

**PARENTING STYLES AND DEVIANT BEHAVIOURS AMONG STUDENTS
IN PUBLIC UNIVERSITIES IN MOUNT KENYA EAST REGION KENYA**

PATIENCE WAMUCHI

**A Thesis Submitted to the Graduate School in Partial Fulfilment of the
Requirement for the Award of the Degree of Master of Education in Educational
Psychology of Tharaka University**

THARAKA UNIVERSITY

NOVEMBER 2025

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for an award of a diploma or conferment degree in any institution.

Signature.....
Patience Wamucii Munene
EMT18/05914/22

Date.....10/11/25.....

Recommendation

This thesis has been examined, passed and submitted with our approval as university supervisors.

Signature.....
Prof. Veronica Nyaga
Department of Education

Date.....10/11/2025.....

Signature.....
Dr. Shadrack Munanu Kithela
Department of Education

Date.....10/11/2025.....



COPYRIGHT

©2025

All rights reserved. This thesis should not be reproduced in any form or means including photocopying, recording or any information storage or retrieved system without permission in writing from the author or Tharaka University.

DEDICATION

I sincerely dedicate this thesis to my amazing family: Mum, Dad and my siblings Emmanuel and Sharon.

ACKNOWLEDGEMENT

I wish to express gratitude to God for divine guidance, blessings and wisdom throughout this academic journey. This accomplishment was only possible by His grace.

My earnest gratitude to my parents for fully funding my studies and their encouragement throughout this journey. May God abundantly bless and enrich you with favour. A big thank you to my siblings for the rich support they gave me throughout this entire journey, I am forever indebted to you.

I extend my sincere appreciation to my supervisors; Prof. Veronica Nyaga and Dr. Shadrack Munanu Kithela for their academic support. I am deeply grateful for your help. I also wish to show appreciation to the Tharaka University Department/Faculty of Education members for the valuable input they did to my work.

I also wish to appreciate each person that participated in the process of data collection. Sincere thanks to all the university students who filled in the questionnaires and, the Dean of students' and the student counsellors' who participated in the interviews.

Special thanks to Ms Julia Kimani for her psychosocial support from the beginning to the end of this academic journey. I wish to convey my gratitude too to my mentors, relatives and family friends who supported this journey in one way or another.

To sum it up, this achievement is the result of shared support, guidance and encouragement from many dedicated individuals and institutions. I am therefore deeply grateful to everyone; Blessings to you all.

ABSTRACT

Parenting plays a vital role in shaping the behavioural outcomes of learners. Different parents employ various styles to raise children, which may in turn influence their behavioural traits throughout development. Deviant behaviours such as examination malpractice, alcoholism, substance abuse, and sexual deviance have become common among university students. Research has explored parenting styles and their impact on various variables; however, limited research has been done on the link between parenting styles and deviant behaviours among university students. Therefore, this study aimed at investigating the relationship between parenting styles and deviant behaviours among students in public universities in the Mt. Kenya East Region, Kenya. The research employed a correlational descriptive research design. Social Cognitive Theory by Albert Bandura and the Parenting Styles theory by Diana et al. guided this study. The target population comprised 28, 250 university students, with an accessible population of 6,000 students. A sample of 375 students was selected through simple random sampling. Additionally, the Dean of Students and a students' counsellor from each university were purposively selected to participate in the study. Data collection involved a standardised modified questionnaire on parenting styles and deviant behaviours, alongside interview schedules for the Dean of Students and the students' counsellor. A pilot study was conducted in two universities in Mt. Kenya West Region. The validity of the instruments was confirmed by supervisors and experts from the Department of Education at Tharaka University. Reliability was determined using Cronbach's Alpha, which yielded a coefficient of $\alpha = 0.749$, deemed reliable. Both quantitative and qualitative data were collected and analysed. Quantitative data was examined using descriptive statistics (mean, standard deviation, and percentages) and inferential statistics (T-test and multiple linear regression). Qualitative data was analysed through thematic analysis. Data analysis was conducted with SPSS version 29, with a significance level of 0.05. The study found out that there is no relationship between parenting styles and deviant behaviours among university students in Mt Kenya East Region Kenya. The findings may help bring awareness among parents regarding various parenting styles and their effects. They may also encourage psychologists to develop programmes advising parents on effective parenting. Furthermore, these results could prompt young people to seek professional help if they recognise how their behaviour is influenced by their upbringing. University policy makers might benefit by designing policies that promote positive behaviour among students. Ultimately, the study's results will contribute to the existing literature on parenting styles and deviant behaviours among university students.

TABLE OF CONTENT

DECLARATION AND RECOMMENDATION	Error! Bookmark not defined.
COPYRIGHT	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABBREVIATIONS AND ACRONYMS.....	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Hypothesis	7
1.6 Significance of the Study	7
1.7 Scope of the Study	8
1.8 Limitation of the Study	8
1.9 Assumptions of the Study	8
1.10 Operational Definition of Terms.....	10
CHAPTER TWO: LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 The Concept of Parenting Styles.....	12
2.3 Authoritative Parenting Style and Deviant Behaviours	18

2.4	Authoritarian Parenting Style and Deviant Behaviours	20
2.5	Permissive Parenting Style and Deviant Behaviours.....	23
2.6	Neglectful Parenting Style and Deviant Behaviours	26
2.7	Theoretical Framework.....	28
2.7.1	Social Cognitive Theory	29
2.7.2	Parenting Styles Theory.....	30
2.8	Conceptual Framework.....	32
CHAPTER THREE: RESEARCH METHODOLOGY		34
3.0	Introduction.....	34
3.1	Research Design.....	34
3.2	Location of the Study.....	35
3.3	Target Population.....	35
3.4	Sampling Procedures and Sample Size.....	35
3.5	Research Instruments	37
3.5.1	Questionnaire for Student Respondents (Robinson et.al, 2001).....	37
3.5.2	Interview Schedule for the Dean of Students and Students' Counsellors	37
3.6	Pilot Study.....	38
3.7	Reliability of Instruments	38
3.8	Validity of Instruments	38
3.9	Data Collection Procedures.....	39
3.10	Data Analysis	39
3.11	Ethical Considerations	40
CHAPTER FOUR: RESULTS AND DISCUSSIONS.....		42
4.1.	Response Rate	42
4.2.	Reliability and Validity Analysis.....	42
4.3.	Demographic Statistics	44

4.4.	Disparities in Deviance Behavior by Demographic Segmentation.....	45
4.4.1.	Analysis of Variance (ANOVA).....	46
4.5.	Quantitative Findings.....	48
4.5.1.	Relationship Between Authoritative Parenting Style and Deviant Behaviours	48
4.5.2.	Relationship between Authoritarian Parenting Styles and Deviant Behaviours	51
4.5.3.	Relationship between Permissive Parenting Styles and Deviant Behaviours	53
4.5.4.	Relationship between Neglectful Parenting Style and Deviant Behaviours	54
4.6.	Qualitative Findings.....	56
4.6.1.	Discussion of Qualitative Findings.....	57
4.7.	Summary of Results.....	60
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....		63
5.1.	Summary of Key Findings	63
5.1.1.	Authoritative Parenting Style.....	63
5.1.2.	Authoritarian Parenting Style	63
5.1.3.	Permissive Parenting Style	64
5.1.4.	Neglectful Parenting Style	64
5.1.5.	Qualitative Findings.....	64
5.2.	Conclusion	65
5.3.	Recommendations.....	65
5.3.1.	Policy Recommendations.....	65
5.3.2.	Recommendations for Further Research.....	66
REFERENCES.....		68
APPENDICES		76

Appendix 1: Introduction Letter.....	76
Appendix II: Questionnaires for Students.....	77
Appendix III: Interview Guide for the Dean of Students.....	81
Appendix IV: Interview Guide for the Students Counsellor.....	82
Appendix V: Map Showing Study Area	83
Appendix VI: Tharaka University Introductory Letter	84
Appendix VII: Institutional Ethics Review Letter	85
Appendix VIII: National Commission for Science, Technology and Innovation (NACOSTI) Authorization.....	86

LIST OF TABLES

Table 1: Universities, Selected Faculties and Population.....	36
Table 2: Universities, Accessible Population, Sample Size and Sampling Procedure	37
Table 3: Data Analysis Matrix.....	41
Table 4: Response rate	42
Table 5: Reliability Statistics	43
Table 6: Validity Analysis	43
Table 7: Demographic summary.....	44
Table 8: ANOVA analysis	46
Table 9: Independent T-Test for Gender Differences in Deviant Behavior	47
Table 10: Descriptive Statistics	49
Table 11: Multi variate regression analysis.	50
Table 12: Qualitative Analysis Summary	58

LIST OF FIGURES

Figure 1: Conceptual Framework	33
Figure 2: University representation in interviews.....	57

ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
ANOVA:	Analysis of Variance
CBE:	Competency Based Education
HIV:	Human Immunodeficiency Virus
ISERC:	Institutional Scientific and Ethics Review Committee
LGBTQIA+:	Lesbian, Gay, Bisexual, Transgender, Queer, Intersexual, Asexual and more
MANOVA:	Multivariate Analysis of Variance
NACADA:	National Authority for the Campaign Against Alcohol and Drug Abuse
NACOSTI:	National Commission for Science Technology and Innovation
SDGs:	Sustainable Development Goals
SPSS:	Statistical Package for Social Science
TVET:	Technical and Vocational Education and Training
USA:	United States of America
WHO:	World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter entails a background to the study from a global, continental, regional and nation's perspective. The chapter also consists of the statement of the problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, scope of the study, limitation of the study and assumptions of the study. The chapter ends with the operational definition of terms.

1.1 Background to the Study

A behaviour is a human conduct that is relative to social norms. It is the way a living human being behaves or acts generally. Behaviour may be good or bad depending on the society. Norms serve as behavioral guidelines. They vary across societies and shape social expectations. Norms are rules and regulations that are imposed by, or, socially enforced by the individuals in the society. Deviant behaviours, therefore, are behaviours that defy societal norms (Cioban et al., 2021). It refers to non-conformity to the societal norms. Violation of principles which is assumed to be universal for a society can also be defined as deviance. Deviance may vary depending on society and time according to Igbo & Ihejiene (2014). Common deviant behaviours witnessed in universities include truancy, examination malpractice, immorality, drug abuse, theft and vandalism. The most prevalent include drug abuse, sexual immorality and examination malpractice (Borrego, 2021). According to Adegboyega and Jacob (2019), students indulge in deviant behaviours due to poor academic performance, issues both from home or school and parental illiteracy. Research showed theft, drug abuse, bullying, vandalism, promiscuity, truancy, examination cheating, abortion, pornography, boycotting of classes, sneaking out, rudeness and violence as among the most prevalent deviant behaviours among schools in Bungoma county in Kenya (Nabiswa et al., 2016).

Deviance refers to actions or behaviours that violate formal and informal cultural norms such as laws and customs. According to Eteng et al. (2022) a deviant behaviour is a behaviour that transgresses social norms or group standards of conduct. Deviant behaviours can be caused by social or biological factors. Deviance can be informal or formal (Khan, 2021). Informal deviance refers to going against unwritten norms and

societal standards. Informal social consequences, including peer or group rejection, criticism, or ostracism, are frequently used to impose it. Formal deviance refers to violating laws and regulations which are formal which results to legal consequences. Deviant behaviours manifest in ways such as aggression and violence, criminal activities, sexual immorality, disobedient and disruptive behaviour, drug and substance abuse, cyber bullying, mental health issues among others. Deviance varies across cultures and periods of time. According to (Markova & Nikitskaya 2017), what is considered deviant in one society may not be deviant in another.

A study carried out in Pakistan found out that deviant behaviours have increased in the tertiary institutions (Khan, 2021). Examination malpractice was one of the rising deviant behaviours. Some of the reasons for the rise included negligence from examination invigilators, fear of failure, impersonation and carrying of materials into the examination room. Examination malpractice is a major deviant behaviour that has been identified as a severe worldwide issue in the educational systems especially in developing countries. Other deviant behaviours include vandalism, drug abuse, truancy, sexual misconducts and favouritism by seniors. In addition, the study alluded that truancy affected students' performance greatly since those students who missed school exhibited a lower performance. Similar problems faced by the students may make them engage in drug abuse which in turn affects academics, family life and safety. Sexual misconducts involve behaviours such as sexual assault, coercion, harassment and sexual favours in exchange for money or grades. Favouritism is shown based on religious factors, socio economic status, gender or even physical appearance.

Drug abuse has been a major deviant behaviour among university students. Research conducted by Ngure and Omulema (2021) established that 48.6% of university students have used drugs in their lifetime and 37.9% of the students still use drugs with the most abused drug being alcohol. Caday (2017) conducted research in Philippines on the major causes of drug abuse among college students. The study established that peer pressure, family misunderstandings, lack of parental guidance, weak foundation on moral and spiritual values, frustration, lack of love and attention from guardians or parents and lack of prevention facilities were among the contributing factors to drug abuse among students in colleges. In as much as this study highlights limited parental

guidance and lack of love from parents as causes of drug abuse, it fails to expound on what parenting styles are involved and how each specifically contributes to drug abuse. Consequently, a research conducted by Kumari et al. (2014) in Bhubaneswar India established that drug abuse was a prevalent problem among medical students. This study was undertaken to investigate what caused substance use among undergraduate medical students. It was a cross-sectional study that was done in three medical colleges with a sample size of 1163 respondents. Tobacco was the most abused drug, followed by alcohol, with males abusing drugs more than female. Some of the causes found out included curiosity, peer influence and family problems.

Examination malpractice is another prevalent deviant behaviour among university students (Borrego, 2021). It occurs in ways such as examination leakages, carrying foreign materials into the examination rooms, impersonation, hiding of written materials in clothes and shoes or even forgery. Other forms of examination malpractice include collusion, giraffing, inscription, bribery, assault of lecturers, use of mobile phones, hidden sign languages by students or even exchange of answer booklets (Nganchi & Charlotte, 2020). Examination malpractice negatively affects students' future. Learners get demoralized therefore do not work hard and also encourages corruption. It also leads to incompetence since in most cases students do not acquire the relevant skills they were supposed to achieve (Nganchi & Charlotte, 2020). Some of the causes of examination malpractice include fear of failure, desire to earn certificates and parental pressure from authoritarian parents to obtain good grades or pursue courses they don't have interest in. Ede (2023) opines that malpractice occurs during school assessment and external examinations especially those examinations whose purpose are for awarding certificates or admission. Malpractice is a common practice and every other season there is always an emergence of new ways of doing it.

Sexual immorality has been on the rise in the universities. It involves issues of fornication, cohabiting, homosexuality, pornography, sponsors, promiscuity and LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersexual, Asexual and more). A study conducted in Kenya found out that sexual immorality is caused by factors such as living away from parents and outside school, lawlessness of the students, drug abuse and low self-esteem. This in turn leads to cases of early pregnancies, abortions, HIV/AIDs, school dropout and poor grades (Ngesu, 2020).

Alonge and Adanikin (2020) found out that the society seems to be okay with immoral activities done by the young people. These immoral activities include nudity, prostitution and sexual intercourse. In addition, there is the urge of university students to live luxurious lives without minding how they get that money. The youth seem not to care about values such as integrity and self-control and therefore engage in social vices to finance their lifestyles. Ede (2023) identified sex for grades as a common practice in institutions of higher learning which in turn produces incompetent professionals. According to Isiaka et al. (2020) cohabiting has become a common habit among university students. The study ascertained that young girls cohabit to avoid losing relationships while men cohabit for sexual purposes.

Research conducted by NACADA Kenya (2022) on the status of drug and substance abuse in Kenya established that one in every eleven youths which is a population of 632, 846 aged between 15-24 years of age were currently using at least one drug or substance of abuse. This study was carried out among people aged between 15-65 who were selected across the 47 counties in Kenya. This study adopted a cross-sectional study design. According to the study, alcohol is the most abused drug among the youth with one in every twenty youths abusing the drug. The research further showed that one in every forty-five youths in this age bracket were addicted to alcohol. Majority of the youth in this age group happen to be students in secondary schools and tertiary institutions with the age of those in tertiary institutions being on the higher side which means therefore that university students are highly affected. Drug use may lead to other deviant behaviours such as failure to attend classes, failure in examinations, antisocial behaviours and also affects the overall health of an individual (Morley et.al., 2016).

Higher education is very vital since it prepares learners for their careers so that they can be ready for the job market. It also focuses on moral development of students so that even after getting into the job market and becoming future leaders, they can be people of character (Mbithi et al., 2021). In Kenya, higher education constitutes universities, colleges and Technical and Educational Vocational Training (TVETs) where learners proceed to after wrapping up their secondary school education. Those with exemplary performance join the universities to pursue their degrees while the rest join other institutions. Universities are statutorily charged with the responsibility of producing high level manpower. Learning at the university level is effective if it results in bringing

about the expected transformation in the attitudes, skills and knowledge among the students over time. Moreover, effective education should be able to bring up graduates who can perform their jobs, have a solid moral foundation, and are conscious enough to act as responsible parents, citizens, and selfless leaders in the face of health risks like HIV/AIDS in the twenty first century (Borrego, 2021).

According to the Sustainable Development Goals (SDGs) framework, education is essential in bringing about revolutionary change. The fourth SDG aims at ensuring equitable and inclusive unbiased education for everyone, promoting long-term learning chances for all (Kioupi & Voulvoulis, 2020). In addition, the Competence Based Education (CBE) framework aims at inculcating life skills and values such as integrity, respect, responsibility, peace, social justice, unity, love and patriotism among learners. CBE will be learner-centred with the parents being more involved. Parents are expected to instil values in children which guide them in making ethical and moral choices in life.

