

**THE EFFECTS OF PARENTING STYLES ON BEHAVIOURS OF
ADOLESCENT STUDENTS IN SECONDARY SCHOOLS**

M.Ed. (EDUCATIONAL PSYCHOLOGY) THESIS

JAMES KUNDASI KETI KAZEMBE

UNIVERSITY OF MALAWI

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JAMES KUNDASI KETI KAZEMBE
B.Ed (Science) - University of Malawi

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DECLARATION

I, the undersigned, hereby declare that this thesis is my own original work which has not been submitted to any other academic institution for similar purpose. Where other people's work has been used, acknowledgements have been made.

Name

Signature

Date

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

Signature: _____ **Date:** _____

Elizabeth Tikondwe Kamchedzera, PhD (Associate Professor)

Main Supervisor

Signature: _____ **Date:** _____

Nertha Kate Mgala, PhD (Senior Lecturer)

Co-Supervisor

DEDICATION

This piece of work is dedicated to my wife, Maness Kazembe and children whose names are: James, William, Happy, Faith, and Stephen.

“You are part of me and I am part of you always. My success is your success, and my pride your pride as well.”

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ABSTRACT

Nowadays, problem behaviours are prevalent and rampant among adolescent students in secondary schools. Some of the problem behaviours are acts of indiscipline that lead to rustications, suspensions and exclusions of students in secondary schools. This study therefore was conducted in order to explore the effects of parenting styles on behaviours of adolescent students in Malawi's sampled secondary schools. The study was guided by the theory of parental acceptance-rejection, also commonly known as a theory of socialisation. A descriptive-correlational research design was used to conduct the study. A sample of 266 students from Secondary School 1 and Secondary School 2 in Salima District were randomly selected to participate in the study. Descriptive statistics, mean and computing correlation co-efficient were used to analyse data of the study. Findings of the study were as follows: Problem behaviours are prevalent among adolescent students, of which the evidence is cases of rustications, suspensions and exclusions as observed in the Malawi's sampled secondary schools. Besides biological parents, adolescent students in secondary schools are also raised by different persons who include: uncle, aunt, brother, sister, grandparent. Most of the adolescent students in secondary schools are raised by authoritative and authoritarian parents, who demonstrate characteristics of demandingness (control and strictness) and responsiveness (love and warmth). Permissive (indulgent) and neglect (uninvolved) parenting styles are rarely practiced in the homes of adolescent students as observed in the two sampled secondary schools. School administrators do not keep comprehensive parenting records for adolescent students, and instead focus mainly on school rules. This makes it difficult to understand adolescents' behaviours in secondary schools. A majority of adolescent students as observed in the two sampled secondary schools were well-behaved and not prone to indiscipline cases, perhaps due to good parenting styles of authoritativeness and restrictiveness by their parents. The study further showed that most of the behaviours adolescent students exhibit in secondary schools can be linked with their parenting styles being experienced at home. However, it is suggested that authoritative upbringing of children is the optimum parenting style having a positive effect on students' behaviours. Some of the implications of the study are: parents should adopt effective parenting styles, such as authoritative or democratic parenting style in raising their children if problem behaviours among adolescent students in secondary schools are to be reduced. In addition, school authorities should keep comprehensive records on parenting for adolescent students in secondary schools so that the educators should understand well the behaviours of adolescent students. They can also be used effectively during guidance and counselling services in secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

GBRS	: General Behavioural Record of Schools
MANEB	: Malawi National Examinations Board
MEPGD	: Ministry of Education Policy Guidelines on Discipline
MOEST	: Ministry of Education, Science and Technology
MSCE	: Malawi School Certificate of Education
NEP	: National Education Policy
PPFR	: Personal Particulars Form for Respondents
PSQ	: Parenting Styles Questionnaire
PTA	: Parent-Teacher Association
RSBO	: Rating Scale for Behavioural Outcomes
SMC	: School Management Committee

CHAPTER ONE

INTRODUCTION

1.1 Chapter overview

This chapter introduces the study that explored the effects of parenting styles on behaviours of adolescent students in the Malawi's sampled secondary schools. It presents details on the following concepts: background of the study, statement of the problem, purpose of the study, research questions of the study, significance of the study, delineation of the study, definition of the key terms and operational terms used in the thesis of study, and the chapter summary.

1.2 Background of the study

The youth are both the wealth and pride of every nation. The future of any nation depends on the young people who constitute the human potential resources for the continuity. Thus, to achieve sustainable development of a nation, the young population must not only be preserved, but also educated (Ali, et al., 2014).

Education is a basic human right. It is the channel through which every individual can realise his or her potential and effectively contribute to national development. It is also the backbone of socio-economic development and a major source of economic empowerment for all people, especially the youth. Through the National Education Policy (NEP), Malawi as a country is committed to educating all its citizens (Government of Malawi, 2013). For this reason, NEP is designed to respond to the constitutional right of the Republic of Malawi which recognises that all persons are entitled to education. By building a well-educated and highly-skilled population, the nation of Malawi intends to achieve accelerated economic growth and development.

According to World Bank Group (N.D), today's rapidly growing economies depend on the creation, acquisition, distribution, and use of knowledge. This requires an educated and skilled population.

Secondary education is necessary for human resource development. For instance, it is assumed that the attainment of secondary education will enable young people to develop skills in the following areas: ethics and culture, creativity and resourcefulness, science and technology, occupation and entrepreneurship, economic development, environmental management, and citizenship (MOEST, 2013). As such, secondary education plays a crucial role in equipping young people with knowledge, skills and attitudes to become active citizens, and be capable of exploiting economic opportunities and exercising human rights and freedoms responsibly (MOEST, 2013). Furthermore, as stipulated by MOEST (2013), it provides youths with skills to critically process information, and equips them to make decisions concerning their own lives to bring about behavioural change.

Secondary education also helps build social capital by raising the likelihood of citizens to participate in democratic institutions, join community organisations, and engage in politics. According to World Bank Group (n.d.), findings of studies conducted in the United States and United Kingdom show strong evidence that secondary education contributes to changes in attitudes and behaviours that enhance interest in politics, voter participation, and civic activity, thus helping promote active citizenship. Within an education system, secondary education is the bridge between primary schools and tertiary education institutions and serves as a bond between them. This therefore implies that any single school dropout which might occur among adolescent students in secondary schools is a great loss to the nation because, secondary education is a set of pathways for the youth's progress and advancement in a country.

In Malawi, secondary education generally runs for four years. It begins with Form One and ends with Form Four. In the final year of learning, students are required to sit for the Malawi School Certificate of Education (MSCE) Examinations, which are prepared by the Malawi National Examinations Board (MANEB) on behalf of the Ministry of Education, Science and Technology (MOEST). This means that after being admitted into secondary education, parents and guardians of adolescent students expect that their

child will stay in school for the whole four-year period of learning. However, this is not always the case. It is now uncommon to see almost all students reaching Form Four or completing the four-year cycle of learning without experiencing cases of rustications, suspensions and exclusions due to problem behaviours or discipline issues.

The issue of problem behaviours in secondary schools is a growing concern for many countries, including Malawi. Aheisibwe (2007) indicates that the most common cases of problem behaviours include: disobedience, bullying, fighting, irresponsibility, attention seeking, social withdrawal, and short attention span. As such, teachers tend to spend a lot of time dealing with these problem behaviours in class and less time is spent on instruction and academic activities. Ali *et-al.* (2014) assert that there is no country in the world where indiscipline cases are not perpetuated by the students, the problems are almost the same in the different schools, but the intensity with which it occurs may be different from school to school. But where do things go wrong? How do problem behaviours occur among adolescent students in secondary schools?

Many people in Malawi have tended to view Democracy as a source of problem behaviours and acts of indiscipline among adolescent students in secondary schools. People think that the youth are always unruly and ungovernable simply because of the advent of human rights and democracy. Following the introduction of a multi-party system of governance since 1994 most of the schools experienced an unprecedented wave of indiscipline cases, such as drunkenness, defiance of authority, vandalism, use of abusive language, assault, and truancy (Wanda, 2009). Mpinganjira (2003) also attributes indiscipline cases to a gross misconception and misinterpretation of multi-party Democracy and human rights. On the other hand, Kayinja (1994) and Maluwa-Banda (1995) attribute indiscipline cases to lack of effective guidance and counselling services in schools.

While admitting the fact that the advent of multi-party democracy and human rights and lack of effective guidance and counselling services in secondary schools have negatively impacted adolescent outcomes in recent years, it is also important to learn how children are raised in their homes where they are always subjected to parental authorities. In this connection, research in the field of adolescent development has received as much attention as the link between what parents do and how adolescents

turn out, and the findings of this body of work are amazingly consistent (Steinberg, 2001).

The results of many studies specify statistically that the relationship between parenting styles and teenager's behavioral problems is significant (Argys & Ress, 2005). Bibi, Chaudhry, Awan and Tariq (2013) postulate that children spend most of their time at home and as such, parents' attitudes, behaviours, life standards and communication have a great impact on the child's future life. If parents are too much strict or too much permissive, that has worse impact on their children. But supportive, caring and flexible attitudes of parents produce well-behaved children. Parenting therefore is an essential instrument in the socialisation of children, and the family as well is not an isolated context where socialisation occurs (Utti, 2007; Garcia, 2019). It also plays a very important role in the transition of children from one stage of life to another: from childhood to adolescence and from adolescence to adulthood (Okorodudu, 2010). In addition, Hoskins (2014) affirms that the influence of parenting during adolescence continues to affect behaviours into adulthood. For instance, it is well established that adolescents whose parents are hostile or aloof are more likely to exhibit antisocial behavior (Dobkin, Tremblay, & Sacchitelle, 1997). Thus, parenting as a multifaceted activity consisting of many attitudes and behaviours which influence the children and adolescents, is one of the most established factors in the prevalence and perseverance of problem behaviours (Darling & Steinberg, 1993).

Subsequently, family plays a vital role in developing and socialising children. According to Hoskins (2014), evidence suggests that family environment constitutes the basic ecology where children's behaviour is manifested, learned, encouraged, and suppressed. Family is the setting in which children gain necessary skills, such as decision-making, responsibility, showing respect to others, showing affection and receiving love, fulfilling social roles and expressing creativity (Kosterelioglu, 2018). Thus, most of the literature studied on risk factors for problem behaviours has established on family factors as strong predictors for problem behaviours (Frick, 1994). As a social system and organisation, family paves the way for human development physically, mentally and socially (Musavi, 2004). Such being the case, family is the prime environment in which a child gets developed, and it is effective in influencing the subsequent behaviours of a person. The type of incentives, punishment and

prevision, indifference or behaviour at the first stage of one's life leaves consequences to the next stages. Baumrind (1991) also asserts that family is a social-cultural-economic arrangement that exerts significant influence on children's behaviour and the development of their characteristics. In addition, as far as parenting style is used, each family has a specific way of training and rearing their children.

According to Seifi (2016) and Steinberg (2008), the four basic parenting styles are applied differently by parents in the following ways: neglect parenting is characterised by low levels of both love and control. This becomes the opposite of authoritative parenting, which is characterised by high levels of both love and control. In contrast, permissive parenting is characterised by high levels of love and low levels of control. It is the vice versa of authoritarian parenting, which is characterised by low levels of love and high levels of control. Sahithya, Manohari and Raman (2019) also observe that both permissive and authoritative parenting grant high levels of autonomy to the child contrary to authoritarian and neglect parenting. This implies that every parenting style that is practiced in families has an impact on behavioural outcomes of children and adolescents. For example, families exercising authoritative parenting believe in loving their children and controlling them as well. On the other hand, families exercising authoritarian parenting believe in instilling obedience and conformity in their children, making them disciplined children. In addition, families exercising permissive parenting essentially believe in providing needs and wishes to their children, but avoiding any interference in their actions. Finally, families exercising neglect parenting are principally "self-centred" to the extent that they maintain a carefree and dismissive attitude towards their children. Shayesteh, Hejazi and Foumany (2014) state that a parent's beliefs and attitudes and conducts, which are appeared as family patterns or child rearing styles, is a significant factor in the identity development of children.

Researchers also have concluded that there is relationship between parents' misconduct and children's behavioural disorders. This relationship is significant and reveals that family's, particularly parent's behaviour at childhood, plays an important role in the emergence of behavioural disorders at childhood or adulthood as well as in their identity formation (Zorufi, 2001). To this effect, parents' roles in the family have primarily been to prepare children for adulthood through rules and discipline. During adolescence, of course, the influence of peers also serves as an important socialisation agent. Despite

this new sphere of influence, research has clearly demonstrated that parenting accounts for more variance in externalising behaviours in adolescents than any other factor (Crosswhite & Kerpelman, 2009; Dekovic, Janssens, & Van as, 2003). In addition, Garcia (2019) states that during adolescence, peer approval may be based more on conformity with peer standards that deviate from social norms. Adolescents may also be susceptible to peer pressure about unacceptable behaviours, such as antisocial tendencies, irresponsible sexual activity, drug use and abuse. Despite these extra-familial influences, parents are still the main socialising agents during adolescence. This is why Kosterelioglu (2018) emphasises that parental attitudes and behaviours that are performed while raising children have a significant impact on the children's future behaviour as well as shaping their behaviour at early ages. Thus, it can be said that types of families coupled with parenting patterns in rearing children have a great effect on the developmental outcomes of adolescent students in secondary schools.

1.3 Statement of the problem

Today problem behaviours, also referred to as indiscipline cases are becoming prevalent and rampant among adolescent students in secondary schools. Examples of these problem behaviours include: defiance of authority, rioting, truancy, drug and substance abuse, just to mention a few. As such, school administrations do have enormous challenges in handling students and managing school discipline. Since some of the problem behaviours are a breach of the school rules and regulations, the result is that many of the students are either suspended or excluded from school. The issue of rustications, suspensions and exclusions in secondary schools is indeed a worrisome development because, it certainly infringes on the right to education for students.

Studies that have been conducted in Malawi tend to view Democracy and Human Rights compounded by the lack of effective guidance and counselling services in schools as a major source of indiscipline cases (Wanda, 2009; Mpinganjira, 2003; Maluwa-Banda, 1995; Kayinja, 1994). Here it is also important to note that young people are raised in homes where they are subjected to authorities whose parenting styles can significantly have effects on their behaviours in secondary schools. This corresponds well with Moitra and Mukherjee (2012) who argue that home is the place

where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. In addition, the family is considered to be a basic ecology in which the behaviour of children is manifested in their childhood by way of negative or positive reinforcements (Sarwar, 2016). Steinberg (2008) expounds that adolescents who are raised in authoritative homes become responsible, self-assured, adaptive, creative, curious, socially skilled, and successful in school. In contrast, adolescents who are raised in authoritarian, permissive and neglect homes collectively are dependent, passive, irresponsible, impulsive, delinquent, and reckless.

Ali *et-al.* (2014) also indicate that one of the causes of indiscipline cases in secondary schools is the failure of parents or adults to set examples or standards of good behaviour for young people to follow as well as the lack of basic and essential moral training in the upbringing of children. On the other hand, high level of parental support and monitoring tend to result in children who are less likely to exhibit misconduct at school and deviant behaviour in general (Sangawi, Adams & Reiland, 2015). In this regard, Garcia (2019) affirms that adolescents from authoritative families have good academic competence and orientation towards school, apply the most adaptive achievement strategies, achieve better school performance, and are less involved in episodes of school misconduct. Mukherji (2001) states that adolescents who are subjected to authoritarian parenting may be discontented, withdrawn and distrustful. They may appear too good or quiet to express negative feelings, become sensitive to even mild criticism, and lack sense of humour. Querido, Warner and Eyberg (2002) remark that adolescents from permissive families have a higher frequency of substance abuse, school misconduct, and are less engaged and less positively oriented to school. In addition, they do not appreciate authority and rules. They do not even like critics of their ideas. Farahani (2001) indicates that adolescents who suffer neglect or are physically abused by their parents display high probability of aggressive and violent behaviour. These adolescents are often misguided on a number of issues because they tend not to have deep roots of guidance from their parents. They also remain confused since they do not experience loving care.

This therefore illustrates that parenting styles create different social environments in the lives of children within the home, and the way parents raise their children has an effect on children's behaviour (Rosli, 2014). To date, there are not enough studies

carried out that link behaviours of adolescent students in secondary schools to parenting styles. This is why the research study attempted to explore the effects of parenting styles on behaviours of adolescent students in the Malawi's secondary schools and fill the gap in the literature.

1.4 Purpose of the study

This research study was carried out with the purpose of exploring the effects of parenting styles on behaviours of adolescent students in the Malawi's secondary schools.

1.5 Research questions of the study

In order to achieve the goal and objectives of the study successfully, some research questions had been formulated with an attempt to guide the whole process of data collection and analysis. These questions directed the conduct of the study and were divided into two sections, namely: the main research question and the sub-research questions. The main research question addressed focus by putting attention on the topic of study. On the other hand, the sub-research questions indicated the main themes of the study.

1.5.1 Main research question of the study

What are the effects of parenting styles on behaviours of adolescent students in secondary schools?

1.5.2 Sub-research questions of the study

1. What are the rampant problem behaviours among adolescent students in secondary schools?
2. What are the parenting styles being used by parents of adolescent students to exhibit problem behaviours in secondary schools?
3. Which parenting style is the most effective in addressing the problem behaviour?
4. Why are parenting styles being used as predictors of behaviours among adolescent students in secondary schools?

1.6 Significance of the study

This research study explores the effects of parenting styles on behaviours of adolescent students in Malawi's secondary schools. It brings a deeper understanding about parenting styles which parents of adolescent students use and how they affect their developmental outcomes. As such, the study is going to be significant in the following ways:

Firstly, the study hopes to contribute to the knowledge base for scholarly work. When doing academic research, literature is always fundamental for reference making. Academic literature, on the other hand, is well built on various sources of information that are collected from different authors. In this connection, much research in Malawi has not been done linking parenting styles and behaviours of adolescent students in secondary schools. More comprehensive research is required to bring original contribution in the missing literature. The author of this research therefore explored the four basic parenting styles, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting in order to understand their effects on behaviours of adolescent students in secondary schools. Considerably, this will lead to the growth and expansion of the body of knowledge that other scholars may wish to use for academic purposes in future.

Secondly, the study hopes to inform policy on the conduct of adolescent students in Malawi's secondary schools. This implies that policy makers will be able to acquire some new knowledge and skills on handling problem behaviours or indiscipline acts among adolescent students in secondary schools. This issue of problem behaviours is a growing concern in the secondary education sector because, some of the acts of indiscipline culminate into rustications, suspensions and exclusions of students. For this reason, rational and well-informed decisions are critical in the management of discipline issues and when formulating governing policies involving education of the youth in Malawi. Furthermore, knowledge of this study is going to act as guide to be used by decision makers when executing judgments and punishments on the offences that are committed by adolescent students in secondary schools. In addition, decision

makers will be able to formulate good policies, especially those that foster the right to education for adolescent students in secondary schools. Knowledge about parenting styles and their effects on behaviours of adolescent students will help the decision makers to think of other strategies for strengthening discipline among adolescent students in secondary schools.

Thirdly, the study hopes to inform the context of practice. This implies that practitioners will be able to learn something from the study and improve their services. These practitioners are those who perform duties on behalf of MOEST and they include: teachers, head-teachers and other educationists. It can therefore be said that all practitioners are required to have adequate knowledge about the issue of parenting styles and their effects on behaviours of adolescent students in secondary schools. In this case, practitioners will be challenged by the findings of the study and reconsider their strategies of handling problem behaviours among adolescent students in the Malawi's secondary schools.

1.7 Delineation of the study

This study did not seek to establish the causation of behaviours among adolescent students in secondary schools. Rather, it sought to explore the effects of parenting styles on behaviours of adolescent students in secondary schools. For this reason, the research study was non-experimental in its approach.

1.8 Definition of the key terms used in the study

1.8.1 Parenting styles

This is a psychological construct representing standard strategies that parents use in child's rearing and includes parental attitudes and behaviours (Vijila, Thomas, & Ponnusamy, 2013; Kordi & Baharudin, 2010). It refers to the ways or techniques that parents employ in the upbringing of their children (Efobi & Nwokolo, 2014). It is also a set of behaviours that involve the parent-child interactions over a wide range of situations (Alizadeh & Andrays, 2002).

1.8.2 Problem behaviours

These are activities of an individual that are observed and become a concern to others (Mukherji, 2001). They are also described as common problems in children at any developmental period which may become abnormal due to the increased frequency or severity as compared to other children (Hall & Elliman, 2003).

1.8.3 Adolescent students

These are learners in secondary schools who are growing biologically, socially, psychologically and economically from childhood into adulthood (Steinberg, 2008). The term also refers to the young people who are undergoing a period of transition from the immaturity of childhood into maturity of adulthood of preparation for the future (Larson and Wilson, 2004).

1.8.4 Secondary schools

These are institutions of higher learning after primary education, where almost all students are adolescents. They are generally run from Form One to Form Four (Government of Malawi, 2013).

1.9 Operational terms used in the study

Parenting styles, problem behaviours, adolescent students, secondary schools, authoritative parenting, authoritarian parenting, permissive parenting, and neglect parenting.

1.10 Chapter summary

This chapter has presented the introduction of the study. It indicates that secondary education is crucial for a country's development. In order to achieve sustainable development of a nation, the young population must not only be preserved, but also be educated. However, problem behaviours are rapidly increasing among adolescent students in secondary schools, leading to rustications, suspensions and exclusions. Studies that have been conducted in Malawi tend to view human rights and democracy compounded by lack of effective guidance and counselling services as a source of problem behaviours in schools. This therefore calls for comprehensive research on

parenting styles and their effects on behaviours of adolescent students in secondary schools. So, knowledge of the study hopes to contribute to academic research, and also inform policy and practice that can help improve educational standards in the Malawi's secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

This chapter presents a literature review of the study. It covers the following sub-topics: rampant problem behaviours among adolescent students in secondary schools, parenting styles that can be used by parents to exhibit problem behaviours and the most effective in addressing problem behaviours among adolescent students in secondary schools (including: authoritative parenting, authoritarian parenting, permissive parenting, and neglect parenting), parenting styles used as predictors of behaviours among adolescent students in secondary schools, theoretical framework of the study, and the chapter summary.

2.2 Rampant problem behaviours among adolescent students in secondary schools

2.2.1 Problem behaviours

Problem behaviours are rapidly increasing among adolescent students in secondary schools. According to Mukherji (2001), these are activities of an individual that are observed and become a concern to others. Hall and Elliman (2003) describe behavioural and emotional problems as common problems in children at any developmental period but may become abnormal due to the increased frequency or severity as compared to other children. The term problem behaviours also refer to internalising and externalising behaviours to describe adolescent outcomes. According to Hoskins (2014), researchers most commonly define externalising behaviours as aggression, deviant behaviour and peer affiliation, drug use and under-age drinking, and opposition, while internalising problems include behaviours such as depression, self-esteem, and fearfulness.

Thus, the occurrence of emotional and behavioural problems in adolescents is rising (Achenbach, Dumenci, and Rescola, 2002). Some of the problem behaviours that occur among adolescent students in secondary schools are termed as acts of indiscipline (Ali *et-al.*, 2014; Wanda, 2009; Maluwa-Banda, 1995; Kayinja, 1994; Mpinganjira, 2003; Nkhokwe and Kimura, 2014). In this case, Ali *et-al.* (2014) define indiscipline acts as any act, habit or behaviour exhibited by the students within the school premises and outside the school which attracts condemnation (instead of praise) by the public and school staff. Nwakoby (2001) describes that this act of misconduct is not only physical, but also a thing of the mind.

