# AFFLUENT PARENTS' BEHAVIOUR ON ADOLESCENTS' ASSERTIVENESS IN KAREN ZONE, NAIROBI COUNTY, KENYA

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**A Dissertation Submitted to the Faculty of Arts and Social Sciences in Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy Degree in Counseling Psychology**

**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**Nairobi – Kenya**

**SEPTEMBER, 2018**

## DECLARATION

I, the undersigned, declare that this dissertation is my own original work and it has not been presented to any other university for academic credit.

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This Dissertation Has Been Submitted With our Approval as the University Supervisors

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## DEDICATION

This work is dedicated to my late father Damiano for the encouragement and inspiration he always gave me to pursue my education to the highest level. May the God Almighty Father rest his soul in Eternal peace. May his dreams be fulfilled, for through him I have learnt that life is a gift of joy, that happiness through life is the only way to live.

## ABSTRACT

The family constitutes the basic ecology where adolescents' assertiveness is manifested. However, there is a darker side to some parents' behaviours that belies these virtues. This study sought to investigate affluent Parents' behaviour on adolescents' assertiveness. The research questions were: What are the levels of assertiveness among adolescents in affluent families? What behaviours are exhibited by affluent parents? How do these behaviours influence assertiveness among adolescents? How can affluent parents' best facilitate development towards adolescent assertiveness? Eric Erickson's theory of psychosocial development was used and a Convergent parallel design. Quantitative applied cross-sectional while qualitative was phenomenological. The target population was 23263 with a sample size of 578 respondents consisting of 96 parents and 80 house helps purposefully sampled; 384 adolescents and 18 local officers randomly sampled. The study used Questionnaires for collecting data from both parents and adolescents, interview guide for local officers and house helps and a focus group discussion was done with 20 parents for in-depth data. Pilot testing was done to test face and content validity of the instruments. Reliability of the instruments was tested by computing a Cronbach's alpha. Qualitative data was analyzed in narratives while quantitative data was analyzed using inferential statistics using SPSS version 22.0. Findings revealed that adolescents' level of assertiveness was influenced by parental support, parental separation, divorce, absence, and poor parent-adolescent relationships. Strategies suggested included creating time for boding, sharing meals, being emotionally present, parental support, and love by parents to adolescents. The study recommended the need for strengthening policies on guidance and counseling services for parents and adolescents' for enhancement of assertiveness.

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## TABLE OF CONTENTS

DECLARATION ..... i
DEDICATION ..... ii
ABSTRACT ..... iii
ACKNOWLEDGEMENTS ..... iv
TABLE OF CONTENTS ..... vi
LIST OF TABLES ..... x
LIST OF ACRONYNMS AND ABBREVIATIONS ..... xii
**CHAPTER ONE ..... 1**
**INTRODUCTION ..... 1**
1.1 Background of the Study ..... 1
1.2 Statement of the Problem ..... 8
1.3 Research Objectives ..... 10
1.4 Research Questions ..... 10
1.5 Research Hypothesis ..... 11
1.6 Significance of the Study ..... 11
1.7 Scope and Delimitation of the Study ..... 12
1.8 Assumptions of the Study ..... 13
1.9 Theoretical Framework: (Erik Erikson's Psychosocial Theory) ..... 13
1.9.1 Strengths of Erikson's the Theory ..... 14
1.9.2 Weaknesses of Erikson's the Theory ..... 15
1.9.3 Application of Erikson's Theory to the Study ..... 15
1.10 Conceptual Framework Showing Relationship between Variables ..... 16
1.11 Operational Definition of Terms ..... 19
**CHAPTER TWO ..... 21**
**REVIEW OF RELATED LITERATURE ..... 21**
2.1 Introduction ..... 21
2.2 Review of Relevant Theories ..... 21

2.2.1 Family Systems Theory ..... 21
2.2.2 Social Learning Theory ..... 24
2.2.3 Attachment Theory by John Bowlby ..... 27
2.3 Review of Empirical Studies ..... 33
2.3.1 The Levels of Assertive Behaviour among Adolescents in Affluent Families ..... 33
2.3.2 Affluent parents' Behaviours Depicted in Affluent Families ..... 54
2.3.3. Influence of Affluent Parents' Behaviours on Adolescent Assertiveness ..... 69
2.3.4 Influence of Affluent Parents' Behaviour on Adolescents' Assertiveness in Terms of Relationship, Support and Attachment ..... 94
2.3.5 Intervention Strategies for Improving Assertiveness among Adolescents in Affluent Families ..... 108
2.4 Conclusion and Research Gap ..... 156
**CHAPTER THREE ..... 158**
**RESEARCH DESIGN AND METHODOLOGY ..... 158**
3.1 Introduction ..... 158
3.2 Research Design ..... 158
3.3 The Locale of the Study ..... 159
3.4 The Study Population ..... 160
3.5 The Sample and Sampling Procedures ..... 160
3.5.1 Calculation of Sample Size ..... 161
3.6 Description of the Research Instruments ..... 163
3.7 Questionnaires ..... 163
3.7.1 Questionnaires for Parents and Adolescents ..... 164
3.7.2 Focus Group Discussion for Parents ..... 164
3.7.3 Interview Guide for House Helps and Local Officers ..... 165
3.8 Validity and Reliability of the Instruments ..... 165
3.8.1 Validity ..... 165
3.8.2 Pilot Testing of Research Instruments ..... 166
3.8.3 Reliability of the Quantitative Research Instruments ..... 167

3.8.4 Trustworthiness of Qualitative Research Instruments ..... 167
3.9 Data Collection Procedures..... 168
3.10 Data Analysis Procedures ..... 169
3.10.1. Quantitative Data Analysis Procedures ..... 170
3.10.2 Qualitative Data Analysis Procedures ..... 170
3.11 Logistical and Ethical Considerations ..... 171
**CHAPTER FOUR..... 174**
**ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION ..... 174**
4.1 Introduction..... 174
4.2 Response Return Rate ..... 174
4.3 Demographic Characteristics of the Respondents ..... 175
4.3.1 Distribution of Respondents by Gender..... 176
4.3.2 Distribution of Respondents by Age..... 177
4.3.3 Distribution of Parents by Employment Status..... 180
4.3.4 Distribution of Respondents by Marital Status..... 181
4.4 Levels of Assertiveness among Adolescent in Affluent Families ..... 184
4.4.1 Adolescents' Views on Assertiveness ..... 187
4.4.2 Parents Views on Assertiveness Levels of Adolescents..... 193
4.5 Affluent Parents' Behaviour Depicted and Adolescents' Assertiveness ..... 197
4.5.1 Adolescents' View of Parental Behaviours on Assertiveness ..... 197
4.5.2 Parents' View on Parental Behavior Leading to Assertiveness..... 206
4.6 How Affluent Parents' Behaviour Impact on Adolescent Assertiveness ..... 211
4.6.1 Adolescents' View on Impact of Parental Behaviour on Assertiveness..... 212
4.6.2. Influences on Involvement in Adolescent's Homework..... 216
4.6.3 Parents' Views on Impact of Parental Behaviour Leading to Assertiveness.. 219
4.6.4 Impact of Parental Behaviour on Assertiveness among Adolescents..... 222
4.6.5 Affluent Parents' Behaviour Domains of Support, Attachment and Relationship and Assertiveness among Adolescents ..... 243
4.7 Intervention Strategies to Help Increase Assertiveness among Adolescents..... 243

4.7.1 Adolescents' Views on Intervention Strategies to Help Enhance Assertiveness..... 243
4.7.2 Parents View on Intervention Strategies to Help Increase Assertiveness among Adolescents ..... 246
**CHAPTER FIVE ..... 251**
**SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ..... 251**
5.1 Introduction..... 251
5.2 Summary of the Study ..... 251
5.3 Conclusions..... 254
5.4 Recommendations..... 256
5.5 Suggestions for Further Studies..... 258
**REFERENCES..... 259**
**APPENDICES..... 272**
Appendix A: Questionnaire for Adolescents ..... 272
Appendix B: Interview Guide for House Helps and Local Officers..... 277
Appendix C: Focus Group Discussion Guide ..... 279
Appendix D: Consent Form ..... 280
Appendix E: Research Work Plan/Time Schedule ..... 281
Appendix F: Authorization Letter from the University ..... 282
Appendix G: Research Authorization Letter from NACOSTI..... 283
Appendix H: Research Permit..... 284
Appendix I: Authorization Letter from Nairobi County..... 285
Appendix J: Map of Nairobi County..... 286
Appendix K: Map of Karen Zone ..... 287
Appendix L: Focus Group Discussion Photo..... 288
Appendix M: Consent Form for Focuss Group Disscussion ..... 289
Appendix N: Map of Kenya showing Karen Zone ..... 290

## LIST OF TABLES

Table 1: Sampling Frame ..... 163

Table 2: The Six Phases of Thematic Analysis for Qualitative Data ..... 171

Table 3: Response Return Rate ..... 175

Table 4: Gender of Respondents ..... 176

Table 5: Age of Respondents ..... 177

Table 5: Views of Adolescents on Assertiveness ..... 187

Table 6: Views of Parents on Assertiveness of Adolescents ..... 194

Table 7: Views of Adolescents on Depicted Affluent Parents Behaviours Leading to Assertiveness ..... 198

Table 8: Parents Views on Parental Behaviour Leading to Assertiveness ..... 206

Table 9: Adolescents Views on Impact of Parental Behaviour on Assertiveness ..... 212

Table 10: Parents Views of Impact of Parental Behaviour on Assertiveness ..... 219

Table 11: Regression Model Summary ..... 223

Table 12: Regression Analysis ..... 223

Table 13: Regression Coefficients[a] for Affluent Parental Behavior on Assertiveness ..... 224

Table 14: Adolescents Views on Parent-Adolescent Relationship on Assertiveness ..... 231

Table 15: Views on Parental Attachment on Adolescent Assertiveness ..... 234

Table 16: Views of Adolescents on Strategies to Help Increase Assertiveness ..... 243

Table 17: View of Parents on Intervention Strategies to Help Increase Assertiveness ..... 246

## LIST OF FIGURES

Figure 1: Conceptual Framework ..... 17

Figure 2: Distribution of Respondents (House Helps and Local Officers) by Age ..... 178

Figure 3: Employment Status of Parents ..... 180

Figure 4: Marital Status of Parents ..... 181

Figure 5: Marital Status of Local Officers ..... 182

Figure 6: Frequency of Meal Attendance by Parents ..... 203

Figure 7: Frequency of Shared Emotional Feelings by Adolescents to Parents ..... 214

Fugure 8: Adolescents' Future Dreams and Assertiveness ..... 217

Figure 10:Parent-Adolescent Support on Assertiveness ..... 238

Figure 11: Parents Offering Opportunity for Adolescents to Achieve Personal Goals .. 239

Figure 12: Parents Supporting Adolescents to Achieve Set Goals ..... 240

Figure 13: Parents Setting Tasks Related to Adolescents' Interests ..... 241

## LIST OF ACRONYNMS AND ABBREVIATIONS

| | |
|---|---|
| APA | American Psychological Association |
| ASAL | Arid and Semi-Arid Lands |
| CDI | Children Depressive Inventory |
| CEO | Chief Executive Officer |
| DASS | Depression Anxiety Stress Scale |
| GHQ | General Health Questionnaire |
| HNWI | High Net Worth Individuals |
| KIPPRA | Kenya Institute for Public Policy Research and Analysis |
| MDD | Mild Depressive Disorders |
| MDGs | Millennium Development Goals |
| MOE | Ministry of Education |
| NACADA | National Campaign Against Drug Abuse Authority |
| NACOSTI | National Commission for Science Technology and Innovation |
| SES | Social Economic Status |
| SM | Social Maladjustment |
| SPSS | Statistical Package for Social Sciences |
| SSB | Social Support Behaviour |
| SWB | Subjective Well Being |
| UNESCO | United Nations Educational Scientific and Cultural |
| UNICEF | United Nations International Children's Education Fund |
| USAID | United States Aid |
| WHO | World Health Organization |

# CHAPTER ONE

# INTRODUCTION

This chapter gives an overview of the background information to the research study, statement of the problem, research questions and hypothesis, significance, scope delimitations, theoretical framework, conceptual framework and finally operationalization of terms.

## 1.1 Background of the Study

This study aimed at investigating affluent parents' behaviour on assertiveness among adolescents in Karen-Nairobi County, Kenya: The family has extensively remained the foundation of humanity. Visualized as an abode from suffering and pain of daily lifecycle, the family has remained an important haven, a reassuring abode, a dwelling of relief and refreshment. However, within the same family, parents' contribution, which is the most rewarding work of adult life, is faced with many challenges in the changing world of treasure pursuit and necessity to advance. Adolescents in these families require assertiveness for better personality and skill development for successful achievement of improved individuality. Their movement towards independence can be stressful and therefore require closeness with parents so that they are assertive enough.

A longitudinal research was carried in London by Holland, (2015), on 183 affluent adolescents whose parents had separated leaving their adolescents unattended. The adolescents from such backgrounds manifested physiological disorders, emotional vulnerability, non-assertive behaviour, behavioral disturbance, delinquency, antisocial behavior, clinging, neuroticism, depression and psychiatric disturbance. A similar study by Lines (2012) found out that adolescents need to see their father and receive his support, approval and loving care to feel

very special for development of assertiveness. This means not just seeing him but experiencing genuine interpersonal warmth, love and encouragement in place of sympathetic discipline and punishment.

Another research conducted in the United Kingdom by Olweus, (2016), on parental presence to adolescents found out that**,** adolescent neglect is characterized by failure to provide for them basic attachment that they so much long for amidst a period of crisis such as adolescence. He categorized neglect in three ways; physical abandonment, educational abandonment and emotional abandonment. He classified the emotional abandonment as marked by parental inattention to the adolescent's emotional needs and claimed this is by far the most common form of adolescent maltreatment today that causes serious assertiveness problems.

According to Varghese (2014), assertiveness as a psychological concept covers three major tenets of human expression behavior, cognition, and affect. In assertive behavior, a person can easily vent sentiments, guard against circumstances that are not worthwhile and avoid unrewarding interactive activities. Generally, to be assertive means being optimistic, confident, self-assured, buoyant, and flexible and being able to deal with undesirable feelings devoid of unwarranted apprehension or anger. Without parental warmth and close emotional attention given to adolescents, assertiveness may be a challenge for adolescents especially in moments of crisis that comes with the stage. Varghese contended that one who is assertive expresses his or her feelings, desires clearly, without fear, respects the rights, freedoms of others, is positive with individuals everywhere and can make informed decision whenever possible.

However, according to Hinsaw (2014) affluent parents ignore the psychological attention needed by their children to enhance performance in all aspects of their lives including assertiveness. For example, a study conducted in USA by Luthar (2015), found that many youth

in affluent families tend to stay with house helps more than they do with parents. Hinsaw believes that fathers and mothers provide inadequate time to the youth thus disadvantaging adolescent's emotional growth. According to Luthar, the parents' behaviour contributed greatly to low self-esteem among adolescents. Luthar argued that depressive tendencies led to risky behaviours like teenage pregnancies for adolescent girls. The study concluded that these youth needed to be assertive and to stand up to what was positive with the help of their parents.

Kasser (2013) conducted a study in Canada among High Net worth Individuals to investigate the level of closeness of parents to adolescents. Kasser's study established that those parents who favored professional success and prestige over closeness in family life reported being unhappy largely with themselves, lacked love and attachment to their adolescents. As a result of this behavior, the youth indulged in alcohol; drugs, parting and going to clubs. The study concluded that although adolescence involves a transition from a dependency relationship with parents to a mutual reciprocal relationship with others as with parents, peers, and intimate partners, this shift requires that adolescents remain close to their parents for guidance.

According to Simpson (2011), anxiety and aggressive emotional behaviour were likely to pose problems for adolescents in some affluent families which may hinder growth towards their decision making skills. If such problems are left undiagnosed as per this study, scholastic performance, social interactions, self-esteem, self-awareness and other psychological life-skills can possibly lead to adverse effects.

Sigelman and Rider (2015) contacted a survey in the Kwa Zulu Natal, South Africa., with mothers who were neglectful on adolescents and found out that, parental-emotional neglect occasioned serious psychological, verbal and mental injuries to adolescents that could be

replicated in adolescents' serious behavioral, assertiveness, cognitive and emotional problems, and which may lead adolescents from such mothers to also end up in being neglectful to their own children.

According to a study by Ujo (2013) in Nigeria among middle and high socio-economic status (SES) individuals, adolescents desired living in a peaceful, cheerful family full of happiness where harmony existed between parents. If parentages are in disharmony, arguing with each other or are perennially absent from home, this behaviour is likely to make teenagers feel unhappy in the midst of challenges. The study concluded that continuous parental absence is likely to be detrimental to adolescents who need parents for role modeling. Becker (2012) carried out a study on affluent youth in USA. The study concluded that affluent parenting behaviour scored negatively on adolescent assertive behaviour. The parental behaviour included lack of emotional bonding or attachment by adolescents to their parents but with high monetary provisions.

In another study conducted in Ghana, Binige (2012) asserted that a healthy social environment ensures assertiveness among adolescents. Parental mutual affection, union, presence, combining political and social organizations in looking after teenagers, satisfying needs of these youth goes a long way in building an adolescent that can cope with life challenges hence become assertive. The study argued that adolescents live in a void when parental behaviour is not positively reflected. This void negatively impacts not only on the adolescent's assertiveness but also on the parents.

In South Africa, a study by Moyo (2012) focused on affluent parental behaviour and its effects on adolescent outcomes. The study suggested that behavioural control, monitoring, lack

of communication, poor parent adolescent relationship, lack of involvement in adolescent work; inadequate backing and boundary projected escalated degrees of drug taking among teenagers. The study also found out that fathers overprotection of adolescents in affluent families resulted in less assertive adolescents especially in conflict resolution practices. These adolescents were more likely to be aggressive and engaged more in drugs than productive activities which posed a danger to other age mates due to peer influence. "I have lost him to the streets. We (family) are enemies. I am trying everything to save him but it is a hard fight (Focus Group Discussion, 2018). This shows that parenting behaviour today in affluent and other families is facing challenges. Despite this, the youth still need proper role modeling in the growing and developing society where drugs and alcoholism has become fashionable as indicated by the study findings.

A distinction was made by Nyaboke (2017), in her study in Karen in Nairobi Kenya between emotion-coaching parents and emotion-dismissing parents. Emotion-coaching parents monitored their adolescents' emotions and viewed their adolescent's negative emotions as opportunities for teaching, assisting and balancing their emotions. These parents coached them on how to deal effectively with emotions. In contrast, the emotion dismissing parents viewed their role as to deny, ignore or change their adolescent's negative emotions. The study found out that, the adolescents of the emotion-coaching parents were better at physiological soothing themselves when they got upset and were still better in regulating their negative affect; were assertive, could form their attention better and had fewer behavioral problems than the adolescents of the emotion-dismissing parents. However, the study only focused on parents in general and thus as a result of the scenarios experienced in Karen and other parts of Nairobi, the researcher was therefore sensitized to look at the existence of assertiveness issues in Karen.

In Kenya, a study by Muganda (2015) on the role of parent-adolescent relationship and adjustment revealed that supportive parent behaviour is critical to youth development and self-esteem. The study found that supportive behaviuor includes being warm, sensitive, empathic, playful with adolescents and accepting them. The study noted that lack of this in affluent families is likely to be linked with hostility, depression, substance use, delinquency and aggressive behaviour among adolescents. The study concluded that the rampant drug use among adolescents could be due to unsupportive parental behaviour characterized by criticisms, and distancing. Recommendations included the need for parents in affluent families to be warm and supportive to adolescents for better assertiveness in their teenage and adult life.

The study was supported by National Campaign Against Drug Abuse and Authority (NACADA, 2015) which demonstrated that there are some 4 million alcohol users, 2.7 million tobacco users and 700,000 drug abusers some of them being youth from affluent families with the likelihood of lots of money at their disposal but with parents less likely to be present. The study added that Nairobi has the highest number of residential rehabilitation facilities as compared to other cities. According to NACADA, high socio-economic status (SES) as compared to the low SES was predominant in the centers. With the high rate of adverse influence on peers from middle and lower income families, more adolescents are likely to be affected.

Mwangi (2016) contends that adolescents from high socio-economic status (SES) have higher suicide rates from the rest. The study revealed that the cases were on the rise, alarming, worrying and yet they were unreported because the subject is taken to be taboo to both the high and low class families. All these cases have happened between 2013 –2016. The study went further to note that recklessness; stress, depression, loneliness, boredom, suicide, accidents as well as drugs have often been cited among wealthy adolescents. These anxiety-provoking factors

can result in poor self-esteem, loneliness, boredom, low assertiveness and the desire to fit in with others. The study concluded that adolescents just need a shoulder to lean on or somebody to listen to them. It recommended that parents need to build strong communication, support, relationship, and involvement in adolescents who are under their care. This will help enhance assertiveness and strong decision making skills among the youth. Studies in this area are likely to be scanty. The present study through intensive research hoped to unveil these allegations.

According to Mwangi's study, the issue is worse than we expect as these group could be dangerous to others from other income levels through peer influence. In fact, the Ministry of education (2017) in a conference with heads of schools admitted that money cannot be replaced with parental care, love, presence and support for adolescents. The minister addressed parents and head teachers saying "if you cannot look after your teenager then you have no business getting children in the first place (Education Officer's Remarks in Mombasa, 2017)". This shows that there is a serious problem which should be addressed as echoed in the statement below:

> If we want our youth to bring about the desired change we have been praying for on behalf of our dear country Kenya, then we need to encourage hard work rather than let our youth to "steal", which seem to reveal low assertiveness among adolescents 'these days (Ministry of Education (MoE), 2016).

In Kenya, according to Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2016), youth empowerment occupies a pivotal role in economic development educational advancement. The study argues that the youth have descended into drug addiction due to low assertiveness, the need for esteem as well as a sense belonging. It adds that the youth have clocked up a string of fines for assaulting police, speeding, driving while disqualified and the money is a trap that seems like a means of escape. They are likely to recruit innocent youth

from other SES into risky behaviours. There is need for a study to be conducted in Karen and possible solutions arrived at before this minority group becomes endangered.

### 1.2 Statement of the Problem

Nurturing adolescents who are in a psychosocial shift from youthfulness to adulthood is demanding. Parental behaviour should encourage adolescents to grow as assertive adults in order to grow into responsible grounded adults. However, according to Okinda (2018) "The State of Marriage in Kenya" and "Parenting adolescents in the digital age," there is alarm over the rising cases of affluent parents' behaviour of neglect and emotional deprivation, and absenteeism among Kenyan couples. Nairobi experiences the highest number of broken homes standing at 67% compared to other Counties. The investigator opined that there is a worrying concern in the society because adolescents issues are escalating amidst parental behaviours of neglect that are rampant in families hence unable to stand the test of time and adolescent assertiveness is left at stake. Adolescents can only be assertive in stable, grounded families hence without that, assertiveness becomes a big challenge. Okinda argued that modern day marriages are facing numerous challenges among them unmet expectations, differences over finances, pressure to strike equilibrium amid labuor, adolescents and spousal separation. As a result, much of the parental behaviours are worrying as adolescents are operating in a vacuum, lacking adequate support thus leaving them in a state of confusion and void. This void can have adverse effects on adolescents' assertiveness.

With these parents' behaviours on the rise, adolescents are likely to suffer adverse psychological consequences especially lack of assertiveness if nothing is done to address the problem. How are adolescents expected to be assertive in a vacuum? From attachment theories, emotional attachment mediates in adolescents' assertiveness. Okinda continues to state that

challenges facing families have intensified and some threats have to do with upcoming lifestyle. What becomes of the adolescents? They are left to bear the burden and experience inner crush with compromised assertiveness later in life. With adolescent suicide on the rise as stated by World Health Organization (2017), studies on adolescent assertiveness are lacking.

