

**PARENTING PRACTICES AND PERCEIVED SOCIAL SUPPORT AS  
PREDICTORS OF PROBLEM BEHAVIOUR AMONG FORM  
TWO STUDENTS IN EMBU COUNTY, KENYA**

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## **DEDICATION**

I dedicate this research work to my caring and supportive parents, Mr. and Mrs. Ngari and my husband Mr. Victor. Your unwavering support, guidance and sacrifices have laid the foundation for my academic and personal growth and your constant encouragement, patience and steadfast belief in my abilities, have been a source of strength and motivation all through. May God bless you and grant you abundant life.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ADHD</b>	Attention-deficit/hyperactivity disorder
<b>ANOVA</b>	Analysis of variance
<b>ASD</b>	Autism spectrum disorder
<b>CRPBIS</b>	Child Report of Parent Behaviour Inventory Scale
<b>EDI</b>	Eating Disorder Inventory
<b>IA</b>	Internet Addiction
<b>IGC</b>	Individual growth curve
<b>KMO</b>	Kaiser-Meyer-Olkin
<b>NACOSTI</b>	National Commission for Science, Technology, and Innovation
<b>PASCQ</b>	Parents Social Context Questionnaire
<b>PNS</b>	Parental Nurture Scale
<b>SDG</b>	Strength and Difficulties Questionnaire
<b>SPSS</b>	Statistical Package for Social Sciences
<b>USA</b>	United States of America

## ABSTRACT

Problem behaviour in secondary schools is an issue of concern all over the world. The increase in problem behaviour among secondary school students continue to raise concern in educational and community settings. Parenting practices and perceived social support have been identified as key predictors of such behaviour. In particular, majority of secondary school students in Mbeere south sub-county, Embu County have been exhibiting problem behaviour at an alarming rate. These problem behaviour have been attributed to school factors and very little has been done on perceived social support and parenting practices which may be contributing a lot to the student problem behaviour. This study examined the extent to which parenting practices and perceived social support predict problem behaviour among secondary school students in Mbeere sub-county, Embu county, Kenya. The objectives of the study were; to determine the relationship between parenting practices and problem behaviour, to establish the relationship between perceived social support and problem behaviour and to determine the predictive model of parenting practices and perceived social support on problem behaviour. The research was anchored on social learning theory and Bronfenbrenner's ecological theory. Correlational research design was employed in this study. The study location was Mbeere South Sub-County, Embu County and the study was conducted among form two students. The target population consisted of 32 secondary schools and 8822(5302 boys and 3520 girls) form two students. The sample size of the study was 383(199 boys and 184 girls). Purposive sampling, simple random sampling, stratified and proportionate sampling were used to select the schools and the respondents. A structured questionnaire was used to collect the quantitative data. A pilot test was conducted using 38 form two students from a secondary school in Mbeere South Sub-county to assess the validity and reliability of the research instruments. This school was excluded from the actual study. Descriptive, inferential statistics, Pearson Product Moment Correlation Coefficient and Multiple were used to analyze the data. The results of this study indicated that there was a negative and significant relationship between parenting practices and problem behaviour ( $r=-0.46, p<.05$ ), perceived social support and problem behaviour ( $r=-0.65, p <.05$ ). The results from multiple regression analysis indicated that parental practices are the best predictors of problem behaviour since they had the highest predictive index of ( $\beta=-0.45$ ) followed by perceived social support which had the least predictive index ( $\beta= -0.33$ ). The equation for predicting problem behaviour from parenting practices and perceived social support was found to be significant ( $F (3, 271) = .00 P <.05$ ). In addition, the sub-scales of the two independent variables were found to have a significant predictive weight on problem behaviour. The study recommends the ministry of education should establish parent-school partnership and that teachers should strengthen school based social support system so as to help the students deal with problem behaviour.

# CHAPTER ONE

## INTRODUCTION AND BACKGROUND TO THE STUDY

### 1.1 Introduction

This chapter provides an overview of this study. It explores the background to the study, statement of the problem, research objectives, purpose of the study, research objectives and research hypotheses. The significance of the study as well as the limitations and delimitations of the research are presented. The theoretical and conceptual frameworks are also discussed in this chapter as well as the operational definition of terms.

### 1.2 Background to the Study

Problem behaviour refer to the consistent patterns of unacceptable conduct which often manifests as either externalizing or internalizing coping mechanisms when adolescents are confronted with challenging social situations (Zarkowska & Clements, 2018). Adolescents manifesting externalizing behaviour tend to be aggressive and respond to social challenges with hostility, frustration, and anger, whereas adolescents with internalizing behaviour tend to withdraw and avoid confrontations (Papachristou & Flouri, 2019). Prolonged externalizing and internalizing problem behaviour among students have proven to jeopardize the quality of relationship formation with teachers and peers (Papachristou & Flouri, 2019), which interferes with the teaching and learning processes. In addition, valuable study time is lost in handling problem behaviour incidences in learning institutions (Chauhan, 2018; Kosgei, 2020).

Globally, the rampant cases of problem behaviour have been one of the central issues in learning institutions and at homes. It has been shown that students' problem behaviour interfere with social relations and communications, which consequently reflects on their learning behaviour

(Chauhan, 2018; Papachristou & Flouri, 2019; Zarkowska & Clements, 2018). According to Fredricks, Filsecker, and Lawson (2016), students with problem behaviour often experience academic difficulties and drop out of school more frequently than their peers, despite having average or above average intelligence.

In July 2014, 90 students at a school in India were killed in a fire. The fire was blamed on poor parenting and the fact that most parents were less concerned with what was happening in schools (Bukhari, & Afzal, 2017). In Australia, the difference in secondary school graduation rates is as high as 30% between students with and without externalizing and internalizing behaviour (MEES, 2019). Although many risk factors are associated with the completion rates, parenting practices have been the major cause of problem behaviour amongst secondary school students. Therefore, the church and the state work together to regulate children's behaviour according to a strict interpretation of the Bible (Tanaka, 2019).

Recently, adolescent problem behaviour were acknowledged as one of the most common problems in institutions of learning. According to Monda, Aloka and Mwebi (2021), the American government started a welfare system to control problem behaviour among students in 2006. Interestingly, with all the efforts, statistics from the center of Behavioural Health statistics and quality showed that 2.3 million from the age of 12-17 mainly secondary school students had been involved in substance abuse. This shows that despite the efforts that the USA has tried to enforce, the efforts of controlling the behavioural problems have not yet yielded good results (Monda et al 2021).

In South Africa, about 5.8 per cent of the population over the age of 15 are addicted to alcohol and show evidence of abuse of other drugs or substances. The students are heavily involved in

drug and substance abuse, which significantly affects their performance (Peltzer & Phaswana, 2019). However, Mpisso (2016) found out that several punishment methods were used to punish students in cases of indiscipline that degraded dignity and damaged children's self-esteem and creativity.

The government of Uganda prioritizes education as one of the social pillars of its Vision 2030, which has helped Uganda to become a middle-income nation. Secondary school is extensively supported as a sign of commitment, which raises enrollment and retention rates. Drug and substance abuse, however, appears and tends to thwart these noble steps, discourages students from learning and then destroys the school children on whom the government depends to take the economy to the next level (Deborah, 2017). There have also been common cases of student strikes in secondary schools in Uganda which have greatly affected students' learning. In 2018 there was a fire accident that happened at Buddo secondary school in Uganda, which caused the deaths of twenty-one students (Hirano, 2019).

In Kenya, the problem behaviour of students are very high which brings about a lot of worries and threats (Kariuki & Aloka, 2014). Recently, students were burning schools, a lot of violence, whereby the students are attacking teachers, violence between peers, boy-girl relationships, and also substance abuse is almost common in all secondary schools. Monda et al. (2021) shows that 37% of secondary school students have engaged in sexual behaviour. In 2001, 240 cases of strikes were documented, while in 2008 there were 360 cases. In all these cases, the students became possessed by burning and destroying their institutions. According to Aluanga (2008), a form three student at Nairobi's Upper Hill School died in a fire believed to have been caused by student riots at the facility in 2008. In 2017 fire burnt down a dormitory and left seven students

dead and others injured at Moi Girls Nairobi (Aluanga, 2008). Therefore, this is evidence that it is necessary to maintain good behaviour in secondary schools, especially among secondary school students in Mbeere South Sub- County who are likely to be affected by Miraa activities carried out by their parents as well as social activities done by fellow students in the school environment. More than 40% of secondary schools were burnt in 2021 in Mbeere South Sub-County (Embu County Director of Education, 2021). This raised an alarm about what the problem could be, hence the need for this study.

Extensive psychology and education research has focused on establishing some of the possible predictors of adolescents' problem behaviour, due to its negative impact on academics. Many such studies concentrated on parent-child relational qualities, teacher stress, parent stress, sibling bullying, peer-bullying, teacher-child relationship, and peer victimization, but few studies have paid attention to how parenting practices and perceived social support jointly predict problem behaviour of adolescent students in secondary schools (Cholewa et al., 2018; Wang et al., 2020). Drawing from this knowledge, this study came up with two variables: parenting practices and perceived social support as predictors of problem behaviour. Parenting practices are the specific behaviour and actions that parents use to raise, guide and interact with their children. These include daily routines, discipline methods, emotional support, communication style, and how parents respond to their child's needs. A study by Carolyn Webster-Stratton and Jamila Reid (2004) in America among children aged between 4 to 8 years found out that harsh discipline, inconsistent discipline and lack of positive involvement predicted more frequent problem behaviour.

In South Africa, Mervyn et al. (2014) did a study on the role of parental style in conduct disorders among adolescent boys. They administered the parental bonding instrument and the family environment scale to compare 40 adolescent boys diagnosed with conduct disorder with 40 peers without the diagnosis. The findings indicated that the boys with conduct disorder were more likely to report low maternal warmth and paternal overprotection.

Obiero (2017) did a study on parenting style and student discipline in secondary schools. The study sample size in this study involved secondary school students, parents and teachers in Nairobi County. Questionnaires and interviews were used to assess parenting style and student disciplinary behaviour. The researcher found out that parenting styles significantly influences student behaviour and discipline.

On the other hand, perceived social support refers to a person's belief or perception that they are loved, cared for, valued and have people they can rely on for help or comfort. Williams et al (2015) did a study on social development measures associated with problem behaviours and weight status in Australian adolescents. The researchers used cross-sectional research method where 7,114 adolescents aged 10-14 years were studied. The findings revealed that adolescents who reported higher levels of perceived social support demonstrated lower levels of externalizing behaviour.

According to Chagu et al. (2024), perceived social support is positively related to the learners' self-efficacy. They did the study on the impact of social support and self- efficacy in preventing substance abuse among adolescents at Borstal training institution, Barnawa, Kaduna state. They used a sample size of 137 male adolescents aged between 16-17 years. A cross-sectional survey with multiple regression analysis to examine effects of perceived social support and self-efficacy

on substance abuse risk. The findings revealed that perceived social support had a significant overall effect on substance abuse risk. They reported that higher social support was linked to lower abuse risk.

Sumiyo Kawa et al. (2011) did a study on perceived social support and the psychological well-being of AIDS orphans in urban Kenya. The researchers used a sample size 398 orphan caregivers and 327 children aged between 10-18. A cross-sectional research design was used and data was collected using questionnaires. The findings indicated that higher perceived social support was significantly associated with lower depressive symptoms and higher self-esteem. From the above reviewed literature, there is very little information on how parenting practices predict problem behaviour among secondary school students in Mbeere sub-county and therefore made it necessary for this study to try to bridge this notable gap.

Odoy (2018) found out that support from teachers and peers are significantly related to learning behaviour. Attar-Schwartz, Mishna and Khoury-Kassabri (2019) noted that peers' support was a strong predictor of internalizing behaviour among learners. In addition, the researchers found out that parental support plays a central role in predicting externalizing behaviour. Thernlund and Samuelsson (2016) pointed out that parental support was significantly associated with a child's behaviour.

However, there is a dearth of information on how parenting practices and perceived social support predict problem behaviour in Embu county and more specifically in Mbeere South Sub-county. Therefore, it was found necessary for this study to be done in order to provide necessary research information that may help to address problem behaviour in secondary schools in Mbeere South Sub-county.

### **1.3 Statement of the Problem**

Problem behaviour among secondary school students such as truancy, aggression, substance abuse, burning of schools and defiance have become a growing concern in many secondary schools globally. In Kenya these behaviour negatively affect peer relationships, overall emotional development and most importantly academic performance of the learners. Despite interventions by the educational stake holders, the prevalence of such behaviour continues to rise. If this issue is not adequately addressed, it will lead to a problem of a continuous below average performance in the Mbeere south sub-county which may hinder the realization of vision 2030 and SDGS. As a result, there was need to explore underlying factors that might predict these problem behaviour.

In Kenya and more specifically in Embu county, Mbeere south sub-county, studies that have been done have looked at factors such as peer-related factors, school related factors, psychological factors and environmental factors. There is a dearth of information on parenting practices and perceived social support as predictors of problem behaviour a gap this study intends to fill. This study therefore, seeks to examine parenting practices and perceived social support as predictors of problem behaviour among secondary school students in Mbeere south sub-county. Understanding this relationship, may provide insights for designing targeted intervention programs to reduce problem behaviour among secondary school students.

### **1.4 Purpose of the Study**

To determine whether parenting practices and perceived social support predict problem behaviour among form two students in Mbeere South Sub- County, Embu County; as well as to

establish the intercorrelations among these variables with the aim of identifying interventions that can reduce problem behaviour among students.

### **1.5 Objectives of the Study**

The objectives of this study were:

- (i) To determine the relationship between parenting practices and problem behaviour among form two students in Mbeere South Sub-county, Embu County.
- (ii) To establish the relationship between the perceived social support and problem behaviours among form two students in Mbeere South Sub-county, Embu County.
- (iii) To determine the predictive model of problem behaviour from parenting practices and perceived social support among form two students in Mbeere South Sub-county, Embu County.

### **1.6 Research Hypotheses**

This study focused on these stated hypotheses:

H<sub>a1</sub>: There is a relationship between parenting practices and problem behaviour among form two Students in Mbeere south sub-county, Embu county.

H<sub>a2</sub>: There is a relationship between Perceived social support and problem behaviour among form two students in Mbeere south sub-county, Embu County.

H<sub>a3</sub>: Parenting practices and perceived social support predict problem behaviour among form two students in Mbeere south sub-county, Embu County.

## **1.7 Significance of the Study**

The Ministry of Education, school administration, parents, and other stakeholders might all be interested in the study's findings. This study will also provide schools, parents, and other stakeholders with empirical evidence of parenting practices and their impact on problem behaviour in secondary school students. The results may help formulate guidelines to be used in designing programs for students with problem behaviour

Teachers and school counselors may also use this study to advise parents on the need for good parenting practices that will enhance students enhance performance. In addition, teachers and parents may have knowledge expansion on the impact of parenting practices and social support on problem behaviour and therefore, will be able to monitor problem behaviour in learners. The study will further help school guidance and counseling departments to understand the social-emotional development of the students, hence improving their counseling techniques. In addition, the study will build on the empirical literature on connection between parenting practice, perceived social support, and problem behaviour. This may provide future scholars with adequate literature to support their research in related fields.

## **1.8 Limitations and Delimitations of the Study**

### **1.8.1 Limitations**

This study focused on form two students selected from public secondary schools in Mbeere South Sub- County and since this area differs in several ways from other sub-counties in Kenya, the findings may be generalized to other areas with a lot of caution. Secondly, the use of questionnaires resulted in low response rate. For example, some students were not interested in responding to questionnaires. To mitigate this problem, the researcher informed the respondents

that the study was meant for academic purposes only. Further, the researcher assured the respondents confidentiality of information to be shared.

### **1.8.2 Delimitations**

This study was confined to form two students among public secondary schools in Mbeere South Sub-County and not in all schools. Further, many factors might predict problem behaviour but the study focused on two factors that is parenting practices and perceived social support.

### **1.9 Assumptions**

The study was based on two assumptions. Firstly, that the respondents would provide valid, current, and honest information regarding the subject matter. The second assumption was that the findings of this study would give conclusive answers to the research questions.

### **1.10 Theoretical and Conceptual Framework**

#### **1.10.1 Theoretical Framework**

Two theories supported this investigation. They include, social learning theory by Albert Bandura and Bronfenbrenner's ecological theory.

##### **A) Social Learning Theory (Albert Bandura, 1997)**

Albert Bandura (1997) developed the social learning theory. The social learning theory assumes that learning is achieved by observing modeled behaviours. Bandura argues that observation and imitation increase adolescents' opportunities to learn and acquire new behaviour.

Social learning theory, which emphasizes on learning through observation, imitation, and modeling, can be linked to perceived social support as a predictor of problem behaviour. Individuals may learn problem behaviours by observing them in their social environment and

subsequently modeling them, especially if those behaviours are reinforced or rewarded. Perceived social support, or the lack thereof, can influence this process by providing or withholding models for positive or negative behaviour and by impacting motivation and self-efficacy. Based on the social learning theory, this study makes a theoretical prediction that social aspects (perceived social support) and relationships (parenting practices) model the behaviour of students. The theory, therefore, underpins the link between parenting practices, perceived social support, and problem behaviour. You Zhou et al. (2024) used social learning theory to explain how online social learning predicts cyber deviance. They found out that online peer social learning predicted cyber deviance.

Social Learning Theory, while influential, has faced critiques regarding its emphasis on environmental factors over individual agency and its neglect of cognitive and emotional processes in learning. Specifically, it has been criticized for not fully accounting for how perceived social support influences problem behaviour, despite its potential role in shaping both prosocial and antisocial actions (Çakar, 2013). In this case Bronfenbrenner's ecological theory was also employed.

