmth) is the ideal parenting style for children and adolescents since authoritative parenting focuses on the personal growth of the child; sets firm rules but is willing to modify these rules in cooperation with the child, which permits negotiations and mutual persuasion; values the opinions of the child as distinct from those of the parent; and provides explanations when establishing rules.

5.1.3 Socio-Economic Status of Parents and Girls Social responsibility norms

The researcher also sought to determine the influence of socio-economic status on the social responsibility norms of adolescent girls.In the achievement of this objective the following question was raised: Does socio-economic status of parents have an influence on the social responsibility norms of adolescent girls. To answer this question the participants were asked to respond to the items in early adolescent girl's questionnaire and the third item in the personal biographic form. Data analysis and interpretation of the responses revealed a statistically significant influence of socio-economic status on social responsibility norms. This finding indicated that when the socio-economic status of parents was low the social responsibility norms of the adolescent girls were low. This finding implies that socio-economic status aparent matters in thesocial responsibility norms of adolescent girls.

This finding is consistent with the results of corresponding studies carried out on related topics. It was found that girls who get behaviours that are socially unacceptable hail from poor backgrounds (Lesch & Kruger, 2005; Murage, 2013;McCulloch, Winters & Cirera, 2001; South, Scott, Eric, Baumer & Luz, 2000). These studies support the findings of this study since they agree that children of parents who are poor are less socially responsible. Studies have also shown that lower socio-economic status predicts harsh parenting which contributes to negative behaviours being externalized (Meteyer & Jenkins, 2009). The children growing up in poor homes face harsh conditions of lack and get treated harshly by their parents and therefore are hurt anxious and confused by the parents' poor conditions.

This study findings indicated that there was a significant difference in the social responsibility norms of adolescent girls. This could be due to increased physical violence meted on the girls due to lack of education which is key in higher living standards and lack of high income to meet all the family's needs as found out in similar studies carried out in Colombia, Italy, Kenya United Kingdom and Kenya (Bardi, Borgonin-Tari, 2001; Pellerin, 2005).

This finding on the influence poverty on social responsibility norms disagrees with findings on parenting styles Mariana, 2011). The study showed that children raised in authoritarian parent style were less likely to be involved in unacceptable behaviours regardless of their economic background. The study youths found that the authoritative parenting style is protective. Thus training parents on use of the required parenting styles have not been enhanced.

More recent studies on parenting have refuted previous assumptions which argued for class- based effective parenting. The studies have used a broader experimental approach to measure demographic deviation, including and class, which extended the analysis of parenting styles to the same groups which had been previously studied and disproved earlier conventions by showing that, in actual fact, lower, middle, and upper class adolescents benefit equally from authoritative parenting (Steinberg et al., 1991). Authoritative parenting has been recognized as the ideal for all children, regardless of socio-economic status. This implies that parents can raise their adolescent girls with the required socially acceptable behaviour by applying the correct parenting style, regardless of their socio-economic status.

A 15 year old adolescent girl in the first group, whose parents were business persons when asked whether her parents advised her on social responsibility norms issues she replied that,

> My parents mostly advise me on hard work, honesty and integrity almost every day but have not told me about sexual matters and how to go about alcohol and drug abuse. My parents are too busy with business. I rarely have time to talk to them. They guide me by giving instructions not discussing anything with me.

The results show that parents of high socio-economic status take some time to talk to their girls for them to be more socially responsible but avoid guiding on relationships. On the other hand, parents with low income leading to low economic status rarely take time to talk to their daughters for them to better their lives. They give short directive commands for things to be done the way they want without any discussion or questioning from their children. The results also show that girls from poor families are not able to make decisions that they are sure of the consequences unlike those from affluent homes who showed that they are aware of the consequences of the decisions they take. These findings agree that thirty three percent of all women giving birth in south Africa are under 18 years (Kruger & Prinsloo, 2008) while poverty at the community level is associated with higher rates of pregnancy occurring at an early age. This is due to decisions made by girls from poor backgrounds which lack awareness of the consequences.

However, an interview with an adolescent girl from a low income family reported that her parents always insisted that she work hard in school, a reflection of humble character and zeal to work hard. Nonetheless, the guidance did not just have to point out on hard work with no open guidance on the harmful behaviour which may interfere with the girls'

studies. This was an indication that the parents are not comfortable withtheir conditions and wish to experience a difference through their children's behaviour in working hard to help and succeed in school.There was also harshness in the voice of the parents with low income as they addressed their children. It is therefore true that lower socio-economic status (SES) predicts harsh parenting, which contributes to externalizing negative behaviors as observed by Meteyer and Jenkins (2009). The harshness and low parental warmth exuded by the parent is linked to antisocial problems (Ehrensaft, Cohen, Brown, Smiles, Chen, & Johnson, 2003) which are largely expected from the low SES. Apart from the socio-economic influence, it was necessary to establish the influence of residential area on social responsibility norms of adolescent girls.

5.1.4 Residential Area and Girls Social responsibility norms

The fifth objective was to find out the relationship between residential area and social responsibility norms of adolescent girls. The research question derived from this objective stated; Is there a relationship between the residential area and social responsibility norms of adolescent girls? There hypothesis stated that there is no significant relationship between residential areas and the social responsibility norms of adolescent girls. To test this hypothesis, the adolescent girls' Social responsibility norms questionnaire was administered to the participants and their responses were scored. The girls' residential area was measured by use of the fourth item in the biographical section of the questionnaire that was administered to the participants and the responses categorized into rural and urban areas. Data analysis and interpretation of results from independent sample t-test indicated that there was a statistically significant influence of residential area on social responsibility norms. This could be explained by the fact that

adolescent girls who live in urban areas have better social responsibility norms than those in rural areas.

