



**Thesis by
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KAVULI KINAI**

**Doctor of Philosophy of
Kenyatta University**

**RELATIONSHIP BETWEEN PARENTAL
BEHAVIOUR TOWARDS ADOLESCENTS AND
THEIR MANIFEST AGGRESSION IN
NAIROBI SECONDARY SCHOOLS**

**JULY
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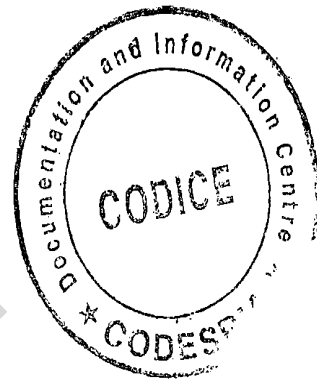
**RELATIONSHIP BETWEEN PARENTAL BEHAVIOUR
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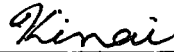
**A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE
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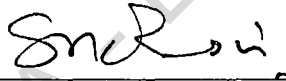
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or any other award.



THERESIA KAVULI KINAI

This thesis has been submitted for examination with our approval as university supervisors. We confirm that the work reported in this thesis was carried out by the candidate under our supervision



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DEDICATION

I dedicate this thesis to my children Wandia, Muthama,
Mutisya and Musyoka.

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ABSTRACT

The objective of this study was to investigate the influence of parental behaviour on adolescent manifest aggression in Nairobi Secondary Schools. It examined whether adolescent aggression was related to: parents' emotional interactions with adolescents, parental supervision, parental methods of controlling and disciplining adolescents, consistency of parents in enforcing discipline, family interactions and parents' socio-economic status. The study explored whether there were sex differences in manifest aggression of adolescents.

The study sample consisted of 672 secondary school students (336 boys and 336 girls) from 6 schools stratified and randomly selected from Nairobi Province.

The Chi-square test of significance at the $p < 0.05$ level was used to test the hypotheses. The findings of the study showed that: adolescents whose parents were harsh were significantly more aggressive than those adolescents whose parents were loving. Adolescents whose parents were neglecting and rejecting were significantly more aggressive than those adolescents whose parents monitored their movements, activities and social contacts. Adolescents whose parents used punishment and threats were significantly more aggressive than those adolescents whose parents used inductive reasoning and reinforcement. Adolescents whose parents enforced discipline inconsistently were significantly more aggressive than those adolescents whose parents enforced discipline consistently. Adolescents who experienced tension and conflicts in their families were significantly more aggressive than those from harmonious homes. There were significant sex differences in manifest aggression of adolescents. Boys

were found to be more aggressive than girls. Parents' socio-economic status did not seem to influence adolescent manifest aggression.

Factor analysis of the variables of parental behaviour that influenced adolescent manifest aggression showed that Factor 1 accounted for 68.2% and was composed of parental methods of disciplining and controlling adolescents, family interactions and parents' emotional interactions with adolescents. Factor 2 accounted for 22.2% and was composed of consistency of parents in enforcing discipline and parental supervision. Factor 3 accounted for 9.6% and was composed of parents' socio-economic status.

In relation to these findings it was recommended that: (i) Parents should establish good relationships with their adolescents, monitor their movements, activities and choice of friends, give guidance and correct antisocial behaviours which emerge. (ii) They should use inductive reasoning and reinforcement rather than punishment and threats, since inductive reasoning is related to responsible adolescent behaviour and punishment tends to increase hostility in the punished persons. (iii) They should enforce discipline consistently for adolescents to know what is expected of them. (iv.) They should create conducive family environments where members respect and support each other for proper development of adolescents. (v) They should teach their children good manners including how to solve their problems amicably.

The general conclusion was that parental behaviour seemed to influence adolescent manifest aggression in Nairobi Province, an urban area. More research should to be carried out in other areas in Kenya to get a wide scope of

the relative influence of parental behaviour on adolescent aggression. Research to investigate the influence of other variables such as peer pressure, television and comics on adolescent aggression needs to be done.

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Relationship between parental behaviour towards adolescents and their manifest aggression in Nairobi Secondary Schools

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Background. Adolescent involvement in numerous aggressive acts such as bullying, interschool fights, riots, strikes, arson, and rape causes great concern and deserves to be investigated. A common observation is that many children and adolescents grow in violent families. They learn aggressive habits from their parents who use physical punishment.

Aim of the study was to investigate whether parents' behaviour influence adolescent manifest aggression (MA).

Sample. Participants were 672 secondary school students from Nairobi, an urban area in Kenya (N = 336 male students and N = 336 female students).

Methodology. The research design was an *ex-post-facto* to determine whether some six aspects of parental behaviour influenced adolescent MA. Adolescents' perceptions of parental (i) emotional interactions (ii) supervision (iii) methods of controlling and disciplining (iv) consistency in enforcing discipline (v) family interactions and (vi) socio-economic status were correlated with adolescent MA scores. Sex differences in adolescent MA were investigated. Data was collected using a questionnaire, which had behaviour category scale and aggression inventory. Data was analyzed using SPSS and presented in (i) descriptive statistics, (ii) correlations of aspects of parental behaviour with adolescent MA scores, (iii) factor analysis to establish combined effects of aspects of parental behaviour on adolescent MA.

Results. Findings showed that harsh and cruel parental behaviour correlated with high levels of adolescent MA and vice versa. Adolescents brought up by neglecting and rejecting parents were significantly more aggressive than those reared by parents who supervised and monitored their activities, movements and choice of friends. Punitive parental behaviour correlated with high levels of adolescent MA, while parental use of inductive reasoning and reinforcement correlated with low levels of adolescent MA. Parental socio-economic status had no influence on adolescent MA. Majority (85.5%) of the adolescents had mild or low aggression. Sex differences in adolescent MA were slight.

Conclusion. Parents' behaviour has some influence on adolescent aggression. This is in tandem with previous studies, which suggest that aggression is a form of behaviour developed in response to a threatening environment. Consequently, youngsters may acquire aggressive behaviour when they are brought up in threatening home environments.

Recommendations for practice, theory and policy were formulated, they may be summarized as follows, "to control aggression one has to minimize the threatening and frustrating conditions for children and adolescents".

This Research was funded by the **Council for the Development of Social Science Research in Africa (CODESRIA)**, P.O. Box; 3304 - Dakar, Senegal.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In recent years if one is hostile he or she is likely to be aggressive. Hostile aggression and violence in Kenyan schools, colleges and even universities seem to be on the increase. Violence threatens the safety of students and teachers, besides disrupting the teaching/learning process. As a result the school curriculum is not covered satisfactorily. This generally leads to failure of some students in school and national examinations. Consequently, such student violence or indiscipline leads to poor preparation of adolescents for adult life.

The behaviour of these aggressive students is antisocial and unacceptable because their actions are contrary to societal values and norms such as fighting, bullying others, destroying property, disobeying parents and in addition, they present discipline problems to teachers. They interrupt their academic progress and that of their fellow students and create the conditions in which educational objectives cannot be achieved.

Adolescent involvements in destructive aggressive behaviour are quite frequent in Kenyan secondary schools and have led sometimes to delinquent behaviour. For instance, bullies in a Nairobi secondary school gorged out a boy's eye (Mbugua, 1996). Two boys were murdered by bullies in separate secondary schools in Nairobi and Thika (Ndegwa and Tuiyot, 1996). Nineteen female students were murdered and seventy- nine others raped by male fellow students

for refusing to participate in a school strike at St. Kizito Secondary School in Meru (Imathiu, 1991).

Four prefects were burnt to death by their fellow school -mates in Nyeri High School (Mugo, 1999). Many motorists have suffered and vehicles have been burned or stoned and much property belonging to schools, teachers and the public has been destroyed by rioting students. The behaviour of these aggressive students has been a constant cause of concern for parents, teachers and the public because of its negative effects on themselves and the society at large.

There are many factors that may influence adolescent aggression such as failure in school achievement, media and peer influence, living with people who commit crimes frequently, but the home has been perceived as the main cause. Behaviour of these aggressive youths is the result of poor upbringing. Professionals (Manguyu, 1989; Kabithe, 1991; Mutai 1991; Awuor, 1996; and Mbae, 1996) who treat, counsel, teach and handle juvenile delinquency cases of these troublesome aggressive youths have found one common problem among them. Typically they have had poor family relations. Many of them have been brought up in violent and conflict-ridden families so they learned aggressive habits from their parents and siblings. In some families there is wide spread acceptability of use of force among family members. For instance, it is culturally acceptable for husbands to use force to discipline their wives; and both father and mother are allowed to use physical punishment to discipline their children. Behaviour of adolescents who have been brought up in families where there is frequent use of physical punishment has been known to be hostile and aggressive.

Specialists dealing with troublesome, aggressive youths have noted that some parents have abdicated their duties of looking after children. Mutai (1991) claims that many adolescents are neglected because their parents are involved in too many extra-home activities. He says that fathers are becoming rare in their families so they cannot give fatherly guidance to their children. They are busy making money, getting drunk or doing things, which keep them away from supervising and monitoring movements and activities of their adolescents. Mugo (1997) claims that poor parenting has contributed to adolescent aggression in schools. He says that some parents are over-protective when their children have violated school rules and regulations. Such parents humiliate teachers in front of the students and in some cases they physically assault the staff. Some of them threaten to have teachers transferred or interdicted if they punish their children. Mugo has also observed that some parents are permissive and exercise little control over their adolescents. They have given their youngsters too much freedom at home, allow them to smoke, patronize clubs and read pornographic materials. Such adolescents acquire values contrary to those emphasized in the school. They find school rules an unnecessary burden to bear. They violate school rules and when punished they develop a negative attitude and hatred towards school and the school administration. Any minor mistake on the school administration is taken as a passport to strike violently or as an outlet to the anger that had accumulated in the adolescents.

Many adolescents say that they are unhappy about their parents' behaviour towards them. They claim that their parents make excessive demands for both academic and personal excellence, which are communicated to them through commands. Some adolescents claim that there is communication breakdown

between them and their parents. The only time there is some type of communication is when parents give commands or reasons why things should be done. Such parents usually give punishment when the rules are not obeyed.

Kenya has experienced social and cultural changes in the last two decades. These changes have eroded the traditional value system and have led to the breakdown of the family unit including loss of family stability. The present trend of increasing incidents of divorce, remarriage and single parent families are seen as disrupting the traditional family bonds, thus making it difficult to teach adolescents responsible behaviour. Changes in customs and values have affected the smooth transition from childhood to adulthood. Initiation rites, which provided adolescents with education on how to behave responsively are no longer there.

In the traditional African setting by early adolescence the youngsters would be working alongside their parents in apprenticeship and sharing the day-to-day work of the family. Adolescents were more like adults and thought themselves this way. Preparing for adulthood meant acquiring knowledge and skills already possessed and practiced by adults. Education of the youth was in the hands of the parents and elders. There was no conflict over values held by parents and adolescents. Children were brought up in extended families where grandparents, aunts, uncles and cousins helped in child rearing. Thus adolescents interacted with a range of adult personalities and could thereby form a generalized concept of adulthood. In times of conflict between parents and adolescents, the other adults would support the parents' position. In a sense, adolescents were over-powered and out-numbered by adults who shared same views. Therefore,

adolescents' rebellion could not get far against the wall of confident adult consensus (Stenson, 1991).

Kenya has experienced many economic and technological changes, which have exposed the youth to newspapers, magazines, radio, video and films. These have influenced the youngsters in acquiring behaviour and values that are apparently different from those held by their parents. As a result of this they do things and demand privileges their parents never made in their youth. This quite often brings conflict between adolescents and their parents. Many parents today would like their teenagers to grow up the way they did. They dictate what the youngsters should do without taking into consideration the current changes in society. Consequently, many adolescents are angered by parents who forbid them to engage in what they consider normal adolescent activities. In a society like Kenya which has stopped practicing some of its cultural values regarding transition from childhood to adulthood, it is likely to have variations in the handling of adolescents. Some parents may grant a great degree of independence, while others continue to supervise as they do to young children. To minimize conflicts between parents and adolescents there should be consistency in community practices on how adolescents should be treated. Parents should agree on which are the suitable activities for their adolescents and how much freedom to give.

Changes in socio-economic conditions and customs have affected child rearing. Many parents are absorbed in the busy bustles of their working lives such that they have little or no time to supervise and teach their children good manners. While other parents, particularly the well to-do, think they have done their duty if

they give money and other material things deemed to make life comfortable for the teenagers. Their houses are stocked with amusement and play things such as radios, television sets, video games, books, sports equipment and boxes of toys. For these youngsters their entire universe of experience at home consists of comfort and amusement. There are house servants to do the house-work. Since their parents are busy making money they send them to school to be socialized by teachers and peers. They do not realize that these adolescents need their love, understanding and guidance. Some of their adolescents yearn for parents' attention, and since they cannot get it, they join the peers who give it. Many adolescents have been misled into delinquent, aggressive behaviour and drug abuse by the bad company they move with.

It has been observed that some adolescents are experiencing great stress because their parents are unemployed and/or are poor. Low income may mean that parents have to spend more time at their jobs or on household tasks, which leaves them with less time to attend to the needs of their children. Poor housing of such families may mean inadequate sleep and lack of privacy in which to do homework. Poverty may result in adolescents going to school hungry, without writing materials and textbooks because their parents cannot afford these things. Some adolescents may attempt to cope with these difficult situations by acting out in an aggressive fashion.

To function in a changing technological society like Kenya one needs sophisticated skills and knowledge. This makes it necessary for adolescents to undergo training in schools to acquire knowledge, skills and interests in educational and professional fields that will be relied on in the future. Their life

in school is catered for by parents and teachers. Parents provide for maintenance in school. The school provides the schedule with a timetable to follow, rules and regulations to be obeyed and tasks to be done. Teachers and parents put pressure on adolescents to work hard in school because academic excellence is used as a means of securing a place in the job market and for educational advancement. Adolescents' life in school may sometimes be stressful for example, when they do not get good grades in examinations and/or when punished by teachers for violation of school rules and/or when bullied by colleagues in school.

Many Kenyan students are aggressive and display "behavioural forewarning" of violent or destructive behaviour, which may include poorly controlled anger, school behaviour problems, poor frustration tolerance or blatant hostile actions (Daniels, Gillula & Ochberg, 1970). Many of them are so tense that they need little provocation to exhibit uncontrollable destructive behaviour towards people and property. It would be necessary to find out from the adolescents themselves whether the hostile aggression with which they respond to challenges in their environment could be influenced by the way they are treated at home.

This study investigated the possibility of a link between parental behaviour towards adolescents and their propensity to be aggressive. Research has shown that the effect of parental behaviour depends largely on what it means to the adolescent. Adolescents who have good relationship with their parents approve their authority and perceive themselves as receiving loving care regardless of their parents' values and standards of behaviour. Such adolescents are likely to extend warm friendly feelings to their siblings and peers. While adolescents who have negative feelings towards their parents tend to resent their supervision.

Such adolescents may perceive themselves as being disliked and rejected regardless of what their parents' actions and intentions are. They may demand what their parents cannot possibly meet, or voice desires which wise parents cannot grant and thus see their parents as rejecting. Adolescents' perceptions of how their parents treat them although they may be inaccurate determine the youngsters' general behaviour and reactions to parental demands. (Ausbel, Batazar, Resental, Blackman, Scpoont, & Welkowitz (1954) ; Jersild ; 1964).

It was thought necessary to do a study in this field to investigate whether perceived parental behaviour towards adolescents could be linked to adolescent manifest aggression at school. Previous studies by Kerosi (1987), Gichunge (1992), Mugiira (1992) and several others done in Kenya tended to concentrate on school variables which may contribute to undisciplined behaviour of students. Research in education in Kenya seem to have ignored the issue of relative influence of family interactions on adolescents aggressive behaviour, yet more research needs to be done in this area.

Over the past quarter century, Kenyan society has witnessed more and more young people emerging from childhood with serious behaviour problems. At the same time there has been social, cultural, economic and technological changes, which seem to have influenced child rearing. Implications of these changes may mean that the socialization of adolescents could be deficient and this could be one of the causes of the irresponsible aggressive behaviour of the students. It would therefore be necessary to carry out research to find out whether the different parenting behaviours could be in any way related to adolescent aggression.

1.2 STATEMENT OF THE PROBLEM

Research by Sears et al., (1957); McCord et al., (1961); Olweus (1980); Patterson (1982); Maccoby and Martin, (1983); Patterson and Stouthamer-Loeber (1984); Gelles and Cornell (1985); and Besag (1989) show that the way parents interact with their offspring have tremendous and sometimes lasting effects on values, attitudes and behaviour of adolescents. They argue that parents influence adolescent aggressive behaviour by the way they treat them, punish them, the degree to which they supervise and monitor movements, activities, social contacts and the way they organize and manage the home.

There is an increase in the number of aggressive students in Kenyan schools. Their involvement in violent behaviour has caused untold damage and cost in terms of pain, money and even death of students. Much property belonging to schools, teachers, fellow students and the public has been destroyed. Much time that could be used in learning useful knowledge and skills is wasted during class boycotts, school riots and strikes, when students exhibit their hostile aggressive behaviour by destroying property. Adolescents' involvement in violent behaviour is a serious discipline problem in Kenyan schools and therefore it needs to be investigated.

Adolescents come to school from different family backgrounds, some come from homes where there is a sense of family unity, emotional stability and encouragement to be responsible. Some have parents who are generally warm and accepting, who supervise and monitor adolescent activities and movements and who enforce discipline in a consistent predictable manner, while other

adolescents come from homes where parents are harsh and punitive, where they are bullied and ill-treated; while others are neglected or pampered and standards of behaviour are enforced in an inconsistent haphazard manner. The aim of this study was to investigate whether there is a relationship between how adolescents believe they are treated by their parents and their (adolescents) tendency to act aggressively. To find out if there is any specific behaviour of the parents toward their adolescent children which has more significant causal relationship with adolescent aggression.

1.3 PURPOSE OF THE STUDY

It is universally accepted that "violence begets violence". Research evidence shows that adolescents brought up in violent families or where physical punishment is used frequently grow up to be antisocial and aggressive. It has also been observed that the more violence adolescents experience or witness the more they are likely to strike at a sibling or colleague at school (Bandura & Walters, 1959; Gelles & Cornell, 1985).

The purpose of the study was therefore to find out whether adolescents who were brought up by hostile parents and/or neglecting parents were more aggressive than those brought up by warm caring parents; whether those reared by restrictive parents were more aggressive than those brought up by lenient parents. Another purpose was to find out whether deficient supply of basic requirements such as food, clothing, books and school fees could be a contributing factor to adolescent aggression. Finally the study intended to determine if there were sex differences in manifest aggression of adolescents.

1.4 RESEARCH QUESTIONS

The research study was undertaken to answer the following questions

- i) Are adolescents whose parents are harsh and cruel likely to be more aggressive than those whose parents are warm and loving?
- ii) Are adolescents whose parents are neglecting and rejecting likely to be more aggressive than those whose parents are supervising and monitoring their activities, movements and social contacts?
- iii) Are adolescents whose parents use physical punishment and threats frequently likely to be more aggressive than those whose parents use inductive reasoning and reinforcement frequently?
- iv) Are adolescents whose parents enforce discipline inconsistently likely to be more aggressive than those whose parents enforce discipline consistently?
- v) Are adolescents who experience tension and friction among family members likely to be more aggressive than those who experience peace and harmony among family members?
- (vi) Are adolescents who lack basic requirements such as food, clothing, books and school fees likely to be more aggressive than those who do not lack these requirements?
- vii) Are there any sex differences in manifest aggression of adolescents?

1.5 SIGNIFICANCE OF THE STUDY

The study aimed at investigating the relative influence of parental behaviour on adolescent manifest aggression at school. The findings showed that parents

played a key role in shaping adolescent aggression. Results indicated that aggressive adolescents were raised by parents who treated them in a harsh punitive manner, and did not respect their (adolescents') opinions and judgements during family discussions. In addition, parents of aggressive adolescents failed to impose controls of behaviour by not supervising and disciplining their offspring.

Teachers and counsellors may use the findings to advise parents on the importance of providing pleasant family environments and having good relationships with their adolescent children. They may teach parents the negative influence of being aggressive models for their children.

Recommendations suggested in the study may provide guidelines for (i) control or supervision of adolescents, (ii) consistency of parents in enforcing discipline and (iii) disciplinary measures which are likely to encourage the development of adolescents who have inhibitions to aggression. Inductive reasoning is preferred to punishment; during inductive reasoning adolescents realize how their antisocial behaviour hurt other people and so they learn to be more cautious and responsible. Punishment is discouraged because it usually instigates aggression in the punished persons.

In addition, findings of this study are a contribution to the influence of parental behaviour on adolescent manifest aggression in the Kenyan context. Its results should provoke further related research in the hope of improving family life and encouraging the development of well behaved, non-violent adolescents.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The sample consisted of 672 adolescents from randomly selected secondary schools in Nairobi Province; 336 boys and 336 girls. The findings are generalizable to the extent that these students have similar characteristics, have similar backgrounds and live in similar environments as the rest of the students in the schools selected.

Aggression is a normal human defensive response to threat or frustration. It is a multi-dimensional concept that has (i) a behavioural component which is observable such as fighting, pushing or shouting (ii) cognitive component which includes thoughts and reported feelings. Variables that constitute aggression are many and complex and so they cannot be investigated in a single study. This research investigated manifest aggression (reported aggression) of adolescents to find out if it (manifest aggression) is related to how adolescents believe their parents treat them.

1.7 DELIMITATION OF THE STUDY

Aggressive behaviour patterns appear to be acquired from a variety of social environmental sources. No single source can account for the socialization of aggression nor is it possible to delineate the relative influence of each of the sources in the development of aggressive behaviour. The role played by the family, peer group and media particularly the television as socializing agents of aggression has been recognized. The agents are important over the lifespan, but the relative impact of each may vary across development (Eron, 1990).

Families initiate early socialization of aggression. This is done in several ways. For example, when some parents use physical punishment to discipline their children, they teach their children that physical force is an acceptable means of dealing with conflict. Other parents encourage their children to use aggression when standing for their rights and when responding to provocations. Peers play an important role in the development of aggression by acting as reinforcing agents, elicitors of aggressive behaviour, targets of hostility and social models of aggression. While observation of violence in the mass media may promote the acquisition of new aggressive responses through observational learning and imitation, some viewers may identify with aggressive models and become violent because they believe that aggression is a justified method of handling conflicts. In addition, violence in the media may increase arousal and may energize the person to be aggressive in situations of interpersonal conflict (Eron, 1990).

The study intended to find out whether adolescent aggression could be related to parental behaviour towards them. The study is complex and difficult to investigate because parenting comes from multiple determinants affecting every mother and father. These forces include parents' personalities and their satisfaction with marriage, work, social class, culture, state of health and their relationship with adolescents. In addition, adolescents determine how their parents treat them. For example, when adolescents are compliant parents treat them well. In contrast, difficult, obstinate adolescents make demands parents cannot meet and usually resist their parents' wishes. If the parents respond harshly the teenagers become difficult. Parental behaviour with adolescents may

vary with time and circumstances, a parent may be permissive with one adolescent in the family and be strict with another (Steinberg et al., 1991).

1.8 ASSUMPTIONS OF THE STUDY

This study assumes: (a) that the parents are very significant people in adolescents' lives and the way they interact with their adolescents influence youngsters' behaviour. (b) That the views or perceptions adolescents have about how their parents treat them influence adolescents' behaviour. (c) That the stratified and randomly selected sample of secondary school students used in the study constituted a representative sample of secondary school students in Nairobi. (d) That the instrument used in this study is valid and that it reflects the true picture of the relationship between parental behaviour towards adolescents and their manifest aggression at school.

1.9 DEFINITION OF TERMS AND CONCEPTS

The following terms and concepts are defined as used in the study:

Adolescence process of growth from childhood to adulthood. May be thought of as a period of development during the teen years.

Adolescent a developing person between 13 and 18 years. It starts with the onset of puberty and ends when adult status has been acquired.

Aggression diverse category of behaviours that cause damage to persons and property.

Manifest aggression self-reported aggression.

Violence destructive aggression which involves inflicting physical damage on persons or property.

Family a social group of people who are related by blood or marriage living in the same home. It consists of parents of both sexes and their children.

Coercive home environment a home in which family members annoy one another and use aggressive or antisocial tactics as a method of coping with these aversive experiences.

Parent biological or foster father or mother of the child.

Punishment an aversive or painful stimulus inflicted into a person to stop or suppress undesired behaviour.

Discipline consist of behaviour that training injects to a child's value system.

Social skills abilities that adolescents actually demonstrate when interacting or relating with others.

Social competence ability to relate with others properly, that is according to societal norms and values.

Inter-agent consistency where both parents emphasize the same rules and carry on the same disciplinary measures if adolescents violate the rules.

Intra-agent consistency where each parents' strategies of enforcing rules and standards of behaviour are definite and predictable.

In this chapter, the basis for research on the relationship between parental behaviour towards adolescents and their manifest aggression has been laid down. Given that parents are an important reference group in the socialization process of adolescents their contribution to the overall development of the adolescents in school is inevitable. Concrete empirical evidence on the influence of parents'

behaviour on adolescent manifest aggression within the Kenyan context is therefore necessary.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The material covered in this chapter gives a review of theories and research studies that have investigated the possible link between parental behaviour towards adolescents and their (adolescents') aggression. It gives the description of aggression and theories of aggression. This is followed by theories of adolescent development, adolescent aggression and aggression among Kenyan adolescents. Traditional African child-rearing practices and the changing Kenyan family is discussed. Review of studies on parent - adolescent relationships/family interactions, violence towards adolescents in the family, emotional interaction interactions between parents and adolescents, parental control or supervision, parental methods of controlling and disciplining adolescents and consistency of parents in enforcing discipline is presented. This is followed by sibling violence or sibling rivalry, cultural and sub-cultural influences on aggression, sex differences in aggression, conceptual framework and finally the research hypotheses.

2.2 AGGRESSION

Aggression is a normal human defensive response to threat. It has polemic values both negative and positive. Aggression has positive values when it involves the kind of self-assertion and domination necessary to the realization of a socially acceptable goal for instance, when a person pursues a course that is beneficial to him/herself and which is not directed to others in a hostile fashion. This type of aggression gives rise to stimulus seeking behaviour found in the educator's search for knowledge and in the investor's knowledge to alleviate environmental difficulties. Positive aggression is also found in children, for example when competing for scholastic honours, in sports or being leaders in their classes. This

type of aggression demands that an adult or a child in some measure assert him/herself and frequently dominate others (Berkowitz & Rothman, 1970; Daniels et al., 1970).

Aggression has negative values when it takes the form of hostility, when a person behaves in a manner that is socially incompatible with acceptable forms of behaviour. This type of aggression gives rise to criminal acts, delinquency or other direct defiance of law (Berkowitz & Rothman, 1970). When aggression takes place in consistently negative forms it can be an indication of maladjustment. Aggression can take many forms in adults for example rape, assault, murder, while adolescents abuse (verbal aggression), fight, bully others, stone cars, destroy property, defy authority of parents and teachers, organize and participate in class boycotts, school riots and strikes. Research findings reveal that aggression is learned in the family and in the wider society. It has been found that aggression in the family is partly a reflection of violence in the culture. Violent behaviour rewarded by a particular culture or sub-culture usually reflects basic group values and hence behaviours that the group believes are adaptive. In other words the prevalence of violence depend largely upon how much it is incorporated into the customs of one's reference group. In certain sub-cultures, violence is an expected and accepted mode of problem solving. Consequently crimes in the family are related to sub-culture values that minimally do not do much to inhibit physical combats or maximally condone and encourage them (Wolfgang, 1979).