Census report and Judiciary (2017) hold that the institution is under siege and that the ties that bind couples these days are no longer binding. According to the report, the rate of parental behaviour of separation among parents in Nairobi County alone is 59%, Laikipia 5%, Mombasa 4%, Nakuru 3%, Meru 4% and other Counties had 28%. This raises concerns on the fate of adolescents especially on assertiveness. From these reports, the purpose of the study was to investigate affluent parents' behaviour on adolescent assertiveness in Karen Zone, Nairobi County Kenya

However, limited studies have assessed the relationship between affluent parents' behaviour and assertiveness among adolescents. For example, Kiyingi (2012) focused on how lack of paternal affection affects adolescent. Another study conducted by Dearing (2014) in USA among adolescents in their twelfth grade indicated that most behaviour problems among affluent adolescents resulted from disengaged parents.

According to Kiyingi, suicide cases among affluent youth were on the rise, drug and substance abuse was sky rocketing, school drop-out became high among them, youth accidents on roads especially at night increased and extreme loneliness was experienced. Despite this, the literature on affluent parental behaviour and adolescent assertiveness is fragmented and scanty. Methodological procedures are longitudinal and only get detailed information from participants over a longer period of time. However, in Africa, the literature it is fragmented hence the

purpose of the study to investigate affluent parents' behaviour on adolescents' assertiveness in Karen Zone, Nairobi County Kenya.

### 1.3 Research Objectives

i. To establish the level of assertiveness among adolescents in affluent families in Karen Zone, Nairobi County-Kenya

ii. To find out what parental behaviour is prevalent among affluent parents in Karen, Nairobi County-Kenya

iii. To establish how affluent parents' behaviour influence adolescent assertiveness

iv. To find out the intervention strategies that could be put in place to improve assertiveness among adolescents in affluent families

### 1.4 Research Questions

The study was designed to investigate affluent parents' behaviours on adolescents' assertiveness in Karen Zone, Nairobi County-Kenya. More precisely, the subsequent research questions reinforced the study:

i. What is the level of assertiveness among adolescents in affluent families in Karen Zone, Nairobi-County Kenya?

ii. What parental behaviours are depicted in affluent families in Karen Zone, Nairobi County Kenya?

iii. How does affluent parents' behaviour influence on assertiveness among adolescent in Nairobi County Kenya across the following variables: parental involvement, communication, appearance or absenteeism?

iv. How is affluent parents' behaviour associated with adolescents' assertiveness on indicators such as relationships, support and attachment?

v. What intervention strategies could be put in place to help improve assertiveness among adolescents in affluent families in Karen Zone, Nairobi County Kenya?

### 1.5 Research Hypothesis

The present study was directed by the subsequent research hypothesis;

***Ho*$_1$**: There is no association between affluent parents' behaviour and adolescent assertiveness.

### 1.6 Significance of the Study

Parents would benefit from the study findings in order to address the cause of lack of assertiveness among adolescents in affluent families for improved approaches to support adolescents to mature into liable grownups. They would also benefit through the findings from the field by valuing the need to be present for their teenagers as well as the need for counseling services for the whole family. This would in turn enhance positive growth and development among teenagers both emotionally and socially. It could assist the adolescents on the need to seek assistance from counseling centers for the enhancement of their assertiveness. The study would be of benefit to the administrators in schools so that they can formulate proper strategies to help the affluent adolescents cope with life issues and educational endeavors.

The research hoped to assist counselors on how to assist adolescents from affluence in order to help them cope with life issues. The community is expected to benefit from this study on the need to develop alternative strategies that help to alleviate developmental issues faced by adolescents in wealthy environs. It is to help the government to come up with support programmes for the youth to help curb peer influence especially leading to addiction to drugs. It hoped to help policy makers to design appropriate interpersonal skills development training for community members in form of guidance and character formation. It is a basis of improving on the theory used and also critique on the existing issues raised about adolescent identity crisis as

well as identity confusions. It is a source of adding value to the existing literature on the topic at hand.

### 1.7 Scope and Delimitation of the Study

This investigation was conducted in Karen, Nairobi County. Nairobi has been chosen because it harbors most of the High Net Worth individuals living in its suburbs according to Mwangi (2016). It is also because most researches done on affluence focus mostly in urban centers like Nairobi. This area is also endowed with good infrastructure and is business habour therefore likely to have more affluent parents unlike other cities like Kisumu and Mombasa. Due to extreme reported suicide cases in Karen as compared to other suburbs, it was imperative that a study be conducted in Karen area. The researcher focused on affluent parents' behaviour on adolescents' assertiveness in Karen Zone, Nairobi County-Kenya. Furthermore, there are limited studies in Nairobi on the topic yet according to Mumah (2014) vast problems among adolescents in Nairobi need intensive inquiry. Due to the vastness of the County, the study was limited to families in Karen Zone. Both male and female adolescents were sampled for the research.

However only those ranging between ages 14-25 were targeted as they are likely to be within the adolescent period. One major limitation the researcher faced was resistance from these families and from the parents of these adolescents since they could never want their children to be exposed. However the researcher assured them of the need to observe confidentiality at all levels and to maintain high standards of ethical considerations. The researcher also assured them that the study was meant for academic purposes. The researcher limited her population to only adolescents from affluent families in Karen Zone. The instruments for interviews were formulated in way that it controlled for all other extraneous variables.

## 1.8 Assumptions of the Study

Several assumptions were made in the carrying out of the study, as follows:

i. Affluent Parents have a strong influence on adolescent's assertive behaviour dispositions.
ii. Adolescents were assertive enough in affluent families.
iii. Participants were honest in their responses.
iv. Participants were not feeling pressured into taking part in the study.

## 1.9 Theoretical Framework: (Erik Erikson's Psychosocial Theory)

This study adopted a psychosocial perspective to account for assertiveness among adolescents in affluent families. Erikson (1963) contends that contradictions existing in the society make adolescents feel lost leading to poor assertiveness in life. Accomplishment primes to the capacity to remain astute and the opposite propels one to confusions and minimal assertiveness.

Erikson (1980) believes that emotive growth faces difficulties that derail adolescents' progress. Developmental crises experienced in childhood according to Erikson (1963), poses numerous behavior problem especially when trust for parents in not nurtured. Identity and role confusion is one of Erickson's Adolescent stages whereby the youth face a series of psychosocial conflicts. A confused adolescent may not be grounded in personal identity. Erickson maintains that when children disengage from parental attachment at puberty, it is not easy for adolescent to completely detach from parents' constant watch.

The central component of Erikson's psychosocial phase theory is the growth of ego identity that young people acquire with the help of nurturance, love, support and bonding from parents. Erickson's eight stages are gradual and one has to progress successfully from one to the next. One has therefore to create an enhanced identity based on self-knowledge and continuity of experience.

Adolescence is characterized by crisis that sets in due to changes in hormones. Adolescents are required to have consistent parenting to help them build self-identity without which low assertiveness is experienced. In other words, if the adolescent is not supported in his/her transition drive, instead of identity formation, the individual is likely to have identity confusions and reduced assertiveness. The adolescents in the current study who failed to achieve developmental tasks of identity formation through assertiveness as postulated by Erikson (1968) often develop low assertiveness which the study sought to address through exploring affluent parents behaviours on assertiveness among adolescents in Karen Zone Nairobi County Kenya.

Adolescence marks the period where youth are biologically, albeit not usually psychosocially, capable of surviving on their own. Despite the process of growth into adulthood, adolescents still need parental closeness to nurture resilience in the heart of crisis. They may appear distant from parents but they seriously need backing from adult parents for enhancement of assertiveness. Hence, "it is extremely important for adults to open lines of communication and be mindful of the values and behaviors they are demonstrating to youth" (Becker, 2012). If parents exhibit the right parental behaviours, teenage identity formation becomes grounded on the basis parental values. The theory fits in our study since it is anchored on issues adolescents face from childhood to adulthood depending on how parenting behaviours are exhibited.

### 1.9.1 Strengths of Erikson's the Theory

The eight stage theory serves as a guide that explains psychological issues and holds it across time and cultures as well. Psychologists agree that Erikson's ideas were valid, original and significant across various groups of people. They agree that Erikson's eight stages serve as an outline when it comes to defining our culture, comparing or defining personality either as psychologically adjusted or maladjusted. The work also grips around Erikson's efforts to

ascertain identity as well as around his outlook of adolescents' psychological assertiveness. This helps in resolving the crisis of early childhood, which is able to be cleared during adolescence depending on parenting behaviours. Cherry (2012) proved beyond doubt that his theory maintains significance throughout different cultures, making Erickson's ideas universal and thus very credible. Erikson's theory offer useful framework for analyzing developmental histories, assertiveness, adjustments and developmental issues among youth hence the suitability of the theory to the current study.

### 1.9.2 Weaknesses of Erikson's the Theory

Some weaknesses in the theory have to do with the eight stages. People may not be the same in all cultures because some marry by the age of 13 or 14 so the stages become confusing since this is adolescent period. It is more masculine oriented and not feminine leading to biases. There is no type of therapy that Erikson advocated for and he seemed to have more proclivities to labeling crises than actually solving them. Despite these weaknesses, the theory still explains parental behaviour and how it contributes to assertiveness among affluent adolescents.

### 1.9.3 Application of Erikson's Theory to the Study

Erik Erickson's model builds upon the preceding stages in progression. Erickson's theory describes how the impact of social interactions and experiences shape individuals throughout their lifespan (Erickson, 1968). He describes how a "crisis" is what helps an individual move to the next developmental stage. Erickson explains each process as part of the constructing and reconstructing of one's identity. Erickson explains "those who receive reinforcement and support with personal exploration will be able to progress into the next stage of psychosocial development" (Erickson, 1968). The adolescents who achieve identity are associated with higher levels of assertiveness and self-esteem. In contrast, if the adolescents fail to resolve the crisis

they are left to ‘find themselves’, they can become socially disconnected, can develop exaggerated sense of own importance, and unable to make define choices in future (Santrock, 2011). In the crisis period of adolescents, the encouragement and reinforcement of parents is very crucial for adolescence. It helps by developing assertiveness, consistent values, shaping personality traits and developing a direction in passing the crisis period successfully. Thus, the roles and ways of behaving may be ‘tried on’, modified, or discarded in order to shape the concept of self, depending on parental behaviours (Too, 2016).

Adolescents struggling to find their identity are associated with role diffusion, very low self-confidence, low assertiveness, depression, isolation, and mood disorders. Erickson states that these adolescents remain confused about one-self, unsure of their beliefs and future, may seek acceptance from peers, and are insecure without proper parenting (Erickson, 1968). This theory leads to the possibility that when the parenting practices are poor, an adolescent will look elsewhere for acceptance or guidance. The study is justified in the use of the theory since it accounts for the parental behaviours and the influence they could have on adolescents’ assertiveness.

### 1.10 Conceptual Framework Showing Relationship between Variables

A conceptual framework is a diagrammatical representation of how different variables interrelate and interact to influence the dependent variable. Johnson (2014) argues that a conceptual framework is a tool researchers use to guide their study. It is an asset of ideas used to structure the independent variables, dependent variable and the intervening variables in a research. According to Johnson, a conceptual framework is a cluster of ideas mostly definite and scientifically structured to emphasize, validate ideas and a tool for the integration and interpretation of information. This is illustrated in the figure below.

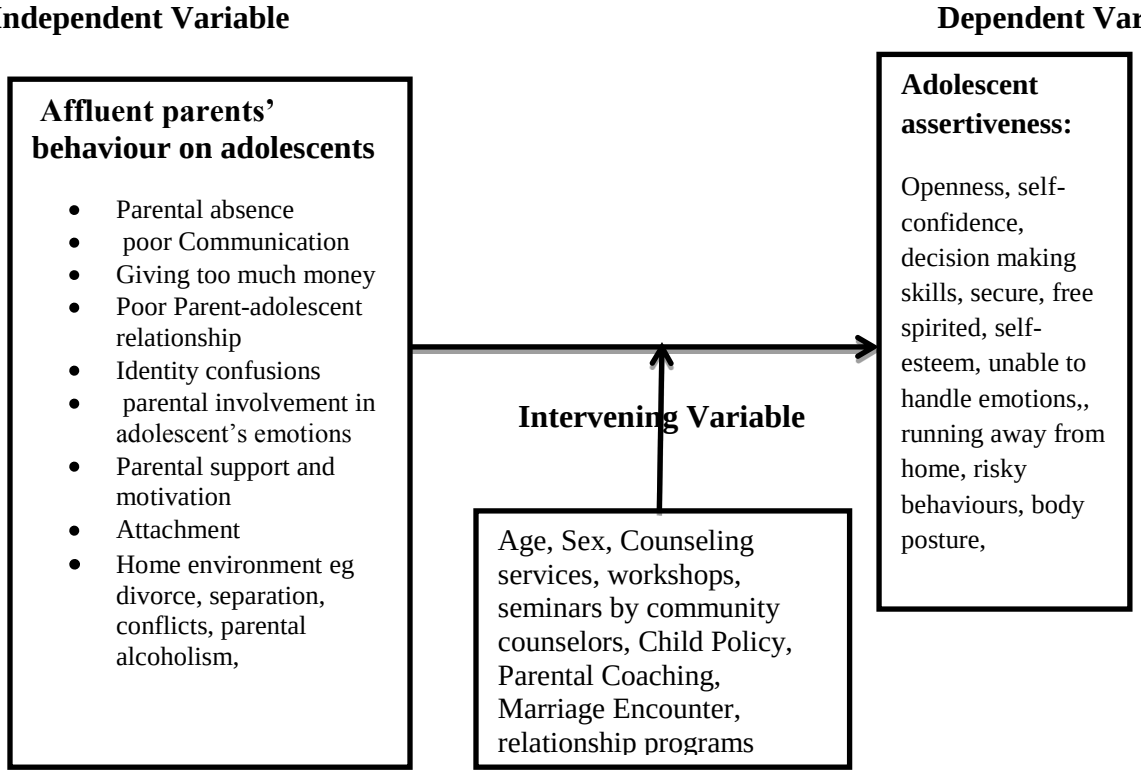


**Figure 1: Conceptual Framework**

**Source: Researcher: 2018**

In the above framework, the independent variables are affluent parents' behaviours whereas the dependent variable is the adolescent assertiveness. Influence of affluent parental behaviour can only be minimized and adolescent assertiveness enhanced if factors such as parental presence, attachment, parent-adolescent relationship, emotional support, home environment counseling, care and love are enhanced. From the theory, identity confusions may affect assertiveness of adolescents if not managed well by parents. The conceptual framework shows that affluent parents' behaviours have direct influence on adolescent assertiveness depending on how parents nurture their teenagers from birth. Failure to nurture them by parents early in life may result to adverse effects on adolescent assertiveness as reiterated by Erickson in his psychosocial theory. The indicators that have direct influence include parental absence, lack

of communication between adolescents and their affluent families, relationship between parents and their adolescents and identity confusions among others as shown in the conceptual framework. All the indicators impact negatively on adolescent decision making skills and assertiveness. However, other factors such as conducive environment are likely to have positive impact on adolescent assertive behaviour indicators. Other parental behaviours such as divorce, separation, conflicts and parental alcoholism may have direct influence on adolescents' risky behaviours such as alcoholism, truancy, school-dropout, inability to handle emotions and coping with life challenges. However, if parental behaviours of support, good communication, relationships, attachment, care and love are experienced, assertive indicators such as openness, decision making, self-confidence, high self-esteem is likely to be high among adolescents.

### 1.11 Operational Definition of Terms

**Adolescence:** A period of preparation for adulthood during which several key developmental experiences occur. It is a time when individuals are neither children nor adults, and is described as the commencement of the period when young people face more crises and require parental closeness.

**Affluence:** the ability of being in possession of abundant resources that is averagely viewed as more than enough in order to provide adolescents with more material resources

**Affluent Parents:** refers to individuals with material resources and are able to adequately provide sufficiently beyond the average daily necessities

**Anxiety:** a state marked by a feeling of insecurity and a sense of diminished control and restlessness

**Assertiveness:** This is the quality of being self-assured and confident with oneself, able to make informed decisions, stand to ones values while respecting other peoples' rights.

**Extrinsic:** Refers to all the forces from outside that lead to psych problems

**Intrinsic:** Refers to positive and negative experiences from within that make and individual feel depressed and stressed such as happiness or sadness

**Local officers:** individuals such as the police, the area ward representatives, and the chiefs not security guards

**Mental Well-being:** A state in which "the individual realizes his or her own abilities, is able to deal with pressures of life, can work effectively and productively, and is determined to contribute to the society"

**Parenting:** It is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship

**Parents' Behaviour:** Any characteristic of a parent that has influence on adolescents in one way or another in families while behaviour is the way one conducts oneself before others.

**Poverty**: The powerlessness to have enough money and the necessities of life including education which is a human right as well as basic needs

**Psychological Well-being**: It is a psychological term which means being in a state of wellness and the ability to preserve evenness amid numerous prerequisites of life within the ones surroundings

**Risk Factors:** are those characteristics of individuals that increase the likelihood of developing a mental health problem or increasing the severity of the problem

**Social Well-being:** It is the ability to integrate in the community and mingle freely in order to build strong relationships with others

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviews related literature on the affluent parents' behaviour on adolescent assertiveness. It also sought to identify studies regarding the research questions adopted for the study and explore the short comings. It sought to provide the research enough data that enriched this study and gave it a rich review of related theories. Thereafter the conclusion and the gaps found on the basis of the reviewed literature were presented.

## 2.2 Review of Relevant Theories

The chapter describes the theories that have been used in the study to show the link between theoretical information in relation to the findings that the study at hand was out to investigate.

### 2.2.1 Family Systems Theory

Family Systems Theory by Bowen (1966) explains human behavior as the intersection of the influences of multiple interrelated systems. In the event that a person is apprehensive, worried and anxious, all those typically concerned need to appreciate and assist the individual. Accordingly, all systems are interconnected portions organized in an ordered entity and each subsystem affects others from within. If one part disconnects from the rest, dysfunction occurs resulting to disruptive behavior which is likely to be detrimental to assertiveness among adolescents in affluent families. This is in line with White and Klein (2008) who contends that this lack of perceived family cohesion in no way mediated the link between parental care and adolescent assertiveness. This is likely to cause a drop in adolescent's life successes. Second, the concept of subsystems relates to the assumption of connectedness because it is the subsystems

that are linked within the system and affect how the family member views parental behaviour in their family and how it functions. Affluent parent behviour is likely to be a busy one within the place of work. This may continue for some time. The adolescents are likely to mistake this absence for neglect thus get stressed up, depressed, feel abandoned and lonely. In this case, the concept of family triad may affect the adolescents negatively. Therefore, the research in question regarding affluent parents' behaviour on adolescent assertiveness as affected by family cohesion fits well into the Family Systems Theory of thinking.

In the current study, family cohesion, according to White and Klein (2008), which in itself is based on mutual causality, can mediate the negative connection between paternal availability and adolescents' assertiveness. For instance, if a father does not communicate fondness to his daughter or son, the daughter or son is less likely to communicate fondness to his/her father hence aloofness for both which may affect the assertiveness of adolescents. For example, Piff (2014) found that open parent-adolescent communication impacts on family functioning and adolescents' assertiveness. According to Piff, parent-adolescent-relationships and communication raises acceptable behaviours among adolescents on sex related issues. Open and quality communication consists of free flowing of factual and emotional information, and the existence of positive relationship characteristics within the family such as support, affection, and appropriate boundaries. This is supported by Bowen (1966) especially in relation to family dyads as well as cohesion for healthy homeostasis.

Therefore, the daughter and the father will not build a sense of cohesion with each other due to their lack of fondness in communication. Consequently, this will cause the daughter to perceive her relationship with her father, and more than likely her family, as less than close, which will cause less mediation between parental closeness and adolescent assertiveness. The

daughter's disconnect from the father may cause harm to her assertiveness and may result into risky behaviours such as early pregnancies.

Two tenets within the Family Systems Theory are particularly relevant in examining how the link between affluent parent's behaviours and adolescent assertiveness is affected by parent-child cohesion. The two relevant tenets of the theory according to White and Klein, (2008) are the assumption of connectedness and the concept of subsystems. Connectedness states that all parts of the system, or family, are interconnected - that all parts of the system (including subsystems) affect one another and can deplete adolescent assertiveness in the family setting. A complete system will require that all members of the family are available for each other all the time especially the time for meals. This helps to give support and fondness to each member in the family. Affluent parents' behaviour of absence and likelihood of being out of their homes most of the times in search for more and more money is likely generate anxiety among adolescents. Adolescents who feel abandoned experience assertiveness issues hence the appropriateness of this theory to the study. Connection, support, relationships, fondness, attachment, closeness is vital tenet in a family systems theory.

First, this assumption of connectedness aids in the explanation of how one part of the system, such as the father/mother dyad, affect their adolescent's functioning and eventual underachievement of assertiveness. Additionally, these assumptions aid in the explanation of how the degree of family cohesion can affect this link between the father/mother dyad and adolescent assertiveness. For example, if a member of the father/mother dyad is preoccupied with search for wealth at the expense of the youth, then that subsystem will affect perception of other individuals connection within the family by possibly instigating other participants (i.e., the

family's adolescent) to believe that their members are not close because the absent parent does not care hence anxiety.

The degree of anxiety in any one family will be determined by the current levels of external stresses. Bowen's emphasis remained on the forms that advance in families in order to neutralize tension. If parents do not ensure the capability to consider their reactions to parent-adolescent connection problems, but somewhat respond impatiently to superficial sensitive anxieties, a state of prolonged apprehension may be set in thus reducing assertiveness among adolescents. Therefore, the research in question regarding affluent parents' behaviour on adolescent assertiveness as affected by family cohesion fits well into the Family Systems Theory.

### 2.2.2 Social Learning Theory

The social learning theory maintains that behaviour of an individual is an inducement of thoughts and actions of the observers. Bandura (1986) asserts that people learn by observing behaviours of others and that models are capable of eliciting maladjusted behavior in certain individuals. The theory is useful in that it addresses assertiveness issues among affluent adolescents. Behaviour is not exclusively by internal motivations or surroundings; nevertheless, it is as a consequence of a collaborative relationship amid inner development and environmental dynamics.

Consequently, behaviour according to Bandura is learnedby means of perception and modeling. What is observed may negatively or positively affect assertive behaviour among adolescents. Adolescents need to model some behavior from parents for assertiveness, esteem, identity, self-concept enhancement and ego strength. They are therefore likely to miss on this indictors should role models be away for one reason or another. They need to connect all the time for the likelihood of getting close monitoring and guidance. This makes the theory to be

relevant to the study. According to Bandura, (1977) social learning theory postulates that individuals come into contact with behavioral processes as a result of interaction, modeling and corroboration from their parents whom they observe. Parents also influence their teenagers by reinforcing some behaviors through rewards and encouragement, and discouraging other behaviors through punishment. Which behaviors parents model and encourage depends on their availability and basic life conditions. Higher and lower income parents differ in fundamental ways

Research by Miller et al., (2015) regarding the consequences of income in terms of assertiveness suggests a self-sufficiency hypothesis, positing that high income allows individuals to procure resources necessary for personal needs. This tendency may make those in affluence reduce dependency on others as well as decreasing the time spent with neighbours. Evans (2004) contends that higher income parents own larger houses in safer neighborhoods, have more reliable transportation (e.g., vehicles) to shuttle the youth to various activities, and can pay for more activities, such as lessons, camps, or tutors.

These conditions lead higher income parents to feel highly independent and perceive little need for others' assistance and feel their teenagers should be independent too. These behaviours among affluent parents are more likely to lead to lowered assertiveness as parents may distance themselves from adolescents with a belief that the youth are being empowered to be independent. By contrast, as asserted by Piff (2014), lower income parents have smaller houses in more dangerous neighborhoods and rely more on time-consuming and unreliable public transportation. According to Wang and Murnighan, (2014), these circumstances influence those in the lower SES to feel that they go through a lot to acquire personal needs, which may make them depend on others for getting assets (e.g., transportation, child care) for survival. This dependence, in

turn, increases closeness to others and especially teenagers among lower income individuals. These thoughts about money—the greatest method of wealth brings about numerous indicators of individuality and separation from others. This includes higher persistence and reluctance to ask others for help when working on difficult tasks, high distress due to social rejection by others, less socializing behaviours between parents and their adolescents. Such behaviours are likely to lead to a lowered sense of assertiveness among affluent adolescents.