This research finding implies that urban resident adolescent girls were found to have good behavior as compared to rural adolescent girls who were considered to have socially irresponsible behavior. The finding suggests that in rural areas, there is less circulation of information especially from parents. Parents in rural areas withhold important information from their children thereby exposing them to vulnerability to harmful practices. This finding supported other study results on related topics on neighbourhoods without professionals and community institutions as contributing to youth delinquency, substance abuse and adolescent sexual activities (Leventhal & Brooks-Gunn, 2000).

However, another body of literature had different results that adolescent girls from rural areas were at high risk of losing moral values. In fact, a report on early school leavers found that young people hailing from rural areas described their community as offering safety where less harm should occur through behavioural practices yet it adds that there is boredom, high incidence of drug use, alcohol abuse and lack of activities as well (Ferguson, Tillesczek, Boydell, & Rummens, 2005).

This finding is not consistent with the expectation of the researcher. The expectation of the result were that girls and young people in general living in urban areas have been exposed to more unsieved information thus would have been led to gain negatively on behaviour. This is due to the fact that adolescents spend 6 to 8 hours per day exposed to different forms of media as posited by Roberts (2000) including pornographic information. This information seems intended to provide education and valuable

information for young people (Kaiser Family Foundation, 2002).This finding also disagreed with those of Lammers et al. (2000) who found girls in rural areas to be less initiated in harmful behaviours such as sexual activities in early adolescence. The general African society set up where rural girls are prohibited from any misbehavior has been shattered by the current set up where the world has become a global village and the young girls need guidance to counter its ever novel facts.

The girls in urban areas seem to be more informed and self-protected due to this provision of essential information. Girls in rural areas were found to be better behaved thus more responsible than those from urban areas. Therefore the findings could be attributed to the parents in rural areas not availing information that is helpful to the girls. This finding could help parents realize that even with the influx of information, young girls still need parental guidance in sieving the information acquired from other sources such as media, peer influence, personal imagination of girls and society at largefor urban girls. There should be also a release of the important information required for social responsibility norms for rural girls.

5.1.5 Parents Perception and Girls Social responsibility norms

The fifth objective of this study sought to determine the perception of parents about the development of social responsibility norms among adolescent girls. In an effort to establish the perception of parents about the development of social responsibility norms among adolescent girls in secondary schools, the researcher sought parent's views on their adolescent girls' development of social responsibility norms. Interviews were carried out on with parents of adolescent girls. Results showed majority of the parents

were positive in expectation and reported that girls needed to improve their behaviour not lose their family values, 7(70.0%), only 3(30.0%) of the parents had negative perception of the development of social responsibility norms among adolescent girls as they reported a negative attitude.

However, interview with most parents revealed a negative perception in practice towards their daughters. The perception was particularly over some values; among the social values that parents were free with their daughters were respect, honesty and being kind, however, other social values as relationships with men, and knowledge on sex were hard to tackle. Issues to do with alcohol and drug abuse were not mentioned or guided on. Thus the expectation of the development of social responsibility norms was positive but the practice, that is the part the parents were to play was negative since they did not feel free to handle all the required areas of social responsibility norms development.

In addition, parents noted difficult experience when giving guidance on social responsibility norms values to their adolescent children.Some found it difficult to communicate with their daughters on such matters as they found their daughters too shy and not ready to face their parents when dealing with social responsibility norms issues in their adolescent stage. Fears on what the girls would think about them as they talked on sexual issues and matters that they themselves have not been able to handle such as alcohol use contributed to the shying off from discussions on social responsibility norms. On the other hand, parent’s perception on social responsibility norms growth with younger girls aged between 10-12 years was more positive. This was because they felt

younger girls had not received much information and were more ready to listen, adjust and needed their parents more often that girls who were older.

The research also established mixed reactions between parenting styles and perception towards their children, and in turn the children ended up socially irresponsible, with low self-esteem, anger and higher rates of depression and anxiety. Most of the parents were found to be authoritarian. From the reports, it is clear that authoritarian parents had high expectation towards their adolescent girls, characters that could be natured rather than demanded due to challenges faced in adolescent stage. Therefore because the teens could not meet the expectations of authoritarian parents, the parents ended up hating transition into social responsibility norms.

These findings are consistent with the research findings of Asher (2006), which suggested that parenting styles are predictors of behavioral outcomes in juveniles. The study involving parents and legal guardians of juveniles confined for felony offenses, the largest percentage (46%) of parents / guardians identified most closely with an authoritarian style of parenting (Asher, 2006). Other parents such as authoritative understood the transition period and therefore had a positive attitude towards their children, as they taught them what to do and also listen to their children in order to learn from them and correct them gently. Due to low economic status of most parents, poverty had caused most of them to have a negative attitude towards girl’s development in social responsibility norms with their main focus being on provision of basic needs and even involving the teens in household responsibility issues.

5.1.6 Student's Perception and their Social responsibility norms

The sixth objective of this study investigated the perception of students about the development of social responsibility norms among adolescent girls .Concerning the perception of students about development of social responsibility norms among adolescent girls, two focus group discussions were held with adolescent girls in secondary school. The girls participated actively and openly in the discussions. The researcher realized that all the girls expressed a positive attitude, towards social responsibility norms development if guidance would be provided by parents, which they reflected when they were asked their attitude towards social responsibility norms in adolescent stage. Most of the girls knew much more than their parents thought about them, however, they were very positive of the development if only parents talked to them calmly, respectfully and shown love, as revealed by the interviewees. The girl's perception of the parents' demanding behaviour, as associated with authoritative style parenting, was found to be a strong inverse predictor of the girl's substance abuse, with reports indicating less substance abuse among those with authoritative parents (Jackson, Peterson & Lesho, 1997).