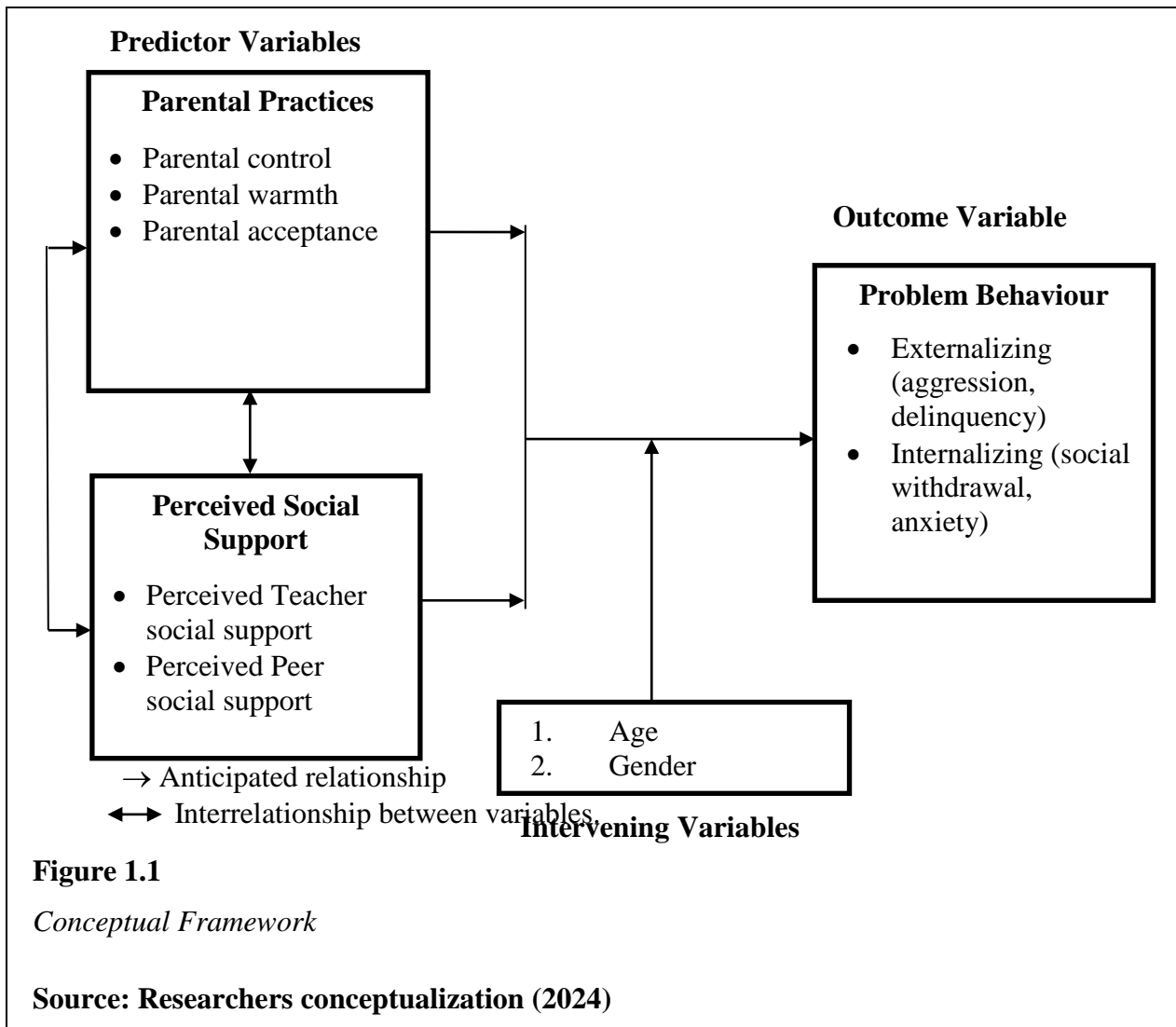
#### **b) Bronfenbrenner's Ecological Theory (Bronfenbrenner, 2008)**

Bronfenbrenner's ecological theory shows that the environment, such as the home, school, culture, and government, influences a child's development (Bronfenbrenner, 2008). The author argues that individual development is the result of various interacting factors that enhance or inhibit individual potential. These factors work in the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

Bronfenbrenner (2008) argues that the child's microsystem is a direct interaction such as home, family, school, peers, and caregivers. Bronfenbrenner argues that poverty causes stress in the family, weakens parents' coping skills, and leads to marital discord, inconsistency, rudeness, and emotional detachment. Children placed in such an environment have a poor cognitive function. The ecosystem includes other factors which, although not directly related to children, still have a large impact on the environment, while the macro system includes socio-economic structures, values, beliefs, and practices while microsystem is the interaction between the parents and the children. Bronfenbrenner's ecological theory was applicable to this study since it indicates that an individual's development is the result of several interacting factors which either support or hinder the individual's potential. Therefore, this theory explains parenting practices under the microsystem level which talks about parent-child relationship which includes parental warmth, parental control and parental acceptance. This study focused on parenting practices and perceived social support as possible predictors of learners' problem behaviour. As such, the theory provided a theoretical link between parenting practices, perceived social support, and problem behaviour.

### **1.10.2 Conceptual Framework**

Figure 1.1 shows the anticipated connection between the independent and the dependent variable.



In reference to Figure 1.1, the predictor variables were parenting practices and perceived social support. Parenting practices was operationalized using parental control, parental warmth, and parental acceptance. Perceived social support was operationalized using perceived teacher social support and perceived peer social support. The outcome variable was problem behaviour while the intervening variables were gender and age. It was hypothesized that parenting practices and perceived social support were related to problem behaviour.

## 1.11 Operational Definitions of Terms.

**Externalizing  
Problem Behaviour:**

The observable disruptive, aggressive or rule- breaking behaviour exhibited by students, measured through the participants' scores on the externalizing subscale of a standardized behaviour rating scale.

**Internalizing  
Problem Behaviour:**

Inwardly directed emotional and behavioural difficulties such as withdrawal, anxiety, depression and social isolation measured through participants' scores on the internalizing subscales of a standardized behaviour rating scale.

**Problem Behaviour:**

It is the maladaptive patterns of emotional or behavioural difficulties manifested by students which is measured using total scores obtained from standardized behaviour assessment tool.

**Parenting Practices:**

It is the specific strategies and behaviours that parents use in child – rearing including monitoring, discipline, warmth, communication, parental acceptance and parental control which is measured using scores obtained from a standardized parenting practices scale.

**Perceived Social  
Support:**

It is the individual's subjective evaluation of the availability and adequacy of support received from significant others such as family, peers and the teachers which is measured using the participants' scores on a standardized perceived social support scale.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter provides literature review on how problem behaviour relate to parenting practices and perceived social support as per the study objectives. The chapter also looks at how the students' problem behaviour are predicted from parenting practices and perceived social support. Lastly, the summary of the reviewed literature is presented and the gaps identified.

#### **2.2 The Relationship between Parenting Practices and Problem Behaviour**

Several studies were found to have explored the relationship between parenting practices and secondary school students' problem behaviour. Ingulia et al. (2020) studied how parental control and coping mechanisms affect teenage problem behaviour in Italy. In order to better understand how parental supervision, psychological control, and coping mechanisms are considered to play a part in teenage behaviour issues connected to anxiety and drinking, this study set out to examine these issues. The study used descriptive research design and path analysis, was used to analyze the data. Coping mechanisms acted as a moderator in the association between parental psychological control and adolescent anxiety and drinking. Furthermore, it has been found that parental psychological control and anxiety have a direct positive association, whereas parental monitoring and drinking behaviour have a direct negative relationship. The findings of this study offer a thorough model illustrating how various coping mechanisms can account for the psychological mechanisms underlying the association between the two forms of parental control (psychological control and supervision) and the internalizing and externalizing forms of adolescent disability. This study used path analysis which is more complex and sensitive to

violations of assumptions to analyze the data, while the current study used correlation and multiple regression to increase replicability and accessibility of the findings since correlation and multiple regression are widely used.

Krug et al. (2016) investigated the impact of bad parenting and supervision on eating disorders in mid-adolescence in Australia. Adolescent participants reported eating disorders using the Eating Disorder Inventory (EDI) subscale for eating disorders and bulimia as well as an additional scale for body dissatisfaction. Parent participants conducted a survey of parenting techniques in late childhood. In boys, eating disorders were not linked to parental affection, supervision, or interaction. Low parental (self) warmth is linked to bulimic behaviour in girls. In contrast, there was a higher chance of reporting wasting, bulimia, and physical dissatisfaction when exposed to minimal supervision and warmth. Since this was a longitudinal study which may have the testing effects on the participants the current study used a correlational research design to compare the results.

Carrasco et al. (2019) in their study looked at how parental acceptance relates to child psychological adjustment in Spain. The nature of this study is descriptive and for the total sample, there were no moderate impacts of prestige and interpersonal strength. However, when cross-age regression analysis was conducted, it was found that mother acceptance had a stronger impact on psychological adjustment in children in pre-school who were between the ages of 9 and 10. It's interesting to note that the younger individuals also showed a substantial moderating influence of interpersonal prestige (as opposed to interpersonal strength). In early adolescence as opposed to late childhood, status has a different moderating effect on mother acceptance-rejection. These findings show how parental prestige can account for the larger influence of maternal acceptability on younger children's psychological development. Whereas the previous

study looked at the primary school children who were aged between 9 to 10 years the present study examined secondary school students who represented a higher educational level thereby addressing the existing knowledge gap and prove whether developmental changes can affect the study variables.

A study by Sumargi et al. (2020) examined parenting practices and how they affect problematic behaviour in children in Indonesia on university students. The purpose of this study was to examine how authoritative and authoritarian parenting styles by mothers and fathers affected the problem behaviour of their children. This study also looked at how parenting styles are affected by family adjustment. They answered a series of questions evaluating their family adjustment, parenting practices, and problem behaviour among university students. The results of several regression analyses showed that fathers' authoritative and authoritarian parenting had a substantial impact on children's behavioural issues, whereas women' authoritative parenting had a significant impact on children's emotional issues. The efficiency of parenting was predicted by parental teamwork, which was another important conclusion. This study investigated the effects of parenting practices on university students whose behaviour may have been influenced by their level of schooling while the current study looked at parenting practices among secondary school students to compare the results.

Mak et al. (2020) looked at negative parenting styles as a mediator between parenting stress and behavioural issues in children in China. The study's objective was to investigate the direct relationship between parenting stress, parenting styles, and perceived behavioural issues in children as well as to look into a model that showed how negative (permissive and authoritarian) parenting styles in China could act as a mediator in that relationship. In all, 371 parents of preschool-aged children (ages 3 to 7) were enlisted. The findings indicated that more reported

behavioural issues with children were linked to higher levels of parenting stress. Negative parenting styles were positively correlated with parenting stress, and the association between parenting stress and behavioural issues in children was largely mediated by negative parenting styles. This study was done in china which is a developed country and varies in culture, education system and also in parenting practices. The current study was done in Kenya which is an undeveloped country in terms of education system and the technologies used in schools to compare the results of the prior findings in a different socio-cultural, economic and educational environment.

Widiastuti et al. (2025) concentrated on how parenting affects children's problematic conduct. This study looked into how different parenting philosophies affect teenage kids' problematic behaviour. One hundred parents in Bandung in Indonesia with children ages 12 to 17 who exhibit problematic behaviour made up the research sample. According to the regression study, troublesome behaviour is influenced differently by each parenting style. Authoritarian and authoritative parenting approaches were found to have a greater impact than permissive parenting. However, the most notable effect was caused by an uninvolved parenting style. Permissive and uninvolved parenting approaches were also found to be strongly associated with problematic behaviour, according to quantitative correlation. Adolescent children's problematic behaviour is influenced by various parenting methods. However, the study omitted the perceived social support component, indicating a conceptual gap.

Haslam et al. (2020) examined how cultural values in Australia and Indonesia moderate parenting practices, children's emotional control, and behavioural issues. In both an individualist culture (Australia) and a collectivist culture (Indonesia), this study investigated whether the cultural values of parents affect the links between parenting styles and child outcomes. Parenting

techniques, the significance of collectivistic values (security, conformity, and tradition), and the behavioural and emotional issues of their children were reported by 387 parents of children aged 2 to 10 from both nations. Authoritarian parenting was linked to lower levels of behavioural issues and lower levels of emotion regulation in children, while authoritative parenting was linked to both of these outcomes in both nations. In both nations, a stronger emphasis on tradition reduced the beneficial effects of authoritative parenting on child outcomes, even while cultural values did not mitigate the association between authoritarian parenting and child adjustment. This study used mixed method research design to analyze the data while the current study used correlational research design to compare the results of the previous study.

Zhang and Wang (2023) examined the mediating role of adolescents' self-control in the relationship between parenting practices and problem behaviours in adolescents in China. Six hundred and eleven teenagers were given the Youth Self-Report, a parenting style questionnaire, and a questionnaire on adolescents' self-control to evaluate their problem behaviours, self-control, and parenting styles. The findings showed that internalizing problems were positively correlated with maternal rejection and externalizing problems with paternal rejection. Furthermore, the association between internalizing difficulties and externalizing problems, as well as between externalizing problems and parental rejection, was mediated by the self-control of adolescents. The results demonstrated that teenagers' self-control acted as a mediator in the various interactions between the influences of maternal and paternal upbringing styles on their internalizing and externalizing difficulties, respectively. This study used family systems theory which focusses primarily on the dynamics within the family unit as its foundation while the current study used ecological systems theory and social learning theory which extends the analysis to include multiple layers of environmental influences such as school and peers as its

foundation so as to provide a more comprehensive frame work so as to extend the existing knowledge.

Akintola (2023) examined abusive parenting as a predictor of internalizing and externalizing behaviours in Ogun State, Nigeria, among adolescents enrolled in school. The cross-sectional survey approach was used in the study. Self-report measures on internalizing and externalizing behaviour, as well as abusive parenting, were used to gather data. The findings showed that internalizing behaviour, externalizing behaviour, and delinquent actions among teenagers were all significantly impacted by abusive parenting. Adolescent delinquent conduct was not greatly impacted by abusive parenting, but internalizing and externalizing behaviour were. This study used self-reports which has risks such as biases and lack of objectivity to collect the data while the current study used questionnaires to collect the data and compare the results.

Rachel et al. (2022) in their study examined the evidence from three rural South African communities regarding the role of parental influences in teenagers' aberrant behaviour. This study investigates how parental influences contribute to the aberrant behaviour of teenagers in South African rural areas. The current study, which is guided by the qualitative approach, uses semi-structured interviews to gather data and theme analysis to analyze it. Less parental supervision, a lack of support, a lack of discipline, a lack of care on the part of parents, and an incapacity to serve as role models are among the parental issues that have been found. These elements contribute to aberrant behaviour in adolescents, including drug misuse, school abandonment, and criminal activity. Therefore, there is a chance to lessen aberrant behaviour in adolescents by concentrating on the family, particularly the behaviour of the parents. This study used Baumrind's parenting styles theory as its foundation while the current study used social

learning theory and ecological systems theory as to offer an alternative perspective to the previous study.

Baidoo-Anu et al. (2019) examined parental practices as a predictor of junior high school children' academic performance in Ghana's Aowin and Suaman Districts. The design used was descriptive. Using proportionate allocation, 400 junior high school students were chosen as the study's sample size. Selected students' answers to questionnaires were combined with their test results. Both descriptive and inferential statistics were used to analyze the data. The study's conclusions showed that there is a strong correlation between parenting practices and academic success, meaning that parenting practices and pupils' academic performance are related. This study used a sample size of junior secondary school students who were aged between 9 and 12 years old while the current study used secondary school students who were aged between 14 and 18 years old so as to strengthen generalizability of the findings across developmental stages.

Tumusabe et al. (2022) studied the parenting styles and child behaviour of adolescents in Uganda. The study supported the use of a mixed methods approach and recommended a cross-sectional research design. The findings showed a statistically significant positive correlation between the conduct of adolescents and an authoritarian parenting style. The results of the correlation revealed a strong positive and substantial association between the behaviour of teenage children and permissive parenting. The findings indicated a statistically significant correlation between the behaviour of adolescents in Kisoro Municipality in Uganda and authoritative parenting. The study concluded that there was a significant positive correlation between an authoritarian parenting style and the behaviour of adolescents in Kisoro Municipality. Adolescent behaviour in Kisoro Municipality was significantly positively correlated with liberal parenting. The results of the study indicate a significant correlation

between teenage behaviour in Kisoro Municipality and authoritative parenting. This study used mixed method research design which requires advanced data analysis skills while the current study used correlational research design to generate new insights.

Mutuku et al. (2019) examined the influence of parental practices on adolescents' behavioural issues in secondary schools. All public secondary schools in Kenya's Makueni County's Mbooni East sub county were the target population. The results of the study show that negative social behaviour was present in 66.7% of respondents who were raised in an authoritarian parenting style, 66.7% of respondents who were raised in a neglecting parenting style, 51% of respondents who were raised in a permissive parenting style, and only 39% of respondents who were raised in an authoritative parenting style. This study used cross-sectional survey which makes it difficult to establish causal relationships between parenting practices and problem behaviour. As a result, the current study used correlational research design to help examine the statistical relationships between the study variables

A study in Kisii central sub-county, Kenya by Monda et al. (2021) looked at behavioural adjustment and parental nurturing methods. The research design used in the study was ex- post - facto. The multiple regression model's results achieved statistical significance, suggesting that it was a highly significant model that could adequately explain the variance in learners' overall behaviour adjustment. In Kenyan elementary schools, family nurturing techniques collectively accounted for 53% of the variation in students' overall behaviour adjustment. Parental acceptance contributed the least to the explanation of the model's variability; however parental warmth had the greatest effect on improving behaviour adjustment among the four parental nurturing behaviour. This study used ex-post-facto research design which is more vulnerable to

confounding variables; therefore, the current study used correlational research design to give a different contextual understanding.

### **2.3 The Relationship between Perceived Social Support and Problem Behaviour**

Odoy (2018) conducted research on teacher support and learning behaviour of high school students in Kenya. This study used a non-experimental quantitative research design with a descriptive-correlative technique and used universal sampling. The results showed that respondents experienced high levels of teacher and peer support and high levels of learning behaviour, and support from teachers and peers was significantly related to learning behaviour. The results showed that the more support given, the better the learning behaviour of students in high school. The results also show that academic support from peers emerges as the area that most influences learning behaviour. This study used mixed-method research design which integrated two different approaches which is difficult for researchers who do not have the required skills. As a result, the current study used a correlational research design which requires fewer specialized skills thereby making the investigation more feasible and still replicable

Attar-Schwartz et al. (2019) did a study on the influence of social support, peer victimization, and gender on externalizing and internalizing behaviour among Canadian university students. According to this study the moderating effects of victimization and the influence of gender are investigated in the relationship between peer support, internalizing and externalizing behaviour, and victimization. The findings demonstrate that peer support, independent of parental and teacher support, contributes significantly to lowering internalizing behaviour in adolescents. Teen victimization has a role in mediating this connection. Compared to men, female students' support from their classmates was a better predictor of internalizing behaviour. Parental support is a key factor in predicting externalizing behaviour, according to the findings, even though peer

support is not directly linked to these outcomes. Adolescent victimization serves as the only mediator between peer support and externalizing behaviour. This study was conducted in Canada and among university students whose level of problem behaviour may have been affected by their level of schooling. The current study was done in Kenya and among secondary school student to compare results from different contexts and cultures.

