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FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

**PARENTING STYLES AS PREDICTORS OF DISPOSITION TO ANTISOCIAL
BEHAVIOUR AMONG ADOLESCENTS IN SANYATI DISTRICT**

BY

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DECLARATION

I, **GWANYANYA LOVEMORE (R135774E)**, hereby declare that I am the sole author of this dissertation. I authorise Midlands State University to lend this study to other institutions or individuals for the purpose of scholarly research.

Signature

Supervisor

Date May 2016

DEDICATION

This work is dedicated, first to my Lord and Saviour Jesus Christ; you are the only reason for my living and to my wife, **ESTHER** and my two daughters **NATASHA** and **VIMBAINASHE**, who have always been there to support me.

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ABSTRACT

This study investigated the influence of permissive, authoritarian and authoritative parenting styles as predictors of disposition towards antisocial behaviour among adolescents. One hundred and thirteen (113) students from Neuso High and ST Charles Secondary Schools in Sanyati District participated in the study. Participants were drawn from Form 1 to Form 4, both boys and girls. Data was entered using the Statistical Package for Social Sciences (SPSS) and analysed using both descriptive and inferential statistics. The Pearson's Product Moment Correlation was computed to establish the relationship between parenting styles and anti-social behaviour. The results showed nonsignificant main effects of parenting styles on antisocial behaviour between participants from permissive ($r = .031$, $p < .747$), authoritarian ($r = .048$, $p < .615$) and authoritative ($r = .199$, $p < .034$). The results were discussed in terms of their implications in antisocial behaviour and suggestions were made for further studies.

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CHAPTER 1

INTRODUCTION

1.1.Introduction

In this chapter the researcher discussed the background, the problem statement, the purpose, objectives, study questions, significance, assumptions, delimitation, and limitations of the study. He went on to define the following key terms: parenting style, adolescent and anti-social behaviour. Finally, he gave a summary of the whole chapter.

1.2.Background of the research study.

Antisocial behavior is ubiquitous. It is the degree that differs across cultures and societies. It is the recognized violation of cultural norms. Norms guide virtually all human activities, so the concept of antisocial behavior is quite broad, (Macionis, 2000). It spans a wide range from minor traffic violation to serious offences, such as rape and murder. Extreme cases affect 5%-10% of the young children living in third world countries and they are usually manifested in crimes in their adulthood, (Rutter et al, 2008). Some surveys in United States such as the one by Kimberly and Ariola in 2002 indicates that four to six million young children there in America display different forms of anti-social behaviour when they are at schools. According to Russel (1996), children's behaviour from the time they are born is a product of all factors which surrounds them. In fact, it is not fair to explain a child's behaviour as determined by genetic factors alone but we have also to consider the environmental forces operative around the child within the family setup. Again according to Frailey, (2001) there is variance in the structural-functioning in families. Given this diversity in families, there is need to understand how children's experiences within the family contribute to their anti-social behaviour.

Connor, (2002) argues that globally, the issue of antisocial behaviour among school pupils is of great concern. Kauts et al, (2010) discovered that prosocial behaviour in children results from good family environments as compared to problem behaviour children who come from poor family environments. Another report by Samms-Vaughan, (2005) accounted for the manifestation of anti-social behaviour in urban parts of children in Jamaica. Their report also

suggested that if children are exposed to violence at young ages they tend to be aggressive and anti-socially when they become adults.

People with anti-social behaviour usually do not consider others and sometimes they damage the society in which they live intentionally or as a result of them being negligence. According to a research by Hill and Wheelagham in (2002) in Scotland children also display problem behaviours at primary school age. This therefore, calls for much research into the matter of antisocial behaviour in children for the world is bound to suffer from such act of doing by the young children whom the world has put much of its tomorrow`s hopes in.

Nigeria also experiences the same fate of antisocial behavior among school pupils. Ebigbo et al (2001) found that there is much evidence that there is a high prevalence of behavioural problems among primary school children in Nigeria. According to Ebigbo (2001) children who display with anti-social behaviour are not only a problem to their parents and families but also to school authorities, classroom practitioners, fellow students and also to their communities. Their study also noted that female and male children in schools have behavioural problems.

A great number of the students are involved in behaviours that are viewed as antisocial. Breaking school rules, fighting, truancy, missing classes, stealing, verbal abuse of both teachers and fellow students, secret cultism and gangsterism are some of the practices that are common place in the school and among the students. The incidence of adolescents in the Junior Secondary School, beating up their teachers and destroying school properties at the end of their Junior Secondary School Examination, getting more and more involved in sexual relationships at such young age, undermining the authorities of their parents or guardian beats my imagination. One begins to wonder if there is any difference between these students and other students elsewhere. Are there situational and environmental factors that cause this antisocial behaviour? Why would a student leave her home for school but prefer to stay outside the classroom? Is there something common in the lives of these students who involve in this kind of behaviour? What is the place of their parents in all these? Don't the parents check their schoolwork? How do they relate to their parents? Why would young girls be involved in such behaviour when it is mainly the boys who are believed to have such inclination? All these questions precipitated this study.

The solution to the problem of antisocial behavior and other social problems in Nigeria have been sought in so many ways such as constitutional amendment, national orientation programmes, redesigning of the school curriculum and programme etc. but the researcher felt that the answer may lie in another field – parenting styles, since the behavior of individuals stem from orientation (Bandura, 1986).

Parenting style can be very simply defined as how a person parents (Horner, 2000), which includes the mode of interaction between the person (as father or mother or guardian) and his/her children. There are four distinct parenting styles: authoritarian, permissive, authoritative and neglectful parenting styles (Baumrind, 1991).

These four parenting styles are determined by what emphasis a parent puts on responsiveness (amount of warmth and attention the parent gives to the child) and demandingness (how much control the parent places on the child's behavior). (Baumrind, 1991). According to (Baumrind, 1991), Authoritarian parents have high demandingness but low responsiveness. These parents are very demanding, uncompromising, and physical. They set strict rules, and expect complete obedience from their children. Permissive Parents have high responsiveness but low demandingness. These parents want their children to be creative and to explore the world to such an extent that they never place any kind of limits on their children. Authoritative parents have both high demandingness and high responsiveness. These parents set high goals for their children, and give large amounts of emotional support. They set limits for their children, but provide explanations as to why they should do so. For the neglectful parents, they have both low demandingness and low responsiveness. These parents are uninvolved and uninterested in their children. They set no limits for their children, and offer no support (Baumrind, 1991).

Schools experience antisocial behaviour of pupils on a daily basis. The statistics for schools in Sanyati District on the prevalence of antisocial behaviour reveal that three quarters of the schools have the problem of antisocial behaviour being seen in children. At Neuso Primary School, where the researcher is stationed, children in as little as grade zero stage have been seen to be exhibiting antisocial behaviours as their names appeared in the black book register. Black book is a register for pupils who misbehaves in the school. The school authorities are having challenges in handling various anti-social behaviour problems displayed by students in the school settings this research study is grounded in the above background.

1.3.Problem statement

The problem of anti-social behaviour is one of the major challenge for many nations in the whole world. In the school set up anti-social behaviour impedes the smooth running of various school activities and programmes as well as the community. Adolescents in schools have, for quite a long time been exhibiting different forms of anti-social behaviour in their early school ages. However, this has led to the implication of parenting styles one of the factors that may result in children behaving anti-socially.

1.4.The significance of the study

This study will of paramount significance to the Ministry of Primary and Secondary Education the communities and the schools.

The Ministry of Primary and Secondary Education.

The study results are intended to provide designers of the curriculum in this ministry with the necessary information that will assist them to bring up a curriculum that will possibly cater for students with problem of anti-social behaviour.

The communities

The study findings will also uncover some of the family surroundings that have an impact on child's behaviour, and this will allow the community to work hard in order improve some of the family surroundings that may results in children's anti-social behaviour.

Classroom practitioners and school authorities

Teachers and school authorities who are having problems in working with students with anti-social behaviour in their school settings, will be able to come to terms and comprehend some of the causes of anti-social behaviour in students.

1.5.The research questions.