There is a strong link between girls' perception of parental guidance and parenting style. Parents who guide their adolescent girls regarding warmth and support as part of parenting had a more positive influence and the girls were positive towards their development of social responsibility norms. A large proportion of girls showed need for parents' guidance. They long for parents to show interest in their personal issues or needs. This view is supported by other research results which found adolescent girls as requiring more support from mentors due to their lower self-esteem upbringing which demands

quietness from them (Chubb, 1991; WHO, 2007b). The adolescent girls feel that parents are not interested in what the girls would like to have or what they go through, but lean towards obtaining what they require from the girls. The parents' requirements include seeing the girls involved in tasks such as: washing, cooking and general cleaning.

Studies in the area of adolescent girl behaviour has also found there to be need for girls to learn to be more assertive and express anger (Pollack & Shuster, 2000). The more the girls are involved in doing physical work and increased self–esteem the more they are perceived as socially good,thus overcoming the need for emotional support that the girls look for in their parents in vain.

A strong link wasalso noted between girls perception on social responsibility norms and parental guidance, when parents were openly permissive towards adolescent alcohol use, adolescents tend to drink more as this attitude elicited a different feeling of neglect and therefore were free to do whatever they wanted. The reverse was discovered when parents who were authoritative helped their daughters realize the transition and the development of social responsibility norms thus developing respect, love, tolerance, and other moral values as they observe them in their parents. These resulted in girls having a positive perception towards development of social responsibility norms.

However, most girls were found to have a negative attitude towards development of social responsibility norms due to poor parental guidance. Thus the results still reflect a time when adolescence was viewed as a life stage that, by its very nature, involved serious conflict and upheaval as individuals tried to sever their connections with childhood dependence and struggled to achieve an independent adult identity (Blos,

1962; Freud 1958). Since adolescence is a period of transition between childhood and adulthood with the major psychological tasks being to: determine identity; develop power to make decisions and be in control; and develop a mature sexuality (WHO, 2007c), attention should be given to girls' needs as required then their positive perspective will be realized.

5.1.7 Relationship between Parents and Girls views on Social responsibility norms

The seventh and last objective of this study was to investigate the relationship existing between beliefs of parents and the beliefs of students about the development of social responsibility norms among adolescent girls There was also a common believe between parents and their daughters' perception on making responsible decisions. The results also revealed that both perceived correction and guidance was an important practice.

Parents have a direct influence on their adolescent's attitude and behaviour towards their social responsibility norms. This study findings agree with the views that parent's reluctance to raise the subject with their children led to higher rates in pregnancy among teenagers (Bernstain & Gray, 1997). Girls in the focus group interview revealed that they needed more time with their parents in order to get guidance on issues they found difficult to solve. Some termed their parents as 'busy' and 'rare' to be found, a time when they needed them most for supervision, provision and guidance. This was echoed in their words:

> *My parents come home late only concerned about the family having a meal but have they have no time for us to talk to them and tell them what I go through*.

Parents likewise, especially those who were in serious employment observed that they were busy and whenever they visited their girls in schools, the girls could take money and food brought by parents and ‘disappear’ that is, they preferred to go and sit and talk with their friends, leaving the parents on their own. It therefore became difficult for them to guide their daughters. The two thus found a doorway of erosion in social responsibility norms due to rare touch with each other.

A common believe in the normality of the social development occurred when both parents and girls whose economic background was better off perceived the stage as normal and needed keenness. The common view expressed by Offer and colleagues (Offer, Ostrov, & Howard,1981) is that normal adolescents negotiate this period of life transition with relatively little major disruption or sustained high risk behaviour, maintaining and developing their own identity and their relationships with parents as well as adding elements of identity and building new extra-familiar relationships and skills

5.2 Conclusion

The study found that parental guidance influence social responsibility norms of adolescent girls in secondary school. It also found that social responsibility norms are related to parenting style, socio-economic status and the residential area of the girls. The views of the parents and their daughters were also related in that both sides desired to have good relationships among them. In view of the findings the researcher concluded that:

1. Parents bear a great responsibility in responding to adolescent needs of health, social affirmation, mental, physical as well as emotional growth, these calls for parents to be

extremely sensitive in their handling of adolescents as revealed by the present research findings. These results also concur with WHO (2007a), that parents should handle their children with understanding in a humble and gentle way. This can create a good relationship between parents and their daughters thus providing a noble opportunity for parents to guide their children.

Maximum and proper guidance of children can produce mature, responsible and well behaved girls who are honest and obedient to their parents. Parents in many of the homes need to be equipped with required information and courage to answer questions on sexual matters, others need to be free to give the information. Parents should make their observations known and set clear rules together with their adolescents about self-control in sexual activities, alcohol and drug abuse, respect, honesty and love as well as other values requiredin society. Students who lacked guidance are frustrated, lack respect for others and themselves, engage in harmful behaviours and are dissatisfied in life.

2. In addition, parenting style plays a major role in adolescent girls' positive maturity. It provides a strong indicator of parenting functioning that predicts adolescence development outcomes across a wide spectrum of environments and across diverse communities. Both parental responsiveness and parental prospect are important components of excellent parenting. This is relevant as seen from the results whereby dire parenting style produces cunning, dishonest and eccentric girls, with no sense of maturity but low self-esteem and less appreciative. Such are authoritarian parenting, even though to an extentthey tend to have a little positive influence on some girls while with parents, but when alone and independent engage in harmful behaviours. It restricts them from taking alcohol and drugs.