Therlund and Samuelsson (2016) conducted a methodological study to examine the relationship between parental social support and children's problem behaviour in various racial and socioeconomic categories in Sweden. A schedule of interviews is used in this investigation. As a result, higher socioeconomic groups, but not lower socioeconomic groups, demonstrate the expected association between social support as measured by the ISSI and child behaviour and parental psychopathology. It is believed that the ISSI measures feelings of contentment with social support rather than its qualitative characteristics. For the psychiatric population and the lower socioeconomic category, the same approximation cannot be made. In this case, more attention should be paid to the true quality of the social network. This study used interview schedules which are prone to interviewer bias to collect data while the current study used questionnaires which minimizes bias and produce more standardized responses.

Arda Sürücü et al. (2019) examined social support and empowerment as predictors of self-care practices and glycemic control in people with type 2 diabetes in Turkey. This study employed relational and descriptive cross-sectional research designs. Patient empowerment was a statistically significant predictor of blood glucose monitoring, nutrition, exercise, and foot care, according to linear regression analysis. A statistically significant correlation was found between social support and blood glucose monitoring, exercise, diet, and foot care. These findings suggest that when nurses construct treatments to improve glycemic control and boost the self-care

behaviour of people with type 2 diabetes, social support and empowerment are crucial factors to take into account. The previous study used only 2 people as the sample size, which is a very small sample size and cannot be used to generalize the results while the current study used a sample size of 383 secondary school students. This will help enhance external validity and make conclusions more generalizable.

Acoba (2024) examined the mediating function of perceived stress in the relationship between social support and mental health in Phillipine. The purpose of this study was to investigate if social support and positive affect, anxiety, and depression are mediated by perceived stress. During the height of the COVID-19 outbreak, 426 Filipino individuals participated in an online cross-sectional survey. The connection between family and significant other support and positive affect, anxiety, and depression was considerably mediated by perceived stress, which was in line with the expectations. Support from family and a significant other reduced anxiety and sadness, raised positive affect, and reduced perceived stress. However, the association between friend support and positive affect, anxiety, and sadness was not mediated by perceived stress. This study used cross-sectional survey which cannot capture the strength or the direction of the relationship of the variables of the study. Therefore, the current study used correlational research design which examined the relationships between the study variables.

Liu et al. (2020) examined how social support and self-efficacy affected behaviour issues in children with malignant tumors aged 8 to 18 in China. According to the structural equation models, self-efficacy, social support, and post-traumatic growth can all have a direct impact on the behavioural issues that 8–18-year-old children with malignant tumors face during treatment. The standardized total effect of self-efficacy was the largest in both the first and second models.

Boys also had more behavioural issues than girls. Additionally, self-efficacy can negatively and indirectly predict behavioural issues based on post-traumatic growth or social support. Via self-efficacy and post-traumatic growth, social support can either directly or indirectly anticipate behavioural issues. This used structural equation models to analyze the data and it requires advanced statistical knowledge to interpret the findings. The current study on the other hand used correlational research design that provided a more simplified examination of direct relationship between variables.

Bataineh (2019) did a study on the impact of social support on special education performance in the state of Jordan. Descriptive survey design was used in the study. The study focused on 83 Jordanian special education instructors. The results of the study showed that these teachers receive social support from their spouses, friends, coworkers, and superiors. The survey also showed that these teachers received unofficial assistance from their peers in the form of friendship, a feeling of community, or general emotional support. According to the study, intervention programs that support school health workers can identify, assess, and prevent teacher burnout and stress. Additionally, these initiatives raise these teachers' performance levels. This study used the descriptive survey method which do not show whether two or more variables are related, therefore, the current study used correlational research design which was appropriate for establishing relationships between the variables.

Buijze (2020) examined the perceptions of Malawian parents and kids regarding the impact of the parenting issue. An emphasis on social assistance, emotional support, family connection, and educational help. The purpose of this qualitative study was to investigate how parents and kids perceived the impact of the positive parenting program. The program had a positive impact on family communication, social and emotional support, and educational support, according to the

results. Additionally, the findings showed that the mechanisms behind the shift in parenting behaviour included raising parental wellbeing, gaining information and awareness, altering views, and receiving support from other group members. Since this was a qualitative study and qualitative studies usually use small samples which make the results not to be easily generalizable, the current study was a quantitative study which used large groups as the sample size in order to make the results generalizable.

Obasi et al. (2019) investigated how parenting stress was predicted by perceived social support among parents of autistic children in Lagos, Nigeria. Data was collected from randomly chosen parents of autistic children who were attending the Federal Neuro-Psychiatric Hospital Annex in Oshodi, Yaba, Lagos, ex-post-facto, using a cross-sectional design. The parents' gender distribution showed that, of the total, 71.4% were female and the remaining 28.6% were male. The results showed that when comparing parents of autistic children with low felt social support to those with strong perceived social support, there was no discernible difference in the degree of parenting stress. This indicates that parents of autistic children with low and high levels of perceived social support did not significantly differ in their parental stress levels. This study used a cross sectional research design which cannot be used to establish the relationship between the dependent and the independent variables. As a result, the current study used correlational research design which established the strength and the direction of the relationship between the study variables.

Sidamo et al. (2024) conducted a community-based cross-sectional study in Ethiopia that examined the variables linked to teenagers' perceptions of social support in the Gamo Zone of Southern Ethiopia. The factors linked to perceived social support were then determined using multiple linear regressions. 95% confidence intervals (CIs) and  $\beta$  coefficients were used to show

the direction and intensity of connections. Compared to their peers, adolescents who lived with their biological parents reported much higher levels of felt social support. Adolescents who had worked for pay in the previous 12 months also expressed a greater sense of social support. Increased perceived social support was also linked to higher parental supervision levels. Adolescents also reported higher levels of perceived social support when they assessed risks for sexual and reproductive health (SRH) issues. Additionally, teenagers who were well-informed about SRH rights showed higher levels of perceived social support. Additionally, compared to teenagers living in urban areas, those living in rural regions reported higher levels of perceived social support. This study used a sample size of adolescents who were working and so their levels of problem behaviour may have been influenced by the working related stress whereas the current study used adolescents who were in school with different socialization agents.

Mabeya et al. (2024) investigated how social skills affected university students' behavioural changes in Uasin Gishu County, Kenya. To gather data for this study, questionnaires and in-depth interviews were employed. Themes from the study questions were used to analyze and transcribe the qualitative data. SPSS version 26.0 was used to evaluate quantitative data, which was then shown as means, standard deviations, frequencies, and percentages. In order to evaluate the hypotheses, the researcher employed ANOVA to ascertain whether the variables were related. The results showed that social skills had a major impact on university students' behavioural adjustments. This study used university students whose problem behaviours may have been influenced by their level of schooling. The current study used secondary school students to compare the results and bridge the population gap.

Mulinge and Muhindi (2023) examined how social structure affected juvenile criminal behaviour of youth who had dropped the school in Kenya's Nairobi City County's Kasarani Sub-County.

Both primary and secondary sources of information were gathered. Semi-structured questionnaires were used to gather primary data from a variety of respondents, including Nyumba Kumi leaders, chiefs and assistant chiefs, youth leaders, and the local police leadership. Authorities like the National Police Service and the National Crime Research Centre gathered secondary data from the publications. Standard deviations and means are among the descriptive statistics. The results imply that although the community places a high value on education and skill development, these elements might not be thought to have a major influence on juvenile delinquency. This study used a sample size of youths who had dropped out of school and their level of problem behaviour may have been influenced by their life experiences. As a result, the current study used secondary school students who are governed by the school laws and regulations.

Ochieng (2021) examined drug usage and the quality of the social support network among street children in Nairobi County, Kenya's Starehe Sub-County. This study used a correlational research design to examine the association between drug use and the quality of the social support system among street children in Nairobi County, Kenya's Starehe Sub-County. Using cluster and simple random sampling techniques, 100 street children were chosen from a target population of 30,000 in Starehe Sub-County to provide data. Information was also gathered from officials who were purposefully sampled, including four from the Starehe Children's Office, eight from NGOs and FBOs that were active in the sub-county, one administrator from the sub-county, and four administrators from the wards. Descriptive statistics like averages, percentages, and frequencies were used to analyze quantitative data obtained through surveys. The results showed that street children's substance usage was influenced by their lack of social connections. This study used street children as the sample size and their life experiences may have influenced their level of

problem behaviour, so the current study used secondary school students to compare findings from population of different socio-environmental context.

Ogari and Orwa (2021) examined the effectiveness of instructors at private elementary schools in Bomet County, Kenya, as well as social assistance initiatives. Bomet County's 132 privately run elementary schools were the target population. Regression analysis and correlation were used to determine the relationship between the independent and dependent variables. According to the report, social support initiatives significantly and favorably impact teachers' performance in Bomet County schools. The poll also revealed that teachers' performance at private primary schools in Bomet County is impacted by financial aid, emotional support, and guidance and counseling. Teachers' performance was the study's dependent variable, whereas problem behaviour of form two students is the study's dependent variable now. This study used a sample size of private school students while the current study used secondary school students from public secondary schools to compare the findings and assess the extent of generalizability.

Sambu (2022) examined how social support might help internally displaced people become more resilient following trauma: A case study of Kiambaa community in Uasin Gishu County, Kenya. Survivors of the Kiambaa fire disaster following the 2007 general elections were the study's main focus. A mixed method design approach was used in the investigation. The study's target population consisted of those who perished in the Kiambaa village fire disaster. Purposive and snowball sampling methods were used to choose study participants. The primary instruments for gathering data were a questionnaire and an unstructured interview schedule. According to the study, social support has a crucial role in helping traumatized people become more resilient. Individual resilience and social support were found to be strongly positively correlated, according to the findings of a Pearson correlation analysis. This study used a sample size of

grown up people whose level of trauma could be influenced by their life experiences while the current study used a sample size of secondary school students to provide insight into variables as influenced by the developmental stage thus broadening the result generalizability.

## **2.4 Prediction of Problem Behaviour from Parenting Practices and Perceived Social Support**

Ren et al. (2020) did a study in China in relation to parenting stress, social support, and other relevant factors. Individual questionnaires about the psychological and behavioural issues that parents and children experienced throughout the epidemic were employed in this study. The findings demonstrated that parents' anxiety levels greatly vary depending on their level of education, monthly family income, and the kind of handicap their child has. The findings demonstrated that parental stress and parental mental and behavioural issues positively predicted parental worry during an epidemic, but social support adversely predicted parental anxiety. This study presented mixed results on the effect of parenting practices on problem behaviour and the effect of social support on problem behaviour.

Taylor et al. (2015) looked at how parenting styles of mothers and fathers, as well as their impact on kids' social skills during the early adolescent years in single-parent and two-parent homes of Mexican heritage, related to perceived social support. Warm parenting, supervision, perceived social support, and a child's social abilities were among the interest components that were substantially associated with one another and had significant stability over time for the two parenting approaches. Parental warmth and parental supervision are correlated and also show a bidirectional association over time. Parental monitoring positively predicts changes in maternal child social skills. Parental warmth positively predicts changes in children's social skills for

fathers. The findings demonstrated that positive relationships between maternal supervision and perceptions of mother social support were related to children's social competence. There is a contextual gap because the research was conducted in Mexico, which is different from Kenya.

Vasquez (2022) studied how parental depressive symptoms might be a risk associated with parent-child relationships, especially positive parental engagement at the university of Arizona in USA. Using a risk and resilience framework, the current study examines for the first time three forms of peer support (emotional support, financial support, and emergency child care support) as potential protective factors underpinning the relationship between depressive symptoms and parental involvement in 3165 mothers and fathers. Participants were predominantly unmarried and from diverse minority ethnic backgrounds. Results indicated that parental depressive symptoms are negatively associated with positive parental engagement. The more depressive symptoms a parent is experiencing, the less likely they are to participate in positive parental engagement activities. Findings also suggested that emergency child-care partner support was a protective factor only for fathers. Emotional partner support and financial partner support were not significant buffers for mothers or fathers. The current study did focus on problem behaviours among secondary school students thus presenting a conceptual gap.

Wang et al. (2021) focused on supportive parenting and social and behavioural development. The relationship between maternal supportive parenting and preschoolers' social skill and problem-behavior development, as well as the cross-level moderating effects of teachers' emotional support, were investigated in recent studies using multilevel models. The investigation was conducted in China's Guangdong province. Participants in this study included 388 preschool-aged children from 59 classrooms as well as their mothers. The findings showed that

more supportive parenting was linked to children's social skill growth and a decrease in problem behaviours; the effects of supportive parenting on children's social skill development were reinforced by teachers' emotional support, but not for their problem behaviours.

A cross-sectional study by Hosokawa and Katsura (2024) examined the relationship between children's psychological adjustment and parents' perceived social support. This cross-sectional survey study was carried out in 78 preschools and 52 kindergartens in Nagoya, Aichi, a significant Japanese metropolitan area. Respondents with developmental disabilities or those who did not complete the necessary questionnaire items were not included in the analysis in order to properly evaluate the association between parents' perceived social support and behavioural traits. The findings showed that prosociality scores were higher and externalizing and internalizing issue scores were lower when parents had greater social support. On the other hand, a lack of social support could endanger the mental health of parents and result in less-than-ideal parenting techniques. Parenting is negatively impacted by parental mental health issues, which result in fewer good interactions with young children, higher rates of hostile and negative interactions, decreased communication, and delayed reactions to children's actions. While the present study was conducted in Kenya secondary schools, the previous study concentrated on preschools in Nagoya.

Yan et al. (2024) investigated the relationship between children's mental health and parents' perceived social support: the mediating effect of parent-child relationships and parental marriage quality. In Changchun, Jilin Province, China, 822 parents of young children (50 percent of whom were fathers) were surveyed using the Multidimensional Scale of Perceived Social Support, the Parental Marital Quality Scale, the Child-Parent Relationship Scale, and the Strengths and

Difficulties Questionnaire. The findings showed a positive correlation between children's mental health and parents' perceived social support; a simple mediating role for parental marital quality and parent-child relationships between parents' perceived social support and children's mental health; and a chain mediating role for parental marital quality and parent-child relationships between parents' perceived social support and children's mental health. The current study was conducted in Kenya, the possibility of intervening cultural diversity in the variables made this current study feasible

During the COVID-19 pandemic, Ross et al. (2024) concentrated on advancing social support as a buffer against parental stress and behavioural issues with children in USA. This study looked at the relationships between parental stress and behavioural issues in children and the social support that came from family, friends, and systems. Between January and March of 2021, information was gathered from 195 parents of primary school-aged children who were mostly enrolled in remote learning because of the epidemic. In step 1, parental stress was linked to younger child age and child gender, according to hierarchical linear regression models; only child age remained significant when child behaviour issues were included. Although child behaviour issues remained associated with parental stress even in the presence of support, family support, but not external systems, reduced the correlations between child features and behaviour on parental stress. The previous study used parents of primary school-aged children whose insights reflect the experiences of younger learners. On the other hand, adolescents face different behavioral, emotional, academic and social challenges that cannot be inferred from data on parents of younger children. The current study focuses directly on secondary school students.

Maiuolo, et al. (2019) examined parental authority, social support, and getting assistance for teenage mental health issues in Australia. Children who have authoritative and supportive parents were found to have better mental health outcomes and less obstacles to getting treatment. The current study looked at how parental support and authority affected the intentions and actions of 1582 children from 17 different schools to seek help. For 1032 participants, all data was available for two time points that were collected a year apart. Even after controlling for gender and psychological suffering, concurrent measures of positive parenting were linked to higher intentions to seek professional assistance. Actual help seeking as measured a year later was not predicted by parental support or authority. Teenage mental health issues were the study's dependent variable, whilst form two students' problem behaviour was the focus of the current investigation.

In their research, Arias-Rivera, et al. (2022) concentrated on social support, family functioning, and parenting abilities in cases of child-to-parent violence in Indonesia. The persistence of violent conduct over time may be explained by the interaction of several factors. According to the data gathered, parents who experience CPV exhibit subservient behaviour in parent-child interactions, have poor levels of perceived self-efficacy, and struggle to control their emotions. The publications under analysis also discussed the prevalence of a bad family environment and a propensity to minimize violent crimes committed by kids. Finally, the research indicates that a certain degree of social isolation and mistrust of official assistance resources change social ties. While the current study was quantitative in character, the previous study was qualitative thus allowing statistical testing that enhances objectivity and comparability.

Mubita (2025) examined Zambian adolescent misbehavior and parental practices. Purposive sampling was utilized to choose study sites, while convenience sampling was used to choose participants for the collection and analysis of both quantitative and qualitative data. It employed a convergent-parallel mixed methods design. The results of the survey showed that the most common parenting style was maternal authority, which ran counter to the study's initial goal. The findings showed a significant correlation between juvenile delinquency and paternal neglectful parenting, but no significant correlation between maternal and paternal authoritative, authoritarian, or permissive parenting styles. Additionally, female participants reported more paternal parenting styles, while male participants reported more maternal parenting styles. While the current study was conducted in Kenya, the previous study was conducted in Zambia and the results may not be generalizable because of the different social cultural differences.

In Pakistan, the study by Mukhtar and Mahmood (2018) concentrated on the moderating function of perceived social support in the relationship between relational aggressiveness in adolescents and perceived parenting methods. This study looked at how relational aggression (RA) and perceived parenting styles are mediated by perceived social support. The association between perceived parenting styles and RA was shown to be mitigated by perceived social support, according to statistical studies. The results showed that the unfavorable association between RA and perceived fathers' overprotective parenting is strengthened by perceived social support. The findings also indicated that the beneficial association between RA and the father's reported anxious-rearing parenting is strengthened by perceived social support. Furthermore, the positive correlation between RA and reported mother rejection parenting is reinforced by perceived social support. The previous study used participants from colleges in Lahore who are developmentally distinct from secondary school students. Since parenting influences autonomy levels and

behavioural patterns change significantly during adolescence, the findings from college students may not be generalized to secondary school students. Therefore, this the current study sought to address the secondary school students and compare results.

