

INFLUENCE OF PARENTING STYLES ON ADOLESCENTS LIFE-SKILLS
DEVELOPMENT: A CASE OF ADOLESCENTS ATTENDING TEENS CHURCH IN
DELIVERANCE CHURCH INTERNATIONAL UMOJA, NAIROBI COUNTY

by

Mercy Muthoni Nzuki

A thesis presented to the School of Human and Social Sciences
of

Daystar University
Nairobi, Kenya

In partial fulfillment of the requirements for the degree

of

MASTER OF ARTS
in Counseling Psychology

October 2020

APPROVAL

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DECLARATION

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DELIVERANCE CHURCH INTERNATIONAL UMOJA, NAIROBI COUNTY

I declare that this thesis is my original work and has not been submitted to any other college
or university for academic credit.

Signed: _____
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ACKNOWLEDGEMENTS

My gratitude goes to the almighty God for giving me the strength to complete this study. I thank my supervisors, Dr. Susan Muriungi and Dr. Winnie Waiyaki, for their continuous encouragement and guidance throughout the journey of conducting this study. My appreciation also goes to my father, Mr. Christopher Nzuki, for the support he accorded me throughout my studies; and my mother, Mrs. Annastasia Nzuki, for every counsel and motivation she gave me towards the completion of my studies.

Moreover, I thank my sister Susan Mwawuda; and my brothers, James Nzuki and John Nzuki, for the support and encouragement they gave me throughout the master's program. My deep appreciation also goes to Pastors Pamela Oyola and Elizabeth Waweru, for their great support as I undertook my research study. To Bishop Masinde and the entire pastoral team of Deliverance Church International Umoja, I thank you for allowing me to conduct my study in your church. Last but not least, I thank Daystar University for giving me a conducive environment to undertake my studies.

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LIST OF ABBREVIATIONS AND ACRONYMS

DCIU	Deliverance Church International Umoja
ERB	Ethical Review Board
FGD	Focus Group Discussion
JB	John Brown
LCC	Local Church Council
NACOSTI	National Commission for Science, Technology and Innovation
SCT	Social Cognitive Theory
SPSS	Statistical Package for the Social Sciences
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

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ABSTRACT

The purpose of this study was to investigate the parenting styles used by parents in Deliverance Church International Umoja (DCIU) on their adolescent children and the influence the parenting styles had on the adolescents' life-skills development. The study's objectives were to identify parenting styles employed by DCIU parents on their children, investigate the life-skills employed by adolescents attending the teens' service in DCIU, establish the influence of parenting styles on adolescents' life-skills development, and explore the relationship between social-demographic factors of parents and adolescents' life-skills development. A descriptive research design was adopted for the study, and the target population comprised 2,050 adolescents' aged 12-19 years attending DCIU. Simple random sampling technique was used to select a sample size of 242 respondents. Questionnaires were used in data collection, and the data was analyzed through descriptive statistics using the Statistical Package for the Social Sciences (SPSS) version 23.0. The study findings revealed that 15.2% of the parents employed the authoritative parenting style, 16.7% practiced authoritarian parenting style, 25.0% employed permissive parenting style, while 43.1% employed neglectful parenting style. In regard to the life-skills employed by adolescents attending the teens' service in DCIU, 29.4% of them employed social skills, 22.1% employed emotional skills, and 48.5% employed cognitive skills. In terms of the influence of parenting styles on adolescents' life-skills development, the study revealed that there was no significant association between parenting style and life-skills development. It was concluded that all the parenting styles equally contributed to the adolescents' life-skills development. The study recommends the need for church leaders to create a platform where parents of adolescents in the different age categories can meet and share the parenting styles they use, the development outcomes the parenting styles have had on the adolescents, and the challenges the adolescents have faced.

DEDICATION

I dedicate this study to my family, friends, and Deliverance Church International Umoja parents. I believe that the study will be a source of insight and contribute to raising a Godly offspring.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This study investigated the influence of parenting styles on adolescents' life-skills development, with a focus on Deliverance Church International Umoja (DCIU), Nairobi County. This chapter gives a detailed background of the study as well as the problem statement. It also covers the purpose of the study and the objectives that led to the research questions. The chapter further presents the justification and significance of the study, the assumptions, the scope, limitations and delimitations, and the definition of terms.

Background to the Study

Hoskins (2014) posited that there is evidence regarding how parenting styles influence adolescents' life-skills development. However, there are still gaps in the research on the influence of parenting styles on adolescents' life-skills development. There has been a debate, over the past decade, on whether researchers should examine specific parenting behaviors. Baumrind's (1971) work about parenting was based on the dimension of parental control to form three different parenting styles, which include permissive, authoritative and authoritarian parenting.

According to Bowman (2015), the upbringing of a person contributes greatly to the view adolescents have of the world and how they perceive and process information. Stephenson (2014) mentioned that education is one of the tools that help adolescents to obtain different goals, indicating the adolescents can reason or think on their own. Therefore, there is a probability that parenting creates a pool of enlightened citizens.

Moreover, education is used to authorize students who share a common body of knowledge and socialization on the way things are done in particular societies.

Stephenson (2014) and Bowman (2015) argued that they could not relate to the influence of parenting styles on adolescents' life-skills development. Moreover, Ezquerro and Bowlby (2016) maintained that many of today's parents complained about the challenges of raising adolescents. They constantly asked the question, "What went wrong?" Yet, the question is not about what went wrong because adolescents are assumed to be the product of the whole process of parenting, from the time they are born. This, as a result, created a gap which this study aimed to fill.

Ladd and Pettit (2013) observed that there had been a renewed interest in a focus on the relationship between parenting styles and school achievement. The family being the first point of contact for an adolescent, parenting styles significantly affect adolescents' attitudes, understanding, problem-solving skills, and academic achievement. Moreover, several research studies have been conducted on the relationship between parents and adolescents, adolescents' school achievements, and behaviors required for a successful adaptation to the family and society. However, few scholars have paid attention to the influence of parenting styles on adolescents' school achievement. Moreover, most studies have focused on countries that are developed and have divergent characteristics and experiences. Thus, this study explored how parenting styles influence adolescents' life-skills development in DCIU.

Globally, a study that was done by the United Nations International Children Emergency Fund (UNICEF, 2017a) indicated that 41% of the parents in the world employ authoritative parenting style, 28% practice authoritarian parenting, while 17% and 13%

practice permissive and uninvolved parenting styles, respectively. Another study done by researchers from the School of Public Health at the University of Toronto, Canada, focusing on five countries around the world, namely Australia, China, Russia, United States, and Turkey, evaluated parenting styles on adolescents' life-skills. The researchers found out that among the adolescents' who had experienced authoritative parenting style, 93% exhibited positive behavior while 7% exhibited negative behavior (UNICEF, 2017a). Regarding permissive parenting style, 58% of the adolescents showed positive behavior while 42% showed negative behavior. Authoritarian parenting style accounted for 45% of the adolescents with positive behavior, while 55% exhibited negative behavior (UNICEF, 2017a). As highlighted in these statements, authoritative parents appeared to have raised adolescents' who portrayed positive behavior compared to adolescents brought up under permissive and authoritarian parenting styles (Jeff & Katie, 2016).

A study conducted in Canada on the influence of parenting styles on adolescents' academic performance by Rogers (2009) established that students' low academic performance is highly attributed to parents who embraced a strong authoritarian parenting style. Another study by Mohammed (2011) on adolescents brought up in Iranian families revealed that there is a negative association between authoritarian parenting style and adolescents' academic achievement. The study revealed no significant association between paternal authoritarian parenting style and adolescents' academic achievement. Hong (2012) concluded that parenting styles and parental practices influence adolescents' school achievement. Nyarko (2014) conducted a study in Ghana on the influence of authoritative parenting style on adolescents' academic achievement and found out that adolescents' academic achievement is altered by parenting styles.

At the regional level, a study done by Kassaum (2015) on how parental involvement contributes to adolescents' academic achievement in Ethiopia showed that Ethiopian families employed commonly used parenting styles regarding adolescents' sex. One cited example is a study of high school students, which revealed that the authoritative parenting style was the most commonly practiced parenting style for sons. Further, the study also involved a sample of junior high school students, and the results were that parents commonly used authoritative parenting style regardless of the sex of the child (Kassaum, 2015).

Changalwa, Ndurumo, and Poipoi (2012) conducted a study in Kaimosi Teachers Training College, Kenya, to examine 'the association between parenting styles and alcohol abuse among college students.' The study revealed a significant correlation between authoritarian parenting style and adolescents' academic performance. Changalwa et al. further noted that a high proportion of the adolescents who performed poorly in school and were abusing drugs, such as alcohol, had been raised by authoritarian parents.

In Kenya, parents commonly employed the authoritarian style of parenting as physical punishment was highly esteemed. According to Steinberg, Kaisa, Stattin, and Nurmi (2014), the scenario explained above brought about confusion on the difference between punishment and discipline, and as a response, the Ministry of Education abolished caning in the school system as they realized that it did not instill discipline. Hence, Steinberg et al. concluded that in Kenya, adolescents' performance in school was highly influenced by authoritarian parenting styles.

Steinberg et al. (2014) drew a conclusion that parenting behaviors continued to play a vital role in the lives of adolescents after examining the role parenting styles had in the

lives of adolescents. The findings revealed that the more support, demand, and autonomy parents provided, the more persistent academically and confident students emerged. This means that authoritative parenting continued to influence the students' academic performance. The study denoted that parenting style directly contributed towards the growth and development of adolescents, including their education, overall health, and well-being.

According to UNICEF (2017b), life-skills are described as transferrable skills and are known to be key where life is concerned. This implies that there is a need for parents to teach these skills in order to gain maximum impact on adolescents' lives. UNICEF (2014) listed some life-skills of importance, namely problem-solving, decision-making, and interpersonal relationship skills.

A school setting was a great opportunity for adolescents to learn positive habits and build life-skills. During the adolescence period, adolescents develop abstract thinking, problem-solving skills, the ability to understand consequences, and the ability to form relations with their peers. This is because they experience a form of independence from their parents as they (adolescents) take responsibility for their lives. Hence, a significant relationship exists between parenting styles and the adolescents' life-skills development (UNICEF, 2017b).

This researcher focused on adolescents' who were 12 to 19 years old attending DCIU. DCIU is in Umoja One, which is one of the wards in Embakasi West Constituency. Embakasi constituencies are among the 17 constituencies in Nairobi County, Kenya, and they include Embakasi East, Embakasi North, Embakasi Central, Embakasi South, and Embakasi West. Embakasi West Constituency, which the researcher focused on, comprises

Mowlem, Umoja One, Kariobangi South/Uhuru, and Umoja Two wards. These wards were reported to have high numbers of adolescents from different schools who were smuggling alcohol and other drugs to school. Other adolescents were initiated into gangs and were engaging in early sexual activity, which led to girls dropping out of school. The researcher did this study to investigate the influence of parenting styles on adolescents' life-skills development.

Statement of the Problem

According to McLoyd and Smith (2016), a number of parents bring up their children in the best way they know, which most often is the way they themselves were brought up. The problem is that what worked out for the parent might not necessarily work for the children. Parenting, therefore, is a skill that becomes more complex in response to the demands of a changing society. With the rise of new social problems that include the influence of media, peer pressure, dysfunctional family structures, sexuality problems, drug and substance abuse, and the parenting strategies of a generation ago are not necessarily effective today. Also, in a review of literature on life-skills development, Young (2005) noted that parenting attitudes and behaviors were strongly related to adolescents' behavior such as academic achievement and aspiration, identity development, interpersonal relationships, sexual promiscuity, and internalizing problems.

In DCIU, the pastors reported many incidents of adolescents' engaging in drugs and substance abuse and being initiated to gangs, not to mention the increased rate of unintended pregnancies among adolescent girls. Due to many adolescents' getting pregnant at the age of 15 years and some being recruited to gangs at 12 years old, a crisis

intervention clinic was formed in DCIU in 2018 to provide psycho-social support to the adolescents (DCIU, 2018).

As the churches continue to mentor children and adolescents' to become responsible adults, it is essential to understand adolescents' life-skills development. This insight was useful in establishing collaborative strategies for alleviating this deficiency. Consequently, this study used Baumrind's parenting styles to identify which styles were present among parents in DCIU and how the parenting styles influenced the life-skills development of the adolescents in the church (DCIU, 2018).

Purpose of the Study

The study aimed to investigate the parenting styles used by parents in DCIU and the influence the parenting styles had on adolescents' life-skills development.

Objectives of the Study

1. To identify parenting styles employed by DCIU parents on their children who attend the church's teens' service.
2. To investigate the life skills employed by adolescents attending DCIU teens' service.
3. To establish the influence of DCIU parents' parenting styles had on the adolescents' life-skills development.
4. To assess the relationship between parents' social demographic factors and DCIU adolescents' life-skills development.

Research Questions

1. What type of parenting styles did DCIU parents apply in raising their adolescents?

2. What life-skills did adolescents attending the teens' service in DCIU employ?
3. What influence did parenting styles have on DCIU adolescents' life-skills development?
4. Was there a relationship between parents' social demographic factors and DCIU adolescents' life-skills development?

Justification for the Study

The researcher came across a lot of literature done in Kenya on the influence of parenting styles. However, only a small number of such literature had focused on the association between parenting styles and adolescents' life-skills development. Since few research studies have been conducted in the non-western countries to look at the main types of parenting styles (authoritarian, authoritative, permissive, and uninvolved) that influence adolescents' life-skills development, the researcher felt compelled to look into the influence of parenting styles on adolescents' life-skills development. By conducting this study, the researcher hoped to add to the existing knowledge on the influence of parenting styles on adolescents' life-skills development.

Significance of the Study

The main significance of this study lay in the applied utility of knowledge it could create to the parents, the church, adolescents, and the general population. The researcher hoped the findings would equip parents and caregivers with insights on the four main types of parenting styles and how the parenting styles contribute to adolescents' life-skills development.

The church would gain insight into how different parenting styles influence adolescents' life-skills development. More so, parents of adolescents would gain insights

on the measures to take to ensure that their adolescents are raised in the best possible way. The study would also enlighten the general society on how parenting styles influence adolescents' life-skills development.

This study hoped to contribute to the academic knowledge in the field of psychology. The researcher anticipated that through this study, scholars would have an understanding of how adolescents' life-skills development are influenced by parenting styles. The study might also be important to individuals or institutions charged with making policies as it would give an in-depth understanding of the influence parenting styles have on adolescents' life-skills development. It would also help mitigate some of the issues that emanate from how the adolescents are raised. The researcher further anticipated that the study's findings would contribute to the formation of more effective policies aimed at addressing the challenges or needs of the adolescents.

Assumptions of the Study

The following assumptions were made by the study:

1. Parenting styles largely influenced adolescents' life-skills development.
2. The findings would be useful to psychology and sociology disciplines.
3. The study participants were easily accessible and willing to provide the information needed for the study.

Scope of the Study

The study was carried out in DCIU, which is located in Embakasi West Constituency, Nairobi County, and it focused on parenting styles and their influence on adolescents' life-skills development.

Limitations and Delimitations of the Study

Possible unwillingness by some adolescents to share confidential information during data collection: The researcher dealt with this by assuring the respondents of confidentiality and that findings of the study would be shared with them.

Some adolescents were reluctant to fill out the questionnaire due to some questions that they felt were invading their privacy. The researcher delimited this by informing the respondents about the freedom to pull out of the research at any time they wanted to. Moreover, the researcher introduced the research assistants who were in the same teens' church as the respondents in an attempt to make the respondents feel comfortable in responding to the questions as well as participating in the research.

Definition of Terms

Adolescent: This research defined an adolescent as a person aged 12 to 19 years, according to UNICEF (2017a).

Life-skills: According to Yadav and Iqbal (2009), life-skills refer to the essential abilities that help promote mental well-being and competence in young people as they face life realities. This research study focused on emotional, social, and cognitive life-skills.

Life-skills development: The process of growth in potential and abilities for influential behavior allowing adolescents to deal with life realities (Yadav & Iqbal, 2009) efficiently.

Parenting: The responsibilities entailed in the raising of children as well as other activities within the process of bringing up children (Constanzo, 2016).

