

**PARENTING STYLES AND SEXUAL BEHAVIOUR AMONG TEENAGE GIRLS IN
KIENI EAST SUB-COUNTY- NYERI COUNTY, KENYA**

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DECLARATION

I, the undersigned, declare that this thesis is my original work that I achieved through my dedication to reading and research; it has not been presented to any other University or College for academic purposes. I have fully acknowledged the truth of this report.

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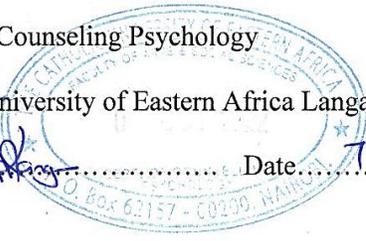
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DEDICATION

I dedicate this research entirely to my late parents and siblings for their support and encouragement all through my studies. I also I dedicate it to my supervisors who guided me throughout the research process.

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I would like to thank God, the almighty Father who has bestowed on me life and strength to undertake this research and accompanied me until this far. I am indebted to many who made tireless effort and gave valuable assistance towards this course, specifically Dr. Joel Kiambi Muriithi and Dr. Maria Ntarangwe my supervisors for the corrections and insights and above all for the commitment and dedication to make this research a reality.

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ABSTRACT

Teenage stage is when an individual is in the transitional years from childhood to adulthood. This stage marks the onset of cognitive, physical and emotional changes therefore a very important time for the teenagers as they struggle with self-identity and career issues. Different parenting styles influence the lifestyles of the teenagers. Teenagers learn attributes and societal expectations through the parenting styles in their families. Parents play a vital role in shaping and developing acceptable morals to protect teenagers. The study addressed five study objectives namely to establish the influence of an authoritative parenting style on sexual behaviour amongst teenage girls, to assess the effects of authoritarian parenting style on sexual behaviour amongst teenage girls, to analyze the extent of involvement of permissive parenting style on sexual behaviour amongst teenage girls, to evaluate the challenges of neglectful parenting style on sexual behaviour amongst teenage girls, and to identify strategies to enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. The research was supported by attachment theory and social learning theory by Bandura. Mixed research method (qualitative and quantitative) approach specifically sequential explanatory design was used. The target population were girls aged 13-19 years from girl schools in Kieni East Sub County. A sample size of 392 girls were drawn. Data was collected using a self-administered structured questionnaire on parenting styles using the Index Parental Style (IPS), data on teenage sexual behaviour was collected using the Scale on Sexual Risk Taking (SSRT) and coping measures was collected using the Brief Resilient Coping Scale (BRCS). The quantitative data was then analyzed using Statistical Package for Social Sciences (SPSS) version 26 while the qualitative data was collected using interview guides and analyzed using thematic analysis. Results obtained for authoritative showed that there is a significant moderate negative correlation between a mother's responsiveness and sexual behaviour ($p < 0.05$, $r = -.569$). Similarly, a weak negative correlation was found between the father's responsiveness and sexual behaviour ($p < 0.05$, $r = -.212$). On high demandingness, the parents had a weak positive correlation with sexual behaviour, Father ($p > 0.05$, $r = .264$). Mother ($p < 0.05$, $r = .181$). Authoritarian parent's low parental responsiveness had a weak and positive correlation with sexual behaviour. Father ($p < 0.05$, $r = .312$). Mother ($p < 0.05$, $r = .369$). Weak positive correlation between demandingness of the parents and sexual behaviour of the teenager, Father ($p > 0.05$, $r = .264$). Mother ($p < 0.05$, $r = .181$). Submissive parents were both for the mother ($p < 0.05$, $r = -.569$) and similarly a weak negative correlation was found between the high father's responsiveness and sexual behaviour ($p < 0.05$, $r = -.212$). The lower the levels of parents' demandingness, the more the sexual behaviour increased. Father ($p > 0.05$, $r = -.214$). Mother ($p < 0.05$, $r = -.381$). Neglectful parents are low in parental responsiveness and teenagers sexual behaviour, Father ($p = 0.05$, $r = .312$). Mother ($p < 0.05$, $r = .369$). Low demandingness scored, Father ($p > 0.05$, $r = -.214$), Mother ($p < 0.05$, $r = -.381$). The results from the teenagers showed that the teenagers were quite resilient. The score obtained from the resilience scale used gave a mean average of 15.43 out of the possible 20.00. This means that with a standard deviation of 1.94, the resilience levels of the teenagers were considerably medium. The study recommends that parents should consciously embrace positive aspects of the various parenting styles to enhance their relationships with teenagers since this will improve their sexual behaviour.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS.....	xii
OPERATIONAL DEFINITION OF KEY TERMS	xiii
CHAPTER ONE	1
GENERAL INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the Study	2
1.3 Statement of the Problem.....	10
1.4 Significance of the Study	11
1.5 Objectives	11
1.6 Research Questions.....	12
1.7 Theoretical Framework.....	12
1.8 Scope and Delimitations of the Study.....	13
CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 Theoretical Framework.....	15
2.2.1 Attachment Theory.....	15

2.2.2 Social Learning Theory.	23
2.3 Review of Empirical Studies	27
2.3.1 Authoritative Parenting Style and Sexual Behaviour among Teenage Girls.....	27
2.3.2 Authoritarian Parenting Style and Sexual Behaviour among Teenage Girls.	33
2.3.3 Permissive Parenting Style and Sexual Behaviour among Teenage Girls.	37
2.3.4 Neglectful Parenting Style and Sexual Behaviour among Teenage Girls.....	41
2.3.5 Strategies to Enhance Responsible Sexual Behaviour.	45
2.4 Research Gaps.....	46
2.5 Conceptual Framework.....	47
2.6 Chapter Summary	48
CHAPTER THREE	50
RESEARCH METHODOLOGY	50
3.1 Introduction.....	50
3.2 Research Design.....	50
3.3 The Study Area	51
3.4 Target Population.....	52
3.5 Sample Procedure and Sample Size.....	52
3.5.1 Sample Size	52
3.5.2 Sampling Matrix.....	53
3.5.3 Sampling Procedure.....	54
3.6 Data Collection Instruments	54
3.6.1 Questionnaires	55
3.6.2 Index Parental Style (IPS)	55
3.6.3 Scale of Sexual Risk Taking (SSRT)	57
3.6.4 Brief Resilient Coping Scale (BRCS)	58

3.6.5 Interview Guides.....	58
3.7 Pre-Test of Research Instruments	59
3.8 Data Quality Control.....	59
3.8.1 Reliability and Validity of Instruments	59
3.8.2 Reliability of the Research Instruments.....	60
3.8.3 Trust Worthiness and Credibility	60
3.9 Data Collection Procedure	61
3.10 Data Analysis Procedure and Presentation.	62
3.11 Limitations/ Anticipated Constrains	63
3.12 Ethical Considerations	64
CHAPTER FOUR.....	65
DATA ANALYSIS, PRESENTATION AND DISCUSSION	65
4.1 Introduction.....	65
4.2 Response Rate.....	65
4.3 Demographic Information of Respondents.....	66
4.3.1 Demographic Characteristics.....	66
4.3.2 Distribution of Participants by Age.....	67
4.3.3 Distribution of Participants by Religion.....	67
4.3.4 Descriptive Analysis.....	68
4.3.4.1 Sexual Behaviour	68
4.3.5 Parenting Styles	70
4.3.5.1 Influence of authoritative parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.....	71
4.3.5.2 Effects of authoritarian parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.....	74

4.3.5.3 Extent of involvement of permissive parenting style and sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.	77
4.3.5.4 Relationship of neglectful parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.	78
4.3.5.5 Strategies that can be used to enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.	80
CHAPTER FIVE	83
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	83
5.1 Introduction.....	83
5.2 Summary of Key Findings	83
5.3 Conclusion(s)	85
5.4 Recommendations	86
5.5 Recommendations for Further Research.....	87
REFERENCES.....	88
APPENDICES	94
Appendix I: Index of Parenting Style (IPS).....	94
Appendix II: Scale of Sexual Risk-taking (adapted from Metzler et al., 1992) (SSRT)	97
Appendix III: Brief Resilient Coping Scale (BRCS).....	99
Appendix IV: Interview Questions for teenagers on risky sexual behaviour?	100
Appendix V: Map of Nyeri County	101
Appendix VII: CUEA Research Authorization	102
Appendix VIII: National Commission for Science, Technology & Innovation (NACOSTI)	103
Appendix IX: County Commissioner	104
Appendix X: County Director of Education	105
Appendix XI: Sub-County Director of Education	106
Appendix XII: Plagiarism Report	107
Appendix XIII: Article.....	109

LIST OF TABLES

Table 1: Baumrind Parenting Styles Summary.....	3
Table 2: Total number of schools and total number of students (Target Population)	52
Table 3: Sampling Matrix	53
Table 4: Response Rate.....	66
Table 5: Distribution of Participants by Age	67
Table 6: Distribution of Participants by Religion	68
Table 7: Descriptive Statistics of Sexual Behaviour.....	68
Table 8: Sexual Behaviours	69
Table 9: Descriptive Statistics of Parenting Styles	70
Table 10: Correlation Between Authoritative Parenting Style and Sexual Behaviour	72
Table 11: Correlation Between Authoritarian Parenting Style and Sexual Behaviour	74
Table 12: Correlation Between Permissive Parenting Style and Sexual Behaviour.....	77
Table 13: Correlation Between Neglectful Parenting Style and Sexual Behaviour	79
Table 14: Descriptive Statistics on Resilience.....	81
Table 15: Aspects of Resilience.....	82

LIST OF FIGURES

Figure 1: Conceptual Framework	48
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ABBREVIATIONS AND ACRONYMS

APA: American Psychological Association

AIDS-Acquired Immunodeficiency Syndrome

HIV- Human Immunodeficiency Virus

NACOSTI-National Council for Science Technology and Innovation

PG-Parental Guidance

SPSS-statistical Package for Social Sciences

STDs-Sexually Transmitted Diseases

STIs- Sexually Transmitted Infections

TV-Television

UN-United Nations

US-United States

WHO-World Health Organization

OPERATIONAL DEFINITION OF KEY TERMS

Parent: Mother, father, care giver or any person who is responsible as under law to maintain a child.

Parenting: Giving birth to children and raising them through societal ethics and education or caring and attention given.

Authoritarian parenting style- The process of parenting style showing that children are expected to obey their parents' orders.

Authoritative parenting style- The act of believing that children are expected to obey authority and rules without imposing.

Permissive parenting style- The state of doing just whatever one wants.

Neglectful parenting style- Failing to take care of children.

Teen: The adolescent children between the ages 13 and 19 years old.

Teenager: Similar to teens, they are children between 13 to 19 years old.

Teenage Pregnancy: Conception among the teenagers who have not reached maturity to become responsible parents.

Sexuality: It is a central aspect of being human throughout life and involves gender, identities and roles, sexual orientation, intimacy and reproduction.

Sexual Behaviour: Mode of operation through which teenagers perceive and express their sexuality in their environment.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

Modernization has shifted societal standards, particularly among teenagers, including their sexual behaviour (Nurmala, Ahiyanasari, Wulandari, & Pertiwi, 2019). Premarital sexual activity is a problem in teenage sexual behaviour (Pradanie, Armini, & Untari, 2020). Teenagers have a high level of curiosity and are on the lookout for information regarding human sexuality. Whether it is through books, magazines, or the internet, there is a lot of knowledge about sex out there in films or photographs that are made officially or unofficially. Risky sexual behaviour rises due to lack of dialogue between teenagers and adults. Concerns about sexual issues have been raised by parents and instructors. Most people still think it is forbidden to talk to teenagers about sexuality and issues encountered in daily life (Kusmiran, 2011).

Teenagers' sexual behaviour has a distinct pattern even though it automatically carries a negative connotation. There are numerous diverse interpretations. Sexual behaviour is a type of activity aimed at attracting the attention of others, in most cases the opposite sex. The abuse may be in the form of dressing up, rolling of eyes, seducing, teasing, and whistling. Sexual behaviours include a wide variety of activities individuals engage in to express their sexuality (Crooks & Baur, 2008) like daydreaming, menstruation, kissing on the lips or cheeks, petting, and having sex. (Kissing and touching are sexual behaviours that stimulate the erogenous zones of one's partner). There is a diverse array of activities that can be classified as sexual behaviour: masturbation, oral-genital stimulation (oral sex), penile-vaginal intercourse (vaginal sex), and anal stimulation or anal intercourse.

This chapter will present the background of the study, the statement of the problem, the significance of the study, the objectives, the research questions, the theoretical framework and the scope and limitations of the study.

1.2 Background of the Study

The family is a socio-cultural-economic arrangement that exerts significant influence on teenager's behaviour and the development of their characters. Any ignorance on the part of parents may lead to unwanted damaging effects on teenagers' growth.

Family environment, which includes parenting style and family structure, contributes significantly towards impacting a teenager's development of sexual behaviour, partly because teenagers spend a lot of their time with parents who play an influential role in molding and shaping their behaviour. Hoeve, (2009), points out that parents are more frequently blamed for the bad sexual behaviour displayed by the teenagers. Some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children (Hoeve, et.al 2009)

The purpose of this study was to establish the impact of parenting styles on teenage sexual behaviour in Kieni East Sub-County- Nyeri County, Kenya. The family has long been seen as humanity's basis. The dwelling is envisioned as a refuge from the suffering and pain of daily life. The family has always been a haven, a reassuring haven, a haven of peace, comfort and refreshment. However, within the same family, parents make the most significant contributions. In the ever-changing world of treasure, the gratifying labour of adulthood is confronted with numerous problems. Similarly, the desire for societal progress in health is a necessity that calls for mitigations.

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The child parent relationship has a major influence on most aspects of child development (physical, social and emotional, cognitive and language). Ensuring the best possible outcome for children, requires parents to face the challenges of balancing the maturity and disciplinary demands they make to integrate their children into the family and social system within maintaining an atmosphere of warmth, responsiveness and support (Santrock,2007).

The mode of operation through which humans perceive and express their sexuality is known as human sexual behaviour (Mercer, 2014). For a variety of reasons, people engage in various sexual acts, ranging from activities performed alone (e.g., masturbation) to acts performed with another person (e.g., sexual intercourse, non-penetrative sex, oral sex, etc.) in varying patterns of frequency (Shek & Meston, 2017).

The parenting traits are affected by two factors, namely the internal and external factors (Adawiyyah, 2016). Parents play a great role in teenagers' sexual behaviour. Parenting styles use different traits (responsiveness or demandingness) for the growth of teenagers. Parenting styles are categorized based on two dimensions of parenting behaviour and styles: Demandingness refers to the extent parents control the teenager’s behaviour or demand their maturity. Responsiveness refers to the degree parents are accepting and sensitive to the teenager’s emotional and developmental needs as demonstrated in the figure below.

Table 1

Baumrind Parenting Styles Summary

High Demandingness	Authoritarian	Authoritative
Low Demandingness	Neglectful	Permissive
	Low Responsiveness	High Responsiveness

1. Authoritative Parenting (High Demandingness and High Responsiveness). Authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussion, providing guidance and using reasoning. These parents provide the teenagers with reasoning and explanation for their action. Explanations allow teenagers to have a sense of awareness and teach teenagers about values, morals, and goals. Their disciplinary methods are confrontive, that is reasoned, negotiable, outcome-oriented, and concerning with regulating behaviours. Authoritative parents are affectionate and supportive. They provide the teenagers with autonomy and encourage independence. They also allow bidirectional communication. This parenting style is also known as the democratic parenting style. Teenagers of authoritative parents are cherished. Based on Baumrind's research on parenting styles, teenagers of authoritative parents tend to: appear happy and content, are more independent, are more active, achieve higher academic success, develop good self-esteem, interact with peers using competent social skills, have better mental health, less depression, anxiety, suicide attempts, delinquency, alcohol and drug use. Exhibit less violent tendencies. Are securely attached.

2. Authoritarian Parenting (High Demandingness and Low Responsiveness). High levels of parental control and low levels of responsiveness are the two characteristics of authoritarian parents. Although authoritarian parenting and authoritative parenting styles have similar names, they have several important differences in parenting belief, demand and approach. While both parental styles demand high standards, authoritarian parents demand blind obedience using reasons such as "because I said so". They only allow one way communication through rules and orders. Any attempts to reason with them are seen as backtalk. These parents use stern discipline and often employ harsh punishment, such as corporal punishment, as a way to control teenager's behaviour.

Their disciplinary methods are coercive, that is, arbitrary, peremptory, domineering, and concerned with marking status distinctions. Authoritarian parents are unresponsive to the teenager's needs and are generally not nurturing. They usually justify their mean treatment of the teenagers as tough love. Teenagers whose parents have an authoritarian parenting style tend to: Have an unhappy disposition, be less independent, appear insecure, possess low self-esteem, exhibit more behavioural problems, perform worse academically, have poorer social skills, be more prone to mental issues, be more likely to have drug use problems, have worse coping skills.

3. Permissive Parenting (Indulgent) (Low Demandingness and High Responsiveness). Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These permissive parents are warm and indulgent but they do not like to say no or disappoint the teenagers. Teenagers of permissive parenting tend to have the worst outcomes: Cannot follow rules, have worse self-control, possess egocentric tendencies, encounter more problems in relationships and social interactions.

4. Neglectful Parenting (Uninvolved) (Low Demandingness and Low Responsiveness). Neglectful parents do not set firm boundaries or high standards. They are indifferent to the teenager's needs and uninvolved in their lives. These uninvolved parents may have mental issues themselves such as depression, or physical abuse or child neglect when they were kids. Teenagers raised by neglectful parents: Are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems, have more mental issues e.g. suicidal behaviour in teenagers.

A concurrent study on parental presence to adolescents conducted in the United Kingdom by Olweus (2016) discovered that teenage neglect is defined as the failure to provide the basic bond that they want throughout a crisis like a teenager. Physical abandonment, educational

abandonment, and emotional abandonment were the three types of neglect he identified. He defined emotional abandonment as parental inattention to the teenagers' emotional needs. He said that it is by far the most common form of teenage mistreatment that leads to major sexual behaviour-related issues today.

Teenagers in these families must be forceful to succeed. Personality and skill development are essential for achieving greater individuality. Transition to independence can be stressful, so it is important to maintain a good relationship between the parents and the teenagers to be self-assured. Holland (2015) conducted a longitudinal study in London on 183 affluent teenagers whose parents had divorced, leaving their children alone. Attributes in such children involve physiological abnormalities, emotional susceptibility, nonassertive behaviour, behavioural disruption, delinquency, antisocial behaviour, clinging, and delinquency. On the other hand, affluent parents overlook the psychological care that their children require to improve performance in all parts of their lives, including assertiveness, according to Hinsaw (2014). Luthar (2015), observed in a study done in the United States that many teenagers from affluent households are more likely to rely on housekeepers than on their parents. Hinsaw (2014) believes that fathers and mothers do not devote enough time to their children, putting them at a disadvantage in teenagers' emotional development. The parents' behaviour, according to Luthar (2015), played a significant role in the behaviour of the children.