2.2.2 Cases of problem behaviours

The issue of problem behaviours among adolescent students is a growing concern in many countries. This includes Malawi's secondary schools. Several forms of indiscipline acts pervade through every corner of the schools among the students: some within the classroom, some within the school premises, while some others are done or committed outside the school premises. Ali *et-al.* (2014) claim that there is no country in the world where indiscipline acts are not perpetuated by the students, the problems are almost the same in the different schools, but the intensity with which it occurs may be different from school to school. Aheisibwe (2007) indicates that the most common cases of problem behaviours include: disobedience, bullying, fighting, irresponsibility, attention seeking, social withdrawal, and short attention span. Maluwa-Banda (1995) and Wanda (2009) add on to include the following: rioting, boycotting, vandalism, drunkenness, defiance of authority, use of abusive language, assault, and truancy. Ali *et-al.* (2014) expand the list to include: late reporting for classes, noise making in class, writing graffiti on the school property, lacking attention during lessons, distracting the class by moving within, violation of a school dress code, and leaving campus without permission. Donnelly (2000) also mentions other common types of indiscipline acts experienced in American schools such as fighting, insubordination, and little support for educators, a general climate of disrespect and distrust of the administration. Alidzulevi (2000) remarks that some schools have developed into battlefields, since students carry weapons, such as guns and knives to schools. Cases have been reported of students stabbing their educators and principals with knives. According to the Ministry of Education Policy Guidelines on Discipline (MEPGD) in Malawi, the following problem behaviours are deemed cases of indiscipline in secondary schools:

going out of school boundaries without permission, absconding school programmes, noise making during lessons and studies, late reporting for school programmes, damaging school and personal property, teasing and bullying, refusing to wear school uniform on recommended occasions, instigating rebellious behaviour, possessing and abusing dangerous drugs, drunkenness, defiance of authority, absence overnight without permission, visiting hostels of the opposite sex, theft, participating in subversive activities, use of abusive and obscene language, engaging in immorality, irresponsibility, quarrelling, assault, fighting, kissing, pairing between boys and girls especially during awkward hours and places, wearing fancy clothing, cheating during tests and examinations, and loss of interest in education. These acts of indiscipline are offences that likely attract charges of rustications, suspensions and exclusions on students as forms of punishment in secondary schools.

2.2.3 Control of problem behaviours

In order to enforce school discipline and control the unruly behaviour among adolescent students, several strategies are employed in secondary schools. According to Nkhokwe and Kimura (2014), school discipline is a system of rules, punishment and behavioural strategies appropriate to the regulation of students. For instance, almost all secondary schools in Malawi develop and enforce rules and regulations that are framed from MEPGD. Once the students are in breach of these school rules and regulations, they are subjected to charges of rustications, suspensions and exclusions. Hierarchically, the penal charges on offences committed by the students are categorised into three levels as follows: rustications which last for a minimum of two weeks, suspensions which last for a minimum of six weeks, and exclusions which are for an indefinite period. Thus, school administrators are required to compile reports about all offences and submit them to the relevant authorities for action. Deaukee (2010) also stipulates that setting rules is one of the most basic and common part of any traditional system of discipline. A rule identifies general expectations or standards for behaviour, and by giving the students a clear set of expectations for what is appropriate is a major start towards establishing a positive classroom and school environment that will be devoid of unruly behaviour from the students. Rules also are the foundation for school conduct or behaviour. It is essential that children understand exactly what behaviours are acceptable in school and which ones are not, and this is communicated through clear guidelines and rules. In addition, Paul (2009) shares some views on positive teacher-

student relationships which have the potential of creating a conducive learning environment in the classroom and in return bring about an atmosphere that is devoid of unruly behaviours in the entire school environment. Teachers should be aware of the need for a loving relationship towards students. Thus, behaving consistently and being open and approachable ensure a health relationship. Robertson (1989) contends that using humour, friendly greetings and non-verbal supportive behaviour may improve such relations. Furthermore, Deauke (2010) indicates that behaviours that are reinforced are likely to be repeated, and those which are not reinforced disappear. It is therefore a written agreement between the student and the teacher which commits the students to behave more appropriately, and specifies a reward for meeting the commitment. This form of behaviour contract attempts to control behaviours that are not effectively controlled by normal classroom procedures, and also encourages self-discipline on the part of the student and foster the students' sense of commitment to appropriate classroom or school behaviours.

On the other hand, Fields and Boesser (2002) propose a constructivist strategy that allows students to learn from their own experiences and make informed logical choices. Deauke (2010) states that this strategy works towards achieving a self-determined responsible behaviour, reflecting concern for the good of oneself and others. This approach strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. While children are able to become involved in decision making, they are also guided and taught to make intelligent and informed choices. Whenever they choose to display negative behaviour, they understand that they are choosing the negative consequences that result from those behaviours. Still, researchers consider the modelling strategy to be highly effective for controlling indiscipline cases among students. Davis-Johnson (2000) claims that part of the role of teachers is to model the behaviours of positive self-concepts and respect for others, and establish the importance of academic achievement. Teacher and parental examples are productive methods of guidance and discipline. Curwin and Mendler (1988) state that students learn both morals and immorals based on what they see rather than what they hear, and sometimes the cause of inappropriate behaviour is that children learn from inappropriate role models.

2.2.4 Prevalence of problem behaviours

In spite of all the attempts to maintain school discipline and make secondary schools free of unruly behaviour, adolescent students continue to misbehave in schools. Many secondary schools are still experiencing casualties of rustications, suspensions and exclusions of students. Teachers also spend a lot of time dealing with problem behaviours, instead of maintaining academic activities effectively. The most common cases of indiscipline that are perpetuated by students in secondary schools include: defiance of authority, teasing and bullying, going out of school bounds without permission, and irresponsibility. This corresponds with Efobi and Nwokolo (2014) who indicate in their studies that bullying is a global behavioural problem occurring in schools. Researchers in their different studies have also observed that bullying is a regular occurring behavioural problem that is present in almost every school (Rigby, 2007; Neto, 2005; Olweus, 1993). According to Neto (2005), bullying is believed to be continually present in the schools apparently because the students involved do not consider it as aberrant behaviour or because most teachers and parents do not recognise it as a serious problem. This is why Nsamenang and Tchombe (2011) propose that programmatic research is required to understand more about problem behaviours that are perpetually occurring among adolescent students in secondary schools. The number of children with problem behaviours is on the increase yet no real measures have been put in place to contain the situation. This of course affects the teacher psychologically and causes teacher's hatred of the job.

2.2.5 Parenting styles and problem behaviours

According to Hart, Newell and Olsen (2003), numerous studies have examined the importance of parenting styles in the development of internalising and externalising problem behaviours. This implies that problem behaviours or acts of indiscipline are prevalent and rampant in secondary schools simply because, adolescent students are raised and treated differently by parents. It also implies that some forms of misconduct among adolescent students in secondary schools can be anticipated from parenting styles. It can therefore be argued that parenting styles are strong predictors of problem behaviours among adolescent students in secondary schools. In other words, parenting styles have profound effects on problem behaviours of adolescent students in secondary schools. In the findings of research, Rizvi and Najam (2015) claim that authoritarian and permissive parenting may affect adolescent tendency to involve in risky behaviours

that make them susceptible to a set of behavioural problems. They also discovered that authoritative parenting style predicts lower levels of problems, whereas authoritarian and permissive parenting styles are significant predictors of problem behaviours in adolescents. It was further observed that permissive mother parenting is significantly associated with social problems, such as rule breaking and aggression. In addition, both permissive and authoritarian parenting styles are positively associated with internalising and externalising problems, including internalised distress, conduct disorder and delinquent behaviour (Thompson, et al., 2003). Sommer (2007) also describes that permissive parenting is certainly related with a greater externalising behavioural problem in children. On the other hand, Zorufi (2001) asserts that family's behaviour particularly that of parents at childhood, plays an important role in the emergence of behavioural disorders at childhood and adulthood as well as in their identity. This is echoed by Argys and Ress (2005) who argue that the relationship between parenting styles and teenager's behavioural problems is significant; and, the quality of the environment and family can be linked to the adolescents' relationship and behaviour at school (Cook, et al., 2010). However, authoritative parenting style has been related to children and adolescents' optimism, confidence level, persistence, task involvement, rapport, and motivation (Baldwin, et al., 2007). According to Steinberg (2008), children of authoritative parenting are more responsible, more self-assured, more adaptive, more creative, more curious, and more socially skilled. Garcia (2019) also affirms that adolescents from authoritative families develop higher self-esteem, and have better psychological maturity with a sense of self-reliance, work-orientation and social competence. They report fewer emotional maladjustment problems, have lower rates of drug use and abuse, and are less involved in a broad spectrum of behavioural problems. According to Cameron and Cramer (ND), they also have positive self-concept, less relational aggression, and fewer symptoms of anxiety, depression, and stress. In addition, adolescents with authoritative home environment do well in school, report less psychological distress, and engage in less delinquent activity (Steinberg, et al., 1992). They have good academic competence and orientation toward school, and apply the most adaptive achievement strategies, achieve better school performance, and are less involved in episodes of school misconduct (Garcia, 2019). Furthermore, authoritative homes play an important role in the development of reasoning abilities, role taking, moral judgment, and empathy (Baumrind, 1978). On the whole, Wilder and Watt (2002) acknowledge that parenting styles are effective in

reducing high-risk behaviours of teens. Parents who spend more time supervising their children, have kids less inclined toward risky and poor behaviours. Sarwar (2016) asserts that parents who spent maximum time with their children reduce the probability of developing delinquent behaviour among their children. Thus, parents play an influential role in moulding and shaping the behaviour of adolescent students. This implies that adopting best parenting practices at home can help effectively reduce problem behaviours of adolescent students in secondary schools. In addition, it can be asserted that most of the adolescent students who are raised in authoritarian, permissive and neglect parenting households are those who are more likely to engage in risky or problem behaviours in secondary schools, such as teasing and bullying, disobedience and defiance of authority, irresponsibility, rebellion, and subversion. According to Steinberg (2008), adolescents who are raised in these households are more dependent, more passive, more irresponsible, more conforming to peers, more impulsive, and more delinquent. They are also less socially adept, less self-assured, less intellectually curious, less mature, and less able to assume positions of leadership. Such behavioural outcomes can be treated as good indicators for behavioural problems among adolescent students in secondary schools.

2.3 Parenting styles that can be used by parents to exhibit problem behaviours and the most effective in addressing problem behaviours among adolescent students in secondary schools

2.3.1 Parenting characteristics

Parents express various styles in interacting with their children. These styles of parenting are on a continuum, and include degrees of “demandingness” and of “responsiveness” (Ishak, Low, & Lau, 2012). According to Berg (2011), the “demandingness” trait refers to the high behavioural expectations on the part of the parent towards the child, whereas the “responsiveness” trait refers to the warmth and supportiveness (Ishak, Low, & Lau, 2012). Parents who express an interactive style with their children, in which demandingness is the most prominent characteristic, are considered authoritarian. Parents who express an interactive style, which emphasises responsiveness as the most prominent characteristic, are considered permissive. Parents who are uninvolved and disengaged in their child upbringing characterise a subtype of

permissive parenting, called neglect. However, Authoritative parents incorporate a well-balanced blend of both demandingness and responsiveness characteristics in their parenting practices (Ishak, Low, & Lau, 2012).

While responsiveness implies the willingness and availability of the parents to show care and concern and provide for the children, demandingness connotes the tendency of the parents to control the child and limit his or her freedom almost in everything. Garcia (2019) substitutes the dichotomy of “responsiveness and demandingness” with “warmth and strictness”. Warmth is the degree to which parents show their children care and acceptance, support them, and communicate by reasoning with them. It has other similar meanings with assurance, love, and involvement. Strictness is the degree to which parents impose standards, use supervision, and maintain an assertive position of authority over their children. It has other similar meanings with domination, hostility, inflexibility, control, firmness, restriction, and imposition. Thus, as Efobi and Nwokolo (2014) observe, it is how a parent applies either or both of these two features that decides the type of parenting such a parent is using. Just as responsiveness and demandingness, warmth and strictness can alternatively be used to conceptualise each of the four parenting typologies.

2.3.2 Basic parenting styles

According to researchers, there are four basic parenting styles that are practiced by parents of children differently. These parenting styles include: authoritative or democratic parenting, authoritarian or restrictive parenting, permissive or indulgent parenting, and neglect or uninvolved parenting (Seifi, 2016; Baumrind, 2012; Berg, 2011; Rosli, 2014; Steinberg, 2008; Kosterelioglu, 2018; Garcia, 2019; Baumrind, 1991; Sahithya, et al., 2019). After studying how children and parents relate in their homes, Baumrind (1971) originally came up with three parenting styles based on the critical aspects of demandingness and responsiveness as follows: first, authoritarian parenting, which is too hard. It is the style of child rearing that is very demanding and rigid. The parents are extremely strict and expect their orders to be obeyed. Second, permissive parenting, which is too soft. It is the style of child rearing that is not strict at all. The parents are extremely responsive to the children’s needs and do not enforce many rules or punishments. Third, authoritative parenting, which is just right. It is the

style of child rearing that is neither too restrictive nor too permissive. The parents exercise control over their children's behaviour, but also encourage the children to be individuals. These parents listen to what their children have to say. Maccoby and Martin (1983) made a further distinction, dividing permissive parenting style into indulgent parents and neglect or uninvolved parents. Indulgent parents are warm and very responsive towards their children, while neglect parents are not responsive to their children's needs and do not get involved in their affairs.

2.3.3 Authoritative or democratic parenting styles

Parents who are both responsive and demanding are authoritative. These parents are neither too restrictive nor too permissive. They maintain a high level of control and response to their children. They are warm, but firm. The parents invest time and energy into preventing behavioural problems before them start. They use positive discipline strategies to enforce good behaviour in children. They take children's opinions into account and validate their feelings.

Authoritative parenting is a combination of demandingness and responsiveness. According to Maccoby and Martin (1983), parental responsiveness includes parental warmth, support and involvement. Baumrind (1971) argues that this type of parenting monitors and disciplines children fairly, while being very supportive to them at the same time. Parental monitoring is defined as behaviours that regulate and provide awareness of the child's whereabouts, conduct and companions (Dishion & McMahon, 1998). Parental control, on the other hand, involves managing adolescent behaviour and activities in an attempt to regulate their behaviour and provide them with guidance and appropriate social behaviour and conduct (Baumrind, 1996). In this type of parenting, parents direct their children's activities in a rational, issue-oriented manner, exercising control, when necessary, but giving the children freedom to act independently and responsibly. It is also a kind of democratic style of parenting in which parents are attentive to their children. They give reasons for setting up rules for their children. Greenwood (2013) concurs that authoritative parents set clear expectations and high standards, and also monitor the children's behaviour using discipline based on reasoning. They also encourage their children to make decisions and learn from their mistakes. Berg (2011) and Zupancic, et al., (2004) contend that authoritative parents

make logical demands, set limits and insist on children's compliance, whereas at the same time, they accept the children's points of view, and encourage the children's participation in decision making, and often see the children's views in family considerations and decisions. Thus, authoritative parents set standards for their children's conduct, but form expectations that are consistent with the children's developing needs and capabilities. They place a high value on the development of autonomy and self-direction, but assume the ultimate responsibility for their children's behaviour. According to Rueter and Conger (1998), authoritative parents provide an appropriate balance between restrictiveness and autonomy, giving the adolescents opportunities to develop self-reliance while providing the sorts of standards, limits and guidelines that developing individuals need.

Authoritative parents deal with their children in a rational, issue-oriented manner, frequently engaging them in discussions and explanations over matters of discipline. They strive to raise children who are self-reliant and who have a strong sense of initiative. They exercise control over their children's behaviour, but they also encourage them to be individuals. They listen to what their children have to say. Glasgow, Dornbusch, Troyer, Steinberg and Ritter (1997) indicate that these parents expect their children to behave in a mature way, and help them to achieve this by setting clear and using non-punitive methods of discipline. Children are given freedom to make some decisions for themselves and explore, but within safe limits. This means that the children are involved in decision making, but parents are the final authority. Rules are consistently applied, and reasons for them are explained to the children. Parents teach children how to think and not what to think. Baumrind (1991) affirms that authoritative parents are democratic, nurturing, responsive and warm. They set clear standards to follow, but they are not restrictive. They want their children to be self-confident, responsible, as well as being cooperative and social. Since authoritative parents are warm and nurturing, they treat their children with kindness, respect and affection. Steinberg (2001) describes that authoritative parenting is a combination of support and autonomy which actually aids the positive outcomes, like self-regulation. Authoritative parenting therefore uses warmth, firm control and rational, issue-oriented discipline in which emphasis is placed on the development of self-direction. In fact, adolescents who experience high levels of consistent discipline are more resilient to peer influence because the imposition of parental norms and values encourages the adolescents from

subscribing to the values of their peers (Marshall and Chassin, 2000). To this extent, Kopko (2007) observes that adolescents of this type of parenting are more likely to be socially competent, responsible and autonomous, because they have learned to employ negotiation. In addition, children of this type of parenting are more likely to grow up with high self-esteem and become independent. They are most likely to become responsible adults who feel comfortable expressing opinions. They also tend to be happy, successful and achieve better at school. They are likely to be good at making decisions and evaluating safety risks on their own.

2.3.4 Authoritarian or restrictive parenting style

Parents who are very demanding, but not responsive are authoritarian. These parents have high levels of control and low levels of response to their actions. Garcia (2019) demonstrates that authoritarian parents are strict, but not warm. They show low levels of warmth, meaning that they are not very attentive to their children's needs. They attempt to evaluate, shape and control the attitudes as well as behaviour of their children in line with set standards of conduct, and children are supposed to follow very strictly rules defined by their parents. In case the children fail to comply with such rules, they are punished. In this style of parenting, the children are required to follow rules without any explanations from the parents. Baumrind (1991) describes authoritarian parents as those who attempt to shape, control and evaluate the behaviour of the child without considering the feelings of the child. Parents practicing this type of parenting demand too much from their children, while they seem to neglect their responsibility toward their children. Such parents are extremely strict and highly controlling. They dictate how their children should behave without giving room for any dissenting opinion or behaviour from their children. There is little communication between parents and children. Consequently, Kopko (2007) indicates that adolescents of this type of parenting may become rebellious, aggressive and dependent on their parents. Nijhof and Engels (2007) also describe that authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus, restricts a child to explore his/her capabilities and social interactions, and eventually resulting in the child's dependence on parental guidance and direction. The parents do not allow their children to get involved in problem-

solving challenges or obstacles. Rather than teach a child to make better choices, the parents are invested in making children feel sorry for their mistakes.

According to Baumrind (1968), the basic characteristics of authoritarian parenting are firm control, high levels of restrictiveness, harsh and unpredictable discipline, and comparatively lower emotional warmth. Thus, authoritarian parents place a high value and premium on obedience and conformity. They are inclined to set high standards and guidelines, and obedience is always required. They tend to favour more punitive, absolute, and forceful disciplinary measures. Verbal give-and-take is not common in authoritarian households, because the underlying belief of authoritarian parents is that the child should accept without questioning the rules and standards established by the parents. They also tend not to encourage independent behaviour and instead, place a good deal of importance on restricting the child's autonomy. They engage in little mutual interaction with the children and expect them to accept adult's demands without any questions. Zupancic *et-al.* (2004) indicate that power-assertive techniques of socialisation, such as threats, commands, physical force and love withdrawal are used by authoritarian parents. This restrains children's self-expression and independence. Berg (2011) adds that authoritarian parents connect love with success, and are not so nurturing. When children do wrong, they punish them by withholding love and affection. The parents issue a lot of commands, but tend not to explain why the child should behave that way. Thus, authoritarian parents have a lot of rules children must obey. Many of the rules are to do with keeping the children safe. They also give a child very little freedom. Glasgow *et-al.* (1997) stipulate that harsh methods of punishment are used to enforce discipline on the children. There is often no room for negotiation. As such, Mukherji (2001) states that children subjected to this type of parenting may be discontented, withdrawn and distrustful. In addition, children who are harshly disciplined may appear too good or quiet to express negative feelings, become sensitive to even mild criticism, and lack sense of humour. The children therefore are at a higher risk of developing self-esteem problems, because their opinions are not valued. Though they follow rules most of the times, they may grow to become good liars in an effort to escape punishment. They may also become hostile or aggressive. Rather than think how to do things better in the future, they often focus on the anger they feel towards their parents.

2.3.5 Permissive or indulgent parenting style

Parents who are very responsive, but not at all demanding are permissive. Permissive parents are warm, but not strict. They are lenient and quite forgiving. They maintain the attitude that children are children. These parents allow more autonomy to their children, and they are not strict at all. They assume more of a friend role than a parent role. This type of parenting comprises few, clear and unpredictable rules because follow-through is not constant. Misconduct is either ignored, neutral or in positive affective tone. According to Baumrind (1991), permissive parents are those who are non-punitive, but accepting and affirmative in their relationship towards children. Such parents make few or even no demands for household responsibility and allow their children to behave the way they want. They often encourage their children to talk with them about their problems, but they usually do not put much effort into discouraging poor choices or bad behaviour. Kopko (2007) also acknowledges that permissive parents are warm, but not demanding. They are indulgent and passive. Such parents apparently believe that the only way to prove their love is to allow their children to have all they desire, but not minding about the consequences. In this sense, Greenwood (2013) views permissive parents as being openly affective and loving but setting no limit, even when the children's safety is at stake. In the words of Baumrind (1991), permissive parents are "more responsive than they are demanding". Thus, permissive parents are those who are characterised by responsiveness but low demandingness, and those who are mainly concerned with the child's happiness. They behave in an accepting, benign, and somewhat more passive in matters of discipline. They place relatively few demands on the child's behaviour, giving the child a high degree of freedom to act as one wishes. They are more likely to believe that control over the child is an infringement on the children's freedom, and this interferes with the child's healthy development. Instead of actively shaping their child's behaviour, they often view themselves as resources that the child may or may not use. They therefore tend to be concerned with raising a happy child.

Permissive parents are extremely responsive to their children's needs, but do not enforce many rules or punishments. They rarely discipline their children. They are also rarely demandful of them. They expose an overly tolerant approach for socialisation with responsive and undemanding parenting behaviour. They try to avoid confrontation

with their children. Thus, they have quite low anticipations of maturity and self-control for their children. The term “spoiled” is often used to describe children of permissive or indulgent parenting. The fact is that parents tend not to impose discipline and guidelines or limits on their children despite being warm and loving. The children are left to regulate their own behaviour. For this reason, Rossman and Rea (2005) assert that permissive parents give children a high level of freedom and do not restrain their behaviour unless physical harm is involved. The parents tend not to portray themselves as authority figures. They tend to give children more freedom but there is little control, punishment or direction. They often step in when there is a serious problem. Berg (2011) stipulates that these parents often view their children as friends and have few limits imposed on them. As a result, children of permissive parenting tend to be immature and lack in self-reliance. They also feel insecure and may look for escape through doing risky behaviours. They do not appreciate authority and rules. They do not even like critics of their ideas. Querido *et-al.* (2002) remark that adolescents from permissive families report a higher frequency of substance use, school misconduct, and are less engaged and less positively oriented to school compared to individuals from authoritative and authoritarian families. Niaraki and Rahimi (2013) confirm that permissive parenting poses a great risk to kids for lack of discipline. Parents sometimes forget that allowing kids to do what they like for fear of jeopardising their attitudes and personalities, the children might become impulsive later on and fail to control their desires and wants. Thus, permissive parenting contributes to depression among children because when parents are too lenient and allow whatever the children wish to do, the children have no focus and might do something inappropriate (Milevsky, Schlechter, Netter, and Keehn, 2007).

2.3.6 Neglect or uninvolved parenting style

Parents who are neither demanding nor responsive to their children are neglectful or uninvolved. This means that the parents are neither strict nor warm. Baumrind (1991) refers to uninvolved parents as disengaged parents who do not monitor their children’s behaviour and support them. In extreme cases, uninvolved parenting may entail neglect and rejection of the child by parent (Greenwood, 2013). These parents try to do whatever is necessary to minimize the time and energy they devote to interacting with their children. They tend to have little knowledge of what their children are doing. They

expect the children to raise themselves. As such, children do not receive much guidance, nurturing and parental attention. Thus, an uninvolved parent is characterised by few demands, low responsiveness, as well as little communication between the parent and child. According to Hoeve, et al. (2009), uninvolved parents do not engage in structure or control with their adolescents and often there is a lack of closeness in the parent-child dyad. Neglect parents therefore know little about their child's activities and whereabouts. They show little interest in their child's school experiences or friends. They rarely converse with their child, and rarely consider their child's opinions when making decisions. Hoskins (2014) contends that during adolescence, parents' knowledge of children's whereabouts and friends is important for reducing and preventing problem behaviours since peers become an important socialising agent. Thus, the quality of relationship between parents and adolescents play a substantial role in determining how much information parents can gather about their children's whereabouts (Smetana, 2008). This implies that parents' knowledge of children's whereabouts can prevent adolescents from "hanging" with a risky peer group.