Aloofness of members in families may create strained relationships and thus intensify stress related issues that impact on adolescents' assertiveness. Relationships of this magnitude can be described as a self-centered behavior and less sensitivity to others' needs. Studies by Piff (2014) on the correlates of income, some of which were conducted as part of multi-study investigations of the correlates of the broader construct related to High Net Worth individuals, have shown an indication that there is limited compassionate relationship existing . They are also likely to be less interested in family issues and to their youth than lower income individuals. This parental behaviour is likely to lower assertiveness among adolescents. Galinsky, (2015), contends that upper SES may be linked with higher levels of disreputable behavior done to advantage one-self. Park, (2014), conducted a 35-year (1976-2010) on societal-level analysis which discovered that adolescents in the United States demonstrated little concern to others in prosperity than in deficiency thus experiencing lower levels of assertiveness (Priming money has similar effects: Vohs et al., (2006), opines that money primes reduce assertiveness and self-esteem. Mogilner (2014) adds that higher SES adolescents may develop risky behaviours to benefit the self hence lowered assertiveness.

These findings suggest that higher income parent's model and reinforce behaviors prioritizing the self over others including members of the family claiming to be too busy to

attend to adolescent issues within the family. Social learning theory recommends that through imitation and corroboration, upper SES parents communicate additional egocentric behaviors to their adolescents than parents from other socio-economic position. Miller et al., (2015) suggests that adolescents in affluent families face adverse self- esteem issues, assertiveness and low functioning than those from of lower income parents

The behaviors inculcated by higher income parents are likely to increase adolescents' narcissism, low assertiveness, low self-esteem and psychological problems without seeking counseling. Past studies by Piff (2014) support the fact that higher SES is linked with self-importance and deprived assertive behaviour among adolescents. In these studies, feeling wealthy, self-identifying as rich and having higher income were associated with higher narcissism and a distorted sense of assertiveness than their counterparts in lower SES. The youth in such homes were believed to necessitate more serious counseling in order to deal with assertiveness issues that seemingly impede their psychological, physical, emotional, and mental growth towards increased levels of assertiveness. Affluent parental behaviours that are more supportive inculcate higher levels of assertiveness among adolescents than those that fail to do so. Affluent parents therefore need to continually support their adolescents at all times in order to impart strong assertive behaviours among them for resilience in times of crisis.

### 2.2.3 Attachment Theory by John Bowlby

This theory was coined by John Bowlby in 1969. The summary of attachment theory is that it offers clarifications of behaviour displayed by toddlers relative to their parents. This relationship is emotionalized as the greatest during the incidences of separation and reunion. The theory recounts behaviours of attachment from the "attacher" to the "attachee" that transpire

when children are born. These attachments in childhood construct relationships in adolescents and adulthood and have implications for one's holistic development.

In Bowlby's theory of internal working models, early interactive experiences, especially parent-adolescent interaction, provides the basis for one to form and moderate core expectations about the worthiness and likability of oneself and the responsiveness and support of parents. These models of self and others work as guidance for further interactive behaviours in families and in other relevant situations. In this way, an adolescent will extrapolate early experiences with parents to estimate the availability and friendliness of other people, to interpret the intentions and to select the way he/she reacts whether assertively or not. As a result, one who has been securely attached to parents will assume that the environment is safe, that he/she is beloved and competent and that others are friendly as well as attentive to them. Subsequently, he/she is predicted to respond in a more assertive, pro-social manner. In contrast, one who has suffered insecure-avoidant attachment is prejudicially guided by beliefs that others are hostile, social relationships are distressful, and he/she is useless and unworthy of care.

Holding these distorted assumptions, one tends to interpret ambiguous or even benign behaviour as hostile which is dangerous to assertiveness. As a result, adolescents may develop low assertive behaviours and even almost defensively, respond in an aggressive manner. When one starts adolescence and an interpersonal connection with parents becomes an important part of life, problematic behaviours associated with insecure attachment lead to peer rejection. Lack of peer acceptance finally results in more anger, frustration, use of aggression, drugs and substance abuse as well as suicidal tendencies. An adolescent in this state may not be as assertive as compared to their counterparts in secure attachment to parents.

Santrock, (2014) argues that the family is a powerful and influential social system affecting adolescent's development of a healthy self, identity, sense of self-worth, assertiveness and psychological adjustment. Bowlby argued that assertive behaviour is built upon a stable attachment to parents, contented friendships, acceptance among peers, affection, and intimate closeness from the parents who bring them up. Certainly, as people grow, there is progression in the importance of parental appreciation relative to assertiveness. However, throughout adolescence the relationship between parental approval and self-worth remains constant for enhancement of adolescent assertiveness. Affluent parents behaviour should provide vital attachment the adolescents need right from the time of birth to adolescent period. Affluent parents' behaviours should be involving, supporting and emotionally present for the likelihood of enhancing assertiveness among adolescents. The study established the necessity for this theory through data collection from participants to find the level of attachment between affluent parents and adolescents and bow such relationships influenced adolescents' assertiveness.

In his longitudinal study, Amato (2014) argued that the degree of attachment possessed independently in both father-child and mother-child relationships were positively related to the grown teenager's assertiveness. This study conducted among 471 adolescent revealed that intimacy to mothers and fathers was associated closely with adolescent improved self-esteem and contentment while also significantly contributing to increased offspring heightened assertiveness. This is related to the present study where affluent families need to create an environment for the youth to experience the complete father mother closeness and attachment in order to increase levels of assertiveness.

Wilkinson (2004) conducted a study on logical health and parental attachment, peer attachment, assertiveness and self-esteem. The first study included 1,998 Norwegian participants,

with the second study including 358 Australian participants, and the third study including 345 Australian participants. The result indicated that self-esteem was a determinate of how influential peer and parental attachment were in regard to the adolescents' level of assertiveness. Moreover, the findings demonstrated that parent-adolescent connections predisposed the peer connection that was shaped in adolescents' future life. This clearly shows that attachment to the youth by parents is an important aspect to their psychological growth and assertive behaviour. Affluent parental behaviours that tend to perpetually suggest absence from their homes in searching for wealth with less preference for attachment is more likely to lead to low assertiveness among affluent adolescents and less likely to empower the youth. In the end the adolescents are more likely to be affected psychologically which may lead to depressive episodes with anxiety, stress, identity issues as well as being emotionally isolated from the self and family.

Attachment theory was chosen to inform this study due to its consistent analytical emphasis on the innate desire of every offspring to develop a long term relationship with parents so that shared passionate growth can take place. The attachment theory explains how much the parent relationship with the youth influences their development. Santrock, (2014) contends that the formation of an emotional attachment to a permanent parent attributes to the positive formation of later emotional and personality development. Actions that inhibit attachment like separation from parents may inability progress towards career advancement, the ability to be sensitive, receptive or dependable in their interactions have short term and possible long term negative effects on the adolescents' assertiveness, emotional and cognitive development. Bowlby (1966) emphasizes that the youth should experience a warm intimate and continuous relationship with their parents, where both parties find satisfaction and enjoyment, and that, not to do so, many youth grow to have significant consequences in terms of assertiveness. During

adolescents, people tend to look up to parents to resolve developmental problems that cause great stress. Parents try their best to protect adolescents from such delicate situations. Therefore attachment to parents during adolescence is potential to help adolescents increase levels of assertiveness.

Wilkinson (2004) adds that attachment is related to features of social ability, social popularity, social support pursuit, social self-efficacy, social skills, emotional adjustment and educational accomplishment throughout adolescence. Connection amongst parents and adolescents categorized as friendliness, contingent receptiveness, and warmth which encourages adolescents' capacity to attain effective communication, trust, and emotional regulation, has been associated with secure attachment.

In relation to this study, adolescents who enjoy sufficient parental presence as they grow, learn to love others and remain sensitive to authority. They are trusting and more likely to obey rules since they trust that the rules within the society are meant for their own good. On the contrary, adolescents who grow up without parental presence according to Engler (2010) are distrusting and may engage in risky behaviours, show lesser ego strength, peer incompetence, dejection, manifestations of insecurity, low assertiveness and depression. Ainsworth (1978) elaborated on the three categories of attachment, the *Secure,* the *Avoidant* and the *Resistant.* He classified the *avoidant* and the r*esistant* as those youth who have not enjoyed adequate parental presence and whose parents have not been warm to them.

According to Engler, the *avoidant* and the *resistant* also manifest lesser ego strength; are paranoid and less competent in problem solving. These characteristics may allude to the misbehavior manifested by adolescents in secondary schools and in some homes. Lines (2012), stipulates that, the loss of parental emotional presence has two main effects. First, security is

disturbed because the concept of the family has been shattered and secondly, the adolescent's world is less stable and far less predictable. Lines established that adolescents lacking attachment to parents have more difficulties relating with their own parents as compared to those with attachment. On the other hand, Kılıc (2010) in Turkey determined that there is a positive correlation between the assertiveness levels of adolescents and attachment to parents. This research therefore sought to find out whether there is any link between affluent parent's behaviour and assertiveness among adolescents hence the rationale for attachment theory.

Proponents of this theory encourage parents to spend as much time as possible with their youth, and the encounter to be as loving, caring and indicative of parental emotional presence as possible. Parental emotional absence denies youngsters the warmth that propels them through to psychological and emotional maturity. Bowlby (2009) discloses that there is need for warmth, close and uninterrupted relationship with parents, where parent-adolescent connectedness can be nurtured. Failure to do so, may make adolescents to depict signs of extreme difficulties during adolescence as well as future adults. The implication is that emotional presence of parents at an infancy stage provides the basis for secure development that could manifest in a well-disciplined adolescent. To the contrary emotional absence of a parent at infancy stage and at adolescence could breed an undisciplined adolescent. Parental presence therefore is significant in helping the youngsters to grow trusting in the self and in others; being confident and viewing the world positively. The theory is relevant to the study since it explains parental behaviours that could impact negatively on adolescents' assertiveness.

## 2.3 Review of Empirical Studies

The review of empirical studies was done based on the research questions procedurally. The first part dealt with status of adolescent assertiveness in affluent families, the second part looked at affluent parents' behaviours depicted in affluent families, the third part focused on how affluent parents' behavior impacts on adolescent assertiveness, the forth was on the strategies to put in place for adolescent assertiveness in affluent families followed by conclusions and gaps found in the literature reviewed.

### 2.3.1 The Levels of Assertive Behaviour among Adolescents in Affluent Families

The level of assertiveness among adolescents has been shown to be related both to individual and contextual factors in terms of affluent parental behaviours. Downheartedness creates substantial psychological disturbances among adolescents. Adolescents who are in a state of depression display other sensitive behavioral complications such as undesirable self-perceptions, loneliness, conduct disorders and assertiveness. In a study by Chen, Lee, and Straham (2013), 11$^{th}$graders from wealthy families were found to have higher frequencies of depression than U.S. counterparts, but depression levels in earlier grades were comparable or lower than those in the US sample. According to Chen's study, such symptoms lessen the levels of adolescents' levels of assertiveness. World Health Organization (2014) indicates that Chinese adolescent from wealthy families had suicide rates scoring higher than those in Western countries. The same study among 161 non-clinical Chinese adolescents assessed for depressive symptoms and coping strategies established that 64% were found to be in the depressed range. Common depressive symptoms in the study included low self-esteem among affluent adolescents, as well as a sense of failure, punishment and guilt. The present was to study

confirmed whether such behavioural tendencies exist and their possible correlation with parental pressure in relation to assertiveness among affluent adolescents in Karen Zone, Nairobi County.

The study concluded that depression among affluent adolescents is influenced by characteristics of their interpersonal relationships as well as intrapersonal factors. Specifically, low affluent parents' cohesiveness and high conflict is linked with higher levels of adolescent depression and low assertive behaviour. A number of studies have looked at the correlation between family factors and depression in Chinese adolescents. The study was among affluent Chinese while this study was to be among adolescents in affluent families in Nairobi County specifically focusing on convergent parallel mixed method design.

Another study was conducted in Australia by Arkin (2014). One hundred and eighty seven undergraduate affluent adolescents completed questionnaire measures of attachment, assertiveness, and attitudes to communication with parents. Eight weeks later, they reported having low attachment and lowered assertiveness. Hierarchical regression indicated that at step 1, anxiety about relationships, (a measure of insecure attachment from parents) was associated with less assertiveness for all outcome measure.

Attitudes to communication with affluent parents added to the prediction that high investment in wealth can lead to impoverished relationships and emotional deprivations to adolescents leading to poor self-concept, low-self-esteem, low self-efficacy and a compromised assertive behaviour. The study adds that teens in such relationships faced multiple depressive disorders, distress and negatively scored on assertiveness. Arkin's study revealed that the very wealthy in society, paradoxically, are likely to feel lonely and friendless. Ironically it seems that the greater the availability of amenities of modern living, the lower the frequency of critical events in people's lives which is a factor that influences adolescent assertive behaviour

negatively. However, the researcher hoped to ascertain the existence of such claims using varied methods with Kenyan samples among affluent adolescents in Karen Zone.

The assertiveness of adolescents has been shown to be related both to individual and contextual factors in terms of their behaviours. Loneliness, and conduct disorders among adolescents may lessen the levels of assertiveness. In a study by Chen, Lee, and Stevenson (2006), 11$^{th}$ graders were selected using cluster sampling method to examine self-assertiveness among affluent adolescent. Participants consisted of four hundred and fifty affluent adolescents. All the subjects completed the Assertiveness Inventory (AI). Another inventory measuring affluent parental styles of communication was presented to parents. Subjects completed these questionnaires twice. Statistical analysis showed that there was a significant difference between the extent of self-assertiveness among adolescents in families and affluent parents' behaviours and style of parenting. The adolescents who recorded low self-assertiveness measures had higher frequencies of depression than U.S. counterparts, but depression levels in earlier grades were comparable or lower than those in the U.S. sample.

World Health Organization statistics (2014) showed that Chinese adolescent suicide degrees are greater than adolescents in Western nations. The same study by Chen, Lee, and Stevenson, (2006) among 161 non-clinical Chinese adolescents assessed for depressive symptoms and coping strategies established that 64% were found to be in the depressed range and with very low assertiveness. Common depressive symptoms in the study included low self-esteem, as well as a sense of failure, punishment and guilt. The present study was to confirm whether such behavioural tendencies exist and their possible correlation with parental pressure in relation to adolescent assertiveness.

The study concluded that depression in adolescents is influenced by characteristics of their interpersonal relationships as well as intrapersonal factors. Specifically, low family cohesiveness, separation and high conflict were linked with higher levels of adolescent depression and lowered assertiveness. A number of studies have looked at the correlation between family factors and assertiveness among Chinese adolescents. Chan (2006) carried out a study on marital conflict among parents and adolescent's assertiveness. The researcher used 254 primary school age adolescents in Shanghai. Gambrill and Richney's assertiveness questionnaire, Matson's Social skills questionnaire and Baumrind's parenting questionnaire were employed to measure adolescents' assertiveness and parent's behaviours. The findings of that study demonstrated differences between adolescents' assertiveness and affluent parents' behaviours. The findings also demonstrated that parental behaviours have highest level of effect on adolescent assertiveness. Parents who are more caring create much more assertiveness and those who are aloof lessen the assertiveness. Mothers who were rejecting created less assertiveness among adolescents than those who were accommodating and loving.

Depression was found to be stable over time where enmity and hostility existed between parents and adolescents. Adverse parental relations were a factor that contributed to depressive behaviours among adolescents thus influencing assertiveness negatively. The study was among the Chinese while this study was among adolescents in affluent families in Nairobi County specifically focusing on convergent parallel mixed method design.

Life patterns associated with affluence can leave various socio-emotional rewards unfulfilled which may be a factor to adolescent's lowered assertiveness. Deiner (2015), conducted a study in USA and established that heightened output related to affluence includes relaxation and high stress; individuals become increasingly prone to feelings of low assertiveness

or high distress. A cross-sectional and correlational study was conducted among 321 first grade adolescents from well –to- do families during 2014-2015 periods. Samples were drawn from six educational centers and regions by a multi-stage random sampling design. Questionnaires used were Rathus Assertiveness, and Self-efficacy meant for adolescents. Findings indicated a remarkable negative association between parent-adolescent disagreements and assertiveness ($p<0.003$). Low self-efficacy also revealed very low assertiveness among adolescents. Parents who separated within the same year had adolescents experiencing depressive episodes with lower levels of assertiveness ($p<0.001$). According to the same study, the power to work, acquire and consume tended to deplete personal energies to the extent that most of one's own psyche energy directed towards material gains rather than in attachments, natural attractiveness, faith, with less interest in adolescents. These become crucial factors that contribute to adolescent depression and thus lower assertiveness among them. The findings confirmed that assertiveness was vital in the enhancement of social skills. Deiner emphasizes that assertiveness benefits adolescents in expressing their thoughts, feelings, and opinions in a clear, authentic and suitable manner. This skill is very important during adolescent period due to the pressure from peers and also their age circumstances. Parents therefore have an obligation to foster higher levels of assertiveness among adolescents at all times.

A study by Kasser and Ryan (2013) found that adults who value job success and prestige were likely to be unhappy in their lives as well as in their own families. They also demonstrated poorer mental health and lower assertiveness among individuals with strong investments in extrinsic, materialistic goals such as fame and wealth than their counter parts in the lowest SES. Two hundred and twenty five adolescents and their affluent parents were asked to fill out a parent-adolescent communication questionnaire. Kasser's findings discovered that parental

behaviours contributed a lot to adolescents' assertiveness. Parenting behaviours influence the development and maintenance of problem behaviours among adolescents including assertiveness issues. Parents who overly control adolescents but provide care and attachment have adolescents with lower problems with drinking, truancy, alcohol and marijuana use but higher assertiveness.

The study also found that parenting behaviours such as parental warmth, and support, inductive reasoning, and parent adolescent communication can facilitate positive adolescent assertiveness. Kasser noted that when adolescents feel loved and accepted and helped with something important, their level of assertiveness is likely to escalate. Kasser (2013) argued that those who preferred affluence, professional success and prestige over intimacy in marriage and with friends had their children reporting high depression, being unhappy generally with themselves and their teenagers hence low assertiveness among adolescents in those families.

Findings from Kasser suggest that parental warmth is positively associated with adolescent assertiveness. This suggests that parental warmth, support, attachment, and concern on adolescents' assertiveness are an effective parenting behaviour among ethnically and economically diverse samples. The study also underscores the importance of parent-adolescent communication because it can serve as a protective factor for adolescent assertive behaviour.

In another study conducted in Australia by Arkin (2014), findings indicated that high investment in wealth can lead to impoverished relationships and emotional deprivations to children leading to poor self-concept and compromised assertiveness. Subjects were 60 volunteer mothers and fathers and 95 adolescents ages sixteen to twenty seven from a white upper socio-economic suburban population. The adult assessment measures were Fundamental Interpersonal Relations Orientation-Behaviour (FIRO-B) and the Adult Self-expression Scale. The adolescent

Assessment measures were the Fundamental Interpersonal Orientation-Behaviour Adolescents (FIRO-BA) and assertiveness scale.

The most notable result of Arkin's study indicates that contrary to most published literature on the family, assertiveness relates to affection rather than control; that assertiveness among adolescents is important for development even in future adult life of the individual. The study adds that teens living in broken relationships faced multiple depressive disorders, distress and negatively scored on assertiveness. Arkin's study revealed that the very wealthy in society, paradoxically, are likely to feel lonely and friendless. Ironically it seems that the greater the availability of amenities of modern living, the lower the frequency of critical events in people's lives which is a factor that influences adolescent assertiveness negatively.

It is important to note that parenting practices among higher SES have also been associated with negative adolescent assertiveness when overindulgent parenting occurs. Arkin opines that overindulgent parents flood their adolescents with family resources such as material wealth and experiences at developmentally inappropriate times. For instance, it was found out that individuals who self-identified as overindulged adolescents reported experiencing low assertiveness and negative effects. The researcher, through extensive collection of data from participants, hoped to ascertain the existence of such claims using varied methods.

Another study conducted in Australia by Myers (2014) revealed that wealthiest neighbourhoods may be vulnerable to low levels of cohesiveness, self-efficacy; low levels of feelings of connectedness, neighbours could be hesitant to intervene in case of a disruptive child, more pragmatically for fear of litigation. Myers (2014) adds that when people focus intensely on maximizing their own goals and possessions, they are likely to feel increasingly detached from

the group around them. To ascertain these, 80 college going students were randomly selected as the sample for the research to investigate level of assertiveness among affluent adolescents. Rathus Assertiveness Scale and Mental Health Inventory by Sriastava were used for assessing assertiveness and mental health among adolescents. Myers analyzed data by means of a t-test to find sex dissimilarities amongst adolescents. A Pearson r was employed for measuring relation between variables. The findings of the study established that low assertiveness was prevalent in males and females alike. This shows that assertiveness is important for adolescents since depressed individual my not function well hence negatively affecting the individual's assertiveness. Affluent parental behaviours of nurturing should be enriched for development of assertive adolescents who are the potential future parents.

Berger (2015) says that the professional obligations of ladies in upper class families require them to put in the same long hours at work as do their male colleagues while their expectations as parents is compromised. This exacerbates risks for both physical and emotional fatigue. When they return home, they have little time to spend with their adolescents. If the trend continues for long, the youth get detached from parents and are likely to go into depression hence assertiveness becomes a dream in their own families unlike those from middle or lower social economic status (SES). When parent-adolescent connection goes unseen, the result could be to compensate by engaging in drug and alcohol use and eventual low assertiveness.

Studies conducted in Canada by Medoer (2010) suggest that highly paid jobs often require a great deal of time from home. Many men can face difficulties integrating family life following absences from home. Stresses are then experienced by adolescents as a result of the father's frequent trips away. Wives and children report difficulties re-adjusting their role

boundaries due to the prolonged absences, which vastly exacerbate feelings of alienation from family, poor identity of self, low esteem, a factor to poor well-being of adolescents. This coincides with a study by Kasser (2013) who argued that those who preferred affluence, professional success and prestige over intimacy in marriage and with friends reported being unhappy generally with themselves and their families. This tended to cause adverse negative effects to adolescents' well-being in affluent families. These studies were conducted in developed countries hence it was important to find out whether the results would be the same in Nairobi-Kenya, a developing country.

The factors mentioned above tended to be similar to what seems to be happening in Kenya. Affluent families in Kenya were found to be lacking time for their own families too due to the busy schedule and preference for travelling all over the world in search of endless wealth as was revealed in the data. Estates are busy being constructed, wealth being amassed but communication within the family is lacking making adolescents feel lost, confused, depressed and even commit suicide for feeling unattended to. Despite all these, not much studies seem to have been conducted in Kenya to find out the issues that were found to be affecting these families that face excess depression leading to adolescent suicide that have been rocking media houses. These definitely are likely to be factors that affected the assertiveness of adolescents negatively in these families hence the study. These claims were ascertained in the data that was collected.

In exploring cases of distress among adolescents in affluent families, Luthar (2010) in a longitudinal study in five countries, USA, Belgium, Canada, France, and Spain, examined two factors likely to be salient in affluent milieus; achievement pressures and isolation from adults.

Participants were drawn randomly from 1480 samples. Most of them ranged from 15-25 years. Two sets of instruments were used to get data; depression and isolation inventory. Luthar's study used a 2x2 factorial design and analysis of variance (ANOVA) with unequal sample size for data analysis from which the null hypothesis rejected, $(F1, 46) = 155.16$, $(p<0.001)$. She found out that adolescents are so distant from their own parents. This factor makes the adolescents lose sense of direction and experience confusion, crisis in life issues and a reduced sense of assertiveness. From Luthar's results, it is clear that adolescence have a series of psychological difficulties their journey to becoming self-governing persons. Assertiveness is necessary for adolescents since it enables them to positively and authentically influence others. This was a longitudinal study across countries while the researcher only concentrated within the same country by use of a cross-sectional study.