Summary

The chapter has formed the introduction to the study, clearly bringing out the focus of the study. It has provided the study background, problem statement, purpose, specific objectives, research questions, justification, significance, assumptions, scope, limitations and delimitations, and definition of terms. These areas guided the research. The next chapter focuses on the literature review for this study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the researcher discusses the available literature relevant to the study. This was based on the research objectives. The chapter content includes the theoretical framework of the study, general and empirical literature review, and the conceptual framework.

Theoretical Framework

A number of theories have been suggested over time to help in explaining the parenting styles in relation to their influence on adolescents' life-skills development. The different theories according to the people who proposed them differ in the way they are conceptualized and adopted to influence adolescents' developmental skills. The different causes of adoption through unique mechanisms influence behavior in adolescents during their (adolescents) development. In this section, the focus is on Baumrind or pillar theory and social cognitive theory.

Pillar Theory

Diana Baumrind developed the pillar theory in the 1960s. The theory focused on the relationships between children's behavior and basic parenting styles. Baumrind asserted that there are four major styles of parenting and that each one of them contributes to how life-skills development occurs in adolescents (Baumrind, 2012). The main area of life-skills development in adolescents' revolved around cognitive, social, and emotional development.

Adolescents who desire to have healthy relations with their parents ought to have achieved social skills, among other skills (Ashford & LeCroy, 2015). The theory identified four main areas under which parents and adolescents' interactions occur. They include parental control, nurturing, maturity demands, and clarity in communication (Baumrind, 2012).

Children's outcomes, which include academic achievement, motivation, and optimism, are heavily dependent on the parenting they receive as they develop (Gadeyne, Ghesquiere, & Onghena, 2004). According to Bhavana et al. (2014), parents' conduct greatly impacts children's future behavior. Therefore, parental control is one of the main areas under which adolescents' interactions occur.

One of the issues involved in parental control is enforcing rules on adolescents. Baumrind (2012) described nurturance as one of the ways parents express themselves through warmth, showing protection and approval of their adolescents' emotional and physical welfare. Baumrind added that clarity of communication is where parents and adolescents are able to communicate effectively and are willing to share opinions so that when parents reason from the adolescents' perspective, they are able to tell their children behavior as they (children) developed.

Parenting styles influence concepts such as self-esteem, identity development, and self-efficacy, which are in line with the skills an adolescent develops in life (Brown & Iyengar, 2008). The behavior of the parents affects the behavior of the child (Morawska & Sanders, 2017). The four parenting styles according to Baumrid (2012) are authoritative, permissive-indulgent, authoritarian, and permissive-uninvolved or neglectful. Authoritarian parenting style exists in patriarchal societies (Tuzcuoglu & Tuzcuoglu, 2018). It depicts that parents usually have a clear, structured way of setting high standards and expectations for their adolescents.

In the authoritarian parenting style, the parents always keep an eye on the adolescent's progress and performance based on their (parents) standards. The parents discipline the adolescents' and ensure that the behavior, development, and decisions the adolescents make are well thought through and some informed from experiences (Baumrind, 1991). An authoritarian style dictates use of rules where the parents want obedience every time from their children and they (parents) go out of their way to force the adolescents to obey and flow with the rules they set.

The use of punishment, either physical or even verbal abuse, is a common trait of the authoritarian parenting style. Adolescents developing under such parenting style are well-mannered, but on the other hand, they are anxious and moody in most times and are always led but are never leaders (Gadeyne, Ghesquiere, & Onghena, 2004). When parenting styles incorporate extreme levels of control, the result is anxiety later in life (Darden, Shields, & Cortina, 1996).

The second parenting style, according to Baumrind (2012), is authoritative parenting. Baumrind's theory informs that this is the most effective parenting style. It

brings forth adolescents who have a very high self-esteem, are independent, self-reliant, and can set their own goals and achieve them. This style of parenting involves having control and warmth to the adolescents' and is recognized as an effective style since it produces positive results in children. Moore (2005) highlighted this style as the most difficult of the three parenting styles as it comprises close and warm interactions as well as ensures that necessary structures or rules are followed by the adolescent. Kopko (2007) continued to elaborate that the authoritative type of parenting provides adolescents with the opportunity to be an autonomous self and trust own leadership.

The third parenting style is permissive-indulgent. Baumrind (1991) explained that this is a style in which the parent displays full support and warmth to the adolescent. Such a parent publicly shows affection and acts of love to the adolescent, while setting little or no rules or limits at all, even in the event the adolescents' safety is compromised. Pettit, Laird, Dodge, Bates, and Criss (2002) elaborated that these parenting styles have seen parents making minimal regulations or setting lean performance standards and, thus, no repercussions in the event an adolescent misbehaves. Parents exert control over their children in different ways, for behavior change and instilling of values.

Permissive-uninvolved or neglectful is the fourth parenting style where the parent is rarely involved in the bringing up of the adolescent. Similar to permissive-indulgent, the parents do not set limits, but in this one, no parental warmth is displayed (Baumrind, 2012). This style is associated with neglect and rejection of the adolescent. A study by Brown and Iyengar (2008) on parenting styles and their impact on the students' achievement linked this parenting style to problem behavior in adolescents. The study concluded that adolescents are likely to underperform in many aspects during

development. When their performance in school is poor, adolescents display depression, suicidal feelings, and delinquent behavior.

In relation to the current study, Baumrind's theory sheds light on the parenting styles that are commonly employed by parents, as previously highlighted. The styles of parenting differently influence outcomes in life-skills development in adolescents. This plays a great role in the relations of both the style employed and the behavior on life-skills development in the adolescent (Ong'era, 2016). Although Baumrind or pillar theory help to bring clarity on the styles of parenting, the theory is limited as it only focuses on parenting styles but does not expound on the influence of the surroundings when it comes to life-skills development of the adolescent.

Social Cognitive Theory

According to Bandura (2003), social cognitive theory (SCT) or the social learning theory was proposed by Albert Bandura (1986), and it explains that learning occurs in a social context as a result of three reciprocal interactions of the person, behavior, and environment. Nevid (2009) elaborated on how the SCT proposes that human beings interpreted the details as opposed to responding to environmental influences. Behavior, for instance, is influenced by personal and environmental factors such as culture, religious affiliations, and family background. Zimmerman and Schunk (2003) stated that Albert Bandura started to research on social learning and aggression in adolescents at a time when the Freudian view held that aggression is as a result of forces operating unconsciously on an individual, and that it has minimal detrimental effects.

Baltes and Reese (2014) maintained that in this theory, development is considered to be a monolithic activity whereby skill-sets that develop are distinct to human beings.

This development of life-skills is influenced by the background, upbringing, and the sustainability of the developed skills as dependent on the experiential conditions. As a result, different parenting styles influence life-skills development and building capacities among adolescents.

Albert Bandura (1986) developed five main pillars or elements of social cognitive therapy, which described the theory. One of the pillars, according to Bandura (2003), is that which described the dynamic and reciprocal interaction of a person, where people have specific experiences that they have learned; the environment, which has influenced their development; and behavior, which is an outcome of the influences.

The second pillar is behavioral capability. Bandura (2003) expounded this concept as an individual's ability to accomplish or execute behavior using essential knowledge that has been acquired, not forgetting the skills. Therefore, the adolescent has the ability and capacity to perform a certain behavior having in mind that experience was the best teacher that directly affects behavior and the capacity to perform it. Wei, Hayden, Kutcher, Zygmunt, and McGrath (2014) continued to elaborate that from action or behavior, one can process the response, which influences their knowledge and skills.

The third pillar is observational learning. Bandura (2003) asserted that observational learning is not a simple imitative process as people control their own behaviors. Through observational learning, adolescents' can watch and observe events in the environment, how people react, and how things are done. This, in turn, influences the learning curve. According to Joet, Usher, and Bressoux (2011), individuals copy good leadership skills, that is, behavior that is outstanding in other persons. This is all through observation, and thus learning is experienced.

The fourth pillar is reinforcements. It is the internal or external influences to an adolescent behavior, either positively or negatively and it determines the continuity or stoppage of the behavior (Peng, 2009). Reinforcements, in this case, are self-initiated through the environment to produce a positive or negative effect. This concept normally goes hand in hand with the reciprocal relationship between environmental factors and behavior (Bandura, 2003).

The fifth pillar is expectations. By adopting a specific behavior, there are anticipated consequences seen thereafter. Before engaging in a particular behavior, people predict the consequences of their actions, and these anticipated consequences influence the successful completion of the behavior (Moos & Azevedo, 2008). Through the previous experiences, the behavior is able to probe an expectation. Albert Bandura also talked about self-efficacy. Ashford and Lecroy (2015) were of the view that Albert Bandura developed self-efficacy as part of the social learning theory. Self-efficacy describes an adolescents' capacity to successfully complete a task through self-motivation and without external influences. Self-efficacy is a distinct concept in SCT due to its uniqueness. Moreover, individual factors and environmental factors influence self-efficacy (Bandura, 2003).

According to the social cognitive theory, to explain human behavior, one is seen to be controlled and gotten from the environment in which they interact with or through internal dispositions (Greenough, Black, & Wallace, 2016). This theory also illustrates that different factors such as cognition, behaviors, personal factors, and the environment in a big way influence all the human beings that operate and interact in different ways to influence behavior (Bandura, 1986).

Growth and development of adolescents involve various stages influenced by different factors that eventually affect the direction one takes (Brim & Ryff, 2016). Such determinants are age-graded social influences that are brought about by the family, educational, and varied institutional systems. Factors such as accidents, illnesses, career change, migration, and divorce are termed as great determinants of social behavior of adolescents as they develop (Lunenburg, 2011).

Bandura (1986) further stated that people have different life experiences, and all these are due to different socio-cultural conditions that are unique to different people at different times. These factors comprise different economic lifestyles, opportunity structures, cultural upheavals, technological changes, and political differences, which have seen a direct impact in the society and therefore affect the life-skills development of adolescents (Bandura, 2003).

According to Redmond (2010), in the reinforcement process, parents are the ones responsible for setting children's performance. As the reinforcement process continues, children are normalized with many behaviors. For instance, a mother tries to teach her little son how to hold his toy. At first, she holds the toy in front of her son for the son to be able to imitate it. The mother repeatedly demonstrates the steps, which, when she hands the toy over to the son, he grabs it successfully. This, as a result, motivates the son to try to hold the toy again (Greenough, Black, & Wallace, 2016).

A study by Dearing (2014) on the developmental implications of restrictive and supportive parenting across neighborhoods and ethnicities indicated that siblings who show violence in the family encourage other adolescents to show the same aggressive actions (Dearing, 2014). This leads to the conclusion that the environment in which the

adolescents are raised highly impacts on the adolescent's life-skills development. In relation to this research study, there was a relationship between parenting styles, the environment in which the adolescent is raised, and the life-skills developed.

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General Literature Review

Parenting Styles Employed by DCIU Parents

Baumrind (2012) stated that there are four different types of parenting styles, namely authoritarian, authoritative, permissive-indulgent, and permissive-uninvolved or neglectful parenting style. Authoritarian parents are less warm in interactions with adolescents and more controlling of their adolescents. They show fewer affiliative relationships with their children compared to authoritative parents. Moreover, authoritarian families are characterized by a high level of psychological control which when described from an adolescent point of view is a feeling of being controlled, devalued, and criticized (Baumrind, 1971).

Baumrind (1991) highlighted the second parenting style as authoritative parenting. Baumrind's model of parenting suggests that authoritative parents are highly responsive yet demanding. Therefore, they exhibit a balanced style of adolescent rearing. On the one hand, they are warm and uninvolved, but on the other hand, they exert firm guidance by establishing clear boundaries and expectations for their adolescents. Steinberg, Fletcher, and Darling (2014) concurred with Baumrind by elaborating that adolescents from authoritative households tend to have more positive developmental outcomes than adolescents' from non-authoritative households.

The third parenting style is permissive-indulgent. According to Baumrind (2012), the parents who practice permissive parenting style are high on responsiveness but low on demandingness. Their main concern is the adolescents' happiness, although they tend to be overindulgent and make few demands on their adolescents. Steinberg et al. (2014) also highlighted that permissive parenting is associated with poor school achievement and

social incompetence in children as the children are often found to lack self-control and have anti-social behaviors.

The fourth parenting style is permissive-uninvolved or neglectful. Baumrind (2012) posited that parents who practice this parenting style do not set firm boundaries and are often dismissive of the adolescents' needs. Moss (2012) also mentioned that adolescents raised by uninvolved parents normally lack etiquette, they have unregulated behavior, they are uninformed on the consequences of bad decisions, and face many emotional issues due to their lack of boundaries and negative attitude.

Life-skills Employed by Adolescents

According to UNICEF (2017b), life-skills aim to address knowledge and skills and therefore enhance the adolescents' wellbeing. These skills help to promote the mental wellbeing among adolescents. Essentially, life-skills are attributed to being able to recognize and identify one's own emotions (Darden et al., 1996). These are the capabilities that enhance the domains of development of adolescents as they (adolescents) navigate through life. This study focused on life-skills, such as social, emotional, and cognitive life- skills employed by adolescents (Bandura, 1992).

According to the World Health Organization (WHO, 1999), social skills help one socialize with others through gestures or body language. Vann and Barry (2016) believed that fathers offer adolescents less social support than mothers. Adolescent girls are more supported by their mothers, while the boys receive support from their fathers. In regard to the development of adolescents' social competencies, parents play a vital role through their daily interactions and general parenting styles (Fagan, 2015). Below are some of the social skills developed regarding the style of parenting and its impact on social maturity;

Self-awareness: Self-awareness refers to the recognition of adolescents' character, strengths, weaknesses, desires, or likes and dislikes (UNICEF, 2017b). According to Bhavana et al. (2014), when adolescents develop self-awareness, they can recognize when they feel under pressure to perform or are stressed.

Effective communication: Steinberg et al. (2014) defined effective communication as adolescents' efficiency according to culturally accepted forms of communication. Effective communication involves a social perception process, that is, being able to discern the thoughts of people through observation of both verbal and non-verbal cues. This involves communication skills where the individual is able to engage in effective communication to express needs, fears, and opinions where need be (Vranda, 2011).

Interpersonal relationship: A study by Darling (2015) on parenting styles and how they correlate clearly indicated the positive ways of relating to people, which enables one to enhance better relationships essential to the mental and social wellbeing of an individual. Interpersonal relationships mean maintaining healthy relations with anyone that is within and without our environs.

Lahey et al. (2007) highlighted that there are some differences on how men and women perceive the world. In many instances, men and women's values, goals, verbal, and non-verbal cues tend to differ. Moreover, social relationships, stereotypes, and societal perceptions create differences between how men and women communicate (Berk, 2007).

According to UNICEF (2017b), cognitive skills are one of the life-skills employed by adolescents. They are the core skills the brain uses for attentiveness, comprehension, and learning. Critical thinking, as defined by Bhavana et al. (2014), is the intentional observation of life through analysis of those factors that influence behaviors such as

technology, media, peer pressure, and value system (Berk, 2007). Further, Bhavana et al. (2014) defined creative thinking as a way of observing and embarking on behavior.

Decision-making, according to Vann and Barry (2013), teaches people to come up with actions. Problem-solving helps adolescents deal with daily life problems since unresolved problems could lead to mental illness (Vann & Barry, 2013). According to Steinberg et al. (2014), emotional skill is another life-skill employed by adolescents' where they are in a position to express and manage emotions effectively and be empathetic to others.

Influence of Parenting Styles on Life-skills development

Steinberg et al. (2014) pointed out that the style of parenting is referred to as emotional climate where a parent brings up an adolescent in ways that comprise different dimensions of response and demand from the parent. They further argued that parental warmth and support are measured by parenting behaviors. Parental warmth is the affection between the parent, parental support is when the parent or caregiver provides aid or help for the adolescent, while parental involvement is a combination of commitment and active participation between the parent and the adolescent.