Rather than raising their child according to a set of beliefs about what is good for the child's development, neglect parents are "parent centred", that is, they structure their homes primarily around their own needs and interests. They fulfill their children's basic needs, but they are generally detached from their children's life. They do very little in terms of guidance, structure and rules, or even support. Hoeve *et-al.* (2009) remark that uninvolved parents often fail to monitor or supervise their child's behaviour and do not support or encourage their child's self-regulation. As a result, adolescents of neglect parenting are often misguided on a number of issues because they tend not to have deep roots of guidance from their parents. Mukherji (2001) states that neglectful parents are not responsive to their children and often fail to keep track of their whereabouts, and do not get involved in their interests. In general, these parents often show disengagement from the responsibilities of child rearing and are also seen as being uninvolved regarding the needs of their child (Baumrind, Larzelere, & Owens, 2010). This implies that the children of neglect parenting do not experience loving care and remain confused, since nobody cares. The parents develop a dismissive attitude towards their children. They are unable to care for a child's physical and emotional needs on a consistent basis. As such, Poduthase (2012) argues that adolescents can be led towards delinquent behaviour when they are exposed to anger, blaming, and lack of intimacy,

guidance, parental involvement, and parental attachment. According to Hoeve *et-al.* (2009), researchers observe an association between an uninvolved parenting style and delinquent acts ranging from vandalism and petty theft to assault and rape. Though Baumrind (1971) found that neglect parenting occurs rarely in certain populations, this type of parenting has been found to have the most negative effect on adolescent outcomes when compared to the other three parenting styles (Hoskins, 2014).

2.4 Parenting styles used as predictors of behaviours among adolescent students in secondary schools

2.4.1 Effects of parenting styles

In view of the four basic parenting styles, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting, several studies have been conducted to determine the significant effects of parenting styles on various aspects of developmental outcomes among adolescents. For instance, Vijila, Thomas and Ponnusamy (2013) demonstrated a descriptive study that was aimed at finding out the relationship between different parenting styles and the social competence of adolescents. The researchers found that authoritative parenting style has a positive influence on the social competence of the adolescents. This study also indicated that children of the authoritarian parenting style lack in spontaneity, whereas children of the permissive parenting style face much difficulty in controlling their impulses and are not ready to accept responsibility. Similarly, Shayesteh *et-al.* (2014) concluded that the approaches used by parents to rear up their children, play an essential role in providing children with mental health. In this case, families play a key role in character building of the children. In addition, Rizvi and Najam (2015) concluded that parenting styles are closely connected with emotional and behavioural functioning of adolescents. Authoritative parenting appears to be the most optimum parenting style, whereas authoritarian and permissive parenting styles may affect adolescent tendency to involve in risky behaviours that make them susceptible to a set of behavioural problems. Furthermore, Seifi (2016) showed that parenting styles affect the efficacy of students, and that authoritative parenting approach increases this efficacy of students. Still, Efobi and Nwokolo (2014) indicated that there is a moderate positive relationship between parenting styles and tendency to bullying among adolescents. This implies that the method of upbringing adolescents receive at home relates to the tendency of bullying

behaviour. The kind of home environment in which the child comes from, has connection with the way the child behaves outside home. A child who grows up in a home with poor and harsh parent-child relationship, where punitive measures are consistently used by the parents, the child will likely turn out to be a bully. The study of Rizvi and Najam (2015) again discovered that authoritative upbringing of both mother and father is established as the most optimum style having significant negative relationship with problem behaviours, while authoritarian and permissive parenting for mother and father separately as well as together are associated with different problem behaviours.

2.4.2 Effects of authoritarian parenting style

Much of the research on authoritarian parenting indicates that it is harmful for child development and produces conduct problems several years later (Thompson, Hollis, and Richards, 2003). There is evidence to suggest that these conduct problems may later manifest as criminal behaviours in children, and this was found in a meta-analysis by Leschied, et al. (2008). Baumrind (1991) saw authoritarian parents as those who attempt to shape, control and evaluate the behaviour of the child without considering the feelings of the child. Parents practicing this type of parenting demand too much from their children while they seem to neglect their responsibility towards their children. Such parents are extremely strict and highly controlling; they dictate how their children should behave without giving room for any dissenting opinion or behaviour from their children. There is little communication between the parents and children. Adolescents of this type of parenting, as observed by Kopko (2007), become rebellious, aggressive or dependent on their parents. Sarwar (2016) also concurs that authoritarian parenting leads the children to become rebellious and adopt problematic behaviour due to more than necessary power exercised on children by parents. Research further indicates that harsh parenting techniques, especially inconsistent punishment, often lead to child aggression (Loeber & Stouthamer-loeber, 1986). Children who bully their peers, for example, are more likely to come from authoritarian parents with harsh and punitive child rearing practices (Espelage, Bosworth, and Simon, 2000; Georgiou, 2008). Shayesteh *et-al.* (2014) also argue that authoritarian parents bring about a negative effect on the development of creativity and cognition of children. Children who are repeatedly threatened have a tendency toward isolation, depression, low self-esteem, much stress, low curiosity and hostility to others. Thus, authoritarian parents

nurture children with lack of autonomy, curiosity and creativity. Likewise, Perry, Perry and Kennedy (1992) found that there are evidences showing that children who experience victimization problems are more likely to come from families with histories of child abuse, poor attachment and poorly managed conflict; and, Georgiou (2008) observed that such parents tend to encourage or reinforce negative behaviour of children by attending, laughing or approving of such behaviours while ignoring positive behaviour when it is exhibited. He is also of the opinion that children may learn to be aggressive towards others by observing the daily interactions of family members. In this connection, Milevsky *et-al.* (2007) observed that adolescents from most Caucasian authoritarian families exhibit poor social skills, low levels of self-esteem, and high levels of depression.

2.4.3 Effects of permissive or neglect parenting style

In the same way, permissive parenting style has been linked to delinquency and aggression in children that is caused due to less parental supervision and indifferent attitude (Hapasalo & Tremblay, 1994). Permissive parents therefore tend to give more freedom to their children, but with little control and no punishment or direction. Children of this class tend to be immature and rebellious, make immediate decisions, have low self-esteem, depend on adults and show less stability in doing homework (Shayesteh *et-al.*, 2014). Lamborn, et al. (1991) reveal Levy's study that applying both permissive and authoritarian parenting styles lead to the display of aggressive, delinquent and antisocial behaviours in children. On the other hand, parenting that is neglectful or abusive has been shown consistently to have harmful effects on the adolescent's mental health and development, leading to depression and a variety of behaviour problems including cases of physical abuse and aggression towards others. Severe psychological abuse (excessive criticism, rejection or emotional harshness) appears to have the most deleterious effects. According to Farahani (2001), the studies by National Institute of Mental Health in the United States indicated that children who are suffered neglect or physically abused by their parents, display high probability of aggressive and violent behaviour. Luyckx, et al. (2011) report that researchers found that by Grade 12 adolescents with neglect or uninvolved parenting drank alcohol almost twice as much and smoked twice as much as their peers who lived in authoritative households. In another study, adolescents who perceived their parents as uninvolved used more drugs compared to adolescents who perceived their parents as authoritative

(Adalbjarnardottir & Hafsteinsson, 2001). In addition, parents who apply hostile approaches to resolve their conflicts have children with more symptoms of antisocial behaviour (Borjali, 2001). Studies also reveal that separation from parents and poor communication with children, have a relationship with the degree of depression and aggressive behaviour of the children (Masn & Barkeley, 1996). Some studies of Hagan and McCarthy (1997) also showed that delinquent behaviour is associated with parental rejection, weak parental supervision and inadequate involvement with the child. Thus, paying attention to children as well as a close supervision helps in reducing aggressive behaviour in the family and outside in school. Dobkin, Tremblay & Sacchitelle (1997) also concur that adolescents whose parents are hostile or aloof are more likely to exhibit antisocial behaviour; the same sort of negative parenting leads to anxiety and depression (Stice & Gonzales, 1998; Van Leeuwen, et al, 2004).

2.4.4 Effects of authoritative parenting style

Over several decades of research, authoritative parenting has consistently been associated with positive educational, social, emotional and cognitive developmental outcomes in children (Chao, 2001). The evidence linking authoritative parenting and healthy adolescent development is remarkably strong and it has been found in studies of a wide range of ethnicities, social classes, and family structures, not only within the United States but in parts of the world as diverse as the Czech Republic, Iceland, India, China, Israel, Switzerland, and Palestine (Steinberg, 2008). For instance, adolescents living in authoritative home environment do good in school, have more self-reliance, report less psychological distress, and engage less in delinquent activity (Steinberg *et al.*, 1992). The study of Rossman and Rea (2005) about western culture explored that authoritative parenting leads to better child adaptation and less externalising problems such as being less aggressive, but higher learning and conduct problems in children are due to strong authoritarian parenting, while permissive parenting leads to a higher anxiety level and higher internalising problems in children such as depression and social withdrawal. Chen, Dong and Zhou (1997) also conducted a research in the Asian context and found that higher aggressive behaviours and lower levels of social competency and academic achievement are connected with authoritarian parenting, whereas social and school adjustment positively and adjustment problems negatively are linked with authoritative parenting style. Similarly, the study of Strage and Brandt (1999) showed that college students living in an authoritative home reported more

persistence, more confidence, and more academic success compared with their counterparts. In addition, the study of Cohen and Rice (1997) indicated that high grades are related with child and parent perception of higher authoritativeness, while child alcohol and tobacco is associated with child perception of higher permissiveness.

Parents who are involved in authoritative parenting style have more impact on children (Bednar and Fisher, 2003). According to Simons and Conger (2007), recent findings show that positive effects of authoritative parenting are amplified when both parents engage in an authoritative parenting style. This suggests that the authoritative parenting style is associated with the lowest levels of depression and the highest levels of school commitment among adolescents. In addition, having at least one authoritative parent fosters better outcomes than family parenting styles that do not include an authoritative parent; and, adolescents whose parents are both authoritative or whose mother alone is authoritative report higher well-being, such as higher self-esteem and life-satisfaction than participants with no authoritative parent (Milevsky, et al., 2008). Furthermore, the study of Milevsky *et-al.* (2007) revealed that authoritative mothering is related to higher self-esteem and life-satisfaction and lower depression, and paternal authoritative parenting style is related to psychological adjustment. Silva, Dorso, Azhar and Renk (2007) also agree that fathers' authoritative parenting is related to decreases, whereas authoritarian mothers' parenting is related to increases in anxiety of college students. In addition, Fletcher, Walls, Cook, Madison and Bridges (2008) argued that when parents score low on both dimensions of responsiveness and demandingness (or authoritative parenting) then children demonstrate the most problematic development and cause internalising, externalising and social problems. The problems related to depression, anxiety, withdrawal, fearfulness, physical complaints, and self-esteem are recognised as internalization problems, whereas problems like violence, rebelliousness, disobedience, aggression, deviant behaviour and peer affiliation, under-age drinking, and drug use are categorised as externalization problems (Phares, 2003; Hoskins, 2014). The reciprocal relationship of study by Boutelle, Eisenberg, Gregory and Neumark-Sztainer (2009) showed that self-esteem is associated with increased parent-child connectedness among females, while depressive symptoms are predicted with decreased parent-child connectedness. Thus, children social relationships rely heavily on the strength of relationship between children and their parents, especially from a young age, and authoritative in their parenting style has significantly higher parent-

child relationship (Tam, et al., 2012). To this far, Steinberg (2008) asserts that authoritative parents are more likely to give children more independence gradually as they get older, which helps children develop self-reliance and self-assurance. Luyckx *et-al.* (2011) also concur that researchers found that authoritative parents exhibit higher levels of parental monitoring during their child's childhood and slight decreases across adolescence. This suggests that authoritative parents somewhat relinquish their monitoring in response to adolescent's increasing demands for independent decision-making. Because of this, it can be said that authoritative parenting tends to promote development of adolescents' competence and enhances their ability to withstand a variety of potentially negative influences, including life stress and exposure to antisocial peers.

Rueter and Conger (1998) state that authoritative parents provide an appropriate balance between restrictiveness and autonomy, giving adolescents the opportunities to develop self-reliance while providing the sorts of standards, limits and guidelines that developing individuals need. Family discussions in which decisions, roles and expectations are explained help the child understand social systems and social relationships. This understanding plays an important role in the development of reasoning abilities, role taking, moral judgment and empathy (Baumrind, 1978; Krevans and Gibbs, 1996). Nijhof and Engels (2007) have a firm belief that authoritative parenting style plays an influential role in the development of healthy adolescents psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher levels of self-reliance, self-esteem, and ability to employ effective coping strategies, while developing self-image.

Authoritative parents are seen as more consistent in discipline than authoritarian and neglectful parents (Shilkret & Vecchiotti, 1997). As such, consistent discipline has been associated with positive adjustment and outcomes among adolescents. Consistent discipline also buffers adolescents against the effects of a variety of stressful and negative events. Marshal and Chassin (2000) indicate that adolescents who experience high levels of consistent discipline are more resilient to peer influence because the imposition of parental norms and values prevents the adolescents from subscribing to the values of their peers, such as drug use. Studies also reveal that authoritative parenting styles have more positive impact on academic achievement (Aiyappa &

Acharya, 2012). The correlational analyses of Abar, Carter and Winsler (2009) showed authoritative parenting to be associated with high levels of academic performance and study skills. In fact, evidence suggests that active parental monitoring does deter adolescent problem behaviour (Fletcher, et al., 2004; Waizenhofer, Buchanan, and Jackson-Newsom, 2004). Authoritative parenting also is positively associated with academic performance rather than authoritarian and permissive parenting (Dornbusch, et al., 1987). For instance, Pellerin (2005) in a study applied Baumrind's authoritative, authoritarian and permissive parenting to high schools as socialising negotiators. The findings of this study showed that authoritative schools have the best outcomes and indifferent schools have the worst results for disengagement, whereas authoritarian schools have the worst outcomes for dropout. Thus, authoritative parenting is generally connected with good outcomes (adjustment and guilt). Sangawi, Adams and Reisland (2015) therefore affirm that negative parenting characteristics, such as strictness, neglect, control, punishment and lack of support can potentially lead to subsequent child behavioural problems, like emotional problems and misconduct at school. In addition, negative parenting techniques, such as poor supervision, inconsistent discipline and corporal punishment may contribute to children displaying negative behaviours or antisocial traits which in turn are linked to poor academic achievement. On the other hand, positive parenting techniques, such as high level of parental support and monitoring tend to have children who are less likely to exhibit drink problems, drug use, misconduct at school and deviant behaviour in general. Coste (2015) also emphasises that juvenile delinquency is directly linked to the behaviour of parents they adopt to treat their children. To this effect, young peoples' parents are more frequently blamed for the criminal or delinquent behaviour displayed by their children (Hoeve *et-al.*, 2009). Some of the courts even penalise parents for the inconsiderate or antisocial conduct of their children.

2.4.5 Developmental outcomes of parenting styles

From all this reviewed literature, it can be summarised that parenting styles have greater effects on behavioural outcomes of children as they are raised in various households. Generally, adolescents who are raised in authoritative homes are deemed responsible, independent, adaptive, creative, curious, optimistic, cooperative, persistent, persevering, competent, satisfied, comfortable, assertive, and successful in school. They also tend to be consistently disciplined, self-reliant, self-assured, socially adept,

and psychologically adjusted. This is attributed to the positive impact of authoritative parenting on adolescent developmental outcomes. In contrast, adolescents who are raised in authoritarian, permissive and neglect homes collectively are deemed dependent, stressful, hostile, anxious, rebellious, aggressive, depressed, delinquent, irrational, immature, impulsive, violent, reckless, and risky. They also tend to be more socially withdrawn, less socially adept, less self-assured, less intellectually curious, and less able to assume positions of leadership. In addition, adolescents from neglect homes are more likely to be involved in precocious experiments with sex, drugs and alcohol. This implies that authoritarian, permissive and neglect parenting styles are strong predictors of problem behaviours among adolescent students, rather than authoritative parenting style. Thus, behavioural outcomes of authoritarian, permissive and neglect parenting styles can be used to anticipate problem behaviours of adolescent students in secondary schools.

2.5 Theoretical framework

A theoretical framework is a structure that guides the research constructed by using established explanation of certain phenomenon and relationship. Henning, Van Rensburg and Smith (2004) state that a theoretical framework provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research. It therefore means that a theoretical framework maintains the study within its boundaries of conceptualisation.

This study was guided by the theories of parenting, which are part of the Rohner Theory of Parental Acceptance and rejection, also commonly known as a theory of socialisation and life-span development. The theory focuses on four major issues, namely: behavioural, cognitive and emotional development of children, and adult personality functioning. Interpersonal acceptance and rejection together are said to form a bipolar continuum called the warmth dimension. Acceptance anchors one end of the dimension, while rejection anchors the other. The acceptance end of the continuum is marked by affection, love, nurturance, comfort, support and other positive expressions of caring. The rejection end is marked by the absence or significant withdrawal of these feelings and behaviours and by the presence of a variety of physical and psychological hurtful behaviours and affects (Rohner, 1986; Rohner, Khaleque, & Cournoyer, 2007).

Rejection is expected to lead to personal dispositions, which include: anger, aggression, problems with the management of hostility, defensive independence, impaired self-esteem and self-adequacy, emotional instability, and a negative worldview. Thus, the parenting theory states that every individual has experienced the warmth and affection provided to him or her by someone important who is called the parent not necessarily, mother and father. This warmth and affection is a range from a great deal to none, where one end is parental acceptance the other end is parental rejection (Hussain & Munaf, 2012). Khalid (2004) also proposed a similar dimensional model of parenting in a dichotomy of either warmth and hostility or restrictiveness and permissiveness. For instance, parents who are high in warmth and restrictiveness produce well-behaved children, whereas those who are high in warmth and permissiveness promote socially outgoing, independent and creative children. Baumrind (1966) initially developed a theoretical model of parenting style which included the nurturance and control dimensions of child rearing into a conceptualisation of parenting style that was fastened in an emphasis on parents' belief system (Darling & Steinberg, 1993). For Baumrind, the key element of parental role is to socialise the child to conform to the necessary demands of others and maintaining a sense of personal integrity. She defined control as strictness, use of corporal punishment, consistency of punishment, and use of explanations (Baumrind, 1966). She further defined parental control as claims parents make on children to become integrated into the family as a whole by their maturity demands, supervision, and disciplinary efforts, and the willingness to confront the child who disobeys (Baumrind, 1991). In contrast, Baumrind argued that parents' willingness to socialise their child is conceptually separate from parental restrictiveness.

Parenting is a composite activity that is the sum of many particular behaviours working together or individually, to finally have an effect on the child's behaviour (Baumrind, 1978). It can also be explained in terms of two critical components: parental responsiveness and parental demandingness (Fletcher *et-al.*, 2008; Maccoby and Martin, 1983; Baumrind, 1978; Baumrind, 1971). Parental demandingness is the extent to which parents set guidelines for their children, and how their discipline is based on these guidelines. It is also the extent to which parents expect and demand mature and responsible behaviour from the child. High levels of demandingness can be described as structure and control, and included in this dimension are parental monitoring and parental discipline practices. On the other hand, parental responsiveness is the

emotional characteristic of parenting. It passes on to the degree to which parents respond and attend to the child's needs in an accepting and supportive manner. According to Maccoby and Martin (1983), behaviours that measure parental responsiveness include parental warmth, parental support and parental involvement. Both responsive and demanding parenting has been linked to secure attachment in children (Karavasilis, et al., 2003). Thus, it can be claimed that parents' behaviour toward their children is characterised by parental responsiveness and parental demandingness. However, according to Steinberg (2008), parents vary on each of these dimensions. Some are warm and accepting, while others are unresponsive and rejecting. This means that some parents are demanding and expect a great deal of their child, while others are permissive and demand very little of their child.

With the concepts of parental responsiveness and demandingness, Baumrind (1971) identified three parenting styles, such as authoritative parenting, authoritarian parenting and permissive parenting. Several researchers also have come up with four basic parenting styles basing on similar two main factors, namely: love of parents (responsive parenting) and parental control (strict parenting). Besides parental responsiveness and parental demandingness, Baumrind (2013) in a recent review proposed substitute dichotomies that can also be used to conceptualise each of the four parenting typologies as follows: acceptance versus rejection, psychological autonomy versus psychological control, and firm behavioural control versus lax behavioural control. Thus, in authoritarian parenting, parents have high levels of control and low levels of response to their actions. They expect their children to obey and often prevent disobedience from their children by punishing them. In permissive parenting, parents are very responsive and allow more autonomy to their children. In neglect parenting, parents have low responsiveness and rigour, and a dismissive attitude. In authoritative parenting, however, the parents have a high level of control and response. Their children have efficiently little to show behavioural problems. Berg (2011) also developed a parental model demonstrating that behavioural expectations are high for authoritative and authoritarian parenting, but low for permissive and neglect parenting. On the other hand, parental responsiveness is high with authoritative and permissive parenting, but low with authoritarian and neglect parenting. This therefore suggests that neither high behavioural expectations nor high parental responsiveness alone can lead to effective parenting. High parental efficacy is rather based on a balance of appropriate behavioural

expectations and parental responsiveness, and this describes what authoritative parenting is all about.

More recently, Garcia (2019) summed up the dichotomies into two orthogonal dimensions: warmth and strictness. Warmth represents the degree to which parents show their children care and acceptance, support them, and communicate by reasoning with them. Other labels, such as assurance, reinforcement, love, guidance and involvement, have similar meanings to warmth. On the other hand, strictness refers to the degree to which parents impose standards on their children's conduct, use supervision and maintain an assertive position of authority over their children. Other labels, such as domination, hostility, inflexibility, control, firmness, expectation, restriction and imposition, have similar meanings of strictness. Based on these two dimensions, a four-typology classification of child-rearing patterns is identified as follows: authoritative parenting which is warm and strict, authoritarian parenting which is strict but not warm, permissive parenting which is warm but not strict, and neglect parenting which is neither warm nor strict.

Parents therefore are an important personality which have great influence, and take an active role in child life. They basically mould and shape their children into adults through their world of influence. They have unique attitudes, behaviours, beliefs, values, and family backgrounds (Baumrind, 1971). A way of reflection between parent and child relationships is called parenting. This is a complex activity that includes many specific attitudes and behaviours that work separately and collectively to influence child outcomes and generate an emotional bond in which the parent's behaviours are expressed (Darling, & Steinberg, 1993; Darling, 1999). Bray and Dawes (2016) define parenting as the activities entailed in raising children and the relationships existing between children and adults through care for them. Thus, parents include all those who provide significant care of children and adolescents.

2.6 Chapter summary

This chapter has presented a literature review of the study. It asserts that the occurrence of emotional and behavioural problems in adolescent students continues to rise. Some

of the problem behaviours occurring among adolescent students in secondary schools are acts of indiscipline, which include: defiance of authority, teasing and bullying, vandalism, and leaving school premises without permission. The literature also shows that there are four basic parenting styles that can be used by parents of children and adolescents. Authoritative parents maintain high levels of both control and love on their children. Authoritarian parents have high levels of control and low levels of love on their children. Permissive parents allow more autonomy on their children, but are not strict at all. Neglect parents demonstrate low levels of both control and love on their children. They have a dismissive attitude towards children. These parenting styles can be linked with behavioural outcomes of adolescents. However, authoritative parenting is generally connected with good behavioural outcomes while authoritarian parenting, permissive parenting and neglect parenting collectively are associated with different problem behaviours in children. This research study is guided by the theory of parenting, which is also commonly called a theory of socialization and life-span development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter overview

This chapter describes about the research design and methodology of the study that engaged the effects of parenting styles on behaviours of adolescent students in the Malawi's sampled secondary schools. It covers the following sub-sections: research paradigm, research design, research methodology, study sites, population and sampling strategy, data generation instruments and methods, issues of reliability and validation, data analysis, ethical considerations, limitations of the study, and the chapter summary.

3.2 Research paradigm of the study

This study was based on the positivist research paradigm. As a research paradigm, positivism uses experiments, surveys and statistics into the enquiry of research. It seeks rigorous, exact measures and objectivity in research. Neuman (2011) confirms that experiments, surveys and statistics test causal hypothesis by carefully analysing numbers from the measures. In particular, statistics is a range of procedures for gathering, organising, analysing and presenting quantitative data. Essentially therefore, statistics is a scientific approach of analysing numerical data in order to enable recipients to maximise their interpretation, understanding and use. As such, the research paradigm of positivism is in tandem with this study because, it involved using statistics or numbers in data collection and analysis.

3.3 Research design of the study

This study was non-experimental in nature. It used descriptive and correlational research designs. A descriptive research design helps to describe the main features of the study. Neuman (2011) stipulates that a descriptive research presents a picture of the specific details of a situation, social setting or relationship. It starts with a well-defined question and tries to describe it accurately. The study's outcome is a detailed picture of the issue or answer to the research question. On the other hand, a correlational research design helps to indicate a link between two or more variables; thus, in this study, it was important for exploring the link between parenting styles and behaviours of adolescent students in secondary schools: whether an independent variable (such as parenting style) is able to explain changes in the dependent variable (such as behaviour).