Becker (2012) conducted a study on teenagers from affluent families in the USA. The study concluded that affluent parenting behaviour scored negatively on teenage sexual behaviour. The parental behaviour included a lack of emotional bonding or attachment by teenagers to their parents but with high monetary provisions. Teenagers with low self-esteem, Depressive inclinations, according to Luthar (2015), led to dangerous behaviour in young females' behaviours such as

teenage pregnancies. According to the study's findings, these young people were with the help of their parents, and they needed to be aggressive and stand up for what is right. Kasser (2013) conducted a study in Canada among High Net worth Individuals to investigate the level of closeness of parents to teenagers. Kasser's study established that those parents who favoured professional success and prestige over closeness in family life reported being unhappy largely with themselves lacked love and attachment to their teenagers. Because of this behaviour, the teenagers indulged in alcohol, drugs, partying, and going to clubs. The study concluded that although teenagers' transition from a dependency relationship with parents to selflessness after adolescence, they still relied on their parents for guidance.

According to Simpson (2011), anxiety and aggressive, emotional behaviour posed challenges for teenagers in some affluent families, this hindered growth towards their decision-making skills. If such problems are left undiagnosed as per the study, academic performance, social interactions, self-esteem, self-awareness, and other psychological life skills can lead to adverse effects.

Sigelman and Rider (2015) conducted a survey in Kwa Zulu Natal in South Africa. The study sample involved mothers who were neglectful on teenagers and found out that parental-emotional neglect occasioned serious psychological, verbal, and mental injuries to teenagers that could be replicated in teenagers' serious behavioural, assertiveness, cognitive and emotional problems, and which may lead teenagers from such mothers to also end up in being neglectful to their children.

Another study in South Africa, Moyo (2012), focused on affluent parental behaviour and its effects on teenage outcomes. The study suggested that behavioural control, monitoring, lack of communication, poor parent-adolescent relationship, lack of involvement in teenage work, inadequate backing, and boundary projected escalated degrees of drug-taking among teenagers. From the study, it is evident that fathers' overprotection of teenagers in affluent families resulted in more negative sexual behaviour among teenagers. These teenagers were more likely to be aggressive and engaged more in drugs than productive activities, which posed a danger to other age-mates due to peer influence. Aggressiveness shows that parenting behaviour today in affluent and other families faces challenges. Despite this, teenagers still need proper role modeling in the growing and developing society where drugs and alcoholism have become fashionable, as indicated by the study findings.

According to a study by Ujo (2013), in Nigeria, among middle and high socioeconomic status (SES) individuals, teenagers desired living in a peaceful, cheerful family full of happiness where harmony existed between parents. If parents are in disharmony, arguing with each other, or are perennially absent from home, this behaviour will likely make teenagers feel unhappy amid challenges. The study concluded that continuous parental absence is likely detrimental to teenagers who needed parents for role modeling.

In Ghana, Binige (2012) asserted that a healthy social environment ensured good sexual behaviour among teenagers. Parental mutual affection, union, presence, combining political and social organizations in looking after teenagers, and satisfying the needs of these teenagers contribute to self-awareness. For this reason, they coped with life challenges hence developed good sexual behaviour. The study argued that teenagers lived in a void when parental behaviour is not positively reflected. This void negatively impacted on the teenager's sexual behaviour.

In Kenya, a study by Muganda (2015) on the role of parent-teenage relationships and adjustment revealed that supportive parent behaviour was critical to teenage development and self-esteem. The study found that supportive behaviour includes being warm, sensitive, empathic, playful with the teenagers, and accepting them. The study noted that this lack in affluent families was likely linked with hostility, depression, substance use, delinquency, and aggressive behaviour among teenagers. The study concluded that social crimes like rampant drug abuse and sexual behaviour among teenagers could result from unsupportive parental behaviour characterized by criticisms and distance. Recommendations included the need for parents in affluent families to be warm and supportive to teenagers for better sexual behaviour in their teenage and adult life.

A distinction was made by Nyaboke (2017) in her study in Karen in Nairobi, Kenya, between emotion-coaching parents and emotion-dismissing parents. Emotion-coaching parents monitored their teenagers' emotions and viewed their negative emotions as opportunities for teaching, assisting, and balancing their emotions. These parents coached them on how to deal effectively with emotions. In contrast, the emotion dismissing parents viewed their role as denying, ignoring, or changing their teenager's negative emotions. The study found out that the teenagers of the emotion-coaching parents were better at physiological soothing themselves when they got upset and were still better at regulating their negative effect; they were assertive, could form their attention better, and had fewer behavioural problems than the adolescents of the emotion-dismissing parents had.

1.3 Statement of the Problem

Women leaders from the sub counties in Nyeri County have expressed concern over the increase and high number of teenage pregnancies in the county. The worrying trend has adversely affected the education of the girl child in the expansive county. Early pregnancies have led to a rise in both poverty levels and illiteracy.

Kenya being a developing country has experienced rapid urbanization. The rapid growth of urbanization has brought about social changes. Many parents are too busy trying to make ends meet, leaving the parenting responsibility to someone else who normally takes charge of their children. Other parents provide materials but are mostly absent, while others use physical control, making them feel that they are still in charge of their children. Without adequate parental support, children do experience anxiety, insecurity, low self-esteem, and inadequacy.

Teenagers build their identity by integration of feelings and desires, and sexual activity often begins in this period. This change is not always accompanied by appropriate sexual education or by knowledge about physiology or biological aspects of sexuality and reproduction. Teenagers initiate their sexual activity increasingly earlier. This is associated with the existence of multiple sexual partners, high rates of Sexually Transmitted Diseases, emotional disorders, greater precociousness in consuming alcohol, tobacco, and drugs, higher rates of abortion, complications during pregnancy, and preterm births. Despite of the many sensitization programmes on sexual behaviours of teenagers in the Country, there is still need to narrow down the study to smaller regions like Kieni East Sub County to establish if there is a relationship between the parenting styles and sexual behaviour of teenagers in Kieni East Sub County.

1.4 Significance of the Study

The study may provide an insight and recommendations on how parents can relate with teenagers to have good sexual behaviour. The study is therefore of importance to many individuals including:

School management and other professions who may be made aware of importance of parenting styles on teenager sexual behaviour. The study may also benefit parents in learning how their parenting styles influence teenage sexual behaviour. The findings from this study are intended to create awareness among parents about the extent to which parenting styles influences teenagers' sexual behaviour. This study may help to create awareness among parents on how they are perceived, which may motivate them to get actively involved in the issues to do with teenagers' sexual behaviour. This may also lead to a closer relationship between parents and teenagers, as well as helping the teenagers to avoid risky or bad sexual behaviour.

It may benefit other researchers in the same field with the literature to support their arguments and hence improved knowledge since teenage sexual behaviour is still an area that needs continuous research because times keep changing. The research may help in laying strategies on how to introduce both prevention and intervention measures against bad sexual behaviour among teenagers.

1.5 Objectives

1. To establish the influence of an authoritative parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.
2. To assess the effects of authoritarian parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

3. To analyze the extent of involvement of permissive parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.
4. To assess the relationship of neglectful parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.
5. To identify strategies to enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

1.6 Research Questions

1. What is the influence of authoritative parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya?
2. What are the effects of authoritarian parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya?
3. What is the extent of involvement of permissive parenting style and sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya?
4. What is the relationship between neglectful parenting style and sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya?
5. What are some strategies that can be used to enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya?

1.7 Theoretical Framework

A theoretical framework describes the theory or model on which research is based.

This study adopted two theories;

Attachment Theory developed in the 1950s by John Bowlby and Mary Ainsworth. It is always considered important when studying interpersonal relationships. The theory can explain

the effect of parental relationships on teenagers' personalities and behaviour. His interest specifically was on children whose parents had separated. This helped him establish the need to study the relationship as separation of parents always has negative consequences on the emotional well-being of the children.

Social Learning Theory developed by Albert Bandura in 1977 and later modified by Christopher Hensley in 2004. This theory is based on the idea that teenagers acquire beliefs and sexual behaviour from role models; especially close friends, teachers, and parents.

The two theories used in this study were intended to find a relationship between the two in predicting teenager's attachment style through social learning, also determine what effect these two theories had on the social acceptance of the teenagers with their parents.

1.8 Scope and Delimitations of the Study

For this study, sexual behaviour is limited to physical, relationship, sexual and verbal dimensions and their consequences to the teenagers. Teenage pregnancy is generally a global challenge because it is the major contributor to school drop-out among girls. In the recent past, permanent expulsion was being used to help curb teenage pregnancy, but with time this proved ineffective and also absolutely unfair to the girls. The report by Kenya National Bureau of Statistics (KNBS) showed a total of 396,929 girls were pregnant in 2019. In 2020, the number dropped to 332,208, a figure anti-teenage pregnancy campaigner said did not reflect the reality on the ground.

Based on the UNESCCO statistics the study was done in Kieni East Subcounty being one subcounty in Kenya to establish how it related to the national percentage because of convenience and cost effective. Participants were from both private and public secondary schools for girls in the Sub-County. According to the data extract from Kenya Health Information System (KHIS) as

at 19 June, 2020 Nyeri County had 1,274 teenage pregnancies in 2019 and 1,320 in 2020 from the records of the teenagers who presented themselves with pregnancy at health facilities. The number could be high since some of the teenagers do not go to the health facilities.

The study was designed to examine the effect of parenting style on teenager girls' sexual behaviour in Kieni East Sub-County- Nyeri County. The study took to account that the parents had a role to play in shaping the teenagers, which was determined by the parenting style they adopted. However, the study found it essential to uncover the styles common among parents in Kieni East Sub- County, Nyeri County. The study was done in the selected area because according to UNESCCO, Health Education Resources, 2020 the teenage pregnancy and motherhood rate in Kenya stood at 18%. This implied that about 1 in every 5 teenage girls between the ages of 13-19 years, have either had a live birth or are pregnant with their first child. The rate increased rapidly with age from 3% among girls aged 13, to 40% among girls aged 19. The situation varied by county with some counties being disproportionately affected than the others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dwells on the parenting styles and how that impacts on teenage sexual behaviour. It explains previous literature done on the subject. In addition, this chapter discusses the different parenting styles. The teenage sexual behaviours and their impacts on the teenagers, families and society. Theoretical framework involves social learning theory and attachment theory.

2.2 Theoretical Framework

A theoretical framework describes the theory or model on which the research was based. This study adopted two theories;

2.2.1 Attachment Theory

Attachment theory Attachment theory developed by (Bowlby, 1980a) explained early childhood development and lays tremendous importance that a human infant has a biological need for protective attachment figure for survival and absence of such a figure can cause psychological difficulties in the child's emotional growth. His researches were mostly observations of infants up to formative age (6 years) in a child's life. To understand and study the different types of attachments children may have with their parents, Ainsworth and Wittig (1969) developed an assessment technique known as 'Strange Situation Classification'. This technique was earlier studied by Ainsworth (1967) for Uganda studies and Baltimore studies (Ainsworth et al., 1971). Bowlby's (1973) theory was further expanded by Ainsworth (1978) when she worked with him and came up with the Strange Situation Test in which she observed infants as young as 8 months old in a controlled environment along with a parent such as mother in that room.

During the test they briefly introduced a stranger in the room while the mother left for a few minutes and then she returned. They were able to conclude from this test that infants are capable of different reactions when their mother leaves and joins them again or when a stranger is introduced temporarily instead of a mother. They recorded reactions such as crying, screaming, going to the door when mother leaves them and on her return they are calm and back to exploring their environment. Some of them were also not as responsive to missing their mother and reacted aloof on their mother's return. According to Bowlby (1979) attachment theory is characterized by six specific features.

The first is that attachment behaviour is specific, meaning that it is directed towards one or a few specific persons. For clarification purposes, attachment behaviour is any behaviour that a child exhibits to obtain and/or maintain a desired proximity to his attachment figure (Bowlby, 1988). The child usually prefers his mother-figure, whom s/he will seek proximity to when physically hurt, sick or emotionally upset. However, in the mother's absences, someone else he knows will suffice. In these situations and in general, a child usually shows a clear order of preference for the attachment figures (Bowlby, 1979/1988).

The second feature is that attachment persists throughout life. At different developmental stages in life, early attachments may become weaker or become supplemented by new ones. However, the early attachment bond endures and is rarely broken unless forced separation occurs through death or some other circumstance. For example, the infant's attachment to her mother may become attenuated during adolescence, and the adolescent may supplement that attachment relationship with a boyfriend or later in adulthood with a husband.

The third feature of attachment theory is engagement of emotion. This means that intense feelings are created during the formation and maintenance of the bond and when the bond is

threatened or broken. Bowlby (1979) described the formation of the bond as falling in love and the maintenance of the bond as loving someone. Feelings of anxiety arise with the threat of losing the attachment figure, and grief ensues with the loss of the loved person. When the bond is unchallenged it gives rise to feelings of security.

The fourth feature of attachment theory is that the attachment behaviour to a preferred figure usually develops in the first nine months of life with the person with whom the child interacts most often. This is the person who is primarily caring for the infant, usually the mother, but it could be a father, grandparent or nanny.

The fifth feature of attachment theory is learning. This simply means that a child learns to differentiate people he/she knows from strangers. This is a central component to developing an attachment.

The sixth feature is the organization of attachment behaviour into different systems. These systems include the internal working model of attachment which typically develops within the first two years of life (Bowlby, 1979/1988). According to Bowlby (1979/1988), the internal working model of attachment develops when infants internalize their interactions with attachment figures into a mental representation of the self, of attachment figures, and of relationships in general. This model guides the child's expectations about relationships throughout life. It influences his/her overall adjustment, social behavior and the development of self-esteem and self-concept.

The theory is important when studying interpersonal relationships. The theory can explain the effect of parental relationships on teenagers' personalities and behaviour. His interest specifically was on children whose parents had separated. This helped him establish the need to study the relationship as separation of parents always has negative consequences on the emotional well-being of the children.

Children expect their parents to be emotionally and physically attached to them. Children feel safe and protected by their parents when the attachment is present between them. The attachment relationship shows the extent to which parents respond to their children's wants and needs. The presence of attachment creates a connection between the parent and child, thus helping them be aware of their children's needs and desires. Whenever their children feel insecure or want something, they might be afraid to ask for it. They can reassure their children whenever they sense some feelings of fear. This is fueled by the attachment present between the two. Bowlby (1988) stated that children who grew up with no attachments with parents ended up having unstable relationships in the future. (Bolby, 1988) continues to say it was deemed important for teenagers to have had an interpersonal relationship with their parents beforehand.

This got them used to opening up and feeling vulnerable when they were at their lowest points. He further affirms that children are born with the need to find attachment to an older being. Parents who assume their roles perfectly were seen to be attached strongly to their children.

Another common conceptualization of attachment style includes a two-dimensional model of attachment anxiety and attachment avoidance (Crowell et al., 2016; Fraley & Shaver, 2000). This model suggests that there are two underlying dimensions of insecure attachment: attachment anxiety and attachment avoidance (Leitemo et al., 2020). The dimension of anxiety reflects the extent to which someone worries that their parental figure will not be available in times of need whereas the avoidance dimension reflects the extent to which someone distrusts their attachment relationship and therefore chooses to maintain emotional distance (Mikulincer & Shaver, 2017). Therefore, the two-dimensional model analyzes the specific traits and behaviours of anxiety and avoidance in child-caregiver relationships.

Attachments between parents and children vary. They can be healthy attachments or unhealthy attachments. Healthy ones involve the children being able to open up to their parents about anything. They often feel secure around their parents, while unhealthy ones involve some parents, especially fathers wanting to get romantically involved with their children. Fear is instilled in these children. Thus, they tend to draw away and resort to attaching themselves somewhere else. Outsiders often come to their rescue, making them vulnerable. Attachments are classified into three types namely, secure, avoidant, and resistant attachment.

Secure attachment

In the opinion of Gleeson and Fitzgerald (2014), Secure attachment is achieved when the parents are loving, caring, and supportive. The warmth provided by the parents makes the teenagers express themselves freely. They feel loved as they are sure of a shoulder to lean on whenever they face any challenge. Also, their parents are seen to encourage open and frequent communication. Parents maintain a safe environment whenever their teenage children air out their problems.

Furthermore, the parents help provide solutions to encountered problems, giving their teenagers some sense of belonging. The children, therefore, possess self-control, self-love, and good social skills. They grow up to be sensitive individuals because they have secure attachments with their parents. The attachment security developed by the teenagers helps them become better individuals in workplaces and also helps them be decisive when making decisions. They are associated with making healthy decisions, thus leading a healthy life.

Avoidant attachment

According to Muraru and Turliuc (2012), avoidant attachment is also referred to as insecure attachment. Teenagers are seen to avoid any attachment with their parents. They might feel some neglect from their parents. In most instances, such parents are busy, thus creating no time to listen to them and providing emotional attachments. Neglectful parents assume that providing basic needs like food, shelter, and clothing is enough for their children. Emotional availability is crucial to teenagers as they always go through a lot in this phase. They have emotional outbursts every time. Throwing tantrums helps them forget that they have neglectful parents. Insecure attachments also arise from children who receive inconsistent care from their parents. The inconsistent care may arise because the parents work in different places from where their teenagers are. This long-distance leads to the inconsistent care received by the children.

Another factor that may lead to inconsistent care is the parents having demanding jobs. They tend to spend long hours working than being with their children. The children, therefore, feel distant and intend to avoid any attachment to the parents. These children, therefore, tend to cope on their own and avoid depending on any family member. The lack of interaction between them and the parents due to insecure attachments makes their poor social skills.

Resistant attachment

Simpson and Rholes (2017) states that resistant attachment also referred to as ambivalent attachment, is observed when a teenager receives unpredictable responses from the parents. The parents rarely pay attention to their teenagers as they consider their needs less important and demanding. They tend to ignore their needs and want to focus on income only. These teenagers, however, are seen as unrelenting as they crave attachments with their parents. They make every effort so that their parents can notice them and attend to their needs. The teenagers are ready to

make up stories to be given some attention by their parents. Some teenagers might fake illnesses to get their parents' attention. These teenagers, moreover, feel the absence of love and care from their parents, thus the need to fake illnesses and make mountains out of situations to attract attention. This is considered unhealthy as they turn out to be attention seekers. They are also seen to have low self-esteem since they have to demand everything.

Strengths of the theory

Some of the strengths of this attachment theory include: There is a hierarchy in attachment, in that teenagers attach themselves to parents from a young age. The teenagers most likely attach themselves to the mother or father. Therefore, children get advantaged to have role models who counsel and nurture them effectively. This helps the teenagers have desirable characteristics. Also, attachment encourages continuity. Good behaviour such as caring and loving nature in parents is passed on to their children. The teenagers at a later stage are seen to be more social and open with their peers. They also control their behaviour and are emotionally well-behaved.