3. Besides parenting style, the location of the adolescent girls was weighed to have an equal importance in the life of adolescent girls and development of socially responsible behavior. To some extent, rural adolescents were seen to be more socially irresponsible. The outcome of the rural impact was negative as much idleness was mostly in poor conditions.Parental guidance therefore remains a vital aspect to girls both in the rural and urban settings. Girls should be given guidance on how to apply the information they acquire in their different residential areas since their ability to make decent decisions is still incapacitated.

Authoritarian parents, according to the findings tend to have negative attitudes towards their adolescent girls. Most parents want to exercise full responsibility over their daughters including dictation forgetting that their daughters get information from various sources, including the media and friends, in this case only authoritative parents can win the approval and freedom with their daughters thus leading them into acquisition of socially responsible behavior. Their perception towards their children therefore counts so much in the lives of these daughters. On the other hand, the study found that students who engage in drug use perceive their parents as less authoritative than students who do not.

4. A socio-economic influence on the girl’s development of social responsibility norms cannot be ignored. There is significant association between poverty and poor parenting styles. The research established low class parents only encouraging their girls to work hard, while to some extent they were neglecting guidance on relationships and elements of social responsibility norms. The contrary is that economically low class parents express some character of abuse, whereby they tend to be more authoritarian to their

girls. The parents talk harshly to the girls, don't listen to them, and likewise girls gain their needs in different ways which are not open to their parents. It can therefore be concluded that authoritative parenting style with better economic background yields well behaved girls who grow socially responsible and mature into responsible adults.

5. Parents were found to have a positive perception towards the development of social responsibility norms among adolescent girls and want to have them well behaved. The parents were not able to give the information required for the development of social responsibility norms due to inhibitions that their attitude holds. The parents selectively give information on good behaviour such as working hard, respect to people, honesty and loving others but feel shy to talk about sexuality and substance abuse which are very crucial for adolescents. Parents also lacked the appropriate information on parenting, and adolescent development to give to girls,

6. The adolescent girls have a positive perception towards the development of social responsibility norms. Girls want parental guidance with support and application of good parenting styles.The adolescent girls are positive to develop social responsibility norms when parents talk to them calmly and respectfully with love. Poor parenting exuding harshness, shouts and ignorance lead to negative attitude among the adolescent girls.They feel they lack responsiveness from parents. Girls are longing for parents who they can talk to about their problems.

7. Parents have a direct influence on their adolescent girls' attitude on social development and the behaviour. The girls need supervision, provision as well as guidance from

parents. The girls are in need of the guidance which the parents have. Without the active participation of both the society erodes form lack of socially acceptable behaviour.

5.3 Implications of the Study to Policy Makers

From the research findings and conclusions made the following are implications that will help policy makers, parents, teachers, counsellors, curriculum planners, the government of Kenya and all girls to articulate change in the specific areas of the operation. Policies that support the establishment of appropriate programmes founded on research findings are necessary.

5.3.1 Recommendations for the Parents

Parents should not depend on past experience and practices when parenting adolescents and other children in the present generation. It is important to raise children armed with required information. Parents should expose their daughters to both conditions and educate them on how to contact themselves, kind of friends to retain and those to avoid. However, greater achievement can only be gained when these parents lay down their parental nature and humble down to the level their children can have an equal share in talk, whereby they listen to their children accept what they say, but guide them according to their experience. Shouting and violence towards these girls when they make a mistake is a kind of ignorance that cannot yield a solution.

Parents should have a positive perception towards their daughters, irrespective of the ways in which they grow, and then better understanding will be achieved thus enabling them to learn much from their children according to first growing information

dissemination sector. In order to help parents give required guidance the following recommendations were made;

1. Parental guidance is manifested in respect, honesty, self-control, avoidance of alcohol and drug abuse and avoidance of sexual activities among adolescent girls in the society. The study showed that parental guidance is positively related to social responsibility norms. Hence parents' education is important and recommended.

2. Parents were found to give guidance to their children concerning hard work for a better future and success of which would benefit parents socially, economically and morally. Nevertheless most parents avoid discussions on sexuality and drugs and substance abuse. It is recommended that parents should be aware of their responsibilities as the ones raising future adults and the important aspect of sexuality at home so that their children will be prepared for future life.

3. The findings showed less involvement of fathers in the guidance of the girl child. Fathers should develop authoritative parenting style and take an active role in the upbringing of children since parents have an important part in shaping the behaviour of their children.

4. The research results showed that authoritarian are warm and supportive to their children. Most parents are authoritarian in parenting which has a negative impact on the adolescents. Parents should improve their parenting strategies by finding information on good parenting styles and using the learnt styles to guide their children and keep good relationships with them.

5.3.2 Recommendations for school Administrators and teachers

Concerning the findings of this study on the influence of parental guidance on the social responsibilities of adolescent girl the following recommendation were made to the school administrators and teachers.

1. The study established that there is a relationship between parental guidance and social responsibility norms. It is recommended that the school administrators and teachers support programmes which provide parents education in their school events including parental guidance information during parents visiting days.

2. That the school administrators and teachers consult with and invite guiding and counselling professional trained in psychological information to give the information that parents do not deal with adequately at home. For example, aspect of alcohol and drug abuse and sexuality should be dealt on by professional counsellors.The invited counsellor will also give a chance to the students to discuss issues they find difficult without involving familiar people like teachers and parents whom they may be afraid to talk with in fear of consequences.