2.3 THEORIES OF AGGRESSION

In order to provide a theoretical background to this study a discussion of some of the theories of aggression are presented. These theories are discussed to explain the influence of parental behaviour on children and adolescent aggression.

2.3.1 Psychoanalytic Theory of Aggression

This psychoanalytic theory of aggression was proposed by Freud (1933). He viewed aggression as an inborn instinctive drive, which he called Thanatos. Thanatos or the death instinct is shown when people want to fight and kill others when they find it difficult to cope with life. This energy of death instinct builds up within the individual until it must be discharged outwardly through overt aggressive acts or inwardly in form of self-destruction such as suicide. This theory suggests that hostile family environment stimulates children's and adolescents' aggression. Their anger may be expressed in irrational, explosive behaviour due to excessive build up of destructive energy. Freud maintained that aggressive inhibitors develop in the course of the child's interaction in the family. A conducive family environment during childhood results in the resolution of the Oedipus/Electra complex and the formation of the super ego or the conscience. He suggests childrearing practices should be aimed at fostering inhibitions against aggression.

2.3.2 Frustration-Aggression Hypothesis

This hypothesis was proposed by Dollard, Doop, Miller, Mowrer and Sears (1939). It suggests that when goals are blocked, one becomes frustrated and may respond with anger and aggression. Frustrations may arise when children's and adolescent's basic needs such as hunger and thirst are thwarted. It may arise also from a threat to a person's life, physical punishment or personal insults or restriction on movements or denial of freedom. Parental punitiveness frustrates children and adolescents and raises their aggression. Neglecting children has similar effects particularly when coupled with hostility. A study by Sears, Maccoby, and Levin (1957) shows a high correlation between parental use of physical punishment and aggressive levels of aggression in children.

2.3.3 Social Learning Theory of Aggression

This theory was proposed by Bandura, Ross and Ross (1961; 1963). They suggested that aggression is learned or greatly influenced by learning. They

claim that aggressive behaviour is learned through observation and imitation of models and through receiving rewards and punishment. Parents who beat their children act as models for them children to emulate. Other parents encourage their children to be aggressive and fight for their rights, and they ridicule their children if they do not meet this expectation. This attitude of parents encourages aggressive behaviour in their children. Other parents play aggressive games such as killing monsters, shooting enemies and destroying objects. If they demonstrate how to beat, kill or destroy whether in games or in reality, this behaviour is likely to be acquired by their children. The learning of aggression is even more likely if rewards are earned by it, such as being declared a winner (Bandura, 1973).

2.4 THEORIES OF ADOLESCENT DEVELOPMENT

In order to provide a theoretical background to the study, a discussion of some theories of adolescent development are presented. The relevant parts of these theories will be discussed to give explanation of the contribution of family interactions to adolescent aggression. The following theories are discussed: psychoanalytic theory, psychosocial theory, field theory and theory of socialized anxiety.

2.4.1 Psychoanalytic Theory

This theory was first formulated by Sigmund Freud (1933) and later on expounded by his daughter Anna Freud. Freud's basic assumption was that sexuality was the strongest determining factor in the development process. According to this theory, biological changes, which occur during pubescence bring about behaviour changes and adjustment difficulties, since expression of sexual bodily desires is not allowed. Sexual maturity influences the total nervous system; it not only produces increased excitability, but at the same time decreases resistance to the development of hysterical and neurotic systems when too many restrictions are imposed on adolescents by parents and the society. During adolescence, therefore, a person is especially vulnerable to the development of psychopathology and aggression (Freud, 1933).

Otto Rank was a follower of the psychoanalytic school of thought. His theory of adolescent development differed in several ways from that of Freud. He saw human beings as creative and not repressed and neurotic as Freud suggested. Whereas, Freud, emphasized sexuality as the determining factor in the development process, Rank emphasized the "will" which he said can control sexuality. He saw the adolescent period as a transition from dependence to independence. According to Rank (1945) during adolescent period a young person undergoes basic change of attitude. He/she begins to oppose dependency, including both the rule of parents, teachers, and the law. The adolescent begins to establish volitional independence, which he/she requires and values. Acquiring volitional independence is necessary because the individual will make his/her decisions without depending on others. The pressing for independence and the struggle for its attainment becomes a basis for adolescents' poor personal relationships with their parents and other authority figures. The restricted adolescent may feel insecure, resentful and act in a hostile manner as a defence.

2.4.2 Psychosocial Theory

Erikson was acquainted with Freud's theory, however he chose to expand on it by forming his own theory of psychosocial theory of development. It differed from Freud's theory in that it was concerned with the development and the function of the ego. He believed that psychological phenomena should be understood as the result of the interplay between biological, experiential, environmental and social factors.

According to this theory the development of personality occurs in eight stages. Each stage is accompanied by a conflict or a crisis. This acts as a turning point in an individual's life that comes about as a result of psychological, maturational and social demands upon the person at each stage. A lot of emphasis is placed on the psychosocial setting in which the child's ego is moulded. Erikson asserts that every significant thing a person encounters in his/her life helps to shape

personality of that person depending entirely on how the individual reacts to each crisis in the life cycle.

Adolescence falls within the fifth stage in the psychosocial development. This stage is called "ego identity versus role confusion". The young person finds that he/she is no longer a child and not yet an adult. He/she experiences identity crisis because he/she is faced with social demands and roles in preparation for the emerging adulthood. He/she has to do certain roles. Each role has its own demands, values, relationships, rewards and aversions. The various roles that he/she does, have input in terms of feelings, social meanings and regard of significant others. All of these contribute to the development of the ego identity. According to Erikson (1968) the adolescent tries to answer the question. "Who am I?" For the first time the individual wants to know who he/she is, what he/she believes in, what he/she values and wants to accomplish and get out of life. The individual is concerned with assessing his/her assets and liabilities, trying on various roles and trying to re-arrange his/her self-image accordingly. This is a testing time during which the adolescent needs parental guidance in order to acquire socially acceptable behaviour and resolve the crisis. If on the other hand the parents are harsh and/or unconcerned about their adolescent, he/she may experience identity crisis and engage in antisocial behaviour. Augmenting to adolescents' uncertainty is parents' own lack of clarity of what they expect adolescents to do. The adolescent does not know where he/she stands in the scheme of things and how he/she should be treated. At one time he/she is denied certain privileges or information because he/she is "not old enough" and the next moment he/she is "old enough". Many parents are not sure of what to do because in many instances whatever they do is questionable. If they exercise control they are liable to be accused of being snoop and domineering. If on the other hand they let the youngster decide for him/herself, they are considered neglectful and uncaring (Santrock, 1990). In some families fathers and mothers have different values and norms regarding behaviour they expect from

adolescents. This is very confusing and very annoying to adolescents and may lead to aggression.

2.4.3. Field Theory

Kurt Lewin (1939) in his theory of adolescent development describes the dynamics of the behaviour as being caused by interaction of all environmental and personal factors of the individual. Fundamental in this theory of adolescent development is the view that adolescence is a period of transition in which the youngster changes his group membership. While both the child and the adult have clear concept of their group belonging, the adolescent belongs partly to the child group, and partly to the adult group. The adolescent is often treated in an ambiguous manner by his/her parents, teachers and other members of the society. Certain forms of behaviour are no longer accepted because they are childish whereas some of the adult forms of behaviour are permitted because they are suitable, and those, which are permitted are new and strange. The adolescent seems to be in a state of "social locomotion", moving into unstructured social and psychological field, which may be an unstable psychological environment for him/her. An unstable psychological environment during adolescence has been known to bring about instability in the individual. The individual does not yet have a clear understanding of his/her social status and obligations, and his/her behaviour may reflect this uncertainty (Lewin, 1939).

Adolescent's life space has many restrictions. For example, driving a car, buying liquor, having sexual relations and marrying are all possible goals with positive valance, thus part of his/her space, but they are inaccessible because of parental restrictions, legal limitations or the moral code. As a result of this the adolescent feels that his/her autonomy is undermined and that his/her space is threatened. He/she loses self-esteem and develops aggression to defend him/herself.

2.4.4. Theory of Socialized Anxiety

Allison Davis (1944) in "socialization and adolescent anxiety", defines socialization as the process by which an individual learns and adapts the ways, ideas, beliefs, values and norms of his/her culture and makes them part of his/her personality. She sees development as a continuous process of learning socially acceptable behaviour by means of reinforcement and punishment. Each society or its socializing agents define its acceptable and unacceptable behaviours. Punishments, threats and withdrawal of love are used to foster the development of acceptable forms of behaviour and inhibit undesired forms. What Davis calls "socialized anxiety" is anticipated fear of punishment, which makes the child behave properly even in the absence of his/her parents. Socialized anxiety is adaptive in nature and culturally useful. The child learns to aspire socially approved behaviour that is not punished. However, what is approved and punished will depend on his/her sex, age, race and social class. Socialized anxiety serves as a motivating and reinforcing agent in the socialization process: It brings about what Mowrer (1939) calls "anticipation of discomfort" which becomes a behaviour-controlling mechanism. During adolescence, it becomes internalised and increasingly independent of its reinforcing or socializing agents. According to Davis effective socialization of adolescent behaviour is dependent upon the amount of socialized anxiety that has been implanted in an individual. If socialized anxiety becomes strong enough, it will serve as an impetus toward mature responsible, normal behaviour. It is implied that if socialized anxiety is too strong, the attainment of mature behaviour is less likely. Absence of parental love and care cannot arouse sufficient socialized anxiety, while restrictive parenting might arouse too much of it. In families where father and mother have different values and norms adolescents lack appropriate models to emulate. In addition, in families where parents are very strict teenagers usually rebel against parental values and may resort to aggression as a defensive measure.

According to these theories, adolescence is a transitional period between childhood and adulthood. During this period the youngsters undergo physiological, cognitive, social and emotional changes that may influence their behaviour and consequently how they interact with their parents. They demand volitional independence so that they make their own decisions and take responsibility for their actions. They are also trying to work out an identity to find out 'who' they are, what they can do and what they want to accomplish in life. At the same time they are expected to behave according to the ways, values and norms of the society. Parents have an obligation to train them to develop acceptable forms of behaviour and inhibit undesired ones. To train adolescents on how they should behave, parents provide guidelines, instructions, experiences, examples and even punishment. How parents treat and interact with their offspring may sometimes instigate aggression.

Adolescent's behaviour depends on how he/she perceives parental behaviour towards him/her and how he/she feels and interprets their behaviour. If he/she experiences feelings of rejection, neglect, hate, guilt, anger and fear, then his/her aggression is resultant reaction to such perceived feelings.

2.5 ADOLESCENT AGGRESSION

Teenagers' aggression is a form of protest against the very idea of subordination implied in the name of obedience. Young children respond to parental control by becoming compliant and obedient. As they grow and approach adolescence this response may change abruptly because they have acquired more strength and courage to try resistance. Children may resent those who have power over them if they are unfair and harsh. They resent the fact that teachers and parents are stronger if such advantage is used to control them. When children are bigger during adolescence they can fight back. In this context aggression is a type of power resentment to behaviour of harsh parents. Research evidence shows that during the development of adolescent independence if the parents are strict and domineering regardless of the feelings of the child, the child can rebel. Then the

struggle can ensue that may lead to the development of aggression or oppositional defiant behaviour. What begins for a child as an effort to establish self-determination gets transformed into defence against parents or anybody perceived to intrude into their independence. These adolescents blame their parents for treating them like children (Mwakisha, 1999).

Adolescence is among other things a period in which the individual starts to find out who he/she is and one is on the road to self-discovery. He/she realizes that parents and other adults have false ideas and values and beliefs. This places parents in a difficult situation because they are both behaviour models, objects of love and respect on one hand, and they are authority figures that want to control and enforce standards of behaviour on the other hand. Parents should be in a position to help adolescents resolve their conflicts between social and school practices. The young people view their parents as being in league with the school in the enforcement of unnecessary controls that interfere with what the young people regard as legitimate behaviour. Consequently aggression, rebelliousness and stubbornness against parents' and teachers' authority are easy to find among adolescents, although indications of positive feelings can also be identified by adults who are willing to be patient, sympathetic and persistent when dealing with adolescents (Mussen et al.; 1990).

Adolescents show a craving for independence that may make them rebel against parents and school authority if they feel controlled and restricted. For many adolescents dependence is a major source of frustration. While most of them have ability to take up adult responsibilities and desire to be autonomous, society seems to have no place for such contributions, the resulting frustration may be expressed in delinquent behaviours destined to demonstrate independence (Santrock, 1990). They defy parents' and teachers' orders, fight, bully fellow students, destroy property, organize and participate in class boycotts, school riots and strikes.

Aggressive behaviour in youngsters takes two general forms (i) group or gang violence and (ii) individual violence. These two actions should be viewed as stemming from problem personalities (Gibbons, 1976). Research has shown that norms that require physical combat against rival gangs are central behavioural standards of many juvenile gangs. Boys who stage a demonstration against a teacher can be said to be engaging in normal behaviour in the eyes of their peers. This kind of aggression might be likened to combative activities which soldiers direct at enemy troops which are viewed as commendable in the eyes of the fellow soldiers and citizens of the country employing them. Individualistic or un-socialized aggression involves acts of violence, physical assault and extreme violence directed to persons, animals or objects. Aggression of this type is viewed as deviant by all except the actor himself (Gibbons, 1976).

2.6 AGGRESSION AMONG KENYAN ADOLESCENTS

There is much antisocial aggression in Kenyan secondary schools such as student fighting, bullying, teasing others, rudeness to teachers and so on. Group violence is also common in the same institutions for example, stone throwing, destruction of school property during strikes and riots and inter-school fights. Muiruri (2000) gives an account of how pupils from nine primary schools in Nairobi went on a rampage after one of them was killed by a speeding matatu (public transport vehicle). They stoned the vehicle and set it ablaze. During their eight hours of rioting the children aged between nine and fifteen years looted kiosks, seized a beer wagon and drunk its contents. They barricaded roads with rocks and logs and stoned buses and private cars. They pelted traders and residents with stones forcing them to close their premises and houses. They hijacked several vehicles and stole money from conductors. During the same week polytechnic students commandeered a bus to take them to a remand prison where they demanded their colleague be released. According to Mugo (1999) four prefects were burnt to death by their fellow schoolmates in Nyeri High School. Another incident of student involvement in hostile aggressive behaviour is reported by Imathiu (1991) in which nineteen female students were murdered and seventy nine others

raped by fellow male students for refusing to participate in a school strike at St. Kizito Secondary School in Meru. Rioting students have destroyed much property belonging to teachers, schools and the public.

2.6.1 Traditional African Child-rearing Practices

In the traditional African society the father was the head of the family. He was the supreme ruler of the homestead and was expected to protect and provide for the family. He was respected by all the members of the family. His wives walked behind him and served him with the best food. If he abused alcohol to the detriment of the family his relatives had a right to reprimand him. (Kayongo-Male & Onyango, 1984). On the other hand, the mother was expected to look after the family well, including the husband. She was in charge of her hut, children, personal ornaments and household utensils. She was the emotional leader of the home since she was closer to the children and was expected to keep a happy home. When she could not perform her duties as expected her husband had a right to marry another wife (Kenyatta, 1938).

Children were important such that husbands were allowed to marry a number of wives to guard against being childless. Children would provide labour force to dig the fields, graze the animals to do and other work. They were essential to the economy, social, and political stability (Kayongo-Male, 1984).

Traditionally the child was socialized by the whole community in the sense that he could be corrected or disciplined by any adult if he misbehaved. Adults also had full authority to tell the child to do certain tasks. If the children did not act properly or were disrespectful towards adults their parents were blamed. Children had to respect adults. It was a taboo to insult ones parents. It was a taboo to conduct one-self in a manner that let down the social standing of one's age group. Similarly it was forbidden for a person of a younger age to show disrespect to a person of an older age group (M'Imanyara, 1999).

Age groups or peer groups were another socializing agent. They supported parental values and duties to the larger kin and the ethnic group. Peer group refused to talk to or interact with deviant members. They disciplined members through social ostracism, rebukes and in some cases physical punishment was used. Grandparents helped in socialization of children. They were instrumental in introducing young people to more sensitive topics such as husband-wife relationships, sexual behaviour as well as the larger societal roles, values and traditions. Siblings were heavily involved in the socialization process. The older siblings particularly the females were given the responsibility of nurturing younger brothers and sisters. Older siblings had authority over the younger ones who were expected to respect them.

There was division of labour in the traditional African family. Men were responsible for protecting the home and caring for the livestock. Women were mainly responsible for the home, food-crop production and taking care of the children. Children were expected to contribute through performance of tasks according to their age and sex (Nzioki, 1982). After the age of eight or ten years, most children learned their most appropriate roles by working beside the parents of the same sex. Performing certain work roles was not only intended to teach the child particular skills or technical perfection in that work, it was also meant to make the child diligent, persistent, and responsible to all others. In other words, character moulding was a central aim in socialization. The purpose of socialization was to:

- inculcate upright behaviour in members
- train the person to be brave and capable of coping with difficult situations
- train a person to be altruistic and devoted to the community
- teach a person to be a master of oneself and to subdue selfish inclinations
- train a person to be trustworthy and one who could be entrusted with secrets (Nyaga, 1997).

Such teaching ensured the solidarity of the members to the society. Because of such training and the high standards of morality that had to be adhered to the traditional African society always enjoyed peace and stability.

Every person was held responsible for his/her actions. Heavy fines were paid for offences committed. In addition, compensation for offences committed had to be paid according to the customary law. Even for accidental damage of property payment of compensation was mandatory. (Penwill, 1938). Children were trained to be careful and to avoid reckless behaviour that could lead to damage of property or accidents.

2.6.2 The Changing Kenyan Family

The Kenyan society has been under going social-cultural changes. There has been change from traditional economy to modern economy based on western norms and education, which has had significant effects on the family. The development of industrial and urban communities has tended to break down the traditional system under which the members of the family had well defined roles. With employment opportunities in urban areas members in the family may separate to go to towns for employment. Urban life offers a variety of opportunities to break traditional values for example; high density population may encourage people to deviate from the norms of good family because they are hidden in a largely anonymous environment. (Kayongo-Male & Onyango, 1984).

Change itself is neither good nor bad. The members of the society wish to change poverty, hunger, illiteracy and unemployment, they have the means to change these things. As they change they should as much as possible keep the traditional values. Without the values the change will be not constructive.

The traditional culture's basis for child rearing has been shattered, therefore many parents find themselves in a confusing culture in which to bring up their

children. The modern Kenyan parent is under constant pressure from prevailing political, economic, social and religious problems, which affect the family setting adversely and sometimes, threatening its stability. The rising cost of living has made both the father and the mother to become breadwinners. They must go out of the home each morning and come back in the evening, leaving little children with “substitute mother” or the maid. In some families there are role conflicts between husbands and wives because status of men has been challenged. This is because more and more women are becoming breadwinners. With retrenchment and unemployment some men cannot provide for their families instead of being breadwinners they are becoming bread eaters (Ogova, 2000).

According to Gatere (1999) the rapid economic, social and cultural change sweeping through the African society has left men in an awkward position. The economic empowerment of women has upset the structure such that the immense powers of men once wielded around the home are not there any more. “Women have executed a *coup de grace*” (silent take over) so they are now the *de facto* (heads of homes). Feeling threatened and unhappy, some men have reacted with extreme violence resulting in cruelty seen in domestic quarrels. According to Gatere “never before in the history of African society has man felt inadequate in front of a woman as it is to-day.” This has had serious consequences on the family and child rearing. Some Kenyan homes have been invaded by internal corruption, misuse of family funds and even thefts among spouses. Consequently many marriages are suffering and many divorces which are blamed on money problems and \ or infidelity (Ogova, 2000).

Children growing in such conflict ridden homes internalise diverse forms of negative behaviour. They are unhappy, fight others, and disobey parents and teachers. According to Mafico (1996) their unhappy feelings may given in the equation **SAD = MAD = BAD**. They do anything bad to seek attention of their parents. Mwakisha (1999) claims that some Kenyan parents have difficult time with their adolescents. Nothing seems to please their youths, if they are not

grumbling about some assignments, they are arguing with their parents on their manner of dress, being untidy, or not doing their homework. She noted that some adolescents wear anything parents do not approve such as oversize shirts, caps, or sagging their trousers. Some adolescents just won't do any work, they won't clean their bedrooms, wash utensils and so on. According to Mwakisha nothing seems right for these defiant youths for instance, what parents cook or the outings they have planned for the family. Research should be done so as to get intervention measures to change the behaviour of these defiant aggressive youths.

2.7 PARENT-ADOLESCENT RELATIONSHIPS/FAMILY INTERACTIONS

Many changes take place in the adolescent that may influence parent-adolescent relationships. Some of these changes are logical reasoning, deidealization, desire to be independent and influence of peers. In terms of cognitive changes the adolescents can reason more logically with parents than they did during childhood. They are generally very argumentative and demand to know why parents make certain demands on them. They no longer accept or obey blindly to parental dictates. In addition, adolescents' idealistic thoughts come into play in parent-adolescent relationships. Parents are evaluated vis-a-vis what ideal parents should be like. Views of parents become less idealistic. Young children typically think of their parents as being powerful and competent to handle any situation, but adolescents realize that this is untrue. The perception that parents are authorities in all matters generally decline and faith in adolescents' own judgements increase. Youniss & Smoller, (1985).

Parents differ in the way they allow the expression of emotions, the methods they use to discipline children and adolescents. They also differ in the extent to which they give independence to adolescents and the consistency with which they enforce standards of behaviour. Parents influence adolescents' behaviours by the way they enforce family rules, by the family activities they expect adolescents to

do, and the extent to which they agree on the behaviour they expect from their adolescent children.

Research by McCord, McCord & Howard (1961), showed that in some homes the parents were in constant conflict with each other. They disagreed on family rules and behaviour they expected from their children. Results of this study revealed that aggressive boys more often came from homes that were disordered by parental conflict, lack of respect of the parents for each other, disagreements within the family concerning methods of child rearing and antagonism. The aggressive boys were therefore brought up in family environments which were not conducive to the establishment of a consistent set of values (Olweus, 1980).

Patterson (1976; 1982); observed interactions among children and their parents in families that had at least one highly aggressive child. The aggressive children in Patterson's sample seemed out of control; they fought a lot at home and at school and were generally unruly and defiant. These families were then compared with other families of the same size and socio-economic status that had no problem children.

Patterson discovered that one could not explain "out of control" behaviour by merely focusing on the child-rearing practices that parents used. It seemed that highly aggressive children were living in rather atypical family environments that were characterized by social climate that they had helped to create. Unlike most homes where people frequently display approval and affection, the highly aggressive problem child usually lives in a setting in which family members are constantly struggling with one another. They are reluctant to initiate conversations, and, when they do talk, they tend to criticize, threaten, or otherwise irritate other family members rather than converse positively. Patterson called these settings **coercive home environments** because a high percentage of interactions centred on one family member's attempts to force another to stop irritating him or her. He also noted that negative reinforcement

was important in maintaining these coercive interactions. When one family member makes life unpleasant for another, the second learns to whine, yell, scream, tease or hit because these actions often force the antagonist to stop (and thus are reinforced). The following sequences of events, may be fairly typical in a coercive home environment:

1. A girl teases her older brother, who makes her stop teasing by yelling at her (yelling is negative reinforcement).
2. A few minutes later, the girl calls her brother a nasty name. The boy then chases and hits her.
3. The girl stops calling him names (which negatively reinforces hitting). She then whimpers and hits him back, and he withdraws (which negatively reinforces her hits). The boy then approaches and hits his sister again, and the conflict escalates.
4. At this point, the mother intervenes. However, her children are too emotionally disrupted to listen to reason, so she finds herself applying punitive and coercive tactics to make them stop fighting.
5. The fighting stops (thus reinforcing the mother for using coercive methods). However, the children now begin to whine, cry, or yell at the mother. These counter coercive techniques are then reinforced if the mother backs off and accepts peace. Unfortunately, backing off is only a temporary solution. The next time that the children antagonize each other and become involved in an unbearable conflict, the mother is likely to use even more coercion to get them to stop. The children once again apply their own methods of counter coercion to induce her to "lay off," and the family atmosphere becomes increasingly unpleasant for everyone. (Shaffer, 1996)

Patterson (1982) found that mothers of problem children rarely use social approval as a means of behaviour control. They rely almost exclusively on coercive tactics to deal with misconduct. Perhaps the overwhelming negative

treatment that these problem children receive at home (including parents' tendency to label ambiguous events as antisocial) helps to explain why they generally mistrust other people and display the hostile attributional bias so commonly observed among highly aggressive children (Dishion, 1990; Weiss et al., 1992). It was found out that children from highly coercive home environment eventually become resistant to punishment. They have learned to fight coercion with counter coercion and often do so by defying the parent and repeating the very act that he/she is trying to suppress. Why? Reason being that this is one way in which a child can be successful at commanding the attention of an adult who rarely offers praise or shows any signs of affection. No wonder Patterson calls these children "out of control"! By contrast, children from non-coercive families receive much more positive attention from siblings and parents, so that they don't have to irritate other family members to be noticed (Patterson, 1982).

It is clear that flow of influence in the family setting is multidirectional: Coercive interactions between parents and their children and the children themselves affect the behaviour of all parties and may contribute to the development of a hostile family environment - a true breeding ground for aggression (Shaffer, 1996).

Another investigation to explore the influence of family on aggression was done by Redl & Wineman (1957). They studied aggressive youngsters who were undergoing treatment in Pioneer House, Detroit. They were aged between 8 and 11 years, had normal IQ and had exhibited relatively mild aggression. For them to be accepted for treatment they had to be manageable in the residential centre and attend school. Findings of this study showed that aggressive youngsters were products of atypical and deficient family backgrounds. Other findings showed that the quality of the tie between the child and parents was marred by rejection exhibited as open brutality, cruelty and total neglect of the child. Continuing this analysis Redl and Wineman indicate that in addition to parental rejection, open sibling rivalry was found to be in the background of

many of the children. Most of these children had been exposed to some traumatic experiences such as the death of a parent. It was also found out that these youths had come from inadequate family systems. Redl and Wineman enumerated some other "missing links" in their lives. Many were deprived of gratifying recreational outlets, opportunities for adequate peer relationships, satisfactory community ties and personal resources. In the opinion of Redl and Wineman the aggressive subjects showed deficient ego control, had low frustration tolerance, inability to cope with insecurity, anxiety, fear and poor impulse control.

2.8 VIOLENCE TOWARDS ADOLESCENTS IN THE FAMILY

Although young children are the most frequent targets of physical abuse, corporal punishment is not restricted to very young children. Preteens and teenagers are experiencing a wide range of violent treatment at the hands of their parents. While it is true that the rates of physical violence tend to decline as children grow older, researchers who have examined the rates of adolescents victimization have noted that quite a number of teenagers are being mistreated in their families. The status of adolescents is much the same as that of younger children. Both young children and adolescents are relegated to a subordinate position within the family structure with the parents being granted the right to bestow rewards and punishment as they see fit. Parents are granted societal permission to engage in a wide range of behaviour when disciplining their offspring (Gil, 1970).