These are the questions the study is going to use in its quest to gather as much information as possible so that the various stake holders get to understand the influence of permissive, authoritarian and authoritative parenting styles as predictors of anti-social behaviour in adolescents.

This research will be centred on the following set of questions:

1.5.1. Does authoritarian parenting predict the development of antisocial behavior in

adolescents?

1.5.2. Does permissive parenting predict the development of antisocial behavior in

adolescents?

1.5.3. Does authoritative parenting predict the development of antisocial behavior in

adolescents?

1.6. Assumptions

The researcher assumes that all participants, school authorities, teachers and children at the two schools, (Neuso High and ST Charles Secondary) will participate willingly. Participants will answer all questions on the questionnaires and that they will be able to identify and understand the different parenting styles different parents use in bringing up their children. Parenting styles may not be the only contributing factors to adolescents' antisocial behaviour.

1.7. Purpose of the Study

The purpose of the study is to determine the relationship between parenting styles and antisocial behaviour of adolescents in Sanyati District at two Secondary Schools (Neuso High and ST Charles). Factors like authoritarian, permissive and authoritative parenting styles need to be looked into so as to ascertain if they may be determinants of children's antisocial behavior.

1.8. Delimitations

The study will be conducted at two Secondary Schools in Sanyati District in Mashonaland West and the issue of parenting styles as predictors of children's antisocial behaviour will be looked into.

1.9. Definition of terms

Parenting styles can simply be said to be an amalgamation or set of standards parents communicate to their children as a way of inculcating in them expected norms, values and

standards. They are in fact the different ways through which parents attempts to control and socialize their children(Steinberg and Darling, 1993). According to this study parenting styles are authoritarian, authoritative and permissive styles.

Anti-social behaviour is defined as major or minor lawbreaking by youth under the age of 18. It refers to actions that contradicts with socially norms and values of the society. (Berger, 2000).According to this study, anti-social behaviour is determined by the problem behaviour screening questionnaire (PBQ). Children who score 3 out of 5 and above are said to have anti-social behaviour.

Adolescents is the population of persons between the ages 10-19 yearsRemez (2000).According to this study adolescents refers to young people within the age range of 13 and 18 years who can read and write in the schools sampled,(Neuso High and ST Charles Secondary).

1.10.Limitations

Subjects whose behaviour problems result from domestic violence they witness in their homes may not be able to disclose the it as might be fearing further abuses in the event that the perpetrator gets to know of the disclosure. Bias information on questionnaires, due to children copying information from otherchildren's to complete their own questionnaires.The study may also suffer from the use of inappropriate instruments which will also in turn give invalid and unreliable outcomes. Generalised sample results may not really be applicable to some schools.

1.11.Chapter summary

This chapter has looked at the background, problem statement, the significance, research questions, assumptions, purpose, delimitations, limitations of the study and the working definition of key terms in this study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter had looked at the theoretical reference of the study and the previous researches whose literature once looked at the impact and influence of parenting styles as predictors of disposition to anti-social behaviour in adolescents. According to Kumar (2008), literature review identifies similarities and differences between the present study and studies done by other researchers. The weaknesses and shortcomings of other studies are critically analysed so that the present study addresses the gaps. Lastly the chapter highlighted the knowledge gaps identified by the researcher.

2.2. Problem or anti-social behaviour

According to Demuth and Brown (2004) anti-social behaviour is an action that lacks the consideration of widely accepted norms and values. According to Lahey (2002) anti-social behaviour includes aggression, violation of societal norms. We can say that anti-social behaviour is any action that violates the socially accepted patterns of behaviour. Mayer (2001) also viewed anti-social behaviour as the manifestations of actions that violate the socially prescribed behaviour patterns such as being aggressive, property destruction, breaking rules, undermining the authority of elders and violating societal norms and values. So anti-social behaviour can be seen as the observable forms of actions that contradict with the set rules of the society.

According to Smart et al, (2004) there are various forms of anti-social behaviour. Some of these are; being aggressive to animals and human beings, property destruction, stealing and violating set rules.

2.2.1. Being aggressive to animals and human beings.

Bulling, fighting, frightening, cruelty, and forcing another person into sexual action are some of the aggressive behaviour, (Smart 2004). Aggression in any of the actions above may be a violation of set standards in a way.

2.2.2. Destroying of property/assets

According to Smarty et al, (2004), vandalising and destroying school property such as breaking windows, damaging of teaching/learning material are clear indications of anti-social behaviour noted in school children.

2.2.3. Stealing

Stealing has also been mentioned by Smart et al, (2004) as one of the indicators of anti-social behaviour especially in school children who can just start by stealing very small items and later on graduate in stealing very big and valuable items. Students usually steal others' pens, books and so on.

2.2.4. Violation of norms and values.

Qualitatively different patterns of delinquency and antisocial behavior (e.g., shoplifting, using drugs, or otherwise breaking the rules of society) have been noted (Moffitt, 1993). For the majority of adolescents who act out, their behavior reflects a gap between their biological and social maturity. Young people commit these acts impulsively and, if handled in a way that discourages them from this type of behavior and puts them back on the right track, most cease all forms of this type of behavior by adulthood (Moffitt, 1993).

This is not to say that the youths who commit these acts are not at risk for further trouble. For example, youths whose one-time antics put them in contact with more seriously offending youths may be influenced by these youths, who reinforce their antisocial behaviors (Dishion, McCord, and Paulin, 1999). But single acts, particularly those that occur in adolescence without any antecedents in childhood, are of less serious concern than multiple acts or acts that follow aggressive behaviors in childhood.

2.3. Parenting styles

Parenting has been defined as the process or the state of being a parent (Brooks, 1991). Brooks pointed out that parenting includes nourishing, protecting, and guiding the child through the course of development. In the process, parenting is a continuous series of interactions between parent and child, and these interactions change both partners in the parent-child dyad. Baumrind (1966) and Maccoby and Martin (1983) developed four different parental styles: authoritarian, authoritative, permissive, and indifferent-uninvolved pattern.

2.3.1. Authoritarian Parenting Style.

When parents use an authoritarian style of parenting, the parents' demands on their children are not balanced by their acceptance of demands from their children Baumrind (1967). Although it is understood that children have needs that parents are obligated to fulfill, power-assertive parents place strict limits on allowable expression of these needs by children. Children are expected to inhibit their begging and demanding, and children may not even speak before being spoken to. Rules are not discussed in advance or arrived at by any consensus or bargaining process between parents and children. Parents usually attach strong value to the maintenance of their authority, and suppress any efforts their children make to challenge it. Punishment will be employed if children deviate from parental requirements.

2.3.2. Authoritative Parenting Style.

An authoritative style consists of both high expectation and high guidance of parents. Baumrind (1967) states that the authoritative style includes the following elements: expectation for mature behaviour from child and clear standard setting; firm enforcement of rules and standards, using commands and sanctions when necessary; encouragement of the child's independence and individuality; an open communication between parents and children such as parents listening to children's point of view, as well as expressing their own; encouragement of verbal give and take; recognition of rights of both parents and children. Darling and Steinberg (1993) state that authoritative parents tend to be warm and accepting, democratic in decision making, and firm in establishing behavioural guidelines.

2.3.3. Permissive Parenting Style.

The permissive pattern is totally different from an authoritarian parenting style. Parents have an accepting attitude toward the child's impulses, including sexual and aggressive impulses; use little punishment and avoid, whenever possible, asserting authority or imposing controls or restrictions. They make few demands for mature behaviour; they allow children to regulate their own behaviour and make their own decisions when at all possible, and have few rules governing the child's time schedule (such as, TV watching). According to research, permissive parents were relatively warm by comparison with the authoritarian parents. In general, permissive parenting appears to have more negative than positive effects. It is associated with children being

impulsive, aggressive and lacking in independence or the ability to take responsibility (Maccoby and Martin, 1983).

