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The Relationship between Family type and Parental involvement on the Student's Deviant Behaviour in Secondary Schools in Kericho County, Kenya

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Abstract: There have been growing concerns about the increasing manifestations of deviant behaviours manifesting themselves in the form of maladjusted behaviours among students in Kenya. Such behaviours have continued to lower the academic achievement among learners and the effects go on to affect the nation. These behaviours have an impact on the kind of citizens the country will eventually have and has continued to produce. It is important to shed more light on the causal factors hence find a defined way of dealing with this behaviour by determining its antecedents. The purpose of this study was to address this gap by examining the influence of family type and parental involvement on the student deviant behaviours in Kericho County, Kenya. The objective of this study was to identify the variables of the family type and parental involvement, and their influence on the student deviant behaviour. The study was anchored on Urie Bronfenbrenner's Bioecological Theory of Human Development. A sample size of 300 respondents was used from a target study population size [N] of 125650. These were students studying in secondary schools of Kericho County. The study adopted a quantitative research design. Stratified random sampling was used to select schools included in the study, the informants of the study were selected purposively. The data for the study was obtained through questionnaires. The reliability of the instrument was ascertained using a pilot study on four schools which would not be included in the final study. Cronbach Alpha's measure of internal consistency yielded a reliability coefficient of 0.84. Expert judgment and peer reviews were used to determine validity of the research instruments. Multiple regression was used as the data analysis method. Results of the study indicated a positive and significant relationship between the family type, parental involvement and the prevalence of the student deviant behaviour. The implication therefore is, parents ought to be sensitized on their critical role as members of the family unit in alleviating student deviant behaviours and thereby promoting academic achievement. If parents showed more involvement in the lives of their children both at home and at school, then deviant behaviour would be alleviated or minimized. The study recommends that the family type and parental involvement must be considered if at all the student deviant behaviours in Kericho County should minimize.

Key Words: Family type, Parental involvement, Deviant behaviour, Secondary School Students

I. INTRODUCTION

In the 21st century, the changing nature of the family unit and the chase for more income to sustain and meet the economic demands of the family in the current world has

posed a challenge to many families. Due to the latter, most parents do not spend quality time together with their children, learning and impacting values on them. As a result, many children have been left to figure out lives on their own together with their peers. Many stakeholders have continued to strongly cite the ban on corporal punishment as the major cause of the student deviant behaviours in Kenya. There has been a growing global awareness on the rights of children which highlights corporal punishment as an infringement on the child's rights (Unicef, 2013). Psychological principles too point out corporal punishment as a corrective measure that may not necessarily lead to behaviour change but may cause psychological torture, physical harm or a negative attitude towards the punisher who in this case maybe the parent or the teacher. A deviant student's behaviour in this study was considered to portray the characteristics of exam cheating, engaging in misbehavior despite punishment, drug and alcohol abuse, disrespect to authority, bullying, fighting, promiscuity, truancy, burning of schools, use of profane language, boycotting classes, vandalizing property and writing graffiti on the school walls among others. These behaviours pose a major setback to the teaching and learning process (Torrente & Vazsonyi, 2012). In Kenya, students have continued to shock parents, teachers and the government for openly going against well-established societal norms and engaging in behaviour that is considered maladjusted. For example, the media recently reported students of Chalbi Boys High School of Marsabit County having assaulted six non-local teachers in their school.

Santrock (2014) noted that adolescence is a stage where children undergo intense developmental challenges. Over the last three decades, there has been an increase of change in the family structures like increases in divorce and separation rates, single parenthood, cohabitation, and step family formation which has led to an aroused interest in the consequences of family dynamics for children's well-being and life chances (Amato 2000, 2010; Amato and James 2010; Ribar 2004; Sweeney 2010; McLanahan et al. 2013). An interaction of the family and school factors may be the causal factors. Research on the family factors suggest that family factors such as a history of drug and alcohol abuse, poor parent-child relationship, violence and socio-economic status of the family contribute to the students deviant behaviours

(Malayi, Mauyo, & Nassiuma, 2013; Mbuthia, 2013; Carlson, 2012; Sutherland, 2011). In the schools unrests witnessed in 2016, the government vindicated itself by claiming that the schools that were burnt down were masterminded by cartels in retaliation against the government's effort to crack down on the exam cheating syndicate. An occurrence of the same behaviour in 2018, the government is putting the blame squarely on teachers.

