

**KENYATTA UNIVERSITY**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**RELATIONSHIP BETWEEN PATERNAL NON- INVOLVEMENT AND DEVIANT  
BEHAVIOR AMONG TEENAGERS IN SECONDARY SCHOOLS IN NAIROBI AND  
KIRINYAGA COUNTIES, KENYA.**

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL OF  
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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS  
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## DECLARATION AND RECOMMENDATION

### Declaration

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

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**C50/CTY/PT/20511/2010**

### Recommendation

This research report has been submitted for review with my approval as a university supervisor.

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## **DEDICATION**

I dedicate this work to my parents Retired Lay leader Julius Kamau and Mrs. Mary Kamau as well as Bishop Steve Muriithi and Pastor Rose for encouraging me through my studies alongside depositing invaluable resource of virtues, integrity and a sense of community. Finally I dedicate this work to my lovely wife Sheila Karimi who has been a pillar and a source of encouragement and unwavering support.

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## ABSTRACT

A big percentage of national resources is directed towards education sector in Kenya's national budgetary allocation every year to ensure effective achievement of the goals of education in modeling a healthy and a wealthy society. Even with this allocation, deviant behaviour remains a major stumbling block. Studies on deviant behaviour especially in Kenya have focused on school, societal and family factors. However there is lack of adequate research findings on the relationship between father's non-involvement and deviant behaviour in teenagers. The purpose of this study was to establish the relationship between paternal non-involvement and deviant behaviour among teenagers in secondary schools in Kirinyaga and Nairobi City counties in Kenya. The social control theory and a correlational study design were used. The target population was all the 43092 and 36073 Secondary school students enrolled in Nairobi City and Kirinyaga counties respectively. 10653 and 9019 form 3 students enrolled in secondary schools in Nairobi City and Kirinyaga counties respectively were considered. Proportionate stratified sampling was used to obtain a sample of 521 students from Nairobi City and Kirinyaga Counties. Deviant behaviour was assessed using self-report teenage deviance scale. Paternal non-involvement was assessed using the paternal non-involvement scale. Collected data was analyzed in both descriptive statistics whose techniques include means, percentages and standard deviation while statistical inference utilized t-test and one way ANOVA techniques for testing the hypotheses. Spearman's Rank Correlation coefficient was used to find the relationship between the level of paternal non-involvement and teenage deviant behavior. Statistical package for Social Sciences version 25.1 for windows was used to help in analyzing the data. From the findings, the study concludes that paternal non-involvement was positively correlated with teenagers' deviant behaviors, and that, the prevalence of deviant behavior among teenager across gender was almost the same. Through appropriate parenting techniques and positive interactions with their adolescent children, the fathers can play a big part in reducing the deviant behaviors. Further conclusions were drawn that the level of paternal non- involvement among teenagers is moderate in Kenya Secondary Schools. The study recommends that effective monitoring and support through availability and involvement, as well as consistent punishments by fathers to be inculcated in paternal guidance as they are vital to raising a well-mannered child. The schools could also conduct guidance and counseling to the teenagers in the Kenya secondary schools on the dangers of engaging in deviant behaviors such as drug abuse and absenteeism.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ANOVA:</b>	Analysis of Variance
<b>MOEST:</b>	Ministry of Education Science and Technology
<b>NACADA:</b>	National Authority for Campaign against Alcohol and Drug Abuse
<b>P.N.I.S:</b>	Paternal Non-Involvement Scale
<b>T.D.N.S:</b>	Teenage Deviant Behavior Scale
<b>S.P.S.S:</b>	Statistical Package for Social Sciences
<b>N.C.R.C:</b>	National Criminal Research Centre

## OPERATIONAL DEFINITIONS OF TERMS

- Deviant behavior:** Any set of habits or actions that do not adhere to widely accepted social or cultural norms.
- Discipline** Methods of modeling character in teaching children the values and normative behavior of their society in order to bring controlled behavior in various situations.
- Disruptive behavior:** Any inappropriate act from a learner which delays halts or interferes with the sequence and attainment of desirable learning outcomes.
- Indiscipline:** State of physical or mental disorderliness within a learner which makes him/her erratic, temperamental, and casual in his or her dispensation of duties or in behavior.
- Paternal involvement:** Paternal involvement refers to perception by adolescent of any acts of interaction, availability, control and responsibility from a mature male primary caregiver towards the teenager.
- Paternal non-involvement:** Refers to the perception by teenagers on any aspects of lack of fathers' interaction, availability, control and responsibility.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Discipline is paramount in any civilized society and members of the society are required to identify and keep various standards on acceptable behavior. Students' discipline cannot be under-estimated in attaining high academic achievement including the co-curricular activities. (Ponfua, 2015). Discipline in a classroom helps to provide an ideal environment where optimum learning can take place (Kiprop, 2012). Whether in urban or in a rural school in Kenya the challenges of indiscipline seem to be identical and the stakeholders in the education sector need a solution (Maseke, Nasongo, Ngesu, 2012).

Deviant behaviors exist in every community. In schools, any behavior which fall short in the stipulated behavior policy are referred to as deviant behavior (Oriya, 2005; Ponfua, 2015). The time spent in resolving disciplinary matters wherever there is a disruption in the school programme, followed by suspension of students or even expulsions inhibit efficiency in curriculum implementation (Gitome&Katola, 2012 ;Munene, 2014).

Children's disruptive and antisocial behaviour pose a major burden for individual children, their families, and the society. To alleviate the effects of indiscipline, drastic preventive and corrective measures need to be adopted (Artimesia & Kathleen, 2013) .To be more proactive in dealing with deviant behaviours amongst teenagers, there is need for more research attention to be diverted in identifying factors that cause children to embark on anti-social developmental tendencies (Dodge ,Coie and Lynam, 2006).

Whereas quality time is meant to be devoted to curriculum implementation, school indiscipline cases reduce teaching contact hours as more time is devoted to managing misbehavior rather than on teaching. Many secondary schools in the country seem to be struggling with behavioral challenges ranging from student's lack for respect for authority to arson in schools which may result to loss of lives (Ponfua, 2015). Deviant behavior in

schools especially due to the history of the past events, elicit high level of fear and feelings of insecurity. Deviant behaviors from learners have a tendency of making teaching unpleasant by killing the enthusiasm especially if the frequency is high (Salifu, 2008).

According to a report on causes, effects and remedies of indiscipline in secondary schools in the former Central Province in Kenya prepared by the then Provincial Education Board in the year 2008, teachers and parents were reluctant on their roles of modeling good behavior in children. The report also questioned the role of parents in corrective discipline where they are either too soft on matters of indiscipline or overly strict to their children. This is seen as a hindrance in proper handling and mitigating such cases M.O.E (2008).

Whereas the issue of indiscipline in schools cannot be ignored, the stakeholders in the education sector keep on apportioning blame to each other. The parents, teachers, religious leaders and the school authority cannot escape the responsibility in both corrective and preventive discipline among the youths (Boakye, 2006; Artimesia & Kathleen, 2013). Documented factors related to students indiscipline in Kenya include drug abuse, poor parenting, peer pressure, negative influence from mass media and politics (Bosire & Sang, 2009; Munene, 2014).

Families maintain a strong influence to socialize their children to conform sufficiently to normative standards of conduct in order to function successfully in their community. Adolescents rely on their families for social support any time they are in a dilemma and the family input is invaluable. Family values and involvement are major contributors in adolescence adjustments and will act as a hedge against any behavior maladjustments. (Baumarind, Larzelere, Owens, 2010).

Parents are very important agents in preventing problem behaviors for effective school discipline management practices. Parents who are involved in their children's daily school activities have a better understanding and take time to follow up what is acceptable and expected in the school environment (Kiprop & Chepkilot, 2011). Munyaka (2008) asserts that parents and guardians have sacred duty to inculcate discipline in their teenage sons and daughters.

Consensus has also been growing about the role of positive parenting in the protection from development of children's antisocial and disruptive behavior. Un-available parental care, responsibility, availability have been found to correlate positively with ant-social behavior. Warm, responsive and positive parenting has been found to be an important protective factor against development of ant-social behavior. Positive socialization as in secure attachment has major relations with adaptive development where positive behavior trajectories have been registered ( Awuor 2008;Grazyna *et al*, 2009).

During the formative years of life, effective caregiver-infant engagements develop an interdependent relation to the benefit of both in speed in response, comforting and playing (Kato, Ishii-Kuntz, Makino,& Tsuchiya, 2002). These though wordless games with affection with repeated pattern of mutual benefit are known for growing secure attachment. A child with secure attachment will display competencies in following and adhering with the norm and highly acceptable behavior and exhibit adaptability in problem solving and not shy in requesting for adult help when needed (Kato et al., 2002).

Students in secondary schools are in the age of adolescence which is associated with rapid physiological, social and psychological changes. Parents have a major role in educating and exemplifying on the myriads of changes which if not well understood may lead to a major lapse in the developmental milestone especially development of self- identity and self-concept .This self-concept will be instrumental in either formation of self-worth which is backbone to internal conflict which is occasionally marked with violent manifestations (Gitome & Katola, 2011; 2013).

Different parenting styles contribute diversely to the adolescent's behaviour. Authoritarian parenting known for over strictness and imposing of many rules and curfews which curtail freedom can at best cultivate for non-compliance and open defiance. Permissive parenting known for lack of life compass foster lack of community and personal responsibility due to too much freedom. (Baumarind et al, 1973, 2010).



Though parental monitoring and control have been found to be important in inculcating discipline in adolescents, the ways fathers and the mothers get involved seem to be very different. One of the models was offered by Lamb and his colleagues suggesting interaction, availability and responsibility as the major components. Also the involvement among fathers was found to be different in terms of type of involvement and the value attached to it (Lamb, 1987; Lamb *et al.*, 2010).

The father's significant touch is a touch with a difference in the life of an adolescent. Paternal involvement in the matters of upbringing children has irreversible positive effects on adolescents when it is done from infancy. Fathers are also known to engage their children in more physical games (Kato *et al.*, 2002). In addition, fathers play more in games with rules and restrictions as opposed to the comforting and soothing role of mothers in their interactions (Bogels & Phares, 2008). Fathers' involvement may affect children's development and behavior directly through direct engagement, decision making and indirect monitoring (Lamb *et al.*, 2010).

Robert (2013) asserts that love and care from parents in the adolescent's growing environment were important and un-substitutable needs. He says that if the need was not met, it would lead to problems in moral adjustment and development regardless of the social economic status, sex and level of education: these teenagers were reported to be suffering more from internalizing problem behaviors like impaired self-esteem, depression, negative attitude and poor self- image. This could be taken to mean that children of involved fathers are more likely to demonstrate a greater tolerance for stress and pressure, have excellent problem solving and leadership skills, be more involved in games, resourceful, outgoing, and attentive when presented with a problem and are more capable of managing their emotions and impulses in a more appropriate manner.

Juma (2013) concluded that many parents were under pressure to keep up with the changing world, and with adolescent's unrealistic demands leading to much stress on parents. Juma's study further revealed that pressure to provide the family with the physical needs have reduced the family contact hours meant for paternal involvement. This will push the young

people to get new socializing agents and get attached to telephone, computer games, clubbing, drugs which increases their vulnerability of being overwhelmed by peer influence.

In a report on the state of education in Kenya by The Kenya National Commission for UNESCO (2005) found out that a majority of the parents were not involved in the education process of their children. This compromises the students' discipline in most schools since there implementation of curriculum is hindered when pupils are undisciplined. Further, the report recorded how the parents abdicate their duties as they fail to attend school meetings when requested to do so.

In a study on Fathers' involvement on children performance in mathematics in public primary schools in Kenya by Nyabuto and Njoroge (2014), fathers who take time to check and supply daily school stationery, help in doing assignments and being involved and attending school activities played a major role in improvement in Mathematics grades.

In a similar study by Karanja (2016) on influence of paternal involvement on childrens' performance in number work and language activities in public pre-schools in Starehe Sub – County, Nairobi established that only less than a tenth of the fathers were involved directly in school life and daily occurrence while in school of their sons and daughters. The study further established that if the fathers' involvement was limited to paying fees and buying required educational materials, the impact on academic progress will be lower as compared to when the father is directly involved by helping the child with homework related work.

A study on the relationship between paternal involvement in pupils education and academic achievement among primary school pupils in Nairobi county by Moraa and Nyaga (2015) found out that fathers' participation in the children's school work and activities influenced their performance positively. This same study further concluded that father's involvement in children's teaching activities was found to be moderate among low performers and high among high performers. This basically points out that the children who performed better who in most cases were more disciplined are from families where the fathers were more involved whereas those of passive fathers performed and behaved poorly.