The two-dimensional view of parenting combines parental behaviors into parenting styles. When it comes to the development of adolescents, parents are key and very vital in this process. Baumrind (2012) highlighted that adolescents that varied in social competence are those were raised by parents who utilized differing styles of parenting. Baumrind presents styles of parenting as four-category structures which include authoritative, authoritarian, permissive, and uninvolved or neglectful. Baumrind continued to elaborate that the authoritative parenting style is usually linked to positive results when

it comes to bringing up an adolescent. It is also a very effective and the most beneficial style of parenting when it comes to family.

Authoritarian parents are linked to a parent that always looks to having rules fully followed to the letter, and minimal questions asked if at all. The parents desire total conformity, yet this is a less warm environment. When it comes to permissive parenting, the parent is very affirmative to the impulses and actions of the adolescent when consulting the adolescent on family decisions and also utilizes high responsiveness but low demandingness (Baumrind, 2012). Uninvolved or neglectful parents rarely motivate their adolescents' self-regulation, and fail to manage the behaviors of these adolescents (Hoskins, 2014).

According to Young (2005), life-skills enable adolescents to become competent, independent social beings. It helps them to figure out their identity, the types of relationships considered healthy, derived solutions to their problems, and to make wise decisions. These life-skills contribute significantly to the lifestyle adolescents choose to live, whether they want to be active and healthy or whether they prefer to engage in risky behavior. Since life-skills are groomed in adolescents to lead to life-skills development, it is the responsibility of parents or caregivers to train or teach appropriate life-skills.

Conner, Jones, and O'Connor (2016) maintained that there is a long-lasting argument theorizing by parents, philosophers, and scientists on the way parents shape their adolescents' life-skills development. Focusing mainly on outcome studies, the conclusion of the review was that learning skills, social competence, and sense of self-worth related to the quality of a child's and the parent relationship. Galambos, Barker, and Almeida (2003) found that adolescents' misconduct in school and drug abuse resulted from parental control

behavior. A study conducted in the United States of America on 'behavioral issues of parenting on adolescents' outcomes early in their lives' found that these adolescents' behavior issues arose from low level of parental involvement (Pettit et al., 2002). All the mentioned items were linked to the style of parenting and its influence on life-skills development.

Empirical Literature Review

according to study by Hart, Ganley, and Purpura (2016) on 'the influence of maternal and paternal disciplinary styles on children life math's skill' when there was secure attachment between parents and adolescents, there was evident stability in the quality of family relationships over time. The quality of the parent-child relationship remained very influential. There were some aspects of the relationship that existed between a child and a parent that seemed very vital to adolescents regardless of the age, even when they were faced with hostility and conflict or even in an environment of support and warmth.

According to Deci and Ryan (2008), monitoring and control, which was one of the most important dimensions, was thought to alter in function and structure during adolescent development. In parent-child relationships, genetic factors play a vital role in individual differences, and adolescents' psychological adjustment was partly mediated by genetics.

Steinberg conducted comprehensive research about the correlation between parenting styles and the social-emotional development of adolescents. Two surveys were administered to a group of 14 parents at the Family Resource Centre for Eau Claire County in the United States of America to assess parenting styles and development of their junior

school aged adolescent (Steinberg et al., 2014). Literature review and collected data regarding parents who used authoritative style of parenting revealed that the adolescents who received this kind of parenting had a high score based on the emotional development screening tool. The review concluded that to have positive effects on individual adolescents, family, and society as a whole, there was a need to improve the relationship between the parent and the child. A wide range of results connected with the relationship between a child and the parent ought to be portrayed in a manner that assesses the parents' interventions (Strassburg, Meny-Gibert, & Russell, 2010).

Parenting Styles

Authoritarian parenting style and life-skills development

Authoritarian parenting style, as mentioned by Darling (2015), asserted that parents practicing authoritarian parenting are not responsive and that their relationships are less engaging. They discourage open communication or dialogue, exhibit trust and engagement that is very low, and control that is more adult than child-centered.

Different studies had shown that the authoritarian parenting style has a direct link to life-skills development in adolescents' (Dearing, 2014). A study by Roberts and Fraleigh (2016) on 'academic performance and style of parenting relationship' found parenting style to be 87% positively related to grades in academic performance. In Kassaum's (2015) study on 'the influences of parental involvement on the academic achievement of adolescents in Ethiopia,' authoritarian style of parenting was determined as the common style since the socio-political system adhered to authoritarianism in every human realm.

Authoritative parenting style and life-skills development

The authoritative parenting style greatly influences the development of life-skills among adolescents. Baumrind (2012) indicated that adolescents develop obedience and proficiency in whatever task they do. This parenting style influences high achievement in academic success, self-esteem is well developed, and the adolescents are able to develop better mental health. Adolescents have a competent set of social skills with which they can interact, and they have few tendencies of violence.

Sarac's (2015) study on 'parenting styles in the Philippines' determined that 91% of authoritative parents normally were warm and nurturing despite their strict and punitive nature. Their high levels of emotional support were always on the fair and constant radar. The parents normally provided options to adolescents, encouraging them to be responsible and independent. The adolescents developed skills of self-efficiency, self-control, reliability, and independence (Berk, 2014).

According to Santrock (2010), in an authoritative parenting style, the parents have clear guides for the adolescent, and they offer respect, support, and clear communication. In turn, adolescents behave in rational, unique ways; and value discipline (Moss, 2012). This parenting style is a social competence tool that lowers problems, especially in girls and boys during development, thus boosting good and positive behavior. There is a low probability of adolescents' engaging in alcohol and substance abuse and less involved in violent activities (Darling, 2015).

Further studies conducted globally have indicated that the pros of authoritative parenting can vary in different groups. Steinberg et al. (2014) came up with the way parenting styles were related to life-skills development among adolescents. According to McLoyd and Smith's (2002) study on physical discipline and behavior problems in African

American, European American, and Hispanic children, European American, African American, and Hispanic American adolescents' higher school achievement was found to be significantly predicted by authoritative parenting. However, this was not the case for Asian American adolescents.

Moreover, Steinberg et al. (2014) posited that parents of European American adolescents were most likely to use authoritative parenting. In contrast, Asian American adolescents' parents were the least likely to use authoritative parenting. The findings indicated that despite the authoritative parenting style being warm and strict, the positive skill-set developed by the adolescents includes self-disciplined responsible individuals with clear goals and a constant zeal to do things the right way even without being watched. Therefore, this parenting style was said to correlate, highly with good behavior (Alizadeh, Hardy, Power, & Jadedicke, 2015).

In a study by Darling (2015) on parenting styles in the United States of America, 76% of the parents were of the view that the advantages of authoritative parenting were normally seen from pre-school age, all through to adulthood. The advantages include competence, mental health, social development, and self-perception. In addition, the parenting style developed skills of self-discipline, assertiveness, and social responsibility among adolescents. Moss (2012) concluded that authoritative parenting brought up a child who was confident in most environments.

According to Nyarko (2014), the authoritative parenting style was an essential style to raise adolescents, according to many researchers. They stated that it was associated with a less disturbing character among adolescents. Alizadeh et al. (2015) also observed that an authoritative upbringing was related to positive outcomes and minimal adolescents'

behavioral disorders. In line with the skills development in this parenting style, studies found that adolescents raised through this parenting style were happy and content and displayed high levels of independence and well-developed social skills (Miller & Wickramaratne, 2015). Adolescents who were raised through this type of parenting style could effectively express cooperation and warmth, and explore new environments. Besides, they were assertive and competitive (Roberts & Fraleigh, 2016).

Permissive-indulgent parenting style and life-skills development

Moss (2012) asserted that the life-skills that develop as a result of permissive parenting always result in adolescents who have low happiness, better self-esteem; but who lack self-reliance, self-control, and self-regulation - as parenting is rarely monitored. Permissive parenting is seen to be very responsive and very low when in regard to demandingness (Baumrid, 2012). The adolescents are often impulsive, disobedient, and rebellious (Santrock, 2015). They have exploitative tendencies and can engage in anti-social behaviors (Berk, 2014).

A study conducted on parental monitoring and peer influences on adolescent substance abuse in Philadelphia indicated that 88% of non-controlling and non-responsive parents make minimal demands on adolescents (Steinberg et al., 2014). According to a study by Querielo, Warner, and Eyberg (2015) done in Australia, the parent consulted with the adolescents on the rules of the house and entrusted them with tasks on the house rules. These parents shared mostly material resources for adolescents to use as they wished and gave them total control over their own environment.

A study done by Muris, Meesters, Schouten, and Hoge (2004) on adolescents living in Ethiopia showed a clear developmental outcome of adolescents raised in neglectful and

abusive homes as opposed to those in permissive homes. Parents who employed the permissive parenting style did not coerce the adolescents into any responsibility, nor did they have any expectations for their adolescents' behavior.

Alizadehet et al. (2015) studied parenting styles in Nigeria and found that 94% of adolescents who were parented with through the permissive-indulgent were most likely to be involved in violence and were linked to substance abuse and sexual activity. However, Darling (2015), in a different study, established that 78% of the adolescents who were likely to portray behavior problems were those from parents that employed permissive style and that the adolescents' depression level was low while their social skills were way better.

Morris and Nemcek (1982), in their study in Kenya on preschoolers' behavior and development, determined that poor parenting contributed to adolescents' aggression in school. Some parents were permissive and exercised little control over their adolescents. As a result, such adolescents acquired undesirable behaviors such as disobedience and violence.

Also, a study by Constanzo (2016) on domain-specific parenting styles done in South Africa reported that 85% of parents who adopted this parenting style showed different outcomes. There was a high vulnerability of the adolescents to becoming spoilt in the community as they were always permitted to do what they wanted without any objection. The adolescents demanded a lot, acting as the special type to people and the world. These adolescents typically became impatient in life, especially with people who did not give them what they wanted. Moreover, they normally had poor socialization skills,

especially when they were not concerned with the welfare of others, neither did they sacrifice anything for others (Constanzo, 2016).

Permissive-Uninvolved Parenting Style and Life-Skills Development

This parenting style is one that develops one of the worst life-skills for adolescents if applied. There are many cons associated with this parenting style in reference to others as the adolescents are neglected and therefore exposed to high risks. The adolescents normally lack etiquette, have unregulated behavior, are uninformed on the risks of making uninformed decisions, have negative attitudes, and do not have boundaries (Moss, 2012).

A study conducted by Santrock (2017) in the United States focusing on child development indicated that 99% of parents who were unloving and neglectful brought up adolescents who were most aggressive. According to Darling (2015), the adolescents' self-esteem was affected, and they were not very competent compared to their peers, as they lacked self-control, and could find themselves searching for love in all the wrong places. According to Vranda (2011), one behaved according to their own self-interest and was ready to encounter issues since man is a social being and not an island. The more one understands himself or herself and others; the more one is in a good place to share others' needs, aspirations, and desires, and accommodate their perceptions. This results in improved social interaction skills, especially in situations where there is ethnic and cultural diversity.

Social Demographic Influence on Adolescents' Life Skill Development

These include age, education, gender, marital status, family size, career, and income. The parenting styles are associated with the parents' ages. A study by Muris et al. (2004) on 'effects of perceived control on the relationship between perceived parental

rearing behaviors and symptoms of anxiety and depression in nonclinical preadolescents,' illustrated how parents used authoritative style. Another study by McLoyd and Smith (2016) on 'physical discipline and behavior problems among African Americans on parenting' indicated that older and young parents differed in how they brought up adolescents. The study indicated that parents at a younger age (under 34 years) in more than half the cases were authoritative and tended to be negligent. In contrast, those that were older than 45 years tended to be authoritarian.

The second social demographic factor is education. A significant relationship exists, according to a study by Kopko (2007), on 'parenting styles and adolescents' in New York'. One of the findings of a study done by McLoyd in 2016 in the United States brought about the fact that education and the type of work that parents do were linked with parenting style. Three in five parents with authoritative parenting style were employed and had more favorable positive terms of employment than other groups and styles, followed by authoritarian parents (McLoyd, 2016).

Negligent parents in this sample were all unemployed, indicating that these families had less income. This finding was consistent with McLoyd (2016), who stated that parents who were unemployed were less supportive of their children due to lower revenues. There was also evidence when it comes to parenting styles viewed from education eyes as well as employment status.

The third social demographic factor is gender. Gender has been defined as the roles ascribed to being male or female. Very few studies have examined how the sex of the child influences parent differences in parenting and the ones that have mostly focused on the amount of parent involvement, rather than choices of parenting style (Fagan, 2015).

Research done globally has supported that mothers and fathers used the same disciplinary styles with their children 65% of the time (Hart et al., 2016). It was observed that mothers and fathers made an individual contribution to the development of adolescents. Moreover, fathers have been less frequently studied in regard to the effects they had on adolescents' developmental life-skills (Dishion, Duncan, Eddy, Fagot, & Fetrow, 2015).

Another cross-sectional study on parenting in black and white families, focusing on Dutch adolescents in the United States by Helsen et al. (2013), yielded similar results. The researchers reported a stronger association between low parental support and emotional problems for girls than boys. Also, parental intrusiveness seemed to relate differently to the psychological outcomes of boys and girls.

The fourth social demographic factor is marital status. Divorce and family conflicts affect adolescents negatively; hence, their life-skills development (Sasse, 2014). Adolescents' chronically exposed to parental conflict show myriad behavior problems such as aggression, truancy, delinquency, among others (Berk, 2016). Research shows that adolescents' growing up in conflict-ridden homes internalize diverse forms of negative behavior. They are unhappy, aggressive, and disobedient (Kinai, 2015).

Marriage and family patterns have continued to evolve and diverge from the traditional nuclear family type. In recent times, the world underwent significant and drastic changes, many of which involved all aspects of society (Santrock, 2017). One of these aspects is the family, which is in a state of decline and confusion. There is a rise in the divorce rate that leads to many un-parented and under-parented adolescents' who have to find their way in life by themselves because their families are in turmoil.

Divorce has wreaked havoc in the lives of many adolescents, and this often affects their development for years. Discipline too has become harsh and inconsistent, and when the fathers see their adolescents occasionally, they are highly likely to be permissive and indulgent to the behavior (Berk, 2016). Many studies have reported that divorce is quite stressful for adolescents (Santrock, 2017). Adolescents react with distress and anger to their less secure home lives. Other adolescents could escape into undesirable behavior such as truancy, early sexual activities, delinquent behavior, and dropping out of school (Berk, 2016). Adolescents from divorced families are more likely than those from intact families to have academic problems, anxiety, depression, less social responsibility, drug abuse, and association with antisocial peers. In addition to the above behavior problems, adolescents from divorced families were more likely to have higher school absences and low academic performance (Sasse, 2014).

The fifth social demographic factor was career and income. McLoyd (2016) found out that there was a relation between the authoritarian style of parenting and low socio-economic status. He explained that because of poverty, parents become less supportive of the adolescent. His study in Chad found that 82% of the poor mothers were more severe when dealing with adolescents' behavior, expected more obedience from them, and when they were wrong, the parents physically punish them.

Rosier and Corsaro (2014), in their study in Congo, that focused on managing parenthood in poverty, highlighted that parents who were considered to be working tend to give rules to the adolescents' than the older parents. The changing economic times have forced both parents to be breadwinners. Most parents in Kenya were busy and in school to

advance in their careers, which, as a result, impacted their parenting style (Mwololo, 2015).

Adolescents found themselves in homes where both parents were absent. Family homes have been reduced to temporary meeting places for boarding and lodging. Individual family members were all busy pursuing self-interests, were left feeling empty, lonely, and unloved (Hughes, 2017). In Kenya, when parents get too busy in their professions or live in a crisis mode, they lose their focus. The majority of them struggle with parenting - not because they did not have priorities, but because they were too distracted and busy to live by them (Muturi, 2016).

The sixth social demographic factor is family size. A study by Bossard and Boll (2015) in Morocco on the sociology of child development concluded that parents having large families tend to be unable to relate closely with the adolescents as opposed to the ones raised in smaller families. This influenced the parenting style employed on adolescents' which was authoritarian parenting and, as a result, influenced adolescents' life-skills development (Hart et al., 2016).