Adolescents are perceived as being better able to fend for themselves in disputes with their parents. They are larger, stronger and better able to protect themselves or avoid confrontation altogether. While this may be true, Mulligan (1977) in her sample of 22 college students found out that parents had physically injured 8 out of 10 students while they lived at home during their senior years of high school. Another study by Straus et al (1980) revealed that 54% of preteen and early teenage children (10 to 14 years of age) were struck by parents while 33% of teenage between (15-17) were hit by their parents during one- year period.

During adolescence the need for independence and self-direction develops, therefore adolescents desire to make their own decisions and take responsibility for their actions. They demand independence from parental control and seek rationales for parental demands. Parents when faced with this transition may find themselves talking to a son or daughter who has suddenly become argumentative. A period of temporary disruption may occur and tension may arise between parents and their adolescent sons and daughters. This is because the adolescent's need to assert his/her individuality and adult independence may take the form of passive resistance, open hostility and lack of co-operation with parents. The adolescent may refuse to participate in activities with the family. Parents may at this point become distressed that the adolescent is causing disruption in the household. Such adolescent behaviour may influence emotional interactions between parents and adolescents. This is discussed in the next section.

2.9 EMOTIONAL INTERACTIONS BETWEEN PARENTS AND ADOLESCENTS

Parental warmth refers to the amount of responsiveness and affection that a parent displays to his/her offspring. Parents classified as warm and responsive often smile at, praise and encourage their children and adolescents. They express a great deal of affection even though they can become quite critical when a child misbehaves. By contrast "hostile" (aloof/unresponsive) parents are quite quick to criticize, belittle, punish or ignore a child. They rarely communicate to children that they are loved or valued.

Many studies have been carried out to explore or to examine effects of parenting or child rearing practices on child and adolescent development (Sears, Maccoby, & Levin, 1957; McCord et al., 1961; Becker 1964; Baumrind 1971; Maccoby & Martin 1983). These studies show that parental warmth and responsiveness is likely to foster the development of confidence, social competence, autonomy,

close and positive relations between parents and their offspring. Adolescents from such families are likely to be low in hostility (aggressive outburst) and outgoing. On the contrary adolescents whose parents are rejecting and hostile have been found to be aggressive, noncompliant and delinquent.

2.10 PARENTAL CONTROL OR SUPERVISION

Parental control refers to the amount of regulation or supervision that parents undertake with their children and adolescents. Controlling parents limit their offspring's expression by imposing many demands and actively surveying their children's behaviours, activities and movements. Uncontrolling parents are much less restrictive, they make fewer demands and allow children and adolescents considerable freedom to pursue their interests, to express their opinions and emotions and to make decisions about their own activities and choice of friends (Shaffer, 1996).

McCord et al., (1961) did a study of familial correlates of aggression in non-delinquent children. They had a sample of 174 non-delinquent boys and their families. The observations were done for five years. The results showed that parents differed strikingly in the kind of demands, which they imposed on their sons. In some families parents placed high demands on the child's conformity, the son was expected to clean his room, do chores around the house, perform well in school, be polite and attend Sunday school - in other words to conform to the dominant customs of American society. In other families, the parents did not require this high degree of polite behaviour. In some cases they simply ignored the child, in other cases they demanded a high level of performance in one area of behaviour for instance, wearing clean clothes. The results showed that the non-aggressive boys were more likely to have emerged from families that placed high demands on them for polite, responsible behaviour.

The kinds of demands imposed on the boys were different. Some parents supervised the youngster closely and they did not hesitate to advice him or to

intervene directly in the behaviour they disapproved of. They wanted to know where the child was and what he was doing most of the time. Other parents provided little if any supervision over the child. He was allowed to roam at will, to choose his own activities and friends. Results showed that the non-aggressive boys were significantly more likely to have been closely supervised. The aggressive and assertive boys were more likely to have been rarely supervised. The findings are similar to those of researches done by Baumrind (1971); Maccoby and Martin (1983); Patterson and Stouthamer-Loeber (1984). They propose that lack of parental monitoring of children's and adolescents' activities, movements and social contacts is associated with aggressive or delinquent behaviour such as fighting with peers, bullying junior colleagues, destroying property and general rule breaking. Discussion on disciplinary measures or parental methods of controlling and disciplining adolescents follows on the next section.

2.11 PARENTAL METHODS OF CONTROLLING AND DISCIPLINING ADOLESCENTS

Families differ in the methods they use to train children to behave in an acceptable manner according to societal norms. In some homes parents relied on reasoning, persuasion and lectures. Calm words are the main tools employed, while in other families disapproval is voiced by scolding and angry shouting. The shock effect of noise and anger are expected to be effective. While in other homes parents use rewards to build pleasant feelings around the desired conduct. In addition, other parents rely on insults, threats, withdrawal of privileges and physical punishment. These approaches have an effect in creating a feeling of uneasiness on the offender, the unpleasantness is expected to make him/her want to stay in line. While in some families parents may use a strategy of preventing unpleasant incidences by talking things over ahead of time, giving instructions and advice ahead of time and manoeuvring to avoid showdowns (Watterburg, 1955).

Parental disciplinary techniques are classified in a number of ways. One way was suggested by Berkowitz (1964) namely psychological discipline and punishment. While other researchers such as Whiting & Child, (1953) distinguish between love-oriented discipline and non-love oriented discipline. Psychological discipline and love-oriented discipline are used interchangeably while non-love oriented discipline and punishment may mean the same or similar concepts.

2.11.1 Psychological Discipline or Inductive Discipline

Inductive or psychological discipline includes techniques in which parents give explanations to reasons for requiring the child to change behaviour. For example, by pointing a situation or harmful consequences of child's behaviour to him/herself and to others. These techniques are an attempt to convince the child that he/she should change his/her behaviour in the prescribed manner. In general this type of control focuses on subtle emotional manipulation rather than tangible rewards such as giving presents or concrete punishments such as deprivation of privileges or spanking (Berkowitz, 1964).

Psychological discipline has been known to facilitate the growth of values and discourage aggression and antisocial behaviour. Bandura & Walters (1959) did an investigation of 26 aggressive boys and their parents whom they compared with 26 boys and their parents. Findings of the study showed that parents of control boys made use of psychological disciplining methods. In contrast parents of aggressive boys resorted more frequently to such methods as ridicule, physical punishment, and made less use of reasoning in trying to get compliance with their demands. Findings of this study showed that the aggressive boys had defective conscience development that was shown by their lack of guilt feelings when they deviated. (Their guilt feelings were generally weaker than those of control boys). For control boys guilt avoidance was a strong motivating force to keep their behaviour in line with social sanctions, whereas for aggressive boys control had still to be largely maintained by fear of external punishment.

Parents' use of inductive reasoning has been found to be beneficial in child rearing. According to several studies by Sears et.al., (1957); Becker (1964) parents having adequately socialized and self controlled children are especially likely to reason with their youngsters when disciplining them. Parental inductive reasoning seems to produce favourable social consequences. Bandura & Walters (1963) state that parental explanations can show children how their misbehaviour has hurt other people and can point out alternative ways of reacting to the situation leading to misbehaviour. This method may also make children less resentful of parental discipline, if reasoning convinces the youngsters that parents have no aggressive intention in thwarting them. Whatever the process involved, parental reasoning has been found to foster responsible behaviour in the offspring. The children receive training in anticipating the consequences of their action (Becker, 1964).

The fully socialized, morally educated child must be able to anticipate the consequences of his behaviour for himself and for others. Parents have a duty to teach him/her to think of these outcomes. Hoffman & Saltzstein, (1967) have shown that "induction" discipline technique, which consists of parents focusing on the consequences of the youngster's actions for others should be differentiated from love withdrawal methods of exercising control. Parental and especially maternal use of induction techniques was positively associated with high level of moral development in middle class children, while love withdrawal had generally weaker relationships with moral development. What may have happened here of course is that the children controlled by induction method learned to think how their actions might affect other people. Thus learning to take the role of others, this facilitates the development of inhibitions against amoral or antisocial behaviour.

A child can be taught the consequences of his/her behaviour by direct reasoning that gives examples of people's aggressive behaviour and its consequences. The frequent portrayal of cases in which violence had adverse consequences could

perhaps induce the child to think readily of aggression as having harmful effects. As a result, he/she would refrain from aggressive actions on later occasions. Further research has shown that love oriented methods of discipline may cause the child to want to do what his parents call for. The fathers and mothers who employ psychological control are typically warm and affectionate toward their children (Bandura & Walters 1959). They have taught their children to love and desire their love in return. Parents have made the gaining of this love contingent on complying with their wishes. In other words they have fostered those conditions in which their children are most likely to take over their values. If these parents insist on morally, socially responsible behaviour their children have a tendency to comply with their wishes (Berkowitz, 1964).

2.11.2 Reinforcement

Reinforcement is important in encouraging, maintaining or strengthening a desired behaviour. Research has shown that rewarded responses tend to be repeated in given situations while un-rewarded responses tend to be discontinued or forgotten.

Reinforcing stimuli or reinforcers are rewards, tokens, positive comments, prizes and privileges which when given for certain behaviours strengthen them. That is they increase the probability of the behaviours occurrence in the specific future situations (Skinner, 1938). When parents want to establish appropriate behaviours in children and adolescents they reinforce almost or all instances of that behaviour. Research has shown that children and adolescents will learn behaviours that are rewarded. (Berkowitz, 1964; Corkenberg & Litman, 1990).

Some reinforcers follow behaviours to be encouraged or strengthened. These are called positive reinforcers. For instance, if giving a small boy a hug after saying "thank you" increases the likelihood of saying thank you in similar situations in future. The hug is a positive reinforcer, other times parents use negative

reinforcers. These are stimuli (or any consequent events) that follow behaviour and reduces its occurrence. Negative reinforcers are just the opposite of positive reinforcers. Parents frequently use negative reinforcers or punishment or threats in effort to control their children's behaviours. It has been found that lawful behaviour is at least partly motivated by threats of fines, imprisonment and loss of jobs, which are consequences of unlawful behaviour. Likewise schools frequently use threats of suspension, failure in examinations and corporal punishment as motivators for cooperating and studying. (Crokenberg & Litman, 1990).

2.11.3 Punishment

Punishment is a painful or aversive stimulus that is administered to an ongoing behaviour to stop or suppress it. Parents use a variety of punishment techniques to suppress inappropriate behaviour in the children. They use one or several of the following techniques; insults, threats, scolding, shouting, withdrawal of privilege and physical or corporal punishment. All these have an effect on creating a feeling of uneasiness and discomfort on the offender. The unpleasantness is expected to make him/her want to comply (Watterburg, 1955; Berkowitz, 1960).

Real life observations do demonstrate the effectiveness of punishment as a control technique. Parents who attempt to influence children's behaviour by frequent use of punishment foster aggressiveness in their offspring (Bandura and Walters, 1959; Becker, 1964, Baumrind, 1967). Physical punishment has been found to be a relatively inefficient means of exerting control. It engenders hostility in the punished person who may generally reject the values of the tormentor. Research has shown that a child with punitive parents will obey their demands only as long as he/she thinks they will find out about his/her actions. The youngster will not follow their prescriptions at all if he/she knows he/she can get away with it. Consequently, parents relying heavily on physical punishment must continually be on guard because the child is likely to rebel against their

wishes (Berkowitz, 1960; 1964). Research has shown that aggression produced by parental punishment in early life may not always show up in open violence as a child grows older, but can be reflected in inhibited forms of aggression such as advocacy of punishment for rule violators (Sears et al., 1957).

The punitive parents could be creating effects they do not anticipate; they deliver noxious stimuli or frustrate the child. Equally harmful it is when they serve as aggressive models for the youngsters to emulate (Bandura and Walters 1959). The study by McCord et al. (1961) mentioned earlier, investigated parental methods of disciplining non-delinquent boys. Results revealed that; direct parental attacks on the boys whether manifested in physical punitive discipline, the frequent use of threats or constant unfavourable comments on the boys' worth were strongly associated with aggressive behaviour. This kind of parental behaviour is highly frustrating to the boys' dependency needs.

Some researchers have questioned some of the findings and conclusions on effects of punishment. Becker (1964), Baumrind (1967). They claim that parental punitive behaviour is often accompanied by other parental qualities. These other characteristics may influence the child's aggressiveness either alone or in interaction with punishment. Becker (1964) has reported for example, that parents making frequent use of physical punishment are not very likely to reason or praise their children and are apt to be generally hostile towards them. This research also found out that physical punitive mothers often insist that their children fight for their rights with other children. Punishment might be an effective technique if it were free of contaminating influences. A warm and loving parent conceivably might make successful use of punishment in lessening child's aggressive behaviour. If the punishment was delivered at the right time, with the right intensity and perhaps also combined with reasoning, it can discourage aggression (Berkowitz, 1964).

In conclusion, it is generally accepted that punishment is not necessarily the evil practice uncritically generalized research; legend and humanitarian values have made it to be. Consistent punishment applied appropriately can have long lasting, suppressing consequence without neurotic by-products. Evidence suggests that punishment can be an effective disciplinary technique if it is employed early to suppress the disapproved behaviour, by warm and loving parent, and it is carried out consistently and combined with parental reasoning (Berkowitz, 1960; 1964). Consistency of parents in enforcing discipline is highlighted in the next section.

2.12 CONSISTENCY OF PARENTS IN ENFORCING DISCIPLINE.

Home standards that are inconsistent have been found to result in confused, badly behaved adolescents. Inconsistent prescription of behaviour can be frustrating because the youngster is faced by shifting standards and does not know what to expect. Not having anticipated parental demands or restrictions, the adolescent may become angry and rebellious when told to do things he/she did not expect to do. Patterson (1982) studied the inconsistency of parental enforcement of standards of behaviour of children with aggressive behaviour at home and at school. He found out that aggressive children had hostile parents who were lax in their enforcement of rules and standards of behaviour. The mothers sometimes reacted positively to both deviant and pro-social behaviour; on other occasions they ignored or punished similar behaviours. Another study by Glueck and Glueck, (1950) found that the absence of firm consistent behaviour standards in home life was common in family background of delinquents or antisocial youngsters. Bandura and Walters (1959) found that parents of 'normal' children impose stronger restrictions and demands on their sons than did parents of aggressive adolescents. Parents of aggressive adolescents were inconsistent in the way they enforced standards of behaviour.

In another study by McCord et al., (1961) mentioned earlier, the consistency of parental discipline was investigated. Results showed that majority of the parents

in the study disciplined their children in an erratic fashion. For some actions, the child was severely punished while at other times, he was allowed or even encouraged to continue with the same behaviour. Other parents were relatively consistent, the child could be sure that if caught misbehaving he would receive punishment. Findings of this study revealed that the non-aggressive children were raised by parents (particularly mothers) who used consistent methods of enforcing discipline. While the converse tended to be true for the assertive boys and aggressive boys.

From the above studies it is clear that the consistency with which parents impose standards of behaviour is very important because developing persons need a predictable environment. They need to know what is expected of them, what the rules are and the consequences of violation of rules and regulations (Ausbel et al., 1954).

2.13 SIBLING VIOLENCE OR SIBLING RIVALRY

Sibling violence is the most common form of family violence. Siblings hitting one another are so common that few people consider this behaviour violent. Most parents view conflicts among siblings as an inevitable part of growing up and rarely discourage expression of aggressive behaviour between their children.

Studies of violence between brothers and sisters show that many parents feel that it is important for their children to learn how to handle themselves in violent situations. They also show that parents may try to ignore aggressive interactions and get involved when minor situations are perceived as escalating into major confrontations. Steinmetz (1977) in her study of conflict in a sample of 57 intact families in Delaware, found that it was sometimes difficult to discuss sibling violence, not because they were ashamed or embarrassed to admit such behaviour, but because parents did not view their children's action as violent and worthy of mentioning. When questioned further about particular incidents,

parents said they found their children's conduct to be annoying but they did not perceive their children's behaviour as violent.

The existence of sibling violence has been documented throughout history. Researchers pointing out the existence of sibling rivalry refer to the biblical story of Cain and Abel, in which Cain kills Abel (Sargent, 1962; Straus et al., 1980). This is perhaps the earliest, although not certainly the only recorded account of sibling violence. It has been found that children of all ages and of both sexes engage in sibling rivalry, but there appears to be some difference in the rate at which they occur. Research findings by Straus et al., (1980) show that boys are more physically aggressive, while girls are more verbally aggressive. Findings show that 83% of boys were aggressive toward a brother or sister, so were 74% of the girls. At all ages girls were less violent than boys, but the difference was very small.

Research into sibling violence also confirms the belief that as children grow older, the rates of using violence to resolve conflicts decrease (Steinmetz, 1977; Straus et al., 1980). This could be the result of children becoming better equipped at using verbal skills to settle disputes. Also as children grow older, they spend less and less time in each other's company. Older children spend more time away from home and away from potential siblings conflicts. Steinmetz (1977) found out that teenage conflicts, although less in number, still exist. These conflicts centred around responsibilities, obligations and social awareness. Teenagers were more likely to be verbal aggressive; it was found out that hollering was usually effective in conflict situations, especially when the siblings differed in opinions.

Finally, some researchers have postulated that sibling violence is a learned response. Although it is commonly believed that children resort to violence as a natural way to resolve conflicts, Straus et al (1980) believe that siblings learn from their parents that physical punishment is an appropriate technique for

resolving conflicts. Children raised in peaceful environments learn that there are a variety of non-violent techniques available for resolving conflicts with brothers and sisters and later with their spouses and children (Gelles & Cornell, 1985).

The next section gives a discussion on cultural and sub-cultural influences on aggression.

2.14 CULTURAL AND SUB-CULTURAL INFLUENCES ON AGGRESSION

Cross-cultural studies consistently indicate that some societies and sub-cultures are more violent and aggressive than others. Peoples such as the Arapesh of New Guinea, and the Pygmies of Central Africa all use weapons to hunt, but rarely show any signs of interpersonal aggression. When outsiders invade these peace-loving societies, their members retreat to inaccessible regions rather than stand and fight (Goeré, 1968).

In marked contrast to these groups is the IK tribe of Uganda, whose members live in small bands and steal from, deceive, or even kill one another in order to ensure their own survival (Turnbull, 1972). Another aggressive society is the Gebusi of New Guinea, who teach their children to be combative and emotionally unresponsive to the needs of others and who show a murder rate that is more than 50 times higher than that of any industrialized nation (Scott, 1992). The United States is also an "aggressive" society. On a percentage basis, the incidence of rape, homicide, and assault is higher in the United States than in any other industrialized nation, and the United States ranks second to Spain in the incidence of armed robbery (Wolf, Rutten, & Bayer, 1992).

Studies conducted in the United States and in England also point to social-class differences in aggression. Children and adolescents from the lower socio-economic strata (SES) - particularly males from larger urban areas - exhibit more aggressive behaviour and higher levels of delinquency than their age-mates from

the middle class (Feshback, 1970). African-American males, in particular are over represented among school age children labelled as aggressive and among juveniles arrested for delinquency. This could be because researchers who study childhood aggression often include large numbers of black males in their samples. This finding may also simply reflect the fact that more African-Americans live in poverty. Other researchers have found that economically disadvantaged white children and adolescents are in every bit as aggressive and are just as inclined to commit violent crimes as disadvantaged African-Americans are (Farrington, 1987; Dodge, Pettit & Bates, 1994).

What accounts for these social-class differences in aggression and antisocial conduct? One important contributor seems to be social-class difference in parenting (Dodge et al., 1994). Parents from the lower socio-economic strata tend to display a number of attitudes and child rearing practices that previous studies have found to have strong correlates of childhood and adolescent aggression. For example, they often display less warmth and more hostility towards their children than middle class parents do; they also tend to rely more on physical punishment to discipline aggression and non-compliance, thus modelling aggression even as they are trying to suppress it (Sears, et al., 1957; Weiss et al., 1992; Dodge et al. 1994). A child who learns that he will be hit, kicked, or shoved when he displeases his parents will probably direct the same kind of responses toward playmates who displease him. Low SES parents are also more inclined to endorse aggressive solutions to conflict and to encourage their children to respond forcefully when provoked by peers. Finally, low - SES parents are often less inclined to manage or monitor their child's whereabouts, activities and choice of friends. This lack of parental monitoring is consistently associated with such aggressive or delinquent adolescent behaviours as fighting with peers, bullying their junior colleagues, destroying property, abusing drugs, and generally breaking rules outside the home (Patterson & Stouthamer - Loeber, 1984).

To sum up, a person's aggressive or antisocial inclination depend, in part, on the extent to which the culture and sub-culture discourages or encourages and condones such behaviour. Yet not all people in pacific societies are kind, cooperative, and helpful, and the vast majority of people brought up in "aggressive" societies or sub-cultures are not especially prone to violence.

2.15 SEX DIFFERENCES IN AGGRESSION

Psychologists agree that males appear to be more physically aggressive than females. But differences of opinion exist concerning the basis for this phenomenon. The various conditions under which it is demonstrated and to the extent to which it is influenced by the particular measure of aggression that is being used (Maccoby & Jacklin 1974, 1980; Reinisch & Saunders, 1986).

Data from more than 100 studies conducted in countries all over the world reveal that boys and men are clearly more physically aggressive than girls and women and that females are more verbally aggressive than males (Maccoby & Jacklin, 1984; Harris, 1992). The probability of becoming a target of aggression also depends on one's sex because conflicts of all kinds are more common in boy-boy than in boy-girl or girl-girl dyads. In addition, even though boys can be quite verbally abusive toward girls, it seems that they are less likely to physically assault a harm doer if that person is a girl (Barnet, 1987; Cairns et al., 1989). Perhaps boys do take to heart the cultural maxim that it is inappropriate to clobber little girls, although their reluctance to do so may also stem from a fear of offending their parents (Cairns et al., 1989).

According to Maccoby and Jacklin (1974, 1980) men are typically more aggressive than women in virtually all- human societies. They claim that males are more aggressive than females in all stages of life i.e. during early childhood and preschool years when no differential socialization pressures have been brought to "shape" the two sexes. They suggest that perhaps boys may be more

biologically prepared to learn dominance, competitiveness, whereas girls may be more receptive in training in aggression inhibition (Maccoby & Jacklin 1974).

According to Seward and Seward (1980) low levels of female aggression have been attributed to different social pressures, restrictions and incentives operating on boys and girls. Most researchers agree that small boys take scuffling and rough and tumble play more than girls. Boys are brought up knowing that it is manly to be brave and to fight whoever threatens them. While girls on the other hand are taught that physical conflicts are un-lady like and should be left to men (Seward & Seward, 1980).

There is general agreement with the findings of Olweus (1978) that boys are more violent and destructive in their bullying than girls. Boys bully in a direct way, using physical aggression or threats. Girls favour the more indirect modes of malicious gossip and social ostracism. Boys bully both boys and girls, but mainly boys, whereas girls exclusively bully other girls (Olweus, 1987). Research on bullying suggests that boys seek power and dominance, whereas girls need a sense of affirmation and affiliation, a feeling of belonging and a shared intimacy expressed in exchanging confidences and gossip (Besag, 1989).

Buss (1963) and Bandura (1973) sum up sex differences in aggression by suggesting that men and women differ in overall levels of aggression as much as they do in the preferred means of aggressing, with men showing clearer tendency than women only in the case of physical violence. It has been found that men show greater potential for acting aggressively in situations of interpersonal conflicts (Reinisch and Saunders, 1986).

2.16 SUMMARY OF LITERATURE REVIEW

This chapter has highlighted the relative influence of parental behaviour on adolescent aggression. Researches reviewed indicated that the following factors influence the development of hostile aggression in adolescents. Conflict in parent - adolescent, sibling or family unit relationships, harsh punitive parental discipline, lack of supervision or monitoring of adolescents' movements, activities and social contacts, the inconsistency of parents in enforcing discipline, adolescents modelling aggressive behaviour from parents, and lack of basic requirements such as food, clothes and school fees due to parents' low socio-economic status. Literature reviewed showed that there are sex differences in aggression

2.17 CONCEPTUAL FRAMEWORK

The literature and research studies reviewed on the contribution of parental behaviour on adolescent aggression show that:

- Hostile, rejecting parental behaviour is associated with adolescent aggression (McCord et al., 1961; Patterson, 198; Weiss et al., 1992)
- Lack of parental supervision by not monitoring adolescent movements, activities and social contacts may lead to adolescent aggression (McCord et al., 1961; Patterson & Stouthamer-Loeber ;1984)
- Regular use of physical punishment and threats rather than reasoning and reinforcement by parents to discipline and control adolescents may instigate adolescent aggression (McCord, et al., 1961; Sears et al., 1957; Weiss et al., 1992).
- Inconsistency of parents in enforcing standards of behaviour has been found to arouse adolescent aggression (Bandura & Walters, 1959; Patterson, 1982; Weiss et al., 1992).
- Tension and conflicts among family members annoys adolescents and may instigate them to be aggressive (Patterson, 1982; Scott; 1992; Weiss et al., 1992).

- Lack of basic requirements such as food, clothing, books, and school fees is frustrating to adolescents. Some of them may attempt to cope with these difficult situations by acting out in an aggressive manner (Dodge et al., 1994; Farrington, 1987; Feshback 1970).
- Differential socialization of boys and girls influences their aggressive tendencies and responses (Cairns et al. 1989; Harries, 1992; Maccoby & Jacklin, 1974; 1980; Seward & Seward 1980).

2.18 STATEMENT OF THE HYPOTHESES

From the literature reviewed and researcher's inference the following hypotheses have emerged.

- HA₁: Adolescents whose parents are harsh and cruel are likely to be more aggressive than those whose parents are warm and loving.
- HA₂: Adolescents whose parents are neglecting and rejecting are likely to be more aggressive than those whose parents are accepting and supervising by monitoring their activities, movements and social contacts.
- HA₃: Adolescents whose parents use physical punishment and threats frequently are likely to be more aggressive than those whose parents use inductive reasoning and rewards frequently.
- HA₄: Adolescents whose parents enforce discipline inconsistently are likely to be more aggressive than those whose parents enforce discipline consistently.
- HA₅: Adolescents who experience tension and discord among family members are likely to be more aggressive than those who experience peace and harmony in the family.
- HA₆: Adolescents who lack basic requirements such as food, clothing, books and school fees are likely to be more aggressive than those who do not lack these requirements.
- HA₇: Boys are more aggressive than girls.

In the next chapter methodology used in the study is given. It gives the description of the research design, the sample, sampling procedures, instrumentation, collection of data and data analysis.

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CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

In this chapter a description of the research design adopted in this study is given. This is followed by the description of the sample and the sampling procedure. Then description of the instrument is presented. The pilot study is discussed. Finally data collection and data analysis procedures are discussed.

3.2 RESEARCH DESIGN

The purpose of the study was to investigate whether adolescents' aggression could be related to parental behaviour towards them. It was an *ex-post-facto* research to examine how different aspects of parental behaviour influenced levels of adolescent manifest aggression. This was mainly a correlation study that was designed to determine whether the mode of parenting affected adolescent levels of aggression. Six aspects of parental behaviours that influence aggression were investigated. They were:

- i) Parents' emotional interactions with adolescents when adolescents are treated harshly they may resent their parents. Resentment and bitterness towards parents may be expressed as aggressive behaviour towards other people.
- ii) Parental control or supervision: parents may restrict adolescents' movements, activities, choice of friends, and clothing. This may create frustration and thus provoke adolescent aggression.
- iii) Disciplinary measures or parental methods of controlling and disciplining adolescents: parents differ in their methods of handling mistakes and misbehaviour of adolescents. Punitive parents may create feelings of uneasiness and resentment in adolescents. This may make adolescents to

be aggressive as a means of displacing their anger.