The teachers should also teach certain aspects of alcohol and drug abuse and sexuality at school so that the adolescent know the societal expectations of their future roles as responsible parents and citizens.

5.3.3Recommendation to school counsellors.

1. The study found the perception of adolescent girls positive towards the development of social responsibilities. Recommendation is made to counsellors to try on new strategies like counselling on parents and teenage or teachers and teenage relationships, the adolescence perception and abstinence to assist adolescent girls stay away from substance abuse and sex until they are ready.

2. Counsellors should encourage adolescents to develop skills that will assist them in warding off peers who may influence their behaviours negatively by intimidation or enticing them into unacceptable sexual practices, substance abuse and rebellion towards their parents and teachers.

3. Adolescents requires appropriate, easy to understand and adequate information on the social responsibilities.Counsellors have the task of demystifying harmful behaviours such as sexuality, reproductive health, self-control in the current world and honesty where they are surrounded with corruption] and individualism. They should provide the adolescent with relevant and adequate information.

4. Counsellors through the provision by school administration should streamline the parents and adolescents attitude towards the development of social responsibility norms. This is to be achieved through encouraging parents to help the adolescents to be better people on guiding them on all issues regarding social responsibility norms without withholding any information.

5.3.4Recommendation for curriculum planners.

1. There is need to promote the development of social responsibility norms among the adolescents. The social responsibility norms education curriculum needs to be implemented at a wider level in schools urgently. There should be a; package which is comprehensive including all aspects of social responsibility norms expressed in a socially acceptable manner.

2. Teachers should be given short courses in guiding and counselling to be able to cope with the needs of adolescents without reservation on some aspects on social responsibility norms.

5.3.5Recommendations for the government of Kenya.

Since parental guidance is crucial task and should not rely on past experiences or trial and errors parents require relative support, attitude and knowledge on child upbringing. The following recommendations were made for relevant development of social responsibility norms.

1. The government should regulate issues concerning the influence of rural by urban settings by providing sufficient information on family and children care in both settings and equally.Institute and maintain programmes in all areas for parents to learn on guidance. Supply free materials to all parents and parental guidance.

2. The government should regulate the influx of entertainment films that affect young people negatively. Monitoring of local entertainment and films should also be carried out. Pornographic films which have adverse effects on youths should be censored and restricted from the youths.

3. There should be structures put in place in schools to effective counselling for students by employing professional counsellors and giving free time allocated each day allocated where students can go for counselling without fearing others the loss of lessons never learnt.

4. Greater social bonds between parents and their children is the first step in developing strong self-control in young people, and parents should facilitate the social bonds.

5.3.6 Recommendations for the government

Due to influence of rural or urban settings on the development of social responsibility norms among adolescent girls, parents should be encouraged to find ways of helping their daughters have a wide view of residential impacts. This can be enhanced by residential upgrading and parent education facilitated by the government.

5.3.7 Recommendations for Girls

Greater social bonds between parents and their children is the first step in developing strong self-control in young people, and parents should facilitate the social bonds. Girls on the other hand should be educated and pre-informed on the effects of adolescence in various contexts, social control theory brings light to this.

Girls should accept guidance given to them by parents and that from others not leading to harmful results. If this can be achieved practically then parents and the general society will live to appreciate the social behavior of their daughters rather than have negative attitudes about them.

5.4 Suggestions for Further Studies

The goal of the current study was to determine the influence of parental guidance in the social responsibility norms of early adolescent girls in secondary schools, but most of the recollections of participants were from parents and adolescent girls, a two-fold circle of views. While most parents had their own perceptions on the social behaviour of their daughters, the girls too had very different views; nothing was considered about teachers' perception and in-depth study of the influence of friends on social responsibility norms of early adolescent girls. Justification of such a study can be judged through the time they spend with these people.

Furthermore, every community has its own administration, leadership and governing rules. It could be imperative to find out the role of leaders in the development of social responsibility norms among the early adolescent girls. In addition, due to the influence of media worldwide, it would be proper to measure the amount of influence of media on social responsibility norms of early adolescent girls through empirical research.

Studies that compare social responsibility norms of girls in boarding school and girls in day school can allow proper control and shed light on the influences of parenting style given some girls spend much time with parents while others only come during holidays.

Because of the timing, location, the people involved, and the results of this study, it would be meaningful and insightful to study career development of these girls after adolescent stage, what comes out of them and how do they conduct themselves into maturity. Answering these questions requires a monitory study through media and career

guiders. Guiding and professional counselors can have a significant effect on these studies as they encounter different situations with parents and their children.

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APPENDICES

APPENDIX I:INFORMED CONSENT LETTER

Dept. of Educational Psychology,

Moi University,

Box 3900

ELDORET.

Dear Participant,

RE: INFORMED CONSENT

I am a post graduate student in the Department of Educational psychology, Moi University. I am pursuing a Doctor of Philosophy degree in Education psychology and currently carrying out a research on the influence of parental guidance in the social responsibility norms of early adolescent girls.

May I kindly request you to participate in this study by honestly and accurately responding to all items in the questionnaire used in data collection. Your responses will be confidential and will be used in this study only. You are free to choose participate or not take part. You are also free to withdraw from this study at any time you deem fit. You may request the researcher to inform about the findings of this study. Please sign in the space provided if you accept to participate.

Thank you very much.

Yours sincerely,

Risper Watindi

Participant Signature _____ Date _____

APPENDIX II: EARLY ADOLESCENT GIRLRS' QUESTIONNAIRE

Part A: Demographic information:

Use either of these marks (√) or (×) where applicable.

