

**THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT STYLE,  
FAMILY SOCIOECONOMIC STATUS AND DEVIANT BEHAVIOUR AMONG  
SECONDARY SCHOOL STUDENTS IN HOMA BAY COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the  
Conferment of Doctor of Philosophy Degree in Educational Psychology of**

**Masinde Muliro**

**University of Science and Technology**

**OCTOBER, 2020**

## DECLARATION

I certify that this is my original work and has not been presented for award of certificate, diploma or degree in any other college or university.

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**PSY/H/10/15**

## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by Masinde Muliro University of science and Technology a thesis entitled “**The Relationship between Parental Attachment, Family Socioeconomic Status and Deviant Behavior among Secondary School Students in Homabay County, Kenya**”

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## **DEDICATION**

This work is dedicated to my family: Collins Agai (my husband) and my children Nigel Agai, Errol Agai, Jabali Agai and Collins Prince Agai.

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I thank God for giving me the insight to consider pursuing a PhD and for giving me the energy to complete this task. This far he has brought me I say “He is the Ebenezer.”

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## ABSTRACT

Deviance has devastating effects on the individual and the community as a whole. The purpose of this study was to establish the relationship between parental attachment, family socioeconomic status and deviant behavior among secondary school students in Homabay County. The study was guided by the following objectives: to assess the relationship between parental attachment styles and deviant behavior among secondary school students; to evaluate the relationship between family socioeconomic status and deviant behavior, to determine the mediative role of SES in the relationship between parental attachment style and deviant behavior and; to examine gender differences in deviant behavior among secondary school students. The study adopted attachment theory by John Bowlby and Mary Ainsworth together with Structural Strain Theory by Robert Merton. The study employed convergent research design. The target population included form two students from all the secondary schools in Homabay County, heads of guidance and counseling department, Deputy principals, Principals and selected members of parents' association. Out of the population of 20,160 students a representative sample of 512 students was sampled using stratified random sampling technique. Principals, Deputies, Parents' association representatives and heads of departments were purposively sampled. Instruments for data collection included questionnaires, structured and unstructured interview schedules, focus group discussions and analysis of documents from the sampled schools. Instruments were then piloted. The validity of these instruments was ascertained through expert judgment and piloting while the reliability of the instruments was tested using the Split half method and the level of confidence was  $\alpha \leq 0.05$ . Data was analyzed using correlation analysis, t-test analysis and thematic framework. The findings revealed significant negative correlation between parental attachment style and deviant behavior ( $r = -0.244, p < 0.05$ ), significant negative correlation between SES and deviant behavior ( $r = -0.644, p < 0.05$ ), significant positive correlation between SES and parental attachment style ( $r = .714, p < 0.05$ ) and a significant gender difference in deviant behavior among secondary school students in Homabay County. The study concluded that the deviance exhibited among secondary school students in Homabay County is as a result of poverty. The study recommends introduction of free and effective adult education in Homabay County. The findings of the study will be useful to all the stakeholders.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>ATTACH</b>	Attachment
<b>CONT</b>	Contribution
<b>DBVS</b>	Deviant Behavior Variety Scale
<b>I.V</b>	Intervening Variables
<b>IERS</b>	Interests, Emotions and Relationships Scale
<b>ISEI</b>	International socioeconomic Index of Occupational status
<b>MOE</b>	Ministry of Education
<b>N.H</b>	Neighborhood
<b>PA</b>	Parents' Association
<b>PAQS</b>	Parental Attachment Questionnaire for Students
<b>PIML</b>	People in My Life
<b>SES</b>	Socio Economic Status
<b>YHH</b>	Youth Heads of House holds

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter contains the background of the study which briefly explains the need for the current study. Other areas that are also highlighted in this chapter include; the statement of the problem, significance of the study, and the objectives of the study.

#### **1.1 Background of the Study**

The sole purpose of education is to impart appropriate skills, values, attitudes, knowledge and competencies into the learners and consequently see the learners excel academically. This is becomes possible through the designed rules and regulations meant to aid students in conforming to the dominant norms of the society. However, problems arise when some students fail to abide by the laid down rules of the schools and instead exhibit behaviours contrary to the norms of the institution. According to, Kasundu, Mutiso, Chebet, Chesire and Mwirigi (2012) deviant behaviour is any action that violates social norms. Mbuthia (2013) also avers that deviant behavior is an uncommon behaviour, different from the norm and does not conform to what society expects. Deviance among secondary school students is a challenge since it leads to destruction of learning facilities, physical injuries, deaths, early pregnancies, HIV/AIDs infection and finally poor academic performance.

Deviance among adolescents has been a problem world over. According to The Elton Report (1989), deviance was already a big problem in Britain by 1989 and this necessitated the formation of the Elton task force. According to Parks (2013), adolescents in the United States are increasingly getting involved in criminal activities thus creating problems for parents, schools and the community as a whole. Harrison (2013) also avers



that in the year 2011, 64 incidences of murder, 58 cases of rape, and 893 counts of robbery and close to 1500 cases of assault were exhibited in Florida. All these cases constituted violent crime with most of the offenders being the youth. In Taiwan, deviance is aggravated, the most common being the cases of students' violence (Cheng, 2012). The trend in Africa is not different as research in most African countries has shown that deviance among youths in Africa is a matter of great concern. For example, the youth in Ethiopia are the most vulnerable to serious sexual health problems (Tadesse, Mitikie, Yemane, Amenu & Tesfaye, 2016). Ekpo and Ajake (2013) reported that in Nigeria there are alarming numbers of complaints about students' involvement with drugs.

In Kenya, deviance can be traced back to 1908 when the first case of students' unrest in secondary schools was reported. In the 1960s to 1970s there were few cases of student protest characterized by intentional bunking of classes and riots (Sagini Report, 1991). From 1980s to early 2000s there was an increase from 22 schools to 187 schools experiencing student unrest and by 2001 the number had shot to 250 secondary schools (Wangai Report, 2001). In 2007, the number reduced drastically to three high schools being closed down in separate riots and damage of school property by students (National Crime Research Centre Report, 2016). In the following year (2008) over 300 schools were shut down for two months. In the year 2016 around the month of July, 126 schools were hit by unrest in a period of two months (Mulei Report, 2017). This is further captured in Table 1.1. Among these schools, nine schools were from Kisii County and three from Homabay County (2016, July 27) The Daily Nation.

**Table 1.1: The Chronology of Deviance in Kenyan Secondary Schools**

<b>Year</b>	<b>Number of Cases</b>
1908	One case reported
1960s-1970s	A few cases characterized by bunking of classes and riots.
1980s and early 2000s	An increase from 22 schools experiencing unrest to 250 schools by 2001
2007	Three high schools closed down in separate riots and damage of property
2008	Over three hundred secondary schools closed down.
2016	Over 126 schools hit by unrest

Recently, it was reported that Kenya has the highest cases of bullying in schools in Africa (MOE, 2019).

In Homabay County deviance has been rampant in the schools as indicated by the high number of cases of deviance reported in the region. Between the years 2018 and mid 2019, 150 cases of deviance were reported from the 315 schools within the region (Homa bay County Education Office, 2018) which led to destruction of property, physical injury and a drop in academic performance in the affected schools. These cases included 45cases of violence and student unrest, 80 cases of irresponsible sexual behaviour and 25 cases of drug use. This is further represented in table 1.2 below.

**Table 1.2: Deviant Behaviour among Secondary School Students in Homabay County**

<b>Deviant Behaviour</b>	<b>2018</b>	<b>2019</b>
Drug use	9	16
Violence	20	25
Irresponsible sexual behaviour	37	43
<b>Total</b>	<b>66</b>	<b>84</b>

*Source: Researcher's Data 2019*

What makes the situation more serious is the fact that nobody seems to have a conclusive explanation as to why the adolescents behave the way they do and how to get rid of deviance. The insufficient research on deviance among adolescents in Homa bay County may have adverse consequences on the success of any interventions geared towards curbing deviance in this region.

For a long time, people assumed that the only way to restrain deviance is by corporal punishment but this has failed since it only leads to a lot of acting out among our students. According to Changalawa, Ndurumo, Barasa and Poipoi (2012), dependence on corporal punishment to control behavior results to poor adjustment and deviance and inhibits development of internal control. This leaves schools with limited options in dealing with students with deviant behavior (Cheng, 2012). This necessitates the clarion call to uncover the possible causes of deviance right from the home environment. Changalawa *et al* (2012) aver that if a parent has only a hammer to fix everything that is

wrong in their home, they will break more than they can fix. The better option is to have a tool box full of parenting tools. This implies a holistic type of upbringing. Further research on deviance could unravel the puzzle of student deviance in secondary schools. Therefore this study focused on risky sexual behavior, violence and drug use as some of the most prevalent deviant behaviors exhibited among the students in schools within Homabay County.

According to Bowlby (1998) parental attachment style is a durable psychological connection with an important person that causes excitement and consoles in times of distress. When a child exhibits secure parental attachment style the child tends to seek proximity with the parent and feel comfortable when the parent is around. Traditionally, home is the place where behavior is shaped and it is the role of the parents to make sure that the child goes to school already imbued with a sense of right and wrong. This can only happen when there is an appropriate parental attachment style between the parent and the child right from conception through adolescence. This attachment with parents would also help the child develop a proper mental representation of self and others and consequently shape how they regulate their emotions, thoughts and behaviour. For example, a longitudinal study carried out in Hong Kong by Shek, Ma and Tang (2012) revealed that a strong family bonding protects students from engaging in problem behaviour. However, the longitudinal design has a disadvantage of producing less reliable data due to attrition of the subjects and expenses and it also requires a longer period of time to complete hence poses the risk of priorities changing along the way. According to Kincaid, Jones, Sterret and MCKee (2012) parental monitoring and parental warmth are

protective against sexual risk behaviour. Several studies conducted in Kenya have also revealed a relationship between parent child relationship and deviant behaviour. For example, Ndaita (2016) investigated the nature and causes of indiscipline in Kenya and revealed that poor parent involvement in dealing with students' behaviour also contributes to indiscipline. Poipoi, Agak and Kabuka (2011) also investigated factors contributing to violent behaviour among public secondary schools in Kenya and revealed that poor relationship between parents and children contributes to violent behaviour among secondary school students. Therefore, without an appropriate parental attachment style the child is likely to become deviant and hence perform poorly in school. In Homabay County the main economic activity is fishing and most parents spend their time in the lake as fishermen or as fish mongers. This interferes with the attachment between the parents and the children. Coupled with the cases of deviance reported among the secondary school students in the county, the study investigated the relationship between parental attachment style and deviant behaviour among secondary school students in Homabay County.

Family socioeconomic status refers to parents' literacy level, house hold income, the presence of both parents and whether the parent is employed or not (Nezhad, Rahmati & Nezhad, 2012). This implies that a higher socioeconomic status would translate to higher household income, a higher level of parent education, full time employment and a two parent household and the opposite would be true for low socioeconomic status. A person is considered poor when his measured standard of living in terms of income or expenditure is below the poverty line (Uyang, Festus & Bassey, 2016). This study

assumed that the students from low socioeconomic status families are likely to become deviants and consequently exhibit poor academic performance as supported by Rawatlal *et al* (2015).

A survey research conducted by Kori (2015) in America using a sample of university students revealed that socioeconomic status of the family contributed significantly to risky sexual behaviour. While Kori used a sample of university students, the current study was conducted among secondary school students. In Nigeria, a study conducted by Uyang *et al* (2016) found that if family social capital is weakened then increases in behaviour problems become more likely while if family social capital is strong then increases in behaviour problems are less likely to occur. However, Uyang *et al* collected data using structured questionnaires as opposed to the current study which collected data using questionnaires, structured interviews, observations and analysis of documents. According to (Davies, 2012) parents who are socioeconomically strained are less likely to assist their children with the problems they experience hence leading to deviance. Further still Omboto, Ondiek, Odera and Ayugi (2013) also reiterate that delinquency rate increases with a decrease in social class and that economic stress and sense of personal failure causes social decay. Considering the fact that in Nyanza region Homabay County is the poorest with a poverty index of 44.1% ranking 15 in the whole nation and also second in the whole country in teenage pregnancy coupled with other cases of deviant behaviour reported from among the secondary school students within the county, the study sought to investigate the relationship between family socioeconomic status and

deviant behaviour and also to determine whether the socioeconomic status of the county contributes to the parental attachment style exhibited by the students.

The government of Kenya has had several task forces investigating the possible causes of deviance in the Kenyan schools, the latest one being the 2017 task force (MOE, 2017) which also acknowledged the contribution of parents to the behavior of their children. A major flaw in most of these reports is that despite acknowledging the fact that parents have a role to play if deviance is to be arrested in our schools, in their recommendations they are quiet about parental involvement. A cross sectional study carried out by the Kenya National Crime Research Centre (2016) from 16 counties that had experienced incidences of student unrest and arsons also ranked parents and guardians third in the category of individuals and institutions contributing to unrest in schools. This further necessitates the need for research on the role of parents in curbing deviance in our schools.

It is believed that socioeconomic status also contributes significantly to the parental behavior and consequently children's development and behaviour. The success of a child in school depends on comfort provided by the parents in the home environment (Faisal, 2014). Poor parents experience a lot of social strain as they struggle to provide the very basic needs for their families and this denies them a chance to form secure attachment with their children in order to provide the required guidance. It is unfortunate that a large number of students from Homabay County come from underprivileged homes that are unable to provide them with all the resources they need in order to excel in school. Whereas rich parents can provide adequate comfort at home and in school, children from

poor families may hardly afford such privileges (Yunus & Dahlan, 2013). The study also sought to determine the mediative role of family socioeconomic status in the relationship between parental attachment style and deviant behaviour.

## **1.2 Statement of the Problem**

Deviance in schools has devastating effects which include disruption of the learning process, destruction of learning facilities within the schools, deviant students being unable to complete school as they are often excluded from the learning process while some end up in jail, deaths of innocent students and finally poor academic performance. Teachers have also suffered in the hands of deviant students. Some students suffer more severe consequences of deviant behavior like contracting sexually transmitted diseases and also giving birth to children they are unable to bring up. What makes the case of Homa bay County more egregious is that being situated along Lake Victoria where the main economic activity is fishing, children are often left alone in the homes as parents spend time in the lake fishing or along the lake as fishmongers. This interferes with the attachment between the children and their parents. According to the national HIV and AIDs Estimates reports released by the National Aids Control Council, in Nyanza region, Homa bay County is the leading in HIV/AIDS infection at 25.7%. This also interferes with the economic production of this region. Recently Homabay County was also ranked second in the whole country at 33% in teenage pregnancy. This is captured in Appendix XIV. Compared to the counties around, Homa Bay County is the poorest ranking number 15 in the nation.



The high rate of deviant behaviour exhibited among the secondary school students in homabay county moved the researcher to find out whether parental attachment style contributes to deviant behaviour, whether the lower socioeconomic status of Homabay county contributes to the deviance among secondary school students and whether the socioeconomic status contributes to the relationship between parental attachment styles and deviant behaviour and also the anticipation of finding a lasting solution to deviant behaviour.

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

The purpose of this study was to establish the relationship between parental attachment, family socioeconomic status and deviant behavior among secondary school students in Homa bay County.

### **1.4 Objectives**

This study was guided by the following objectives;

- i. To assess the relationship between parental attachment styles and deviant behavior among secondary school students.
- ii. To evaluate the relationship between family socioeconomic status and deviant behavior among secondary school students.
- iii. To determine the mediative role of SES in the relationship between parental attachment style and deviant behavior among secondary school students.
- iv. To examine gender differences in deviant behavior among secondary school students.

## **1.5 Research Hypotheses**

H0<sub>1</sub> There is no significant relationship between parental attachment and deviant behavior among secondary school students.

H0<sub>2</sub> There is no significant relationship between family socioeconomic status and deviant behavior among secondary school students.

H0<sub>3</sub> There is no significant relationship between family socioeconomic status and parental attachment among secondary school students.

H0<sub>4</sub> There is no significant gender difference in deviant behavior among secondary school students.

## **1.6 Significance of the Study**

The study findings may be a resource material on the relationship between parental attachment style, family socioeconomic status and deviance among the adolescence in Homabay County. The findings may help the teachers' service commission to design and develop interventions that meet the needs of high risk groups and optimize parental involvement in the learners' education for example, organizing family therapy for all the students, led by the school's counselor. Based on the findings of this study, the government may find it necessary to train teachers on how to interact with the students and their families in order to understand the diversity of each family. This document may also convince the government to introduce parenting as a unit in our curriculum especially in colleges. The findings may also help the teachers and parents to take note of the learners who are more susceptible to deviance in future with an aim of assisting them. This study may be a necessary reference document to parents on the formation of appropriate parental attachment styles with their children right from conception.

### **1.7 Justification of the Study**

Discipline of a student is an integral part of the recipe of academic success and subsequently personal and communal success. With regard to deviant behaviour a lot of attention has been focused on the consequences which impact negatively on the student, school and community as a whole. However, there is need for a multifaceted approach to deviant behaviour which focuses on the genesis, consequences and the mitigation measures. Despite relentless effort by the government and other stakeholders to curb deviant behaviour in schools, the reality on the ground is that deviance among secondary school students is still far from being eliminated. There are several studies conducted in Kenya concerning deviant behaviour in secondary schools but little is available about Homabay County. Based on the persistent deviance exhibited by the secondary school students in Homabay County and the gaps of knowledge in this area, this study investigated the relationship between parental attachment styles, family socioeconomic status and deviant behaviour among secondary school students. The findings would be useful for policy makers in formulating policies to help mitigate deviant behaviour.

### **1.8 Scope of the Study**

The study focused on the relationship between parental attachment styles (secure and insecure), family socioeconomic status (parent education, parent income and parent employment), gender and deviant behavior (violence, drug use and risky sexual behavior). This study was conducted in public and private secondary schools in Homabay County. Although students across the classes may be involved in deviant behavior, this

study confined itself to the form two students in the secondary schools within Homabay County.

### **1.9 Limitations of the Study**

The researcher suspected that some of the participants would consciously give untrue responses which would paint their parents as the best or the worst, however the researcher implored them to be truthful as the findings of the study could be used to help develop policies that would help curb deviance in our schools. Furthermore the reliability and validity of the instruments were ensured in order to guarantee the reliability and validity of the data collected.

### **1.9 Theoretical Framework**

The study was guided by parental attachment theory by Bowlby and Ainsworth (1998) which provided an important conceptual link between parental attachment styles and deviance and structural strain theory by Robert Merton which provided a conceptual link between family socioeconomic status and deviance.

#### **1.9.1 Parental Attachment Theory**

Although there are several theories that try to account for deviant behavior and even others that also talk about attachment as a possible cause of deviance, this study adopted the parental attachment theory because it elaborates the specific types of parental attachment and their consequences on the development of the child. Guided by this theory, the study assumed that if a child experiences a strong positive attachment with the

parents, then he will exhibit appropriate self control and peaceful coexistence with others in the community.

Attachment theory originated from the works of John Bowlby and Mary Ainsworth (1998). Bowlby noticed that children consistently reacted to separation from their parents and caregivers in various ways and later concluded that early attachment processes result to a particular mental model of relationships that determines how the child interacts with other people (Brogaard, 2016). Mary Ainsworth came up with different attachment styles. According to Bowlby and Ainsworth (1998) securely attached children get upset when their parents leave but when the parent comes back they get excited. Such individuals foster healthy relationships with others and are self confident. They exhibit low anxiety and low avoidance. They are less likely to engage in high risk behavior, they exhibit limited mental health problems and a high level of social skills and coping and adjustment strategies. Their parents exhibit consistent behavior patterns and sensitivity to the needs of their children.

Insecure avoidant children doubt their parents. Their parents are disengaged and are emotionally distant. It is a deactivation of attachment. These individuals care less about close associations, they abhor dependence on other people and prefer that others are not too dependent on them. They are vulnerable to casual sex and they use sex as a kind of control or proof of their attractiveness or status (Bowlby & Ainsworth, 1998).

Anxious resistant/vulnerable insecure attachment can be seen as a hyper activation of the attachment system. These individuals over invest themselves emotionally, highly

dependent on relationships and live in fear of rejection and criticism (McLeod, 2014). Beneath their conscious thoughts, the people with anxious parental attachment style ache and yearn for parental love or the love of a protector who can play a parental role (Brogaard, 2016). Such children feel that the people around them have not done enough for them and have in a way let them down. Parents behave inconsistently; showing love at times and at times disengaged (Bowlby & Ainsworth, 1998).

In this study the parental attachment theory offered an insight into parental attachment styles as an independent variable of the study whose contribution manipulates the behaviour of the dependent variable. For example, the students with secure parental attachment style are expected to score lower in deviant behaviour as compared to those of insecure parental attachment styles since they exhibit limited mental health problems, a high level of social skills, coping and adjustment strategies.

Based on the assumptions of this theory the study expected the students who exhibit insecure avoidant parental attachment style to score higher in deviant behaviour compared to those of insecure vulnerable attachment style. This is because the avoidants are characterized by vulnerability to irresponsible sexual behaviour and detaching themselves from other people Ainsworth *et al* (1978). Those with insecure vulnerable attachment style are characterized by intense desire for an attachment figure, anxious and angry behaviour towards the caregivers and a lot of distress upon separation which make them more susceptible to deviant behaviour.

### **1.9.2 Structural Strain Theory by Merton (1940)**

The Structural Strain Theory by Robert Merton (1940) states that social structures within society may pile pressure on citizens to commit crime. Every child who goes to school has a goal, which can either be personal or communal. In most cases these goals are directed towards achieving economic success. By going to school, they perceive education as a legitimate means of achieving their goals which are also in away influenced by their culture. Thus success in school or education would imply economic success, while failure in education/school would imply economic failure. Most students especially those who are socially underprivileged find difficulty sustaining themselves in schools because of their socioeconomic status.