Klefield (2010) noted in a study conducted in Germany that selfishness, narcissistic disturbance had been posited as a potential by product of affluence. He argues that early patterns of parenting and possible disruptions to attachment can lead to the failure to internalize healthy working models of relationships resulting to low assertiveness, psychological health difficulties and narcissism that affect adolescents. The study participants consisted 57 of youths all living in affluent suburban setting. The participants were randomly assigned to interventions. Klefield compared participants on the basis of variations in attachment and assertiveness questionnaire. The results show that the more an adolescent was securely attached to the biological parent, the higher the assertiveness among the adolescent.

Adolescents who felt that they were distant and isolated form their parents experienced a low sense of assertiveness with impoverished functional self as a psychological factor. The adolescents were likely to develop poor sense of reality that is distorted thus likely to have a

deformed assertive behaviour. These behaviours directly impacted negatively on adolescents' ability to function effectively in classrooms, family settings, social activities, and life challenges. Often they resulted in unprecedented study burn out with consequent various forms of psychopathological factors among this population than in other low SES populations which may persist later in life. The study was conducted in Germany with different population compared to the Kenyan one hence the gap that was to be filled.

Farago (2015) also found in a study in Japan that affluent adolescents faced low overall motivation, poor work ethics, poor moral character and lacked patience due to abundant availability of resources. They were likely to develop pressures, depression, delinquency and risky behavior that saw some of them jailed but bailed out immediately by their affluent parents to avoid humiliation. Farago intended to survey the role of parenting on assertiveness among adolescents from the higher SES suburbs. To meet the objectives, the researcher selected a sample of 379 participants through random sampling technique and analyzed data using 3-way-ANOVA.

Farago's findings demonstrated that there is no significant mean difference that was observed between adolescents' level of assertiveness and their sexual characteristics. The study suggested that it is advisable for parents to be aware of how they can improve adolescent assertiveness and help them to be socially responsible beings. If parents neglect this, adolescents are likely to be put in situations that psychologically affect assertiveness negatively. According to Kindlon, (2013), adolescents with too many material goods, too much freedom, too much independence and little advice at home are likely to score low on assertiveness. This means that being assertive may make adolescents understand, know exactly where they are, be open to receiving feedback, have relationships based on reality rather than illusion, feel better in

expressing feelings, have fewer situations that are unresolved and learn to acknowledge their needs and rights.

This combination of independence and the impression that money and idle time are unlimited may lead to premature risk factors such as sexual activity, drug and alcohol use, and other adventurous conducts among adolescents. Forceful illegal assaults, together with rape, robbery, armed carjacking and home attacks are progressively more with the youth nowadays which could be the same for the Kenyan adolescents. Assertiveness among adolescents is therefore important since it empowers young people to stand up to what they believe and learn to value self as well as others.

Over 50% of all the convicted criminals are young people aged between 15 and 25 years from lower, middle and upper SES as in the case of the resent scenario in Nairobi where 200 adolescents were arrested for being overly drunk and disorderly which was seen to have negative effects on their assertiveness (Mwangi, 2016). This could be a result of distorted sense of self, depression, and many issues that are psychologically related which made the study to be conducted.

Despite the above trends, scanty research seems to have been done to confirm any relationship between affluent parents' behaviours on assertiveness among adolescent in Karen Zone, Nairobi County Kenya. The study therefore was to find out the existence of the claims and establish suggestions that could assist adolescents.

Uchenna (2013) conducted a study on Single-Parenting from high socioeconomic environment, assertiveness, self-esteem and Academic Performance of affluent adolescents in Nigeria. Uchenna's study was to evaluate the growing phenomenon of single parenting among

affluent parents and its impact on the psychological, assertiveness, self-esteem of the youth. Uchenna sampled 100 respondents from 5 secondary schools and used Questionnaires to collect data. He tested the hypotheses using descriptive statistical technique and a t-test. The study revealed that affluent adolescents appeared to profit psychologically and academically when both parents provide aspects of an orderly and nurturing home life. The study also found that many teenagers being raised in single parent homes may not reach their full potential due to inadequate family modeling for both girls and boys. A Kenya sample was used to find out the existence of these variables on adolescent assertiveness through data collection.

The above study recommended that teachers, counsellors, educational psychologists and administrators need to have knowledge of those factors that affect teenagers from wealthy single parent homes to better understand the behaviours and attitudes of the teenagers they are teaching. Therefore, adolescents' psychological problems, if left untouched and unchecked, may severely interfere with their assertiveness, social cohesion, mental health and wellbeing, with the increased likelihood of future instability and conflict and low self-esteem which destroys adolescents' assertive behaviour. This study was conducted in Nigeria hence the need for a similar one in Kenya. The study was also conducted among single-parenthood from high SES families. Parents are often left out when dealing with adolescent behaviours that influence assertiveness among youth. What happens at home reflects in adolescent's behaviour wherever they go. In this line, the present study wished to investigate how affluent parents' behaviour influences assertiveness among adolescents in affluent families in Karen Zone. It is the duty of parents to provide love and care before teenagers grow into adult parents and lack of it may adversely impact negatively on their depressive behaviours thus affecting their assertiveness.

A study in South Africa by Ducharme (2015) looked at mental health and assertiveness among affluent adolescents in secondary Schools in Kwa Zulu Natal. The study used 1,023 adolescents. The study used two dimensions of the scale for International Beahviour (distress and performance), 2 factors of the general Health Questionnaire-12 (depression/ anxiety and social dysfunction) and 2 factors of the Rosenberg Self-Esteem Scale. Ducharme analyzed his data using hierarchical linear regression. He found out that the more anxious respondents felt in certain circumstances, the less assertive they were in social skills. Both dimensions of assertiveness were associated with psychological disturbances as well as self-esteem. The results also showed that adolescents from poor families were likely to face psychological issues such as distress due to pressures they were getting from parents and relatives than those from higher SES. However, adolescents from higher SES showed low assertiveness due to high expectations from affluent parents. The findings indicate that with good parental relationships, levels of assertiveness are likely to improve regardless of the socioeconomic status of the adolescents. This study was among adolescents in South Africa while similar samples were used in Nairobi for the sake of finding out the results in a different setting through the data that was collected.

Another study from Malawi by Timoshina, (2011) on adolescents focused on mental disorders, mental illness, mental health, anxiety disorders, mood disorders, adjustment disorders, schizophrenia and psychosis, mental health care and psychiatric disorders as factors to low assertiveness among affluent adolescents. For this purpose, 514 affluent families (mothers, fathers, and adolescents ranging from ages 15 to 25 years) completed questionnaires measuring power assertiveness, attachment, and internalizing problems. The researcher measured assertiveness with multiple informants. Timoshina explored with bootstrapping analyses mediating and the moderating role of adolescents' attachment to parents. The study revealed that

parental conflicts, divorce and low social economic status contributed to the low emotional dysfunction among adolescents with experience of low assertiveness.

Assertiveness tended to be linked with higher SES families especially those adolescents who had high levels of attachment and security. Low assertiveness was found to have association with internalizing problems and less secure attachment to parents by adolescents. Parents therefore need to find ways of integrating parenting behaviours that enhance assertiveness as they interact with adolescents. This is because adolescents store frequent experiences with assertiveness if their parents instill secure attachment related working models. As a result of all these parental behaviours, the present study hoped to capture and integrate diverse methods that seem to have been left out in this research. It was hoped that the study would contribute to the knowledge gap that may have been lacking in Africa especially in Kenya. It was also expected that this study would stimulate other researchers to venture into this area with concern as it was likely to be a global outcry.

According to WHO (2017) report in a study conducted in Central African Republic, many mental health problems emerge in late childhood and early adolescence. The study identified mental health problems - in particular depression, as the largest factor on adolescent assertiveness and of the burden of disease among young people. The study aimed at examining the assertiveness levels and self-respect of adolescents in affluent families with single parent and whole family. Relational screening model was used to access data. The sample consisted of 435 adolescents. The data was collected using "Topukcu's Assertiveness Inventory and Piers Harris Self-concept Scale". The relationship and differences between the assertiveness levels and self-respect of adolescents with single parent and whole family was analyzed by using SPSS 15.0 program.

It was found that the assertiveness levels of adolescents form whole family instead of broken family was higher than those from single parent. This means that adolescents who experience parental separation or absence resort to brute force and violence than those from normal whole parents. In this case, Levels of assertiveness is levels likely to be very low. The study also cited that poor mental health may result from such separations which can have significantly negative effects on the wider health and development of adolescent assertiveness.

The study above argues that there is growing consensus that healthy development during childhood and adolescence contributes to good psychological health. The researcher suggests the importance of preventing psychological problems and enhancing assertiveness among adolescents. The study recommended that enhancing social skills, problem-solving skills and self-confidence can help enhance adolescent assertiveness. World Health Organization established that health problems such as conduct disorders, depression and eating disorders as well as other risky behaviors including those that relate to sexual behavior, substance abuse, suicidal tendencies and violence destroy assertiveness. The study was a reminder of the importance of parents in adolescents' life for increased assertiveness. Many affluent parents' behaviours should create an avenue for assertiveness training, support, availability, and attachment to boost adolescent assertiveness. The data from this research hoped to go further by looking at separation issues as one of the parental behaviours that could be determinants to adolescents' levels of assertiveness.

Another study was conducted by Glozah (2013) in Ghana among adolescents. The purpose of this study was to examine how academic stress and perceived social support influence the psychological assertiveness of adolescents in schools in Ghana. The general health questionnaire, student life-stress inventory and perceived social support from family and friends

scales were used to assess assertiveness, academic stress and perceived social parental support respectively. A quasi experimental pre-posttest with control group was used among adolescents. Data was analyzed using SPSS (version 19). The samples were randomized resulting in a sample of 226 adolescents between the ages of 14-24. The findings of Gloza's study established that adolescents' assertiveness was highly enhanced by support from parents. Girls reported higher scores on perceived social support but reported more depression and low assertiveness. Boys reported higher academic stress and better assertiveness. This was attributed partly to the socialization role of gender.

This study shows that support from home is vital for adolescent assertiveness as it may lead to enhancement of social skills and likelihood of higher levels of assertiveness. If this is not taken care of, it may hamper adolescent functioning and assertive behaviours. Extensive data collection done was meant to prove these findings.

Nakidde (2014) conducted a study among University students in Uganda. She reported that college students with emotional distress reported less engagement on campus activities. She also observed that the adolescents exhibited poorer relationships, which were associated with lower graduation rates. The study also observed that in addition to adjustment and individuation challenges, university students reported low assertive behaviours resulting to suicidality, substance abuse, history of psychiatric treatment or hospitalization, depression and anxiety. Using a longitudinal design, 69 participants were included in the study. Nakidde measured adolescents' assertiveness in the collection of data by use of Rathus Assertiveness schedule. ANCOVA analysis results showed that adolescents' assertiveness levels were higher with less emotional stress. This clearly shows that adolescent's psychosocial problems if left unchecked by parents may severely interfere with their assertive behaviours. This could also manifest

compromised social cohesion with the increased likelihood of future instability and lowered assertive behaviours. As Bowlby puts it, supportive behaviour and attachment to parents is vital for the development of adolescents' assertiveness. This study was looking at engagement on college activities while the data to be gathered was to be among adolescents in affluent families.

Nelima (2016) conducted a study to examine the effects of socially maladjusted behaviour on the academic performance of learners from wealthy families in Kasarani, Nairobi-Kenya. She used descriptive survey with a target population of 700 respondents that included adolescents from numerous public primary schools sampled, all head teachers, deputy head teachers, and teachers in Kasarani sub - county. She employed questionnaires, an observation check list and an interview to collect data. Responses from the instrument in the form of quantitative data were analyzed using excel. The study revealed that depressive mood and social maladjustment have differential effect on teenagers' assertive behaviour and low self-esteem thus lowering achievement in life.

The results also showed that adolescents were likely to perform dismally due to low assertiveness, low self-concept, low self –esteem and maladjusted behaviour. The study also concluded that affluent parental un-involvement behaviour in their teenagers' welfare was more likely to contribute to low assertiveness and eventual low achievement. This study was among primary school youth while in Kasarani the present one was among adolescents from affluent families in Karen Zone.

Mumah (2014) compared self-assertiveness among adolescents in a study among urban adolescents in Nairobi. She sought to determine whether or not pregnant teenagers experience self-assertiveness during pregnancy, and to explore the nature of distress that lowered their

assertiveness. Mumah sampled pregnant teenagers to participate in her study. Data was collected using triangulation of methods, namely quantitative and qualitative methods. She used a Questionnaire (GHQ-28) for the purpose of collecting quantitative data. For qualitative data, she conducted three focus group interviews with the participants who also completed Assertiveness Inventory (AI). Statistical analysis showed that there was a significant difference between the extent of self-assertiveness of adolescents in families with different parenting behaviours. The greatest difference was in connection with "little or too much love" despite what the adolescents went through. It was also discovered that adolescents who scored low on self-assertiveness received less parental connection than those who scored high on assertiveness despite their predicament.

The results suggested indications of psychological distress during the gestation period and acute depression impacting on teenage assertiveness. Themes of distress wherein teenagers react to the realization of pregnancy with fear and disbelief, and thoughts of termination of pregnancy and that pregnancy was seen as a shameful event for the teenagers involved intensified low level of assertiveness. Coping strategies were noted by teenagers resorting to avoidance of situations which were perceived to be stressful, and also associating with people they perceived as being more supportive. This study shows clearly that depression can have adverse negative effects on adolescent assertiveness. But with support from parents, they are able to confront psychological issues that may affect them during the trying moments of their lives. This study was conducted among pregnant adolescents in Nairobi's suburb. The data from this research was to verify such allegations.

A study was conducted by Rambo (2016) in Mbeere on the possible role of depression, self-esteem and assertiveness on adolescents suicidal behaviour from well to do parents.

Participants in the study were 805 adolescents. Action research methodology was used. SPSS version 10.0 was used for data analysis. His study showed that those who scored low on assertiveness reported having thought of killing themselves during the past twelve months of their lifetime. The percentage of those who said they had attempted to kill themselves in the past twelve months was higher among those who scored low on assertiveness than those who score high. His study indicated that girls scored significantly higher on assertiveness. Boys who scored low on assertiveness were found to use drugs and alcohol and other mind altering substance. This was found to be a global problem and one of the major problems affecting the youth. This problem was found to impact negatively on the academic, social, psychological, economical, physiological and assertiveness of adolescents. The menace of drugs has strangled the youthful population both in low and high SES reducing them to dummies, zombies and drooling figures only to waste out the prime of their lives despite the need to have the youth for nation building.

A correlational study was conducted by Kamwana (2016) in Makueni to establish the use of drugs of abuse among the youth and their assertiveness. He used a descriptive survey research design in three out of 27 Locations in Mbeere district purposively sampled for the purposes of the study. Depending on accessibility, Kamwana selected 40 youths from each location giving a total of 120 youth. He used a questionnaire to collect information from both the youth and the organizations dealing with youth issues. He analyzed data using descriptive statistics. He found out that drug and substance abuse among the youth lead to lower levels of assertiveness. The key recommendation that he made was that education on the effects of drug and substance abuse be made as part of the syllabus from primary school. The study clearly rules out that parental closeness is very important for youth assertiveness development whether from low-SES or high

SES. In this study, the social status of the respondents was to be made specified. It also checked whether affluent adolescents abuse drugs.

In Western Kenya, Olando (2014) conducted a study on counseling services on adolescents' social adjustment and parenting. The research design used was descriptive – correlational. The population of the study included 150 adolescents selected through random sampling. The instruments were mainly questionnaires for parents, adolescents and counselors. The questionnaire validity was checked in terms of their content. Olando estimated the reliability of his instruments by use of Cronbach's alpha coefficient and found an estimation of 0.77 and 0.81, respectively.

The findings demonstrated that family characteristics such as poor parental supervision, parental conflict, low parental involvement with the child, parental aggression, including erratic or harsh parental discipline, difficult economic as well as antisocial parents have been found to greatly contribute to lower assertive behaviours among adolescents. Similarly, it was established that parents of adolescents who experience high levels of stressful family events or specific indicators of family instability decrease levels of warmth toward their adolescents. Research on the families with spoilt adolescents showed that 26% of the families with spoilt adolescents were in divorced condition and 55% of families without or absent fathers faced challenges in guiding their adolescents. Thus, strengthening family functions may maximize assertive behaviours among adolescents.

Studies therefore should be conducted to extensively examine affluent parental behaviours that jeopardize adolescent assertiveness.

### 2.3.2 Affluent parents' Behaviours Depicted in Affluent Families

Gong, Lu, and Song (2016) examined the role of assertiveness on cognitive outcomes using a representative survey of high SES middle-school students and teachers in China. Data for the study was sourced from the China Education Panel Survey (CEPS 2014), a nationally representative survey that covers middle schools from 28 counties and city districts. The sample included 8,988 students in the 7th and 9th grades, across 208 distinct classrooms and 67 schools. The study found out that anxiety, depression, stress, fear and insecurity are seen a causes of lack of assertiveness among affluent adolescents. The problems certainly demand attention if for no other reason at least on humanitarian grounds especially by parents. The study recommended the necessity for parental behaviours that are close and caring to enhance assertiveness among affluent adolescents. Assertive adolescents are likely to accept responsibility of their behaviours and choices, have enough self-esteem, positive feelings, thoughts and attitude. Assertiveness is therefore vital for positive development of adolescents in all aspects of life. The above reviewed study however was done in China and was to be replicated in Kenya among adolescents from affluent families in Karen Zone.

Another study by McAuley, (2013) investigated the role of social support and gender effects on academic confidence and assertiveness of transitional foster youth from high and middle SES. A sample of 82 foster youth (15-18 years old) from San Joaquin County's Human Service Agency volunteered to participate in the study. Student Perceived Social Support Questionnaire was used to assess the participants' perceptions on the extent of social support from foster family, teachers, parents as well as friends. McAuley used academic Efficacy Scale (AES) and School Investment Inventory (SII) to assess academic confidence. He used linear regression to analyze data. The results supported the hypotheses that social support, especially

from parents and peers, positively predicts confidence level and that female foster youth benefit more from social support. The study thus suggested that further inquiry should be done using a research design that includes foster youth's grades from school records. The influence of affluent parents' behaviour on adolescents overall assertiveness in Nairobi County in Kenya seeks to find out how social support may affect adolescent assertiveness.

Song (2016) examined the role of assertiveness on cognitive outcomes using a representative survey of middle-school students and teachers in Mexico. Data for the study was sourced from the Mexican Education Panel Survey (MEPS 2014), a nationally representative survey that covers middle schools from 8 counties and city districts. The sample included 6,928 students in the 9th grade, across 207 classrooms and 67 schools. The study found out that lack of parental attachment and insecurity were seen as causes of lowered assertiveness due to parental love, separation, care, aloofness and conflicts affected adolescents. The problems demand attention by parents. The study recommended the necessity for parents to maintain stable homeostasis that would foster attachment among adolescents and hence increase assertiveness. The above reviewed study however was done in Mexico and was to be replicated in Kenya.

Much of the reviewed literature seems to emphasize on how socialization at family level influences adolescent's assertive behaviour. The current study is therefore timely in that it seeks to establish the affluent parental behaviour on assertiveness among adolescents in Karen Zone, Nairobi County- in Kenya. Findings from this study expects to equip parents and educators to support adolescents improve assertiveness which eventually enhances social skills necessary for future adulthood parenting. If this is not done early, parenting in future is likely to be at stake.

A study by McAuley (2013) investigated the role of as parenting behaviour and gender effects on assertiveness of youth among affluent suburbs. The study examined how the following

five dimensions of parenting are associated with assertiveness among adolescents from middle and higher SES; positive parenting, involved parenting, poor monitoring and supervision. The participants were 650 parents of adolescents ranging from various institutions. He used Questionnaires to collect data on parental alcoholism, smoking, and Substance use. The adolescent behaviour checklist was used to assess assertiveness among adolescents. He found that substance and alcohol use among parents was associated with low assertiveness among adolescents. The findings showed no significant association between involved parenting, positive parenting, punishment, inconsistent discipline, poor monitoring and supervision on adolescent's assertiveness. This shows that an absence of parental warmth in addition to rigid discipline, lack of parental involvement sand insecure attachment increases the prognosis for low adolescents' assertiveness. Attachment theory as discussed earlier, emphasizes the importance of parental emotional sensitivity to effectively interpret and respond to the needs of the adolescents. The more stable the bond between parent and adolescent, the more likely it is that the adolescent will regulate conduct towards others in an empathetic manner and increase in assertive behaviour. Positive parental involvement is very likely to act as a protective factor against adolescents' risky behaviours as well as aggression but enhance assertiveness. Through data collection, parenting variable were sought to account for assertiveness among adolescents in affluent families.

In Bangladesh, Crossman (2013) analyzed the causes of lack of assertiveness among adolescents in primary schools on student achievement using quantitative methods in 1 school, 20 classes, 20 teachers and 504 students. Combined result analysis did not find strong evidence to claim whether students had low assertiveness or not. The study agreed with the recommendations of other studies that instead of debating on influence of assertiveness on learners' performance, it is more logical to focus on the input of teachers' characteristics such as

personality and quality, in the achievement of the students. When adolescents' positive efforts are recognized, parents are in effect rewarding and positively reinforcing constructive behaviour, foster the development of assertiveness and self-esteem, autonomy and set foundation for good peer relations, adolescents are likely to be assertive. In the end, they may develop a firm sense of self-worth. In the absence of parental guidance, adolescents have little choice but to manage their own behaviour.

Excessive strain and stress during growth, when alone at home with extremely busy household members who are likely to have less or no time with adolescents can lead to anxiety, depression, unhappiness, insecurity and lack of self-confidence among adolescents causing assertiveness problems. The study also focused on student achievement while our study was based on affluent parental behaviours on assertiveness among adolescent in Karen Zone-Nairobi County-Kenya. This called for an urgent intensive research to assess the said behavioural patterns

In a study conducted in Canada by Rowe (2012), the researcher argues that adolescents in affluent families are also faced with an increased availability of amenities making it easier to access substances; ample money to purchase substances; good entry to providers and best fake IDs as well as certificates. With familial pressures to succeed as a cause, high levels of anxiety and stress sets in. The end result is an easy access to substances which is likely to lower assertiveness of the adolescents in these families. The study used a descriptive research design which was conducted on 701 adolescents in from the suburb schools. Data collection was done by applying Demographic information form, Coppersmith self-esteem scale, and Gambrill's Assertiveness questionnaires.. ANOVA test was applied to examine the relationship between assertiveness among adolescents and parental behaviours exhibited in families. He used a Chi-

square to examine the relationship between self-esteem and parental behaviours vis a vis adolescent assertiveness. Data was analyzed in SPSS using t-test, Chi-square, and ANOVA. Data showed that prevalence of low assertiveness and self-esteem was high with low parental support, separation, conflicts and divorce. Harsh, domineering, alcoholism, substance abuse and uninvolved parenting was also found to be prevalent thus causing wreckage to adolescent assertiveness. Changes need to be made at the root of the problem before assertiveness becomes a lifelong struggle for today's youth in affluent families. The researcher intended to get findings from the data in order to confirm the influence of affluent parents' behaviours on adolescents' assertiveness.

WHO (2010) carried out several studies in Asia, Philippines, China and Korea on psychosocial factors affecting adolescent adjustment in affluent families. The study argued that families which promote mental, emotional and social support increase children's degree of happiness, sense of self-worth, and encourage all the children to achieve their goals, to love, to feel joyful, energetic, and full of life in order to adjust more. The study used a sample of 120 adolescents from high SES families. The research design was descriptive multiple correlation. The researchers used self-efficacy and assertiveness scales to collect data from adolescents and parenting practices scale for parents. In order to analyze data, multiple correlations were used. The results demonstrated that parents who were found to be perfectionist, absent, separated, uninvolving and patronizing had adolescents experiencing very low self-efficacy and lower assertive behaviours. The implication of the study showed that an adult ego state that encourages assertiveness during communication, those who tend to develop and maintain a lifestyle that emphasizes dialogue, patience, collaboration as well as a willingness to hear and listen to each other are likely to have adolescents with very high levels of assertiveness.