Cerqueira, et al. (2020) research carried out in Portugal, investigated the connection between parenting approaches and social support. The goal of the current study is to examine how parenting styles are perceived in relation to social support. Data was gathered using the Satisfaction with Social Support Scale (ESSS), the EMBU-P scale, and a sociodemographic questionnaire. The findings demonstrated that, across all dimensions measured by the EMBU-P scale (emotional support, rejection, and control attempt), the parents' social support (with regard to friendships, family, intimacy, and social activities) positively correlates with their parenting methods. Therefore, it was confirmed that parenting techniques are influenced by social support. Furthermore, this study found that mothers and fathers differed in how they perceived emotional support, rejection, and attempts at control, as well as in their ages. This suggests that the parenting techniques of parents are influenced by their gender and age. The current study used correlational design that helped in understanding the relationships and strength of the influence.

Parenting stress, social support, self-compassion, and parenting techniques among mothers of children with ASD and ADHD were the main topics of Riany and Ihsana's (2021) study in Indonesia. The purpose of this study is to compare the parental stress, self-compassion, social support, and parenting methods of groups of mothers with children with ASD and those with ADHD. Data for the study was gathered using the Parental Stress Scale, the Self-Compassion scale, the Multidimensional scale of perceived social support, and the parent construct. The findings indicated that the two groups' parenting techniques, social support, parental stress, and

self-compassion did not differ significantly. In both groups under study, parenting habits were significantly impacted negatively by parenting stress. However, the study omitted the problem behaviours component which was the main focus in the current study.

The association between parenting stress and the behavioural results of autistic children was the main focus of Damanhuri and Janon's (2022) study in Malaysia. The study also examined the influence of social support and parenting conduct. Parenting stress has been linked to behavioural issues in children, according to studies, although the results of these studies are not always consistent. This is mostly because the third variables (parenting style and social support) play a part in exposing variations in the study results. The way parents raise their children is directly related to the behavioural results of the youngsters. Negative parenting practices have been linked to behavioural issues in children, according to research, and most parents treat their children badly when they're stressed. This suggests that the association between parenting stress and behavioural issues in children is mediated by bad parenting practices. On the other hand, there are instances in which parents of stressed-out autistic children do not engage in bad parenting practices, especially when their children receive social support. There is a conceptual gap because the study concentrated on the behavioural outcomes of children with autism whereas the current study concentrated on problem behaviour of form two students.

In their study, Ueda, et al (2020) examined the relationship between parental stress and behavioural outcomes in Japanese children with and without autism and the parenting style of the mother. Through the use of parent questionnaires, this exploratory study aimed to compare parenting variables such as parenting stress, perceived social support, and parenting styles between Japanese mothers of autistic and non-autistic children and investigate relationships

between these variables and the internalizing and externalizing behaviour of their children. Independent t-test results showed that mothers of autistic children had lower levels of social support and more symptoms of parenting stress. There was no discernible difference in the groups' parenting philosophies. Parenting stress was found to predict externalizing behaviours in children with autism, according to regression studies. Furthermore, in children without autism, externalizing behaviours were predicted by an authoritarian parenting style. In both groups, authoritarian and permissive parenting styles were likewise linked to parenting stress. While the current study used a correlational research design, that helped establish the relationship among the variables, the previous study used an explanatory one.

Cooley et al. (2019) examined how social support affected the relationship between foster parent satisfaction and challenges and behavioural issues in children. One hundred and fifty-five certified foster caregivers from across the US participated in this study. The results show that social support significantly predicted foster parent confidence and satisfaction; that the intensity of child behaviours is positively associated with an overall perception of fostering challenges and negatively associated with foster parent confidence; and that social support moderates the relationship between perceived challenging aspects of fostering and perceived problems with child behaviours. Whereas the previous study was conducted in the United States, the current study was carried out in Kenya and addressed the contextual and cultural differences.

A study done in USA by Lippold, et al. (2018) examined the relationship between early adolescent parenting behaviour changes and parental perceived control and social support. Whether perceived control and social support during their youth's sixth-grade years were independently or interactively linked to changes in parenting behaviours (discipline, standard

setting) and parent-child warmth and hostility six months later, as well as whether these relationships varied by parent gender, were the two main questions of this longitudinal study of rural parents in two-parent households. In particular, it investigated whether the relationships between social support and parenting were influenced by parents' perceived control and whether these relationships varied by parent gender. While higher social support predicted improvements in parent-child warmth and decreases in parent-child animosity, higher perceived control predicted larger increases in parents' consistent discipline and standard setting. The relationship between social support and parental warmth was modified by parental perceived control: social support was only significantly associated with parent-child warmth for women when mothers had low (but not high) perceived self-control. The current study concentrated on a correlational research approach, whereas the previous study was longitudinal in nature.

Sangawi, et al (2019) conducted a cross-cultural assessment of the relationship between parental practices and behavioural issues in elementary school students. These were kept in full text for future verification to see if they aligned with the review's objectives. Twenty-one studies from the following twelve nations met the inclusion criteria: The United States, Canada, the United Kingdom, Spain, Portugal, the Netherlands, Finland, Croatia, Iran, China, Taiwan, and Pakistan. The findings show that children's behavioural issues are influenced by parenting practices. In particular, children whose parents exhibit positive attributes like "monitoring the child, involvement with the child, and other positive dimensions" tended to have fewer behavioural issues. While the current study was conducted among secondary school students, the previous study was conducted among primary school pupils.

Taraban, et al. (2019) examined how social support moderates externalizing difficulties in early children, parental depression, and over reactive parenting in USA. In order to examine over reactive parenting as a mediator of the relationships between early childhood externalizing and parental depressive symptoms, as well as parents' satisfaction with social support as a moderator, this study employed a sizable, longitudinal sample of adoptive families. The relationship between externalizing difficulties in children and parental depression symptoms was mediated by maternal parenting. There was no discernible mediation effect of paternal parenting. Unexpectedly, we discovered a cross-over impact for the moderating function of social support satisfaction, meaning that the degree of correlation between over reactive parenting and each parent's own depression symptoms was lessened by the social support satisfaction of their partners. The current study used correlational research design which is conducted at a single point in time making it much quicker while the previous study used longitudinal research design which requires repeated measurements over a long period.

A study done by Eti (2023) in Turkey, concentrated on the relationships between the social skills and problem behaviour of preschoolers and the parenting methods and attitudes of mothers about the emotions of their children. A total of 227 women with preschool-aged children aged 3 to 6 participated in the study. To find out how much the mothers' parenting philosophies and attitudes toward their kids' emotions affected their children's' social skills and problematic behaviours, two hierarchical regression analyses were performed. According to the first model, 14% of the variation in social skills was explained by authoritative parenting and positive views about kids' feelings. According to the second model, 18% of children's negative behaviours were predicted by authoritative and permissive parenting styles mixed with unsupportive ideas about emotions. The previous study was conducted among preschoolers and therefore the results may not be

generalizable to older students, the current study used secondary school students so as to provide insights into age-related differences and extend knowledge to a new developmental stage.

Zhao, et al. (2022) examined parenting practices, social support, school conditions, suicidal ideation, and suicide attempts among Chinese college students. 2,369 undergraduate students from four Chinese colleges provided cross-sectional data. Compared to heterosexual participants, students who belonged to a sexual minority group were more likely to have attempted suicide and had suicidal thoughts. Suicidality among male students was found to be substantially correlated with parental styles such as warmth, indulgence and neglect, and family support, as well as being a sexual minority, according to multiple logistic regression analysis. However, among female participants, suicidality was significantly correlated with being a sexual minority, parenting styles such as warmth, humiliation, and neglect, support from teachers and boyfriends/girlfriends, and school conditions such as the learning environment and extracurricular activities. The previous study was conducted in China, which differs culturally, socially and economically from Kenya therefore the findings may not be directly generalizable to the Kenyan context. Therefore, the current study examined the same variables among Kenyan adolescents to provide the context-specific insights.

Rabiu, et al (2024) investigated how antisocial behaviour related to parental attitudes among adolescents in senior secondary schools in Lagos, Nigeria. A survey research design that was descriptive. According to the findings, teenagers had a strong awareness of their parents' emotional support and academic achievement, and they generally thought that parental attitudes were quite high. However, several issues were noted, such as hostile inclinations and knowledge of online activity. Parental attitude and antisocial behaviour were found to be significantly

correlated by regression analysis. Gender disparities were noted, with females showing somewhat higher mean antisocial behaviour scores than males, suggesting a range of antisocial behaviour manifestations. While the current study was conducted in Kenya, the previous study was conducted in Nigeria which has a different geographical and cultural context.

Ferrajao and Elklit (2021) investigated how attachment and social support in early adolescence in Uganda mediate relationships between psychological distress and polyvictimization. Using the methods of Preacher and Hayes (2008), a structural equation modeling study was conducted to assess serial multiple mediation models. Higher levels of mental symptoms and PTSS were linked to polyvictimization. Importantly, there was a strong correlation between polyvictimization and high attachment anxiety, low perceived social support, high PTSS levels, and psychiatric symptoms. The previous study was done in Uganda and the findings may not directly apply to Kenya; therefore, conducting the current study in Kenya helps test the applicability of previous findings in a different cultural and geographical context.

Wasike-Sihanya (2023) concentrated on how parents' social conduct coaching affected schoolchildren's behaviour in Kenya. Parents, their 14–17-year-old children, and teachers were interviewed using case study methodology to learn more about how parents teach their kids social behaviours, why they choose the techniques they do, and how the kids show the social behaviours their parents teach them. The findings demonstrated that parents employed authority, modeling, telling, accountability, and self-learning. The parents' experiences being parented and the knowledge they acquire from parenting are factors that influence their decision to use various approaches. The results suggest that by permitting co-created solutions, adjusting the power dynamics between themselves and their children, listening to the behaviours that children integrate, and talking to them rather than telling them, parents can be more needs supportive of

their kids. While the current study was correlational in nature, the study used a case study research approach

The study by Shanley et al. (2024) concentrated on the views of Kenyans regarding the relationship between the duties of parents and the methods employed in the country to raise young children. Understanding opinions on parenting techniques with young children from a sample of Kenyans with different experiences with children (parents, community members) was the aim of this study. The following five topics surfaced from a thematic data analysis: (a) parental roles; (b) warmth expressions; (c) cultural practices with children; (d) control tactics; and (e) factors influencing effective parenting. The results of this study had a number of ramifications for the formal and informal assistance provided to families with young children. The results can guide the creation or modification of parenting programs for Kenya and provide insight into how Kenyans use parental warmth and control techniques, including those deemed detrimental or culturally acceptable. However, the study did not include the issue problem behaviour which is the main focus in the current study.

Ngige et al. (2020) examined the relationship between perception of parenting practices and the results of teenage self-esteem in Kenya. Data was collected from a sample of 630 high school students in Kenya, whose ages ranged from 15 to 18 years old, with a mean age of 16.3 years, using a standardized study instrument. Compared to maternal supervision, paternal guidance was a stronger positive predictor of adolescents' self-esteem, according to standardized regression coefficients. Conversely, teenage self-esteem was more negatively predicted by parental punitiveness than by father punitiveness. However, the self-esteem of Kenyan adolescents was not significantly predicted by either mother or paternal supervision. Additionally, the findings

showed that maternal autonomy giving had a positive but negligible impact on teenage self-esteem, whereas father autonomy granting was a negative but insignificant predictor of self-esteem among Kenyan adolescents. However, unlike the current study, the previous study did not focus on problem behaviour.

In Kieni East Sub-County-Nyeri County, Kenya, Nyangoya, et al. (2022) described how sexual behaviour related to parenting practices of adolescent girls. Sequential explanatory design, a mixed qualitative and quantitative research method, was employed. While the qualitative data was gathered using interview guides and subjected to thematic analysis, the quantitative data was subsequently examined using the Statistical Package for Social Sciences (SPSS) version 26. The study demonstrated that the teenage girls' sexual behaviour was impacted in different ways by their level of responsiveness and demandingness. According to the teens' results, they were incredibly resilient. However, the study was conducted in a different social context with the current study.

Michel, et al. (2025) sought to determine the association between the conduct disorders in children attending public primary schools in Masaba South, Kisii County, Kenya and parental deprivation. Combining focus groups and qualitative interviews, the study used a correlation and cross-section study design approach. The sample comprised of 324 participants. The findings showed that children's anxiety or depression scores were significantly impacted by the living situation of their parents. Anxiety and depression scores significantly increased by 2.9 units in children with separated parents, while they significantly decreased by 4.7 units in children whose parents lived together. The study found a direct correlation between conduct disorders and

parental deprivation. The study showed the need for all-encompassing interventions that address the material and emotional aspects of parental deprivation.

Buliva (2020) used a correlational research design, which enabled the researcher to describe various events, experiences, or behaviours and search for connections between them. The study examined the relationship between parenting styles and types of delinquent behaviour among secondary school students in Butere Sub-County, Kakamega County, Kenya. The intervariable relationships between the independent and dependent variables were also ascertained through the use of multiple regression. Correlation findings showed that there is a positive and significant relationship between authoritarian parenting styles and forms of delinquent behaviour among secondary school students. Correlation findings indicate a positive relationship between permissive parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. Regression results showed that school type has a weak reducing effect on the ability of the three parenting styles in explaining forms of delinquent behaviour. The previous study was conducted in a different sub county with the current study which may be different.

Keari (2025) focused on the influence of parental deprivation on conduct disorders and academic achievement among children in public primary schools in Masaba South, Kisii County, Kenya. Utilizing a correlational cross-sectional study design. Results revealed a high prevalence of parental deprivation, with significant deficits in necessities, safety, shelter, educational resources, and parental care. Most children reported problems with clothing, food, safety, shelter, education, quality time with parents, and parental discipline. Conduct disorders such as anxiety, depression, aggressiveness, withdrawal, and social problems were prevalent among children.

Multivariable regression analysis showed significant associations between parental deprivation and conduct disorders. Children whose parents were separated exhibited higher levels of anxiety and depression, with a 4.1-unit increase in anxious or depressed scores. The current study was conducted in secondary schools, while the previous was in primary schools.

## **2.5 Summary of Literature Review and Gap Identification**

Past studies have indicated that parental control, parental warmth, and parental acceptance had a significant effect on problem behaviour. Although some research shows that perceived peer social support and perceived teacher social support have a significant impact on students' problem behaviour, other research shows that perceived social support felt by peers and perceived social support from teachers, has no significant effect on students' problematic behaviour. This resulted in mixed findings and thus the need for further investigation.

Past studies also revealed several research gaps. The previous studies were longitudinal, whereas the current study was correlational and this presented a methodological gap. Some of the previous studies focused on only one parenting practice, whereas the current study focused on parenting practices and perceived social support to see how they correlate to cause problem behaviour to form two students in Mbeere South sub-county. Hence, there is a conceptual gap. Other studies were conducted in countries that operate differently from the Kenyan context. This makes it impractical to generalize their results to the local situation. Therefore, conducting this study in Kenya makes the findings more locally relevant and allowing for cross-cultural comparison.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The methods for conducting the study are presented in this chapter. It outlines research design, location of the study, target population, sampling techniques and sample size. It also outlines the research instruments, pilot study, procedures for collection and data analysis. The logistical and ethical aspects of the study are further covered in this chapter.

#### **3.2 Research Design**

In this study, correlational research design was used. Correlational design was used in this study so as to examine the relationships between variables. In this study the researcher sought to find out whether parenting practices and perceived social support were statistically associated with problem behaviours. According to Privitera, G. J. (2020) correlational research design is part of quantitative research design and it is where manipulation of the variables is not required for example, the researcher cannot control or change the parenting practices or the levels of the perceived social support. Therefore, the researcher in this study observed the existing conditions and measured them as they were. This design also allowed the researcher to study the variables in this study in a natural, ethical and non-intrusive way. Therefore, the design was suitable in determining how parenting practices and perceived social support predicted problem behaviour among form two secondary school students.

#### **3.3 Variables**

In this study the predictor variables were parenting practices and perceived social support. Parenting practices had three dimensions that are parental warmth, control, and acceptance which

were measured at the interval level. Perceived social support had two dimensions which were perceived peer and teacher social support. They were also measured at interval level.

The outcome variable was problem behaviour which had two levels that is externalizing and internalizing problem behaviour. Each level had two dimensions. The externalizing dimensions had aggression and delinquency while internalizing dimensions were social withdrawal and anxiety which were all measured at an interval scale level.

### **3.4 Location of the Study**

The study was located in Mbeere South Sub-County, Embu County. Mbeere South Sub County was preferred as students have been demonstrating problem behaviour such as delinquency, aggression, irresponsible sexual behaviour, and substance abuse in terms of miraa and alcohol taking. More than 40% of schools in Mbeere South sub-County were involved in burning of schools in 2021 (Embu County Director of Education, 2021). Secondly, the widespread availability and normalization of miraa (khat) use may contribute to the behavioural challenges among adolescents, including substance use and absenteeism. Therefore, the choice of this location to determine the relationship between parenting practices, perceived social support and problem behaviour among students was found appropriate.

### **3.5 Target Population**

The target population refers to the entire group of individuals or objects to which a researcher intends to generalize the findings of the study. It encompasses all individuals or elements that possess certain characteristics relevant to the research objectives (Willie, 2024). This study's participants were all 18-day schools and 14 boarding schools. The target population included 8,822 students (5302 boys, and 3520 girls), (Mbeere South Sub-County Report, 2023).

### 3.6 Sampling Techniques and Sample Size

#### 3.6.1 Sampling Techniques

The study was done in Mbeere south sub-county was chosen purposively. The schools to be involved in the study were also chosen using purposive sampling. Simple random sampling technique was used to select one stream from the schools that had more than one stream. Stratified random sampling was used to categorize the schools into girls boarding, boys boarding, mixed boarding and mixed day. Form two students in the sub-county were chosen using purposive sampling because they are believed to be in their adolescent stage which is strongly linked to the emergence of problem behaviour. The students to be involved in the study from each school category were selected using proportionate sampling.