According to Merton (1940), when faced with strain, people have five ways to adapt. The first group consists of those who conform to society's norms and values despite their strain. They believe they should work to make money and continue to be good, law abiding citizens. This adaptation is referred to as conformity. There are those who when faced with strain they still pursue economic stability but they invent new strategies of achieving it, some of which may be illegal. This adaptation is referred to as innovation. Ritualism is the kind of adaptation of the pessimists who continue to work without much hope of improving their lives. This adaptation is a logical reaction to the strain poor people experience. Retreatism is the adaptation of those who reject both the cultural goals and the means to obtain them then find a means to escape it for example, by becoming hobos or drug addicts. Finally, rebellion is the adaptation that involves rejecting the cultural goals and the means then strive to create a new society with a new value system.

Such individuals may include the radicals and the revolutionists (Giddens & Sutton, 2017).

In this study, this theory provided a conceptual link between family socioeconomic status and deviant behaviour. Guided by this theory it was assumed that children from low socioeconomic status families are more deviant than their counterparts from high socioeconomic status families. This is because when these children realize that their academic success is threatened by the economic strain that they face, they are likely to come up with new means of achieving their goals, for example, girls getting involved in irresponsible sexual behaviour in order to get school fees and other basic needs. They are also likely to abandon both the goals and the means of achieving them and instead become drug users. Finally, these children are also likely to become rebels because of the social strain that they face and as a result become violent and be involved in students' unrest. It is also possible that some of the students would become pessimists and stop striving to achieve their goals. However, some would also opt to continue abiding to the rules and regulations of the institutions and continue working hard to realize their goals.

This study also assumed that the students from higher socioeconomic status families are less deviant because they experience limited socioeconomic strains and therefore they are more likely to conform to the laid down rules and regulations of the learning institutions.



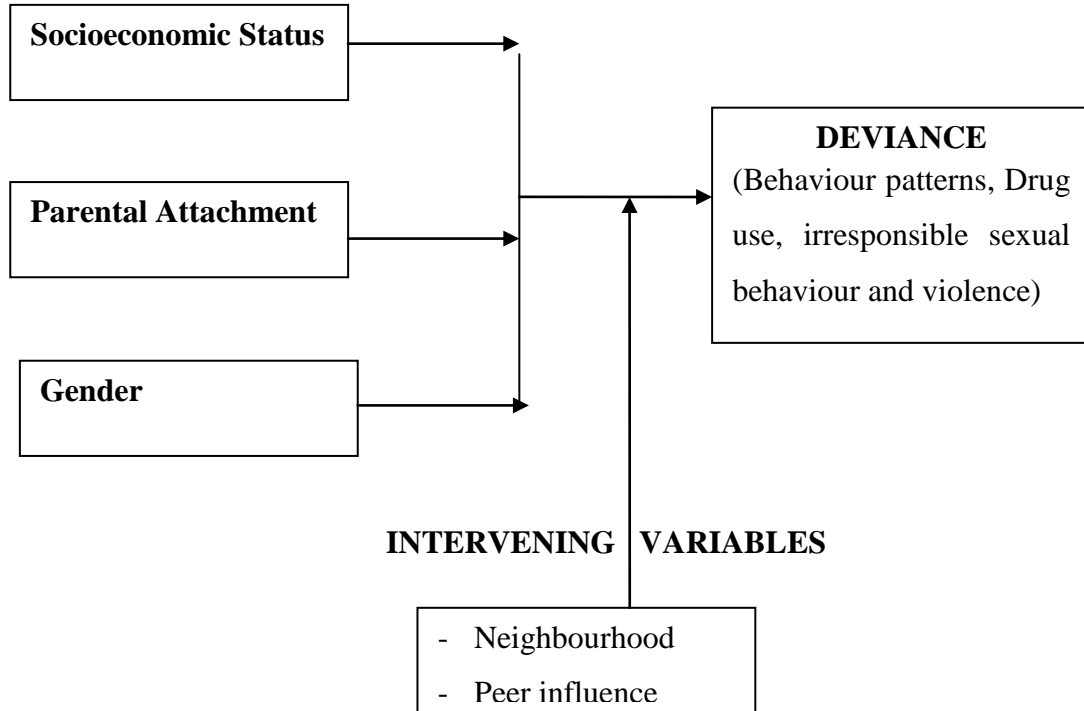
### **1.10 Conceptual Framework**

A conceptual framework outlines possible courses of action or a preferred approach to an idea or thought, (Shields & Ragarjan, 2013). In this study, the independent variables are parental attachment, family socioeconomic status and gender while the dependent variable is deviant behavior. The conceptual framework expresses the relationship between parental attachment styles (secure and insecure) and deviant behavior, the relationship between family socioeconomic status and deviant behavior, and finally, the relationship between gender and deviant behaviour among secondary school students in Homa bay County. It was expected that students who are securely attached to their parents would be less deviant as compared to those who are insecurely attached. It was also expected that those students from lower socioeconomic status families would be more deviant as compared to their counterparts from higher socioeconomic status families.

The intervening variables include the neighborhood and peer influence. A student who is securely attached and from a high socioeconomic status family may end up being deviant because of the influence of peers and the neighborhood. Similarly a student from a lower socioeconomic status who lives in a conducive environment may not be deviant even if insecurely attached to the parents. The intervening variables were taken care of through random sampling.

**INDEPENDENT VARIABLES**

**DEPENDENT VARIABLE**



**Figure 1. 1: A Conceptual Model showing the Relationship between Parental Attachment, Family Socioeconomic Status, Gender and Deviance among Secondary School Students**

(Author, 2019).

### **1.11 Operational Definition of Terms**

**Anxious resistant insecure attachment (vulnerable attachment)** - Refers to the clingy type of attachment. Parent's behavior is inconsistent. The children ache and yearn for parental love.

**Deviant Behavior**- This refers to any form of indiscipline. In this study they include drug use, irresponsible sexual behavior and violence.

**Drug use**- having consumed, sold or being in possession of alcohol, bhang or any other illegal drug.

**Irresponsible sexual behaviour**- being in an intimate relationship, having had sexual intercourse and having a baby at home

**Violence**- any form of aggression and students' unrest.

**Family Socioeconomic Status**- This is the economic stability of the family. It includes parental education, employment status and income. Parents who are highly educated, have stable employment and their income is relatively high are assumed to be stable economically.

**Insecure avoidant attachment style** - This Refers to the closeness between parents and their children in which the parents are disengaged and are emotionally distant. As a result the children do not trust their parents. It is also referred to as the deactivation of attachment.

**Irresponsible Sexual Behavior**- Refers to having sexual intercourse or being in an intimate relationship. For example having a baby at home, having a boyfriend or girlfriend.

**Parental Attachment-** This refers to the closeness between parents and their children.

For example, parents who listen to their children, responsive to their needs and are friendly foster secure attachment to their children.

**Secondary School Students-** Form two students in public secondary schools in Homabay County.

**Secure Parental Attachment-** Refers to an attachment between parent and child in which the parent exhibits consistent behavior patterns and are sensitive to the needs of their children. The children are happy in the presence of the parents and have healthy connections to other people too.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter contains reviewed literatures that are related to the topic of this study. The reviewed literatures include the previous international, regional and local researches that have studied the relationship between parental attachment, socioeconomic status, gender and deviant behavior.

#### 2.2 Relationship between Parental Attachment Style and Deviant Behavior

According to Ainsworth *et al* (1978) there are three basic styles of parental attachment. They include secure parental attachment style, insecure avoidant parental attachment style and insecure vulnerable parental attachment style. Children with secure parental attachment style are characterized by conformity to the rules of the learning institution and better coping styles while early insecure parental attachment style predisposes children to social problems later on in life (Colonnese, Draijer, Stams, Broggen & Bogels, 2011). They also aver that insecurely attached children develop negative internal working models and therefore have negative representation of both self and others. These have also been depicted by various studies reviewed from the world, Africa and finally Kenya as presented below.

Imtiaz and Naqvi (2012) investigated the relationship between parental attachment style and identity styles among adolescents in Pakistan. Using convenient sampling technique they selected a sample of 252 adolescents from four colleges/ universities. The findings

showed that parental attachment style was positively related with informational, normative and commitment identity styles. While Imtiaz and Naqvi (2012) employed convenient sampling technique and college students, the current study used stratified random sampling technique and the participants were secondary school students, teachers and parents.

Lim, Muslihah, Sa' Odah and Wu (2013) investigated the relationship between parental attachment style and delinquency among adolescents in Selangor Malaysia. They used a sample of youths randomly selected from four secondary schools in Malaysia. Their study revealed a significant negative relationship between father and mother attachment and adolescents' delinquency. Lim *et al*, (2013) only targeted four schools while the population of the current study constituted all the 315 secondary schools in Homabay County.

Ngai (2015) investigated the effects of parental care and parental control on adolescents' authenticity, bravery, perseverance, kindness, love, social intelligence, fairness and self regulation. They used qualitative paradigm and survey data collected from a convenient sample of 2010 Chinese adolescents recruited from secondary schools in Hong Kong. They revealed a significant relationship between parental care and authenticity, bravery, perseverance, kindness, love, social intelligence, fairness and self regulation. Ngai (2015) adopted qualitative paradigm as opposed to the current study which adopted the mixed methodology.

Rafiq, Fatima, Sohail, Saleem and Khan (2013) studied the effects of parental involvement in the academic achievement of their children. They used a sample of students from secondary schools. They used simple random sampling to select students from four schools. They collected data through survey questionnaires and revealed that parental involvement has a significant effect in better academic performance of their children. The study by Rafiq *et al*, (2013) was purely quantitative while the current study was both quantitative and qualitative.

Robin (2013) synthesized the existing research on the influence of parent- child attachment relationships on adolescents' deviant behavior in Waltham, Massachusetts. The study revealed that adolescents who exhibit secure attachment and high self esteem do not involve themselves in risky behaviors as compared to those with insecure attachment and low self esteem. Robins' study only synthesized existing research which has a disadvantage of being outdated due to changes in the society as opposed to the current study in which both primary and secondary data were used.

Cheng (2012) conducted a research on the influences of the teacher student relationship, the parent child relationship and social control on student's deviant behavior in Taiwan. Using stratified cluster sampling he came up with a total of 2715 students. The findings revealed deviant behavior is a result of social control, teacher student relationship and the parent child relationship. The study by Cheng was conducted in Taiwan while the current study was conducted in Kenya. Cheng (2012) adopted a cross sectional design while the current study employed a correlational design.

Misbahi and Aisha (2011) explored the possible relationships between parental attachment and aggressive behaviour among adolescents in Pakistan. Using purposive sampling they selected a sample of 300 (150 boys and 150 girls) participants with ages ranging between 13 and 15 years. The results indicated a significant negative correlation of parental attachment and with aggression. While Misbahi and Aisha only concentrated on aggression, the current study focused on violence, risky sexual behavior and drug use. The sample used in the reviewed study was purposively selected while the current sample in the present study was selected both purposively and randomly.

Sanne, Hoeve, Stams and Asscher (2016) carried out a research to test whether the associations between adolescent parent attachment and externalizing problem behavior of adolescents in Amsterdam, Netherlands. They used a sample of 102 adolescents of between 12-19 years who were purposively selected. Their findings revealed that attachment insecurity is related to externalizing problem behavior. They also found that the association between attachment and delinquent behavior was mediated by parental monitoring. While the study by Sanne *et al* (2016) obtained data from the youths already reviewed as deviants, the data in the current study was obtained from all the form two students in the secondary schools within the region of study.

Shek, Ma and Tang (2012) examined delinquency and problem behavior intention among early adolescents in Hong Kong. They adopted a longitudinal design, used a sample which was randomly selected from 28 secondary schools. The findings indicated that strong family bonding shields students from deviance. While the study by Shek *et al* (2012) adopted a longitudinal design which has the challenge of subject attrition and



expense in terms of time and monetary, the current study adopted a correlational survey design.

Beck (2011) did a research on the role of mother's authoritative parenting in adolescent attachment and social relationships in Washington DC. They also explored the role of adolescent attachment security as a mediating variable for this relationship. Used a sample of 118 families who had sought treatment between 2001 and 2008 and each family included a mother and at least one adolescent aged 12-18 years who were randomly selected. The study only considered mothers' parenting styles and the mothers were aged 28-55. Attachment was measured using the relationship questionnaire. The participants were interviewed over the phone. The results of this study revealed that attachment security did mediate between authoritative parenting and adolescent social support. However, a significant positive relationship existed between adolescent attachment security and adolescent social support. This implied that adolescents with a more secure attachment styles had higher levels of social support from friends than those with a less secure attachment styles. While Beck (2011) only focused on mothers' authoritative parenting, the current study investigated the attachment of both parents to their adolescents. In the above study the participants were only interviewed over the phone but in the current study, the researcher physically met the participants, administered questionnaires and interviewed them.

Jayaram and Caeiro (2017) investigated teachers' perception about students indulging in deviant behavior and discovered that majority of the learners become deviant due to

inappropriate parental behaviour. The participants in the above study were schoolteachers as opposed to the current study which involved students, teachers and parents as the participants in the study. Data in the study by Jayaram and Caeiro was collected using open ended interview schedules as opposed to the current study in which data was collected through questionnaires, observations and interview schedules, focus group discussions and analysis of documents.

Parks (2013) carried out a study in the United States to investigate the effects of parental social control measures on delinquency by family structure. She carried out a longitudinal study on adolescents from junior high schools and high schools. Using a sample of 4,389 adolescents randomly selected she found no significant relationship between family structure and juvenile delinquency. She found a minimal significant difference in delinquency between adolescents from cohabiting families and two biological families. Parental attachment significantly contributed to the involvement of the youths in delinquency. While parks adopted a longitudinal design, the current study investigated parental attachment and deviance and employed a correlational design.

Shute, Hansen, Underwood and Razzouk (2011) conducted a non experimental research on the relationship between parental involvement and academic achievement of secondary school students all over the world. They gathered and reviewed documents relating to the parental involvement. The results of this review revealed that parents have negligible effects on their children's academic achievement as compared to peer influence. While Shute *et al* obtained data through review of documents only, the current study obtained data through triangulation; analysis of documents, questionnaires, focused group discussions, observations and oral interviews.

Ruedisueli (2010) conducted analysis of secondary data collected from youths aged 12-17 and a sample size of 5,292. The findings of the review revealed that those who confessed that their mothers know their friends had a reduced probability of having sex, reduced likelihood of having multiple partners, and decreased number of multiple partners. While Ruedisueli (2010) conducted a longitudinal study which has a risk of gathering data that is not 100% reliable due to panel attrition and other factors, the current study adopted a correlational design. Ruedisueli (2010) also used data collected in 1997 while in the present research, primary data collected at the time of the research together with very recent secondary data was used. The above study also concentrated on the parents knowing the friends of their children and irresponsible sexual behavior while the current study focused on parental attachment and deviance.

Guilamo, Alida, MC Carthy, Shannon, Pitt-Barnes and Dittus (2012) conducted a structured literature review on fathers' contribution to adolescent's irresponsible sexual behaviors. Most of the studies reviewed employed quantitative research paradigm and a cross sectional study design. The findings of most of the reviewed studies showed that emotional qualities of the father- adolescent relationship were significantly associated to adolescent sexual behavior. While the work of Guilamo *et al* (2012) was purely qualitative, the current study was both qualitative and quantitative. The above study only conducted a structured review of secondary literature while the current study used both primary and secondary data.

Borhani (2013) conducted a comparative study to examine the association between insecure attachment and substance abuse, emotional distress and interpersonal problems among youths in California. The participants comprised 19 (nine male and ten females) youths aged 18-32 who were randomly selected. The findings revealed that participants who exhibited higher levels of insecure attachments in their romantic relationships tend to abuse substances more than those who exhibit lower levels of insecure attachment. The study by Borhani (2013) is a comparative study which poses the challenge of operationalizing variables and used a sample of only 19 participants while the current study was a correlational study which used a sample of 512 participants.

Potard, Courtois, Reveillere, Brechon and Courtois (2014) investigated the association between the young adolescents' quality of attachment to their parents and the sexual behaviors reported by adolescents in France. Using a sample of adolescents aged 13.8 years (7<sup>th</sup> and 9<sup>th</sup> grades) the purely quantitative research used a correlational survey design. The findings revealed that attachment to father for girls is significantly related to the acting out of sexuality. Those who are securely attached exhibit responsible sexual behavior as opposed to those with insecure attachment. While the study by Potard *et al* (2014) adopted a purely quantitative paradigm, the current study adopted a mixed paradigm.

Yesu and Hardwood (2015) carried out an in depth literature review on the influence of parental attachment, support and pressure on athletic participation. They later concluded that parental attachment significantly affects the decision whether to participate in athletics or not. While Yesu and Hardwood concentrated on parental attachment and

athletics participation, the current study focused on parental attachment and deviance. Yesu and Hardwood conducted a meta- analysis of literature while the current study analyzed both secondary and primary data obtained through triangulation.

Tadesse, Mitikie, Yemane, Amenu and Tesfaye (2016) did a research in an attempt to unearth the possible determinants of risky sexual behaviour among preparatory school Students in Gurage Zone, SNNPR, Ethiopia. The study adopted a cross sectional quantitative study design. Using the multistage sampling technique, a sample of 418 participants was selected. The study revealed that parental attachment was significantly correlated to risky sexual behavior of students. Tadesse *et al* (2016) adopted a cross sectional design and a quantitative paradigm while the current study adopted a correlational design and mixed method of research.

A study conducted by Edobor and Ekechukwu (2015) in Nigeria which focused on the factors influencing lesbianism among senior secondary school students also revealed that personality traits depend on the parenting styles. Although Edobor and Ekechukwu used the simple random sampling technique, their study adopted the ex-post facto research design and their data was collected using questionnaires only. This differs from the current study which adopted a correlational study design and the data was collected through triangulation. The study by Edobor and Ekechukwu (2015) was purely quantitative while the current study adopted the mixed methodology.

Negeri (2014) did an assessment of risky sexual behaviors and perception among the youths in western Ethiopia. The study adopted a comparative cross sectional design and a qualitative paradigm. Using the simple random sampling technique, a sample of 1,200 youths of ages 15-24 years was selected. The findings of this study showed that high family connectedness reduces the chances of early sexual activity and multiple sexual partners. Negeri (2014) adopted a cross sectional design and a qualitative paradigm while the present study adopted a correlational design and mixed method of research.

A research carried out by Banda and Mweemba (2016) on the nature of deviant behavior patterns that are prevalent among students in secondary schools in Zambia also indicated that children from less privileged families experience a lot of difficulty at school too. The study adopted a mixed method of research and a survey design. Data was collected through surveys and focus group discussions. The study by Banda and Mweemba (2016) differs from the present study in the sense that it investigated the prevalent deviant behaviours in secondary schools while the current study assessed the relationship between parental attachment and deviant behavior. Their study was conducted in Zambia while the current study was conducted in Kenya.

Sidze and Defo (2013) explored the effects of parenting practices on sexual risk taking among young people in Cameroon. The study adopted a correlational design and used a sample of 447 (220 males and 227 females) purposively sampled. The findings of this study indicated that high quality of parent child relationship lowers the odds of youths having multiple sexual partners. Msidze and Defo (2013) conducted a meta- analysis of

secondary data while the current study used primary data collected through triangulation and secondary data from the schools within the sample.

Dimbuene and Defo (2010) investigated risky sexual behavior among unmarried young people in Cameroon. They used a sample of 1025 sexually active youths of 12-24 years and analyzed a secondary data which was collected between the year 1996 and 2002. Their findings proved a significant negative relationship between parent/ guardian- youth relationships and risky sexual behavior. They analyzed a secondary data which was collected in the year 2002 while the current study used a primary data collected at the time of the study and very recent secondary data from the schools. Dimbuene and Defo (2010) selected their sample purposively as opposed to the present study which used both simple random sampling technique and purposive sampling.

In a study by Watiri (2012) conducted in Kipipiri Kenya, it was revealed that among the many factors associated with deviance, parental characteristics and school environment had a contribution in making the individual student deviant. The study which adopted a mixed research method was conducted in four secondary schools and data was collected using written questionnaires as opposed to the current study in which data was collected using questionnaires, observation, focus group discussion, interview schedules and analysis of documents.

Changalawa, Ndurumo, Barasa and Poipoi (2012) investigated the relationship between parenting styles and alcohol abuse among college students in Kenya. The study adopted a descriptive survey design. Using purposive sampling technique they selected a sample of

32 participants from teacher trainees taking alcohol. They observed that parenting styles have a significant relationship to alcohol abuse. While Changalawa *et al* (2012) conducted their study among college students with a sample of 32 participants, the current study was conducted among secondary school students with a sample of 512 participants. While their sample was purposively selected, the sample in the present study was selected through both purposive sampling and random sampling techniques.

Poipoi, Agak and Kabuka (2011) investigated home factors contributing to violent behavior among public secondary school students in western province- Kenya. The study adopted a descriptive survey research design. Using simple random sampling they selected a sample of 213 teachers and 1,152 form two students who participated in the study they gathered information using structured questionnaires and in depth interview guides. The results of the study revealed that poor relationship between parent and children contributed to violent behavior. The reviewed study only concentrated on public secondary school students while the current study covered both public and private secondary schools.

Njagi (2012) carried out investigation on intimate partner violence among students of the University of Nairobi. The target population consisted of students who were in relationships. The sample was selected using snowball sampling. The study adopted a descriptive cross sectional design and data was collected using structured questionnaires and in depth interviews. The study discovered that main contributors to intimate partner violence include lack of trust, infidelity, alcohol and drug abuse. In the study by Njagi



(2012), the participants were university students while the current study used a sample of secondary school students. Njagi (2012) sampled the participants purposively and used a cross sectional design as opposed to the current study which selected its sample using simple random sampling and purposive sampling techniques and adopted a correlational study design.

