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**Supportive Parent-Child Relationship as a Predictor of Adolescents' Antisocial Behaviour
in Selected Schools in Makueni County, Kenya**

By

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Abstract

The purpose of this study was to investigate the Parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour in public secondary schools in Makueni County, Kenya. Specifically, this paper investigated the degree to which supportive parent-child relationship could predict the adolescents' involvement in antisocial behaviour. To achieve this objective, a sample of 458 participants was selected consisting of students, school principals, deputy school principals, guidance and counseling masters, parents and guardians from the sampled schools. The Social bonding theory by Hirschi (1969) was used to ground the study. Purposive, Stratified and simple random sampling methods were applied in selecting the participants. Instruments of data collection included Questionnaires, Interview Schedules and document analysis guide. Based on the study findings, there was a negative and significant correlation between the antisocial behaviour and the supportive parent-child parent / guardian with a Pearson Correlation value of -0.239, and the p-value (2-tailed) 0.000. A simple regression analysis of a supportive parent / guardian on the adolescents' anti-social behaviour showed that for every positive step by a supportive parent / guardian to help and support the child's behaviour development would reduce the antisocial behaviour by 1.07. The study concluded that supportive parent relationship was a good parenting method that could be adopted by parents of adolescents in schools in Makueni County, Kenya. The study recommended that parent-children forums be formed and experts invited to train both parents and children on how to support each other as a way of successful parenting.

Key Words: Supportive, Parent, Child, Relationship, Predictor, Anti-social, Behaviour, Makueni, Kenya.

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Introduction

Studies have shown that adolescence is a growth period characterized by anti-social behaviour that can lead to foreboding outcomes. Adolescence is a time of many conflicting emotions and a transition period between childhood and adulthood (Adler, & Adler, 2015). Research has attested that it is a period generally heightened by emotional instability. Adolescents' anti-social behaviours were reported to have been rooted in their inability to understand who they are, the types of attitudes to choose, the authorities to respect, coupled with inadequate parental guidance in the current contemporary society. Lerner (2005) argued that adolescents and youths shared the belief that life was a risk and anything adolescents did was full of risks.

According to a study by Calkins & Keane (2009), anti-social generally defined as behaviour that violets the basic right of others. Anti-social behaviour was found to be a common behaviour among the adolescents as they negotiated the transition from childhood to adulthood in an increasingly complex and confusing world (Harris & Cui, 2012). More studies showed that though the concept of antisocial behaviour was found to be an age long problem, it seemed that the behavioral problems of the past decades could not be compared with those of the current times. Brown and Demuth (2004) explained that, behavioral problems commonly associated with the adolescents included, drugs substance abuse, examination malpractice, school violence, bullying, cultism, school dropout among others. Scholars such as Carney et al. (2013) 2010 indicate that anti-social behaviour has become a common concern to everyone in the society especially parents, teachers and government with a significant cost to many communities of the world.

Within the facet of supportive parent-child relationship the aspect of fostering attachment, parents need to engage in behaviours and activities of their child (Eve et al., 2014). Due to attachment, the adolescents psychological and social development would be stimulated (Howe, 2010). It has been found out that good parenting involves giving the child consistency and setting boundaries (Eve et al., 2014). Although, a parent should also be able to have a flexible ability to keep adapting to the changing needs of the children.

Parent- child relationship is therefore a backbone of every child's development and behaviour as an intricate aspect to decipher. However, most of the past parenting studies only find links between parenting styles and outcomes, but they do not explicitly tell the correct cause-and-effect of relationship as this study has attempted to do. Studies conducted in various secondary schools in the country did not dig into parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour in Makueni County, Kenya a gap this study attempted to fill.

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Statement of the Problem

Without parental warmth and close emotional attention given to adolescents, prosocial behaviour may be a challenge for them especially in moments of crisis that comes with the stage. Varghese (2014) contended that an adolescent that was not in a supportive relationship would not express his or her feelings, desires clearly and without fear.

According to Piff (2014), lack of parental support impacted on adolescents' functioning and their general behavioral outcomes. Piff further observed that parent-adolescent relationships and support raised acceptable behaviours among adolescents on many issues helping the adolescents to know how to set boundaries.

Objective of the Study

To examine supportive parent-child relationship as a predictor of adolescents' involvement in antisocial behaviour.

Hypothesis of the Study

H₀₁: There is no significant relationship between supportive parent-child relationship and adolescents' involvement in antisocial behaviour.