- iv) Consistency of parents in enforcing standards of behaviour: developing persons have been found to function satisfactorily in predictable environments where rules and consequences of violating the rules are known. Home standards that are inconsistent make adolescents to become confused because they do not know what to expect. They may resort to aggressive behaviour as a defensive measure.
- v) Family interactions: living in families characterized by conflict, squabbles and physical attacks is frustrating to adolescents. In some families parents disagree on a variety of issues including the behaviour they expect from adolescents. Adolescents brought up in such families become anxious, confused, insecure and tense. Such adolescents need little provocation to exhibit hostile uncontrollable behaviour.
- vi) Parents' socio-economic status: poverty may result in parents' inability to meet adolescents' basic requirements such as food, clothing, books and school fees. In addition, adolescents get frustrated when their parents cannot afford fashionable clothing and shoes worn by their peers.

This study also looked into the possibility of any sex differences in manifest aggression of the subjects.

3.2 THE SAMPLE

The sample was drawn from a population of 28,680 secondary school students in Nairobi Province. The sampling method involved stratified random sampling of schools and classes. The sample consisted of forms I to III students. All the students in the chosen classes responded to the research questionnaire. Form IV students were excluded from the study because they were busy preparing for their final national examination.

The sample consisted of 672 (2.34%) of secondary school students in Nairobi Province. Half of the sample was boys and the rest were girls. Out of the 672

respondents 232 were Form I, 232 were Form III and 208 were Form III students. Out of 100 secondary schools in Nairobi 6 schools were stratified and randomly selected to represent the various classifications of schools in the Kenyan educational system. The sample included public and private schools, day and boarding schools, co-educational and single sex schools. Adolescents sampled from diverse types of schools were expected to have a high probability of being a representative sample of Nairobi population. Distribution of the sample is shown in table 1.

Stratification by residential status of the schools was found necessary because both day and boarding schools do exist in Kenya's educational system. Day schools do offer adolescents chance to have frequent contacts with their parents. On the other hand adolescents in boarding schools have limited contact with their parents during the school term. Parents are allowed occasional visits once or twice a month to interact with the adolescents. A difference was therefore expected between boarders and day scholars in the way they perceived how their parents treated them.

TABLE 1: DEMOGRAPHIC DATA OF THE SUBJECTS OF THE STUDY

| | Name of the School | Category of the School | Number of Students | Class | | | Boarders | | Day Scholars | | Gender | |
|---|-----------------------------|------------------------|--------------------|-------|------|------|----------|--------|--------------|--------|--------|--------|
| | | | | F1 | FII | FIII | Male | Female | Male | Female | Male | Female |
| 1 | Nembu High School | Public | 107 | 36 | 36 | 35 | - | - | 57 | 50 | 57 | 50 |
| 2 | Precious Blood Riruta | Public | 139 | 49 | 49 | 41 | | 139 | - | - | | 139 |
| 3 | Starehe Boys' Centre | Public | 112 | 40 | 40 | 32 | 112 | - | - | - | 112 | - |
| 4 | Queen of Apostles' Seminary | Private | 107 | 35 | 35 | 37 | 107 | - | - | - | 107 | - |
| 5 | Muslim Girls' Sec. School | Private | 122 | 43 | 43 | 36 | - | - | - | 122 | - | 122 |
| 6 | Langata High School | Public | 85 | 29 | 29 | 27 | - | - | 60 | 25 | 60 | 25 |
| | Total | - | 672 | 232 | 232 | 208 | 219 | 139 | 117 | 197 | 336 | 336 |
| | Percent | - | 100 | 34.5 | 34.5 | 31.0 | 32.6 | 20.7 | 17.4 | 29.3 | 50 | 50 |

Public and private schools were both included because they represent different categories of adolescents. Many of the students in private schools came from high socio-economic status families. Adolescents in private schools came from families where certain values were held in esteem. Such parents placed teenagers in Christian/Muslim schools to shield them from undesirable influences and to reinforce their religious beliefs. It was found necessary to find out whether the same problem of adolescent aggression that exists in public schools could also be found in private schools.

Boys and girls were included in the sample in order to give a representative sample and to investigate gender differences in manifest aggression in a Kenyan setting. Gender differences in adolescent aggression have been found to exist (Seward & Seward, 1980; Reinisch & Saunders, 1986). In the Kenyan culture girls are trained to be submissive, humble and modest while boys are encouraged to be brave and aggressive. It was presumed that there might be differences in aggressive behaviour of boys and girls.

Nairobi Province was chosen because the adolescents come from diverse family backgrounds. They are of different ethnic backgrounds, religions, socio-economic strata and from different residential areas. These cultural variations make Nairobi adolescents to be a heterogeneous group. It was thought that a heterogeneous group had a higher probability of being a representative sample of the Kenyan population.

3.3 INSTRUMENTATION

A questionnaire with three distinct sections was used to collect data. It had 3 distinct parts. Part A had items to collect background information. Part B was the behaviour category scale (CS) to measure parents' behaviours. Part C was the aggression inventory (AI) to measure adolescent manifest aggression. Part A of the questionnaire comprised items to collect demographic data of the subjects such as the name of the school, class, gender, age, number of siblings, family

structure, mothers, fathers' occupations and their education and socio-economic status or income levels.

3.3.1 Behaviour Category Scale

Part B of the questionnaire was a CS, which was used to measure six aspects of parents' behaviour towards adolescents. Each item of the CS had five parents' behaviour categories arranged in an ordered series. The respondents were asked to choose one category in which best described their parents' behaviour towards them. They made their judgements without comparing their parents with other individuals or groups. **Item number 12** is given as an example. That is, considering how your parents treat you, how close and friendly are they to you?

Responses

- (a) Very close and friendly ()
- (b) Close and friendly ()
- (c) Not sure ()
- (d) Not so close and friendly ()
- (e) Never close and friendly ()

The respondents were expected to tick (✓) one of the responses that best described their parents' behaviour. This was a measure of parental behaviour from adolescents' perceptions, that is adolescents' views of how their parents behaved. The CS was developed from questions used in previous studies by Psathas (1957); Elder (1962, 1963) and Kinai, (1994). They were modified by making the middle option to be neutral or "not sure option". Modification was thought necessary - to find out if some parents were indifferent to their adolescent children.

The CS covered six (6) aspects of parental behaviour mentioned earlier that is:

- i) Parents' emotional interactions with adolescents: to find out adolescents' ratings of parents behaviour towards them. Responses showed whether parents were harsh or loving and / or neutral/indifferent. Items 12-14

measured 3 variables of warmth / hostility dimension of parenting. Their scores were not added because they measured different aspects of behaviour.

- ii) Parental control or supervision-this was measured with items 15-17. The responses showed adolescents' ratings of their parents' behaviour regarding control of movements, activities and social contacts, and restriction of clothing and hair styles/cuts.
- iii) Parental methods of controlling and disciplining adolescents: responses to items 18-21 gave methods parents used, for instance, use of physical punishment, threats, love withdrawal, withdrawing privileges, giving rewards or reinforcement or use of inductive reasoning.
- iv) Consistency of parents in enforcing discipline: responses to item 22 showed adolescents' ratings of parents firmness or stability in the way they handled adolescents' behaviour.
- v) Family interactions: responses to item 23 gave adolescents' ratings of family climate - whether it was conflict ridden or peaceful. Responses to item 24 showed adolescents' ratings of whether their parents agreed or disagreed on the behaviour they expected from their adolescents.
- vi) Item 25 measured parenting styles: responses showed adolescents' rating of their parents in one of these categories:
 - strict and loving (authoritative)
 - strict and not loving (authoritarian)
 - lenient and loving (permissive)
 - Lenient and not loving (neglecting / indifferent /uninvolved)
 - sometimes strict and sometimes lenient (disorganised).

3.3.2. Scoring Procedure for the Behaviour Category Scale

There were 16 items asking about parents' behaviour towards adolescents. Each item had 5 categories arranged in ordered series. The first option or category scored 5, the next 4, then 3, 2 and 1. Scoring of **item number 12** is given as an example. That is, considering how your parents treat you, how close and friendly

are they to you?

- (a) Very close and friendly (5)
- (b) Close and friendly (4)
- (c) Not sure (3)
- (d) Not so close and friendly (2)
- (e) Never close and friendly (1)

Each item was scored separately because it measured different aspects of parents' behaviour. Items had different emphasis. Each item was correlated with manifest aggression (MA) scores separately.

3.3.3. Aggression Inventory

Part C of the questionnaire was the aggression inventory (A1) that was used to measure adolescent manifest aggression. It is a standardized instrument constructed to measure manifest aggression. It was first used by Doyal et al., (1971). It may be used with subjects of ages 4 to 18 years. It is a self-report inventory. The A1 has high validity if the items are clear and the subjects have been assured confidentiality of the information they give. If the items are clear the answers will be more reliable because the subjects will know what is asked. Assurance of confidentiality encourages the respondents to be more open and honest.

The method of self-reports to study aggression was preferred to the traditional method of rating subjects' behaviour by teachers, parents or peers. Research has shown that ratings of adolescents' behaviour by teachers, parents or peers were occasionally incorrect. Many of the teachers, peers or parents were found to base their ratings of adolescents' behaviour on judgements that were biased. Self-reports of social skills and in particular manifest aggression have been found to be more valid and reliable than ratings of social competence done by others. (Dodge & Toplin, 1989, Doyal et al 1971, Rutter, 1972, 1975).

The A1 had 10 items, which attempted to investigate how adolescents deal with common school and home situations that provoke counter aggressive responses. The subjects were given problem situations and 4 possible responses from which they would choose to show how they would react. Item 1 is given as an example.

If someone hit you with a ball of paper at the back of your head when the teacher was not looking. What would you do?

Responses

- (a) Kick or pinch the one you think did it as you walk past his/her desk.
- (b) Throw one back to whom you think did it.
- (c) Tell the teacher
- (d) Ignore and continue with your work.

3.3.4 Scoring Procedure for the Aggression Inventory

Scores for each item range from 1 for low aggression to 4 for high aggression. In item 1 given above option (a) scored 4, (b) scored 3, (c) scored 2 and (d) scored 1. The total manifest aggression score was obtained by adding the individual's scores for the 10 items of the A1. Maximum aggression score was 40 and the minimum was 10. Scoring procedure was the same as the one used by the authors of the A1.

A low score indicated a subject who reacted with less counter aggression than a respondent with a high score. Subjects in this study were put into 4 groups or levels according to their manifest aggression (MA) scores.

31-40 high or extreme aggression

21-30 moderate aggression

11-20 mild aggression

1-10 benign or no aggression

Levels of aggression used equal intervals of 10 per interval.

3.4 AGGRESSIVE BEHAVIOUR SCALE

Aggressive behaviour may be arranged on a continuum or scale with scores ranging from 1 for benign or low aggression to 40 for high or extreme aggression. On one end of the assaultive scale are the individuals with benign or low aggression (1-10). They have a meek disposition. They are generally timid, placid and friendly. Adolescents in this category absorb the usual frustrations of life such as failure in school, loss of a game and punishment from adults with calm and realism. Their outbursts of rage and direct aggressive attacks are rare. Further on the aggressive scale, are the individuals with mild aggression (11-20). Adolescents in this category engage at times in verbal and physical aggression. Their hostile responses are sporadic. They may fight or bully weaker children. When faced with frustrations they respond realistically. They may cause discipline problems to teachers, but they usually conform to standards of the school. Further on the aggressive scale are the individuals with moderate aggression (21-30). Adolescents in this category have a disposition to act aggressively and may get involved in physical aggression which is less likely to kill or maim anyone. Their combativeness may exceed the tolerance of others and so their behaviour arouses concern of other people. Their involvement in physical aggression is usually necessitated when there is a justification for the responses. They frequently threaten smaller children with violence and often carry out their threats. In response to any form of frustration they may react with abuse, open rage and attempt to destroy the frustrating object. At the furthest end of the aggressive scale are the un-socialised individuals with high or extreme aggression (31-40). They engage in remarkably violent and dangerous acts which exhibit cruelty to people, animals and inanimate things. They have a disposition of physical aggression of homicide intensity. These assaultive adolescents are usually mild mannered but suffering individuals who bury their resentments under rigid brittle controls. Under certain frustrating conditions they may lash out and release aggression in one often disastrous act (Doyal et al, 1970, McCord et al., 1961; Megargee, 1966).

Adolescents studied in this research were from ordinary schools. Their levels of manifest aggression ranged from 10 for mild or benign aggression to 38 for high or extreme aggression. Some had mild aggression and others had moderate aggression. Some of them exhibited very hostile kinds of aggressive behaviour such as fighting and bullying peers, or destroying schools' and teachers' property.

3.5 PILOT STUDY

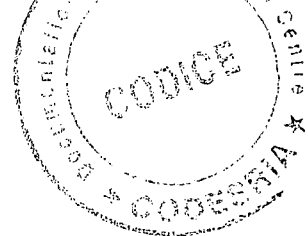
Pilot study was carried out in two randomly selected secondary schools in Nairobi Province. It was done to appraise the instrument, to check whether the items were clear to the subjects, and that they tested what they were meant to test. It was done to estimate the time the respondents required to respond to the questionnaire.

The sample consisted of 60 students. It had equal numbers of boys and girls. The results of the pilot study showed that some items needed some modification. While modifying the items utmost care was taken to ensure that the original meaning of the items was maintained. Test retest method was used to compute reliability of the items. The reliability coefficients of all the items were over .91. The responses to all the items were well spread among the response categories or options. This showed that the instrument was sensitive to sample differences.

3.6 DATA COLLECTION

The study was a survey. As in all surveys it relied on self-reports acquired by asking the subjects to answer questions. The respondents were instructed not to reveal their identity that is to remain anonymous. Anonymity was likely to encourage honest answers since what was being studied was sensitive, namely whether adolescents' manifest aggression could be related to parental behaviour towards them. The respondents were given the assurance that the information they gave was for research purposes and could not affect them personally.

Stratified randomly selected subjects were given adequate instructions before



they responded to the instrument. They were not allowed to discuss among themselves while responding to the questionnaire. They were given one hour, which was ample time to respond to all the items. At the end of the session the responses were collected.

3.7 DATA ANALYSIS

Items were coded and data entered into the computer. The Statistical Package for Social Sciences (SPSS) that is an integrated system of the computer programme of data processing was used. Data was presented in frequency distributions, percentages and correlations of aspects of parental behaviour with manifest aggression scores of adolescents.

Parental variables that may influence adolescent manifest aggression are many and complex. It is difficult to isolate and establish precisely the contribution of each specific variable to adolescent manifest aggression. To get synthesis of all parental attributes that influence adolescent manifest aggression, factor analysis was done. This technique of factor analysis enabled the researcher to analyse the combined effects of two or more independent variables on the dependent variable. Any number of independent variables may be incorporated in this technique (Ary et al., 1990). This technique of data analysis was recommended because factors that influence adolescent aggression are not independent of each other for example, a restrictive parent is likely to be punitive. Factor analysis gives oblique rotation so that loadings or magnitude of the factors influencing the dependent variable (adolescent manifest aggression) are displayed. This facilitates interpretation of data (Ary et al., 1990).

Tests of significance are used when researchers want to make inference based on a sample drawn from a population. The significance probability was set at $p < 0.05$ levels. Where the Chi-square value was larger than 0.05 the null hypothesis was rejected and the alternative hypothesis accepted. Chi-square (X^2) was used because the data in this study is non parametric (Smith, 1970).

3.8 RESEARCH HYPOTHESES

The following 7 null hypotheses had been proposed.

- HO₁: Adolescents whose parents are harsh and cruel are not likely to be more aggressive than those adolescents whose parents are warm and loving.
- HO₂: Adolescents whose parents are neglecting and rejecting are not likely to be more aggressive than those adolescents whose parents are accepting and supervising or monitoring their activities, movements and choice of friends and restrict clothing and hairstyles/cuts.
- HO₃: Adolescents whose parents use physical punishment and threats more frequently are not likely to be more aggressive than those adolescents whose parents use inductive reasoning and rewards frequently.
- HO₄: Adolescents whose parents enforce discipline inconsistently are not likely to be more aggressive than those adolescents whose parents enforce discipline consistently.
- HO₅: Adolescents who experience tension and discord among family members are not likely to be more aggressive than those adolescents who experience peace and harmony in the family.
- HO₆: Adolescents who lack basic requirements such as clothing, food, books and school fees are not likely to be more aggressive than those who do not lack these basic requirements.
- HO₇: Boys are not more aggressive than girls.

3.9 THE KEY RESEARCH VARIABLES

For hypothesis 1, the independent variable is parents' emotional behaviour towards adolescents, either harsh and cruel (not close and friendly) or warm and loving (close and friendly). The dependent variable is the levels of adolescent manifest aggression.

For hypothesis 2, the independent variable is parental behaviour that is both neglecting and rejecting or that is supervising and monitoring adolescents' movements, activities, choice of friends, and restriction of clothing and

hairstyles/cuts. The dependent variable is the levels of adolescent manifest aggression.

For hypothesis 3, the independent variable is parental use of both physical punishment and threats or use of inductive reasoning and reinforcement. The dependent variable is levels of adolescent manifest aggression.

For hypothesis 4, the independent variable is consistency of parents in enforcing discipline that is enforcing standards of behaviour in a consistent predictable manner or in an inconsistent erratic manner. The dependent variable is levels of adolescent manifest aggression.

For hypothesis 5, the independent variable is family interactions that is whether adolescents experience tension and discord or peace and harmony among the family members. The dependant variable is levels of adolescent manifest aggression.

For hypothesis 6, the independent variable is whether the parents can afford basic requirements such as food, clothing, books and school fees. The dependent variable is levels of adolescent manifest aggression.

For hypothesis 7, the independent variable is the sex or gender of the respondents. The dependent variable is the levels of adolescent manifest aggression.

In table 2 variables of the study are displayed.

TABLE 2: VARIABLES OF THE STUDY

| | |
|--|---|
| Parents-emotional interactions with adolescents Parents are harsh and cruel Parents are warm and loving Parents not showing interest and not helping Parents showing interests and helping Parents do not respect adolescents' Opinions and judgements Parents respect adolescents' Opinions and judgements | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score |
| Parental Control (Supervision) Parents monitor adolescents' activities, Movements and social contacts and dressing Parents do not monitor adolescents' Activities, movements and social contacts and dressing | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score |
| Disciplinary Measures (Parental methods of controlling and disciplining adolescents) Parents use physical punishment Parents use threats Parents use rewards (reinforcement) Parents use inductive reasoning | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score Manifest aggression mean score |
| Consistency of parents in enforcing discipline They enforce discipline consistently They enforce discipline inconsistently | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score |
| Family Interactions Adolescents experience discord and tension in the family Adolescents experience peace and harmony in the family | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score |
| Basic Requirements Adolescents lack basic requirements Adolescents do not lack basic requirements | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score |
| Sex Differences Male's aggressive tendencies and responses Females' aggressive tendencies and responses | Adolescent manifest aggression Manifest aggression mean score Manifest aggression mean score |

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 INTRODUCTION

In this chapter the results of data analysis are presented. The demographic data of the respondents is given using some selected descriptive statistics. This is followed by discussion of the different variables of parental behaviour, which influence adolescent manifest aggression. After the results of each parental variable are presented the relevant hypothesis is considered in the light of results of data analysis. The hypotheses are either accepted or rejected according to Chi-Square values

4.2 DEMOGRAPHIC DATA OF THE SUBJECTS

The analysis of demographic data showed that the age range of the subjects was between 13 and 18 years. The average age was 15½ years. Number of siblings in the families ranged from 1 to 16. The average family size was 4 children. It was observed that adolescents came from a variety of family structures. Majority of the adolescents that is 61.2% lived with both their parents. About 17.9% lived with their single mothers; 5.2% lived in extended families, 4.2% lived with single fathers. About 5.5% of their parents were either divorced or separated. It was noted that 6.0% of the adolescents were orphans.

Data revealed that parents had different educational levels ranging from no formal education to university education. It was observed that parents had diversified occupations. Parents' occupations are shown in table 3.

TABLE 3: PARENTS' OCCUPATIONS

| Value label | Mothers | | Fathers | |
|---|---------|-----------|---------|-------------|
| | Freq. | Percent % | Freq. | Percent (%) |
| High professions (doctors, lawyers, etc.) | 47 | 7.0 | 217 | 32.3 |
| - | - | - | 8 | 1.2 |
| Preaching/pastors | 126 | 18.8 | 90 | 13.4 |
| Business/trade | 73 | 10.9 | 15 | 2.2 |
| Teaching | 50 | 7.4 | 8 | 1.2 |
| Health workers | 32 | 4.7 | 42 | 6.3 |
| Farming | - | - | 17 | 2.5 |
| Transportation/clearing & forwarding | 84 | 12.5 | 9 | 1.3 |
| Clerical/secretarial | 22 | 3.3 | 66 | 9.8 |
| Skilled labour | 16 | 2.4 | 13 | 1.9 |
| Unskilled labour | 112 | 16.7 | - | - |
| Housewives | 7 | 1.0 | 7 | 1.0 |
| Jobless | 17 | 2.5 | 31 | 4.7 |
| Unclear | 86 | 12.8 | 149 | 22.2 |
| NR. | | | | |
| Total | 672 | 100.0 | 672 | 100.0 |

Data presented in table 3 revealed that 7.0% of the mothers, 32.3% of the fathers were in high professions (lawyers, engineers, architects, principals of colleges, university lecturers, professors, doctors, consultants, bankers and managers). About 1.2% of the fathers were preachers or pastors. About 18.8% mothers and 13.4% fathers did business. About 10.9% of the mothers and 2.2% of the fathers were teachers in primary and secondary schools. Nearly 7.4% of the mothers were health workers (nurses, matrons and physiotherapists) while 1.2% of the fathers were health workers (laboratory technicians and physiotherapists). About 4.7% of the mothers and 6.3% of the fathers were farmers. Nearly 12.5% of the mothers worked as secretaries, clerical officers, and telephone operators; while 1.3% of the fathers were clerical officers and accounting clerks. About 3.3% of the mothers worked as skilled labourers (hair-dressers, tailors and drivers); while 9.8% of the fathers worked as skilled labourers (tailors, drivers, and machine operators). About 2.4% of

the mothers worked as unskilled labourers (maids and cleaners), while 1.9% of the fathers were employed as unskilled labourers (messengers, gardeners and factory workers). It was noted that 1.0% of the fathers were unemployed and that 16.7% of the mothers were housewives. It was found out that 2.5% of the mothers and 4.7% of the fathers had multiple occupations (they were teachers, farmers and business men/women at the same time). Their occupations were indicated as unclear in table 3. No response (NR) for parents' occupations was 12.8% for mothers and 22.2% for fathers.

It was observed those parents' income or socio-economic levels varied greatly. Affordability of basic requirements was used to assess socio-economic status (SES) of parents. Table 4 shows adolescents' responses to whether parents could afford to buy food, clothing, books, and pay school fees. Results showed that 46.0% of the parents could afford these basic requirements all the time; 23.2% of the parents could afford these basic necessities most of the times, while 15.3% of the parents could afford these needs sometimes; 7.0% of the parents could hardly (rarely) afford these basic requirements and 6.1% of the parents could never afford these basic necessities for their adolescents. About 2.4% adolescents did not respond about their parents' SES. Further analysis of data showed that 13.1% adolescents came from needy families. Their parents were either deceased, unemployed or in low-income employment.

Parents' income ranged from level 1.0 for those who could never afford basic requirements to level 5.0 for those who could afford these basic necessities all the time. Analysis of adolescents' responses on whether parents could afford these basic requirements showed that the average income level for all families, which were sampled was 3.9835 compared to the expected mean of 3.0. Table 5 shows the distribution of parents' income levels.

TABLE 4: THE DISTRIBUTION OF PARENTS' INCOME LEVELS OR SOCIO-ECONOMIC STATUS

| Variable | Frequency | Percent | Level |
|--------------------------|-----------|---------|-------|
| Afford all the time | 309 | 46.0 | 5.0 |
| Afford most of the times | 156 | 23.2 | 4.0 |
| Afford sometimes | 103 | 15.3 | 3.0 |
| Afford rarely | 47 | 7.0 | 2.0 |
| Never afford | 41 | 6.1 | 1.0 |
| NR | 16 | 2.4 | - |
| Total | 672 | 100.0 | - |

Income Levels

Minimum = 1.0

Maximum = 5.0

Mean (\bar{X}) = 3.9835

Data was also analysed according to the child-rearing techniques practised by the parents of the subjects. The parenting styles or child rearing practices were classified as authoritative, authoritarian, permissive, disorganized and uninvolved parenting styles. Parenting styles were correlated with adolescent manifest aggression scores as indicated in table 5.