Chebukaka (2014) investigated drug abuse among students in public secondary schools in Vihiga County-Kenya. The study employed descriptive survey design and ex-post facto approach. The sample was selected randomly and data collected through questionnaires. The data collected was purely quantitative implying that the study only employed the quantitative paradigm. The study found that the students in Vihiga County averagely involved themselves in drugs. Chebukaka (2014) adopted ex-post facto design which only allows for purposive sampling and a quantitative paradigm while the current study adopted a correlational survey design and a mixed method of research. The sample in the current study was also randomly selected as opposed to the sample in the above reviewed study which was purposively selected.

Akwalu (2016) examined the behavioural effects of parental violence on learners' academic performance in schools in Tigania East sub County of Meru County in Kenya. The study employed a descriptive survey design. Using stratified random sampling technique a sample of 163 participants (9 principals, 9 deputy principals, twenty two teachers, 100 learners and 14 peer counselors. Data was collected through questionnaires and interview guide. The results of the study revealed that parental violence affect the

learners' academic performance. While Akwalu (2016) investigated the relationship between parental violence on learners' academic performance, the current study assessed the relationship between parental attachment and deviance among adolescents.

Waithima (2017) conducted a research on substance use assessment among school going adolescents in Nyeri County. The study adopted a cross sectional descriptive survey design with a quantitative paradigm. Self administered questionnaires were used to collect data from a sample of 1038 which was selected using both purposive and random sampling techniques. Data was analyzed descriptively. This study discovered that more than 78.2% of the participants had seen someone they knew using substances. While the above reviewed study analyzed data descriptively, the current study analyzed data using both descriptive and inferential statistics. The study by Waithima (2017) adopted a quantitative approach while the current study adopted the mixed method of research.

Malayi, Mauyo, Nassiuma, Oduma, Majanga, and Mandillah (2013) conducted a research on the impact of parenting styles on acquisition of deviant behavior among children aged 8-18 years in western Kenya. The study used a sample of 185 participants who were purposively selected and data collected through structured questionnaires. The descriptive study revealed that participants with parents who are restrictive, authoritarian and permissive are most likely to become deviants. Malayi *et al* (2013) selected their sample purposively while in the current study both random sampling and purposive sampling were used. While their data was collected through questionnaires, in the current study data was collected through triangulation.

Mutie (2015) did a correlational research on effects of emotionally absent parents on the behavior of adolescents in secondary schools in Machakos County-Kenya. A sample of 200 students from ten secondary schools and data collected through self administered questionnaires were used. The study found that those who experience emotional parental neglect also express hatred for school rules and elders and report having engaged in different forms of indiscipline in schools. Although Mutie (2015) adopted a correlational design, data was collected only through questionnaires, in the current study data was collected through triangulation. The study by Mutie (2015) was purely quantitative while the current study was both quantitative and qualitative.

A research done in Muhoroni sub county by Simba, Agak and Kabuka (2016) on the impact of discipline on academic performance of pupils in public primary schools revealed that discipline related positively with and accounted for 23% of variance in the pupils' academic performance. This study which targeted standard eight pupils adopted a correlational research design and utilized a sample size of 817 pupils. The sample was randomly sampled and the data was collected using questionnaires. Simba *et al* (2016) conducted their study among primary school pupils while the current study was conducted among secondary school students. They also collected their data using questionnaires only as opposed to the current study which collected data using triangulation.

Past researches have indicated that there is a relationship between parental attachment and deviant behavior with most of them indicating a positive relationship between secure

parental attachment and qualities like authenticity, bravery, high academic performance, high self esteem, responsible sexual behavior and participation in co curriculum activities. Lim *et al* (2012), Dimbuene and Defo (2013), Yesu and Hardwood (2015), Shute *et al* (2011), Simba *et al* (2016), Akwalu (2017), Rafiq *et al* (2013) Ngai (2015) and Robin (2013). Some studies have also revealed a positive relationship between insecure parental attachment and adolescents' delinquency, low self esteem, verbal aggression, violent behaviour and risky sexual behavior. (Poipoi *et al* (2011), Tadesse *et al* (2016), Borhani (2013), Mutie (2015) and Sanne *et al* (2016). On the other hand there are some studies that also revealed minimal or no relationship between parental attachment and adolescents' behavior and a positive relationship between parental attachment and adolescents' delinquency respectively Beck, (2011) and Changalawa *et al* (2012).

### **2.3 The Relationship between Family Socio economic Status and Deviant Behavior**

According to Sang (2015) the socioeconomic back ground of secondary school students determine their behaviour and academic performance. Sang further opines that family socioeconomic status can be determined by the parental level of education, occupation and income levels. It also determines various aspects of a student's life including behaviour and academic performance as depicted in the reviewed studies.

Mohnsen, Mehr and Rahmati (2012), carried out a research on the social economic status of the family and adolescents students' sport participation in Iran. Using a sample size of 415 adolescents (159 males, 255 females) from 10 high schools they found out that

adolescents from families that have higher levels of socioeconomic status were more active and participated in sports more than others. While Mohnsen *et al* (2012) studied family socioeconomic status and sports participation the current study investigated family socioeconomic status and deviant behavior among adolescents.

Kori (2015) conducted a research on predicting risky sexual behavior among adolescents and socioeconomic status. The study was done in Illinois America. The study used a sample of 255 students (157 female and 65 male). Data was collected through demographic surveys. It was revealed that there was no significant association between parents' education level and number of sexual partners, pregnancy prevention or drug use. However, the study also revealed that socioeconomic status contributed significantly to irresponsible sexual behavior. While Kori conducted his study among university students, the current study used a sample of secondary school students.

A study conducted by Chu (2014) among students in Taiwan established a significant statistical relationship between socioeconomic status and academic achievement in English. The study revealed that upper middle class students performed better than those from lower middle class. The sample in the purely quantitative study was selected purposively as opposed to the present study which adopted the mixed method of research and the sample was selected through the simple random sampling.

Ford (2013) examined the relationship between socioeconomic status and the academic achievement of culturally diverse students in America. The participants were high achieving minority from both high and low socioeconomic groups and they were

purposively selected. Using mixed research method, the findings revealed no significant relationship between socioeconomic status and academic achievement. In the study by Ford (2013) the participants were purposively sampled while in the current study the participants were selected randomly.

Ruqaya, Ghulam, and Asif (2010) conducted a sociological study to investigate social factors contributing to violence among the youth in Pakistan. Using random sampling technique they selected a sample of 175 university students. The study adopted a purely quantitative paradigm and the findings indicated that family factors for example, low socioeconomic status are important predictors of aggression among the youth. The study by Ruqaya *et al* (2010) was conducted among university students while the current study was conducted among secondary school students. They also adopted a purely quantitative paradigm while the current study adopted a mixed method of research.

Alicea (2012) examined gender and socioeconomic status on the emotional intelligence of early adolescents in south Jersey. This study adopted a non experimental correlation design examining archival data. The sample consisted of early adolescent fifth grade students aged 10-13. The study used an archival sample with a sample size of 70 male and female students from five fifth grade classes. The findings of this study revealed that higher socioeconomic status group reported increased adaptability. While Alicea (2012) examined archival data and used a sample of 70 students, in the current study the researcher collected primary data through triangulation and gathered information from resent secondary data and a sample size of 512 students. Alicea (2012) examined

socioeconomic status and emotional intelligence while the current study examined socioeconomic status and deviance. Finally the study by Alicea (2012) was conducted among primary school pupils while the current study was conducted among adolescents in secondary school.

Latham (2014) conducted an ethnographic qualitative observation of drug users in areas of rural poverty in Kentucky and found that drug use cuts across both low and high socioeconomic statuses. The study by Latham was an ethnographic qualitative study as opposed to the current study which adopted a correlational survey design and employed both quantitative and qualitative paradigms.

Humensky (2010) carried out a longitudinal study in the United States to investigate the association between high socioeconomic status and alcohol and illicit drug use in early adulthood. The ages of the participants ranged between 7 to 12. The study used secondary data and school based cluster sampling technique. The study established a positive relationship between high SES and drug use. Humensky (2010) conducted a meta-analysis of data from a longitudinal survey while the current study collected primary data through triangulation and also analyzed recent secondary data and also adopted a correlational survey design. The participants in the study by Humensky (2010) were aged 7-12 while in the current study the participants' age ranged from 14-18.

Patrick, Whiteman, Shoeni and Schulenberg (2012) examined the association of indicators of family socioeconomic status during childhood with drug use among the

youth in the United States. The data was collected from parents and their children. The study adopted the survey design and a sample of 1,203 young adults aged 18-23 who were in their current use of alcohol was randomly selected. The study revealed a significant association between smoking and lower childhood family socioeconomic status and a significant association between alcohol and marijuana use and higher childhood family socioeconomic status. While the reviewed study used a sample of young adults, the current study used secondary school students.

Harrison (2013) investigated whether family factors mediate the relationship between substantial community violence exposure and aggression and post trauma stress symptoms in Florida USA. The sample consisted of 67 youths living in slums. The youth of age 12-18 were selected from middle schools and high schools. The findings showed that parenting techniques mediated the relationship between community violence and subsequent violence among those from lower SES. The sample in the study by Harrison (2013) was selected conveniently while the sample in the current study was selected using both purposive sampling and simple random sampling technique.

Bartley (2010) carried out research on the influence of family socioeconomic status on depression among children. The study used a stratified sampling technique to select children of ages 6-12 in Jamaica. The sample was selected from four primary schools. The questionnaires for socioeconomic status and depressive symptoms were completed by each participant's parent. The findings of this study showed that high socioeconomic status was significantly related to depression in children. Bartley used a sample of



primary school children while the present study was conducted among secondary school students.

Odimegwu and Adedini (2013) investigated whether SES affect sexual risk behavior of university students in Nigeria. They selected their sample randomly and used questionnaires to collect data. The findings revealed that poverty is not a critical determinant of risky sexual behavior. Their participants were university students as opposed to the participants of the present study who were secondary school students. They also collected data through the use of questionnaires only, contrary to this study which collected its data through triangulation.

Dekeke and Sandy (2014) carried out a research on risky sexual behavior among youths in Ethiopia. The quantitative descriptive study adopted a comparative cross sectional design and used purposive sampling technique to select a sample of 275 students from two high schools. Their findings revealed a significant correlation between parental education and youths' initiation to risky sexual behaviors. The study by Dekeke and Sandy (2014) adopted a quantitative paradigm and a comparative cross sectional design while the current study adopted a mixed method of research and a correlational research design. The sample in their study was purposively selected while the sample in the current study was randomly selected

Dintwa (2012) examined the relationship between economic status, education and risky sexual behavior for urban Botswana women. They used secondary data collected from sexually active women. Using logistic regression the study discovered no significant

relationship between inconsistent condom use and SES. They revealed a significant relationship between economic status and the number of sexual partners and commercial sex. Dintwa and Kakanya (2012) used data which was collected in 2004 while the current study used primary data collected by the researcher at the time of research together with very recent secondary data. They also used a target population of women who had had sex while the current population targeted all the form two students both male and female irrespective of whether they had had sex or not

Ekpo and Ajake, (2013) conducted a survey research to investigate the influence of SES on delinquency among secondary school students in Nigeria. A sample of 600 students was randomly. The findings revealed a significant relationship between SES and students' delinquency. While the above reviewed study was qualitative, the current study was both qualitative and quantitative.

Ogunshola and Adewale (2012) did a research on the effects of parental socioeconomic status on academic performance of students in Nigeria. The study used a sample in the study was randomly selected. The findings revealed that SES had no significant effect on the academic performance. While Adewale (2012) adopted a cross sectional design, the current study adopted a correlational design.

Ntaganira, Hass, Hosner, Brown and Mock (2012) did a household survey to examine the possible causes of sexual risk behaviors among youth heads of households in Gikongoro, south province of Rwanda. The study adopted a cross sectional survey design and the

findings indicated that risky sexual behavior was highly related to socioeconomic status. Ntaganira *et al* (2012) utilized a cross sectional survey design while the current study utilized a correlational survey design. In their study, the participants were youth heads of households while in the current study the participants were secondary school students. The reviewed study employed convenient sampling technique while the sample in the present study was selected using both purposive sampling and simple random sampling technique.

Olugbode (2013) did a research on the effects of social problems on the academic performance and social adjustments of senior secondary school students in Lagos-Nigeria. He adopted a descriptive survey design and using stratified sampling technique he randomly selected a sample of 300 students from six schools. The study revealed that students' academic performance and social adjustment in school are largely affected by the social problems around them and family income is among these factors. Olugbode (2013) used stratified sampling technique while the current study used simple random sampling technique. The reviewed study also adopted a descriptive survey design while the current study employed a correlational survey design.

Uyang, Festus and Bassey (2016) examined socioeconomic status and crime in Nigeria. The study adopted the survey research design. A sample of 100 participants was selected using the simple random sampling technique (balloting method to select 10 areas). They collected data using structured questionnaires. The findings of the study revealed that the socioeconomic status of the youth is a significant cause of youth involvement in deviance. The data in the study by Uyang *et al* (2016) was collected through structured

questionnaires only but in the current study data was collected through triangulation. Uyang *et al* (2016) conducted a quantitative research while the current study was both quantitative and qualitative.

Ngwokabuenui (2015) explored students' indiscipline, causes and mitigation of indiscipline among adolescents in Cameroon. The cross sectional study revealed that causes of student indiscipline can be categorized into student based, society based and school based. In the study by Ngwokabuenui a cross sectional survey design was adopted while the current study utilized a correlational survey design.

Mbuthia (2013) conducted a study on the factors influencing deviant behavior among the youth in Nairobi- Kenya. She used a descriptive survey design to study a sample of 395 youths aged 15-35. The sample was purposively. The deviant behaviors of interest were drug use, premarital sex and alcohol use. The findings revealed that the socioeconomic factors that were significantly associated with deviant behavior among the youth were; lack of trade skills, lack of employment and parental education/parental employment status. The participants in the study by Mbuthia (2013) consisted of youths both from school and out of school while the current study involved secondary school students, teachers and parents. While Mbuthia (2013) used purposive sampling technique, the current study used both purposive and simple random sampling technique.

Omboto, Ondiek, Odera and Ayugi (2013) did a research on factors influencing youth crime and juvenile delinquency among the youth imprisoned at Kamiti Youth Corrective and Training Center (Y.C.T.C) in Nairobi Kenya. From a sample frame of 120 inmates they randomly selected a sample of 55 male inmates (31 aged 17 years, 24 aged between

18-21 years). The study revealed that over 70% of the participants came from poor family backgrounds. While the study by Omboto *et al* (2013) drew its sample of male students from prison, the participants in the current study were both male and female secondary school students.

Kasundu, Mutiso, Chebet, Chesire and Mwirigi (2012) examined the causes of drug use among the youth in Bamburi location –Kenya. Using a mixed paradigm the research adopted an explanatory design. They did a survey on a sample of 120 youths who were conveniently sampled from a population of 16, 108 to respond to the questionnaires. Key informants like the area chief were selected purposively. The study also discovered that all economic factors contribute significantly to drug use. While Kasundu *et al* (2012) adopted an explanatory design the current study adopted a correlational survey design. They also used convenient sampling while the present study used both simple random sampling and purposive sampling techniques.

Atwoli, Mungla, Ndun’gu, Kinoti and Ogot (2012) examined the prevalence of substance use among college students in Eldoret western Kenya. The study adopted a descriptive cross sectional survey design. Data was collected using questionnaires. The results revealed that drug use among college students was at 69.8% (alcohol use was 51.9% and cigarette 42.8%). While the study by Atwoli *et al* (2012) used a sample of college students, the current study used a sample of secondary school students. They also adopted a descriptive cross sectional survey design while in the current study the researcher adopted a correlational survey design.

Omboto (2013) carried out research on social control and crime escalation in Kenya and found out that children of drunkards and drug addict parents do become delinquents due to poor upbringing. He conducted a qualitative research based on extensive analysis of documents. The current study adopted both qualitative and quantitative methods as opposed to the above study which was purely qualitative. While Omboto (2013) only conducted analysis of documents, the current study used triangulation in data collection.

Nabiswa, Misigo and Korir (2017) investigated prevention strategies being applied to minimize student deviant behavior in schools within Bungoma County. They applied the mixed research design and used a blend of multiphase, stratified and purposive sampling techniques. The study indicated that most schools in Bungoma lacked a school wide positive behavior support system empirically known to offer an effective framework that mitigated deviance among all students. While Nabiswa *et al* (2017) investigated the prevention strategies being applied to minimize deviant behavior the current study examined the relationship between family socioeconomic status and deviant behavior. Their study was conducted in Bungoma County while the current study was conducted in Homabay County.

Okioga (2013) examined the impact of SES on academic performance in Kisii University College. The sample in the study was randomly selected and the study adopted ex- post facto design. Descriptive and inferential statistics were conducted and the findings revealed that the students' socioeconomic background influenced students' academic performance. Okioga (2013) used the ex-post facto design and a sample of college

students as opposed to the current study which used correlational survey design and a sample of secondary school students.

Omollo (2017) examined the contribution of peer pressure on secondary school dropout in Rongo sub-county. The target population constituted forms three and four. The study adopted a cross sectional descriptive study design and a qualitative methodology. Using a sample of 235 participants the findings revealed that socioeconomic factors highly influence the retention of students in secondary school. Omollo (2017) adopted a cross sectional study design and a qualitative method while the current study adopted a correlational survey design and a mixed method of study.

Barasa (2013) studied the factors influencing drug abuse among students in public secondary schools in Mombasa County. A descriptive survey design was used. Data was collected through questionnaires and analyzed both quantitatively and qualitatively. The findings revealed that students were greatly influenced into drug abuse by peer pressure. Barasa (2013) collected data for the study through questionnaires only as opposed to the current study which collected data through triangulation. The study by Barasa (2013) used a descriptive survey design while the current study adopted a correlational survey design.

A study by Muia (2016) in Nairobi indicated that the use of social media was among secondary school students strongly influenced the sexual practices of the students and also contributed to drug abuse and violence in schools. The study adopted a descriptive research design and the target population constituted forms one and three. Questionnaires

were used to collect data which were analyzed descriptively. While Muia (2016) collected data using questionnaires only and also analyzed data using descriptive statistics only, the current study collected data using triangulation of various methods.

Ooyi (2016) examined the determinants of youth participation in prevention of HIV/AIDS in rural secondary schools in Suba district Homabay County. The study adopted a descriptive survey design. Data was analyzed descriptively. The findings of this study revealed that youths from high socioeconomic backgrounds participate more in HIV/AIDS prevention for a. Ooyi (2016) analyzed data using descriptive statistics only as opposed to the current study which analyzed data using both descriptive and inferential statistics particularly Pearson's correlation and regression analysis.

Some past studies on this objective reveal a positive relationship between high SES and various qualities like active participation in sports, high academic performance, high adaptability and participation in HIV/AIDS prevention forums Ooyi (2016), Muia (2016), Mohnsen *et al* (2012), Chu (2014) and Alicea (2012). On the other hand some studies associated high SES with negative qualities like higher rates of binge drinking and marijuana use and depressive symptoms Humensky (2010), Patrick, Shoeni and Schulenberg (2012), Bartley (2010) and Harrison (2013). Other studies also revealed a positive relationship between low SES and drug use, initiation to risky sexual behaviors, many sexual partners, low academic performance and criminal behaviours Dekeke and Sandy (2014), Dintwa and Kakanya (2012), Ntaganira (2012), Omboto *et al* (2013) and Uyang *et al* (2016). Further still some studies revealed no significant relationship



between family SES and the behavior of adolescents Adewale (2012); Ford (2013); Odimegwu and Adedini (2013) and Kori (2015).

#### **2.4 The Mediative Role of Family Socioeconomic Status in the relationship between Parental Attachment and deviant behaviour**

Vellymalay (2012) studied the impacts of parent's socioeconomic status on parental involvement at home in Malaysia and revealed that parents from high socioeconomic backgrounds show a high degree of involvement with their children. The study adopted purposive sampling technique in one best performing national school in Malaysia. A sample of 40 students who are high achievers was selected based on previous final year school exam results. The study revealed that low socioeconomic status families show less involvement in their students' education. The participants in the study by Vellymalay (2012) were a sample of 40 high achievers who were purposively selected from one school as opposed to the participants of the current study who were randomly sampled from 315 secondary schools. The sample in the current study comprised of high, average and low achievers contrary to the study by Vellymalay (2012) where all participants were high achievers.

Al-mataalka (2014) investigated parental SES and parental involvement strategies in their child's education. Using purposive convenient sampling technique he selected a sample of 150 Jordanian students (aged between 17 and 19) who had just completed their high school education. The study showed that educational level of parents has greater impact on parental involvement strategies than parental occupation and income. Al-mataalka (2014) utilized school leavers who were selected through purposive convenient sampling

as opposed to the current study that used in school secondary school students who were randomly sampled together with parents and teachers who were purposively sampled.

Wandella (2015) examined the theories of attachment and resilience. After a close examination of these theories and various literatures from all over the world, Wandella (2015) concluded that poor families often confront multiple stressors which will first affect parental attachment techniques. While Wandella (2015) conducted a meta- analysis of secondary literature and theories, the current study involved collection of primary data and the use of recent secondary data and the analysis was done both quantitatively and qualitatively.

Ferin (2011) investigated the meditative role of parent adolescent discussions and neighborhood poverty on the relationship between SES and academic achievement in reading and math. The longitudinal study also employed a correlational study design using an archival data. A sample of 6370 participants from kindergarten to middle school was used. The study revealed a significant interaction between SES and parental discussion. The study by Ferin (2011) utilized an archival data as opposed to the current study which utilized primary data collected from the participants and recent secondary data. In the study by Ferin (2011) the participants were children from kindergarten up to middle school, while in the current study the participants were secondary school students. While Ferin (2011) conducted a longitudinal study, the current study adopted a correlational design.