Literature Review

A positive relationship between parents seemed to build a cornerstone for warm, supportive parenting, because parents and marital stress can disrupt parenting (Vafaeenejad et al., 2019). A positive relationship between parents and their children seemed to build a firm foundation for warmth, supportive parenting, because family and marital stress between parents could disrupt parenting therefore affecting children behavior.

Scholars also noted that the functioning of positive parental relationship also depended on its socio-economic and social resources. Unified and well-resourced environments support families in their functioning. Technology has introduced further changes to family life, modifying the way family members interact. According to researchers, for instance Lin et al., (1986), suggested that social support represented the combination of instrumental, expressive, actual and perceived forms of assistance provided to an individual. Vaux (1988) conceived social support as "a complex transactional process involving an active interplay between a focal person and his or her support network".

Research based on the social learning approach (Akers & Jensen, 2006) had highlighted that parental support promoted conventional attitudes, conforming role models, and reinforcement of conformity through parental discipline among the adolescents. Additionally, contextual factors related to sources of differential social support moderated the relationship shown by parents on behavioral issue.

Most of the studies done had shown that supportive parent-child relationship was a predictor of adolescents' anti-social behaviour (Ruiz-Hernández et al., 2019). Those researchers showed that close relationships, support and communication on the part of parents, as well as setting limits of behaviour and supervision of what their children did or experienced, depending on their level of autonomy, were positive for child development. More research has also attested that parental warmth and behavioral control were protective factors for antisocial

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behaviours such as aggression, delinquency, and consumption of alcohol or addictive substances (Hoskins, 2014), especially when they occurred together. Both overprotection and hostile and intrusive control were risk factors for these problems (Pinquart, 2017).

Supportive Parenting included care, guidance and love given by the parent, or care giver to a child (Kerby, 2007). Parental involvement, and specifically positive parental participation in the parent-child relationship, reduced the risks of engaging in antisocial behaviour as a result, there is a strong correlation between the early maladaptive parent-child interactions and the development of antisocial problems among adolescents (Stolk, et al. 2007). During the earliest early years of development, infants and youth are mostly experience support from parents more often than from any other source. As they grow adolescents corresponds to a transitional period from parental attachment to peer influence, entrance into the job market, and intimate social relationships (Wright, 1995). According to several scholar's parental support fostered prosocial behavioral patterns in children and prevented them from the adverse effects of deviant peers and involvement in antisocial behaviours.

Parental support constituted an important protective factor to prevent the development of antisocial behaviour among adolescents. Most of the studies done had shown that positive parenting and higher levels of attachment were all crucial for managing and reducing antisocial behaviours among adolescents. Antisocial behaviour could be explained as a negative behavioural trait and was associated with negative parenting practices. This implied that positive parenting would be used to manage and possibly reduce antisocial behaviour. Specifically, in order to manage antisocial behaviour, studies have shown that parents should properly attend to their children's needs (Bares, et al., 2011) and fathers should be more present and more involved with their adolescent children (Bares, et al., 2011). These would deter them from engaging in problematic behavioural activities.

A study done by Jose Ordonez, (2009) whose objective was to explore the influence of parental support on antisocial behaviour among 1514 adolescents from Sarasota County (Florida) showed that parental support implicated adolescents antisocial behaviour. An integrated multilevel approach was developed considering elements of the social support paradigm and social learning theory. Using Hierarchical Linear Modeling (HLM), the results suggest that both paternal and maternal support were significant factors in the prevention of antisocial behaviour. However, paternal support demonstrated to be stronger when students justified school misbehaviour. At the school level, the findings suggested that the influence of parental support to reduce antisocial behaviour was challenged by favourable definitions toward crime learned by youngsters from society and deviant peers who engage antisocial practises such as drinking.

A consistent empirical body of literature had shown that parent-adolescent relationship quality and adolescent antisocial behaviours were strongly related (Keijsers et al, 2011). For example, Hoffman (2008) studied parents and youth behavioural problem with a sample size of 216 female and 225 male students from South western University. The results confirmed that parental warmth, care, protection and authoritative parenting was protective to adolescents' behavioral outcome. However, neglecting parenting was found to be associated with higher rates of behavioral related problems. Another study by Okorodudu (2010) examined parental supportiveness that involved a healthy relationship, friendliness, supervision and participation in

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school work. The study found out that, parental support, an aspect of authoritative parenting was found not significantly related to adolescents' behavioral problems.