1. What is your age? (Choose one.) 11 years ☐ 12 years ☐

13 years ☐ 14 years ☐ above 15 ☐ 16 and above years ☐

2. Which family type best describes your family?

Two-parent (both biological parents) ☐

Two-parent (biological + step-parent) ☐

Single parent ☐

No biological parent (Adopted) ☐

3. Socio-economic information

The total monthly earnings of my parents/guardians is; shs.0 to 10,000. ☐

shs.11000 to 40,000. ☐ Shs. 41,000 and above. ☐

4. Where is your parent's/guardian's home situated? ☐ Rural area ☐ urban

PART B Parenting Styles

5. Following are 4 types of parenting styles. Please tick the one that most

describes your MOTHER (Tick one only).

PERMISSIVE (lets me do whatever I want, Allows me to go where I want to go, does not discipline me, ignores my bad behaviour and gives me what I want,) - ☐

AUTHORITATIVE (guides me but trust me to make my own decisions, provides comfort when I am unhappy, lets me speak my mind, respects and what I prefer and how I feel and explains to me my good or bad behaviour,) - ☐

AUTHORITATARIAN (exercises full authority over me, openly criticizes my unacceptable behaviour, threatens me when they don't like what I do, beat me, shout at me) ☐

NEGLEECTING (does not support me, neglects the child care responsibility over me, does not listen to me, does not give me advice and ignores my every day needs) ☐

6. Now, please tick the parenting style that most describes your FATHER: (Tick **ONE** only).

PERMISSIVE (lets me do whatever I want, Allows me to go where I want to go, does not discipline me, ignores my bad behaviour and gives me what I want,) - ☐

AUTHORITATIVE (guides me but trust me to make my own decisions, provides comfort when I am unhappy, lets me speak my mind, respects and what I prefer and how I feel and gently to me my good or bad behaviour,) - ☐

AUTHORITATARIAN (exercises full authority over me, openly criticizes my unacceptable behaviour, threatens me when they don't like what I do, beat me, shout at me) ☐

NEGLEECTING (does not support me, neglects the child care responsibility over me, does not listen to me, does not give me advice and ignores my every day needs) ☐

7. Which parent has the greatest influence on you? Father ☐ Mother ☐

PART C: Parental Guidance Questionnaire (PGQ) for early adolescent girls

Instruction: Indicate your agreement or otherwise with the following statements. Do this by ticking the column that best describes it. Please use these ratings; Always, Often, Sometimes, Rarely, Never.

Issues	**Always**	**Often**	**Some Times**	**Rarely**	**Never**
1. Your parents often tell you exactly what they want you to do and how they expect you to do it.					
2. Your mother talks to you about your friends.					
3. Your father talks to you about your friends.					
4. Your parents shout at you when you have done something wrong.					
5. Most of what you know about sex comes from your parent(s).					
6. Your parents calmly and politely explain to you why your behaviour is wrong when you misbehave.					
7. Your parents tell you that you are doing a good job.					

8. Your parents instruct you on how to gain control over the effects of the changes occurring in your body.					
9. Your parents give you a reward when you obey or behave well.					
10. You have a friendly talk with your mother.					
11. You have a friendly talk with your father.					
12. Your parents are patient and take time to give you clear directions for your sexual behaviors and activities.					
13. Your parents ignore you when you are misbehaving.					
14. My parents look serious and uncomfortable when instructing me on behaviour which acceptable in society.					

15. Most of my knowledge on sex and social life comes from.

Friends ☐ Classmates Te☐ers Parents ☐ Relatives☐ ☐

PART D Social responsibility norms

Indicate the statement that best describes your true behaviour.Indicate your views on the following statements about social responsibility norms of **early adolescent girls** by using a tick.

	Always	**Often**	**Sometimes**	**Rarely**	**Never**
1. We should avoid speaking the truth when there is punishment for having done a wrong thing.					
2. I closely follow my parents' advice.					
3. I appreciate all people as important in life.					
4. It is important for people to make good use of things which belong to others without the owners' knowledge.					
5. I Make decisions which I am responsible of the consequences.					
6. We should avoid our friends seeing us as very religious.					
7. My friends and family members do things the way I want them to do.					
8. We need to take a positive attitude toward ourselves more than what others think about us.					
9. You should secretly do what you want in school when teachers don't like it.					
10. It is important to do what friends like when you are together in order to remain accepted.					

11. It is important to demand and get what you want.					
12. I don't like doing what I am told because am proud of myself.					
13. Drugs and Alcohol should be taken in small quantity only when with friends.					
14. It is important to work hard to be better than others					
15. As modern girls you should do what other girls do.					

APPENDIX III: PARENTAL GUIDANCE QUESTIONNAIRE FOR PARENTS

The following are statements on the guidance you give to your adolescent daughters. Choose the most appropriate practice. Use a tick.

Part A Parents' Demographic information.

1. How many female children aged between 12-15 years do you have? _____
2. What is your gender? Male ( ) Female ( )
3. Where do you live? Town ( ) Rural area ( )
4. Do you have an occupation? Yes ( ) No ( )

5. If response to item 4 is yes, what is your occupation……

Part B Parents' Questionnaire on Parental Guidance

Indicate the statement that best describes your true perspective

Indicate your views on the following statements about parental guidance of **early adolescent girls** by using a tick.