Parenting is very vital when it comes to nurturing the behavioural aspect of a child. If a parent does not parent the child in the right way, the child may end up having behavioural problems. This is because a child may develop feelings of lack of love, dissatisfaction and therefore develop a rebellious attitude. The feelings may be expressed in the wrong way such as indulgence in deviant behaviours as a way of seeking attention and affection. Among other factors like environmental and economic factors, Borrego (2021) states that parental upbringing has a great influence on deviant behaviours exhibited by university students. Baumrind (1966) established a close relationship between behavioural characteristics of a child and parenting styles.

Numerous studies have been conducted on deviance among university students. However, most of these studies have not established a link between parenting styles and deviant behaviours. Some studies have also indicated an association between the two variables, but they were conducted on different groups that are not university students. This study therefore aims to investigate the relationship between parenting styles and deviant behaviours among university students in public universities in the Mt Kenya East Region of Kenya.

1.2 Statement of the Problem

In Kenya, education aims at moulding a holistic individual according to the national goals of education. According to the CBE framework, education aims at producing learners that have values through parental collaboration. Parents should instil values in learners during the upbringing process. However, deviant behaviours have become a hinderance to students' achievement in universities. Despite university students having performed exemplarily in high school hence qualifying to join university, research has shown a rise in deviant behaviours among them. Studies have indicated that examination malpractice, bribery and corruption, drug abuse, cultism, prostitution, lesbianism, theft and smoking are rampant in universities with prostitution, examination malpractice and drug abuse being the most prevalent. These deviant behaviours affect students' academic success as well as their future careers. Even though students are in school for the purposes of learning, many are no longer doing that but instead engage in other activities that produce undesirable outcomes. Students fail to complete their studies within the stipulated time or drop out due to issues such as early pregnancies, expulsion if caught cheating in examinations, others go to rehabilitation centres due to drug addiction, others get into depression due to issues such as failed relationships and some end up committing suicide due to frustration. Studies have confirmed school environment and peer influence as some of the factors that lead to deviance. However, little literature exists on the relationship between parenting and deviance. Meanwhile, parenting styles have been perceived as contributors to juvenile delinquency, academic achievement and mental health issues which may contribute to failure to complete studies among university students. Therefore, this study intends to establish whether there is any relationship between parenting styles and deviant behaviours among university students in public universities in Mt Kenya East Region Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the relationship between parenting styles and deviant behaviours among university students in Mt Kenya East Region, Kenya.

1.4 Objectives of the Study

The objectives of this research were:

- i. To establish the relationship between authoritative parenting style and deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.
- ii. To assess the relationship between authoritarian parenting style and deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.
- iii. To examine the relationship between permissive parenting style and deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.
- iv. To determine the relationship between neglectful parenting style and deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.

1.5 Research Hypothesis

This study was guided by the following hypothesis:

H₀₁: Authoritative parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.

H₀₂: Authoritarian parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.

H₀₃: Permissive parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.

H₀₄: Neglectful parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt. Kenya East Region, Kenya.

1.6 Significance of the Study

The findings of this study may be useful to teachers in raising awareness to parents on how their parenting styles will influence the behaviour of their children in future. This may assist parents to come up with discipline models that positively influence

children's behaviour. In addition, the findings may be relevant for psychologists to formulate models and programs that raise awareness to parents on various parenting styles and how each of them influences children's behaviour. Young people may additionally profit from this study by enabling them discover themselves by realizing how their personality is influenced by their background upbringing thus enabling them seek professional help such as counselling services when in need.

University policy makers may come up with policies that aim at enhancing positive behaviour in universities. The research findings could be also useful to university administrators on the need to strengthen the guidance and counselling department in the universities. Moreover, religious leaders could be prompted to establish programs that teach parents on parenting. The findings of this study will further contribute valuable insights in the area of parenting styles and deviant behaviours among university students.

1.7 Scope of the Study

This study was conducted to find out the relationship between parenting styles and deviant behaviours among university students in Mt. Kenya East Region, Kenya. This study involved second year and third year students enrolled in undergraduate programs who are more susceptible to deviant behaviours. The study incorporated student counsellors and Dean of Students who gave their perception on the student's behaviours and how parental upbringing influences the behaviour. The study was conducted in four public universities in Mt. Kenya East Region, Kenya.

1.8 Limitation of the Study

The limitation of this study was:

Since the study aimed at assessing behaviour patterns and actions which involved deviance, respondents tended to hold back information or provide responses that are only desirable to them. This was mitigated by asking the respondents to maintain anonymity while filling in the questionnaires.

1.9 Assumptions of the Study

The assumptions of this study were:

- i. The respondents were willing to participate in the research.
- ii. Responses provided were reliable and honest.
- iii. Parenting styles have a predictive relationship with deviant behaviours among university students.

1.10 Operational Definition of Terms

- Antisocial** : Involves doing something that is contrary to the laws and customs of society, in a way that causes annoyance and disapproval by other members of the society for example, stealing of people's property in the university.
- Authoritarian parenting style** : Parenting style characterized by strict rules and expectations, limited communication, little warmth and nurturing and punitive punishment.
- Authoritative parenting style** : Parenting style characterized by close children-parent relationships, positive relationships, open communication and democracy.
- Collusion** : Happens when there is a leakage and therefore candidates taking the examinations already have the examination materials
- Deviant Behavior** : This is an action that goes against social norms and expectations of a university for instance, cheating in examinations.
- Forgery** : The act of fabricating or producing examinations falsely
- Giraffing:** : This is a type of examination malpractice which takes its name from the giraffe, an animal with a very long neck and legs. It happens when an individual stretches his or her head long enough to view answers from another individual's booklet during an examination
- Impersonation** : A situation where a person sits for an examination on behalf of the genuine/real candidate
- Inscription** : This occurs when candidates inscribe information or materials on various parts of their bodies such as their palms and thighs or on

	items like handkerchiefs, walls, tables or chairs during an examination
Neglectful parenting style	: This is a parenting style whereby parents are rarely involved in their children's lives and is characterized by neglect of emotional needs, minimal support and guidance and unclear boundaries.
Parenting style	: Patterns of behaviour, attitudes and strategies that a parent uses when relating with and raising their children
Permissive parenting style	: Parenting style characterized by high warmth, less control and discipline, few boundaries and too much leniency.
Sexual assault	: Sexual action or behaviour which happens without the victim's assent.
Sexual coercion:	: This is an undesired sexual activity which happens when one is tricked, threatened, pressured or coerced in a non-physical way
Truancy	: This is whereby a student skips school without a valid reason
Vandalism	: Action involving deliberate destruction of or damage of the university's property for instance when there is a strike

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews theory and empirical studies in relation to the variables used in the study with an aim of identifying research gaps. The chapter is divided into different parts which include: the concept of parenting styles, authoritative parenting style and deviant behaviours, authoritarian parenting style and deviant behaviours, permissive parenting style and deviant behaviours and neglectful parenting style and deviant behaviours. The chapter ends with a conceptual and a theoretical framework.

2.2 The Concept of Parenting Styles

Parenting is the practice of raising and educating a child from birth throughout their lives. It involves nurturing, caring for and fulfilling all parental responsibilities that accompany child growth. Parenting aims at developing the physical, emotional, social, spiritual, cognitive and psychological development of a child all through to adulthood (Mahapatra & Batul, 2016). In most cases, the first social contact a child makes is the parents. They influence the child and also have maximum control of the child's behaviour. Parenting is a continuous process; it comes to an end once a child has become mature and independent. People don't just become parents through biological relationships but rather, anyone who takes care of a child as they grow up is a parent (Jadon & Tripathi, 2017). For instance, the government and other social institutions play a very vital role in raising children such as orphans.

Parenting styles can be explained as directly observable unique behaviours which parents use to socialize children (Estlein, 2016). They refer to patterns of behaviour, attitudes and techniques that a parent uses when connecting with and raising children (Anandari, 2016). Parenting styles can also be outlined as strategies that parents utilize when raising children. A parent's caring, guiding, and instructive approach to raising a child is known as parenting style. A pivotal role is played by parenting styles in the advancement of a functional family and the well-being of children. Factors such as social class, culture, socio-economic status, values and beliefs determine parenting styles (Jadon & Tripathi, 2017). Baumrind pinpointed three major parenting styles which are authoritative, authoritarian and permissive parenting style (Baumrind, 1966).

In addition, Maccoby and Martin's (1983) added one more parenting style that is, the uninvolved or neglectful parenting style.

In a study carried out in Malaysia, Amran and Basri (2020) established that parenting styles have a major influence on juvenile delinquent behaviours. This study was done to establish the relationship between juvenile delinquency and deviant behaviours. The study adopted the sequential and explanatory research design. Data was collected by administering interview schedules to 5 juveniles and distributing surveys to 187 juveniles. Juvenile delinquency is an act whereby a crime is committed by an offender who is below 18 years (Arulmohi et al., 2017). The deviant behaviours included in the research were physical, verbal, sexual and antisocial behaviours. According to the study, authoritative parenting style was considered as a major contributor to juvenile delinquency since parents have a lot of trust in the children. Authoritarian parents are strict therefore children follow rules to avoid being punished. However, the deviant behaviours may be temporary and when they get a chance to be free from the rules they may misbehave. Also, with the freedom in the universities, these students may tend to get into deviance. Poor communication between parents and the children too may cause rebellion which may eventually lead to delinquency (Sun et al., 2025). The children may experience relationship difficulties characterized by lack of trust and dependency which may cause behavioural problems. Permissive parenting style may result in impulsivity and volatile characteristics. This may result to poor decision making which may impact behaviour. Parenting styles give psychological effect towards children especially when behaviour is involved (Amran & Basri, 2020). The main focus in Amran and Basri's research are individuals who are 18 years and below and therefore cannot be university students. The current study therefore seeks to establish whether there exists a correlation between the parenting styles and deviance among those students in universities.

Khan (2021) examined some of the root causes of the rising deviant behaviours among students at the tertiary levels of education in Pakistan. The study adopted a descriptive research design. The study used a purposive sample of 294 respondents. Data was collected using interview schedules and surveys. The study established that students majorly engage in deviance owing to the freedom they get, resulting from residing away from their parents and guardians. Consequently, the study established that living

together in the hostels can lead to exchange of negative behaviours. The study also highlighted poor monitoring and accountability such that there are no consequences for students' actions for example, when they do not attend classes. Physical and psychological issues such as health problems, maladjustment and conflicts were identified as some of the causes of deviance. Khan's study pointed out peer pressure and technological advancements as contributors of deviant behaviours. However, this study did not establish whether there is any relationship between parenting styles and deviance. The current study therefore seeks to establish a relationship between parenting styles and deviance.

Ekim (2023) carried out a study to show how home and school environment relates to examination malpractice in Nigeria. The study engaged 450 secondary school students and adopted an ex post facto research design. Among the variables studied included location of the school, socio-economic status of the parents, parenting styles, class size, school facilities, moral values and the parent's marital status. Parenting styles and absence of moral values were the most common causes of malpractice. The study however failed to establish how parenting styles influence examination malpractice and which specific parenting style has a direct influence to examination malpractice.

A study was done in Nigeria to determine causes of deviant behaviours according to teachers' perspectives based on school, parental and societal factors (Suleiman, 2019). The study adopted a descriptive survey research design method and involved a sample size of 320 respondents who were selected using stratified and simple random sampling techniques. Data was collected using questionnaires and analysed through descriptive analysis. Analysis of Variance (ANOVA) was used to test the hypotheses. Peer influence, social media, poor value system and failure by religious leaders were some of the societal aspects that give rise to deviance. In the school, strict supervision, lack of extracurricular activities, teacher inefficiency and unconducive school environment were some of the causes that led to deviance. Parental factors include overpampering, poverty and parental supervision.

Research was carried out in Nigeria to establish the causes and effects of moral decadence among senior school students. The study involved 321 respondents and descriptive survey technique was utilized. Data was collected using questionnaires and

analysed using means and deviations. The study found out that deviance in universities is caused by factors including poverty, laxity in discipline by the administration, media influence, materialism and poor parental upbringing (Ede, 2023). This study agrees with a study done by Britwum et al. (2020) which asserts that poor parental attitude, peer influence and unregulated media use are causes of deviance.

In another study conducted in Nigeria by Eteng et al. (2021), truancy, drug abuse, bullying, examination malpractice and sexual immorality were identified as the prevalent deviant behaviours among university students. This study was aimed to examine the relationship between deviance and social media involvement in Nigerian universities. The study employed the survey research design. The study population was 69,152 from which a sample of 1,524 students was drawn. Data was collected using questionnaires. Data was analysed using one way ANOVA and tested at a significance of 0.05. The study further indicated that there is a significant relationship between the students' social media involvement and deviant behaviours in the spheres of sexual immorality, truancy and bullying. However, this study did not reveal any relationship between parenting styles and deviance. The current study therefore seeks to determine whether other than social media, parental upbringing has an influence on deviant behaviours. The study also seeks to establish whether parental upbringing could have an influence on deviant behaviours such as examination malpractice and drug abuse among university students.

In a study done to establish the determinants of substance dependency among undergraduate students in Nigeria, socioeconomic status, age and gender were found to be the major determinants (Oguntayo et al., 2020). This study adopted the ex-post facto design with a sample size of 269 respondents who were selected using simple random sampling technique. Hypothesis was tested using the T-test analysis and multiple regression. The males were reported to have more vulnerability to drug use contrary to their female counterparts. In addition, pocket money given to the students was a contributor to drug abuse especially during free time.

A study was conducted by Musyoki (2017) to find out the relationship between parenting style and crime among the youths living in slums. This study adopted a descriptive research design. The study population was 17,000 out of which a sample of

120 youths was drawn using stratified sampling. Data collection involved questionnaires and interview schedules. The findings showed that parenting styles significantly influence crime among youths in informal settlements in Tanzania. Absence of parental supervision and monitoring is forecasted to lead to engaging in criminal activities. Permissive and neglectful kind of parents have no concern about the whereabouts of their children or what they are doing which may lead to youths engaging in criminal activities. Authoritarian kind of parents are extremely strict and so once the children get freedom they may tend to participate in criminal activities. However, this research was exclusive to informal settlements and therefore it is hard to establish whether the youth were university students or not. The youth age bracket for the study is also not defined.

Juvenile delinquency and parenting styles were identified to have a significant relationship according to a study done by Civilization et al. 2021 on the relationship between parenting styles and delinquency in Uganda. One main indicator in this study was deviant behaviours. The study revealed that children with authoritative parents were less likely to engage in delinquent behaviours, because they are more confident and self-driven and therefore already aware of what they are supposed to do and may not engage in criminal activities. Authoritarian parenting style contributed less to juvenile delinquency. This is since the children have little or no room for expressing thoughts on discipline and so are supposed to follow rules and regulations as they are. Due to fear of punishment too, they may fear engaging in anything that may lead to it. Permissive parents may lead to delinquency since such parents are overfriendly with children and may fear confronting them when they go wrong. This may lead to undisciplined children with social skills deficit and disobedience (Sun et al., 2025). Children with uninvolved parents are usually emotionally withdrawn and lack attachment. They have an increased likelihood to be driven by peers into antisocial behaviours such as partying and drinking.

According to Chagalwa et al. (2012) parenting contributes to alcohol dependency among young people. They did a study to establish the relationship between parenting styles and alcohol use among college students in the Western province of Kenya. The study adopted a descriptive survey research design. The population for the study was 1000 teacher trainees from which a sample of 32 was drawn using purposive sampling.

Data was collected using questionnaires and analysed using Chi square and frequency distribution tables. The study found out that authoritative parenting style has the greatest influence on alcoholism since these students have so much unsupervised time which is spent on drinking for leisure. Students with authoritarian type of parents may develop low self-esteem which may lead them drink. This is because this type of parents usually establish firm rules which they expect to be followed without question, they do not allow room for children to express their opinions, are strict and sternly punish misbehaviour and disobedience. The study also established that permissive parenting style contributes greatly to alcohol use since there are no limits set on what they should or should not do, what is acceptable or unacceptable and so they cannot control behaviour. Students with uninvolved kind of parents have meagre self-concept and self-control which leads to indiscipline, uninvolved and antisocial behaviours like drinking (Lei, 2023). This study however majored only on one deviant behaviour whereas so many deviant behaviours are witnessed in the universities. The study also majored on colleges whereas the current study's focus is the university students. In addition, there's a very small purposive sample in this study whereas the current study has a larger sample.

Parents have a role on violent behaviours among students in secondary schools in Embu County Kenya according to a study done by Njagi et al. (2018). This study adopted the survey research design. The data was collected using questionnaires and focus group discussions. The study was carried out in use of parenting styles theory and bioecological theory. The study found that the students with authoritative parents would like to have conversations with their parents since they have been brought up in a space where they have been allowed to express feelings and thoughts. As such, the students find it very easy to seek counsel from parents and so when they get to universities, it is easier for them to make right decisions between what is right and what is wrong. Consequently, they have lower chances of engaging in deviant behaviours. Authoritarian parents are generally very harsh and strict and don't give room for dialogue. They punish children for making mistakes without even listening to them (Estlein, 2016). The children may end up getting frustrated and develop fear and resentment towards the parents. These frustrations may lead the children into engaging in violence. Permissive parents give excessive freedom and materials and do not demand much responsibility from the children. For this reason, the children lack

emotional regulation and do not learn the principle of delayed gratification which may bring about violence when needs are not met. Emotional needs of children with uninvolved parents are never met and this may result in bitterness which eventually leads to violence. The study however majored only on one deviant behaviour which is violent behaviour. The study also focused on high school students whereas the current study focuses on university students.