Strohschein and Matthew (2015) argued that adolescents who received parental support and encouragement were less likely to rebel against their parents. This kind of parent-child relationship created attachment that allowed children to feel that their parents really cared about them. As a result, the child would not want to disappoint a person they had grown connection with. This kind of connection kept children from participating in actions that they felt or knew would disappoint the parent. Other researchers for instance Higgins, Jennings and Mehoney (2010) acknowledged that when parental attachment decreased the probability of adolescents getting involved in antisocial behaviour increased. Further literature revealed that the more attachment adolescents had to their parents the less likely they were to commit an antisocial social acts such as violent acts (Watson, 1997).

The findings also revealed that parental warmth, care and support did not significantly relate to adolescents' antisocial behaviour. The findings provided a pointer to possible findings on parental supportiveness and adolescents' antisocial behaviour. Jermaine's (2005) study investigated parent-adolescent communication and adolescents' delinquency in Virginia. Data was analyzed using regression analyses, and the study found out that, parent-adolescent communication was related to adolescents' delinquency for non-intact families. In addition, less parent-adolescent attachment and less parent-adolescent communication were related to delinquency for intact families. Jermaine's study provided a basis for better understanding of the influence of parental supportiveness on adolescents' behavioural problems.

According to Sapungan and Sapungan (2014), supportive parent-child relationship that was characterized of closeness, cohesion and structure, and parental warmth and acceptance had been found to be a protective factor against adolescents' involvement in behavioral issues. Therefore, supportive parenting behaviours were negatively linked to adolescents' involvement in antisocial behaviours, indicating that high levels of support and warmth were associated with low levels behavioral problems and that low levels of support or even rejection were linked to high levels of behavioral problems. Still, other studies indicated that parental support had been inversely associated with the development of antisocial behaviour (Jones, et al., 2007). These researchers had observed that parents were expected to protect, provide and love their children which had further been cited by the International Development Labor Organization (2010) indicating that about 46% urban and 49% rural population in Kenya lived in absolute poverty. Such parents had a limited capacity to support their children therefore making the children to be more likely to engage in antisocial behaviour such as stealing and truancy. Further research had shown that many girls from inadequately supporting families resorted to prostitution in order to meet their needs (R.K.W.S, 2000).

The social behaviour of adolescents was significantly influenced by supportive parent-child relationship. Children needed to know that they were loved, trusted, respected and cared for by their parents. Supportive parenting implied that the parent had his/her child interests at heart, besides being involved in his/her activities, helpful or supportive and present when needed. Much of the reviewed literature showed that parental characteristics explained the degree to which parents were able to maintain a supportive relationship quality with their children during adolescence.

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A study by Sameroff (2009), indicated that parents with high levels in empathy would be better able to understand and to respond to their adolescents changing needs. To be supportive, the parent had to be proactive in encouraging his/her child to improve in the school performance, interests and hobbies. It also involved objective listening as well as trying to understand the child's challenges and concerns. Additionally, a supportive parent acknowledged their children accomplishments while supporting them through challenges and mistakes. Another study by Loeber et al., (2009), had uncovered a direct association between parent-adolescent relationship quality and adolescent involvement in problem behaviours. Supportive parent-child relationship entails the setting of consistent consequences and expectations with the purpose of helping the child to feel secure as well as increasing the ability of predicting outcomes (Hoeve, 2009).

Supportive parent-child relationship encouraged an acceptable social behaviour both in the school set up and outside the school. This was facilitated by the fact that the child felt close to the parent and was in a position to share his/her problems or challenges with the parent in an honest and transparent way. This meant that the parent was able to give advice to the child on the best course of action to take depending on the matter. Again, the child would feel guilty while withholding important information from the parent. Similarly, the child would develop a guilty conscience every time he/she intended to indulge in antisocial behaviours in school or outside the school (Howell, 2016). Supportive parent-child relation nurtured good social behaviour among adolescents.

A study by Chao (2001) investigating on adolescents' substance abuse found that beer, wine, spirits, and cigarettes were commonly abused. The researcher also noted that children as young as eleven years, mainly from educated middle-class families were abusing drugs. Parental absence mainly for the educated parents who were too busy with careers and dedicated less time in monitoring their children such as checking their assignments led to decreased supervision of adolescents. Chao reports that most drug abusing adolescents come from homes where one or both of the parents modeled substance abuse or had lenient attitude towards the use of alcohol. The study revealed that substance abuse was associated with poor monitoring. The reviewed studies on parental support and monitoring indicated that low parental monitoring seemed to be linked to adolescents' involvement in antisocial behaviour.