3.4 Research methodology of the study

This study engaged a quantitative research methodology. A quantitative research methodology strives to collect empirical data systematically and examine data patterns so as to understand and explain social life (Neuman, 2011). The quantitative methodology derives from a positivist epistemology, which holds that there is an objective reality that can be expressed numerically. As a consequence, the quantitative methodology emphasises studies that are of measurement and search for relationships (Glatthorn and Joyner, 2005). Thus, the aim of using the quantitative research methodology in this study was to get objective reality of findings for the generalisation of results.

3.5 Study sites

This study was carried out within Salima district. It involved two government secondary schools. The names of the secondary schools are represented by Secondary School 1 and Secondary School 2 for anonymity's sake. Secondary School 1 is situated to the north-western part of the district, near Salima town in Kaphatenga. Secondary School 2 is located to the south of the district, in Chipoka. The two schools were selected simply because, they are conventional secondary schools where teachers and students interact almost every day during school sessions. This served as a good catalyst for the teachers to carefully identify the behavioural outcomes of respondents on the rating

scales. In addition, both Secondary School 1 and Secondary School 2 do always accommodate students from different parts of Salima as well as neighbouring districts. It therefore illustrates that this research study on parenting styles and behaviours of adolescent students was done in a broader perspective.

3.6 Study population

The statistical population of the study included all adolescent students (male and female) from Secondary School 1 and Secondary School 2 located in Salima District. The students were those studying in the two secondary schools during the academic year of 2017/2018. The whole census of the study was 860 students in the two secondary schools, 413 students for Secondary School 1 and 447 students for Secondary School 2.

3.7 Population sample

A sample of 266 students, both males and females were randomly selected from the census of Secondary School 1 and Secondary School 2 by using a sample size calculator with 95 % level of confidence. Male students constituted 51 % and female students constituted 49 % of the sample size. Ages for the sample group ranged from 13 to 25 years, bearing a mean age of 15.26 years. In each of the two Secondary Schools, respondents were proportionally drawn from all classes, that is, Form One through Form Four.

3.8 Data generation instruments

The following instruments were employed to generate data for the study, namely: a Parenting Styles Questionnaire, a Rating Scale for Behavioural Outcomes, and a General Behavioural Record of Schools.

3.8.1 Parenting Styles Questionnaire (PSQ)

The PSQ was used to assess the parenting styles which are experienced by adolescent students in their homes respectively. It was designed to obtain required information on the four parenting styles that can be used by parents of adolescent students in secondary schools. This document was a modification of the Parenting Styles and Dimensions

Questionnaire that was reconceptualised and validated by Kimble (2014), including items that were formulated by Robinson, Mandleco, Olsen and Hart (1995). Nevertheless, most of the items belonging to neglect parenting style were developed by the researcher, as presented by Steinberg (2008). The PSQ comprised forty items which identified four parenting styles, including authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting, each accounting for ten items. Thus, items 1, 5, 9, 13, 17, 21, 25, 29, 33, and 37 reflected authoritative parenting, while items 2, 6, 10, 14, 18, 22, 26, 30, 34, and 38 reflected authoritarian parenting. Still, items 3, 7, 11, 15, 19, 23, 27, 31, 35, and 39 reflected permissive parenting, whereas items 4, 8, 12, 16, 20, 24, 28, 32, 36, and 40 reflected neglect parenting. The students were requested to respond to the items based on the type of parenting they underwent in their homes. Each phrase or item had five boxes on a 5-point Likert Scale and given the titles as follows: strongly agree (1), agree (2), undecided (3), disagree (4), and strongly disagree (5). A 5-point Likert Scale was used to scaling responses. Positive responses, such as strongly agree and agree were treated as a score each on the Likert Scale. At the end of each section, scores were added up and divided by the number of items in that section. The calculated score was the total score for that category. The highest score indicated the preferred parenting style of a respondent. To collect detailed personal information of the respondents, child demographics were included on the cover page of the PSQ with the following: name of school, class, sex, age and type of parent or guardian for the respondent. This information was provided by filling in the Personal Particulars Form for the Respondents (PPFR). The real names of the respondents were replaced by code numbers to safeguard their confidentiality. The PSQ was treated as an independent variable of the study. As such, it was protected from any manipulation.

3.8.2 Rating Scale for Behavioural Outcomes (RSBO)

This was a screening tool for behavioural outcomes of the respondents in line with their parenting styles, as experienced at home. It was employed to assess the behaviours of the students, basing on the four parenting styles. It had five boxes for behavioural outcomes on each of the four parenting styles, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting. The RSBO was designed by the researcher, basing on the behavioural outcomes of the four basic

parenting styles, as expressed by Steinberg (2008) and Shayesteh *et-al.* (2014). As such, five main behavioural characteristics were identified for each parenting to be included and assessed on the rating scale as follows: authoritative parenting targeting students deemed responsible, socially skilled, self-assured, creative, and curious while authoritarian parenting targeting students deemed dependent, passive, stressful, hostile, and anxious. On the other hand, permissive parenting targeted students deemed immature, irresponsible, rebellious, conforming to peers, and irrational while neglect parenting targeted students deemed impulsive, delinquent, aggressive, violent, and reckless. Behavioural outcomes for authoritarian parenting, permissive parenting and neglect parenting styles were considered to be indicators for problem behaviours among adolescent students in secondary schools. This RSBO was treated as a dependent variable of the study.

3.8.3 General Behavioural Record of Schools (GBRS)

This tool stipulated statistics for rustications, suspensions and exclusions of students from Secondary School 1 and Secondary School 2 respectively. It had six columns which indicated the following: school, academic year, enrollment, rustications, suspensions, and exclusions. The document showed a distribution for cases of rustications, suspensions and exclusions of students experienced by each of the two secondary schools during the academic year of 2017/2018. The significance of the document is that it helped to reveal the general behavioural performance of students at Secondary School 1 and Secondary School 2 in the study sites. It also provided evidence that problem behaviours are prevalent among adolescent students in secondary schools.

3.8.4 Data generation methods of the study

Data for the study was collected in the following ways:

Firstly, the Parenting Styles Questionnaires were completed by the respondents. Every respondent had his or her own copy of questionnaire to complete. Instructions were given for the respondents to follow before everything else began. The respondents carried out the exercise independently and without any interference. They were encouraged to score on every item of the questionnaire. Scores were achieved through ticking in one of the five boxes against every item of the questionnaire. However, the respondents were restrained from conferring or confiding the information to one

another. The researcher monitored the whole process from the beginning to the end. The respondents were being confined to one place every time where the questionnaires were distributed to them for the task. They were further reassured that nothing harmful was going to happen to their parents for disclosing the information and that the intention of the research was purely educational. It can therefore be assumed that the respondents were not alarmed by the exercise.

Secondly, the Rating Scales for Behavioural Outcomes were assigned to the form teachers for completion. They were four in number. Every teacher assessed students of his or her own class. The filling of the form was done by ticking in the boxes against the behavioural outcomes indicated on each section of the four parenting styles, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting. Before rating the respondents on their behavioural outcomes, structured interviews were conducted between the researcher and class teachers in order to solicit the required information appropriately. It was stipulated to the class teachers that the goal of the rating exercise was to determine the parenting style of every respondent through observing the behavioural outcomes.

Thirdly, structured interviews also took place between the researcher and the two head-teachers of Secondary School 1 and Secondary School 2 respectively for them to be able to fill the General Behavioural Record Form accordingly. However, for the purpose of research, head-teachers were cautioned to give only exact figures for cases of rustications, suspensions and exclusions. The filling exercise for the General Behavioural Record Forms was done by the head-teachers independently.

Finally, the whole exercise of data collection was done in the third term of 2017/2018 academic year, during the months of May and June.

3.9 Reliability and validation of the study

The PSQ and RSBO were tested before using them in the study. Since the PSQ was an independent variable, its items were carefully designed to ensure that they were relevant, clear and capable of eliciting the required responses. Corrections and

suggestions for improvements of the data instruments, from either teachers or respondents, were effected before using them. Sixteen students were randomly selected from Form One to Form Four at Secondary School 1 for the pretesting exercise. Each class contributed four students, comprising of two boys and two girls of any age. These sixteen students who had been picked for the pretesting exercise were not included in the sample group of the study later. However, instruments that were used for the pretesting exercise were the same that were used in the study. The process also was the same.

3.10 Data analysis

Data for the study was analysed using descriptive statistics, mean and computing correlation co-efficient. **Descriptive statistics** is concerned with quantitative data. It is used to summarise data in an organised manner by describing the relationship between variables in a sample or population. Descriptive statistics therefore were used to describe the characteristics of the independent and dependent variables using numbers; that is, numbers were used to describe parenting styles and behavioural outcomes of respondents in the study sites. Mean was used to analyse data obtained from the Parenting Styles Questionnaires and establish mean scores for authoritative parenting, authoritarian parenting, and permissive parenting and neglect parenting styles respectively. Correlation is a measure of the strength of a relationship between two variables. It helps to identify how strongly and in what direction two variables covary in an environment. Correlation therefore was used to explore the link between parenting styles and behavioural outcomes of respondents. As such, results of the PSQ and RSBO were correlated in order to find out the relationship co-efficient of the two variables. This means that the purpose of correlation was to determine the effect of parenting styles on behaviours of adolescent students in secondary schools.

3.11 Ethical considerations

This study was carried out considering all ethical concerns. Permission to conduct the study was granted by the University of Malawi under the Department of Education Foundations in the School of Education. It was done after approving the research topic.

In this case, the researcher was offered a letter of introduction to do research in the designated sites. Permission for the study also was taken from the school authorities, such as the head-teachers, to proceed with the research and data collection in the respective Secondary Schools 1 and 2. The head-teachers, teachers and students in the secondary schools 1 and 2 were approached, informed and briefed about the study and its purpose. Students who comprised the sample for the study were told to participate freely in the exercise since their parents and guardians were not approached for permission and consent. After making a random selection, only those students who expressed interest with consent participated in the study. After brief verbal instructions, respondent students were given the questionnaires for completion. The researcher was always available to clarify and answer questions that the students could have about items on the questionnaires. All questionnaires were self-administered by the researcher. The questionnaires were distributed to the sampled students and collected back by the researcher with the help of some teachers. Code numbers were used instead of their real names on the questionnaires and rating scales, which were assigned to the students and their teachers respectively. This was done to make personal information of the respondents strictly confidential. Any information that was obtained from the respondents was strictly safeguarded from exposure, public access and consumption. After entering data and analysing it, all research materials were disposed off carefully and responsibly.

3.12 Study limitations

This study may have been subjected to some limitations. One limitation is that form teachers were relied upon to rate the respondents on their behavioural outcomes. This might have perpetuated some personal biases. However, suffice to report that the Parenting Styles Questionnaires were all done by the respondents themselves and data was cross-checked and correlated with what was available on the rating scales. Through conducting structured interviews, teachers were also cautioned to be impartial and objective in filling the rating scales. In addition, the study may be said to have a limited generalizability of results. This is attributed to the fact that the sample of the study was too small to explore parenting styles of all adolescent students in the general population, as data was collected from two secondary schools only in the country. This implies that

results of the findings may not be fully representative. It would be very useful to have a larger sample size from the whole population of adolescent students in Malawi, so that findings of the study could be generalised on a large-scale. Nonetheless, the findings of the study created awareness of parenting styles that can be used by parents and how they can significantly contribute to behaviours of adolescent students in secondary schools.

3.13 Chapter summary

This chapter has provided information on the methodology of the study. The study itself engaged Secondary School 1 and Secondary School 2 as study sites located in Salima District. A sample of 266 students from both secondary schools were randomly selected to participate in the study as respondents. The study used descriptive and correlational designs. Based on positivist research paradigm, the study adopted a quantitative research methodology. Three instruments were used to gather data from the respondents, which include: PSQ, RSBO and GBRS. Data analysis for the study was done by using descriptive statistics, mean and computing correlation co-efficient. The study was conducted by considering all the issues of validation and reliability as well as ethical issues.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter overview

This chapter presents and discusses the findings of the study that explored the effects of parenting styles on behaviours of adolescent students in the Malawi's sampled secondary schools. The structure of the chapter is based on the themes from the research questions of study. The following are the themes: rampant problem behaviours among adolescent students in secondary schools, parenting styles that can be used by parents to exhibit problem behaviours among adolescent students in secondary schools, the most effective parenting style in addressing problem behaviours, and parenting styles used as predictors of behaviours among adolescent students in secondary schools. It ends with the chapter summary.

4.2 Rampant problem behaviours among adolescent students in secondary schools

As indicated in chapter three, the two secondary schools under study were called Secondary School 1 and Secondary School 2 for anonymity's sake. The study found that both sampled Secondary School 1 and Secondary School 2 experienced some common problem behaviours or discipline issues among adolescent students. Almost eighty students were involved in the cases of problem behaviours. The most common problem behaviours that were reported from both secondary schools include: pairing, going out of school boundaries without permission, teasing and bullying, and inciting other students to participate in demonstrations and strikes without following proper procedures. Over the year, enrollment for Secondary School 1 reached 413 and Secondary School 2 reached 447 including male and female students respectively.

It can therefore be claimed that almost 9 % of the general population was involved in cases of problem behaviours in the two secondary schools. The table below demonstrates these cases of problem behaviours in the two schools.

Table 1: List of rustications, suspensions and exclusions

School	Academic year	Enrolment	Rustications	Suspensions	Exclusions
1	2017/2018	413	6	13	12
2	2017/2018	447	18	11	20

The findings of the study also revealed that both Secondary School 1 and Secondary School 2 were in possession of the Ministry of Education Policy Guidelines on Discipline (MEPGD) which stipulates the general school rules and regulations, issued by the Ministry of Education, Science and Technology (MOEST). According to these policy guidelines, the following indiscipline cases are deemed problem behaviours that require punishments for adolescent students in Malawi's secondary schools: absconding school programmes, noise making during lessons and studies, refusing to wear school uniform on recommended occasions, wearing fancy clothing, damaging school or personal property, possessing and abusing dangerous drugs, teasing and bullying, drunkenness, defiance of authority, theft, assault and fighting, use of abusive or obscene language, participating in subversive activities, spending overnight off campus without permission, visiting hostels of the opposite sex, pairing between boys and girls during awkward hours and in strange places, engaging in immorality, having pregnancies and being responsible for pregnancies between girls and boys, and cheating during examinations and tests. These acts are also considered to be the causes of school indiscipline (Nkhokwe & Kimura, 2014). However, cases of problem behaviours that are sanctioned by rustications are: truancy, going out of bounds, occasional absence from class, petty theft, quarrelling with others, and late reporting for school activities. Rustications last for a maximum period of two weeks. On the other hand, cases of problem behaviours that culminate into suspensions for students include the following: habitual committing of minor offences, use of obscene language, kissing and pairing, staying overnight without permission, engaging in immorality, having pregnancy or causing pregnancy, cheating during examinations and tests, and damaging school or

personal property. The period of suspensions exceeds two weeks. In contrast, cases of problem behaviours that lead to exclusion of students from school are as follows: habitual committing of offences, immoral behaviour, drug and substance abuse, teasing and bullying, theft of serious nature, open defiance of authority, vandalism or damaging school property, instigating rebellious behaviour, drunkenness, and assault and fighting, and loss of interest in education. MOEST is responsible for approving all cases of exclusions from school while cases of rustications and suspensions are left to the discretion of the heads of institutions.

Rustications, suspensions and exclusions are all corrective means for a student's discipline. Rustications are charges on minor offences, whereas suspensions and exclusions are charges on serious offences. Rustication is when a student is sent home for one to two weeks, suspension three to six weeks, and exclusion for an indefinite period pending ministry's decision. An exclusion may sometimes end up in a complete dismissal of a student. To this effect, it can therefore be said that adolescent students in secondary schools ought to adhere to school rules and regulations to avoid being rusticated, suspended, and expelled from school. It also implies that cases of problem behaviours manifested by adolescent students are critical in the pursuit of their education in secondary schools. For this reason, it is essential for education authorities to understand how problem behaviours occur among adolescent students in secondary schools with an effort to reduce school dropouts and safeguard their right to education accordingly.

The study further revealed that problem behaviours are indeed prevalent among adolescent students in Malawi's secondary schools. Some of the problem behaviours are acts of indiscipline which include: truancy, going out of school premises without permission, noise making, pairing, theft, quarrelling, assault and fighting, indecency, vandalism, teasing and bullying, rebellion and subversion, drug and substance abuse, use of profane language, insubordination, rudeness, and loss of interest in education. Most of these indiscipline acts are echoed by Ali *et-al.* (2014), Wanda (2009), Aheisibwe (2007), Mpinganjira (2003), Alidzulevi, Donnelly (2000), Maluwa-Banda (1995), Kayinja (1994), and Nkhokwe and Kimura (2014). Engaging in these acts of indiscipline may lead to rustications, suspensions and exclusions of students in form of punishment or disciplinary measures in secondary schools, as is the case observed in

the study sites of Secondary School 1 and Secondary School 2. This prevalence of indiscipline acts in secondary schools coincides with the assertion of Ali *et-al.* (2014) who indicated that there is no country in the world where indiscipline acts are not perpetuated by the students. Several forms of indiscipline acts pervade through every corner of the schools among the students: some occur within the classroom, some within the school premises, while some are done outside the school premises. On the other hand, the availability of MEPGD in Malawi's secondary schools suggests that adolescent students are liable to committing offences. As such, the policy guidelines stipulate school rules and regulations with sanctions if any student attempts to break them. A practical evidence of this situation is drawn from the list of students who were either rusticated, suspended or excluded from Secondary School 1 and Secondary School 2 during the 2017/2018 academic year.

The issue of rustications, suspensions and exclusions indicates that adolescent students continue to misbehave in spite of the attempts given earlier in this study to instil discipline in secondary schools, which include: good teacher-student relationships (Paul, 2009; and Robertson, 1989), insistence on school rules and reinforcement of good behaviours (Deauke, 2010), constructivist behaviour (Fields and Boesser, 2002), and modelling behaviour (Davis-Johnson, 2000). To this far, the findings of the study ultimately concur with the assertion of Wilder and Watt (2002) who acknowledged that parenting styles are effective in reducing high-risk behaviours of teenagers. This implies that parents who spend more time supervising their children, have kids less inclined toward risky and poor behaviours. In addition, positive parenting techniques, such as high level of parental support and monitoring, tend to have children who are less likely to exhibit drink problems, drug use, misconduct at school and deviant behaviour in general (Sangawi, et al., 2015).

4.3 Parenting styles that can be used by parents to exhibit problem behaviours and the most effective in addressing problem behaviours among adolescent students in secondary schools

A sample of 266 respondents from Secondary School 1 and Secondary School 2 within Salima District were assigned to complete the Parenting Styles Questionnaire (PSQ) in attempt to establish parenting styles being used by parents of adolescent students in

secondary schools. The PSQ that was administered to the respondents had forty items in all, bearing ten items on each of the parenting styles as follows: authoritative parenting, authoritarian parenting, permissive parenting, and neglect parenting. According to the PSQ, positive responses ranging from strongly agree to agree on the likert scale were treated as scores, worth determining a parenting style preferred by the respondent. The responses given by the respondents were extremely important, since parenting becomes more difficult to observe in naturalistic settings as children grow older (Smetana, 2017). Through the respondents' feedback on the given items, one can have a sense of the family interactions occurring at home. Thus, the table below illustrates item analysis for the PSQ.

Table 2: Item analysis for the PSQ

Item	Parenting style	Score	Percentage (%)
1	Authoritative	186	70
2	Authoritarian	207	78
3	Permissive	69	26
4	Neglect	22	8
5	Authoritative	239	90
6	Authoritarian	48	18
7	Permissive	34	13
8	Neglect	36	14
9	authoritative	186	70
10	authoritarian	182	68
11	permissive	56	21
12	Neglect	116	44
13	authoritative	236	89
14	authoritarian	194	73
15	permissive	13	5
16	Neglect	27	10
17	authoritative	229	86
18	authoritarian	232	87
19	permissive	70	26
20	Neglect	27	10

21	authoritative	249	94
22	authoritarian	57	21
23	permissive	26	10
24	Neglect	10	4
25	authoritative	191	72
26	authoritarian	229	86
27	permissive	102	38
28	Neglect	15	6
29	authoritative	124	47
30	authoritarian	142	53
31	permissive	110	41
32	Neglect	94	35
33	authoritative	196	74
34	authoritarian	124	47
35	permissive	72	27
36	Neglect	12	5
37	authoritative	232	87
38	authoritarian	40	15
39	permissive	27	10
40	Neglect	15	6

According to item analysis of the PSQ (for both schools put together) which is available in table 2 above, it is observed that most of the items on the PSQ which scored above 50 % belong to authoritative parenting and authoritarian parenting styles respectively, while most of the items which scored below 50 % belong to permissive and neglect parenting styles respectively as well. This means that most of the items for authoritative parenting and authoritarian parenting styles were popular among the respondents, whereas none of the items for either permissive parenting or neglect parenting style was popular among the respondents. The table below demonstrates mean scores for the four parenting styles.

Table 3: Mean scores for parenting styles

DESCRIPTIVE STATISTICS			
PARENTING STYLES	Minimum	Maximum	Means
AUTHORITATIVE STYLE	1.00	10.00	7.7744
AUTHORITARIAN STYLE	1.00	10.00	5.4699
PERMISSIVE STYLE	0.00	10.00	2.1767
NEGLECT STYLE	0.00	9.00	1.4038

In view of table 3 above, authoritative parenting style had a mean score of 7.7744 which is calculated from the total scores of 2068 while authoritarian parenting style had a mean score of 5.4699 which is calculated from total scores of 1455. Yet, permissive parenting and neglect parenting styles had mean scores of 2.1767 and 1.4038 which are calculated from the total scores of 579 and 374 respectively. Thus, two of the four parenting styles were above the acceptance mean point of 5.0000. This implies that authoritative parenting is the most common parenting style being used by parents of adolescent students in secondary schools, followed by authoritarian parenting style. Nevertheless, cases of permissiveness and neglectfulness among parents of adolescent students in secondary schools cannot be underestimated upon considering the few positive responses that were registered by the respondents on the questionnaires concerning items for permissive parenting and neglect parenting respectively.

This study therefore revealed that there are different parenting styles that can be used by parents in raising their children. Four basic parenting styles were assessed and observed in this study, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting styles. It was further discovered that authoritative and authoritarian parenting styles are more commonly used by parents than the other two parenting styles. However, authoritative parenting style is considerably more common than authoritarian parenting style, while permissive and neglect are the least used parenting styles. This shows that parenting styles can hierarchically be arranged in terms of popularity of usage with authoritative being on top followed by authoritarian, while permissive and neglect parenting styles are at the lowest level of popularity. This ultimately agrees with the parental model of Berg (2011) who similarly identified authoritative parenting (at the top) as the most effective,

followed by authoritarian parenting; permissive parenting coming next, and neglect parenting (at the bottom) as the least effective. He further demonstrated that behavioural expectations are high for authoritative and authoritarian parenting, but low for permissive and neglect parenting. In contrast, parental responsiveness is high for authoritative and permissive parenting, and low for authoritarian and neglect parenting. This suggests that neither high expectations nor high parental responsiveness alone can lead to effective parenting. However, high parental efficacy incorporates a well-balanced blend of both “demandingness” and “responsiveness” characteristics in their parental practices (Ishak, et al., 2012). Garcia (2019) also summarised that authoritative parenting is the optimal style, and neglect parenting is the worst. Permissive and authoritarian parenting lay in the middle (as a mixture of positive and negative traits). Thus, findings of the study showed that most of the parents of adolescent students in secondary schools possess characteristics of both “demandingness” and “responsiveness” toward children in their actions. This means that most of the parents raise their children authoritatively. Still, as observed by Baumrind (2012), many parents of adolescent students in secondary schools use coercive control in their parental strategies which consequently creates an authoritarian parenting style.

The study further revealed some aspects of the theory of parenting, also commonly known as a theory of socialisation and life-span development. According to Bray and Dawes (2016), parenting refers to the activities that are entailed in raising children and the relationships that exist between children and adults through care for them. Parenting has a warmth dimension which can be explained in terms of two critical components: responsiveness and demandingness (Maccoby & Martin, 1983), permissiveness and restrictiveness (Khalid, 2004), acceptance and rejection (Rohner, 1986), nurturance and control (Baumrind, 1966), warmth and hostility (Khalid, 2004), and warmth and strictness (Garcia, 2019). These dichotomies are also used to conceptualise and categorise the four basic parenting styles. The positive anchorage of warmth dimension is associated with love, affection, acceptance, warmth, nurturance, comfort, support, involvement, assurance, autonomy, reinforcement, and guidance. Its negative anchorage is associated with hostility, strictness, domination, inflexibility, control, firmness, restriction, imposition, consistency of punishment, use of explanation, monitoring and discipline. This anchorage can lead to personal dispositions in children, which include: anger, aggression, problems with the management of hostility, defensive

independence, impaired self-esteem and self-adequacy, emotional instability, and a negative worldview. In most cases, the positive part of warmth dimension is linked to authoritative parenting, whereas the negative part is linked to authoritarian parenting style.