Weaknesses of the theory

The theory has some criticisms laid out by Harris (1998). He criticized this theory by stating that parents are not responsible for their children's reactions and behaviour. Research has shown that teenagers tend to hang out with peers more than their parents; thus, they acquire some behaviours from their friends. Even if parents try to create some attachment with their children, it is hard to emulate their parents' behaviours. They finally turn out to be different people who are hard to control. Parents are not to blame for their teenager's behaviours since there is no specific test to discover that parent-child attachments affect the teenagers' behavioural outcomes.

The theory also tends to classify children as a dependent. It depends on interpersonal relationships to affect teenagers' behaviours. Teenagers cannot develop their own beliefs rather than depending on their parents' upbringing. The theory underrates someone's ability to self-repair and stand on one's own. Teenagers are therefore forced to use their parents as points of reference. They are unable to make their own decisions. The theory insists on relying on other people for emotional stability. It does not point out that everyone can control one's emotions rather than relying on some people for inward consolation. It also leads to disappointments as teenagers expect their parents to be there for them all the time. They become so dependent that they are disappointed when their parents are absent. They grow up knowing that their needs have to be taken care of all the time. They occasionally have emotional outbursts when their parents are absent. Rigid mindsets have been formed because they cannot understand that people always have commitments.

Relevance of the Theory to the Study

Attachment theory applies to the study in that teenagers' sexual behaviours depend on their level of attachment with their parents. The parenting style reflects the type and degree of attachment present. Authoritative parents show secure attachments with their children. Even though they are strict and control their teenagers' behaviours and activities, they provide the warmth, love, and support their children need. These teenagers feel the attachment and readily open up about any issue they have. They also grow up loving and caring individuals, just like their parents. Secure attachments among authoritative parents reduce the chance of teenagers getting involved in sexual activities since they have high self-esteem and refuse harmful activities in their lives. The theory also attributes secure attachments to incredible social skills. This is linked to the authoritative parenting style as the teenagers get all the support and love they need.

The theory links teenagers with insecure attachments to have permissive, authoritarian, and neglectful types of parents. Insecure attachments include avoidance and resistant attachments. Avoidance is witnessed in teenagers with permissive and neglectful parents. They tend to focus mostly on outside relationships than with their parents. These teenagers are likely to get influenced easily thus more likely to engage in sexual activities that negatively impact their lives. Lack of attachment makes the teenagers grow up without direction from older people. They make their own decisions as reliance on parents is not observed. The parents are sometimes busy concentrating on their work instead of their children. Resistant attachment is seen in the authoritarian parenting style. Impacts on teenagers are negative since there are set rules, but their emotional needs are not considered. Authoritarian parents are known to set rules that have to be followed to the latter. There are no considerations to the teenagers' feelings; thus, they force the attachment to the extent of exaggerating their issues. The attachment theory goes hand in hand with the topic under study. Teenagers' sexual behaviours and their involvement in sexual activities depend on the extent of attachment between their parents.

2.2.2 Social Learning Theory.

The study also adopted Albert Bandura's social learning theory developed in 1977. Later Christopher Hensley modified the theory in 2004 to amend the shortcomings. In reality, social learning theory is based on the idea that teenagers acquire beliefs and sexual behaviour from role models; especially close friends, teachers, and parents. The theory explains how parents influence their children's thinking, action, and behaviour. It explains how children learn from first-hand experience or observation and modeling. According to Bandura, attention to events is influenced by the characteristics of the event and the observer. In the example, the child can learn negative or positive behaviour by repeatedly observing what the parent is doing. The motivational element of

the theory depends on the reinforcement or punishment associated with the performance of the observed action (Bandura, 1977).

Social learning theory predicts that teenagers can learn antisocial or prosocial behaviour by observing their elders. The theory suggests that observing repeated antisocial behaviours increases the likelihood that teenagers will perform these behaviours in real life (Bandura, 1977). Bandura observed that observed behaviours were performed more often in real life when the model was actively used to perform antisocial behaviours. Similarly, when children are promised more rewards for performing antisocial behaviour, they show more antisocial behaviour. Bandura believed in mutual determination. Therefore, it means that the world and person are caused to each other (Rafiq, 2018). This theory can easily address the observed contradictions in the teenager's behaviour. The theoretical study effectively engages imitation, an interesting cue for teenagers. The view of this behaviour is very optimistic in that it suggests that you can change any behaviour in a correct and friendly environment.

Bandura proposes five essential steps in for the learning to take place: observation, attention, retention, reproduction, and motivation.

1. Learning through observation

The key to the social learning theory is that we observe certain behaviours and then, after a few mental processes that we will see down below, we imitate them. However, according to Bandura, observation in itself does not always guarantee the behaviour to be learned. In addition to observing, he also added other four mediational processes.

2. Paying attention

The learner needs to pay attention. If he or she is distracted, it will probably affect the quality of learning. Being focused on the task at hand becomes the first step for retaining the

information and getting to acquire the knowledge. In this way, the behaviour that we are trying to imitate has to grab our attention, so that no external factors become distractions.

3. Retention

How much do you remember from what you have observed in order to reproduce it? This is what retention is based on, on how well that behaviour is remembered. It is important to have a good memory of the behaviour we are trying to imitate that we can refer to.

4. Reproduction

All the steps above bring us to this final one, the reproduction of the behaviour that we have observed. After having observed, paid attention to and remembered the behaviour, we should be able to perform it ourselves. However, following all these steps will not guarantee the correct reproduction of the behaviour since other factors may influence the performance, such as the limitation of our physical ability.

5. The importance of motivation

Of course, reproduction of the behaviour would not be possible without the will to do it. Motivation could be considered one of the most important principles of the social learning theory; all the rest rely on it. Here, both reinforcement and punishment play an essential role. If the observer does not see a favourable outcome of the behaviour he or she is paying attention to, he or she will not be motivated towards imitating it.

Strengths of the theory

The primary strength of this theory is its flexibility to explain differences in a teenager's behaviour. The environmental or societal aspect of social learning theory says that teenagers learn in a social context. This reinforces the idea that when there is a change in the teenager's environment, the teenager's behaviour may change.

Even though this theory focuses on gaining knowledge and acquiring behaviours through environmental influences, one of its strengths is that there are multiple modes of learning. Bandura himself noted that individuals can learn through direct experiences or through observation.

The theory is based on various experiments and research due to which it is scientific. The theory puts emphasis on the importance of the environment and role models. The theory gives an adequate explanation as to how many behaviours such as aggression are learned. The theory is seen to be precise and it can be tested. It provides sufficient clarity of learned behaviour.

Weakness of the theory

With a heavy emphasis on how the teenagers' environment affects them and directs their learning, this theory is weak when it comes to the teenagers' accountability for their own actions. Putting the focus on how setting influences behaviour places more weight on the people and community that the teenager is part of, and not enough weight on how the teenager handles and processes new information. It neglects the teenager's accountability and may go too far in stating that society directs how the individual behaves and acts.

Relevance of the Theory to the Study.

More attention gets paid to what happens to teenagers than what they do, especially with the information they get exposed to (Rewards, 2010). The theory goes a long way in stating that society governs how we behave and act. Second, the theory does not consider the actual developmental changes that occur as teenagers mature physically or mentally. Despite its weaknesses, applying this theory to teenagers is of paramount importance because it allows understanding how an individual is influenced by what he observes and listens to an interactive environment. Also, the theory will be very helpful as it will clearly describe and explain the sexual

behaviour of teenagers and how they learn it. The theory helps the researcher and anyone who benefits from the study to report the behavioural change in the institution. This theory informs this research in different dimensions. The dimensional studies get utilized to predict what teenagers will learn from their parents and caregivers. Another concept that comes from the social learning theory and which also becomes key in the learning of the teenagers is self-efficacy. The concept, which basically means the belief in one's abilities, is highly regarded by Bandura, who says: "In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life" (Bandura, 1986). If the teenagers are motivated and helped to build their self-efficacy, they will approach the challenges in a better light and will be encouraged to keep growing. And, although self-belief does not always ensure success, it surely adds more ballots to the lottery.

The theory can further be used to investigate how positive role models can foster desirable behaviours and promote social change.

According to social learning theory, good or bad behaviour is learned. Sexual behaviour is learned from parents and peers or by observing people who act as role models to teenagers. Parenting styles are known determinants of both negative and positive behaviours among teenagers.

2.3 Review of Empirical Studies

2.3.1 Authoritative Parenting Style and Sexual Behaviour among Teenage Girls.

Authoritative Parenting (High Demandingness and High Responsiveness). Authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussion, providing guidance and using reasoning. These parents provide the teenagers with reasoning and explanation

for their action. Explanations allow teenagers to have a sense of awareness and teach teenagers about values, morals, and goals. Their disciplinary methods are confrontive, that is reasoned, negotiable, outcome-oriented, and concerning with regulating behaviours. Authoritative parents are affectionate and supportive. They provide the teenagers with autonomy and encourage independence. They also allow bidirectional communication. This parenting style is also known as the democratic parenting style. Teenagers of authoritative parents are cherished. Based on Baumrind's research on parenting styles, teenagers of authoritative parents tend to: appear happy and content, are more independent, are more active, achieve higher academic success, develop good self-esteem, interact with peers using competent social skills, have better mental health, less depression, anxiety, suicide attempts, delinquency, alcohol and drug use. Exhibit less violent tendencies and are securely attached.

Previous research done in the USA by Simons, Simons, & Wallace (2004) confirmed that every parent's type of parenting practice had a negative or positive outcome on their teenagers. The targeted population for this study was teenagers aged between thirteen and twenty-five. This is the age when teenagers tend to be curious about their bodies since they start seeing changes in their bodies. Teenage could be characterized as a period of growth and development, particularly in sexuality. Most teenagers go through tremendous changes in sexuality. They have their first relational and sexual experiences. They have to learn what they like and dislike, how to make sexual experiences mutually rewarding, and how to prevent potential negative consequences of having sex. This type of parenting tries to balance demandingness and responsiveness. It was proven that the authoritative parenting style exhibits high demandingness and responsiveness. According to responses from respondents, twenty percent said that authoritative parenting rise from television violence, nineteen percent related challenges from lack of school discipline, fifteen

percent broken families, thirteen percent was alcohol and drug abuse related, and the majority stood at fifty percent, was lack of parental discipline. Findings establish that authoritative parents possess high control over their children's activities but provide high support.

Additionally, this type of parenting grooms a teenager to be emotionally stable. The loving nature of authoritative parents enables teenagers to have controlled behaviors and emotions. They grow up in an emotionally stable environment leading to positive emotional growth because of the well-established relationship. This helps the teenager to socialize easily with fellow peers. In instances where arguments arise, they can handle the situation calmly rather than engaging in fights. Also, teenagers can control emotional attachments to the opposite gender, thus helping them to avoid unnecessary sexual relationships. Since teen can manage their emotions, abiding by the set rules and regulations is easier since they are aware of the consequences. This emotional stability prevents outbursts that teenagers frequently witness. The study recommended that parents spearhead teenage behaviour modifications (Simons, Simons, & Wallace, 2004). Parents are expected to display acts of affection and support on one side and put forward disciplinary measures when boundaries are crossed. This balance between affection and discipline helps a teen to distinguish right from wrong. Such parents are helpful to the teenagers to develop into sensible individuals. Also, teenagers are aware of the consequences when found in any sexual relationship.

Similarly, this type of parenting is associated with a high degree of positivity. When teenagers with authoritative parents find themselves in trouble, for instance, getting involved in sexual activity, the parents always understand. If the activity leads to pregnancy, the parents are there for them and provide the necessary support rather than casting them out. Even though support was provided when cases like these occur, the parents were not always afraid to express their disappointment in their teenage children. This showed that the parents encourage every type of

reaction because they can either be positive or negative. This positive array of emotions helps to reduce teenagers' involvement in sexual activities. They are also able to control themselves, thus developing positive sexual behaviour. This helps prevent them from engaging in fornication and getting pregnant, and it further prevents them from acquiring sexually transmitted diseases such as STIs, STDs, and HIV/AIDS. Previous research done by various authors on other topics involving delinquency indicated that the type of parenting style determines the possibility of teenagers getting involved in criminal activities. This concurs with this study as the type of parenting style determines teenagers' involvement in different kinds of sexual behaviours and activities. The study recommended that parents keenly observe the teenagers and discover such misbehaviour for timely corrections.

Consequently, a different study done in Hungary and Italy discovered that authoritative parents always encourage open communication with teenagers (Piko & Balazs, 2012). Parents often advised teenagers about the downsides of having sexual relationships while still in school. The study focused on substance abuse especially smoking and alcohol consumption. The population targeted was teenagers aged between twelve to twenty two years. Responsiveness and identification with parents also help in the parenting analysis. Gender differences also got analyzed, with parental control for boys while responsiveness for females.

The analysis discovered that open communication encourages transparency between the two parties, and teenagers found it easier to open up to their parents without any fear. Such frequent and transparent communication helped teenagers have open minds and gave them the ability to have a better point of view of the world. Therefore, teenagers are guided to make the right decisions, such as abstaining from relationships and sexually-related behaviours while still in school. The children knew the dire consequences of sexual behaviours, pregnancy, school dropout,

and stigma among their friends. Parents who bring up their children with unpredictable patterns of interaction are misled by the fact that they will be more obedient. However, the positive aspects of being social help the teenagers to interact freely, get in touch with friends and be the capacity to refuse sexual advances from opposite sexes. Teens have always been groomed to have an open mind. Also, from their parents' guidance and supervision, they were in the right place to make informed decisions. Therefore, the study recommended the importance of a parent's role of supervision to enable good nurturing and guidance of the children. The authoritative parenting style was always associated with both parents. The mother, in most cases, provided the warmth and support needed while the father created the boundaries where necessary and instilled discipline whenever they are crossed. This division of roles indicate that every parent had a part to play in helping their teenage children not get involved in sexual activities. Parents engaged their children in healthy activities such as developing new recipes, interior design, and article reading. This indicated that involving teenagers in healthy activities gave them a sense of belonging. Therefore, they saw the need to finish school first rather than indulging in sexual behaviours that interrupt their learning.

Moreover, a study on Perceptions of parenting styles in South Africa concluded that Authoritative parents, while high on control, were also high on warmth (Roman, Makwakwa & Lacante, 2016). The study sample consisted of teenagers with a population size of 746 participants. The mean age was 20.48, a standard deviation of 1.96 with 64% females and 36% males. The study demonstrated autonomy, self-will, and discipline towards the teenagers as one of the most apparent characteristics was how discipline is achieved. Authoritative parents used both power and reason, which allowed teenagers to be aware of what they had done wrong to amend their behaviours. This parental approach was followed by setting structured guidelines and

allowing the teenage some freedom while conforming to discipline. The study outcomes indicated that teenagers raised by authoritative parents were socially responsible, independent, self-confident, higher self-esteem, and adaptive behaviour.

In Tanzania, authoritative parenting had been supported and practiced in different forms. A study by Kajula et al. (2016) and the Child Act (LCA) of 2009 suggested that parenting is shaped by the adult-centric perceptions which viewed teenagers as passive beings. The research target population was parents and children directly affected by parenting styles. A population of twelve parents and twelve teenagers formed the study sample. The findings established that parents did not prefer the authoritative parenting style because of its inherent contradictions with the social-cultural norms and values. Thus, reports have recommended the appropriation of some cultural values which seem to be positive in supporting parenting programs in Tanzania. This is because; some of the cultural norms, such as the way of relating based on age and sex, are not destructive but rather constructive to the behaviour of teenagers.

A similar study in Kenya associated authoritative parenting style with improved teenage sexual behaviour. The study was done in Gesima Sub-County, Nyamira County, where a sample indicated that whenever parents were involved in the life of the teenagers, the teenagers had good sexual behaviour. The study recommended that parents be sensitized to play their roles in parental involvement (Bonuke, 2013). The study sample involved two head teachers, five pre-school teachers, a population of 105 parents, and 115 teenagers. An interview was targeted to the sample to discover parenting relationships within the community with structured questionnaires. Structured questionnaires were administered to the respondents to discover the realities of parenting. From the findings, it was discovered that good school performance largely depended on good parenting. Teenagers whose parents supported learning by providing resources and

contacting teachers frequently recorded a great mean score. However, adult literacy was the challenge in the study. Therefore, the study recommended the involvement of parental educational agencies to empower parents, which increases their participation in learning.

Authoritative parenting discovered that teenagers who live with authoritative parents seem to have an advantage in developing their social competence and social adjustment skills compared to children raised under different parenting styles. The review conducted on the parenting styles and the teenager's behaviours determined that the teenagers with authoritative parents indicated more responsibility, unlike the teenagers raised in families where different parenting styles were used. Similarly, authoritative parents can motivate their children to behave well.

2.3.2 Authoritarian Parenting Style and Sexual Behaviour among Teenage Girls.

Authoritarian Parenting (High Demandingness and Low Responsiveness). High levels of parental control and low levels of responsiveness are the two characteristics of authoritarian parents. Although authoritarian parenting and authoritative parenting styles have similar names, they have several important differences in parenting belief, demand and approach. While both parental styles demand high standards, authoritarian parents demand blind obedience using reasons such as “because I said so”. They only allow one way communication through rules and orders. Any attempts to reason with them are seen as backtalk. These parents use stern discipline and often employ harsh punishment, such as corporal punishment, as a way to control teenager’s behaviour. Their disciplinary methods are coercive, that is, arbitrary, peremptory, domineering, and concerned with marking status distinctions. Authoritarian parents are unresponsive to the teenager’s needs and are generally not nurturing. They usually justify their mean treatment of the teenagers as tough love. Teenagers whose parents have an authoritarian parenting style tend to: Have an unhappy disposition, be less independent, appear insecure, possess low self-esteem,

exhibit more behavioural problems, perform worse academically, have poorer social skills, be more prone to mental issues, be more likely to have drug use problems, have worse coping skills.

This parenting style involves the parents setting strict and defined rules that the teenagers are supposed to follow later. They do this to have total control of the teenager's behaviour. There are always consequences whenever these set rules are not followed. A study in the USA by Cherry (2015) confirmed his previous study that these types of parents did not always have substantial reasons to instill punishment when the rules are not followed to the latter. In the United States, authoritarian parents have high demandingness and low responsiveness confirmed Cherry (2015). This character is associated with the set of rules and standards that must be followed, and in return, they offer no support or warmth. They focused only on obedience since they deem themselves superior to them. They, therefore, expected absolute obedience without any questions. They rarely engaged the teenagers in communication or activities that link them to the teenagers. They were also known not to trust the teenagers. They got information from outsiders about the teenager's behaviour and beliefs rather than asking the other party for a detailed explanation. They tended to be forceful in implementing set rules and believed that a teenager has no say whatsoever.