2.3 Authoritative Parenting Style and Deviant Behaviours

Authoritative parenting style acts as protective factor against youth delinquency in USA according to Siegel (2021) so long as they do not associate with other delinquent peers. These findings agree with a study done by Johnson (2016) which states that authoritative parenting style has the most beneficial outcomes for adolescents in USA. Adolescents raised by authoritative parents are well adjusted psychologically, are more assertive, self-reliant, have self-control, confidence and are contented with whatever they have. The strict behavioural supervision that is accompanied by emotional support reduces the probability of adolescents engaging in criminal behaviours. The study however has a limitation since even if parents are intentionally involved in the picking the children's friends at their tender ages, they could possibly fail to control them once they grow older and thus may get influenced and take part in deviant behaviours. This study also fails to reveal how vulnerable children raised by authoritative parents are to peer pressure.

A research was conducted in Spain by Moral-García et al. (2020) to establish the relationship between parenting, healthy habits, school motivations and academic performance in adolescents in Spain. This study involved adolescents aged 12-16 years and used a descriptive cross-sectional study design where a multivariate statistical analysis was conducted. The results in this study found parental emotional support for children's sports activities, especially for fun and not just for performance, helps the children become more motivated and less bored. The results also confirmed that physical presence of parents increased the likelihood that the children would excel at sports. Parental support also leads to success in education since they can help the children maximize study time and reduce time spent on irrelevant things like screen time. Parental support also decreases alcohol use among children which agrees with

research by Lei (2023). However, alcohol intake increases with age, so the more emotionally distant children are from their parents as they become older, the greater the risk to be influenced by peers to use drugs. It is expected that a child should become in full touch with values embedded in him, and not fall out with his focus even when away from parents; hence, there is a limit to the claim that a child raised by an authoritative parent can someday be influence by peer- influence or to change character from some time in life. Also, the age distribution of this study is lower than the age demographic of university students in Kenya.

Children raised by authoritative parents tend to be creative according to research conducted in Iran by Mehrinejad et al. (2015) to establish the relationship between parenting styles and creativity. The study found out that authoritative parenting style leads to creativity. This study adopted a descriptive research design that consisted of 400 male and female junior high-school students randomly selected who were aged between 12-14 years. Questionnaires were used to collect data and Pearson correlation was used to analyse data. As per the study, the parents are usually reasonable hence allowing children to be independent, practicing democracy, setting clear rules, being attentive and having expectations that are age appropriate. This develops thinking skills in children and they are able to make decisions which is a factor that leads to creativity. They are also able to act fearlessly and courageously without fear of the consequences which positively contributes to creativity. The current study will however adopt a correlational ex post facto research design. In addition, this study involved high-school students whereas the current study involves university students.

Igbo and Ihejiene (2014) carried out a study on the relationship between parenting styles, deviant behaviours and academic achievement of secondary school students in Cameroon. The ex-post-facto research design was adopted. A total of three hundred and fifty respondents participated in the study. Multi-stage sampling technique was employed to draw the required sample size. Data was collected using questionnaires. Analysis of Variance was used to test the hypotheses while means and standard deviations were used to analyse the research questions. The study established that authoritative parenting style contributes to positive academic achievement. It found out that for parents who were purposefully involved in academics, their children succeeded in their academics compared to those who were never involved. The findings of this

study agree with another study done by Asiamah (2013) in Nigeria which established that authoritative parenting style encourages learners to be creative in their studies, enables them to persevere when they face academic challenges, they are able to develop problem solving skills and they develop honesty in the learning process. However, the current study aims at investigating whether the creativity may lead learners into trying ideas that are antisocial thus leading to deviance. In addition, this study majored on academic achievement whereas the current study aims at establishing the relationship between parenting styles and deviance.

A study was done in Kenya by Odongo et al. (2016) to establish how parenting styles influence adolescents' school performance in Kenyan day secondary schools. The study found out that authoritative parents are responsible and reliable which contributes to their children's academic success. The study adopted the concurrent triangulation research design and a sample of 263 students took part in the study. Data was collected via questionnaires and interview schedules. Regression analysis was used to analyse quantitative data while thematic approach was used to analyse the qualitative data. The study established that these parents usually care about their children's performance, encourage them to work hard, purchase study materials for the learners and pay school fees on time. The parents are also approachable and this makes it easier for the children to approach them on matters affecting them leading to cognitive development which directly translates to success in academics. The current study seeks to establish whether there might be instances of children reared by authoritative parents who actually engage in deviant behaviours. In addition, the current study will be conducted on university students.

2.4 Authoritarian Parenting Style and Deviant Behaviours

Research was conducted by in Iran by Mehrinejad et al. (2015) to establish the relationship between parenting styles and creativity. The study found out that authoritarian parenting style hinders creativity among children. The study adopted a descriptive research design that consisted of 400 male and female junior high-school students randomly selected who were aged between 12-14 years. Data collection was done using questionnaires while Pearson correlation was utilised to analyse the data. According to the study, authoritarian parents are over controlling, set rules that are to

be followed without questions, excessively strict, do not recognize individual differences, or care about children's needs, have hardly any communication with their children and highly punish disobedience (Guide et al., 2021). This increases fear, which the child may not be ready to try new ideas and restricts creativity. But, the research does not argue that limited creativity may lead to deviation. Their age is a less age than that of students at the university where the current study is conducted.

Samiullah (2016) states that authoritarian parenting style leads to child delinquency. This is according to a study that sought to investigate the influence of parenting styles on children's behaviour in Pakistan. The study entailed quantitative research on a sample of 50 students and used a convenience sampling technique from a private school in Pakistan. Parents who use this dimension of parenting tend to be coercive and forceful and believe that children should obey and adhere to rules. As a result, this lowers the children's ability to develop coping mechanisms. The study however failed to unveil whether the behaviour continues throughout to adulthood or whether there is some point of change. The study was also carried out in a private high-school whereas the current study will be conducted in universities. The sample size for this study is a bit small whereas the current study will have a larger sample size.

According to Abdullah et al. (2020) in a study conducted in Indonesia, authoritarian parenting style reduces empathy in children. This study sought to establish the effects of parenting styles on empathy in children. The study involved 233 parents that were selected using convenience sampling technique. Questionnaires were used to collect data which was analysed using Pearson correlation and multiple regression. Empathy is the ability to comprehend the thoughts, feelings or emotional state of another person. This study doesn't however explain whether lack of empathy may contribute to deviant behaviours which the current study aims at investigating.

Johnson (2016) examined the association between parenting and delinquency in a U.S.A study. The study found out that authoritarian parenting style can be both effective and non-effective depending on how it is applied. Adolescents develop anger, discontentment, withdrawal symptoms, mistrust and frustration due to hostility and rejection by parents which fosters antisocial behaviour. However, if trust, communication, parental involvement and care is applied this parenting style may be

effective and children develop confidence and self-esteem even though there exists difficulties in coping. However, there lacked evidence of how negative feelings expressed result to deviance from the study.

Research was conducted in India by Jadon and Tripathi (2017) to establish the effects of authoritarian parenting style on the self-esteem of children. Children aged 6-19 years old were the main respondents of the study. The study established that authoritarian parenting style negatively affects the self-esteem of a child since the parents are so rigid, strict and overcontrolling. This therefore hinders the ability to endure challenges and handle situations which makes them feel unworthy and inferior thus destroying confidence and self-esteem. This study does not reveal whether low self-esteem and confidence may cause them to get involved in deviant behaviours especially while growing up as a means of seeking validation.

Asiamah (2013) did a study on the effects of parenting styles on secondary school student's lifestyle. According to the study, authoritarian parenting style encourages indiscipline, discourages leadership skills and leads to pretension which may later cause rebellion according to a study done in Nigeria. These children do not also have a sense of belonging. This study agrees with a study done by (Hartini et al., 2022) which established a link between authoritarian parenting and aggressive behaviour. Aggressiveness which comes from the word aggression is a behavioural tendency to harm other people verbally, physically or psychologically. It refers to feelings of anger which result to violent or hostile behaviour and readiness to attack or confront. It can be manifested in fighting, killing, attacking, injuring others, punishing or damaging other people's property. This deviant behaviour is a menace among students in university whereby students that are unable to control their anger express it through aggressiveness for instance, killing due to frustration from issues of love. This study however majored on adolescents and according to (Brief, 2020), an adolescent is an individual who is between 10-19 years old. University students who are the subjects of this study are however above 19 years old.

Another study was conducted in Kenya by Odongo et al. (2016) to establish the influence of parenting on students' academic performance in day secondary schools. The study found out that children majorly brought up by authoritarian parents are poor

performers. This study also established that these parents are never keen on details of their children's performance but rather keep dictating on what should be done. They neither consider their children's nor the teachers' views but hold the stance that they are always right. Owing to their old age, they assume that they have lots of experience hence consider themselves more knowledgeable. These parents tend to be cruel so their children have difficulties approaching them when they have issues. When children have unresolved issues, their concentration is tampered with and this affects their performance. This study agrees with a research conducted in Pakistan by Rauf and Ahmed (2017) which asserts that when children are overly restricted with too much demandingness, they are most likely to lose their confidence and self-esteem which sabotages their academic achievement levels. This study recommended deeper research for an in-depth insight of the topic and compare it with other variables. Therefore, the current study aims at establishing the relationship between authoritarian parenting and deviance.

2.5 Permissive Parenting Style and Deviant Behaviours

According to Johnson (2016) permissive parenting style is a destructive and negative parenting style and most adolescents raised through this style tend to be poorly adjusted psychologically and experience depressive symptoms in USA. They also lack self-control and are immature. It accounts for adult criminal behaviours more in black people than the white people. Since children are not called to account for their mistakes, when they come of age, they tend to resist rules and therefore engage in antisocial behaviours. Most of their relationships also tend to be dysfunctional. This study agrees with a study done by Suleiman (2019) which revealed that children overpampered by their parents have higher maladaptive behaviour tendencies. The study conducted in Nigeria reported that in school instances, permissive parents are never bothered to follow up on their children's studies or assignments. This study however does not establish how permissive parenting style contributes to deviance in higher learning institutions.

Research was conducted in USA to establish the relationship between youths and risky farm behaviours (Jinnah & Stoneman, 2016). This study explored whether permissive parenting style had an influence on youth farming risk behaviours. The sample size

involved 67 youths aged 10-19 years together with their parents and the result analysis involved descriptive analysis and hierarchical multiple regression model. The study established that permissive parents exhibit laxity in disciplining children, teaching them about safety and setting clear rules which are accompanied by reasonable consequences which make the youth more vulnerable to engaging in risky farm behaviours. In most cases, these parents tend to give justifications for the rules they set. The focus of the current study is to investigate whether permissive parenting style can be affiliated with the prevailing deviant behaviours among the youth in universities.

A study conducted in Indonesia, Asia by Anandari (2016) established that permissive parenting style leads to addiction in online gaming. This is a study that sought to find out how permissive parenting style triggers addiction to online gaming and involved males aged between 15-17 years who were purposively selected. Qualitative data was collected using the phenomenological approach. The study found out that the parents provide all the required resources their children need to play the online games but do not set rules on what is expected so the children have their freedom to choose when and how long to play which leads to addiction. Parents are usually so busy and so express their affection by giving their children whatever they want and do not demand anything from them. This study however does not show how this permissive parenting style can affect their future behaviour.

A study done in Pakistan by Asmat et al. (2017) reveals that permissive parenting style increases the probability of psychopathology in children. This study aimed at finding out the relationship between permissive parenting style and psychopathology in children. The study used a correlational research design and consisted of children 5-12 years old and 75 fathers and 75 mothers. Questionnaires were administered and correlational and regression analysis were utilized in analysing the data. The study found out that the children develop conduct challenges and a deficit in attention. Permissive fathers are so lenient, grant excessive freedom and do not establish clear boundaries which may result to impulsivity as long as behaviour is concerned. Permissive mothers do not correct their children anytime they do something wrong due to their warm and caring nature which they fail to regulate (Estlein, 2016). They have the likelihood to not to help their children differentiate between the right and the wrong. This may make the children become socially irresponsible.

Research conducted by Mehrinejad et al. (2015) in Iran on the relationship between parenting styles and creativity established that permissive parenting style is not in any way related to creativity in children. Permissive parents do not give attention to their children even though they express affection and warmth. They are more of friends with their children and so do not enforce rules, have minimal expectations and rarely punish their children. There exists a close relationship with their children which hinders the decision-making ability in their children. Therefore, it is essential to study whether decision making ability influences the decisions they make once they grow older.

According to a study done by Raja (2022), behavioural deviance is common among higher secondary school students in North Kashmir India. The study employed descriptive survey design and adopted random sampling. The target population was 11th and 12th grade learners in higher secondary schools and the sample size was 403. Data was collected using parenting style scale and behaviour deviance scale. Analysis of the collected data was done using percentage and frequency counts. The study showed that permissive parenting style is the major contributor to behavioural deviance among the students. However, the study failed to explain how the parenting correlates to deviance. Also, secondary school learners formed the study population whereas the current study involves university learners.

Children reared by permissive parents have poor academic achievement according to research done by Odongo et al. (2016) on parental influence on performance of learners in day secondary schools in Kenya. This study established that permissive parents often defend their children any time they engage in indiscipline cases and do not support the idea of them being disciplined. The study adopted the concurrent triangulation research design and a sample of 263 students took part in the study. Data was collected via questionnaires and interview schedules. Regression analysis was used to analyse quantitative data while thematic analysis was used to analyse qualitative data. The study found out that children are prone to fall into the wrong company since they are not guided and have a lot of freedom. This may result to indiscipline which affects their academic performance. In addition, the study concluded that most children with indiscipline problems are raised by permissive parents. The findings of this study agree with a study conducted by Nyang'au et al. (2016) which found out that permissive parenting style contributes greatly to cheating in examinations. This is because these

children do not experience any behavioural control from their parents. Teachers interviewed in the study also revealed that such students exhibit much indiscipline cases which can lead to examination malpractice. This study was however limited to examination malpractice only therefore the current study aims at relating parenting styles to other deviant behaviours.

2.6 Neglectful Parenting Style and Deviant Behaviours

According to a study done in Spain by Moreno-Ruiz et al. (2018) neglectful parenting style results to adolescent's violence. The study was conducted to establish the relationship between parenting styles and violence among adolescents where 2399 adolescents aged 12-18 years were the respondents. Data was analysed using multivariate analysis of variance (MANOVA). The study conveyed inadequate control of child behaviour, absence of parental support and lack of affection as major contributors to violence. Lack of emotional support contributes to violence even more than poor control of behaviour since children may develop poor coping and social skills. When young boys undergo the adolescent phase without emotional affection, there is a high likelihood that they may engage in violent behaviours. However, this study was only exclusive to violence whereas the current study aims at studying other deviant behaviours.

Wang et al. (2022) conducted a study to establish the relationship between deviant behaviours and childhood experiences. The study found out that early childhood experiences contribute to deviance among adults in China. People who experienced any form of abuse while they were young and those from dysfunctional families may tend to have behavioural problems when they grow up. Parent neglect may lead to immaturity and affect adaptation, leading to developmental risks including deviant behaviour as a means to cope with environmental stressors. Strain such as lack of resources is also experienced by people who experienced abuse and this may compel them into engaging in deviant behaviours to attain the ultimate goal of happiness. However, this study did not show whether parenting styles influence children into engaging in deviant behaviours which the current study aims at investigating.

In another study conducted in USA by Johnson, (2016) on the relationship between parenting and delinquency, neglectful parenting style was identified as the most destructive parenting style since most adolescents raised by neglectful parents reported to have the most psychological issues, the most depressive symptoms, maladjustment and the highest rate of drug abuse. These children experience rejection which leads to antisocial behaviours such as narcissism and violence. Parents rarely talk with their children concerning morality issues except when the child's behaviour is in question and in majority of cases the parent defends the child as a victim of the circumstance.

Research conducted in Delta State University Nigeria by Okorodudu (2015) on the impact of parenting styles on adolescent delinquency established a relationship between parenting styles and the behaviour of adolescents. Children whose parents are authoritative have better chances of doing well in academics while on the other hand, authoritarian parenting may lead to poor academic performance. Due to high control and harshness depicted by authoritarian parents, such children may engage in deviant behaviours such as cheating in examinations so as to please their parents and also avoid the repercussions that come with failing examinations. The study also depicted less delinquency in children brought up by authoritative parents since they receive love, affection and warmth which children raised by authoritarian parents may not experience. These children may end up seeking the love and affection elsewhere thus engaging in deviant behaviours. For example, they may have relationships with older people so as to obtain the love they missed out from their parents. Permissive parenting style also leads to delinquent behaviours since these parents rarely set rules to their children and therefore the child grows up knowing they can do anything they want to. This aligns with a study by (Opiyo et al., 2018). This research however did not focus on neglectful parenting style which this study wishes to establish.

A Nigerian study by (Mahmood et al., 2021) explored why tertiary students engage in deviant behaviour. This study adopted a descriptive survey research design. The study found out parental neglect, poor government response, peer pressure, poverty, broken homes, media exposure, parental rejection, lack of properly trained teachers and anger as some of the most general causes of deviant behaviours in tertiary institutions with parental neglect being the most dominant cause. This study did not however go further

in explaining how parental neglect and deviance correlate among those students in tertiary institutions.

According to Njagi and Mwanja (2017) neglectful parenting style accounts for the highest rate of school dropout. The study aimed at investigating parenting styles as indicators of education dropout among Secondary school students and involved a sample size of 399 respondents who were selected using stratified and systematic sampling method. The study adopted a survey research design. This study conducted in Embu found out that neglectful parents offer no emotional support to their children, do not supervise their children's activities and are disengaged from what their children do therefore the children take responsibility for their own behaviours. They may also not offer material support to their children which may make the process of learning difficult thus making them to drop out. However, this study only focused on parenting and educational accomplishment but did not focus on deviance.