## 1.2 Statement of the Problem

An increase in deviant behaviour may limit, delay or prevent the expected process of learning. Deviant behaviors pose a major burden for individual children, their families and the society at large (Dodge *et al*, 2006; Masese *et al*, 2012; Gitome & Katola, 2013). The occurrence of deviant behavior in schools derails the learning process as much time is spent on solving disciplinary cases (Boakye, 2006; Awour, 2008). Problem behaviors in secondary schools lead to strikes where major losses are incurred when dormitories, classrooms and laboratories are set ablaze (Awuor, 2008; Munene, 2014). This eventually leads to closure of affected schools, suspensions, expulsions of students and loss of valuable learning time.

Efforts by the government to mitigate the rise in deviant behavior in secondary schools through task forces and educational committees' recommendations seem not to work (M.O.E., 2001, 2014; N.C.R.C, 2017). The failure may be attributed to the fact that the reports and recommendations are merely individual opinions not based on empirical data.

Several studies show that paternal involvement in childcare has a positive influence on the development of children from infancy and that children of involved fathers are least likely to be influenced negatively by the peers (Ducharme *et al*, 2002; Kato *et al*, 2002). Equally, negative paternal affect impacts negatively on the teenager's behavior leading to increased isolation by the age mates due to lack of socializing skills (Paley *et al*, 2000). Greater paternal involvement is associated with improved well-being, positive socialization and better behavioral outcomes for children (Cherlin, 2010; Gitome & Katola, 2013; Munyaka, 2008).

Although studies have been conducted on the effects of positive parenting and paternal involvement on wellbeing and academic performance for children, little has been done on the relationship between paternal non-involvement and level of teenage deviant behavior especially in Kenya.

This study endeavors to determine the relationship between paternal non-involvement and deviant behaviour among teenagers in Secondary schools in Kirinyaga and Nairobi City Counties, Kenya.

### **1.3 Purpose of the Study**

The study sought to establish the level of paternal non-involvement and its relationship with deviant behaviors amongst teenagers in secondary schools in Kirinyaga and Nairobi City Counties, Kenya.

### **1.4 The Study Objectives**

This study sought to;

- I. Determine the level of paternal non- involvement among teenagers in Kirinyaga and Nairobi Counties.
- II. Establish whether there were significant differences in paternal non-involvement among teenagers by gender in Kirinyaga and Nairobi City counties.
- III. Determine the levels of deviant behavior in selected secondary schools in Kenya.
- IV. Establish whether there were significant differences in levels of deviant behavior among the teenagers, by gender.
- V. Establish the relationship between paternal non-involvement and deviant behavior among the teenagers in selected secondary schools in Kenya.

## **1.5 Research Questions**

This research study seeks to answer the following research questions:

- a) What is the level of paternal non-involvement among the teenagers in Kirinyaga and Nairobi City counties?
- b) Are there significance differences between the levels of paternal non- involvement for boys and girls in Kirinyaga and Nairobi City counties?
- c) What is the level of deviant behavior amongst adolescents in selected secondary schools in Kenya?
- d) Do significance differences occur in the level of deviant behavior across gender amongst teenagers?
- e) What is the relationship between paternal non-involvement and deviant behavior amongst teenagers in selected secondary schools in Kenya?

## **1.6. Hypothesis**

H<sub>0</sub>1: There was no statistically significant relationship between paternal non-involvement and adolescence deviant behavior among teenagers in Kirinyaga and Nairobi City counties.

## **1.7 Justification and Significance.**

The importance of studying paternal non-involvement and its relationship with deviant behavior among teenagers was inspired by the need to establish how father's availability, responsibility, control and interaction influenced teenage behavior. While teenage deviant behavior is widely believed to be an equation of parental involvement in different aspects of child rearing and care, the influence by paternal dynamic factors especially in Kenya may have an enriching effect in both research and theory on social, school policy and programs and counseling psychology.

The findings of this study may be useful to paternal parents on how well they could engage in their children's activities to buffer them from deviant behavior in school and out of school. The teachers, counselors and the school administrators will benefit from the findings of this study while devising programs in the schools to increase paternal involvement in the lives of the teenagers. The leaders of different religious groups may benefit on how to educate and inform the members on the best parenting practices and also organize regular forums with teenagers and their parents on emerging parenting issues.

Ministry of Education and The Teachers Service Commission may benefit in devising a policy to improve paternal involvement in order to prevent major cases of indiscipline in schools. The National Parents' Association will benefit and be able to sensitize their members on ways of improving their paternal involvement programs in schools.

### **1.8 Scope and Limitation**

The study was limited to selected secondary schools in Nairobi City and Kirinyaga counties, Kenya. The secondary schools were a random blend of both private and public either day or boarding and of either gender or both. Information on paternal non-involvement and deviant behavior was collected by self-report questionnaires filled by the adolescent students.

Though the questionnaires were intended for the teenagers in secondary school who lived with a father/or father figure, the task of separating the respondents with its negative impact on self- image to the teenagers was foreseen. This limitation was weathered by the help of the class teachers and the guidance and counseling teacher who eventually settled on administration of questionnaires to all the teenagers from the class selected.

## **1.9 Assumptions**

In this study it was assumed that there occurs deviant behavior in the secondary schools. Secondly, the self-report questionnaires were accurately used to measure the levels of paternal non-involvement and deviant behavior. Thirdly, adolescent students' gender was projected not to significantly affect their view of paternal involvement.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, a theory which helps to expound on the dynamics in the occurrence of deviant acts in adolescents from very early ages and continues to adulthood is reviewed. The section also contains a review of literature on the studies in parental and paternal involvement and its relationship with deviant behavior among teenagers, the review also captures paternal involvement and its differential impacts on teenagers across sex in secondary schools in selected counties in Kenya.

#### **2.2 Theoretical Framework**

In this section Social Control Theory is discussed. This theory explains the genesis and sustenance of deviance from formative stages through adolescence.

##### **2.2.1 Social Control Theory**

Social Control Theory was developed by Hirchi (1969). The theory highlights how deviance behavior develops and how it is sustained in an individual (Hirchi, 2002). Hirchi (2002) gave a definition of deviant behaviour which is composed of four parts. Firstly, they are contrary to the wishes and expectations of other people, secondly they involve the risk of punishment, thirdly, they take time and energy and fourthly they are contrary to moral belief.

Hirchi's theory assumes that each person has the potential for deviance and those who do not practice deviant behavior were somehow restrained from doing so; thus the individual's restraint from these deviant acts has been sustained by training and is maintained by an individual's connection to peer, family and the society at large. The theory posits that deviance occurs when the bond between the individual and the society is weakened (Hirchi, 2002). This is an indication that with a weak paternal bond, deviant behavior thrives among teenagers.



These bonds according to Hirchi occur in different but interrelated forms; the first of these bonds is attachment which refers to the level of psychological affection that one has for close positive people and institutions. In his view parents and schools were of critical importance, where teenagers who form closer attachments to their parents and school, will by extension experience greater levels of social control. The opposite is also true since deviance is associated highly with lack of secure attachments to caregivers and systems. Proper attachment with paternal representative provides a role model as a positive supporter.

The second type of bond is commitment where the importance of relationships that people value and would not want to lose out on by entering into problem behavior. He noted that people are not likely to commit problem behavior when there are relationships to be betrayed. For teenagers this could mean avoiding anything that breaks the good relationships. The teenagers have to reciprocate with good behavior as a result of their fathers' commitment and sacrifices for involvement. Hence the contrary is also true where the teenager is not obliged to portray any good behavior in occasions of paternal non-involvement.

The third type of social bond is known as involvement, this is sparing time from other schedules to interact with significant others. He asserts that taking time in family activities will take time which would otherwise be taken with deviant behavior or in idling which has potential of eliciting negative behavioral outcomes. The energy which otherwise is readily available within the teenagers is utilized on legitimate activities. When fathers faith to be engaged with the teenagers in such positive activities the door is open for other socializing agents to take control most of which are not censured. This leads to a backlash in development of deviance.

Though these bonds are not physically visible, they influence behavior at all time. These three domains of social control theory are hypothesized to interrelate to act as an insulator from problem behavior. (Siegel & McCormick, 2006).It therefore means that a teenager whose bonds are not formed or they are mal-formed, the chance of weakness in self – regulation which is a major predictor of deviant behavior.

The theory attributes lack of self-regulation to lack of parental concern for the welfare and behavior of the child as is manifested by lack of warmth or even availability in shared activities and events (Hirchi, 2002). The theory concludes that parental care, supervision and insistence on meeting goals of socialization are considered to help the child in psychological development from external oriented control to internally oriented locus of control.

The theory will stand a better chance in this study as it explains the relationship between paternal non-involvement and deviance and also brings to the fore the contributory factors other than parenting that weakens the bond and therefore causing deviance. The theory also postulates that though deviance is social, the process involved in increase in deviance is psychological, where instead of the popular attachment being used the word bond is used.

It therefore means that deviant behavior is brought about by lack of proper bonds with paternal representatives who engage in supervision, socialization and helping in setting goals even while providing role models to the teenagers.

### **2.3 Review of Related Studies.**

In this section a review of studies relating to deviant behavior among adolescents and the relationship between paternal non- involvement and deviant behavior among teenagers in secondary schools will be discussed.

In order to understand the relationship between paternal non-involvement and level of deviant behavior among teenagers, this study will review literature on paternal involvement and non-involvement, teenage deviant behavior and their relationship.

#### **2.3.1. Paternal Non-involvement.**

The quality and quantity of time fathers spend with their children are subjects at the heart of many research conducted over the past three decades. In the mid-1970s a number of researchers embarked on rigorous repeated research on paternal involvement with their children (Pleck & Masciadrelli, 2004; Lamb, 2004). Many of these researchers from United

states of America and Europe have framed their research around the three types of paternal involvement (interaction, availability, responsibility) described by Lamb, Pleck, Charnov, and Levine (1987).

As Pleck and Masciadrelli (2004) in the study on Paternal Involvement by U.S. Residential Fathers, the findings have shown that, maternal care was more prevalent as compared to paternal. Investigations conducted in the United States provide most of the data discussed here, although some research from other industrialized countries is included. In two-parent families where the sole bread winner was the father, the fathers' physical interaction was minimal as compared to the more readily available mother. According to this study, many fathers assumed little or no responsibility in attending directly to their sick sons or daughters. However, and the small subgroup of fathers who assume high degrees of responsibility has not been studied extensively. Average levels of paternal responsibility have increased over time, though slowly and there appear to be a progressive increase over time in average levels of paternal involvement.

The concept of father's involvement is regarded as a multidimensional construct that includes emotional, cognitive and moral components, which include indirect forms of involvement (Castillo, Welch & Sarver, 2010; Hawkins *et al.*, 2002; Palkovitz, 2002; Kelly, 2007). Paternal involvement is more of what happens in the time set apart in the father-child relationship in the child's activities in school and out of school, rather than just the amount of time allocated to the child. This relationship is not limited to physical activities only but rather development of emotional ties and stability through secure father-child attachment. (Kruk, 2010).

Jeynes (2005) in a meta-analysis using the 1992 National Educational Longitudinal Study (NELS) data set, this study assessed the effects of parental involvement on the academic achievement of African American 12th grade youth, using several models. Drawn from 77 studies comprising over 300 000 students, 36 studies included data from secondary schools, 25 studies consisted data from elementary schools and 16 studies contained data from both secondary and elementary school. The outcome of the analysis of the meta-analysis indicated

that parental involvement is associated with higher student's academic and behavioral outcomes showing strong positive correlation between parental involvement and academic performance.

In the same analysis, two trends emerged; Firstly, in paternal involvement, a large amount of quality time is required in interacting with one's child and secondly, the more important factor in parenting style and parental expectations influence heavily on the academic and behavioral outcomes of teenagers than some of the more overt aspects of paternal involvement such as having strict household rules and paternal involvement in school functions. This meta-analysis indicated that greater influence in the child's life is in the way of relating and lifestyle more than in relating as an event. This is an indication that a time well invested by fathers and interaction applied in the right way to the child will most definitely yield positive effects to the teenager.

Lamb, Pleck; Chervior and Levin (1987) came up with three perspectives of paternal involvement: engagement - the fathers' direct and recordable contact and shared interaction with their children; availability- the father's availability, proximity and accessibility to the child, and responsibility - the father's arrangement for resources to be availed to the child, including organizing and planning child's life. This is an indication that fathers' involvement requires a very critical balance in the fathers' presence, interaction and responsiveness. Conversely, fathers' non-involvement could be an equation of deficiencies in fathers' presence, interaction and responsiveness to the teenager.