Kaur and Verma (2015) carried out a research to establish the relationship between socioeconomic status and abuse among rural adolescents in India. They used a sample of 310 abused adolescents. The study employed a cross sectional exploratory design and a sample of abused adolescents aged 10 to 16 from different socioeconomic strata. They used multistage sampling and data was collected through interviews and focus group discussions. Analysis was done using ANOVA and t-test. Inferences of the study revealed high prevalence of abuse in the low socioeconomic status although younger adolescents experienced more abuse in high socioeconomic status families. The target population in the study by Kaur and Verma (2015) comprised only of abused adolescents who were purposively sampled as opposed to the current study which used form two students who were randomly selected, parents and teachers who were purposively selected. The study also adopted a cross sectional exploratory design while the present study adopted a correlational survey design

Ling (2013) conducted a research on family socioeconomic status and lifestyle among the youth in Hong Kong. The study used participants obtained from higher learning institutions in Hong Kong. A self administered survey was issued to students in tertiary colleges and universities aged 18 years and above. The sample was selected using convenient sampling technique. The study adopted a descriptive, explanatory survey design and revealed a positive correlation between SES and social bonding. Lower family socioeconomic status children bond poorly with their parents. The study by Ling (2013) utilized a sample of college students who were conveniently selected while the current study used secondary school students who were randomly sampled, parents and

teachers who were purposively sampled. The study also adopted a descriptive explanatory survey design as opposed to the current study which adopted a correlational survey design.

Mountney and Reid (2012) reviewed existing literature on parenting on a low income in the United Kingdom and found that parents from low SES hardly ever get their basic needs hence experience a lot of difficulty in parenting. While Mountney (2012) and Reid reviewed existing literature, the current study collected primary data from secondary schools using questionnaires, interview schedules observation and analysis of recent documents from the schools.

Yunus and Dahlan (2013) carried out a research on child rearing practices and socioeconomic status in peninsular Malaysia. They used a randomly selected sample of 331 parents of kindergarten children. Using a survey research design, they discovered that attachment among mothers increased with lower socioeconomic status but the attachment of fathers to their children increased with higher socioeconomic status. The sample used by Yunus and Dahlan (2013) comprised of parents of preschool children but the current study utilized secondary school students, parents and teachers.

Stull (2013) carried out research on family socioeconomic status, parent expectations and a child's achievement. The study used a sample of 22000 kindergarten children and adopted a longitudinal study design. The results of the study revealed that parents' expectations of their children rises with family socioeconomic status. While the sample in

the study by Stull (2013) constituted children enrolled in kindergarten programs, the sample of the current study consisted of secondary school students. Stull (2013) adopted a longitudinal study design as opposed to the current study which adopted a correlational study design.

Schumaker (2012) conducted a secondary analysis of data to investigate the relationship between poverty and child neglect in Canada. According to the findings of this study, there is a correlation between child neglect and poverty related challenges. The sample of the above study was purposively selected while the current study selected its sample using both simple random sampling and purposive sampling techniques. While Schumaker (2012) carried out an analysis of secondary data, the current study analyzed both primary and secondary data.

Asheka (2012) examined the impact of parental delinquency, family SES neighborhood conditions on adolescents' deviant behaviours in Miami. The longitudinal study analyzed secondary data collected through survey interviews. The data was collected between 1998 and 2002. The participants of the study comprised of non institutionalized young adults of ages between 19 and 23. Using a sample of 1,683 the study revealed that one's neighborhood is a significant determinant of deviant behavior. While Asheka (2012) utilized a sample of non institutionalized adults and adopted a longitudinal design, the current study used a sample of secondary school students and adopted a correlational design.

Rawatlal, Pillay and Kliever (2015) explored the associations between financial disadvantage, family structure and indicators of the caregiver- adolescent relationship and family functioning. A sample of 206 families was from low socioeconomic status communities South Africa. Participants included maternal caregiver and an adolescent from each family. Data was collected through interviews. Findings of the study showed that higher SES was associated with less anxious attachment relationship and higher parental support. While Rawatlal *et al* (2015) collected data through home interviews which has the risk of adolescents shying from telling the truth because of the fear of parents, in the current study the adolescents answered the questionnaires while in school away from the parents and the parents were also involved separately.

Elgbeleye and Olasupo (2011) investigated parental socioeconomic status as a correlate of child labour in Nigeria. The study utilized a correlational survey design and a sample of 200 parents who were purposively selected. Data of the study was collected using child labour questionnaire. The findings of the study revealed a significant negative correlation between SES and child labour. The study by Elgbeleye and Olasupo (2011) used a sample of parents who were purposively selected while the sample in the current study consisted of parents, students and teachers who were selected using both purposive and simple random sampling. In addition, Elgbeleye and Olasupo (2011) collected data using questionnaires only while the current study collected data using a variety of instruments.

Arif (2016) conducted a meta-analysis of theories and frameworks that explain the impact of socioeconomic status on the development of children and concluded that there is a positive association between family socioeconomic status and child development. Among the frameworks which they analyzed included the interactionist model, investment model and family stress model. While Arif (2016) conducted a meta-analysis of theories and frameworks, the present study collected data from a sample of students, parents and teachers who were randomly sampled and purposively sampled respectively. Data was analyzed both qualitatively and quantitatively.

Hamad (2013) examined parents' socioeconomic status with child labour practices in Zanzibar. The study used a sample of 363 respondents which consisted of parents and children who were systematically and conveniently sampled. Using a case study design, the findings confirmed a strong relationship between poverty and child labour. While Hamad (2013) used a sample selected systematically and conveniently, the sample in the current study was sampled using purposive and simple random sampling techniques. Contrary to the study by Hamad (2013) which adopted a case study design, the present study adopted a correlational study design.

Kariuki and Misaro (2013) analyzed the influence of socioeconomic status on participatory development in Kenya. The quantitative study used a sample of 100 adults. The findings of the study revealed that severe socioeconomic deprivation hindered the people's participation on matters concerning the development of their region. Kariuki and Misaro (2013) adopted a quantitative paradigm while the current study adopted a mixed method of research.

Sirera and Mwenje (2014) investigated the effects of alcohol on parental guidance of children in Busia and Nyeri Counties. They used a sample of 83 parents who were conveniently selected, and utilized a cross sectional survey design adopting a mixed research method. Data was collected through questionnaires and focus group discussions with parents who frequently used alcohol. The findings of this study revealed that parents who abused drugs were unable to guide their children to grow into desirable persons for individual development and functioning of the society. The participants in the study by Sirera and Mwenje (2014) were parents aged 22-65 who were conveniently sampled as opposed to the participants of the current study who were secondary school students of 14-17 years, randomly sampled, parents and teachers who were purposively sampled. Contrary to the study by Sirera and Mwenje (2014) that adopted a cross sectional survey design, the current study adopted a correlational survey design.

A study by Mwangi (2016) carried out in Kayole- Nairobi County on the influence of parents' socioeconomic status on their involvement in their children's pre-school learning established that parental level of education and income had positive association with their level of participation in preschool education. Mwangi (2016) used a sample of parents and teachers of preschool children and adopted a descriptive study design wither ward to this study which used a sample of secondary school students, their teachers and their parents and adopted a correlational study design.

The results of most of the past researches confirmed a positive relationship between family socioeconomic status and parental involvement of most of the parents; Velleymalay (2012) reported that low SES families are less likely to be involved in their



students' education as compared to their counterparts in high SES. Al-matalaka (2014) also reported that education level of parents has greater impact on parental involvement strategies. Similarly Wandella (2015) also revealed that the multiple stressors faced by poor families diffuse into the caretaking environment of their children. Ferin (2011) found a significant relationship between family SES and parental attachment; Kaur and Verma (2015) also found high prevalence of abuse in low SES families. Ling (2013); Mountney and Reid (2012); Schumaker (2012); Asheka (2012) and Mwangi (2016). Some of the studies also associated SES with child labour with parents of low SES subjecting their children to child labour more than the parents of high SES. Children who are subjected to child labour do not have quality time with their parents; Hamad (2013) and Elgbeleye and Olasupo (2011). These argue that child labour deprives children of quality time with their parents and this affects their attachment to their parents.

## **2.5 Gender differences in Deviant Behavior among secondary School Students**

Moitra and Mukherjee (2010) examined the relationship between parents' behavior and delinquency in male adolescents in India. They adopted a comparative study design. Their findings showed that parents' behavior is associated with delinquency. While Moitra and Mukherjee (2010) examined delinquency in male adolescents and utilized a comparative design, the current study involved both male and female adolescents and also adopted a correlational survey design.

Subhash (2011) carried out research on the socioeconomic and demographic impact on child labour in India. The study utilized a sample of 114,216 children of ages 10-14 and

analyzed a secondary data from family health survey. The findings revealed that child labour is higher among the poor than the rich and that the number of female children subjected to child labour is higher than that of the male children. The sample in the study by Subhash (2011) consisted of children of age 10-14 while in the current study the participants consisted of adolescents, aged 14-17. While the study analyzed a secondary data, the present study used primary data and very recent secondary data.

Kincaid, Jones, Sterret and McKee (2012) reviewed literature on gender as a moderator of the association between parenting and adolescent sexual behavior. The findings suggested that parental monitoring may be more protective against sexual risk behavior for boys whereas parental warmth and emotional connection may work positively for girls. While Kincaid *et al* (2012) only used a secondary data the current study used both primary and secondary data.

A meta- analysis of risky sexual behaviour among male youths in developing countries by Yifru and Asres (2015) revealed a significant association between male youths' socioeconomic status and risky sexual behavior. The study used data from 26 countries collected between 2003 and 2009. Most of the studies analyzed by Yifru and Asres used a cross sectional design and collected data using two stage cluster sampling design contrary to the present study which adopted a correlational study design and data was collected using both simple random sampling and purposive sampling techniques.

Borsuk and Juhnke (2015) investigated gender differences among college students who abuse opioids in America. This study adopted a qualitative paradigm and examined previous research. The findings showed that women are more vulnerable to opioid

misuse. The participants in the study by Borsuk and Juhnke (2015) were college students while in the current study the participants were secondary school students. They also adopted a qualitative paradigm while the current study adopted a mixed paradigm.

Uz Bas and Oz Soysal (2016) studied peer relations and peer deviance as predictors of violence among vocational high school girls in Izmir. The study adopted a descriptive correlational design and revealed a relationship between loyalty and mild deviance and proactive aggression. The study by UZ Bas and OZ Soysal used a sample of vocational students while the current study used a sample of secondary school students.

Ghaemi and Mahbubeh (2014) examined the relationship between socioeconomic status and academic achievement among Iranian university students. They used a sample of 120 female students aged 19-29 who were conveniently sampled. Questionnaires were used to collect data which was analyzed quantitatively. The study adopted a correlational study design. The findings revealed a negative relationship between socioeconomic status and academic achievement of students. While the above study utilized a sample of female university students who were conveniently sampled, the current study utilized a sample of secondary school students who were randomly sampled. The data in the study by Ghaemi and Mahbubeh (2014) was collected through questionnaires only as opposed to the current study where data was collected through triangulation. Ghaemi and Mahbubeh (2014) analyzed their data quantitatively while the current study conducted both quantitative and qualitative analysis of data.

Jules, Nohs, Hamilton, Brands, Gastaldo *et al* (2015) carried out research on spirituality, gender and drug use among university students in Barbados. The study adopted a

qualitative paradigm and a cross sectional survey design. The results proved a significant gender difference in illicit drug use. The study by Jules *et al* (2015) adopted a qualitative paradigm and a cross sectional survey design while the current study adopted a correlational design and a mixed method of research. The study also used a sample of college students while in the current study the participants were secondary school students.

Ana, Gil-Lacruz *et al* (2016) carried out research on the psychosocial determinants of risky sexual behavior by gender in Spain. The study used data from the Spanish health and sexual behavior survey SHSBS (2003). The sample population included people of between the ages of 18 and 49 living in single family dwellings in Spain. With a sample size of 13,600 participants the results showed that men have more negative opinions of male condoms than women. The results further indicated that men are more likely to engage in unsafe sex but when socioeconomic characteristics are taken into account, the gender gap closes. Gil-Lacruz *et al* (2016) conducted a meta- analysis of secondary data collected from adults while the current study collected primary data from secondary school students, teachers and parents together with analysis of recent documents.

Tsvetkova and Antonovna (2013) investigated the prevalence of drug use among university students in Russia. The study used a sample of 1,477 university students aged between 19 -24 years. Data analysis was done through simple distributions and central tendency measures. It was revealed that the prevalence of drug use among male students is higher than female students. The study also revealed that there is a higher social

acceptability of drug use among males. Tsvetkova and Antonovna (2013) conducted research among university students while the current study involved secondary school students. While their data was analyzed descriptively the current study analyzed data using both descriptive and inferential statistics.

Onukwufor (2013) investigated aggressive behaviour among adolescent secondary school students in Nigeria. They used a descriptive survey research design and stratified random sampling and data was analyzed quantitatively. The results of the study revealed that the males are more aggressive than the female students. While Onukwufor (2013) conducted a purely quantitative study, the current study adopted a mixed method of research.

Botha, Myburgh and Poggenpoel (2012) investigated aggressive behavior among secondary school learners in a South Africa. A sample of 14 participants ranging from between 16-19 years was used. Data was collected using open ended interviews. This study adopted a qualitative phenomenological research approach and purposive sampling technique. The findings of the study revealed that race and gender determine the aggressive behavior displayed by students. The study by Botha *et al* (2012) was purely qualitative, with a sample of 14 participants purposively selected and data collected through open ended interviews as opposed to the current study which was both qualitative and quantitative, used a sample of 512 students randomly selected, teachers and parents purposively selected and data collected through triangulation.

Udigwe *et al* (2014) investigated the factors contributing to irresponsible sexual behavior among female adolescents in Nigeria and found that poverty is a major contributor. The

study adopted a cross sectional design and utilized a sample of 8000 female adolescents aged 10-19 who were sampled using multistage sampling technique as opposed to the current study which adopted a correlational design and the sample was collected using both simple random sampling and purposive sampling techniques.

Kemi, Bosede, Ibimiluyi, Bamidele and Olotu (2015) conducted a research on the influence of gender and age on deviance and child abuse among secondary school students in Nigeria. They used a descriptive survey research design and simple random sampling. The study found out that gender and age do not significantly influence aggressive behavior, truancy and the experience of child abuse among students. The study by Kemi *et al* (2015) only conducted descriptive statistics as opposed to the current study which conducted both descriptive and inferential statistics.

Gobopamang, (2011) studied the influence of gender role attitudes on risky sexual behavior in Botswana. The study used a secondary data and adopted a cross sectional survey design. The participants included individuals aged 10-64. The findings of this study revealed that women are more susceptible to risky sexual behaviour compared to the men. While Gobopamang (2011) analyzed a secondary data collected in 2008, in the current study the researcher collected primary data at the time of study and also analyzed recent secondary data. As opposed to the current study which adopted a correlational survey design, Gobopamang (2011) adopted a cross sectional survey design.

Mayungbo, Sunmola, Murakinyo, Oyinlola, Famakinde, Obasi and Opayemi (2017) investigated the role of extensive consumption of pornography in HIV risky sexual behavior among university students in Nigeria. The study used a survey design simple

random sampling technique. The findings of the study revealed that male participants significantly engaged in HIV sexual risky behavior than their female counterparts. The study by Mayungbo *et al* (2017) targeted university students as opposed to the current study which targeted secondary school students.

Famutimi, Oluwatoyin and Oyetunde, (2014) explored the causes of risky sexual behavior among secondary school students in Nigeria. This was a descriptive cross sectional study which participants aged 15-49. The findings revealed higher prevalence of risky sexual behavior among male students compared to the female students. The study adopted a descriptive cross sectional design contrary to the current study which adopted a correlational survey design.

Odimegwu and Somefun (2017) did a research on ethnicity, gender and risky sexual behavior among Nigerian youth. The study utilized secondary data. The findings revealed that males engage in risky sexual behavior more than the females. As opposed to the current study in which the researcher used both primary data and secondary data, Odimegwu and Somefun (2017) only used secondary data collected in 2013. They also used a sample of youths out of school while the current study utilized secondary school students.

Shraboni (2016) explored the social and cultural factors and risky sexual behavior associated with HIV/AIDS and STIs in Uganda in terms of gender. Data from the Uganda AIDS Indicator Survey (UAIS) 2011 was used. With a sample size of 16,607 (7,122 men 9485 women) aged 15-49 years, the study revealed that women are more infected with HIV/AIDS more than men. The study further concluded that women are significantly

more vulnerable to any STIs and HIV/AIDS than men. While the above study used data that was collected in 2011 the current study collected primary data at the time of the research and also used recent secondary data.

Mehra (2013) examined sexual behavior among Ugandan university students using a sample size of 1,954 and found that there is a relationship between poor academic performance among females and inconsistent condom use. The study adopted a cross sectional study design and used questionnaires to collect data. While Mehra (2013) collected data using questionnaires, the current study collected data using triangulation. The study adopted a cross sectional design as opposed to the current study which employed a correlational survey design.

Kabiru, Elung'ata, Mojola and Donatien (2014) investigated adversity in life and delinquency among Kenyan adolescents. They employed a cross sectional study design and revealed a significant positive association between adversity in both gender and delinquency. Kabiru *et al* (2014) utilized cross sectional design while the current study utilized a correlational survey design.

Abur (2014) conducted a research on drug abuse among secondary school students in Nairobi County. The target population comprised of forms three and four students. The study used a sample of 230 participants and data was collected using interviews with predetermined questions. The study also adopted a mixed method of research. The findings revealed that the tendency to abuse drugs in mixed day schools is higher as compared to girls' schools and boys' schools. As opposed to the current study in which



data was collected using triangulation, Abur (2014) collected data using semi structured interviews. The study by Abur (2014) was qualitative while the current study was both qualitative and quantitative

Ochieng (2013) investigated risky sexual behavior among adolescents attending public secondary schools in Nairobi. This study adopted a descriptive cross sectional study design and convenient sampling technique. The sample size was 499 students from form one to four. The results of the study revealed a significant association between gender and first sexual intercourse with males being more active than the females. Contrary to the current study which used a correlational survey design and randomly selected its sample from both public and private schools, Ochieng (2013) adopted a cross sectional survey design and conveniently selected the sample used from public schools in Nairobi.

Wepukhulu, Mauyo, Poipoi, Achoka, Kafu and Walaba (2012) carried out research on the influence of socioeconomic status on premarital sex among secondary school students in western Kenya. Using a sample of 284 students who were selected using the systematic random sampling method and data collected through questionnaires, the cross sectional study established that girls are more sexually experienced than boys of the same age and academic level. The study further revealed that a significant association between gender and the attitude of the youth towards premarital sex. Albeit Wepukhulu *et al* (2012) conducted their study among secondary school students, their study adopted a cross sectional design wither ward to the present study which adopted a correlational survey design.

A research carried out in Kericho County by Sang, Chepcheng and Kariuki (2015) on the relationship between students' family socioeconomic status, school category and academic achievement failed to establish a relationship between students' gender and their academic achievement. However, they reported that girls in girls' only schools scored higher academic grades compared to the girls in mixed schools. While Sang *et al* (2015) conducted an ex-post facto research which employed a correlational research design and used a population of form four students in public secondary schools and data collected through questionnaires only, the present study adopted a correlational study but used form two students and the data was collected through triangulation.

Juma, Simatwa and Ayodo (2012) carried out a research on the impact of family socioeconomic status on the academic achievement of girls in secondary schools in Kisumu East. Their study revealed as the family SES improves, the academic performance of girls also improved. Although the study adopted a correlational study design and collected data through triangulation, the target population consisted of form four girls contrary to the current study whose participants consisted of form two students.

Most of the past research revealed that the male secondary school students are more likely to experience problematic behavior especially if they do not experience love, affection and supervision from their mothers; Moitra and Mukherjee (2010), Kincaid *et al* (2012), Gil-Lacruz *et al* (2016), Ochieng (2013), Tsvetkova and Antonovna (2013), Onukwufor (2013), Odimegwu and Somefun (2017), Famutimi *et al* (2014) and Mayungbo (2017). On the other hand, some of the past studies also revealed that female secondary school students are more likely to engage in deviance than the male especially irresponsible sexual behavior; Shraboni (2016), Wepukhulu *et al* (2012), Borsuk and

Juhnke (2015). These findings corroborate to those of Jules *et al* (2015), Botha *et al* (2012) and Kabiru *et al* (2014). Further still, some studies revealed that SES influences the behavior and academic performance of both male and female students; Ghaemi and Mahbubeh (2014), Yifru and Asres (2015), Udigwe *et al* (2014) and Juma *et al* (2012). There are also those studies that confirmed no significant association between gender and adolescents' behavior including academic performance; Kemi *et al* (2015) and Sang *et al* (2015).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

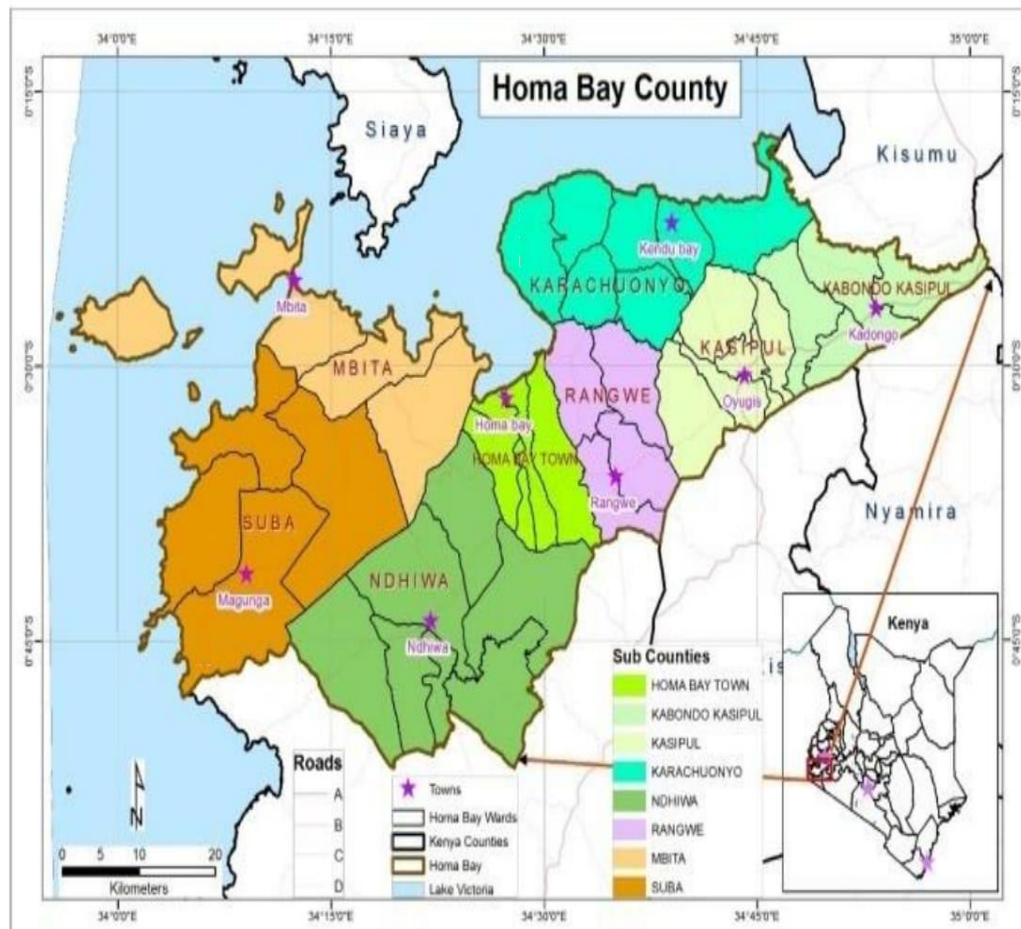
#### **3.1 Introduction**

This chapter captures the research methodology which entails the research design, population sample, a description of the research instruments, data collection and data analysis procedures.