Research conducted in Chuka, Kenya by Nyaga et.al. (2023) showcased that poor parental upbringing contributes to moral decadence among the youth. This study sought to establish the factors responsible for moral decadence among the youth in Chuka presbyterian church. The target population was 3286, where a sample size of 334 was drawn. Data was collected via focus group discussions, questionnaires and interviews. The study established that parents are busy in pursuit of money and care less about their children's moral development and discipline. They also give less time to their children which makes the children vulnerable to peer pressure which eventually lead them into wrongdoings. It is however unclear from the study at what age the moral decadence manifests. In addition, this study was carried out in a church where moral decadence is to some degree not tolerated whereas the current study will be conducted in universities.

2.7 Theoretical Framework

Theories make research meaningful and enhance the research objectives. This study will adopt two theories that is, the Social Learning Theory and the Parenting Styles Theory.

2.7.1 Social Cognitive Theory

This study will adopt the Social Learning Theory developed by Albert Bandura in 1977. According to Bandura, human beings actively process their thoughts and emotions and this influences how they behave. The social and physical environment influences human beings' thoughts which consequently influences their behaviour. This theory has been utilized by other researchers such as (Lukman, 2021) who conducted a research on Prevalence of Moral Decadence Among Youths in Kaduna North Local Government Area, Kaduna State.

The social learning theory came up with the observational learning concept which stresses that individuals learn by observing and imitating models and reinforcement. These models could be their teachers, parents, friends, artists or even people from the television. People learn by observing others and also, watching the consequences of other people's actions. Bandura also developed the principle of reciprocal determinism which states that people and their environment interact and influence each other. People can influence and change their social and physical environments.

Thus, the role of modelling, observation and imitation is very vital in acquiring behaviour. The behaviour of the model has a great influence on the person learning. In connection to this study, children could acquire behaviour from their parents through reinforcement, direct teaching or modelling. Children watch and imitate the behaviours of their parents. If a parent portrays deviant behaviours, the children will likely engage in the same. In addition, punishing or rewarding behaviour could determine how a child behaves in the future. If a mistake is not corrected every time it happens, the child may end up deviant.

Social Learning Theory also emphasizes the importance of parental supervision and control in shaping children's behaviour. Parents who maintain clear rules and consequences for instance authoritative parents have a higher likelihood of preventing deviant behaviour in their children as opposed to those who do not. Communication between children and parents is very vital in determining the occurrence of deviance. When communication is open like in authoritative parenting style, there is room for guidance which may hinder children from engaging in deviance. The parent-child relationship is very vital as well since it fosters a sense of belonging and trust thus

reducing the probability of the children being deviant as a means to seek validation or attention elsewhere.

This theory is however limited by the fact that aside from parents, many other models could influence the behaviour of a child such as the social media, peers or even the environment can also play a big role to contributing to deviant behaviours. The introduction of the second theory therefore endeavours to close up this gap.

2.7.2 Parenting Styles Theory

The study will also adopt the parenting styles theory developed by Baumrind (1966) and later Maccoby and Martin's (1983). The theory defines parenting based on two dimensions; parental demandingness and parental responsiveness. These theorists came up with four parenting styles which include authoritative, authoritarian, permissive and neglectful parenting styles.

Parental demandingness refers to the demands that parents place on their children to mature and become a part of the family unit through supervision, disciplinary actions, and a readiness to handle disobedient children. Parental responsiveness is on the other hand identified as parental supportiveness and warmth. This refers to the level to which parents actively encourage individuality, self-control, and self-assertion in their children by paying attention to, supporting, and complying with their demands and needs (Estlein, 2016).

Authoritative parenting style is identified by high demandingness and high responsiveness, authoritarian parenting style is identified by high demandingness and low responsiveness, permissive parenting style is identified by low demandingness and high responsiveness while neglectful parenting style is identified by both low demandingness and low responsiveness (Berge et al., 2016)

In authoritative parenting style, parents are close to children and nurture positive relationships with the children. Communication is open and honest between parents and children and children's opinions are highly valued. Democracy is a major component in decision making (Anandari, 2016). There are clear rules to be followed and

consequences that follow defying the rules. Parents also encourage independence rather than dictatorial. Family rule is usually democratic (Guide et al.,2021). Children raised by this kind of parents develop confidence and are responsible. Children are able to regulate emotions more easily which promotes mental and emotional health. They also have a high self-esteem. A study done by Mbungu et al. (2019) reveals that actions like showing empathy, encouragement, positive criticism, expression of love, leading by example and protection from harm, improve the self-esteem of children. Guide et al. (2021) states that in authoritarian parenting style, the parent is the only source of communication and they set rules which are to be followed without question. Punishment follows mistakes and parents do not even listen to their children. Children relatively behave well to avoid consequences (Anandari, 2016). However, they also tend to manifest aggressiveness which may result to anger issues if not managed. They are poor in decision making and have low self-esteem. On account of the strictness exhibited by the parents, the children may tend to rebel against them more so when they are away in the universities which negatively influences behaviour as they grow. They also become vulnerable to stress and depression (Estlein, 2016).

In permissive parenting style, parents are warm and have limited or no rules at all. They have minimal or no expectations which results to discipline issues (Anandari, 2016). They are more of friends than parents. Leniency is highly applied and even if the parent notices bad behaviour in their children they do not punish to avoid hurting their children (Guide et al. 2021). Children are allowed to figure out things for themselves. They are also in charge of their decisions even when they do not have ability to (Raja, 2022). They may tend to pick bad habits such as unhealthy eating, phone addiction, sleeping and getting up late due to freedom granted to them which may lead to poor self-regulation, impulsivity and selfishness. In neglectful parenting style, parents grant much freedom to children. There exists a detachment between the children and the parents even though they fully provide their children's needs. There lacks emotional intimacy between parents and their children as a result of being overwhelmed by their own activities (Anandari, 2016). They do not necessarily discipline their children and do not nurture them. These children tend to have problems controlling their emotions, challenges with coping and developing positive relationships (Guide et al.,2021).

The Parenting Styles theory has been utilized by other researchers such as Njagi et al. (2018) in their study on The Role of Parenting Styles on Violence among Students in Secondary Schools in Embu County, Kenya. In addition, the theory was also adopted by Roman et al. (2015) in the study Parenting styles and psychological needs influences on adolescents life goals and aspirations in a South African setting.

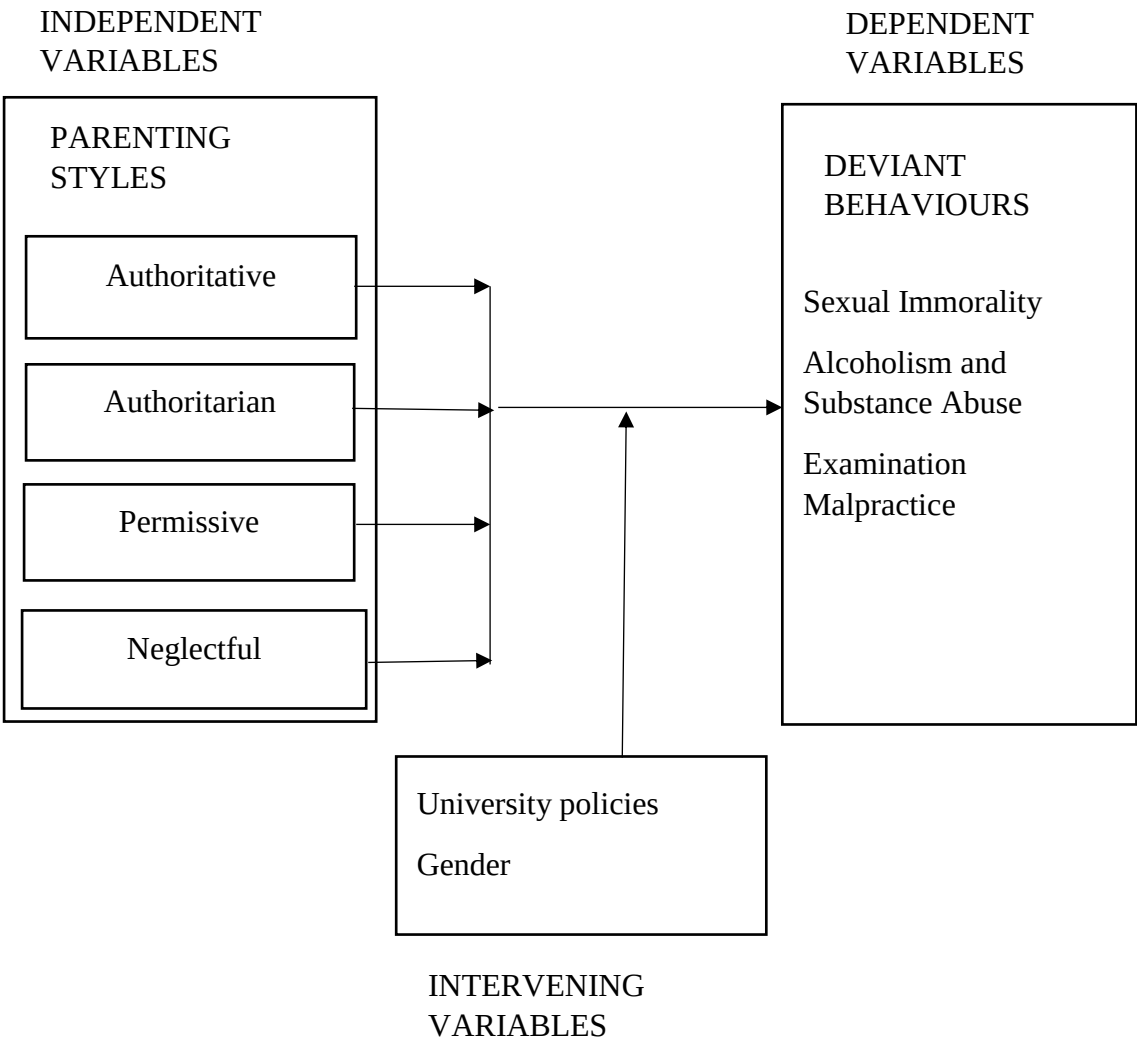
2.8 Conceptual Framework

The conceptual framework illustrates the relationship between the independent variable and the dependent variable and how intervening variables can affect this relationship. Parenting styles is the independent variable. The indicators of parenting styles include authoritative, authoritarian, permissive and neglectful parenting styles. The dependent variable is the deviant behaviours and its indicators include drug abuse, examination malpractice and sexual immorality. The intervening variables include gender and university policies. Parenting styles may predict variation on deviant behaviours. The conceptual framework is illustrated in Figure 1.

Conceptual Framework

Figure 1

Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, the location of the study, the population of the study, sampling procedures and sample size, the research instruments, pilot study, reliability and validity of instruments, data collection procedures, data analysis and ethical considerations.

3.1 Research Design

This study adopted a correlational descriptive research design. This is a research design which focuses on establishing relationships between two or more variables in the corresponding population or between the same variables in two populations (Curtis et al., 2015). The design was appropriate since the researcher does not have a direct control of independent variables or dependent variables. The independent variables were not manipulated. This design enabled the researcher determine how parenting styles and deviant behaviours among university students correlate. Correlation coefficient (r) demonstrated the direction and degree of the relationship between parenting styles and deviant behaviours. The research design also enabled the researcher collect data using both quantitative and qualitative methods. Multiple regression indicates the regression between dependent variable and the independent variables jointly predicted by the model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Y= Deviant behaviour (Examination malpractice, Drug abuse, Sexual immorality)

β_0 = the y intercept

X_1 = Authoritative parenting style

X_2 = Authoritarian Parenting style

X_3 = Permissive Parenting Style

X_4 = Neglectful Parenting Style

$\epsilon = \beta_i = (1, 2, 3, 4) = \text{Coefficients of Determinants of Deviant Behaviour}$

3.2 Location of the Study

This study was carried out in four public universities in Mt Kenya East Region, Kenya. Mt. Kenya East Region constitutes three counties; Embu, Meru and Tharaka-Nithi county. This region was purposively selected since it has a high number of public universities. In addition, socio-economic factors influenced the choice of the location of the study. For instance, diversity in the location, that is the region has universities located in both rural and urban areas and diversity of the students they admit in relation to the social class and, local and international students which is a major indicator of parenting styles. In addition, the region was selected since it has universities that are newly established and others that have been existed for a longer period.

3.3 Target Population

A population is a group of individuals or units from which a researcher intends to conduct a research on and draw conclusions from (Asiamah et al., 2017). Data was collected in the four public universities in Mt. Kenya East region. The population of this study was 28, 250 second year and third year students from the universities of study.

3.4 Sampling Procedures and Sample Size

Purposive sampling was used to select the second year and third year students who were the respondents of this study. These students were selected since they are more likely to exhibit deviant behaviours. One faculty/school from each institution was also purposefully selected to be part of this study. Different schools/faculties were selected for diversity since students taking different courses may have been parented in different ways. Simple random sampling was used to select students for the study. The total population for the study was 28,250 students. The accessible population, which is the population from each selected faculty was 6,000 students.

Table 1

Universities, Selected Faculties and Population

University	Faculty	Population
A	Faculty of Education	1753
B	Faculty of Nursing	934
C	Faculty of Arts and Social Sciences	2142
D	Faculty of Business Studies	1171
Total		6000

Slovin's formula was used to calculate since it has a confidence level of 95% in its level of accuracy (Rono, 2018). A population of 6,000 requires a sample size of 375 using the formulae:

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

Where:

n= Sample size

N= Population size

e= margin of error

Therefore:

$$n = \frac{6000}{1+6000(0.05)^2}$$

$$n = 375$$

In addition, a Dean of Students and a students' counsellor from each university were purposively selected to be a part of the research. Convenience sampling was used to select a students' counsellor from each university to take part in the study. Table 2 shows the universities, accessible population, the sample size and the sampling procedure:

Table 2

Universities, Accessible Population, Sample Size and Sampling Procedure

Universities	Accessible Population	Sample size	Sampling Procedure
A	1753	110	Simple random
B	934	58	Simple random
C	2142	134	Simple random
D	1171	73	Simple random
Total	6000	375	

3.5 Research Instruments**3.5.1 Questionnaire for Student Respondents (Robinson et.al, 2001)**

A questionnaire is a tool for gathering and documenting data regarding a specific topic of interest. It consists mostly of a set of questions, but should also create room for administrative information or replies, as well as clear directions (Patel & Joseph, 2016). The questionnaire used the Likert scale for scoring and the questions were modified from the Parenting Styles and Dimensions Questionnaire (PSQD) developed by Robinson et.al (2001). The questionnaire for students consisted of close-ended questions that were divided into three sections, that is, section A, B and C. In Section A, respondents filled in their demographic information. Section B covered the students view on the deviant behaviours in the universities. Section C covered the students views on parenting styles and their relation to deviant behaviours. The Likert scale was on a 5-point scale whereby 1- *strongly disagree*, 2- *disagree*, 3- *neutral*, 4- *agree* and 5- *strongly agree*.

3.5.2 Interview Schedule for the Dean of Students and Students' Counsellors

Interview schedules consisted of open-ended questions and asked questions concerning the deviant behaviours and the parenting styles. The interview schedule was conducted among the Dean of Students and one students' counsellor from each of the institution. Hence, the interview schedule was conducted to 8 respondents. Both interview schedules, that is, for the Dean of Students and the Students' counsellor had six similar questions. The first question related to parenting styles, second one on prevalent deviant behaviours, third one on years of study which express most deviance, fourth on causes of deviance, fifth question on effects of deviance, and the last question on the relationship between parenting styles and deviant behaviours. The questions enabled

the researcher get more profound details which may not have been captured in the questionnaires.

3.6 Pilot Study

The researcher conducted a pilot study before the actual data collection. Piloting was carried out in two universities in Mt Kenya West Region which were assumed to have similar characteristics with the actual universities of study. A sample of 38 respondents which is 10% of the total sample for the actual data collection respondents participated in the pilot study since the pilot sample should be large enough to represent the research sample (Hazzi & Maaldaon, 2015). Piloting was necessary because it facilitated the identification of any ambiguity in the questionnaires. It also assisted the researcher in identifying the setbacks the respondents would probably encounter while answering the questions. The findings guided in preparing the final study instruments.

3.7 Reliability of Instruments

Reliability refers to consistency in measurements after repeated attempts (Heale & Twycross, 2015). After the pilot study, the data collected was used to determine the reliability of the research instruments. The internal reliability of the research instruments was measured using the Cronbach's Coefficient Alpha method. Results obtained facilitated review of the questionnaires for improvement. A reliability of $\alpha = 0.7$ and above is recommended for research in social sciences, consequently, this method was adopted for this study (Hazzi & Maaldaon, 2015).

3.8 Validity of Instruments

Validity describes how accurately a study measures what it intends to measure. It indicates whether a study is actually testing what it claims to be testing (Noble & Smith, 2015). The supervisors checked the questionnaires to ensure they were in accordance with the research objectives thus ensuring content validity. Experts from the department of education together with the supervisors checked for face validity to ensure that the formatting is correctly done, the font size used is appropriate, there is logical arrangement of items and the language used was appropriate so as to ensure the questions were easily read and understood by the respondents. Construct validity was

determined by ensuring the questionnaires cover both the parenting styles and the deviant behaviours aspects in accordance to the theories used in the research.

3.9 Data Collection Procedures

The researcher got an ethical clearance letter and an introductory letter from the Tharaka University Institutional Scientific and Ethics Review Committee (ISERC). Thereafter, the researcher sought permission from National Commission for Science Technology and Innovation (NACOSTI) to collect data. The researcher visited the respective universities before the actual day of research so as to create a rapport and request endorsement for data collection. During the data collection, the researcher gave the questionnaires to the students through the assistance of their class representatives which they were asked to fill. In addition, the researcher booked an appointment with the Dean of Students and the Students' Counsellors from the institutions for the interview schedules.