Respondents of the study reported that each one of them was raised by different persons. These persons include: a father or mother, a grand father or mother, a brother or sister, the uncle or aunt. Despite their differences, all the persons were subjected to the four basic parenting styles of authoritative, authoritarian, permissive and neglect parenting styles, which yield behavioural outcomes in children differently. It therefore implies that adolescent students in Malawi's secondary schools are raised not only by their biological parents as fathers or mothers in their respective homes, but different persons such as grandparents, brothers, sisters, uncles, aunts, and other caretakers. As such, these persons maintain parenting styles that respond to adolescent behaviours differently. This is in tandem with the parenting theory which states that every individual experiences the warmth and affection provided to him or her by someone important who is called the parent not necessarily, mother and father (Rohner, 1986; Rohner, et al., 2007). All the persons who provided significant care to the adolescent students in their homes are referred to as parents, because they take an active role in their life. The parents basically mould and shape their children into adults through their world of influence. They have unique attitudes, behaviours, beliefs, values, and family backgrounds that may have an effect on the children's behaviour (Baumrind, 1971). In the same vein, almost 60 % of the respondents from Secondary School 1 and Secondary School 2 in the study sites indicated that they have both parents, while 40 % are raised by single parenthood. This coincides with the studies of Tonnessen (2010) which reported that in Malawi, four in every ten children below the age of fifteen do not live with both parents due to the HIV/AIDS epidemic, labour migration, parental divorce, polygamy and death, among several other reasons. Despite this, Moitra and Mukherjee (2012) subscribe to the fact that home is the place where a normal and healthy development of any child starts, and the family constitutes the backbone of an individual. Sarwar (2016) also considers the family to be a basic ecology in which behaviour of children is manifested in their childhood by way of negative or positive reinforcements.

The study also revealed some of the most common practices of both authoritative and authoritarian parents in raising their children. For authoritative parenting, these include: acknowledging children's wishes and desires when engaging them to do something, encouraging children to talk about feelings and problems, respecting children's opinions and encouraging them to express views freely, providing comfort and understanding when children are upset, considering children's preferences and likes when making family plans, expressing feelings and views about their children's behaviour and commending them when they are good, explaining matters of discipline to children and expecting them to behave maturely and responsibly, helping children to understand the impact of their behaviour and encouraging them to talk about consequences of their own actions. In case of authoritarian parenting, the most common practices were observed as follows: being happy when children obey orders unquestionably, withdrawing privileges when children are disobedient, getting angry and being shocked when children behave unexpectedly, reminding children about the past behavioural problem so that they can avoid repeating it, criticising children openly when their behaviour does not meet their expectations, being strict and expecting children to obey them always. Furthermore, through offering negative responses on a number of items, students were able to dismiss the following speculations of parenting styles: that parents condone children's bad behaviour, that parents do not keep track of children's whereabouts and activities, that parents do not spend time with children at home, that parents give children a lot of freedom on their wishes and choices, that parents do not explain rules given to children, that parents' love and affection tends to spoil children, that parents lack strict discipline on children, that parents rarely converse and interact with children, that parents are not concerned with children's needs and interests, that parents do not give punishment to children, that parents show little interest in children's school experiences, that parents use harsh methods including threats to enforce discipline on children, that parents do not consider children's opinions when making decisions, that parents lack beliefs and values for guiding children, that parents lack guidance and counselling on children to avoid being in confrontation with them, that parents treat children as equals and are more like friends to them, that parents let their children stay away from home without questioning, that parents find it difficult in trying to change how their children think and feel about things, that parents do not show love and affection when children do wrong, and that parents do not have many expectations about their children's behaviour. By refuting these claims, respondents

were able to demonstrate that permissive and neglect parenting styles are quite rare among parents of adolescent students. This is just exactly what Baumrind (1971) observed that neglect parenting occurs rarely in certain populations. In other words, many family relations involving parents and children maintain a good and conducive environment for well-adjusted children. The parents incorporate a well-balanced blend of both responsiveness and demandingness characteristics in their parenting practices. It can therefore be suggested that most of the parents of adolescent students in Malawi's secondary schools are caring, listening, attentive, responsive, demanding, interactive, accommodative, passionate, respecting, helpful, and friendly to their children. Under these parental conditions, children are well-behaved in their homes. It is also unlikely for them to indulge in risky behaviours while pursuing their education in secondary schools. From this perspective, it can be agreed with Nijhof and Engels (2007) who believe that authoritative parenting style plays an influential role in the development of healthy adolescents psychologically and socially. Baumrind (1978) also observed that family discussions in which decisions, rules and expectations are explained help the children understand social systems and social relationships and also play an important role in the development of reasoning abilities, role taking, moral judgment, and empathy. Bibi *et-al.* (2013) affirm that supportive, caring and flexible attitude of parents produce psychological and well-behaved children. In addition, Steinberg *et-al.* (1992) admit that adolescents with authoritative home environment do good in school, have more self-reliance, report less psychological distress, and engage less in delinquent activity.

It was further observed through the study that school administrators do not keep comprehensive parenting records of adolescent students in Malawi's secondary schools. The researcher found that it was too difficult for most of the teachers to identify the real behaviours of adolescent students by using RSBO. They did not really know the behavioural characteristics of some students in connection with the four parenting styles, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting styles. They were unable to locate the behavioural characteristics of adolescent students on the rating scale relative to each of the four parenting styles appropriately. This is detrimental to education of adolescent students in secondary schools if authorities cannot trace the parenting styles of students and remain ignorant about them. It also implies that teachers cannot effectively deal with the problem

behaviours associated with the parenting styles of adolescent students in secondary schools. One requires to have a good knowledge and understanding of the parenting experiences in order to manage discipline issues among adolescent students in secondary schools. In addition, guidance and counselling services cannot effectively be implemented in secondary schools if the authorities are ignorant of the upbringing for adolescent students in their homes. Niaraki and Rahimi (2013) contend that the occurrence of problem behaviours among adolescent students is closely connected to parenting styles. Sarwar (2016) also agrees that parents play an influential role in moulding and shaping the behaviour of adolescents. For instance, high level of parental behavioural control is directly associated with less drinking problem in young adulthood among males, less adolescent truancy, less alcohol and marijuana use, and less frequent engagement in early sexual intercourse (Barnes, Reifman, Farrell, and Dintcheff, 2000; Roche, Ensminger, and Cherlin, 2007). Thus, it can be said that knowledge of parenting styles is very critical in determining behaviours of adolescent students in secondary schools.

4.4 Parenting styles used as predictors of behaviours among adolescent students in secondary schools

In order to predict and anticipate behaviours of adolescent students from their parenting styles being experienced at home, structured interviews were conducted between the researcher and class teachers before using the Rating Scale for Behavioural Outcomes (RSBO). According to this rating scale, class teachers were asked to categorise the respondent students into four parenting styles as follows: first, authoritative parenting with students deemed responsible, socially skilled, self-assured, creative and curious. Second, authoritarian parenting with students deemed dependent, passive, stressful, hostile and anxious. Third, permissive parenting with students deemed immature, irresponsible, rebellious, conformity to peers and irrational. Fourth, neglect parenting with students deemed impulsive, delinquent, aggressive, violent and reckless. Most of the behavioural outcomes for authoritarian parenting, permissive parenting and neglect parenting styles are often used to predict problem behaviours of adolescent students in secondary schools, and these include: dependent reasoning, passiveness, stressfulness, hostility, anxiousness, immaturity, irresponsibility, rebelliousness, conformity to peers, irrationality, impulsiveness, delinquency, aggressiveness, violence, and recklessness.

The table below shows results for both PSQ and RSBO in each of the four parenting styles.

Table 4: Results for the PSQ and RSBO

Instrument	Authoritative	Authoritarian	Permissive	Neglect
PSQ	222	39	3	2
RSBO	205	37	21	3

From table 4 above, RSBO registered 205 respondents for authoritative parenting representing 77 %, 37 respondents for authoritarian parenting representing 14 %, 21 respondents for permissive parenting representing 8 %, and three respondents for neglect parenting representing 1 %. On the other hand, the PSQ registered 222 respondents for authoritative parenting representing 83 %, 39 respondents for authoritarian parenting representing 15 %, and three and two respondents for permissive parenting and neglect parenting styles representing 1 % each. Thus, results of the PSQ and RSBO were correlated in order to determine the relationship co-efficient of the two variables. The Table below illustrates this relationship co-efficient.

Table 5: Relationship co-efficient

CORRELATIONS			
		PARENTING STYLES	BEHAVIOURAL OUTCOMES
PARENTING STYLES	Pearson correlation	1	0.996
	N	4	4
BEHAVIOURAL OUTCOMES	Pearson correlation	0.996	1
	N	4	4

From table 5 above, the correlation co-efficient as demonstrated is 0.996. This indicates that there is a strong positive linear correlation between parenting styles and behavioural outcomes of the respondents. This correlation co-efficient demonstrates that the effect of parenting styles on behaviours of adolescent students is significant. In other words, most of the students manifested behavioural characteristics that reflected their parenting styles being experienced at home. In the same, behavioural characteristics of the adolescent students can be used to predict their behaviours in

secondary schools. This means that problem behaviours of adolescent students can also be associated with parenting styles that are used by parents in their homes.

The study therefore suggests that parenting styles are strong predictors of behaviours among adolescent students in Malawi's secondary schools, and that the effect of the former on the latter is significant. Table 5 above shows this effect of parenting styles on behaviours through observing the behavioural outcomes of respondents relatively. The correlation co-efficient also demonstrates that few respondents had behavioural outcomes deviating from their parenting styles. In line with this, the statistics of rustications, suspensions and exclusions of students from Secondary School 1 and Secondary School 2 in the study sites accounted for 80 students, representing 9 % of the population. This implies that the majority of students in the two secondary schools had positive behavioural outcomes and were less likely to engage in risky behaviours or indiscipline acts. It can further be suggested that most of the students who were rusticated, suspended and excluded from the two secondary schools had negative behavioural outcomes reflecting parenting styles of authoritarian, permissive and neglect. In addition, the most significant finding was the effect of authoritative parenting on problem behaviours. Authoritative parenting style revealed to have a significant negative link with problem behaviours while authoritarian parenting, permissive parenting and neglect parenting styles are linked with some problems. This agrees with the findings of Darling and Steinberg (1993) and Steinberg, Lamborn, Darling, Mounts and Dornbusch (1994) who reported that authoritative parenting style is proved to be a positive parenting as compared to other parenting styles. Furthermore, 222 and 205 respondents representing 83 and 77 % of the sample size on the PSQ and RSBO respectively manifested behavioural characteristics of authoritative parenting style. This implies that a majority of the students in the secondary schools are not prone to indiscipline cases. However, behavioural characteristics showed by respondents of authoritarian parenting, permissive parenting and neglect parenting styles imply that some of the students in secondary schools are liable to committing indiscipline cases as well. This finding is in line with the studies of Hagan and McCarthy (1997) which showed that delinquent behaviour, like bullying, is associated with parental rejection, weak parental supervision and inadequate involvement with the child. Thus, paying attention to children as well as a close supervision helps in reducing aggressive behaviour in the family and outside in school. The same studies are echoed by Espelage,

Bosworth and Simon (2000) and Georgiou (2008) who also reported that children who bully their peers are more likely to come from authoritarian parents with harsh and punitive child rearing practices.

Still, some of the behavioural outcomes as marked by the class teachers on the RSBO significantly demonstrate the effect of parenting styles on problem behaviours among adolescent students in secondary schools. Such behavioural outcomes may include: dependent reasoning, stressfulness, hostility, anxiousness, immaturity, irresponsibility, rebelliousness, conformity to peer grouping, irrationality, delinquency, aggressiveness, violence, and recklessness. It can therefore be suggested that adolescent students who demonstrate these behavioural characteristics are more likely to indulge in rule breaking, such as defiance of authority, drug and substance abuse, use of profane language, immorality, and absconding classes. For instance, a student who has dependent reasoning capacity is likely to conform to peer grouping that can resort to engage in vandalism at school. Similarly, students who are always stressful, passive, hostile and anxious, aggressive, violent, and irrational are likely to develop low self-esteem and cause all sorts of problems at school. It can also be claimed that these students are more likely to indulge in acts of indiscipline that are sanctioned by rustications, suspensions and exclusions, which may consequently affect their right to education. This agrees with the studies by National Institute of Mental Health in the United States which indicated that children who are suffered neglect or physically abused by their parents display high probability of aggressive and violent behaviour (Farahani, 2001). Robinson *et-al.* (2009) also remark that children who are products of poor parenting or maltreatment are more likely to be angry, have more internalising problems, and experience difficulty regulating emotions. In this connection, it can further be suggested that most of the students who were rusticated, suspended and excluded from Secondary School 1 and Secondary School 2 in the study sites had significantly demonstrated behavioural characteristics that are associated with the three parenting styles of authoritarian, permissive and neglect. This view can be supported by a number of scholars, like Sangawi, Adams and Reisland (2015) who postulate that negative parenting characteristics, including strictness, neglect, control, punishment, and lack of support potentially lead to subsequent child behavioural problems, such as emotional problems and misconduct at school. Furthermore, the presence of negative parenting techniques, such as poor supervision, inconsistent discipline and corporal

punishment may contribute to children displaying negative behaviour which in turn is linked to poor academic achievement. Shayesteh *et-al.* (2014) also add that methods of child rearing used by parents have a profound effect on the development as well as the future lives of the children. Authoritarian parents bring about a negative effect on the development of creativity and cognition in children. Children who are repeatedly threatened have a tendency toward isolation, depression, low self-esteem, much stress, low curiosity, and hostility to others. Thus, authoritarian parents nurture children with lack of autonomy, curiosity, and creativity. Lamborn *et-al.* (1991) also reveal that applying both permissive and authoritarian parenting styles lead to the display of aggressive, delinquent, and antisocial behaviours in children. In addition, parents who apply hostile approaches to resolve their conflicts have children with more symptoms of antisocial behaviour (Borjali, 2001); and, separation from parents and poor communication with children, have a relationship with the degree of depression and aggressive behaviour of the children (Masn and Barkley, 1996). Thus, good parenting styles are effective in reducing risky and poor behaviours in adolescent students (Wilder and Watt, 2002).

The study also significantly showed inferential statistics, upon considering variances in the results for PSQ and RSBO among the respondents. This refers to table 4 above in which authoritative parenting style had a significant value of 83 % against 77 %, authoritarian parenting style 15 % against 14 %, permissive parenting style 1 % against 8 %, and neglect parenting style maintained a constant value of 1 % in each case. This means that almost 7 % of the respondents digressed from their predicted behavioural outcomes: 6 % for authoritative parenting style and 1 % for authoritarian parenting style. In the same vein, statistics for neglect parenting style remained intact while those for permissive parenting style gained an additional value of 7 % on RSBO. It can therefore be suggested that all those students who digressed from the behavioural outcomes of their parenting styles were influenced by the environment to behave differently in a new environment, such as the school. This implies that if a child's parenting style is not accommodated in a new environment, especially in the case of authoritative parenting, problem behaviours may still occur among adolescent students deemed to be authoritatively raised. Trawick (1997) agrees that when children's upbringing is different in many ways, the children will of course respond in different ways towards a certain matter. Depending on the kind of situation one encounters in

another environment, a child may show behavioural outcomes that are not consistent with the original parenting style. This consequently contributes to the outbreak of problem behaviours, especially among those children who are authoritatively raised. Addison (1992) concurs that if the relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of his environment. Children looking for the affirmations that should be present in the child-parent or child-adult relationship, look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behavior, lack of self-discipline, and inability to provide self-direction. This presents the fact that understanding parenting styles of adolescent students is crucial for the upbringing and pursuit of their education in secondary schools. It is however certain that schools are authoritarian in nature. They always attach love and reward to successful and good performing students. Teachers punish all students who misbehave. They sometimes use harsh methods, including threats to enforce discipline on the students. In most cases, teachers love those students who are well-adjusted and conform to the school norms. They are always happy when students obey their orders and school rules and regulations unquestionably. They can even shout at or openly criticise students when their behaviour shocks them. Explanations are rarely given on many issues of school discipline. In such cases, students who are authoritatively raised may find it difficult to adjust appropriately and be accommodated in a new environment. In other words, students of authoritative parenting would always love to stay in schools that are democratically run just as their homes operate. This coincides with the study of Pellerin (2005) who applied Baumrind's authoritative, authoritarian and permissive parenting to high schools as socialising negotiators. The findings of this study showed that authoritative schools have the best outcomes and indifferent schools have the worst results for disengagement, whereas authoritarian schools have the worst outcomes of dropout. In this case, Niaraki and Rahimi (2013) sternly admonish that many parents often deal with the young adolescent as if they expect the child to become mature within the ten or fifteen minutes, but the transition from childhood to adulthood is a long journey of "hills" and "valleys". Adolescents are not going to conform to adult standards immediately. Parents who recognise that adolescents take a long time "to get it right" usually deal more competently and calmly with adolescent transgressions than do parents who demand immediate conformity to parental standards. The observations of Ali *et-al.* (2014) also indicate that traditional forms of discipline which involve the

demand of obedience are closer to the authoritarian end of the spectrum and no longer reliable. Charles (2007) states that many of the discipline techniques people have relied on are ineffective especially those that involve demanding, bossing, scolding, warning, belittling and punishing. Such tactics can keep behaviour partially under control only for a while. He adds that these tactics can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate, and the desire to leave school. These circumstances lead to inhibited learning. Nkhokwe and Kimura (2014) also concur that effective punishment should help a child to reflect on their behaviour and if this condition is absent, it may produce fear, resentment and hostility. School administrators should be consistent and avoid favouritism when giving punishment. The punishment itself should be the last resort after all other disciplinary measures have failed. Thus, it can be stated that school administrators should be as flexible as possible in dealing with adolescent students in secondary schools. Explanations on matters of conduct and discipline should always be of paramount importance because failing which, problems may still occur among adolescent students of authoritative parenting style who are deemed to have good behaviours in schools. After all, it should be realised that schools help the children of today to become the adults of tomorrow (World Health Organisation, World Bank, UNICEF, UNESCO, EDC, PCD, and EI, 2003).

4.5 Chapter summary

This chapter has presented the findings and discussion of study. It is observed that Secondary School 1 and Secondary School 2 respectively witnessed some cases of indiscipline during the 2017/2018 academic year, which led to rustications, suspensions and exclusions of students. This gives evidence that problem behaviours are prevalent among adolescent students in secondary schools. In their responses, students demonstrated that there are three parenting styles that can be used by parents to exhibit problem behaviours among adolescent students in secondary schools, namely: authoritarian parenting, permissive parenting and neglect parenting styles, and also one style called authoritative parenting which can be used by parents in addressing problem behaviours. Respondents further revealed that adolescent students in secondary schools

are raised by different persons, other than their biological fathers and mothers. This is a typical aspect of the parenting theory. Respondents also indicated that most of the parents of adolescent students in secondary schools have the best rearing practices of children. It was also revealed that secondary schools lack detailed records on parenting for adolescent students. In addition, most of the respondents in the study manifested behavioural outcomes that could be linked to parenting styles. This is an indication that parenting styles have a significant effect on behaviours of adolescent students in the Malawi's secondary schools.

CHAPTER FIVE

CONCLUSION AND IMPLICATIONS OF THE FINDINGS

5.1 Chapter overview

This chapter presents conclusion and implications of the findings of study which explored the effects of parenting styles on behaviours of adolescent students in the Malawi's sampled secondary schools. It also provides information on chapter summary and suggestions for further research on the study.

5.2 Conclusion of the findings

This research study explored the effects of parenting styles on behaviours of adolescent students in the Malawi's sampled secondary schools. The study found that problem behaviours and acts of indiscipline are really prevalent among adolescent students, some of which lead to rustications, suspensions and exclusions of the students in secondary schools. Findings of the study further revealed that behaviours of adolescent students in secondary schools are associated with the four basic parenting styles that can be used by parents in their homes, which include: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting styles. Due to these parenting styles, adolescent students show different behavioural outcomes which are linked with authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting styles separately. It can therefore be concluded that the effects of parenting styles on behaviours of adolescent students in secondary schools are significant. This translates the fact that parenting styles are closely connected with the behavioural functioning of adolescent students, and that they can also be used to predict their behaviours in secondary schools. However, authoritative parenting style is considered to be the best rearing practice of children having a positive effect on students' behaviours.

5.3 Implications of the findings

The overall finding of the study demonstrated that the effects of parenting styles on behaviours of adolescent students in secondary schools are significant. However, authoritative parenting style tends to have a positive link with behaviours in adolescent students while authoritarian parenting, permissive parenting and neglect parenting styles affect the tendency of adolescent students being involved in risky behaviours that can make them susceptible to a set of behavioural problems. This implies that knowledge of parenting styles and students' behaviours can significantly help reduce problem behaviours and control discipline issues among adolescent students in secondary schools. Below are some of the ways in which knowledge of these parenting styles can effectively be used to address problem behaviours and acts of indiscipline among adolescent students in secondary schools:

In the first place, the study contributed to the awareness and understanding about parenting styles for adolescent students in secondary schools. This understanding of the parenting styles is essential because, it can help parents and teachers (educators) know how parenting styles are linked to behaviours of adolescent students in secondary schools. This implies that parents respond to adolescent behaviour or misbehavior in four different styles, namely: authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting. The authoritarian, permissive and neglect parenting styles are unhealthy extremes while the authoritative parenting is a well-balanced response to adolescent misbehavior. Authoritative parenting is effective for children because, it encourages moderate parenting. In this case, the understanding about parenting styles will help parents of adolescent students in secondary schools not to be very authoritarian and annoying, permissive or neglectful in their parenting styles. They will learn to be moderate and avoid executing physical punishments, including blaming, mocking, and disregarding their children. Parents also will learn to be authoritative in their parenting and play an essential role in providing children with good and acceptable forms of behaviour at school. It can therefore be asserted that the family environment as well as parental conduct have considerable effects on the character development of adolescent students in secondary schools. Any ignorance on the part of parents may lead to unwanted damaging effects on children's growth, and thereafter may create misbehavior problems in children.

Secondly, the parents of adolescent students in secondary schools should be encouraged to adopt the best parenting practices in the upbringing of their children. This means that parenting styles play a crucial role in the child's social and psychological development. It has been proven so far that authoritative parenting style is the method that yields the best results in child rearing. This parenting style is most often associated with positive adolescent outcomes and has been found to be the most effective and beneficial style of parenting among most families. In homes where there is authoritative parenting with good understanding, warm and loving relationships between parents and their children, the resultant effect is children with good social skills and who relate well with teachers and other students at school. Parents therefore should not give more preference to authoritarian, permissive and neglect parenting styles, rather giving more preference to authoritative parenting style and maintaining a balance in between other parenting styles. In fact, a sound parenting style is the one in which parents apply a balance mix of compliance and control in dealing with their children. Authoritative parenting therefore maintains a consistent positive encouragement which may increase motivation of the children to make progress and achieve goals in education. It also reinforces independence behaviour of the children and strengthen their break-through strategies by education, support and guidance. Here it should be recognised that schools and teachers fulfill an important secondary role but cannot provide the complexity of interactions that can be provided by primary adults, like parents.

It cannot be overemphasized that MOEST should encourage all authorities in secondary schools to seriously consider introducing discussion fora on parenting matters during Parent-Teacher Association and School Management Committee (SMC) meetings. In most cases, PTA and SMC hold meetings on development projects of the school, including fees adjustments. Nevertheless, such meetings could be used as platforms for discussing good parenting practices to be adopted by parents in raising children at home, such as authoritative parenting style. In response, school administrators should also try as much as possible to organise regular meetings between members of staff and care-givers or parents of children on parenting issues for adolescent students. On the other hand, guidance and counselling service teams in secondary schools should develop checklists on behavioural characteristics for all students that can be linked to and give information about parenting styles. In addition, education authorities, such as personnel from the Ministry Headquarters, Education Divisions and District Offices,

who are responsible for offering guidance and counselling services in secondary schools should also have the task of knowing the parenting styles adolescent students undergo in their homes. This can help them to ably provide necessary advice on the positive treatment of adolescent students in secondary schools, upon bearing in mind that some of the behavioural outcomes of children can significantly be linked to parenting styles like authoritative, authoritarian, and permissive and neglect parenting respectively. On the same, in a quest to effectively deal with problem behaviours of adolescent students in secondary schools, education authorities should try as much as possible to organise workshops, seminars and conferences for parents where they can be enlightened on the importance of adopting good parenting practices in their homes. This could be one way of reducing problem behaviours of adolescent students in secondary schools, by ensuring that children have a healthy home environment. Such a home assumes and guarantees parents of paying attention to their children and gripping for supervision on them as well.