2.3.3.1. Outcomes of authoritative parenting style

Baumrind's studies established that elementary-aged children of authoritative parents display adaptive levels of self-esteem, socially responsible, independent and achievement oriented behaviour. This is supported by Santrock, (2007) who claims that children of authoritative parents are lively and are of a happy disposition, self-confident and have the ability to master tasks. These children have well developed emotional regulation and social skills. Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative. Children of authoritative parents achieve academic competencies, are good at problem solving social maturity, high self-esteem and confidence, self-confident in completing new tasks, self-controlled in their ability to resist engaging in disruptive behaviour and less gendered type (Maccoby, 2007). The child of an authoritative parent is an average to good student and a follower in most cases. Children of authoritarian parents cannot initiate any reasoning as they are so much used to the parent directing them on what to do and how. They are never exposed to doing things their own way (Goswami, 2002).

2.3.3.2. Outcomes of authoritarian parenting style

Children and adolescents from authoritarian families are high in demandingness, but low in responsiveness. Parental demandingness is associated with instrumental competence, behavioural control, and academic performance (Maccoby, 2007). Children with authoritarian parents tend to perform moderately well in school and have poorer social skills, lower self-esteem, and higher levels of depression. Work by Steinberg (2001) showed that children of authoritarian parents had relatively lower levels of psychological well-being, become moody but anxious and well behaved and tend to associate obedience and success with love. According to McKay (2006), children of authoritarian parents tend to associate obedience and success with love.

Some other children display more aggressive behaviour outside the home, while others may act fearful or overly shy around others. Authoritarian parents expect absolute obedience; hence children raised in such settings are typically very good at following rules. However, they may

lack self-discipline. Children raised by authoritarian parents are not encouraged to explore and act independently, so they never really learn how to set their own limits and personal standards. Children of authoritarian parents have poor emotion regulation (under regulated), are rebellious and defiant when desires are challenged. These children have low persistence to challenging tasks and have antisocial behaviours Santrock (2007).

2.3.3.3. Outcomes of permissive parenting style

Children raised by permissive parents lack self-discipline, sometimes have poor social skills and may be self-involved and demanding. These children may feel insecure due to the lack of boundaries and guidance (Bornstein, 2002). In a recent study, permissive parenting was linked to underage alcohol use. Teens with permissive parents were three times more likely to engage in heavy drinking, tend to grow up without a strong sense of self-discipline and become unruly in school. Since these parents have few requirements for mature behaviour, children may lack skills in social settings as adults. While these children may be good at interpersonal communication, they lack other important skills such as sharing. Children and adolescents from indulgent homes are more likely to be involved in problem behaviour and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression Bahr, and Hoffmann, (2010).

2.4 Parenting and anti-social behaviour

Globally numerous studies have been conducted examining the relationship between parenting variables and adolescent antisocial behavior. Barber et al (2003) in their study of the interactions between parental support and behavioural psychological control in adolescents found that parental psychological control has a positive relationship with adolescent anti-social behaviors and that parental behavioural control has a negative relationship with adolescent antisocial behaviour.

Bradford et al (2004) replicated the study done by Barber et al (2003) using recommendations from cross-cultural psychology in which researchers took a model that has been validated in one culture and “transport and test” it for validity in another. These authors used the model provided by Barber, et al (2003) and tested it across 11 different cultures including school-going adolescents from Bangladesh, Bosnia, China, Colombia. Germany, India, Palestine, Three different ethnic groups in South Africa, and the United States. Findings suggested that the same

relationships found in the Barber et al (2003) study was present across all 11 cultures that were sampled. (Bradford, et al, 2004). This research not only reports on significant relationship between parenting and antisocial behavior, but also suggested that these relationships are similar cross-culturally in all parent/child relationship.

Research has identified variable outcomes for children raised in the three different parenting environments. Lamborn et al, (1991) found that adolescents who characterised their parents as authoritative reported "significantly higher academic competence, lower levels of problem behaviour, and higher levels of psychosocial development." Adolescents raised in authoritarian homes were similar to those in authoritative homes. However, they did not show as much "self-reliance and social competence (Lamborn et al., 1991)." Finally, adolescents raised in permissive homes report the lowest levels in all categories (Lamborn et al., 1991). Loeber and Stouthamer-Loeber (1986) found similar results in their study. They listed parental characteristics associated with children developing antisocial personality, which is associated with problem behaviour. They identified lack of supervision, no discipline, lack of emotional support, and rejection as the most significant factors in that environment predicting delinquency in adolescents (Loeber and Stouthamer-Loeber, 1986). A lack of supervision and discipline are indicators for a permissive parenting style. A lack of emotion support and rejection are characteristics of an authoritarian parenting style. This would indicate that these parenting styles would potentially be harmful to a child growing up in that environment.

Another study links parental care with high levels of psychological distress, which leads to delinquency. Chambers et al (2001) found that high parental control, such as in an authoritarian parenting style, leads to a faster first arrest. They also discovered that low parenting care, such as in a permissive parenting style, is related to high levels of distress in adolescents. These finding would also indicate harmful results from being reared in a permissive or authoritarian home. School problems are related to parental attitudes. Dornbusch et al. (1998) found that when parents keep an eye on their children, and are genuinely interested in what their children are involved in, their grades are better. These parental behaviors seem to be characteristic of the authoritative parenting style. If this is true, it can be assumed that the opposite may be true for

permissive parenting. One could predict more school problems among children whose parents do not monitor where they are, and do not pay attention to their school performance.

In addition to school problems, parenting attitudes can affect drug use in adolescents. Chass in, McLoughlin, and Sher (1988) found that parents who use drugs are more likely to have children that use drugs. This is a great example of how children imitate their parent's behavior. Authoritarian and permissive styles have been associated with drug use (Baumrind, 1991). Parental substance abuse, including alcohol abuse, is a risk factor for the development of substance abuse problems for adolescents (Obot and Wagner, 2001), as are certain parenting and family management characteristics. These include lack of monitoring or supervision of adolescents, unclear expectations of adolescents behaviour, and no (or only rare) rewarding of positive behaviour (Barnes, Farrell, and Banerjee, 1995; Peterson, Hawkins, Abbott, and Catalano, 1994). Exposure to peer use of substances and susceptibility to peer pressure can also increase risk of substance abuse, although there is some evidence that this may be less of a factor for African American youth (Barnes, Farrell and Banerjee, 1994).

2.5.0. Theoretical framework.

There are various theories on antisocial behaviour of adolescents. For this study, both anti-social and parenting style have been shown to be important. Central to investigations that frame only main effects of temperament and parenting is the notion that children are similarly affected by the same parenting experience. Consequently, some of the theories of antisocial behaviour include:

1. Life-course theory of antisocial behaviour.
2. Contextual theories of antisocial behaviour (Bronfenbrenner and Morris, 1998)

2.5.1. Life-course theory of antisocial behaviour

According to this model, the development of child antisocial behaviour can gain momentum even before birth and then increase in velocity and intensity through successive cascading antecedents during childhood and adolescence. Throughout such a developmental process, family factors play a powerful role. Longitudinal studies have provided strong evidence that use of clear and consistent discipline techniques, close monitoring and supervision of the child, high rates of positive reinforcement and secure, responsive parent-child attachment relationships are

related to prosocial outcomes in childhood, adolescence, and adulthood (Patterson, et al, 1992). However, the exact nature, and functions of family factors change markedly over development.

Before birth, direct parental antecedents have to do with nutrition, toxins and maternal stress. Although these risks are most directly occasioned by the mother, they are in turn significantly affected by contextual and social factors. Across infancy and toddler hood, parenting behaviour become critical to set the stage for general psychological and social development as the child matures, specific parenting factors become more complex, involve different socialization agents. Finally, during adolescence, the parents must deal not only with mentoring their youngsters' activities, but also their transitions to other primary relationships, their increasing independence, and their increasing individual accountability (Eddy and Reid, 2002).