	Always	Often	Sometimes	Rarely	Never
1. Parents tell their adolescent daughters exactly what they want them to do and how to do it.					
2. Parents talk to their daughters about their friends.					
3. Parents should shout at their daughter when they do something wrong.					
4. Parents should be calm when instructing their daughter about sex.					
5. I am calm and polite when explaining why my daughter's behaviour is wrong when she misbehaves.					
6. Parents instruct their daughters on the changes which take place in their adolescence.					
7. I guide my daughter to make decisions that she is responsible of the consequences.					

8. I instruct my adolescent daughters to have self-control to avoid influence from their friends.					
9. We instruct our daughters on the physical changes taking place during adolescence.					
10. I instruct my daughters how adolescents can act responsibly when experiencing sexual feelings					
11. Your adolescent daughters hide their activities they are taking part in.					
12. There is loss of family values among families.					
13. Parents are not spending enough time with their adolescent's children.					
14. There are no real heroes/heroines for children to follow.					
15. Parents instruct their adolescent daughters on how to minimize the negative influences and maximize the positive influences of media on adolescent girls especially the television and internet.					

APPENDIX IV: INTERVIEW GUIDE FOR PARENTS OF ADOLESCENT GIRLS

Dear parent,

I am going to ask you some questions but I am not going to talk to anyone about what you tell me. Your name will not be written on this form, and will never be used in connection with any information you tell me. However, your honest answer to these questions will help us better understand social responsibility norms and discussion of these issues with parents would eventually help in designing appropriate intervention programs. We would greatly appreciate your help in responding to the interview.

Time interview begun_____

Time interview ended_____

1. How many female children do you have between 12-15 years?

……

2. Do you always guide them on values related to social responsibility norms? No ☐ Yes ☐

3. What are the issues related to social responsibility norms that you often give guidance to your children aged between 12-15 years?

……

……

4. Are you open to your daughters in guiding on social responsibility norms values? Yes ☐ No ☐

5. Which socially acceptable values are you open to guide your daughters aged between 12-15 years?

……

……

6. Which social values are you restrictive (Not free) on when guiding your daughters aged between 12-15 years?

……

……

7. What are the difficulties that you experience when giving guidance on social responsibility norms values to your children aged between 12-15 years?

……

……

8. I find it easiest to communicate on social acceptable behaviours with my daughter aged

10-12 years ☐ 13-15 years ☐ 16- 19years ☐

Why? .....

8. What effects do you think parental Guidance have on social responsibility norms values of the younggirls

……..

10. Which suggestions do you offer to parents and daughters to improve social responsibility norms values using parental guidance?

……

……

Have you faced the following crisis among the adolescent girls you are raising?

11. Hiding activities that they are taking part in

12. Sexual promiscuity

13. Alcohol/drugs used secretly

14. Bad influence from others such as friends

15. What do you feel about developing social responsibility norms in adolescent girls?

……

……

……

APPENDIX V: INTERVIEW GUIDE FOR THE EARLY ADOLESCENT GROUPS OF GIRLS

Dear respondent,

I am going to ask you some questions but I am not going to talk to anyone about what you tell me. Your name will not be written on this form, and will never be used in connection with any information you tell me. However, your honest answer to these questions will help us better understand social responsibility norms and a discussion of these issues with parents would eventually help in designing appropriate intervention programs. We would greatly appreciate your help in responding to the interview.

1. Age _____years.

2. What are your parents doing to earn a living?

……

3. How often do your parents' guide you about social responsibility norms issues?

……

4. Are your parents restrictive or open in guiding on social responsibility norms issues with you?

……

5. What common social responsibility norms issues do your parents' guide you on?

……

6. Do you like it when your parents give guidance in socially acceptable behaviour to you?

……

7. Have your parents at any time discussed with you on issues related to sex before marriage?

……

8. Have your parents at any time discussed with you on issues related to alcohol taking?

……

……

9. How often do your parents' guide you on issues related to drug abuse?

……

10. Do your parents discuss with you on issues related to integrity and honesty in the society?

……

11. How often do you discuss the above social responsibility norms issues with your parents?

……

12. Are you open with your parents when discussing all socially acceptable behaviour?

……

13. If Yes in the question above which areas are you open to discuss with your parents

……

……

If No in the question above which areas are you not ready to discuss with your parents.

……

……

14. What challenges do you face as young girls when discussing with your parents on social responsibility issues?

……

15. Which suggestions do you provide to be used by your parents to give guidance on social responsibility norms issues with you?

……

……

……

APPENDIX VI MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/1035/2854

12th August, 2014

Resper Ayuma Watindi
Moi University
P.O.Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of parental guidance on the social responsibility of early adolescent girls in secondary schools in Kakamega Central Sub County: Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **30th December, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kakamega County.

APPENDIX VII COUNTY EDUCATION OFFICE RESEARCH AUTHORIZATION

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2822

CONDITIONS: see back page

MINISTRY
S

Telegrams: .....

Telephone: 30035 and 31413
When replying please quote
e-mail:kakcentdeo@yahoo.
e-mail:moe_kakamegacent

Ref: KAK/SCED/

All Principa
Secondary
KAKAMEG

RE: RESEARCH – RESPER A. WATINDI

The above named person is a Master's student at Moi University. She is carrying out a research on "Influence of Parental Guidance on the Social Responsibility of Early Adolescent Girls in Secondary Schools in Kakamega Central Sub-County".

She has picked on our Secondary Schools for her research.

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The
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The
Ministry of Education
KAKAMEGA COUNTY.

The County Commissioner
KAKAMEGA COUNTY.