Still, it is important that school authorities should keep and maintain comprehensive records on parenting practices for adolescent students in secondary schools. There are so many records in secondary schools that cater for different activities of students, such as progress report, scholastic achievement, attendance register, duty roster, transfers' list, mark book, health book, admission book, selection book and punishment book, just to mention a few. Of all records that are maintained in secondary schools, documents on parenting and rearing practices for children are not adequately provided for. If they are available, they are very scanty. They only specify about names of guardians and homes of origin for students. In other words, parenting records for students are not taken seriously by the school authorities. This likely presents a chaotic situation in the prevention of problem behaviours or acts of indiscipline in secondary schools. In order to have comprehensive records on parenting styles for adolescent students in secondary schools, authorities can begin by developing checklists and rating scales on behavioural outcomes for authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting respectively. Once behavioural outcomes of adolescent students are identified, they can effectively assist teachers and all members of staff in predicting behavioural problems that may occur in adolescent students. They can also aid teachers and all members of staff in tracing about parenting styles that are used by parents of adolescent students in raising them. Thus, knowledge of parenting styles should be

considered vital when designing behaviour management strategies in secondary schools.

It is also a given fact that most of the problem behaviours of adolescent students in secondary schools are acts of indiscipline that likely lead to cases of rustications, suspensions and exclusions for students. However, at the same time, it shows that there is a significant link between the way children are brought up in their homes and what they turn out to be. This therefore means that knowledge about parenting styles for adolescent students linked to their behaviours can effectively contribute to the reduction of indiscipline cases in secondary schools. This knowledge can help teachers to have a concrete ground on which to track parenting styles and the related behavioural outcomes of adolescent students at the best level possible. Thus, when executing charges of rustications, suspensions and exclusions for students on the account of problem behaviours, school authorities should first of all understand the behavioural outcomes of students in relation to their parenting styles. This implies that cases of rustications, suspensions and exclusions should always be taken as a last resort in addressing discipline issues in secondary schools. What is most important for school authorities is to understand how adolescent students are raised in their homes and behave differently. Education practitioners, such as teachers are therefore supposed to acquire knowledge of parenting styles in order to manage discipline issues effectively among adolescent students in secondary schools. This can also make it easy for those who provide guidance and counselling services on discipline issues in secondary schools to tackle behavioural problems of adolescent students systematically.

Finally, school authorities are required to embrace a democratic culture in managing discipline issues in secondary schools. The democratic culture is important because, it is suggested that most of the adolescent students in secondary schools are democratically raised in their homes. This implies that parents of adolescent students engage their children in various democratic practices; for example: discussing with them on matters of the family, giving them explanations on matters of discipline, helping them to understand consequences of their actions, commending them when they are good, encouraging them to express their feelings and problems freely, respecting their opinions, providing them with comfort when they are upset, showing them still love and affection when they do wrong, and offering them guidance and counselling,

among several other things. After all, most of the adolescent students in secondary schools already appreciate the fact that authorities (such as parents and teachers) are always happy when their orders get obeyed, they withdraw privileges when children become disobedient, they do not give children much freedom on their wishes and choices, and they openly criticise children when their behaviour disappoints them. It is then advisable that school authorities must be high on restrictiveness (control of children) as well as high on permissiveness (love of children) in order to strike a balance between authoritarian parenting and authoritative parenting styles while following the relevant principles of education in managing schools. This means that authorities are required to perpetuate peace and tranquility in secondary schools through adopting democratic principles of management as one way of containing problem behaviours of adolescent students. Furthermore, children of authoritative parenting are deemed responsible, self-assured, socially skilled, creative, curious, independent, and successful. These children are more likely to demand discussions and explanations on a number of issues at home and school. Such type of children also are likely to become problems if schools are not democratically oriented. Of course, schools generally are authoritarian in approach. In this case, authorities can prevent children who are raised authoritatively from engaging in risky behaviours through involving them in discussions on matters of discipline in secondary schools. It is therefore beneficial to inculcate the spirit and culture of democracy in a school set-up wherever necessary so that adolescent students in secondary schools are not tempted to misbehave if they are living in a completely different environment, such as the school. In addition, most of the students of authoritative parenting are happy to abide by rules that are fair, consistent and proportionate. As such, educators should calmly explain what is needed for the students but using non-aggressive and neutral language or tone while managing behaviour of the adolescent students. School instructions should often be repeated to remind the students that consequences and sanctions follow if they risk breaking them. Thus, it is necessary for schools and teachers to provide stable and healthy relationships with adolescent students bound by a sense of caring, since they are always within the immediate sphere of the child's influence.

If all these suggestions are put into practice there is hope that issues of rustications, suspensions and exclusions, that arise on the account of problem behaviours or discipline issues among adolescent students in secondary schools, will be reduced

drastically. It should also be made clear that having knowledge of parenting styles for adolescent students is an important step towards addressing problem behaviours in secondary schools. School authorities can learn about these parenting styles for adolescent students through observing their behavioural outcomes. As such, the authorities are required to take keen interest in observing behaviours of adolescent students in secondary schools that are closely connected with authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting separately. This will eventually help authorities to contain school discipline and implement effective guidance and counselling services in secondary schools. As a result, school dropouts will sharply decrease in secondary schools and adolescent students will be able to enjoy and maximize their right to education. They will be well educated and skilled, and become productive and useful citizens of the nation of Malawi. Once more, it should be recognised that the future of any nation depends on the psychological and well-being of the youth and children, who are the backbone of every society.

5.4 Chapter summary

This chapter has provided information on the conclusion and implications of the findings of study. The study concludes that the effects of parenting styles on behaviours of adolescent students in secondary schools are significant. This means that parenting styles are closely connected with behavioural outcomes of adolescents, such that the parenting styles can also be used to predict behaviours of adolescent students in secondary schools. The study further concludes that most of the parents of adolescent students in Malawi's secondary schools make use of authoritative parenting, followed more closely by authoritarian parenting style. However, authoritative parenting style is considered to be the best rearing practice of children having a positive effect on students' behaviours while authoritarian, permissive and neglect parenting styles can make adolescent students susceptible to a set of behavioural problems. Some of the implications of the findings of this study are as follows: parents should be encouraged to maintain good parenting practices that can help reduce problem behaviours among adolescent students in secondary schools, such as authoritative or democratic parenting style. If parents do not use effective parenting styles (such as authoritative parenting) in raising children, then there will be a continuation of the problem behaviours among adolescent students in secondary schools. Education authorities should also provide

parents of adolescent students with the necessary trainings and workshops on the best child rearing practices, in attempt to manage problem behaviours of adolescent students in secondary schools systematically. In addition, school authorities should have comprehensive records on parenting for adolescent students to effectively implement guidance and counselling services and reduce cases of rustications, suspensions and exclusions in secondary schools. Lastly, school authorities are also required to embrace a democratic culture in managing discipline issues in secondary schools. There is hope that adolescent students who are democratically raised cannot be tempted to misbehave if they are living in a completely different environment from home, such as the school.

5.5 Suggestions for further research

This research study explored the effects of parenting styles on behaviours of adolescent students in the Malawi's sampled secondary schools. Evidence strongly suggests that parenting styles, such as authoritative parenting, authoritarian parenting, permissive parenting and neglect parenting play a key role in the development of different behaviours among adolescent students in secondary schools. For this reason, further research is needed to explore more on parenting styles and determine the most optimal type of rearing practices that are used by parents of adolescent students and learn how they can significantly contribute to behaviours in secondary schools. This can be done by using a larger sample size across the country, since this research study targeted two secondary schools only. So far, the revelation of this study is that most of the parents of adolescent students in secondary schools adopt authoritative or democratic parenting styles in raising their children, and that these parenting styles have a positive effect on students' behaviours.

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APPENDICES

Appendix 1: Introductory letter from the University of Malawi


UNIVERSITY OF MALAWI

CHANCELLOR COLLEGE

Principal: Richard Tambulasi,
B.A. (Pub Admin), BPA (Hon), MPA, Ph.D

Our Ref.: EDF/6/19
Your Ref.:

P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44742 CHANCOL MI
Fax: (265) 01 524 046

16th March 2018

TO WHOM IT MAY CONCERN

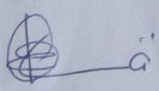
**INTRODUCTORY LETTER FOR MASTER OF EDUCATION
(EDUCATIONAL PSYCHOLOGY)**

Mr. James Kazembe (MED/PSY/06/17) is a student of Education in the Department of Education Foundations at Chancellor College, University of Malawi.

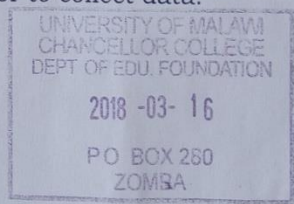
He is working on his thesis titled, “*The Relationship between Parenting Styles and Problem Behaviors of Adolescent Students in Secondary Schools.*”

This is meant to be a request to your institution or organization to assist our student in his endeavor to collect data.

Thank you



E.T KAMCHEDZERA, PhD
POSTGRADUATE COORDINATOR EDUCATION FOUNDATIONS DEPARTMENT


UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE
DEPT OF EDU. FOUNDATION
2018 -03- 16
PO BOX 260
ZOMBA

Appendix 2: Consent form

I am James Kundasi Ketu Kazembe, a student from the University of Malawi who is currently studying for Master of Education (M.Ed. Psychology). I am conducting an academic research in the Malawi's two sampled secondary schools located in Salima district. The names of the two secondary schools will be called Secondary School 1 and Secondary School 2 for anonymity sake. A total of 266 respondent students, both males and females are required for this research study, 128 students and 138 students from Secondary School 1 and Secondary School 2 respectively. The purpose of the research study is to explore the effects of parenting styles on behaviours of adolescent students in Malawi's secondary schools.

Your identity and responses will be treated with utmost confidentiality. You are not allowed to use your names on any material of the research. I therefore urge you to express yourself freely when participating in the whole process of this research study. I will be thankful if you spare your precious time responding to this questionnaire. I assure you that no harm will be done to you and your parents or guardians as well for participating and giving your responses in this research study. It is my hope that your responses will inform policy makers to come up with necessary interventions that can help address problem behaviours of adolescent students in Malawi's secondary schools. If you agree to participate in this research study, please sign below.

Signature: _____

Date _____

Appendix 3: Personal Particulars Form for Respondents

Code number _____

School _____

Class _____

Gender _____

Age _____

Type of parent _____

Appendix 4: Parenting Styles Questionnaire

(This questionnaire has forty items, with five boxes indicated against every item. Tick in the right box that suits your best response on each of the items. You are not allowed to discuss any item and confer it with your friends. Do not use your name because every questionnaire has a code number.)

1. My parent(s) take my wishes or desires into consideration before asking me to do something

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

2. My parent(s) are happy when I follow their orders without questioning them

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

3. My parent(s) understand me when I cause problems to others

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

4. My parent(s) fail to keep track of my whereabouts and activities

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

5. My parent(s) encourage me to talk about my feelings and problems

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

6. My parent(s) give a lot of rules and commands, but do not explain about them to me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

7. My parent(s) show me too much love and affection that tends to spoil me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

8. My parent(s) do not spend time with me at home

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

9. My parent(s) respect my opinions and encourage me to express them freely

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

10. My parent(s) take privileges away from me when I am disobedient

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

11. My parent(s) do not impose strict discipline on me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

12. My parent(s) rarely converses and interacts with me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

13. My parent(s) provide me comfort and understanding when I am upset

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

14. My parent(s) shout or show anger and beat me when they don't like what I do

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

15. My parent(s) do not care about my bad behavior and give me few rules and commands to follow

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

16. My parent(s) are concerned with their needs and interests other than mine

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

17. My parent(s) consider my preferences and likes when making plans for the family

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

18. My parent(s) remind me about my past behavioral problem and make sure that I do not repeat it

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

19. My parent(s) threaten me with punishment more often than actually giving it

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

20. My parent(s) show little interest in my school experiences

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

21. My parent(s) explain to me how they feel about my behavior and give me praise when I am good

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

22. My parent(s) use harsh methods of punishment, including threats to enforce discipline on me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

23. My parent(s) respond to my needs and wishes very well but lack control over me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

24. My parent(s) lack guidance and counselling for me and do not get involved in my affairs

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

25. My parent(s) explain to me matters of discipline and do not threaten me with punishment if I misbehave

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

26. My parent(s) openly criticise me when my behavior does not meet their expectations

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

27. My parent(s) give me a lot of freedom on my wishes and choices

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

28. My parent(s) lack beliefs and values for guiding my life

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

29. My parent(s) treat me as an equal member of the family and allow me to give suggestions into family rules

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

30. My parent(s) are extremely strict and always expect me to obey their orders

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

31. My parent(s) always want me to be a happy person and do not disappoint me

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

32. My parent(s) rarely consider my opinions when making decisions

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

33. My parent(s) give me reasons why family rules should be obeyed and expect me to behave in a mature and responsible manner

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

34. My parent(s) do not show me love and affection when I have done something wrong

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

35. My parent(s) are just like my friends and I interact with them freely

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

36. My parent(s) can let me stay away from home without questioning

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

37. My parent(s) help me to understand the impact of bad behavior by encouraging me to talk about the consequences of my own actions

Strongly agree	
Agree	
Undecided	

Disagree	
Strongly disagree	

38. My parent(s) find it difficult in trying to change how I think and feel about things

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

39. My parent(s) do not have many expectations about my behavior

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

40. My parent(s) do not care for me so much and do not attend to my needs and welfare

Strongly agree	
Agree	
Undecided	
Disagree	
Strongly disagree	

THANK YOU!!!

Appendix 5: Rating Scale for Behavioural Outcomes

(To be completed by a class teacher)

NB: please tick in the boxes against the behavioural outcome of the respondent where one fits appropriately. No name of the respondent is needed.

RESPONDENT #	PARENTING STYLES	CHARACTERISTICS	TICK HERE
	Authoritative	responsible	
		socially skilled	
		self-assured	
		creative	
		curious	
	Authoritarian	dependent	
		passive	
		stressful	
		hostile	
		anxious	
	Permissive	immature	
		irresponsible	
		rebellious	
		conforming to peers	
		irrational	
	neglect	impassive	
		delinquent	
		aggressive	
		violent	
		reckless	

Signature_____ Date_____

Appendix 6: General Behavioural Record of Schools

(To be completed by the head teacher of a particular school)

SCHOOL: _____

ACADEMIC YEAR: _____

NUMBER OF RUSTICATIONS: _____

NUMBER OF SUSPENSIONS: _____

NUMBER OF EXCLUSIONS: _____

COMMON PROBLEM BEHAVIOURS:

Signature_____

Date_____

Appendix 7: Demographic data for the respondents

Respondent	School	Class	Gender	Age	Parent
001	1	F1	M	16	GRAND-MOTHER
002	1	F1	F	12	FATHER & MOTHER
003	1	F1	M	16	FATHER & MOTHER
004	1	F1	M	17	FATHER & MOTHER
005	1	F1	F	15	MOTHER
006	1	F1	F	16	FATHER & MOTHER
007	1	F1	M	18	MOTHER
008	1	F1	M	15	FATHER & MOTHER
009	1	F1	M	17	GRAND-MOTHER
010	1	F1	M	15	FATHER & MOTHER
011	1	F1	F	13	FATHER & MOTHER
012	1	F1	F	15	FATHER & MOTHER
013	1	F1	F	15	FATHER & MOTHER
014	1	F1	F	16	FATHER & MOTHER
015	1	F1	M	15	MOTHER
016	1	F1	M	18	MOTHER
017	1	F1	M	18	FATHER & MOTHER
018	1	F1	M	17	FATHER & MOTHER
019	1	F1	M	15	FATHER & MOTHER
020	1	F1	M	18	MOTHER
021	1	F1	F	13	FATHER & MOTHER
022	1	F1	F	21	FATHER & MOTHER
023	1	F1	F	13	FATHER & MOTHER
024	1	F1	F	15	MOTHER
025	1	F1	F	18	FATHER & MOTHER
026	1	F1	M	16	FATHER & MOTHER
027	1	F1	M	15	MOTHER
028	1	F1	M	14	MOTHER
029	1	F1	F	14	FATHER & MOTHER
030	1	F1	F	14	AUNT

031	1	F1	F	15	GRAND-MOTHER
032	1	F1	F	14	FATHER
033	1	F2	F	17	FATHER & MOTHER
034	1	F2	F	15	FATHER & MOTHER
035	1	F2	F	14	FATHER & MOTHER
036	1	F2	F	17	FATHER & MOTHER
037	1	F2	F	15	MOTHER
038	1	F2	F	13	FATHER & MOTHER
039	1	F2	F	16	FATHER & MOTHER
040	1	F2	M	18	FATHER & MOTHER
041	1	F2	M	17	MOTHER
042	1	F2	F	16	AUNT
043	1	F2	F	18	FATHER & MOTHER
044	1	F2	M	21	FATHER & MOTHER
045	1	F2	M	16	FATHER & MOTHER
046	1	F2	M	18	FATHER & MOTHER
047	1	F2	F	13	FATHER & MOTHER
048	1	F2	F	16	FATHER & MOTHER
049	1	F2	F	15	MOTHER
050	1	F2	F	16	GRAND-MOTHER
051	1	F2	M	16	FATHER & MOTHER
052	1	F2	F	14	MOTHER
053	1	F2	M	18	MOTHER
054	1	F2	M	16	MOTHER
055	1	F2	M	15	MOTHER
056	1	F2	F	16	FATHER & MOTHER
057	1	F2	F	14	FATHER
058	1	F2	F	15	GRAND-FATHER & MOTHER
059	1	F2	M	18	FATHER & MOTHER
060	1	F2	M	17	FATHER & MOTHER
061	1	F2	F	14	FATHER & MOTHER

062	1	F2	M	17	BROTHER
063	1	F2	M	14	FATHER
064	1	F2	M	16	MOTHER
065	1	F3	F	18	FATHER & MOTHER
066	1	F3	F	15	FATHER & MOTHER
067	1	F3	M	17	FATHER & MOTHER
068	1	F3	F	17	MOTHER
069	1	F3	M	17	FATHER & MOTHER
070	1	F3	F	17	MOTHER
071	1	F3	M	16	MOTHER
072	1	F3	M	18	MOTHER
073	1	F3	M	17	FATHER & MOTHER
074	1	F3	F	17	UNCLE
075	1	F3	M	20	GRAND-FATHER
076	1	F3	F	17	FATHER & MOTHER
077	1	F3	M	16	FATHER & MOTHER
078	1	F3	F	17	MOTHER
079	1	F3	M	16	MOTHER
080	1	F3	F	17	MOTHER
081	1	F3	F	18	GRAND-FATHER & MOTHER
082	1	F3	F	16	FATHER & MOTHER
083	1	F3	F	18	MOTHER
084	1	F3	F	16	GRAND-FATHER & MOTHER
085	1	F3	M	18	FATHER
086	1	F3	M	19	FATHER & MOTHER
087	1	F3	M	18	FATHER & MOTHER
088	1	F3	M	17	FATHER & MOTHER
089	1	F3	M	17	FATHER & MOTHER
090	1	F3	M	17	MOTHER
091	1	F3	F	18	MOTHER

092	1	F3	F	15	FATHER & MOTHER
093	1	F3	M	17	FATHER & MOTHER
094	1	F3	F	15	FATHER & MOTHER
095	1	F4	F	19	MOTHER
096	1	F4	F	19	FATHER
097	1	F4	F	18	MOTHER
098	1	F4	F	18	MOTHER
099	1	F4	M	18	FATHER & MOTHER
100	1	F4	F	25	MOTHER
101	1	F4	F	17	SISTER
102	1	F4	F	19	FATHER & MOTHER
103	1	F4	F	18	FATHER & MOTHER
104	1	F4	F	19	FATHER & MOTHER
105	1	F4	F	16	FATHER & MOTHER
106	1	F4	M	23	FATHER
107	1	F4	F	19	SISTER
108	1	F4	M	16	FATHER & MOTHER
109	1	F4	M	19	FATHER & MOTHER
110	1	F4	M	17	FATHER & MOTHER
111	1	F4	F	19	MOTHER
112	1	F4	F	18	MOTHER
113	1	F4	F	19	FATHER & MOTHER
114	1	F4	M	18	FATHER & MOTHER
115	1	F4	M	19	FATHER & MOTHER
116	1	F4	M	17	MOTHER
117	1	F4	M	20	BROTHER
118	1	F4	M	17	GRAND-MOTHER
119	1	F4	F	18	FATHER
120	1	F4	M	18	FATHER & MOTHER
121	1	F4	F	18	FATHER & MOTHER
122	1	F4	F	17	FATHER & MOTHER
123	1	F4	F	19	FATHER & MOTHER

124	1	F4	F	18	FATHER & MOTHER
125	1	F4	F	18	FATHER & MOTHER
126	1	F4	F	18	FATHER & MOTHER
127	1	F4	F	19	FATHER & MOTHER
128	1	F4	M	18	MOTHER
129	2	F4	F	18	FATHER & MOTHER
130	2	F4	M	17	FATHER & MOTHER
131	2	F4	M	19	AUNT
132	2	F4	F	16	MOTHER
133	2	F4	F	18	FATHER & MOTHER
134	2	F4	F	19	FATHER
135	2	F4	F	17	FATHER & MOTHER
136	2	F4	F	18	MOTHER
137	2	F4	F	16	FATHER & MOTHER
138	2	F4	F	17	FATHER & MOTHER
139	2	F4	F	19	FATHER & MOTHER
140	2	F4	F	17	MOTHER
141	2	F4	M	17	FATHER & MOTHER
142	2	F4	M	20	BROTHER
143	2	F4	M	18	FATHER & MOTHER
144	2	F4	M	20	MOTHER
145	2	F4	M	20	MOTHER
146	2	F4	M	18	SISTER
147	2	F4	F	16	FATHER & MOTHER
148	2	F4	M	22	BROTHER
149	2	F4	M	21	FATHER & MOTHER
150	2	F4	F	19	FATHER & MOTHER
151	2	F4	M	19	MOTHER
152	2	F4	M	19	MOTHER
153	2	F4	M	18	FATHER & MOTHER
154	2	F4	F	18	MOTHER
155	2	F4	F	17	FATHER & MOTHER

156	2	F4	F	17	FATHER & MOTHER
157	2	F4	F	16	GRAND-FATHER & MOTHER
158	2	F4	M	17	FATHER & MOTHER
159	2	F4	M	18	FATHER & MOTHER
160	2	F4	M	19	FATHER & MOTHER
161	2	F4	M	18	MOTHER
162	2	F4	M	18	FATHER & MOTHER
163	2	F4	M	20	FATHER & MOTHER
164	2	F4	M	19	FATHER & MOTHER
165	2	F4	M	16	FATHER & MOTHER
166	2	F3	M	18	GRAND-MOTHER
167	2	F3	F	17	MOTHER
168	2	F3	M	18	MOTHER
169	2	F3	F	18	FATHER & MOTHER
170	2	F3	F	17	FATHER & MOTHER
171	2	F3	F	15	MOTHER
172	2	F3	F	17	FATHER & MOTHER
173	2	F3	F	17	FATHER & MOTHER
174	2	F3	F	16	FATHER & MOTHER
175	2	F3	F	17	MOTHER
176	2	F3	M	18	SISTER
177	2	F3	M	19	AUNT
178	2	F3	F	16	GRAND-MOTHER
179	2	F3	F	17	FATHER & MOTHER
180	2	F3	F	17	FATHER & MOTHER
181	2	F3	F	16	MOTHER
182	2	F3	F	16	FATHER & MOTHER
183	2	F3	M	15	FATHER & MOTHER
184	2	F3	M	17	FATHER & MOTHER
185	2	F3	F	17	FATHER & MOTHER
186	2	F3	F	15	FATHER & MOTHER