According to Reid and Eddy (2002), despite the importance of parenting behaviours, the displaying of antisocial behaviour by youths is clearly an outcome of the interactive process between parent, child and others. It is this process that drives the development of antisocial behaviour. Research on the stability of conduct-related problems indicates that serious child problem behaviours commonly begin at an early age in the context of parent and sibling-child relationship when some or all of effective parenting strategies and qualities are not present (Speltz et al, 1999). Early failures in discipline, continued child non-compliance, insecure parent-child attachment relationships, and low levels of prosocial skill appear to set the stage for reactions from teachers, peers and parents that cause the child to be rejected and isolated (Fagot and Pears, 1996). At this stage, the teacher, parents and peers of the child sees him as one who is always on the wrong side of the law and as such as "bad egg". The child on the other hand, believes that he is rejected, nobody understands or wants to understand him. Most often, the individual involves himself more in antisocial activities in a bid to draw attention to himself or to get back at the society or people that rejected him.

2.5.2. Contextual theories of antisocial behaviour (Bronfenbrenner and Morris, 1998).

Bronfenbrenner and Morris (1998) argued that the notion that children are affected by the same parenting experience is incomplete. Environmental factors may vary in their developmental influence as a function of attributes of the child. Empirical research has shown that how parents rear their children is partially shaped by the parents own characteristics and the characteristics of the child on the other hand. Thus, a difficult temperament does not necessarily lead to antisocial

behaviour by itself, it does so in conjunction with particular environments (Steinberg et al, 2000). Thomas and Chess (1977) called this a “goodness of fit” between an individual’s temperament and the expectations and resources of specific contexts. Others (e.g. Belsky, Hsieh, and Crnic, 1998) talked about “risk-buffering” effects with regards to temperament – by – environment interactions. Gillet’s (2006) study deals with such risk-buffering effects for pre-adolescents on antisocial behavior.

The contextual theory of antisocial behaviour is of the opinion that parenting style alone does not determine behaviour but, an interaction of the parenting style and environmental context in which the child is brought up affects his behaviour. The researcher agreed with these theory because observation had shown that a greater percentage of individuals, living in a particular environment tend to talk, react, dress and generally behave in the same manner irrespective of their parents’ style of upbringing. This is atypical for young people living in the barracks or in the low cost quarters.

2.6. Socioeconomic status of the Family and Anti-social Behaviour

Socio-economic status is well the family is in terms of social status and economic status. The material quality of the home matters on the child’s behaviour, (Matherne et al, 2001).

Evans (2004) suggests that owing to stress of poverty, parents are more likely to display punitive behaviours such as shouting, yelling, slapping and less likely to display love and warmth through cuddling and hugging. Ermisch et al (2001) alludes that children growing up in poverty are more likely to suffer from low self- esteem, to feel that they are useless or a failure and this result in them developing an antisocial behaviour which is seen through stealing so they get what they feel their parents cannot afford them.

However a different perspective on poverty and antisocial behaviour argue that poverty cannot be said to be a factor leading to children’s development of antisocial behaviour given the case that some children from well to do families also exhibit such behaviour. Ibid (2008) further argues that most children raised in poverty do not become involved in crime, but there are higher victim and fear of crime rates in disadvantaged areas.

2.7. The knowledge gap.

The researcher noted the majority of studies in the area of parenting styles as predictors of disposition to anti-social behaviour in adolescents were done in western countries mostly in developed countries. Euro-American study results may not be generalised and become applicable to African countries, particularly to our Zimbabwean setting. Another gap the researcher identified is that no researches on parenting styles as predictors of anti-social behaviour in adolescents were carried out in rural areas, especially in Sanyati where the study is going to be done.

2.8. Chapter summary

This chapter has looked at the literature on what other authors have written about parenting styles as predictors of anti-social behaviour in adolescents. Theories to explain the problem under study were highlighted. Other factors that may lead to anti-social behaviour such as the socio-economic position of the family were highlighted also.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter expelled out the research approach, the research design, population, research instruments, data collection procedures, ethical consideration and how the data would be presented.

3.2. The research approach

The researcher used the quantitative approach to collect data from the participants. This approach permits for the presentation of data in numerical form. This makes it easier for one to handle by just assigning figures to different forms of data. the comparative correlation coefficient was used in this study. According Leung and Kwan, (1998) comparative correlation measures the relationship between two or more variables. It actually shows how one variable may be used to predict another variable. According to De Vos, (2005), using the quantitative approach allows one to test and validate theories people already have about a phenomena and that the approach is quicker.

A quantitative study may therefore be defined as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisations of the theory hold true De Vos, (2005) and Neuman (1997) . The researcher rather preferred to use quantitative research approach in answering the question, are authoritative, authoritarian and permissive parenting styles predictors of anti-social behaviour in adolescents in a way that will produce almost/similar outcomes to those in previous studies.

3.3. The research Design

According to Platon, (2002), a research design is actually the road map or a plan of steps to be followed in order to come up with the appropriate answers to study questions. Descriptive surveys were employed in this study as they allow the researcher to observe phenomena as it occur in its natural way. Schumacher (1993) posits that when used correctly, descriptive surveys provide sound information from the sample which facilitates generalisation of results to the target population.

3.4. The population.

According to Langdrige (2004) population is the entire group of people that are of interest to the researcher. There are approximately 8 urban secondary schools, 6 peri-urban secondary schools and 9 rural secondary school. Student enrolment is approximately 21000. The research was conducted at Neuso High and ST Charles Secondary in Sanyati District which were accessible to the researcher. The study included boys and girls Form 1 to Form 4.

3.5. Target Population

Bricken (1988) defines target population as a large sample or population from which a small proportion is selected for observation and analysis. The target population in this study was students at Neuso High and ST Charles Schools.

3.6. Sample and sampling techniques

According to Kumar, (2011), a population sample refers to the subsection of the targeted population from which the results will be generalised. The researcher targeted 120 children, 30 girls, and 30 boys from each school. In case study sampling, there are a number of sampling techniques (Denzin and Lincoln, 2000). Convenient sampling was used on the choice of the schools in this study. Participants from Neuso High and ST Charles Schools were, accessible and available. Convenient sampling was inexpensive, as supported by Patton (2002), who states that it requires less time to acquire. All participants in this study were found in the above mentioned schools.

In this study the researcher used the simple random technique to allow all the people in the target population equal opportunities to take part in the research study. On choosing the classes in study the researcher used stratified random sampling.

In the randomly selected classes, the researcher used purposive sampling technique to select the students. In purposive sampling, sampling is done with a purpose in mind. We usually would have one or more specific predefined groups we are seeking, Seaberg (1995). The researcher used the problem behaviour screening tool he designed for the purpose of screening students with antisocial behaviour and those with prosocial behaviour to participate in the study.

3.7. Research Instruments

A research instrument is a tool used to collect data (Kumar 2011). The researcher used

questionnaires to collect data.

3.8. Questionnaires

According to Milner, (2009) questionnaires are made up of whose objective are to gather data from the research participants. Questionnaires are simply tools used to collect and record data about an interesting issue under study, Bell, (1999). A questionnaire contains a set of questions with clear guidelines and spaces for the responses as well. Two instruments will be used for this study. One is the parental authority questionnaire (PAQ) originally developed by Buri (1991). The PAQ is designed to measure parental authority, or disciplinary style, from the point of view of the child (of any age). The PAQ has three subscales: permissive (p: Items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), and authoritarian (A: Items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29) and authoritative/flexible (F: Items 4, 5, 8, 11, 15, 20, 22, 23, 27 and 30). There is no sub-scale for studying the fourth parenting style which is uninvolved/neglectful parenting styles. This is because the parents are uninvolved/indifferent and tend to keep their children at a distance. Problem Behavior Identification Questionnaire is the second instrument. It is designed by the researcher in order to be used to screen different forms of problem behaviours children display in classes. The answers to this questionnaire are YES or NO. The researcher used this because it allowed for responses that are easy to interpret and quantify, thus facilitating easy analysis of data.

3.9. The data collection procedures.

I was provided with the letter from the department of psychology that I used to introduce myself to the Ministry of Education to get authority to carry out research in schools. The researcher also sought the approval the District Education Officer who is in charge of all the schools in the District. I also sought permission from the school heads of the sampled schools. Class teachers for sampled classes completed the problem behaviour screening tool which the researcher delivered to them by hand. The purposively selected students then completed the parental authority questionnaires which were also delivered to them by hand and returned them within 48 hours upon completion.