THIS IS TO CERTIFY THAT:
MS. RESPER AYUMA WATINDI
of MOI UNVERSITY, 0-30100
ELDORET,has been permitted to conduct research in *Kakamega County*

on the topic: *INFLUENCE OF PARENTAL GUIDANCE ON THE SOCIAL RESPONSIBILITY OF EARLY ADOLESCENT GIRLS IN SECONDARY SCHOOLS IN KAKAMEGA CENTRA SUB COUNTY:KENYA*

for the period ending:
30th December,2014

.....
Applicant's Signature

Permit No : NACOSTI/P/14/1035/2854
Date Of Issue : 12th August,2014
Fee Recieved :Ksh 2,000

.....
Secretary
National Commission for Science, Technology & Innovation

APPENDIX VIII RESEARCH AUTHORIZATION BY COUNTY COMMISSIONER

REPUBLIC OF KENYA

THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATI ONAL GOVERNMENT

Telegrams
Telephone
Fax
Email cckakamega12@yahoo.com

COUNTY COMMISSIONER
KAKAMEGA COUNTY
P.O BOX43-50100
KAKAMEGA

When replying please quote

DATE: November 5, 2014

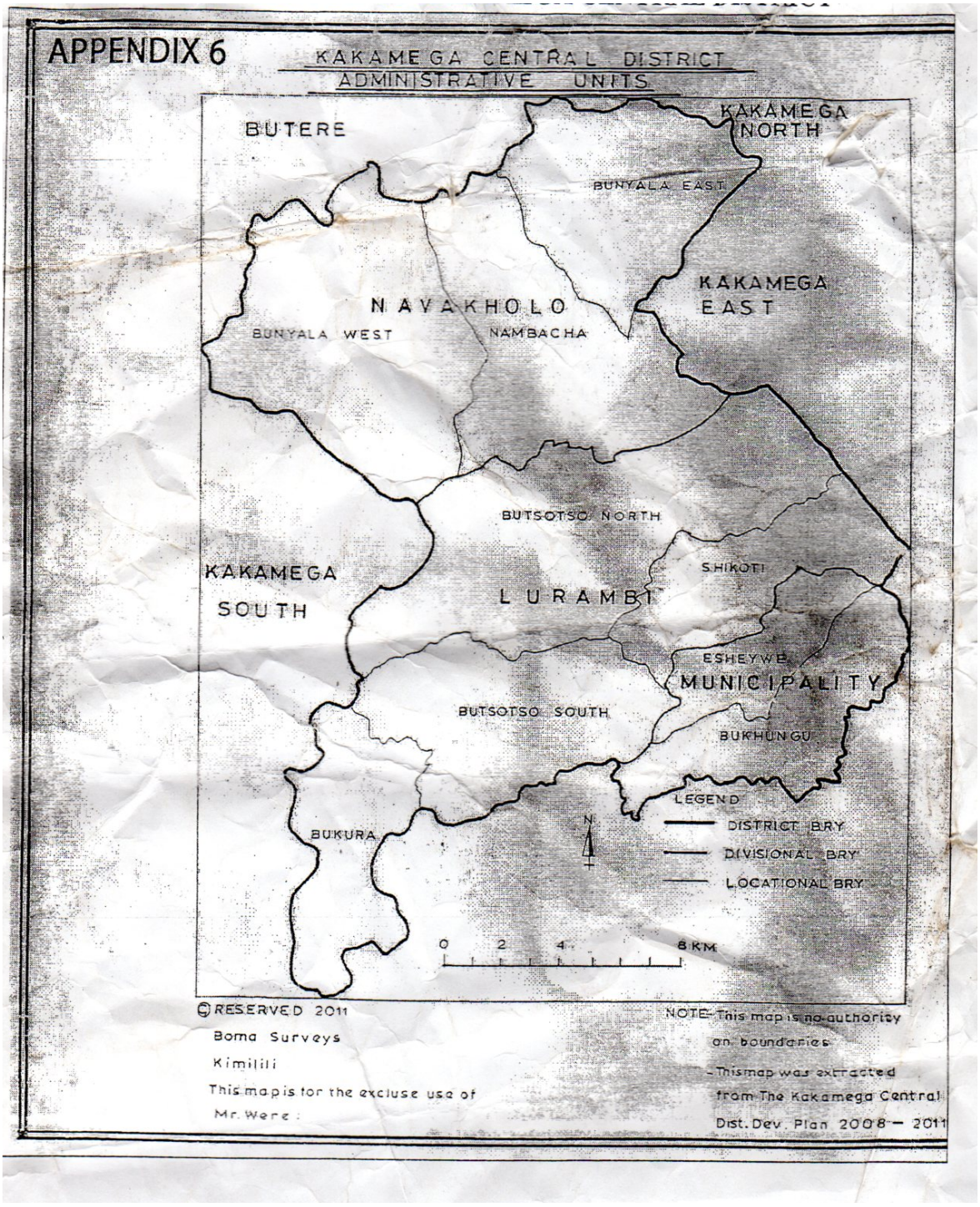
Ref : CCK/ED/12/1/133

Resper Ayuma Watindi
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following you authorization vide letter NACOSTI/P/14/1035/2854 dated 12th August 2014 by National Council for Science and Technology to undertake research on ***"Influence of parental guidance on the social responsibility of early adolescent girls in secondary schools in Kakamega Central Sub-county: Kenya,"*** in Kakamega County for a period ending 30th December, 2014.

I am pleased to inform you that you have been authorized to carry out the research on the same.

A.A. OSIYA
COUNTY COMMISSIONER
KAKAMEGA COUNTY.

APPENDIX IX MAP OF KAKAMEGA CENTRAL SUB COUNTY/DISTRICT