A number of researches have provided evidence about the importance of maternal support in comparison with parental involvement and support, especially during early adolescent and middle adolescent years. Motherly support has been found to be a strong influence in preventing antisocial behaviour, compared with the marginal and non-significant effect reported by paternal support as reported by (Stice & Gonzales, 2005). However, these eventualities may be related to differential exposure to both mothers and fathers. The amount of time shared by children with their mothers may create significant differences in the quality of the parent-child relationship than the time shared by children with their fathers.

Kliewer, Fearnow & Miller (1996) demonstrated that maternal support was more frequently related to children's ability to handle stressful situations as compared with parental support and involvement. It has also been reported that children in early adolescence reported to be more satisfied with their relationships with their mothers than those with their fathers, because mothers were perceived to be warmer and nurturing than fathers. With this in mind, (Bronstein, 2003) found that mothers were considerably higher than fathers on a measure of physical

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nurturance, which included offering food, grooming, and showing concern for safety to their children.

Support, love, optimism and trust from the parents usually made children feel secure and safe. These were very powerful weapons against life's disappointments, challenges and peer pressure. Although it became challenging for most parents to be supportive to their children as they passed through the various stages of life and most importantly during the adolescence, it was still important to be supportive as a parent (Howell, 2016). Failure by the parent to share some of their teenage experiences would negatively affect the adolescent needs as they grow since some experiences acted as a guide to handle their situations.

Theoretical Framework

The current study was guided by social bonding theory by Hirschi, (1969). Social bonding theory embraces the bond of individual to the society. The theory focuses on how the absence of close relationships with others can free individuals from social constraints, thereby allowing them to engage in antisocial behaviour or problems. The theory assumes that children are inherently antisocial thus requiring control in order to exhibit pro-social behaviour. According to Hirschi, there are four types of bonds that people develop which determine whether they will be involved in antisocial behaviour or not (Pratt, Gau & Franklin, 2014). The bonds are attachment, commitment, involvement and belief.

The four elements of Hirschi's social bonding theory, explains why the adolescent would not be involved in antisocial behaviour rather than why he will engage in antisocial behaviour. The theory also helped in understanding how the adolescents are affected when bonds with their parents are broken or weak.

Research Methodology

The study adopted a mixed methods approach where both qualitative and quantitative approaches were used. The descriptive survey research design method was preferred for this study. Survey research design was incorporated to enable the researcher adequately get the information from a sample in order to describe the population under study as opined by (Cresswell, 2014).

The study targeted students, the school principals and their deputies, the guidance counseling masters/ mistresses and the parents /guardians in the schools.

Using Cochran's sample size formula (1977) for categorical data for a given alpha level with a finite population, a sample size of 458 was arrived at. Table 1.1 below shows the Target population and the sample size.

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Table 1.1: Target Population and sample size

Categories		Target population	Sample size	%	Sampling technique
Students	Boys school	426	158	42	Random
	Girls school	247	92	24	Random
	Mixed school	351	130	34	Random
Non- Students	Parents/Guardians	-	30	100	Random
	Principals	9	9	100	Purposive
	Deputy Principal	9	9	100	Purposive
	G/C mistresses	-	30	100	Purposive
	Total	1051	458		

Source: Ministry of Education, 2021

Instruments of data collection included questionnaires for students, interview schedule for parents and the principal and a document analysis guide.

Research Findings

The students were subjected to a five-point Likert scaled items and their responses to the statements mapped their parents/ guardians as either supportive parent/ guardian or otherwise. The five-point scale was assigned the values: 1-Never, 2-Rarely, 3- Sometimes, 4- Often, and 5-Very Frequently.

The descriptive statistics were conducted by calculating the measures of central tendency and measures of dispersion such as arithmetic mean and the standard deviation score of the responses defining the characteristics of a supportive parent -child relationship. The study also identified the highly and least responded items on supportive parent -child relationship. Table 1.2 gives the summary of the responses on the items to establish a supportive parent. Key: N-Never R-Rarely S- Sometimes O- Often VF-Very Frequent.