TABLE 5: PARENTING STYLES AND ADOLESCENTS MANIFEST AGGRESSION

| Parenting style | Frequency | Percent | MA Scores |
|-----------------|-----------|---------|-----------|
| Authoritative | 425 | 63.2 | 16.8485 |
| Authoritarian | 22 | 3.3 | 17.1118 |
| Permissive | 117 | 17.4 | 17.4231 |
| Disorganized | 97 | 14.3 | 16.6087 |
| Uninvolved | 2 | .3 | 37.0 |
| NR | 9 | 1.5 | - |
| Total | 672 | 100.0 | - |

Results presented on table 5 show that 63.2% of the parents were strict and loving (authoritative). The adolescents had MA mean score of 16.8485. About 3.3 of the

parents were strict and not loving (authoritarian). Their adolescents were quite aggressive with MA mean score of 17.1118. Nearly 17.4% of the parents were lenient and loving (permissive). Their adolescents were rather aggressive with MA mean score of 17.4231. Another 14.3% of the parents were sometimes lenient and sometimes strict (disorganized or erratic) in the way they interacted with their adolescents. Their adolescents were unexpectedly found to be least aggressive with MA mean score of 16.6087. About .3% of the parents were lenient and not loving (uninvolved or neglecting). Their adolescents were found to be the most aggressive with MA mean score of 37.0. Adolescents who did not respond to this item were 1.5%.

| Whether parents are close and friendly (warm and loving) | | | Adolescent manifest aggression (MA) scores | | | | | | |
|---|-----------|--------|--|-----|------|-------|-------|-------|---------|
| | Freq. | % | Mean (X) | NR | 1-10 | 11-20 | 21-30 | 31-40 | Total% |
| Very close and friendly (warm and loving) | 371 | 55.2 | 15.9681 | - | - | 49.3 | 5.6 | .5 | 55.2 |
| Close and friendly | 221 | 32.9 | 16.0846 | - | .2 | 26.0 | 5.3 | .9 | 32.9 |
| Not sure | 36 | 5.4 | 16.6684 | - | - | 4.6 | .3 | - | 5.4 |
| Rarely close and friendly | 27 | 4.0 | 17.8914 | - | - | 3.5 | .7 | - | 4.0 |
| Never close and friendly (harsh & cruel) | 8 | 1.2 | 18.9932 | - | - | .9 | .3 | - | 1.2 |
| NR. | 9 | 1.3 | | 1.3 | - | - | - | - | 1.3 |
| Total | 672 | 100.0 | | 1.3 | .2 | 84.3 | 12.8 | 1.4 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 254.91253 | 100 | | | | | | | |
| Contingency coefficient | .58789 | *1 | | | | | | | |
| Whether parents show interest and help adolescents when necessary | | | Adolescent manifest aggression scores | | | | | | |
| | Freq. | % | Mean (X) | NR | 1-10 | 11-20 | 21-30 | 31-40 | Total% |
| Show keen interest and help | 372 | 55.4 | 16.3156 | - | .2 | 48.3 | 6.7 | .2 | 55.4 |
| Show interest and help sometimes | 196 | 29.2 | 16.6842 | - | - | 23.0 | 6.0 | .2 | 29.2 |
| Not sure | 21 | 3.1 | 17.5248 | - | - | 1.9 | 1.2 | - | 3.1 |
| Rarely show interest and help | 63 | 9.4 | 18.4016 | - | - | 8.7 | .2 | .5 | 9.4 |
| Never show interest and help | 9 | 1.3 | 18.9187 | - | - | .9 | - | .4 | 1.3 |
| NR | 11 | 1.6 | - | 1.6 | - | - | - | - | 1.6 |
| Total | 672 | 100.00 | | 1.6 | .2 | 82.8 | 14.1 | 1.3 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 211.79927 | 175 | | | | | | | |
| Contingency coefficient | .49240 | *1 | | | | | | | |
| Whether parents respect adolescents' opinions and judgements | | | Adolescent manifest aggression scores | | | | | | |
| | Freq. | % | Mean (X) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total % |
| Respect very much | 182 | 27.1 | 15.5792 | - | .2 | 22.7 | 4.2 | - | 27.1 |
| Respect sometimes | 240 | 35.7 | 16.6593 | - | - | 32.4 | 3.1 | .2 | 35.7 |
| Not sure | 72 | 10.7 | 17.9560 | - | - | 5.3 | 4.8 | .6 | 10.7 |
| Respect rarely | 153 | 22.8 | 18.6692 | - | - | 21.4 | 1.2 | .2 | 22.8 |
| Never respect | 16 | 2.4 | 18.8843 | - | - | - | 1.8 | .6 | 2.4 |
| NR | 9 | 1.3 | - | 1.3 | - | - | - | - | 1.3 |
| Total | 672 | 100.0 | | 1.3 | .2 | 81.8 | 15.1 | 1.6 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 209.54044 | 100 | | | | | | | |
| Contingency coefficient | .50081 | *1 | | | | | | | |

4.3 PARENTS' EMOTIONAL INTERACTIONS WITH ADOLESCENTS AND ADOLESCENT MANIFEST AGGRESSION

Parents' emotional interactions with adolescents were measured using three items. Variables measured with these items were different aspects of parental behaviour namely:

- Whether parents were close and friendly to adolescents.
- Whether parents showed interest in what adolescents did and helped when necessary.
- Whether parents respected adolescents' opinions and judgements.

Responses to these items treated were separately and were correlated with adolescent manifest aggression scores. After presenting data analysis of the three items the null hypothesis was considered.

4.3.1. Parents' Closeness and Friendliness with Adolescents and Adolescent Manifest Aggression

Data presented on table 6 showed that parents differed in the way they interacted with their adolescents. It was noted that 55.2% of the parents were very close and friendly (very warm and loving); 32.9% of the parents were just close and friendly; 5.4% adolescents were not sure of their parents' behaviour. About 4.0% of the parents were rarely close and friendly and 1.2% of the parents were never close and friendly to their adolescents. Such parents were likely to be harsh and cruel. Adolescents who did not respond to this item were 1.3%.

Further analysis of data showed that adolescents whose parents were very close and friendly/warm and loving were found to have low MA mean score of 15.9681, while those whose parents were never close and friendly/harsh and cruel had a high MA mean score of 18.9932. Adolescents whose parents were just warm and loving or just close and friendly had MA mean score of 16.0846; those who were not sure of their parents' behaviour had MA mean score of 16.6684 and those whose parents were rarely close and friendly had MA means

score of 17.8914. Results showed MA scores were spread from 10 to 38. One respondent, a female had a score of 10 characterized by benign or none aggression. 84.3% adolescents had mild aggression (11-20); while 12.8% of the adolescents had moderate aggression (21-30) and 1.4% adolescents had high aggression (31-40). Those who did not respond to this item were 1.3%.

4.3.2 Parents' Interest and Desire to Help Adolescents and Adolescent Manifest Aggression

It was found necessary to investigate whether parents showed interest in what adolescents did and helped them when necessary. Results in table 6 show that 55.4% of the parents showed keen interest in what adolescents did and were ready to give assistance when necessary. About 29.2% showed interest and helped adolescents sometimes (not always); 3.1% of the parents were found to be indifferent in what adolescents did. About 9.4% of the parents showed interest and helped adolescents rarely and 1.3% of the parents neither showed any interest nor helped adolescents. Those who did not respond to this item were 1.6%.

Data presented on table 6 showed that adolescents whose parents showed keen interest and helped when necessary had low MA mean score of 16.3156. Adolescents whose parents neither showed any interest nor helped had a high MA mean score of 18.9187. Adolescents whose parents were indifferent had MA mean score of 17.5248. MA means score of adolescents whose parents showed interest and helped sometimes was 16.6842, while that of adolescents whose parents rarely showed interest and helped was 18.4016. It was observed that adolescent MA scores were spread between 10 and 38. Proportion of adolescents with benign aggression was 0.2%, those with mild aggression were 82.8%, those with moderate aggression were 14.1% and those with high aggression were 1.3%. Adolescents who did not respond to this item were 1.6%.

4.3.3 Parents' Respect for Adolescents' Opinions and Judgements and Adolescent Manifest Aggression

Family discussions are an integral part of family life. It was found necessary to find out how parents reacted to adolescents' opinions and judgements during family discussions. Results presented in table 6 show that 27.1% of the parents respected very much adolescents' opinions and judgements. About 35.7% of the parents respected these opinions and judgements sometimes, while 10.7% adolescents were not sure about their parents' behaviour. About 22.8% of the parents rarely respected adolescents' opinions and judgements, and 2.4% of the parents never respected adolescents' views and contributions during family discussions. Those who never responded were 1.3%.

Further analysis of data showed that MA mean score of adolescents whose parents respected their opinions and judgements very much was quite low - 15.5792, while adolescents whose parents never respected their opinions and judgements had high MA mean score of 18.8843; adolescents whose parents were indifferent had MA mean score of 17.9560. Adolescents whose parents respected their judgements sometimes had MA mean score of 16.6593, while those whose parents rarely respected judgements and opinions had MA mean score of 18.6692. Distribution of adolescent MA scores was similar to that discussed earlier. Scores ranged from 10 to 38. Adolescents with benign aggression were 0.2%, those with mild aggression were 81.8%, while those with moderate aggression were 15.1% and those with high aggression were 1.6%. Those who did not respond to this item were 1.3%.

4.3.4 Hypothesis Testing

Hypothesis was considered in the light of data analysis. To test null hypothesis (H_{01}): Adolescents whose parents are harsh and cruel are not likely to be more aggressive than those adolescents whose parents are warm and loving. In this hypothesis the relationship between parental behaviour along the love/hostility dimension and levels of adolescent MA are examined.

Study by Schaefer (1959) shows that parenting behaviour can be arranged in a continuum ranging from love and affectionate behaviour on one extreme to hostile and neglecting behaviour on the other extreme. Measure of parents' behaviour was obtained from adolescents' responses to a 5-point behaviour scale. The scale had 5 categories of parents' behaviour. Adolescents were asked to choose one category, which described their parents' behaviour. Loving parental behaviour was described by categories given in options a and b, while cruel and harsh parental behaviour was described by categories given in options d and e. Option c described indifferent or neutral parental behaviour, which was neither warm and loving nor cruel and harsh.

Data from 3 items was used to test this hypothesis. Aspects of parental behaviour examined were:

- (a) The extent to which parents were close and friendly to adolescents.
- (b) The extent to which parents showed interest and readiness to help adolescents.
- (c) The extent to which parents respected adolescents' opinions and judgements during family discussions.

Adolescent manifest aggression (MA) was measured with aggression inventory (AI). Each adolescent responded to the 10 items of the AI. Total MA score for each respondent was obtained by adding the points scored in each of the 10 items. Aspects of parental behaviour were correlated with adolescent MA scores as shown in table 7.

TABLE 7: CORRELATIONS OF PARENTAL CLOSENESS AND FRIENDLINESS TO ADOLESCENTS WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescent Manifest Aggression Mean Scores | |
|-------------------------|--|--------------------------|
| | MA mean scores | MA composite mean scores |
| Loving (a) very close | 15.9681 | 16.0264 |
| Parents (b) close | 16.0846 | |
| (c) not sure | 16.6684 | |
| Cruel (d) not so close | 17.8914 | 18.4423 |
| Parents (e) never close | 18.9932 | |

MA composite means scores (mean of MA means) of options a and b and options d and e were calculated. At the $p < 0.05$ level of significance. 18.4423 is greater than 16.0264. This means that adolescents who had harsh and cruel parents were more aggressive than adolescents whose parents were warm and loving. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

TABLE 8: CORRELATIONS OF PARENTAL INTEREST IN AND READINESS TO HELP ADOLESCENTS WITH ADOLESCENT MANIFEST AGGRESSION SCORES.

| Parental Behaviour | Adolescent Manifest Aggression Mean Scores | |
|--|--|--------------------------|
| | MA mean scores | MA composite mean scores |
| Loving (a) show keen interest | 16.3156 | 16.4999 |
| Parents (b) show interest | 16.6842 | |
| (c) not sure | 17.5248 | |
| Cruel (d) show interest rarely | 18.4016 | 18.6602 |
| Parents (e) never show interest at all | 18.9187 | |

At the $p < 0.05$ level of significance 18.6602 is greater than 16.4999. This means that adolescents whose parents were harsh and cruel were more aggressive than those adolescents whose parents were warm and loving. Therefore the null hypothesis is rejected and the alternative hypothesis accepted.

TABLE 9: CORRELATIONS OF PARENTAL RESPECT FOR ADOLESCENTS' OPINIONS AND JUDGEMENTS WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescents Manifest Aggression Mean Scores | |
|-------------------------------|---|--------------------------|
| | MA mean scores | MA composite mean scores |
| Loving (a) respect very much | 15.5792 | 16.1193 |
| Parents (b) respect sometimes | 16.6593 | |
| (c) not sure | 17.9560 | |
| Cruel (d) respect rarely | 18.6692 | 18.7768 |
| Parents (e) never respect | 18.8843 | |

At the $p < 0.05$ level of significance 18.7768 is greater than 16.1193. This means that adolescents whose parents were cruel and harsh were more aggressive than adolescents whose parents were warm and loving. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

According to the results of data analysis of the 3 items on parents' emotional interactions with adolescents it appears that adolescents whose parents were cruel and harsh were more aggressive than adolescents whose parents were warm and loving.

Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

4.4 PARENTAL CONTROL OR SUPERVISION AND ADOLESCENT MANIFEST AGGRESSION

One of the duties of parents is to look after their children and prevent them from wrong influence. This parental duty makes it necessary for parents to control or monitor adolescents' behaviour. Three items measured aspects of adolescents' behaviour which parents supervised that is:

- Adolescents' movements and activities.
- Adolescents' clothing and hair styles/cuts.
- Adolescents' choice and friends.

Data from each item was treated separately and correlated with adolescent manifest aggression scores. Hypothesis was considered in the light of the research findings.

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TABLE 10: PARENTAL CONTROL (SUPERVISION) AND ADOLESCENT MANIFEST AGGRESSION SCORES

| Whether parents monitor adolescents' movements and activities | | | Adolescent manifest aggression scores | | | | | | |
|--|-----------|---------|--|-----|------|-------|-------|-------|---------|
| | Freq. | Percent | Mean (\bar{X}) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total % |
| Monitor very much | 349 | 52.0 | 16.2576 | | .2 | 48.8 | 3.0 | - | 52.0 |
| Monitor sometimes | 131 | 19.5 | 17.0045 | | - | 17.3 | 2.0 | .2 | 19.5 |
| Not sure | 77 | 11.5 | 17.0882 | | - | 7.6 | 3.4 | .5 | 11.5 |
| Monitor rarely | 93 | 13.8 | 16.3256 | | - | 12.0 | 1.4 | .4 | 13.8 |
| Never monitor | 15 | 2.2 | 17.7274 | | - | 1.8 | .2 | .2 | 2.2 |
| NR | 7 | 1.0 | | 1.0 | - | - | - | - | 1.0 |
| Total | 672 | 100.0 | | 1.0 | .2 | 87.5 | 10.0 | 1.3 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 185.05888 | 150 | | | | | | | |
| Contingency coefficient | .47504 | *1 | | | | | | | |
| Whether parents restrict adolescents' clothing and hair styles/cuts | | | Adolescents manifest aggression scores | | | | | | |
| | Freq. | Percent | Mean (\bar{X}) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total% |
| Restrict very much | 156 | 23.2 | 17.1233 | | .2 | 20.0 | 2.1 | - | 23.2 |
| Restrict sometimes | 159 | 23.7 | 16.2531 | | - | 21.1 | 2.9 | .4 | 23.7 |
| Not sure | 52 | 7.7 | 18.0217 | | - | 5.6 | 1.9 | .6 | 7.7 |
| Restrict rarely | 177 | 26.3 | 17.5960 | | - | 22.3 | 3.4 | .4 | 26.3 |
| Never restrict | 124 | 18.5 | 18.9943 | | - | 15.5 | 2.8 | .2 | 18.5 |
| NR | 4 | .6 | | .6 | - | - | - | - | .6 |
| Total | 672 | 100.0 | | .6 | .2 | 84.5 | 13.1 | 1.6 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 114.97035 | 125 | | | | | | | |
| Contingency coefficient | .39232 | *1 | | | | | | | |
| Whether parents influence adolescents' choice of friends (social contacts) | | | Adolescent manifest aggression scores | | | | | | |
| | Freq. | Percent | Mean (\bar{X}) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total% |
| Influence very much | 272 | 40.5 | 16.7921 | | .2 | 35.8 | 4.3 | .2 | 40.5 |
| Influence sometimes | 224 | 33.3 | 16.4033 | | - | 28.3 | 4.6 | .4 | 33.3 |
| Not sure | 37 | 5.5 | 16.0256 | | - | 4.4 | 1.1 | - | 5.5 |
| Influence rarely | 100 | 14.9 | 16.8459 | | - | 11.8 | 2.5 | .6 | 14.9 |
| Never influence | 34 | 5.1 | 16.9348 | | - | 3.7 | 1.2 | .2 | 5.1 |
| NR | 5 | .7 | | .7 | - | - | - | - | .7 |
| Total | 672 | 100.0 | | .7 | .2 | 84.0 | 13.7 | 1.4 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 139.30312 | 125 | | | | | | | |
| Contingency coefficient | .42416 | *1 | | | | | | | |

4.4.1 Parental Control of Adolescents' Movements and Activities and Adolescent Manifest Aggression

Research findings presented in Table 10 show that parental control varied from parent to parent. It also varied with the type of adolescents' behaviour the parents wanted to control. It was observed that 52.0% of the parents monitored very much adolescents' movements and activities, about 19.5% of the parents monitored adolescents' movements and activities sometimes. Approximately 11.5% of the parents did not care or were indifferent about their adolescents movements and activities, while 13.8% of the parents monitored teenagers whereabouts and actions rarely, and 2.2% of the parents never monitored what their adolescents did or where they went. About 1% adolescents had no responses for this item.

It was observed that adolescents who were closely monitored had MA mean score of 16.2576, while those who were never monitored had MA mean score of 17.7274, those whose parents were indifferent had MA mean score of 17.0882. Those who were monitored sometimes had MA means score of 17.0045. While MA mean score of those who were monitored rarely was 16.3256.

Findings show that the spread of adolescent manifest aggression score was from 10 to 38. Benign aggression being displayed by 0.2%, mild aggression by 87.5%, moderate aggression by 10.0% and high aggression by 1.3%. Adolescents who did not respond to this item were 1.0%.

4.4.2 Parental Control of Adolescents' Clothing and Hairstyles/Cuts and Adolescent Manifest Aggression

Adolescents have been known to show great interest in their appearance particularly in their clothing and hairstyles. They have been known for their fancy dressing and

hair styles/cuts. Therefore it was found necessary to find out whether parents restricted adolescents' clothing and hair styles/cuts. Results presented in table 10 show that 23.2% of the parents very much restricted adolescents clothing and hair styles; 23.7% of the parents restricted adolescents mode of dressing and hair styles/cuts sometimes. About 26.3% of the parents rarely restricted teenagers' clothing and hair styles/cuts, while 18.5% of the parents never restricted their adolescents' mode of dressing. About 7.7% adolescents were not sure whether their parents restricted their attire. Those who did not respond to the item were 0.6%.

Further analysis of data showed that adolescents whose parents very much restricted their clothing and hairstyles/cuts had high MA mean score of 17.1233 compared to those adolescents whose restricted their clothing sometimes, who had MA mean score of 16.2531. Adolescents whose parents never restricted their clothing and hair styles were the most aggressive with MA mean score of 18.9943, while those adolescents whose parents were indifferent about their clothing and hair styles/cuts had MA mean score of 18.0217. Data showed that MA scores were spread from 10 to 38. The proportions of adolescents with benign aggression were 0.2%, those with mild aggression were 84.5%, those with moderate aggression were 13.1% and those with high aggression were 1.6%. Those who did not respond to this item were .6%.

4.4.3 Parental Influence on Adolescents' Choice of Friends and Adolescent Manifest Aggression

Adolescents have been known to want to be with their age mates and to identify with the behaviour of their peers. It has also been found out that adolescents can be influenced to engage in unacceptable behaviour by their friends. It was therefore found necessary to find out whether parents influenced adolescents' choice of friends. Results in table 10 show that 40.5% of the parents very much influenced adolescents' choice of friends. About 33.3% of the parents influenced sometimes.

Another 14.9% of the parents rarely influenced their teenagers' choice of friends, while 5.1% of the parents never influenced adolescents' choice of friends. About 5.5% adolescents were not sure whether their parents influenced their social contacts. Those who did not respond to this item were .7%.

Further analysis showed that MA mean score for adolescents whose parents tried very hard to influence choice of friends was 16.7921, that of adolescents whose parents influenced choice of friends sometimes was 16.4033, while that of the adolescents whose parents were indifferent was 16.0256 and that of those whose parents rarely influenced their choice of friends was 16.8459. Adolescents whose parents never influenced their choice of friends were found to be the most aggressive, with MA mean score of 16.9348.

It was observed that adolescent MA scores were spread from 10 to 38. Adolescents with benign aggression were 0.2% those with mild aggression were 84% while those with moderate aggression were 13.7% and those with high aggression were 1.4%. Those who never responded were 0.7%.

4.4.4 Hypothesis Testing

Null hypothesis 2 (HO₂): Adolescents whose parents are neglecting and rejecting are not likely to be more aggressive than adolescents whose parents are supervising and monitoring their movements and activities, restricting their clothing and hair styles/cuts and influencing their choice of friends. In this hypothesis the relationship between parental behaviour along the permissive/restrictive dimension and levels of adolescent manifest aggression are examined.

Study by Schaefer (1959) shows that parenting behaviour can be arranged in a continuum ranging from rejecting and neglecting behaviour on one extreme to

controlling and restricting behaviour on the other extreme. Measures of parents' behaviour were obtained from adolescents' responses to a 5-point scale. They chose categories of behaviour, which described their parents' behaviour. Controlling or supervising parental behaviour was described by categories given in options a and b, while rejecting and neglecting parental behaviour was described by categories given in options d and e. Option c described indifferent or neutral parental behaviour - parents who neither supervised nor neglected their adolescents.

Data from 3 items was used to test this hypothesis Aspects of parental behaviours examined were:

- (a) The extent to which parents supervised or monitored adolescents' movements and activities.
- (b) The extent to which parents restricted adolescents' clothing and hair styles/cuts.
- (c) The extent to which parents influenced adolescents' choice of friends.

Adolescent manifest aggression was measured with AI as described earlier when testing null hypothesis 1 (H_{01}). Aspects of parental control were correlated with adolescent MA scores as shown in table 11.

TABLE 11: CORRELATIONS OF PARENTAL SUPERVISION BY MONITORING ADOLESCENTS' MOVEMENTS AND ACTIVITIES WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescent Manifest Aggression Mean Scores | |
|-----------------------------------|--|--------------------------|
| | MA means scores | MA composite mean scores |
| Supervising (a) monitor very much | 16.2576 | 16.6311 |
| Parents (b) monitor sometimes | 17.0045 | |
| (c) not sure | 17.0882 | |
| Neglecting (d) monitor rarely | 16.3256 | 17.0267 |
| Parents (e) never monitor | 17.7274 | |

MA composite mean scores (mean of MA means) of options a and b and of options d and e were calculated. At the $p < 0.05$ level of significance 17.0267 is greater than 16.6311. This means that adolescents whose parents were neglecting and rejecting were more aggressive than adolescents whose parents were supervising and monitoring their movements and activities. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

TABLE 12: CORRELATIONS OF PARENTAL RESTRICTION OF ADOLESCENTS' CLOTHING AND HAIR STYLES/CUTS WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescent Manifest Aggression Mean Scores | |
|--|--|--------------------------|
| | MA mean scores | MA composite mean scores |
| Supervising Parents (a) restrict very much | 17.1233 | 16.6882 |
| (b) restrict sometimes | 16.2531 | |
| (c) not sure | 18.0217 | |
| Neglecting Parents (d) restrict rarely | 17.5960 | 18.2952 |
| (e) never restrict | 18.9943 | |

MA composite mean scores of options a and b and of options d and e were calculated. At the $p < 0.05$ level of significance. 18.2952 is greater than 16.6882. This means that adolescents whose parents were neglecting and not restricting their mode of dressing and hair styles/cuts were more aggressive than adolescents whose parents restricted their clothing and hair styles/cuts. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

TABLE 13: CORRELATIONS OF PARENTAL INFLUENCE OF ADOLESCENTS' CHOICE OF FRIENDS WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescent Manifest Aggression Mean Scores | |
|-------------------------------------|--|--------------------------|
| | MA means scores | MA composite mean scores |
| Supervising (a) influence very much | 16.7921 | 16.5977 |
| Parents (b) influence sometimes | 16.4033 | |
| (c) not sure | 16.0256 | |
| Neglecting (d) influence rarely | 16.8459 | 16.8904 |
| Parents (e) never influence | 16.9348 | |

MA composite mean scores of options a and b and of options d and e were calculated. At the $p < 0.05$ level of significance 16.8904 is greater than 16.5977. This means that adolescents whose parents were neglecting or did not influence adolescents' choice of friends were more aggressive than those adolescents whose parents supervised or influenced their choice of friends.

According to the results of data analysis of the three items on parental control or supervision it appears that adolescents whose parents were neglecting and rejecting were more aggressive than adolescents whose parents supervised and monitored their movements, activities, restricted clothing and hair style/cuts and influenced adolescents' choice of friends.

4.5 PARENTAL METHODS OF CONTROLLING AND DISCIPLINING ADOLESCENTS AND ADOLESCENT MANIFEST AGGRESSION

Parents have a responsibility to train their children to behave according to the norms and values of the society. Parents have been known to use a variety of methods to correct their children who make mistakes or misbehave. It was found necessary to find out what methods parents use to discipline adolescents when they failed to clean their rooms and did not do their household duties.

4.5.1 When Adolescents Failed to Clean their Rooms and Do House Work

Results presented in table 14 show that 52.7% of the parents discussed consequences of this irresponsible behaviour. About 31.1% of the parents showed disappointment; 2.5% of the parents were indifferent or ignored the adolescents; 3.7% of the parents withdrew privileges and 8.5% of the parents punished the adolescents. About 1.5% adolescents did not respond to this item.

Results presented in table 14 shows that adolescents whose parents discussed the consequences of this irresponsible behaviour had the lowest MA mean score of 16.5242. They were followed by those whose parents showed disappointment with MA mean score of 16.982, then by those ignored by their parents with MA mean score of 17.3004; then by those whose parents withdrew privileges with MA mean score of 18.7862. Adolescents who were punished had the highest MA mean score of 18.9682. Findings showed that the distribution of MA scores was similar to that discussed earlier on parental control. The scores ranged from 10 to 38. Adolescents

with benign aggression were 0.2%, those with mild aggression 85.6%, those with moderate aggression are 12.1% and those with high aggression are 1.2%. Those who did not respond to this item were 1.5%.

4.5.2 When Adolescents Made Serious Mistakes

It was found necessary to find out what disciplinary measures parents take when adolescents make serious mistakes such as stealing money. Results showed that 61.9% of the parents discussed the consequences of this unacceptable behaviour, 24.4% of the parents showed disappointment, while 2.4% of the parents ignored the adolescents. Nearly 3.3% of the parents withdrew privileges and 5.8% of the parents punished the adolescents. Adolescents who did not respond to this item were 2.2%.

Data presented in table 14 shows that adolescents whose parents discussed consequences of behaviour had MA mean score of 15.8262, those teenagers whose parents promised rewards if behaviour changed had MA mean score of 16.6854, adolescents ignored by their parents had MA mean score of 16.9721, those whose parents withdrew privileges had MA mean score of 17.0812. Teenagers whose parents used physical punishment were found to be the most aggressive with MA mean score of 18.8273. Distribution of adolescent MA scores was found to be ranging from 10 to 38. Benign or none aggression was exhibited by 0.2% adolescents, mild aggression was exhibited by 82.9% adolescents, moderate aggression was exhibited by 13.3% and high aggression was exhibited by 1.4% adolescents. Those who did not respond to this item were 2.2%.