Moreover, authoritarian parents believed in traditionally raising the teenagers. The traditional family structure was seen to limit relationships between the parent and the teenager. These parents hardly advised the teenagers on the downsides of sexual activity while still in school. They rather focused on setting rules that are to be obeyed to the latter. They strongly warned them about getting involved in any sexual activity, or else they faced heavy punishment such as corporal punishment or grounding (cherry, 2015). This shows that this type of parenting style relied heavily on set rules. Without the rules, the parents found it hard to govern the teenagers. The teenagers got used to following rules, which prevented them from being open-minded. The teenagers later in life

turned out to have lower self-esteem and have inadequate ability to make informed decisions. This made the teenagers find hardships in coping with life. They relied on their parents as they were not allowed to conduct open communication and express their feelings, emotions, and thoughts.

Furthermore, teenagers with authoritarian parents lacked independence. This is seen from the high control practiced by their parents. They also grew up in fear of being punished if they broke any rules. They grew up hating everyone around them. They engaged in sexual activities like fornication and masturbation to distract them from the harsh reality of their controlling parents.

A similar study conducted in Ethiopia indicated that most teenage parents apply this parenting style to the teenagers. Teenagers lacked independence whatsoever, even when it came to their academics. Teenagers had to follow everything at stipulated times set strictly by their parents.

Consequently, Zeleke (1998) pointed out that authoritarian parents believed that they raise the teenagers with high value in Ethiopia. They associated the high values with employing strict rules with harsh discipline. This method seemed perfect as they believe that teenagers are meant to obey their elders at any cost. These parents often ruled the teenagers with expectations of the teenagers returning the favour. They often expected the teenagers to look after them in their old age and provide financial and psychological support, especially in their old age. The teenagers, however, had feelings of low self-esteem and unworthiness. The lack of support from their parents led them to sexual activities. Zeleke (1998) confirmed that the nature of parenting highly influences the teenager's future behaviour. Also, they developed a rebellious nature toward the constant rules they had to follow, this led them to negative sexual behaviours. They were also less likely to accord their parents any support in the future because of the treatment they had received.

Nkurunungi (2018), while investigating the effects of authoritarian parenting style, substance abuse, and externalizing problem behaviour among secondary school students in Kawempe Division Kampala District, noted that overall authoritarian parenting style was found not to be significantly related to overall externalized problem behaviour. The study involved a sample of school principals, 44 teachers, 44 guidance and counseling personnel, and 74 parent association representatives within 44 schools. The study discovered that externalized problem behaviour had been associated with an authoritarian parenting style. Parents' involvement in a teenager's life made a big difference in how they behaved in their community. Further, in the Ugandan context, the authoritarian parenting style had been noted to be the dominant approach which had been reported to intensify conflicts between parents and teenagers.

In Kenya, Odhiambo, Sifuna & Kombo (2020) reported authoritarian parenting styles where parent demanded respect from teenagers, responded to misbehaviour by punishment, discouraged open communication, and expected obedience to rules without questioning. As a result of this approach, some teenagers ran away from home and resorted to abusing substances, while others became teenage mothers and street children. The authoritarian parenting style was associated with negative behaviour outcomes among teenagers across different cultures. The study involved a sample of teachers, parents, and learners with a population of 371 students' sample, 44 guidance and counseling teachers, 44 deputy principles, and 44 parent representatives.

The study showed that the authoritarian parenting style is quite the opposite of authoritative. They possessed controlling behaviours and dictated the teenagers' actions rather than allowing them to discover themselves (Odhiambo, Sifuna & Kombo 2020). They imposed frequent and harsh disciplinary actions when wrongs are committed. This made the teenagers live in fear. They were also seen to have toxic relationships because of their upbringing. Also, they were seen

to get involved in sexual activities frequently. Parents who applied this type of parenting style were always proud as they expected no questions from the teenagers about the set rules. They were always not aware of the aftermath of their strictness and over-protection.

Similarly, the study discovered that authoritarian parenting styles presented less desired effects on teenagers than authoritative parenting (Odhiambo, Sifuna & Kombo 2020). This parenting style had been found to increase depression and delinquency among children and teenagers. Also, evidenced from the studies reviewed indicated that authoritarian parenting led to lower self-esteem and life satisfaction among teenagers and limited the ability of teenagers to think and make their own decisions. The practice of authoritarian parenting of ignoring the significance of considering the thoughts of teenagers led to depression among teenagers. In addition, the teenagers nurtured by authoritarian parenting often developed less responsibility since their parents decided to follow; hence the teenagers only depended on their parents in almost everything. Therefore, since authoritarian parenting is demanding, harsh, and strict, the teenagers from these families often developed bad sexual behaviour.

2.3.3 Permissive Parenting Style and Sexual Behaviour among Teenage Girls.

Permissive Parenting (Indulgent) (Low Demandingness and High Responsiveness). Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These permissive parents are warm and indulgent but they do not like to say no or disappoint the teenagers. Teenagers of permissive parenting tend to have the worst outcomes: Cannot follow rules, have worse self-control, possess egocentric tendencies, encounter more problems in relationships and social interactions.

Baumrind (2012) stated that permissive parents accepted the teenagers, agreed with their actions and not provided any form of discipline when a mistake is realized. This parenting style is also referred to as the indulgent parenting style. They considered the teenagers' actions and desires acceptable. Baumrind further pinpointed that permissive parents demanded little from the teenagers and showed high responsiveness. As discussed in authoritative and authoritarian parenting styles, rules help tame teenagers. In the permissive parenting style, the parent demanded less from the teenagers. They rarely engaged the teenagers in behavioural control. The teenagers spent much time away from school, and they were at risk of engaging in sexual activities. Permissive parents were known not to set rules that help the teenagers not engage in sexual activities. Even if the rules were set, they encouraged the teens to consider goodwill states a study in the USA (Johnson & Kelley, 2011). They were soft with the teenagers to avoid disappointing or angering them.

Teenagers with permissive parents often viewed this style as the perfect one as they were free to do whatever they wanted (Baumrind, 2012). The parents ascertained freedom every time, and minimized supervision is applied. The teenagers, furthermore, were not given any responsibilities while in the house. They did not help around the house. That gave the teenagers much free time, meaning that they were prone to getting involved in sexual activities. The lack of restrictions molded them into carefree people. Teenagers with permissive parents were more likely to engage in sexual activities.

Mrug (2012) stated that permissive parents often wanted the teenagers to view them more as friends than parents. This is achieved by the parents caring, not setting boundaries, and letting the teenagers indulge in various activities without any supervision. They encouraged the teenagers not to limit themselves in anything they do. They were lenient even when correcting the teenagers.

This meant that even when the teenagers were found to have been involved in sexual activities, they were to apply minimum discipline to them. Teenagers often wanted to try out anything since they were growing. This included sexual behaviours, which often posed negative implications to their lives. This parenting style was not considered ideal as teenagers became adults who had no boundaries. They try out and get involved in anything because of their upbringing. This showed the nature of their parents as less demanding and more responsive. They encouraged communication, lenient, and had no boundaries set for their children. However much the teenagers found themselves in trouble, their parents would not inflict any harsh disciplinary action. This also made the teens grow up with the mentality of getting away with anything.

Permissive parents were considered nontraditional compared to authoritarian parents. They were nontraditional because they were lenient, and no boundaries are set. These parents were often linked to having had a rough childhood. They, therefore, wanted to make up and ensure that the teenagers did not get to experience the same (Baumrind, 2012). They did everything to make the teenagers happy. They did this by providing high levels of support in every activity their teenagers perform. The parents' high levels of supportiveness resulted in the teenagers taking control of situations themselves. This was considered risky as controlling themselves in sexual activities became a challenge. They did not have the experience to say no when approached by peers to engage in sexual activities. This increased their chances of engaging in sexual activities such as masturbation, pornography, and fornication. This often resulted in females getting pregnant.

A study in Ghana concluded that the permissive parenting style again had several effects or implications. Teenagers from permissive households experienced several drawbacks and mostly became delinquents (Ofosu-Asiamah, 2013). A random sample without approximation of parents, teachers, and adolescents was involved in the study. From the conclusions, it was discovered that

in terms of personality traits, teenagers from permissive homes were disobedient, non-compliant, domineering, and bullies in their later years (Ofosu-Asiamah, 2013). Also, due to the lack of punishment meted on teenagers from permissive homes, they lacked self-control over their behaviours and were easily influenced by their peers. This was mainly because permissive parents, in most cases, might have had a rough childhood experience with authoritarian parents; therefore, they decided to be more permissive and indulgent with the teenagers rather than disciplining the teenagers when there is a need for it. In addition, teenagers from permissive homes or have permissive parents were often innovative since they do not restrict them. However, they were usually emotionally immature and tend to be easily irritated (Ofosu-Asiamah, 2013). The teenagers from such homes believed that they must always get what they desired. Subsequently, the teenagers themselves became highly demanding. The permissive parenting style encouraged parents to provide the teenagers with basic needs rather than putting more expectations while ignoring their parental roles. Permissive parents should be warm and tolerant instead of interfering with the teenager's creativity and independence. The parents should be more responsive than demanding. They demanded little in terms of obedience and respect for authority. Such parents are nontraditional and lenient; they do not require mature behaviour, allow considerable self-regulation, and avoided confrontations.

In Tanzania, a report by Kisanga (2012) indicated that a permissive parenting style is either attributed to excessive alcohol consumption or marital conflicts. Samples for the study involved health workers, teenagers within the age of 18, and male and females. The analysis discovered that parents who drunk excessively were more likely to portray some elements of permissive parenting styles. The drinking culture made the parents consciously or unconsciously use this parenting style. Frequent matrimonial conflicts attracted the appropriation of a permissive parenting style because

teenagers were more likely to be affected or experienced a permissive parenting style whenever there were conflicts between the parents. The study recommended that parents offer counseling services to help teenagers overcome drug abuse and prostitution rampant among adolescents.

A study by Chagalwa et al. (2012) on the influence of permissive parenting style on delinquent behaviours among teenagers in Kenya and specifically sexual behaviour found a significant relationship. The study involved a sample of 32 respondents from the total sample of 1000 teacher trainees at Kaimosi teachers training college. The purposive sampling technique was used to obtain the sample to limit biases. It established a significant relationship between permissive parenting style and sexual behaviour among teenagers, as 25% of teenagers had bad sexual behaviour had permissive parents.

Overall, it can be argued that permissive parenting styles contributed to behaviour among teenagers. In this case, parents with a permissive parenting style were too tolerant and lenient to teenagers' actions without necessarily setting limits. Consequently, this situation led to teenagers lacking the ability to differentiate between what was bad and good for them. They were often inconsistent and relaxed in providing feedback to the teenagers, which led to situations where the teenagers felt confused about what was good and bad for them. Also, in permissive families, teenagers often thought they could do what they wanted to do and did not learn to respect anything. Therefore, the literature review presented in this section alludes to the fact that a permissive parenting style may not have been appropriate for developing teenagers' sexual behaviour.

2.3.4 Neglectful Parenting Style and Sexual Behaviour among Teenage Girls.

Neglectful Parenting (Uninvolved) (Low Demandingness and Low Responsiveness). Neglectful parents do not set firm boundaries or high standards. They are indifferent to the teenager's needs and uninvolved in their lives. These uninvolved parents may have mental issues

themselves such as depression, or physical abuse or child neglect when they were kids. Teenagers raised by neglectful parents: Are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems, have more mental issues e.g. suicidal behaviour in teenagers.

Neglectful parenting styles had been reported in the literature as a common phenomenon that led to a significant impact on the development of emotional intelligence. A study carried out in Spain by Calafat et al. (2014) demonstrated a meta-analysis on the relationship between parenting style and delinquency. The study involved a sample of 7718 adolescents, of which 3774 were males (48.9%) while the rest were females. The adolescents' ages varied between 11 to 19 years. Diversity is enhanced by collecting samples from different countries such as the United Kingdom, Spain, Slovenia, Sweden, Portugal, and the Czech Republic. The study revealed that the neglectful parenting style represented the parents who presented low control and low support for the teenagers. They showed low control, low responsiveness, and warmth to the teenagers, paid less attention, and offered little or no care Calafat et al., (2014). According to the authors, these parents appeared disconnected, low on sensitivity, undemanding, and not often set limits for the teenagers. They also did not pay any attention to the opinion and emotions of the teenagers. However, such parents were emotionally unsupportive of the teenagers but were still providing the teenagers with basic needs like shelter and food. As a result, the teenagers nurtured by neglectful parents felt that some aspects of their parents' lives were more important than they were. Parents with uninvolved parenting styles demonstrated detached behaviours towards teenagers; hence teenagers felt disengaged when their parents were uninvolved and spent less time with them.

Neglectful parents offered the least supervision and showed minimum affection to the teenagers Calafat et al., (2014). The little connection felt by the teenagers made them feel like

outsiders. They were therefore associated with involvement in sexual activities. Associating with sexual activities gave them a feeling of regaining the unfelt connection between their parents and them.

Furthermore, teenagers experienced many emotional changes as it was a transitional period from childhood to adulthood. With the challenges, teenagers require parental attention. Parental presence made the teenagers feel safe, shared their tribulations without fear. However, neglectful parents forced the teenagers to seek outside connections. Females were affected when they sought emotional connections from the outside gender.

Another study in the Netherlands said that neglectful parents also frequently turned a deaf ear to teenagers' needs (Hoeve et al., 2011). They ignored the teenagers' needs. Ignorance of the teenagers' needs meant that they found it hard to access their needs. The female gender was at risk as their needs were always crucial. The study involved a sample of 330 Dutch families where adolescents were obtained. The ages of the teenagers ranged between 14 to 22 years old. The study discovered that permissive parenting had more effects on females while neglectful got linked to behavioural challenges in males. As a result, the analysis suggested that adolescents needed emotional, psychological, and physical support. Teenagers with neglectful parents, therefore, had their needs unmet. Females usually needed attention, and they regularly experienced periods meaning they needed emotional and physical support. However, the parents are absent to provide even basic sanitary towels. This made them crave outside attention. Therefore, they are linked to having boyfriends that provided them with sanitary towels and underwear in exchange for romantic experiences. This linked the females to engage in frequent sexual activity.

Azoro (2010) stated that teenagers who faced rejection from their parents were most likely to engage themselves in sexual behaviours that negatively impacted in their lives. Some parents were neglectful and thus rejected their teenagers at any given point. This rejection made these teenagers develop hate towards family. They redirected the lost love to friends. These friends were sometimes known to mislead teenagers with neglectful parents into engaging in sexual activities. Neglectful parents mostly were oblivious of their cruel ways of upbringing their teenagers. The study involved a survey of 350 selected secondary schools from Benin. Purposive sampling was advanced that created accurate end evidence-based findings. From the findings, it was evident that ejection from parents made teenagers feel unwanted. This restrained them from having high self-esteem, but rather, they looked down on themselves. Confidence was an illusion, this made them want to hide in negative behaviours, such as sexual activities. This rejection also negatively impacted on their level of independence as they depended mostly on peers. Therefore, they were incapable of making their own decisions as self-reliance became a hard task for them. This resulted in their vulnerability and the possibility of the opposite gender taking advantage of their situations.

A report by the Standard Newspaper in Kenya, Child Protection and Advocacy Manager at ChildFund Kenya, 2020. Child neglect broadly meant any omission that deprived a child of basic age-appropriate needs, thereby resulted or enabled the potential to result in physical or psychological harm. In addition to elaborately providing a comprehensive package of safeguards for the rights and welfare of children, Kenya's Children's Act underscored the role of the parent as, among other things, provision and guidance. The study involved document analysis for its sample and online interviews involving parents and teenagers. Face-to-face interviews were also conducted to get more clarifications from participants.

The study suggested that inadequate parental commitments led to the acquisition of unethical behaviours that contributed to drug abuse and engagement in sexual behaviours leading to teenage pregnancies. Therefore, interventions needed to address the root causes of neglect. The tendency to view neglect as only deprivation of material needs was ill-informed. Evidence showed that this form of teenage abuse impacted on their transition to adulthood with adverse consequences later in life. These included emotional and interpersonal difficulties, high levels of negativity, poor impulse control, personality disorders, low levels of enthusiasm, and lack of confidence and assertiveness.

In conclusion, a neglectful parenting style negatively impacted on life satisfaction, depression, aggression, delinquency, antisocial behaviour, and attitudes. It was argued that a neglectful parenting style mostly appeared to worsen the psychological development of teenagers, even though such teenagers showed a good relationship with their peers. Moreover, teenagers nurtured by neglectful parenting style often developed low self-esteem and depression. They thought that their parents did not care about them; hence they were free to do what they desired. Also, they thought that their parents had little or no monitoring of their behaviour. Therefore, neglectful parenting styles disadvantaged the teenager's ability to develop emotional intelligence, which led to antisocial behaviour and aggression among peers.

2.3.5 Strategies to Enhance Responsible Sexual Behaviour.

Strategies to promote healthy teenage sexual behaviour will range from influencing individual behaviours through sex education (school-based, peer education, community-based) and behavioural campaigns aimed to delay sexual debut and promote protective teenage behaviours for when they are sexually active. Legislative measures and raising the age of consent for sex. At a structural level, interventions aimed at addressing wider contextual factors include

microfinance initiatives to empower teenagers economically. There remains a need for comprehensive ASRH programmes which account for cultural and social influences including those from families, peers, and communities. There is also a need to explore how personal experiences and interactions with these immediate and wider environments shape attitudes and behaviours. The conscious explicit and unconscious implicit communication, interactions, and observed norms within families can be powerful contributors in the socialization of children and teenagers regarding sexual behaviours. While parents bear a responsibility of providing information and education to their children, monitoring their children's activities, and providing support when required, parenting can be daunting; particularly during the physical, physiological, and emotional changes during puberty and adolescence. Parents are in proximity and regular contact with their children. Thus, they potentially can shape behaviours, provide guidance and influence understanding of risk.

2.4 Research Gaps

The literature reviewed varied in terms of approaches that is most of them were either quantitative or qualitative while this research used mixed method approach. This approach was to ensure that the shortcomings of the quantitative data were explained more by the qualitative data. The qualitative data in cooperated the interviews schedules to ensure that the feelings and perceptions are duly captured. The designs used in the literature reviewed were convergent parallel design and embedded design while this research used explanatory sequential design.

The populations in the reviewed literature were not equal to the population that this research used, thus making the sample sizes to be different too. The samples used in this research was purely drawn from secondary schools to fill in the research gap developed in the researches reviewed were mostly of children and adolescents that are not only in secondary school and some

reviewed literature had samples of nine years old to twenty-five years while this research was strictly teenagers of age thirteen to nineteen years. The sampling procedures used in the literature reviewed were mostly clustered sampling, stratified sampling, systematic sampling and few random sampling procedures. Finally, the context is different since the other researches were done in different places not Kieni East Sub county.