The sample size from the student population was calculated using the Yamane (1967) formula.

$$n = N / (1 + N(e)^2)$$

Where:

n = sample size, 'N' = population, 'e' = the confidence level, 1 = constant.

This study assumed a level of precision of 5%

The sample size is:

$$n = \frac{8822}{1 + 8822(0.05)^2}$$

$$1 + 8822(0.05)^2$$

$$n = 383$$

### 3.6.2 Sample Size

According to Laken (2022), the sample size should be large enough to represent a group of study and be in a position to convey as much information as possible. The sample size was made up of 383 form two students from public secondary schools in Mbeere South Sub-County. Form two students were selected using purposive sampling because they were assumed to be in their adolescent stage which is viewed as strongly linked to problem behaviour which was unique characteristic that was of interest to the researcher. They also had experiences that were relevant to the research question and this ensured collection of rich and in-depth data. The purposive sampling allowed in depth focusing and detailed understanding of problem behaviour and its relation to parenting practices and perceived social support.

Table 3.1 demonstrates the sampling distribution and the sample size.

**Table 3.1**

*Sampling Frame*

School Type	Population			Sample Size		
	School	Students		Schools	Students	
		Boys	Girls		Boys	Girls
Boys Boarding	1	1869	-	1	95	-
Girls Boarding	3	-	639	2	-	95
Mixed Boarding	10	2518	2144	2	57	41
Mixed Day	18	884	768	5	47	48
Sub-total		5271	3551		199	184
Total	32	8822		10	52%	48%
						383
	100%	(100%)		31.3%		100%

Source: Sub-County Director of Education, south Mbeere (2024)

### **3.7 Research Instruments**

The study employed a structured questionnaire as the primary research instrument to collect the data. The questionnaire comprised of the following scales.

#### **3.7.1 The Parenting Practices Scale**

Parenting practices were measured using Parental Social Context Questionnaire, Parenting Care Scale, and Parent Child Inventory Scale. The Parental Social Context Questionnaire (PASCQ, Wellborn, 1986) was modified to assess students' perceptions of their parents' control. The scale contains 5 items that use a 5-point likert-type scale with the anchors 0=*strongly disagree*, 1=*disagree*, 2=*doubt*, 3=*agree*, 4=*strongly agree*. The lowest possible score is 5 while the highest possible score is 25. The Parental Social Context Questionnaire was modified to measure parental warmth, parental acceptance and parental control

#### **3.7.2 Perceived Social Support Scale**

To gauge perceived social support, a modified version of the Class Life Measure (Johnson & Johnson, 1983) was employed. The original measure of classroom life has been shown to be valid and reliable (Johnson & Johnson, 1996). The scale uses a 5-point likert-type scale with the anchors 1=*Strongly disagree*, 2=*Disagree*, 3=*Neutral*, 4=*Agree* and 5=*Strongly agree*. A rating of "1" indicates the statement is highly false to the respondent while a rating of "5" indicates the item is very true. The lowest possible score is 15 while the highest possible score is 75. The scale has a low level which ranges from 15-35, a moderate level which ranges from 36-55 and the highest level which ranges from 56-75. The original scale has 90 likert-type items in total while the modified scale has 15 items (Johnson&Johnson,1983; Johnson et al.,1983). In addition, items (1, 2, 3, 4,5,6,7, and 8) measure the teacher support factors while items (9, 10, 11) and (12, 13, 14, 15) measure peer support factors.

### **3.7.3 Problem Behaviour Scale**

Strength and difficulties questionnaire (SDG, Goodman 1997) was modified to measure both internalizing and externalizing problem behaviour. It contained 14 items measured on a 3 point likert-type scale with the anchors 1= *not true*, 2= *somewhat true*-2 and 3= *certainly true*. Each item is scored between 1-3 and therefore, the lowest possible score is 14 while the highest possible score is 52. The scales has low level which ranges from 14-29, moderate level which ranges from 30-44 and the highest level that ranges from 45-52 Eight items (1,2, 3, 4,5,6,7, and 8) measured internalizing problem behaviour, while six items (9,10,11,12,13,14) measured externalizing problem behaviour.

### **3.8 Pilot Study**

To make sure the questions were accurate and reliable, the questionnaire was pretested. Ten percent of the sample is thought to be suitable for testing (Green, 2022). As a result, 38 questionnaires were administered to 38 form two students from one secondary school in Mbeere south Sub-County. This school was not included in the actual study. The pilot study helped in determining whether the research tools were reliable and whether the data analysis techniques chosen were appropriate for the study. It also helped in determining the face validity of the research instrument.

#### **3.8.1 Validity of the Instrument**

Validity can take many different forms, such as face, content, and convergent validity. Content validity will be used in this study. Kaiser-Meyer-Olkin (KMO) test was utilized to test for content validity. The Kaiser-Meyer-Olkin (KMO) test is a statistical measure used to assess the appropriateness of using factor analysis on a dataset. It checks if the variables in the researcher's dataset are sufficiently correlated to justify grouping them into underlying factors. A high KMO

value (closer to 1) indicates that factor analysis is likely to be useful, while a low value suggests the data may not be suitable for factor analysis. KMO values higher than 0.50 denoted validity of the instrument and vice versa. Table 3.2 shows the results.

**Table 3.2**

*KMO Values*

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.49
Bartlett's Test of Sphericity	Approx. Chi-Square	26.90
	Df	10
	<b>Sig.</b>	<b>0.00</b>

A *p* value of 0.00 was obtained which was less than 0.05 hence the instrument was valid.

**3.8.2 Reliability of the Instrument**

Reliability reflects the extent to which the same results are obtained when repeat measurements are made (Creswell, 2014). Cronbach's alpha was used to assess reliability. The reliability cutoff is 0.7 (Nunnally, 1978) and therefore any value less than 0.7 would be rejected whereas any value greater than 0.7 was favorable for investigation. The reliability results are presented in Table 3.3.

**Table 3.3**

*Reliability Results*

Variable	Cronbach's Alpha	<i>N</i> of Items
Parental Control	0.73	5
Parental Warmth	0.78	5
Parental Acceptance	0.77	5
Perceived Social Support	0.83	15
Problem Behaviour	0.70	14

The results showed that the Cronbach alpha for all the variables was more than 0.7 hence the instrument was reliable. In a previous study by Kerr & Stattin (2000) on parental control, parental acceptance and monitoring, they established a reliability of 0.78 for parental control while for the parental acceptance the reliability was 0.69. In another study by Lippold (2024) investigated parental warmth and prosocial behavior via self-efficacy. They established the reliability of parental warmth as 0.80 while the reliability for the prosocial behavior scale was established as 0.79. Acoba (2024), did a study on social support and mental health: The mediating role of perceived stress and established the reliability of the social support scale as 0.91.

### **3.9 Data Collection Techniques**

The respondents were given a package that contained a detailed letter of consent and a letter of introduction that provided a thorough explanation for the purpose of the study and its assumed benefits before commencement of data collection. The researcher also assured the respondents of confidentiality and anonymity of their responses. The instruments were administered to the participants and the researcher guided them on how to go through it. The respondents were given 40 minutes to fill the questionnaire after which the research assistants collected the research tools. The researcher collected the filled questionnaires and kept them safely. The class teachers provided the students the students' academic achievement scores from the official school records. The researcher agreed and made appointment with the school principals on the best day to administer the questionnaires. During the data collection day, the researcher was accompanied by two research assistants. Each student received a package comprising a consent letter and an introductory letter outlining the purpose of the study and its anticipated benefits. Prior to administering the instruments, the researcher emphasized the principles of confidentiality and anonymity to reassure participants regarding the handling of their responses. The questionnaires

were then distributed, and the researcher provided guidance on their completion. Participants were allocated forty (40) minutes to complete the instruments, after which research assistants collected the questionnaires. The completed tools were subsequently secured by the researcher to ensure proper handling and safe storage.

### **3.10 Data Analysis**

The acquired quantitative data edited, classified and coded. The Statistical Package for the Social Sciences (SPSS) version 24.0 was used to inspect, clean, code, and then was used analyze the data. The researcher used (SPSS) version 24 because it constitutes most of the tools needed for most researches such as correlation and regression, ANOVA, descriptive statistics reliability tests and chi-square tests. Descriptive statistics were used to analyze participant demographics and summarize the data collected. The null hypothesis was tested using appropriate inferential statistics, such as Pearson's correlation coefficients and multiple regression analysis. Tables, charts, and graphs were used to present the findings. At a significance level of 0.05, it was determined whether the following null hypotheses were tested:

Ho<sub>1</sub>: There is no significant relationship between parenting practices and problem behaviour.

Test: Pearson's Product Moment Correlation.

Ho<sub>2</sub>: There is no significant relationship between Perceived social support and problem behaviour Test: Pearson Product Moment Correlation.

Ho<sub>3</sub>: Parenting practices and social behaviour do not significantly predict learner's problem behaviour. Test: Multiple Regression.

### **3.11 Logistical and Ethical Considerations**

#### **3.11.1 Logistical Considerations**

Prior to data collection, the researcher got authorization from Kenyatta University and NACOSTI. The researcher also sought authorization from Director of Education in Mbeere South Sub-County as well as management of the respective schools. This was to ensure that the target institutions were informed about the research that was planned and participated in the research that was being carried out. After obtaining the research permits, the researcher conducted pilot testing of the instrument. This was followed by actual collection of data where the respondents were issued with an introductory letter explaining the purpose of the study.

#### **3.11.2 Ethical Considerations**

Information obtained from the field was kept confidential. To increase confidentiality, the respondent's name was not written. The researcher also maintained objectivity to avoid misrepresenting the results. This helped increase privacy. The Researcher avoided bias and was transparent about potential conflicts of interest that could influence the research. Informed consent was also followed by helping respondents understand the purpose of the research. The respondents were assured that their engagement in the study was voluntary and were free to withdraw at any stage without advance consequences. The researcher also assured the respondents involved of not using the data for other reasons other than for academic purposes and that their privacy was enhanced. To prevent plagiarism, the cited sources and contents were appropriately acknowledged. Respondents were certain that no written or other correspondence revealed any data that is personally identifiable. Furthermore, the investigator guaranteed the respondents that the collected data will be used exclusively for the intended purpose.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results of the study, the interpretations of the findings and the discussion. The sections of the chapter are the response rate, background information, descriptive analysis results, correlation analysis and multiple regression analysis results.

#### 4.2 Return Rate

The researcher provided the general information on the questionnaires return rate in this section.

The data is presented in Table 4.1

**Table 4.1**

*Return Rate*

Type of school	Sample size school	Students		Return rate Students	
		Boys	Girls	Boys	Girls
Boys boarding	1	95(24.8)	-	64(23.4)	-
Girls boarding	2	-	95(24.8)	-	76(27.7)
Mixed boarding	2	57(14.9)	41(10.7)	35(12.8)	35(12.8)
Mixed day	5	47(12.3)	48(12.5)	30(10.9)	34(12.4)
Sub-total		199(52)	184(48)	129(47.1)	145(52.9)
<b>Total</b>		<b>383(100)</b>		<b>274(100)</b>	

*Note.* N=274, ( ) =percentage

As shown in Table 4.1, the number of the respondents were 383 (199 boys, 184 girls) while the sampled secondary schools were 10 in Mbeere south sub-county. From the same Table 4.1, it is shown that the return rate for the questionnaires was 71.5% which is an equivalent of 274(129 boys, 145 girls) respondents. After all the 383 questionnaires were administered and collected, it was discovered during the data coding that 109 questionnaires were not fully filled up. As a result, only 274 questionnaires were fully filled and were analyzed. According to Creswell (2014), a return rate of 70% and above implies that the sample size is more likely to be a representative of the target population. According to the results in the same Table 4.1, most of the respondents were drawn from girls boarding with 27.7% followed by boys boarding with 23.4%. The third largest group of respondents was drawn from mixed boarding where both boys and the girls drew the same number of respondents 12.8%. The fourth largest group was drawn from mixed day, where girls were 12.4% while their boys' counterpart was found to be the least group 10.9%. Female respondents in this study were the majority with 52% while the male respondents were the minority 48%.

### **4.3 Demographic Analysis**

The demographic analysis that was done in this section related to the respondents' age, gender, cross-tabulation of their age and gender and finally the cross-tabulation of gender and school type.

#### **4.3.1 Age of the Respondents**

The researcher collected the data on the respondents' age and analyzed it; the findings were given in Table 4.2.

**Table 4.2***Description of the Respondents' Age*

Age	Frequency	Percent
Below 15	66	24
15-17	178	65
18-19	30	11
Total	274	100

*Note.* N=274

As observed from Table 4.2, respondents who were aged between 15 to 17 were the majority with 65% while those who were aged 15 years and below were found to have a percentage of 24. Lastly, respondents who were aged between 18 to 19 were the least in number and so they formed a percentage of 11.

#### **4.3.2. Respondents' Age and Gender**

The data on the respondents' age and gender was cross tabulated and the results were presented in Table 4.3.

**Table 4.3***Description of the Respondents' Age and Gender*

		Gender		Total (%)
		Boys	Girls	
Age	Below 15	25 (9.1)	41(15)	66(24.1)
	15-17	79(28.8)	99 (36.1)	178 (65)
	18-19	25(9.1)	5 (1.8)	30 (11)
Total		129(47)	145(52.9)	274(100)

*Note: N=274, (%)=Respondent's Percentage*

As shown from Table 4.3, most of the respondents who were aged below 15 years of age were girls (15 %) while boys in the same age bracket were 9.1 %. Respondents who were aged between 15-17 years of age were the majority in this study with the girls being the majority with a percentage of 36.1 while the boys in the same age bracket followed with a percentage of 28.8. Respondents within the age bracket of 18-19 years were found to be the least in this study with the boys having the biggest percentage of 9.1 while girls were the least with a percentage of 1.8. These findings showed that, majority of the boys in this study were older than their girls counterparts. This might imply delayed academic progress for boys may be due to prior academic difficulties or delayed school entry for boys.

#### **4.3.3 Respondents' Age and School Category**

The researcher went further and cross-tabulated the respondents' age and the school category and the results were presented in Table 4.4

**Table 4.4***Description of the Respondents' Age and the School Category*

	School Type				Total
	BB	GB	MB	MD	
AGE below 15	25 (9.1)	41(15)	0	0	66(24)
15-17	40(14.6)	60 (21.9)	29(10.1)	49(17.9)	178(65)
18-19	2 (0.7)	0	4 (1.5)	24(8.8)	30(11)
Total	67(24.4)	101(36.9)	33(11.6)	73(26.7)	274(100)

*Note.* N=274, BB=boys boarding; GB=girls boarding; MB=mixed boarding; MD=mixed day; (( ) =percentage.

As shown from Table 4.4, majority of the respondents in this study were found in girls boarding category (36.9). Additionally, mixed day category was found to have the second largest number of respondents in this study with 26.7 percent of the total respondents. Boys boarding was found to have the third largest number with 24.4 percent of the total respondents in this study. The least number of respondents were found in the mixed boarding category with 11.6 percent of the total respondents in this study.

#### **4.4 Results of the Study Objectives**

Following the stated objectives of this study, the researcher presented the findings. Descriptive statistics for each objective was given followed by the specific inferential statistics for testing the null hypotheses. The researcher finally presented the discussions of the findings.

#### 4.4.1 Relationship between Parenting Practices and Problem behaviour

This objective sought to determine whether the parenting practices predicted the respondents' problem behaviour. The parenting practices scores were operationalized in the parenting practices questionnaire so as to achieve this objective. Both descriptive statistics for parenting practices and problem behaviour were carried out and demonstrated in the following section.

##### a. Descriptive Analysis of Parenting Practices

Descriptive analysis of the respondents' parenting practices scores was analyzed in order to get the mean, range, standard deviation, kurtosis and the skewness and the results were tabulated in Table 4.5.

**Table 4.5**

*Description of Parental Practices Scores*

<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>Sk</i>	<i>Kur</i>
274	60.00	15.00	75.00	21.09	3.2	-.185	-.194

*Note.* *N*=274, *Min*=minimum; *Max*=maximum; *SD*=standard deviation; *Sk*=Skewness; *Kur*=Kurtosis.

It is observed from Table 4.5 that the minimum and the maximum scores were 15 and 75 giving a range of 60. The mean of the distribution of the scores was 21.98(*SD*=3.2), implying that most of the respondents were found to have low parental control, low parental warmth and low parental acceptance. The skewness of the distribution of scores was negative with the coefficient of skewness as -.185 meaning that the respondents had rated themselves highly on the parenting practices scale. The kurtosis of the distribution was -.194 which meant that the distribution was

platykurtic with very few scores concentrating around the mean while more scores were at the extremes. The researcher went further and did the descriptive analysis of the parenting practices by gender so as to compare the mean of the girls and the boys in this study and the results were presented in Table 4.6.

**Table 4.6**  
*Descriptive Statistics of Parenting Practices by Gender*

Gender	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Range</i>	<i>Mean</i>	<i>SD</i>	<i>Kur</i>	<i>SK</i>
Boys	129	15.00	75.00	60.00	21.09	3.01	-.28	-.15
Girls	145	15.00	75.00	60.00	22.56	3.86	.04	-.20
Total	274	15.00	75.00	60.00	21.98	3.26	-.145	-.14

*Note.* *N*=274, *Min*=minimum; *Max*=maximum; *SD*=standard deviation; *Kur*=kurtosis; *K*=skewness.

According to Table 4.6, the minimum and the maximum scores for both the boys and the girls was 15 and 75 giving a range of 60 respectively. It is observed that girls were found to have a higher mean 22.56 (*SD*=3.86) than the boys were found to have a mean of 21.09 (*SD*=3.01). This finding could imply that, parents treat girls differently from the boys possibly offering them more guidance, monitoring or even communicating more with them. The girls' kurtosis was positive .04 which meant that the distribution of their scores was leptokurtic, implying that more scores were concentrated around the mean. On the other hand, the boys' kurtosis was -.28 meaning that the distribution of their scores was platykurtic implying that their scores were spread out from their mean score in the distribution. The coefficient of skewness for both boys

and the girls was negative, -.15 and -.20 respectively, implying that most of the respondents both boys and the girls rated themselves highly on the parenting practices scale. The researcher went further and categorized the respondents parenting practices scores as low, moderate and high and the results were presented in Table 4.7.