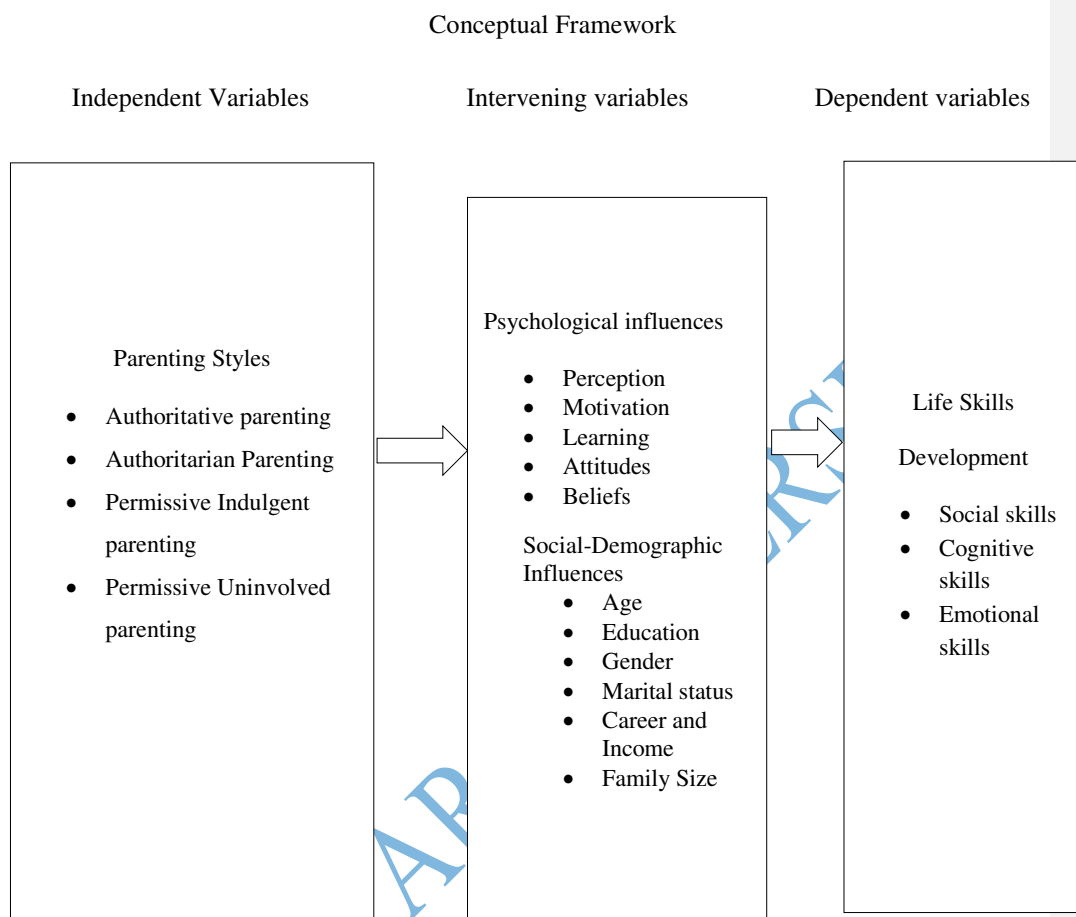


Figure 2.1: Conceptual Framework
 Source: Author (2020)

Discussion

A conceptual framework can be defined as a concise description of the phenomenon in a study using the graphical or diagrammatic presentation of the studied (Mugenda & Mugenda, 2008). The conceptual framework of this study diagrammatically shows the relationship of the independent variables, which were parenting styles, and how the parenting styles influenced the dependent variable, which was life-skills development.

The relationship between the independent variable and the dependent variable was affected by the intervening variable, which was the psychological influences of the adolescents and the socio-demographic factors of parents on adolescents' life-skills development (Macharia & Ngugi, 2014).

Summary

This chapter has focused on the theoretical and empirical literature from various studies related to the topic of the study in relation to the research objectives. In addition, there is a conceptual framework, which indicated the relationship between the independent variable and the dependent variable. The next chapter looks into the research methodology.

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CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter focuses on the research design that the researcher used, which includes the selection of the target population and the sample size that was drawn from the population, the data collection methods and procedures, data analysis plan, and the ethical considerations.

Research Design

According to Kothari (2004), a research design is a conceptual structure that entails collecting, measuring, and analyzing data. Rohilla (2010) explained that a research design has specific advantages and disadvantages depending on the nature of the problem under investigation. The research design for this study, therefore, provided a blueprint on how the research was carried out in such a way that maximized on the information that was collected. It included an outline of what the researcher did from formulation to the point of data analysis (Kothari, 2004).

The researcher used descriptive research design, which is the process of collecting data to get answers on the current status of a subject under study. Kothari (2004) elaborated that descriptive research sought to get and describe the characteristics of a particular individual or a group of people. Moreover, descriptive studies establish the extent of a problem or an issue. It was also used to identify disparities within a community and the interventions designed and implemented to reduce them. The disparities could be several items that range from education, health, crime, and employment (Mugenda &

Mugenda, 2008). This study endeavored to find out how parenting styles influenced adolescents' life-skills development.

Population

Kombo and Tromp (2006) defined a population as a group of individuals, items, and objects with common attributes or characteristics within which samples are taken for measurement. The problem that occurred within the population of this study was deviant behavior among adolescents, such as engaging in unprotected sexual intercourse with fellow peers that led to unintended pregnancies. Adolescent boys, especially, were being recruited to gangs such as *usiku sacco*, and some adolescents were getting caught by police officers abusing illicit drugs.

By the end of the year 2019, DCIU had a population of 6,000 to 8,000 people (DCIU Church Records, 2019). Bishop John Brown (JB) Masinde is the senior pastor of DCIU which was founded on 20th May 1984. He is also the general secretary of Deliverance Church Ministry, that covers Kenya, Uganda, and Zambia. The leadership structure of DCIU is comprised of Bishop John B. Masinde, who is the Senior Pastor of the church. The church is governed by the Local Church Council (LCC), comprising Bishop, elders, and ministers. This team has committees or action teams in charge of various aspects of church life and activities, namely the recruitment committee, welfare committee, building committee, King's School board, and King's College Board.

Parents attend the main service, children attend Sunday school, and the teens' church and the youth church. The study population was identified based on adolescents age 12 to 19 years who attend DCIU. The total number of adolescents between ages 12 to 19 years was 2,050. The assumption made was that each adolescent came from a family where

there was at least one parent. The researcher chose adolescents who were 12-19 years of age because immense changes are realized during these times; the domains of development begin to take root, and this becomes a trying time for the adolescents' to cope with the new crisis, for example, identity.

Target Population

The target population has been defined as the set of elements to which one desires to apply the findings of research (Daniel, 2012). For this study, the target population was adolescents aged 12-19 years attending DCIU. According to the Sunday school and teens' pastors, there were approximately 2,050 adolescents registered by the church in January 2019 (DCIU Church Records, 2019).

Table 3.1 presents the target population disaggregated by gender and age of the respondents.

Table 3.1: Target Population

Age Bracket	Boys	Girls
12 -13 years	290	371
14-16 years	343	387
17-19 years	296	363
Total	929	1121

Inclusion Criteria

The study included all adolescents attending the teens' service in DCIU at the time of data collection, regardless of the number of times the adolescents had attended the teens' service. The study was only focused on adolescents with parents and not caregivers. If the caregivers were to participate, some of them were the adolescents' siblings who had taken the parental role in the adolescents lives. This could have led to vague findings.

Exclusion Criteria

The study excluded all adolescents who were not attending the teens' service in DCIU and those who were not willing to participate. This was because the research focused only on adolescents attending teens' church and did not want to coerce any adolescent to participate.

Sample Size

Kothari and Garg (2004) asserted that the sample size is the number of items selected from the target population, and it should be adequately representative of the entire population. Kothari (2004) continued to argue that the sample size should not be too small or too large, but optimum. An optimum sample was described as one that fulfills the requirements of efficiency, reliability, representativeness, and flexibility.

Fischer method of 1990 was adopted to calculate the sample size since the study population was less than 10,000. The calculations were based on the following:

1. 95% confidence level achieved to ensure a fair coverage of the entire population in the study area.
2. 5% desired degree of accuracy in the data collected and
3. 80% proportion of the population targeted.

The calculations for sample size determination were as follows;

$$n = \frac{Z^2 pq}{d^2}$$

Where;

Z = 1.96 level of confidence

P = 80% [0.8] Proportion.

$$q = [1-0.8] = 0.2$$

$$d = 0.05 \text{ degree of accuracy}$$

Therefore,

$$N = \frac{1.96^2 \times 0.8 \times 0.2}{0.05^2} = 245.86 \approx 246$$

Finite population correction was done to produce a sample size that was proportional to the population. Therefore, the sample size was calculated as follows: for a population, less than 10,000, the following formula by Fisher, Laing, Stoeckel, and Townsend (1991) was used.

Desired Sample size

$$nf = \frac{n}{1 + n/N}$$

Where;

nf = the desired sample when the population is less than 10,000.

n= Sample Size.

N= the estimated population of DCIU = 2,050.

Therefore;

$$\frac{246}{1 + 246/2050} = 219.6 \approx 220$$

The calculated sample size was inflated by 10% to cater for attrition rate in order to make a sample size of 242.

Table 3.2 shows how the sample size was distributed between adolescent boys and girls.

Table 3.2: Sample Size

Age bracket	Boys	Calculated no. of respondents	Girls	Calculated no. of respondents
12-13 Years	290	34	371	44
14-16 Years	343	40	387	46
17-19 Years	296	35	363	43
Total	929	109	1121	133

Sampling Techniques

There are broad categories of sampling: probability and non-probability. Kothari (2004) established probability sampling as where every member of the population has an equal chance of getting selected, whereas non-probability is where not every member of the population has a chance to be in the sample. Daniel (2012) listed types of non-probability sampling, which include simple random sampling, stratified sampling, cluster sampling, and multi-stage sampling. For this study, the researcher used simple random sampling. Simple random sampling means that every case of the population has an equal probability of inclusion. It is also defined as where members of a particular population are selected by chance but with a known probability of selection.

The researcher divided the population into homogenous subgroups (boys and girls) then a simple random selection was made from each group. A sample consisted of more subgroups if the respondents were selected in a way that the different age-groups were represented in the sample (Mugenda & Mugenda, 2003). The researcher chose this method for this study so that the sample selected would be representative of adolescents attending DCIU.

The researcher selected adolescents attending DCIU services, and since the majority of them attend teens' service, which is normally conducted during the second

service, the researcher intended to get most of her target population during the second service. The sessions took place on Sunday at 2 p.m; as soon as the services were over. This gave the researcher and target population ample time to respond to the questions with minimal or no interruptions. The researcher categorized the population in terms of homogenous subgroups of boys and girls from different age groups (12-19 years), to engage suitable ways that were user friendly to respond to some of the questions that arose while filling the questionnaire.

The researcher then wrote random numbers and folded the numbers, then allowed the respondents to pick one folded paper. The respondents who had even numbers were the ones selected to participate in the study. This was communicated by the researcher before the exercise began.

The identification of focused group discussions (FGD) participants was made by the research assistants. This was done through purposive sampling, considering adolescents with unique traits such as those from single-parent families and both parent families. The FGD comprised two sets of 9 participants each since there were three strata of age groups of boys and girls, each stratum comprised of 6 representatives of three boys and three girls.

Data Collection Instruments

The data collection instruments for this study were questionnaires and FGD. The construction of the questionnaire included writing an introduction which explained the aim of the study; identifying questions that were simple, specific, and relevant to the objectives of the study; and setting the questions as both closed- and open-ended so that it would be easy for the respondents to answer.

The questionnaire was adapted from Munyi's (2013) study on 'the influence of parenting styles on the academic performance of adolescents in secondary schools in Manyatta Constituency, Embu County.' This parental authority questionnaire was developed by Buri (1991) and was used to measure Baumrind's parenting styles. In this study, the validity was examined through the instrument's ability to measure what it is supposed to measure, being that results of various studies supported the parental authority questionnaire as a psychometrically valid tool. The FGD guide was developed by the researcher. The sections of the questionnaire included the demographic information, parenting styles, and life-skills development. The data collection instruments were as outlined in Table 3.3.

Table 3.3: Instrument, Respondent and Information Required

No.	Methods	Data collection instrument	Nature of sample	Sample size
1.	Quantitative	Questionnaire	Adolescents attending DCIU.	233
2.	Qualitative	Focused Group Discussions	Adolescents attending DCIU.	9
Total				242

Data Collection Procedures

The researcher sought consent from the Daystar University Ethical Review Board (DU-ERB) and proceeded to get a permit to conduct the study from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then requested the pastoral team of DCIU for consent to carry out the study after which the researcher requested the parents to accept invitation on behalf of their adolescents, in order to participate in the research. Once the parents gave consent, the researcher requested the

adolescents to grant assent for participation in the study. The study was undertaken over a period of one month.

The research was conducted using a structured questionnaire and open-ended FGDs. Research assistants received a two-day training on how to administer the questionnaire to the respondents at DCIU. The FGDs were conducted in two sets, each having nine adolescents. The selection criteria for each set was simple random sampling, which incorporated sex and age (12-19 years) for a better representation. There was a single discussion in one of the classrooms for each set, which lasted for 2 hours.

The researcher moderated the FGD to probe and understand how parenting styles influenced adolescents' life-skills development. The FGD guide had guiding follow-up questions that invited the participants or respondents to provide specific responses.

Once the participants had filled the questionnaire and participated in the FGD in two hours. The researcher took the notes from FGD, the filled questionnaires, and put them in an envelope for the sake of ensuring the respondents' responses were confidential. Only the researcher could get to access them. The researcher then analyzed the data collected and drew conclusions out of the findings. The questionnaire also contained a Likert scale questions ranging from 1- strongly disagree to 5- strongly agree, which the researcher scored by summing up the subscales.

Pretesting

Kombo and Tromp (2006) posited that research instruments must be pretested so as to determine their validity and reliability. The reliability of the instruments was determined by the use of a test-retest method. The test-retest method entailed the administration of a similar instrument on two occasions to the same respondents. In this study, the

questionnaire was pretested on a section of 21 adolescents in Saints Celebration Family Church, which is one of the neighboring churches neighboring DCIU. This was done to ensure the validity and reliability of the questionnaire, and it mainly helped to ensure that the questionnaire was clear and understandable.

Similarly, the FGD interview guide was pretested in the two occasions. The population that participated during the pretesting of the study were not considered for the main study because the target population for this study was adolescents attending church service in DCIU. Pretesting of the study enabled the researcher to amend the questionnaire, especially in areas where respondents shared feedback on the question being a bit unclear.

Data Analysis Plan

According to Kothari and Garg (2004), when data is collected, it is first checked, coded, entered, and then analyzed. In this study, responses from the questionnaires were cleaned, coded, and keyed in the computer and later analyzed using the Statistical Package for Social Sciences (SPSS), version 20.0, which is recommended for quantitative data analysis. The data analysis findings were presented clearly in the form of tables and charts.

Data coding was done by allocating different responses falling in the nominal and ordinal scale that were computed through SPSS. Formulation entailed summarizing and displaying the raw data into statistical charts for analysis purposes. Data was cleaned, edited, and synthesized according to variables, emerging issues, and objectives of the study. All data was analyzed using descriptive and inferential statistics, which involved calculating frequencies, means, standard deviations, and percentages. Correlation analysis was done using Pearson coefficient (r) and P-value analysis to establish the significance of each objective.

In qualitative research, data were analyzed by summarizing key findings, explanations, interpretations, and conclusions (Kombo & Tromp, 2006). Qualitative data was analyzed through developing and applying codes, identifying themes, patterns, and relationships, and summarizing the data. This analyzed data was then divided into themes which Bailey (2007) described as recurring viewpoints, patterns, emotions and concepts that result from what the researcher heard repeatedly during the interviews.

Data collected through FGD was written down in terms of short notes. The data was then analyzed and the main themes that emerged from the discussions were identified, categorized and presented in narratives. According to Neuman, Christine, Patricia, Elizabeth, and Neuman (2000), studies on maternal depression and parenting behavior in the United States, concluded that analysis include working out certain measures and identifying various interactions that exist from obtained information. Patterns of interactions were used in interpretation of data.