2.5 Conceptual Framework

According to Miles and Huberman (1994), the conceptual framework is a system of concepts that explain diagrammatically or in narrative the main themes to be explored, key factors, variables and their presumed relationships. Figure 1 shows the conceptual framework of parenting styles and teenage sexual behaviour among teenage girls in secondary schools in Kieni East Sub County. The Independent variables were the parenting styles namely authoritative, authoritarian, permissive and neglectful parenting styles. The Intervening variables were the media, peer pressure and drug and substance abuse. These were the factors that brought variation in the relationship between the parenting styles and sexual behaviour among teenage girls. The Dependent variable was sexual behaviour as a result or consequence of sexual intercourse leading to pregnancies, diseases, school dropout and early or forced marriages. These factors developed alongside the parenting styles and were vital in helping the teenagers develop coping mechanisms to positive sexual behaviour as shown in figure 1.

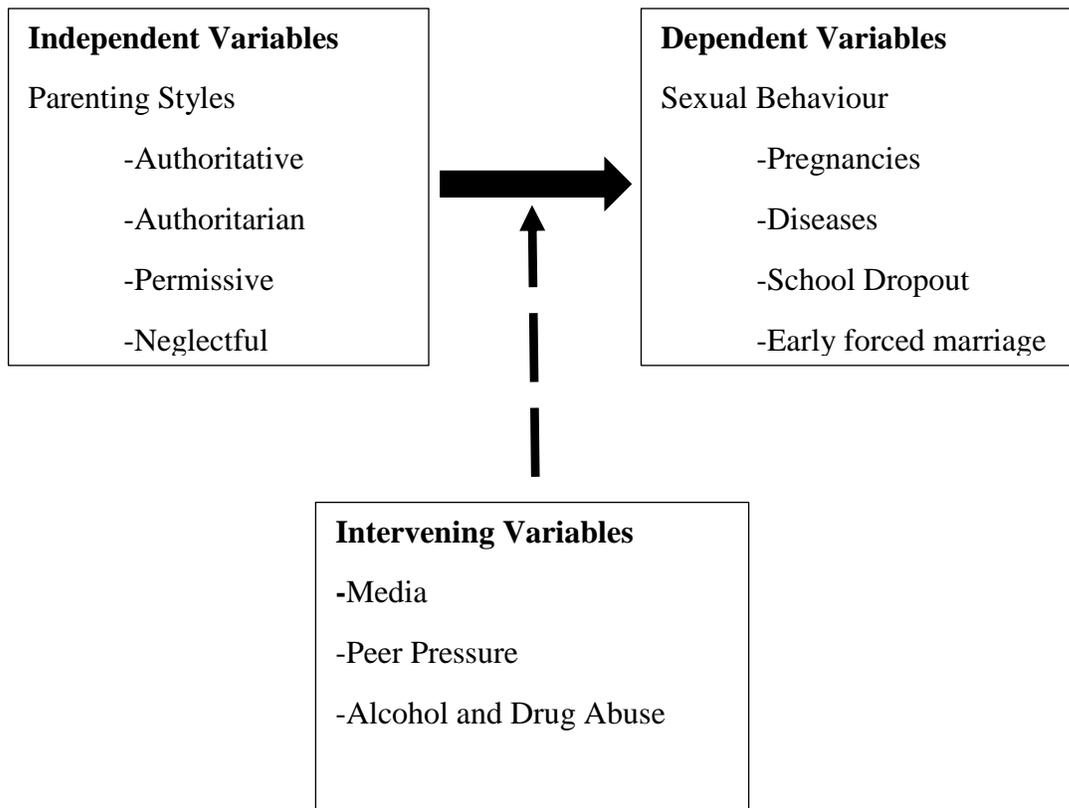


Figure 1: Conceptual Framework

2.6 Chapter Summary

Despite the commendable studies that have been done on parenting styles and teenage sexual behaviour in the past, there are certain limitations that this study addressed. The literature reviewed were mostly based on the objectives of the study. It reviewed two theories related to the study namely attachment theory and social learning theory. The gaps noted by this study included the following: approaches, designs, population, sample sizes, sampling procedures and context.

Past studies relied on either quantitative or qualitative research methods separately. Each of these methods, used separately, has limitations; for instance, the use of qualitative data alone may not be validated, generalized, or test significance of variation in certain constructs under

study. Quantitative data on the other hand may not be able to obtain subjective meaning of patterns revealed by figures. The approach also tends to generalize findings without regard to individual and cultural differences. This study combined both methods in a single study to complement each other and bring out a holistic picture of parenting styles and teenage sexual behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used to study parenting styles, sexual behaviour among teenage girls and Coping strategies among teenage girls in Kieni East Sub County, Nyeri County-Kenya. It addressed Research Design, Area of Study and Population Sample, Data Collection and Analysis.

3.2 Research Design

The study adopted mixed methods approach specifically sequential explanatory design. An exploratory sequential design is a mixed methods study design, where in the first phase is the quantitative phase of data collection using questionnaires and analysis is done. This is followed by a follow up with the second phase, the qualitative phase of data collection using interview guides and analysis (Fetters, Curry, & Creswell, 2013). Then an interpretation is done to the findings. The qualitative data is used in subsequent interpretative and clarification of the results from quantitative data analysis. This is done to give more explanation to the quantitative results. The quantitative results are used to purposefully select the best participants for qualitative study. Mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods. A mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problems (Poth & Munce, 2020). The application of mixed method was purposeful data consolidation which allowed the researchers to seek a wide view of their study by enabling them to view a phenomenon from different perspectives and research lenses (Shorten & Smith, 2017). The aim of the quantitative data was to promote understanding of the general research problem as

well as the relationship between variables and answering the research questions. The qualitative data on the other hand was aimed at explaining the patterns that emerged from the quantitative analysis.

The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general picture.

3.3 The Study Area

The study was conducted in Nyeri County, the specific locality being Kieni East Sub County. The study was done in the selected area because according to UNESCCO, Health Education Resources, 2020 the teenage pregnancy and motherhood rate in Kenya stood at 18%. This implied that about 1 in every 5 teenage girls between the ages of 13-19 years, have either had a live birth or are pregnant with their first child. The rate increases rapidly with age from 3% among girls aged 13, to 40% among girls aged 19. The situation varies by county with some counties being disproportionately affected than the others. In 2020 a data extract from Kenya Health Information System (KHIS) as at 19 June showed that there were 1,320 teenage pregnancies who presented themselves at the Health Facilities in Nyeri County. This was moderate compared to the highest being 11,795 teenage pregnancies in Nairobi County and lowest being 516 teenage pregnancies in Lamu County. Based on the UNESCCO statistics, the data from the Kenya Health Information System (KHIS), convenience and cost effectiveness Kieni East Sub County was settled on as the area of study. Participants will be from both private and public secondary schools for girls in the Sub-County will participate in the study.

The sub-county is composed of three zones mainly; Narumoru, Gakawa, and Kabaru zones. It is located between Nanyuki and Nyeri towns and on the southern slopes of Mt. Kenya. It borders Nyeri Central and Mathira West.

3.4 Target Population

Mugenda and Mugenda (2012) defined the target population as the overall number of participant that the researcher intends to gather information from. This study targeted the teenage girls in selected secondary schools in Kieni East Sub County. According to the records obtained from Kieni East Sub-county Education Office (2022), there is a total of 32 secondary schools both private and public in the Sub-County. The study targeted 14 girls' schools from which 5 schools were selected using 30% Mugenda Mugenda with a population of 3370 students. The population was appropriate since the secondary schools' students are generally at the teenage stage.

Table 2

Total number of schools and total number of students (Target Population)

Target population	
Schools	14
Students	3370

3.5 Sample Procedure and Sample Size

3.5.1 Sample Size

Mugenda and Mugenda (2003) defined sampling as the process of selecting a number of individuals for study in such a way that the characters selected represent the large group from which they were selected. This implies that a sample is a small proportion of a population selected

for observation and analysis. To get the required sample for this study, Yamane’s formula was employed (Yamane, 1967).

$$\text{Yamane's formula is: } n = \frac{N}{1 + N(e)^2}$$

Where n= desired sample size

N=the population size

e=error

In this study the population size will be N= 3170 for girl students and e=0.05.

$$n = \frac{3370}{1 + 3370(0.05)^2}$$

$$n = 392$$

3.5.2 Sampling Matrix

Table 3

Sampling Matrix

Sub County	Schools Sampled	Total Sampled	Study Population	Sample Size (Yamane Formula)
Kieni East	14 girls' secondary schools	5 schools.	3370	392
Total Sample Size				392

3.5.3 Sampling Procedure

There is no exact size of sample, but it depends on the purpose of the study and the nature of the population under scrutiny (Cohen, et al, 2007). According to the data of the ministry of education, there are a total of 32 secondary schools of which 14 are girls' secondary schools in the sub County. Kothari (2017) recommended that in the cases where targeted population is insignificant (below 1000), a sample of about 30% of that population is sufficient for educational study. Simple random sampling procedure was used to arrive at 5 schools. The study took 43% of the 14 schools in the county. Further, simple random sampling was used to draw the participating students from each selected school. Therefore, the 392 students represented 11 % of all the 3370 students from the 14 schools in the Sub County was selected using simple random sampling technique so as to take control of the sample size. The 392 questionnaires were distributed equally among the 5 randomly sampled schools. Three schools received 78 questionnaires (234) while two schools receive 79 questionnaires each (158) totaling to 392 questionnaires. The questionnaires were divided among the form ones, twos, threes and fours since they were all in the age bracket of the study. Then questionnaires were self-administered to the teenagers after getting permission from the principles. With this technique, the students had an equal opportunity of participating in the study. This technique therefore allowed the study to use a small sample to represent a large population of students in Kieni East Sub County, (Kombo & Tromp, 2007).

3.6 Data Collection Instruments

The study used three sets of research instruments to measure the constructs among the respondents, given the depth of the study. The study required a deep exploration of opinion on parenting styles and sexual behaviour of teenage girls, and the researcher used three sets of research instruments to measure the constructs among the respondents. For the collection of

quantitative data, the researcher used an Index Parental Style (IPS) established by Harrel in 2004, to establish the parenting styles, a Scale of Sexual Risk Taking developed by Metzler, Noell, and Biglan in 1992, to measure the sexual behaviour and a Brief COPE developed by Sinclair and Wallston in 2004 to measure the coping level. For the collection of qualitative data interviews were done to guide the result.

3.6.1 Questionnaires

Questionnaires were used for the purpose of collecting primary quantitative data. Additionally, the questionnaires were used for the following reasons: a) It had potential in reaching out to a large number of respondents within a short time, b) It gave the respondents adequate time to respond to the items, c) It offered a sense of anonymity to the respondent and d) It was an objective method hence no bias resulting from the personal characteristics - as in an interview (Owens, 2002). The questionnaires were divided into the main areas of study except the first part which captures the demographic characteristics of the respondents. Other sections will be organized according to the major research objectives.

The questionnaire for this study was divided into four sections. The demographic profile was assessed in section A, the Index Parental Style (IPS) was assessed in section B, the Scale of Sexual Risk Taking (SSRT) was assessed in part C, and the Brief Resilient Coping Scale (BRCS) assessed in section D.

3.6.2 Index Parental Style (IPS)

The Index Parental Styles was used to assess parenting styles (Harrell, 2004). The IPS is a 37-item parenting style questionnaire that the researcher altered and completed by participants rather than parents. The 37 items, according to Harrell (2004), addressed the responsiveness and

demandingness dimensions. The IPS has a Cronbach alpha reliability coefficient of .87, according to Harrell, indicating that the entire scale was dependable. For mother and father, reliability tests were done for each dimension. For mothers, the Cronbach alpha of .80 for demandingness and the .80 for responsive dimension. For fathers, the demandingness dimension received a Cronbach alpha of .87, while the responsiveness dimension received a Cronbach alpha of .85. The IPS items was rated on a 7-point Likert Scale requiring a response of strongly disagree to strongly agree. The researcher also adapted the IPS to examine the participants understanding of their mother and father figures' parenting styles separately. Parenting styles were categorized on the dimensions of responsiveness and demandingness in accordance with the parenting style profiles suggested in the literature (Harrell, 2004; Maccoby & Martin, 1983). Parenting styles were categorized as Authoritative (high in responsiveness and demandingness), Authoritarian (low in responsiveness, high in demandingness), Permissive (high in responsiveness, low in demandingness) and Neglectful (low in responsiveness and demandingness) based on median splits.

Scoring

The teenagers were required to respond on the seven-point scale as, “strongly disagree”, “moderately disagree”, “slightly disagree”, “neutral”, “slightly agree”, “moderately agree” and “strongly agree”. The score was one to seven. There are no negative items. Half of the items in scale are responsiveness items and half of them are demandingness items. At first the total score of demandingness and total score of responsiveness found out separately. Scores for each parent were taken separately and sum of scores of each parent were taken for overall score of an item. Thus, the instrument yields six separate scores for each participant, namely mother's responsiveness, father's responsiveness, mother's demandingness, father's demandingness, parental responsiveness and parental demandingness. A parent who rated as high in both

responsiveness and demandingness (above the median), he is categorized as authoritative parent. A parent who rated as low in both responsiveness and demandingness (below the median), he is categorized as neglectful parent. A parent who rated as high in responsiveness and low in demandingness, he is categorized as permissive parent. A parent who rated as low in responsiveness and high in demandingness, he is categorized as authoritarian parent. Based on these scores, the parenting style of each parent was found out. This answered the research questions one, two, three and four on the sexual behaviour.

3.6.3 Scale of Sexual Risk Taking (SSRT)

Risky sexual behaviour of the participants was measured using the Scale of Sexual Risk-Taking (Metzler, Noell, & Biglan, 1992). The SSRT consists of 19-items, with 8 high-risk items receiving twice the weight as 5 moderate-risk items.

Scoring

In accordance with the original authors of the Scale of Sexual Risk-taking (SSRT; Metzler et al., 1992), this questionnaire was scored by calculating standard scores (z-scores) for each item, and then computing a weighted average of the z-scores for each participant by unit-weighting some items and double-weighting others. Double-weighted items included those that pose greatest risk for sexually transmitted diseases, such as having intercourse with a greater number of partners or with high-risk partners (multiple partners and drug users) and non-use of condoms. Items that were not double-weighted involved slightly less risk for STDs such as non-use of birth control and substance use immediately preceding sexual activity. The only modification to the original proposed scoring included the addition of an item about prior pregnancy experience to the scale (yes or no), which was double-weighted as a high-risk item and added into the score. Prior studies with this measure obtained Cronbach's alphas ranging from .75-.91 (Metzler et al., 1992). The

current sample yielded a Cronbach's alpha of .89 (based on 15 items), suggesting excellent internal consistency in this sample.

This answered the research questions one, two, three and four on the sexual behaviour.

3.6.4 Brief Resilient Coping Scale (BRCS)

The Brief Resilient Coping Scale is a standard scale that was developed by Sinclair and Wallston (2004). It is used to measure how people call on their resilience to cope with traumatic events. The scale is four-item scale rated on a Likert scale. Total sum scores range from 4 to 20.

Scoring

Scores of 4-13 indicated low resilient coping, 14-16 indicated medium resilient coping and 17-20 indicated high resilient coping. This answered research question five.

3.6.5 Interview Guides

An interview is one way of investigating an individual's attitudes and opinions. The interview guides contained items covering all the objectives of the study. An interview guide was used during the study to collect qualitative data on the experiences of students who exhibited high risk sexual behaviour and evaluation of the support and the coping strategies that the students used. The interviews targeted 35 participants who had scored low in resilience and high in risky sexual behaviour. The purpose of the interviews was to bring out the subjective experience and reporting of the high risk sexual behaviours, which could be different from those captured by the standardized tool. This takes care of the possibility of more dimensions of this construct emerging by allowing participants to report their experiences subjectively. Participants were also probed on their experience with the kind of interventions they received to help them cope with the sexual behaviour.

3.7 Pre-Test of Research Instruments

It is important to check the data collection tools before gathering data to ascertain their practicability, reliability and validity (Creswell, 2012). A pre-test study was conducted in order to ascertain the reliability and validity of the research instruments. The study used self-developed and standardized instruments, normed and standardized on various populations of different cultures from the objectives under study. The pre-test study helped in making any necessary adjustments to align the instruments to objectives under study. This pre-test study was conducted in 2 secondary schools in Kieni East Sub County. The pre-test study used a sample size of 30 participants from the two secondary schools. Analysis of the pre-test data was done before the main study commenced. The findings of the pre-test study were to inform the restructuring of the research instruments to fit the objectives under study.

3.8 Data Quality Control

This process was to examine the quality of research instruments, it provided the means and steps for the quality assurance during the data collection phase of the research. It considered validity, reliability, the trustworthiness and the credibility of the researcher instruments.

3.8.1 Reliability and Validity of Instruments

Reliability is the constancy of measurement by research instruments if replicated (Kothari, 2017). Strategies to enhance the reliability of research results include; objectively scoring results, training of researchers and use of a reasonable rating scale (Dillman, Hao and Millar, 2017). Cronbach's alpha for internal consistency was used to test reliability. The Cronbach's alpha for internal consistency involves a one test administration to measure the reliability of results across a set of items. This research study adopted the Cronbach's alpha coefficient test for internal

consistency. Blumberg, Cooper and Schindler (2008) considered Cronbach's alpha coefficient range of 0.7 to 0.9 to be good for reliability test. In order to test the research instrument for internal reliability, a pilot study was conducted to check on any ambiguous questions, identify defects in the questions or lack of clarity in the instructions as well as suggest any changes. While Validity is the questionnaires ability to measure what was intended meaningfully and describe the construct meaningfully (Cooper & Schindler, 2014).

3.8.2 Reliability of the Research Instruments

Reliability means the likelihood of obtaining the same results when the researcher measures the same variable more than once, or when more than one person measures the same variable (Brink, 2008). Reliability therefore, relates to the measurement accuracy of the data collection instrument. An instrument can be said to be reliable if its measurement accurately reflects the true scores of the attribute under investigation (Polit & Beck, 2004). In this research, Cronbach Alpha technique which requires only a single test to determine the internal consistency of the instruments was used. The Cronbach Alpha technique is generally the most appropriate type of reliability test for survey research especially the use of questionnaires in which there is a range of possible answers for each item (Mc Millan & Schumacher, 2001). Even though the instruments have been standardized and translated into different languages with satisfactory reliability, the researcher computed reliability during the pilot study in order to obtain an Alpha coefficient for the population under study.