TABLE 14: PARENTAL METHODS OF CONTROLLING AND DISCIPLINING ADOLESCENTS AND ADOLESCENT MANIFEST AGGRESSION SCORES

| What parents do when adolescents fail to clean their rooms and do house work | | | Adolescent manifest aggression scores | | | | | | |
|--|-----------|---------|---|-----|------|-------|-------|-------|--------|
| | Freq | Percent | Mean (X) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total% |
| Discuss consequences (reason) | 354 | 52.7 | 16.5212 | | | 47.7 | 5.0 | - | 52.7 |
| Show disappointment | 209 | 31.1 | 16.9820 | | .2 | 25.4 | 5.3 | .2 | 31.1 |
| Ignore | 17 | 2.5 | 17.3004 | | | 1.6 | .7 | .2 | 2.5 |
| Withdraw privilege | 25 | 3.7 | 18.7862 | | | 2.9 | .6 | .2 | 3.7 |
| Punish | 5.7 | 8.5 | 18.9682 | | | 7.4 | .5 | .6 | 8.5 |
| NR | 10 | 1.5 | | 1.5 | | - | - | - | 1.5 |
| Total | 672 | 100.0 | | 1.5 | .2 | 85.0 | 12.1 | 1.2 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 197.87076 | 100 | | | | | | | |
| Contingency coefficient | .8982 | *1 | | | | | | | |
| What parents do when adolescents make serious mistakes | | | Adolescent manifest aggression scores | | | | | | |
| | Freq | Percent | Mean (X) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total% |
| Discuss consequences (reason) | 416 | 61.9 | 15.8262 | | .2 | 53.6 | 7.9 | .2 | 61.9 |
| Promise reward if behaviour changes | 164 | 24.4 | 16.6854 | | | 20.4 | 4.0 | - | 24.4 |
| Ignore | 16 | 2.4 | 16.9721 | | | 1.0 | 1.0 | .4 | 2.4 |
| Withdraw privileges | 22 | 3.3 | 17.0812 | | | 2.9 | .2 | .2 | 3.3 |
| Punish | 39 | 5.8 | 18.8273 | | | 5.0 | .2 | .6 | 5.8 |
| NR | 15 | 2.2 | | 2.2 | | - | - | - | 2.2 |
| Total | 672 | 100.0 | | 2.2 | .2 | 82.9 | 13.3 | 1.1 | 100.00 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 177.37107 | 100 | | | | | | | |
| Contingency coefficient | .46930 | *1 | | | | | | | |
| What parents do when adolescents lose temper and start shouting | | | Adolescent manifest aggression scores | | | | | | |
| | Freq | Percent | Mean (X) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total% |
| Reason with adolescents | 465 | 69.2 | 16.5212 | | .2 | 67.0 | 1.6 | .4 | 69.2 |
| Show disappointment | 54 | 8.0 | 16.6408 | | | 6.9 | 1.1 | - | 8.0 |
| Ignore | 36 | 5.5 | 16.9706 | | | 3.2 | 2.0 | .3 | 5.5 |
| Threaten | 52 | 7.7 | 17.0667 | | | 4.7 | 2.6 | .4 | 7.7 |
| Punish | 54 | 8.0 | 17.8125 | | | 5.8 | 2.0 | .2 | 8.8 |
| NR | 11 | 1.6 | | 1.6 | | - | - | - | 1.6 |
| Total | 672 | 100.0 | | 1.6 | .2 | 87.6 | 9.3 | 1.3 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 180.31594 | 100 | | | | | | | |
| Contingency coefficient | .51862 | *1 | | | | | | | |
| What parents do when adolescents choose friends of questionable character | | | Adolescents' manifest aggression scores | | | | | | |
| | Freq | Percent | Mean (X) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total% |
| Persuade to drop friends (reason) | 401 | 59.7 | 16.6673 | | .2 | 51.3 | 7.8 | .4 | 59.7 |
| Promise or give rewards | 45 | 6.7 | 16.5899 | | | 4.5 | 2.0 | .2 | 6.7 |
| Ignore | 26 | 3.9 | 16.9925 | | | 3.3 | .4 | .2 | 3.9 |
| Forbid the association/threaten | 172 | 25.6 | 17.9847 | | | 23.7 | 1.5 | .4 | 25.6 |
| Punish | 6 | .9 | 18.3461 | | | .7 | - | .2 | .9 |
| NR | 22 | 3.2 | | 3.2 | | - | - | - | 3.2 |
| Total | 672 | 100.0 | | 3.2 | .2 | 83.5 | 11.7 | 1.4 | 100.0 |
| Chi-square | Value | DF | | | | | | | |
| Pearson | 123.85940 | 100 | | | | | | | |
| Contingency coefficient | .58996 | *1 | | | | | | | |

4.5.3 When Adolescents Lost Temper and Started Shouting and/or Fighting

Adolescents were asked what measures their parents took when they (adolescents) lost temper and started shouting. Responses to this item showed that 69.2% of the parents reasoned with adolescents on the importance of controlling temper. About 8.0% of the parents showed disappointment, 5.5% of the parents ignored this aggressive behaviour of adolescents. Nearly 7.7% of the parents used threats to stop adolescents expressing their anger. While 8.0% of the parents used physical punishment when adolescents lost their temper and started shouting. About 1.6% adolescents did not respond to this item.

It was observed in table 14 that adolescents whose parents used physical punishment were the most aggressive with MA mean score of 17.8125; while those whose parents discussed consequences of behaviour or reasoned with adolescents had the least aggressive teenagers with MA mean score of 16.5242, adolescents whose parents showed disappointment had MA mean score of 16.6408; those who were ignored by their parents had MA mean score of 16.9706 and those whose parents used threats had MA mean score of 17.0667. The distribution of manifest aggression scores was between 10 and 38. About 0.2% adolescents exhibited benign aggression; 87.6% adolescents exhibited mild aggression, 9.3% adolescents exhibited moderate aggression and 1.3% adolescents exhibited high aggression. Those who did not respond to this item were 1.6%.

4.5.4 When Adolescents Chose Friends of Questionable Character

As noted earlier adolescents want to be with their age mates and are easily influenced by their peers' norms and values. This shows that they can easily be friendly to peers with unacceptable values. The researcher found it necessary to find out what disciplinary measures parents took when adolescents chose friends of questionable character. Responses to this item revealed that 59.7% of the parents persuaded the youngsters to drop the friends. About 6.7% of the parents promised or gave rewards to adolescents so that they could terminate the

friendship, 3.9% of the parents ignored the adolescents; 25.6% of the parents forbade association or threatened to punish the adolescents if they did not drop the friends. A minority of 0.9% of the parents punished adolescents. Adolescents who did not respond to this item were 3.2%.

Further analysis of data presented in table 14 show that adolescents who were punished were the most aggressive with MA mean score of 18.3461. Those forbidden to keep the friends were next with MA mean score of 17.9847. The least aggressive adolescents were those given or promised rewards if they dropped the questionable friends. They had MA mean score of 16.5899. Those adolescents persuaded to drop friends had MA mean score of 16.6673, while those ignored by their parents had MA mean score of 16.9925. Results revealed that the spread or distribution of adolescent MA scores ranged from 10 to 38. Adolescents who manifested benign aggression were 0.2%, those who manifested mild aggression were 83.5% and those who manifested moderate aggression were 11.7% and those with high or extreme aggression were 1.4%. Those who did not give any response to this item were 3.2%.

TABLE 15: SUMMARY OF PARENTAL METHODS OF CONTROLLING AND DISCIPLINING ADOLESCENTS AND ADOLESCENT MANIFEST AGGRESSION MEAN SCORES

| Parental Behaviour | | Adolescent Behaviour and MA mean score | | | | |
|-----------------------|-------------------------|--|-----------------------|-----------------------|--------------------|------------------|
| Disciplinary Measures | Proportion of parents % | Fail to do housework | Make serious mistakes | Lose temper and shout | Choose bad friends | Mean of MA means |
| Discuss/reason | 52.7-69.2 | 16.5242 | 15.8262 | 16.5242 | 16.6673 | 16.3858 |
| Give reinforcement | 5.1-24.4 | - | 16.6854 | - | 16.5899 | 16.6377 |
| Show disappointment | 8.0-31.1 | 16.9820 | - | 16.6408 | - | 16.8114 |
| Ignore | 2.5-5.5 | 17.3004 | 16.9721 | 16.9706 | 16.9925 | 17.0589 |
| Withdraw privileges | 3.3-3.7 | 18.7862 | 17.0812 | - | - | 17.9337 |
| Threaten | 7.7-25.6 | - | - | 17.0667 | 17.9847 | 17.5257 |
| Punish | .9-8.5 | 18.9682 | 18.8273 | 17.8125 | 18.3461 | 18.4885 |

Data in table 15 shows that majority of the parents 52.7 to 69.2% discussed or reasoned with adolescents about the consequences of their antisocial behaviour. Adolescents from such families were found to be least aggressive with MA composite mean score of 16.3858. About 5.1 to 24.4% of the parents gave or

promised rewards when adolescents behaved in a socially acceptable manner. Their adolescents were found to be quite low in aggression with MA composite mean score of 16.6377. Between 5.1 and 31.1% of the parents showed disappointment (love withdrawal) when adolescents misbehaved. Adolescents with such parents were found to be quite aggressive with MA composite mean score of 16.8114. Between 2.5 and 5.5% of the parents ignored or did not show any interest when their adolescents misbehaved. Their adolescents were found to be moderately aggressive with MA composite mean score of 17.0589. Between 3.3 and 3.7% of the parents withdrew privileges when adolescents misbehaved. Their adolescents were found to be high in aggression with MA composite mean score of 17.9337. Between 7.7 to 25.6% of the parents use threats or verbal rebukes when adolescents' behaviour was antisocial. Their adolescents were found to be rather aggressive with MA composite mean score of 17.5257. Finally, between 0.9 and 8.5% of the parents punished their adolescent children who misbehaved. Their adolescents were found to be the most aggressive with MA composite mean score of 18.4885.

4.5.5 Hypothesis Testing

Null hypothesis 3: (HO₃) Adolescents whose parents use physical punishment and threats frequently are not likely to be more aggressive than adolescents whose parents use inductive reasoning and reinforcement. In this hypothesis the relationship between parental disciplinary measures or methods of controlling teenagers and levels of adolescent MA are examined.

Disciplinary measures used by parents were inductive reasoning, reinforcement, use of threats and punishment. The measure of parents' behaviour was obtained

from adolescent's responses to a 5-point scale. Data from 4 items was used to test this hypothesis. Adolescents were asked to give the disciplinary measures their parents took when:

- (a) Adolescents failed to clean their rooms and housework.
- (b) Adolescents made serious mistakes for instance, stealing money.
- (c) Adolescents lost temper and started shouting.
- (d) Adolescents chose friends of questionable character.

Adolescent manifest aggression was measured with AI as described when testing null hypothesis 1 (H_{01}). Types of disciplinary measures used by parents were correlated with adolescent MA scores as shown in table 16.

TABLE 16: CORRELATIONS OF PARENTAL METHODS OF CONTROLLING AND DISCIPLINING ADOLESCENTS WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescent manifest Aggression Scores | |
|--|---------------------------------------|--------------------------|
| | MA mean scores | MA composite mean scores |
| Inductive reasoning, and Use reinforcement | 16.3858 16.6377 | 16.5118 |
| Use threats, and Use punishment | 17.5257 18.4885 | 18.0071 |

MA composite mean score (mean of MA means) of use of inductive reasoning and use of reinforcement; and MA composite mean score of use of punishment and threats have been calculated and shown in table 16. At the $p < 0.05$ level of significance 18.0071 is greater than 16.5118. This means that adolescents whose parents use threats and punishment often were more aggressive than adolescents whose parents used inductive reasoning and reinforcement frequently. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

4.6 CONSISTENCY OF PARENTS IN ENFORCING DISCIPLINE AND ADOLESCENT MANIFEST AGGRESSION

Results showed that parents differed in their styles or modes of enforcing standards of behaviour. Some parents were found to be firm and consistent in the way they handled their adolescents; while other parents were found to be inconsistent and unpredictable.

Data presented in table 17 shows that 51.7% of the parents enforced standards of behaviour very consistently. About 33.0% of the parents were considered consistent sometimes. About 7.2% adolescents were not sure whether their parents were consistent or inconsistent; 5.5% of the parents were rarely consistent and 0.7% of the parents were never consistent, that is they were unpredictable in the way they handled their adolescents. Adolescents who did not respond to the item were 1.9%.

Further analysis of data showed that adolescents whose parents enforced standards of behaviour very consistently were the least aggressive with MA mean score of 16.8468, while those whose parents were never consistent were found to be the most aggressive with MA mean score of 18.8856. Adolescents who were not sure of their parents' behaviour had MA mean score of 17.3068; while those whose parents were sometimes consistent had MA mean score of 16.9616 and those whose parents were rarely consistent had MA mean score of 17.8250. Results presented in table 17 shows that the spread of MA scores is from 10 to 38. The lowest score of aggression representing benign aggression manifested by .2% adolescents, mild aggression being manifested by 86.5% adolescents, moderate aggression manifested by 10.2% and high aggression manifested by 1.2% adolescents. Those who did not respond to this item were 1.9%.

4.6.1 Hypothesis Testing

Null hypothesis 4 (H₀₄): Adolescents whose parents enforce discipline inconsistently are not likely to be more aggressive than those adolescents whose parents enforce discipline consistently. In this hypothesis the relationship between consistency of parents in enforcing discipline and levels of adolescent manifest aggression were examined. Parents' behaviour was measured with adolescents' responses to a 5 -point behaviour scale. They chose categories that described their parents' behaviour. Consistent parental behaviour was described by categories given in options a and b; while inconsistent parental behaviour was given in categories given in options d and e. Option c described indifferent or neutral parental behaviour, which was neither consistent nor inconsistent.

Data from one (1) item was used to test this hypothesis. It examined the extent to which parents were consistent in enforcing discipline. The results presented in table 18 shows the correlations of consistency of parents in enforcing discipline with adolescent MA scores.

TABLE 18: CORRELATIONS OF CONSISTENCY OF PARENTS IN ENFORCING DISCIPLINE WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | | Adolescents Manifest Aggression Mean Scores | |
|----------------------|-----------------------|---|--------------------------|
| | | MA mean scores | MA composite mean Scores |
| Consistent Parents | (a) very consistent | 16.8468 | 16.9042 |
| | (b) consistent | 16.9616 | |
| | (c) not sure | 17.3068 | |
| Inconsistent Parents | (d) rarely consistent | 17.8250 | 18.3553 |
| | (e) never consistent | 18.8856 | |

MA Composite mean scores (mean of MA means) of options a and b and of options d and e were calculated. At the $p < 0.05$ level of significance 18.3553 is greater than 16.9042. This means that adolescents whose parents enforced discipline in an

inconsistent unpredictable manner were more aggressive than those adolescents whose parents enforced discipline in a firm consistent manner. Therefore the null hypothesis is rejected and the alternative hypothesis accepted.

4.7 FAMILY INTERACTIONS AND ADOLESCENT MANIFEST AGGRESSION

Family members interact quite frequently when trying to satisfy their needs or when they are trying to solve their problems. In some families members' interactions are peaceful and harmonious, while in other families members' interaction are conflict ridden.

4.7.1 Types of Family Interactions and Adolescent Manifest Aggression

Adolescents were asked to describe behaviour interactions of their family members. Their responses were analysed and presented in table 19 showed that 44.8% of their family members were very kind and loving - implying that there was peace and harmony in their families. About 40.6% adolescents had family members who were kind and loving sometimes; 6.8% adolescents were not sure of the behaviour of their family members. About 5.4% adolescents had family members who were rarely kind and loving, while 1.5% adolescents had family members who were never kind and loving. Such adolescents experienced tension and discord among family members. Those who did not respond to this item were .9%.

TABLE 19: FAMILY INTERACTIONS AND ADOLESCENT MANIFEST AGGRESSION SCORES

| What is the general family behaviour | | | Adolescent Manifest Aggression Scores | | | | | | |
|---|-------|---------|---------------------------------------|-----------|------|-------|-------|-------|---------|
| | Freq. | Percent | Mean (\bar{X}) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total % |
| Very kind and loving (peace & harmony) | 301 | 44.8 | 16.0468 | | .2 | 38.0 | 6.6 | - | 44.8 |
| Kind and loving | 273 | 40.6 | 16.9616 | | - | 38.4 | 2.2 | - | 40.6 |
| Not sure | 46 | 6.8 | 17.3068 | | - | 4.8 | 1.6 | .4 | 6.8 |
| Rarely kind and loving | 36 | 5.4 | 17.8750 | | - | 3.3 | 1.5 | .6 | 5.4 |
| Never kind and loving (tension & discord) | 10 | 1.5 | 18.5556 | | - | - | .8 | .5 | 1.5 |
| NR | 6 | .9 | - | .9 | - | - | - | - | .9 |
| Total | 672 | 100.0 | | .9 | .2 | 84.7 | 12.7 | 1.5 | 100.0 |
| <u>Chi-square</u> | | | <u>Value</u> | <u>DF</u> | | | | | |
| Pearson | | | 169.89941 | 100 | | | | | |
| Contingency coefficient | | | .46058 | *1 | | | | | |

Further analysis of data showed that adolescents who lived in families whose members were very kind and loving had low MA mean score of 16.0468. Adolescents whose family members were never kind and loving were found to be most aggressive with MA mean score of 18.5556. Adolescents whose family members were sometimes kind and loving had MA mean score of 16.9616; while those who were not sure of their family members' behaviour had MA mean score of 17.3068; and those whose family members were rarely kind and loving had MA mean score of 17.8750. The MA scores ranged from 10-38. Adolescents with benign aggression were .2%. Those with mild aggression were 84.7%, those with moderate aggression were 12.7% and those with high aggression were 1.5%. Those who did not respond to this item were .9%.

4.7.2 Parental Agreement on Family Rules and Adolescent Manifest Aggression

Parents influence adolescents' behaviour by the way they enforce family rules and the activities they expect adolescents to do. It was found necessary to investigate the extent to which parents reinforced each other's values regarding the behaviour they expected from their adolescent children. Results in table 20 revealed that 26% of the parents agreed very much on family rules and activities; 39% parents agreed sometimes; 10.3% adolescents were not sure whether their parents agreed; 16.5% parents rarely agreed and 6.9% parents never agreed on family rules and activities adolescents were expected to do. Those who did not respond to this item were 1.3%.

TABLE 20: . PARENTAL AGREEMENT ON FAMILY RULES AND ADOLESCENT MANIFEST AGGRESSION SCORES

| Whether parents agree on family rules and activities | | | Adolescent Manifest Aggression Scores | | | | | | |
|--|-------|---------|---------------------------------------|-----------|------|-------|-------|-------|---------|
| | Freq. | Percent | Mean (\bar{X}) | NR | 0-10 | 11-20 | 21-30 | 31-40 | Total % |
| Agree very much | 175 | 26.0 | 16.8314 | | .2 | 23.4 | 2.4 | - | 26.0 |
| Agree most times | 262 | 39.0 | 16.6593 | | - | 35.0 | 3.8 | .2 | 39.0 |
| Not sure | 69 | 10.3 | 17.9616 | | - | 8.6 | 1.5 | .2 | 10.3 |
| Rarely Agree | 111 | 16.5 | 18.7885 | | - | 13.8 | 2.3 | .4 | 16.5 |
| Never agree | 46 | 6.9 | 19.3738 | | - | 5.7 | 0.8 | .4 | 6.9 |
| NR | 9 | 1.3 | - | 1.3 | - | - | - | - | 1.3 |
| Total | 672 | 100.0 | | 1.3 | .2 | 86.5 | 10.8 | 1.2 | 100.0 |
| <u>Chi-square</u> | | | <u>Value</u> | <u>DF</u> | | | | | |
| Pearson | | | 109.90492 | 100 | | | | | |
| Contingency coefficient | | | .38593 | *1 | | | | | |

Further analysis of data showed that adolescents whose parents agreed very much had MA mean score of 16.8314, those whose parents agreed sometimes had MA mean score of 16.6593; those who were not sure of their parent's behaviour had MA mean score of 17.9616; while those whose parents never agreed were the most aggressive with MA mean score of 19.3738. Distribution of adolescent MA scores was found to be very similar to those noted for family interactions and presented in table 20. Distribution of MA scores ranged from 10 to 38. Adolescents with benign aggression were .2%, those with mild aggression were 86.5% while those with moderate aggression were 10.8% and those with high or extreme aggression were 1.2%. Those who did not respond were 1.3%.

Family interactions were tested with 2 items to find out whether (i) behaviour within the family is conflict ridden or peaceful (ii) whether parents agree on family rules and activities they expect adolescents to do.

4.7.3 Hypothesis Testing

Null Hypothesis 5: (HO₅) Adolescents who experience tension and discord among family members are not likely to be more aggressive than those who experience peace and harmony in their families. In this hypothesis the relationship between family interactions and levels of adolescent manifest aggression are examined.

Measure of types of family interactions was obtained from adolescents' responses to a 5 point scale. Adolescents chose categories, which described types of interactions they experienced in their families. Peace and harmony among family members was described by categories given in options a and b; while

discord and tension among family members was described by categories given in options d and e. Option c described family interactions which were neither peaceful nor tension and conflict ridden. Data from 2 items were used to test this hypothesis. Aspects of family interactions examined were:

- (a) The extent to which family members were kind and loving.
- (b) The extent to which parents agreed on family rules and activities they expected adolescents to do.

Adolescent manifest aggression was measured with AI as described earlier when testing null hypothesis 1 (H_{01}). Aspects of family interactions were correlated with adolescent MA scores as shown in table 21.

TABLE 21: CORRELATIONS OF TYPES OF FAMILY INTERACTIONS WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Family Interactions | Adolescent Manifest Aggression Mean Scores | |
|--|--|--------------------------|
| | MA mean scores | MA Composite mean scores |
| Peace and Harmony (a) very kind and loving | 16.0468 | 16.5042 |
| (b) kind and loving | 16.9616 | |
| (c) not sure | 17.3068 | |
| Discord and Tension (d) rarely kind and loving | 17.8750 | 18.2153 |
| (e) never kind and loving | 18.5556 | |

MA composite mean scores (mean of MA mean of means) of options a and b and of options d and e were calculated. At the $p < 0.05$ level of significance 18.2153 is greater than 16.5042. This means that adolescents who experienced tension and discord among family members were more aggressive than those adolescents who experienced peace and harmony in their families. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

TABLE 22: CORRELATIONS OF PARENTAL AGREEMENT ON FAMILY RULES AND ADOLESCENT ACTIVITIES WITH ADOLESCENT MANIFEST AGGRESSION SCORES

| Parental Behaviour | Adolescent Manifest Aggression Mean Scores | |
|---------------------------------------|--|--------------------------|
| | MA mean scores | MA composite mean scores |
| Peace and Harmony (a) Agree very much | 16.8314 | 16.7454 |
| (b) Agree sometimes | 16.6593 | |
| (c) Not sure | 17.9616 | |
| Discord and Tension (d) Agree rarely | 18.7885 | 19.0812 |
| (e) Never agree | 19.3738 | |

MA composite mean scores (mean of MA means of options a and b and of options d and e were calculated. At the $p < 0.05$ level of significance 19.0812 is greater than 16.7454. This means that adolescents who experienced tension and discord in the family because their parents disagreed regularly were more aggressive than adolescents who experienced peace and harmony because parents agreed on family rules and activities to be done by adolescents. Therefore null hypothesis is rejected and the alternative hypothesis is accepted. According to the results of data analysis of the 2 items on family interactions it appears that: adolescents who experienced tension and discord among family members were more aggressive than those adolescents who experienced peace and harmony.

4.8 PARENTS' INCOME LEVELS OR SOCIO-ECONOMIC STATUS AND ADOLESCENT MANIFEST AGGRESSION

Results presented in table 4 showed that most parents could afford to buy basic requirements for their adolescents. It was also found out that the needy adolescents in the sample were mostly from Starehe Boys' Centre, where the school management catered for all their basic requirements. It was found out that none of the adolescents sampled lacked basic needs even when their parents could not afford to buy basic requirements. They may have been needy at some

point, but currently the school provides for them. They therefore cannot be categorised as needy.

Correlations of parents' income levels and adolescent manifest aggression scores were done. Results of the correlations are presented in table 23.

TABLE 23: PARENTS' INCOME LEVELS OR SOCIO-ECONOMIC STATUS AND ADOLESCENT MANIFEST AGGRESSION SCORES

| Schools | Frequency | Percent | Mean (\bar{X}) of Parents' Income Levels | Mean (\bar{X}) Manifest Aggression Scores |
|-----------------------|-----------|---------|--|--|
| Precious Blood Riruta | 133 | 19.8 | 4.6593 | 16.6593 |
| Queen of Apostles | 104 | 15.5 | 4.3736 | 17.9560 |
| Muslim Girls | 120 | 17.8 | 4.2281 | 16.0526 |
| Langata High | 85 | 12.6 | 3.8761 | 17.1233 |
| Nembu High | 104 | 15.5 | 3.7282 | 16.7921 |
| Starehe Boys' Centre | 110 | 16.4 | 2.8585 | 15.6519 |
| NR | 16 | 2.4 | - | - |
| Total | 672 | 100.00 | - | - |

| | | |
|-------------------------|-----------|-----|
| Chi-square | Value | DF |
| Pearson | 102.57656 | 125 |
| Contingency coefficient | .37292 | *1 |

Results presented on table 23 revealed that there were no adolescents who lacked basic requirements. Parents of Starehe Boys' Centre had the lowest income level of 2.8585. Student of Starehe Boys' Centre were found to be the least aggressive with MA mean score of 15.6519. Parents of Precious Blood Riruta students had the highest SES level of 4.6593. They were followed by parents of Queen of Apostles' Seminary with SES level of 4.3736, while that of Muslim Girls' parents was 4.2281. SES level of Langata High School parents was 3.8761 and that of Nembu High School parents was 3.7282.

Queen of Apostles' Seminary students were the most aggressive with MA mean

score of 17.9560, followed by students of Langata High School with MA mean score of 17.1233. Student of Nembu High School had MA mean score of 16.7921. They were followed by students of Precious Blood Riruta with MA mean score of 16.6593, while Muslim Girls had MA mean score of 16.0526. As noted earlier students of Starehe Boys Centre were the least aggressive with MA mean score of 15.6519.

4.8.1 Hypothesis Testing

Null hypothesis 6 (H_{O6}): Adolescents who lack basic requirements such as food, clothing, books and school fees are not likely to be more aggressive than those who do not lack these basic requirements. This hypothesis was tested with one (1) item to find out whether parents could afford to buy basic requirements needed by adolescents. The item had 5 categories which were used to classify parents' SES or income levels; that is those who could afford all the time, those who could afford most of the times, those who could afford sometimes, those who could rarely or hardly afford and those who could not afford to buy the basic requirements.

Schools in the study were ranked according to the SES of parents. Parents of students of Precious Blood Riruta were ranked relatively high on the SES scale with 4.6593. They were followed by parents of Queen of Apostles' Seminary with 4.3736, followed by parents of Muslim Girls' School with 4.2281, then parents of Langata High School with 3.8761, then parents of Nembu High School with 3.7282. Parents of Starehe Boys' Centre had the lowest SES of 2.8585.

Examination of adolescent MA scores showed that students from Queen of Apostles' Seminary were the most aggressive with MA mean score of 17.9560, they were followed by students of Langata High School with MA mean score of 17.1233, then students for Nembu High School with MA mean score of 16.7921. They were followed by students of Precious Blood Riruta with MA mean score of 16.6593, then students of Muslim Girls with MA mean score of 16.0526. Students of Starehe Boys Centre were the least aggressive with MA mean score of 15.6519.

These results are confounding because SES or income levels do not seem to have any relationship with adolescent MA scores. There is no consistent link between parental income levels and MA mean scores of their adolescent children. Therefore SES does not seem to influence adolescent manifest aggression. It was observed that adolescents whose parents could not afford to buy basic requirements were mainly from Starehe Boys' Centre. The school provided the needy students with the basic requirements. It was observed that although some parents could not afford to buy basic requirements for their adolescents, none of their children lacked the basic needs. Therefore the hypothesis could not be tested with the data collected.

4.9 SEX DIFFERENCES IN MANIFEST AGGRESSION OF ADOLESCENTS

Results in table 24 show that there were sex differences in manifest aggression of secondary school students. Females had a lower MA mean score than the males. In addition the females' median, variance, minimum, maximum and range in MA scores were significantly lower than those of males. This supported the

alternative to the seventh null hypothesis.