Providing girls and boys with access to parental support and presence can contribute to achieving higher motivation in learning and thus enhancing assertiveness. Through organized home activities for adolescents, children are given a chance to be leaders, improve their confidence and self-esteem allowing them enhance assertiveness in life, less anxious with an elevated assertive behaviour. The variables discussed above were to be ascertained through an intensive data collection and findings validated.

According to Lund and Dearing (2012), having wealth among affluent families can intensify and bring about adolescence anxiety and depressive signs, as well as escalating delinquency and lower levels of assertiveness among adolescents depending on parental behaviours. They used 298 adolescents from the environs of high SES families. Assertiveness scale was used for adolescents and parenting scale for affluent parental behaviours. In accordance with the acquired data, the relationship and the differences between assertiveness among adolescents and parental behaviour were analyzed using SPSS. Statistically, the study found that separation, divorce, conflicts, style of speaking of father or mother, absence or presence, socialization, parental alcoholism, distancing, unhappiness or trouble experienced by mother or father was likely to heighten adolescent assertive behaviours.

Among the suburban girls, one in five reported to be significantly clinically anxious; this is three times as high as those within a normative sample. Luthar, and Latendresse, (2012) also agreed that across geographical areas in public and private schools, upper-middle class youngsters show alarmingly high rates of serious disturbance than the lower class in the presence of parental behaviours mentioned. Luthar, (2013) indicates that low assertiveness among affluent adolescents could be minimized only with strong parental attachments; parents who have failed

to address the problem in an effective manner have the obligation to alter parenting options hence the need for this study. The Kenyan case in no different hence the study which had a purpose of confirming these issues as existing or not.

Many cases of inheritance according to Wealth Report (2017), have hit the media in Kenya over the years on dissatisfaction from young inheritors. They get confused, lack the inner sense of confidence, ego, coping skills on pressures from those around them, and generally the ability to manage their lives. The survey in Nairobi by World Bank (2013) indicates that the continent's Ultra-High-Net-Worth Individuals (UHNWI) are worried less over anti-money laundering initiatives, 'know-your-client' initiatives, online security and privacy. However, they tend to be more worried about leaving the wealth to their affluent kids seemingly because they have not prepared them well for these tasks (September, 2017 court case). It then heightens their psychological functioning and compromises assertive behaviours. Their major concern is to accumulate wealth with the tendency of failure to giving direction to adolescents. They are likely to have few management skills to cope with pressures they are left with by parents. The data collected was to confirm whether such behaviours exist in affluent families in Nairobi.

Other studies with Chinese populations have been able to differentiate depression and anxiety and the characteristics associated with each as causes to lowered assertiveness. For example, Chou (2010) assessed perceptions of social support, adequacy from family, friends, and significant others among 475 Chinese high school adolescents. The study established that social support from the family was linked to depression than support from friends. By examining both variables of depression and anxiety, this study concluded that family factors with each form of psychological instability contributed to lower assertiveness among adolescents. The samples

were among Chinese high school adolescent contrary to the present study on adolescents in Kenya.

According to Kambuga (2011) anxiety is among the greatest cause of turmoil among many adolescents around the world thus compromising assertiveness. It affects about 13% to 25% of the adolescent population across all socio-economic status individuals. Kambuga's study was designed to examine the causes and effects of anxiety on assertiveness and performance among high school adolescents in Tanzania. He used descriptive design and survey methods to collect data from two public secondary schools in Dodoma urban. He employed simple random sampling procedures to recruit 92 adolescents. The data collected through questionnaire were analyzed using descriptive analysis, multiple responses and covariates (chi-square) through SPSS window version 20.

The findings indicated that a considerable number of students were affected by anxiety as a result of parental behaviours being neglectful. Additionally, the study revealed that parent's practices, and behaviours, punishment as well as parental uninvolvement tended to heighten adolescents experience of anxiety disorders leading to low assertiveness. This study concentrated on affluent families. The difference in geographical location was used to make a difference on how adolescents in affluent families feel. Adolescents are very observant and so they notice their parents' acts and often play out the roles they see their parents perform. Therefore parents need to be cautious of how they behave in the presence of adolescents as it could turn out to be detrimental to assertiveness.

In a study in Egypt, Gonida (2010) demonstrated that weak bonds, poor parental monitoring, overly harsh punishments, communication barriers, coercive parenting, parental divorce and separation were likely to be exhibited among affluent parents. These behaviours can

affect adolescents in many ways. To ascertain this, the study used a sample of 155 adolescents from among affluent suburbs to examine the relationship between assertiveness of adolescents and parental behaviour. Assertiveness was measured by assertiveness scale while parental behaviour was measured using Multi-Dimensional Parenting Scale. Gonida established an existence of a significant positive relationship between assertiveness among adolescents and divergent parental behaviours. The behaviours exhibited by parents as demonstrated by the study included authoritarian parenting, aggression and violence among parents, disinterest of parents about adolescents' issues, inter-parental conflicts, permissive parenting, inter-parental marital effect, inter-parent discord, families multiple risk and neglectful parental behaviours. These behaviours were said to correlate with adolescents' impulsive behaviour, low levels of self-control and all forms of conduct disorders. Stereotypically, these parents were found to be critical of mistakes, focus extensively on behaviour outcomes, achievements and insist that their adolescents attain top grades to earn the top prestigious colleges. These goals are likely to cause adverse effects on the development of adolescent assertiveness. Parents and teachers' expectations of these adolescents are too high for them to contain thus leading to psychological issues such as anxiety disorder and adjustment disturbances among affluent adolescent. There seem to be minimal research that has been done on these issues in Kenya. Such issues affect adolescent assertiveness adversely which warranted the need for a study to be conducted.

Researching in Uganda for his doctoral dissertation, Kiyingi (2012) found out that, boys who lacked parental emotional presence missed the parental warmth. The parents' presence, according to Kiyingi, enhances in the boy child the confidence and masculine skills which are crucial for adult life. On the contrary lack of a warm relationship between the parent and his children could breed adults who are less confident and with an insecure personality. The study

used one hundred and fifty six participants randomly selected. They were adolescents ranging from the ages of 14-23 years. Participation was voluntary. In the correlational study, survey instruments included parenting styles, assertiveness and self-esteem.

The study demonstrated that parental behaviours such as overindulgence at work takes most of the family time. Parents were likely to be out of home for more than one month. Within those days adolescents' assertiveness was likely to be very low as they tended to face loneliness and feelings of abandonment. Assertiveness of individuals is likely to be impacted negatively by parental absence from home as a result of psychological issues that may trigger anxiety disorders. Adolescents need parental guidance at all times since they undergo a series of changes which require special guidance. When parents spend endless days and months in search of wealth abroad and deny adolescents the warmth and attachment needed as Bowlby puts it, they may feel depressed, unwanted and unappreciated thus lower assertiveness among adolescents. The present study therefore was out to find out whether the sited parental absence had any influence on adolescents in the Kenyan situation if any.

From Nigeria, Uba (2011) in his longitudinal study on parental guidance in relation to abuse of drugs by students in secondary schools observed that the tempestuous growth spurts in adolescence students called for extra understanding from parents. This is to help provide better direction to the adolescents who are at the time both vulnerable and delicate to handle. If deprived of parental guidance at this stage, adolescents can either deviate and engage in mischief, loose hope in life, abuse drugs and fall into depression. A total of 96 adolescents drawn from three public schools randomly selected consisted of the final sample. Two instruments used to generate data were; Adolescent Personal Data Questionnaire (APDQ) and Self-Assertiveness

Scale (SAS). Hypothesis was tested using one way analysis of covariance (ANCOVA) at 0.05 levels of significance.

The research findings demonstrated that parental monitoring was had a relationship with adolescents' assertiveness. This indicates that parental guidance is crucial especially during adolescents for the sake of going through the stormy period of their lives and a better assertive behaviour. The researcher hoped to bring these serious issues to light through data from the field should they be happening in the same way in Kenya.

In Kenya, similar views are expressed by Biu (2011) who states that, the parental emotional absence to children may cause them serious psychological imbalances and unnecessary anxieties. The research was done in 10 Kenyan secondary schools among 200 adolescents. Biu used a cross sectional survey design with a stratified random sample and structured questionnaires for collecting data which involved multiple variables. She noted that female adolescents perceive their mothers and fathers as warmer; more involved in their schooling; and engage in a more positive communication than do the male adolescents.

However, Biu emphasizes on the need for parental emotional presence in molding a holistic adult. She laments that, Kenyan parents have become so preoccupied in the pursuit for wealth that being emotionally present to their children has become a huge challenge. Biu feels that, Kenyan parents are so much intent on amassing much wealth in order to leave their children "comfortable", when they die, but most of these children squander all the wealth soon after their parents are dead. For Biu, what matters is not what we leave *for* our children, but what we leave *in* our children; *parental emotional love* that will eventually give them a good sense of assertive

behaviours. The study was in Nairobi and it was hoped that the findings would come out clearly on these claims.

Muganda, (2012), in his descriptive research on the Dilemma of Growing Children in Kenya and the Challenge of Parenting found out that most parents have lost the fight in their bid to bring up children with the parental love and affection that is necessary to accord them stability for a balanced growth. Muganda employed 25 family triads consisting of the adolescents and parents whom she engaged in an Unrevealed Varying Tasks. This interaction was audio-recorded and statements were corded as affective or assertive using a modified version of Bale's (1970) Personality and Interpersonal Behaviour Interaction Process Analysis. The finding showed that parents contributed largely in denying adolescents the guidance they deserved. As a result, adolescents grew up with the intent of looking for that lost affection in the wrong places like in drugs and promiscuity, delinquency, alcoholism, theft, and other risky behavior including suicide due to psychological disturbance and anxiety disorders. This shows that adolescents in such families were likely to experience dysfunction and may also have impaired assertiveness hence the need for another study to authenticate these assertions.

Researching on how neglected adolescents behave in schools, Ngwiri and Tumuti, (2010) found out that, when adolescents feel neglected and un-appreciated at home, they could engage in mischief in order to attract parental attention, in most cases by disrupting learning in school so that they may be sent home. Their study concentrated on general neglect which gives room for the researcher to validate the allegations.

From these studies, it evident that there are cases of parents who are not emotionally available to their children. It is also evident that children are affected in different negative ways

by these parental absenteeism. However, most of these studies were about parental physical presence, emotional presence and unlike engaging on assertiveness of adolescents in affluent families. From these studies, it is clear that parental emotional absences causes lack of adolescent assertiveness. This could be as a result of the busy schedules at the places of work thus compromised assertiveness among adolescent. This study was out to verify these claims.

A study by Nyaboke, (2015) investigated the perception of adolescents on their parents' influence in academic activities as well as assertiveness. The sample for the present study comprised two hundred senior secondary school adolescents namely in various private schools in Nairobi. The tool used was a self-constructed questionnaire comprising 40: agree-disagree statements on a 5-1 Likert scale. The scores indicated that adolescents belonging to private schools perceived their parents as influencing their academic activities and the factor which was most influential was parental support. The study also revealed that parental behaviours that were most influential to adolescent assertiveness and school activities were parental monitoring, disciplinary practices, nurturing parental behaviours, parental warmth, parental support, inductive reasoning and parental-adolescent communication.

The study asserted that, nothing can substitute a parent's presence in the life of his or her children especially adolescents if assertiveness is to be enhanced. In one of these practical cases, the study concluded that parental behaviours such as warmth, support and parent adolescent communication can facilitate positive adolescent assertiveness. Affluent parents therefore need to recognize that behaviours they exhibit could be helpful or harmful to their adolescents. If they opt to separate, it may damage adolescent assertiveness thus end up developing serious psychological problems with low assertiveness. It is in view of such occurrences that this study is being carried out to establish affluent parental behaviours and their influence on adolescent

assertiveness. This is the reason the present study was conducted to establish such allegations through data collection.

Extant studies with adults in Nairobi's slums by UNDP (2013) have also suggested psychological costs of deprivation. The study was exploring the effects on adolescents' level of assertiveness and self-esteem among adolescents from higher SES. Two hundred and forty five adolescents and parents were sampled randomly from their suburbs. The researcher used experimental design in which they compared 2 groups on pre-test post-test measures using assertiveness inventory and Coopersmith Self-Esteem Inventory.

They collected and recorded observations through record sheets. They used independent samples T-test to compare assertiveness and self-esteem among adolescents in relative to affluent parents' behaviours. The results revealed that there were significant differences based on assertive scores on adolescent assertiveness and parental behaviours. ANCOVA was also used to determine the differences between parenting and assertiveness among adolescents. According to observations that were collected, it could be stated that parental practices contributed highly to assertiveness among adolescents.

The UNDP (2013) report argues that at the individual level, inordinate emphasis on material success can limit attainment of other rewards critical for assertiveness, such as close relationships. The study maintains that at the community level, parental material affluence can inhibit the formation of supportive networks because services tend to be bought and not shared. At the systemic level, the subculture of affluence which is slowly cropping up in Kenya, emphasizes personal autonomy and control, with the associated dangers of blaming oneself when control is not achieved. This in turn tends to affect adolescent assertive behaviours where the control of family is lacking. They lose the sense of self, esteem, and self-concept and are likely

to indulge in unwarranted behavior which is as a result of low assertiveness. The report was to help the researcher identify areas of concentration during data collection by looking at the deprivations existing among adolescents in affluent families.

In a study by Sifuna (2014), parenting practices and behaviours were found to be the most influential factor in transformation of the lives of adolescents. The aim of the study was to compare the communication skills of adolescents in different parent adolescent relation patterns. These patterns included the security oriented, equilibrium oriented and freedom oriented ones. The research method was ex-post facto design. The participants were 154 adolescents from selected private high schools in Nairobi. The participants were selected using a multi-stage sampling procedure. They were asked to fill out Bagheri parent-adolescents relation pattern inventory and Jerabek Communication skills inventory with a 5-1 likert scale. Collected data was then analyses using SPSS and a covariance test. The study concluded that a significant difference in communication skills between adolescents in the three parent-adolescent relation patterns existed. Meanwhile, among the subscales of communication skills, just the assertiveness one had a significant difference in the three parent-adolescent relation patterns.

The study emphasized the significant impact on of parents' behaviours and functions on the formation of the adolescents' thoughts, behaviour, and emotions. The study also asserted that parental behaviours that showed nurturance and social interactions were more likely to instill assertiveness among adolescents than those that were distant. In short, nothing can substitute a parent's presence in adolescents' growth and development. All adolescents are vulnerable as demonstrated by the study that as a result of family related factor, vulnerabilities are predisposed among adolescents. Among the wide range of these vulnerabilities, inadequacy of communication skills plays a great role in the life of teenagers.

Adolescents who cannot deal well with others, who show fear in their social interactions, who do not know what to say and how to behave when entering a gathering, who feel unable to talk to people, who cannot cooperate with individuals, and are not capable of making decisions for their everyday problems could be experiencing dismal assertiveness. The study attributes all these deficiencies to parental behaviours especially the effects of parent adolescent-interactions on the occurrences of such dysfunctions. Parents need to alter behaviours to an equilibrium that is likely to inculcate the greatest communication skills and the highest levels of assertiveness. According to this study, counselors and other authorities should take action towards running positive parenting programs and increase parents' knowledge and skills about their greatest humane responsibility, in other words, parenting.

### 2.3.3. Influence of Affluent Parents' Behaviours on Adolescent Assertiveness

Becker (2012) contended that isolation was considered both literally and emotionally. This was attributed to the level of the absence of adult supervision in the home afterschool and the degree of emotional closeness to the mother and father. The study was conducted among High Net Worth families in Canada to investigate the level of parental nurturance and adolescent self-esteem and assertiveness. 950 college adolescents were randomly sampled for a longitudinal multi-informant study. Becker collected parenting data during home visit interviews with mothers, fathers and their adolescents. Consistent with expectations, monitoring was antecedent by proactive parenting style and with fewer delinquent behaviour problems among adolescents. Results from the study showed that adjustment disturbances among Canadian youth were likely to increase on issues related to maladjustments, internalizing symptoms, and lowered assertiveness. To him, overemphasis on achievement and isolation from parents impacted on adolescent assertiveness and emotional disturbances.

The reaction for boys as a result to the isolation mentioned above included partying and heavy drinking later as young adults while girls engage in premarital sex leading to early pregnancies and college drop-out. The study found that affluent adolescents were more likely to be kept from wandering and paling around than their counterparts in the lower SES. According to the study adolescents are faced with lots of pressure because parents want them to be exceptional. The study concluded that parents' effectiveness in adolescent care has diminished. They are most likely to be isolated and leave the teenagers disillusioned, emotionally disturbed and likely to ruin their assertive behavior in these families. The study however was conducted in Canada. A similar study was conducted among affluent families in Kenya by use of different data analysis methods.

Emotional isolation from families is common as it signals through stirrings of worry, fearfulness, and alarm of danger. Yet sometimes it may become an exaggerated, unhealthy response. Varghese (2014) conducted a study in India among adolescents. The objective of the study was to analyze the psychological adolescent assertiveness, anxiety and isolation from affluent parents among 153 adolescents selected from 5 higher secondary schools of Kerala town. Taking into account previous findings, that "negative affect" always co-occur with anxiety while "positive affect" gets reflected in the outcomes of assertiveness behaviour measurements and the "bipolar" and "bi-variate" views about the relationship between two, pattern of interaction between anxiety/ isolation and assertiveness was studied in details. Assertiveness scale was used for data collection.

Statistically, Pearson-correlation, t-test, single factor ANOVA and linear-regression were executed with the help of SPSS version-20. 88.8% of adolescents were moderate on assertiveness and 10.4% were high in assertiveness. Mean anxiety of the sample was 36.3 which

indicated moderate level of emotional isolation and anxiety. Adolescents in urban and private schools, and males and females hadn't any significant difference in their mean on assertiveness, isolation or anxiety as per t-test. This study concluded that in the event of worry, adolescents get emotionally isolated, distant and aloof from affluent parents thus experiencing higher level of assertiveness becomes a big challenge. A similar study was conducted to establish whether the statistical results revealed the same findings with different samples from Karen Zone Nairobi County.

In her study among the suburban youth in USA, Luthar (2013) found that many upper class adolescents experience high emotional distress resulting from being overscheduled with too many organized activities by their absent parents that they have no time to be themselves. So they are pressured that they develop stress related symptoms like insomnia, anxiety, aches of all kinds and depression. This makes them become emotionally isolated from the rest of the world which predisposes them to lower assertive behaviours. Much attention is needed to safeguard the adjustment of these adolescents in affluent families. It would therefore be wise to remain cognizant that these most privileged individuals can confront substantial threats to assertiveness brought about by parental behaviour. The study was among American adolescents hence the need for one among Kenyan affluent adolescents in Nairobi County.

Another argument by Walsh (2014) rests on the relative anonymity and dearth of informal supports that characterize modern living conditions in many affluent communities, factors that in turn provoke feelings of alienation and loneliness among inhabitants. Finally, the pursuit of affluence and fame often runs counter to attaining socio-emotional rewards. At the most concrete level, long work hours reduce leisure time. Walsh argues that it is pertinent to note that at adolescence, youngsters start to organize and harmonize their emotional feelings. He

noted that adolescents' limited life experiences and dependence on parents may not be smooth on their own. He found that instead of adolescents becoming assertive individuals, they are likely to display primitive instincts without control. He continues to say that some adolescents struggle with their problems alone without parents knowing. He noted that adolescents may experience loneliness, daydreaming, alienation or withdrawal from friends, apathy, a forsaking of usual interests and activities, or perpetual inner confusion that sometimes appears in the form of psychosomatic illness, anxiety, scholastic failure or more serious emotional isolation and behavioural problems.

Walsh maintains that depression, anxiety and unexplainable changes in mood or behaviour tend to be common in adolescence. More common are the adjustment reactions of adolescence and emotional isolation tendencies that come with it. He asserts that some issues may come in response to stress and are characterized by irritability, persisting depression, brooding and temper outbursts. All these influences which are brought about by parents have adverse effects on assertiveness of these adolescents in affluent families. Through data collection in the present study, the researcher was out to affirm the issues adolescents face in affluent families and compare the seminaries that exist.

According to Csikszentmihalyi (2016) in his empirical evidence on material versus socio-emotional goals among youth in Croatia, individuals who place high value on occupational success and prestige relative to gratifying personal lives have been found to be at escalated risk for emotional distress and isolation. A longitudinal data was collected from 969 adolescents and their parents over three time points from a large sample of families and analyzed at 1-year and 2-year measurement intervals. Structural equation modeling was used to measure the variables. Parent adolescent behaviour was assessed by independent observers. Analysis involving positive

adolescent behaviour produced unidirectional effects from parent behaviour to adolescents' behaviour. A reciprocal association between parent-adolescent connections and assertiveness was identified. Increased demanding life of professional parents was found to impinge upon critical "family time."

Similarly, a statewide survey by Csikszentmihalyi, (2016) among youth in Connecticut, based on a sample of more than twelve thousand adolescents, indicated that among high school adolescents, the highest level of smoking and drinking occurred in the top two of the nine SES groups where parental guidance was lacking. The continuous absence of parents tended to increase adolescent's lowered assertiveness alarmingly. Adolescents tended to take excess drugs that endangered assertiveness, health problems, including death, emotional isolation especially in combination with alcohol. This behavior could be disastrous assertiveness of individuals in these families as it may deter them from functioning as expected. Low sociability with parents showed significant cross sectional links with peer ratings of disruptive, aggressive behaviors, suggesting that these issues resulted from lack of parental support and guidance. Parental behaviour on adolescents in affluent families was to be authenticated in the later findings.

Family members need to spend more time with each other on weekends and evenings which is likely to reduce opportunity for delinquency, emotional isolation and increase assertiveness. Parents have to balance between their work and at least spare time for their families by sharing meals together, praying together where possible, checking on their adolescent's school assignments, assisting them with their school work and being there for them emotionally rather than just availing plenty of money and vanishing without emotional attachment. In fact, according to Park (2014) positive family experiences, effective communication among affluent family members, enhancing interactions with affluent

adolescents and a focus on emotional support may help enhance assertiveness among adolescents. It therefore follows that the relation between parental life satisfaction and adolescent adjustment may depend on interactions, communication and support received from parents. An argent study was to be conducted to establish the existence of adolescent issues identified above.

In an overview of mental health problems of Chinese adolescents, Jing and Zuo (2008) reported that affluent parents who experienced low self-image had their children with emotional isolation problems that rated among the top five complaints that led to adolescent low assertiveness. Participants consisted 480 adolescents selected from high cost secondary schools. Cross-sectional design was used. Six hundred questionnaires were distributed and a total of 480 surveys completed to provide useful data for the study. Socio-demographic information included age, birth order, gender, parental education, and parental occupation. The survey was designed to assess parental support, monitoring, love withdrawal and presence. The researchers used a hierarchical multiple regression analysis to test hypothesis by assessing the magnitude and direction of relationships between several independent variables (i.e. parenting behaviours) and the dependent variable (i.e. adolescent self-esteem and assertiveness). Findings indicated that parental behaviours of support, care and love, supervision of adolescents tended to be highly correlated with order, coordination, and respect for the welfare of other. However, the findings for monitoring contradict the other results indicating that parental monitoring behaviours are positive predictors of assertiveness among Chinese adolescents. Additional research has confirmed that unique, non-overlapping factors exist for a negative view of parent's self-worth and worry, even after controlling for negative affect. Extreme worry among parents may make the youth emotionally isolated from the rest of the family and as a result, there were escalated risk assertive behaviours.