187	2	F3	M	18	MOTHER
188	2	F3	M	16	FATHER & MOTHER
189	2	F3	M	22	FATHER & MOTHER
190	2	F3	M	16	FATHER & MOTHER
191	2	F3	M	15	FATHER & MOTHER
192	2	F3	M	18	AUNT
193	2	F3	F	15	FATHER & MOTHER
194	2	F3	M	18	FATHER & MOTHER
195	2	F3	M	18	UNCLE
196	2	F3	M	18	FATHER & MOTHER
197	2	F3	M	19	FATHER & MOTHER
198	2	F3	M	18	AUNT
199	2	F3	M	17	FATHER & MOTHER
200	2	F2	M	16	FATHER & MOTHER
201	2	F2	M	15	FATHER & MOTHER
202	2	F2	M	17	MOTHER
203	2	F2	M	14	FATHER & MOTHER
204	2	F2	M	15	FATHER & MOTHER
205	2	F2	M	18	FATHER & MOTHER
206	2	F2	M	15	FATHER & MOTHER
207	2	F2	M	15	FATHER & MOTHER
208	2	F2	M	16	FATHER & MOTHER
209	2	F2	M	16	FATHER & MOTHER
210	2	F2	M	17	FATHER & MOTHER
211	2	F2	M	17	MOTHER
212	2	F2	F	17	SISTER
213	2	F2	F	16	FATHER & MOTHER
214	2	F2	F	16	FATHER & MOTHER
215	2	F2	F	17	FATHER & MOTHER
216	2	F2	M	18	FATHER & MOTHER
217	2	F2	M	18	FATHER & MOTHER
218	2	F2	F	16	FATHER & MOTHER

219	2	F2	F	16	FATHER & MOTHER
220	2	F2	M	18	FATHER & MOTHER
221	2	F2	F	14	MOTHER
222	2	F2	M	20	AUNT
223	2	F2	F	19	GRAND-FATHER & MOTHER
224	2	F2	F	17	FATHER & MOTHER
225	2	F2	F	14	MOTHER
226	2	F2	F	16	SISTER
227	2	F2	M	19	MOTHER
228	2	F2	M	17	MOTHER
229	2	F2	M	20	FATHER & MOTHER
230	2	F2	M	18	FATHER & MOTHER
231	2	F2	M	16	FATHER & MOTHER
232	2	F2	M	16	FATHER & MOTHER
233	2	F2	M	24	FATHER & MOTHER
234	2	F2	M	23	FATHER & MOTHER
235	2	F1	M	14	FATHER & MOTHER
236	2	F1	M	17	FATHER & MOTHER
237	2	F1	F	14	FATHER & MOTHER
238	2	F1	M	14	FATHER & MOTHER
239	2	F1	M	14	FATHER & MOTHER
240	2	F1	M	17	UNCLE
241	2	F1	M	15	FATHER & MOTHER
242	2	F1	M	13	FATHER & MOTHER
243	2	F1	F	14	UNCLE
244	2	F1	F	16	UNCLE
245	2	F1	F	14	FATHER & MOTHER
246	2	F1	F	15	FATHER & MOTHER
247	2	F1	F	14	MOTHER
248	2	F1	F	14	GRAND-MOTHER
249	2	F1	F	13	FATHER & MOTHER

250	2	F1	F	15	MOTHER
251	2	F1	F	15	GRAND-MOTHER
252	2	F1	F	15	MOTHER
253	2	F1	F	16	GRAND-FATHER
254	2	F1	F	14	FATHER & MOTHER
255	2	F1	F	15	MOTHER
256	2	F1	F	16	BROTHER
257	2	F1	M	17	FATHER & MOTHER
258	2	F1	M	16	FATHER & MOTHER
259	2	F1	M	18	FATHER & MOTHER
260	2	F1	M	15	FATHER
261	2	F1	M	13	MOTHER
262	2	F1	M	15	FATHER & MOTHER
263	2	F1	M	14	BROTHER
264	2	F1	M	18	MOTHER
265	2	F1	M	17	FATHER & MOTHER
266	2	F1	M	16	FATHER & MOTHER

Appendix 8: Data scores for the Parenting Styles Questionnaire

Respondent	Authoritative	Authoritarian	Permissive	Neglect	Category
001	4	6	4	5	AUTHORITARIAN
002	7	5	2	3	AUTHORITATIVE
003	8	5	2	2	AUTHORITATIVE
004	9	5	0	2	AUTHORITATIVE
005	6	8	1	2	AUTHORITARIAN
006	7	4	1	0	AUTHORITATIVE
007	10	6	6	3	AUTHORITATIVE
008	7	5	3	1	AUTHORITATIVE
009	3	7	1	7	AUTHORITARIAN
010	8	6	1	0	AUTHORITATIVE
011	6	5	1	2	AUTHORITATIVE
012	3	4	1	4	NEGLECT
013	8	7	3	1	AUTHORITATIVE
014	7	8	2	0	AUTHORITARIAN
015	7	5	2	2	AUTHORITATIVE
016	8	6	2	2	AUTHORITATIVE
017	6	6	3	1	AUTHORITATIVE
018	7	6	0	0	AUTHORITATIVE
019	7	4	0	3	AUTHORITATIVE
020	8	2	1	0	AUTHORITATIVE
021	8	4	1	0	AUTHORITATIVE
022	10	7	1	8	AUTHORITATIVE
023	8	4	3	0	AUTHORITATIVE
024	6	8	1	1	AUTHORITARIAN
025	8	5	2	4	AUTHORITATIVE
026	7	4	4	1	AUTHORITATIVE
027	9	7	3	1	AUTHORITATIVE
028	10	6	5	4	AUTHORITATIVE
029	8	5	3	0	AUTHORITATIVE

030	9	6	2	1	AUTHORITATIVE
031	5	6	0	2	AUTHORITARIAN
032	3	6	4	4	AUTHORITARIAN
033	8	5	0	0	AUTHORITATIVE
034	8	5	0	0	AUTHORITATIVE
035	9	6	2	1	AUTHORITATIVE
036	7	5	2	0	AUTHORITATIVE
037	8	6	4	1	AUTHORITATIVE
038	8	7	4	1	AUTHORITATIVE
039	8	6	3	1	AUTHORITATIVE
040	9	5	4	0	AUTHORITATIVE
041	8	4	3	0	AUTHORITATIVE
042	8	7	1	1	AUTHORITATIVE
043	8	5	3	2	AUTHORITATIVE
044	9	7	4	2	AUTHORITATIVE
045	8	6	3	1	AUTHORITATIVE
046	10	8	2	0	AUTHORITATIVE
047	9	5	3	0	AUTHORITATIVE
048	7	8	1	2	AUTHORITARIAN
049	5	6	2	1	AUTHORITARIAN
050	7	7	1	0	AUTHORITATIVE
051	7	7	0	0	AUTHORITATIVE
052	8	5	1	1	AUTHORITATIVE
0530	10	6	2	0	AUTHORITATIVE
054	8	6	3	1	AUTHORITATIVE
055	9	8	2	0	AUTHORITATIVE
056	7	5	2	0	AUTHORITATIVE
057	10	6	1	0	AUTHORITATIVE
058	9	8	0	3	AUTHORITATIVE
059	10	6	1	0	AUTHORITATIVE
060	8	5	1	3	AUTHORITATIVE
061	7	7	1	0	AUTHORITARIAN

062	8	7	1	1	AUTHORITATIVE
063	9	3	0	0	AUTHORITATIVE
064	9	6	0	0	AUTHORITATIVE
065	7	5	2	0	AUTHORITATIVE
066	6	4	1	1	AUTHORITATIVE
067	7	4	4	1	AUTHORITATIVE
068	7	7	0	1	AUTHORITARIAN
069	10	3	4	3	AUTHORITATIVE
070	8	5	0	0	AUTHORITATIVE
071	7	6	2	1	AUTHORITATIVE
072	9	6	2	1	AUTHORITATIVE
073	8	8	1	0	AUTHORITATIVE
074	7	4	0	2	AUTHORITATIVE
075	9	8	7	7	AUTHORITATIVE
076	8	6	0	1	AUTHORITATIVE
077	8	3	1	1	AUTHORITATIVE
078	9	4	1	1	AUTHORITATIVE
079	7	5	1	1	AUTHORITATIVE
080	6	9	2	0	AUTHORITARIAN
081	7	6	2	0	AUTHORITATIVE
082	7	7	0	0	AUTHORITARIAN
083	9	7	0	1	AUTHORITATIVE
084	3	7	3	2	AUTHORITARIAN
085	8	6	3	1	AUTHORITATIVE
086	8	6	2	1	AUTHORITATIVE
087	8	8	2	1	AUTHORITATIVE
088	8	8	2	1	AUTHORITARIAN
089	10	5	4	0	AUTHORITATIVE
090	10	3	4	0	AUTHORITATIVE
091	6	9	4	3	AUTHORITARIAN
092	8	4	3	3	AUTHORITATIVE
093	8	3	3	2	AUTHORITATIVE

094	10	5	1	1	AUTHORITATIVE
095	8	7	4	0	AUTHORITATIVE
096	6	3	0	1	AUTHORITATIVE
097	10	3	3	0	AUTHORITATIVE
098	8	5	1	1	AUTHORITATIVE
099	9	5	5	1	AUTHORITATIVE
100	3	3	7	3	PERMISSIVE
101	9	3	0	0	AUTHORITATIVE
102	10	8	7	6	AUTHORITATIVE
103	6	6	4	3	AUTHORITATIVE
104	5	6	3	4	AUTHORITARIAN
105	9	2	4	0	AUTHORITATIVE
106	6	6	3	3	AUTHORITARIAN
107	9	5	4	3	AUTHORITATIVE
108	5	3	2	0	AUTHORITATIVE
109	6	3	1	2	AUTHORITATIVE
110	3	1	2	0	AUTHORITATIVE
111	8	3	2	0	AUTHORITATIVE
112	10	9	9	3	AUTHORITATIVE
113	10	5	3	3	AUTHORITATIVE
114	9	4	4	1	AUTHORITATIVE
115	10	3	5	2	AUTHORITATIVE
116	8	6	3	2	AUTHORITATIVE
117	10	4	5	3	AUTHORITATIVE
118	5	7	5	4	AUTHORITARIAN
119	8	5	2	0	AUTHORITATIVE
120	9	3	5	0	AUTHORITATIVE
121	6	7	3	4	AUTHORITARIAN
122	10	4	2	0	AUTHORITATIVE
123	6	4	5	2	AUTHORITATIVE
124	6	8	2	1	AUTHORITARIAN
125	8	3	1	1	AUTHORITATIVE

126	6	4	5	4	AUTHORITATIVE
127	9	4	1	1	AUTHORITATIVE
128	6	1	1	0	AUTHORITATIVE
129	3	1	4	1	PERMISSIVE
130	8	3	4	0	AUTHORITATIVE
131	10	5	2	4	AUTHORITATIVE
132	9	3	4	0	AUTHORITATIVE
133	9	5	1	0	AUTHORITATIVE
134	10	5	4	3	AUTHORITATIVE
135	10	5	2	1	AUTHORITATIVE
136	8	5	2	1	AUTHORITATIVE
137	8	7	2	2	AUTHORITATIVE
138	9	4	4	1	AUTHORITATIVE
139	9	5	5	1	AUTHORITATIVE
140	10	5	4	1	AUTHORITATIVE
141	9	4	2	3	AUTHORITATIVE
142	8	6	2	0	AUTHORITATIVE
143	9	3	1	0	AUTHORITATIVE
144	6	4	7	0	PERMISSIVE
145	7	9	1	2	AUTHORITARIAN
146	10	3	2	1	AUTHORITATIVE
147	8	6	3	1	AUTHORITATIVE
148	8	5	4	1	AUTHORITATIVE
149	8	5	2	0	AUTHORITATIVE
150	6	3	3	2	AUTHORITATIVE
151	7	5	4	2	AUTHORITATIVE
152	7	6	3	2	AUTHORITATIVE
153	9	6	1	1	AUTHORITATIVE
154	9	1	3	1	AUTHORITATIVE
155	9	4	5	1	AUTHORITATIVE
156	10	2	6	0	AUTHORITATIVE
157	3	10	1	6	AUTHORITARIAN

158	3	2	2	4	NEGLECT
159	9	3	0	0	AUTHORITATIVE
160	9	3	0	0	AUTHORITATIVE
161	8	7	4	0	AUTHORITATIVE
162	7	4	3	2	AUTHORITATIVE
163	8	7	1	0	AUTHORITATIVE
164	7	5	1	1	AUTHORITATIVE
165	7	4	2	1	AUTHORITATIVE
166	8	8	2	2	AUTHORITATIVE
167	10	7	1	1	AUTHORITATIVE
168	10	6	0	1	AUTHORITATIVE
169	9	6	2	0	AUTHORITATIVE
170	9	6	2	1	AUTHORITATIVE
171	9	6	1	0	AUTHORITATIVE
172	9	6	2	1	AUTHORITATIVE
173	10	7	2	2	AUTHORITATIVE
174	10	6	1	1	AUTHORITATIVE
175	8	5	1	1	AUTHORITATIVE
176	8	5	0	26	AUTHORITATIVE
177	4	8	3	0	AUTHORITARIAN
178	9	6	3	0	AUTHORITATIVE
179	9	8	2	1	AUTHORITATIVE
180	9	6	2	5	AUTHORITATIVE
181	9	3	2	2	AUTHORITATIVE
182	10	3	4	1	AUTHORITATIVE
183	5	3	4	1	AUTHORITATIVE
184	9	5	2	0	AUTHORITATIVE
185	9	5	0	1	AUTHORITATIVE
186	6	5	1	0	AUTHORITATIVE
187	10	5	3	1	AUTHORITATIVE
188	7	7	4	2	AUTHORITARIAN
189	6	2	3	0	AUTHORITATIVE

190	9	6	1	1	AUTHORITATIVE
191	9	8	1	2	AUTHORITATIVE
192	4	8	1	2	AUTHORITARIAN
193	8	6	1	0	AUTHORITATIVE
194	9	7	0	2	AUTHORITATIVE
195	8	3	1	0	AUTHORITATIVE
196	9	8	3	1	AUTHORITATIVE
197	8	5	3	4	AUTHORITATIVE
198	7	6	3	1	AUTHORITATIVE
199	10	2	7	0	AUTHORITATIVE
200	7	4	0	2	AUTHORITATIVE
201	8	5	0	2	AUTHORITATIVE
202	9	3	2	2	AUTHORITATIVE
203	9	5	2	0	AUTHORITATIVE
204	9	6	1	1	AUTHORITATIVE
205	8	8	0	1	AUTHORITARIAN
206	10	5	2	2	AUTHORITATIVE
207	8	5	2	1	AUTHORITATIVE
208	6	8	1	0	AUTHORITARIAN
209	10	5	2	0	AUTHORITATIVE
210	9	7	1	0	AUTHORITATIVE
211	9	7	2	2	AUTHORITATIVE
212	9	6	1	2	AUTHORITATIVE
213	8	8	1	2	AUTHORITATIVE
214	8	6	1	2	AUTHORITATIVE
215	7	3	1	1	AUTHORITATIVE
216	10	4	0	2	AUTHORITATIVE
217	8	5	0	1	AUTHORITATIVE
218	6	7	0	1	AUTHORITARIAN
219	7	6	1	1	AUTHORITATIVE
220	8	6	0	2	AUTHORITATIVE
221	7	4	3	4	AUTHORITATIVE

222	9	5	2	0	AUTHORITATIVE
223	6	3	1	0	AUTHORITATIVE
224	6	5	1	0	AUTHORITATIVE
225	3	5	2	3	AUTHORITARIAN
226	6	6	1	1	AUTHORITARIAN
227	8	7	0	1	AUTHORITATIVE
228	8	8	2	1	AUTHORITARIAN
229	9	7	1	1	AUTHORITATIVE
230	7	6	2	1	AUTHORITATIVE
231	10	6	4	2	AUTHORITATIVE
232	6	8	1	1	AUTHORITARIAN
233	6	7	1	1	AUTHORITARIAN
234	5	8	1	0	AUTHORITARIAN
235	8	6	3	2	AUTHORITATIVE
236	9	6	1	1	AUTHORITATIVE
237	6	6	0	1	AUTHORITATIVE
238	6	6	0	1	AUTHORITARIAN
239	8	7	1	1	AUTHORITATIVE
240	5	3	1	1	AUTHORITATIVE
241	8	7	2	2	AUTHORITATIVE
242	8	5	1	0	AUTHORITATIVE
243	8	3	4	1	AUTHORITATIVE
244	8	5	2	1	AUTHORITATIVE
245	10	5	2	2	AUTHORITATIVE
246	7	5	1	2	AUTHORITATIVE
247	8	5	2	3	AUTHORITATIVE
248	7	5	2	2	AUTHORITATIVE
249	8	6	3	1	AUTHORITATIVE
250	8	7	3	1	AUTHORITATIVE
251	9	6	2	2	AUTHORITATIVE
252	8	7	2	1	AUTHORITATIVE
253	8	7	2	2	AUTHORITATIVE

254	7	5	3	3	AUTHORITATIVE
255	9	5	3	1	AUTHORITATIVE
256	7	7	3	3	AUTHORITARIAN
257	9	7	0	1	AUTHORITATIVE
258	6	7	0	1	AUTHORITARIAN
259	9	7	2	2	AUTHORITATIVE
260	8	3	1	2	AUTHORITATIVE
261	8	7	0	2	AUTHORITATIVE
262	8	7	1	2	AUTHORITATIVE
263	9	8	0	2	AUTHORITATIVE
264	10	9	10	9	AUTHORITATIVE
265	7	5	3	2	AUTHORITATIVE
266	1	8	1	4	AUTHORITARIAN

Appendix 9: Data Scores for the Rating Scale for Behavioural Outcomes

Respondent	Authoritative	Authoritarian	Permissive	Neglect	Category
001	5	3	2	0	AUTHORITATIVE
002	4	2	2	0	AUTHORITATIVE
003	5	2	2	0	AUTHORITATIVE
004	5	1	1	1	AUTHORITATIVE
005	4	1	1	1	AUTHORITATIVE
006	3	1	1	0	AUTHORITATIVE
007	4	0	1	0	AUTHORITATIVE
008	5	2	0	0	AUTHORITATIVE
009	3	2	2	1	AUTHORITATIVE
010	2	3	1	1	AUTHORITARIAN
011	4	2	2	1	AUTHORITATIVE
012	5	3	2	1	AUTHORITATIVE
013	5	1	1	0	AUTHORITATIVE
014	4	2	1	1	AUTHORITATIVE
015	3	2	2	1	AUTHORITATIVE
016	5	0	0	0	AUTHORITATIVE
017	4	1	1	0	AUTHORITATIVE
018	3	1	1	1	AUTHORITATIVE
019	2	0	0	0	AUTHORITATIVE
020	4	0	0	2	AUTHORITATIVE
021	4	0	0	0	AUTHORITATIVE
022	1	4	1	1	AUTHORITARIAN
023	3	0	1	0	AUTHORITATIVE
024	3	1	1	0	AUTHORITATIVE
025	4	1	0	0	AUTHORITATIVE
026	3	0	0	0	AUTHORITATIVE
027	4	2	2	2	AUTHORITATIVE
028	3	2	2	2	AUTHORITATIVE
029	3	1	1	1	AUTHORITATIVE

030	2	1	0	0	AUTHORITATIVE
031	2	0	0	1	AUTHORITATIVE
032	5	0	0	1	AUTHORITATIVE
033	4	0	0	0	AUTHORITATIVE
034	3	1	0	1	AUTHORITATIVE
035	3	1	1	0	AUTHORITATIVE
036	2	4	1	1	AUTHORITARIAN
037	4	3	2	1	AUTHORITATIVE
038	4	3	2	1	AUTHORITATIVE
039	5	1	2	2	AUTHORITATIVE
040	5	2	1	2	AUTHORITATIVE
041	1	1	3	1	PERMISSIVE
042	4	1	1	1	AUTHORITATIVE
043	3	1	1	1	AUTHORITATIVE
044	3	0	1	0	AUTHORITATIVE
045	2	4	2	2	AUTHORITARIAN
046	4	3	3	0	AUTHORITATIVE
047	4	2	0	0	AUTHORITATIVE
048	2	2	4	1	PERMISSIVE
049	1	1	3	2	PERMISSIVE
050	3	1	1	1	AUTHORITATIVE
051	3	0	0	0	AUTHORITATIVE
052	2	1	4	0	PERMISSIVE
053	3	1	1	0	AUTHORITATIVE
054	4	2	0	0	AUTHORITATIVE
055	3	0	0	1	AUTHORITATIVE
056	3	2	2	2	AUTHORITATIVE
057	4	2	2	2	AUTHORITATIVE
058	1	2	3	1	PERMISSIVE
059	4	0	0	1	AUTHORITATIVE
060	4	2	1	0	AUTHORITATIVE
061	1	1	3	1	PERMISSIVE

062	3	1	0	0	AUTHORITATIVE
063	0	0	3	0	PERMISSIVE
064	1	1	3	0	PERMISSIVE
065	3	1	1	1	AUTHORITATIVE
066	0	0	4	1	PERMISSIVE
067	5	3	3	0	AUTHORITATIVE
068	0	4	0	0	AUTHORITARIAN
069	1	1	1	3	NEGLECT
070	1	0	3	0	PERMISSIVE
071	3	1	1	1	AUTHORITATIVE
072	4	3	3	2	AUTHORITATIVE
073	0	2	0	0	AUTHORITARIAN
074	1	1	2	1	PERMISSIVE
075	4	3	1	1	AUTHORITATIVE
076	4	0	0	0	AUTHORITATIVE
077	1	0	5	2	PERMISSIVE
078	1	1	1	4	NEGLECT
079	3	1	0	0	AUTHORITATIVE
080	4	2	0	0	AUTHORITATIVE
081	3	0	0	0	AUTHORITATIVE
082	5	1	1	1	AUTHORITATIVE
083	5	1	0	1	AUTHORITATIVE
084	3	0	0	1	AUTHORITATIVE
085	4	2	2	0	AUTHORITATIVE
086	3	2	0	1	AUTHORITATIVE
087	5	3	3	3	AUTHORITATIVE
088	5	2	2	1	AUTHORITATIVE
089	5	0	0	1	AUTHORITATIVE
090	3	1	1	1	AUTHORITATIVE
091	2	0	0	0	AUTHORITATIVE
092	3	0	0	0	AUTHORITATIVE
093	2	0	0	0	AUTHORITATIVE

094	3	0	0	0	AUTHORITATIVE
095	4	1	0	0	AUTHORITATIVE
096	4	0	0	1	AUTHORITATIVE
097	5	1	0	1	AUTHORITATIVE
098	4	1	1	1	AUTHORITATIVE
099	4	1	1	1	AUTHORITATIVE
100	3	1	1	0	AUTHORITATIVE
101	0	4	1	1	AUTHORITARIAN
102	0	3	1	1	AUTHORITARIAN
103	3	0	0	1	AUTHORITATIVE
104	4	0	0	0	AUTHORITATIVE
105	4	1	0	0	AUTHORITATIVE
106	1	3	0	0	AUTHORITARIAN
107	0	4	0	0	AUTHORITARIAN
108	3	1	1	0	AUTHORITATIVE
109	2	3	1	1	AUTHORITARIAN
110	4	1	0	1	AUTHORITATIVE
111	1	3	0	1	AUTHORITARIAN
112	1	1	4	0	PERMISSIVE
113	5	1	1	0	AUTHORITATIVE
114	0	0	5	1	PERMISSIVE
115	0	1	4	0	PERMISSIVE
116	2	2	4	1	PERMISSIVE
117	1	4	3	1	AUTHORITARIAN
118	1	3	1	1	AUTHORITARIAN
119	5	3	1	1	AUTHORITATIVE
120	3	1	1	1	AUTHORITATIVE
121	4	1	1	1	AUTHORITATIVE
122	1	3	0	0	AUTHORITARIAN
123	0	3	0	0	AUTHORITARIAN
124	4	1	2	3	AUTHORITATIVE
125	4	3	2	1	AUTHORITATIVE