Ethical Considerations

According to Mugenda and Mugenda (2003) Ethics is described as the branch of philosophy which deals with one's conduct and serves as a guide to one's behavior. Bell and Bryman (2007) explained that ethical issues were one of the major concerns when conducting a research study and that the welfare, rights, and dignity of the participants were safeguarded. The researcher observed the following ethical considerations.

One of the ethical considerations was to ensure that there was informed consent. The researcher first gave a consent letter to be filled by the parents of the adolescents' participating in the study then sought verbal consent from prospective participants who were the adolescents before engaging them in the study.

The second ethical consideration was the confidentiality of participants, where the identities of the participants remained anonymous throughout the research work. In order to ensure this was done, the researcher assured respondents verbally of maintaining confidentiality during and after research, including discreet handling of the questionnaires. The researcher ensured that the questionnaires and the field notes did not have any personally identifiable information and they were handled carefully and stored safely throughout the period of study. Moreover, the researcher assured the respondents that there were no risks associated with their participation in research

The third ethical consideration was to sufficiently inform the respondents of the goals and purpose of the study. The respondents were informed on the purpose of the study administered, which was for academic purposes only and that the researcher would not share their responses with their parents.

The fourth ethical consideration was that appropriate consents were obtained from the relevant authorities and permits with clearly spelt out duration and dates of the study before embarking on the data collection exercise. These included permits from Daystar University Ethical Review Board, National Commission for Science, Technology and Innovation (NACOSTI), Pastoral team from Deliverance Church International Umoja, Parents of the adolescents' and the adolescents' themselves who were the respondents of the study.

The fifth ethical consideration was that the collected data would be analyzed using valid and reliable statistical measures. In the presentation of findings, personal details of the respondents were concealed including results that could become potential themes in the

study. This was to say that the findings were generalized. A summary of the findings of the study were released to DCIU and Daystar University.

Summary

This chapter highlighted details on the methods that the researcher used to collect data namely the target population, the venue data was to be collected; the sampling techniques used, the type of data and the research instruments used. This chapter also revealed the data analysis plan and ethical considerations that the researcher took into account.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

In this chapter the researcher presents the empirical analysis and findings of the study. Specifically, the chapter outlines the summary statistics obtained from the data and empirical results from multinomial regression analysis and Chi-square. The findings were interpreted in line with the objectives of the study.

Analysis and Interpretation

Response Rate

The study sampled 242 respondents drawn from adolescents' attending the teens' service in DCIU. The researcher administered the questionnaires through personal contact in order to increase the response rate.

Figure 4.1 presents the response rate

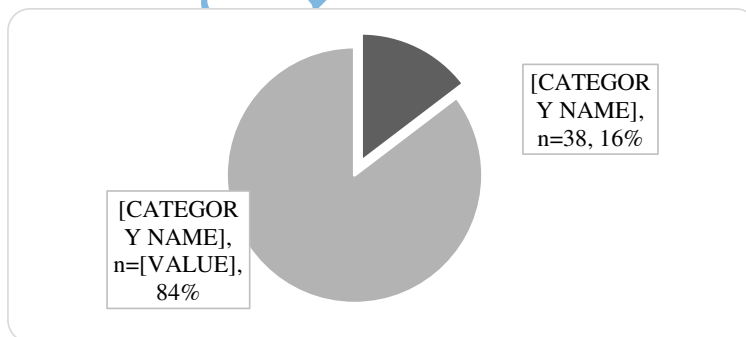


Figure 4.1: Response Rate

Out of the 242 questionnaires administered, 204 were filled and returned resulting in a response rate of 84.2%. According to Mugenda and Mugenda (2003), a response rate of 75% is excellent for statistical analysis. The following analysis was based on the 204 questionnaires (84.2%) collected from adolescents' attending the teens' service in DCIU. Kothari and Garg (2004) elaborated that 50% or higher response rate was adequate for analysis, drawing conclusion as well as making recommendations.

Demographic Information

In this section the researcher breaks down the characteristics of the study population. In order to have the background information, the social-demographic data of the respondents was captured in the first section of the questionnaire, where they were asked to answer 10 items relating to demographic information. Table 4.1 gives the results.

Table 4.1: Social Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percentage
Gender (item 1)	Male	73	35.8
	Female	131	64.2
Age of the Respondent (item 2)	12-13	67	33.0
	14-15	52	25.6
	16-17	61	30.0
	18-19	23	11.3
	Missing	1	
Education Level (item 3)	Primary	95	46.8
	Secondary	108	53.2
	Missing	1	
Person living with (item 4)	Both Parents	134	65.7
	Single Parent	56	27.5
	Others	14	6.9
Age of the Mother (item 5)	30-39	92	46.9
	40-49	91	46.4
	Above 50	13	6.6
	Missing	8	
Education Level of the Mother (item 6)	Primary and Below	9	4.8
	Secondary	49	25.9
	Tertiary	131	69.3
	Missing	15	
Employment Status of the mother (item 7)	Unemployed	45	23.3
	Employed	148	76.7
	Missing	11	
Age of the Father (item 8)	30-39	26	15.4
	40-49	114	67.5
	Above 50	29	17.2
	Missing	35	
Education Level of the father (item 9)	Primary and Below	8	4.9
	Secondary	28	17.2
	Tertiary	127	77.9
	Missing	41	
Employment Status of the Father (item 10)	Unemployed	23	14.6
	Employed	135	85.4
	Missing	46	

Table 4.1 has presented the socio demographic characteristics of respondents. There were 131 (64.2%) females and 73 (35.8%) males. This implied that the number of female adolescents' attending teens' service at DCIU was relatively higher than males. This disparity was reported due to having many females attending teens' service at DCIU at the time of data collection as opposed to their male counterparts.

The study also sought to determine how the respondents were distributed across the various age brackets. Age 12-13 years recorded 33% (67) respondents, followed by 16-17 years 30.0% (61), 14-15 years 25.6% (52) and 18-19 years 11.3%(23). 53.2% (108) were in secondary school and 46.8% (95) were in primary school. This data implies that respondents aged 12-13 years were the highest proportion of respondents and that most of the respondents were attending secondary school.

With regard to people living with the respondents, 65.7% (134) lived with both parents, 27.5% (56) stayed with single parents and 6.9% (14) stayed with relatives. This shows that close to two thirds of the respondents stayed with both parents while the other proportion of respondents were living with single parents and relatives.

With regard to the age of their mothers 46.9% (92) had mothers aged 30-39 years, 46.4% (91) had mothers aged 40-49 years and 6.6% (13) had mothers aged 50 years and above. The results show that the highest number of respondents were raised by mothers who are between 30-39 years of age, followed by mothers aged 40-49 years and the least proportion of respondents were raised by mothers aged 50 years and above.

In terms of their education level, 131 (69.3%) had tertiary education, 49(25.9%) had secondary education and 9 (4.8%) had primary and below level of education. Among the mothers 148 (76.7%) were employed and 45 (23.3%) were unemployed. This revealed

that the highest proportion of mothers had acquired tertiary education, followed by secondary, primary and below level of education respectively. In terms of employment status, the highest proportion of the mothers were employed.

With regards to their fathers, 26 (15.4%) were aged 30-39 years, 114 (67.5%) were aged 40-49 years, 29(17.2%) were aged 50 and above years. This revealed that the highest proportion of fathers were aged 40-49 years followed by 50 and above years while the least proportion of fathers had 30-39 years.

In terms of the fathers' education level, 127 (77.9%) had tertiary education, 28 (17.2%) had secondary education and 8 (4.9%) had primary and below level of education. Among the fathers 135 (85.4%) were employed while 23 (14.6%) were unemployed. This results revealed that the highest proportion of fathers had tertiary education, followed by secondary education and the least proportion had primary and below level of education. In terms of employment status, the highest proportion of fathers were employed.

Parenting Styles Employed by DCIU Parents

The first objective of the study was to determine the parenting styles DCIU parents employ on their adolescents who attend teens' service in DCIU. Table 4.2 presents the proportions of parenting styles used by the parents while raising their adolescents.

Table 4.2: Proportions on Parenting Styles

Parenting Style	Frequency (N=204)	Percent (95% C.I.)
Authoritative	31	15.2 % (10.3%-20.1%)
Authoritarian	34	16.7 % (11.3%-22.1%)
Permissive	51	25.0 % (19.6%-30.9%)
Neglectful	88	43.1 % (36.8%-50.5%)

The results in Table 4.2 indicate that 31(15.2%) of the respondents practiced the authoritative parenting style, 34(16.7%) practiced authoritarian parenting style, 51(25.0%) employed permissive parenting style, while 88(43.1%) employed neglectful parenting style. This showed that the highest proportion of parents used a neglectful parenting style, followed by permissive parenting style, authoritarian, and authoritative parenting style, respectively.

Life-Skills Employed by Adolescents Attending DCIU

The second objective of the study sought to establish the life-skills employed by adolescents' attending teens' service in DCIU. Table 4.3 presents the proportion of the dominantly applied life-skills development among the adolescents.

Table 4.3: Proportions on Respondents' Life-Skills

Proportions on respondents' life-skills	Frequency (N=204)	Percent (95% C.I.)
Social	60	29.4% (23.0%-36.3%)
Emotional	45	22.1% (16.2%-27.5%)
Cognitive	99	48.5% (42.2%-55.4%)

The results in Table 4.3 shows that 60 (29.4%) of the respondents employed social skills, 45 (22.1%) employed emotional skills, and 99 (48.5%) employed cognitive skills. These results revealed that the respondents applied all three life-skills, although cognitive skills were dominantly employed compared to social and emotional life-skills.

The researcher also conducted a focused group discussion in order to get as much information from the respondents on the life-skills they employed. A total of 16 respondents aged between 12-19 years participated in the focus group discussions, of

which 8 were boys and 8 were girls. The researcher and the respondents discussed the cognitive, emotional, and social skills employed by the respondents.

Cognitive Skills

Out of the 16 respondents, 10 employed cognitive skills in solving their day to day challenges. One of the male respondents aged 13 years mentioned that it was easier to solve problems using thoughts as opposed to emotions. This is because emotions keep changing, but when observing a challenge based on facts, it was more rational and could help one to come up with a viable solution to the challenge. He concluded that he used cognitive skills more than using emotions when it came to solving problems.

One of the female respondents aged 15 years, who is raised by both parents asserted that the life-skills she employed were cognitive life-skills. She explained that when faced with challenges, being rational helped in detaching from emotions or subjective judgment and led her to form well-thought-out goals that helped her in coping and navigating through life challenges.

Social Skills

Nine of the respondents (5 males 4 females) were of the view that they employed social skills which were very essential. Through interpersonal relations, they were able to discuss various problems together and helped each other arrive at a solution as opposed to just keeping to self. Moreover, with social skills, one was able to form relationships with peers, especially, who came in handy to discuss the issues that one was facing, as well as have conversations around interests or talents one had.

One female respondent aged 15 years, mentioned that social skills were equally important to her. As she reflected, she was able to pinpoint times where just talking to her

friends in church helped her deal with the life stressors and identify positive coping strategies.

Emotional Skills

Six of the respondents (5 females and 1 male) were inclined to solving problems using their emotions as opposed to cognition. The respondents based their emotions to be acting on gut feeling; which was a good motivation for the behavior applied in dealing with day-to-day life challenges.

Influence of Parenting Styles on Adolescents' Life-Skills Development

Table 4.4 summarizes the association between parenting styles and life-skills development, which answers objective three of the research study.

Table 4.4: Association between Parenting Style and Life-Skills Development

Variable	Category	Social Skills		χ^2	d.f.	Sig.
		No	Yes			
Authoritative	No	124(71.7%)	49(28.3%)	0.65	1	0.42
	Yes	20(64.5%)	11(35.5%)			
Authoritarian	No	122(71.8%)	48(28.2%)	0.68	1	0.41
	Yes	22(64.7%)	12(35.3%)			
Permissive	No	106(69.3%)	47(30.7%)	0.5	1	0.478
	Yes	38(74.5%)	13(25.5%)			
Neglectful	No	80(69.0%)	36(31.0%)	0.34	1	0.559
	Yes	64(72.7%)	24(27.3%)			
Variable	Category	Cognitive Skills		χ^2	d.f.	Sig.
		No	Yes			
Authoritative	No	88(50.9%)	85(49.1%)	0.17	1	0.684
	Yes	17(54.8%)	14(45.2%)			
Authoritarian	No	83(48.8%)	87(51.2%)	2.86	1	0.091
	Yes	22(64.7%)	12(35.3%)			
Permissive	No	82(53.6%)	71(46.4%)	1.11	1	0.293
	Yes	23(45.1%)	28(54.9%)			
Neglectful	No	62(53.4%)	54(46.6%)	0.42	1	0.516
	Yes	43(48.9%)	45(51.1%)			
Variable	Category	Emotional Skills		χ^2	d.f.	Sig.
		No	Yes			
Authoritative	No	134(77.5%)	39(22.5%)	0.16	1	0.693
	Yes	25(80.6%)	6(19.4%)			
Authoritarian	No	135(79.4%)	35(20.6%)	1.28	1	0.257
	Yes	24(70.6%)	10(29.4%)			
Permissive	No	118(77.1%)	35(22.9%)	0.24	1	0.626
	Yes	41(80.4%)	10(19.6%)			
Neglectful	No	90(77.6%)	26(22.4%)	0.02	1	0.888
	Yes	69(78.4%)	19(21.6%)			

The ($P > 0.05$) was the value that was indicated from the results in table 4.4. This P-value report that there was no significant association between parenting styles and life-skills development among the participants.

In terms of social life-skills development, P-0.42 (35.5%) were participants raised by authoritative parenting style, P-0.41(35.3%) were raised by authoritarian parenting style, P-0.559(27.3%) neglectful parenting style, and P-0.478(25.5%) permissive parenting style. This displays that the highest proportion of adolescents who employed social skills were raised by authoritative parents, followed by those with authoritarian, neglectful, and permissive parenting style, respectively.

In terms of cognitive life-skills development, P-0.293 (54.9%) were participants raised by parents with permissive parenting style, P-0.516 (51.1%) neglectful parenting style, P- 0.684(45.2%) authoritative parenting style and P- 0.091(35.3%) authoritarian parenting style. It suggested that the highest proportion of adolescents who employed cognitive life-skills was raised by parents practicing permissive parenting styles.

Among the participants with emotional skills, P-0.257 (29.4%) had parents with authoritarian parenting style, P-0.888(21.6%) neglectful parenting style, P-0.626 (19.6%) permissive parenting style and P- 0.693(19.4%) authoritative parents. This affirmed that the highest proportion of adolescents who employed emotional skills were raised by authoritarian parents.

The above findings report that in as much as there was no significant relationship between parenting style and life-skills development, parenting style influenced adolescents' life-skills development to a certain extent.

Relationship between Social Demographic Factors of Parents and Adolescents' Life-Skills
Development

The fourth objective of the study looked to establish the relationship between social demographic factors of parents and adolescents' life-skills development in DCIU. The social demographic factors include gender, age, education level, and employment status of parents. The researcher distinguished gender of the respondents from other social demographic factors, as was presented in the literature review that mothers and fathers make individual contribution to the life-skills development of adolescents. Table 4.5 displays the results of social life-skills and parenting style disaggregated by gender.