3.10. The ethical considerations.

Kumar (2008) defines ethics as, "... moral philosophy that deals making judgements of good or bad, proper or improper disapproval or approval ...". Ethics is a set of moral principles, suggested by an individual or group, that is widely accepted, and offers rules and behavioural expectations about the most correct conduct towards experimental subjects, respondents and researchers (De Vos 2005). The following ethics were considered in this research: confidentiality, voluntary participation, anonymity, and informed consent.

3.10.1. Voluntary participation

The participants in this research were told that it was their right make a choice of either to participate or not to participate. Nobody should ever be coerced into participating in a research project, because participation must always be voluntary (De Vos, 2005). The researcher told the participants that if ever they feel like they no longer to continue participating in the study, they could withdraw and no one would charge them for that because participating in any research study should be voluntary and not by force.

3.10.2. Confidentiality

The participants were assured of confidentiality of information. Responses of the participants must not be disclosed to anyone by the researcher. According Langdrige (2004), it is unethical to share participants' information for any other reason besides that of the study.

3.10.3. Anonymity.

The researcher used coded names for the participants not to be identified by their original names. According to De Vos (2005) the names of the participants must be anonymous during the course of the study even to the researcher. So no information that maybe in line with the original person should be given. After the completion of the questionnaires the researcher collected them in person unlike in the beginning stages when the questionnaires were being distributed where the heads of the schools and teachers in charge had an input.

3.10.4. Informed consent

The researcher gave out a formal letter to the parents to consent their children to participate in the study and to inform them of the goal of the investigation and what procedures would be followed regarding both questionnaires (PAQ and BQ). This gave the respondents the

opportunity to feel comfortable. The participants took part in study after they have been consented by their parents through the completion of the consent form.

3.11. Validity and reliability

3.11.1. Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which research instrument yields consistent results or data after repeated trial. The pilot study was carried out to enable the researcher assess the clarity of the questionnaire items so that those items found to be inadequate or vague could be modified to improve the quality of the research instrument thus increasing its reliability. The researcher assessed the feasibility of the study by carrying out a pilot study.

3.11.2. Validity

Validity is defined as the accuracy and meaningfulness of influences which are based on the research results (Mugenda and Mugenda 1999). Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessment of validity was subjective opinions based on the judgment of the researcher (Wiersman, 1995). The pilot study helped to improve the face validity of instruments being used. This was improved through expert judgment of the research supervisor who was an expert in research. This helped improve content validity of the instruments.

3.12. Data presentation and analysis

The researcher used tables and graphs to present the data that was computed using the statistical package for social sciences, (SPSS). The Pearson correlation coefficient (r) statistics was used to find out on the influence permissive, authoritarian and authoritative parenting styles as predictors of anti-social behaviour in adolescents.

3.13. Chapter summary

The chapter has discussed the approach, population as well as the targeted population, the sample and the sampling techniques the researcher used. It also spelt out the instruments and the procedures to be followed during data collection. It finally highlighted on how the collected data will be presented and analysed.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presented and analysed the collected data. The aim of the study was to investigate the influence of parenting styles as predictors of anti-social behaviour in adolescents in Sanyati District

4.2. Demographic characteristics of respondents

4.2.1. Gender and level of participants

Count				
		Sex		
		Male	Female	Total
Level	form 1	12	12	24
	form 2	15	11	26
	form 3	17	15	32
	form 4	16	15	31
Total		60	53	113

Table 4.2.1.1.

The research consisted of 113 pupils (n=113) which were categorised by levels as follows: form 1(12 males and 12 females) with a total of 24, form 2 (15 males and 11 females) with a total of 26, form 3(17 males and 15 females) with a total of 32 and form 4 (16 males and 15 females) with a total of 31. The sample population comprises of a total of 60 male respondents and 53 female respondents. The above information is shown on the table above.

4.2.2. Demographic of respondents by gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	60	53.1	53.1	53.1
female	53	46.9	46.9	100.0
Total	113	100.0	100.0	

Table 4.2.1.2.

The study comprised of 60 males, constituting 53.1% of the total respondents and 53 females, constituting 46.9% of the total respondents of 113. This is presented on the table above

4.2.3. Demographic of level and problem behaviour Cross tabulation

Count					
		problem behaviour			
		average problem behaviour	above average problem behaviuor	problem behaviour	Total
Level form 1		5	9	10	24
form 2		4	18	4	26
form 3		10	5	17	32
form 4		9	8	14	31
Total		28	40	45	113

Table 4.2.1.3.

The above table shows the nature of the problem behaviour across levels. A total of 28 across all the levels were seen to have average problem behaviour. A total of 40 respondents displayed above average problem behaviour. And a total of 45 respondents were seen to have problem behaviour.

4.2.4. Demographic of gender and problem behaviour Cross tabulation

Count					
		problem behavior			
		average problem behaviour	above average problem behaviour	problem behaviour	Total
Sex	male	19	22	19	60
	female	9	18	26	53
Total		28	40	45	113

Table 4.2.1.4.

The above table shows the nature of problem behaviour across gender. It has been noted that more males than females display average problem behaviour and above average problem behaviour. On problem behaviour it shows that there are more females than males.

4.3. The nature of respondents to different parenting styles across gender

The following bar charts show the nature of respondents to different parenting styles across gender. For permissive parenting the responses range from disagree to strongly agree while for authoritative and authoritarian parenting styles responses range from strongly disagree to strongly agree.

4.3.1. Gender and permissive parenting style

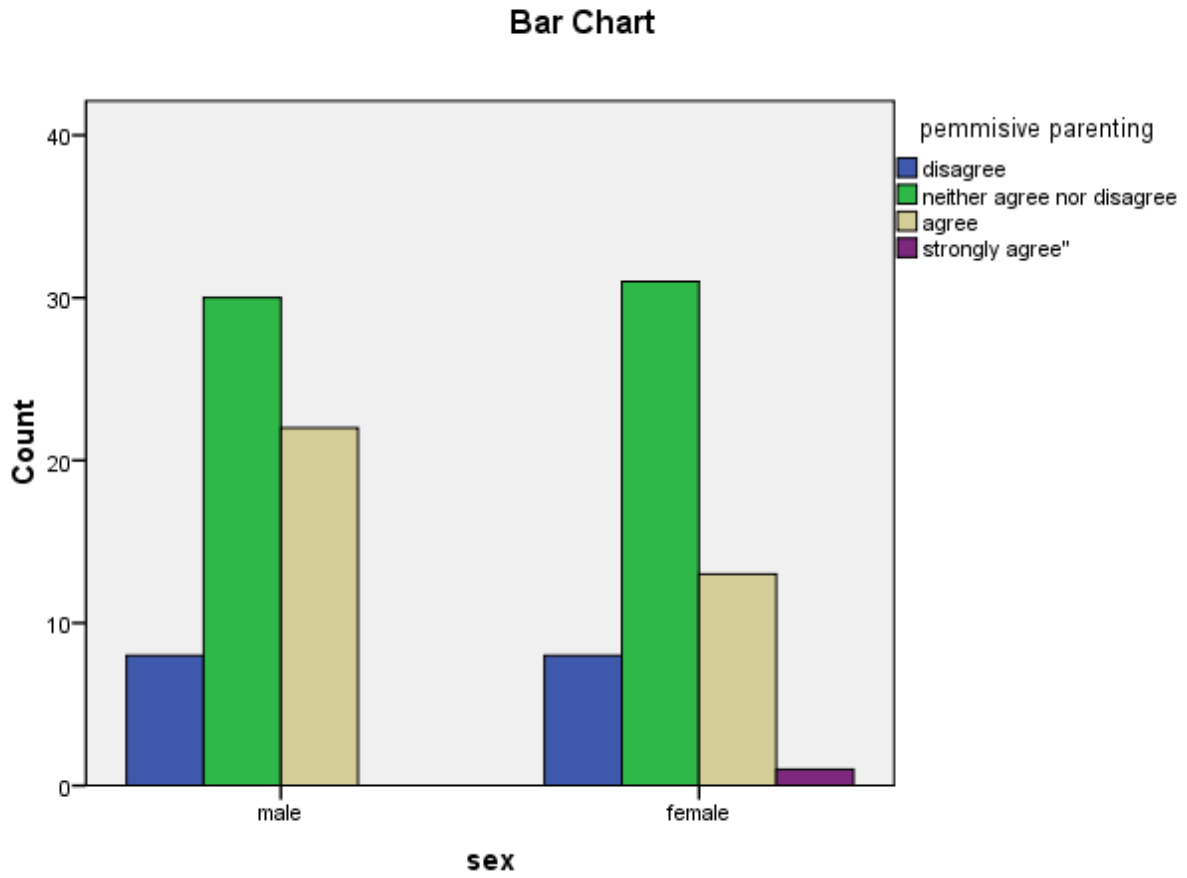


Fig.4.3.1.1.