Based on Wangai (2001) and the David Koech special commission (2008) reports, the largely abdicated role of parents came out strongly as a factor that led students to acts of violence (NACADA, 2012). Despite the many changes on the school-based factors by the Ministry of Education, such as abolition of Mock Exams, a one-week half term break in all secondary schools for first term and second term, banning of corporal punishment, free and fair election of the school prefects, delocalization of school heads, student unrest, emphasize on dialogue between the teachers, students and school administration; deviant behaviours continue to manifest in Kenyan secondary schools. Public policy analysts and the members of the public have blamed students for indiscipline. They assert that indiscipline in schools has been grown by lackadaisical parenting as well as the ban on teachers' use of corporal punishment. The most salient question that Kenyans should be asking themselves is that, who should justly carry the burden in the current unrest and all manifestations of deviant behaviors in schools? There has been a lot of speculations as to what could be going on in the Kenyan schools. It is imperative that the causes of these behaviours be established.

Parenting also influences the personality of a child. Children eventually become good or bad depending on how they have been brought up. (Gitonga, 2007; Mangal, 2003). Pong & Ju (2000) state that children from single parent families receive less parental monitoring and involvement at school and at home compared to children from families with both parents present. However, such effects are not always present in every single parent family. An intact family is considered a prospective factor that contributes to the growth of a well-adjusted individual. Ella, Odok, & Ella (2015) conducted a study to establish the influence of family type on students' academic performance in government schools, in Calabar Municipality of Cross River State of Nigeria. The simple random sampling technique was adopted in selecting the six public secondary schools and 200 SS2 students used for the study. The survey research design was adopted for the study. Data collected was analyzed using One-way Analysis of Variance (ANOVA). The findings of this study indicated a significant influence of family type on academic performance of secondary school students in government schools in Calabar Municipality, Cross River State, Nigeria. Adenike (2013) carried out a study to determine the influence of family type on academic achievement. The study adopted a correlational survey design. Stratified and purposive sampling techniques were used for the study. Questionnaires were used as the main tool for data collection. The finding of this study

indicated a significant relationship between family type, parental involvement and student deviant behaviour.

II. STATEMENT OF THE PROBLEM

The goal of education in Kenya is to produce a holistic individual who will fit well in the society and be of benefit socially and economically (Republic of Kenya, 2013). Despite the many studies that continue to explain the factors that lead to student underachievement, the role of the deviant behaviour cannot be undermined. It was therefore imperative that the family causes of the student behaviour be established as this may provide a long-lasting solution to student misbehavior and thereby improve the academic performance.

III. THEORETICAL FRAMEWORK

The study was guided by Bronfenbrenner's theory. Bronfenbrenner (1979) underpins the interrelationships between the variables within the school as an organization and the range of variables within the micro systems and mesosystems structures. The microsystem is the environment in which the child lives in actively. The nested structures interrogate the interactions within the family as a motivation to deviant behaviour. These interactions influence the student's behaviour and the influence is bidirectional. At the microsystems level, the bidirectional influences are the strongest in magnitude. According to Oboka (2010) the micro system which in this case is the family is the most destructive force to child development behaviour.

IV. METHOD

The study adopted a quantitative research design. Multiple regression analysis was used because it is appropriate in discovering the existence of relationships between variables and the degree to which the variables relate. In addition, the design was appropriate because it was measuring pre-existing variables.

V. PARTICIPANTS

The sample consisted of 300 participants of whom 190 were males and 110 were females. Their ages ranged from 13 years to 20 years and older, with a mean age within the range of 16 to 17 years. These participants were recruited from four different categories of schools; National, Extra-county, County and sub-county and who voluntarily filled in the study's questionnaire and answered the interview questions.

VI. MEASURES

The close-ended questionnaires consisted of two parts: The first part consisted of items written to tap the demographic characteristics of gender and age. The second part consisted of the Parental Home and School Involvement Scale (PHSIS), which was adapted from Lee's 2012 study. The scale consists of 10 statements that reflect parental involvement with children at home and at school. Specifically, the statements measured the frequency of parents' participation in various

school and education-related activities, as perceived by the student participants. Direct school involvement is based on perceived behaviors that involve parents in school settings. For example: attending parent-teacher meetings, interacting with teachers inside the classroom and attending school functions. Interpersonal involvement focuses on the perceived time spent by parents with their children. Each of the 10 items was scored on a 5-point Likert scale ranging from 1= never, 2 = rarely, 3 = Sometimes, 4 = regularly, and 5 = always, with high scores reflecting high parental involvement in both home and school. The family type-scale involved a set of four questions that the student was expected to tick where appropriate in terms of the level of education of the parents and siblings. To measure the level of student's deviance, a questionnaire that measured different indicators of students' deviant behaviours was used.