Other studies with Chinese populations have been able to differentiate emotional isolation and the characteristics associated with behavior of families. For example, Chou (2010) assessed perceptions of social support adequacy from family, friends, and significant others among 475 Chinese high school adolescents. Chou found that perceived social support from family was more strongly inversely related to emotional isolation than was perceived support from friends, whereas perceived social support from friends was more strongly inversely related to anxiety and isolation than was perceived support from the family. By examining both variables of emotional isolation and anxiety, this study was to help determine and make certain the relevant interplay of family factors with each form of influence of affluent parents' behaviour on assertiveness among adolescents in Nairobi County Kenya.

In a study of the patterns and intensity of fear in 825 Asian children and adolescents, Ollendick (2014) reported higher levels of social-evaluative fears for some adolescents. He included 32 white adolescents randomly selected from affluent families. Measures included socio-metrics, assertiveness scale for adolescents, and parents' behaviour scale. A multiple regression analysis was conducted inter-relationships between subjects' likeability, social relations, and assertive behaviour.

This study conjectured that these higher levels of assertiveness were due to the greater social interaction between adolescents and parents. Studies have depicted parents of Asian children as restrictive, overly protective and emotionally unexpressive, using shame, emphasizing the opinion of others and isolating the children from social activities as disciplinary tactics (Ollendick, 2014). If these parental tactics create strong fears of failure and performance, it is reasonable to predict that the adolescents will experience higher anxiety, higher levels of emotional isolation and alienation leading to poor assertiveness in the end. The present study is

aimed at looking at how parental behavior would impact on assertiveness of adolescents in affluent families from specific parental attitudes and practices related to elevated problems with anxiety and emotional isolation among adolescents. Western studies that have focused on the impact of parental pressure to achieve on a child's assertiveness according to Coldwell (2012). However, the current study focused on affluent parental behaviours on assertiveness among adolescents in Karen Zone, Nairobi County.

Given the high cultural value placed on acquisition of massive wealth in Kenya and relatively little attention to social and other aspects of the adolescent's life by parents, Kenyan adolescents may in fact feel less stressed by life pressures than their American counterparts or Chinese who feel obliged not only to do well in school, but also to have many friends, be good at sports, date, and be employed in a part-time job. Moreover, these were white adolescents with different orientation all together unlike our Kenyan Adolescents. This study therefore explored further the range of influences affluent parent's behaviours on adolescent assertiveness.

Emotional isolation from families is common as it signals through stirrings of worry, fearfulness, and alarm of danger. Yet sometimes it may become an exaggerated, unhealthy response. Varghese (2014) conducted a study in India among adolescents. His main objective was to analyze the psychological well-being, assertiveness and isolation from parents among 153 adolescents selected from 5 higher secondary schools of Kerala. The study employed a quantitative design and adopted descriptive survey. The sample consisted of 100 adolescents from higher SES in Kerala. He collected data using questionnaires for parents and assertiveness scale for adolescents and interpreted it using statistical analysis. The study revealed that "negative affect" always co-occur with anxiety while "positive affect" gets reflected in the outcomes of psychological assertiveness measurements. Varghese used Psychological

Assertiveness Scale, a Pearson-correlation, t-test, single factor ANOVA and linear-regression with the help of SPSS version-20. He found out that 88.8% of adolescents were moderate and 10.4% were high in assertiveness while the rest were low. Mean anxiety of the sample was 36.3 which indicated moderate level of emotional isolation and anxiety. Adolescents in urban and rural areas, aided and private schools, and males and females hadn't any significant difference in their mean on assertiveness as per t-test. This study concluded that in the event of worry, adolescents get emotionally isolated, distant and aloof thus experiencing high level of assertiveness becomes a big challenge.

This shows that for assertiveness to be high, certain psychological aspects of life should be rectified through counseling for proper functioning. The excess fears and emotional isolation experienced can only reduce with high levels of continuous support and warmth from parents which could be dismal with affluent parents. Parents tend to be out competing with each other on how wealthy they should become, which car to drive and which suburb to live in. Attention is more likely to be on amassing wealth than on the care of their adolescents which impacts negatively on adolescent assertiveness.

According to Luthar and Barkin (2012), affluent parents are neither neglectful nor disparaging. Luthar and Barkin assert that family wealth may not be the real issue on affluent parents' behavior on adolescent assertiveness but rather, it is the living in the cultural context of affluence that brings about the risks. The study explored Parental meticulousness and life gratification and three adolescent focused parental variables (i.e. perceived parental stress, parents' prospective achievements for their adolescents and parental participation in their adolescents' lives). Using quantitative and qualitative data, the researchers examined both linear and curvilinear relations between parenting variables and adolescent assertiveness and

adjustment (depressive symptoms, anxiety, and gratification in life) as well as intermediation and moderation models. Participants included 10th grade adolescents and their parents (n=88parent-adolescents pairs) from four affluent high schools from Northwest and Midwest. The researchers established that reduced parental pressure, less emphasis on achievement-oriented values, and greater emphasis on fulfillment-oriented values provided circumstances in which parental traits and adjustments could be liked to healthier adolescents' assertiveness and adjustments.

Findings also highlighted that the synchronicity or match between what the adolescent desires and the parents' emotional and behavioural involvement may be of particular importance. Lund and Dearing (2012) concluded that adolescents from affluent families experience distancing between them and their parents and so they become emotionally isolated from parents which is catastrophic to their assertiveness. Parent-Adolescent relationship tends to do poorly in high socio-economic status (SES) families thus compromising adolescent assertiveness. Adolescents generally feel quite distant from their parents.

Findings from Brazil, Canada, USA, and Belgium by Luthar (2013), indicate that parents perceived with laissez-faire monitoring are a powerful predictor of adolescent adjustment issues and become emotionally isolated from activities of daily life. The study demonstrated that adolescents who lack adult supervision are likely to report high substance abuse, delinquency, depression anxiety, stress, eating disorders, and isolation and generally are suicidal. They perceive parents as non-committal, non-supportive on emotional issues and many times have no knowledge of their adolescent's whereabouts after school. It is the tendency to be emotionally isolated that is likely to contribute to poor adolescent assertiveness in affluent families

Kindlon (2013) carried out a study on parental behaviors and adolescents' assertiveness. The study used cross-sectional survey on 537 participants from affluence sampled randomly. Data was analyzed using a correlational regression model. Findings showed that argues that adolescents exposed to opportunities for travel, leisure, education and enrichment are likely to have higher assertive behaviours than their counter parts from lower SES. These adolescents usually may be emotionally isolated from the family members as well as friends. Frequently, they are likely to be depressed and alienated because they feel superfluous. They are in essence ornaments on the family tree, and they know it. To prove otherwise, they can become involved in acting out – drugs, alcohol, petty or serious crime, or worse still, acting in on them through anorexia nervosa, depression, anxiety, or even suicide. Kindlon continues to say that as parents, money does not help protect us – we can live in safe neighborhoods, get high quality medical care, go to good schools, drive in crash – resistant cars but it cannot protect our adolescents from the discomforts of maturation or buy them character. This could contribute to emotion isolation as they may feel they have it all thus lower their assertiveness as some may become addicted to drugs. Psycho-education through media could be helpful intervention to alleviate issues likely to arise.

With regard to isolation, research in Mexico, Australia, Sweden and Ireland by Rosenfeld (2010) and found that adolescents from upper-income families are frequently left alone at home for long because affluent parents trust that this their absence from adolescents encourages self-sufficiency, self-efficacy and independence. Rosenfeld examined the impact of parental absence on adolescent assertiveness. The researcher used quasi experimental design using a pretest posttest. He selected a random sample of 800 adolescents from different suburban schools as well as their parents. He collected data using interviews. A t-test was then computed to find the

mean difference between the pretest and the post test. The researcher also gathered observational data from the participants during the interview. Findings demonstrated that isolation may erode family time together. Adolescents from neglectful parents are likely to be denied the structure and/or nurturance that they need in order to feel safe and competent as well as boost their assertiveness.

The main construct here include perceived parental commitment to adolescents over and above careers and pursuit for wealth, and perceived parental values on adolescent's successes over their integrity of kindness and respect. These disproportionate perceptions of parents by adolescents in affluent families tend to lead to elevated psychological symptoms such as lowest levels of happiness and self-esteem, depressive and anxiety symptoms, adjustment difficulties, moodiness, laden with emotional difficulties, and mostly dissatisfied" with life and become lonely. Miller, (2013) contends that, perceived parents' support enhances self-worth and assertive behavior among adolescents making them achieving and maintaining star status. Perceived parent criticisms therefore is likely to show stronger diverse influences on adolescent assertiveness in as compared to family positive values such as strong attachment and support system likely to be common in low SES families (Luthar and Barkin 2012).

An ancient principle in child development believes that adolescents model what they see their parents doing. For better mental health and assertiveness, children expect to have selfless, accommodating, nurturing, connective mother and father figure in the families. Research by Weissbourd (2011) explored the direct and mediating relations among parents' personality characteristics, their negative parenting behaviours and adolescents' assertiveness. He sampled adolescents from regular elementary school and stratified them according to geographical location, sex and age. Parents received letters to participate in "a study of parenting and

adolescent development." Participants were 599 affluent families with adolescents. Participants completed parenting scales for parents and assertiveness scales for adolescents. Findings demonstrated that mothers and fathers, of high SES prefer to be in their work place than at home taking care of adolescents as a healthy behavior which impacts negatively on adolescent assertiveness. Alienation, less trust and communication, low social interaction was perceived which in turn deflect high stress levels, rule-breaking, delinquency, substance use and low assertiveness among other behavior disorders in adolescents.

The study maintained that each child requires an environment that maintains consistent affection and nurturance for all, providing firm but reasonable limit-setting, coordinating multiple busy schedules, efficient multi-tasking to reduce felt emotional distance between adolescents and parents. When these adolescents perceive their parents as distant, they become emotionally vulnerable to any externalizing and internalizing psychological and behavioural symptoms.

Elkund (2011) writes that some amount of pressure and expectations becomes in appropriate and in surmountable in a way that they are in today's schools, then the stress becomes unhealthy. If adolescents perceive the pressure negatively, then psychological issues may arise while focusing on family structure. Furman (2011) found that the more supportive and involved parents are with their adolescents, the more reduced would be the risks on emotional distress. Parents too need to be sensitized on how much pressure they should give their adolescents to minimize psychological stresses and increase assertiveness. Conducting a study in this area was vital so that the results could be released to parents to adjust and improve on their parenting styles and bring up a young generation that is emotionally adjusted to face the challenges of life in future should data reveal the same.

Cheki (2014) conducted a four-year longitudinal study on parental acceptance-rejection and adolescents' social functioning and adjustment in Pretoria, South Africa. The original sample consisted of 480 second and fourth grade adolescents from wealthy families, and the follow-up data were collected from 162 sixth and eighth grade adolescents. Cheki used comprehensive observational interview to collect data. Pearson centered analysis was used to measure parental practices and adolescent assertive behaviours. This study's results showed that aversive mother-child interactions were associated with risky behaviors in teenagers, and that the negative influence may be reciprocal. He also observed that there was association between higher parental closeness and fewer adolescent behavioral problems. Assertiveness was found to be low among adolescents due to parental minimal interaction time. The study was in South Africa among affluent adolescents. The focus was on parental interactive behaviour on adolescents functioning and assertiveness. A similar study was conducted but on affluent parents' behaviour and assertiveness among adolescents in Karen Zone, Nairobi to confirm these findings.

According to World Health Organization (2014) in a study conducted in, Nigeria, Ghana, and Zimbabwe, adolescents from wealthy urban neighbourhoods who had negative attitude and perception towards work were among the least likely to show healthy psychological growth and assertive behaviour. The study portends that the quality of available parenting options among the wealthy urbanites was a reason to consider. They add that many young adults in wealthy urban areas experience all sorts of mental health issues as a result of lack of parental presence and emotional support due to long hours in places of work. According to the study, most young people around the world are relatively idle – they are neither in school nor at work. They then end up perceiving living as a total waste of their precious time thus develop tendencies for suicide. This tendency is more likely to make them engage in risky behaviours such as

alcoholism, drug addiction, risky sexual behaviour, and stress related disorders. Assertiveness is less likely to be realized in such stressful circumstances. A research to that effect was conducted to find out the certainty of these issues among affluent adolescents.

Holmes (2014) found out in a study carried out in Uganda that on overall, the socialization process and poor family support was found to inculcate aggressive behavior in many children. The most aggressive children were found to come from families with poor family support and unattached from their parents. These children developed impaired concentration in class, decision making, memory impairment, disbelief, confusion, decreased self-esteem and self-efficacy and increased self-blame, depression, dissociation, suicidal tendencies, emotional isolation and other mental disturbances that kept their well-being extremely low. The study was among poor families while the present studies looked at influences of affluence on adolescent assertiveness in affluent families and eventually suggest the way forward for this adolescent's enhancement of assertiveness.

Family factors, such as strained family relationships and lack of family cohesion, are perceived by adolescents in affluent families as important sources of delinquency (USAID 2011). The same study by USAID (2011) was conducted in Malawi, Zambia and Zimbabwe and had results showing that broken, dysfunctional homes have been perceived to lead to low adolescents' assertiveness. The study concluded that family structure alone may not contribute to delinquency and low assertiveness but the environment that parents provide for their adolescents.

Another study in Angola, Ghana, and Tanzania by UNICEF (2014) demonstrated that perceived excess parental controls are significant inhibitors of delinquency but they may be contributors to undue depression, emotional isolation, suicidal tendencies, loneliness, dissociation and anxiety among young adults in poverty stricken families. This was a

randomized controlled field trial designed to assess the effects of parenting on adolescent behaviour. UNICEF conducted the study with parents in 12 private high schools in Osu and Ablekuma Metropolises in Accra, Ghana. A multi-stage random sampling procedure was used 2,560 adolescents were randomly selected with a sample size of 600 parents. The researcher administered questionnaires through one-on-one interview. The researcher's questionnaire comprised of 25 questions on behaviour and sexuality topics. He analyzed data using SPSS version 20. He recorded all outcome variables as binary data for the purpose of running a logistical regression.

Correlation results in the study indicated significant correlation between assertiveness and mother/father attachment and its dimensions of trust and communication. There was significant correlation between assertiveness and alienation of parents, support and communication. Perceived parental attachment to adolescent was found to a greater factor to high levels of assertiveness, social competence and adjustment among adolescents. Parental guidance is therefore vital for adolescent growth on assertive behaviours. The study's focus was to be on affluent parental behaviours on adolescents' assertiveness with an approach that was broader than the one above.

Changayaveri (2015) studied 95 delinquent youth to establish the relationship between poverty and delinquent behavior in Zimbabwe. The study found that the more the youth reported being monitored by their parents, the lower they scored on the delinquent scale. This parallels Holidene's (2016) findings that parental inadequacy, absence or destructiveness interrupt and damage a child's normal maturation process.

Another study in Uganda by Ggitta (2013) on the influence of poverty on youth development of social skills revealed that a when a strong parent-child bond is built, the ability

for the child to cope with family and friends is high. Ggitta found that adolescents who bonded with parents cared about their parent's feelings concerning their friends. This illustrates how important parents are in a child's life and how their involvement can make a difference in shaping the behaviour of their children. This is in line with Goletire (2011) who conducted a study on the influence of parental presence among poor families in slums in Zambia and adolescent behaviour. The study showed parents have great influence on their children's behaviour and that the economic status least adversely affects adolescents' assertiveness. Boys would likely want to learn masculine imperatives from parental figures, especially fathers, which in turn reinforce widely held male gender attitudes and behaviors. In support of this, Gamabele (2015) found that mother-adolescent attachment was related to a reduced risk for delinquent behaviour for Botswana boys.

In yet another study with Ethiopian youths' delinquency by Wagaye (2015), family connectedness was found to be negatively related to delinquency especially those from different SES. A quantitative between group designs was used to study the differences between male and female adolescents with respect to levels of parent attachment, assertiveness and peer relationships. The dimensions examined were communication, alienation and assertiveness. The relationship between mother attachments, father attachment, assertiveness and peer relationship was analyzed in both the groups using a correlational design. Wagaye used purposive sampling to collect data from 400 research participants. She used an Inventory for parents and Rathus assertiveness scale for adolescents. She established that independent t-test results indicated no difference between adolescents in respect to parent attachment, peer attachment and adolescent assertiveness.

She indicated from correlational results that a significant positive relationship existed between assertiveness and other parental dimensions such as trust, communication as well as parental behaviours of attachment and support. Therefore, the presence of both male and female parent is crucial in influencing the behaviour of their adolescents. Consequently parent-child attachment may lead to reduced risks for adoption of behaviour problems. Could one assert that the behavior of parents contribute to the poor development of the adolescents? This study, through a data collection sought to find out these assertions from participants.

USAID (2013) conducted studies in, Nigeria and Togo on Perceived parental support of adolescent assertiveness. Findings showed that adolescents who perceived parental support as lacking in their lives, were likely to experience stressful moments and were less likely to be happy, more likely to be lonely, isolated from family members, had more suicidal thoughts were emotionally distant as compared to those who experienced support and warmth from their families. The study sought to prove whether the same allegations exist among adolescents in affluent families in Nairobi County-Kenya.

From Nigeria, Uba (2014) explored extensively on how poor parenting methods affect adolescents. A total 448 senior high school adolescents completed EMBU (Egna Minnenav Barndoms Uppfostran), or ―Own memories of parental rearing, the Experiences in Close Relationships with parents. His results indicated that parental global self-esteem has no effect on the adolescent attachment to parents but positive rearing behaviors have been significantly connected to adolescent assertiveness. Uba adds that the negative rearing behaviors, such as paternal denying and rejecting, maternal punitiveness, maternal overinvolved and overprotective behavior, can predict adolescent avoidance of parents. He believed that, because African men are normally out looking for money and maintaining better out-of-home contacts, this has left

adolescents without a fatherly model to imitate as role models thus poor ego identity and lowered assertiveness. His research with 200 participants recommended that, parents should make their adolescent sons and daughters feel emotionally secure in their homes and avoid whatever may occasion psychological pain to their adolescent children.

The study advocated for being supportive to adolescents in their problems, expression of fondness by parents, parents empathizing and being role models. The study also suggested strategies such as providing clear communication rules to guide the adolescents and being involved in what adolescents aspire to do. He added that adolescents from lower backgrounds were more likely to score higher on assertiveness than those from higher backgrounds.

Parenting skills according to the study should be improved for enhancement of assertiveness among adolescents. The present study reiterates findings on attachment. Assertiveness among adolescents could help build their individual character and personality thus helps to improve personal interactions. Through data collection from affluent parents and youth, the study compared findings to find out similarities and differences in order to come up with recommendations on adolescents' assertiveness.

According to WHO (2007) in a study conducted in Nigeria, Ghana, and Zimbabwe, children from poor urban neighbourhoods who had negative attitude and perception toward work were among the least likely to show healthy psychological growth and well-being. The sample included 1094 adolescents who were selected using a multi-stage cluster random sampling method ranging between the ages of 15-21 years. Data for the study were obtained using Skala assertiveness Scale (SASPI). The questionnaires consisted of two dimensions, initiative and rejection. They concluded that many young adults in poor urban areas experience all sorts of mental health issues as a result of lack of provision and emotional support. The trend could be

that most young people around the world are effectively idle – they are neither in school nor at work. They then end up perceiving living as a total waste of their precious time thus develop tendencies for suicide. This may make many of them opt to look for menial jobs for money or resort to go to the streets which in itself is not conducive for their assertiveness. A research was conducted to find out the actuality of these issues in affluent families.

In Nairobi, Ahmed (2017) in his article noted thus, "Parents are to blame for indiscipline and youth misbehaviour". He noted with concern that the family unit is indeed in danger and the situation for the youth in the families is getting out of hand. He quoted the Cabinet Secretary's (CS) words saying

> "If you have no time to raise your children, you have no business having them in the first place. The little respect for family values which seem to have vanished and challenges young people deal with start from their homes. Parents involve themselves in the affairs of their adolescents in order to instill discipline in them. Why would parents think that money is the best way of replacing them in their children's lives so that they can vanish? Seemingly the family unit is indeed in danger" (16/10/2017)

These words of the CS clearly show that parental behavior has a lot to contribute to adolescent assertiveness not only in affluent families but also in other families.

According to UNICEF (2013), Article Nineteen of the Convention on the Rights of the Child obligates national parties to "take all suitable statutory, governmental, measures to protect the children from economic exploitation and hazardous work", one wonders whether this is taken into consideration by parents. The very adolescents, due to their negative perception towards their own lives as well as education, resort to child labour for economic gains rather than engaging in constructive activities that would make them adjusted. Unless children change the negative perception they have lately developed towards life, many more adolescents are more likely to engage in risky behaviours that may compromise their assertive behaviours. Parents

need to be clear with their roles in families in order to protect their children from getting lost. Their presence, care, love affection, fondness, attachment and support are more important than the money they shower on their children. Data was used to ascertain the issues mentioned above.

A survey study in Samburu, Moyale and Malindi in ASAL areas in Kenya by UNESCO (2010) affirms that poverty, alcoholism among family members, family dysfunction, abuse of drugs, sexual and domestic violence escalate children's susceptibility to psychological problems. They also traumatize children hence tend to experience distressful moments hindering them not only to be well adjusted but also to prevent attainment of the MGDs' goals of literacy for all by 2020 . The study employed a descriptive study design. The target population under study was 2089 participants of which a sample of 335 was randomly selected. The instruments in the study included questionnaires for data collection. Data was analyzed using descriptive analysis to establish the influence of parenting on adolescent assertiveness. The data was presented in a tabular form. The researcher found that when disaster-related stressors like emergency, sudden induced poverty and lack of security, with a combination of interacting social integration and attachment from parents, adolescent's perception towards happiness and assertiveness in life is reduced. Counseling outreach programmes and other emergency interventions are vital to enhancement of assertiveness.

The intrusion such as flash backs, nightmares, depression, anxiety disorders, emotional isolation, dissociation, and adjustment disorders arise after such traumatic experiences especially coupled with parental absence. The result to all these experiences is a formation of very low self-esteem and assertiveness. When parents are neglectful, disengaged, and distant from adolescents, problem behaviours are likely to emerge among adolescents. Parents who were better to modulate emotion and ability in both intimacy and autonomy had adolescents who had higher

scores on assertiveness. The study at hand sought to ratify this through a comprehensive research and data collection.

Similar empirical researches on adolescent issues have been conducted elsewhere although not among affluent families. For instance, Mwale (2014) carried out a research on analysis of the psychosocial factors affecting participation of Turkana Girl child in Primary Education. She left influences on the assertiveness of adolescents in affluent families. Majiwa (2012) conducted a research on socio-economic and cultural factors affecting mental health of students in secondary schools students in Nyanza, Kenya. The factors affecting a child in Nyanza may be the different from those of a child in Nairobi suburbia. Moreover, the factors affecting adolescents from affluent families in Nairobi County-Kenya may be different from the Nyanza children. In addition, most of the research undertaken regarding affluent parents' behaviour on adolescents in affluent families has been done in areas with different social and cultural setting from that of the adolescents in affluent families in Karen Zone, Nairobi County-Kenya.

Khalid (2003) conducted a study in Moyale and found that adolescents in most families lack parental models to imitate in the day to day activities within their homes. The stresses, the anxiety, the moodiness, the depressive symptoms, emotional isolation, the identity confusions and dissatisfaction due to parental pressures, lack of support and communication that connects the family together could be directly linked with low levels of assertiveness among adolescents. The study concluded that parental behavior is important in enhancing interaction among adolescents with parents and peers. This study sought to make affirmations on the same through findings from participants.

The situation could be getting worse as more and more families in Nairobi County compete in owning homes, estates, and acquiring more and more wealth with a likelihood of their adolescents becoming more distressed than it could be from the lower SES on adolescent assertive behaviour. The study was to authenticate the assertions mentioned.