Relationships between the father and the children play a very important role in modeling children's social, emotional and cognitive spheres (Lamb *et al*, 1999). Children who are not privileged of this meaningful relationship with one of their parents are at greater risk psychosocially, even when they are able to maintain relationship with their other parent (Amato 2000). This can be taken to mean that some maladjustment in social, emotional or cognitive spheres may be avoided by increased paternal involvement especially with the teenagers.

A study on parental involvement in the children's education South Africa Republic (Maluleke, 2014) in the Vhembe District, Limpopo, found that most parents did not take part in monitoring and supervising their children academic assignments while they were at home. In the study, fathers were found to be less involved as compared to the mothers especially during school meetings and support in curriculum assignments and tasks while the children were at home.

Bray and Dawis (2016) in their evidence focused literature review on parenting, family care and adolescence in East and Southern Africa, found out that though most men desired to spend quality time with their children, the greater demand of securing minimal income was an impediment. In most cases, children acceptance and emotional support was left to the mothers and not fathers.

A study on parent involvement in public primary schools in Kenya (Kimu, 2012) conducted in Embu County, Kenya, concluded that more mothers than the fathers participated in not only helping in homework and attending school meetings but also in preparing the children for school. Mothers were more involved probably because fathers were away at work during the day. It is only a few fathers who appeared in school according to this study, which needed more research on the underlying factors.

Mburu, Macharia and Muiro (2016) in their study to analyze parental involvement and self-esteem on secondary school students in Kieni East Sub-County, Nyeri County in Kenya, where 200 Form Three participants and eight schools were involved concluded that parental support is a key element in a parent child relationship. They asserted that, when parents support their children's basic psychological needs for autonomy, competence and relatedness, such support in familial context was associated with a big number of remarkable child outcomes.

In a report by Kenya National Examination Council (K.N.E.C) in 2018 on parental involvement in their children, the report showed that a majority of parents were less involved in their children's studies when it came to assisting in school assignments. According to the report, only one in every ten fathers helped in their children's homework. Mothers

consistently did better with two out of ten helping their children with homework. The same study indicated that a significant proportion (10.6 per cent) of day scholars in form two reported not completing their homework because their parents or guardians did not check their work and were not concerned at all of any homework given.

### **2.3.2 Paternal Non- Involvement between Boys and Girls.**

There is no deficit of evidence supporting the positive paternal involvement on the social, behavioral and physical outcomes globally (Lamb, 2010). Paternal involvement reduces problem behavior in boys and emotional problems in girls as well as enhancing cognitive development, while decreasing moral decadence and economic disadvantage in poverty stricken families. (Sakardi et al, 2008).

Flouri and Buchanan (2004) in a longitudinal study with data from National Child Development Study with a sample of 3303 people born in England, Scotland and Wales were analyzed. The study involved mother and father involvement from age 7-20 years. The findings from the study showed no variance in how boys and girls were affected by the role of fathers and mothers acting as a hedge against dangerous conditions leading to low achievement levels in schools. This could be an indication that, the effects on sons or daughters by paternal involvement was not different and thus girls and boys were affected in the same way by fathers' absence.

Empirical data from 10 Geographic sites across United States of America dating back to several decades has supported the argument that child characteristics such as gender, birth order and enduring personality traits can be determinants of level of father's involvement (NICHD Early Child Care Research Network, 2000). When investigating this phenomenon, Holmes and Huston (2010) found out that child's gender and order of birth were all non-significant determinants of quality paternal interactions with their children. In contrast, Volker (2014) findings concluded that fathers spent far much time with the boys as compared to the girls for the first one and a half years of age especially if the child was the first-born. Volker further concluded that there was a strong positive correlation between paternal involvement and positive behavior and emotional attributes of their children. This could be

taken to mean that more involvement by fathers in the life of their children would provide an ideal environment where virtues manifest while vices are inhibited.

Teenage girls who reported higher levels of fathers' involvement were less likely to engage in sex before age of 16 compared with adolescent girls who reported to have lower fathers' involvement (Inkramullah, Manlove, Cui and Moore, 2009). Teenage boys who had evening meals and time together with their family everyday were less likely to engage in sexual activities before age 16 years as compared to those who reported to have meals and time together with their family less than five nights a week.(Ikramullah et al , 2009).

In a study using a sample of 86 African American teenagers from Minnesota, USA, the researchers assessed the relationship between paternal absence and adolescents' drug use and abuse. The results revealed a high likelihood of a teenager boy being involved in drug and drug abuse from a family non-available father. The findings did not reveal the relationship of drugs abuse in girls with the absence of the father. (Mandara, Murray, 2006)

In a longitudinal study of Australian children using a sample of 2537 boys and 2446 girls researchers investigated the relationship between body mass index (BMI) status at ages 4 to 5 years and maternal and paternal involvement and their styles of parenting. The results of the study showed a strong relationship between mothers' parenting behaviors and styles and teenagers' risks of overweight and obesity. In the case of fathers, the higher the level of paternal involvement and the higher the father's control, the lower the chances of the child being in higher BMI categories (Wake, Nicholson, Hardy, Smith, 2007)

Teenagers in paternal non-involvement homes are more likely to have problems in self-regulation and behavioral adjustments (Horn, Sylvester, 2002). Boys are likely to develop internalized and externalized problems behavior with sadness, depressed moods, dependence and hyperactivity while girls were more likely to become over-dependent and exhibit internalized problems behaviors. (Kendel, Rosenbaum Chen, 1994)

In South Africa, data from birth to twenty cohort study in the greater Johannesburg area has been used to examine aspects of fathering: prospective data collection began at the ante-natal

period and continued with approximately 23 follow up visits until the age of 20. The sample in the analysis was comprised of 763 boys and 794 girls. The study found out that supportive fathers help girls in developing self-confidence and help boys develop healthy masculinity and a clear identity. Fathers' involvement was also positively correlated with the rate of graduation and academic performance (Ritcher et al 2012).

Bironga (2014) study on the determinants of paternal involvement in pupils' education and academic achievement among primary school pupils in Nairobi City County, he concluded that fathers who were involved in following closely school activities and the regular learning processes of daily school activities, apart from the basic support of paying school fees and providing stationery enhanced pupils performance for both boys and girls. He further noted that, even when fathers were moderately involved in their children's education and welfare, they were found to delegate daily duties like attending meetings and talking to teachers to their wives.

In another study at Gatundu North district in Kiambu County, Kenya to ascertain the effects of absent fathers, a sample of 100 families was considered and the respondents indicated that both daughters and sons were affected in the situation of an absent father. Most drop-outs from school were recorded in father absent homes. Boys were most affected for lack of male adults in their reach to look up to, with 60% of the boys becoming more deviant while girls got pregnant and got married early. It was observed that youths with absent fathers had discipline problems and performed poorly academically than their counterparts with father-figure present (Kimani and Kombo, 2010).



### **2.3.3 Deviant Behaviors among Teenagers**

Levin and Nolan (1996) defined deviant behaviors as disruptive actions that inhibit achievement in the prescribed time frame. They classified deviant behaviors into four basic categories:

Firstly, behavior that disrupts teaching and learning environment regularly. Secondly, behavior that acts as a barrier towards effective achievement of lesson objectives. Thirdly, behavior that is unhealthy to self or others. Fourthly, behavior that results to destruction in physical facilities.

Deviant behaviors in schools are common though diverse from country to country. A report by Maryland State board of Education (2012) in the USA showed that between 2010/2011, 30 788 students were suspended from secondary schools for mild disciplinary offenses, and 129,294 were suspended and expelled at the same period. About 45% of the tutors in America abandoned teaching annually due to student's unruly behavior.

The case in Malaysia is not different where maladjusted behavior in schools is top on the list of problem behaviors among adolescents. The issue of problem behaviors is a major concern to the stake holders together with students whose education process may be severely stunted (Azizi et-al 2009).

In South Africa, crime committed in school environment contributed to decline in education standards with the spread of life threatening school stabbings where teenage students are both participants and victims (Green Berge 2006) The National School Violence study (2012) in South Africa put the rate of school violence at 22.4% which was the same rate in the previous year.

Similarly, Boakye (2006) in her study on Ghanaian school discipline issues found out that the increased abuse of drugs amongst teenagers significantly increased restlessness, excitability and hyper-activity which in turn decrease classroom concentration amongst learners.

In Kenya, secondary schools have been dogged with regular cases of unruly behavior and indiscipline cases. This has been manifested in the increased destruction of school property by students (Karanja and Bowen, 2012) and prevalence of drug abuse (NACADA, 2010). Additionally, Gitome et al, (2013) indicated that social violence is not an abrupt phenomenon but rather a culmination of past experiences all way from early childhood. The study by Gitome et al (2013) prompts the research in the area of establishing the path towards deviance in order to move from generality to specificity to alleviate such behavior.

According to a report by the Provincial Students Discipline Committee in the then Central Province (2000/2001) indiscipline can be displayed in different forms where physical tyranny was one of the most prevalent. Other forms were chaos and riots, drug abuse, verbal threats, booing, loud sneezing and clearing of throats which are regular and intentional, nasty graffiti, faked illnesses and cheating in exams. Kiprop (2004) found that failure to attend lessons without adequate and justifiable reasons together with general lack of integrity were the indicators of general indiscipline.

According to MOEST (2000/2001), strikes and boycotts which are also forms of deviance, may take the form of violent destruction of property, boycotting classes, meals and other duties , walk outs, learners pelting teachers with stones and sticks, arson and murder threats. These actions usually have devastating effect on the learning process.(Gitonga, Katola, Gchiko, 2013) indicate that even after the completion of school students continue grappling with deviant behavior in varying capacities. The social, moral and academic standards of graduates from secondary schools reveal that the intended objectives are not achieved. After school some engage in the use and sale of drugs, drunkenness, laziness, promiscuity, prostitution, fornication, violence, stealing, and misuse of family and public resources.

The causes of deviance in adolescents elicit major debates where education stakeholders blame one another on who is the cause of the same. Recently, the poor performance in boys' in Kirinyaga County, in 2013 KCSE was blamed on drug abuse and lack of discipline. It was observed that most boys' secondary schools from the county were dominated by strikes and unrest while learning process in girls' schools went uninterrupted. The county director of

education in his speech challenged parents to put into consideration their position in mentoring and supervising their sons when they are at home instead of leaving this to the schools and teachers (Munene, 2014).

The study on the prevalence drug and substance abuse and especially alcohol in Kenya, revealed the devastating and un-imaginable results that boarding schools reported the highest levels of 23% followed by day school at 16% (NACADA 2011). This increase in substance and alcohol abuse by students correlates with incidences of strikes in Kenya secondary schools in which school physical infrastructure has been forced to the knees by fires. (Awuor, 2008).

The occurrence of deviant behaviors is not a secret and that rate of occurrence of these behaviors in secondary schools in Kenya is alarming just like the case in other countries round the globe and that their occurrence is a common topic. It is however notable that most of these studies have highlighted the deviant behavior occurrence without the deep rooted causes of the said behavior. For the stakeholders, it is good to know that deviant behavior exist in secondary schools but it is more important to bring to the fore the possible causes so as to strategize on the way forward in dealing with the vices.

#### **2.3.4 Teenage deviant behavior across gender.**

Mathew (2020), in his systematic review on social influences in adolescent's substance use, where data base was retrieved from Google Scholar and PubMed from January 2000 to August 2020 where 77 publications were considered. The study subjects were all adolescents to young adulthood group. The findings of this study was that far more boys than girls indulged in greater substance abuse as a result of peer pressure even when the intensity of peer pressure amongst boys and girls were relatively the same. He also pointed out in this study that, boys were more susceptible to deviant and risky behavior.

In another study Nelsson, 2016, while analyzing gender differences in the relationship between family influences and adolescent offending among boys and girls in Halmstad, Sweden. Self-report data from adolescents was used and the findings showed that boys offended more than girls and that there were clear differences in the levels of deviant behavior across gender. The study also found out that girls presented a higher level of family related protective advantage as compared to boys of the same age and neighborhood.

Njagi and Gikonyo, 2016 in a study in 13 secondary schools in Nyahururu, Laikipia county, Kenya, whose target population was 2855 found out that , slightly more boys than girls yielded to peer pressure in being swayed into deviant acts. More boys in form 2 and form3 were more volatile and tended to conform to peer groups which engaged in risky behaviors such as smoking, alcohol and drug abuse. These findings were supported by another study by Koot,Malik and Muigai (2018) in Central Kenya where self-reports from 533 adolescents aged between 12 and 18 affirmed more externalizing problem behaviors amongst boys than girls. This later study finding showed more internalizing problem behaviors in girls as compared to boys.