**Table 4.7**

*Description of the respondents' Levels of Parenting Practices*

	Frequency	Percent
Low	200	73.4
Moderate	53	19.3
High	20	7.3
Total	274	100

*Note. N=274.*

As observed from Table 4.7, majority of the participants were rated as having low level of parental practices (73.4%). Respondents who were found to have moderate level of parental practices were 19.3% which was far much less than half the number of the total respondents. The least number of respondents 7.3% were found to have high level of parental practices. These findings might suggest that poor parenting practices are common among the target population in this study which may lead to high levels problem behaviour. The researcher went further and looked at the descriptive analysis of the three sub-scales of parenting practices, i.e. parental control, parental warmth and parental acceptance and the findings were presented in Table 4.8.

**Table 4.8***Descriptive Statistics of the Parenting Practices Sub-Scales*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>SK</i>	<i>Kur</i>
PC	274	20.00	5.00	25.00	12.08	2.92	-.29	-.04
PW	274	20.00	5.00	25.00	9.42	2.56	-.64	-.48
PA	274	20.00	5.00	25.00	10.11	2.78	-.52	-.38
Valid N (list wise)	274							

*Note.* *N*=274; Min=minimum; Max=maximum; SD=standard deviation ; SK=skewness;

Kur=kurtosis; PC=parental control; PW=parental warmth; PA=parental acceptance.

As observed from 4.8, the subscale of parental control had the highest mean 12.08(*SD*=2.92) followed by the sub-scale of parental acceptance which had a mean of 10.11(*SD*=2.78). The least mean was obtained in the subscale of parental warmth 9.42(*SD*=2.56). It is also observed that the kurtosis values for all the sub-scales were negative, meaning that the distribution of the scores was platykurtic suggesting that the scores were widely spread from the means of the three subscales. The coefficients of the skewness for the three sub scales were also negative meaning that the respondents rated themselves highly on the three sub-scales. The researcher went further and did a descriptive analysis of the respondents' problem behaviour scores. The findings were presented in Table 4.9.

**Table 4.9***Descriptive analysis of Problem Behaviour*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>Sk</i>	<i>Kur</i>
Problem behaviour	274	20	15	35	28.2	5.3	.08	-.23

*Note.* *N*=274, Max=maximum; Min=minimum; SD=standard deviation; SK=skewness; Kur=kurtosis.

According to Table 4.9, the maximum and the minimum scores were 15 and 35 respectively giving a range of 20. The mean score of the distribution was 28.2(*SD*=5.3), while the coefficient of the distribution was .08 implying that the respondents rated themselves lowly on this scale. It is also observed that the kurtosis was .23 meaning that the distribution was leptokurtic with more scores concentrated around the mean. This finding may imply that majority of the respondents have moderate problem behaviour with few of them having very serious problem behaviour that require specialized support. Therefore, the researcher went further and tried to ascertain the levels of problem behaviour of the respondents. The findings were presented in Table 4.10

**Table 4.10***Levels of Problem Behaviour*

	Frequency	Percent
Low	20	7.3
Moderate	169	61.7
High	85	31
Total	274	100

*Note.* *N*=274

As indicated in Table 4.10, majority of the participants were found to have moderate levels of problem behaviour with 61.7 percent. This finding may suggest that while severe problem behaviour are not wide spread, a significant proportion of the target population may be at risk. The second largest group of the respondents was found to have high levels of problem behaviour with 31 percent while the least group of the respondents was found to have low level of problem behaviour with 20 percent. The researcher went further and attempted to determine the problem behaviour levels across different levels of parenting practices. This cross tabulation helped to establish whether different levels of parenting practices are linked with different levels of problem behaviour. The results were presented in Table 4.11.

**Table 4.11**

*Parenting Practices Levels Across Levels of Problem Behaviour*

		Levels of Problem Behaviour			
		Low	Moderate	High	Total
Levels of Parenting Practices	Low	10(3.6)	30(10.9)	10(3.6)	70(18.4)
	Moderate	0	160 (58.4)	0	160(58.4)
	High	20 (7.3)	30(10.9)	14(5.11)	64 (23.4)
	Total	30(10.9)	220 (80.2)	24(8.8)	274 (100)

*Note.* N=274, ( )=percentage.

As observed from Table 4.11, 3.6 % of the total respondents in this study had low levels of parenting practices and low levels of problem behaviour. It is also observed that (10.9) of the respondents were found to have low level of parenting practices and moderate level of problem behaviour. Finally, (3.6) of the respondents were found high levels of problem behaviour and

low level of parenting practices. Conversely, majority of the respondents (58.4) were found to have moderate levels for both problem behaviour and parenting practices while (5.11) of the respondents were found to have high level of parenting practices and high levels of problem behaviour. This finding concurred with the findings in Table 4.10, that majority of the participants were found to have moderate levels of problem behaviour. In order to determine the problem behaviour means across different levels of parenting practices, the researcher went further and did a cross tabulation. The findings are demonstrated in Table 4.12.

**Table 4.12***Levels of Parenting Practices across Problem Behaviour Means*

	<i>N</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>SD</i>
LPP					
Low	200	21.34	70.11	25.89	12.25
Moderate	53	24.23	67.30	28.09	6.56
High	20	26.01	72.12	30.23	7.44

*Note.* *N*=274, *MIN*; minimum, *MAX*; maximum, *SD*; standard deviation, *LPP*; level of parenting

As indicated in Table 4.12, respondents who had high level of parenting practices were found to have the highest mean 30.23(*SD*=7.44). Additionally, those respondents who were found to have moderate levels of parenting practices followed with a mean of 28.09 (*SD*=6.56). Lastly, respondents who had low level of parenting practices were found to have the lowest mean of 25.89 (*SD*=12.25). This finding may be suggesting that learners who get poor or inadequate parenting practices exhibit higher levels of problem behaviour.

### **c. Hypothesis Testing**

The researcher sought to establish how parenting practices related to the learners' problem behaviour by testing the following stated null hypothesis.

$H_{01}$ : There is no significant relationship between parenting practices and the students' problem behaviour.

To test this hypothesis, the researcher subjected the data on parenting practices to a bivariate correlation analysis using Pearson Product Moment correlation coefficient. The findings were presented in Table 4.13.

**Table 4.13**

*Correlation between Parenting Practices and Problem Behaviour*

	Problem Behaviour
Pearson Correlation	1
N	273
Pearson Correlation	-0.46**
Sig. (2-tailed)	.00

*Note=274.*

\*\* Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.13, revealed that there is a negative and a significant relationship between parenting practices and problem behaviour. The Pearson ( $r$ ) value obtained between parenting practices and problem behaviour was ( $r(274) = -0.46, p < 0.05$ ). This finding implied that the relationship between parenting practices and problem behaviour is negative and of moderate strength. This reveals that as parental control, parental warmth and parental acceptance increases, the respondents' problem behaviour decreases. The researcher went further and sought to determine whether there existed a correlation between the three sub-scales of parenting practices and the problem behaviour. Therefore, parental control, parental warmth and parental acceptance scores and problem behaviour scores were subjected to a bivariate using Pearson's Product Moment correlation coefficient. The results were presented in Table 4.14.

**Table 4.14***Correlation between Parenting Practices Sub-scales and Problem Behaviour*

		Problem Behaviour
Parental Control	Pearson	Correlation**
	.68	(2-tailed)
Parental Warmth	Pearson	Correlation**
	.52	(2-tailed)
Parental Acceptance	Pearson	Correlation**
	.49	(2-tailed)
	Sig.	
	.00	

*Note. N=274.*

As shown in Table 4.14, there was a positive and significant relationship between the three sub-scales of parenting practices and problem behaviour. The correlation between parental warmth, parental acceptance and problem behaviour was found to be moderate while the correlation between parental control and problem behaviour was found to be strong. The highest correlation was found between parental control and problem behaviour  $r(274) = 0.68, p < 0.05$ . On the other hand, the second highest correlation was found between parental warmth and problem behaviour  $r(274) = 0.52, p < 0.05$  while the least correlation was found between parental acceptance and problem behaviour  $r(274) = 0.49, p < 0.05$ . These findings may imply that respondents who received adequate parental control exhibited none or less problem behaviour. The data was further subjected to a simple linear regression to determine whether parenting practices predicted problem behaviour and the results were presented in Table 4.15

**Table 4.15***Model Summary of the Parenting Practices*

<b>Model</b>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.46a	0.21	0.21	0.29

*Note: N=274***a. Predictors: (Constant), Parenting Practices**

Table 4.15 shows that *R* square value for the model predicting problem behaviour from parenting practices was ( $R^2 = 0.21$ ). This means that 21% of the respondents' problem behaviour is explained by the parenting practices while the *R* value measures the strength of the relationship between the parenting practices and the problem behaviour. Therefore, the *R* value (0.46) shows that the relationship between the model and problem behaviour is moderate. Thus, the implication of this finding could be that the students' problem behaviour in Mbeere south sub-county could be predicted from the parenting practices. In accordance with the multiple regression analysis, the summary ANOVA table was used by the researcher to establish the significance of the prediction equation and the findings were given in Table 4.16.

**Table 4.16***ANOVA Summary Table for the Regression Model*

<i>Model</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	5.99	1	5.99	71.35	0.00
	Residual	22.87	272	0.08		
	Total	28.87	273			

*Note. N=274*

As shown in Table 4.16, the prediction model for problem behaviour from parenting practices is significant ( $F(1, 272) = .00, P < .05$ ). This finding implied that problem behaviour can be predicted by parenting practices. In addition, the finding meant that there is statistical evidence that, the way parents interact with, guide and discipline their children is associated with the level of problem behaviour those children exhibit. The researcher went ahead and did further analysis to determine the predictive weight of parenting practices on problem behaviour. The findings were presented in Table 4.17.

**Table 4.17**

*Regression Coefficients for the Prediction of Problem Behaviour*

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		$\beta$	Std. Error	Beta		
	(Constant)	2.34	0.05		44.99	0.00
1	PP	-0.16	0.02	-0.46	-8.45	0.00

*Note.*  $N=274$

Dependent Variable.: Problem Behaviour

*Note.* PP=parenting practices

A predictive equation using the coefficients was developed by the researcher as follows:

$$\hat{y} = 2.34 - 0.46 \text{ PP}$$

The results in Table 4.17 show that the predictive index for parenting practices is ( $\beta = -0.46$ ).

Therefore, since the predictive index is negative, the implication may be that an increase in parenting practices leads to a decrease in problem behaviour and vice versa. According to the

findings, parenting practices significantly predict problem behaviour. The negative sign shows that as parenting practices improve, problem behaviour decrease. Specifically, for every one-unit increase in parenting practices, problem behaviour reduce by 0.16 units. The standardized coefficient ( $\beta = -0.46$ ) indicates a moderate to strong negative effect: parenting practices account for a meaningful proportion of variance in problem behaviour. The  $t$ -value ( $-8.45$ ) is large and significant ( $p < .001$ ), confirming the predictor's strength. Thus, parenting practices are a significant negative predictor of problem behaviour among students. This means that better (more effective) parenting practices are associated with fewer problem behaviour.

#### **d. Discussion of the Findings**

The first objective of this study was to seek to determine the relationship between parenting practices and problem behaviour. The results of this study showed that there was negative and significant relationship between parenting practices and the students' problem behaviour ( $r(274) = -0.46, p < 0.05$ ). This finding implied that the students who scored highly on parenting practices questionnaire that is; parental control, parental warmth and parental acceptance exhibited fewer problem behaviour.

This concurred with Ingulia et al. (2020) who found that parental psychological control and adolescent anxiety were negatively correlated. Regression findings of this study indicated that parenting practices had a negative and significant influence on adolescent anxiety. Specifically, parenting styles characterized by low responsiveness and high demandingness (authoritarian), low demandingness and responsiveness (uninvolved), or high responsiveness with low demandingness (permissive) are associated with higher rates of adolescent anxiety according to this study.

The findings of this current study also concurred with the findings of a previous study by Haslam et al. (2025) which looked at how the parents' cultural values affected the learners' way of behaving. The previous study was done in Australia while the current study was done in Kenya. Despite the two studies having different geographical settings, the findings were similar that parental involvement in the lives of their children had influence in the way they related with their teachers.

A previous study by Akintola (2023) reported similar findings that abusive parenting had a negative and significant relationship with the learners' problem behaviour. This finding was supported by the findings of this current study which reported a negative and significant relationship between parenting practices and the learners' problem behaviour. Although the earlier study was done in Nigeria, and had used a cross-sectional survey to collect the data, the current study was done in Kenya and the researcher used a correlational research design to collect the data and the results were similar. This finding could imply that the relationship between parenting practices and problem behaviour is not affected by the study location nor the research design used.

In China, similar findings were reported by Mak et al (2020), that negative parenting styles had a negative and significant relationship with the children's behavioural issues. This finding was in consistent with the findings of the current study that parenting practices had a negative and significant relationship with the learners' problem behaviour. The previous study had used a sample size of preschool children aged between 3-7 years while the current study used a sample size of school secondary children although the findings were the same. This could mean that the

relationship between parenting practices and children's problem behaviour is not affected by the level of schooling of the learners or even their age.

Tumusabe and Moses (2022) and Baidoo-Anu et al. (2019) in their studies found out that there was a negative and a significant relationship between parenting styles and the adolescents behaviour. The findings of these two studies were in line with the findings of the current study which reported a negative and significant relationship between parenting practices and the learners' problem behaviour. The two previous studies had used different research designs and different sample sizes from the current study despite reporting similar findings. This finding implied that parenting practices and the learners' problem behaviour were negatively correlated irrespective of the research design used and the study sample size.

#### **4.4.2 The Relationship between Perceived Social Support and Problem Behaviour**

The second objective in this study was to determine how perceived social support is related to problem behaviour among form two students in Mbeere south sub-county. The researcher used descriptive statistics to analyze the learners' perceived social support and lastly, inferential statistics were used to establish the relationship between perceived social support and the learners' problem behaviour.

##### **a. Descriptive Analysis of Perceived Social Support**

Firstly, the researcher did the descriptive statistics analysis of the teacher perceived social support in order to get the mean, range, standard deviation, skewness and kurtosis of the perceived social support scores. The results were presented in Table 4.18.

**Table 4.18***Description of Perceived Social Support*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>SK</i>	<i>KUR</i>
PSS	274	64.00	16.00	80.00	29.02	9.40	-.42	-.38
Valid N	274							

*Note.* *N*= PSS=perceived social support; *MIN*=minimum; *MAX*=maximum; *M*=mean; *SD*=standard deviation; *SK*=skewness; *Kur*=kurtosis.

As observed in Table 4.18, the findings on perceived social support indicated that data were obtained from 274 participants. Scores ranged from 16.00 to 80.00, with a range of 64.00. The mean score was 29.02 (*SD* = 9.40), suggesting that, on average, participants reported relatively low levels of perceived social support, given that the mean was closer to the minimum than the maximum possible score. The distribution of scores showed a slight negative skew (-0.42), implying a tendency for more participants to report somewhat higher levels of social support. Kurtosis was -0.38, indicating a distribution that was relatively flatter than the normal curve. Overall, the results suggest that participants experienced low to moderate levels of perceived social support, with the distribution of scores approximating normality.

In relation to the predictors of problem behaviour, the relatively low mean levels of perceived social support may help explain the prevalence of problem behaviour observed among students. Research consistently shows that inadequate social support is associated with increased stress, weaker coping mechanisms, and a higher likelihood of engaging in maladaptive behaviour. Conversely, the slight negative skew suggests that a section of the participants reported higher support levels, which could act as a protective factor against the development of problem

behaviour. These results underscore the role of perceived social support as a potential buffer against behavioural difficulties, complementing the influence of parenting practices, and point to the need for interventions that strengthen support systems within the school, family, and peer contexts to mitigate problem behaviour among adolescents.

The researcher went further and did an analysis to determine the descriptive statistics of perceived social support by gender with an aim of comparing the mean of the boys and the girls and the findings were presented in Table 4.19.

**Table 4.19**

*Descriptive Statistics of Perceived Social Support by Gender*

Gender	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Range</i>	<i>Mean</i>	<i>SD</i>	<i>Kur</i>	<i>Sk</i>
Boys	129	16.00	80.00	64.00	27.56	7.80	.39	-.31
Girls	145	16.00	80.00	64.00	30.81	5.72	.50	-.42
Total	274	16.00	80.00	64.00	29.02	9.40	.303	-.175

Note. *N*=415, *MIN*=Minimum; *MAX*=Maximum; *SD*=Standard deviation; *Kur*=Kurtosis; *SK*=Skewness.

As observed from Table 4.19, the maximum and minimum scores for both boys and girls was 80 and 16 respectively giving a range of 64. The descriptive statistics of perceived social support by gender revealed that boys (*N* = 129) had a mean score of 27.56 (*SD* = 7.80), while girls (*N* = 145) reported a higher mean score of 30.81 (*SD* = 5.72). This indicates that girls perceived greater levels of social support compared to boys. The variability of scores was wider among boys than girls, suggesting that boys' experiences of support were less consistent. Skewness values (boys =

-.31; girls = -.42) showed a slight negative skew in both groups, reflecting a tendency toward higher perceived support, while the kurtosis values (boys = .39; girls = .50) indicated moderately peaked distributions. Overall, these results suggest that although both genders reported low to moderate levels of social support, girls experienced higher and more stable support than boys. In the context of predicting problem behaviour, this difference implies that girls may be somewhat buffered against maladaptive outcomes by stronger support systems, whereas boys, reporting comparatively lower and more varied support, may be at greater risk of engaging in problem behaviour.

The researcher went further and analyzed the levels of perceived social support and the findings were presented in Table 4.20.

**Table 4.20**

*Levels of Perceived Social Support*

	Frequency	Percent
Low	100	36.5
Moderate	146	53.3
High	28	10.2
Total	274	100

*Note. N=274*

As observed from Table 4.20, majority of the respondents were found to have moderate levels of perceived social support 53.3%. The second to the largest group of the respondents were found to have low level of perceived social support with a percentage of 36.5 while the least group of the respondents were found to have high level of perceived social support 10.2 %. The relatively small number of individuals with high support underscores a potential gap in social support

systems, and the presence of many low-support cases may indicate vulnerability to stress, poor copying or reduced wellbeing. This pattern suggests that while a fair number of students feel somewhat supported, a large number still perceive inadequate support, and very few experience strong social support. The fact that more than three quarters of the responds were found to have low and moderate levels of perceived social support, may be the reason why the form two students from Mbeere south sub-county have problem behaviour. These findings may indicate a need for interventions that strengthen students support systems specially to elevate those in low-support category and encourage movement toward higher support levels. The researcher did descriptive statistics of the sub-scales of perceived social support and the findings were presented in Table 4.21.