In Nairobi, Ahmed (2017) in his article noted thus, "Parents are to blame for indiscipline and youth misbehaviour" noted with concern that the family unit is indeed in danger and the situation for the youth in the families is getting out of hand. He quoted the Chief Secretary's (CS) words saying "if you have no time to raise your children, you have no business having them in the first place. There is a crisis of absentee parents who imagine that others should take care of their children for them" (Ministry of Education, 2017). The little respect for family values which seem to have vanished and challenges young people deal with start from their homes. There is need for better parental involvement to instill discipline among adolescents whom he feels are likely to be low at assertiveness. The same article adds: "Why would parents think that money is the best way of replacing them in their children's lives so that they can vanish? Seemingly the family unit is indeed in danger". The CS's statement is in line with the theme of the research on affluent parent's behaviour and adolescent assertiveness which was to be ascertained through an empirical study and data collection.

According to Ahmed, when parents are absent from home for long, adolescents are likely to feel abandoned. Generally, teenagers are more likely to feel assertive and wanted with parental presence to keep appraising the good they do. It is a demonstration that parental behaviour has a lot to contribute to adolescent autonomy, assertiveness, self-esteem, ego-identity and self-concept not only in affluent families but also in low and middle SES families. The study focused on adolescents from affluent families as well as from middle and low SES while this study

concentrated on affluent parents' behaviour and adolescent assertiveness in Karen. UNICEF opines that parents' behaviours of neglect, separation, divorce and absence from home impact greatly on adolescent assertiveness.

Unless parents change the negative perception they have lately developed towards their role in families, many more adolescents are likely to engage in risky behaviours that compromise their general self-image and assertiveness. Affluent Parental behaviour should strive to guide adolescents towards becoming responsible adults. There is need for affection, fondness, attachment and support which is more likely to enhance assertiveness among some affluent adolescent. This study is relevant since it demonstrates the need for enhanced affluent parental behaviour on assertiveness among adolescent and so the gathered data becomes useful to ascertain the issues mentioned above and their applicability in Karen Zone, Nairobi County.

A survey study in Samburu, Moyale and Malindi in ASAL areas in Kenya by United Nations Educational Scientific and Cultural Organization (UNESCO, 2012) affirms that poverty; alcoholism among family members, family dysfunction, drug abuse, sexual abuse and domestic violence increase adolescent's vulnerability to low assertive behaviours. Assertiveness among adolescents may thrive well when parental behaviour is characterized by warm relationships, coordination, presence, committed expressive and loving. The teenagers are less likely to experience distressful moments that may hinder hindering them from being assertive. When disaster strikes, the level of adolescent attachment to parents is more likely to be high. The stress levels require a caring parent to give attention and consolation. When it goes missing, the adolescent is likely to feel low hence reduce on assertiveness. Other emotional disorders such as depression, anxiety disorders, emotional isolation, dissociation, and adjustment disorders may arise with reduced parent-adolescent relationships especially coupled with parental absence. The

result to all these experiences is a formation of very low self-esteem and assertive behaviour. Although the findings were among low SES, adolescents seem to experience similar assertive problems in the absence of parents. This prompted the present study to be conducted on affluent parents' behaviour on adolescents in Nairobi County through a comprehensive research and data collection.

Similar empirical researches on adolescent issues have been conducted elsewhere although not among affluent families. For instance, Mumo (2014) carried out a research on parent –based interventions to reduce adolescents' problem behaviours among high school students in Machakos County. She left out influences on assertiveness among adolescents and affluent parental behaviours. Maimuna (2012) conducted a research on parents and family factors affecting mental health of adolescents in secondary schools in Kwale, Kenya. The factors affecting teenagers in Kwale may be different from those in Nairobi. Moreover, the factors affecting adolescents from affluent families in Nairobi County-Kenya may be different from those in Kwale which is in the coastal region. In addition, research undertaken regarding affluence parents' on adolescents are done in places with different geographical setting from that of affluent adolescents in Karen. This study therefore aimed at examining affluent parents' behaviour on assertiveness among adolescents by collecting data to establish the existence of assertiveness among adolescents.

The situation is likely to get worse as social forces have brought about significant demographic changes that are reflected in family life throughout the world. Divorce for example, has made the one-parent family to be common place, and remarriage has introduced a step parent into many homes. The whole family parenthood is reducing by day which is more likely to reduce assertiveness among adolescents. However, with positive parental influence, adolescents

are likely to thrive in terms of assertiveness. The opportunities for significant research on affluent parental behaviours on adolescent assertiveness are vital. The study hoped to authenticate the assertions by conducting a study on affluent parents' behaviour on adolescent assertiveness through data collection.

### 2.3.4 Influence of Affluent Parents' Behaviour on Adolescents' Assertiveness in Terms of Relationship, Support and Attachment

A study by Lim (2014) investigated the influence of parental support on adolescent assertiveness. He collected data from 278 Korean high school students (140 males and 138 females). He analyzed data utilizing multi-group structural equation modelling.

To him, only paternal emotional support affected happiness through self-esteem among male adolescents. Methodological differences that exist were highlighted in the current study by use of Convergent parallel designs which focused on mixed method approach. The results of the current study contrasted minimally since affluent parental behaviours reflecting attachment to adolescent had significant effect on assertiveness of adolescents. Through parental availability, support, and secure attachment, adolescents are likely to have increase assertiveness, environmental exploration, contribute to the competence of adolescents.

Another study by Corrine (2013) in Australia among affluent youth sought to examine parental supportive effects on adolescents internalizing and externalizing behaviors. He selected 136 youth (mean age = 11.49, *SD* = 1.71) from $4^{th}$ to $8^{th}$ grade together with parents (*n* = 150) originating from 3 three locations of a community based family support agency reporting the youth's internalizing behaviors. She conducted a regression analyses to determine if assertiveness among affluent adolescents added unique variance to outcomes above supportive parenting. Her results indicated that the more supportive and attached parents were to

adolescents, the more assertive adolescents became and the least effects on adolescents psychological distress when examined with supportive parenting.

Regression analyses were also conducted to determine if decreased depressive reactions moderated the association of supportive parenting to internalizing and externalizing behaviors. Results indicated that unsupportive parenting predicted low adolescents' assertiveness. This means that parental support is likely to predict lower levels of anxiety, depression and distress I stressful environments among adolescents. Warm, supportive, good parent-adolescent relationship seems to be conducive to adoptive psychological outcomes especially assertiveness among adolescents. Parental nurturing, involvement, attachment, and support is especially important for adolescents assertiveness because, adolescents are at of seeking for independence from their parents while, paradoxically, striving to remain connected to them. The study was in Australia. A similar one was conducted in Nairobi exploring affluent parental behaviours on assertiveness among adolescents in Karen Zone, Nairobi County Kenya. The instruments were basically questionnaires as well as interview hence the methodological gap.

In Holland, Dirks (2015) examined the relationship among parental behaviours in terms of connectedness, attachment and adolescent interpersonal behaviour, anxiety and depression. Twenty six high school and college adolescents from high SES were administered five self-report measures: the Attachment Style Questionnaire (ASQ), the Autonomy-Connectedness Scale-30 (ACS-30), the Scale for Interpersonal Behaviour (SIB), the Beck Depression Inventory II (BDI-II), and the Symptom Checklist-90 (SCL-90). It was hypothesized that assertive behaviour would be related to fewer feelings of anxiousness and depression, and that both low assertiveness and insecure attachment possess a distinctive impact to anxiety and depression. Dirks tested the path model presenting anxious attachment as a strong predictor of adolescents'

anxiety, depression and low assertiveness. Assertive interpersonal behaviour appeared to be a protective factor that contributed to less feelings of anxiety in adolescents, and less self-awareness was related to more sub-assertive interpersonal behaviour and therefore more depressed with low assertiveness.

He also emphasized that adolescents who were highly sensitive to others and sub-assertive were less capable of managing new situations, and were therefore more depressed. According to Dirks, emphasis should be put on the importance of acquiring adequate problem solving skills and behaviour modification among adolescents. The results provide support for roles of autonomy-connectedness, attachment and interpersonal behaviours in internalizing problems among adolescents such as anxiety and depression. This means that interaction, support, relationships and attachment as parental behaviours are vital aspects in adolescent assertiveness.

These interactions between parents and adolescents provide an internal working model within the youth thus improving assertiveness among them. Parental behaviours need to help establish higher levels of assertiveness among adolescents through creating more equivalent relationships with the adolescents so that they feel connected to their family. Insecure and vulnerable adolescents are likely to develop an anxiety disorders, low self-esteem as well as low assertiveness. While this study dwelt on college and high school adolescents, the present study focused on affluent parental behaviours on adolescents' assertiveness in Karen Zone Nairobi County Kenya.

Sayyed (2017) conducted a study in Iran on the relationship of family communication, support and attachment pattern with adolescent assertiveness. This descriptive analytical study was conducted on 400 high school adolescents in Birjand, Iran. The adolescents were selected

via multistage random sampling. A demographic questionnaire, the 26-item Revised Family Communication Patterns and the 30-item Rathus Assertiveness Scale were employed for data collection. The SPSS software version 16 was used to analyze the data by conducting the one way analysis of variance, the Chi-square test, and the stepwise multivariate regression at a significant level of less than 0.05. The most and the least common patterns among participants were pluralistic (73 adolescents. 28.1%) and protective (58 adolescents, 22.3%) patterns, respectively. Adolescents with pluralistic family communication, support and attachment patterns obtained significantly higher assertiveness scores than those with laissez faire ($p< 0.001$) and protective ($p= 0.004$) patterns.

The conversation orientation dimension of family communication pattern explained 9% of the total variance of adolescents' assertiveness. This translates to mean that the conversion orientation dimension of family communication pattern is a significant predictor of adolescents' assertiveness. Parents can increase their adolescents' assertiveness through creating a more hospitable, supportive, and more open atmosphere in their families thus encouraging adolescents to express themselves and discuss their ideas and feelings. Assertiveness will therefore help protect adolescents against peer pressure that have considerable effects on adolescents' behaviours and hence, adolescents are likely to be at great risk for unhealthy lifestyle habits, social deviance, identity crisis, emotional disorders, and familial as well as occupational problems. Supportive parents may also guide their adolescents towards assertiveness and coping skills thy may need as adults. The study's focus was on family communication patterns while through data, the present study's main focus was on affluent parental behaviour s in relation to adolescent assertiveness. This was done through questionnaires, interviews and focus group

discussion for in-depth data into the assertiveness issues among adolescents in Karen Zone Nairobi County.

In a study in Pakistan among affluent youth in university, Riaz (2014) explored the differences between emotionally assertive adolescents' perception of parental acceptance, support and rejection. A sample of 205 adolescents was taken from different departments of the university. Purposive convenient sampling was used in data collection after getting consent from the authority. All participants taken from the private university were 17 to 25 years old (M=15.0, SD=1.5). He employed Emotional Assertive Scale and parental acceptance, support and rejection questionnaire to collect data from adolescents.

The results indicated that emotionally assertive adolescents significantly differed from the non-emotionally assertive ones on all dimensions of Parental Acceptance, Support and Rejections Questionnaire. All non-emotionally assertive adolescents perceived their parents as more neglecting than those from other lower SES. The study had implications for appropriate parenting behaviours that predispose the adolescents' assertiveness levels. In short, the study suggests that parental relationships with their adolescents is frequently conceptualized in terms of interaction between two sets of parental attributes or behaviours such as warmth, support, attachment, and acceptance. These dimensions help in explaining the diverse ways in which affluent parents can bring up their adolescents and how parental behaviours foster positive feelings in adolescents, thus promoting adolescent assertiveness and normal social development. This study proposed that for any development of assertiveness among adolescents, family environment need to satisfy the adolescents own emotional needs, encourage the adolescents to experience and express a broad range of emotions, provide opportunities for the adolescents to observe and interact with parents closely for boosting assertiveness. From the above study, it is

clear that affluent parental behaviours of support, attachment and relationships contribute greatly to adolescents' assertiveness. Through extensive data collection, the present study used variety of tools and analysis methods that included both narratives and inferential statistics that differed with the Pakistani study. Methodological differences that were observed by the researchers were also incorporated to fill the gaps that had been identified.

A study in Ghana by Kuranchie (2014) sought to examine the relationship between parenting behaviours of support and attachment on affluent adolescents' assertiveness and self-esteem The purpose of the study was to ascertain the dominant parenting styles of parents in the study area and their influence on adolescent's social development and assertiveness. He used a sample of 480 adolescents and 16 teachers. He employed a structured interview schedule and a questionnaire for the data collection. He established that parenting has influence on adolescents' social development and assertiveness. It was inferred that parenting that is based on reasoning, good parent-adolescent relationship, support, attachment, understanding, consensus and trust resulted in pro-social behaviour as well as assertiveness while parenting behaviours based on strict rules, force, threat, verbal and physical punishments, distancing, absence, poor relationships and minimal attachment resulted in anti-social behaviour.

Kuranchie recommended that parents should strive to embrace parenting behaviours that are supportive to enable their adolescents to develop pro-social behaviour and enriched assertiveness. He noted that the main significance of the study was that the results would help parents, guardians, teachers and school authorities to understand and appreciate the relationship between parenting behaviours and adolescent's assertiveness, social development and to be socially competent, a virtue required for personal life and work ethos. The study therefore suggests that when an adolescent receives secure attachment relationship as parental behaviour,

there is likelihood that positive virtues will be transmitted from parents to adolescents through modeling and reinforcement of conventional behaviour. Parenting behaviours of support, attachment and strong relationships should be built between parents and their adolescents for the purpose of developing strong assertiveness among adolescents. The issue of affluent parental support was investigated through interviews and questionnaires. Convergent parallel design was used to facilitate collection of data qualitatively and qualitatively unlike this study which used qualitative study design alone.

In Ethiopia, Wondemu (2016) conducted a study to explore values and experiences of parenting adolescents in Addis Ababa, Ethiopia. The study aimed at finding out parental behaviours in relation to support, relationship and attachment and how it influenced adolescents' self-esteem and assertiveness among the economically endowed. Interpretive Phenomenological Analysis (IPA) guided the study. The Qualitative method was used to study daily experiences that had significance to participants. He used semi-structured interviews were to ask parents about their perspectives on variables such as support, attachment and relationships they had with their parents. She used Nvivo, a Computer Assisted Qualitative Data Analysis Software (CAQAS) to manage all the data and theme improvement process.

Data analysis generated themes which made the basis of findings. Findings showed that respect, parent- adolescent relationship, support and attachment variables were likely to increase adolescent assertiveness and self-esteem to a greater extent. The findings also demonstrated that low parental support was likely to lower adolescent assertiveness and intensify risky behaviours among adolescents. This means that parents of affluent adolescents have the obligation to be supportive and intensify relationship between them and adolescents despite busy schedules due to work. The focus of the study was on qualitative design while the researcher in the present

study focused on a mixed method approach of the concurrent parallel design to gather data among affluent adolescents from Karen Zone, Nairobi County.

Adolescent's assertiveness is of very critical importance to parents, guardians, as well as other significant stakeholders. Chinwuba (2016) in Nigeria examined the relationship between social support and assertiveness among Madonna University adolescents. He selected 270 adolescents using convenience sampling method. His study hypothesized that social support was significantly and positively related to assertiveness. His findings indicated that there was a positively significant relationship between social support and assertiveness ($r = 0.88$). The study concluded that parents, guardians, educators, counselors, and significant others should enhance supportive behaviours so that adolescents' through assertiveness could grow into confidents adults. The methodology that was used in the study seemed to be unclear thus a convergent parallel design helped the researcher in collecting in-depth data.

The study by Kobusygye (2016) in Uganda examined the applicability of Parental social support in investigating the relationship between self-efficacy and assertiveness of adolescents. Kobusygye included a sample of 559 undergraduate adolescents in two universities, that is, 262 from Makerere University College of Education and External Studies. He subjected the groups to two questionnaires, that is, a self-efficacy scale, communication and confidence to avert pressures that can lead to low assertiveness: and a Rathus Assertiveness Scale on related behaviours.

Results from the study show that there is an inverse/negative relationship between self-efficacy and assertiveness. The study demonstrated that although the relationship between self-efficacy and assertiveness is inverse, it is not statistically significant ($p=0.663>0.05$). Hence, although an increase in self-efficacy leads to a decrease in assertiveness; it is not a significant

factor in explaining assertive behaviours among adolescents. These findings confirm the assertions and predictions of the parental social relationships which argues that if young people have a high sense of self, they are likely to increase assertiveness and reduced risky behaviours. This study suggests that parental behaviours such as social support are vital in enhancing assertiveness among adolescents from all socio-economic status. It is up to the parents to see to it that their behaviours towards adolescents gear towards improving assertiveness among their youth if not, the youth are likely to be found in vulnerable situations that may be detrimental to their lives. It was therefore necessary that a study on affluent parental behaviours on adolescents in Karen Zone was conducted to ascertain allegations made by previous studies.

A study was conducted by Ogutu (2017) among middle and upper SES on influence of parental support on self-efficacy and assertiveness of adolescents in High schools in Nairobi, Kenya. The study was anchored on Self-efficacy and Self-concept theories by Lent, Brown and Hackett, and Donald Super respectively, and conceptual framework. Ogutu adopted a correlational and causal comparative research designs.

The target population was 6664 form four students, parents, 138 teachers in-charge of career guidance and counselling and 1 County Quality Assurance and Standards. The sample size consisted of 393 participants (364 students, 28 teachers' in-charge of career guidance and counselling, parents and 1 County Quality Assurance person). He used questionnaires, interview guide and document analysis guide to collect data from the respondents. He carried out a pilot study to establish the reliability and validity of the research instruments for data collection. He transcribed and reported qualitative data according to themes.

He analyzed quantitative data using descriptive statistics including frequency tables, percentages, mean and standard deviation and inferential statistics including Spearman's

correlation, Multinomial logistic regression and Hierarchical multiple regression. Descriptive statistics revealed high mean and low standard deviations in variables influencing assertiveness among adolescents. The results of Spearman's correlation in objectives one to three showed statistically significant relationship between independent variables and the outcome variable (r (364) = -0.236**, p=0.001)for self-efficacy, (r (364) = 0.208, p=0.001) for assertiveness and self-concept and (r (364) = 0.165, p=0.001) for parental support on assertiveness among adolescents at $\alpha$=0.05.

Multinomial logistic regression statistical models significantly compared between comparison categories relative to referent category high relative risk ratios. Hierarchical multiple regression analysis revealed that the three independent variables were significant, F (1,360) =13.491, p<.05) accounting for 11.5% of the variation in adolescents' assertiveness. Parental support and relationship was the most important predictor of adolescent assertiveness accounting for 5% of the variation. It was concluded that parental support, attachment and parent-adolescent relationship influenced assertiveness among secondary school adolescent in Nairobi County. It was recommended that career guidance teachers in schools and the education office should aim at fostering strong and positive self-efficacy, assertiveness among adolescents as well as educating parents on the need for parental relationships with their adolescents to help them on challenges that face them. The current study made use of assertiveness scale to collect data from adolescents in affluent families. Unlike the causal comparative research designs used in the prior study, this study employed convergent parallel research design that integrated both qualitative and quantitative approaches to allow for triangulation and validation of findings.

Abesha (2012) conducted a study on parental attachment, support and relationship and assertiveness among adolescents in Nairobi's suburbs in Kenya. Data on parental support was

collected through self-report questionnaires from a sample of 2116 (763 females and 1353 males) adolescents from private secondary schools. The results of SEM analysis indicated a significant and positive direct effect on parental support and assertiveness while the results of MANOVA disclosed no significant differences among female and male adolescents in their assertiveness and self- motivation. The findings also showed that adolescents in Nairobi who participated in the present study had high self-concept and motivation but low assertiveness. Abesha involved self-reported questionnaires from a sample of 2116 participants. The limitation might have been unreliability arising from handling of a large sample size. In the current study reliability was affirmed after subjecting the research instruments to pilot study and Cronbach's alpha for testing internal reliability of the instruments. The current study made use of use purposive and simple random sampling techniques among participants in Karen unlike the use of multi-stage cluster sampling technique.

Another study by Mburu (2016) investigated the relationship between parental involvement and self-esteem and assertiveness among adolescents in secondary schools in Nairobi West District in Nairobi County, Kenya. Emphasis was put on establishing the relationship between parental involvement in the perspective of autonomy, competence, and relatedness, support and development of self-esteem and assertiveness among adolescents. The study followed mixed methods research design where qualitative and quantitative methodology was combined.

He used questionnaires and unstructured interviews as his research instruments. He gave two experts the research instruments to evaluate the validity and all the items were rated as relevant. He established reliability of research instruments using a test retest method and obtained a reliability coefficient of 0.5. He collected quantitative data from 200 participants

which he selected from 8 schools by use of probability sampling method. He involved coding and categorization for interview data that was qualitative and thereafter organized it thematically. The study found that parents in Nairobi West District in Nairobi County were involved in the lives of adolescents. Self-esteem and assertiveness among adolescents were found to be related to parental involvement and support. Mburu recommended that stakeholders in education should identify and understand the psychological needs of adolescents. He recommends future research on how parental involvement and support fluctuates and test if parental involvement can be taught by implementing parenting workshop.

The study opines that parental support, involvement and attachment are vital for psychological needs of adolescents and that lack of it regardless of race, culture, gender, economic status, age or educational level, the adolescents tend to report themselves as hostile, aggressive, impaired in self-esteem and assertiveness.

It is therefore imperative that parents are supportive towards adolescents for enhancement of assertiveness which propels them to reach greater heights in life. The current study investigated affluent parental behaviours on assertiveness among adolescents in Karen Zone, Nairobi County- Kenya unlike the prior one that looked at parental involvement and self-esteem and assertiveness among secondary school adolescents.

The subject of youth socialization is a concern for all societies worldwide. The future of communities rests, in part on how effectively they accomplish the tasks of preparing this important component of their population to become productive adults. In developing countries, characterized by rapid social change, the adaptation and unconventional life patterns of future generations, whose growth trajectories will occur in an entirely different context, calls for careful explication of the determinants of the socialization of young people. In Kenya, the societal shifts

and behavioral patterns, exacerbated by the unique developmental vulnerabilities often create a confluence of factors affecting youth. There is need to transform the ordinary institutions of society, as socializing contexts to make them relevant in preparing young people to face challenges of the future.

Set in a society in urban Westlands, Nairobi-Kenya, a study by Misati (2016) sought to establish how the changes in the family and that of other key social institutions such as education, religion and the media impact the socialization of the youth in the community. The ecological model for human development by Urie Bronfenbrenner (1994) and the life course framework have been adopted as the conceptual model for the study. Misati adopted a descriptive survey research design. He used simple random sampling to select the samples included in the study. The researcher studied a sample of 144 parents, 1440 adolescents, and 28 community officials and targeted population for parents, adolescents and the community in Westland.

The findings of the study were that involvement, support and attachment of parents as a parental behaviour influence adolescents' socialization process as well as assertiveness (r=0.8). Parent/family support influence socialization of adolescents (r=0.45).The ANOVA results showed that there is a significant between mean responses between parental behaviors of involvement and support and adolescent socialization $F= (159,1) = 7.197$, $p< 0.05$, parent/family support/involvement and adolescent socialization $F= (159,1) = 19.75$, $p< 0.05$ and parental attachment $F= (93, 3) = 13.0$, $p< 0.05$. The Multiple regression results showed that the dependent variables were significant at 0.05% significant level ($p=0.003$, $p= 0.001$ and $p= 0.006$ respectively) and the parenting behaviours predicted adolescents' socialization significantly at 7.234. Misati tested the hypotheses using Pearson's correlations, multiple regression and

Analysis of Variance (ANOVA). The study offer an unusually nuanced view of socialization challenges in a time of unprecedented change in Kenya's urban setting. It is shown that socio-cultural values and community norms that influence the socialization process are not constant, but always changing and sometimes contradictory and are perceived differently by young people and older members of society, thereby adversely affecting the capacity of parents and other elders to regulate the youth. In addition, it is shown that the adoption of new social structures though leading to the disruption of the transmission of specific behaviors, do not result to failure in effective socialization, but offers greater pathways for imparting positive behavior.