#### **3.2 Research Design**

Research design is a scheme used to create solutions to research problems (Mertens, 2010). This study adopted a convergent research design which enabled the researcher to collect both quantitative and qualitative data at the same time, separately analyze both data and compare the findings and finally the two types of data complemented each other and provided a basis for making conclusions about the objectives of the study. A correlational survey research design was used to collect and analyze quantitative data. A survey research design is a non experimental design used to describe an individual or a group of individuals by making the participants complete a questionnaire (Privitera & Wallace, 2011). A correlational research design is the measurement of two or more variables to determine the relationship/ association among the variables or how the interaction of the variables influences their behavior pattern (Privitera & Wallace, 2011). This design enabled the researcher to analyze interrelationships among the variables of the study (parental attachment, gender, socioeconomic status and deviance), it also allowed the analysis of how these variables either singly or in combination might affect deviance and finally it provided information concerning the degree and the direction of relationship between two variables being studied (Mertens, 2010).

### 1.3 Study Area



**Figure 3. 1: Homa bay County Geographical Map**

The study was carried out in Homa Bay County which is one of the counties in Nyanza region situated along Lake Victoria. Homa bay County shares its borders with Migori, Kisii and Kisumu County. There are a total of eight sub counties within the county and they include; Mbita, Ndhiwa, Homabay Town, Rangwe, Kasipul, Karachuonyo, Kabondo Kasipul and Suba sub county. The county covers an area of approximately 3, 154.7km<sup>2</sup>. Karachuonyo and Kasipul sub counties were randomly sampled to take part in the study. The residents of Homa bay County heavily depend on Lake Victoria as the main source

of their livelihood as majority of the residents are either fishermen/women or fish mongers. The poverty rate in the county is at 44.1% and ranked 15 in the nation. Kisii County ranked number 34 with a poverty rate of 60.7%, Kisumu County was ranked 21 with a poverty rate of 47.8%, Migori County was ranked 19 in the nation with a poverty rate of 46.7% and finally Nyamira County ranked 22 with a poverty rate of 48.1%. The poverty rate was calculated by dividing the number of poor people in the county by the total population of the county (Kenya County Fact Sheet, 2011). This is further captured in Table 3.1 below.

**Table 3.1: Poverty Rate of Homabay County and the Counties round it**

<b>County</b>	<b>Poverty rate</b>	<b>Rank</b>
Homa bay	44.1%	15
Migori	46.7%	19
Kisumu	47.8%	21
Kisii	60.7%	34
Nyamira	48.1%	22

*Source: Kenya County Fact Sheets (2011).*

### **3.4 Target Population**

The target population consisted of form two students from the 315 public and private secondary schools within Homabay County with a total population of 20,160 (11,752 boys and 8,408 girls) this population constituted 27 girls' schools, 35 boys' schools and 253 mixed day and boarding secondary schools (Homabay County Education Officer, 2019). The form two students were chosen to form the target population because they are

at the peak of adolescence and most of the cases of deviance are found among these students. Teachers and parents also took part in the study. Given that Homabay County leads in HIV/AIDS infection in the country, second in teenage pregnancy coupled with the high rate of indiscipline cases reported within the county, it is necessary that a thorough investigation is carried out in this region in order to come up with a conclusive solution to deviance.

**Table 3.2: The Target Population**

	<b>Boarding girls' Secondary schools</b>	<b>Boarding boys' Secondary schools</b>	<b>Mixed day and boarding secondary schools</b>	<b>Total</b>
No. of Schools	27	35	253	<b>315</b>
No. of Students	1728	2240	16192	<b>20, 160</b>

### **3.5 Sample Size and Sampling Procedure**

#### **3.5.1 Sample Size**

Conducting a survey of an entire population lacks practicability in terms of time and budget constraints and therefore a representative sub set of the population is required. Homa bay County has a total of eight sub counties with a population of 315 secondary schools and a target population of 20,160 form two students. 30% of the sub counties were randomly sampled. This translated to two sub counties with a population of 80 secondary schools and 5,120 form two students. According to Mertens (2010), a sample size of between 10% and 30% adequately represents the target population. Further still, Research Advisors (2006) opine that the recommended sample size for a population of 5,000, a confidence level of 95% and a margin of error (degree of accuracy) of 5% would

be 357. Therefore, the representative sample of the students was 512 students from eight schools being 10% of the 5,120 form two students and 80 secondary schools respectively. 8 principals, 8 deputy principals, 8 heads of department and 8 parents were purposively sampled to take part in the study. Eight focus group discussions were carried out with ten participants per group from each school taking part in the study.

### **3.5.2 Sampling Procedure**

A sample is a segment of the population that is used to make conclusions regarding the whole population Mertens (2010). The schools were proportionally stratified into boarding girls' only, boarding boys' only and mixed day and boarding secondary schools. This helped the researcher reach the required representation from the segments in the population and ensured that the existing sub groups are reproduced in the sample. There were 27(8.57%) boarding girls' schools, 35(11.11%) boarding boys' schools and 253(80.31%) mixed day and boarding secondary schools. Sample students consisted of 411students from mixed day and boarding secondary schools, 44 students from girls' schools and 57 students from boys' schools. The principals, deputy principals and guidance and counseling HODs and parents' representatives were purposively picked from each school in the sample. These were picked as they had the relevant information with respect to the objectives of the study.

Using Slovin's equation the sample size was determined using the following formula Mugenda and Mugenda (2003).

$$n = \frac{N}{1 + N(e)^2}$$

Where n= sample,

N= the size of the population and

e= the margin error.



According to Mugenda and Mugenda (2003) the margin of error is the statistical concept which expresses the difference between the population and the characteristics of the sample, although the sample emanates from that population. The confidence level for this study was at 95% (0.95). If a sample is picked from the target population 100 times then at least 95% of the samples will portray the qualities of the population (Ngwiri, Mukulu & Mputhia, 2016). The margin of error for this study was therefore 5%.

$$\text{Sample proportion (\%)} = \frac{512}{5120} \times 100 = 10.00\%$$

$$\text{Girls boarding schools were } \frac{27}{315} \times 100 = 8.57\%$$

$$\text{Boys' boarding schools } \frac{35}{315} \times 100 = 11.11\%$$

$$\text{Mixed day and boarding schools } \frac{253}{315} \times 100 = 80.31\%$$

$$\text{Girls' schools} = \frac{8.57}{100} \times 512 = 44 \text{ students}$$

$$\text{Boys' schools} = \frac{11.11}{100} \times 512 = 57 \text{ students}$$

$$\text{Mixed day and boarding} = \frac{80.31}{100} \times 512 = 411 \text{ students}$$

Total 512 students

**Table 3.3: Sampling Matrix for Respondents**

<b>Sample unit</b>	<b>Sampling Design</b>	<b>Target population</b>	<b>Sample Size</b>	<b>Percentage</b>
<b>Schools</b>	Random sampling	80	8	10%
<b>Principals</b>	Purposive sampling	80	8	10%
<b>HOD G&amp;C</b>	Purposive sampling	80	8	10%
<b>Students</b>	Random sampling	5,120	512	10%
<b>Parents</b>	Purposive sampling	80	8	10%
<b>Deputy Principals</b>	Purposive sampling	80	8	10%

**Table 3.4: Sampling Matrix for School Type**

<b>Selected School Type</b>	<b>Sampling design</b>	<b>Target population</b>	<b>Sample Size</b>	<b>Percentage</b>
<b>Boys only</b>	Stratified sampling	9	1	11.11%
<b>Girls only</b>	Stratified sampling	7	1	8.57%
<b>Mixed day and boarding</b>	Stratified sampling	64	6	80.31%
<b>Total</b>		80	8	100%

### 3.6 Research Instruments

Primary data was obtained from students, teachers and parents through questionnaires, oral interviews and focus group discussions. In this study data was collected using Parental attachment questionnaires to measure the various parental attachment styles,

socioeconomic status questionnaires for measuring family socioeconomic status, deviant behavior variety scale for measuring violence and drug use, Interest, Emotions and Relationships Scale for measuring irresponsible sexual behaviour, interview schedules, focus group discussions and document analysis. These surveys did not request for sensitive personal specific information from participants and therefore rights to confidentiality were taken care of. All the adapted instruments were piloted to ascertain the clarity of the questions and phrases used before being used on the real sample of the study.

### **3.6.1 The ‘People in my Life’ Scale for Measuring Parental Attachment style**

The study adapted and piloted the ‘People in My Life’ scale (PIML) from the Inventory of Parent and Peer Attachment (IPPA) developed by Armsden and Greenberg (1987) to measure the students’ perceptions of their relationships with parents. This scale has high overall internal consistency (parent,  $r=.88$  and peer,  $r=.90$ ) and high validity correlating with established measures of behavioural and emotional illnesses and well being (Zdanis, 2011). It has proved to be reliable and valid in previous studies (Sanne *et al*, 2016). In this study it was divided into two with the secure attachment questionnaire taking 17 items and the insecure avoidant attachment questionnaire taking seven items. The questionnaire for measuring insecure vulnerable attachment was self made by the researcher. The measurement qualities of the PIML scale hold true over a range of ages and across ethnic groups (Zdanis, 2011). Given that PIML was originally designed to measure 12-17 years old children’s perception of their relationships with parents, using it in this study ensured better student understanding and also enhanced the likelihood of obtaining valid results.

### **3.6.2 Deviant Behavior Variety Scale for Students (DBVS)**

The study adapted and piloted the DBVS by Sanches *et al*, (2016) to measure deviance except irresponsible sexual behavior which was measured using a different instrument. This instrument was designed to be used among adolescents aged between 12-19 years old. Every item in the instrument addressed a particular aspect of deviance investigated in this study.

### **3.6.3 The Interest, Emotions, Relationships Scale for Students (IERS)**

To measure irresponsible sexual behavior, the sexuality scale, interests, emotions and relations scale was used. This scale has fifteen items measuring various aspects which include: flirting with someone, evaluating engaging in sexuality and the intensity of sexualization of relationships (cuddling, kissing, sexual intercourse e. t. c) e. g I have already had sex with a boy or a girl, giving priority to, measuring the need to be in love or not to have sex (emotional dimension) (for example, I plan to wait to find someone I love before having sex). A preference for sexual relationship involving affection is considered as a more integrated attitude in relation to sexuality. And (3) ‘Flirting with the aim of having sexual relations, evaluating the desire or intension to be sexually active (for example, I plan to have sex as soon as the opportunity arises).

### **3.6.4 The International Socioeconomic Index of Occupational Status, Parental Education and Parental Income (ISEI)**

This was used to measure the socioeconomic status of parents. The instrument is divided into two sections measuring parental education and parental occupational status respectively. The instrument was derived from ISEI by Caro and Diego (2012).

### **3.6.5 Interview Guides**

Interview guides were used to gather information as they are flexible and enabled the researcher to collect larger amounts of information as compared to questionnaires. They ensured that adequate information was obtained from all the teachers and the parents' representatives. Interview appointments with the head teachers, deputies and heads of departments and all the parents' association representatives were made on phone for those who could not be reached physically.

#### **3.6.5.1 Interview Guide for Parents**

For Parents, the interview guides were aimed at gathering the respondents' general information such as level of education, house hold income, their occupation, how they related with their children and how these contributed to the behavior of their children. The study adapted the interview guide for parents by Mwangi (2016) with a few adjustments done to the instrument. Interview was conducted by the researcher in person at an agreed time and venue.

#### **3.6.5.2 Interview guide for teachers**

For teachers, the guide was aimed at gathering information about the students' SES, how this contributed to the behavior of the student and how the parents were attached to their students in terms of their SES. Teachers also gave information on whether parental attachment and gender of the students also contributed to their behavior. The guide that was used in this study was developed by the researcher and piloted to examine the appropriateness.

### **3.7 Document Analysis**

This is a qualitative data analysis technique which involves systematic procedure of reviewing or evaluating documents-both printed and electronic material (Bowen, 2009). It requires that data be scrutinized and interpreted in order to create meaning and to come up with an empirical knowledge. The documents which were analyzed included; class registers, dormitory/house registers and student files. These helped to provide background information as well as historical insights and consequently to get a better understanding of the deviant behaviours portrayed by the participants.

#### **3.7.1 Focus Group Discussions**

Focus group is a discussion aimed at igniting a conversation around a particular subject. It is more effective because in a group of peers members are more free and open and the diversity within the group enriches the quality and quantity of information collected (Abawi, 2013). In this study FGDs were conducted in eight forty-minute sessions for each group of ten participants. These groups were selected randomly from each school that participated in the study. From the girls' school those who participated in the focus group discussion were randomly sampled from among the 27 students taking part in the study, from boys' school, the ten were randomly sampled from the 57 students taking part in the study and the same thing was done in the remaining six schools.

#### **3.7.2 Pilot Study**

The tools were piloted in order to detect any ambiguity and correct them. The researcher administered a set of structured questionnaires and interview guides to students and teachers not included in the sample schools. This helped to examine the appropriateness

of the instruments and to get a rough estimate of the time required for the study. This further helped the researcher to make any necessary changes to the instruments with the help of experts from MMUST. For example, specific words which were misinterpreted by the pilot participants were replaced by more familiar words. The interview schedules were flexible enough and ensured that no relevant information was left out. To evaluate the worth of a study, its trustworthiness must be established. Lincoln and Guba (2005) assert that trustworthiness is established when findings of the study reflect the true situation described by the respondents. They propose a variety of strategies to ensure trustworthiness. These include credibility- trust in the findings, transferability showing that the findings can be relevant in other contexts, dependability – this also refers to the consistency of the findings, confirmability- ensuring that the findings reflect the responses of the participants and not the wishes of the researcher (Shenton, 2004).

### **3.8 Validity and Reliability of research instruments**

For a research instrument to produce trustworthy results, its validity and reliability must be tested in order to verify if the instrument actually measures what it purports to measure and whether the results are replicable.

#### **3.8.1 Validity of the Instruments**

Validity refers to the ability of the instrument in question to assess what it ought to in order to allow the researcher to draw accurate conclusions (Ngwiri *et al*, 2016). Content validity is a judgmental act where experts check whether the items are relevant to the objectives of the study as well as the wording, formatting and scoring of the instrument

(Mertens, 2010). In this study the content validity of the instruments was ascertained by experts from the department of educational psychology who ensured that the test items adequately and representatively sample the content area to be measured. The questionnaires were then refined based on their comments. This was achieved by making sure that the items were highly structured to avoid ambiguity, whether the items needed to be rephrased for correctness, appropriateness for time schedules for completing it, the formatting and the scoring of the instrument. Internal validity was taken care of through triangulation of instruments. Since the parental attachment questionnaire for students and deviant behaviour variety scale for students were adopted, their validity was ascertained by correlating the scores from the new instrument with scores from the old criterion measure administered at the same time. Their concurrent validity coefficients were 0.729 for parental attachment questionnaire and 0.741 for deviant variety scale. Finally, construct validity was ascertained through internal consistency method which confirmed that scores on the individual test items correlated highly with the total test score.

The validity of the qualitative data was guaranteed through the use of rich and thick verbatim description of participants' accounts. These helped to discern whether the identified themes are representative of the participants' accounts. The use of audio recorded interviews also allowed for repeated revisiting of the data to scrutinize emerging themes and stick to participants' accounts. Finally the researcher invited participants to comment on the interview transcripts and ascertain whether the themes identified reflected their views.



### **3.8.2 Reliability of the instruments**

Reliability is a measure of the consistency of the results produced by a research instrument after repeated measurements are taken of the same subjects under similar conditions (Ngwiri *et al*, 2016). In this study, reliability of data was judged by estimating how well the items that reflect the same construct yielded similar results. The study looked at how consistent the results were for different items for the same construct within the measure.  $N$  was equal to the number of items and  $\bar{r}$  was the average inter-item correlation among the items. The reliability of the current study was therefore tested using Cronchbar Reliability test with the help of SPSS, V.22, which obtained a reliability coefficient of 0.77413 for the parental attachment questionnaire and a reliability coefficient of 0.8342 for the deviant behaviour scale. The socioeconomic status questionnaire for students yielded a reliability coefficient of 0.800.

The consistency/reliability of qualitative data was ensured through a discussion of the emerging themes with expert supervisors of MMUST in an open process where assumptions were challenged and consensus reached concerning the themes. The reliability of qualitative data was also ensured through the use of varied instruments which produced a more comprehensive set of findings. Finally, the researcher maintained a transparent and clear description of the research process from initial outline to the reporting of findings.

### **3.9 Data Collection Procedures**

The researcher obtained a letter authorizing her to conduct the field study from the faculty of education MMUST. The letter also introduced the researcher and the study to be undertaken. A permit to carry out the study was also obtained from the National Council of Science Technology and Innovation (NACOSTI) (See Appendix XIV). The researcher developed a work plan and piloted the instruments in schools not included in the study. These steps enabled the researcher to effectively carry out the research and the desired sequencing of the steps Kothari, (2004). The permit was presented to the head teachers of the selected schools. It was also used to brief the respondents in order to promote trust with them. The researcher visited respective schools to establish rapport with respondents in preparation for data collection. This helped the researcher to determine a suitable time to administer the questionnaires. The head teachers were the entry point to the selected schools and they introduced the study to the teacher counselors, deputy head teachers, selected members of PA and students who were informed of the study and given research consent forms. The researcher then administered the questionnaires in person. This ensured 100% return rate of the questionnaires.

#### **3.9.1 Collection of qualitative data**

Qualitative data was collected through individual interviews, focus group discussions and analysis of documents. The interviews were audio taped so that information about participants' lived experiences would be accurate (Creswell, 2012). Field notes such as observational notes were used in order to minimize loss of data and to have detailed descriptions of the researcher's observations, reflections and experiences during the

research process. Eight focus group discussions each composed of ten students from the schools in the sample were conducted. 32 individual interviews were also conducted as follows; 8 parents, 8 principals, 8 deputies and 8 HODs. The students in the focus groups reported their perceptions pertaining to their parents' attachment styles, their family socioeconomic status and their behavior. The students also gave their views on how their gender contributed to their behavior. The parents were asked about their attachment to their children, their socioeconomic statuses and how these contributed to the behavior of their children. Teachers also gave reports on how parental attachment, socioeconomic status and gender contributed to the behavior of the students.

### **3.10 Data Analysis**

Data analysis was done quantitatively and qualitatively.

#### **3.10.1 Quantitative Data Analysis**

The hypotheses were tested at 95% level of confidence. Deviant Behaviour Variety Scale for Students, Interest, Emotions, Relationships Scale for Students were rated on a five points Likert scale which ranged from strongly disagree (SD-1 point) to strongly agree (SA-5 points). The researcher used Statistical Package for Social Sciences (SPSS) version 22 to organize the data collected from participants into manageable form that was understandable. Descriptive data analysis was then performed to generate means and standard deviations. The different hypotheses were tested using bivariate correlation analysis in order to determine the relationship between every two variables. Correlation analysis enabled the researcher to determine the strength and direction of the relationship. Regression analysis was also conducted to determine which independent variable is the

best predictor of deviance. To test the gender differences in deviant behavior, the independent t-test was run in order to compare the statistical significance of possible differences between the means of boys and girls in deviance.

### **3.10.2 Qualitative Data Analysis**

Data from the interviews were analyzed using thematic framework. This framework gives the data a new form which is shorter and pithy instead of the full original accounts given by the participants (Gale *et al*, 2013). This involved listening to the audiotape of the first interview so as to ensure that all the ideas that were not captured are captured in the subsequent interviews. The interviews were then transcribed and then scrutinized. This followed the steps outlined by Miles and Huberman (2014). They propose that the analysis of qualitative data begins with giving codes to the raw data, secondly, note personal reflections or other comments in the margin, third, taking note of similarities, relationships and differences between variables, themes, distinct differences between subgroups and common sequences, the fourth step is to identify patterns and processes, commonalities, and differences, fifth, elaborate the sets of generalizations that cover the consistencies discerned and finally examine the generalizations (Mertens, 2010). The validity of the transcriptions was ensured through participant validation. The participants were given a chance to see the interview transcripts and to ascertain that the emerging themes are a reflection of their accounts. The researcher also focused on experiential analysis of the way the identified themes were experienced and interpreted by the participants. This was done by focusing on their inner personal experiences exhibited from their narratives or testimonies by voice recording, transcribing, editing and

presenting them using pseudonyms for purposes of confidentiality. Document analysis of class registers to ascertain the trend of absenteeism among the participants in the last two terms (Appendix XII). In addition, individual student files were also reviewed to establish the number of times the students were in violation of the school rules and the type of deviance that was exhibited in the last two terms. In boarding schools, dormitory records were also analyzed.