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Table 1.2 Supportive Parents

	Responses Frequencies					\bar{X}	S
	N	R	S	O	VF		
My parent(s) usually discuss issues with me in an open and friendly way.	8 (3%)	25 (9%)	36 (14%)	60 (23%)	137 (52%)	4.10	1.14
My parent(s) take care of my needs even when I am unwell.	2 (1%)	4 (2%)	10 (4%)	53 (20%)	197 (74%)	4.65	0.70
My parent(s) ensure my security and protection all the time.	2 (1%)	3 (1%)	13 (5%)	14 (5%)	200 (75%)	4.66	0.69
My parent(s) comfort me when I am troubled.	16 (6%)	20 (8%)	63 (24%)	48 (18%)	119 (45%)	3.88	1.23
My parent(s) enjoy taking joint activities with me.	22 (8%)	36 (14%)	97 (36%)	47 (18%)	64 (24%)	3.36	1.22
My parent(s) are actively involved in my school work.	17 (6%)	18 (7%)	52 (20%)	54 (20%)	125 (47%)	3.95	1.23
Parent(s) pay all my fees dues in school in good time.	11 (4%)	21 (8%)	56 (21%)	51 (19%)	127 (48%)	3.99	1.18
My parent(s) feel with me when I am in distress.	48 (18%)	33 (12%)	58 (22%)	57 (21%)	70 (26%)	3.26	1.43
My parent(s) desire to know my fears in life.	72 (27%)	31 (12%)	52 (20%)	45 (17%)	66 (25%)	3.01	1.54
I am comfortable when discussing my issues with my parents.	40 (15%)	26 (10%)	84 (32%)	17 (6%)	99 (37%)	3.41	1.45
Average						3.83	1.18

Source: Field Data 2023

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The arithmetic mean of the responses score from Table 4.4 above was 3.83 with a standard deviation of 1.18. The findings of the study show that in a scale of 1-5 where the five-point scale was assigned the values such that: 1-never and 5- very frequently, most of the students response experienced the itemized parental support in their engagements. Based on table 4.7 results analysis, the highest aspect of parental support demonstrated to their children was the security and protection assurance to their children all the time which was mentioned by 200 (75.19%) respondents of the sampled students as very frequently occurrence.

The second highest aspect of supportive parent was the care given by the parents to their children's needs especially when unwell which was mentioned by 197 (74.06%) of the sampled students as a very frequently occurrence. Based on the study findings the least supportive parent-child relationship was parents never desired to know the fears of their children in life as presented by 72 (27.07%). The second least supportive parent-child relationship was that parents never felt with their children even at times of distress which was indicated by 48 (18%) of students' responses.

These findings were similar to Kang & Moore (2011) recommendations in their research on Parenting style and adolescents school performance in mainland China. Kang and Moore observed that unlike authoritarian parents, punishment is very hardly used in liberal homes and children are frequently given better care and ability to make their own decisions in life. Being more responsive than demanding, parents of this style have comparatively low opportunity for their children, setting very few, if any, rules. Verenikina et al., (2011) in their research findings on understanding learning and development also noted that such parents often take a very relaxed and easy-going approach.

Inferential Statistics on Supportive Parent-child Relationship as a Predictor of Adolescents' Involvement in Antisocial Behaviour

The inferences about the supportive parent -child relationship in the targeted population were drawn using the sample statistics. Pearson coefficient of correlation and univariate regression were used to establish whether the supportive parent- child relationship could predict the child's behaviour. Table 4.8 and table 4.9 give the summary of correlation and univariate regression findings.

Table 4.8: Antisocial behaviour and Supportive Parent

	Antisocial behaviour	Supportive Parent
Pearson Correlation	1	-0.239**
Sig-(2-tailed)	-	0.000
N	266	266

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

Source: Field Data 2023

There was a negative correlation between the antisocial behaviour and the supportive parent-child relationship as summarized in table 4.8. Based on the Pearson Correlation value of -0.239, it implies that, there was a negative relationship between the antisocial behaviour to supportive-

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child relationship. Given that the p-value (2-tailed) was 0.000, it meant that there was a 0.0% chance that scores in the study were due to random chance.

Secondly, since the p-value was less than the critical value 0.05 it meant that the results were statistically significant, hence the null hypothesis that there was no significant relationship between the adolescent anti-social behaviour and the supportive parent-child relationship was rejected at $\alpha = 0.05$. The alternative hypothesis that there was a significant relationship between the adolescent anti-social behaviour and the supportive parent-child relationship was upheld. Therefore, the supportive parent-child characteristics could be used to predict the child's behaviour. Table 4.9 gives the summary of the univariate regression findings.