4.3.2. Gender and authoritative parenting style

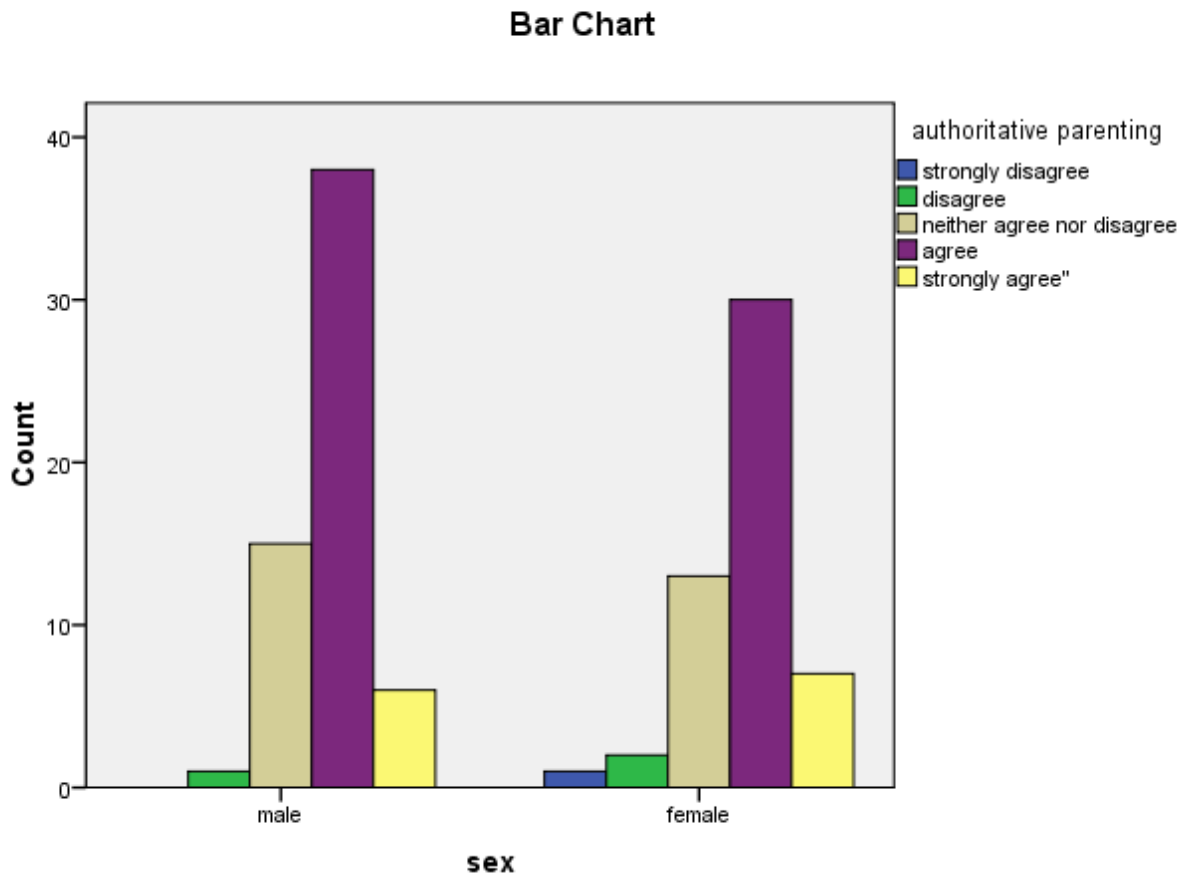


Fig.4.3.2.2.

4.3.3. Gender and authoritarian parenting style

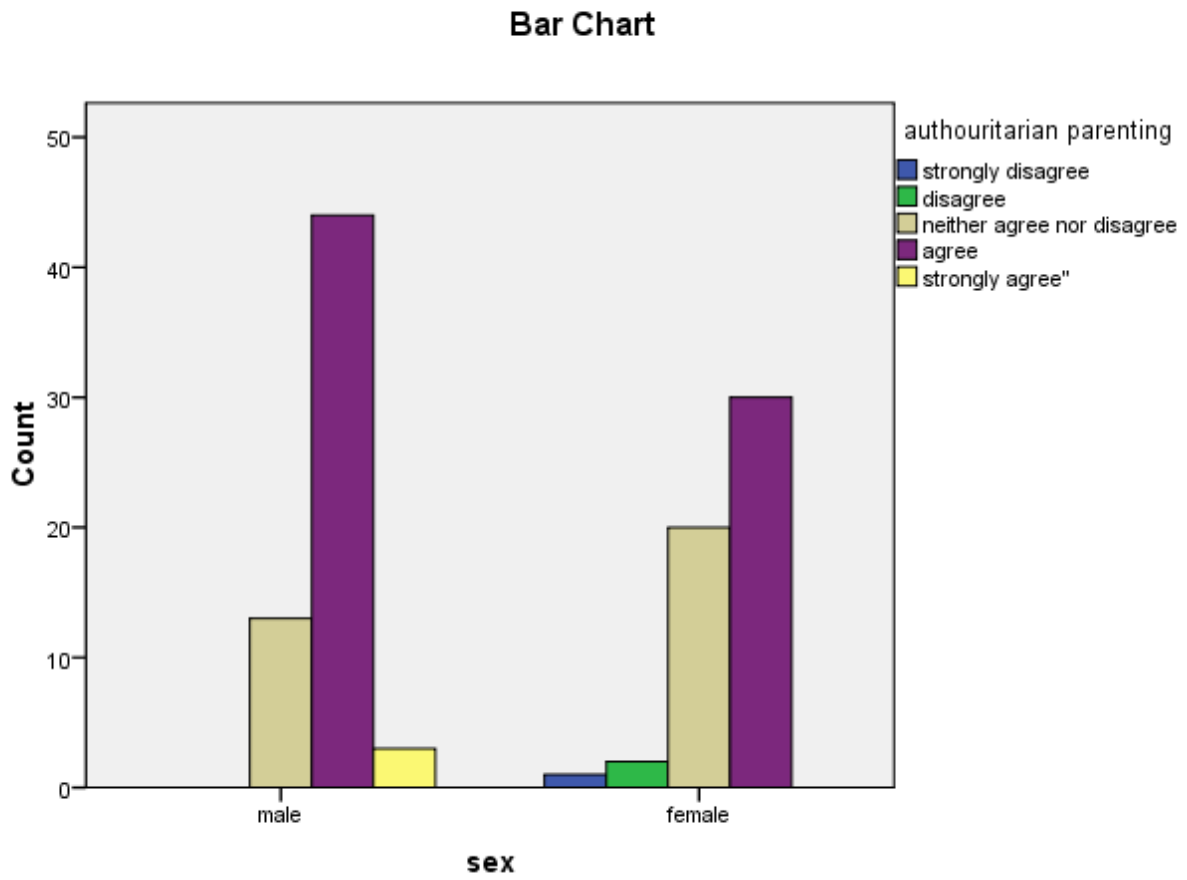


Fig.4.3.3.3.

4.4. Results from an Independent samples t-test

4.4.1. One-Sample t-test for problem behaviour, gender and level

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
problem behaviour	55.632	112	.000	4.15044	4.0026	4.2983
Sex	31.153	112	.000	1.469	1.38	1.56
Level	25.210	112	.000	2.619	2.41	2.83

Table. 4.4.1.1.