**Table 4.21**

*Descriptive Statistics of Sub-scales of Perceived Social Support*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>SK</i>	<i>Kur</i>
TPSS	274	32.00	8.00	40.00	9.08	3.43	-.34	-.53
PPSS	274	32.00	8.00	40.00	8.01	4.23	-.54	-.48
Valid N 274								

*Note.* *N*=274, *Min*=minimum; *Max*=maximum; *SD*=standard deviation; *SK*=skewness, *Kur*=kurtosis; TPSS=teachers perceived social support; PPSS= peer perceived social support.

As observed in Table 4.21, the maximum and the minimum scores for both the teachers perceived social support and peer perceived social support was 40 and 8 respectively giving a range of 32. Peer perceived social support was found to have the highest mean of 9.08(*SD*=3.43) while teachers perceived social support had the least mean 8.01(*SD*=8.01). The interpretation for

the teachers perceived social support was that the mean is relatively low compared to the maximum possible score of 40, suggesting that on average students perceive low support from the teachers. The ( $SD=3.43$ ) shows moderate variability, meaning that students perceptions are not identical but generally clustered around the low mean. The slightly negative skewness (-0.34) means that scores are just mildly concentrated toward the higher end, but not strongly. The kurtosis value of (-0.53) indicates that a slightly flatter than normal distribution, meaning that responses were spread out rather than peaked. The implication of this finding could be that the students tend to view their peers as more reliable, accessible and helpful compared to their teachers. Peer perceived social support had a mean of 8.01( $SD=4.23$ ). The mean is slightly lower than that of Teachers perceived support, indicating that students perceived even less support from peers on average. The standard deviation of ( $SD=4.23$ ) suggested a greater variability in how students experience support from peers. The negative skewness (-0.54) points to a slight clustering of scores towards the higher side, but still within a tolerable range. The kurtosis of (-0.48) shows the distribution is somewhat flat, indicating that scores are fairly spread rather than peaked. The highest coefficient of skewness of -.54 was for peer perceived social support while the teachers perceived social support had the least coefficient of -.34. This finding meant that all the responds rated themselves highly on the two sub-scales. Additionally, the two sub-scales were found to have a negative kurtosis meaning that the distribution of the scores was platykurtic, indicating that scores were spread out from the mean. The researcher did a cross tabulation of the levels of academic perceived social support and levels of problem behaviour and the results were presented in Table 4.22.

**Table 4.22***Levels of Perceived social support Across Levels of Problem Behaviour*

		<i>Levels of Problem Behaviour</i>			
		Low	Moderate	High	Total
Perceived social support levels	Low	3(1.1)	125(45.6)	40(14.6)	168(61.3)
	Moderate	10(3.6)	50(18.3)	20(7.3)	80(29.2)
	High	4(1.5)	13(4.7)	9(3.3)	26(9.5)
Total		17(6.2)	188(68.6)	69(25.2)	274 (100)

**Note.** *N=274, () =percentage.*

As observed from Table 4.22, majority of the respondents who were found to have moderate level of problem behaviour (45.6) were found to have low level of perceived social support. Additionally, (14.6) of the total respondents who were found to have high level of problem behaviour were found to have low level of perceived social support. Lastly, (1.1) of the the respondents who were found to have low level of problem behaviour were also found low level of perceived social support. On the other hand, (3.6) of the total respondents who were found to low level of problem behaviour were also found to have moderate level of perceived social support. Those respondents (18.3) who were found to have moderate level of perceived social support were also found to have moderate level of problem behaviour. On the other hand, (7.3) of the respondents who were found to have moderate level of perceived social support were found to have high level of problem behaviour. The respondents (1.5) who were found to have low level of problem behaviour were on the contrary found to have high level of perceived social support. Some respondents (4.7) who were found to have moderate level of problem behaviour

were found to have high level of perceived social support while (3.3) of the respondents who had high level of problem behaviour also were found to have high level of perceived social support. Across tabulation of the levels of the perceived social support and problem behaviour means was done so as to examine the relationship between the two variables in a more detailed way. The results were presented in Table 4.23.

**Table 4.23**

*Levels of perceived social support Across Problem Behaviour*

	<i>N</i>	<i>MIN</i>	<i>MAX</i>	<i>MEAN</i>	<i>SD</i>
LPSS					
Low	100	15.87	78.9	26.80	8.90
Moderate	146	16.11	77.01	24.60	7.54
High	28	15.32	75.99	23.01	6.82

As observed from Table 4.23, the maximum and minimum scores for the respondents who had low level of perceived social support was 15.87 and 78.9 respectively. Respondents who had moderate level of perceived social support were found to have minimum and maximum scores of 16.11 and 77.01 respectively while those who had high level of perceived social support were found to have minimum and maximum scores of 15.32 and 75.99 respectively. On the other hand, respondents with low perceived social support were found to have the highest mean 26.80(*SD*=8.90) followed by the those who had moderate levels of perceived social support with a mean of 24.60(*SD*=7.54). Respondents who were found to have high level of perceived social support were found to have the least mean of 23.01(*SD*=6.82). The mean score of 26.80

indicates that on average, participants reported relatively low perceived social support in relation to problem behaviour, given the wide possible range. The standard deviation of ( $SD=8.90$ ) shows that there was substantial variability in responses, meaning that while some individuals reported very low levels of support, others perceived considerably higher levels. The observed score range (15.87 to 78.90) reflects broad differences in how participants experience support when dealing with behavioral difficulties. Therefore, the results suggest that most participants fall on the lower end of perceived social support in managing problem behaviour. However, the large gap between the minimum and maximum scores shows that support is not experienced uniformly where some individuals benefit more from support systems than others. This finding may imply that most participants fall on the lower end of perceived low social support which may be linked to more problem behaviour.

### **b. Hypothesis Testing**

According to the second hypothesis which sought to establish the relationship between perceived social support and the problem behaviour among form two students in Mbeere south sub-county, the following null hypothesis was formulated.

H<sub>02</sub>: There is no significant relationship between perceived social support and the students' Problem behaviour.

In order to test this hypothesis, a bivariate correlation analysis was done using the Pearson Moment correlation coefficient and the findings were presented in Table. 4.24

**Table 4.24***Correlation between Perceived Social Support and problem Behaviour*

		Problem Behaviour	Perceived social support
Problem Behaviour	Pearson Correlation	1	
Perceived social support	Pearson Correlation		-.65** 1

*Note. N=274*

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

The results showed that the correlation coefficient for perceived social support and problem behaviour was negative and significant ( $r(274) = -0.65, p < 0.05$ ). The results in Table 4.24 show a strong and statistically meaningful negative correlation ( $r = -0.65$ ) between perceived social support and problem behaviors. This implies that higher levels of perceived social support are associated with lower levels of problem behaviour. Conversely, individuals with lower perceived social support tend to exhibit more problem behaviour. The strength of the association implies that social support may play a significant buffering or protective role. As a result, the null hypothesis was therefore rejected suggesting that perceived social support was significantly related to problem behaviour. The researcher went further and did an analysis to establish the correlation between problem behaviour and the sub-scales of perceived social support. The findings were presented in Table 4.25.

**Table 4.25***Correlations between the sub-scales of Perceived Social Support and Problem Behaviour*

		Problem Behaviour
TPSS	Pearson Correlation	-.51**
	Sig.(2-tailed)	.00
PPSS	Pearson Correlation	-.63**
	Sig.(2-tailed)	.00

*Note.* N=274; TPSS=teachers perceived social support; PPSS=peer perceived social support.

Correlation is significance at 0.05 level.

As shown from Table 4.25, all the two sub-scales of perceived social support were found to have a significant and negative correlation. The highest correlation was found between the sub-scale of peer perceived social support and problem behaviour ( $r(274) = -.63, p < .05$ ) while the least correlation was found between teachers perceived social support and problem behaviour ( $r(274) = -.51, p < .05$ ). The results showed negative correlations between both sources of perceived social support and problem behaviour. The correlation for teacher perceived social support ( $r = 0.51$ ) indicates that there is moderately strong negative relationship between support from teachers, and problem behaviour. As students perceive more support from teachers, their problem behaviour tend to decrease. On the other hand, peer perceived social support was found to have a correlation of ( $r = -0.63$ ) which is a stronger negative association between support from peers and problem behaviour. Students who perceive higher levels of peer support tend to report less problem behaviour and this relationship appears stronger than the teacher support link. The findings also implied that peer relationships may play a more influential role in mitigating

problem behaviour compared to teacher support. The researcher went further and subjected the data into a multiple regression and the results were presented in Table 4.26.

**Table 4.26**

*Model Summary of the Sub-Scales of Perceived Social Support*

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the estimate</i>
1	.61a	.52	.52	6.9

a. Predictors: (constant), Teachers perceived social support, Peer perceived social support

It is observed from Table 4.26 that the R square value ( $R^2=0.52$ ) gives the explanation for the variance of the problem behaviour from the two sub-scales of perceived social support. Therefore, it is deduced that 52% of the respondents' problem behaviour is caused by perceived social support. The regression model that include the sub-scales of perceived social support showed an overall correlation of  $R=.61$ . It also observed from the same table that the R value is .61 which measured the strength of the relationship between the model and problem behaviour which is the criterion variable. This value of  $R=.61$  indicating a moderately strong relationship between the predictors and the problem behavior. The model explained 52% of the variance in problem behaviour as shown by the  $R^2$  value of .52. The adjusted  $R^2$  which corrects for the for the number of predictors in the model, was also .52 suggesting that the model is stable and not over fitted. The standard error of the estimate, was 6.90 meaning that the predicted values of problem behaviour scores deviate from the actual scores. This finding may be suggesting that the students' problem behaviour from Mbeere south sub-county was predictable from the two sub-scales of perceived social support. The researcher went further to establish whether there was a significant mean difference between the learners who had high level of teacher perceived social

support and those who had high level of peer perceived social support. The results were presented in Table 4.27.

**Table 4.27**

*ANOVA for the Regression Model of the Sub-Scales of Problem Behaviour*

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Regression	14550.12	3	2765.34	60.20	.00b
Residual	12750.16	271	37.56		
Total	27300.28	274			

*Note. N=274*

*a. Dependent Variable: Standardized scores of problem behaviour*

*b. Predictors:(Constant), Teachers perceived social support, Peer perceived social support*

From Table 4.26, there was a statistically significant difference between the two sub-scales of perceived social support as shown by the one-way ANOVA ( $F(1, 271) = (60.20), p=.00$ ). The ANOVA results indicate that the overall regression model was statistically significant in predicting problem behaviour implying that the predictors (the sub-scales of perceived social support) significantly contributed to explaining the variance in problem behaviour. As shown from Table 4.26, the regression sum of squares ( $ss=14,550.12$ ) reflects the amount of variability in problem behaviour explained by the model while the residual sum of squares ( $ss=12,750.16$ ) represents the unexplained variance with a mean square of 2765.34 for the regression and 37.56 for the residual. The large difference between these values also supports the strength of the model. This finding also implied that there was a significant difference in the means of the respondents who were found to have high level of teacher perceived social support and those who were found to have high level of peer perceived social support. This finding may be suggesting that teachers and peers provide different types of support in the sense that teachers

may be providing support that is structured, academic and authoritative while the peers may give support that is more emotional, social and relational. Further analysis was done to determine which of the two sub-scales of perceived social support is a better predictor of problem behaviour. The results were presented in Table 4.28.

**Table 4.28**

*Beta Coefficients for the Sub-scales of Perceived Social Support*

*Beta Coefficients for the Domains of Academic Psychological Capital*

<i>Model</i>	<i>Unstandardized</i>		<i>Standardized</i>		
	<i>Coefficients</i>		<i>Std Coefficients</i>		
1	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
(Constant)	11.01	3.97	-	3.03	.000
TPSS	-.29	.19	-.043	-.52	.221
PPSS	-.45	.24	-.156	-.61	.000

*Note.* N=274; TPSS=teachers perceived social support; PPSS=peer perceived social support.

a Dependent variable: Standardized scores of problem behavior.

The researcher then developed the prediction equation as follows;

$$\hat{y} = 11.01 - .043TPSS - .156PPSS$$

As observed from Table 4.28, peer perceived social support had the highest predictive index of ( $\beta = -.156$ ) while teachers perceived social support had the least predictive index ( $\beta = -.043$ ).

Teacher perceived social support did not make a significant unique contribution to the prediction

of problem behavior. The standardized beta value of (-0.043) indicates a very small negative effect, and the t-value (-0.52) with a p-value of (.221) shows that this effect is not statistically significant. This means that, when controlling for other variables in the model teacher support does not significantly predict changes in the problem behaviour. On the other hand, peer perceived social support showed statistically significant negative contribution to predicting problem behaviour. The beta value of -0.156 suggests that higher levels of peer support are associated with lower levels of problem behaviour. The relationship is statistically significant as indicated by the p-value of (.000). This implies that compared to teacher support, peer support is a stronger and meaning predictor in the model. This finding also indicated that as the levels of the teachers' social support and the peer social support increases, the level of problem behaviour decreases. According to these results, the best predictor of problem behaviour is peer perceived support. These results concurred with the findings in Table 4.25 where the highest correlation was found between peer perceived social support and problem behaviour.

### **c. Discussion of the Findings**

According to the second objective, the researcher was to establish the relationship between the perceived social support and the problem behaviour. According to this study's findings, it was established that the peer perceived social support was significantly and negatively related to their problem behaviour ( $r(274) = -0.65, p < 0.05$ ). Further analysis in this objective revealed that peer perceived social support had the highest correlation with the problem behaviour compared while the least correlation was found between the teachers perceived social support. It was also established that peer perceived social support had the highest predictive than the teacher perceived social support.

The results in this current study were in agreement with findings of a study by Attar-Schwartz et al (2019) which looked at how social support and peer victimization influences externalizing and internalizing behaviour among youths in Canada. The findings indicated that social support and peer victimization correlated with both the youths internalizing and externalizing behaviour. The Study used survey method to collect the data while the current study used questionnaire to collect the data. Although the two studies used different ways of data collection, the findings revealed that social support and internalizing and externalizing problem behaviour had a significant and a negative correlation.

The findings of the current study also concurred with the findings of another study carried out by Odoy (2018) which explained that teachers and peer support had a negative and significant correlation with problem behaviour. The previous study used Cognitive-Behavioral Theory which explains that problem behaviour are linked to distorted or negative thought patterns and that teaching coping skills and restructuring negative thinking can reduce problem behaviour. On the other hand, the current study used two theories; social learning theory which suggests that individuals learn behaviour by observing and imitating others. The second theory was ecological systems theory which explains behaviour as an interaction between the individual and multiple environmental systems. Although the two studies used different theories to explain their variables, teachers and peer social support were found to significantly related to the learners' problem behaviour.

The current study findings were in support with the finding of a previous study by Thern Lund and Samuelsson (2016) which reported that there was a significant relationship between social support and problem behaviour. The previous study used interviews to collect data which may have both the interviewer bias and the respondent bias. The current study used questionnaire to

collect the data and which encourages the respondents to give more truthful answers on sensitive issues. Despite the use of different methods of data collection, the findings of the two studies reported that social support and problem behaviour were significantly and negatively correlated. The findings of the current study also agreed with the findings of a study by Acoba (2024) which reported that social support and perceived stress had a negative and significant relationship. Although the study used a cross-sectional research design while the current study used correlation research design, the two variables were found to have a correlation. This finding could also imply that despite the methodology used, social support and problem behaviour are correlated.

In China, the same findings by Liu et al (2020), revealed that social support and self-efficacy were correlated to problem behaviour. The previous study further reported that both self-efficacy and social support were found to have a significant and negative relationship with problem behaviour. These results concurred with the findings of the current study which reported a negative and significant correlation between perceived social support and the learners' problem behaviour. Despite the fact that the previous study was done among university students and in China, the current study was done among secondary school students and in Kenya. This could suggest that perceived social support and problem behaviour were significantly and negatively correlated despite the level of the education of the respondents.

Similar findings by Obasi (2019) in Nigeria revealed that internalizing factors had a negative and significant relationship with the learners' problem behaviour. This finding concurred with the finding of the current study which reported that perceived social support had a negative and significant relationship with the learners' problem behaviour. Even though the previous study was done among college students and in Nigeria the current study was done among secondary

school students and in Kenya and the results were the same. This finding may be implying that perceived social support and problem behaviour are correlated despite the level of schooling and the geographical setting.

Similar findings were reported in Kenya by Mulinge and Muhindi (2023) in their study on the influence of social structure on criminal behaviour. In this study, it was established that social structures and criminal behaviour were negatively and significantly related. This finding supported the results of the current study that perceived social support and problem behaviour had a negative and significant relationship.

The Ecological Systems theory by Bronfenbrenner can be used to explain these findings. The theory argues that human development is influenced by different environmental systems that interact. Perceived social support is shaped here because students directly interact with their peers and teachers who provide emotional, informational and practical support. According to this theory, students who are at home and encouraged by their teachers will perceive high social support.

#### **4.4.3 Prediction of Problem Behaviour from Parenting Practices and Perceived Social Support**

In this study, the third objective was to develop a predictive equation for problem behaviour from parenting practices and perceived social support. To achieve this objective, the researcher subjected the data to multiple regression analysis and the results of this analysis were a model summary, ANOVA and the regression coefficients. Table 4.29 gives the multiple correlation coefficient and the R square for the regression model.

**Table 4.29***Model Summary for Regression Equation*

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>R Std Error of the Estimate</i>
1	.64 <sup>a</sup>	.59	.45	6.1

Note. *N*=274**a. Predictors: (Constant), Parenting Practices, Perceived Social Support**

As observed from Table 4.28, R square value ( $R^2 = 0.59$ ) explains the percentage of the variation in problem behaviour that is explained by the parenting practices and the perceived social support. Again, it is observed from the same Table 4.28 that the strength of the relationship between the model and the problem behaviour is ( $R = .64$ ) and that it is a strong relationship. This indicates that the combined predictors are fairly effective in explaining variations in the dependent variable. The model explained 59% of the total variance in the outcome as shown by the adjusted  $R^2$  value of .59. However, the adjusted  $R^2$  value of .45 indicates that when the number of predictors and sample size are taken into account, the proportion of the explained variance drops to 45%. This suggests that while the model is meaningful some of the predictive power may be influenced by the number of variables included. The standard error of the estimate was 6.1 meaning that the predicted scores deviate from the actual observed scores by about 6 points on average. This reflects a reasonable level of accuracy in the model's predictions. Therefore, 59% of the variation that happened on the respondents' problem behaviour was as a result of parenting practices and the perceived social support. These findings give the implication

that to a large degree, problem behaviour of the students from Mbeere south sub-county Secondary schools were predictable from parenting practices and problem.