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Table 4.5: Gender, Parenting style and Social Life-Skills

Gender	Parenting Style	Category	Social Life-Skills		Total
			No	Yes	
Male	Authoritative	No	37(62.7%)	22(37.3%)	59(100%)
		Yes	8(57.1%)	6(42.9%)	14(100%)
	Total		45(61.6%)	28(38.4%)	73(100%)
Test of Significance $\chi^2=0.15$, d.f.=1; p=0.700					
Female	Authoritative	No	87(76.3%)	27(23.7%)	114(100%)
		Yes	12(70.6%)	5(29.4%)	17(100%)
	Total		99(75.6%)	32(24.4%)	131(100%)
Test $\chi^2=0.26$, d.f.=1; p=0.608					
Male	Authoritarian	No	38(63.3%)	22(36.7%)	60(100%)
		Yes	7(53.8%)	6(46.2%)	13(100%)
	Total		45(61.6%)	28(38.4%)	73(100%)
Test of Significance $\chi^2=0.41$, d.f.=1; p=0.524					
Female	Authoritarian	No	84(76.4%)	26(23.6%)	110(100%)
		Yes	15(71.4%)	6(28.6%)	21(100%)
	Total		99(75.6%)	32(24.4%)	131(100%)
Test of Significance $\chi^2=0.23$, d.f.=1; p=0.630					
Male	Permissive	No	31(56.4%)	24(43.6%)	55(100%)
		Yes	14(77.8%)	4(22.2%)	18(100%)
	Total		45(61.6%)	28(38.4%)	73(100%)
Test of Significance $\chi^2=2.63$, d.f.=1; p=0.105					
Female	Permissive	No	75(76.5%)	23(23.5%)	98(100%)
		Yes	24(72.7%)	9(27.3%)	33(100%)
	Total		99(75.6%)	32(24.4%)	131(100%)
Test of Significance $\chi^2=0.19$, d.f.=1; p=0.660					
Male	Neglectful	No	29(64.4%)	16(35.6%)	45(100%)
		Yes	16(57.1%)	12(42.9%)	28(100%)
	Total		45(61.6%)	28(38.4%)	73(100%)
Test of Significance $\chi^2=0.39$, d.f.=1; p=0.533					
Female	Neglectful	No	51(71.8%)	20(28.2%)	71(100%)
		Yes	48(80%)	12(20%)	60(100%)
	Total		99(75.6%)	32(24.4%)	131(100%)
Test of Significance $\chi^2=1.18$, d.f.=1; p=0.278					

Findings shown in Table 4.5 show that there were no significant differences observed between social life-skills and parenting style in terms of gender. This affirmed that parenting style disaggregated by gender does not influence social life-skills in adolescents.

Table 4.6 presents the results of cognitive life-skills and parenting style disaggregated by gender.

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Table 4.6: Gender, Parenting Style, and Cognitive Life-Skills

Gender	Parenting Style	Category	Cognitive Life-Skills		Total
			No	Yes	
Male	Authoritative	No	34(57.6%)	25(42.4%)	59(100%)
		Yes	10(71.4%)	4(28.6%)	14(100%)
	Total		44(60.3%)	29(39.7%)	73(100%)
Test	$\chi^2=0.90$; d.f.=1; p=0.343				
Female	Authoritative	No	54(47.4%)	60(52.6%)	114(100%)
		Yes	7(41.2%)	10(58.8%)	17(100%)
	Total		61(46.6%)	70(53.4%)	131(100%)
Test	$\chi^2=0.23$; d.f.=1; p=0.633				
Male	Authoritarian	No	37(61.7%)	23(38.3%)	60(100%)
		Yes	7(53.8%)	6(46.2%)	13(100%)
	Total		44(60.3%)	29(39.7%)	73(100%)
Test	$\chi^2=0.27$; d.f.=1; p=0.601				
Female	Authoritarian	No	46(41.8%)	64(58.2%)	110(100%)
		Yes	15(71.4%)	6(28.6%)	21(100%)
	Total		61(46.6%)	70(53.4%)	131(100%)
Test	$\chi^2=6.21$; d.f.=1; p=0.013				
Male	Permissive	No	37(67.3%)	18(32.7%)	55(100%)
		Yes	7(38.9%)	11(61.1%)	18(100%)
	Total		44(60.3%)	29(39.7%)	73(100%)
Test	$\chi^2=4.56$; d.f.=1; p=0.033				
Female	Permissive	No	45(45.9%)	53(54.1%)	98(100%)
		Yes	16(48.5%)	17(51.5%)	33(100%)
	Total		61(46.6%)	70(53.4%)	131(100%)
Test	$\chi^2=0.07$; d.f.=1; p=0.798				
Male	Neglectful	No	24(53.3%)	21(46.7%)	45(100%)
		Yes	20(71.4%)	8(28.6%)	28(100%)
	Total		44(60.3%)	29(39.7%)	73(100%)
Test	$\chi^2=2.36$; d.f.=1; p=0.124				
Female	Neglectful	No	38(53.5%)	33(46.5%)	71(100%)
		Yes	23(38.3%)	37(61.7%)	60(100%)
	Total		61(46.6%)	70(53.4%)	131(100%)
Test	$\chi^2=3.02$; d.f.=1; p=0.083				

The result captured Table 4.6 indicate that the p-value was $p=0.013$. This revealed a statistically significant association between authoritarian parenting style and cognitive life-skills development among the females. Females with authoritarian parents were less likely to have cognitive life-skills (28.6%) as compared to those with non-authoritarian parents (58.2%).

There was a significant association between the permissive parenting style and cognitive life-skills development among the male adolescents ($p=0.033$). Males with permissive parents were more likely to have cognitive life-skills development (61.1%) than those with non-permissive parents (32.7%). This signified that adolescent boys raised by permissive parents have higher cognitive life-skills compared to those with non-permissive parents.

Table 4.7 displays the results of emotional life-skills and parenting style disaggregated by gender.

Table 4.7: Gender, Parenting Style, and Emotional Life-Skills

Gender	Parenting Style	Category	Emotional Life-Skills		Total
			No	Yes	
Male	Authoritative	No	47(79.7%)	12(20.3)	59(100%)
		Yes	10(71.4%)	4(28.6%)	14(100%)
	Total		57(78.1%)	16(21.9%)	73(100%)
Test		$\chi^2=0.45$; d.f.=1; p=0.503			
Female	Authoritative	No	87(76.3%)	27(23.7%)	114(100%)
		Yes	15(88.2%)	2(11.8%)	17(100%)
	Total		102(77.9%)	29(22.1%)	131(100%)
Test		$\chi^2=1.22$; d.f.=1; p=0.269			
Male	Authoritarian	No	45(75%)	15(25%)	60(100%)
		Yes	12(92.3%)	1(7.7%)	13(100%)
	Total		57(78.1%)	16(21.9%)	73(100%)
Test		$\chi^2=1.87$; d.f.=1; p=0.171			
Female	Authoritarian	No	90(81.8%)	20(18.2%)	110(100%)
		Yes	12(57.1%)	9(42.9%)	21(100%)
	Total		102(77.9%)	29(22.1%)	131(100%)
Test		$\chi^2=6.23$; d.f.=1; p=0.013			
Male	Permissive	No	42(76.4%)	13(23.6%)	55(100%)
		Yes	15(83.3%)	3(16.7%)	18(100%)
	Total		57(78.1%)	16(21.9%)	73(100%)
Test		$\chi^2=0.39$; d.f.=1; p=0.535			
Female	Permissive	No	76(77.6%)	22(22.4%)	98(100%)
		Yes	26(78.8%)	7(21.2%)	33(100%)
	Total		102(77.9%)	29(22.1%)	131(100%)
Test		$\chi^2=1.18$; d.f.=1; p=0.278			
Male	Neglectful	No	37(82.2%)	8(17.8%)	45(100%)
		Yes	20(71.4%)	8(28.6%)	28(100%)
	Total		57(78.1%)	16(21.9%)	73(100%)
Test		$\chi^2=0.02$; d.f.=1; p=0.882			
Female	Neglectful	No	53(74.6%)	18(25.4%)	71(100%)
		Yes	49(81.7%)	11(18.3%)	60(100%)
	Total		102(77.9%)	29(22.1%)	131(100%)
Test		$\chi^2=0.93$; d.f.=1; p=0.335			

Table 4.7 demonstrated that there was a statistically significant association between authoritarian parenting style and emotional life-skills development among the females ($p=0.013$). Females with authoritarian parents were more likely to have emotional life-skills (42.9%) compared to those with non-authoritarian parents (18.2%). This affirmed that females raised by authoritarian parents have higher emotional life-skills development than those with non-authoritarian parents.

Table 4.8 presents the results of the association between social demographic factors and social life-skills development among adolescents.

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Table 4.8: Association between Social Demographic Factors, and Social Life-Skills Development

Variable	Category	Social Life-Skills		χ^2	d.f.	Sig.
		No	Yes			
Gender	Male	45(61.6%)	28(38.4%)	4.38	1	0.036
	Female	99(75.6%)	32(24.4%)			
Age of the Respondent	12-13	40(59.7%)	27(40.3%)	7.15	3	0.067
	14-15	42(80.8%)	10(19.2%)			
	16-17	46(75.4%)	15(24.6%)			
	18-19	16(69.6%)	7(30.4%)			
Education Level	Primary	63(66.3%)	32(33.7%)	1.46	1	0.227
	Secondary	80(74.1%)	28(25.9%)			
Age of the Mother	30-39	69(75.0%)	23(25.0%)	4.76	2	0.093
	40-49	57(62.6%)	34(37.4%)			
	Above 50	11(84.6%)	2(15.4%)			
Education Level of the Mother	Primary and Below	4(44.4%)	5(55.6%)	5.33	2	0.070
	Secondary	39(79.6%)	10(20.4%)			
	Tertiary	88(67.2%)	43(32.8%)			
Employment Status of the mother	Unemployed	31(68.9%)	14(31.1%)	0.01	1	0.928
	Employed	103(69.6%)	45(30.4%)			
Age of the Father	30-39	19(73.1%)	7(26.9%)	0.28	2	0.870
	40-49	81(71.1%)	33(28.9%)			
	Above 50	22(75.9%)	7(24.1%)			
	Primary and Below	5(62.5%)	3(37.5%)	1.11	2	0.573
Education Level of the father	Secondary	22(78.6%)	6(21.4%)			
	Tertiary	89(70.1%)	38(29.9%)			
	Unemployed	17(73.9%)	6(26.1%)	0.04	1	0.838
Employment Status of the Father	Employed	97(71.9%)	38(28.1%)			
	Both Parents	94(70.1%)	40(29.9%)	1.76	2	0.416
Person living with	Single Parent	38(67.9%)	18(32.1%)			
	Others	12(85.7%)	2(14.3%)			

The results depicted in Table 4.8 show that there was a significant association between social life-skills development and the gender of the respondents ($p=0.036$). Males were more likely to have social life-skills development (38.4%) compared to females (24.4%). Moreover, no significant differences were observed in terms of age, level of education, occupation, and employment status of the parents and persons living with the respondents ($P>0.05$).

Social Demographic Factors and Cognitive Skills Development Among Adolescents

Table 4.9 presents the results of the association between social demographic factors and cognitive life-skills development among adolescents.

Table 4.9: Social Demographic Factors and Cognitive Life-Skills Development

Variable	Category	Cognitive Life-Skills		χ^2	d.f.	Sig.
		No	Yes			
Gender	Male	44(60.3%)	29(39.7%)	3.53	1	0.060
Age of the Respondent	Female	61(46.6%)	70(53.4%)	3.12	3	0.374
	12-13	40(59.7%)	27(40.3%)			
	14-15	24(46.2%)	28(53.8%)			
	16-17	30(49.2%)	31(50.8%)			
Education Level	18-19	10(43.5%)	13(56.5%)	0.65	1	0.420
	Primary	52(54.7%)	43(45.3%)			
	Secondary	53(49.1%)	55(50.9%)			
	30-39	45(48.9%)	47(51.1%)			
Age of the Mother	40-49	53(58.2%)	38(41.8%)	4.12	2	0.127
	Above 50	4(30.8%)	9(69.2%)			
	Education Level of the Mother	Primary and Below	6(66.7%)			
Employment Status of the mother	Secondary	25(51.0%)	24(49.0%)	7.42	1	0.006
	Tertiary	70(53.4%)	61(46.6%)			
Age of the Father	Unemployed	32(71.1%)	13(28.9%)	1.17	2	0.557
	Employed	71(48.0%)	77(52.0%)			
	30-39	13(50.0%)	13(50.0%)			
Education Level of the father	40-49	60(52.6%)	54(47.4%)	2.06	2	0.357
	Above 50	12(41.4%)	17(58.6%)			
	Primary and Below	6(75.0%)	2(25.0%)			
	Secondary	13(46.4%)	15(53.6%)			
Employment Status of the Father	Tertiary	65(51.2%)	62(48.8%)	3.61	1	0.058
	Unemployed	16(69.6%)	7(30.4%)			
Person living with	Employed	65(48.1%)	70(51.9%)	0.59	2	0.746
	Both Parents	71(53.0%)	63(47.0%)			
	Single Parent	28(50.0%)	28(50.0%)			
	Others	6(42.9%)	8(57.1%)			

The outcome as shown in Table 4.9 reveals a significant association between cognitive life-skills development and employment status of the mother (P-0.006). Participants with employed mothers were more likely to have cognitive life-skills (52.0%) than those with unemployed mothers (28.9%). This implied that adolescents raised by working mothers tend to have more cognitive life-skills development compared to those raised by unemployed mothers.

Social Demographic Factors and Adolescents' Emotional Skills

Table 4.10 presents the results of the association between social demographic factors and emotional life-skills development among the adolescents.

Table 4.10: Social Demographic Factors and Emotional Life-Skills Development

Variable	Category	Emotional Life-Skills		χ^2	d.f.	Sig.
		No	Yes			
Gender	Male	57(78.1%)	16(21.9%)	0.00	1	0.971
	Female	102(77.9%)	29(22.1%)			
Age of the Respondent	12-13	54(80.6%)	13(19.4%)	2.30	3	0.513
	14-15	38(73.1%)	14(26.9%)			
	16-17	46(75.4%)	15(24.6%)			
	18-19	20(87.0%)	3(13.0%)			
Education Level	Primary	75(78.9%)	20(21.1%)	0.13	1	0.720
	Secondary	83(76.9%)	25(23.1%)			
Age of the Mother	30-39	70(76.1%)	22(23.9%)	0.60	2	0.743
	40-49	72(79.1%)	19(20.9%)			
	Above 50	11(84.6%)	2(15.4%)			
Education Level of the Mother	Primary and Below	8(88.9%)	1(11.1%)	2.76	2	0.252
	Secondary	34(69.4%)	15(30.6%)			
	Tertiary	104(79.4%)	27(20.6%)			
Employment Status of the mother	Unemployed	27(60.0%)	18(40.0%)	9.87	1	0.002
	Employed	122(82.4%)	26(17.6%)			
Age of the Father	30-39	20(76.9%)	6(23.1%)	0.56	2	0.757
	40-49	87(76.3%)	27(23.7%)			
	Above 50	24(82.8%)	5(17.2%)			
Education Level of the father	Primary and Below	5(62.5%)	3(37.5%)	1.23	2	0.540
	Secondary	21(75.0%)	7(25.0%)			
	Tertiary	100(78.7%)	27(21.3%)			
	Unemployed	13(56.5%)	10(43.5%)			
Employment Status of the Father	Unemployed	13(56.5%)	10(43.5%)	6.04	1	0.014
	Employed	108(80.0%)	27(20.0%)			
Person living with	Both Parents	103(76.9%)	31(23.1%)	1.01	2	0.603
	Single Parent	46(82.1%)	10(17.9%)			
	Others	10(71.4%)	4(28.6%)			

As shown in Table 4.10, there was a significant association between emotional life-skills development and employment status of both the mother and father ($p < 0.05$). Participants with unemployed mothers were more likely to have emotional life-skills (40%) compared to those with employed mothers (17.6%). Similarly, participants with unemployed fathers were more likely to have emotional life-skills (43.5%) as compared to those with employed fathers (20.0%). There was the conclusion that adolescents raised by unemployed parents have a higher probability of employing emotional life-skills compared to adolescents raised by working parents.

Summary of Key Findings

The study established the following key findings:

1. The four types of parenting styles were applied, although the dominant style was the neglectful parenting style. The results showed that most parents used the neglectful parenting style, followed by the permissive parenting style, then the authoritarian and authoritative parenting styles.
2. Of the 204 participants, social life-skills was dominantly employed by adolescents, followed by emotional then cognitive life-skills. One of the highlighted examples shared by participants was that social life-skills helped when interacting with their fellow peers as well as their parents. The participants could relate to the three different life-skills emphasizing that different circumstances required different life-skills.
3. In terms of the influence of parenting styles on adolescents' life-skills development, the study revealed that there was no significant association between parenting styles and life-skills development.