4.4.2. One-Sample t-test for permissive, authoritarian and authoritative parenting styles

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
permissive parenting	50.139	112	.000	3.18584	3.0599	3.3117
authoritarian parenting	64.615	112	.000	3.67257	3.5600	3.7852
authoritative parenting	56.487	112	.000	3.78761	3.6548	3.9205

Table. 4.4.1.2.

4.5. Parenting styles and Anti-social Behaviour

The sought to investigate on the three parenting styles of permissive, authoritarian and authoritative as predictors of anti-social behaviour in adolescents. Using the responses scored on the parental authority questionnaire as perceived by adolescents and problem behaviour identification questionnaire, the results computed using the correlation coefficient (r) by Pearson tabled as below.

4.5.1. Permissive style and Anti-social behaviour

		permissive parenting
problem behavior	Pearson Correlation	.031
	Sig. (2-tailed)	.747
	N	113

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

Table. 4.5.1.1.

The above presented data show the relationship between permissive parenting and anti-social behaviour in adolescents. The table show that the relationship is positively low, ($r=.031$ $p<.747$). This shows that the impact of permissive parenting style as a predictor of anti-social not significant. The conclusion that can be drawn here is thatpermissive parenting is not a predictor to disposition to anti-social behaviour in adolescents as can be seen in correlation table above.

4.5.2. Correlation between Authoritarian Parenting Style and Anti-social behaviour

		authoritarian parenting
problem behaviour	Pearson Correlation	.048
	Sig. (2-tailed)	.615
	N	113

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

Table. 4.5.2.2.

The table above shows the relationship between authoritarian parenting and anti-social behaviour. The statistical correlation between the two show ($r=.048$, $p<.615$). The relationship is positively low so the influence not all that relevant. We can conclude and say authoritarian parenting is not a predictor to disposition to anti-social behaviour in adolescents as can be seen in correlation table.

4.5.3. Correlation between Authoritative Parenting Style and Anti-social behaviour

		authoritative parenting
problem behaviour	Pearson Correlation	.199*
	Sig. (2-tailed)	.034
	N	113

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

Table. 4.5.3.3

The above explains the relationship between authoritative parenting and anti-social behaviour in adolescents. The influence is positively low, ($r=.199$, $p<.034$). We can conclude that

authoritative parenting is not a predictor to disposition to anti-social behaviour in adolescents as can be seen in correlation table above.

4.8. Chapter summary.

The chapter has presented and analysed on the influence of permissive parenting, authoritarian parenting and authoritative parenting as predictors of anti-social behaviour in adolescents. Conclusions were drawn from the tabulated results on the significant of each of the above mentioned parenting style and how it predicts adolescents' predisposition to anti-social behaviour.

CHAPTER 5.

DISCUSSIONS, CONCLUSIONS AND RECOMMENTATIONS.

The aim of the study was to investigate on the influence of permissive, authoritarian and the authoritative parenting style as predictors of predisposition to anti-social behaviour in adolescents in Sanyati District. This chapter discussed the study results in brief as presented and analysed in the previous chapter. It further went on to conclude the whole study and made some recommendations.

5.2. Permissive parenting style and Anti-social behaviour

The results of the present study show that there is no statistically significant relationship between anti-social behavior permissive parenting style. This is contrary to Maccoby and Martin, (1983) who said permissive parenting appears to have more negative than positive effects. They also say that it is associated with children being impulsive, aggressive and lacking in independence or the ability to take responsibility. The study results also differ with what Bornstein, (2002) concluded in his study that children raised by permissive parents lack self-discipline, sometimes have poor social skills and may be self-involved and demanding. These children may feel insecure due to the lack of boundaries and guidance. In a recent study, permissive parenting was linked to underage alcohol use. Teens with permissive parents were three times more likely to engage in heavy drinking, tend to grow up without a strong sense of self-discipline and become unruly in school.

However, the study results on the relationship between permissive parenting and children behaviour are supported by the Contextual theory of antisocial behaviour by Bronfenbrenner and Morris (1998) who argued that the notion that children are affected by the same parenting experience is incomplete. Environmental factors may vary in their developmental influence as a function of attributes of the child. Empirical research has shown that how parents rear their children is partially shaped by the parents own characteristics and the characteristics of the child on the other hand.

5.3. Authoritative Parenting Style and Anti-social behaviour

The connection between anti-social behaviour and authoritative parenting style is positively very low ($r = .199$, $p < .034$), we can conclude and say authoritative parenting is not a predictor to disposition to anti-social behaviour in adolescents as can be seen in correlation Table. 4.5.3.3. on page 41. The results are congruent to Baumrind (1991)'s studies that established that elementary-aged children of authoritative parents display adaptive levels of self-esteem, socially responsible, independent and achievement oriented behaviour. This is supported by Santrock, (2007) who claims that children of authoritative parents are lively and are of a happy disposition, self-confident and have the ability to master tasks. These children have well developed emotionally regulation and social skills.

Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative. Children of authoritative parents achieve academic competencies, are good at problem solving social maturity, high self-esteem and confidence, self-confident in completing new tasks, self-controlled in their ability to resist engaging in disruptive behaviour and less gendered type (Maccoby, 2007). The child of an authoritative parent is an average to good student and a follower in most cases. Children of authoritarian parents cannot initiate any reasoning as they are so much used to the parent directing them on what to do and how. They are never exposed to doing things their own way (Goswami, 2002).

The outcome of the study authoritative parenting as a predictor of anti-social is in line with the longitudinal studies by Patterson, et al, (1992) who provided strong evidence that use of clear and consistent discipline techniques, close monitoring and supervision of the child, high rates of positive reinforcement and secure, responsive parent-child attachment relationships are related to prosocial outcomes in childhood, adolescence, and adulthood. This result is contrary to Barber et al, (2003) who found significant relationships between parenting control and adolescents' anti-social behaviour. Similarly, it ran contrary to Bradford, et al (2004) who found significant cross-cultural relationship, between parenting styles and anti-social behaviour.

5.4. Authoritarian Parenting Style and Anti-social behaviour

The connection between anti-social behaviour and authoritarian parenting style is positively very low ($r = .048$, $p < .615$), however the influence quality is irrelevant. This means that authoritarian parenting style is not a pre-cursor to the manifestation of anti-social behaviour in adolescents. The work of Steinberg (2001) showed that children of authoritarian parents had relatively lower levels of psychological well-being, become moody but anxious and well behaved and tend to associate obedience and success with love. This actually seconded the outcome of the present study.

In support of this research findings, The Contextual Theory of Antisocial Behaviour (Bronfenbrenner and Morris 1998) is of the opinion that parenting style alone does not determine behaviour but, an interaction of the parenting style and environmental context in which the child is brought up affects his behaviour. The researcher agreed with these theory because observation had shown that a greater percentage of individuals, living in a particular environment tend to talk, react, dress and generally behave in the same manner irrespective of their parents' style of upbringing.

The non-significant difference between the parenting styles on antisocial behaviour however, may be attributed to the recent upsurge of globalisation which tends to externalise the family circle. Thus, socialization of the child had gone out of the nuclear family circle, resulting in a relatively uniform socialization for every child. From the age of 5 years, the child spends more time in the school than at home. This continues as the time spent in school and outside the home increases until the child becomes an adult and move out of the parents' home into his or her own place.

This result also reflects the effects of the rat race where both parents are always outside in search of resources to keep the home and the children are left at the mercy of house helps or other care givers who themselves have not much to offer. No wonder, behaviours whether social or anti-social do not accurately reflect the parenting style. Moreover, the result also indicates a non-significant effect of gender on antisocial behavior. This means that there was no statistically significant difference in antisocial behaviour between males and females. The non-significant gender differences in disposition towards antisocial behaviour found in this study might be

attributed to the increasing exposure of children of both genders to television violence mostly in form of movies, video games and cartoons. These among other technological fall outs have been acknowledged by the younger generation as ways of exploiting leisure times. Considering the recent introduction of gender equality, it is no surprise, however, that females have arisen to appear or even to compare with males in all ramifications, including criminality.