### **2.3.5 Paternal Non-Involvement and Deviant Behaviors**

Though there is much empirical data on paternal non- involvement and development of deviance in adolescents in secondary schools from many countries especially in Europe and America, there is however little from Africa and Kenya in particular. The role of fathers however is diffused in the general studies involving parental involvement where the paternal non- involvement is not singled out.

Lamb (1981b) suggested that nurturance from involved fathers, as well as fathers, who emotionally and materially support their children, tend to facilitate the development of achievement, motivation, cognitive and social competence, psychological adjustment and sex stereotyped role attitudes and attributions particularly in sons. Paternal involvement has been hypothesized to decrease the occurrence of boys deviance while enabling emotional health in girls. (Sakardi, Robert &Oberklaid 2008).

Another study designed by (Radin 1989a, b) in Michigan, USA and followed by a 20 year follow up to examine antecedents and consequences of high involvement by 59 fathers in intact, white, middle-class families in their pre-school children's care. From this study a paternal involvement child care index (PICCI) was developed from the study. Higher scores in this study reflect higher paternal involvement. Among the developmental consequences found were greater internal locus of control and cognitive competence in teenagers which were associated with high PICCI (Radin&Sagi 1982; Williams &Radin 1999).

Empirical data shows that more involvement from the father will elicit improved levels of operation in the psycho-social, self-regulatory and mental aspects as well as protection against potential development of maladjusted behaviors (Cabrera, et. al, 2007).

Vogel, et. al. (2006) concluded that the part played by fathers in emotional development of their children can never be compromised or delegated to another agent; which if not well navigated through could lead to mal-adjusted behavior. This is true in all aspects of behavior which include self-regulation and aggressiveness. In fact, where the availability of the father has been wanting, the more the cases of problem behavior. Jones & Benda (2004) concluded that, teenagers with deficiency in the care and the presence of their fathers to be more predisposed to alcoholism. In another study Gony and van Dulmen (2010), Using data from the National Longitudinal Study of Adolescent Health, United States of America ( $N = 9,148$ ) found out that parents who had time for common activities and games with their teenage children developed a buffer against future intoxication with liquor and the related problem behaviors. Additionally, they found that paternal and maternal proximity and involvement were also protective measures against any likelihood of future drug abuse and liquor related problems and risky behavior in their young adults.

Paternal involvement has been empirically recorded and positively correlated with all round development both socially and emotionally with a great capacity to relate with other people which begin at formative years.( Stolz, Barber, & Olsen, 2005). The converse is also recorded as true, where the prevalence of paternal non-involvement yields maladjusted and

deviance in behavior (Kato, Ishii-Kuntz, Makino, and Tsuchiya, 2002 and Paley, Conger, & Harold, 2000).

Mosher (2013) in a study on fathers involvement with their children in the United States of America using data from the National Centre for Health Statistics, found out that, fathers involvement as measured by frequency of contact and quality of relationship was correlated with symptoms of deviant behaviors. This is an indication that, fathers' non-involvement was positively correlated with behavior maladjustment which in most cases lead to deviant behavior in teenagers. Adolescents who enjoyed high levels of paternal non-involvement were 80% more likely to have been in jail and 75% more likely to become poor parents in their time (Furstenberg & Harris, 1993).

The report on causes, effects and remedies of indiscipline in secondary schools in the former Central province in Kenya (Macharia, 2000), identified poor parenting and especially abdication by the fathers from their roles. These findings were also echoed by the report by the taskforce of students' discipline and unrest in secondary schools (Wangai, 2001) who asserted that, the role of fathers in parenting was to be a role model in desirable character which was lacking.

A study ( Ponfua, 2015), to explore students deviant behavior in secondary schools in Cameroon with a sample of 3240 teenagers across 120 schools in four regions of Cameroon, showed that improved availability of fathers in the teenagers' daily activities lead to decreased cases of deviant behaviors among teenagers in secondary schools. He further found out that a collective availability by the fathers' in the maternal present home reduced the likelihood on occurrence of deviant behaviors among teenagers.

The National Crime Research Centre, Kenya (2017) in a Research Issue Brief into secondary school arson crisis in Kenya found out that 53.3% of teachers and 15.4% of the students apportioned the burning of schools to parents, emphasizing that parents had ignored their role in child upbringing and discipline. This in itself is a clear indication that any effort from the fathers would change the situation in secondary schools in Kenya.

This literature points at the parent of any gender as a major factor in student's deviant behavior but fails to highlight paternal factors or contributions which can be used to mitigate the behavioral challenges identified. In the light of this, this study will try to isolate the father factor in alleviating indiscipline and even as a buffer to the teenagers against behavior problems and deviant behaviors in secondary schools.

#### **2.4 Summary of Literature Review.**

The phenomenon of paternal non-involvement amongst teenagers in secondary schools has been widely shown by several studies in this topic both nationally and internationally. Most studies in this area have identified paternal engagement, accessibility and responsibility as major tenet in measuring paternal non-involvement (Lamb, 2004; Pleck and Masciadrelli, 2004). Other studies see paternal involvement in the lens of cognitive, affective and behavioral domains which inject the aspects of time invested, degree of involvement, salience of involvement directness and proximity of the father to the activities of their children (Palkovitz, 2002; Jeynes, 2005; Castillo, Welch & Sarver, 2010; Kruk, 2010 ).

It is therefore important in the light of these studies to establish the critical role played fathers in alleviating behavioral maladjustment and hence reduce deviance amongst teenagers. A more focused study on fathers' role in parenting will highlight the areas of impact in teenagers by the paternal figure without necessarily being compounded by the role of other caregivers. The paternal non-involvement therefore needs to be isolated and analyzed without the stereotyped sex roles.

Paternal non-involvement affects boys and girls differently in social, behavioral and physical outcomes. Studies have shown that fathers' non-involvement is positively associated with the occurrence of deviant behaviors in boys and internalized behavioral problems in girls (Sakardi et al, 2008; Lamb, 2010; Flouri and Buchanan, 2004; Volker, 2014; Homes and Huston, 2010; NICHD, 2000, Carson, 2006 ). These studies have also asserted the role of an involved father in encouraging, mentoring, celebrating, rehearsing, protecting, communicating, guiding and limiting.

The studies have shown the existence of lack of difference in the way paternal non-involvement affects either sex but are seen not to differentiate who among the two sexes is affected more overall without segregating certain domains. Nevertheless, most of these studies are done outside Kenya.

The phenomenon of occurrence of problem behavior in secondary schools in Kenya is obvious. The studies which have been selected for this literature review have shown the existence of deviant behavior in different magnitudes (MOEST, 2001; Gitonga, Gachiko and Katola, 2013; Azizi et al., 2009; Levin and Nolan, 1996; Greenberg, 2006; NACADA, 2010; Awuor, 2008; Munene, 2014). Studies have shown the different forms which include; bullying, chaos, riots, verbal threats, booing, sneezing disruptively and repeated clearing of throat, graffiti, frequent unreasonable absenteeism, drug use abuse, vandalism and arson (MOEST, 2001; Gitonga, et al, 2013; Azizi et al, 2009; Levin & Nolan, 1996; Greenberg, 2006; NACADA, 2010 Awuor, 2008; Karega, 2012; Munene, 2014).

Most of these studies have shown the occurrence of deviant behavior amongst teenagers in secondary schools. However, the factors which contribute to these deviant acts seem not to isolate the direct role of fathers in the increase of the same due to the fact that most of the studies have studied parental influence as a consolidated effort of both maternal and paternal influences.

Studies indicated gender as a determinant of level of teenage disruptive behavior (Dornbusch *et al.*, 2001; Pardini et al., 2005, Zuckerman, 2007; Munene, 2014; Duncan et al., 2002) with boys being more prone to engage in deviant acts than girls. Though studies have shown the preference of these overt discipline issues mostly in boys there is need to explore the underlying deviant behavior which are not as vegetative as the first group. What amounts to deviance should also not be construed as only the activities which can be observed. Both the manifest and latent nature of deviant behavior should be core in studying across sex.

The studies in the literature review have not fallen short in showing us the link between parental non-involvement and occurrence of deviant behavior. It is paramount that ethical parenting which include modeling, proper attachment and responsiveness to the child from



birth, has a big role to play in the overall development of the child (Pena, 2000; Landry, 2008; Darling and Steinberg, 1993; Baumarind, 1991; Jeynes, 2005; The National Crime Research Centre, Kenya, 2017; Palkovitz, 2002; Lamb, 1981b).

By and large the studies have solidified the positive correlation between paternal non-involvement and level of deviance amongst teenagers though the type of deviance needs to be broadened in the view of changing modern times. It is in this light there is need to study the paternal non-involvement and level of deviant behavior in the heightened globalization especially within the Kenya context

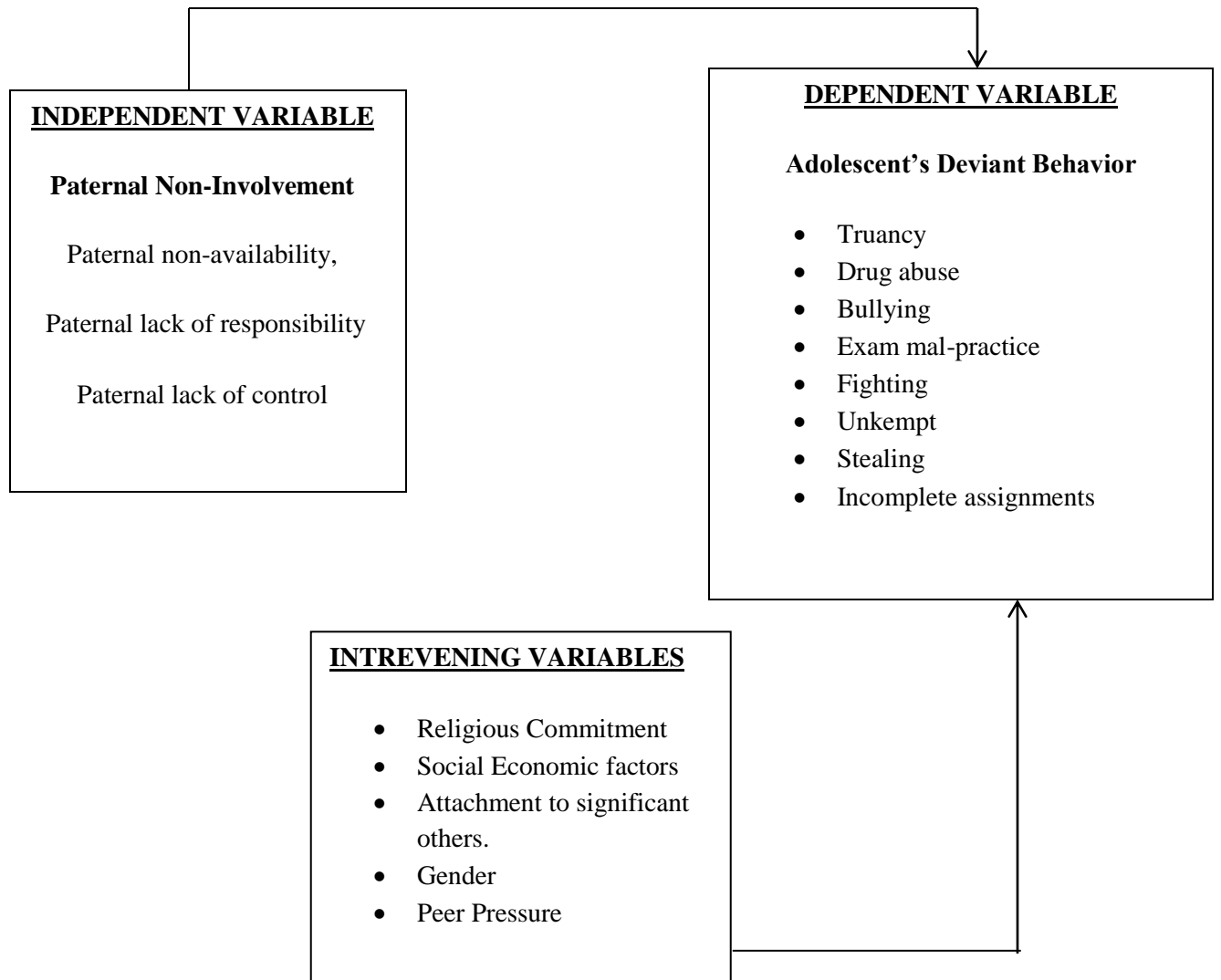
The other important perspective from the review of literature is the generality in which the impacts of the father's involvement are dealt with in most of the studies even in the view of increasing of single ladies headed families. This generality puts fathers under general parenting and therefore ignoring most unique aspects in fathering. It is important that the specific role of a father is highlighted and not affiliated to the role played by the mothers. This implies that there is need for a study to establish the specific role of fathers in development of deviance in adolescents in Kenya.