4. There was a significant association between social-demographic factors of parents and adolescents' life-skills development. On the social life-skills and gender of the respondents, males were more likely to have social life-skills development as compared to females. There was no significant difference observed in regard to age, level of education, occupations, and employment status of parents.
5. There was a significant association between the employment status of mothers and participants' cognitive life-skills development. Participants with employed mothers were more likely to have cognitive life-skills as compared to those with unemployed mothers.
6. In terms of the association between social demographic factors and emotional life-skills development among the respondents, there was a significant association between social life-skills development and employment status of both parents. Participants with unemployed mothers were more likely to have emotional life-skills as compared to those with employed mothers. Similarly, participants with unemployed fathers were more likely to have emotional life-skills as compared to those with employed fathers.

Summary

The researcher examined the data analysis, presentation, and interpretation of the results from the data collected. The data collection was aligned with the research objectives. Descriptive analysis that comprised frequencies and percentages was employed. The key findings from the analysis have been summarized at the end of this chapter. Chapter five presents the discussions of the key findings, conclusion, recommendations, and proposals for further studies.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter, the researcher discusses the findings of the study, drew conclusions and highlighted recommendations for further studies. The recommendations and conclusions were derived from the study objectives, previous studies related to this study, and the study findings, as presented in chapter four. The research findings were presented in the same format, as stated in the study objectives.

Discussions of Key Findings

Types of Parenting Styles Applied by DCIU Parents

The study findings indicated that parents at DCIU employed all the four types of parenting styles while raising the adolescents. Although a larger proportion of parents employed neglectful 43.1% (88) parenting style more than the other three parenting styles, namely permissive (51) 25.0%, authoritarian (34) 16.7%, and authoritative (31) 15.2%. This response was highly influenced by the highest parental age bracket represented in the study, which was 30-39 years for mothers and 40-49 years for fathers. This finding proved that young parents were more inclined to practice the neglectful parenting style as opposed to other parenting styles.

The findings of this study, as per chapter four, could be inferred as due to the parents being unable to balance between career preoccupations and utilizing the appropriate parenting skills. This finding agreed with McLoyd's (2016) study on the impact of economic hardships on black families and children in the United States. The finding revealed that parents at a younger age (under 34) in more than half the cases employed

neglectful parenting style while raising their children, as opposed to parents older than 45 years, who tended to be authoritarian.

In line with the focused group discussions, most of the respondents reported that their parents were friendly and supportive. They also mentioned that their parents wanted them to behave in a Christ-like way. Some respondents reported that their parents were friendly while strict in giving guidance. Others felt that their parents were strict and controlling in terms of values and how they were supposed to behave. This finding concurred with Bhavana et al. (2014) study on the perception of parental control by adolescents raised in India. The study explained that parenting attitudes and behaviors performed while raising children significantly impacted children's behavior. Thus parental control was one of the main areas in which adolescents' interactions occurred.

Life-Skills Employed by Adolescents in DCIU

The study findings showed that adolescents employed the three types of life-skills: cognitive, emotional, and social. The adolescents in DCIU were more likely to employ cognitive skills, 48.5% (99) as compared to social skills, 29.4% (60), and emotional skills 22.1% (45). This was because a larger proportion of the mothers were employed and that there was a significant association between cognitive life-skills development and employment status of the mother ($p=0.006$). This could be highly associated with the fact that working mothers spend time nurturing their children to think critically about their decisions and encourage abstract thinking.

The findings of this study agreed with a number of studies that were of the view that adolescents' raised by working mothers developed a greater degree of autonomy and adult maturity (Ruhm, 2008). Moreover, a study by UNICEF (2017a) on challenges of

parental responsibility in the digital age highlighted cognitive development as one of the life-skills employed by adolescents as they slowly transitioned into adulthood. On the other hand, Bhavana et al. (2014) study on perception of parental control on adolescents' in India pointed out that adolescents' were able to engage in decision-making, which helped them deal constructively with daily experienced challenges.

According to the research findings, 22.1% (45) of the adolescents' in DCIU employed emotional life-skills. In most cases, the respondents mentioned that they reacted to circumstances depending on how they felt as opposed to what they thought about it. The statement confirmed that adolescents' opted to act on their emotions as opposed to rationalizing their thoughts. This study concurred with Arain et al. (2013), who elaborated that adolescents were more easily swayed by emotions and had difficulties making decisions that adults found appropriate. Moreover, the study finding agreed with a study by Steinberg et al. (2014) on parenting styles and adolescents' strategies which revealed that emotional skill was a life-skill employed by adolescents.

The research findings on social skills employed by adolescents' in DCIU showed that 29.4% (60) of adolescents' had social skills. The respondents mentioned that sharing with their friends was what gave them sanity and at times, helped them deal with the challenges they encountered. This showed that social skills were very integral to adolescents as it helped them to relate better with other people, including their peers.

This finding concurred with Vrandić's (2011) study on life-skill education for young adolescents in India that highlighted when adolescents understand themselves as well as others, they were better placed to communicate their needs and desires and accept others who may be different from them. This, as a result, helped in improving social

interaction skills, especially in situations of ethnic and cultural diversity. Moreover, the finding agreed with Spence (2003), who elaborated that the changes adolescents' experience in their brain, emotions, and bodies primed them to take more complex social roles. Cognitive and emotional skills worked together to help adolescents' have deeper conversations and express their emotions better.

Influence of Parenting Styles on Adolescents' Life-skills Development in DCIU

Based on the study findings, there was a positive association between life-skills and parenting styles. However, when looking at social life-skills development, participants with authoritative parents were more likely to have social life-skills development (35.5%) followed by those with authoritarian (35.3%) than neglectful parents (27.3%), and permissive (25.5%), respectively. This finding revealed that it was important for parents to encourage adolescents to create interpersonal skills through the use of an authoritative parenting style. This finding agreed with Hart et al. (2016). They mentioned that the quality of the parent-child relationship remained influential in adulthood as far as grooming social and behavioral outcomes are concerned.

The research findings showed that respondents raised by authoritarian parents have higher emotional life-skills than respondents raised by authoritative parents. Therefore, this showed that for the parents to raise a child with higher emotional life-skills, they ought to incorporate strictness and friendly way of parenting. This finding agreed with Santrock (2017), who asserted this by elaborating that in as much as adolescents' raised by authoritarian parents behaved and obeyed their parents, they lived in constant fear of their parents and tended to avoid them as much as possible. The adolescents' coped with their

emotions through avoidance, thereby leading to later development of dysfunctional relationships (Baumrind, 1999).

Respondents from permissive parents were 34.3% more likely to have emotional life- skills as compared to those from authoritative parents. This affirmed that adolescents needed to have their own space to develop their individuality, which basically means that at some point, parents ought to practice permissive parenting. This finding agreed with Moss (2012), who explained that life-skills that developed due to the permissive parenting style always resulted in adolescents' who had low happiness and better self-esteem, but on the downside, they lacked self-reliance, self-control, and self-regulation as parenting was rarely monitored. The adolescents' as a result, became impulsive, disobedient, and rebellious (Santrock, 2015).

This finding supports Darling (2015), who maintained that respondents from permissive parents tend to have higher emotional life-skills than the ones raised by authoritative parents. Therefore, adolescents from permissive parents were more likely to be involved in problem behaviors, though they had higher self-esteem, better social skills, and lower depression levels. This finding also concurred with Weiss and Schwartz (2016), who were of the opinion that adolescents raised by permissive parents showed lower levels of internalizing problems than their peers.

Respondents from neglectful parents were 20.1% more likely to have emotional life skills than those who had authoritative parents. This finding does not agree with most research studies. For example, Darling (2015) posited that adolescents raised by neglectful parents normally lacked self-control, had low self-esteem, and were less competent than their peers, and this caused them to search for love in all the wrong places. A study

conducted by Hong (2012) in China on ‘the impact of parenting on children’s schooling’ found that adolescents raised by neglectful parents came across as emotionally needy. This meant that the adolescents’ appeared to seek emotional guidance and reassurance from others, especially in close relationships. Adolescents raised by authoritative parents, on the other hand, developed skills in self-efficiency, self-control, reliability, and well-developed self-esteem (Berk, 2014).

The researcher noticed that there was a relationship between parenting styles and cognitive life-skills development among adolescents. Respondents from authoritarian parents were 38.6% less likely to have cognitive life-skills than authoritative parents. This showed that it was important to allow the adolescents to think through their actions on their own instead of parents making decisions for them. The research finding agreed with Baumrind (1999), who observed that adolescents raised by authoritarian parents were provided with standards of behaviors and expected to adhere. Whereas those raised by authoritative parents had higher achievement in academic success and developed better mental health. This was because their parents provided options to them and encouraged them to be responsible and independent in their thinking (Sarac, 2015).

Respondents from permissive parents were 45.4% more likely to have cognitive life- skills compared to those from authoritative parents. This confirmed that when adolescents are given the opportunity to explore their individuality, they tend to think through their identity and boost their decision-making skills, which, as a result, helps develop their cognitive life-skills. This finding agreed with Quericio et al. (2015) on parenting styles and child behavior in African-American families of preschool children. The study determined that permissive parents do not force any control over the child,

which helps children develop their own mindset. Adolescents raised by authoritative parents, on the other hand, did well on measures of competence, self-perceptions, and mental health (Darling, 2015).

Respondents from neglectful parents were 12.7% more likely to have cognitive life- skills compared to those from authoritative parents. The finding showed that in as much as the adolescent was raised by parents applying neglectful parenting style, it fostered personal responsibility on the adolescent side, especially as far as decision making was concerned. The study finding concurred with Steinberg et al. (2014), who argued that adolescents raised by neglectful parents were allowed considerable independence and autonomy, especially decision-making, was concerned. Adolescents raised by authoritative parents on the other hand, were given clear guides for the adolescent and they offered respect, support, and communicated well. In turn, adolescents raised by authoritative parents behaved in a rational, unique way, and valued discipline (Moss, 2012).

Social Demographic Factors and Its Influence on Adolescents' Life-Skills Development in DCIU

Gender was one of the ways that showed the relationship between the social demographic factors of parents' attending DCIU and its influence on adolescents' life-skills development. The research study findings indicated that females were 60.8% more likely to have emotional skills, and 10.6% more likely to have cognitive skills than males. This revealed that female respondents had better life-skills development compared to male respondents. This finding agreed with Bornstein (2014), who maintained that mothers and fathers reared female adolescents' restrictively and with greater attention than male adolescents, which influenced the female adolescents' life-skills development.

Another finding from the focused group discussion showed that both parents used the same parenting style as the respondents. This finding supported what Hart et al. (2016) asserted that fathers and mothers used the same disciplinary style with their children most times, and they both make an individual contribution to the life-skills development of the adolescents.

Age was the second way that showed the relationship of the social demographic factors of parents and its influence on adolescents' life-skills development. According to the research findings, there was a positive association between parents' age and life-skills development. The finding revealed that the parents who employed the authoritarian parenting style were more likely to be well advanced with age than the ones who were younger parents. The findings of the study agreed with results from a study in Portugal by Muturi (2016) on the effects of perceived control on the relationship between parental rearing behavior and symptoms of anxiety and depression in nonclinical preadolescents. Muturi's study highlighted that parents of different ages were associated with different parenting styles.

The level of education played a significant role as one of the social demographic factors of parents and their influence on adolescents' life-skills development. According to the findings, there was a positive association between parents' level of education and adolescents' life-skills development. Adolescents brought up by parents who gained education had better life-skills development as opposed to parents who had no education. The study findings agreed with a study conducted in New York by Kopko (2007) on parenting styles and adolescents that expounded that the more educated the parents were,

the more likely they were to talk with their children, reason with them, and use more complex language compared to the less educated parents.

The research findings showed that there was a positive association between parents' occupation and adolescents' life-skills development. Participants with unemployed parents were more likely to have emotional skills as compared to employed parents. This meant that the nature of work a parent did influence the type of parenting style the parent used and contributed significantly to the adolescents' life-skills development. It can be inferred as due to the fact that the unemployed parents spend more time with their children, hence are able to observe the child behavior and help devise ways of coping with emotions. As opposed to employed parents, who juggle their career progression with raising the children.

The study finding as per the results in chapter four concurred with Rosier and Corsaro (2014), who further expounded that working-class parents had more rules for the adolescent rather than the older parents, which was a characteristic for authoritarian parents. This showed that priority was given to the adolescents' cognitive life-skills development as opposed to their emotional life-skills development. Moreover, Bala (2014) stated that parents' attitude towards adolescent rearing have been found to be related to their occupations.

Marital status was another social demographic factor that influenced adolescents' life-skills development. According to the research findings, the highest proportion of the respondents (145) were brought up by both parents. There was a positive association with adolescents' life-skills development. This was well captured in the focused group discussion, where majority of the respondents mentioned that their parents were friendly

and supportive. This showed that marital status of parents highly contributed to the respondents' life-skills development. The study finding resonated with Sasse (2014) who was of the view that when parents' marital relationship was warm and considerate, mothers and fathers praised and stimulated the adolescents' more and nagged and scolded them less.

Conclusion

The following conclusions were drawn from the study:

There was a positive association between parenting styles and life-skills development. In order to develop all the three life skills, parents ought to apply the four parenting styles as it was denoted as follows: adolescents raised by permissive parenting style had better cognitive skills compared to the ones raised with authoritative parenting styles. Adolescents raised by authoritative parents had better social skills while those raised by authoritarian parents had better emotional skills. Moreover, the highest proportion of parents employed neglectful parenting style which proved to help the adolescent attain cognitive, emotional, and social skills as the respondents, confirmed to having employed all the life-skills.

In as much as authoritative parenting style in most cases could be the ideal style according to various studies, this research study on influences of parenting styles on adolescents' life-skills development, proved that all the other parenting styles equally contributed to the adolescent life-skills development.

The study also revealed that female adolescents had better emotional life-skills compared to males. Moreover, it was inferred that the higher the education level of the adolescent, the higher the cognitive life-skills development. This was confirmed through

the study as the adolescents' who were in secondary school exhibited higher cognitive life-skills as opposed to the ones in primary school. The adolescents' in primary school also exhibited higher cognitive life-skills as compared to the ones with no education. This showed that apart from parenting style, education plays a vital role in cognitive life-skills development.

Recommendations

In as much as there was no significant relationship between parenting styles and adolescents' life-skills development, it was evident that parenting styles to some extent influenced adolescents' life-skills development. Since the study was conducted in a church set-up, the study findings inferred that there was a need for psycho-education of parents on parenting styles and the impact it had on adolescents' life-skills development. Parents ought to understand that how they raise the adolescent contributes so much to the adolescents' life- skills development. Parents need to create a safe space where the adolescent can freely share their issues without feeling judged. This will help the adolescent to open up to the parent.

Having the knowledge of the four parenting styles, parents need to be informed on the need to balance the four parenting styles. From the focused group discussions, the adolescents' reported that parents need to be strict and controlling on demerit issues like clubbing. At the same time, the parents need to be friendly and supportive as this will facilitate creation of safe space for their children to talk about the issues that affect them.

Having done the research in a church set-up, it was inferred that there is need for the church leaders to create a platform where the parents of the different age categories of the adolescents' can meet and share their challenges together. Moreover, they can share the

parenting styles they have used and their experiences with the adolescents' while practicing the different parenting styles. This would create a form of accountability among parents with adolescents attending teens' church in DCIU.

This study revealed that the girl child had better life-skills development as compared to the boy child. Therefore, there is a need for researchers to investigate the reason behind this and what interventions can be put in place to ensure that the boy child is empowered on the cognitive, emotional, and social skills which would help them navigate through life. Moreover, the adolescents' need to be psycho-educated on some of the coping mechanisms that can help them better cope with the daily stressors, especially from their parents and family at large, their peers, teachers, pastors and general population.

Recommendations for Further Research

Although this study was conducted in a church set-up, the researcher did not put much emphasis on the impact of Christian/religious values and beliefs employed by the parents on adolescents' life-skills development. This would be very relevant for further research since religion plays a role in the life-skills development of adolescents.

This study was the first one of its nature to be conducted at a church set-up here in Nairobi. It, therefore, would be worthwhile to do a comparative study of other churches to see if similar results will be identified. If the study is conducted, it will provide insight on parenting styles employed by parents and how the same influences adolescents' life-skills development. It would also provide insights to religious leaders on parenting styles employed by parents who attend church and how the parenting styles influence the adolescents' life-skills development.