The result indicates a non-significant interaction of parenting styles and gender on disposition to antisocial behaviour. This is a clear indication that gender identity does not determine antisocial inclinations when parenting styles are considered. In other words being a female (for example) brought up in an authoritative home may or may not guarantee disposition to antisocial behaviour. Consequently, there may be other factors such as residence locality which may serve as a mediator.

5.5. Overall Conclusions

Having examined the relationship between parenting styles as predictors of disposition towards anti-social behaviour among adolescents of both sex in Sanyati District at Neuso High School and ST Charles Secondary School. This study has demonstrated that antisocial behaviours are determined by factors beyond the home environment. To this end, this study has come up with the following conclusion: Permissive, authoritarian and authoritative parenting styles are not predictors of disposition to anti-social behaviour in adolescents as they all show non-significant levels of 0.31, 0.48 and 0.199 respectively..

However, the above conclusions were made considering the fact that this study, like every other study in the social sciences, had some limitations.

Firstly, is the issue of population coverage. The sample used for the study is not a true representative of the entire population of adolescents in Sanyati District, and Zimbabwe in general. There is also the issue of social desirability. It is possible that some participants responded in ways that would make them appear in good lights. However, the rationalism behind the study is well articulated.

5.6. Recommendations

- There is need to conscientise the parents on the possible behaviour outcome on their children.
- There is need to form child protection units that will counsel young people in the event that they are seen displaying some form of behaviour that violate norms and values.
- Campaigns on domestic violence and its bearing on child behaviour need to be done.
- The Ministry of Primary and Secondary to revise the present education curriculum and make subject like Guidance and Counselling core and compulsory.
- The Ministry also to equip all classroom practioners with the necessary knowledge and skills, especially those who find it difficult in dealing with students with problem behaviours.
- Schools with children with problem behaviour to conduct researches in order to find causes and maybe try to come up with ways to deal with these problems before they go off hand.
- For further research on this area to expand on the population coverage, as this will enable for a more meaningful results.
- Future studies should include participants nationwide to be able to generalise the findings.

5.7. Chapter summary

This chapter focused on the discussions of the study results, conclusions of the study based on the aims and recommendations for further study based on the findings of the collected data. Overallly, this chapter marks the end of the study.

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APPENDIX A: Letter to carry out the study

Midlands State
University



Established 2000

P BAG 9055
GWERU

Telephone: (263) 54 260404 ext 261
Fax: (263) 54 260233/260311

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Date: 15.01.16

To whom it may concern

Dear Sir/Madam


RE: REQUEST FOR ASSISTANCE WITH DISSERTATION INFORMATION
FOR: LOVEMORE GWANTANYA R135774E
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above named student who is studying for a Psychology Honours Degree and is in his/her 4th year. All Midlands State University students are required to do research in their 4th year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: THE INFLUENCE OF PARENTING STYLES AS PREDICTORS
OF DISPOSITION TO ANTISOCIAL BEHAVIOUR IN ADOLESCENTS
IN SANYATI DISTRICT.

For more information regarding the above, feel free to contact the Department.

Yours faithfully


F. Ngwenya
Chairperson



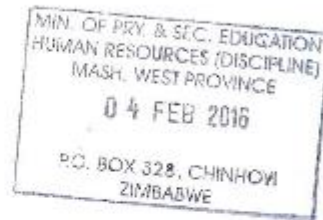
APPENDIX B: Permission to carry out the study



All communications should be addressed
to
"The Provincial Education Director"
Telephone: 067-23083/4/5
Fax: 067-23320
Email edumashwest@gmail.com

Ref : C/246/1/MW

Ministry of Primary & Secondary
Education
P.O Box 328
CHINHOVI



Mr. Gwaoyanya L.
Neuso Primary
P. Bag 2084.
Sanyati

Dear Sir/Madam

**APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH:
SCHOOLS IN MASHONALAND WEST PROVINCE**

Your application letter dated 01/02/16.....seeking authority to carry out a research/survey in schools in Mashonaland West Province refers:

Permission has been granted by the Provincial Education Director on the following conditions:-

- that the learning and teaching programmes at the targeted schools are not interrupted in any way.
- that you strictly adhere to the activities and topics specified in your letter of request.
- that the permission or authority may be withdrawn at any time by this office or a higher office if need be.

Please apprise this office on your research findings for the benefit of the Province.

By this letter, all District Education Officers and Heads of schools you wish to visit are kindly requested to give you assistance in your work.

We wish you success in your research and studies.

Seremani
SEREMANI S. (M.A.)
HUMAN RESOURCES OFFICER
For : **PROVINCIAL EDUCATION DIRECTOR**
MASHONALAND WEST PROVINCE

APENDIX C: Informed consent form

To: Parent

From: Mr. Lovemore Gwanyanya

Re: Parenting styles as predictors of anti-social behaviour in adolescents in Sanyati District

Part 1: Researcher's details

My name is Lovemore Gwanyanya, a fourth year BSc. Psychology Honours Degree student at **MIDLANDS STATE, (MSU)**. I hereby request you to consent your child to participate in my research with the topic: **Parenting styles as predictors of anti-social behaviour in adolescents in Sanyati District**. The information will be held in confidence. The findings and recommendations will be communicated to you through the administrator of your institution. Be advised that participation is voluntary and that your child is allowed to discontinue anytime if he/she chooses to.

Your cooperation is greatly appreciated. Thank you.

Lovemore Gwanyanya

Part 2: To be completed by the parent/guardian

Ibeing the parent /guardian of.....do hereby give my consent for my child to participate in your research.

Parent's name..... Signature.....

Date.....

APPENDIX D: Problem Behaviour Identification Form

Student Coded Name _____ Class _____

Date _____ Sex _____

The teacher indicates the problem behaviour the child has by ticking YES or NO.

	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
1. Child makes noise in class	<input type="checkbox"/>	<input type="checkbox"/>
2. Child does not do homework	<input type="checkbox"/>	<input type="checkbox"/>
3. Child steals others' property	<input type="checkbox"/>	<input type="checkbox"/>
4. Child bullies others in class	<input type="checkbox"/>	<input type="checkbox"/>
5. Child fidgets during lessons	<input type="checkbox"/>	<input type="checkbox"/>

Description: The PBQ is designed to identify the anti-social forms of behaviour children displays from the point of view of the teacher.

Scoring: Children with three yes ticks and above are anti-social and those with none of these are not anti-social.

APPENDIX E: Parental Authority Questionnaire (P.A.Q)

Instructions: For each of the following statements, circle the number on the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1= strongly disagree

2= Disagree

3= neither agree nor disagree

4 = Agree

5 = Strongly Agree

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do. 1 2 3 4 5
2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right. 1 2 3 4 5
3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions. 1 2 3 4 5
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family 1 2 3 4 5
5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5
6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5
7. As I was growing up my mother did not allow me to question any decision she had made. 1 2 3 4 5

8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up my mother did *not* feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. 1 2 3 4 5
11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable. 1 2 3 4 5
12. My mother felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior. 1 2 3 4 5
14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions. 1 2 3 4 5
15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5
16. As I was growing up my mother would get very upset if I tried to disagree with her. 1 2 3 4 5
17. My mother feels that most problems in society would be solved if parents would *not* restrict their children's activities, decisions, and desires as they are growing up. 1 2 3 4 5
18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me. 1 2 3 4 5
19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her. 1 2 3 4 5
20. As I was growing up my mother took the children's opinions into 1 2 3 4 5

consideration when making family decisions, but she would not decide for something simply because the children wanted it.

21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up. 1 2 3 4 5
22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5
23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me. 1 2 3 4 5
24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do. 1 2 3 4 5
25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. 1 2 3 4 5
26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it. 1 2 3 4 5
27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her. 1 2 3 4 5
28. As I was growing up my mother did not direct the behaviors, activities and desires of the children in the family. 1 2 3 4 5
29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority. 1 2 3 4 5
30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake. 1 2 3 4 5

Cradle: Buri, J.R. (1991). Parental Authority Questionnaire, Journal of Personality and Social Assessment, 57, 110-112.