3.8.3 Trust Worthiness and Credibility

The study purposed to make the study trustworthy, credible, transferrable, and dependable. Triangulation was used to ensure trustworthiness. The researcher used various instruments and

methods for questioning and interviewing. The questions in the questionnaire were cross checked by the open-ended ones in the interview phase.

To make the data transferable, there was detailed description of concepts and categories. The study has also ensured that the key terms that are used in the research have been given an operational definition. To make them dependable, confidentiality will be observed, and samples will be selected purposively.

3.9 Data Collection Procedure

Before the data collection an introduction letter from the psychology department in the Catholic University of Eastern Africa (CUEA) was collected then an approval and authorization letter from the National Commission for Science, Technology and Innovation (NACOSTI) was sought. Also, the researcher sought an approval to conduct research from the Ministry of Education, Nyeri County and from the Ministry of Education from the Kiambu Sub- County Kenya, the researcher also sought permission from the developers of the standardized instruments. Similarly, additional approvals to collect data from the secondary schools was sought.

The researcher prepared a letter of introduction to accompany the questionnaires and interview schedules so as to assure the correspondent of confidentiality. In instances where the respondent is not clear the researcher volunteered to offer any clarification sought. To ensure uniformity, the same questionnaire was administered to all respondents. The date, time and budget for the data collection was planned and included in the proposal. The researcher ensured to follow the timeline scheduled for the research. For the quantitative phase of the study, the questionnaires were self-administered where the participants were asked to fill in the information. For the qualitative phase of the study, there was thirty to forty-five minutes of interview with the teenage girls in an interview room.

3.10 Data Analysis Procedure and Presentation.

According to Mvumbi & Ngumbi (2015) data analysis refers to the process of organizing data into meaningful and useful information that helps to answer the research questions. Both qualitative and quantitative methods of analyzing data will be used. The researcher was guided by research questions in analyzing the data. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) version 26. Correlation tests was the statistical tests used to check whether variables are related without hypothesizing a cause-and-effect relationship. A correlation coefficient is a number between -1 and 1 that tells you the strength and direction of a relationship between variables. In other words, it reflects how similar the measurements of two or more variables are across a dataset. A correlation of 1 shows that when one variable changes, the other variables change in the same direction. A correlation of 0 shows that there is no relationship between the variables. A correlation of -1 shows that when one variable changes, the other variables change in the opposite direction.

Qualitative data was organized and categorized using thematic analysis. Data for each of the five research questions was analyzed and presented differently depending on the nature of data collected for the question as shown below.

Research question one: This was a quantitative question; it was analyzed using means, percentages and presented in form of tables.

Research question two: This section had a quantitative question; it was analyzed by scoring of the scales.

Research question three: This was a quantitative question and it was analyzed using the scoring of the scales.

Research question four: This was a quantitative question, it was analyzed using the scoring of the scales.

Research question five: The question had both qualitative and quantitative aspects, the quantitative aspect was analyzed using the scoring of the scale while the qualitative aspect was analyzed in themes, and the thematic analysis will be supported by the participant's narratives.

The study employed thematic analysis in order to get a sense of the whole, the first step is the participants' accounts of parenting styles and the coping strategies they used to cope. After which essential statements are extracted and meanings formulated from the same statements. The formulated meanings were then grouped into themes.

3.11 Limitations/ Anticipated Constrains

The study encountered the following limitations; Time factor: The allocated time for the research was not enough to carry out intensive study since some of the information were not easily available, however, the researcher put some measure in place to maximize the use of the available time to conduct the research especially the data collection.

Unwillingness and non-response of some of the students; Students are known to be uncooperative and keep a lot of information to themselves, the researcher realized that the students were slow to respond to the research materials unless they were sure of the purpose of the study and how their data were used. The researcher passed through the ethics committee, obtained permission from the sub county educational office and the school principals of the selected schools. This hopefully gave them some confidence around their safety and dignity.

Limited funds: The project is self-funded by the researcher therefore; the research was conducted on a minimum budget. In order for the funds available to be able to cater for all the

needs of the project, the researcher was able to manage the available funds to maximize productivity.

3.12 Ethical Considerations

Ethics is concerned with morality and standards of conducting a research (Kamau, Githi & Njau, 2014). To ensure that the research was conducted in a dignified way, it was therefore paramount to make it ethical as well. According to Creswell (2014), ethics is a branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. The researcher therefore strove by all means to adhere to ethical a procedure that was dictated by this area of study. The researcher dully acquired all necessary approvals and clearance. Informed and voluntary consent was sought from each respondent who was required to sign a consent form and the same time be free to withdraw from the research work if not free and comfortable. The purpose of the study was made known to the respondents. The researcher was on the same note reassured respondents that their views was solely for the academic research purpose.

Due to the sensitivity of secondary schools and the student's dignity, anonymity in identity was maintained for the purpose of confidentiality. Plays & Lowman (2014), define confidentiality as treating the information disclosed by an individual as private and to share it with others without permission. The researcher was keen to avoid use of any words or action that may seemingly affect or harm participant's psychological wellbeing. The researcher ensured that all the information sourced will be cited, referenced and acknowledged as required in any scholarly work. This also included adherence to the American Psychological Association manual edition seven that the university advocates for.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter focus on the discussion of the findings that looked into the impact of parenting styles on teenage sexual behaviour in Kieni East Sub-County- Nyeri County, Kenya. To accomplish the study's objectives, the researcher grounded discussions on the data collected through questionnaires and interviews. This chapter therefore presents the return rate of the questionnaires as well as the demographic information and results obtained after investigations. Descriptive statistics were presented in frequency, percentage, and were summarized in tables. Inferential statistics, specifically correlation was used to help get a deeper understanding of the relationship between the parenting styles and sexual behaviour. Qualitative data was collected through in-depth interviews. Data obtained in these interviews underwent content analysis through transcription, coding into patterns, analysis, and interpreting and presented using themes. The themes were weighed against the data reviewed from the related literature on parenting styles and sexual behaviour. The qualitative and quantitative data were later interpreted together to validate and confirm each other.

4.2 Response Rate

The study used a sample size of 392 respondents from the teenagers in five secondary schools in Kieni East Sub-County. The researcher managed to receive back only 350 questionnaires from the 392 self-administered questionnaires distributed to the respondents, 42 questionnaires were never returned. The researcher remained with 350 questionnaires. On the other hand the researcher intended to interview 30 respondents out of the 350 respondents who

participated in the first phase of quantitative data collection, but only 25 were interviewed since 5 respondents withdrew from the research as illustrated in table 3.

Table 4

Response Rate

Respondents	Sample Size	Number Collected	Return Rate
Questionnaires	392	350	89%
Interviews	30	25	83%

Table 4 shows that the response rate for the quantitative data (questionnaires) was 89%, and for the qualitative data (interviews) was 83%. This was considered as a good representation of the sample size and therefore good for analysis. A response rate of more than 70% was recommended by Mugenda and Mugenda (2019) as adequate for analysis.

4.3 Demographic Information of Respondents.

The study examined demographic characteristics of participants in order to define the sample characteristics for the sake of understanding the population in the current study and to enable future researchers on this topic carry out comparative analysis.

4.3.1 Demographic Characteristics

The researcher took interest to examine the demographic characteristics of the participants. The demographic information on age and religion was deemed important to the research since in helping the researcher understand the respondents in a deeper sense and hence better interpretation of the findings obtained from the participants. The details obtained are hereby discussed.

4.3.2 Distribution of Participants by Age.

The research viewed the age of the participants as an important aspect since parenting style is a behavioural aspect that may overtime be relevant in the development of an individual as they move from one age to another. Similarly, in the development, other behaviour like sexual behaviour may change with the age of the participant. Age of the participants was reported and analyzed to show percentage of each age and the finding is presented in Table 5.

Table 5

Distribution of Participants by Age

Age		Frequency	Percent
Age	13-19	350	100.0
Total		350	100.0

All the students ranged from 13- 19 years (89%). This was the age at which most students are expected to be in high school for the Kenyan 8-4-4 education system. The age range also goes into adolescence that is psychologically associated with major developmental milestones in physical, cognitive and behavioural changes.

4.3.3 Distribution of Participants by Religion.

The research considered religion as an important factor in understanding the respondents. This is because religion provides an umbrella under which both the teenagers and parents operate. It may therefore affect both the parenting style and at the same time have an influence on the sexual behaviour of the respondent. The results of religion of the participants in the current study are presented in Table 6.

Table 6*Distribution of Participants by Religion*

Religion		Frequency	Percent
Valid	Christianity	323	92.3
	Islam	21	6.0
	Other	6	1.7
Total		350	100.0

The results in table 6 show that 323 respondents of which are the majority representing 92.3% of the sample size were Christians. This is a possible indication that the area is generally dominated by the various Christian denominations. Muslims were 21 representing 6.0% of the sample size and the least were the other religions that were 6 representing 1.7 % of the sample size.

4.3.4 Descriptive Analysis

The research explored the mean differences in the sexual behaviour of teenagers as well as across the four parenting styles. The findings are presented in tables 7.

4.3.4.1 Sexual Behaviour

Table 7*Descriptive Statistics of Sexual Behaviour*

	N	Minimum	Maximum	Mean	Std. Deviation
Sexual Behaviour	350	.00	1.60	.8021	.30089
Valid N (listwise)	350				

The findings reported fairly high score in sexual behaviour of students in Kieni east sub county, Kenya. The mean score 0.80 and standard deviation 0.30 was an indication of prevalence of sexual behaviour. The sexual risk taking tools used generated the score in relation to whether

the respondents had sexual intercourse with a member of the opposite sex often, the partners too were in other sexual encounters with other partners. On the same line, the risky sexual behaviour also included engaging in sexual intercourse without protection and with issues of drug use in accompaniment. The risky sexual behaviour would also capture the number of times one had contracted sexually transmitted diseases and been pregnant. The details of the sexual behaviours are presented in Table 8.

Table 8

Sexual Behaviours

	N	Mean	Std. Deviation
How many times have you had sex with someone of the opposite sex in the last three months	350	.40	.491
How many times have you had sex with someone of the opposite sex in the last year	350	3.35	1.083
How many different people of the opposite sex have you had sex with in the last three months	350	.39	.495
How many different people of the opposite sex have you had sex with in the last year	350	1.62	1.085
How many different people of the opposite sex have you had sex with in your entire life	350	3.00	1.637
How many opposite sex partners have you had sex with who were also having sex with other people in the last three months	350	.00	.000
How many opposite sex partners have you had sex with who were also having sex with other people in the last year	350	.17	.498
How many times have you had sex with someone who has ever shot (injected) drugs in the last three months	350	.00	.000
How many times have you had sex with someone who has ever shot (injected) drugs in the last year	350	.03	.167
How many times have you had sex with someone whom you did not know very well in the last three months	350	.02	.150
How many times have you had sex with someone whom you did not know very well in the last year	350	.04	.248
In the last year when you had sex, how often did you use some kind of birth control	350	1.26	1.160
In the last year when you had sex, how often did you or your partner wear a condom	350	.88	.966
Valid N (listwise)	350		

When the respondents were asked how many times they have had sex with someone of the opposite sex in the last three months the mean score for the response was 0.40 and standard deviation 0.49 while in the past six months the score was 3.35 and standard deviation 1.08. This therefore implies, though in the last three months the mean was relatively low, in the past one year the mean was quite high. Besides the number of times the teenagers involved in risky sexual behaviours, other concerns around the sexual risky behaviour were given attention. Similarly, from the interviews conducted, the teenage girls responded that they were sexually active. One of the participants said:

I have had an active sexual life for quite some times now. I easily get attracted to men. Like now, I have a boyfriend who talks to me in such a way that I desire to go to bed with him every time but I fear my parents. I feel that my parents are not telling me the truth. They just keep on threatening me that I should keep away from men without a solid reason. However, in school, even my performance has gone down because I realized I cannot concentrate since my focus is on my boyfriend. (Teen 1, July 28, 2022)

4.3.5 Parenting Styles

The research sought to establish the relationship between the parenting styles and teenage sexual behaviour in terms of mean score of the students in Kieni East Sub County, Kenya as shown in table 9.

Table 9

Descriptive Statistics of Parenting Styles

	N	Mean	Std. Deviation
Father Demandingness	350	4.8256	.91585
Father Responsiveness	350	4.9557	.91877
Mother Demandingness	350	5.2696	.78708
Mother Responsiveness	350	4.6679	.68691
Valid N (listwise)	350		

The results obtained showed that mothers demandingness scored the highest mean (Mean = 5.27; standard deviation = 0.79) however mothers responsiveness had the lowest standard deviation. (Mean = 4.67; standard deviation = 0.69). This means therefore that between the two parents, mothers were less responsive than the fathers. Mothers were more demanding (Mean = 5.27; standard deviation = 0.79). This notion was supported by one of the participants who upon being asked the trait of her parents responded:

My mother is good and hardworking. She is free with me and teaches me many things. I consider her lovable and social. In many things she listens to me and even gives me support. She can be inquisitive sometimes but I like the way she understands me. When I am in problems, she is always available since she listens and is ready to understand. When we do discussions I feel that she has a listening ear. My father however, despite the fact that he becomes very happy when drunk, spends more time in his drinking sprees. Sometimes however, especially when sober, he is harsh, quite, strict, defensive high tempered and strict disciplinarian. (Teen 7, July 28, 2022)

4.3.5.1 Influence of authoritative parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

The first research objective was to assess the influence of an authoritative parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. When a parent scores high in both responsiveness and demandingness, they are considered authoritative. A correlation was done between these high scores and sexual behaviour. The results are presented in Table 10.

Table 10*Correlation between Authoritative Parenting Style and Sexual Behaviour*

		Sexual Behaviour
Mother Responsiveness (High)	Pearson Correlation	-.569
	Sig. (2-tailed)	.030
	N	203
Father Responsiveness (High)	Pearson Correlation	-.212
	Sig. (2-tailed)	.001
	N	200
Father Demandingness (High)	Pearson Correlation	.264
	Sig. (2-tailed)	.006
	N	87
Mother Demandingness (High)	Pearson Correlation	0.181
	Sig. (2-tailed)	.002
	N	233

Results obtained showed that there is a significant moderate negative correlation between a mother's responsiveness and sexual behaviour ($p < 0.05$, $r = -.569$). Similarly a weak negative correlation was found between the father's responsiveness and sexual behaviour ($p < 0.05$, $r = -.212$). This therefore means that for both parents a decrease in high responsiveness is related to increase in sexual behaviour. For instance the sexual behaviour of the teenager will increase when both the mother and father figure are no longer interested in the teenage girl telling them their troubles or when the parents no longer respects the teenagers' privacy. These results were in tandem with Piko & Balazs, (2012) who wrote that authoritative Parents opt to advice teenagers about the downsides of having sexual relationships while still in school, authoritative parents should always encourage open communication with teenagers. Other indicators of decrease in responsiveness include the parents not encouraging the girls to talk to them honestly and not spending time talking to them including doing things that are fun together. The parents may also lack interest in knowing where their teenagers are and what they do at their free time with friends they have chosen.

On the other hand however, Authoritative parents, since they still have high demandingness, had a weak positive correlation with sexual behaviour, Father ($p > 0.05$, $r = .264$). Mother ($p < 0.05$, $r = .181$). This therefore means that the more the parent is demanding from the teenager, the high chances they have to increase sexual behaviour. High in demandingness in this case implies that the parent is strict in making the teenager follow family rules, expects them to dress and act differently in places like church or a restaurant, than they do when with their friends, imposes their ideas on teenagers in such a way they shouldn't question them, punishes them and even makes decision for them.

Simons, Simons, & Wallace, (2004) recommend that Parents display acts of affection and support on one side and put forward disciplinary measures when boundaries are crossed. This balance between affection and discipline helps a teen to distinguish right from wrong. Such parents are helpful to the teenagers to develop into sensible individuals. Also, teenagers are aware of the consequences when found in any sexual relationship.

Authoritative parents are more likely to define and determine rules associated with family, while encouraging teenagers to consider them as a resource. Such parenting style is responsible for bringing up children who are self-regulated, and self-asserted (Darling, 1999). Additionally, authoritative parents discourage the teenagers from following the standards and rules of the society. As explained by Johnson and Kelley (2011), authoritative parents are more likely to define and determine rules associated with family, while encouraging the teenagers to embrace it for their own betterment. Since the level of demandingness is lower in this parenting style, the demands made by parents are very much limited. Furthermore, this style discourages the parent to use explicit power, while avoiding the implementation of control over the teenagers. The parents instead of showing strictness deals with the teenagers politely, that means parents need to be

involved in the character building of the teenagers. Dealing politely with teenagers make them realize that someone not only takes care of them, but also wants them to be good in the society.

4.3.5.2 Effects of authoritarian parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

The second research objective was to assess the influence of an authoritarian parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. When a parent scores low in responsiveness and high in demandingness, they are considered authoritarians. A correlation was done between these scores and sexual behaviour. The results are presented in Table 11.

Table 11

Correlation between Authoritarian Parenting Style and Sexual Behaviour

		Sexual Behaviour
Mother Responsiveness (low)	Pearson Correlation	.369
	Sig. (2-tailed)	.021
	N	145
Father Responsiveness (low)	Pearson Correlation	.312
	Sig. (2-tailed)	.005
	N	148
Father Demandingness (High)	Pearson Correlation	.264
	Sig. (2-tailed)	.006
	N	87
Mother Demandingness (High)	Pearson Correlation	0.81
	Sig. (2-tailed)	.002
	N	233

The results obtained after the correlations were run showed that there was a positive correlation across all the indicators of authoritarian parenting style and sexual behaviour. The low parental responsiveness had a weak and positive correlation with sexual behaviour. Father ($p < 0.05$, $r = .312$). Mother ($p < 0.05$, $r = .369$). This therefore implies that, the more the parents score lower

in responsiveness, the more the sexual behaviour of teenager increases and vice versa. This notion agree with Odhiambo, Sifuna & Kombo (2020) who reported that authoritarian parents who demanded respect from teenagers, responded to misbehaviour by punishment, discouraged open communication, and expected obedience to rules without questioning resorted to teenagers abusing substances, while others became teenage mothers and street children. Authoritarian parenting style is also related with the lower level of ability and self-confidence to employ coping mechanisms among teenagers (Darling, 1999); therefore, it restricts a teenager to explore his/her capabilities and social interactions, eventually resulting in the teenager's dependence on parental guidance and direction (Nijhof & Engels 2007).