3.10 Data Analysis

Data analysis was conducted by the aid of Statistical Package for Social Science (SPSS) version 29 and Microsoft Excel 2019. SPSS was used since it can hold a large volume of data. Data was coded as per the objectives and then entered into the computer for analysis. Frequency tables, graphs and pie charts helped in visualizing the data. Quantitative data was analysed using descriptive and inferential statistics. Descriptive analysis included mean, percentages and standard deviations, while inferential statistics included the T-test and multi-linear regression. Hypotheses was tested at 0.05 level of significance. Normality test was conducted for the researcher to make accurate and reliable conclusions. Autocorrelation test was conducted to check non-existence of autocorrelation. The T-test was used in determining the cause effect relationship between the dependent variable (deviant behaviours) and the independent variables (parenting styles) of regression coefficients at 5% level of significance. Multi linear regression was used to indicate the regression between dependent variable and the independent variable jointly while correlation facilitated the determination of the presence and the strength of association between the individual variables at 5% level of significance. Qualitative data obtained from the interview schedules was analysed using thematic analysis. The summary of data analysis is outlined in Table 3

3.11 Ethical Considerations

The principles of confidentiality, autonomy and voluntary participation guided this study. The researcher ensured that confidentiality of the respondents was maintained. Consent was sought by the researcher from the respondents before administering the interviews and questionnaires to the respondents. The researcher explained the reason of the research to the respondents and let them make an informed decision on whether to participate in the research or not. Respondents were asked not to indicate their names for anonymity and their responses were not be shared with anyone except the supervisors for the purpose of guidance in the research.

Table 3

Data Analysis Matrix

Research Hypothesis	Independent Variables	Dependent Variables	Test Statistics
Ho1. Authoritative parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt Kenya East Region, Kenya.	Authoritative Parenting Style	Deviant Behaviours	T test Multi-linear Regression
Ho2. Authoritarian parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt Kenya East Region, Kenya.	Authoritarian Parenting Style	Deviant Behaviours	T test Multi-linear Regression
Ho3. Permissive parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt Kenya East Region, Kenya	Permissive Parenting Style	Deviant Behaviours	T test Multi-linear Regression
Ho4. Neglectful parenting style has no statistical significant relationship with deviant behaviours among students in public universities in Mt Kenya East Region, Kenya	Neglectful Parenting Style	Deviant Behaviours	T test Multi-linear Regression

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Response Rate

The study targeted a total sample size of 383 participants comprising 375 students and 8 university staff (three deans of students and five student counsellors) selected from four public universities in Mt. Kenya East Region, Kenya. The response rate was determined by comparing the number of individuals who returned a duly completed questionnaire (actual respondents) to the targeted sample. Out of the 375 students that were issued with questionnaires, 360 returned duly complete questionnaires. This represents a response rate of 96.0%. Additionally, all the eight-university staff successfully participated in the interviews, resulting in a 100.0% response rate for the qualitative component, as summarized in Table 4. Overall, the study achieved a high response rate of 96.08%, which exceeds the minimum 70% response rate threshold recommended by Mugenda (2018) for social science research to be considered adequate and representative of the target population. This high response rate enhanced the validity and generalizability of the findings.

Table 4

Response rate

Group	Target sample	Responses	Response rate
Survey (Quantitative)	375	360	96.00%
Interviews (Qualitative)	8	8	100.00%
Overall	383	368	96.08%

4.2. Reliability and Validity Analysis

Reliability is the degree to which a research instrument yields constant results upon repeated trials. According to Mugenda (2018), an instrument is considered reliable if the reliability coefficient is at least 0.70. In this study, reliability was examined using Cronbach's Alpha, which measures the internal consistency of the questionnaire items. From Table 5, the study yielded a Cronbach's Alpha coefficient of 0.749 from the 36 questionnaire items. This indicates that the items had acceptable internal consistency,

and the instrument was thus reliable for data collection. Therefore, this level of reliability aligns with the threshold recommended by Mugenda (2018) and supports the conclusion that the instrument had items with high internal consistency and were dependable in measuring both dependent and independent variables used in this study.

Table 5

Reliability Statistics

Cronbach's Alpha	N of Items
.749	36

Validity refers to how effectively an instrument measures what it is designed to measure (Patel & Joseph, 2016). In this study only construct validity was tested. This was carried out using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity.

Table 6 summarises the validity test conducted. The KMO value obtained was 0.785, which is well above the minimum acceptable value of 0.6, indicating that the data was suitable for factor analysis. Moreover, Bartlett's Test of Sphericity was statistically significant ($\chi^2 = 6326.641$, $df = 630$, $p < 0.000$), suggesting that the variables were sufficiently correlated, thus a justification for the use of factor analysis. Therefore, these results ratify that the data collection tool used in the study met the required standards for validity and was appropriate for measuring the constructs of parenting styles and deviant behaviors among university students in Mt. Kenya East Region.

Table 6

Validity Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.785
Bartlett's Test of Sphericity	Approx. Chi-Square	6326.641
	df	630
	Sig.	.000

4.3.Demographic Statistics

A total of 360 valid responses were analyzed, covering key variables including gender, age, year of study, upbringing background, and parental occupation to provide context to the findings and give clarity on the nature of the respondents. The results were summarized in Table 7

Table 7

Demographic summary

Item	Grouping(s)	N	Percentage (%)
Gender	Male	169	46.9
	Female	191	53.1
Age	18-20 years	71	19.7
	20-22 years	179	49.7
	22-24 years	100	27.8
	25 years and above	8	2.2
Year of Study	Second Year	113	31.4
	Third Year	232	64.4
	Fourth Year	14	3.9
	Alumni	1	.3
Who brought you up?	Both parents	258	71.7
	One parent	70	19.4
	Guardian	27	7.5
	Siblings	3	3.6
	Peasants	76	21.1
What do your parents do for a living?	Others	2	0.6
	Self-employment	190	52.8
	Public employment	80	22.2
	Private employment	13	3.6
	N/A	1	.3

Out of the 360 respondents, 53.1% (n=191) were female, while 46.9% (n=169) were male. This indicates a balanced gender representation, though female students slightly outnumbered their male counterparts. Regarding age, most of the respondents, 49.7% (n=179), fell within the 20–22 years age group. This was followed by 27.8% (n=100) who were aged between 22–24 years. Additionally, 19.7% (n=71) were between 18–20 years old, and only 2.2% (n=8) were aged 25 years and above. This shows that 77.5% of the sample was aged between 20 and 24 years, reflecting the typical university age bracket in Kenya.

In reference to academic year, 64.4% (n=232) of respondents were in their third year of study, while 35.6% (n=128) were in second year of study. This aligns with the sampling criteria that targeted second and third-year students as the focus group of the study. When asked who brought them up, the majority (71.7%, n=258) reported being raised by both parents. Others included 19.4% (n=70) who were raised by one parent, 7.5% (n=27) by a guardian, 0.6% (n=2) by others, and 0.8% (n=3) by siblings. This indicates that a strong parental presence was common among the respondents, which is important when examining the influence of parenting styles on behaviour.

On the occupation of parents or guardians, 52.8% (n=190) of the respondents indicated that their parents were self-employed. This was followed by 22.2% (n=80) in public employment and 21.1% (n=76) whose parents were peasants. Private employment accounted for 3.6% (n=13), while only 0.3% (n=1) indicated no applicable occupation. These findings hint that most students are raised in households that rely on self-employment or small-scale informal economic activities. Equally, these demographic characteristics provide a solid background for understanding the context within which parenting styles can influence deviant behaviours among students in public universities in Mt. Kenya East Region.

4.4. Disparities in Deviance Behavior by Demographic Segmentation

As a result of the observed demographic diversity among the respondents, inferential statistical analyses were conducted to examine if demographic factors had a statistically significant effect on deviant behavior. These analyses aimed to assess whether key background variables such as age, upbringing, parental occupation, year of study, and

gender contributed to variations in the deviance behaviors among the respondents using ANOVA and t-tests

4.4.1. Analysis of Variance (ANOVA)

A one-way ANOVA was performed to assess whether students' deviant behavior scores differed significantly across the age, year of study, parental occupation, and who brought them up. The results are presented in Table 8.

Table 8

ANOVA analysis

Demographic category	Subjects	Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	9.964	4	2.491	5.168	.00
	Within Groups	171.110	355	.482		
	Total	181.074	359			
Who brought you up	Between Groups	.753	4	.188	.371	.830
	Within Groups	180.321	355	.508		
	Total	181.074	359			
What parents do for living	Between Groups	8.680	4	2.170	4.468	.002
	Within Groups	172.394	355	.486		
	Total	181.074	359			
Year of Study	Between Groups	6.811	3	2.270	4.638	.003
	Within Groups	174.263	356	.490		
	Total	181.074	359			

From Table 8, age was found to significantly influence deviant behaviour among university students ($F(4,355) = 5.168, p = 0.000$), implying that different age groups experience or perceive deviant behaviour differently. This could imply that students' maturity level or exposure is instrumental in influencing behavioural outcomes. Likewise, parental occupation yielded statistically significant differences ($F(4,355) = 4.468, p = 0.002$). Students from families where parents were employed in different sectors had different value systems, resources, or supervision levels, potentially shaping their behaviour in varying ways.

Year of study also showed substantial variation in relation to deviant behaviours, ($F(3,356) = 4.638, p = 0.003$). This indicates that students' behavioural tendencies may evolve as they progress through university, possibly due to increased autonomy or peer influences. However, there was no statistically significant difference based on who brought up the student ($F(4,355) = 0.371, p = 0.830$), suggesting that, despite varying upbringing backgrounds (e.g., by one parent, both, guardians, etc.), there is no strong proof that this variable alone significantly affects deviant behaviour patterns.

4.4.2. Independent t-Test for Gender Differences

An independent t-test was carried out to examine whether gender had a significant influence on deviant behaviour among students. The results are summarized in Table 9.

Table 9

Independent T-Test for Gender Differences in Deviant Behavior

Factors	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	Df	Sig. (2-tailed)
Gender	5.939	.015	1.362	358	.174

The t-test results indicate that there was no statistically significant difference in deviant behaviour scores based on gender ($t(358) = 1.362, p = 0.174$). Although the Levene's test suggested unequal variances ($F = 5.939, p = 0.015$), the final test results showed that gender does not significantly influence deviant tendencies in this sample.

The ANOVA and t-test findings show that while age, year of study, and parents' occupation have significant effects on deviant behaviours, gender and upbringing background do not. These insights are vital in tailoring behaviour management and counselling interventions. For instance, older students and those from lower-income households (as inferred from parental occupation) might require targeted behavioural support. Moreover, the influence of academic progression suggests a need to fortify

values consistently across all academic years, particularly in transitional stages like second to third year. Also, these findings reinforce the relevance of background characteristics in shaping behaviour and suggest that demographic awareness is essential in any policy or psychological intervention targeting deviance among university students.

4.5. Quantitative Findings

4.5.1. Relationship Between Authoritative Parenting Style and Deviant Behaviours

Descriptive Statistics

The mean score for authoritative parenting style (AePS) was 3.6663 (N = 360, SE = ± 0.05325), with a standard deviation of 1.01039. The negative skewness of -0.709 suggests the data was left-skewed, meaning a greater proportion of students rated authoritative parenting being more linked to deviance behaviours. The kurtosis of -0.327 implies a flatter than normal distribution. The mean deviant behaviour score (DB Score) was 3.4528, with a standard deviation of 0.71020, indicating moderately intense levels of deviance among students. Table 10 summarizes the descriptive statistics of all variables used by this study.

Table 10

Descriptive Statistics

					Std.			
	N	Minimu	Maximum	Mean	Std.Erro	Deviatio	Skewnes	Kurtosi
		m			r	n	s	s
DB_Score	360	1.33	5.00	3.4528	.03743	.71020	-.412	-.179
AePS_Score	360	1.00	5.00	3.6663	.05325	1.01039	-.709	-.327
AnPS_Score	360	1.00	5.00	2.4503	.04723	.89607	.734	.128
PPS_Score	360	1.00	5.00	2.0477	.04334	.82223	1.306	2.088
NPS_Score	360	1.00	5.00	2.1204	.04919	.93333	.917	.230

Hypothesis Testing

To respond to objective one, which sought to establish the relationship between authoritative parenting style and deviant behaviours, the following null hypothesis was tested:

H₀₁: There is no statistically significant relationship between authoritative parenting style and deviant behaviours.

A multivariate regression, summarized by Table 11 returned a coefficient of $\beta = 0.042$, with a p-value of 0.279. As p is greater than 0.05, the null hypothesis was retained, indicating no statistically significant relationship between authoritative parenting and deviant behaviours in this sample.

Table 11

Multi variate regression analysis.

	Unstandardized		Standardized		
	Coefficients		Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.907	.235		12.398	.000
AePS_Score	.042	.039	.060	1.083	.279
PPS_Score	.019	.051	.022	.379	.705
AnPS_Score	.066	.042	.084	1.569	.118
NPS_Score	.088	.047	.116	1.877	.061

The findings show that in spite of the fact that authoritative parenting was the most prevalent among respondents (between from Neutral to Agree on the scale used), it did not significantly predict deviant behaviours. This outcome contradicts literature reviewed in Section 2.3, which emphasized that the protective nature of authoritative parenting has an impact on deviance behaviours

Siegel (2021) described authoritative parenting as a style that balances responsiveness and demandingness, fostering adolescents that are stable emotionally, socially competent, and less prone to misconduct while, Johnson (2016) established that authoritative parenting was negatively associated with deviance, particularly in contexts involving emotional regulation and impulse control. Moral-García et al. (2020) reinforced this view by reporting that authoritative parenting significantly reduced disruptive behaviours and academic failure.

However, these (from literature) findings offer an important contextual perspective. While authoritative parenting may shape character during early development, its long-term effects may differ in university environments characterized by peer pressure, independence, and limited parental oversight. As noted by Khan (2021), the freedom

students gain at university often leads to a decline in parental influence regardless of parenting quality. Moreover, Amran & Basri (2020) argue that in collectivist African settings like Kenya, students may derive behavioural norms more from peer networks and institutional structures than from home environments.

Mugenda (2018) also suggested that parental roles in shaping behaviour may be influenced by community and school-level interventions, which are often inconsistent across institutions. The finding might also reflect the mismatch between the actual parenting practices and the perceived parenting style, where what is reported as authoritative may lack consistent follow-through. Thus, although literature consistently supports authoritative parenting as ideal, the complex university environment and evolving adolescent identity may reduce its impact on student deviance. These findings highlight the need to integrate peer-based and institutional behavioural interventions in tandem with family-based approaches.

4.5.2. Relationship between Authoritarian Parenting Styles and Deviant Behaviours

Descriptive Statistics

The mean score for authoritarian parenting style (AnPS) was 2.4503 (SE = ± 0.04723), with a standard deviation of 0.89607. The positive skewness (0.734) and kurtosis (0.128) implies that authoritarian parenting was rated lower (disagree to neutral) by most students, and its distribution was near normal. This denotes that majority of the students did not strongly associate their upbringing with authoritarian tendencies.

Hypothesis Testing

To respond to objective Two, which sought to establish the relationship between authoritarian parenting style and deviant behavior, the null hypothesis was tested:

H₀₂: There is no statistically significant relationship between authoritarian parenting style and deviant behaviors.

A multivariate regression analysis conducted established that there exists no statistically significant relationship between authoritarian parenting styles and deviant behaviors among the studied groups, $\beta = 0.066$, $p = 0.118$.

While authoritarian parenting is generally viewed in literature as contributing to deviant behavior due to its harsh and controlling nature, the current study did not find a statistically significant relationship between authoritarian parenting and deviant behavior among university students. This contrasts with numerous studies reviewed in Section 2.4.

According to Samiullah (2016), authoritarian parenting is distinguished by low warmth and high control, leading to adverse outcomes such as emotional withdrawal, deviance, and social maladjustment. Hartini et al. (2022) similarly reported that children who are reared in households with authoritarian parents had a higher likelihood of expressing aggression or rebellion, especially during adolescence. Equally, Asiamah (2013) reported that authoritarian parenting was linked with passivity and resentment in Ghanaian children, which later translated to antisocial behaviour during youth.

Multiple reasons could contribute to differences between findings from the reviewed literature and the study findings. One explanation could be the relatively low prevalence of authoritarian parenting in the sample (Mean = 2.45), which might have reduced statistical power. Secondly, students raised under authoritarian structures may outwardly conform during their upbringing, suppressing deviance until they enter freer environments like universities. At this point, any delayed effects may be masked or confused with peer influence.

Additionally, university students may develop autonomous behavioral norms that diverge from those instilled by authoritarian parents. As Mugenda (2018) notes, the academic environment plays a substantial role in modifying attitudes and behaviors, potentially weakening parental influence. Furthermore, the authoritarian model, though generally harmful, might still instill discipline and self-restraint in some students, subject to the cultural framing of authority in Kenyan families. Finally, there is a likelihood that respondents underreported deviance or misclassified parenting styles, further diluting observable patterns. While authoritarian parenting has clear theoretical risks, its effects might be context-dependent, requiring further qualitative exploration to clarify its true impact in Kenyan universities.

4.5.3. Relationship between Permissive Parenting Styles and Deviant Behaviours

Descriptive Statistics

The permissive parenting style (PPS) recorded a mean of 2.0477 (SE = ± 0.04334), with a standard deviation of 0.82223. The high positive skewness (1.306) and kurtosis (2.088) indicate that only a small number of respondents experienced permissive parenting, but those who rated it quite high. The skewness of 1.306 and kurtosis of 2.088 indicate a sharp right-skewed and peaked distribution, meaning few students experienced permissive parenting, and, they highly rated it.