## **2.5 Conceptual Framework**

As indicated in figure 2.1, it was hypothesized that paternal non-involvement is a predictor of deviant behavior amongst adolescents. Paternal non-involvement is considered a major catalyst in the lack of formation of social bonds or in formation of weak social control bonds which are the major tenet of social control theory.

It is also hypothesized that the adolescent's demographic variables; sex and religious commitment are correlated to paternal non-involvement. The teenagers' social environment, peer pressure, social economic status, attachment to significant others are hypothesized as intervening variables whose influence was not considered in this study.

Social control bonds formation is hypothesized as a predictor to adolescent's level of deviant behavior.



**Figure 2.1. Relationship between Paternal Non-involvement and Teenage Deviant Behavior.**

Source: Author

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodological steps employed in the study, an outline of the research design, variables under study, target population, sampling procedures as well as data collection and analysis procedures are highlighted in this chapter.

The purpose of the study was to establish the relationship between paternal non-involvement and deviant behaviour amongst teenagers in secondary schools in Nairobi City and Kirinyaga counties in Kenya.

#### **3.2 Research Design**

The study used a correlational research design. According to Kothari (2004), correlational research establishes the existence of relationships between two or more variables where information on one variable can be used to estimate the variation in another related variable. The use of this design was informed by the need in the study to establish the relationship between paternal non-involvement and teenagers' deviant behaviour.

#### **3.3 Study Variables**

The main variables in this study were paternal non-involvement and deviant behavior. Paternal non-involvement was treated as an independent variable while deviant behavior was treated as the dependent variable. Paternal non-involvement was measured in respect of self-report of research participants with regard to the perception of their fathers' lack of availability, control, interaction and responsibility.

Deviant behavior was measured in terms of the frequency with which the research participants reported involvement in deviant behaviour or a habit or an action that did not adhere to set rules, cultural norms or religious values. These behaviors included disrupting

lessons, drug and substance abuse, burning of school properties, absenteeism, and laziness, cheating in examination and fighting amongst students. The intervening variables considered in the study were the adolescent's characteristics, gender and paternal characteristic's like lack of availability, responsibility, control and interaction.

### **3.4 Site of the Study**

The study was conducted in Nairobi City and Kirinyaga counties of Kenya. Nairobi City County is the industrial and administrative center of Kenya. It was considered as the most cosmopolitan county in Kenya since the residents thereof were drawn from different ethnic groups and races from all parts of the county. It was therefore expected that the parent's and student's characteristics would vary largely due to social, economic and cultural endowment of the residents of Nairobi. This was perceived to provide a broader spectrum in deviant behavior among teenagers as compared to a homogenous site. The diversity in economic activities in The Nairobi City county also posed possibilities of a more varied picture of paternal non-involvement coupled with the competing priorities in the city for fathers or paternal figures.

Kirinyaga County was considered largely agricultural with the main occupation as farming and the related support sectors. The rural urban migration for fathers was also factored in especially when it came to the career people. The county was considered as having embraced cash crop and horticultural farming and therefore a blend of a rural set up on one side and a robust economy on another hand.

The rural nature of Kirinyaga County was expected to portray homogeneity due to less diversity in both cultural and economic aspects among the teenagers as compared to Nairobi City. It was also expected that the parent characteristics are not as diverse as in Nairobi City County due to its rural nature with agricultural base as compared to Nairobi City with a predominant service – driven economy. With a majority of the fathers being not too tied up in formal sectors, it was expected a good target in measure of paternal non-involvement in a natural setup without many confounding factors. Secondly, this would therefore yield a

narrow spectrum and a more homogeneity on deviant behavior among teenagers as compared to Nairobi.

### **3.5 Target Population**

The population studied were all secondary school students enrolled in Nairobi City and Kirinyaga counties, Kenya.

The target population was all form 3 (third year of secondary education) students enrolled in both public and private secondary schools in Nairobi and Kirinyaga counties. The focus on the sample of secondary school students was informed by the fact that the current study was focusing on deviant behavior in secondary schools and a majority of the students expelled or suspended in school are from this level. The total enrolment for Kirinyaga County was 36073 while that of Nairobi was 43092 (M.O.E., 2013)

### **3.6 Sampling Techniques and Sample size**

In the study, both probability and non-probability sampling techniques were used to select the study sample .Form 3 students enrolled in both public and private secondary schools were purposefully sampled. Non-probability technique was appropriate while selecting the school since not all schools were willing to participate in the research.

The sample excluded Form 1 (the first year of secondary education) by considering the fact that the learners at this level of education were adjusting from primary school life to secondary school life and therefore their behavior may be a complex function of adaptation factors. The exclusion of form 2 was informed by the view that, their involvement in planning, execution and eventual dismissal or suspension from school was negligible as compared to the form threes per the MOE records. The exclusion of form 4 (the final year of secondary education) was informed by the consideration that most of the learners at this level tend to concentrate more on preparation for their final National examinations.

Stratified random sampling was employed to select the schools. This was done to ensure fairness in terms of students' gender and classification of school.

The table 3.1 shows how schools were stratified.

**Table 3.1 Distribution of Schools by Categories**

<u>School</u> <u>Categories</u>	<u>Sample size by counties</u>				<u>Sample size</u>	
	Nairobi	%	Kirinyaga	%	Total	%
Boys only public	21	5.7	11	3.0	32	8.7
Girls only public	22	6.0	21	5.7	43	11.7
Boys only private	11	3.0	1	0.3	12	3.3
Girls only private	14	3.8	6	1.6	20	5.4
Mixed day public	34	9.3	102	27.8	136	37.1
Mixed day private	122	33.2	2	0.5	124	33.7
<b>Totals</b>	<b>224</b>	<b>61.0</b>	<b>143</b>	<b>39</b>	<b>367</b>	<b>100.0</b>

By the use of proportionate sampling and multi-stage random sampling, one school from each stratum and four schools from Mixed day public schools in Kirinyaga County and five Mixed day private schools in Nairobi City county was sampled giving a total of 17 schools. For each school a sample of Form three classes was selected. Simple random sampling was employed to select the stream where the school had more than one stream and the questionnaires were administered to all the students from the stream selected.

**Table 3.2 Distribution of respondents by gender**

School category	Number of schools and students			
	Nairobi		Kirinyaga	
	Schools	Students	Schools	Students
Boys only public	1	45	1	39
Girls only public	1	48	1	37
Boys only private	1	35	0	0
Girls only private	1	29	1	30
Mixed day Public	1	38	4	105
Mixed day private	5	115	0	0
<b>Totals</b>	<b>8</b>	<b>310</b>	<b>7</b>	<b>211</b>

## **3.7 Research Instruments**

### **3.7.1 Paternal Non-Involvement Scale (PNIS)**

Paternal Non- involvement scale (PNIS) was developed by the researcher .PNIS consists of likert statements in which respondents were expected to respond from strongly disagree to strongly agree. PNIS has two sections where in the first section, details of participant's demographic information was sought. In the second section of the PNIS, 25 test items were included of father's availability, interaction, responsibility and control towards the teenager. The statements in PNIS were scored from 5 (strongly disagree) to 1 (strongly agree) for positive statements. Negative statements were reversed before scoring. Items 1, 5, 11, 14, 23 and 24 were reversed and scored with 5 assigned to strongly agree and 1 to strongly agree. This means that the minimum possible scores will be 25 and the maximum possible score of 125.

The levels of paternal non-involvement were based on the following mean ranges: Low (1-2.5), Moderate (2.5-3.5), High (3.5 -5.0). A high score will reflect a high level of paternal non-involvement.

### **3.7.1 Teenager Deviant Behaviour Scale (TDBS)**

Teenager deviant behaviour scale was developed by the researcher to collect data on the prevalence of deviance amongst teenagers. The 28 test items assessed the level and preference of different types of deviant behaviour in adolescents. The TDBS was scored from 1(Not at All) to 5(Always) in the continuum. Positive statements were reversed before scoring. Items 3, 7, 8, 9, 11, 12, 13, 17 and 28 which were positive statements were scored reversely with a score of 1 for (Always) and a score of 5 for (Not at All)

The lowest possible scores in the scale were 28 while the highest scores were 140. The levels of teenage deviant behavior were based on the following mean ranges: Low (1 - 2.5), Moderate (2.5 - 3.5), high (3.5 - 5.0).A higher score were an indication of higher level of deviant behavior in adolescents.



### **3.8 Validity and Reliability**

In developing the two scales; PNIS and TDBS, construct validity was attempted by including test items that would measure parental involvement and deviance which were relevant and familiar to the learners by use of appropriate language.

To enhance validity and reliability, items were generated in sufficient and relevant frequencies to cover various kinds of indicators. This was achieved by remaining precise so as to avoid too many items that may bring fatigue to the respondents.

Reliability was enhanced by pre-testing the instruments prior to the study and ambiguous items were identified and restructured. Cronbach Alpha; a measure of internal consistency based on the inter-item correlation was calculated for both the instruments. The reversals in some test items in the two scales were done to enhance inter-item reliability of the instruments.

Internal consistency alphas were determined with the acceptable alpha of at least 0.7. (0.761 for PNIS 0.732 for TDBS)

### **3.9 Pilot Study**

A pilot study was conducted in Kiambu County. The choice of this county was informed by the consideration of its proximity to Nairobi City County and the Agricultural nature and thus similar to Kirinyaga County. 40 form three students were randomly sampled from the selected school.

The pilot study was conducted to establish whether there were items which were ambiguous and also to ascertain whether the language level was appropriate to the participants. The first statement in the PNIS was restructured to read “I find it difficult to talk to my father on any issue” instead of “I usually have a friendly talk with my father “. This was inspired by the perception of a friendly talk and the high number of clarifications while filling the questionnaires. In another test item the phrase ‘fun activities’ was replaced by ‘activities such

as weddings and graduations'. This is because there was ambiguity about the scope of fun activities. The pilot was meant to check on the efficiency of sampling and data analysis procedures.

### **3.10 Data Collection Procedure**

In preparation to collect data an introduction letter to the schools and a permit to conduct the research was sought from the National Commission on Science, Technology and Innovation (NACOSTI), and Kenyatta University.

Pre-arrangements of involved schools where the guidance and counseling heads were met prior to the actual day of data collection organized in order to make the process of data collection smooth.

Data was collected in 17 secondary schools. The questionnaires were administered in groups in classrooms with the assistance of the teacher in charge of guidance and counseling and the class teachers. The teenagers included in the study were the ones with father figures; however, all students were encouraged to complete the questionnaire. This served as a shield incase the learners were stratified on their paternal living arrangements which is considered confidential in this study.

The participants were informed that their involvement in the study was voluntary. It was made clear to the participants that their participation will remain anonymous. The participants were also required to read and append a signature on the informed consent form provided with the questionnaire.

### **3.11 Data Analysis**

To analyze data both descriptive and inferential statistics were used. Descriptive statistics such as percentages, means and the medians were used to show the level of deviance and the level of paternal non-involvement in reference to 1<sup>st</sup> and 3<sup>rd</sup> research questions. Inferential statistics which included t-test and One way Analysis of Variance (ANOVA) were used to test the hypotheses at 5% level of significance. Spearman's Rank correlation coefficients were employed to establish the relationship between paternal non-involvement and deviance among teenagers. The data was analyzed by the use of Statistical Package for Social Sciences (SPSS).

### **3.12 Data Management and Ethical Considerations**

Before the research study was conducted, permission was sought from the National Commission for Science, Technology and Innovation (NACOSTI) and Kenyatta University.

The participants were informed of the nature and purpose of the research before completing the questionnaires. The research participants were informed before filling in the questionnaires of their freedom to participate or withdraw from the research process. The confidentiality of participants and the anonymity in the responses was also ensured and communicated to the participants.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Introduction

The purpose of this study was to establish the relationship between paternal non-involvement and deviant behaviors amongst adolescents in Nairobi City and Kirinyaga Counties. This Chapter presents and discusses the findings based on the objectives of the study.

#### 4.2 Demographic Characteristics of the Respondents

##### 4.2.1 Distribution of Respondents by Gender

**Table 4.1. The Distribution of Respondents by Gender.**

Gender	Gender by Counties				Sample	
	Kirinyaga	%	Nairobi	%	size	%
Male	110	25.9	135	21.1	245	47
Female	156	23.1	120	29.9	276	53
<b>Totals</b>	<b>266</b>	<b>49</b>	<b>255</b>	<b>51.0</b>	<b>521</b>	<b>100</b>

The table 4.2 shows that majority 276 (52.98%) of the respondents were females while 245 (47.02%) were males. The sampled male students in Nairobi City County

were more than those from Kirinyaga County while the sampled female students in Kirinyaga County exceeded the ones from Nairobi City County.