### **3.11 Ethical Considerations and Permission for Research**

During the study, ethical considerations were observed. The researcher obtained permission from The National Council of Science and Technology Innovation (NACOSTI) to conduct the research (Appendix XIV). The participants were furnished with sufficient information that enabled them to make informed consent (See Appendices I and II). Informed consent was obtained from the respective school principals, deputy principals, HOD guidance and counseling, parents' representatives and the individual students. For students who were under 16 years of age, the principals signed the consent forms on their behalf as *loco parentis*. The consent form also assured the participants of their anonymity and confidentiality (See Appendix I).

The confidentiality of the participants' names and information about them and their families were maintained as the surveys did not require them to indicate specific sensitive identifiable personal information (See Appendices III-IX). Each participant was given enough time to read the information concerning the study and its requirements. They were also informed of their rights to question and to quit the study at will and to withdraw any information at any stage of the study (See Appendices II and IX). To ensure that the participants suffer no physical and psychological harm as a result of

taking part in this study, the questions asked were not embarrassing, there were no threatening questions, and nobody was coerced to say something that they didn't believe in or which could cause them fear and anxiety. Further still nobody was forced to take part in the study.

The participants were also informed that taking part in the study would cause them no physical or psychological harm (See Appendices III-IX). They were then made aware that the findings of the study would be published. Finally, they signed the informed consent form. Assuring the participants of their rights enabled the researcher to build a trusting relationship between both parties. Furthermore, participants were informed that the collected data would be assessed and analyzed by the researcher only for the earlier stated purpose. The researcher also declared in writing that all the information captured in this work is original and in a case where another person's work was referred to, then the author was acknowledged in the references. Being aware that it is fraudulent for one to cook data, the researcher collected the data in person.

## **CHAPTER FOUR**

### **DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS**

#### **4.1. Introduction**

This chapter contains the findings, their interpretations and discussions. The findings are presented on the basis of the research objectives, which were to; assess the relationship between parental attachment styles and deviant behavior among secondary school students in Homabay County; evaluate the relationship between family socioeconomic status and deviant behavior; determine the mediative role of SES in the relationship between parental attachment and deviant behaviour and to examine gender differences in deviant behavior among secondary school students in Homabay County. Data was analyzed using both inferential and descriptive statistics such as Pearson correlation. The descriptive statistics was used to describe and summarize the data in form of frequency distribution tables. The inferential statistics was used to make inferences and draw conclusions. The Statistical Package for Social Sciences (SPSS) version 22 was used to analyze the data. Qualitative data was analyzed using thematic framework.

#### **4.2. Questionnaires Return Rate**

The study achieved 100% response return rate in all the questionnaires. This was achieved because the researcher in person issued the instruments to each respondent to ensure that each and every respondent took part in the study.

##### **4.2.1 Student Respondents' Demographic Characteristics**

In terms of gender, majority of the students were boys at 57.42% while the girls were represented at 42.58%. This is captured in Table 4.1 below.

**Table 4.1: Respondent's Gender**

<b>Respondent category</b>	<b>Frequency</b>	<b>Percentage</b>
Male	294	57.42%
Female	218	42.58%
Total	512	100%

*Source: Researcher's data 2019*

This implies that the gender distribution was even. There was approximately 3:2 gender split for males and females.

In addition to quantitative results, qualitative data revealed varied views concerning the study objectives which led to the emergence of various themes. Major themes and sub themes were developed from the research questions and they included parental attachment, family socioeconomic status, gender and deviant behavior. The minor themes included parent child relationship, communication patterns between parent and child, parental support, parent level of education, employment status, parental income and sexual relationships, sleeping arrangement, funeral ceremonies drug use and aggression. This is presented in Table 4.2 below.



**Table 4.2: Themes and Sub themes**

<b>Themes</b>	<b>Sub themes</b>
Parental attachment style and deviance	Parent child relationship, I seek advice from my parents, parental support, parent child communication
Family SES and deviance	Parent education, parental income, parent employment and violence, drug use and sexual behavior.
Gender and deviance	Male, female and drug use, violence and risky sexual behavior
SES and parental attachment style	Parent education, income and employment and parental attachment style

*Source: Researcher's Data 2019*

#### **4.2.2 Parental attachment style**

The students were probed on the parental attachment styles.

**Table 4.3: The Responses**

<b>Parental attachment style</b>	<b>Frequency</b>	<b>Percentage</b>
Secure attachment	219	42.77%
Insecure vulnerable/resistant	209	40.82%
Insecure avoidant	84	16.41%
Total	512	100%

*Source: Researcher's Data 2019*

The responses in Table 4.3 show that majority of the respondents 219(42.77%) were securely attached to their parents while 209(40.82%) and 84(16.41%) had insecure vulnerable and insecure avoidant attachment styles respectively.

### **4.3. Relationship between parental attachment style and deviant behavior among secondary school students**

The first objective sought to assess the relationship between parental attachment style and deviant behavior among secondary school students. To achieve this, the respondents were asked questions aimed at determining the various parental attachment styles and those that were also aimed at determining the level of deviance.

#### **4.3.1 Secure parental attachment style**

From the responses provided by the students on their parental attachment styles, 219 out of 512 students indicated that they had secure parental attachment style. Their responses were as shown on Table 4.4 below.

**Table 4.4: Students' Responses on Secure Parental Attachment Style questionnaire**

	N	Minimu m	Maximu m	Mean	Std. Deviation
My parents respect my feelings	512	1	4	2.70	.831
My parents accept me as I am	512	1	4	3.20	.672
My parents listen to what I have to say	512	1	4	2.51	.842
My parents care about me	512	1	4	3.27	.703
I trust my parents	512	1	4	3.10	.742
I can count on my parents to help me when I have a problem	512	1	4	3.02	.837
My parents can tell when am upset about something	512	1	4	2.78	.901
I talk to my parents when I have a problem	512	1	4	2.74	.944
If my parents know that something is bothering me, they ask me about it	512	1	4	2.85	.965
I share my thoughts and feelings with my parents	512	1	4	2.39	.909
When I am away from home my parents know where i am and who I am with	512	1	4	2.81	.899
My home is a nice place to live	512	1	4	3.18	.836
My parents pay attention to me	512	1	4	2.75	.845
Valid N	512				

From the responses in Table 4.4, students with secure parental attachment style were evidenced from majority of the students who indicated that their parents accept them as they are with a mean of 3.20. This was also evidenced in another 3.18 who agreed that

their home is a nice place to be. Another majority of the students with a mean of 3.10 also indicated that they trust their parents. Also as is indicated by a mean of 2.85, students confirmed that their parents would always ask if they know that something is bothering them. Further the study found that parents who are securely attached to their children usually know where their children are and who they are with. This was indicated by a mean of 2.81. Respondents also confirmed that their parents care about them and can always tell when they are upset with a mean of 2.78.

The responses further indicated that the children with secure parental attachment style reported that their parents can easily tell when they have a problem with a mean of 2.78. The study also found out that these parents pay attention to their children (2.75) and their children trust that the parents can help them out with their problems (2.74). It was also revealed that the students who are securely attached to their parents have confidence in their parents and feel that their parents respect their feelings (2.70) and listen to what they have to say (2.51). Finally the respondents also confirmed that they share their thoughts and feelings with their parents with a mean of 2.39. These responses indicate that the students are comfortable in the presence of their parents and that they consider their parents as friendly people with whom they share their feelings.

#### **4.3.2 Insecure vulnerable parental attachment style**

From the responses provided by the respondents, 209 of the respondents confirmed that they had insecure vulnerable attachment to their parents. Their responses were as shown on Table 4.5 below.

**Table 4.5: Students’ Responses on Insecure vulnerable parental attachment style questionnaire**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
I rely on others to help me make decisions	512	1	5	2.85	1.334
I miss the company of others when I am alone	512	1	5	3.14	1.219
I worry a lot if people i live with arrive back later than expected	512	1	5	2.54	1.124
I rely on advice from others when I’ve got a problem	512	1	5	2.26	1.341
I get anxious when people close to me are away	512	1	5	2.48	1.420
I find it hard to trust others	512	1	5	2.95	1.331
I feel people haven’t done enough for me	512	1	5	2.77	1.262
People let me down a lot	512	1	4	2.46	1.033
Valid N	512				

The responses in Table 4.5 above indicate that majority of the respondents with a mean of 3.14 agree that they miss the company of others whenever they are alone. The vulnerable parental attachment style was also exhibited among respondents with a mean of 2.95 who indicated that they find it difficult to trust others and others with a mean of 2.85 who admitted that they rely on others to help them make decisions. Further still the study

confirmed vulnerable parental attachment with a mean of 2.77 who agreed that they feel that people haven't done enough for them. The respondents further confirmed that they worry a lot if people they live with arrive back later than expected with a mean of 2.54. It also emerged that participants get anxious when people close to them are away (2.48). These students also feel that people haven't done enough for them (2.46) and finally, 2.26 rely on advice from others whenever they've got problems.

#### **4.3.3 Insecure Avoidant Parental Attachment Style**

From the responses gathered, only 84 respondents exhibited the insecure avoidant parental attachment style and their responses were as shown in Table 4.6 below.

**Table 4.6: Students’ responses on Insecure Avoidant Parental Attachment Style questionnaire**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
My parents don’t understand what I am going through these days	512	1	4	2.06	.877
I get upset easily with my parents	512	1	4	2.04	.967
I feel angry with my parents	512	1	5	1.67	.906
It’s hard for me to talk to my parents	512	1	4	1.65	.838
I feel scared in my home	512	1	5	1.54	.843
My parents don’t pay attention to me at all	512	1	4	1.78	.858
My parents don’t appreciate the things i do	512	1	4	1.85	.810
Valid N	512				

From the responses in Table 4.6 students who experience insecure avoidant parental attachment style affirm that their parents do not understand them and that they easily get upset with their parents. This is confirmed by a mean of 2.06 and 2.04 respectively. Further still some respondents with a mean of 1.85 indicated that their parents do not

appreciate anything they do and yet another 1.78 also confirmed that their parents don't pay attention to them at all. The study also found that those with insecure avoidant parental attachment style are always angry with their parents and find it hard to speak to their parents with a mean of 1.67 and 1.65 respectively. Finally other respondents with a mean of 1.54 feel scared in their homes.

The students also responded to the deviant behaviour scale. The responses were then correlated with their responses on their parental attachment styles. Their responses based on their deviant behavior (drug use and violence) were as depicted in Table 4.7 below while their responses on irresponsible sexual behavior were as depicted in Table 4.8.



**Table 4.7: The Students' responses on the deviant behavior scale**

	<b>N</b>	<b>Minimu m</b>	<b>Maximu m</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have lied to adults	512	1	5	2.98	1.347
I have used cocaine or heroin	512	1	5	1.96	1.016
I have fought an adult	512	1	5	2.13	1.011
Damaged or destroyed public or private property	512	1	5	2.42	1.102
Used alcohol or bhang	512	1	5	2.19	1.157
Skipped school for several days without parent's knowledge	512	1	5	2.21	1.083
Sold drugs	512	1	23	2.20	1.912
Skipped classes because I don't feel like	512	1	5	2.43	1.216
Carried a weapon to school (knife, pistol)	512	1	5	2.10	1.093
Fought in class or in school	512	1	5	2.36	1.092
Been to school or class after drinking alcohol	512	1	5	2.11	1.068
Planned to destroy school property	512	1	5	2.12	1.096
Planned to/ burn school building	512	1	5	2.13	1.075
Carried alcohol or any other drug to school	512	1	5	2.02	1.047
Valid N	512				

From Table 4.7 above a number of students have confirmed being involved in various deviant activities. For example, majority confirmed that they have lied to adults with a mean of 2.98 and another 2.43 agreed that they skipped classes because they didn't feel like. According to the findings of this study, participants indicated that they had destroyed public or private property with a mean of 2.43. Further still learners confirmed having fought in school and skipping school for several days without parents' knowledge with a mean of 2.36 and 2.21 respectively.

The study revealed that learners sold drugs at a mean of 2.20 and used alcohol or bhang at a mean of 2.19. Other participants confirmed that they had burnt or planned to burn school building at a mean of 2.13, planned to destroy school property at a mean of 2.12 and had been to school after drinking alcohol at a mean of 2.11. It was also confirmed that some participants had carried weapons to school at a mean of 2.10, fought adults at a mean of 2.13, carried alcohol or any other drug to school at a mean of 2.02 and finally used cocaine or heroin at a mean of 1.96.

**Table 4.8: Students' Responses on Irresponsible Sexual Behaviour Questionnaire**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have already had sex with a boy or a girl	512	1	5	2.90	1.277
I have a child at home	512	1	5	2.05	1.111
I plan to wait to get someone i love before having sex	512	1	5	3.34	1.214
I find it difficult to say no to sexual advances from the opposite sex	512	1	5	2.85	1.340
I would not wish to have a sexual relationship before finishing school	512	1	5	3.48	1.238
I plan to have sex as soon as the opportunity arises	512	1	5	2.47	1.293
I have sex with my boyfriend because i fear he might leave me	512	1	5	2.29	1.265
Valid N	512				

From Table 4.8 above, it is evident that students have admitted to being involved in irresponsible sexual behavior. At a mean of 3.34 the learners indicated that they are waiting to find someone they love before they can have sex. Another group of learners also confirmed having had sex at a mean of 2.90. Further still others confirmed that they have difficulty saying no to sexual advances from opposite sex at a mean of 2.85, planning to have sex as soon as the opportunity arises at a mean of 2.47, having sex

because they fear being rejected at a mean of 2.29 and finally having children at home at a mean of 2.05. However, majority of the learners at 3.48 would not wish to have sexual relationships before finishing school.

#### 4.3.4 Correlation between Parental Attachment style and Deviant Behavior

A two tailed Bivariate Pearson correlation was conducted to test the null hypothesis “There is no statistically significant relationship between parental attachment and deviant behavior among secondary school students in Homabay County.” The results were as shown in Table 4.9 below.

**Table 4.9: Correlation between parental attachment style and deviant behavior among secondary school students**

		<b>Parental Attachment</b>	<b>Deviant Behaviour</b>
Parental Attachment	Pearson Correlation	1	-.244**
	Sig. (2-tailed)		.000
	N	512	512
Deviant Behaviour	Pearson Correlation	-.244**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

The results in Table 4.9 indicate a significant low negative correlation between parental attachment style and deviant behavior among secondary school students in Homabay County, with ( $r=-.244$ ,  $p< 0.05$ ). This implies that as parental attachment improves, deviant behavior reduces. These results corroborate with those of Lim *et al* (2013) who

also found a significant negative relationship between parental attachment and adolescents' delinquency. Similarly, Robin (2013) also reported that adolescents who exhibit secure attachment do not involve themselves in risky behavior. Cheng (2012) reported that parent child relationship is one of the factors that contribute to student deviant behavior. In the same vein, Misbahi and Aisha (2011), found a significant negative relationship between parental attachment and aggression. Sane *et al* (2016) revealed that attachment insecurity is related to externalizing problem behavior similar to Shek *et al* (2012) who also reported that strong family bonding protects students from engaging in problem behavior. The findings of this study are also similar to those of Beck (2011) who found that adolescents with more secure attachment had higher levels of social support from friends. In addition, Jayaram and Caeiro (2017) also revealed that improper parenting styles lead to deviant behavior among students. Other studies whose findings also agree with the findings of this study include Ruedisueli (2010) who reported that those students who reported that their mothers know their friends had reduced probability of having sex, Guilamo *et al* (2014) who reported that emotional qualities of the father adolescent relationship were significantly associated to adolescent sexual behavior. Borhani (2013) also reported a positive relationship between insecure attachment and substance abuse.

Mutie (2015) reported that those who experience emotional parental neglect also express hatred for school rules and elders and report having engaged in different forms of indiscipline in school. Poipoi, Agak and Kabuka (2011) are also in agreement with the findings of this study as they also reported that poor parent child relationship contribute

to violent behavior among adolescents. Further still, Changalawa *et al* (2011) reported a significant relationship between parenting styles and alcohol abuse among college students and Dimbuene and Defo (2010) found that the quality of parent youth relationship significantly reduces risky sexual behavior. Finally Negeri (2014) revealed that youths with high family connectedness were less likely to involve in risky sexual behavior.

Wetherward to the findings of this study is Shute *et al* (2011) who reported that parents have minimal influence on their children's academic achievement. This contradiction may be because Shute *et al* (2011) collected data through document analysis only as opposed to this study that collected its data through triangulation. Further correlation between secure parental attachment style and deviant behavior revealed a strong negative correlation between secure parental attachment style and deviant behavior ( $r = -.633, p < 0.05$ ). This is shown in Table 4.10.

**Table 4.10: Correlation between Secure Parental Attachment Style and Deviant Behavior**

		<b>Secure Parental Attachment</b>	<b>Deviant Behaviour</b>
Secure Parental Attachment	Pearson Correlation	1	-.633**
	Sig. (2-tailed)		.000
	N	512	512
Deviant Behaviour	Pearson Correlation	-.633**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

Analysis of qualitative data revealed that majority of the students reported secure parental attachment styles. This was indicated in the following responses;

*“I share a lot with my mother, in fact when I have a problem she is always the first one to know. She encourages me to work hard in school and I do not want to disappoint her.” (FGD)*

From the response above, the student views the parent as a friend and therefore strives to please the parent by doing the right things. When asked whether their parents support them, quite a number admitted that they can count on their parents to support them whenever they have a problem and that their parents fully take care of them. This was suggested by the following comments;

*“My parents pay my school fees, buy me uniform and books and also provide for us while we are at home.” “They are always there when I need to talk to them and they make sure they help me in doing what makes me happy.” They care about my whereabouts, always want to know who my friends are..... which makes me want to do better in school so as to make them happy.”(FGD).*

The above respondent exhibits secure parental attachment style with the parents and expresses that because of this she fears indulging in deviant behavior because she does not want to disappoint the parent.

*My son is a focused boy, very bright in fact that is why he managed to join this school. I trust him fully and I know he is responsible. He aspires to become an **ENGINEER**. My son and I have a warm relationship, he tells me his problems and I am also free to share with him.” Can you imagine when schools close, he squeezes his pocket money and buys me something on his way home [Parent1].*

Parent one exhibits a lot of confidence in her son and has a lot of hope in him. This is as a result of the close attachment between them. From her statement the son has not shown any signs of deviance or else she would have reported that since the son is free to share with her.

The correlation between insecure avoidant parental attachment style and deviant behavior revealed an average significant positive relationship ( $r = .452, p < 0.05$ ). This is captured in Table 4.10. This could be because these parents are inconsistent in their behavior and their children do not trust them to fulfill their needs. These children do not care about close relationships and would easily engage in deviance as proof of their attractiveness and status.



**Table 4.11: Correlation between Insecure Avoidant Parental Attachment Style and Deviant Behavior**

		<b>Avoidant Parental Attachment</b>	<b>Deviant Behaviour</b>
Avoidant	Pearson Correlation	1	.452**
Parental	Sig. (2-tailed)		.000
Attachment	N	512	512
Deviant	Pearson Correlation	.452**	1
Behaviour	Sig. (2-tailed)	.000	
	N	512	512

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

Insecure avoidant parental attachment style was also revealed in the qualitative data. For example, some students reported that they detest closeness to their caregivers and cannot even sit in one room with them. For example,

*“My father is so unpredictable (anapromoka) [SIC] that when he comes to the living room, I go to the kitchen. I hate his habit of quarreling with us always. I don’t care whether he is proud of me or not because he doesn’t care about me.”(FGD)*

The responses above are indications of insecure parental attachment style between the students and their parents which has resulted to I don’t care attitudes towards the parents.

When collecting qualitative data the students were asked to describe their families, briefly describe their parents, how they relate with their parents and whether this relationship contributed to their behaviour. While they indicated varied closeness and support within their families, most boys when asked to describe their parents, reported that their fathers are bullies while their mothers are friendly. The boys reported that

because of the aggression they experience from the fathers they take alcohol and occasionally engage in violence. For example,

*“Am forced to take a little on my way home from school in the evening so that when he starts his noise, I don’t pay attention or I shut him down.” (FGD)*

When asked about their relationship with their parents, while majority admitted that they talk to their parents, not all of them were free to share their personal problems with their parents or even share about their boy girl relationships. For example,

*“I cannot tell my parents about my boyfriend neither would I want them to know that something is bothering me. If my father gets to know that I have a problem, he would start blaming me for the problem. I would rather share with my friends.”(FGD)*

When parents were asked about their relationship with their children, their responses indicated varied tones of disappointment, unhappiness, fear, excitement and confidence as described by the following participants.

*“Nowadays I don’t understand my son, we used to be close but all of a sudden, he changed, .....he no longer wants to tell me stories as he used to. Partly I blame myself because when he joined class five I took him to boarding school and since then things have not been the same. He prefers to lock himself up in his room most of the times (struggles with tears). He no longer wants to go to church and at times I find him so rude to me.....I destroyed my son’s life!”[Parent 4]*

The reflection of the response by parent 4 indicates a disappointment because of the change in the behavior of the child occasioned by the separation. The parent has now lost trust in him and feels that he is becoming deviant (verbal aggression).

*“I fear for my daughter. Although she tells me her problems am not sure if she tells me everything. When she is at home she spends more time with her friends than she does with me. One day she sneaked out with her friends in the night. When I asked her, she told me they had gone to watch a movie at a friends’ house. I wonder why she could not come to ask for permission or just inform me! [Parent 6]*

Parent 6 is concerned about his daughter but he does not know how to help her. He admits that she is deviant and he does not trust her. The two of them are not free with one another and therefore even the girl does not inform him of her whereabouts.

When teachers were asked about parental attachment and deviant behavior, these are some of the responses they gave.