Another worthwhile area for the further study could be to investigate how adolescents' gender contributes to life-skills development. This would help the general population, especially the parents, to understand that they can employ the same parenting style on their adolescents' but depending on the gender of the adolescents, the impact in terms of life-skills development acquired will vary. This, as a result, will inform parents on which parenting style will best fit their adolescents' depending on the gender of the adolescents'.

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APPENDICES

Appendix A: Consent Form

STUDY TITLE: INFLUENCE OF PARENTING STYLES ON ADOLESCENTS LIFE-SKILLS DEVELOPMENT: A CASE OF ADOLESCENTS ATTENDING TEENS CHURCH IN DELIVERANCE CHURCH UMOJA, NAIROBI COUNTY.

Dear Sir/ Madam,

Part I: Participants' Information

My name is Mercy Muthoni Nzuki. I am pursuing Masters in Counselling Psychology at Daystar University. I am carrying out a study to determine the influence of parenting styles on adolescent's life-skills development, among the adolescents attending church in Deliverance Church Umoja, Embakasi East Constituency in Nairobi County.

I am kindly requesting you to allow your son/daughter to participate in this study. This form provides you with information that you need to know so that you can decide whether to allow them to take part in the study or not. This consent form gives you information about the procedure, purpose, benefits, risks, confidentiality and the process that will be used during the study. Your son/daughter participation is wholly voluntary.

The purpose of this study is to identify the influence of parenting styles on adolescent's life-skills development. Knowledge on the influence of parenting styles on adolescent's life-skills development will enhance early detection and development of life-skills. Therefore, the skill development among the adolescents will be enhanced.

If you agree your son or daughter to participate in the study, your child will be asked questions about demographic, the types of parenting styles the parents applied while

raising the adolescents, the life skills employed by adolescents and the influence of parenting styles on adolescent's life-skills development.

The information that your son or daughter will provide cannot be identified with you. The interviews will take place in a private room and the information your son or daughter provides will be coded so that it cannot be identified.

I assure you that all the information collected from your son or daughter will be kept strictly confidential. Only people working in this study will have access to the information. We will not put your son's or daughter's name or other identifying information on the records of the information you provide.

Participation in the study is wholly voluntary. You (parents) may decline to participate or withdraw your consent at any point during the study. You (parents) have a right to ask any question or clarifications any time during the study.

Part II: Participants Declaration and Consent Form:

I hereby consent for my child to participate in this study. I have been informed of the nature of the study being undertaken and potential risks explained to me. I have understood its purpose and my rights as a parent to the participant in the study. I have been given a chance to ask questions and have been assured that if in future I have any concerns about the study or my rights as a subject, I can ask the investigator. I understand that my son or daughter can withdraw from the study at any time. I voluntarily agree to my son or daughter participation in the study. I have also been reassured that my child's personal details and the information my child will relay will be kept confidential.

Participant's signature (or thumbprint)

Date.....

I confirm that I have clearly explained to the participant the nature of the study and the contents of this consent form in detail and the participant has decided to participate voluntarily without any coercion or under pressure.

Research assistant's signature

Date.....

Principal investigator's Signature.....

Date.....

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Appendix B: Study Questionnaire

Instructions

Dear Respondent,

Please tick (✓) or fill the space provided where appropriate.

Your honest responses on the following questionnaire will greatly assist in the attempt to identify the the influence of parenting styles on young adult's life-skills development.

SECTION I: DEMOGRAPHIC INFORMATION

1. What is your gender?

- a. Male
- b. Female

2. (a). What is your age?

- a. 12-13
- b. 14-15
- c. 16-17
- d. 18-19

2. (b). What is your parents' age?

Mother

- a. 20-29
- b. 30-39
- c. 40-49
- d. Above 50

Father

- 20-29
- 30-39
- 40-49
- Above 50

3. Whom do you live with?

- a. Both parents ()
- b. Single mother ()
- c. Single father ()
- d. Mother and stepfather ()
- e. Father and stepmother ()
- f. Grandparents ()
- g. Others (specify) _____

4. If you do not live with your parents, what is the reason?

- a. Parents living in another town ()
- b. Parents living in another country ()
- c. Parents are separated ()
- d. Parents are divorced ()
- e. Parent (s) died ()
- f. Others (specify) _____

5. (a) What is your highest level of education?

- a. Primary ()
- b. Secondary ()
- c. None ()

5. (b) What is your parents' highest level of education?

- a. Primary ()
- b. Secondary ()

- c. Tertiary
- d. None

6. What is your parent's occupation?

- a. Unemployed
- b. Self-employed
- c. Casual job
- d. Salaried job

SECTION B: PARENTING STYLE

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. Try to read and think about each statement as it applies to you and your parents during your years of growing up at home. Please be sure not to omit any items.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

1.	My Parent (s) has always encouraged verbal give-and-take whenever I felt that family rules and restrictions were unreasonable.	1 2 3 4 5
2.	My Parent (s) direct my activities and decisions in the family	1 2 3 4 5
3.	My Parent (s) has clear standards of behavior for me in our home, but willing to adjust those standards to my needs.	1 2 3 4 5
4.	My Parent (s) gives me clear direction for my behaviors and activities, but also understands when I disagree with them.	1 2 3 4 5
5.	Whenever my Parent (s) make decisions in the family that hurt me, they are willing to discuss that decision with me	1 2 3 4 5
6.	My Parent (s) take my opinions into consideration when making family decisions, but they would not decide for something simply because I wanted it.	1 2 3 4 5
7.	Even if I don't agree with my parent (s), they feel that it is for my own good if I am forced to conform to what they think is right.	1 2 3 4 5
8.	Whenever my Parent (s) tell me to do something, they expect me to do it immediately without asking any questions.	1 2 3 4 5
9.	My parent (s) get very upset if I try to disagree with them.	1 2 3 4 5
10.	My Parent (s) let me know what behavior they expect of me, and if I don't meet them, they punish me.	1 2 3 4 5
11.	My Parent (s) feel that in a well-run home I should have my way in the family as often as my parent (s) do.	1 2 3 4 5
12.	My Parent (s) seldom give me expectations and guidelines for my behavior.	1 2 3 4 5
13.	My Parent (s) feel that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires.	1 2 3 4 5
14.	My Parent (s) do not view themselves as responsible for directing and guiding my behavior.	1 2 3 4 5
15.	My Parent (s) allow me to form my own point of view on family matters and generally allow me to decide for myself what I want to do.	1 2 3 4 5
16.	My parent (s) has very few demands and expectations from	1 2 3 4 5
17.	My parent (s) does not really care about what is going on in my life.	1 2 3 4 5
18.	My parent (s) rarely assign me duties to do while at home.	1 2 3 4 5
19.	There is plenty of freedom in my home. There are no rules to abide in.	1 2 3 4 5
20.	Whenever I do wrong, my parent just shrugs it off and says nothing about it.	1 2 3 4 5

21.	I have wished at least once that my parent (s) were more involved in my life events.	1 2 3 4 5
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SECTION C: PARENTING STYLE AND LIFE-SKILLS DEVELOPMENT

1. Which of the following activities do your parents do with you while at home? (tick more than 1 option)
- a. Working as a team ()
 - b. Debating, questions and answer sessions. ()
 - c. Encouragement ()
 - d. Positive communications and acknowledgement. ()
 - e. Appreciations when done well. ()
2. How do your parents teach you to communicate effectively? (tick more than 1 option)
- a. Using of courtesy words ()
 - b. Speaking audibly ()
 - c. Telling stories and reciting poems ()
 - d. Participating in drama activities ()
3. What activities do you do with your parents to help you be creative. (tick more than 1 option)
- a. Story telling ()
 - b. Puzzles ()
 - c. Crafts work ()
 - d. Essay writing ()

4. What are some of the activities that your parents engage you in order to help you solve problems? (tick more than 1 option).

- a. Discussing problem situations with you ()
- b. Involving you in solving problems/conflicts ()
- c. Case studies of problem situations ()

5. How have your parents taught you to cope with stressful situations at home and school? (tick more than one option).

- a. Talking to parents ()
- b. Avoiding alcohol and substance abuse ()
- c. Eating healthy and well-balanced meals ()
- d. Sharing with friends ()

6. Choose how your parents teach you to react and cope with emotions. (tick more than one option).

- a. Learning acceptance ()
- b. Release the energy by laughing it off or taking deep breathe ()
- c. Adjusting your expectations ()
- d. Learning that emotions are natural ()
- e. Change your response to situations ()

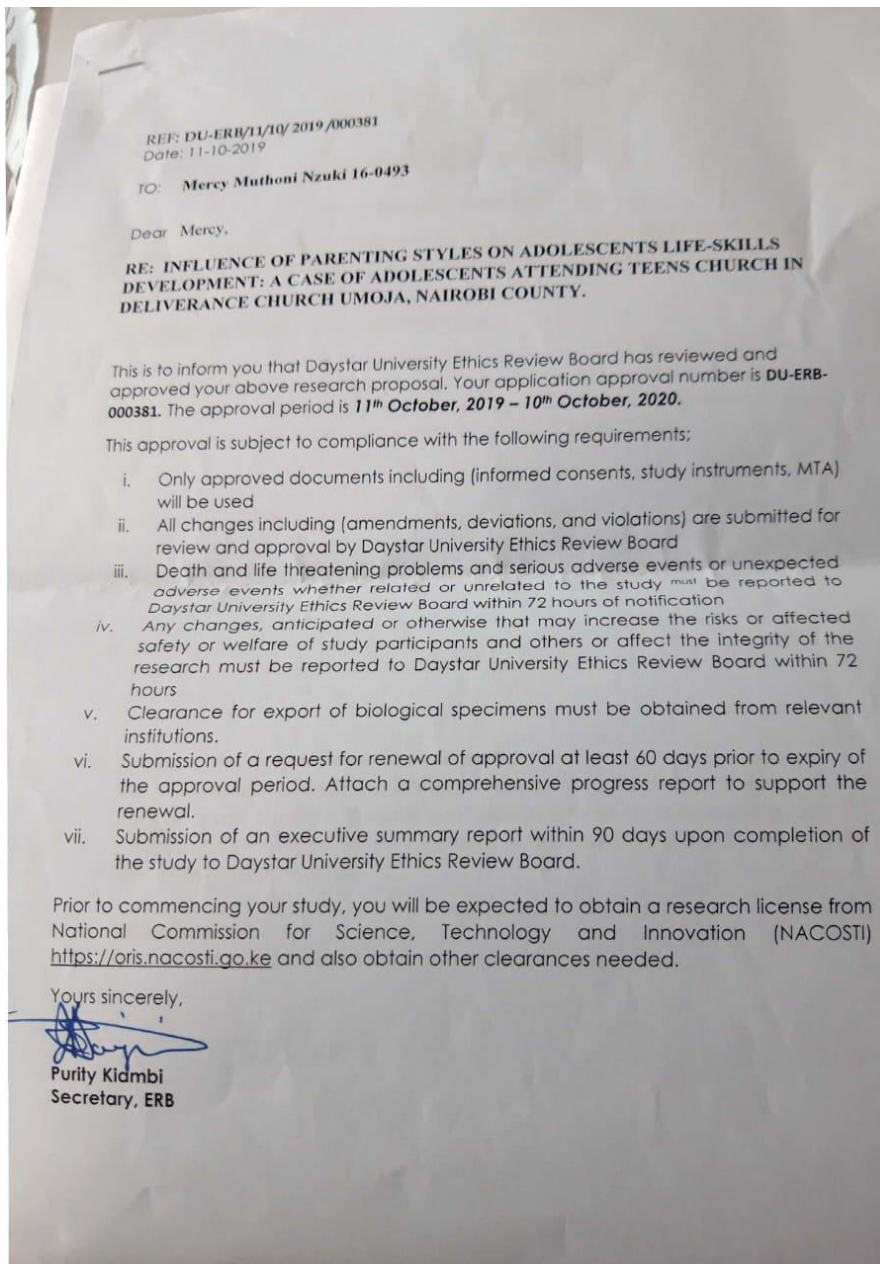
SECTION D: FOCUSED GROUP DISCUSSIONS GUIDE

- 1) How do you describe your relationship with your parents?
- 2) Basing on the questions you have answered in the questionnaire, what parenting style do your parents have and why?
 - (a) Strict and controlling
 - (b) Friendly and supportive
 - (c) Permissive
 - (d) They are never there
- 3) Which is the most suitable parenting style and why?
- 4) If you were to change your parents' behavior, what would you change?
- 5) What are some of the life skills you've learnt from your parents?
- 6) What activities do your parents do with you while at home?
- 7) How have your parents taught you to cope with stressful situations?
- 8) What life skills have your parents taught you in regards to solving problem?

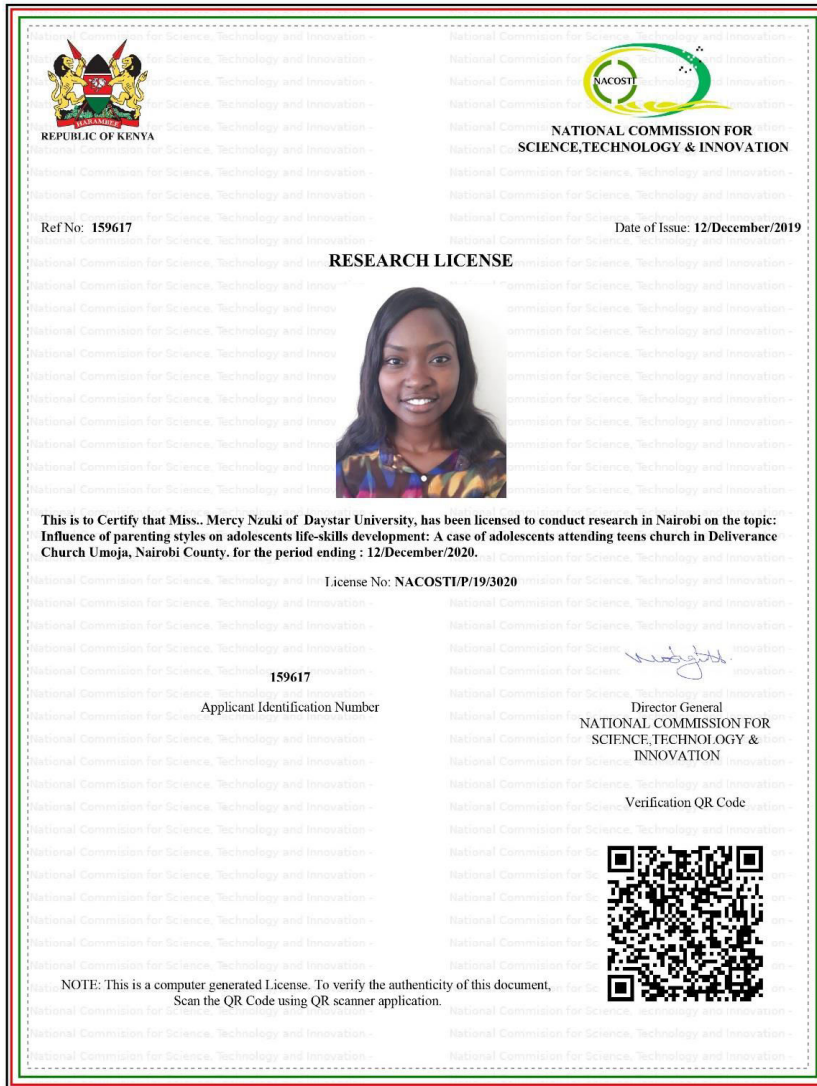
Appendix C: Map of Umoja Area, Embakasi East, Nairobi County



Appendix D: Ethical Clearance




Appendix E: Research Permit



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This is to Certify that Miss. Mercy Nzuki of Daystar University, has been licensed to conduct research in Nairobi on the topic: **Influence of parenting styles on adolescents life-skills development: A case of adolescents attending teens church in Deliverance Church Umoja, Nairobi County, for the period ending : 12/December/2020.**

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Appendix F: Plagiarism Report

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