**b. Hypothesis Testing**

The researcher went further to determine the significance of the prediction equation after finding out that problem behaviour was predictable from Parenting Practices and perceived social support. Following the third objective of this study, the researcher developed the following hypothesis:

H0<sub>3</sub>: There is no significant predictive model of problem behaviour from parenting practices and perceived social support.

A summary ANOVA table was used to establish the significance of the prediction equation based on the multiple regression analysis and the results were presented in Table 4.30.

**Table 4.30**

*ANOVA Summary Table for the Regression Model*

<i>Model</i>	<i>Sum of Square</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Regression	1638.01	3	5432.18	111.7	.00 <sup>b</sup>
1 Residual	22761.99	271	49.16		
Total	27400.00	274			

Note. N=274

From Table 4.30, it is observed that the prediction model for problem behaviour from parenting practices and perceived social support is significant ( $F(3,271) = .00, P < .05$ ). It is also observed that the ANOVA for the regression model indicated that the set of predictors significantly predicts the dependent variable. The regression sum of squares was 163,801 which was the

amount of total variation explained by the regression model while the mean of square was 5,432.18 which is the average variation in the dependent variable that is explained by the predictors in the regression model. On the other hand, the residual sum of square was 22,761.99 which is the amount of variation not explained by the model. From this finding, the null hypothesis, was rejected meaning that parenting practices and perceived social services significantly predicted the respondents' problem behaviour. The researcher did further analysis to establish the predictive weight of the two independent variables on the problem behaviour. The results were presented in Table 4.31.

**Table 4.31**

*Regression Coefficients for the Prediction of Problem Behaviour*

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
	(Constant)	13.04	2.01		5.10	.000
1	PP	.60	.09	-.45	2.56	.000
	PSS	.43	.12	-.33	4.78	.019

Note. N=274, PSS= perceived social support, PP=parenting practices

a. Dependent Variable: Problem Behaviour

A prediction equation was formed by the researcher using the coefficients as follows;

$$\hat{y} = 13.04 - .45PP - 0.33PSS$$

The regression coefficients in Table 4.31, indicated that parenting practices significantly predicts problem behavior (B=.60, Std error=0.09,  $\beta$ =-.45,  $t= 2.56$ ,  $p<.001$ ). This finding suggests that students with higher levels of negative or in effective parenting practices showed higher behavioural problems. Perceived social support also significantly predicted problem behaviour

( $B=0.43$ , Std error= $0.12$ ,  $\beta=-0.33$ ,  $t=4.78$ ,  $p=.019$ ). This implied that increased social support is associated with a reduction in problem behaviour. Parenting practices emerged as the stronger predictor based on the standardized beta weights. It is also observed from the same Table 4.31 that the predictive index for parenting practices and perceived social support was ( $\beta=-0.45$ ), ( $\beta=-0.33$ ) respectively. From the same Table 4.31 it is show that all the predictive indices were negative. This finding implied that an increase in either parenting practice or perceived social support led to a decrease in the respondents' problem behaviour. Parenting practices was found to have the highest predictive weight than the perceived social support meaning that parenting practices was the best predictor of problem behaviour.

### **c. Discussion of the findings**

According to the third objective, the researcher sought to determine the predictive equation for problem behaviour from parenting practices and perceived social support. This study's finding proved that the predictive model for problem behaviour from parenting practices and perceived social support was significant.

The findings also revealed that parenting practices had a higher predictive index than the perceived social support and those two predictive indices were negative. This finding may be implying that an increase in both parenting practices and perceived social support scores led to a decrease in problem behaviour score.

The findings of the current study agreed with the findings of an earlier study by Ren et al (2020). In this study the researcher investigated the relationship between parenting stress, social support and problem behaviour. It was revealed that parenting stress has a positive and significant relationship with the students' problem behaviour. On the other hand, social support and problem

behaviour were found to have a negative and significant relationship with the respondents' problem behaviour. This study differed with the current in study location and also the level of schooling of the respondents. Despite the mentioned variations, parenting practices and social support were found to have a significant relationship with the students' problem behaviour.

The findings of another study done by Wang et al (2021) concurred with the findings of the current study. The previous study investigated the relationship between supporting parenting, social support and behaviour development in China. The sample size of this study was preschool pupils and the findings revealed that supportive parenting and social support have a negative and significant relationship with behaviour development. The sample size of the previous study was preschool pupils while the sample size of the current study was secondary school students. Despite the variance the in the sample sizes, parenting practices and social support were found to have a negative and significant relationship with the respondents' problem behaviour.

In Mexico, a study by Tylor et al (2015) revealed that parenting styles and social skills were significantly related to internalizing behaviour. This finding was supported by the findings of the current study which reported a negative and significant relationship between parenting practices, perceived social support and the respondents' problem behaviour. The previous study was done in Mexico and among university students while the current study was done in Kenya and among secondary school students. The previous student had used mixed method research design to collect and analyze the data while the current study used correlational research design to collect the data and analyze it. Despite the use of different methodologies by the two studies, parenting practices, perceived social support and the students' problem behaviour were found to have a negative and significant relationship.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The chapter gives a summary of the study findings. The conclusions of the study are also discussed here as well as the recommendations for practice based on the findings and also recommendations for further research.

#### 5.2 Summary of the Findings

The study was developed to establish how parenting practices and perceived social support related to the learners' problem behaviour in Mbeere south sub-county. The study further sought to establish how the sub-scales of both parenting practices and perceived social support related to the learners' problem behaviour. Further, the study also established whether there was a significant prediction equation for problem behaviour from parenting practices and perceived social support.

The study's first objective was to determine the relationship between parenting practices and the responds' problem behaviour. The results indicated that parenting practices and problem behaviour have a negative and significant association implying that if a score in parenting practices increases, it causes a decrease in problem behaviour score. Further analysis revealed that the three sub-scales of parenting practices i.e. parental control, parental warmth and parental acceptance had a negative and significant correlation with problem behaviour. According to the findings in this first objective, parental control was found to have the highest correlation with the problem behaviour followed by parental warmth with problem behaviour while parental acceptance and problem behaviour was found to have the least correlation. The regression

analysis indicated that parenting practices accounted for 46% of the variation that happened on the respondents' problem behaviour. One-way ANOVA reported that there was a statistically significant mean difference between the sub-scales of parenting practices and the mean difference was in favor of the students who had high scores in parental control followed by those respondents with high scores in parental warmth while parental acceptance was found to have the least mean. Beta coefficients of the of the three sub-scales of parenting practices indicated that parental control was a better predictor of problem behaviour followed by parental warmth while parental acceptance was found to be the least predictor of problem behaviour.

This study's second objective was to establish whether perceived social support has a significant relationship with the problem behaviour among form three students of Mbeere South Sub-County. The findings revealed that perceived social support has a negative and significant correlation with the respondents' problem behaviour This implied that if a score in perceived social support is increased, a score in problem behaviour among the students would reduce. The study further analyzed the correlation of the sub-scales of perceived social support and problem behaviour. It was found that peer perceived social support had the highest correlation with the problem behaviour while the sub-scale of teacher perceived social support had the least correlation with the problem behaviour.

The findings from regression analysis also showed that perceived social support accounted for 52% of the respondents' problem behaviour. The analysis also showed that the R value was comparatively high indicating that the correlation between perceived social support was very strong. One-way ANOVA summary table showed that there was a significant difference in the means between those who were found to have high scores in peer perceived social support and those who were found to have high scores in teacher perceived social support. The results

showed that peer perceived social support was the best predictor of problem behaviour while teacher perceived social support was the least predictor of problem behaviour.

The third was to determine a predictive weight of the respondents' parenting practices and perceived social support on problem behaviour. The results showed that the two independent variables had a negative predictive index. Parenting practices was found to have the highest predictive index while perceived social support was found to have the least predictive index. This finding implied that parenting practices was the best predictor of problem behaviour followed by the perceived social support.

### **5.3 Conclusions**

The findings of the first objective gave a research based evidence that there was a significant and a negative relationship between parenting practices and problem behaviour. When the study further analyzed the sub-scales of parenting practices, i.e. parental control, parental warmth and parental acceptance. The findings indicated that the three sub-scales were found to have a negative and significant relationship with problem behaviour. The highest correlation was found between parental control and problem behaviour followed by parental warmth and problem behaviour while the least correlation was found between parental acceptance and problem behaviour. This finding meant that parenting practices played an important role in shaping the students' behaviour and it directly helps in reducing problem behaviours. Parents should provide emotional support to their children, they should also set clear rules and boundaries for their children; this will minimize risk-taking behaviour like truancy, drug use or even disrespect.

Parents should also consistently monitor and supervise their children, offer positive reinforcement, communicate effectively to their children and lastly model appropriate behaviour.

All these will help reduce problem behaviour because offering structure, guidance, warmth, supervision and open communication creates a supportive environment that encourages positive choices while discouraging misconduct.

The results of the second objective indicated that there was a negative and significant relationship between perceived social support and problem behaviour. The findings further indicated that there was also a negative and significant relationship between the sub-scales of perceived social support i.e. peer perceived social support and teacher perceived social support. The results further revealed that peer perceived social support was found to have the highest correlation with problem behaviour while teacher perceived social support was found to have the least correlation with problem behaviour. As far as perceived social support is concerned, how much the students feel they are supported by the family, teachers and peers can significantly reduce problem behaviour. When the students feel cared for and understood, they are less likely to develop stress related behaviour such as aggression, withdrawal or substance abuse. Again support from the peers, teachers and parents helps students believe in themselves which reduces the likelihood of engaging in negative behaviour as a way to seek attention or validation. Students with strong perceived social support can cope with school life challenges like bullying, academic stress in a healthier way instead of turning to problem behaviour like truancy and rebellion. Lastly, students who perceive strong social support are more committed to school work and less likely to engage in problem behaviour.

The third objective sought to establish the predictive weight of problem behaviour from parenting practices and perceived social support. The results indicated that the model for the prediction of problem behaviour from parenting practices and perceived social support was

statistically significant. Nevertheless, parenting practices was found to have the highest predictive weight compared to perceived social support.

When the study further analyzed the sub-scales of parenting practices, it was found out that all had a negative and significant predictive weight. Parental control was found to have the highest predictive weight followed by parental warmth while parental acceptance was found to have the least predictive weight. Parents should understand that they can reduce their children's' problem behaviour by combining warmth with firm guidance, monitoring, open communication, positive reinforcement, and constructive discipline. When the sub-scales of perceived social support were analyzed, peer perceived social support was found to have the highest predictive weight compared to teacher perceived social support. Teachers may reduce the learners' problem behaviour by setting structure, modelling positive conduct, and providing support. On the other hand, peers influence behaviour by encouraging prosocial conduct, discouraging misconduct and offering friendship and belonging.

## **5.4 Recommendations**

From the results established from this study, the following recommendations for policy and further research were developed:

### **5.4.1 Policy Recommendations**

- i. Now that parenting practices was found to have a negative and a significant relationship with problem behaviour, ministry of education in collaboration with the teachers should develop community based training and workshops to equip parents with positive parenting skills.
- ii. Curriculum developers should also strengthen counselling and guidance services in schools and communities to help the parents manage children's behavioural changes.

iii. The ministry of education should establish parent-school partnerships; This will enforce policies requiring regular engagement between schools and parents. They should foster mandatory parent- teacher meetings, joint decision making between the teachers and the parents on their children. They should also launch awareness initiatives to discourage harsh or neglectful parenting and promote warmth and consistency.

iv. Teachers should also strengthen school based social support systems. Heads of guidance and counselling departments in schools should establish peer mentorship, counselling and teacher student support programs to increase students' sense of belonging.

v. Both the ministry of education and the TSC should plan on vigorous teacher trainings on guidance, counselling and socio-emotional learning so that they can provide both academic and emotional support.

vi. The curriculum developers should integrate psychosocial support policies in schools for example school counsellors, psychologists etc. in order to strengthen students coping mechanisms.

vii. The education stake holders should also promote community engagement through the partnerships between schools NGOs, and religious organizations to provide holistic support to students.

#### **5.4.2 Recommendations for Further Research**

i. Future research could adopt a longitudinal design to examine how the relationship between parenting practices, perceived social support and problem behaviour evolves over time. This would provide insights into long term effects of these factors into this behaviour.

ii. While the study focused on parenting practices, perceived social support as predictors of problem behaviour of form two students in Mbeere sub-county, Embu County Kenya, future researchers may investigate specific factors that may influence parenting practices and perceived social support.

iii. It would be valuable to replicate the study in different cultural contexts or regions to determine whether the relationship between parenting practices and problem behaviour differs between males and females.

iii. Further studies could investigate the development stages during which parenting practices and perceived social support have the most significant impact on problem behaviour. This could help identify critical periods for interventions.

iv. Since this study used correlational research method, further research may combine both quantitative and qualitative analysis so as to provide deeper insights into how students problem behaviour are influenced by parenting practices and the perceived social support.

v. This study looked at how parenting practices and perceived social support predicted problem behaviour. Further research could examine how the relationship between parenting practices, perceived social support and problem behaviour differs by gender or developmental stage.

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## APPENDICES

### Appendix I: Students Questionnaire

#### Section A: Bio Data

1. Your gender

Male  Female

2. Your age

Below 15 years  15 - 17 yrs.  18 - 19 yrs.  Above 19 years

#### Section B: Parenting Practices

4. Indicate your level of agreement with the following statements on parenting practices. Mark where applicable using the scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

	<b>PARENTAL CONTROL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	My parent take a keen interest in my activities					
2	My parent continues altering the rules and regulations on me					
3	When I make a mistake, I cannot predict my parents' response					
4	My parents discipline me without any explanation					
5	My parents cannot take in my ideas					
	<b>PARENTAL WARMTH</b>					
6	My parent always express love to me					
7	My parents are always happy to see me					
8	My parent always let me know that he/she cares for me					
9	My parents avoid getting angry at me					
10	I get comfort from my parent					

	<b>PARENTAL ACCEPTANCE</b>					
11	I always doubt whether my parents like me					
12	My parents help me go through stress and problem-solving					
13	My parents guide me in things am unable to do					
14	My parents always compliment me					
15	My parents always make me feel unwanted.					

(PNS, Mueller 1987, PASCQ, Wellborn 1986, CRPBIS, Schaefer,1965)

### Section C: Perceived Social Support

5. Indicate the level of agreement with the following statements on Perceived social support. 1- Completely false, 2-False, 3-Not sure, 4-True, 5-Completely true.

	<b>Perceived social support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Teacher social support</b>					
1.	My teacher cares about how much I learn					
2.	My teacher likes to see my work					
3.	My teacher helps me learn					
4.	My teacher wants me to do the best in schoolwork					
5.	My teacher thinks it is important to be my friend					
6.	My teacher likes me as he/she likes other students					
7.	My teacher cares about my feelings					
8.	My teacher cares about me					
	<b>Classmates support</b>					
9.	My classmates want me to do the best in schoolwork					
10.	My classmates like to help me learn					
11.	My classmates like my presence in class					
12.	My classmates think it is important to be my friends					
13.	My classmates like me the way I am					
14.	My classmates care about me					
15.	My classmates like me as much as they like others					

**Classroom life measure (Johnson and Johnson 1983)**

**Section D: Problem Behaviour**

Tick where appropriate. Not true-1, Somewhat true-2 True-3

	<b>Problem behaviour</b>	Not True	Somewhat true	Certainly true
	<b>Internalizing Factors</b>			
1.	I feel headaches, stomach-aches or sickness when annoyed with something or someone			
2.	I get annoyed and frequently irritated when disturbed by someone			
3.	I am always impatient; I cannot stay at rest for a long time when I need something			
4.	I always do my things. I usually play unaccompanied			
5.	I struggle to look good to my friends, parents and other people. I mind about their feelings			
6.	I bother and worry very much about what others say to me			
7.	I frequently become unhappy, down-hearted or tearful when things don't work well with me			
8.	I have numerous doubts, and fears and get easily scared and fearful			
	<b>Externalizing Factors</b>			
9	I frequently fight with others. I always make my friends and other people do what I need			
10	I get frequently blamed and accused of doing wrongs,			
11	I always find myself in the wrong			
12	I always get uneasy in new circumstances or situations and this make me lose my confidence			
13	I always get uneasy in new circumstances or situations and this make me lose my confidence			
14	I always get easily distracted and hard to concentrate on what I do			

**Strength and Difficulties Questionnaire (SDG, Robert Goodman 1997)**

## Appendix II: Authorization Letter from Kenyatta University



KENYATTA UNIVERSITY  
OFFICE OF THE EXECUTIVE DEAN 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. 020-8704150

Our Ref: E55/28385/2019

DATE: 23<sup>rd</sup> January 2024

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

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MS. EVALUSIA MUKAMI NGARI – REG. NO. E55/28385/2019**

I write to introduce Ms. Evalusia Mukami Ngari who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Educational Psychology.


Ms. Evalusia Mukami Ngari intends to conduct research for a M.Ed. Thesis Proposal entitled, *"Parenting Practices and Perceived Social Support as Predictors of Problem Behaviours Among Form Two Students in Embu County, Kenya"*.


Any assistance given will be highly appreciated.

Yours faithfully,


  
PROF. ELISHIBA KIMANI  
EXECUTIVE DEAN, GRADUATE SCHOOL

### Appendix III: Research Permit

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION.

**RESEARCH LICENSE**



**This is to Certify that Ms. Evalusia Mũkami Ngari of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Embu on the topic: Parenting practices and perceived social support as predictors of problem Behaviours among Form two students in Embu County, Kenya for the period ending : 13/April/2025.**


**License No: NACOSTIP/24/34484**

**245980**

**Applicant Identification Number**

**Director General**  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

**Verification QR Code**



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