*“Some of our parents are so concerned that they do not wait to be called for them to come to school to know about the progress of their children. Although their children are day scholars, they frequent the school and always want to engage the teachers. The irony is that for some of these parents, their children feel that they are over involved and are not happy when they see their parents come to school. Some of these students who do not want their parents to come to school like bunking school and we suspect that they use drugs or have bad friends outside school” [principal 1].*

From the response above it is clear that although the parent is concerned about the education of his child, the attachment between the parent and the child is not secure and that is why the child does not appreciate what the parent is doing and hence gets involved in deviant behavior.

*Some of these students when they are asked to go home and call their parents, they will plead with you to give them any other form of punishment because their parents will either not come or if the parent comes they will be beaten. Those who say that their parents will not come feel that their parents do not care about them while those who fear that the parent will beat them feel that their parents are too harsh and violent. This does not affect their behavior as such because some of them are disciplined. [Deputy 1]*

From what deputy 1 has reported, it is clear that the insecure attachment between these children and their parents does not contribute to their behavior in school.

From the analysis of both qualitative and quantitative data it evident that the parental attachment style determines whether a child becomes deviant or not. This is exhibited in the significant correlation between parental attachment styles and deviant behaviour. It is further confirmed by the responses from the interviews and the focus group discussions. The findings of this study corroborate to the assumption of the parental attachment theory which posits that the students who are securely attached to their parents are less likely to engage in deviant behavior as compared to their counterparts who exhibit insecure parental attachment style.

#### **4.4 The Relationship between Family Socioeconomic Status and Deviant Behavior among secondary school students in Homabay County**

The second objective of the study sought to compute the relationship between family socioeconomic status and deviant behavior among secondary school students in Homabay County. After computing one variable (family socioeconomic status) the scores were rated on a three point Likert scale ranging from DN to NO to YES (1-3). From the questionnaire the highest score would be 48 while the lowest would be 16. It was then decided that those who scored 35 and above were of high family socioeconomic status, those who scored from 25-34 were of middle family SES while those who scored 24 and below were from low SES. The distribution of respondents by their SES was as captured in Table 4.12 below.

**Table 4.12: Categories of Respondents by SES**

<b>SES</b>	<b>N</b>	<b>Percentage</b>
Low SES	382	74.6
Middle SES	102	20
High SES	28	5.4
<b>Total</b>	<b>512</b>	<b>100</b>

*Source: Authors data, 2019*

Table 4.12 indicates that most of the respondents at 74.6% came from low socioeconomic status families followed by another 20% who indicated that their families are neither poor nor rich and finally only 5.4% indicated that they come from high socioeconomic families.

To address the second objective, the null hypothesis ‘There is no statistically significant relationship between family socioeconomic status and deviant behavior among secondary school students in Homabay County.’ was tested. A correlation analysis was conducted. The set scores on the family socioeconomic status were used as the independent variable while scores from deviant behavior questionnaire were used as the explanatory variable (dependant variable).

**Table 4.13: Responses on Family Socio-Economic Status**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Finished some primary education or did not go to school	520	1	2	1.31	.461
Finished lower secondary	520	1	2	1.18	.382
Finished form 3 and four	520	1	3	1.52	.519
Finished post secondary but not university	520	1	2	1.21	.410
Finished university or higher	520	1	3	1.11	.316
Has never worked outside the home for pay	520	1	3	1.56	.768
Small business owner	520	1	3	2.33	.521
Clerk	520	1	3	2.18	.422
Service or sales worker	520	1	3	2.08	.303
Skilled agricultural worker	520	1	3	2.03	.203
Craft or trade worker	520	1	3	2.02	.163
Plant or machine operator	520	1	3	2.01	.107
General laborers	520	1	3	2.10	.309
Corporate manager or senior official	520	1	3	2.00	.076
Professional	520	2	3	2.01	.107
Technician or associate professional	520	2	3	2.01	.087
Valid N	520				

From the responses in Table 4.13 above majority of the students confirmed that they come from low SES families. This was indicated by the learners who confirmed that their parents are small business owners at a mean of 2.33, their parents work as clerks at a mean of 2.18, general laborers at a mean of 2.10 and service or sales workers at a mean of 2.08. Other learners indicated that their parents are skilled agricultural workers at a mean of 2.03, craft or trade workers at a mean of 2.02, plant operators at a mean of 2.01 and professionals at a mean of 2.01. Further still those who indicated that their parents are technicians were at a mean of 2.01, managers 2.00, have never worked outside the home for pay 1.56 and those whose parents finished form four were at a mean of 1.52. The study also found that some parents did not go to school completely at a mean of 1.31, finished post secondary but not university 1.21, finished lower secondary at a mean of 1.18 and finally finished university at a mean of 1.11. These responses were then correlated with their responses on deviant behavior scale and the results were as depicted in the Table 4.14 below.

**Table 4.14: Correlation between family socioeconomic status and deviant behavior**

		<b>Socio-economic status</b>	<b>Deviant Behaviour</b>
Socio-economic status	Pearson Correlation	1	-.644**
	Sig. (2-tailed)		.000
	N	512	512
Deviant Behaviour	Pearson Correlation	-.644**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

The Pearson Product-Moment correlation coefficient computed implies a strong significant negative correlation between family socioeconomic status and deviant behavior among secondary school students in Homabay County, with ( $r = -0.644$ ,  $p < 0.05$ ). These findings are reminiscent to those of Mohnsen, Mehr and Rohmati (2012) who revealed that adolescents from families that have higher levels of SES were more active and participated in sports than others. Chu (2014) revealed that upper middle class students performed better than those from lower middle class. Similarly, Ruqaya, Ghulam and Asif (2010) reported that low socioeconomic statuses are important predictors of aggression among the youth. Alicea (2012) noted that students from higher SES group reported higher adaptability. Patrick, Shoeni and Schulenberg (2012) revealed that smoking in young adulthood was associated with lower childhood family SES. The findings of this study also corroborated with those of Kori (2015) whose findings averred that family context variables contributed significantly to risky sexual behavior.

Dekeke and Sandy (2014) also reported that level of parental education plays an important role in youths' initiation to risky sexual behavior. Of the same opinion are Dintwa and Kakanya (2012) who revealed that economic status influences risky sexual behavior and commercial sex. Ekpo and Ajake (2013) also reported that family SES and educational level of parents significantly influence students' delinquency. In addition to this, Ntaganira *et al* (2012) revealed that risky sexual behavior among the YHH was highly related to their SES. Olugbode (2013) also opined that students' academic performance and social adjustment in school are largely affected by the social problems around them and family income is among these factors. Others who also agree with the findings of this study are Uyang, Festus and Bassey (2016) who found that SES of the



youth is a significant cause of youth involvement in criminal activities. Omboto *et al* (2013) also reported that more than 70% of the imprisoned youths come from poor families. Similarly, Kasundu *et al* (2012) averred that economic factors are of great significance as far as drug abuse is concerned. Omollo (2017) also reported that SES factors highly influence the retention of students in secondary schools. Finally, Ooyi (2016) revealed that youths from high socioeconomic backgrounds participate more in HIV/AIDS prevention forums.

When collecting qualitative data, the study sought to find out whether parents' income contributed to the behavior of the students. The respondents presented varied responses with majority suggesting that they behave the way they do either because their parents are unable to provide them with the basic needs or because the parents are not there to direct them as implied in the following statements;

*“If my mother had enough money I know I would not be in a day school and for sure there are some friends I would not be keeping. I know she would buy me good clothes and provide all that I need”* (FGD)

The above response presents a student who wishes to lead a better life and admits that there are friends whom she knows are not good but she cannot avoid them because these friends sustain her.

*“If my father had money I know we would not be living in a slum, he would be supporting me in my education and I know he would spend more time at home instead of drinking alcohol.”*(FGD)

When parents were asked whether their socioeconomic statuses contributed to the behavior of their children, most of them agreed that it does both positively and negatively. Most of the parents whose children were in day school reported that if they

were employed they would take their children to better schools because they felt that day schooling had a bad influence on their behavior. [Parent5]. One parent felt that because of the nature of his job he never gets enough time to be with his children and even to visit their school and he believes that this contributed to their laxity in academics. [Parent 8]. Furthermore some also appreciated their employment because they believe that they were only able to pay school fees on time because of the employment otherwise their children would be out of school.

On whether SES related to behavior, teachers agreed that it does. However their opinion was divided right in the middle on whether the contribution was negative or positive. There were those teachers who believed that children from rich families have a lot of money which they use to buy drugs and lure others into sexual relationships. Other teachers reported that poverty motivated students to work extra hard and to focus only on education in order to deliver their families from poverty. On the contrary, other teachers reported that sometimes the poor conditions at home are too harsh to favor learning and so these students become emotionally vulnerable and are easily provoked to violence and bunking school.

From the findings of document analysis, most students who are deviant come from poor families. For example, Jane (pseudonym) comes from a two parent home, all parents are not employed (from a lower SES). She is asleep most of the times in class, has exhibited disruptive behavior in class and was once found in possession of a pair of scissors which she intended to use against a boyfriend who had dumped her.

Further still, it was revealed that some students have been labeled as deviants and have never brought their parents to school even when they are sent home to call parents for example, Job (pseudonym) fights in school and when he is sent home to call his parents he threatens to leave school because the parents are not willing to come to school and so the teachers call him back.

Those who contradict the findings of this study include Ford (2013) who found no significant relationship between culturally diverse students' SES and their academic achievement. This could be because ford (2013) used purposive sampling technique as opposed to this study that employed a blend of sampling techniques. Latham (2014) also reported that drug abuse cuts across both low and high SES. They conducted an ethnographic qualitative study as opposed to this study that conducted a correlational survey study and employed mixed paradigms. Similarly, Odimegwu and Adedini (2013) are also of a contrary opinion to the findings of this study. They revealed that poverty is not a critical determinant of risky sexual behavior. This contradiction may be because their study was among university students and that they only collected data through questionnaires as opposed to the current study which was among secondary school students and data was collected through triangulation. Finally, Adewale (2012) also revealed that parental SES and parental educational background did not have significant effect on the academic performance of the students. This could be because Adewale (2012) used cross sectional design and purposively selected his sample.

Correlation between parental education and deviant behavior revealed a more significant relationship compared to the correlation between parental occupation and deviant behavior. This is captured in Tables 4.15 and 4.16.

**Table 4.15: Correlation between Parental Education and Deviant Behavior**

		<b>Parental education</b>	<b>Deviant Behaviour</b>
Parental education	Pearson Correlation	1	-.713**
	Sig. (2-tailed)		.000
	N	512	512
Deviant Behaviour	Pearson Correlation	-.713**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

The findings on Table 4.15 imply a very strong negative correlation between parental education and deviant behavior of the adolescents ( $r = -0.713$ ,  $p < 0.05$ ). This means that as parental education increases the deviant behavior of the students reduce.

**Table 4.16: Correlation between Parental occupation and deviant behavior**

		<b>Parental Occupation</b>	<b>Deviant Behaviour</b>
Parental Occupation	Pearson Correlation	1	-.444**
	Sig. (2-tailed)		.000
	N	512	512
Deviant Behaviour	Pearson Correlation	-.444**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

Based on the findings on Table 4.16 there is a significant average relationship between parental occupation and deviant behavior ( $r = -0.444$ ,  $p < 0.05$ ). This means that parental occupation as a source of income for the family enables the parents to provide whatever the children need and therefore the children are less deviant.

In terms of SES the students and the parents were grouped into low SES, middle SES and high SES. Majority of the respondents were characterized as poor. This is illustrated by the following responses *“My father works as a night watchman in our school but he is not paid because the money goes to my school fees, while my mother is a fish monger at the market.”* Others also reported that both parents are peasant farmers. Those who fell in this category indicated that their parents earn less than ksh.10,000/. Those who were categorized as middle class earned ksh. 50,000/ per annum while very few were categorized as rich. These indicated that their parents were both high school teachers, one student reported that his father is an engineer who owned his own construction company while others reported that their parents owned businesses.

When the students were asked whether their parents took too long at work and whether this contributed to their behaviour, their responses differed as shown in the Table 4.17 below.

**Table 4.17: Time spent by parents away from home**

<b>Parent spends more time at work than at home</b>	<b>F</b>	<b>%</b>	<b>CONT</b>	<b>%</b>
Never	22	27	40	50
Sometimes	42	53	14	17
Always	16	20	26	33
<b>Total</b>	<b>80</b>	<b>100</b>	<b>80</b>	<b>100</b>

*Source: Researchers data*

From the above responses when students were asked whether their parents spent more time at work than at home, 53% responded that they sometimes do. Another 20% reported that they always do while the rest 27% said their parents never spend more time at work than at home. Whether the time their parents spend at home contributes to their behavior 50% denied while the other 50% agreed (17% sometimes while 33% always). These responses imply that there is a relationship between parental occupation and deviant behavior as the respondents agreed that the time their parents spend at work contribute to their behaviour. According to the interview, majority of the students spend most of their time after school at home alone because parents come home late while some parents live away from home.

#### **4.5 The Mediative Role of Family Socioeconomic Status in the Relationship between Parental Attachment and Deviant behaviour**

In the third objective, the study sought to determine the mediative role of family socioeconomic status in the relationship between parental attachment and deviant behavior among secondary school students in Homabay County. To address this

objective, the null hypothesis “There is no statistically significant relationship between family socioeconomic status and parental attachment among secondary school students in Homabay County.” was tested. A correlation analysis was conducted. The set scores on the family socioeconomic status were used as the independent variable while scores from parental attachment questionnaire were used as the explanatory variable (dependant variable). The results of the correlation are presented in Table 4.18 below.

**Table 4.18: Correlation between Family Socioeconomic Status and Parental attachment style**

		<b>Socio-economic status</b>	<b>Parental Attachment</b>
Socio-economic status	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	512	512
Parental Attachment	Pearson Correlation	.704**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

The Pearson Product-Moment correlation coefficient ( $r = .714$ ) revealed a very strong significant positive correlation between family socioeconomic status and parental attachment among secondary school students in Homabay County. This indicates that as the family SES increases, parental attachment styles also changes to the positive and subsequently deviant behavior among secondary school students decreases. The findings of this study are reminiscent to those of Velley Malay (2012) who revealed that parental SES has a strong impact on parental involvement. He further opined that low SES families are least likely to be involved in their children’s education. Al-Matalka (2014)

also found that educational level of parents has greater impact on parental involvement than parental occupation and income. Similarly, Wandella (2015) reported that poor families often confront multiple stressors which will first affect the emotional lives and marital interactions of adults and then diffuse into the caretaking environment of the children. The findings of this study also corroborate to those of Ferin (2011) who revealed a significant interaction between family poverty status and parental discussion as well as Kaur and Verma (2015) who also found high prevalence of abuse in low SES families. Others who also agree with the findings of this study include Ling (2013) who revealed that families of lower SES have lower social bonding with their children. Mounney and Reid (2012) reported that poor parents strain to provide their children with basic needs and this affects their parenting. Similarly, Yunus and Dahlan (2013) reported that attachment of fathers to their children increase with higher SES. Stull (2013) revealed that family SES is associated with parents' expectations of their children.

In addition, Schumaker (2012) found a significant relationship between child neglect and poverty. Rawatlal *et al* (2015) also reported that higher house hold income families were associated with less anxious attachment relationship and higher maternal education correlated with parental involvement and support. Elgbeleye and Olasupo (2011) also revealed that low SES increased chances of child labour. Hamad (2013) also concur with the findings of this study as he reported a strong relationship between poverty and child labour. Finally, Mwangi (2016) also revealed that parental level of education and income had positive association with their level of participation in preschool education.



Further correlation between parental education and parental attachment revealed an average positive relationship between parental education and parental attachment as well as the relationship between parental occupation and parental attachment. This captured in Tables 4.19 and Table 4.20 respectively.

**Table 4.19: Correlation between parental education and parental attachment style**

		<b>Parental education</b>	<b>Parental Attachment</b>
Parental education	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	512	512
Parental Attachment	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

**Table 4.20: Correlation between Parental Occupation and Parental Attachment**

		<b>Parental occupation</b>	<b>Parental Attachment</b>
Parental occupation	Pearson Correlation	1	.567**
	Sig. (2-tailed)		.000
	N	512	512
Parental Attachment	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.000	
	N	512	512

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

These findings reveal that parental education and parental occupation are all important determinants of parental attachment. The correlation between parental education and parental attachment is slightly stronger ( $r = .641$   $p < 0.05$ ) compared to that between parental occupation and parental attachment ( $r = .567$   $p < 0.05$ ).

During the interview parents also expressed their opinion on secure parental attachment in poor conditions. Parents unanimously agreed that poor parents actually found it hard to develop close and secure attachment with their children since they are always out in the farm or in the market while some at the lake. The parents were of the opinion that the level of income determined attachment style and child's behavior since it determines exposure, presence of the parent at home and availability of personal needs. This was expressed in the following statement;

*I don't have time to talk to my child about personal issues like her friends because I leave home very early to go to the lake and coming back home is not guaranteed. I can even take two days in the lake before coming home. I struggle to pay her school fees and it is up to her to make sure that she is disciplined.*

#### **4.6 Gender differences in Deviant Behavior among Secondary School Students in Homabay County**

The fourth objective of the study was to assess gender differences in deviant behavior among secondary school students in Homabay County. This was achieved by testing the null hypothesis that there is no statistically significant gender difference in deviant behavior among secondary school students in Homabay County. An independent sample t-test was run to compare the means between the boys and the girls and the results were as shown in Tables 4.21 and 4.22 below.

**Table 4.21: Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Deviant Behaviour	Males	294	1.93	.685	.076
	Females	218	1.30	.524	.027

The findings in Table 4.21 revealed that the male learners had a higher mean of deviant behaviour score of 1.93, with a standard deviation of 0.685 and standard error of 0.076 than the female learners who had a mean of 1.30, with a standard deviation of 0.524 and a standard error of 0.027.

**Table 4.22: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Deviant Behaviour	Equal variances assumed	2.615	.107	9.194	512	.000	.626	.068	.493	.760
	Equal variances not assumed			7.752	101.213	.000	.626	.081	.466	.787

The results indicate that there was a significant difference in the scores for males ( $M=1.93$ ,  $SD=0.685$ ) and females ( $M=1.30$ ,  $SD=0.524$ );  $t(512) = 9.194$ ,  $p < .05$ . These results suggest that gender contributes to the deviant behavior of the form two students. Specifically, the results indicate that boys are more deviant than the girls. From the results of the study, it was credible to conclude that there is statistically significant gender

difference in deviant behavior of form two students in Homabay County. These findings corroborate to those of Moitra and Mukherjee (2010) who revealed that adolescent boys who do not experience any kind of love from their mothers are likely to exhibit problematic behavior. In addition, Yifru and Asres (2015) also found a significant association between male youths' SES and the likelihood that they practice risky sex.

Others who also concur with the findings of this study include Borsuk and Juhnke (2015) who reported that women are more vulnerable to prescription Opioids misuse than men. Similarly, Jules *et al* (2015) in a purely qualitative study which employed a cross sectional design and was conducted among university students revealed that males and females differ significantly in terms of illicit drug use. Tsvetkova and Antonovna (2013) reported higher social acceptability of drug use among males than females. Their study was carried out among university students and data only analyzed descriptively.

In addition, Onukwufor (2013) noted that physical and verbal aggression was higher among males than females. Finally, Odimegwu and Somefun (2017) who analyzed secondary data collected from youths out of school reported that males have more sexual partners than females. Similarly Kabiru (2014) also revealed that gender determines delinquency.

On the contrary, Kemi *et al* (2015) revealed that gender and old age do not significantly influence aggressive behavior and truancy. Their study only conducted a descriptive statistics as opposed to the current study which did both descriptive and inferential statistics. Famutimi *et al* (2014) also reported no significant gender difference in engaging in risky sexual behavior. They employed a descriptive cross sectional design as

opposed to the current study which employed a correlational design. Finally, Sang, Chepchieng and Kariuki (2015) also reported no relationship between students' gender and their academic achievement. This contradiction could be because they used ex-post facto design as opposed to the current study which used a correlational design. Gobopamang (2011) reported that women had egalitarian gender role attitudes towards sexual behavior compared to men. The contradiction may be because Gobopamang (2011) used secondary data and employed a cross sectional design. Subhash (2011) reported that the number of females subjected to child labour is higher than the males. This contradiction could be because Subhash (2011) did research among the children of age 10-14 as opposed to the current study which used a sample of secondary school students.

During the focus group discussion sessions high involvement in deviant behavior among the male and female students was reported. It emerged that some aspects of violence, drug use and irresponsible sexual behavior were driven by gender differences as suggested by the comments below.

*Whenever there is a disco matanga [SIC] boys are allowed to go but girls will only go if they sneak. Boys who sleep in their brothers' houses sneak in girlfriends for sex from the discos. Girls who sleep at the grandmothers' houses go for night dances where a lot of sex talk and activities go on. I don't think they use condoms [Girl, FGD].*

The statement above implies that many boys are deviant as compared to the girls. This is because they have a lot of freedom, and when they go to the *disco matanga* they watch a lot of violence and initiate sexual relationships with the girls whom they find there. From the above statement there are more boys than girls at the discos. Another participant also

reported that he was told by a friend that at the *disco matanga* they sell locally brewed alcohol and cigarettes.

Some girls also confessed that at times they do not intend to have sexual intercourse but they are coerced by their boyfriends who threaten to abandon them if they don't cooperate. Whereas female students engaged in sexual intercourse through coercion, for monetary benefits and sense of belonging, the male students sought to prove their masculinity. Almost 90% of the boys believed that real love can only be expressed through sexual intercourse. This is suggested by the following statements; *"I cannot refuse him because I love him and he gives me financial support and so I do not want to lose him"* [Girl, FGD]

*"Without that (sex), then there is no need for the relationship"* [Boy FGD]

When asked whether they have fought in school and the reasons behind the fight, most of the respondents agreed with the majority of the culprits being boys. Boys either fought over a girl or when they felt they have been ridiculed by a colleague while girls engaged mostly in verbal aggression over petty issues which most of them could not define.