#### 4.2.2 Distribution of Age of Respondents per County.

Table 4.2 shows the distribution of the respondents by age per county.

**Table 4.2 Distribution of Age of Respondents Per County**

Sample respondents per county						
Age (yrs)	Kirinyaga		Nairobi		Sample Size	%
	n	%	n	%	Size	
16	103	19.8	99	19.0	202	38.8
17	97	18.6	101	19.4	198	38.0
18	54	10.4	40	7.7	94	18.0
19	12	2.3	15	2.9	27	5.2
<b>Total</b>	<b>266</b>	<b>51.0</b>	<b>255</b>	<b>49</b>	<b>521</b>	<b>100</b>

Table 4 shows the frequency and percentage of each age of the respondents per county. The age of the respondents ranged from 16 years to 19 years as shown in the table 4. The mean age was 16.9 years. A majority of the respondents ranged between the ages 16 and 17 years, which is as expected for the form 3's given the authorized school entrance age is 6 years. This age bracket comprised 77% of the total sample. The students aged 18 years were 18% and those aged 19 years were 5%.The

teenagers sampled from Kirinyaga who happened to be 18 years of age were more than the ones sampled from Nairobi for the same age by 2.7%.

#### 4.2.3 Fathers'/Male Guardian Marital Status

Table 4.3 shows respondents' fathers'/ guardian's marital status.

**Table 4.3 Distribution of Respondents by Paternal Marital Status**

Sample respondents per county						
	Kirinyaga		Nairobi		Total sample	
	freq	%	freq	%	size	%
Married	240	46.1	211	40.5	451	86.6
Separated	9	1.7	16	3.1	25	4.8
Divorced	9	1.7	13	2.5	22	4.2
Single	6	1.2	11	2.1	17	3.3
Widowed	2	0.38	4	0.8	6	1.2
Totals	266	51.0	255	49.0	521	100

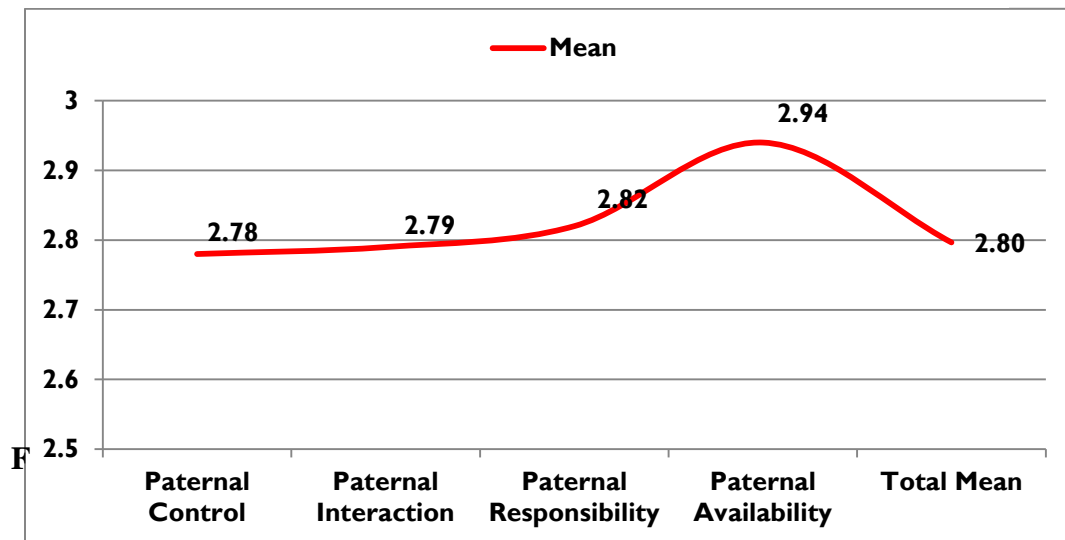
As table 5 indicate, a majority of the fathers'/male guardians as shown by 87% were married, 5% separated, 4% divorced, 3% single and 1% widowed.

Apart from the category of married paternal parents/male guardians where Kirinyaga had a higher percentage, Nairobi had a higher percentage on all the other categories. The separated in Nairobi were almost double their counterparts in Kirinyaga.

### 4.3 Level of Paternal Non-involvement.

The first objective sought to determine the level of paternal non-involvement among teenagers. Paternal non-involvement was measured using four domains which were paternal interaction, paternal responsibility, paternal availability and paternal control. The general patterns of paternal non-involvement did not vary much with most paternal assessment domain which ranged between 2.78 and 2.94 out of the maximum mean score of 5, yielding a moderate score of 2.8 (58%) for the overall paternal non-involvement levels as indicated in figure 4.1

**Figure 4.1. Overall Mean of Paternal Non-Involvement.**



In measuring paternal non-involvement, paternal availability scored the highest of the four domains (2.94) with paternal control with the lowest mean of 2.78.

The levels of paternal non-involvement were based on the following mean ranges; low 1–2.5, moderate 2.5 – 3.5 and high 3.5 – 5. The categories were created using the average mean scores for every student on the items of PNIS.

The following table represents the categories of paternal non-involvement.

**Table 4.4 Level of Paternal Non-involvement**

Paternal non-involvement		
Categories	Frequency	Percentage
Low	245	47
Moderate	99	19
High	177	34
<b>Total</b>	<b>521</b>	<b>100</b>

From table 7, 47% of the respondents perceived their paternal parents as having low level of paternal non-involvement, 34% respondents perceived their fathers as having high level of paternal non-involvement while 19% perceived moderate paternal non-involvement.

#### **4.3.2: Paternal Non-involvement among the Teenagers by gender.**

The study sought to establish if there was a significant difference in levels of paternal non-involvement among teenagers by gender. To determine this, a student's t-test was conducted and the results are as shown below.



**Table 4.5 Results of t-test for Paternal Non-involvement by Sex**

---

	Sex						t	df	p
	<u>Male</u>			<u>Female</u>					
	M	SD	n	M	SD	n			
Paternal									
Non-	2.82	1.30	266	2.83	1.30	255	0.0878	519	0.9301
Involvement									

---

p < .05

From table 4.5, the two means were not statistically different since the p-value was more than .05 and hence, there was no statistical significant difference in levels of paternal non-involvement among the teenagers by gender.

### 4.3.3: Teenage Deviant Behaviour.

The third objective was to establish the level of adolescence deviant behaviour.

Table 4.6. Shows the obtained descriptive statistics for the teenager deviant behaviour score.

**Table 4.6 Descriptive Statistics on Teenage Deviant Behavior**

<b>Statistic</b>	
Percentage	64.8
Mean	3.24
Median	3.51
St. Deviation	1.28
Mode	3.57
Skew	-1.37

Table 4.6 shows there was a high percentage of self-report deviant behavior of 64.8% of the sampled adolescents. The mean teenage deviant behaviour score was 3.23 while median was 3.51. The scores were also negatively skewed (-1.37) indicating that students generally rated themselves very high on deviant behaviours.

Specific deviant behavior rated differently amongst the teenagers as shown on table 4.7

**Table 4.7 Occurrence of Deviant Behavior**

General deviant Behavior	Mean
Absenteeism	3.7
School indiscipline	3.7
Lying	3.65
Approval of indiscipline	3.6
Lack of self-control	3.6
Lateness to class	3.55
Engaging in questionable social groupings	3.55
Regular punishments	3.55
Use of falsehood to frame others	3.55
Not committed to personal growth	3.5
Disrupting lessons	3.5
Stealing	3.4
Social media bullying	3.1
Physical bullying	2.65
Organizing misbehavior in school	2.0

As table 4.7 shows, absenteeism and general school indiscipline issues contributed the highest mean of each 3.7. Lying, justification of mistakes and lack of self -control had a mean of 3.6 each. Social bullying had a moderate mean of 2.65 while suspension for being

involved in wrongdoing had a mean of 2.05. Consciously organizing to disrupt classes scored the lowest mean (2.0) in this category.

**Table 4.8 Categories of Self-report Deviant Behavior**

<u>Deviant Behavior</u>		
Categories	Frequency	Percentage
Low	23	4.4
Moderate	346	66.4
High	152	29.2
<b>Total</b>	<b>521</b>	<b>100</b>

Self-report deviant behaviors were categorized according to the following mean ranges as shown on table 4.8: Low 0 -2.5, Moderate 2.5 – 3.5 and high 3.5 – 5. The means were found by calculating the average mean score for every student on the items of TDBS. This was done by adding up the scores for every student on each item and then dividing the score by the number of items on the scale.

In the above table 4.8, the self-report deviant behaviors were indicated as low by only 4.4% of the respondents. High and moderate levels were at 29.2% and 66.4% respectively.

#### 4.3.4 Teenage Deviant Behaviour by Sex

The fourth objective was to establish whether there was any significance difference in deviance across gender.

**Table 4.9 Adolescence Deviant Behavior Among Teenagers by Sex.**

<b>Sex</b>	<b>Statistics</b>	<b>Deviant Behavior</b>
<b>Male</b>	Frequency	266
	Mean	3.31
	St. Deviation	1.302
	Percentage	66.2
<b>Female</b>	Frequency	255
	Mean	3.17
	St. Deviation	1.303
	Percentage	63.4
<b>Total frequency</b>		<b>521</b>

The mean level of deviant behavior in boys was slightly higher (3.31) as compared to the girls who had a mean of 3.17.

The study sought to determine if there was a statistical difference in the levels of deviant behavior among teenagers by gender. In order to determine this, a one way ANOVA was used to test and the results obtained are as below.

**Table 4.10 Analysis of Variance for Adolescence Deviant Behavior by Sex.**

Source of	Sum of square	df	variance	F	p
<b>Variation</b>					
Between groups	2.5518	1	2.5518	1.5042	0.2206
Within groups	880.4725	519	1.6965		
<b>Total</b>	<b>883.0243</b>	<b>520</b>			

P < .05

So as to establish whether there was significance difference between the means a one way ANOVA was computed. The obtained values were not significant, (F (1,519) = 1.5042, p= 0.2206), the p- value was more than .05. Therefore , with the data obtained there was no statistically significant difference in the levels of deviant behavior among the teenagers by gender.

**Table 4.11 Analysis of Variance for Statistically Significant Adolescence Deviant Behavior.**

**Analysis of Variance for Statistically Significant Adolescence Deviant Behaviour by Sex.**

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Argue with teachers especially after a mistake?</b>	Between Groups	11.780	1	11.780	7.242	.007
	Within Groups	844.254	519	1.627		
	Total	856.035	520			
<b>Look well groomed while in school uniform?</b>	Between Groups	6.774	1	6.774	3.944	.048
	Within Groups	891.437	519	1.718		
	Total	898.211	520			

$p < .05$

Though the overall means difference was not statistically significant, there was a statistically significant difference between groups for justification of mistakes as a conduct problem and good grooming on the basis of dress code or school uniform as determined by one-way ANOVA ( $F(1,519) = 7.242, p = .007$ ) and ( $F(1,519) = 3.944, p = .048$ ) respectively as shown on table 4.11 above.

#### 4.3.5: Relationship between Paternal Non-involvement and Deviant Behaviour.

The study sought to establish if there was a significant relationship between paternal non-involvement and deviant behavior. In order to determine this, the following null hypothesis was tested.

H<sub>0</sub>1: There was no statistical significant relationship between paternal non-involvement and adolescence deviant behavior.

**Table 4.12 Partial Correlations for Paternal Non-involvement and Teenage Deviant Behaviors.**

	Paternal involvement	Paternal Availability	Paternal Responsibility	Paternal Control	Deviant Behavior
Paternal involvement	1				
Paternal Availability	.728**	1			
Paternal Responsibility	.220**	.029	1		
Paternal Control	.548**	.515**	.137**	1	
Deviant Behaviour	.764**	.665**	.424**	.662**	1

Note: \*\*p< 0.01, 1-tail.



As table 4.12 shows a strong positive correlation was found ( $\rho(521) = (0.863)$  P-value < 0.01). We therefore reject the null hypothesis in favor of the alternative hypothesis that, there was a statistical significant relationship between paternal non-involvement and deviant behaviour among teenagers.

A bi-variate correlation (Zero correlation) between each of the domains of paternal non-involvement and teenage deviant behaviour was found. A moderate positive correlation was found between teenage deviant behaviour and paternal interaction, availability, responsibility and control  $r = 0.334, 0.218, 0.270, 0.270, P < 0.5$ , for each domain respectively.

Table 4.12 shows the bivariate correlation between paternal non-involvement domains and deviant behavior.