Hypothesis Testing

Addressing objective three, the relationship between permissive parenting style and deviant behaviours was tested:

H₀₃: There is no statistically significant relationship between permissive parenting style and deviant behaviours.

A multiple regression analysis established that there existed no statistically significant relationship between permissive parenting style and deviant behaviours, $\beta = 0.019$, $p = 0.705$. This is because the p-value is greater than 0.05 and hence, the null hypothesis was retained.

Permissive parenting is often linked to deviant behaviours because of insufficient boundaries and guidance. Yet, this study found no statistically significant relationship between permissive parenting and deviance among students. This result diverges from the expectations grounded in the reviewed literature under Section 2.5.

Johnson (2016) and Raja (2022) both emphasized that permissive parenting leads to a lack of behavioral control and poor decision-making among adolescents, often culminating in deviant tendencies such as rule-breaking, drug use, or skipping school. Suleiman (2019) further linked permissiveness with overindulgence, emotional instability, and high-risk behaviors in Nigerian students. These findings are echoed by Moral-García et al. (2020), who associated indulgent parenting with declining academic success and emotional volatility.

The divergence in this study could be linked to several contextual and methodological factors. Firstly, permissive parenting was rare among the sampled population (mean = 2.04), limiting the analytical power to detect associations. Secondly, permissive traits may be interpreted differently in different cultures. What Western literature defines as permissive may overlap with supportive or lenient parenting in African societies, especially when economic hardships necessitate flexibility in child-rearing.

Furthermore, university students might not directly exhibit deviance linked to childhood permissiveness reason being they are already accustomed to institutional norms or developed self-discipline through school structures and peer accountability. As Amran & Basri (2020) suggest, many behavioral trends among university students evolve based on situational pressures rather than just parenting history.

Another key factor could be response bias, where students hesitate to label their parents as indulgent or irresponsible, leading to underreporting. Therefore, although literature portrays permissive parenting as a high-risk style for behavioral problems, this study suggests its influence on deviance is not as straightforward in university-aged populations within the Kenyan context.

4.5.4. Relationship between Neglectful Parenting Style and Deviant Behaviours

Descriptive Statistics

Neglectful parenting style (NPS) had a mean of 2.1204 (SE = ± 0.04919), with a standard deviation of 0.93333. The positive skewness (0.917) and kurtosis (0.230) indicate a moderate right-skew, suggesting majority of the students didn't have an experience of neglectful parenting to directly correlate to deviance behaviors, but a few did to a significant extent.

Hypothesis Testing

As per the fourth objective, the relationship between neglectful parenting style and deviant behaviours was tested by the hypothesis below.

H04: There is no statistically significant relationship between neglectful parenting style and deviant behaviours.

A multiple regression analysis revealed that there existed no significant relationship between neglectful parenting style and deviant behaviours, $\beta = 0.088$, $p = 0.061$. This is because the p-value is greater than 0.05 and hence, the null hypothesis was retained

Neglectful parenting was widely regarded in literature as the most harmful parenting style, strongly linked to deviant behaviours. The findings of this study, although not statistically significantly approach significance, suggest that a larger sample or more refined measures might detect a real effect.

Johnson (2016) labeled neglectful parenting as the most destructive, fostering antisocial tendencies, low academic engagement, and risky behaviors. Moreno-Ruiz et al. (2018) associated it with emotional rejection and youth violence. Similarly, Mahmood et al. (2021) and Suleiman (2019) found neglect to be a compelling predictor of deviant behaviours in Nigerian tertiary institutions, linking it to criminality and school dropout. The near-significant result in this study could convey that the emotional and supervisory gaps from neglectful parenting contribute to deviant behaviour, but their impact is moderated by external factors such as peer support, school programs, or personal resilience. As Mugenda (2018) explains, the environment plays a pivotal role in mediating parental influence.

Cultural dynamics also matter. In some African households, economic hardship or illness may cause unintentional neglect, which students may not perceive as harmful parenting. Furthermore, stigma may cause underreporting of neglect, as students may feel shame or fear in disclosing family dysfunction. In summary, while neglectful parenting did not attain statistical significance in this study, the trend aligns with extensive evidence suggesting its high-risk nature. Future research should examine this relationship in-depth, possibly through mixed methods or longitudinal approaches to uncover delayed or hidden impacts.

When the independent variables are kept constant, the resulting deviance rate of 2.907, and hence, the model governing the relationship between mental health and the four independent variables can be represented as.

$$Y=2.907+0.042X_1+0.019X_2 +0.066X_3+0.088X_4+\epsilon$$

Where,

- Y is the mental health score
- X_1 , X_2 , X_3 , and X_4 represent the authoritative, authoritarian, permissive, and neglectful parenting styles respectively.

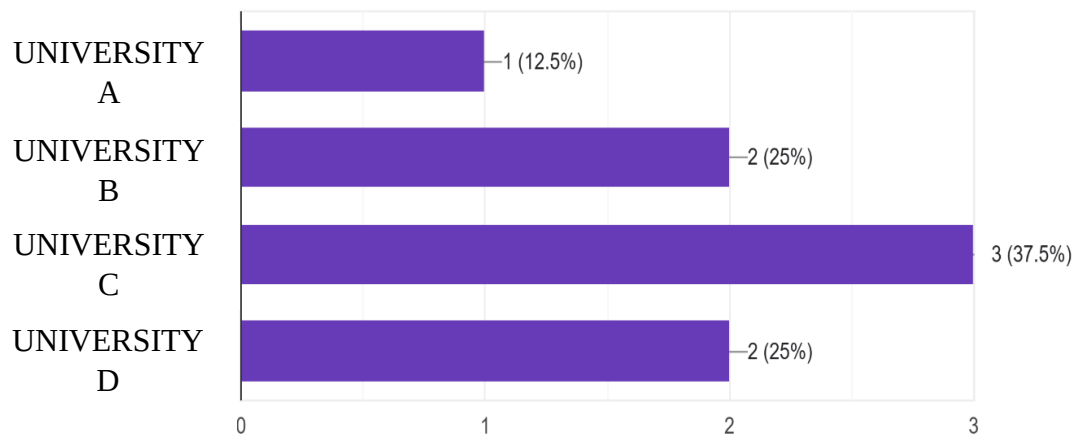
In this context, the constant value of 2.907 in the regression model represents the predicted average level of deviant behaviour when all the independent variables—authoritative, authoritarian, permissive, and neglectful parenting styles—are held at zero. This reflects the baseline level of deviance that would exist among university students regardless of the parenting style they were exposed to, which suggest that even in the absence of influence from any specific parenting style, a notable level of deviant behaviour (mean score ≈ 2.91 on a 5-point scale) still persists among students. Such a finding implies that factors beyond parenting—such as peer pressure, institutional environment, or personal circumstances—may also contribute significantly to deviant behaviour. It highlights the multifactorial nature of deviance and supports the essentiality for a broader investigation into other social, academic, or psychological influences beyond family upbringing.

4.6. Qualitative Findings

A total of eight respondents participated in the qualitative interviews, consisting of student counsellors and deans of students from four public universities in Mt. Kenya East Region. Figure 2 summarizes the university incorporated qualitative study. University C had the highest representation with 3 respondents (37.5%), followed by University B and University D, each contributing 2 respondents (25%), while University A was represented by 1 respondent (12.5%).

Figure 2

University representation in interviews



In terms of professional roles, student counsellors made up the majority with 5 respondents (62.5%), while deans of students accounted for 3 respondents (37.5%). This distribution ensured a balanced mix of institutional perspectives and administrative experience relevant to student behaviour and welfare.

4.6.1. Discussion of Qualitative Findings

Table 12 summarizes the theme, key findings and influences on deviance behaviors from all highlighted themes of the interviewees.

Table 12

Qualitative Analysis Summary

Theme	Key Findings	Influence on Deviant Behaviour
Familiar Parenting Styles	Most respondents identified authoritative as the most common parenting style. Some mentioned permissive and authoritarian as less common but still influential.	Authoritative parenting was associated with positive development. Permissive and authoritarian styles were linked to deviance, especially when discipline or boundaries were lacking.
Prevalent Deviant Behaviours	Common deviant behaviours cited include drug abuse, cohabitation, LGBTQ+ identity, truancy, theft, and cheating in exams.	These behaviours were mostly observed in students who lacked strong family guidance, especially in early academic years.
Years with High Deviance	Most respondents cited second and first-year students as most prone to deviance, followed by third-year students.	Early exposure to freedom without proper upbringing was cited as a factor. Peer pressure was said to peak in early years.
Causes of Deviance	Reported causes included peer pressure, lack of direction, toxic relationships, permissive upbringing, and economic hardship.	Students with poor parental monitoring or overindulgent parents showed greater susceptibility to peer influence and behavioural risks.
Parenting and Deviance Link	All respondents affirmed a strong link between parenting and deviance. They explained that strict parenting breeds rebellion, while neglect and over-pampering lead to irresponsibility.	Poor parenting was linked to increased deviant behaviours. Balanced parenting was correlated with emotional stability and academic focus.
Effects of Deviance	Effects include early pregnancy, low school performance, mental distress, disciplinary action, and dropouts.	Deviance negatively affects academic outcomes and psychological well-being. It also increases risk of school exit and delayed graduation.

The qualitative responses collected from student counsellors and deans of students offer contextual perspectives into how parenting styles shape behavioural outcomes among students in public universities. All participants demonstrated clear awareness of the four main parenting styles; authoritative, authoritarian, permissive, and neglectful with authoritative parenting consistently viewed as the most constructive and desirable.

The respondents supported the literature reviewed in Section 2.3, particularly the works of Johnson (2016) and Siegel (2021), who emphasized that authoritative parenting is marked by warmth, support, and firm guidance and leads to responsible behaviour and academic discipline. Remarks such as “...students with very strict parents tend to hide things or become rebellious,” echoed findings from Asiamah (2013) and Hartini et al. (2022), which highlight how authoritarian parenting may inadvertently push students into covert deviance or psychological distress.

The prevalence of deviant behaviours reported which includes drug abuse, cohabitation, cheating, and truancy aligns with the quantitative findings and supports claims in Raja (2022) and Suleiman (2019), who found such behaviours especially common among youth raised in permissive or neglectful environments. One respondent pointed to “having independence for the first time” as a critical moment when students without strong parental grounding often begin experimenting with deviance, thus affirming the link made by Khan (2021) between freedom and behavioural risk.

Majority of the staff interviewed emphasized that first- and second-year students were most vulnerable to deviant behaviours. This supports Moral-García et al. (2020), who found that early university levels of study are vital for identity formation and behavioural experimentation. The integration of peer pressure, romantic relationships, financial stress, and academic freedom was frequently cited as a catalyst for negative behavioural shifts. Interestingly, respondents suggested that both extremes of parenting, that is, too strict and too lenient were detrimental. One counsellor explained that “strict parenting breeds rebellion,” while another noted that students from over-permissive homes lacked coping skills. These perspectives align with Mahmood et al. (2021) who found that both neglect and overindulgence significantly increase risk-taking behaviour in tertiary institutions.

When asked about the effects of deviance, most interviewees cited academic failure, early pregnancy, dropouts, and mental health issues. These outcomes underscore the urgent need for parental engagement even after students' transition to university life. As Mugenda (2018) pointed out, post-secondary institutions must partner with families and offer psycho-social support structures that mitigate the adverse effects of poor parenting foundations.

Overall, the qualitative findings confirmed that parenting styles are foundational to behavioural development. The presence or absence of guidance, structure, and emotional support during upbringing continues to affect students' behaviour, even in the relatively autonomous university setting. These insights strengthen the argument that universities should implement targeted behavioural interventions, including counselling programs, peer mentorship, and parent-student workshops to counteract the lasting effects of poor parenting.

4.7. Summary of Results

Overall, the descriptive statistics hinted that most students rated authoritative parenting highly, as demonstrated by the highest mean score ($M = 3.6663$), while permissive, neglectful, and authoritarian parenting styles received notably lower average scores. Deviant behaviour scores ($M = 3.4528$) were moderately high, indicating a significant presence of deviant conduct such as drug use, truancy, cohabitation, and cheating. Skewness and kurtosis values across the parenting variables indicated varied perceptions, with authoritative parenting showing a left-skewed distribution (more positive ratings), while permissive and neglectful styles showed strong right skewness, implying fewer positive experiences and potential underreporting or marginal exposure. The findings underscore the dominance of authoritative parenting in the sample yet also reveal the persistence of deviant behaviors despite such upbringing suggesting influence from other moderating factors.

The inferential analysis indicated that none of the four parenting styles had a statistically significant influence on deviant behaviour. Although neglectful parenting approached significance ($p = 0.061$), all four hypotheses were retained. This output suggests that while parenting styles play a role in shaping behaviour, their predictive power over deviance in university students may be limited due to evolving factors in

the campus environment. This aligns with Mugenda (2018) and Amran & Basri (2020), who emphasize that institutional settings and peer environments increasingly shape behaviour in post-secondary contexts. Moreover, the regression results showed that even highly regarded parenting styles such as authoritative did not significantly deter deviance, which contrasts with existing literature by Siegel (2021) and Moral-García et al. (2020) that promote its positive behavioral outcomes. These contradictions can be credited to the freedom and autonomy university students enjoy, often beyond parental influence.

Analysis of demographic variations showed that age, parental occupation, and year of study had significant effects on deviant behaviour, while gender and upbringing background, for example, guardian vs. parent failed to show any significant effect. These findings stress the complexity of behavioral development, as age and socioeconomic background appear to influence behavioral outcomes more than gender or who raised the student. This finding supports Patel & Joseph (2016), who noted that social conditions and exposure play a larger role than fixed traits like gender in influencing youth deviance. Notably, students in earlier academic years reported higher deviance, indicating a transitional challenge as they adjust to the relatively unstructured university environment.

The qualitative analysis offered deeper context and explanations to complement the statistical results. Data from deans of students and student counsellors across four public universities showed a unanimous consensus that parenting styles significantly influence student behaviour, despite the statistical results not confirming the same. Most respondents agreed that authoritative parenting fosters emotional stability and discipline, while authoritarian and permissive parenting were cited as major contributors to rebellion, poor coping, and risk-taking. Neglectful parenting was described as particularly destructive, aligning with literature by Johnson (2016) and Mahmood et al. (2021). Interestingly, the staff interviews consistently emphasized the early university years (first and second years) as the peak period for deviance, citing factors like peer pressure, lack of parental monitoring, romantic entanglements, and financial hardship.

Furthermore, qualitative respondents explained that deviance often results in academic decline, early pregnancies, psychological distress, and in severe cases, dropout or disciplinary expulsion. These outcomes reinforce the concept that parenting styles are most effectual when upheld by continuous mentoring and psychosocial guidance even in post-secondary education. The mixed findings, where quantitative data showed no significant parenting effect, but qualitative data strongly confirmed it suggest a layered relationship that could be more effectively understood through longitudinal or mixed-method studies.

Conclusively, the chapter reveals that while parenting styles particularly authoritative is perceived positively and theoretically linked to lower deviance, their statistical impact on deviant behaviour among university students is not significant. This disconnects between theory and measured outcomes points to the complexity of behavioral influences in university settings and underscores the importance of institutional and psychosocial interventions beyond family structures. The findings call for a multi-pronged approach to addressing student deviance, combining parenting education, university-level counselling, and structured peer mentorship initiatives. These results provide a foundation for drawing practical conclusions and policy-oriented recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Key Findings

5.1.1. Authoritative Parenting Style

The study found that authoritative parenting was the most common parenting style experienced by the respondents, as reflected in its highest mean score. Despite this, the relationship between authoritative parenting and deviant behaviour was not statistically significant. This outcome differs with prior studies such as Siegel (2021) and Johnson (2016), who identified authoritative parenting as the best in promoting emotional regulation and behavioural control. Discrepancies may be attributed to contextual changes, particularly the independence and peer influence that dominate university life, which may reduce parental impact on student behaviour. Qualitative responses confirmed a general perception of authoritative parenting as beneficial; however, the absence of statistical significance points to the fact that other social factors, like institutional culture and freedom, could play a more dominant role in deviance at university level.

5.1.2. Authoritarian Parenting Style

Authoritarian parenting was also not a statistically significant indicator of deviant behaviour. This result varies from previous research such as Samiullah (2016) and Hartini et al. (2022), who linked authoritarian parenting to negative emotional development and increased rebelliousness. While literature strongly associates authoritarian approaches with higher deviance due to emotional suppression or aggression, the present study failed to substantiate this link. One potential explanation is that authoritarian practices, though harsh, might be internalized as discipline in Kenyan households, reducing their observable negative outcomes. The qualitative data, however, reaffirmed the association between strict parenting and covert rebellion, indicating a possible delayed effect not captured quantitatively.

5.1.3. Permissive Parenting Style

Permissive parenting showed no significant relationship with deviant behaviour. This observation contradicted the literature by Johnson (2016) and Raja (2022), who associate over-indulgence and lack of structure with low responsibility and increased misconduct. The qualitative interviews, however, highlighted permissiveness as a risk factor, suggesting a perception gap between statistical trends and lived experiences. The insignificant result could be due to low prevalence in the sample or self-reporting biases. It is possible that permissive parenting fosters long-term behavioral facets that do not show immediately in structured university settings, particularly where institutional discipline and academic pressure provide external regulation.