On the other hand however, authoritarian parents are high in demandingness, this therefore means that they are strict in making the teenager follow family rules, expects them to dress and act differently in places like church or a restaurant, than they do when with my friends, imposes their ideas on teenagers in such a way they should not question them, punishes them and even makes decision for them. The results showed that the more demanding a parent was, the more likely the teenager increased their sexual behaviour. This was shown by the positive correlation weak positive correlation between demandingness of the parents and sexual behaviour Father ($p > 0.05$, $r = .264$). Mother ($p < 0.05$, $r = .181$). This notion is supported by cherry, (2015) who opine that the authoritarian parents are associated with the set of rules and standards that have to be followed, and in return, they offer no support or warmth. They focused only on obedience since they deem themselves superior to them. They, therefore, expected absolute obedience without any questions. They rarely engaged the teenagers in communication or activities that link them to the teenagers. They were also known not to trust the teenagers. They got information from outsiders about the

teenager's behaviour and beliefs rather than asking the other party for a detailed explanation. They tended to be forceful in implementing set rules and believed that a teenager has no say whatsoever.

According to Cherry, (2015), authoritarian parents strongly warned teenagers about getting involved in any sexual activity, or else they faced heavy punishment such as corporal punishment or grounding. They often expected the teenagers to look after them in their old age and provide financial and psychological support, especially in their old age. The teenagers, however, had feelings of low self-esteem and unworthiness. The lack of support from their parents led them to sexual activities, (Zelege, 1998). Authoritarian parenting style in the light of findings of the present study, it can be deduced that parents do not want teenagers to be involved in sexual activities. Nevertheless, the parenting style molds and shapes the behaviour the teenagers to interact with the surrounding societies. For example, if a teenager does something wrong and her parents show a very strong reaction, this behaviour of parents can lead the teenager to be rebellious and thus they may engage in sexual activities. According to Tompsett and Toro (2010), the risk of teenager's development of sexual behaviour is often headed by parenting style. In the same way, it is generally believed that parenting style plays an influential role in developing the sexual behavior among teenagers that eventually results in negative outcomes (Kerr, Stattin & Ozdemir, 2012). An authoritarian parent is considered to be forceful, corrective and believes that a child should adhere to work ethics and should be obedient. In the light of Hoskins (2014) explanation, authoritarian parenting style is more inclined towards the negative behavior of parents towards their children. In this parenting style, the parents are more concerned pertaining to parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parent's orders without any questions. Therefore, it can be argued that authoritarian parenting style tends to rely on rules, which are considered as concrete. Authoritarian

parenting style or very strict behaviour of parents leads the teenagers to have bad sexual behaviour, as they become rebellious. They contradict and retaliate to all guidance given by the parents.

4.3.5.3 Extent of involvement of permissive parenting style and sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

The study sought to establish how permissive parenting style influenced sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. A permissive parent is one that is high in responsiveness and low in demandingness. Results from the correlation obtained are presented in table 12.

Table 12

Correlation between Permissive Parenting Style and Sexual Behaviour

		Sexual Behaviour
Mother Responsiveness (High)	Pearson Correlation	-.569
	Sig. (2-tailed)	.030
	N	203
Father Responsiveness (High)	Pearson Correlation	-.212
	Sig. (2-tailed)	.001
	N	200
Father Demandingness (low)	Pearson Correlation	-.214
	Sig. (2-tailed)	.011
	N	261
Mother Demandingness (low)	Pearson Correlation	- 0.381
	Sig. (2-tailed)	.023
	N	115

Results obtained clearly indicated that all the aspect of a permissive parenting style which include high responsiveness and low demandingness had a negative correlation with sexual behaviour. This therefore implies that the more the parents increased in high responsiveness, the more sexual behaviors decreased for teenagers. This was both for the mother ($p < 0.05$, $r = -.569$)

and similarly a weak negative correlation was found between the high father's responsiveness and sexual behaviour ($p < 0.05$, $r = - .212$).

On the other hand, the lower the levels of parental demandingness, the more the sexual behaviour increased. Father ($p > 0.05$, $r = -.214$). Mother ($p < 0.05$, $r = -.381$). This notion is in tandem with the proposition by Baumrind, (2012) who suggested that permissive parents ascertained freedom every time, and minimized supervision hence giving the teenagers much free time, meaning that they were prone to getting involved in sexual activities. The lack of restrictions molded them into carefree people. Teenagers with permissive parents were more likely to engage in sexual activities (Baumrind, 2012). The lower levels of demandingness that was found in these parents may have increased the sexual behaviour of the of the teenagers since this is a concept Ofose-Asiamah, (2013) agree with when he concludes from his study that teenagers from permissive households experienced several drawbacks and mostly became delinquents. In this case the delinquency is visible in their sexual behaviour.

4.3.5.4 Relationship of neglectful parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

The research question sought to establish the challenges of neglectful parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. A neglectful parent is one deemed low in responsiveness as well as in demandingness. The results obtained for the correlation of the two variables are presented in table 12.

Table 13*Correlation between Neglectful Parenting Style and Sexual Behaviour*

		Sexual Behavior
Mother Responsiveness (low)	Pearson Correlation	.369
	Sig. (2-tailed)	.021
	N	145
Father Responsiveness (low)	Pearson Correlation	.312
	Sig. (2-tailed)	.005
	N	148
Father Demandingness (low)	Pearson Correlation	-.214
	Sig. (2-tailed)	.011
	N	261
Mother Demandingness (low)	Pearson Correlation	- 0.381
	Sig. (2-tailed)	.023
	N	115

The results obtained from the correlation showed that there was a significant weak positive correlation between the low parental responsiveness and teenager's sexual behaviour. Father ($p < 0.05$, $r = .312$), Mother ($p < 0.05$, $r = .369$). This therefore implies that the more the parents went into lower responsiveness to teenagers, the more their sexual behaviour increased. The parents are therefore supposed to be more responsive. Azoro (2010) stated that teenagers who faced rejection from their parents were most likely to engage themselves in sexual behaviours that negatively impacted in their lives. Some parents were neglectful and thus rejected their teenagers at any given point. This rejection made these teenagers develop hate towards family. They redirected the lost love to friends. These friends were sometimes known to mislead teenagers with neglectful parents into engaging in sexual activities.

On the same length, neglectful parents were also low in demandingness. When they went lower in demandingness, sexual behaviour increased. The results for the correlation in this study present the same. Father ($p > 0.05$, $r = -.214$), Mother ($p < 0.05$, $r = -.381$). This is line with Calafat

et al., (2014) who pointed out that neglectful parents showed low responsiveness, and warmth to the teenagers, paid less attention, and offered little or no care and in the process therefore these parents appeared disconnected, low on sensitivity, undemanding, and not often set limits for the teenagers. They also did not pay any attention to the opinion and emotions of the teenagers. When respondents were asked for challenges they went through in their sexual life a respondent said:

I have nobody to share with about my sex life. My parents really don't care or have never talked to me about anything. They just let me be. However, I have realized that I am addicted to sex. This mostly happens when I am drunk. Even my friends have abandoned me because when I drink beer, I love having sex. Besides this also I have my problems that I have never shared with people. For example sometimes I even do not have sanitary towels and I can't share this. I lack guidelines from elderly people and therefore I end up experimenting. And for sure peer pressure is also real. (Teen 5, July 28, 2022)

4.3.5.5 Strategies that can be used to enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya.

The study sought to identify strategies that would enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. The qualitative data collected presented a number of themes on strategies that were suggested.

The respondents suggested that abstinence was a key strategy in enhancing responsible sexual behaviour. That the teenagers should learn how to say no to sex till marriage. This would require that the teenagers learn to wait. The other strategy echoed was avoiding being in isolated places with people that the teen is in love with. This would avoid temptations to engage in irresponsible sexual behaviour.

For those who admitted that they were not able to control themselves, they gave opinions that they needed to stick to one partner. The teenagers also suggested use of contraceptives to avoid the increase in pregnancies.

Guidance from the elderly people was also another strategy suggested by the youths in enhancing responsible sexual behaviour. This can be done through sharing with parents or getting role models from older youth who would guide the young ones.

The respondents also opined that respect for self and others would be key in enhancing responsible sexual behaviour. Teenagers should respect themselves by turning down offers that compromise their dignity. The teenagers need to make effective decisions that help them not to be exploited by anyone.

The study considered resilience as a strategy to enhance sexual behaviour and therefore measured the levels of resilience of the teenagers. The resilience levels of the teenagers were measured and results presented in Table 14.

Table 14

Descriptive Statistics on Resilience

	N	Minimum	Maximum	Mean	Std. Deviation
Resilience	350	1.00	20.00	15.4314	1.94174
Valid (listwise)	N 350				

The results from the table shows that the students were quite resilient. The score obtained from the resilience scale used gave a mean average of 15.43 out of the possible 20.00. This therefore means that with a standard deviation of 1.94, the resilience levels of the teenagers were medium. The various aspects of resilience as measured by the scale are reported in Table 15.

Table 15*Aspects of Resilience*

	N	Minimum	Maximum	Mean	Std. Deviation
I look for creative ways to alter difficult situations	350	1	5	3.63	1.543
Regardless of what happens to me, I believe I can control my reaction to it	350	1	5	3.87	1.273
I believe I can grow in positive ways by dealing with difficult situations	350	1	5	3.95	1.141
I actively look for ways to replace the losses I encounter in life	350	1	5	3.98	1.251
Valid N (listwise)	350				

The results presented in table 15 indicate that, the teenagers can actively look for ways to replace the losses they encounter in life. This is indicated by the highest means obtained for this aspect of resilience (Mean = 3.98, \pm 1.25). Other factors of resilience were also examined and results presented in the table. These other factors were how the teenagers, regardless of what happens to them are able to control their reaction as well as their belief in the fact that they can grow in positive ways by dealing with difficult situations. The lowest mean was obtained in how the teenagers look for creative ways to alter difficult situations with a mean of 3.63 and a standard deviation of 1.54. Risky sexual behaviours are very difficult situation that the teenagers ought to disengage themselves from yet the results give this factor for resilience as the lowest in score.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the results of the report, and proposals for future studies. The research was important since it concentrated on teenage girls in Kieni East Sub-County, Nyeri County, Kenya. Girls as compared to boys are underprivileged people in the population of teenagers since the results of sexual behaviours are more visible in them than in boys in the sense that there are more cases of school drop outs of teenage mothers than fathers.

5.2 Summary of Key Findings

This section presented the key findings obtained after the research was set to assess the relationship between parenting styles and sexual behaviour of teenage girls in Kieni East Sub County, Nyeri County, Kenya. The summary is based on the objectives.

Objective one: The first research question established the relationship between authoritative parenting style and sexual behaviour of teenage girls in Kieni East Sub County, Nyeri County, Kenya. Results obtained showed that there is a significant moderate negative correlation between a mother's responsiveness and sexual behaviour ($p < 0.05$, $r = - .569$). Similarly a weak negative correlation was found between the fathers responsiveness and sexual behaviour ($p < 0.05$, $r = - .212$). This therefore means that for both parents a decrease in high responsiveness is related to increase in sexual behaviour.

On the other hand however, Authoritative parents, since they still have high demandingness, had a weak positive correlation with sexual behaviour, Father ($p > 0.05$, $r = .264$). Mother ($p < 0.05$, $r = .181$). This therefore means that the more the parent is demanding from the

teenager, the high chances they have to increase sexual behaviour. High in demandingness in this case implies that the parent is strict in making the teenager follow rules.

Objective two: The second research objective was to assess the influence of an authoritarian parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. When a parent scores low in responsiveness and high in demandingness, they are considered authoritarians.

The results obtained after the correlations showed that there was a positive correlation across all the indicators of authoritarian parenting style and sexual behaviour. The low parental responsiveness had a weak and positive correlation with sexual behaviour. Father ($p < 0.05$, $r = .312$). Mother ($p < 0.05$, $r = .369$). This therefore implies the more the parents score lower in responsiveness, the more the sexual behaviour of teenager increase and vice versa. The results showed that the more demanding a parent was, the more likely the teenager increased their sexual behavior. This was shown by the positive correlation weak positive correlation between demandingness of the parents and sexual behaviour of the teenager, Father ($p > 0.05$, $r = .264$). Mother ($p < 0.05$, $r = .181$).

Objective three: The study sought to establish how permissive parenting style influenced sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. A permissive parent is one that is high in responsiveness and low in demandingness. Results obtained clearly indicated that all the aspect of a permissive parenting style which include high responsiveness and low demandingness had a negative correlation with sexual behaviour. This therefore implies that the more the parents increased in high responsiveness, the more sexual behaviours decreased for teenagers. This was both for the mother ($p < 0.05$, $r = - .569$) and similarly a weak negative correlation was found between the high father's responsiveness and sexual

behaviour ($p < 0.05$, $r = -.212$). On the other hand the lower the levels of parents' demandingness, the more the sexual behaviour increased. Father ($p > 0.05$, $r = -.214$). Mother ($p < 0.05$, $r = -.381$).

Objective Four: The research sought to establish the challenges of neglectful parenting style on sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. A neglectful parent is one deemed low in responsiveness as well as in demandingness. The results obtained from the correlation showed that there was a significant weak positive correlation between the low parental responsiveness and teenagers sexual behaviour, Father ($p = 0.05$, $r = .312$). Mother ($p < 0.05$, $r = .369$). This therefore implies that the more the parents went into lower responsiveness to teenagers, the more their sexual behaviour increase. The parents are therefore supposed to be more responsive. On the same length, neglectful parents were also low in demandingness. When they went lower in demandingness, sexual behaviour increased. The results for the correlation in this study present the same. Father ($p > 0.05$, $r = -.214$), Mother ($p < 0.05$, $r = -.381$).

Objective Five: The study sought to identify strategies that would enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. The resilience levels of the teenager were measured. The results from the teenagers showed that the teenagers were quite resilient. The score obtained from the resilience scale used gave a mean average of 15.43 out of the possible 20.00. This therefore means that with a standard deviation of 1.94, the resilience levels of the teenagers were medium.

5.3 Conclusion(s)

The study sought to establish the relationship between the four parenting styles and sexual behaviour of the teenage girls. The parenting styles were measured using the parameter of a mother's and a father's responsiveness and demandingness. When parents score low in

responsiveness and high in demandingness, they are considered authoritarians. However, parents who score high in responsiveness and high in demandingness are considered authoritative. Permissive parents were low in demandingness but high in responsiveness. Neglectful parents had low responsiveness and demandingness. Findings from the study therefore clearly showed that being high or low in responsiveness and demandingness affected the sexual behaviour of the teenage girls in various ways. Therefore no particular parenting style was recommended for the improvement of sexual behaviour. However valuable information was obtained pertaining how these parameters of demandingness and responsiveness influenced the teenager's sexual behaviour.

5.4 Recommendations

- **Parents:** The results obtained from the study clearly gave significant relationships between parenting styles and sexual behaviour of the teenage girls. The study therefore recommends that parents should consciously embrace positive aspects of the various parenting styles to enhance their relationships with teenager since this will improve their sexual behaviour.
- **School management:** The parents should be educated through forums organized by schools on the various strengths and shortcomings of the various parenting styles in order to help the students in school. Similarly, since parenting style is related to the sexual behaviour, the school should also involve parents when it comes to forming good sexual behaviour for teenage girls.
- **Counselors:** The research may help in laying strategies on how to introduce both prevention and intervention measures against bad sexual behaviour among teenagers. The counselor may involve the parents in enhancing good sexual behaviours stemming from the fact that parents are influential to teenager's sexual behaviours.

5.5 Recommendations for Further Research

- The study focused on relationship between the four parenting styles and sexual behaviour of the teenage girls in Kieni east. However, if there is an issue in sexual behaviour in girls, it does not exempt boys from such behaviours. This therefore leaves a research gap. The research therefore recommends a comparative study of parenting styles and sexual behaviour of the teenage boys in Kieni East.
- The research concluded that there was a significant relationship between parenting styles and sexual behaviour of teenage girls. However, in many families there are different sexual behaviours for different children under the same parenting style. There are other factors therefore that may influence sexual behaviour other than parenting styles, study therefore recommends further research on the influence of personality on sexual behaviours of teenagers.

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APPENDICES

Appendix I: Index of Parenting Style (IPS).

Section A: Demographic information

Please write your answers in space provided.

Age:

Religion: [Christianity] [Islam] [Hinduism [Other Specify.....]

Section B:

Index of Parenting Style (IPS)- Mother Figure

Instruction: Rate by circling the number corresponding to how often your mother figure/care taker relates with you as a teenager.

[D] Demandingness [R] Responsiveness

Indicate your agreement by using anchors of: 1: Strongly disagree 2: Moderately disagree 3: Slightly disagree 4: Neutral 5: Slightly agree 6: Moderately agree 7: Strongly agree

- 1. My mother figure expects me to follow family rules. [D] 1 2 3 4 5 6 7
2. My mother figure doesn't really like me to tell her my troubles. [R]r 1 2 3 4 5 6 7
3. My mother figure expects me to dress and act differently in places like church or a restaurant, than I do when I am with my friends. [D] 1 2 3 4 5 6 7
4. My mother figure tells me that her ideas are correct and that I shouldn't question them. [D] 1 2 3 4 5 6 7
5. Hard work is very important to my mother figure. [D] 1 2 3 4 5 6 7
6. My mother figure respects my privacy. [R] 1 2 3 4 5 6 7
7. My mother figure hardly praises me for doing well. [R]r 1 2 3 4 5 6 7
8. My mother figure gives me a lot of freedom. [R] 1 2 3 4 5 6 7
9. My mother figure let me get away with things. [R] 1 2 3 4 5 6 7
10. If I do not behave, my mother figure will punish me. [D] 1 2 3 4 5 6 7
11. My mother figure wants me to do what they say without telling me why [D] 1 2 3 4 5 6 7
12. My mother figure makes most of the decisions about what I can do. [D] 1 2 3 4 5 6 7
13. It is important to my mother figure that I do my best. [D] 1 2 3 4 5 6 7
14. My mother figure encourages me to talk to her honestly. [R] 1 2 3 4 5 6 7
15. My mother figure doesn't ask me to change my behaviour to meet the needs of other people in the family. [D]r 1 2 3 4 5 6 7
16. My mother figure believes I have a right to my own point of view. [R] 1 2 3 4 5 6 7
17. If I don't act according to my mother's standards, she will do things to make sure I do in the future. [D] 1 2 3 4 5 6 7
18. I can count on my mother figure to help me out if I have a problem. [R] 1 2 3 4 5 6 7
19. My mother figure would describe herself as a strict parent. [D] 1 2 3 4 5 6 7
20. My mother figure points out ways I could do better. [D] 1 2 3 4 5 6 7

21. My mother figure pushes me to do my best in whatever I do. [D] 1 2 3 4 5 6 7
22. It is clear to me when my mother figure thinks I have done well. [R] 1 2 3 4 5 6 7
23. My mother figure pushed me to think for myself. [D] 1 2 3 4 5 6 7
24. My mother figure is too strict about how I behave when I'm in stores[D] 1 2 3 4 5 6 7
25. My mother figure makes it clear when I have done something I don't like[D] 1 2 3 4 5 6 7
26. I can tell when my mother figure thinks I could have done better. [D] 1 2 3 4 5 6 7
27. My mother figure spends time talking to me. [R] 1 2 3 4 5 6 7
28. When I do something wrong, my mother figure doesn't punish me. [D]r 1 2 3 4 5 6 7
29. My mother figure and I do things that are fun together. [R] 1 2 3 4 5 6 7
30. My mother figure sets high standards for me to meet. [D] 1 2 3 4 5 6 7
31. My mother figure gives me chores to do around the house[D] 1 2 3 4 5 6 7
32. When my family does things together, my mother figure expects me to come along. [D] 1 2 3 4 5 6 7
33. My mother figure tries hard to know what I do with my free time. [R] 1 2 3 4 5 6 7
34. My mother figure tries hard to know where I am in the afternoon after school. [R] 1 2 3 4 5 6 7
35. When I get a good grade in school my mother figure praises me. [R] 1 2 3 4 5 6 7
36. When my mother figure wants me to do something they explain why. [R] 1 2 3 4 5 6 7
37. I have a right to choose my own friends. [R] 1 2 3 4 5 6 7

Index of Parenting Style (IPS)- Father Figure

Instruction: Rate by circling the number corresponding to how often your father figure/care taker relates with you as a teenager.