TABLE 24: SEX DIFFERENCES IN ADOLESCENT MANIFEST AGGRESSION

| Gender | Manifest Aggression Scores | | | | | | | |
|--------|----------------------------|---------|--------------------|-------------|------------|----------------|------------|-------|
| | Freq. | Percent | Mean (\bar{X}) | Benign 0-10 | Mild 11-20 | Moderate 21-30 | High 31-40 | Total |
| Male | 336 | 50.0 | 16.9064 | - | 40.4 | 8.8 | 0.8 | 50.0 |
| Female | 336 | 50.00 | 16.4156 | 0.2 | 43.2 | 6.4 | 0.2 | 50.0 |
| Total | 672 | 100.0 | - | 0.2 | 83.6 | 15.2 | 1.0 | 100.0 |

| Gender | Freq. | Percent | Mean (\bar{X}) | Median | Variance | Minimum | Maximum | Range |
|--------|-------|---------|--------------------|--------|----------|---------|---------|-------|
| Male | 336 | 50.0 | 16.9064 | 16.00 | 18.1187 | 11.00 | 38.00 | 27.00 |
| Female | 336 | 50.0 | 16.4156 | 15.00 | 15.5412 | 10.00 | 32.00 | 22.00 |
| Total | 672 | 100.0 | - | - | - | - | - | - |

| | | |
|-------------------------|----------|----|
| Chi-square | Value | DF |
| Pearson | 28.46035 | 25 |
| Contingency coefficient | .20759 | *1 |

Null Hypothesis 7: (H₀₇): There are no sex differences in manifest aggression of adolescents.

Sex differences were computed during data analysis. Some differences found to be significant are presented in table 24. Results showed that there were sex differences in manifest aggression of adolescents. The MA mean score of adolescent boys was 16.9064, while that of adolescent girls was 16.4156. This revealed that boys were slightly more aggressive than girls although differences in the MA mean scores were small. Data showed that there were differences in the median, variance, range, minimum and maximum MA scores of male and female adolescents. Differences were significant at the $p < 0.05$. Null hypothesis is rejected because there are significant differences in manifest aggression of adolescents. Alternative hypothesis is accepted.

4.10 FACTOR ANALYSIS

Parental variables that may influence adolescent manifest aggression are many and complex. It is difficult to isolate and establish precisely the contribution of each variable to adolescent manifest aggression. To get a synthesis of all parental attributes that may influence adolescent manifest aggression factor analysis was done.

Factor analysis makes it possible to analyse combined effects of two or more independent variables on the dependent variable (Ary et al, 1990). Factor analysis gives information on the effect of each independent variable in combination with related variables. The effect also known as the main effect can be seen as a change in behaviour associated with changes in the values of the dependent variable. The independent variables in a factorial design are known as factors. Factor analysis in this study was given by Varimax rotation which computed the loadings or the coefficients of correlations between independent variables or factors and adolescent manifest aggression.

Results showed that disciplinary measures or parental methods of controlling and disciplining adolescents had the greatest influence on manifest aggression. They were members of one dominant factor. The main effects of disciplinary measures had a loading of .79660 which is statistically significant. Family interactions were placed in the second position in influencing adolescent manifest aggression. The main effects of family interactions had a loading of .72378 which is statistically significant. Parents' emotional interactions with adolescents was placed in the third position on the basis of its influence on adolescent manifest aggression. The main effects of parents' interactions with

adolescents had a loading of .69353 which is statistically significant. Consistency of parents in enforcing discipline was placed in the fourth position regarding its contribution to adolescent manifest aggression. The main effect of consistency of parents in enforcing discipline had a loading of .35599 which was not statistically significant. Parental control or supervision was placed in the fifth position as its contribution to adolescent manifest aggression. The main effects of parental supervision or control had a negative loading of -.04412 which was not statistically significant. Parents' income or socio-economic status was placed on its own as a separate factor which might influence adolescent manifest aggression. Parents' income main effects had a non-significant loading of .05680.

Gender of respondents could not be included in factor analysis because it is not one of the independent variables, it is an identity outside parental variables.

Results presented in table 25 show that there were 3 factors which influenced adolescent manifest aggression. Factor 1 had 3 variables, that is parental disciplinary measures, family interactions and parents' emotional interactions with adolescents. Factor 2 had 2 variables that is consistency of parents in enforcing discipline and parental control or supervision. Factor 3 had 1 variable that is parents' socio-economic status.

**TABLE 25: VARIMAX ROTATED FACTOR MATRIX
WITH ADOLESCENT MANIFEST AGGRESSION**

| | Factor 1 | Factor 2 | Factor 3 | Percent of Variance |
|---------------------------------|----------|----------|----------|---------------------------|
| Disciplinary measures | .79660 | -.11921 | .04332 | 34.2 |
| Family interactions | .72378 | .15588 | .02239 | 18.0 |
| Parents' emotional interactions | .69353 | .26694 | .06006 | 16.0 |
| Consistency of parents | .35599 | .65681 | .16723 | 11.7 |
| Parental control (supervision) | -.04412 | .87280 | -.07155 | 10.5 |
| Parents' income | .05680 | .02928 | .98984 | 9.6 |
| Total | | | | 100.00 |

Results presented in table 25 show that the factors were in clusters. Factor 1 consisted of disciplinary measures or parental methods of disciplining and controlling adolescents, family interactions and parents' emotional interactions with adolescents. Percentage of variance accounted for $(34.2 + 18.0 + 16.0) = 68.2\%$. Factor 2 was composed of consistency of parents in enforcing discipline and parental control or supervision. Percentage of variance was $(11.7 + 10.5) = 22.2\%$. Parental control or supervision main effects on other factors that may influence adolescent manifest aggression had negative loading. This indicated that parental control had no influence on factors 1 and 3. Factor 3 consisted of parents' income or socio-economic status. Percentage of variance accounted for by Factor 3 was the least; that is 9.6%. Parents' income had negligible effects on other factors influencing adolescent manifest aggression.

4.11 SUMMARY OF THE RESULTS

At the Chi –square test of significant at $p < 0.05$ level the results showed that:

- (i) Adolescents whose parents are harsh and cruel are likely to be more aggressive than those whose parents are warm and loving.
- (ii) Adolescents whose parents are neglecting and rejecting are likely to be more aggressive than those whose parents are supervising and monitoring their activities movements and social contacts.
- (iii) Adolescents whose parents use physical punishment and threats frequently are likely to be more aggressive than those whose parents use inductive reasoning and reinforcement frequently.
- (iv) Adolescents whose parents enforce discipline inconsistently are likely to be more aggressive than those whose parents enforce discipline consistently.
- (v) Adolescents who experience tension and discord among family members are likely to be more aggressive than those who experience peace and harmony.
- (vi) Adolescents who lack basic requirements are not more aggressive than those who do not lack basic requirements.
- (vii) There are sex differences in manifest aggression of adolescents. Boys are more aggressive than girls.

Results of factor analysis given by Varimax rotation, which computed the loadings or coefficients of correlations between the independent variables or factors and adolescent manifest aggression. They showed that:

- (i) Parental disciplinary measures had the highest loading of .79660 and variance of 34.2%.

- (ii) Family interactions had loading of .72378 with variance of 18%.
- (iii) Parental emotional interaction with adolescents had loading of .69353 with variance of 16%.
- (iv) Consistency of parents in enforcing discipline had loading of .35599 with variance of 11.7%.
- (v) Parental control or supervision had a negative loading of -.04412 with variance of 10.5%
- (v) Parents' income or socio-economic status had a non - significant loading of .05680 with variance of 9.6%.

The next chapter deals with the discussion and implications of results.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

In this chapter findings of the research are discussed. Discussion highlights the implications of parental behaviour on adolescent manifest aggression. The influence of parents' socio-economic status on adolescent manifest aggression is given. Occurrence or the distribution of manifest aggression among the sample is discussed.

Parental behaviours were assessed in terms of perceptions of adolescents; as they would be more reliable indications of adolescents' feelings/reactions as a result of such parental behaviours.

5.2 RESULTS AND IMPLICATIONS OF THE STUDY

The purpose of the study was to investigate whether adolescent aggression could be related to parental behaviour towards them. In order to achieve this objective it was found necessary to examine parental behaviours that have been thought to influence adolescent aggression. These were:

- (i) Parents' emotional interactions with adolescents.
- (ii) Parental control or supervision
- (iii) Disciplinary measures or parental methods of controlling and disciplining adolescents.
- (iv) Consistency of parents in enforcing discipline
- (v) Family interactions
- (vi) Socio-economic status of the parents

5.2.1 Parents' Emotional Interactions with Adolescents and Adolescent

Manifest Aggression

This section was concerned with the extent to which parents treated adolescents in either an affectionate and loving manner or in a hostile and rejecting fashion. The affectionate parents were warm and loving, close and friendly to their adolescents, they showed interest in what adolescents did and helped when necessary. They respected adolescents' opinions and judgements during family discussions. Hostile and rejecting parents on the other hand were cruel and harsh, they were not close and friendly to adolescents. They neither showed interest in what adolescents did nor helped them when necessary. They did not respect adolescents' opinions and judgements during family discussions.

5.2.2 Parents' Closeness and Friendliness with Adolescents and Adolescent

Manifest Aggression

Results in table 6 show that 55.2% of the parents were warm and loving because they were very close and friendly to their teenagers. These adolescents were found to be the least aggressive with MA mean score of 15.9681. Affectionate and loving parents have been found to inculcate emotional feelings of goodness in their adolescents. Their adolescents learn to be honest and candid in their relationships with others. They have also been found to be cordial and social (Mwiti, 1997). It was observed that about 1.2% of the parents were harsh and cruel because they were never close and friendly to their adolescents. They tended to mistreat adolescents by punishing and shouting at them even for minor offences. These adolescents were the most aggressive with MA mean score of 18.9932. Parents' regular use of threats and punishment were liable to arouse adolescents' strong emotions which could result in sadness and self pity. In response to hostility at home adolescents could become aggressive. Their cruel actions towards peers may bring retaliation, which could increase their bitterness towards other people (Besag, 1989).

5.2.3 Parents' Interest and Desire to Help Adolescents and Adolescent Manifest Aggression

It was observed that over 55.4% of the parents showed interest in what their adolescents did and helped them when necessary. Their adolescents were found to be least aggressive with MA mean score of 16.3156. These adolescents were assured of parental support and unconditional acceptance. On the contrary, 1.3% adolescents had parents who neither showed interest in what the teenagers did nor helped them when necessary. These adolescents were found to be most aggressive with MA mean score of 18.9187. Lack of parental guidance and concern in adolescents and their activities made them feel very insecure and rejected. Lack of security could result in adolescents who had no faith in anyone and who could easily engage in seemingly irrational destructive behaviour. These results are similar to findings of Becker (1964) and Maccoby and Martin (1983) that adolescents of indifferent neglecting parents are generally impulsive, quarrelsome (verbal aggression), shy, deviant and with many psychological problems.

5.2.4 Parents' Respect for Adolescents' Opinions and Judgements and Adolescent Manifest Aggression

Results in table 6 show that 27.1% parents respected adolescents' opinions and judgements very much. They had adolescents who were very low in aggression with MA mean score of 15.5792. These parents were found to be active listeners who tried to understand adolescents. They allowed good communication involving two-way flow of information. Their behaviour encouraged adolescents to be willing to listen to parental advice and to be cooperative. On the contrary, adolescents whose parents never respected their opinions and judgements were quite aggressive with MA means score of 18.8843. Their parents were domineering and expected adolescents to listen and to obey without questioning. They believed that adolescents could not say anything important that is worth listening to. They could not appreciate that teenagers had their own ideas and feelings that needed to be expressed. Such parental behaviour was

likely to annoy adolescents and made them to be insensitive to the views, feelings and needs of others. For good family relations parents are expected to be good listeners and to give adolescents a chance to express their opinions and ideas about certain issues in life. They should avoid giving the impression that adolescents' opinions are useless. Frequent effective communication in the family has been known to enhance adolescents' development of the ability to think intelligently, evaluate and appreciate other people's different points of view, (Kisuke, 1996).

5.3 PARENTAL CONTROL OR SUPERVISION AND ADOLESCENT MANIFEST AGGRESSION

This section was concerned with installation of controls of adolescents' behaviour or the extent to which parents' restrictiveness or permissiveness is exerted over adolescents' behaviour. Restrictive parents controlled adolescents' movements and activities, restricted adolescents' clothing and hair styles/cuts; and influenced adolescents' choice of friends. Permissive parents did not restrict adolescents' movements and activities. They neither restricted adolescents' clothing and hair styles/cuts, nor influenced adolescents' choice of friends.

5.3.1 Parental Control of Adolescents' Movements and Activities and Adolescent Manifest Aggression

Data presented in table 10 shows that parents differed strikingly in the degree to which

they monitored adolescents movements and activities. Nearly 52% of the parents kept close supervision on their teenagers' movements and activities. They did not hesitate to intervene and correct the adolescents if they misbehaved. They were interested to know what adolescents did or where they went while away from home. Other parents 2.2% provided little if any supervision over their adolescent children. The adolescents were allowed to roam at will and choose their own activities. It was observed that adolescents who were closely monitored were less aggressive than those who were never supervised. Study of

familial correlates of aggression of non -delinquent children by McCord et al., (1961) had similar findings with the present study. That the non-aggressive boys were more likely than the aggressive children to emerge from families that placed high demands on them for responsible behaviour. The same study showed that the non-aggressive boys were more likely to have been closely supervised.

It was observed that parents established trust when they respected adolescents' privacy, while at the same time showing an honest and sincere interest in what adolescents believed in and did. Adolescents who were never supervised were found to be high in aggression. Their parents were found to be indifferent and unconcerned about their movements and activities, thus failing to provide psychological needs such as love, care and guidance which are necessary for normal social development. These adolescents may have developmental problems and may become aggressive and noncompliant (Mwiti, 1997).

5.3.2 Parental Control of Adolescents' Clothing and Hair Styles/Cuts and Adolescent Manifest Aggression

Results in table 10 show that 23.2% of the parents restricted adolescents' clothing and hair styles/cuts very much. The adolescents were not necessarily the least aggressive. They had MA mean score of 17.1233. Adolescents whose parents sometimes restricted their clothing and hair styles/cuts were the least aggressive with MA mean score of 16.2531, while adolescents whose parents never restricted their clothing and hair styles/cuts were the most aggressive with MA mean score of 18.9943. Clothing is an outstanding feature during this period. Research has shown that if the teenager does not feel properly dressed he/she feels inadequate. Adolescents' conformity in dress is necessary to win peer acceptance. Adolescents occasionally choose fashions that parents abhor, hence there may be the necessity to restrict their clothing and hair styles/cuts. Adolescents whose parents never restricted their clothing and hair styles/cuts were the most aggressive. Freedom of choice may encourage adolescents to

select weird clothing. Adolescents in extreme fashions have a probability of being ostracized by peers and adults.

It was observed that parents were more restrictive to girls' clothing than they were to boys' clothing. They were firm about their stand on females' mode of dressing they considered morally objectionable. Girls in the sample might not have had the knowledge and wisdom of how their dressing could affect males. Since females were not stimulated sexually by the appearance of men, then they could not fathom how men could be affected. They needed guidance on how to dress decently and still be fashionable and acceptable to their peers.

5.3.3 Parental Influence on Adolescents' Choice of Friends and Adolescent Manifest Aggression

It was noted that many parents believed that it was their responsibility to dissuade their teenagers from association with questionable friends. Results in table 10 show that adolescents who were not sure whether parents influenced their choice of friends were least aggressive with MA mean score of 16.0256. They enjoyed freedom of choice of friends and consequently the company of social contacts of their own choice and liking. Adolescents whose parents never restricted their choice of friends were found to be the most aggressive with MA mean score of 16.9348. Lack of parental interest in adolescents' choice of friends denies the teenagers guidance on what type of social contacts to associate with. Such teenagers may join peer groups with antisocial values and may acquire unacceptable behaviour. It was observed that adolescents whose parents restricted their choice of friends very much were quite aggressive with MA mean score of 16.7921. The choice of friends posed big problems to adolescents and their parents. When adolescents were forbidden to associate with certain friends, they reacted with resentments, bitterness and misunderstandings followed making the forbidden friends to appear more desirable. This is consistent with study by Youniss and Smollar (1985) that adolescents in the United States are less accepting of parental jurisdiction over issues such as choice of friends, style of dress or attendance of social events.

5.4 PARENTAL METHODS OF CONTROLLING AND DISCIPLINING ADOLESCENTS AND ADOLESCENT MANIFEST AGGRESSION

Discipline is the training that moulds, strengthens and perfects the behaviour of an individual. It makes children and adolescents to obey rules laid down by parents and other people in authority. They do what is expected of them and avoid what they know the society does not approve.

To regulate adolescents' behaviour parents were found to use a variety of methods or disciplinary measures. These were: Inductive reasoning or reasoning and discussion of the consequences of unacceptable behaviour, reinforcement, love withdrawal, ignoring the adolescents, using forceful commands or threats, withdrawal or removal of privileges and punishment.

5.4.1 Parental Use of Inductive Reasoning and Adolescents Manifest Aggression

Results in table 15 showed that majority of the parents that is between 52.7 and 69.2% used induction, which is a non-punitive form of discipline. The parents explained why adolescents' unacceptable behaviour should be changed. They emphasized the effects of the behaviour on others and on the adolescents themselves. Adolescents whose parents used induction were found to be the least aggressive with MA composite mean score of 16.3858. These adolescents seemed to be quite compliant. They had no conflicts with parents and peers to make them aggressive. Inductive reasoning is an effective method of controlling the behaviour of adolescents because it calls attention to the cognitive and behavioural aspects of morality and may help the adolescent to integrate them. Parents give explanations to reasons for requiring the adolescent to change his/her behaviour by pointing out physical requirements of the situation or harmful consequences of the teenager's behaviour to him/her and others. These are attempts to convince adolescents to behave in the prescribed manner. Hoffman (1970) believes that the use of inductive tactics is an effective

disciplinary technique because (i) an inductive disciplinarian provides cognitive standards (rationales) that adolescents use to evaluate their conduct (ii) It furnishes adolescents with kinds of experiences that should foster development of empathy and reciprocal role taking.

5.4.2 Parental Use of Reinforcement to Discipline Adolescents and Adolescent Manifest Aggression

Results in table 15 show that between 5.1 and 24.2% of the parents used reinforcements or stimuli, which strengthened behaviour by making it more likely to appear in future. Adolescents were expected to stop antisocial behaviour of stealing money at home and to drop friends of questionable character. Giving adolescents rewards after they had tried to be good in situations when it was hard would most likely make them feel that what they did was worthwhile. Parents gave reinforcement when adolescents' behaviour or efforts to be good deserved some notice. Though these adolescents were relatively low in aggression with MA composite mean score of 16.6377, this parental discipline had a disadvantage in that some adolescents may not obey rules unless they have been promised some rewards. Their behaviour had to be controlled by use of external reinforcement.

5.4.3 Parental Use of Love Withdrawal, Threats, Withdrawal of Privileges and use of Punishment to Discipline Adolescents and Adolescent Manifest Aggression

Results presented in table 15 show that a substantial number of parents 8.0 - 31.1% showed disappointment or love withdrawal when adolescents misbehaved. They reacted coldly by not showing their affection or approval until the teenagers modified their antisocial behaviour. These parents had relatively aggressive teenagers with MA composite mean score of 16.8114. Withdrawal of parental love and affection has been found to influence adolescents to experience uncertainty and emotional tensions, which are bound to produce self-pity and sadness (Mwiti, 1997). Other parents 2.5 - 5.5 % were

indifferent to adolescents' misbehaviour. They ignored the misbehaviour assuming that adolescents could learn lessons from their mistakes. Their adolescents were quite aggressive with MA composite mean score of 17.0589. They were found to be indifferent or lacked concern for others and to have poor self-control. These adolescents had not internalised societal values. Other parents 7.7 - 25.6% regularly sounded warning of reprisals and threatening actions when adolescents misbehaved. Their adolescents were found to be rather aggressive with MA composite mean score of 17.5257. Constant use of threats may convey the message that parents had no respect for adolescents. This may provoke hostility and resentment in adolescents. Other parents 3.3% - 3.7% withdrew privileges when adolescents misbehaved. Such parents denied adolescents to view television, to go out with friends and did not give them pocket money. These teenagers felt that they had no fun and could not do what their age mates did and so they became very bitter and angry. These adolescents were very aggressive with MA composite mean score of 17.9337. The most aggressive adolescents with MA composite mean score of 18.4885 had parents who used physical punishment. Punitive parents were between .9 and 8.5%. They delivered painful stimuli such as beating, slapping or pinching adolescents who misbehaved. Adolescents consider themselves to be adults and view spanking as "baby stuff" and so they find physical punishment very humiliating and frustrating. It makes them very angry. They rebel against physical punishment and so their aggression is a kind of defensive behaviour. Many experts believe that parents who use physical punishment serve as models of aggression for their children (Parke & Slaby, 1983). Children learn that hitting, killing, or pinching are acceptable methods of resolving conflicts.

5.4.4 Parental Control of Adolescent Aggression

Anti-social aggression is unacceptable behaviour because it causes harm to persons and property and so it has to be controlled. Results in table 15 show that parents used various disciplinary measures to regulate adolescents' aggressive behaviour. It shows what parents did when adolescents lost temper and started

shouting and/or fighting. Adolescents who were told to control their temper were the least aggressive with MA mean score of 16.5242. These adolescents were encouraged to understand the unacceptable effects of behaving aggressively. Adolescents whose parents ignored when they behaved aggressively were rated quite aggressive with MA mean score of 16.9706. Their parents failed to set limits on adolescents' aggressive responses and so the teenagers' aggressiveness became strong and persistent. Adolescents who were punished for losing their temper and shouting or fighting were found to be the most aggressive with MA mean score of 17.8125. Punishing adolescents for behaving aggressively seemed to foster aggressiveness. Studies by Bandura and Walters (1963), Becker (1964) show that boys with antisocial aggression are likely to have had parents who physically resorted to physical punishment in trying to control them.

5.4.5 Summary of Parental Methods of Disciplining and Controlling Adolescents

Results revealed that the majority of parents employed non-punitive means of disciplining their adolescents. They reasoned with their offspring or gave rewards when adolescents resisted bad behaviour. Other parents withdrew certain privileges or indicated verbal disapproval. While a small number of the parents depended on punitive measures. When adolescents disobeyed their parents responded with angry abuses, slaps or beatings. Results revealed that about 80 % of adolescents who were low in aggression had non-punitive parents. These findings concur with those of McCord et al., (1961); Bandura and Walters (1963) and Becker (1964) who suggest that love oriented methods of disciplining utilize reasoning and reinforcement resulted in boys who were non-aggressive. While coercive oriented methods of disciplining such as use of force or punishment resulted in boys who were aggressive. These findings suggest that love - oriented techniques correlate with internalised values; feeling guilt when they violate rules and being non-aggressive; while power assertive techniques correlate with fear of punishment and aggressive reactions (Crockenberg & Litman, 1990).

5.5 CONSISTENCY OF PARENTS IN ENFORCING DISCIPLINE AND ADOLESCENT MANIFEST AGGRESSION

It is the duty of parents to train, discipline and nurture their children until such a time when they are mature and fully responsible for their own behaviour. Parents have specific goals in discipline. They set rules and demands and make clear the consequences of violating the rules. Results in table 17 show that parents differed greatly in the way they enforced standards of behaviour. It was observed that 51.7% of the parents enforced discipline very consistently. Adolescents knew the rules and the consequences if they violated the rules. They experienced inter-agent consistency that is when the two parents emphasized the same rules and administered the same disciplinary measures if adolescents violated the rules. These adolescents also experienced intra-agent consistency that is each parent was consistent in the application of disciplinary strategies from one situation to another. Parents' disciplinary measures were definite and predictable to their adolescent children. Adolescents were given clear messages about acceptable and unacceptable behaviours (Deur & Parke, 1970; Sawin & Parke, 1979). Adolescents from these families were found to be relatively low in aggression with MA mean score of 16.8468. Other adolescents were brought up in families where discipline was rarely enforced consistently. They were quite aggressive with MA mean score of 17.8950. They become angry when their parents prohibited a behaviour in one occasion and permitted it in another occasion. It was observed that some parents would not win respect and trust from their adolescent children because these parents said "one thing and did another". They were never consistent in the way they handled adolescent behaviour. Their adolescents were found to be the most aggressive with MA mean score of 18.8856. These results are basically similar to those achieved by Bandura and Walters (1959) who studied childhood antecedents of adolescent aggression. They suggest that antisocial aggressive boys come from homes in which they were rejected and treated in an inconsistent manner.

5.6 FAMILY INTERACTIONS AND ADOLESCENT MANIFEST AGGRESSION

Family interactions are influenced by the way members of the households relate to each other. In some families members love, respect and support each other. There is family unity and family members are not allowed to join gossip or leak any information that could mar the image of the family. While in other homes parents quarrel and fight each other and mistreat their children. There are misunderstandings and conflicts usually result in some family members using force and annoying others. Adolescents growing in such families where relationships are insecure and cruel are liable to become emotionally disturbed.

5.6.1 Types of Family Interactions and Adolescent Manifest Aggression

Results presented in table 19 show that 44.8% adolescents experienced peace and harmony in their families. They claimed that the family members were very kind and loving to each other. These adolescents were the least aggressive with MA mean score of 16.0468. They could count on their family members for approval, affection and protection. They were sure that their parents would come to their side in time of trouble, and that when they needed sympathy their family members would share in their worries. On the contrary 1.5% adolescents were brought up in families whose members were never kind and loving to one another. They were the most aggressive with MA mean score of 18.5556. They were brought up in families where the members were constantly struggling with each other and irritating one another. There was frequent use of punishment on children and adolescents. Adolescents would naturally retaliate which would call for more punishment from parents and other adults concerned. This could easily lead to a vicious circle of increasingly severe punishment followed by increasing aggression in the adolescent. Patterson (1982) observed that mothers of problem adolescents rarely used social approval as a means of behaviour control. They usually chose to ignore pro-social conduct and relied exclusively on coercive tactics to deal with perceived misconduct. He noted that adolescents from highly coercive home environments eventually become resistant to punishment. They

have learned to fight coercion with counter coercion and very often did so by defying the parent and repeating the same act she was trying to suppress.

5.6.2 Parental Agreement of Family Rules and Adolescent Manifest

Aggression

Parents influence adolescents' behaviour by the way they enforce family rules and by the family activities they expect adolescents to do; and by the extent to which they reinforce each other's values regarding the behaviour they expect from their adolescent children.

Results in table 20 revealed that the least aggressive adolescents with MA mean score of 16.8314 were brought up in families where parents agreed on family rules and activities they expected adolescents to do. Their parents respected one another and agreed, on basic issues including ways in which adolescents should be disciplined. It was observed that in some homes parents never agreed on family rules and activities to be done by adolescents. These parents were in constant conflict with each other's attitudes and actions. They tended to undermine rather than reinforce attitudes of one another. Their adolescents were found to be highly aggressive with MA mean score of 19.3738. It is probable that adolescents raised in such environment became confused concerning parental demands. It would be reasonable to assume that these adolescents would be less governable by their parents.

The data supports the interpretation that parents' relation with one another as well as their immediate relation with their adolescents had a bearing on the teenagers' level of aggression. Adolescents with high level of aggression often came from homes that were disordered by parental conflict and lack of respect for each other. Findings suggested that the highly aggressive adolescents came from homes disrupted by parental disagreements. The results of this study, despite the methodological differences are in consistent agreement with conclusions, which have emerged from previous research by McCord et al., (1961) which

investigated the familial correlates of aggression in non-delinquent male children. They found out that aggressive children were reared in families that had been disorganized by a high degree of parental conflict and antagonism. Parental conflict and antagonism destroys family relationships and results in problematic families. Besag (1989) proposed that a high proportion of violent youths are products of problematic family backgrounds. Conflicts in parent-adolescent, marital or sibling relationships are upsetting. If these bad and strained family relationships are prolonged they can lead to antagonism between parents and adolescents. This can build up into a reservoir of strong feelings, which may spill over into aggressive behaviour.