Table 4.9: Supportive Parent- Child relationship

Model	Estimates	Std. Error	Z value	Pr(> z)
(Constant)	5.9086	1.1844	4.989	6.08e-07 ***
Supportive Parent	-1.0674	0.2829	-3.773	0.000161 ***

Signif. Codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Source: Field Data 2023

Based on the findings in table 4.9, it is evident that, there was an inverse relationship between the supportive parent-child relationship and the antisocial behaviour. The supportive parent-child relationship could predict the antisocial behaviour significantly at $\alpha = 0.05$ by the regression equation 4.2.

$$\text{Antisocial bhr} = 5.91 - 1.07(\text{Supportive Parent}) \quad 4.2$$

Therefore, every positive step by a supportive parent or guardian to help and support the child's behaviour development would reduce the antisocial behaviour by 1.07.

These study findings are in tandem with Bowlby, (1988) research findings that posed that a loving, responsive, and helpful parent who is always available for their child serves the function of binding the child to them and this serves as protective factor against child's involvement into antisocial behaviour.

These results are further consistent with a study conducted by NACADA (2015) which found out that many parents are playing referee when their children are involved in drugs use and trafficking. The NACADA report further stated that when parents spend more time at work, the bond of parent-child relationship weakens and the child seeks attention from the neighbourhood and peers. Therefore it is clear that in addition to supportive parent-child relationship as predictors of antisocial behaviour, then other factors play a role in influencing children's behaviour as stated by Maccoby (2000) who states that parental influence has been emphasized at the expense of others sources of influence that could be having greater influence such as genetical predisposition and peers. As a result, students orientate to peers which may end up blocking parental supervision. Further, study findings conducted by Ikediashi and Akande(2015), found out that parents and guardians should show love and care to their children where parent-child relationship should be corrective and assists the students to attain social roles.

Strohschein & Matthew (2015) research conclusion were that, adolescents who receive parental support and encouragement are less likely to rebel against their parents, which was in

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agreement with the current study findings. A similar conclusion was made by Sapungan & Sapungan (2014) who reported that a supportive parent-child relationship which is characterized of closeness, cohesion and structure, and parental warmth and acceptance has been found to be a protective factor against adolescents' involvement in behavioral issues. A study by Sameroff (2009), indicated that, parents with high levels in empathy may be better able to understand and to respond to their adolescents changing needs hence least likely to be involved in antisocial behaviour.

Similar findings were reflected in another study by Marzan , et al., (2022) in Australia who investigated the volume and patterns of antisocial behaviour especially alcohol consumption and alcohol-related antisocial behaviours (ASB) in the general population. The aim of the study was to determine if these associations were constant across different socio demographic groupings. In their investigation, they used a sample of 30,275 respondents age fourteen and above (14-69). The findings of the study showed that perceived parental support had a negative relationship with adolescents' involvement in antisocial activities such as drinking of alcohol.

The findings of the study were also in agreement with Anderson & Stavrou (2000) survey that was conducted by in Dar-es-Salaam, Tanzania investigating the causes of antisocial behaviour among youth. The findings of their study revealed that, inadequate parental support and supervision and were linked to adolescents' involvement in antisocial behaviour with deviant peers. Stealing, robbery and mugging were the common types of crime committed by the youth. The findings clearly authenticated that close relationships, support and communication on the part of parents, as well as setting limits of behaviour and supervision of what their children did or experienced, depending on their level of autonomy, were positive for child development. The results of the study also are similar to Hoskins (2014), findings whose study showed that parental warmth and behavioral control were protective factors for antisocial behaviours such as aggression, delinquency, and consumption of alcohol or addictive substances especially when they occurred together.

Jermaine's (2005) study findings were in agreement with the results of the current study. He investigated parent-adolescent communication and adolescents' delinquency in Virginia. The data was analyzed using regression analyses, and the study found out that, parent-adolescent communication was related to adolescents' delinquency for non-supportive parents. In addition, less parent-adolescent attachment and support and less parent-adolescent communication were related to behavioral problems for most families. The current study serves as a basis for better understanding of the influence of parental supportiveness on adolescents' behavioural problems in schools. The findings of this study implied that supportive parenting behaviours were negatively linked to adolescents' involvement in antisocial behaviours, indicating that high levels of support and warmth were associated with low levels behavioral problems. While low levels of support or even rejection were linked to high levels of behavioral problems. The study demonstrated that social behaviour of adolescents was significantly influenced by supportive parent-child relationship. Children needed to know that they were loved, trusted, respected and cared for by their parents. Supportive parenting implied that the parent had his/her child interests at heart, besides being involved in his/her activities, helpful or supportive and present when needed.