VII. PROCEDURE

Piloting was done in seven schools which were not to be included in the final study. This exercise took two days. After obtaining permission from the administrators of the selected schools in Kericho County, Kenya, the researcher sought the assistance of the school administrators and teachers in distributing the questionnaire to the targeted students from each school. Only those students who volunteered to fill in the questionnaire, signed the informed consent form, and only those who received permission from their parents/guardians to participate in the study were given the questionnaire to complete. The informants were assured of their anonymity as well as confidentiality with respect to their responses. They were also informed of their freedom to withdraw from filling in the questionnaire at any time.

VIII. RESULTS & DISCUSSION

8.1 Relationship between Family type and student deviant behaviour

The study sought to establish whether there was a relationship between the family type and student deviant behaviour. The family type was analyzed in terms of Polygamous, single parent, parents deceased, and both parents alive. The results indicated that most families are made up of both parents alive(67%),18% from single parent families,11% polygamous families and 4% of parents deceased.

Table1.1: Distribution of Respondent by Family type

Family Type	N	%	Mean	Std. Deviation
Polygamous	32	11	2.98	0.20
Single parent	55	18	3.00	0.26
Parents deceased	13	04	3.01	0.16
Both Parents Alive	200	67	3.02	0.44
Total	300	100	3.00	0.27

8.2 Relationship between Parental involvement and student deviant behaviour

The study sought to establish whether there was a relationship between the parental involvement and student deviant behaviour. The parental involvement indicators used were their involvement; academics, physical, social and financial. The results indicated that; 53% are involved financially, 23% physically, 17% socially and 10% academically.

Table 1.2: Distribution of Respondent by Parental involvement

P. involvement	N	%	Mean	Std. Deviation
Academically	20	10	2.98	0.10
Physically	70	23	3.00	0.16
Socially	50	17	3.01	0.14
Financially	160	53	3.02	0.31
Total	300	100	3.00	0.27

8.3 Student Deviant Behaviour and Student Gender

The results of the study indicated that there was an insignificant difference in mean student deviant behaviour for the two genders. The mean for boys was insignificantly higher than that of girls. The calculated t-value was 0.860. This was insignificant at $p > 0.05$ since the significance level was 0.575.

Table 3: Mean student deviant behaviour and student gender

	Student Gender	N	Mean	Std. D	t	df	Sig.(2-tailed)
Mean Student	Male	190	3.0033	.33760	.860	290	.240
Deviant Behaviour	Female	110	2.7975	.28878			

Table 4: Regression Analysis Results on Family Type, Parental involvement and Student's Deviant Behaviour

Model	Unstandardized Coefficients	Standardized			
	β	Std. Error	Beta	t	Sig.
1. (Constant)					
Family Type Indicators	.114	.105	.25	1.980	0.150
Parental Involvement Indicators	.109	.96.	.16	1.788	0.127

a. Dependent Variable: Mean Student Deviant Behaviour

In order to test the influence of the family type and parental involvement on the student's deviant behaviour, a multiple regression analysis was conducted. The analysis involved

regressing the criterion variable of student deviant behaviour on the predictor variables of family type and parental involvement. The results showed that the predictor variables of family type and parental involvement were significantly and positively associated with the participant's behaviour. Thus, the more the participants perceived their parents to be involved in their lives, and the more intact the family they came from is, the better their behaviour. (Beta = .25 and Beta = .16 respectively). Regression analysis yielded two significant path coefficients between family type and parental involvement and the manifestation of deviant behaviours. The null hypothesis of the study was therefore rejected. These findings point to the important role that parental involvement and family type contribute to the overall quality of children's behaviour.

IX. LIMITATIONS OF THE STUDY

The study utilized the regression analysis which is essentially correlational and not experimental. This study did not involve the manipulation of the primary variables. As such, the regression results can only be interpreted in terms of relationships and not of causality. In addition, the findings of the study may not be generalized to another population as the sample was taken from Kericho County only.

X. CONCLUSION

The study concluded that both the family type and parental involvement have a positive and significant influence on the manifestation of student's deviant behaviour. In addition, the differences in the manifestation of deviant behaviour among boys and girls was insignificant. The findings of this study reveal that the family should be considered as a significant contributor to student behaviour.

XI. FURTHER RESEARCH

Following the findings of the study, this study therefore recommends that other variables that impact on the manifestation of the student behaviour be examined.

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