Parenting styles were investigated in this study results gave an insight of the influence of parenting styles on adolescent manifest aggression. Results in table 5 show that majority of the parents 63.2% were authoritative also known as "organized effective parents" (Jensen & Kingstons, 1988). These parents were found to be warm and responsive to adolescents' needs. They set clear standards of behaviour and exerted firm discipline. Their teenagers were found to be socially competent and non-aggressive with MA mean score of 16.8485. These findings were similar to studies by Becker (1964); Baumrind (1971; 1991) which suggested that authoritative parents had adolescents who were low in hostility (aggressive outbursts), independent and outgoing.

Results showed that few parents about 3.3% were authoritarians. They were found to be very strict, not warm and quite harsh when enforcing discipline. Their adolescents were found to be unhappy and aggressive with MA mean score of 17.1118. They perceived their parents to be unaffectionate and unreasonable in their demands. These findings were close to those by Schaefer (1959); Becker (1964); and Baumrind (1971; 1991). They proposed that authoritarian parents had adolescents who were found to be noncompliant, aggressive and delinquent.

Data presented in table 5 shows that 17.4% of the parents were permissive. They

were found to be warm and responsive to the needs of adolescents, but they set few limits to control adolescents' behaviour, and they rarely punished their children. Consequently, their teenagers did not get any training in self-control. Many of these adolescents were confused and relied on their peers for advice. They were found to be noncompliant and aggressive with MA mean score of 17.4231. These findings are supported by Baumrind (1971), who suggested that permissive parents had adolescents who were insecure and aggressive.

It was observed that 14.3% of the parents were disorganized or erratic in the way they interacted with their adolescents. Their shifting standards of behaviour had a possibility of arousing anger in their teenagers. Incidentally, their adolescents were found to be the least aggressive with MA mean score of 16.6087. These findings were unexpected. Probably these teenagers had good peer groups and learned good values from them, or they might have been determined to behave properly to achieve a better prospect in future.

Results shown in table 5 revealed that .3% of the parents were uninvolved or neglecting. They were found to be low in emotional support and low in control because they set few demands on their adolescents' behaviour. They allowed their teenagers to drift without offering them models of responsible behaviour. Their adolescents were found to be the most aggressive with MA mean score of 37. Similar findings were revealed in a longitudinal study done in Finland by Pulkkinen (1982). He found out that parents who rarely had conversations with their adolescents and took little interest in their movements and activities had teenagers who were low in frustration tolerance, low in emotional control and had records of delinquent activities than adolescents of involved or supervising and controlling parents. These differences persisted when the sample was followed for 20 years. Other longitudinal findings support an association between a distant, indifferent and unconcerned parenting with an impulsive, aggressive and delinquent behaviour throughout childhood and adolescence. Adolescents of uninvolved parents have been found to be quarrelsome (verbal

aggression), shy, deviant and with many psychological problems (Eron, 1982; Maccoby & Martin, 1983; Patterson & Stouthamer-Loeber, 1984).

5.7 PARENTS' SOCIO-ECONOMIC STATUS AND ADOLESCENT MANIFEST AGGRESSION

Results presented in table 23 show that there is no relationship between parents' socio economic status and adolescent manifest aggression. As noted in chapter four none of the subjects lacked basic requirements. It was found out that adolescents from under privileged homes who were in the sample were given free education and maintenance by the Starehe Boys' Centre. It was observed that some adolescents from affluent homes were very aggressive; while some adolescents from low-income families were also found to be very aggressive. The aggressive behaviour might have other causes besides the socio-economic status. Livermore-Sanville (1968) suggests that school behaviour problems including aggression are found in all socio-economic levels. Some children in affluent or middle- income communities, as well as in lower income families disturb class, defy authority, engage in aggressive acts and steal in and out of the school. He claims that higher income level families are subject to many of the same strains as those in lower income levels. Disorganized chaotic families are found (though much less frequently) among the wealthy and "cultural deprivation" can occur among the rich. Many rich well-to-do parents have no time for their children. They are busy at work or at their businesses trying to make more money.

5.8 DIFFERENCES IN AGGRESSION

Results presented in table 24 show that there were sex differences in adolescent manifest aggression. Male adolescents were found to be more aggressive than the female adolescents. These findings are consistent with findings by Maccoby and Jacklin, (1974, 1980), Olweus (1978; 1987). They claim that (i) men are more aggressive than women virtually in all human societies (ii) males are more aggressive than females in all stages of the life cycle that is, during early

childhood and the preschool years - a time when there is no differential socialization pressures which may "shape" aggression differentially in the two sexes (Maccoby & Jacklin, 1974). Findings by Olweus (1978) show that boys are more violent and destructive in their bullying than girls. Boys bully in a direct way using physical aggression or threats. Girls favour the more indirect modes of malicious gossip and social ostracism. Boys bully both boys and girls, but mainly boys, whereas girls exclusively bully other girls (Olweus, 1987). The findings show that boys bully more than girls in the ratio of 3:1. Findings common in several pieces of research, which show that girls' aggressive behaviour is more covert (Olweus, 1978; 1987; Besag, 1989).

Study by Cairns, Neckerman, Ferguson & Garipey, (1989) shows that there are sex differences in levels and styles of aggression. Teenage girls begin to conceal their hostilities, trying social ostracism that is malicious gossip and exclusion as a means of dealing with adversaries. While boys are more likely to express their anger and frustrations through delinquent acts such as thefts, truancy, substance abuse and sexual misconduct. This study suggests that the incidence of hostile aggression and other forms of retaliation of aggression peak during adolescence and decline thereafter.

5.9 OCCURRENCES OR DISTRIBUTION OF MANIFEST

AGGRESSION AMONG THE SAMPLED ADOLESCENTS

About 0.2% of the adolescents were found to have benign or no aggression. One female adolescent out of 672 adolescents was found to be timid with a meek disposition. She was most likely the person who could not stand for her rights. She had high frustration tolerance. Majority of the adolescents that is between 83.4% and 87.5% had low aggression (11-20). They were occasionally involved in verbal and physical aggression not likely to injure anyone. Most of the schoolyard scuffles and "fouls" in sporting are in this category. Between 11.1 and 15.1% adolescents had moderate aggression (21-30). They had a disposition to act aggressively and usually got involved in physical aggression less likely to

maim or kill the victim. Their involvement in physical aggression was usually necessitated when there was a justification for the response. A small proportion of adolescents between 1.2% and 1.4% were found to have high or extreme aggression (31-40). They had a disposition of physical aggression of homicidal intensity. These assaultive adolescents were often mild mannered, but suffering individuals who buried their resentment under rigid brittle controls. Under certain conditions they might lash out and release aggression (Megargee, 1966). Results of this study were consistent with findings of researchers who suggested that children of all ages differ in aggression. Cairns et al., (1989) suggested that between 10% and 15% of adolescents were highly aggressive and were involved in most of the conflicts and fighting in schools.

Results showed that very aggressive adolescents generally emerged from an environment that simultaneously instilled high level of aggressive urges and failed to provide conditions for controlling aggression. While the low in aggression adolescents, in contrast normally came from homes characterized by a high level of controls and a low level of aggression creating influences. It can be argued that the highly aggressive adolescents were most likely to have been raised by parents who treated them in rejecting punitive fashion, failed to impose direct controls in their behaviour and exposed them to conflicts and misunderstandings in the home. The low in aggression adolescents came from strikingly contrasting environments. They were brought up in homes in which they were treated in an affectionate, non-punitive manner, and they were guided by consistent set of controls and reared in peaceful harmonious families.

5.10 CONCLUSION AND IMPLICATIONS OF THE RESULTS OF THE STUDY

Findings showed that there were socio-cultural class differences in the Kenyan Nairobi families. Nairobi families consisted of members from different ethnic backgrounds, religions, occupations, socio-economic status and educational levels. It was observed that these sub-cultural groups of parents varied

dramatically in their child rearing practices. They were found to be different in the extent to which they treated adolescents in an affectionate and loving or in a hostile and rejecting fashion. The installation of controls or the extent to which parents supervised and monitored adolescents were varied. Parents were found to use different methods of controlling and disciplining adolescents. Some relied mainly on induction, others on reinforcement, some on love withdrawal, others on withdrawing of privileges or using threats and punishment. Some parents were very firm and consistent while enforcing discipline, while other parents were unstable and inconsistent. In some families parents agreed on family rules and activities. They respected each other and consequently provided peaceful harmonious family environments. While in other families parents did not agree on the behaviour they expected from their children and adolescents. They did not respect each other, fought and argued with each other and provided coercive and conflict ridden family environments.

Results revealed that there were sex differences in manifest aggression of adolescents. Male adolescents tended to be more aggressive than their female counterparts. Manifest aggression scores ranged from 10 for low aggression to 38 for high aggression. The average manifest aggression score was 16.6610. The distribution of adolescents MA scores were discussed in four categories that is benign or no aggression, mild aggression, moderate aggression and high or extreme aggression.

The next chapter deals with summary, conclusions and recommendations.

CHAPTER SIX

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter gives both an overall summary of the study and the specific findings of the present research. It draws some conclusions and makes some recommendations that may be used by parents and teachers to stop or minimize children and adolescent aggression. It also gives suggestions for further research.

6.2 SUMMARY OF THE STUDY AND OF FINDINGS

As stated in the introduction the present study aimed at investigating the relative influence of parental behaviour on adolescent manifest aggression at school. In order to focus on the nature and scope of the research problem and formulate research hypotheses and the conceptual framework, the review of related research studies was done. Research evidence shows that parents play a key role in shaping the behaviour of their adolescent children. They contribute specific genes, specific experiences, social and emotional climate of the home. In addition, they supervise, discipline their children and they set examples which may influence the behaviours of their offspring. Parents' interaction with each adolescent determines whether the young person is happy, contented, sad, hot tempered, aggressive and so on.

It was observed that in the recent past that many Kenyan secondary school students, who are mostly adolescents were involved in numerous aggressive acts. They participated in school riots and strikes, class boycotts, destroyed schools' and teachers' property. They often fought and bullied fellow students. Some students were involved in arson in which four (4) prefects were burnt to death at

Nyeri High School (Mugo, 1999). While male students at St. Kizito secondary school in Meru murdered 19 fellow female students and raped 79 others for refusing to join in a school strike (Imathiu, 1991).

Aggression in children and adolescents merits special attention because of its developmental continuity. Research evidence has shown that the degree of aggression displayed and aggressive propensity are readily modified at a younger age than at an older age (Daniels et al., 1970). It was therefore thought therefore necessary to carry out this research to investigate the relative influence of parental behaviour on adolescent manifest aggression and suggest recommendations on control of adolescent aggression.

The sample consisted of 672 secondary school students, 336 boys and 336 girls and stratified and randomly selected from 6 schools in Nairobi Province. Their age range was between 13 and 18 years. The average age was 15½ years. The stratified and randomly selected schools included day and boarding schools, public and private schools, co-educational and single sex schools.

The study analysed the scenario of present day Kenyan parents, their parenting styles and parent-adolescent relationships. It underlined the importance of parents in shaping adolescent behaviour.

In the changing Kenyan society, child rearing which was traditionally done by the members of the extended family and social elders is currently carried out by the nuclear family. Parents are expected to take their role seriously to bring up children and adolescents who are well-behaved and low in aggression; in order to avoid a situation where aggressive behaviour and violence is escalating towards social disaster.

Results of the study showed that adolescents whose parents were harsh and cruel were more aggressive than those adolescents whose parents were warm and loving. It was found out that adolescents whose parents never respected their

opinions and judgements during family discussions were more aggressive than those whose parents respected their points of view. It was also observed that aggressive adolescents had parents who neither showed interest in what their offspring did nor helped them when necessary. Such parents did not monitor adolescents' movements, activities and social contacts. Further analysis of the data revealed that adolescents who were closely monitored were less aggressive than those who were not monitored or supervised. These neglected, unsupervised adolescents rarely received parental guidance on how to take responsibilities. They generally got irritated and aggressive when warned about their irresponsible behaviour. It was found out that adolescents whose parents used inductive reasoning and reinforcement were less aggressive than those adolescents whose parents were punitive. These adolescents felt that they were unfairly and cruelly treated when punished by their parents.

Findings of this study were consistent with previous researches carried out by Sears Bandura & Walters (1963), Gelles & Cornell (1985), Eron (1990), McCord et al (1961) Sears et al (1957) and Weiss et al (1992). These studies suggest that non-aggressive adolescents were brought up in homes where they were treated in an affectionate, non-punitive manner; their opinions and judgements were respected during family discussions. They were supervised and guided by a consistent set of controls. They lived in peaceful and harmonious homes. In contrast, the highly aggressive adolescents were brought up in homes, which simultaneously instilled high levels of aggressive urges and failed to provide conditions for controlling aggression. These adolescents were reared by parents who treated them in a harsh, punitive manner. They did not respect adolescents' opinions and judgements during family discussions. Findings in this study showed that parents of aggressive adolescents failed to impose direct controls by supervising and disciplining adolescents. The aggressive adolescents were found to be products of families where there were frequent misunderstandings and conflicts among family members.

6.3 CONCLUSIONS AND RECOMMENDATIONS

It appears that parents' behaviour has some influence on adolescent aggression. The evidence presented in this study and facts accumulated by previous researches suggest that aggression is a form of behaviour developed in response to a threatening environment, or conditions created by members of the family and the society at large. It was also observed that aggression is a struggle to resolve stressful and threatening events or it (aggression) is a struggle to adapt to stressful threatening treatment (Daniels et al., 1970).

It was observed that hostile aggression and violent acts pose the most direct threat to the individual and social order. They cause fear and spoil human relationships and so they need to be controlled. To control aggression one has to remove or minimize the threatening or frustrating conditions for children and adolescents. After synthesizing findings of this study recommendations are made for practice, theory and policy.

6.3.1 Recommendations for practice

- i) Parents should try to minimise punitive discipline for children and adolescents. They should instead use non-violent discipline and positive reinforcement. In doing this they provide their offspring with examples of non-violent coping behaviour. They should encourage behaviour that calls for co-operation and sharing among family members.
- ii) Parents should use inductive reasoning rather than punishment. During inductive reasoning parents explain to their offspring how their antisocial behaviour hurt other people. This teaches the young persons to take responsibility for their actions. Punishment is not encouraged because it generally increases hostility in the punished persons. Punitive parents usually serve as aggressive models for their offspring to emulate (Bandura & Walters, 1959; Sears et al 1957). Patterson (1982) found out that when children were punished, some of them particularly the aggressive ones responded to punishment by maintaining or increasing their aggressiveness.

- iii) Parents should respect adolescents' opinions and judgements during family discussions. They should try to listen and understand their adolescents by allowing them to air their views and feelings. Kisuke (1996) suggests the need for planned discussions between parents and adolescents especially when there has been trouble and misunderstandings. Effective communication in the family has been known to enhance adolescent development of the ability to think intellectually, evaluate and appreciate other people's different points of view.
- iv) It is essential for parents to monitor adolescents' movements and activities so that they offer their guidance as the teen-agers meet challenges of their daily lives. By supervising adolescents' movements and activities parents may detect adolescents' antisocial behaviour and try to suppress it before the teenagers become uncontrollable.
- v) Parents should be consistent when enforcing discipline. Both parents should emphasize the same rules and carry out the same disciplinary measures if adolescents violated the rules. Their strategies of enforcing rules and standards of behaviour should be definite and predictable to the adolescents. Such consistency of parents in enforcing discipline provides adolescents with the stability of knowing clearly what is expected of them and the disciplinary measures they would face if they violated the rules.
- vi) For harmonious and peaceful co-existence in the family parents are advised to agree on family rules and activities they expect adolescents to do. They should respect one another and encourage family members to be kind and loving to each other.

6.3.2 Recommendations for theory

- i) Teachers and counsellors should educate parents on the importance of establishing good relationships with their children by respecting them and being sensitive to their feelings and needs. They should provide guidelines

for parents to help them understand developmental issues of children and adolescents so that they can cope with the complex problem of adolescent aggression.

- ii) Teachers and counsellors should organise forums with the Teacher/Parent Associations (PTA) to discuss the changing customs, values and cultures that adolescents are exposed to, how they influence teen-agers' behaviour, and to find ways of counteracting bad effects caused by these changes.
- iii) There is much fighting and bullying in schools. To prevent or minimize these aggressive behaviours parents and teachers should teach children and adolescents good manners and how to get along with one another. Schools should be more orderly and peaceful places in which high quality education can take place.
- iv) Students should be taught how to manage conflicts without resorting to physical or verbal violence, how to resolve their problems amicably and how to handle problem situations constructively.

6.3.3 Recommendations for Policy

- i) The state should provide facilities for identifying and assessing aggressive and violent behaviour in children. Early identification of potential aggressive behaviour in children is necessary so that appropriate psychological and medical intervention can be provided to avert its later development.
- ii) The development of a generation of non-violent persons would be ideal, but it requires the cooperation of all institutions that have an impact on the child that is the family, the school, the society and the state. The state should provide basic education programmes on child rearing and emphasize the negative effects of bringing up children in hostile home environments.
- iii) The family, the school, the society and the state should join hands and

promote the Kenyan national motto of "peace, love and unity" among children and adults. This implies that children need peace in the home. They need love of their parents, guardians, teachers and the society where they live. They need to grow in families that are united, where members respect and support each other. Therefore community workers, social workers and local leaders should stress the importance of keeping peace in the family and in the community. They should discourage child maltreatment and irresponsible parenting such as cruelty to children, not sending them to school and so on. Cases of irresponsible parenting which could result in child abuse and neglect should be reported to the police and the judiciary so that the offenders can be punished.

6.4 CONCLUSION

It is hoped that the findings of this study will help to create better parent-adolescent relationships. Implementation of the recommendations may lead to responsible parental behaviour towards their children. Responsible parenting may lead to healthy development of children and adolescents, since such parents are likely to recognise the **rights of the child** that is: "Every child has a right to a name, a nationality, adequate nutrition, medical care, to affection, love, understanding... to be brought up in a spirit of peace and universal brotherhood, to enjoy these rights regardless of race, colour, sex, religion, national or social origin". (UNICEF, 1959) If the parents, the teachers, the society and the state observed these rights, children and adolescents are likely to be happy and contented, and this may lead to the development of non-violent persons.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

The present study was carried out in Nairobi Province, which is an urban area.

- i) It is suggested that similar studies be carried out in rural areas since problems in rural settings are likely to be different from those in Nairobi Province.
- ii) Similar studies should also be carried out in other urban areas in Kenya in order to get a wider perspective of the relative influence of parental

behaviour on adolescent aggression.

- iii) Research in addition should be carried out on the influence of other variables including peer pressure, television and comics on adolescent aggression.
- iv) Results of this study showed that there was no consistent link between the parents' socio-economic status and adolescent manifest aggression. There is therefore need for further research in other areas of Kenya in order to establish whether the parents' socio-economic status influences adolescent aggression.

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APPENDIX

QUESTIONNAIRE

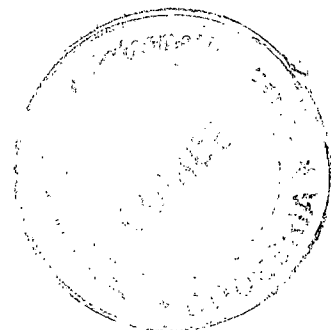
BACKGROUND INFORMATION, BEHAVIOUR SCALE AND AGGRESSION INVENTORY

Please answer all the questions honestly and frankly. You are promised that responses to these questions will be confidential and will be solely used for the purpose of this study. You need not write your name.

Some questions will require you to fill the answers in the blank spaces provided and other questions will require you to tick (✓) in the appropriate answer spaces.

SECTION A: BACKGROUND INFORMATION

1. What is the name of your school? _____
2. In which class are you? Form _____
3. What is your gender? Male () Female ()
4. What is your age? _____ years
5. How many brothers and sisters do you have? _____
6. With whom do you live most of the time?
 - With both my parents ()
 - With my single mother ()
 - With my mother and step father ()
 - With my single father ()
 - With my father and step mother ()
 - With my parent(s) and grandparents ()



7. If you do not live with your parents what is the reason?
- Parents living in another town/country ()
- Parents are separated/divorced ()
- Parent is hospitalised ()
- Parent died ()
- Or any other reason (specify) _____
- _____
8. What is your mother's level of education? _____
9. What is your father's level of education? _____
10. Occupation of your parents or guardians, if retired or deceased indicate the occupation held prior to that time
- Mother _____
- Father _____
- Guardian _____
11. Can your parent(s) afford to pay your fees and buy food, clothing and books for you?
- Yes, all the time ()
- Most of the time ()
- Sometimes ()
- Rarely ()
- Never ()

SECTION B: BEHAVIOUR CATEGORY SCALE

12. Considering how your parents treat you, how close and friendly are they to you?
- Very close and friendly ()
- Close and friendly ()
- Not sure ()
- Not close and friendly ()
- Never close and friendly ()

13. Do your parents show interest in what you do and help you when necessary?
- | | |
|----------------------------|-----|
| Show keen interest | () |
| Show interest sometimes | () |
| Not sure | () |
| Rarely show interest | () |
| Never show interest at all | () |
14. In family discussions do your parents respect your opinions and judgements?
- | | |
|----------------------|-----|
| Respect very much | () |
| Respect sometimes | () |
| Not sure | () |
| Respect rarely | () |
| Never respect at all | () |
15. Do your parents try to monitor your activities and movements?
- | | |
|-----------------------|-----|
| Try very hard | () |
| Try hard | () |
| Not sure | () |
| Do not try most times | () |
| Never try at all | () |
16. Do your parents try to restrict the type of clothes that you may wear and the type of hair cuts/hair styles that you may have?
- | | |
|----------------------|-----|
| Try very hard | () |
| Try hard | () |
| Not sure | () |
| Do not try sometimes | () |
| Never try at all | () |

17. Do your parents try to influence you on which friends you should keep?
- | | |
|-----------------------|-----|
| Try very hard | () |
| Try hard | () |
| Not sure | () |
| Do not try most times | () |
| They never try at all | () |
18. When you fail to clean your room and to do house work what are your parents likely to do?
- | | |
|---|-----|
| Discuss the consequences of my behaviour | () |
| Show disappointment | () |
| Ignore me, do nothing about my failure to do the work | () |
| Withdraw privileges such as going out with my friends | () |
| Punish me | () |
19. When you make a serious mistake what is the reaction of your parents?
- | | |
|---|-----|
| Discuss consequences of the mistake | () |
| Promise reward if I change my behaviour | () |
| Ignore me, do nothing about my mistake | () |
| Withdraw privileges such as going out with my friends | () |
| Punish me | () |
20. When you lose your temper and start shouting or fighting what are your parents likely to do?
- | | |
|---|-----|
| Tell me to control my temper | () |
| Show disappointment | () |
| Ignore me, leave me to express my anger | () |
| Threaten to punish me | () |
| Punish me | () |

21. What is your parents' reaction when you choose friends of questionable character?
- | | |
|------------------------------------|-----|
| Persuade me to drop them | () |
| Promise rewards if I drop them | () |
| Ignore me, let me keep the friends | () |
| Forbid the association | () |
| Punish me | () |
22. Considering how your parents treat you how consistent are they to ensure you behave properly?
- | | |
|-------------------|-----|
| Very consistent | () |
| Consistent | () |
| Not sure | () |
| Rarely consistent | () |
| Never consistent | () |
23. What can you say about the behaviour of your family members to one another?
- | | |
|------------------------|-----|
| Very kind and loving | () |
| Kind and loving | () |
| Not sure | () |
| Rarely kind and loving | () |
| Never kind and loving | () |
24. Considering how your parents treat you do they agree on rules concerning family activities such as when to go to bed, wake up and tidy the house?
- | | |
|------------------------|-----|
| Agree very much | () |
| Agree | () |
| Not sure | () |
| Do not agree sometimes | () |
| Never agree at all | () |

25. What behaviour best describes your parents' behaviour towards you?

- | | |
|--|-----|
| Strict and loving | () |
| Strict and not loving | () |
| Lenient and loving | () |
| Lenient and not loving | () |
| Sometimes strict and sometimes lenient | () |

SECTION C: AGGRESSION INVENTORY

Read the statement given, then tick (✓) the choice that indicates what you will do.

1. Someone hit you with a ball of paper at the back of your head when your teacher was not looking. What would you do?

| | | |
|-----|---|-----|
| (a) | Kick or pinch the one you think did it as you walk past his/her desk. | () |
| (b) | Throw one back at one whom you think did it | () |
| (c) | Tell the teacher | () |
| (d) | ignore and continue with your work | () |

2. You are doing your work. The classmate in front of you turns round and scribbles on your book. What would you do?

| | | |
|-----|---|-----|
| (a) | Hit him/her | () |
| (b) | Scribble back on his/her back | () |
| (c) | Tell the teacher | () |
| (d) | Erase the marks and continue with your work | () |

3. When there is a conflict between you and a colleague at school. What do you usually do?

| | | |
|-----|---------------------------------------|-----|
| (a) | Hit him/her | () |
| (b) | Shout at him/her | () |
| (c) | Tell the teacher | () |
| (d) | Try to reason out with your colleague | () |

4. You and a team of actors are busy rehearsing a play for the drama festival. Another student comes and starts making fun of the actors. What would you do?
- (a) Hit him/her ()
 - (b) Shout at him/her to go away ()
 - (c) Report him/her to the teacher ()
 - (d) Ignore him/her ()
5. You accidentally fall on a muddy ground and soil your clothes. Another student laughs and teases you. What would you do?
- (a) Push him/her so that he/she falls and gets dirty ()
 - (b) Shout at him/her to stop making fun of you ()
 - (c) Tell him/her that what happened to you could also happen to him/her ()
 - (d) Pretend you did not hear ()
6. You are allocated to clean your classroom with another student, but he/she decides to hide somewhere to study so that you clean the classroom alone. What would you do?
- (a) Go shout at him/her and take the books ()
 - (b) Clean part of the classroom and leave the rest to him/her ()
 - (c) Report him to the teacher on duty ()
 - (d) Clean the classroom and warn him/her never to do it again ()
7. When you are busy doing your homework another student snatches your book. What would you do?
- (a) Hit him/her ()
 - (b) Shout at him/her and ask for your book ()
 - (c) Tell the prefect ()
 - (d) Follow him/her and ask for your book ()

8. Your mother is calling you to come home to do some work you did not finish while you are having fun with your friends. What would you do?
- (a) Yell back at your mother telling her to wait until you finish the game ()
 - (b) Pretend you did not hear ()
 - (c) Tell your brother or sister to do it so that you do not have to leave the game ()
 - (d) Go in finish the work quickly and return to have fun with your friends ()
9. You bring a friend home from school to play with you. While playing your friend deliberately breaks something valuable belonging to your mother. What would you do?
- (a) Hit your friend ()
 - (b) Tell your clumsy friend to go home ()
 - (c) After your friend leaves try to explain to your mother what happened ()
 - (d) Clean the mess and hide so that you won't get into trouble ()
10. You are delayed in school and when you get home your parents scold you for coming home late. What would you do?
- (a) Shout at them trying to explain why you are late ()
 - (b) Put on a long face the rest of the evening ()
 - (c) Complain why you were late ()
 - (d) Apologize for coming home late ()

THANK YOU FOR YOUR COOPERATION