#### **4.4: Summary of Findings.**

In terms of respondents' gender, there were more female students (53%) than their male (47%) counterparts. 77% of the respondents were aged between 16 and 17 years. 18% of the students were aged 18 years and only 5% were aged 19 years, a possible indicator of repeating classes for either expulsion, suspension, poor performance or even lack of school fees among other reasons.

With regard to parental marital status the analysis established that, 87% were married, the proportion of those whose parents were separated (5%), divorced (4%), single (3%) and widowed (1%).

As for the respondents' affiliation and commitment to religion, 79% were Christians (either protestants or Catholics) the Muslims and Hindus were 19% and 2% respectively. The levels of religious commitment were 80% and only 5% were not committed at all. This is not surprising owing to the notion that the nation at large is highly religious.

Descriptive data analysis was done on the independent variables, paternal non- involvement and revealed several findings. The general pattern of paternal non – involvement did not vary much across the domains of paternal control, interaction, responsibility and availability with the lowest at a mean of 2.78 and the highest at 2.94. The overall mean for paternal non- involvement was 2.8 (58%).

To compare the paternal non-involvement for male and female respondents, means were calculated. There was a slightly higher mean for paternal non- involvement for female adolescents (2.83) while that of the male counterpart was (2.82) though the standard deviation was the same.

To test whether there was a significant difference in paternal non- involvement between male and female adolescents, a t- test was conducted to compare the mean scores of two groups. The analysis showed that they were not significantly different ( $t = 0.0878$ ,  $df = 519$   $P$  –value = 0.9301) and hence paternal non- involvement was not different for boys and girls.

Descriptive statistics for teenage deviant behaviour were calculated. With a high percentage of 71% among the respondents teenage deviant behaviour had a mean of 3.24 and a standard deviation of 1.28. This is a high rating of deviant behaviour in adolescents as was supported by a negative skew ( $-1.37$ )

The gender composition did not contribute to the prediction of adolescent deviant behaviour. The association was not statistically significant; however there was a statistically significant difference between groups for justification of mistakes and good grooming while in school uniform by one way ANOVA ( $F(1, 519) = 7.242$ ,  $P = 0.007$ ) and ( $F(1, 519) = 3.944$ ,  $P = 0.048$ ) respectively.

To establish the relationship between paternal non- involvement and teenage deviant behavior, partial correlation between the two variables was calculated. A strong positive correlation was found ( $\rho(521) = 0.863$ ,  $P$  –value  $< 0.01$ ) indicating a significant relationship between the two variables.

After calculating Bivariate coefficients on each of the paternal non- involvement and deviance behaviour, a moderate positive correlation was found. The partial correlations for paternal interaction, availability, responsibility and control were 0.334, 0.218, 0.270 and 0.2710 respectively all of which were statistically significant at  $P = 0.01$

To clarify that the positive correlation between paternal non- involvement and teenage deviance was not confounded by the intervening demographic variables of Age, Sex, Fathers' marital status and education level, religious affiliation and religious commitment, the correlation was found while holding these intervening variables at a constant. Partial correlations of 0.660 on each were obtained. The partial correlations were statistically significant at  $P = 0.01$ . This therefore meant that paternal non-involvement and deviant behavior were still significantly positively correlated even when the following demographic variables were controlled: Age, sex, marital status, level of education, religious affiliation and religious commitment.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS & RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to establish the relationship between paternal non-involvement and deviant behavior amongst teenagers in selected secondary schools in Nairobi and Kirinyaga counties. This chapter contains the discussions of findings, conclusions and recommendations drawn from the study.

#### **5.2 Discussion of the results**

In this section the findings of the study are discussed guided by the study objectives.

##### **5.2.1. Demographic information of teenagers**

Based on the demographic analysis of the respondents, various observations were made. On the gender of the respondents, the male teenagers were fewer than the female teenagers by 6%. As regards the age, a majority of the sampled teenagers were either 16 or 17 years of age. The number of respondents who were 18 years of age was 18% of the entire sample and 5% were 19 years old. The ages 18 and 19 years which were above the average age of form 3 students could be attributed to delayed age of enrolment, repeated classes due to poor performance, lack of school fees and suspension from school for some time which may cause transfers to other schools to a previous class.

On fathers'/male guardian marital status majority (87%) of the respondents indicated that their fathers were married, 5% were separated, 4% divorced, 3% single and 1% widowed. The statistics on married fathers should not be taken to mean that the father and the mother live together as there is a possibility of married but a different partner. The married and separated categories should be treated cautiously since the respondents may not distinguish between a legal divorce and mere separation. The separation category could also be misinterpreted by the respondents to mean non-resident one parent.

The sample of fathers from Kirinyaga who were married was more than their counterpart from Nairobi while those separated from Nairobi were more than those from Kirinyaga. This may be due to the composition of the population in these counties with Nairobi being more cosmopolitan and Kirinyaga being more homogeneous in terms of culture and religious diversity.

### **5.2.2. Paternal non-involvement**

The first objective in this study was to establish the level of paternal non-involvement amongst teenagers. Paternal non-involvement which was measured through four domains of paternal interaction, responsibility, availability and control yielded mean of 2.80. This shows a moderate level of paternal non-involvement amongst teenagers. These findings agree with the conclusion of Bironga (2014) that researchers have consistently shown that fathers are moderately not involved in their children's daily schooling activities.

The study finding did not support the assertion by Pleck and Masciadrelli (2004) that many fathers level of responsibility missing completely for their children's care or rearing. The contradiction in the finding could be explained by the sample frame for the study which was restricted to the mothers who were not working whereas the current study did not discriminate on the vocation of the parents. In the previous study by Pleck and Masciadrelli, the possibility of time constriction on the side of the fathers who were to solely provide for the financial needs and support of the family seem to play a major role and may not change the teenagers' perception of their fathers who are not physically available.

The fathers' lack of availability is rated highest of the domains used in measuring paternal non-involvement with a mean of 2.94; this being a direct equation of quality time spent by the father towards the teenager exposes the common belief that fathers are probably occupied with other programmes and activities other than spending time with their teenage children. This is in line with the K.N.E.C (2018) report that only one out of ten fathers checked their children's homework. This is an indication that the teenagers' perception of the time invested by their fathers physically is not satisfactory.

Of the four domains used in this study to measure the level of paternal non-involvement, lack of paternal control had the lowest mean score of 2.78. Though still an average score; it is an indication of fathers having some grip on the daily activities of the teenager although not fully engaged on all activities at all time. This could be due to the nature of most fathers' strictness and straight forwardness in dealing with indiscipline by setting high standards and stating the consequences. This assertion supports Palkovitz, (2002) that paternal involvement can be categorized in; cognitive, affective and behavioral domains and include simultaneously the inclusion of time invested, degree of involvement, salience of involvement, directness and proximity.

These results were not unexpected and were consistent with the cultural norm in Kenya, where fathers through primary caregivers towards teenagers would concentrate more on financial support and upkeep of the family than on daily follow up of their teenage children (Kimu, 2012). However, though there was a moderate level of paternal non-availability and the fathers spending minimal time with their teenagers, the father's apparently found time to check the academic performance of their teenagers (59% of the respondents). This may be due to the finding that the Kenya society singles out academic excellence through education outcome as the key to social mobility and pressure on parents of reprimanding by the school if follow-up on academics is not done as was revealed by a report by The National Crime Research Centre, Kenya (2017). It could also be an indication that the levels of paternal non-involvement can be reduced by an increase in set areas where fathers can be engaged in various aspects of their teens through communication, follow-up and sanctions or targets.

### **5.2.3 Paternal non-involvement among teenagers by gender.**

The second study objective was to establish whether there was a significant difference between paternal non-involvements across sex.

On paternal non-involvement and adolescent's sex, slight differences in mean scores between male and female teenagers were obtained. Boys recorded a slightly lower level of paternal non-involvement than the girls. The analysis of significant differences showed that the two means were not significantly different.

These findings are not unexpected considering the notion in Kenya that fathers, though primary caregivers, their involvement will be restricted to the mandatory tasks such as financial provision and support by the father where other types of involvements may be considered as privilege to either boys or girls in the same measure. The findings supported the findings in a longitudinal study by Holmes and Huston (2010) who found that child's gender and order of birth as not determinants of positive paternal involvements and interactions.

In contrast, findings by Volker (2014) and Flouri and Buchanan (2004) showed difference in the level of paternal involvement on boys and girls. Fathers were recorded to be more involved with girls than boys, an indication of a more relaxed approach by fathers when it comes to boys. However these perceptions by the teenagers may be confounded by the father's style of involvement, living arrangements and the mother's involvement. The relative involvement as perceived by the teenagers of either gender could also be different considering that their needs are also distinct.

#### **5.2.4. Deviant Behavior among Teenagers.**

Analysis of data on deviant behavior among teenagers revealed that there was a generally moderate occurrence of various types of deviant behavior amongst teenagers in secondary schools. The findings of high level of deviant behavior support those of previous studies done locally (Karanja and Bowen, 2012; NACADA, 2010; Gitome et al, 2013; M.O.E., 2000/2001; Gitonga, Katola and Gechiko, 2013; Munene, 2008 ; Awour, 2008) all found the occurrence of different forms of deviant behaviours in high frequencies and to have been a major problem in secondary schools in different parts of the country.

The findings of this current study did not support Karega (2012) who found low occurrence of externalizing problem behavior amongst teenagers. This discrepancy in findings may be

attributed by the stratification of problem behavior to internalizing and externalizing and also the kind of test items in the questionnaire. However he established occurrence of high level of internalizing problems amongst teenagers in secondary schools which would need further research towards the categorization of deviant behavior.

The current study findings showed that some of the most common deviant behavior such as organizing misbehavior in school hardly occurred with the least mean score of 2.0. This could be an indication that the school strikes and school un-rests are orchestrated by a small proportion of students in these schools. The rate of physical bullying was found moderate as compared to the rates other deviant behaviors prevalent in teenagers. These findings did not support a report by M.O.E (2000/2001) and Gitome (2013) who found bullying and violent disruption of school programs as highly prevalent. This could have been as a result of ambiguity in the definition of bullying which would have included some social facets to the physical realm. Karega (2012) findings are supported by the findings of this current study where he found out the low occurrence of physical violence in school settings.

The level of social media bullying and other types of bullying which were not physical like spread of hate speech or lies on social media had a mean of 3.1, while physical bullying had a mean of 2.65. This higher rating of social media bullying could be an indication of changing trends of deviant behaviour which might require more research.

The findings on approval of indiscipline actions and lack of self- control each with a mean score of 3.6 presented yet another interesting pointer to deviant behavior which was not overt or manifested in actions. This inner drive of deviance though not practiced could be due to the following reasons. Firstly, the teenage desire to not to be labeled a traitor by disagreeing openly with the peers or secondly the fear of consequences from teachers and parents if they practiced these deviant behaviors. These findings are supportive of the findings of another study by Gitome (2013) who sees peer influence as a major cause of indiscipline amongst teenagers.



### **5.2.5 The level of deviant behaviour across teenagers' gender.**

With regard to deviant behaviours among teenagers across gender, analysis of data revealed that the level of deviant behavior in boys was slightly higher than that in girls. This is in support of Zuckerman (2007) and Duncan et al (2002) who found out that, males of all ages were more likely to engage in most types of deviant behaviours than females. These findings were in line with Munene (2014) who observed that most boys' secondary schools in Kirinyaga County were hit by strikes and unrest in 2013 while learning in all girls' secondary schools was uninterrupted.

To establish whether there was a significant difference between the means; a t- test analysis of data revealed that there was no significant difference between the means. This is an indication that neither the boys nor the girls had a higher level of deviant behavior than the other. This was contrary to common belief that boys display more deviant behavior as compared to girls at the same age. This also contradicts the assertion that being male is the single best demographic predictor of deviant behavior (Darribusch, Erickson, Laird and Wong, 2001). The difference in mean could then be attributed to chance or influence of confounding variables not in this study like maternal availability and other societal factors.

Though the overall differences in mean were not statistically significant, the analysis identified two test items; "Argue with teacher especially after a mistake" and "Look well groomed while in school uniform" whose differences were statistically significant. These findings entrench the common believe that girls generally look neat in tie , tacked shirts, polished shoes, well-kept hair and clean school uniform as compared to most of the boys. The girls are also believed to justify their mistakes more as compared to boys. This assertion is in support of Kiprop (2004) who indicated that some types of deviant behaviors were more consistent with either boys or girls.