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Hoffma (2008) in his study had findings that were similar to the current results of this study. He studied parents and youth behavioural problem with a sample size of 216 female and 225 male students from South western University. The results confirmed that parental warmth, care, protection and a supportive parenting were protective to adolescents' behavioral outcome. However, Okorodudu (2010) findings disagreed with the results of the current study. He examined parental supportiveness that involved a healthy relationship, friendliness, supervision and participation in school work. The study found out that, parental support, an aspect of authoritative parenting was found not significantly related to adolescents' behavioral problems. Similarly, Piff (2014) results agreed with the results of the current study. Piff further observed that parent-adolescent relationships and communication raised acceptable behaviours among adolescents on sex related issues. Also open and quality communication consisted of free flowing of emotional information, and the existence of positive relationship characteristics in parent-adolescent relationship such as support, affection, and appropriate boundaries.

Ordenez (2009) whose objective was to explore the influence of parental support on antisocial behaviour among 1514 adolescents from Sarasota County (Florida) reported that parental support implicated adolescents' antisocial behaviour. An integrated multilevel approach was developed considering elements of the social support paradigm and social learning theory. Using Hierarchical Linear Modeling (HLM), the results suggested that both paternal and maternal support were significant factors in the prevention of antisocial behaviour. However, paternal support demonstrated to be stronger when students justified school misbehaviour. At the school level, the findings suggested that the influence of parental support to reduce antisocial behaviour was challenged by favorable definitions towards crime learned by youngsters from society and deviant peers who engage antisocial practices such as drinking.

Thematic Analysis of Qualitative Findings on supportive Parent-child relationship as a Predictor of Antisocial behaviour

In ensuring that that their sons and daughters enjoyed parental security and protection in and outside school parent A, B and C had the following to say:

Parent A

By being free and friendly with my son to create a conducive environment that that allows to disclose himself.

Parent B

By keeping a close contact with them when at home and when in school I keep constant touch with their class teacher as way of following up to know how they are doing.

Parent C

I provide for my son's personal needs for example, by ensuring that I give him pocket money. I inquire about his friends and his where he goes when not at home or at school.

Asked whether as a parent enjoyed joined activities with their sons or daughters the parents responded as follows:

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Parent A

I do, as when doing activities together he opens up and shares some issue that bother him by sharing with him, I take advantage and guides him on matters of concerned life and taking up responsibility as he grows up. I ensure that we talk freely on matters concerning work and dangers of idleness.

Parent B

Yes, this gives me opportunity to understand and know my daughter much better therefore enabling me to share with her freely on issues affecting her.

Parent C

Yes, when we work together especially in the shamba. having time together we discuss issues concerning his life in school, church, and his interests after school. Sometimes he even asks me questions freely about myself.

These findings were concurrent with Ruiz-Hernández et al., (2019) who opined that close relationships and communication on the part of parents, as well as setting limits of behaviour and supervision of what their children did or experienced, depending on their level of autonomy, were positive for child development. The findings were also in agreement with Stolk, et al., (2007) who argued that Supportive Parenting included care, guidance, Parental involvement, and specifically positive parental participation in various activities. Parental engagement and participation in activities with their children reduced the risks of adolescents engaging in antisocial behavior.

Conclusion

The supportive parent-child parent/guardian had a negative and significant association with the adolescents' anti-social behaviours with Pearson Correlation values of -0.277 and -0.239 respectively, and the p-values (2-tailed) of 0.000 each. The study concluded such relationships which are loving, responsive, and helpful, interactive and a parent who is always available for their child serves the function of binding the child to them and this serves as protective factor against child's involvement into antisocial behaviour.

Recommendations

The supportive parent- child parent / guardian styles of child upbringing countered the adolescents' anti- social behavior significantly. It was therefore recommended that, deliberate effort should be made to sensitize the parents / guardians to adopt the style as the best alternative in upbringing their offspring. Since it is not easy to coalesce all the parenting styles, it was recommended that parents must choose a parenting style, by considering their parenting goals and the expected behavioral outcomes.

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