*"I hate her and I will still fight her if I find the opportunity. She thinks she is prettier than everybody."* [Girl FGD].

*"You know our school is mixed and so when someone demeans you before the girls, the girls will laugh at you. I can't take that."* [Boy FGD].

Both parents and teachers also agreed that although both boys and girls exhibit deviant behavior, more boys exhibit deviant behavior as compared to the girls. This was reported by six parents and five teachers. For example, Grace (pseudonym) has little or no communication with her parents since she lives with her grandmother because the parents

are not at home. She attends almost all the *discos* in the area. She has a child at home. She is very rude to teachers and fellow students and sleeps a lot in class.

#### 4.7 Regression Analysis

Regression analysis was also conducted to determine which independent variable is the best predictor of deviant behaviour. The results were as shown in Tables 4.23, 4.24 and 4.25 below.

**Table 4.23: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 <sup>a</sup>	.524	.592	2.027

a. Predictors: (Constant), Gender, Attach, SES

**Table 4.24: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1185.448	3	395.149	2.565	.000 <sup>b</sup>
	Residual	78253.544	509	154.042		
	Total	79438.992	512			

a. Dependent Variable: DEV

b. Predictors: (Constant), Gender, Attach, SES

**Table 4.25: Coefficients**

Model	Unstandardized		Standardized	t	Sig.	
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	50.225	1.937	-	4.592	.000	
1	SES	.431	.158	.542	24.676	.000
	ATTACH	.151	.065	.173	22.421	.001
	GENDER	1.327	.130	.151	10.196	.000

a. Dependent Variable: DEV

A linear regression analysis was conducted and the results indicate that the data fit the model ( $\text{Adj.}R^2 = .592$ ) this means that the predictors account for 59.2% of the variance in the dependent variable. All the predictors were statistically significant. SES was the most significant predictor ( $t=24.676$ ,  $\beta=0.542$ ,  $p < 0.05$ ) followed by parental attachment ( $t=22.421$ ,  $\beta=0.173$ ,  $p < 0.05$ ) and finally gender ( $t=10.196$ ,  $\beta=.151$ ,  $p < 0.05$ ). These results indicate that SES is the best determinant of deviant behavior compared to parental attachment styles and gender.



## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY, CONCLUSION, RECOMMENDATION AND SUGGESTIONS FOR FURTHER STUDY**

#### **5.1 Introduction**

This chapter presents a summary of this study in the following order; purpose of the study, objectives, methodology, major findings and conclusions.

#### **5.2 Summary of the Study**

The purpose of this study was to establish the relationship between parental attachment, family socioeconomic status, and deviant behavior among secondary school students in Homabay County-Kenya. The independent variables are parental attachment styles, family SES and gender while the dependent variable is deviant behavior. In chapter one of the thesis, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigation. Objectives to guide the study were developed and they included; to assess the relationship between parental attachment styles and deviant behavior among secondary school students in Homabay County, to evaluate the relationship between family socioeconomic status and deviant behavior, to determine the mediative role of SES in the relationship between parental attachment and deviant behavior and to examine gender differences in deviant behavior among secondary school students in Homabay County.

Chapter two of the study presents an elaborate review of related literature from the world, Africa and finally from within Kenya. Literature has been reviewed for each of the four objectives at least eight literatures from the world, Africa and Kenya. From the literatures

a lot of gaps were identified which the study has elaborated how they were filled in the current study. At the end of each objective review, there is a summary of the reviewed literatures their findings, gaps and how the study filled the gaps.

Chapter three of the project report presents the methodology used. The study adopted a convergent research design and data analysis was done both qualitatively and quantitatively. Target population consisted of 315 schools with a population of 20,160 form two students from within Homabay County. Out of 8 sub counties in Homabay County, two sub counties with a population of 80 schools and 5, 120 form two students were sampled using the stratified random sampling technique being 30% of the sub counties. From the schools within the two sub counties, 8 schools were sampled randomly being 10% of the schools and 512 students being 10% of 5,120 students. Principals, deputies, HODs and parents were purposively sampled. The schools in the sample were stratified into boys' boarding, girls' boarding and mixed day and boarding.

Quantitative data was collected using questionnaires and analyzed using descriptive statistical analysis as well as inferential statistics such as Pearson correlation analysis and t-test analysis. A regression analysis was finally run to determine which independent variable is the best predictor of the dependent variable. Qualitative data was collected using structured and unstructured interview guides, FGD and analysis of documents. The documents analyzed included class registers, students' files and house registers incase of boarding schools. Qualitative data was analyzed using thematic framework.

### **5.3 Summary of Study Findings**

The first objective sought to assess the relationship between parental attachment styles and deviant behavior. Through correlation analysis the findings revealed a weak but significant negative correlation between parental attachment and deviant behavior among secondary school students in Homabay County, with ( $r=-0.244$ ,  $p<0.05$ ). This means that as parental attachment improves deviant behavior among secondary school students reduces. The qualitative data analysis also proved that parental attachment style contributes to the deviant behaviour of the learners. The participants confirmed that the attachment style between the parents and their children influence the behavior of the children. They confirmed that the children who are securely attached to their parents exhibit a lot of self control in their behaviour while those who are insecurely attached to their parents tend to rebel or just become pessimistic in life and therefore they do not care about the laid down norms of the society.

The study also sought to evaluate the relationship between family SES and deviant behavior in the second objective and the correlation analysis proved a strong significant negative correlation between SES and deviant behavior ( $r=-0.644$ ,  $p<0.05$ ). This also implies that as family socioeconomic status improves deviant behavior among secondary school students go down. This is because an increase in the family socioeconomic status would ease the economic strains in the family and therefore reduce the chances of students engaging in deviant behaviour. The results of qualitative analysis also proved that students from families of low socioeconomic status get involved in deviant behaviour more than their counterparts from high socioeconomic status families. This is because poor parents either spend a lot of time out of the home struggling to raise basic needs or

some of them subject the children to child labour and therefore they do not have ample time to develop appropriate attachment with their children and consequently the children become deviant. Some students from low socioeconomic status get involved in risky sexual behaviour in order to get money to sustain them in their daily life.

Further still, the study sought to determine the mediative role of SES in the relationship between parental attachment and deviant behavior in the third objective and the findings revealed a strong positive correlation between SES and parental attachment ( $r=.714$ ,  $p < 0.05$ ). This means that as the family SES improves the parental attachment between parents and their children also improves and subsequently deviant behavior reduces. This is because most parents who are economically challenged experience a lot of difficulty which spill over to their parenting environment and hence interferes with the quality of attachment with their children. This further implies that family SES mediates the relationship between parental attachment and deviance. Analysis of qualitative data also proved that family SES contributes to parental attachment style and subsequently deviant behaviour.

Finally, the study examined gender differences in deviant behavior and the results indicated that there was a significant difference in the scores for males ( $M= 1.93$ ,  $SD = 0.685$ ) and females ( $M=1.30$ ,  $SD= 0.524$ );  $t(512) = 9.194$ ,  $p < 0.05$ ). This implies a significant gender difference in deviant behavior with the boys on the lead in terms of deviance. Further still, the results of regression analysis indicated that SES is the best determinant of deviant behavior compared to parental attachment style and gender. In the

analysis of qualitative data participants confirmed that there is a difference in deviant behavior which is determined by gender. It emerged that the boys in this region are given excess autonomy and freedom which most of them do not use responsibly. For example, boys have the freedom to go to night dances where they easily get initiated into drug use and irresponsible sexual behaviour.

#### **5.4 Conclusion**

The first objective sought to assess the relationship between parental attachment styles and deviant behavior among secondary school students. Based on the findings of the study, it can be concluded that there is a significant relationship between parental attachment and deviant behavior among secondary school students in Homabay County. In the qualitative analysis, most parents, teachers and even the students who participated in the FGD indicated that the poor parental attachment between parents and their children affect the behaviour of the students negatively while secure parental attachment contributes positively to the behavior of the students. Since most parents in Homabay County spend their time at the lake, this interferes with the attachment they develop with their children and subsequently children become deviant.

The second objective of the study sought to evaluate the relationship between family socioeconomic status and deviant behavior. Based on the findings of the study, there is a strong significant negative relationship between SES and deviant behavior among secondary school students. These findings imply that even if a child is securely attached to the parent, the socioeconomic status of the family should be stable enough to cushion

the child from the economic strains in order for the child to be well behaved. Even though a securely attached child may want to please the parent, he may be forced into deviance by the socioeconomic strains. The high poverty index in Homabay County contributes highly to the deviance exhibited by the youths in this region.

The third objective sought to determine the mediative role of socioeconomic status on the relationship between parental attachment and deviant behaviour. The findings revealed a significant positive relationship between SES and parental attachment. These findings imply that socioeconomic status mediates the relationship between parental attachment and deviant behavior. This means that family socioeconomic status may dictate the parental attachment style of the parents and consequently determine the behaviour of the child. Only an economically stable parent can spare time to spend with their children and even authoritatively monitor and control the behaviour of the child. No parent would wish to see their children become deviant but they cannot help the situation because they are poor.

Finally, the fourth objective sought to examine gender differences in deviant behavior among secondary school students. The findings proved that gender plays a significant role in deviant behavior as the t-test analysis revealed a statistically significant difference in deviant behavior between the males and females. This difference could be as a result of the belief that the boys are strong and therefore can take care of themselves even as adolescents. This gives them a lot of freedom which most of them misuse to their detriment.

This study has revealed that the deviant behaviour exhibited among the secondary school students in Homabay County like teenage pregnancy, drug use and violence are as a result of the poverty experienced in Homabay County. It is because of the poverty that children exhibit insecure parental attachment style which also significantly contributes to their deviance. Children also get involved in deviance because of the socioeconomic strain they experience.

### **5.5 Recommendations**

This section stipulates the recommendations to be implemented for practice in order to curb deviance among secondary school students. Since the findings of the study revealed a significant relationship between family socioeconomic status and deviant behaviour, a significant relationship between parental attachment and deviant behaviour, a significant relationship between socioeconomic status and parental attachment style and finally a significant gender difference in deviant behaviour, the study came up with the following recommendations;

The County government of Homabay should come up with effective poverty eradication measures in order to improve the living standards of the families in Homabay County. This would even help the parents to put up buildings big enough to accommodate them and their children so that the children do not have to sleep far from their parents. Since low SES is associated with significant risk exposure and low protection factors which are likely to influence behavior, such a program would help curb the problem of the adolescents sneaking out at night to attend disco *matangas*. The government should also

allocate more funds to schools in order to support students from low SES families. This would ease the social strain that these students experience both in school and at home and therefore they would opt to conform to the school rules and regulations.

The study also recommends that the county government of Homabay should introduce free and active adult education in the County and build such centers within the county. This would ensure lifelong learning for the parents and even the youths who drop out of school to go and get married. In the long run, adult education would enable the parents to expand their knowledge and also to increase their income thus increasing their SES and consequently an improvement in the attachment between the parents and their children which results in positive behavior change among the adolescents. The study also recommends public awareness programs on the consequences of deviant behavior among our students to the schools, the families, the students themselves and the community at large. The residents of Homabay County should also be made aware of the need for a collaborative effort by all the stakeholders to help eradicate deviance among our students and shun the retrogressive cultures which prohibit adolescents from sleeping under the same roof with their parents.

Finally, the study also recommends sensitization of the parents on the need to foster a cordial relationship with their children and be better role models to their children. This would help curb deviance before it escalates outside the home.



## **5.6 Suggestions for Further Study**

This study has contributed immensely to the existing body of literature on the relationship between parental attachment style and deviant behavior, the relationship between SES and deviant behavior, gender differences in deviant behavior and finally, the mediative role of family SES in the relationship between parental attachment and deviant behaviour. The findings revealed a significant relationship between SES and deviant behavior, however, the study recommends that a similar study be conducted on the causes of the high poverty experienced in Homabay County as compared to the neighboring counties. The study also suggests further research on this topic in all the other 46 counties for purposes of comparison.

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## APPENDIX I: RESEARCHER 'S INTRODUCTION

I, **Dorothy Aute**, am a student at Masinde Muliro University of science and technology (MMUST) in the faculty of education pursuing a PhD in educational psychology. Currently am doing a research study on parental attachment, socioeconomic status, gender and deviance among secondary school students in Hombay County.

**Parental attachment** is the level of closeness between a parent and his/ her child which is characterized by how they respond to their children's needs and how they punish the children.

**Family socioeconomic status** refers to parents' level of education, house hold income, the number of parents living in the house hold and the parent employment status

**Deviant behavior** refers to a behavior that is not approved by the society because it goes against the norms of the society.

**Remember** this is not a test but a questionnaire so there is no right or wrong answer. It is a **confidential** questionnaire and nobody besides you will know what your answers are. Respond to each question or statement by indicating the extent of your agreement and disagreement. Mark an x in the box of your choice of answer on the sheet. Answer questions frankly and truthfully. Never give an untrue answer.

**APPENDIX II: PARTICIPANT INFORMED CONSENT FORM**

I confirm that:

I have read and understood the questionnaire information sheet for the above study and have had an opportunity to ask questions.

I understand that my participation in this study is voluntary and that I am free to withdraw at any time without giving any reason(s).

I therefore agree to take part in the study.

.....  
Name of Participant                      age/form                      date                      sign

.....  
**Name of Researcher                      date                      sign**

### Appendix III: Secure Parental Attachment Questionnaire for Students

MALE

FEMALE

	<b>Always true</b>	<b>True</b>	<b>Sometimes true</b>	<b>Never</b>
My parents respect my feelings				
My parents listen to what I have to say				
My parents accept me as I am				
My parent care about me				
I trust my parents				
I can count on my parents to help me when I have a problem				
My parents can tell when I'm upset about something				
I talk to my parents when I have a problem				
If my parents know that something is bothering me, they ask me about it				
I share my thoughts and feelings with my parents				
When I am away from home, my parents know where I am and who I am with				
My home is a nice place to live				
My parents pay attention to me				

**APPENDIX IV: Insecure Vulnerable Parental Attachment Style Questionnaire for  
Students**

**MALE**

**FEMALE**

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
I rely on others to help me make decisions					
I miss the company of others when I am alone					
I worry a lot if people I live with arrive back later than expected					
I rely on advice from others when I've got a problem					
I get anxious when people close to me are away					
I find it hard to trust others					
I feel people haven't done enough for me					
People let me down a lot					

**Appendix V: Insecure Avoidant Parental Attachment Questionnaire for Students**

MALE

FEMALE

	<b>Always true</b>	<b>True</b>	<b>Sometimes true</b>	<b>Never</b>
My parents don't understand what I am going through these days				
I get upset easily with my parents				
I feel angry with my parents				
It's hard for me to talk to my parents				
I feel scared in my home				
My parents don't pay attention to me at all.				
My parents don't appreciate the things I do.				

**Appendix VI: Interests, Emotions, Relationships Scale for Students (IERS)**

MALE

FEMALE

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
I have already had sex with a boy or a girl					
I have a child at home					
I plan to wait to get someone I love before having sex					
I find it difficult to say no to sexual advances from the opposite sex					
I would not wish to have a sexual relationship before finishing school					
I plan to have sex as soon as the opportunity arises					
I have sex with my boyfriend because I fear he might leave me					

**Appendix VII: Deviant Behavior Variety Scale for Students (DBVS)**

MALE

FEMALE

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
I have lied to adults					
I have used cocaine or heroin					
I have fought an adult (teacher, family, security guard)					
Damaged or destroyed public or private property					
Used alcohol or bhang					
Skipped schools for several days without parent's knowledge					
Sold drugs					
Skipped classes because I don't feel like					
Carried a weapon (knife or pistol) to school)					
Fought in class or in school					
Been to school or class after drinking alcohol					
planned to destroy school property					
Planned to/ burn school building					
Carried alcohol or any other drug to school					



## Appendix VIII: Socioeconomic Status Questionnaire for Students

### i. Parental Education

Finished some primary education or did not go to school	Y	N
Finished lower secondary		
Finished form 3 and 4		
Finished post secondary but not university		
Finished university or higher		

### ii. Parental occupational status

	Y	N	DN
Has never worked outside the home for pay			
Small business owner			
Clerk (office clerk, typist, customer service desk)			
Service or sales worker (travel attendant, sales person, restaurant worker)			
Skilled agricultural worker			
Craft or trade worker (builders, electrician, mechanics)			
Plant or machine operator e. g motor vehicle drivers			
General laborers			
Corporate managers or senior officials			
Professional			
Technician or associate professional e. g. Engineers			

## Appendix IX: Interview Guide for Parental Education and Occupation for Parents

Dear parent,

I am Dorothy Aute, a student at MMUST pursuing my ph D in Educational Psychology. Currently I am doing research on parental attachment, socioeconomic status and deviance among secondary school students in Homabay County. As a parent I would like to ask you about your attachment with your child and your socioeconomic status. Your participation is voluntary and you are free to refuse to participate or decline to respond to some questions. Any information that you share with the researcher will be handled with confidentiality and will only be used for the purpose of this research. Your identity will remain concealed as the researcher will not indicate your name or describe you in a manner that would reveal your identity.

### A. BIODATA

AQ1	How old are you	1= 10-20 2=30-40 3=40-65
AQ2	What is your level of education	1. No primary school certificate 2. Primary schools 3. Secondary school College/ 4. University
AQ3	What is your marital status	1. Single 2. Married 3. Divorced /separated 4. Widowed
AQ4	How many children do you have in secondary school	5.

**B: PARENTAL SOCIO-ECONOMIC STATUS**

BQ1	Are you employed?	1=yes 2=no	_
BQ2	What is your occupation?	1=employed 2=self employed/business 3=peasant farmer	_
BQ3	What is your source of income?		
BQ4	What is the estimated average monthly income of the house hold earned by all members of the house hold?	KSH.....	
BQ5	What type of house do you live in?	1=permanent 2=semi permanent 3= iron sheet walled house 4=other (specify)	_
BQ6	Do you own or rent the house you live in?	1=own 2=rent	_
BQ7	If rent, how much do you pay monthly?	KSH.....	_
BQ8	Do you have electric power in your house? How much do you pay monthly?	KSH..... .....	_
BQ9	What is your water source? How much do you pay monthly?	KSH.....	_

## PARENTAL INCOME

What is your total combined family income for the past 12 months before taxes from all wages, public assistance, benefits or help from relatives, alimony and so on?

Less than KSH 10,000	_
KSH 20,000-50,000	
KSH100,000-300,000	
More than KSH 500,000	

## **APPENDIX X: Interview Guide for Parental Attachment for Parents**

1. How well do you get along with your child?
2. Do you really feel you can trust your child?
3. How well do you understand your child?
4. Are there times when you feel that your child is too demanding?
5. Do you love spending time with your child?
6. Do you always long for schools to close so that your child can come back home?
7. Are there times when you feel that your child is interfering with your activities?
8. How do you react when your child annoys you or does something that you do not like?
9. Do you know those whom your child is close to?
10. Do you feel proud of your child?
11. Are there instances when you wish that your child was more like others that you know?

## **APPENDIX XI: INTERVIEW GUIDE FOR TEACHERS**

1. How do you categorize your students in terms of their family socioeconomic status?
2. Based on these categories, which group of students often;  
Use alcohol and any other drugs?  
Get involved in irresponsible sexual behavior?  
Engage themselves in fights and any other form of violence?
3. Based on the categories in number one, which group of students are more comfortable when their parents are informed of their performance and general behavior in school?
4. Which group of students will be more comfortable to bring their parents to school when asked to do so?
5. Which group of students get excited when schools close for them to go back home?
6. Based on these categories, which parents show more concern or are more responsive to the academic and other needs of their children?
7. Which group of parents often calls or comes to school to check on their children?
8. Between girls and boys, who are often involved in cases of indiscipline? ( use alcohol and any other drugs, irresponsible sexual behavior and violence)

**APPENDIX XII: DATA FROM STUDENTS' FILES AND CLASS REGISTERS**

<b>FORM 2</b>	<b>2019</b>	<b>TERM 1 AND TWO</b>
1.	Punished for disruptive behavior in class	
2.	Suspended for fighting	
3.	Punished for fighting	
4.	Found in possession of alcohol or any other drug	
5.	Accused of having a sexual relationship with a student of opposite sex	
6.	Found in possession of a weapon	
7.	Accused of being drunk in school	
8.	Showing pornographic pictures to other students	
9.	Wrote a love letter to a student of the opposite sex	

**Class Register: Absenteeism**

<b>CLASS</b>	<b>TERM</b>	<b>NO. OF DAYS ABSENT</b>
FORM 2	1	
FORM 2	2	

**APPENDIX XIII: Teenage Pregnancy Rate and HIV/AIDS Prevalence in Kenya**

<b>County</b>	<b>Teenage Pregnancy</b>	<b>HIV/AIDS Prevalence</b>
Narok	40%	
Homa bay	33%	25.7%
Siaya		23.7%
Kisumu		19.3%
Migori	24%	14.7%
Busia		6.8%
Kisii		8%
Nyamira	28%	
West Pokot	29%	



## APPENDIX XIV: Research Permit


**THIS IS TO CERTIFY THAT:**

**MS. DOROTHY ANYANGO AUTE**  
**of MASINDE MULIRO UNIVERSITY OF**  
**SCIENCE AND TECHNOLOGY, 177-40107**  
**MUHORONI, has been permitted to**  
**conduct research in Homabay County**

**on the topic: PARENTAL**  
**ATTACHMENT, FAMILY SOCIOECONOMIC**  
**STATUS, GENDER AND DEVIANT**  
**BEHAVIOUR IN HOMABAY COUNTY**

**for the period ending:**  
**25th July, 2020**

**Permit No : NACOSTI/P/19/92017/31594**  
**Date Of Issue : 26th July, 2019**  
**Fee Received :Ksh 2000**



*[Signature]*  
**Applicant's**  
**Signature**



*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**

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