5.1.4. Neglectful Parenting Style

Neglectful parenting was the only style that approached statistical significance ($p = 0.061$), suggesting a possible latent influence on deviant behaviour. This aligns with extensive literature including Johnson (2016), Mahmood et al. (2021), and Moreno-Ruiz et al. (2018), who highlight emotional deprivation, lack of supervision, and absence of guidance as precursors to deviant acts. Though not statistically significant in this study, the strong qualitative support and near-significant p-value signal that neglectful parenting may play a critical, if subtle, role in developing behavioral outcomes. Issues such as substance abuse and school disengagement were linked by respondents to emotional neglect and a lack of parental presence.

5.1.5. Qualitative Findings

The qualitative analysis from deans and student counsellors reinforced the view that parenting styles shape early behavioral foundations, even if not directly measurable in statistical terms. Respondents consistently cited first- and second-year students as being more vulnerable to deviant behaviors like drug use, truancy, and cheating. These behaviors were mostly attributed to lack of parental involvement, peer pressure, and excessive freedom. Moreover, it was emphasized that authoritarian and neglectful parenting led to emotional instability, while permissiveness led to irresponsibility. Authoritative parenting, although widely endorsed, was not seen as a panacea, especially without institutional and peer support.

5.2. Conclusion

The study assessed the relationship between four parenting styles; authoritative, authoritarian, permissive, and neglectful, and, deviant behaviour among university students in the Mt. Kenya East Region. While authoritative parenting was most common, none of the four styles were statistically significant predictors of deviant behaviour. These results challenge dominant academic literature, which has often portrayed parenting styles as central to behavioral development. The discrepancy likely arises from the nature of university life, where autonomy, exposure to new social groups, and institutional culture dilute the influence of earlier parental practices.

Despite this, qualitative data confirmed a strong perception of parenting's influence, particularly in the early university years. The perceived impact of neglect and authoritarianism was particularly notable in qualitative responses, even if not statistically confirmed. The findings point to a layered and complex behavioral ecosystem where parenting style, peer influence, institutional support, and individual traits interact in shaping deviance. Overall, while the study failed to establish significant statistical links, the triangulation of qualitative and quantitative insights stresses the importance of family-based, institutional, and community-level interventions. A more holistic approach is needed to reduce deviance and promote student well-being.

5.3.Recommendations

5.3.1. Policy Recommendations

The findings of this study highlight the call for strategic interventions at both the institutional and family levels to address deviant behaviour among university students. A key policy recommendation is the implementation of parenting support and education programs, particularly aimed at helping parents comprehend the long-term influence of their parenting style even after their children transition to university. Institutions, in collaboration with government education departments and community-based organizations, should conduct periodic parent–university engagement forums, family counselling, and workshops on balanced parenting approaches. These forums would promote the benefits of sustained parental guidance, especially during the early years of university life when students face the highest vulnerability to external influences.

Furthermore, there is an urgent need to strengthen student mentorship and onboarding programs. As the study established that first and second year students are particularly susceptible to deviant behaviour, universities should establish structured programs that pair these students with mentors (either peers or academic staff) who guide them on academic, social, and behavioral matters. These initiatives can foster early responsibility, peer accountability, and resilience against harmful influences.

Additionally, universities should invest more in psychosocial and mental health support services. Students from neglectful, permissive, or authoritarian family backgrounds often struggle with identity, emotional regulation, and discipline. To support such students, universities should enhance their counselling departments, hire qualified professionals, and ensure counselling services are well-publicized, accessible, and stigma-free. Moreover, universities should develop early intervention and behaviour monitoring systems. These systems can identify students at risk through indicators such as low academic performance, recurring absenteeism, or minor disciplinary infractions. Once identified, these students should be enrolled in support programs that combine counselling, behavioral coaching, and family engagement.

Finally, policy makers and educational planners should promote a holistic approach to behavioral development in universities, integrating life-skills education, character development, and behavioral awareness into co-curricular programs. This all-round strategy will ensure that student development goes beyond academics and addresses emotional and social well-being.

5.3.2. Recommendations for Further Research

Albeit this research offers valuable insights into the relationship between parenting styles and deviant behaviour among university students, it also reveals gaps that necessitate further exploration. To begin with, considering that this study focused on four public universities within Mt. Kenya East Region, future research should broaden the geographical scope to include universities from other regions and private institutions. Such research would offer comparative perspectives and reveal whether the trends observed are constant across different university contexts in Kenya.

Secondly, although parenting styles were the primary concern of this study, deviant behaviour is determined by a broader ecosystem of factors. Therefore, this study proposes that future studies explore other variables such as peer pressure, social media influence, academic stress, religious background, or financial hardship as possible predictors of deviant behaviour. A multidimensional study could provide a more comprehensive understanding of behavioral dynamics at the university level.

In addition, given the discrepancy between qualitative and quantitative findings, where interviews suggested strong parental influence while statistical tests failed to confirm significant relationships, it is advised that future researchers use mixed-methods or longitudinal designs. These approaches could capture the deeper, long-term effects of parenting on behaviour that might not be immediately evident in cross-sectional surveys.

Furthermore, it is important to investigate the intersection of gender, parenting, and deviance, and the influence of socioeconomic status on behavioral patterns among students. Such variables may moderate or mediate the influence of parenting styles, and understanding these relationships could improve the targeting of behavioral interventions.

In conclusion, subsequent research should consider incorporating student self-reflection, diary studies, or ethnographic methods to explore how students perceive and navigate the impact of their upbringing in the university setting. Such discoveries would offer profound understanding to the existing literature and contribute to more responsive student development programs.

REFERENCES

- Adegboyega, L. O., & Jacob, O. A. (2019). Causes of premarital sex as expressed by adolescents in Yagba West, Kogi State, Nigeria. *Anatolian Journal of Education*, 2(2). <https://doi.org/10.29333/aje.2017.222a>
- AfemarkAbdullah, S. H., Mini, R., & Salim, A. (2020). *Parenting style and empathy in children : The mediating role of family communication patterns*. 17(1), 34–45. <https://doi.org/10.26555/humanitas.v17i1.13126>
- Adegboyega, L. O., & Jacob, O. A. (2019). Causes of Premarital Sex as Expressed by Adolescents in Yagba West, Kogi State, Nigeria. *Anatolian Journal of Education*, 2(2). <https://doi.org/10.29333/aje.2017.222a>
- Alonge, R., & Adanikin, A. (2020). Morality, Sexuality and Quest for Money among University Undergraduates: Social Values System as a Panacea. *Researchgate.Net*, August. https://www.researchgate.net/profile/Ayobami-Adanikin-2/publication/343486266_Morality_Sexuality_and_Quest_for_Money_among_University_Undergraduates_Social_Values_System_as_a_Panacea/links/5f2c9b8ea6fdcccc43b02444/Morality-Sexuality-and-Quest-for-Money-am
- Amran, M. S., & Basri, N. A. (2020). Investigating the relationship between parenting styles and juvenile delinquent behaviour. *Universal Journal of Educational Research*, 8(11 A), 25–32. <https://doi.org/10.13189/ujer.2020.082104>
- Anandari, D. R. (2016). Permissive Parenting Style and its Risks to Trigger Online Game Addiction among Children. *Asean Conference Second Psychology & Humanity*, 2009, 773–781.
- Arulmohi, M., Vinayagamoorthy, V., & R., D. A. (2017). Juvenile's Delinquent Behavior, Risk Factors, and Quantitative Assessment Approach: A Systematic Review. *Indian Journal of Community Medicine*, 42(1), 147–150. <https://doi.org/10.4103/ijcm.IJCM>
- Asiamah, D. K. O. (2013). *Influence of Parenting Styles on Lifestyles of Secondary School Students in Anambra State, Nigeria*. 6(4), 117.
- Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. F. (2017). General, target, and

- accessible population: Demystifying the concepts for effective sampling. *Qualitative Report*, 22(6), 1607–1621. <https://doi.org/10.46743/2160-3715/2017.2674>
- Asmat, A., & U. A., & Shah, S. F. (2017). *Permissive Parenting Style of Parents Predicting Psychopathology in their Children*. 7823–7830.
- Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior. Authors (s): Diana Baumrind Published by: Wiley on behalf of the Society for Research in Child Development Stable URL : <http://www.jstor.org/stable/1126611> REFERENCES Linked references are available. *Child Development*, 37(4), 887–907.
- Berge, J., Sundel, K., Ojehagen, A., & Hakansson, A. (2016). Role of parenting styles in adolescent substance use: Results from a Swedish longitudinal cohort study. *BMJ Open*, 6(1). <https://doi.org/10.1136/bmjopen-2015-008979>
- Borrego, A. (2021). *Students' and lecturers' perspectives of causes and management of deviant behaviours among university students in Kwara state, Nigeria*. 10(1), 6.
- Brief, T. (2020). *Package of care for children and adolescents with advanced hiv disease: stop aids* (Issue July).
- Britwum, F., Adjei, E., Nyamekye, F., & Britwum, B. A. (2020). Perceived Causes and Effects of Moral Decadence among Some Selected Senior High Schools in the Kumasi Metropolis, Ghana. *The International Journal of Humanities & Social Studies*, 8(5), 245–251. <https://doi.org/10.24940/theijhss/2020/v8/i5/hs2005-082>
- Caday, D. F. B. (2017). Causes of Drug Abuse among College Students: The Philippine Experience. *The International Journal of Social Sciences and Humanities Invention*, 4(4), 3430–3434. <https://doi.org/10.18535/ijsshi/v4i4.05>
- Changalwa, C. N., Ndurumo, M. M., Barasa, P. L., & Poipoi, M. W. (2012). The Relationship between Parenting Styles and Alcohol Abuse among College Students in Kenya. *Greener Journal of Educational Research*, 2(2), 013–020. <https://doi.org/10.15580/gjer.2012.2.gjer1210>
- Cioban, S., Lazăr, A. R., Bacter, C., & Hatos, A. (2021). Adolescent Deviance and

- Cyber-Deviance. A Systematic Literature Review. *Frontiers in Psychology*, 12(October), 1–27. <https://doi.org/10.3389/fpsyg.2021.748006>
- Civilization, I., TEMA 19, & Domenico, E. (2021). *Parenting styles and juvenile delinquency: a case of selected families in Rwoho Town Council, Ntungamo District-Uganda*. 6.Title. 6.
- Curtis, E., Comiskey, C., & Dempsey, O. (2015). Correlational research: Importance and use in nursing and health research. *Nurse Researcher*, 2–4, 20–25. [http://www.tara.tcd.ie/bitstream/handle/2262/74298/TARA Correlational Research Revised 30.06.15 2.pdf?sequence=1](http://www.tara.tcd.ie/bitstream/handle/2262/74298/TARA_Correlational_Research_Revised_30.06.15_2.pdf?sequence=1)
- Ede, V. I. (2023). *Curbing Moral Decadence in Contemporary Nigerian Society through Moral Education*. 2002, 96–109.
- Ekim, R. (2023). *Predictive influence of home and school variables on student ' s attitude towards examination malpractices in Eket educational zone of Akwa Ibom*. January 2020. <https://doi.org/10.9790/7388-1003073338>
- Estlein, R. (2016). Parenting Styles. *Encyclopedia of Family Studies*, 1–3. <https://doi.org/10.1002/9781119085621.wbefs030>
- Eteng, Matilda Ernest & Abang, Kingsley Bekom & Uchegbue, Henrietta Osayi & Ntamu, B. A. (2021). *Social_Media_Involvement_and_DEVIANCE.pdf*.
- Guide, S., Publishing, S., & Island, T. (2021). *Types of Parenting Styles and Effects On Children*.
- Hartini, S., Alie, E., & March, J. (2022). The Relationship Between Authoritarian Parenting and Aggressive Behavior of Adolescents in Nagari Bungo Tanjung. *World Psychology*, 1(2), 18–26. <https://doi.org/10.55849/wp.v1i2.98>
- Hazzi, O. A., & Maaldaon, I. S. (2015). A pilot study: Vital methodological issues. *Business: Theory and Practice*, 16(1), 53–62. <https://doi.org/10.3846/btp.2015.437>
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66–67. <https://doi.org/10.1136/eb-2015-102129>
- Igbo, J. N., & Ihejiene, M. A. (2014). Influence of parenting styles on deviant behaviors

- and academic achievement of secondary school students in Garoua, Northern Cameroun. *International Journal of Educational Science and Research*, 4(5), 19–34.
- Isiaka, S., Olanrewaju, R., Abiodun, A., & Adebayo, O. (2020). Globalization, Sexual exploration, and cohabiting culture among undergraduate students of university of Ilorin, Nigeria. *Jurnal Manajemen Bisnis (JMB)*, 33(2), 46–58. <http://ejournal.stieibbi.ac.id/index.php/jmb>
- J, Mahmood Suleiman, O, Abdullahi A nyila, M, Aremu Musa, K, Sofiyullahi Kamaldeen & Z, A. A. (2021). *Causes of Deviant Behaviours Among Adolescents in Tertiary Institutions in Kwara State, Nigeria*. 22(8), 67–80.
- Jadon, P. S., & Tripathi, S. (2017). Effect of Authoritarian Parenting style on self esteem of the Child: A Systematic Review. *International Journal of Advance Research and Innovative Ideas in Education*, 3(3), 909–913. www.ijariie.com909
- Jinnah, H. A., & Stoneman, Z. (2016). Influence of Permissive Parenting on Youth Farm Risk Behaviors. *Journal of Agromedicine*, 21(3), 244–252. <https://doi.org/10.1080/1059924X.2016.1179610>
- Johnson, S. A. (2016). Parenting Styles and Raising Delinquent Children: Responsibility of Parents in Encouraging Violent Behavior. *Foresic Research & Criminology International Journal*, 3(1). <https://doi.org/10.15406/frcij.2016.03.00081>
- Khan, A. (2021). *The Social Normalization of Normalization of Deviant Behaviors and Moral Decay in Educational System: A Case Study of Public Universities n Islamabad*.
- Kioupi, V., & Voulvoulis, N. (2020). Sustainable development goals (SDGs): Assessing the contribution of higher education programmes. *Sustainability (Switzerland)*, 12(17). <https://doi.org/10.3390/SU12176701>
- Kumari Padhy, G., Das, S., & Resident, S. (2014). *Indian Medical Gazette Original Study Prevalence and Causes of Substance Abuse Among Undergraduate Medical College Students*. August, 282. <http://medind.nic.in/ice/t14/i8/icet14i8p276.pdf>
- Lei, S. (2023). Parenting Style and Its Effect on Adolescents Psychological Well-being.

- Lecture Notes in Education Psychology and Public Media*, 13(1), 304–308.
<https://doi.org/10.54254/2753-7048/13/20230919>
- Lukman, J. (2021). Prevalence of Moral Decadence Among Youths in Kaduna North Local Government Area, Kaduna State. *KIU Journal of Social Humanities* Copyright©2021 Kampala International University, 6(1), 161–169.
- Mahapatra, S., & Batul, R. (2016). Psychosocial Consequences of Parenting. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 21(2), 10–17.
<https://doi.org/10.9790/0837-21251017>
- Markova, S., & Nikitskaya, E. (2017). Coping strategies of adolescents with deviant behaviour. *International Journal of Adolescence and Youth*, 22(1), 36–46.
<https://doi.org/10.1080/02673843.2013.868363>
- Mehrinejad, S. A., Rajabimoghadam, S., & Tarsafi, M. (2015). The Relationship between Parenting Styles and Creativity and the Predictability of Creativity by Parenting Styles. *Procedia - Social and Behavioral Sciences*, 205(May), 56–60.
<https://doi.org/10.1016/j.sbspro.2015.09.014>
- Moral-García, J. E., Urchaga-Litago, J. D., Ramos-Morcillo, A. J., & Maneiro, R. (2020). Relationship of parental support on healthy habits, school motivations and academic performance in adolescents. *International Journal of Environmental Research and Public Health*, 17(3). <https://doi.org/10.3390/ijerph17030882>
- Moreno-Ruiz, D., Estévez, E., Jiménez, T. I., & Murgui, S. (2018). Parenting style and reactive and proactive adolescent violence: evidence from Spain. *International Journal of Environmental Research and Public Health*, 15(12).
<https://doi.org/10.3390/ijerph15122634>
- Musyoki, Y. M. (2017). *The Relationship Between Parenting Style and Crime Among Youths in Informal Settlements in Hananasif (Dar-es-salaam-tanzania)*.
<http://erepository.uonbi.ac.ke/handle/11295/102592>
- Nabiswa Makhanu, F., Author, C., Nabiswa, J., Misigo, B. L., & Makhanu, F. N. (2016). Analysis of student deviant behaviour most prevalent in schools of Bungoma County. *Quest Journals Journal of Research in Humanities and Social Science*, 4(11), 2321–9467.