126	1	5	1	0	AUTHORITARIAN
127	1	3	2	1	AUTHORITARIAN
128	3	0	0	0	AUTHORITATIVE
129	1	1	3	1	PERMISSIVE
130	2	1	4	2	PERMISSIVE
131	1	1	5	2	PERMISSIVE
132	3	1	1	1	AUTHORITATIVE
133	4	1	1	1	AUTHORITATIVE
134	5	1	1	1	AUTHORITATIVE
135	3	0	1	1	AUTHORITATIVE
136	2	0	0	0	AUTHORITATIVE
137	3	0	0	0	AUTHORITATIVE
138	4	0	0	0	AUTHORITATIVE
139	0	4	1	1	AUTHORITARIAN
140	3	1	1	1	AUTHORITATIVE
141	3	2	0	1	AUTHORITATIVE
142	4	1	1	1	AUTHORITATIVE
143	4	1	1	1	AUTHORITATIVE
144	3	1	1	1	AUTHORITATIVE
145	1	5	0	0	AUTHORITARIAN
146	4	1	1	1	AUTHORITATIVE
147	4	2	3	2	AUTHORITATIVE
148	4	2	2	2	AUTHORITATIVE
149	3	0	0	1	AUTHORITATIVE
150	3	0	1	1	AUTHORITATIVE
151	3	1	1	1	AUTHORITATIVE
152	1	1	4	0	PERMISSIVE
153	3	1	0	1	AUTHORITATIVE
154	3	0	0	2	AUTHORITATIVE
155	3	0	2	2	AUTHORITATIVE
156	3	1	2	1	AUTHORITATIVE
157	1	3	0	0	AUTHORITARIAN

158	1	1	1	4	NEGLECT
159	4	1	1	0	AUTHORITATIVE
160	4	3	2	1	AUTHORITATIVE
161	4	2	1	2	AUTHORITATIVE
162	3	0	0	0	AUTHORITATIVE
163	5	0	0	0	AUTHORITATIVE
164	4	0	0	0	AUTHORITATIVE
165	3	0	0	0	AUTHORITATIVE
166	2	1	0	0	AUTHORITATIVE
167	2	0	0	0	AUTHORITATIVE
168	3	1	1	0	AUTHORITATIVE
169	3	1	1	1	AUTHORITATIVE
170	3	1	1	1	AUTHORITATIVE
171	4	0	0	1	AUTHORITATIVE
172	3	2	2	2	AUTHORITATIVE
173	4	0	1	0	AUTHORITATIVE
174	5	1	3	1	AUTHORITATIVE
175	4	1	1	0	AUTHORITATIVE
176	4	1	1	1	AUTHORITATIVE
177	3	5	1	1	AUTHORITARIAN
178	3	0	0	1	AUTHORITATIVE
179	5	2	2	3	AUTHORITATIVE
180	4	0	0	0	AUTHORITATIVE
181	2	0	0	0	AUTHORITATIVE
182	2	1	1	1	AUTHORITATIVE
183	3	1	2	2	AUTHORITATIVE
184	5	3	3	3	AUTHORITATIVE
185	3	0	0	0	AUTHORITATIVE
186	3	1	1	1	AUTHORITATIVE
187	4	0	3	2	AUTHORITATIVE
188	1	4	1	0	AUTHORITARIAN
189	4	3	3	3	AUTHORITATIVE

190	3	0	0	0	AUTHORITATIVE
191	3	1	1	1	AUTHORITATIVE
192	1	5	0	1	AUTHORITARIAN
193	3	0	0	0	AUTHORITATIVE
194	3	1	1	0	AUTHORITATIVE
195	3	1	1	1	AUTHORITATIVE
196	3	1	1	1	AUTHORITATIVE
197	5	1	1	1	AUTHORITATIVE
198	4	1	1	1	AUTHORITATIVE
199	3	1	1	0	AUTHORITATIVE
200	2	0	1	0	AUTHORITATIVE
201	4	3	0	2	AUTHORITATIVE
202	4	2	3	0	AUTHORITATIVE
203	5	1	0	1	AUTHORITATIVE
204	4	0	1	0	AUTHORITATIVE
205	1	4	0	1	AUTHORITARIAN
206	3	2	2	1	AUTHORITATIVE
207	4	0	1	0	AUTHORITATIVE
208	1	4	0	0	AUTHORITARIAN
209	3	1	1	0	AUTHORITATIVE
210	4	0	0	0	AUTHORITATIVE
211	3	0	0	0	AUTHORITATIVE
212	3	1	1	0	AUTHORITATIVE
213	3	1	1	0	AUTHORITATIVE
214	4	1	2	1	AUTHORITATIVE
215	4	1	1	0	AUTHORITATIVE
216	3	1	1	0	AUTHORITATIVE
217	3	1	1	0	AUTHORITATIVE
218	1	3	1	1	AUTHORITARIAN
219	3	1	1	0	AUTHORITATIVE
220	4	0	0	1	AUTHORITATIVE
221	3	0	0	1	AUTHORITATIVE

222	2	0	1	0	AUTHORITATIVE
223	4	1	2	1	AUTHORITATIVE
224	4	3	0	1	AUTHORITATIVE
225	1	3	1	2	AUTHORITARIAN
226	1	3	2	1	AUTHORITARIAN
227	1	1	4	1	PERMISSIVE
228	1	2	0	0	AUTHORITARIAN
229	3	0	0	0	AUTHORITATIVE
230	4	0	0	0	AUTHORITATIVE
231	3	2	2	1	AUTHORITATIVE
232	2	5	0	0	AUTHORITARIAN
233	1	4	0	0	AUTHORITARIAN
234	0	3	0	0	AUTHORITARIAN
235	3	1	0	0	AUTHORITATIVE
236	4	0	0	1	AUTHORITATIVE
237	3	1	1	1	AUTHORITATIVE
238	0	4	1	1	AUTHORITARIAN
239	3	1	1	1	AUTHORITATIVE
240	4	1	1	0	AUTHORITATIVE
241	3	0	1	1	AUTHORITATIVE
242	4	3	3	3	AUTHORITATIVE
243	5	3	3	3	AUTHORITATIVE
244	5	2	2	2	AUTHORITATIVE
245	3	2	0	0	AUTHORITATIVE
246	3	1	0	1	AUTHORITATIVE
247	3	0	0	0	AUTHORITATIVE
248	4	1	1	0	AUTHORITATIVE
249	5	1	0	0	AUTHORITATIVE
250	5	2	3	0	AUTHORITATIVE
251	4	1	1	1	AUTHORITATIVE
252	2	0	0	1	AUTHORITATIVE
253	3	1	1	0	AUTHORITATIVE

254	5	1	3	1	AUTHORITATIVE
255	3	2	2	1	AUTHORITATIVE
256	1	3	0	0	AUTHORITARIAN
257	3	1	1	1	AUTHORITATIVE
258	0	4	0	1	AUTHORITARIAN
259	3	2	2	0	AUTHORITATIVE
260	4	1	3	0	AUTHORITATIVE
261	3	0	1	0	AUTHORITATIVE
262	4	1	1	0	AUTHORITATIVE
263	4	1	1	0	AUTHORITATIVE
264	3	0	0	0	AUTHORITATIVE
265	5	1	0	1	AUTHORITATIVE
266	1	4	0	1	AUTHORITARIAN

Appendix 10: General behavioural record of students – Salima Secondary School

GENERAL BEHAVIOURAL RECORD OF STUDENTS
(To be completed by the head teacher)

SCHOOL: SALIMA SEC SCHOOL

ACADEMIC YEAR: 2017 - 2018

NUMBER OF RUSTICATIONS: 6

NUMBER OF SUSPENSIONS: 13

NUMBER OF EXCLUSIONS: 12

COMMON PROBLEM BEHAVIOURS:

1. GOING OUT OF SCHOOL BOUNDARIES WITHOUT PERMISSION.
2. INCITING OTHER STUDENTS TO PARTICIPATE IN DEMONSTRATIONS WITHOUT FOLLOWING PROPER PROCEDURES.
3. PATUING

Signature [Signature]

Date 19/06/18

HEADMASTER
SALIMA SECONDARY SCHOOL
PRIVATE BAG 25, SALIMA
TEL: 01262 211

Appendix 11: General behavioural record of student – Chipoka Secondary School

GENERAL BEHAVIOURAL RECORD OF STUDENTS
(To be completed by the head teacher)

SCHOOL: CHIPOKA SECONDARY

ACADEMIC YEAR: 2017/2018

NUMBER OF RUSTICATIONS: 18

NUMBER OF SUSPENSIONS: 11

NUMBER OF EXCLUSIONS: 20

COMMON PROBLEM BEHAVIOURS:

THE MAJOR ONES BEING GOING OUT OF SCHOOL
BOUNDARIES AND PAKING AS WELL AS TEASING
and BULLYING

Signature [Signature] Date 20/06/18

20 JUN 2018

Appendix 12: Ministry of Education Chipoka Secondary School Affidavit



MINISTRY OF EDUCATION CHIPOKA SECONDARY SCHOOL AFFIDAVIT.

INTRODUCTION

Schools exist for the production of knowledgeable and skilled students so as to enable them to become useful citizens. Schools are there to produce students with character acceptable in the society they exist in. Therefore, education should training students to obey rules and regulations and punishing them if they do not. Education therefore should inculcate acceptable moral and ethical behaviour. For all this to be achieved discipline is the prerequisite.

It is against this back ground that the Prefects' body with reference to MOEST Common Rules and Regulations drafted the code of conduct to be assented to by both the students and their parents or their representative or guardians in the presence of teacher(s) to govern the behavior of the students at this school by pending their signatures at the end of this document.

Therefore, it is a **MUST** to read these norms/rules of conduct. Failure to adhere to these school rules of conduct by students will necessitate the relevant school authorities to apply disciplinary actions as outlined in the MOEST regulations in section 14 of this document. The authority in this case is the Discipline committee and the Head teacher.

The following are the **norms/rules** and **regulations**:

1. PAYMENT OF SCHOOL FEES

- i. It is a serious offence for any pupil to attend classes, stay in the boarding and partake of meals without payment of school fees.
- ii. In cases where the parent/guardian (not the student) has complained that he/she cannot afford to pay the fees at once, installments will be allowed following the following steps:
 - (a) Parent/guardian must put that in writing.
 - (b) The first installment must not be less than 50%.
 - (c) The remaining 50% must be completed within one specific term.
- iii. Students in examination classes will not be allowed to sit for national examinations if they have not paid school fees in full.

2. CLASS ATTENDANCE

- i. Class attendance is compulsory.
- ii. Students who are absent for ten consecutive days without permission will have their places declared vacant.
- iii. Class monitors should ensure that subject teachers should sign in the period register after teaching.
- iv. Class monitors should write down all the names of absentees every day.
- v. Class monitors will be responsible for maintaining discipline in class in the absence of a teacher.

3. PUNCTUALITY

- i. All students must attend all school activities on time (i.e. Assemblies, roll calls, lessons, clubs etc)
- ii. Where possible warning bell shall be rung for all students to move to their respective places of activity.

4. DRESSING AND GENERAL APPEARANCE OF STUDENTS

- i. All students must look neat and decent all times.
- ii. All students must put on school uniform from Monday to Friday.
- iii. Learners must not wear bangles, earrings, necklaces, chains, hats, dukes and they must not have their hair treated (i.e. no curly, straight perm, glycol treatment), lipstick and nail painting
- iv. Short and tight pair of trousers, Bermudas, bell-bottom, jeans, see through dresses, min skirts, supergete, bareback, armless, wainscot, towels, scarf and high socks are not allowed.
- v. Funny hair cuts are not allowed.
- vi. Blouses and shirts must be properly tucked in their skirts and pair of trousers respectively.

5. EXTRA-CURRICULAR ACTIVITIES

All pupils must participate fully in the extra-curricular activities, which include sports, clubs and societies, variety shows and indoor activities organized by entertainment committee.

6. END OF TERM TESTS

- i. Students must take all scheduled tests.
- ii. It is a serious offence for a student to miss a test without a reasonable excuse.
- iii. Students must give correct address where the report forms should be sent. Failure to comply will lead to penalties.

7. CARE OF SCHOOL PROPERTY; BUILDINGS, FURNITURE EQUIPMENT AND UTILITIES.

- i. All school furniture must be properly looked after.
- ii. School furniture should not be taken out of their designated areas e.g. Classrooms / Laboratories / the hall etc without permission.
- iii. **Graffiti/scribbling, scratching** on any walls, notice boards and on school furniture is not allowed. Anyone found in conflict with this regulation will be charged accordingly.
- iv. Students should not stand on chairs desks, tables, stools and any other piece of furniture.
- v. Serious corrective measures will be leveled against students who deliberately damage school property; these might include repairs or replacements and suspension from school.
- vi. Outgoing form 4 students who incur losses and damages of books and property may have their testimonials, certificates, result slips withheld until they have settled the cost of the lost or damaged property.
- vii. Tampering with electricity/Leaving water running is an offence.

8. CONFINEMENT TO SCHOOL PREMISES

- i. Students must get permission from the Matron, Boarding Masters or teacher on duty when they want to visit the hospital and any other place deemed to be out of bounds.
- ii. Spending a night out of the boarding will require permission from the Headmaster or the Deputy Headmaster (if the headmaster is not available)
- iii. Staff houses, Tsambwe forest area, dormitories of the opposite sex are out of bounds, (and any area deemed as such by management from time to time).

9. DISTURBANCE TO SCHOOL PROGRAMME

- i. No loitering around when classes are in progress. Use classrooms not in use or the hall if a subject you do not take is being taught in your classroom.
- ii. Banging desks, doors and making unnecessary noise is not allowed.
- iii. Instigating rebellious behaviour like riots, strikes, demonstrations and boycotts is strictly forbidden. Channel all complaints and grievances through class monitors, captains, prefects, form teachers, head of departments and deputy head teacher to the head teacher

10. MANUAL WORK AND CLEANING

- i. All students (and **not only** form Ones) should take part in manual work of Saturdays and Wednesdays.

- ii. The occupants of each dormitory are responsible for cleaning within and around their dormitory.
- iii. Students should make sure that the area around and within the classrooms, Laboratories, toilets and Halls are clean.
- iv. Health prefects are responsible for preparing duty rosters for the cleaning of toilets in the teaching area. Dormitory prefects are responsible for preparing duty rosters for the cleaning of dormitory toilets.
- v. Litter should be dumped in the designated areas.

11. MEALS IN THE CAFETERIA

- i. All students should take their meals in the multipurpose hall and not in the hostels.
- ii. Each student should carry his/her own cutlery.
- iii. Single file should be formed when receiving food starting with prefects, then seniority.

12. USE OF PHONES

- i. Students are not allowed to bring Cell phones. Once found it will be confiscated and will not be returned to the owner.
- ii. Students who wish to communicate with their parents/guardians on pertinent issues should do so through the boarding personnel.

13. MoEST BLUEPRINT OF RULES AND REGULATIONS

- i. All students must attend all scheduled programmes which include lessons and school activities outside the classroom.
- ii. Students must be punctual to all lessons and all other school activities.
- iii. Students must dress neatly in their school uniform.
- iv. Students must properly take care of school property such as furniture, textbooks, infrastructure, equipment and apparatus etc.
- v. Any loss or damage of school property shall result in disciplinary action whereby payment for repairs or replacement be made.
- vi. Students must study silently in their classrooms both during prep and evening studies in the absence of the teacher.
- vii. Out of bounds shall lead into disciplinary actions.
- viii. All library rules must be strictly followed including penalties.

14. OFFENCES AND THEIR PENALTIES.

(A) OFFENCES LEADING TO RUSTICATION INCLUDE:

1. Truancy-being out of classes without permission
2. Being out of bounds
3. Occasional absence from classes
4. Petty theft
5. Quarreling with other students
6. Reporting late for school activities

(B) OFFENCES LEADING TO SUSPENSION INCLUDE:

1. Drunkenness, intoxication or believed to have drunk.
2. Smoking and possessing of narcotics such as Indian Hemp and other dangerous drugs.
3. Defiance of authority.
4. Fighting and use of abusive language.
5. Teasing ,bullying and beating fellow students
6. Continued absence from school and late coming in spite of punishments and warnings.

7. Engaging or involvement in theft.
8. Pregnancy and responsibility for it.
9. Being found with a phone or any music player,
10. Indecent behavior like kissing and being found in pairs in dark corners.
11. Habitual committing of offences warranting rustication,

(C) OFFENCES LEADING TO EXCLUSION INCLUDE:

1. Habitual committing of offences warranting suspension.
2. Engaging in subversive activities
3. Using obscene language.
4. Defying authority openly.
5. Engaging in vandalism such as deliberate damage to school property.
6. Instigating rebellious behaviour like riots, strikes and boycotts.
7. Taking part in rebellious behaviour.
8. Theft of serious nature in regard to school property,
9. Carrying out abortion.

CONCLUSION

These school rules and regulations will be in force and applicable to each and every student registered at Chipoka Secondary School be it on the school premises or outside the school premises.

DECLARATION BY PARENT/GUARDIAN/PARENT REPRESENTATIVE

I declare that the rules and regulations stipulated herein are meant to protect all the students and are therefore binding.

NAME	RESPONSIBILITY	SIGNATURE	DATE
.....			

DECLARATION BY STUDENTS

I declare that I will abide by the rules and regulations stated above and any other as may be determined by the school from time to time **including taking care of infrastructure and furniture which has been put in good shape (MAINTAINED)**, for all the years I am to be a student of this institution.

NAME	SIGNATURE	DATE
.....		

Appendix 13: Policy guidelines on discipline in Secondary Schools

SALIMA SECONDARY SCHOOL *SUCCESS THROUGH HARDWORK AND DISCIPLINE*

POLICY GUIDELINES ON DISCIPLINE IN SECONDARY SCHOOLS

Malawi has over the years experienced a lot of Discipline problems. For example, there has been an increase in pupils' vandalism, insolence, use of abusive languages assault and truancy e.t.c. This has therefore disrupted the tranquility necessary for effective learning in schools.

In order to create a conducive environment where teaching and learning can take place effectively; Salima Secondary School has adopted the policy guidelines from Ministry of Education. To maintain high standards of discipline at this school, these guidelines on Discipline will have to be adhered to by all students and at all times. Failure to comply will result in any student(s) being punished commensurate with offence. Below are some of the policy guidelines and their corrective measures.

GENERAL SCHOOL RULES AND REGULATIONS

1. All pupils must attend scheduled school programmes which include lessons, prep, assemblies, and sports manual work, etc. during specified times.
Students must work quietly in class and should avoid unnecessary movement and noise during lessons and prep.
2. All pupils must be punctual for all scheduled school programmes. Disciplinary action will be taken against all pupils who might report late. Students should move quickly and quietly from one classroom to another.
3. All pupils must wear recommended school uniform everyday except Wednesday, weekends and on public holidays. Students should not wear slippers, sandals and high heel shoes in class. However, when they are to go out of the school premises for prayers, sports trips, hospital or other reasons must be in uniform.
4. All pupils must keep their hair short and the following styles which are common in boys are not accepted: budda, punky, shabbadoo, etc. Curling dying and plaiting of hair is forbidden in both boys and girls.

5. All pupils are not allowed to wear fancy clothings like earrings, bangles, necklaces, long coats, barrets, hats, sun goggles, finger rings, lipsticks, beads, nail vanish, both short and long pairs of trousers for girls are not allowed. However they may be allowed to wear pairs of trousers during Physical Education lessons and Sports hours. Girls are only allowed to wear dresses or skirts which are reasonably long. Body suits and see-throughs should not be put on by girls likewise tight trousers and buggy trousers for boys.
6. All pupils will not be allowed to possess cell phones. If found the phone will be confiscated and the student will be suspended from school and the phone will only be returned to the guardian.
7. Willful damage to school or personal property will result in disciplinary action against the pupil responsible. This will include suspension from school and paying for the damaged property. Therefore every care must be taken of the books, materials or equipment, buildings, desks, chairs, etc. such school property must not be scratched, scribbled on, disfigured in anyway or exposed to conditions which may reduce their life span. Therefore desks and chairs must not be taken outside the classroom without authority. Electrical and water supply installations must not be tampered with. Report any damaged facilities or faults to School Authority for appropriate action.
8. All pupils will not be allowed to possess or use dangerous drugs and smoking materials such as tobacco, Indian hemp, etc. The school reserves the right to carry out a search for such materials and others on students at any time.
9. Pupils may be suspended or even excluded from school for the breach of the following rules:
 - i. Teasing and bullying
 - ii. Use or possession of tobacco , hemp or any other dangerous drugs
 - iii. Drunkenness
 - iv. Open defiance of authority
 - v. Theft
 - vi. Assault and/or fighting
 - vii. Use of abusive (obscene) language

- viii. Instigation or taking part in vandalism, riots, strikes, boycotts and any other subversive activities.
 - ix. Continued absence from school and missing lessons and tests without a good reason.
 - x. Habitual committing of some minor offences.
 - xi. Absence overnight without permission.
 - xii. Possession of cellphones.
10. All pupils must take their food in the dinning hall and not in the hostels. In addition, all food remains and litter must be disposed in bins and rubbish pits. Avoid throwing litter anyhow. Pupils who do not comply with rule will face disciplinary action.
 11. No pupil is allowed to entertain visitors in the hostels. Pupils will be allowed to interact with parents/guardians on the **first Sunday of every month**
 12. Boys hostels are out of bounds to all female pupils likewise girls hostels to all male pupils at all times. In addition, there shall be no pairing between boys and girls in the school or any where else they may be.
 13. All pupils must not make noise in the hostels after 10:00 pm. Any pupil found making noise or moving about will be punished severely.
 14. All pupils must at all times respect those in authority such as members of the teaching staff, support staff, visitors, prefects, class monitors or monitresses and all elderly persons. Teachers and visitors should be given the right of way.
 15. No pupil will be allowed to go outside of the school bounds Without permission. Therefore pupils must always be within the campus and disciplinary action will be taken against anybody who violate this rule.
 16. All pupils must refrain from immorality and any student who is pregnant or responsible for pregnancy shall be suspended from school for 12 months.
 17. Cheating during examinations or test is not accepted and disciplinary action will be taken against all pupils who cheat. Students who miss tests without a good reason will be liable to disciplinary action.

18. All pupils must pay school fees within two weeks of grace period. Students who will not pay thereafter will be sent home and their places declared vacant.

A. OFFENCES THAT REQUIRE INTERNAL CORRECTIVE MEASURES:

- i. Truancy
- ii. Out of bounds
- iii. Occasional absence from classes.
- iv. Petty theft
- v. Quarrelling with other pupils; and
- vi. Reporting late for school activities.

SUCH CORRECTIVE MEASURES INCLUDE:

- i. Counseling
- ii. Warning
- iii. Rustication for a maximum period of two weeks
- iv. Withdrawal of privileges
- v. Imposition of tasks to the advantage of the school (generally known as "Punishment") etc.

B. OFFENCES THAT REQUIRE SUSPENSION

- i. Habitual committing of offences requiring internal corrective measure.
- ii. Use of obscene language.
- iii. Indecent behaviour-i.e kissing, being found in pairs in the dark.
- iv. Staying overnight without permission, etc
- v. Being pregnant or responsible for pregnancy.
- vi. Continued absence from school without valid reason.
- vii. Cheating during any examinations or test.
- viii. Scribbling curving or any damage to school property.
- ix. Habitual committing of offences requiring internal corrective measures (Part A and B)
- x. Any other offences to the discretion of the discipline committee.

C. OFFENCES REQUIRING EXCLUSION FROM SCHOOL:

Any pupil who commits any of the following offences should be suspended from school for indefinite period followed by a recommendation of exclusion from school:

- i. Habitual committing of offences warranting suspension i.e after committing offences twice in one's school life, the third time should warrant exclusion.
- ii. Immoral behaviour
- iii. Smoking of Indian hemp or found in possession of it or use of other hallucinating drugs.
- iv. Teasing / bullying.
- v. Theft of serious nature and theft of school property
- vi. Defying authority openly.
- vii. Vandalism eg deliberate damage of school property.
- viii. Instigating rebellious behaviour i.e riots, strikes and boycotts
- ix. Taking part in rebellious behaviour.
- x. Carrying out abortions.
- xi. Drunkenness
- xii. Assault and/or fighting
- xiii. Loss of interest in education

POLICY ON PREGNANT STUDENT

In December 1993, the Government reviewed policy on pregnant students. The result of the government review is that:

- i. A school girl who is pregnant be withdrawn from school for one academic year and that she may be readmitted upon application as long as there is safe custody of the child. Such opportunity is given once in a girl's education life.
- ii. Likewise, a boy who is responsible for a school girl's pregnancy is withdrawn for one academic year and that he may be readmitted upon application.

D. DISCIPLINE POLICY VS NATIONAL EXAMINATIONS

In its effort to maintain discipline and order in schools particularly among pupils of examinations classes, the Ministry of Education, issued a policy which states that a pupil excluded from school should not be allowed to write national examinations.

If excluded, pupils are given chance to write national examinations and if in the course of writing the examinations any pupil is caught involving himself/herself in very serious indiscipline acts, he/she should be stopped from writing the examination forthwith.

All girls suspended from school for pregnancy and all boys suspended from school for responsibility for pregnancy are allowed to write national examinations.