### **5.2.6. Paternal non-involvement and level of deviant behavior in teenagers.**

Analysis of data on the relationship between paternal non-involvement and deviant behavior amongst teenagers revealed a significant positive correlation at 0.01 levels. The relationship between the two variables remained positive and significant when the demographic variables were controlled. The demographic variables included: age, sex, paternal marital status, and paternal level of education, religious affiliation and commitment. This means that the teenagers who recorded a high score in paternal non-involvement were also recording a high level of occurrence of deviant behavior. Adolescents with more involved fathers are likely to be more disciplined.

Considering paternal non- involvement in this current study was through self-report by teenagers of the extent their fathers would control them, were available for them, could interact with them and their responsibility, these findings support other previous studies on different aspects in fathers. Sarkadi, Robert and Oberklaid (2008) found that father's engagement had differential effect on the desirable outcomes by reducing the frequencies of behavior problems in boys and psychological problems in girls and enhancing cognitive development while decreasing deviant behavior in both.

Further, other studies have found relationships between other paternal factors related to involvement such as participation in childcare, modeling behavior, direct involvement, warmth, nurturance and teenage deviant behaviors. Stolz, Barber and Olsen (2005) found a positive correlation between fathers' involvement with children's overall social competence, social initiative, social maturity and capacity for relatedness with others. Conversely, less involvement or non-involvement by fathers was revealed to have direct and indirect effects on adolescent's social behavior (Paley, Conger and Harold, 2000).

The findings of the study are in line with the findings by Gony and Van Dulmen (2010) , who found that, when both parents create time for common activities and games with their adolescent children, a protective barrier will be erected against development of drug and substance abuse related problems, they also found out that parental availability and involvement were negatively related with deviant behaviors in the children. Fathers who are

more involved with their children are likely to be more interactive, available, responsible and controlling or monitoring to their teenagers. They are likely to be more aware and understanding of the changes in their teenagers. This means that their children are less likely to engage in deviant behavior.

In the current study, a father who is involved in the day to day activities of a teenager will mentor a desirable character with warmth and proximity. When there is an issue to be addressed, the present father will have created a rapport with the teenager and therefore an easy task to dialogue. A more available father is also in a position to invest in the emotional development of the teenager which will become of great help in decision making and on weathering peer pressure.

This current study, asserting the findings of other studies Cabrela, et.al (2007) and NACADA (2010) that, with an available father who is more involved, the teenager gets a confidant in their father and the advantages are innumerable starting from building of self- esteem to protection against deviance and even to positive outlook in life and attaining skills in assertiveness and leadership.

### **5.3. Conclusions**

The following conclusions were made from the study.

The study found that the level of paternal non-involvement was moderate and the physical non- availability of fathers rated the highest of the other paternal non- involvement domains. This may mean that through compulsion, fathers may do better as is the finding of a high percentage of fathers checking report progress for the teenagers.

The study also found that girls recorded a slightly higher level of paternal non-involvement than the boys. There were however no statistical differences between paternal non-involvement amongst teenagers by sex.

On the level of deviant behavior amongst the teenagers, the study found a moderate level of deviant behavior prevalence. Even with this moderate level of deviant behavior the teenagers were also involved with positive and rewarding behavior. This may be a strong indication of teenagers waiting for approvals in what good they do and therefore an increase of rewarding tendencies by paternal warmth may reduce the time for deviance.

The study also established that there was no significant difference in the level of deviant behavior among teenagers by sex. However there was a significant difference between groups for justification of mistakes and good grooming while in school uniform. This may trigger a research in the area to establish the main explanation for this.

The study finally established a strong correlation between paternal non-involvement and deviant behavior amongst teenagers. This fact remained relevant even after controlling for certain demographic factors namely; Teenage age and sex, paternal level of education and marital status and teenage religious affiliation and commitment. This is an indication that, promoting more paternal availability, control, interaction and responsibility may contribute greatly in reducing deviant behavior among teenagers.

#### **5.4 Recommendations**

Based on the findings of this study, several recommendations are suggested for education policy makers, teachers, school administrations, religious leaders, fathers and guardians.

- (a) The policy makers who include the Ministry of Education, psychologists, Teachers' Service Commission and County Education Boards should strive to incorporate scientific studies in the policy formulation to the existing reports of commissions and task forces

The policy makers should also endeavor to enhance public awareness on the role of fathers in curbing increase in deviant behavior in secondary schools.

The psychologists should also develop and design programs to educate fathers on the best practice involvement and the impact to the teenagers for lack of involvement.

- (b) The teachers and the school administration should develop more forums like seminars where fathers are informed of changing trends in deviance and parenting .Teachers should involve fathers regularly in the day today monitoring of the teenagers while in and out of school.
- (c) The fathers in particular need to acknowledge that fathering and its aspects of care giving are as important as physical provision. This is a call for fathers to invest more time in child rearing so as to proactively handle the issue of increasing deviant behavior. By involving themselves in adolescent's life, they can become powerful tools themselves in helping their teenagers avoid deviant behaviors. By establishing guidelines of tolerable behavior, fathers can make a powerful difference in an adolescent's value system.
- (d) The religious leaders including the pastors, Imams and religious affiliation administrators need to tailor programs for fathers on fatherhood and their role in shaping teenage behavior.

### **5.5 Suggestion for future research**

To enrich the findings in this field, an in-depth follow-up or longitudinal study using local data on children from pre-school to secondary school and beyond on paternal involvement is encouraged.

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**e) Religious affiliation**

- |                          |           |
|--------------------------|-----------|
| 1. Catholic              | 3. Muslim |
| 2. Protestant            | 4. Hindu  |
| 5. Other (Specify) _____ |           |

**f) In what way would you describe your commitment to religion?**

1. Very committed
2. Committed
3. Somewhat committed
4. Not committed



## Paternal Non-Involvement Scale (PNIS)

### SECTION B

Please read the following statements which describe your interaction with your father and indicate by marking the most appropriate description of your situation. Note that there is no wrong answer and therefore take as little time as possible in responding to these statements. Make sure you have not omitted any item.

	<b>STATEMENTS ON PATERNAL INVOLVEMENT</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	I find it difficult to talk to my father on any issue.					
2	I confide in my father after being punished when I have done something wrong.					
3	My father praises me when I have done well.					
4	My father knows my hobbies.					
5	My aspirations are not known to my father.					
6	My father knows my strengths and weaknesses.					

	<b>STATEMENTS ON PATERNAL AVAILABILITY</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
7	I always talk to my father about the challenges in life, peer pressure and other emerging issues.					
8	My father and I join in various family activities such as weddings and graduations.					
9	My father and I discuss about my performance in academics.					
10	My father volunteers to join me in special activities in my life (such as parent's day, prayer day, birthdays).					
11	It is difficult to talk to my father due to his busy schedule.					
12	It is very rare for me to have dinner/lunch with my father during holidays.					
	<b>STATEMENTS ON PATERNAL RESPONSIBILITY</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
13	My father calmly explains to me why what I did was wrong after misbehavior.					
14	I hang out with friends who are not known to my father.					
15	My father visits the school regularly even without invitation.					

16	My father takes time to check on activities I am engaged in during the holidays.					
17	My father checks my report form progress report when schools close.					
18	My father always insists to know my plans for the day.					
	<b>STATEMENTS ON PATERNAL CONTROL.</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
19	I always let my father know where I am going.					
20	My father has set rules on what time to be back in the house after a day out with friends.					
21	My father punishes me or withdraws privileges when I do something wrong/bad (I behave badly).					
22	My father rewards me for being obedient or behaving well.					
23	My father will always give in to my demands without questioning.					
24	I always feel that the rules set by my father are unreasonable and offensive.					
25	My father talks to me about my friends.					

**A2: TEENAGERS' DEVIANT BEHAVIOR SCALE (TDDBS)**

The following are statements on how often you engage in some behavior either for fun or otherwise unavoidable. Please only respond on **HOW OFTEN** you are involved in such behavior. Please tick the most appropriate description about yourself in the following statements.

	<b>How often do I .....</b>	<b>NOT AT ALL</b>	<b>NOT SO OFTEN</b>	<b>SOMETIMES</b>	<b>IN MOST OCCASIONS</b>	<b>ALWAYS</b>
1	Get late for class without permission?					
2	Fail to attend school/class without a genuine reason?					
3	Return to the house at the set time.					
4	Get punished for not finishing class assignment.					
5	Argue with teachers especially after a mistake?					
6	Get carried away by other activities like games and television at the expense of completing assignments?					
7	Look well groomed while in school uniform?					
8	Follow your revision timetable?					
9	Inform your parent or guardian on any activity in school?					
10	Get suspected of wrong doing even when not involved?					
11	Dialogue while handling disciplinary matters?					
12	Follow school rules?					
13	Take corrections positively?					

14	Find yourself in indiscipline issues?					
15	Justify your wrong actions?					
16	Lie while in difficult situations?					
17	Accurately report on unpleasant events even when you are involved?					
18	Get involved in disrupting a class lesson by sneezing aloud, banging the desk, making noise?					
19	Write nasty comments about others on the washroom walls and doors?					
20	Copy homework from friends?					
21	Take things that belong to others without permission?					
22	Give excuses for tasks not completed well?					
23	Organize to disrupt learning in school?					
24	Give false information about others?					
25	Spread hate message via social media?					
26	Involve yourself in activities of an undisciplined students group?					
27	Get convinced to misbehave in support of your peers?					
28	Practice what you are taught during motivation talks or life skills lessons.					

### A3: NACOSTI AUTHORIZATION LETTER



## 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

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

Ref: No.:

Date:

28<sup>th</sup> October, 2015

**NACOSTI/P/15/77881/8197**

Eliud Karimi Kamau  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Paternal Non-Involvement and its role in deviance amongst teenagers in secondary schools in Nairobi and Kirinyaga Counties, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi and Kirinyaga Counties** for a period ending **25<sup>th</sup> October, 2016**.

You are advised to report to **the County Commissioners and the County Directors of Education, Nairobi and Kirinyaga Counties** 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.

  
**SAID HUSSEIN**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.



*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*

**A4: KENYATTA UNIVERSITY AUTHORIZATION**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: C50/CTY/PT/20511/10

DATE: 2<sup>nd</sup> September, 2015

Director General,  
National Commission for Science, Technology  
& Innovation  
P.O Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION KAMAU ELIUD KARIMI- REG. NO. C50/CTY/PT/20511/2010**

I write to introduce Mr. Kamau Eliud Karimi who is a Postgraduate Student of this University. He is registered for M.A. degree programme in the **Department of Psychology**.

Mr. Kamau intends to conduct research for an M.A. Proposal entitled, **“Paternal Non-Involvement and its Role in Deviant Behaviour Amongst Teenagers in Secondary Schools in Nairobi and Kirinyaga Counties, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,


  
**MRS. LUCY N. MBAABU**  
**FOR: DEAN, GRADUATE SCHOOL**

**A5: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MR. ELIUD KARIMI KAMAU** of **KENYATTA UNIVERSITY, 102134-101**  
**NAIROBI, has been permitted to conduct**  
**research in Kirinyaga , Nairobi Counties**  
**on the topic: PATERMAL NON-INVOLVEMENT AND ITS ROLE IN DEVIANCE AMONGST TEENAGERS IN SECONDARY SCHOOLS IN NAIROBI AND KIRINYAGA COUNTIES, KENYA.**

**for the period ending:**  
**25th October, 2016**

**Permit No : NACOSTI/P/15/77881/8197**  
**Date Of Issue : 28th October, 2015**  
**Fee Received :Ksh 1000**



**National Commission for Science, Technology & Innovation**

**National Director General**

**Signature**

**National Commission for Science, Technology & Innovation**



**A6: MINISTRY OF EDUCATION LETTER**



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

Telegram "EDUCATION", NAIROBI

Telephone Nairobi (020) 318581

Fax no: 254-2-214287

E-mail: [psecretary@education.go.ke](mailto:psecretary@education.go.ke)

JOGOO HOUSE "B"

HARAMBEE AVENUE

P.O Box 30040-00100

NAIROBI.

29<sup>th</sup> Oct 2019

Ref. No....MOE/Res/A/5/15/104

Eliud Karimi Kamau

Kenyatta University

P.O. Box 43844, 00100

NAIROBI, KENYA.

**RE: RESEARCH AUTHORIZATION**

Reference is made to the National Commission for Science, Technology & innovation letter number NACOSTI/P/15/77881/8197 dated 28<sup>th</sup> Oct, 2015.

You have been authorized to carry out the research on Paternal Non- Involvement and its role in deviance amongst teenagers in secondary schools in Nairobi and Kirinyaga Counties, Kenya.

You are requested to share the findings of this study to the respective counties Education offices.

A handwritten signature in black ink, appearing to read 'Florence Mathaai'.

Florence Mathaai

For Principal Secretary

Ministry of Education

Cc County commissioners Kirinyaga, Nairobi