- Nacada. (2022). *National Survey on the Status of Drugs and Substance use in Kenya*.
- Nganchi, K. N., & Charlotte, M. N. (2020). *Effects of Examination Malpractices on Students Future , Case of Higher Technical Teachers Training College , Bambili-Bamenda*.
- Ngesu, L. M. (2020). *Sexuality Education: Promoting Safer Sexual Behaviour Among University Students in Kenya*. 7823–7830.
- Njure, J., & Omulema, B. (2021). *Substance Use , Emerging Substances and Poly Drug Use among Undergraduate Students in Universities in Kenya*. 6.
- Njagi, S. N., & Jonathan M. Mwanja. (2017). Parenting Styles as Predictors of Drop Out Rate Among Selected Public Secondary School Students in Embu County, Kenya Simon Njogu Njagi. *International Journal of Education and Research*, 5(12), 15–30.
- Njagi, S. N., Mwanja, J. M., & Manyasi, B. (2018). The Role of Parenting Styles on Violence among Students in Secondary Schools in Embu County, Kenya. *Asian Journal of Contemporary Education*, 2(1), 8–18. <https://doi.org/10.18488/journal.137.2018.21.8.18>
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, 18(2), 34–35. <https://doi.org/10.1136/eb-2015-102054>
- Nyaga, F. M., Kagema, D. N., & Kathenge, J. (2023). *Persistence moral decadence among the youth in the Presbyterian Church of East Africa, Chuka Presbytery, Kenya*.
- Nyang'au, I. R., Aloka, D. P. J. O., & Raburu, D. P. (2016). Relationship between Parenting Styles and Academic Adjustments among Selected Kenyan Secondary School Students. *International Journal for Innovative Research in Multidisciplinary Field*, 2(8), 54–59.
- Odongo, A. A., Aloka, P. J. O., & Raburu, P. (2016). Influence of Parenting styles on the Adolescent Students' Academic Achievement in Kenyan Day Secondary Schools. *Journal of Education and Practice*, 7(15), 101–108. www.iiste.org
- Oguntayo, R., Ajao, P. O., Akintunde, K. A., Oluwagbemiga, A., & Opayemi, A. S. (2020). *Age, Gender, Socio-Economic Status, Attitudes Towards Drug Abuse as*

- Determinants of Deviant Behavior Among Undergraduate Students*. 13(21), 38–46. <https://doi.org/10.1515/eras-2020-0009>
- Okorodudu, G. N. (2015). *Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District*. 58–86.
- Opiyo, P. O., Aloka, P. J. O., Raburu, P. A., & Aomo, J. A. (2018). Relationship between Permissive Parenting Style and Examination Cheating Tendencies among Kenya Secondary School Students. *Mediterranean Journal of Social Sciences*, 9(3), 225–231. <https://doi.org/10.2478/mjss-2018-0064>
- Raja, W. (2022). *Behavioural Deviance and Perceived Parenting Style- A Study of North Kashmir*. 7(4).
- Rameshbhai Patel, H., & Joseph, J. M. (2016). Questionnaire Designing Process: A Review. *Journal of Clinical Trials*, 06(02). <https://doi.org/10.4172/2167-0870.1000255>
- Rauf, K., & Ahmed, J. (2017). the Relationship of Authoritarian Parenting Style and Academic Performance in School Students. *Pakistan Journal of Psychology*, 2(December), 61–71.
- Roman, N. V., Davids, E. L., Moyo, A., Schilder, L., Lacante, M., & Lens, W. (2015). Parenting styles and psychological needs influences on adolescent life goals and aspirations in a South African setting. *Journal of Psychology in Africa*, 25(4), 305–312. <https://doi.org/10.1080/14330237.2015.1078087>
- Rono, L. (2018). Microcredit and Its Relationship To the Growth of Small and Medium Enterprises in Konoin Subcounty, Kenya. *International Journal of Advanced Research*, 6(4), 961–968. <https://doi.org/10.21474/ijar01/6935>
- Samiullah Sarwar. (2016). Influence of parenting style on children's behaviour. *Journal of Education and Educational Development*, 3(2), 222–249. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2882540.
- Siegel, J. (2021). *Desirable Parenting, Delinquent Youth? Exploring the Moderating Effect of Delinquent Peer Associations on the Protection of Authoritative Parenting*. January 2021.
- Suleiman, Y. (2019). *Teachers' Perceived Factors of Deviant Teachers' Behavior*

among Secondary Perceived School Students in Kwara State: Implication for Educational Managers. 7, 59–79. <https://doi.org/10.17951/ijsr.2018.7.59-79>

Sun, W., Wang, M., Zheng, F., & Wang, Y. (2025). From Nurture to Deviance: A Study on Parenting Style and Juvenile Delinquency. *Deviant Behavior*, 46(5), 639–655. <https://doi.org/10.1080/01639625.2024.2361051>

Wang, Y., Ma, S., Jiang, L., Chen, Q., Guo, J., He, H., Li, P., Gao, T., & Wang, X. (2022). Adverse childhood experiences and deviant behaviors among Chinese rural emerging adults: the role of social support. *BMC Public Health*, 22(1), 1–11. <https://doi.org/10.1186/s12889-022-14691-8>

APPENDICES

Appendix 1: Introduction Letter

Patience Wamucii

P.O Box 1093-60215

Marimanti

patiencewmunene@gmail.com

Dear Respondent,

My name is Patience Wamucii a Master of Education student at Tharaka University conducting a study titled “Parenting styles and deviant behaviours among university students in Kenya.” I am pleased to inform you that you have been randomly selected to be part of this study. I request you to respond to the research questions willing fully and honestly. None of your responses will be used against you. In addition, information collected will be strictly kept confidential and your identity will not be revealed. The information collected from the research will benefit the general society. **Do not write your name or the name of your university.**

Thankyou

Yours Faithfully

Patience Wamucii

Appendix II: Questionnaires for Students

My name is Patience Wamucii, a Master of Education student in Tharaka University. I am conducting research on Parenting Styles and Deviant Behaviours among university students in Kenya. I am delighted to inform you that you have been randomly selected to be part of this study. I request you to respond to the research questions willingly fully and honestly. The information collected in this study will be treated with strict confidentiality and will be used only for the purposes of this study. **Do not write your name or the name of your university.**

Section A: Demographic Information

Kindly give your personal information. Do not write your name. Kindly tick where appropriate.

1. Gender

Male [] Female []

2. Age

18-20 years [] 20-22 years [] 22-24 years [] 25 years and above []

3. In what year of study are you in

Second Year [] Third Year []

4. Who has brought you up?

Both Parents [] One Parent [] Guardian [] Siblings [] Others []
Specify

If others specify

5. What do your parents do for a living?

Peasants [] Self-employed [] Public employed [] Private employed []

SECTION B: Deviant Behaviours Among University Students

Indicate to what extent you agree with the following statements:

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

	Item	1	2	3	4	5
1.	Students engage in deviant behaviours which mostly start after they join university.					
2.	Peer influence and living away from home are major contributors of deviance among university students					
3.	Smoking, clubbing and drinking are major behaviours among university students					
4.	Cohabiting is a common behaviour among students in university					

5.	Students are used to entering the examination rooms with materials such as phones and summary notes that they can copy from					
6.	LGBTQIA+ is practised by some university students					
7.	Some students have sponsors who help them live lavish lives					
	Students pay people to take examinations on their behalf					
	Students engage in sexual relations in exchange for better grades					

SECTION C: Parenting Styles and Deviant Behaviours

Indicate to what extent you agree with the following statements:

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

	Item	1	2	3	4	5
Authoritative Parenting Style and Deviant Behaviours						
1.	My parents/guardians are warm, loving, caring and supportive which makes me not want to engage in deviant behaviours					
2.	My parents/guardians make time for the family and are physically, emotionally and psychologically available thus enhancing my stable personality					
3.	My parents/guardians are aware of my problems and concerns while in school therefore I cannot engage in bad behaviour					
4.	My parents/guardians allow me to express myself freely and give my input when making family decisions which has improved my decision making					
5.	I don't look for love and affection from other people since my parents/guardian show affection towards my siblings and I.					
6.	My parents/guardians give reasons as to why rules should be obeyed and the consequences for bad behaviour which encourages me to be in my best behaviour.					
7.	I have a high self-esteem since my parents/guardians constantly offer praise for my achievements.					
Authoritarian Parenting Style and Deviant Behaviours						
8.	My parents/guardians are too harsh on me and that has made me rebellious					

9.	My parents/guardians punish bad behaviour immediately which prevents me from engaging in deviant behaviour					
10.	Rules set by my parents/guardians are to be followed without question therefore I cannot misbehave					
11.	My parents/guardians do not care about my feelings but rather their own feelings which makes me seek validation from the wrong people					
12.	My parents/guardians yell, scold and use physical punishment every time I don't impress them which has made me develop fear					
13.	My parents/guardians constantly use the phrase 'because I am your parent' and 'because I said so' which leaves no room for dialogue					
14.	My parents/guardians expect me to perform well in my academics and do not understand when I don't which tempts me to cheat in my examinations to impress them					
15.	I fear my parents/guardians hence I cannot be disciplined					
Permissive Parenting Style and Deviant Behaviours						
16.	My parents/guardians over pamper me thus I have enough money for drinking and partying					
17.	My parents/guardians respond immediately to my requests thus they do not deny me permission to go out with my friends					
18.	My parents/guardians threaten me with punishment but actually never punish therefore I am never scared of doing anything wrong					
19.	My parents/guardians offer privileges to me so that I can behave well					
20.	My parents/guardians do not question anything I do which makes me engage in deviant behaviours					
21.	My parents/guardians try at all costs not to annoy me or do anything that will make me angry therefore do not punish bad behaviour					
Neglectful Parenting Style and Deviant Behaviours						
22.	I rarely spend time with my parents/guardians which makes me spend most of the time with friends who influence me into doing the wrong things such as partying					
23.	My parents/guardians do not check up on me when I'm away from home, and this has made me get into a relationship with the older people who can look out on me					
24.	My parents/guardians do not strictly follow what is happening in my life which gives me the freedom to do whatever I want to					

25.	The responsibility of raising me has been delegated to other people like house helps and relatives who care less about my behaviour					
26.	My parents/guardians rarely care to know what grades I get and how my performance is in school which make me not care about studies					
27.	I have the responsibility of choosing what to do and what not to do which leads to poor decision making					

Appendix III: Interview Guide for the Dean of Students

There was a brief introduction by the researcher after which the respondents were assured of confidentiality during the research process. Respondents were allowed to ask questions before, during and after the interview. The following questions guided the interview:

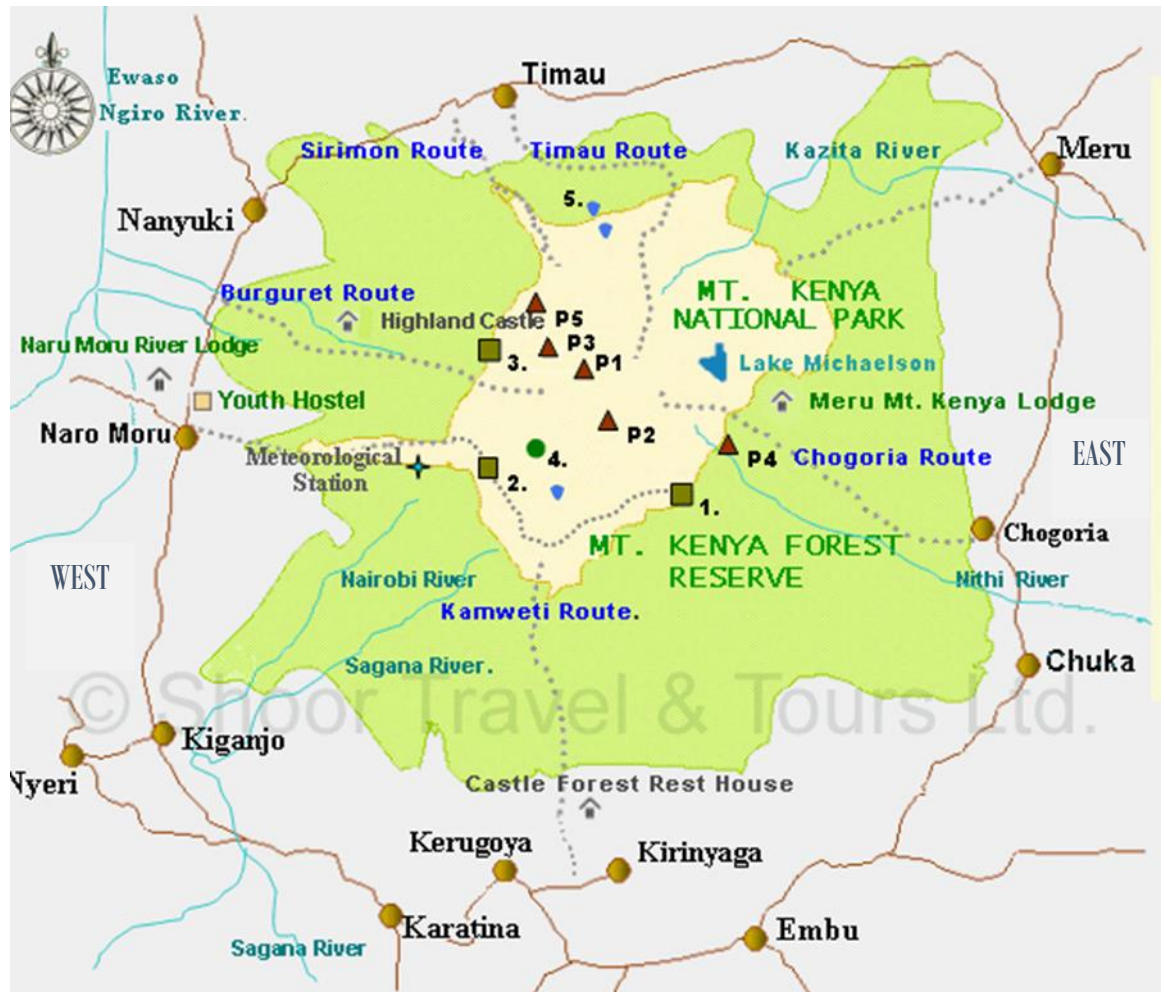
1. Name some of the deviant behaviours (*Probe on authoritarian, authoritative, permissive and neglectful parenting styles*)
2. What do you think are some of the prevalent deviant behaviours among students in the university? (*Probe on examination malpractice, sexual immorality and alcoholism and substance abuse*)
3. What years of study express most deviance? (*Probe on second year and third year*)
4. What do you think are the causes of deviance among students? (*Probe on parental upbringing, peer influence, freedom, social media influence*)
5. What is the impact of deviance among university students? (*Probe on school dropout, failure to graduate, early pregnancies, rehabilitation, academic suspension*)
6. Do you think there is a relationship between parenting styles and deviant behaviours among university students? (*Probe on the relationship of the two aspects*)

Appendix IV: Interview Guide for the Students Counsellor

There was a brief introduction by the researcher after which the respondents were assured of confidentiality during the research process. Respondents were allowed to ask questions before, during and after the interview. The following questions guided the interview:

1. Name some of the deviant behaviours (*Probe on authoritarian, authoritative, permissive and neglectful parenting styles*)
2. What do you think are some of the prevalent deviant behaviours among students in the university? (*Probe on examination malpractice, sexual immorality and alcoholism and substance abuse*)
3. What years of study express most deviance? (*Probe on second year and third year*)
4. What do you think are the causes of deviance among students? (*Probe on parental upbringing, peer influence, freedom, social media influence*)
5. What is the impact of deviance among university students? (*Probe on school dropout, failure to graduate, early pregnancies, rehabilitation, academic suspension*)
6. Do you think there is a relationship between parenting styles and deviant behaviours among university students? (*Probe on the relationship of the two aspects*)

Appendix V: Map Showing Study Area



Source: Shoor Travel & Tours Ltd

Appendix VI: Tharaka University Introductory Letter

THARAKA

P.O BOX 193-60215,
MARIMANTI, KENYA



UNIVERSITY

Website: <https://tharaka.ac.ke>
Social Media: [tharakauni](#)
Email: info@tharaka.ac.ke
Phone : +254745 838 353

OFFICE OF THE DIRECTOR BOARD OF POSTGRADUATE STUDIES

REF: TUN/BPGS/PL/06/25

10th April, 2025

To Whom It May Concern

Dear Sir/Madam,

RE: PATIENCE WAMUCII ADMISSION NUMBER EMT18/05914/22

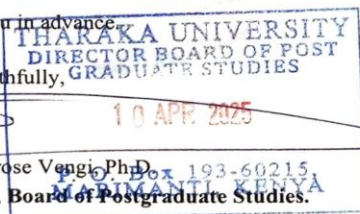
Patience Wamucii is a postgraduate student at Tharaka University undertaking a Master degree in **Educational Psychology**. The student has completed her coursework and is expected to proceed for collection of data after successfully defending her proposal at faculty level. The title of the study is **"Parenting Styles and Deviant Behaviours among students in Public Universities in Mt. Kenya East Region."**

Any assistance accorded to her will be highly appreciated.

Thank you in advance.

Yours faithfully,

Dr. Ambrose Vengio PhD
Director, Board of Postgraduate Studies.



TUN is ISO 9001:2015 Certified...



Education for Freedom/Elimu ni Uhuru

Appendix VII: Institutional Ethics Review Letter

THARAKA

P.O BOX 193-60215,
MARIMANTI, KENYA



UNIVERSITY

Website: <https://tharaka.ac.ke>
Social Media: tharakauni
Email: info@tharaka.ac.ke
Phone : +254 745 838 353

INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE

10th April, 2025

REF: TUNISERC/NSEC/ M042

Dear Patience Wamucii,

RE: Parenting Styles and Deviant Behaviours among students in Public Universities in Mt. Kenya East Region

This is to inform you that *Tharaka University ISERC* has reviewed and approved your above research proposal. Your application approval number is **ISERC04023**. The approval period is **10th April, 2025 – 10th April, 2026**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Tharaka University ISERC*.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Tharaka University ISERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Tharaka University ISERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Tharaka University ISERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI)
<https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Fidelis Ngugi
Chairperson, ISERC Tharaka University

TUN is ISO 9001:2015 Certified...



Education for Freedom/Elimu ni Uhuru

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

 REPUBLIC OF KENYA Ref No: 653076	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 22/May/2025
RESEARCH LICENSE	
	
This is to Certify that Miss. PATIENCE WAMUCHI WAMUCHI of Tharaka University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Embu, Meru, Tharaka-Nithi on the topic: PARENTING STYLES AND DEVIANT BEHAVIOURS AMONG STUDENTS IN PUBLIC UNIVERSITIES IN MT. KENYA, EAST REGION KENYA for the period ending : 22/May/2026.	
License No: NACOSTI/P/25/4173803	
Applicant Identification Number 653076	Deputy Director NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	