Indicate your agreement by using anchors of: **1: Strongly disagree 2: Moderately disagree 3: Slightly disagree 4: Neutral 5: Slightly agree 6: Moderately agree 7: Strongly agree**

1. My father figure expects me to follow family rules. [D] 1 2 3 4 5 6 7
2. My father figure doesn't really like me to tell him my troubles. [R]r 1 2 3 4 5 6 7
3. My father figure expects me to dress and act differently in places like church or a restaurant, than I do when I am with my friends. [D] 1 2 3 4 5 6 7
4. My father figure tells me that his ideas are correct and that I shouldn't question them. [D] 1 2 3 4 5 6 7
5. Hard work is very important to my father figure. [D] 1 2 3 4 5 6 7
6. My father figure respects my privacy. [R] 1 2 3 4 5 6 7
7. My father figure hardly praises me for doing well. [R]r 1 2 3 4 5 6 7
8. My father figure gives me a lot of freedom. [R] 1 2 3 4 5 6 7
9. My father figure lets me get away with things. [R] 1 2 3 4 5 6 7
10. If I do not behave, my father figure will punish me. [D] 1 2 3 4 5 6 7
11. My father figure wants me to do what they say without telling me why[D] 1 2 3 4 5 6 7
12. My father figure makes most of the decisions about what I can do. [D] 1 2 3 4 5 6 7
13. It is important to my father figure that I do my best. [D] 1 2 3 4 5 6 7
14. My father figure encourages me to talk to her honestly. [R] 1 2 3 4 5 6 7
15. My father figure doesn't ask me to change my behaviour to meet the needs of other people in

- the family. **[D]r** 1 2 3 4 5 6 7
16. My father figure believes I have a right to my own point of view**[R]** 1 2 3 4 5 6 7
17. If I don't act according to my father's standards, he will do things to make sure I do in the future. **[D]** 1 2 3 4 5 6 7
18. I can count on my father figure to help me out if I have a problem. **[R]** 1 2 3 4 5 6 7
19. My father figure would describe herself as a strict parent. **[D]** 1 2 3 4 5 6 7
20. My father figure points out ways I could do better. **[D]** 1 2 3 4 5 6 7
21. My father figure pushes me to do my best in whatever I do. **[D]** 1 2 3 4 5 6 7
22. It is clear to me when my father figure thinks I have done well. **[R]** 1 2 3 4 5 6 7
23. My father figure pushed me to think for myself. **[D]** 1 2 3 4 5 6 7
24. My father figure is too strict about how I behave when I'm in stores. **[D]** 1 2 3 4 5 6 7
25. My father figure makes it clear when I have done something I don't like**[D]** 1 2 3 4 5 6 7
26. I can tell when my father figure thinks I could have done better. **[D]** 1 2 3 4 5 6 7
27. My father figure spends time talking to me. **[R]** 1 2 3 4 5 6 7
28. When I do something wrong, my father figure doesn't punish me. **[D]r** 1 2 3 4 5 6 7
29. My father figure and I do things that are fun together. **[R]** 1 2 3 4 5 6 7
30. My father figure sets high standards for me to meet. **[D]** 1 2 3 4 5 6 7
31. My father figure gives me chores to do around the house. **[D]** 1 2 3 4 5 6 7
32. When my family does things together, my father figure expects me to come along. **[D]** 1 2 3 4 5 6 7
33. My father figure tries hard to know what I do with my free time. **[R]** 1 2 3 4 5 6 7
34. My father figure tries hard to know where I am in the afternoon after school. **[R]** 1 2 3 4 5 6 7
35. When I get a good grade in school my father figure praises me. **[R]** 1 2 3 4 5 6 7
36. When my father figure wants me to do something he explains why. **[R]** 1 2 3 4 5 6 7
37. I have a right to choose my own friends. **[R]** 1 2 3 4 5 6 7

Appendix II: Scale of Sexual Risk-taking (adapted from Metzler et al., 1992) (SSRT)

Instructions: These questions ask how often you have done different things. Please circle your answer for each question. Remember, your answers are confidential.

1. Have you ever had oral sex with someone? **YES**----- **NO**-----

2. How old were you the first time you had oral sex? **(13-15) (6-17) (18-19)**

3. How many **DIFFERENT PEOPLE** have you had oral sex with?

In the **LAST 3 MONTHS:** 0 1 2 3 4 5 or more

In the **LAST YEAR:** 0 1 2 3 4 5 or more

In your **ENTIRE LIFE:** 0 1 2 3 4 5 or more

4. Have you ever had sexual intercourse with a member of the opposite sex? **YES NO**

5. How old were you the first time you had sexual intercourse? **(13-15) (6-17) (18-19)**

6. How many **TIMES** have you had sex with someone of the opposite sex?

In the **LAST 3 MONTHS:** 0 1-2 3-5 5-10 11-50 over 50

In the **LAST YEAR:** 0 1-2 3-5 5-10 11-50 over 50

7. How many **DIFFERENT PEOPLE** of the opposite sex have you had sex with?

In the **LAST 3 MONTHS:** 0 1 2 3 4 5 or more

In the **LAST YEAR:** 0 1 2 3 4 5 or more

In your **ENTIRE LIFE:** 0 1 2 3 4 5 or more

8. How many opposite sex partners have you had sex with who were also having sex with other people?

In the **LAST 3 MONTHS:** 0 1 2 3 4 5 or more

In the **LAST YEAR:** 0 1 2 3 4 5 or more

9. How many **TIMES** have you had sex with someone who has ever shot (injected) drugs?

In the **LAST 3 MONTHS:** 0 1 2 3 4 5 or more

In the **LAST YEAR:** 0 1 2 3 4 5 or more

10. How many **TIMES** have you had sex with someone whom you did not know very well?

In the **LAST 3 MONTHS:** 0 1 2 3 4 5 or more

In the **LAST YEAR:** 0 1 2 3 4 5 or more

- 11.** In the **LAST YEAR** when you had sex, how often did you use some kind of birth control?
Never ---Sometimes----- About half----- Most times----- Every time-----
- 12.** In the **LAST YEAR** when you had sex, how often did you or your partner wear a condom (rubber)? Never -----Sometimes----- About half----- Most times----- Every time-----
- 13.** Generally, in the **LAST YEAR**, how often have you or your partner drunk alcohol immediately before or during sexual activities? Never----- Sometimes -----About half ----- Most times----- Every time -----
- 14.** Generally, in the **LAST YEAR**, how often have you or your partner used marijuana or drugs immediately before or during sexual activities? Never----- Sometimes----- About half---- Most times----- Every time-----
- 15.** Have you ever had anal sex with someone? **YES NO**
- 16.** How many **DIFFERENT TIMES** have you had a sexually transmitted disease (such as Chlamydia, Gonorrhea, or herpes)? _____
- 17.** Have you ever been pregnant before? **YES NO**
- 18.** About how many of your friends (people your age that you hang out with) do you think have had sex with someone of the opposite sex? None ----- A few----- About half----- Most of them----- Almost all of them -----
- 19.** About how often do you think your friends/ people you hang out with who are sexually active use protection such as condoms or birth control? Never----- Sometimes ----- About half the time ----- Most of the time----- Always-----

Appendix III: Brief Resilient Coping Scale (BRCS)

BRCS Instructions: Consider how well the following statements describe your behaviour and actions.	Does not describe me at all	Does not describe me	Neutral	Describes me	Describes me very well
I look for creative ways to alter difficult situations.					
Regardless of what happens to me, I believe I can control my reaction to it.					
I believe I can grow in positive ways by dealing with difficult situations.					
I actively look for ways to replace the losses I encounter in life.					

Appendix IV: Interview Questions for teenagers on risky sexual behaviour?

1. What are some of the traits of your parents?

a) Mother:

b) Father:

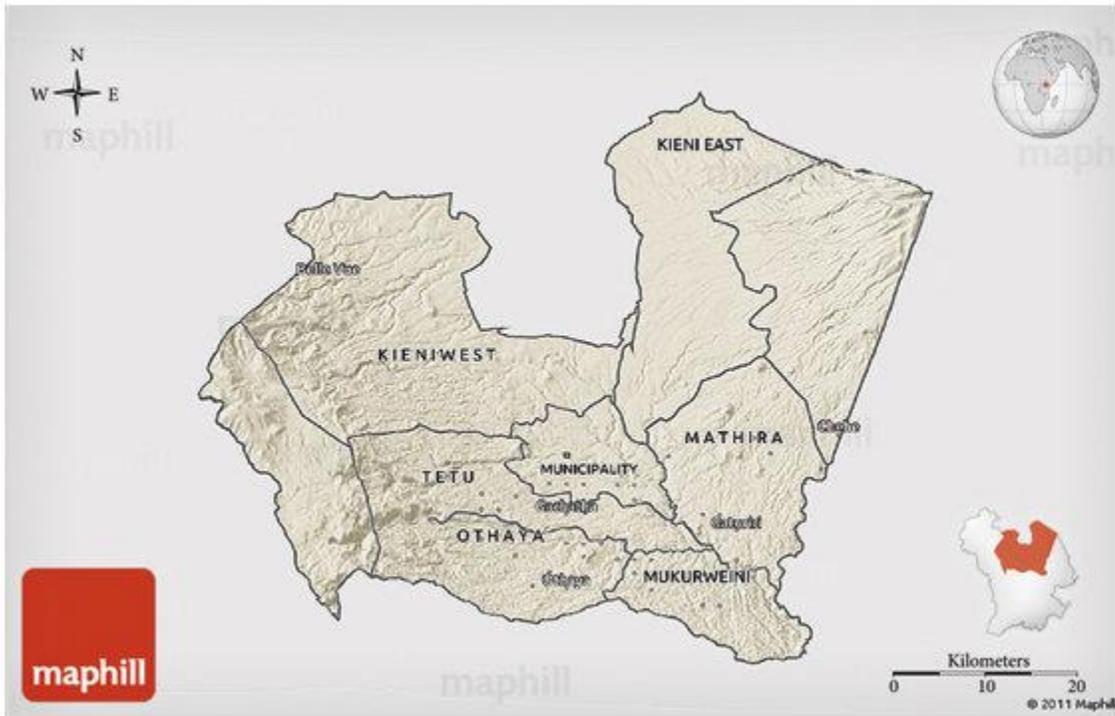
2. What is your sexual life?

3. What are the challenges you are facing in your sexual life?

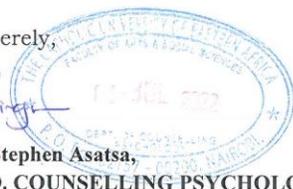
4. What are some strategies that you have used or are using to enhance responsible sexual behaviour?

Appendix V: Map of Nyeri County

Figure 2: Map of Nyeri County showing the 6 sub counties.



Appendix VII: CUEA Research Authorization

	THE CATHOLIC UNIVERSITY OF EASTERN AFRICA Faculty of Arts and Social Sciences Department of Counseling Psychology
Our Ref: CUEA/DVC-ACAD/FASSc/Psychology/NACOSTI/008/July 2022	
Date: 8 th July 2022	
The Director National Commission for Science, Technology and Innovation NAIROBI	
RE: DANIEL NYANGOYA	REG. NUMBER: 1042592
I am writing to introduce to you Daniel Nyangoya who is a final year Masters student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist him to accomplish his academic research requirements.	
Daniel's Masters specialization is in Counseling Psychology. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final year of studies.	
Accordingly, Daniel's research topic has been approved. He will conduct research on the following topic:	
“Parenting Styles and Sexual Behaviour Among Teenage Girls in Kieni East Sub-County- Nyeri County, Kenya”.	
Thanking you in advance for any assistance you give to Daniel.	
Sincerely,	
	
Dr. Stephen Asatsa, HOD. COUNSELLING PSYCHOLOGY.	
<hr/> <p>THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: psychology@cuea.edu, Website: www.cuea.edu Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)</p> 	

Appendix VIII: National Commission for Science, Technology & Innovation (NACOSTI)

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 377225	Date of Issue: 21/July/2022
RESEARCH LICENSE	
	
This is to Certify that Mr.. NYANGOYA OKEYO DANIEL of Catholic University of Eastern Africa, has been licensed to conduct research in Nyeri on the topic: PARENTING STYLES AND SEXUAL BEHAVIOUR AMONG TEENAGE GIRLS IN KIENI EAST SUBCOUNTY NYERI COUNTY KENYA for the period ending : 21/July/2023.	
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Appendix IX: County Commissioner



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 061 2030619/20
Fax: 061 2032089
E-mail: nyericountycommissioner@yahoo.com
When replying please quote

COUNTY COMMISSIONER
NYERI COUNTY
P.O. Box 33-10100
NYERI

REF: NYC/ADM/1/57/VOL.VIII/79

27th July, 2022

Daniel Nyangoya
P.O. Box 62157-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 27th July, 2022 on the above subject.

Approval is hereby granted to carry our research on "*Parenting Styles and Sexual Behaviour Among Teenage Girls in Kieni East Sub County in Nyeri County*".

The period of the study ends 21st July, 2023.

M. Kiama
M. Kiama
For: County Commissioner
NYERI COUNTY



Appendix X: County Director of Education



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.IV/77

27th July, 2022

Daniel Nyangoya
P.O Box 62157-00200
MWEIGA

RE: RESEARCH AUTHORIZATION.

Reference is made to Secretary National Commission for Science, Technology and Innovation Research License No: NACOSTI/P/22/18999 issued on 21st July, 2022 on the above subject.

I wish to inform you that you have been given authority to do research on “**Parenting Styles and Sexual Behaviour Among Teenage Girls in Kieni East Sub- County, Nyeri County.**” for the period ending 21st July, 2023.


NELLY MWANGI
FOR: COUNTY-DIRECTOR OF EDUCATION
NYERI



Copy to:

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

Appendix XI: Sub-County Director of Education



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.IV/77

27th July, 2022

Daniel Nyangoya
P.O Box 62157-00200
MWEIGA

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NELLY MWANGI
FOR: COUNTY DIRECTOR OF EDUCATION
NYERI

Copy to:

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

*Pls Principals
assist him as
per this authority
letter. Thank
you.*

**SUB-COUNTY DIRECTOR
OF EDUCATION
KIENI EAST**
27/7/2022

Appendix XII: Plagiarism Report

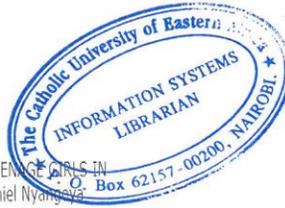


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1042592

I HEREBY CONFIRM THAT **DANIEL NYANGOYA** REG NO: **1042592**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **PARENTING STYLES AND SEXUAL BEHAVIOUR AMONG TEENAGE GIRLS IN KIENI EAST SUB-COUNTY- NYERI COUNTY, KENYA**. A THESIS SUBMITTED TO THE FACULTY OF ARTS AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.

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Appendix XIII: Article

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Parenting Styles and Sexual Behaviour among Teenage Girls in Kieni East Sub-County- Nyeri County, Kenya

Daniel Nyangoya, Dr Joel Kiambi Muriithi, Dr Maria Ntaragwe

Catholic University of Eastern Africa

***Abstract:** Teenage stage is when an individual is in the transitional years from childhood to adulthood. This stage marks the onset of cognitive, physical and emotional changes therefore a very important time for the teenagers as they struggle with self-identity and career issues. Different parenting styles influence the lifestyles of the teenagers. Teenagers learn attributes and societal expectations through the parenting styles in their families. Parents play a vital role in shaping and developing acceptable morals to protect teenagers. The study addressed five study objectives namely to establish the influence of an authoritative parenting style on sexual behaviour amongst teenage girls, to assess the effects of authoritarian parenting style on sexual behaviour amongst teenage girls, to analyse the extent of involvement of permissive parenting style on sexual behaviour amongst teenage girls, to evaluate the challenges of neglectful parenting style on sexual behaviour amongst teenage girls, and to identify strategies to enhance responsible sexual behaviour amongst teenage girls in Kieni East Sub-County, Nyeri County, Kenya. The research was supported by social learning theory by Bandura 1977 and later modified by Hensley in 2004 and attachment theory by Bowlby and Ainsworth in 1950. Mixed research method (qualitative and quantitative) approach specifically sequential explanatory design was used. The target population were girls aged 13-19 years from girl schools in Kieni East Sub County. A sample size of 392 girls were drawn. Data was collected using a self-administered structured questionnaire on parenting styles using the Index Parental Style (IPS), data on teenage sexual behaviour was collected using the Scale on Sexual Risk Taking (SSRT) and coping measures was collected using the Brief Resilient Coping Scale (BRCS). The quantitative data was then analysed using Statistical Package for Social Sciences (SPSS) version 26 while the qualitative data was collected using interview guides and analysed using thematic analysis. The study showed that being high or low in responsiveness and demandingness affected the sexual behaviour of the teenage girls in various ways. The results from the teenagers showed that the teenagers were quite resilient. The score obtained from the resilience scale used gave a mean average of 15.43 out of the possible 19.00. This means that with a standard deviation of 1.94, the resilience levels of the teenagers were considerably high. The study recommends that parents should consciously embrace positive aspects of the various parenting styles to enhance their relationships with teenagers since this will improve their sexual behaviour.*

I. INTRODUCTION

The family is a socio-cultural-economic arrangement that exerts significant influence on teenager's behaviour and the development of their characters. Any ignorance on the part of parents may lead to unwanted damaging effects on teenagers' growth.

Family environment, which includes parenting style and family structure, contributes significantly towards impacting a teenager's development of sexual behaviour, partly because teenagers spend a lot of their time with parents who play an influential role in molding and shaping their behaviour. Hoeve, (2011), points out that parents are more frequently blamed for the bad sexual behaviour displayed by the teenagers. Some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children (Hoeve, et.al 2011)