At national level, the policy with regard to youth development is full of gaps, in terms of policy and reality, especially since the interventions are not predicated on informed assessment. Similarly, youth programs have consistently been guided by the philosophy of deficit and problem oriented approaches. Thus, the ideology that underpins the development of young people often focuses on projects focusing on imparting vocational skills and access to financial services for young people that have already "fallen off the cracks". More critical, the country lacks an explicit family policy on whose lenses issues affecting the family and its various population segments, especially the youth can examined. The study makes an important contribution to the understanding of the emergent area of research aimed at understanding the structural obstacles to young people's transition to adulthood by creating new channels and orientation for seeking pathways to personal development based on new ways and attitudes of human interaction at family levels. Whereas the prior study was on parental support and involvement on socialization of adolescents, this study investigated affluent parent's behaviours on assertiveness among adolescents in Karen Zone, Nairobi County Kenya.

### 2.3.5 Intervention Strategies for Improving Assertiveness among Adolescents in Affluent Families

Adolescence is a time of frequent turmoil, frustration, insecurity and struggle with conflicts, decisions, developmental tasks, and identity. Strategies to help improve their social skills are vital. In Bangladesh, Hoque and Zohora (2014) conducted a study on the impact of assertiveness on adolescent achievement in primary schools. Zohara used quantitative method of research in 1 school, 20 classes, 20 teachers and 504 students. Combined result analysis did not find strong evidence to claim whether adolescents were assertive enough to enhance good academic performance. The study recommended strategies such as debriefing among adolescents who were traumatized as a result of parental divorce. The study also suggested that counseling in families be intensified to help adolescents deal with growth issues that prevent them from performing tasks at various levels. The above reviewed study was done in one school while this one was among adolescents from affluent families.

Erkelenz, Kobel, Kettner, Drenowatz, and Steinacker (2014) in their study in Germany, examined associations between parental physical activity and adolescent's BMI percentiles, bodily action, and involvement in systematized games. Adolescents' physical activity, sports participation, and parent physical activity were assessed via parental questionnaires. There was a higher prevalence of overweight or obese among affluent adolescents then those from lower SES when both parents were inactive. This study demonstrated that parental physical presence is a significant predictor of adolescent physical activity and assertiveness. The study also indicates that parental support may be a crucial aspect in encouraging adolescents to be physically active and assertive. Further, it can be assumed that active parents have an overall healthier lifestyle which is passed along to their teenagers.

Although these studies did not focus on affluent parents in Nairobi, other research from Cheng (2014) suggests that these results may be generalizable to affluent parents elsewhere. Specifically, similar relations between affluent parents' behaviour and adolescent assertiveness could be conducted in Karen Zone to confirm these findings. Through modeling and social support, parents can positively influence their adolescent's assertive behaviour levels.

Luthar (2013) carried out a study among affluent adolescents from high SES families in USA on family wealth and status of adolescent assertiveness. Luthar's empirical study was out to provide problems of affluent youth in a comparison investigation of low-income, and their upper socioeconomic status (SES), counterparts. Central aims were to explore potential differences, by socio-demographic context, in links between adolescents' internalizing problems (depression and anxiety). She used descriptive analyses which revealed that on several indexes of maladjustment, mean scores of affluent youth were substantially higher than those of their lower SES counterparts. They also reported significantly higher substance use than lower SES youth, consistently indicating more frequent use of cigarettes, alcohol, marijuana, and other illicit drugs; a sign of low assertive behaviour.

The study concluded that strategies such as availability by affluent parents could help adolescents be assertive enough to face life challenges and reduce on risky behaviours. Adolescents inflated sense of control, self-blame for failures; depression and shame, and identity problems were more likely to report low assertiveness. Life patterns associated with high wealth can thwart the attainment of many critical socio-emotional rewards such as pursuit of friendships, art and spirituality, reduced abilities to savor the small pleasures of life hence low happiness and eventual low assertiveness. The study recommended strategies such as the need to be given more time by parents for social family life, longer impromptu games that enhance trust,

ego identity, industry, autonomy and initiative. A study in Karen Zone was carried out on affluent parent's behaviour and adolescent assertiveness to ascertain the problems mentioned or disapprove their existence.

Johnston (2016) carried out a study among High SES Mexican American adolescents. The adolescents received either an instructor led or self-help intervention; however, both interventions aimed to modify behaviors involving self-efficacy, assertiveness and diet Changes .BMI were assessed at baseline, year 1, and year 2. Parents were also targeted to receive the information their teenagers learned during each intervention. The adolescents who were randomized to the instructor led intervention achieved significantly greater increase in anxiety management than those who received the personal intervention. A total of 79% of adolescents randomized to the instructor led intervention had reductions anxiety after one year and a majority of them maintained this status at two years. Results also showed that parents responded to memos and flyers sent home, which suggests that they were aware of the intervention that helped adolescents. The study revealed that affluent parental involvement in what the teenagers were doing was likely to show improvement in anxiety levels than those parents who were unconcerned. A similar study could be carried out in Karen Zone Nairobi on affluent parents' behaviour on assertiveness among adolescents to find out whether similar interventions were viable in other places.

According to Erikson (1990), our self-image and identity is continuously shifting owing to new experiences and information we obtain in our day-to-day communications through others. As we face each different phase of change, we face a new experiences that can support additional change or deter the growth of identity. If parents are busy with search for wealth and giving their children improper attachment, then their ego identity would be impaired and eventually their

assertiveness destroyed. Are we going to produce robots out of our wealthy teenagers in the near future with a distorted identity and a lowered assertive behaviour? There is need for parents to be close to the youth as a way forward to enhancing assertive behaviour in them. An investigation through data collection was done on affluent parents' behavior and adolescent assertiveness to find out whether the above strategies were likely to be applicable with the Nairobi adolescents.

Development of identity concerns as identified by Myers (2013) in his studies in Austria, Finland, London, U.S.A. and Denmark among affluent youth included depression, narcissism, and selfishness, low motivation, poor work ethics, problems with delayed gratification and frustration tolerance. The study sample included 1600 adolescents randomly selected from five senior schools. The research design was descriptive multiple correlation. Myers used Coppersmith Assertiveness Scale. In order to analyze data, she used a multiple correlation coefficients. Her findings demonstrated that there was significant positive correlation between adolescents' assertiveness and parental behaviours. The regression model showed that there was a correlation between parents' perfectionist behaviour and adolescent assertiveness. The study added that detrimental outcomes of the issues included delinquency, substance use or abuse, and other high risk behaviors. Some as a result of identity crisis, experience sense of emptiness, chronic depression, and epidemic of profound unhappiness especially for young inheritors of excess wealth, violence, perversion and evidence of deep troubles. The strategies put forward by the study included, parental approval of adolescent activities, fondness and comfort. A study was done in Karen Zone, Nairobi County to prove the existence of the mentioned problems by collecting data from affluent parents and adolescents.

Luthar (2013) conducted a study among adolescent with the aim of investigating the multi relationships between the self-esteem, assertiveness, and self-efficacy of female

adolescents with parents' perfectionism among Shahrekord secondary schools in USA. The sample of 120 secondary school adolescents in Shahrekord was selected. The research design was a descriptive multiple correlation. The results of regression model showed that there were correlation-0/028 between parents' perfectionism and adolescents' self-esteem and -0/55 with assertiveness variable. Also the results of the regression model step by step were meaningful in order to predict parents perfectionism based on adolescents' self-esteem and assertiveness. (F= 79 / 112, P< 0/0001.

The strategies suggested by this study were the need to improve assertiveness among adolescents. It also adds that affluent adolescents should be guided to spend their time most effectively, enjoy the pure joy of just living and being young and appreciate themselves. Luthar says that they should not be "as if the pressure cooker is about to explode" but be helped to increase higher levels of esteem that may boost assertiveness in them. Elkund (2013) contends that affluent families have a duty to allow their adolescents time to grow without rushing them. Adolescents in Nairobi County are likely to possess similar characteristics as the sample above hence the need to collect data and find out whether the same strategies could benefit youth in Karen Zone.

Adolescence is a time of frequent turmoil, frustration, insecurity and struggle with so many major conflicts, decisions and developmental tasks, identity issues and many others. Thus, the most difficult developmental period is probably developmental issues that come with identity. Elkund says that this period of "storm and stress" a period of dramatic ups and downs through which every teenager must pass in order to develop into a mature adult requires that the immediate family environment is warm and supportive. There was need to come up with remedies for enhancing adolescents' assertiveness.

In Bangladesh, Hoque and Zohora (2014) looked at the impact emotional well-being on student achievement in primary schools using quantitative method of research in 1 school, 20 classes, 20 teachers and 504 students. Combined result analysis did not find strong evidence to claim whether students have a general assertiveness that would enhance good academic performance. The study recommended strategies such as debriefing among adolescents who were traumatized as a result of parental divorce. The study also suggested that counseling in families be intensified to help adolescents deal with growth issues that prevent them from performing tasks at various levels. The above reviewed study was done in one school while a replicate study was to be in affluent families.

Adolescents are likely to face identity confusions if the father figure or mother figure lacks in the house as it is likely to be in affluent families where parents may leave and be away for months on wealth search. Identity issues may therefore lead to disoriented assertive behaviour with poor functional abilities and emotionality adjustment issues. To psychologists, heightened emotionality and identity confusions extending over a period of time could be a danger to adolescent assertiveness. Strategies such as counseling are vital for their assertiveness in these families where parental absence seem to be the norm.

A study by Mogel (2010) revealed that parents in affluence problem-solve excessively for their adolescents rather than allowing them acquire coping skills which tend to lead to uncertainty, fear, anxiety, and worries on how to deal with difficult friends or roommates, trouble with courses, food not for their liking, or malfunctioning laundry machines. These young adults, according to Freitas (2013) are often too naïve about basic mechanisms of traditional courtship due to identity issues as some may not even be sure of themselves. The study sought to establish the relationship between affluent parental influences on adolescent esteem. Freitas employed a

correlational research design to carry out the stud and a stratified random sampling technique to select adolescents form different families to participate in the study. He selected a sample size of 160 adolescents and parents and used a questionnaire and an interview guide to collect data from the participants.

Further, data on adolescents' assertiveness and esteem was measure using assertiveness and esteem scales on 5-1 likert scale. He used test-retest procedures to establish the reliability of the instruments she found to be positively correlated at r= 0.914. He further used the Statistical package for Social Sciences (SPSS) to prepare and organize data for analysis to test significance levels between the variables at 0.05. The researcher utilized a pearson product Moment Correlation and one way ANOVA techniques to establish whether there exists any significant relationship or differences in the means between the variables. Findings demonstrated that parental behaviours was negatively correlated with adolescent self-esteem but positively correlated with assertiveness. The relationship between the two variables (i.e. parental behaviours and adolescents assertiveness) was significant at r=0.882 and p=0.000<0.01 respectively. Identity confusions and uncertainties were likely to be faced by adolescents whose parents separated or divorced. Assertiveness among these adolescents was also found to be low and had their minds likely to develop a series of questions such as; "if I like someone, how would I walk to them, what would I say, and what words would I use?" Myers (2014) suggests that the more attention is needed for problem solving to increase adolescents assertiveness.

Luthar (2013) in her study among the affluent adolescents from high SES families in USA found that families over emphasized on wealth and status that comprised adolescent assertiveness. Affluent parents offer abundance of choices for their adolescents while they do not avail themselves to these youth which create an inflated sense of control over one's life and in

turn, self-blame for failures, fostering depression and shame, identity problems which may result to a deflated assertiveness. Life patterns associated with high wealth can thwart the attainment of many critical socio-emotional rewards such as pursuit of friendships, art and spirituality, reduced abilities to savor the small pleasures of life hence low happiness and eventual low assertiveness. Adolescents therefore need to be given more time by parents for social family life, little time for leisure pursuits simply for fun, longer impromptu games that enhance trust, ego identity, industry, autonomy and initiative. They need fervent parents or nannies who would help psychological and cognitive development – including beneficial neural effects in the brains of the young lad as a way of improving the assertiveness of these adolescents.

If parents are busy with search for wealth and giving their adolescents improper attachment, then their ego identity will be impaired and eventually their assertiveness destroyed. Are we going to produce robots out of our wealthy children in the near future with a distorted identity and a lowered assertive behaviour? There is need for parents to be close to children as a way forward to enhancing assertiveness in them. An intensive research in this area was needed immediately to unveil the issues that affect adolescents in affluent families in order to help them as they are also very important for the development of our society and the nation at large.

Stewart (2012) argues that parental pressure to achieve high among the top-notch adolescents tempt them to cheat in their top private schools or even resort to white collar crimes, pay well to have others to do their exams and if caught, they have the hefty back-up parental armamentarium of power, money, and attorneys to bail them out. The aim of the study was to investigate the characteristics of assertiveness and passivity of parents and remedies on assertiveness. The statistical population of the study consisted of parents and adolescents from high SES. Sampling methods included convenience sampling as well as simple random sampling

procedures. The sample size was 1,520 samples in total. To collect data the qualitative interview method was employed so as to evaluate the characteristics of assertiveness and passivity. Stewart designed questions on the concept of assertiveness and passivity and gave to experts in this field to declare their expert opinions where they examined face and content validity. He analyzed data by describing couples interactions and identifying the characteristics of assertiveness. The researcher released qualitative data from interviews during the three stages of open, axial and selective coding.

The result showed that assertiveness was seen to be a set of traits including self-esteem, honesty in speech and behaviour, empathy, mutual respect, self-reliance, intimacy, expressing feelings and openness. The strategies according to the study demonstrated that parental involvement was vital for adolescent assertiveness. Other strategies that were found include training parents on how to love and bond with their adolescents which can be done by encouraging parents to attend seminars on relationships, attending marriage encounters and motivational talks related to parenting. With all these, adolescents themselves are likely to be helped to face identity issues as they are not able to face realities of life with courage. They develop may be helped to develop self- esteem, self-confidence, self-concept, morale in life issues, self-identity and eventually an elevated assertiveness. Drora (2013) found parents need to strongly emphasize decency, warmth, support, attachment, presence, guidance and kindness with family and friends. These may help them avoid struggles with shame, identity, and guilt about their distress; low self-esteem and inferiority in silence; and all kinds of psychological issues that impacted negatively on their assertiveness. Perceived excessive parental busy schedule may interfere with parents' time for friendships, marital activities, and community involvement which is generally associated with lower personal assertiveness among adolescents (Kasser, 2013). The

study was on perceived parental passivity and assertiveness among adolescents which was different from the one at hand.

Furthermore, Panskepp (2012), in a study in Mexico concluded that a desire to avoid any display of weaknesses or tarnishing of a perfect image and identity may prevent these adolescents from seeking help when problems arise, allowing difficulties to persist and escalate resulting to problems with well-being. When these issues become uncontrollable, then the assertiveness of these individuals become extremely low and has poor functional skills. Parents therefore need to engage in continuous communication with their adolescents in affluent families to avoid issues of suicide. Losing hope in life and believing they cannot identify with anybody in this world including their own family members or themselves could be as a result of low assertiveness. Affluent parents should be there for their children, give comfort, attention, affection and attachment rather than concentration on wealth and success, which is highly valued. Perceived parental unhappiness is likely to influence child adjustment and assertive behaviour. It is therefore vital that many strategies to improve assertiveness among adolescents in affluent families be intensified and come up with strong recommendations on improving adolescents' assertiveness.

Luthar (2005) also adds that family meals may serve as a proxy for family connectedness in that highly connected families may be more likely to eat meals together and create bonding which enhances ego identity and eventual increased assertiveness among adolescents. The same study contends that lower levels of parental pressure, less emphasis on achievement- oriented values and greater emphasis on fulfillment –oriented values, warmer and supportive family environments may provide avenues for healthier adolescent adjustment and increased assertiveness. Furthermore, synchronicity or match between what the child needs/desires and the

parents' emotional and behavioural involvement may be of particular importance to the adolescent's assertiveness.

Findings from USA by Luthar (2013) indicate that parents within the culture of affluence report an immense amount of pressure from their external environment to be perfect and this struggle may be passed on to their children. Therefore developing programs that focus on supporting parents and helping them manage their stress may minimize the extent to which adolescents report negative developmental outcomes and assertiveness. Given the importance of the parent – child relationship, much intervention should focus on parent child work at the individual level as well as other levels of counselling. The aim should be to counter the difficulties faced by parents and adolescents within the culture of affluence in assuming a multi-systemic approach for positive youth development and promotion of better assertiveness among adolescents.

Without coping skills or decrease in pressure, it can almost be expected that adolescents turn to substance abuse to escape the reality of life. If parents could become more involved, and attentive to overly stressed adolescents, then some risks could be lowered like use of illegal substances that affect adolescents' assertiveness. Luthar (2015) notes that increased availability and access adolescents have to substances is astounding, and in the simplicity of their own homes, no less. This is a problem that parents should not be naïve to the fact that their adolescent might be using in the room next to them especially if they have issues with identity crisis. As a society, it is wise to transform high expectations for success among young adults today in order to increase their ego identity and lower the pressure and unhealthy mental states among affluent adolescents which in the end will enable them to develop higher sense of assertiveness.

Development of identity concerns as identified by Myers (2013) in his studies in Austria, Finland, London, U.S.A. and Denmark among affluent youth included depression, narcissism, and selfishness, low motivation, poor work ethics, problems with delayed gratification and frustration tolerance. This had very negative effects to their assertiveness. The study sought to investigate the strategies and interventions aimed at improving communication between parents and affluent adolescents to prevent early onset of sexual behaviours. The sample included 361 adolescents with their parents. An experimental design involving pre-test and post-test survey was employed to assess the relative intervention strategies needed for parent adolescent communication. Analysis of Variance (ANOVA) was used to analyze data. The study demonstrated that adolescents are likely to enhance assertiveness if parent are trusting and supporting. The study therefore suggested strategies such as understanding that domestic wrangles could impact negatively on adolescent assertiveness. Parents need to avoid exposing adolescents to open disputes among themselves as this could destroy adolescent assertive behaviours. Divorce was cited as one of the causes of acute emotional stress among adolescents hence parents should do their best to avoid separation. Divorce is an unpleasant, stressful and painful experience for adolescents who may not fully understand what problems their parents could be going through. Divorce leaves adolescents in limbo as both parents tear them apart. He adds that detrimental outcomes of these issues lead delinquency, substance use or abuse, and other high risk behaviors. Some may result in identity crisis, experience sense of emptiness, chronic depression, an epidemic of profound unhappiness especially for young inheritors of excess wealth, violence, perversion and evidence of deep troubles, poor identity which is likely to result to very low assertiveness.

Erickson (1990) explains that ego identity is constantly changing due to experiences adolescents have from parents so they lack the needed attachment critical for development of adolescents' assertiveness. To be sure, research evidence hoped to ascertain the degree to which child psychopathology rates are truly elevated among the wealthy with a likelihood of a deteriorated sense of assertive behaviour. This research reviewed these statements through data collection.

Luther (2015) says that it would be wise to recognize that no child is immune to stressors from the environment. In the decades that have passed, developmental research until then had involved mostly in middle-class children, there has been, appropriately, growing attention to youth in poverty and issues they face (Luthar, 2015).

In Kenya for instance, Bui (2012) contends that parents are afraid that their teenagers would not be encouraged to generate their own fortune and are likely to squander the inheritance. This could be because the parents already suspect a deflected sense of identity, esteem, confidence, sense of responsibility, innovativeness, lack of initiative and a lowered sense of assertiveness from their adolescents hence the lack of trust they have for them. This is in agreement with Myers (2013) who argues that adolescents left with vast wealth after the demise of their multi-billionaire parents experience sense of emptiness, chronic depression, and epidemic of profound unhappiness, identity confusions, violence, perversion and evidence of deep troubles. All these troubled adolescents are likely to develop a poor sense of assertive behaviors as they may not even believe in themselves. Parents have the obligation to build trust and confidence in adolescents to enhance assertive behaviours. It is their duty to build the youth, impact in them proper morals, be ready to be role models so that they have someone to emulate.

Schorr (2012) agrees that material wealth does not necessarily translate to greater assertiveness. Myers (2013) reiterates that, indeed, lack of happiness, identity issues, feelings of emptiness and depression are some of the most consistently observed phenomena on adolescents. Alderman (2014) notes that affluent adolescents experience in them a chronic sense of boredom, ego identity problems and emptiness, along with lowered self-esteem that affects their well-being. Alderman believes that affluent adolescents need a stable warm relationship with caregivers for better sense of well-being. Parent – child relationship should not be substituted for time out in search for more and more wealth so that adolescents continue living in that void for the rest of their lives hence likely to face identity issues that destroy their assertiveness, development and functioning as expected.

Luthar (2013) adds that affluent adolescents should be guided to spend their time most effectively, enjoy the pure joy of just living and being young, appreciate themselves. In a study conducted to ascertain the interventions that could be used by parent on their influence on adolescents' social development, a sample of 450 adolescents were selected. The survey study employed a structured interview schedule and a questionnaire for the data collection. Luthar pre-tested instruments to establish validity and reliability. The results of the study revealed that the best strategies parents could use to enhance adolescents' assertiveness include endeavoring to adopt an authoritative style of parenting to enable their adolescents to develop pro-social behaviours and increased self-esteem.

The study also proposed that parents should be able to understand and appreciate the relationships between their parenting behaviour and adolescent assertiveness. Behaviours suggested include presence, shared activities including meals, healthy monitoring and involvement in what adolescents are doing, sharing activities and visiting relatives together,

listening to adolescents' needs and desires among others. Luthar says that adolescents should not be "as if the pressure cooker is about to explode" but be helped to increase higher levels of esteem that may boost their assertiveness. Adolescents need to perceive their parents as placing high value on their assertiveness rather than anything else for successful occupation and status to avoid being found to be at higher risk of emotional distress; and also at risk of substance abuse problems which lowers their assertiveness.

Elkund (2011) contends that affluent families should not hurry their children to grow up quickly and obtain high achievements early on, yet they are still not able to fully partake in adult behaviours such as consuming alcohol making them develop identity issues and eventually likely to score very low on assertiveness. The study was designed to explore parenting behaviours and effects it has on adolescents. A cross-sectional quantitative design was used in the study. The variables were self-esteem and perceived parental behaviour (memories of adolescents' upbringing which includes parenting and forms of child neglect).

The population comprised adolescents ranging from the age of 14 to 35years. The adolescents were proportionately sampled to get at least a sample size of 378 participants. Cochran's formula which the researcher used to calculation sample size, addressed continuous and categorical statistical variables. Data was analyzed by entering it into the SPSS program version 17.0. It was interpreted and presented in forms of tables, charts and description. The results established that parental behaviours have a statistical significant association with adolescents' level of assertiveness and self-esteem.

The strategies suggested in the study included the need for information on the roles of parental behaviours on self-esteem of adolescents. This could be shared in different forums in the society i.e. churches, educational centers and in schools where parents would be sensitized on

better parenting behaviours. Parents should also allow adolescents to grow to avoid rushing hem into what they are less likely to consume. This sense of urgency to get kids to behave like small adults reflects into their mindsets, providing identity confusion, role confusions and troublesome behaviours when the country prohibits them from partaking adult substances thus likely to experience poor assertiveness. Do these issues really affect our children in affluent families? The research was to affirm.

Musitu (2015) argues that when adolescents know that they are supported, accepted, and always have somebody to count on at home they develop a sense of happiness. Somebody who can listen to them, understand them and encourage them is more likely to enhance assertiveness among adolescents. Musitu's study aimed at exploring the perceived parental nurturance on adolescent assertiveness. He employed proportionate stratified sampling to obtain a sample of 714 adolescents. He assessed problem behaviour using a self-rating Problem Behaviour Scale and parental Nurturance using the Parental Nurturance Scale.

Musitu's findings revealed that high perceived parental nurturance scores demonstrated low occurrence of problem behaviours among adolescents. Spearman rank correlation coefficient was employed to test the relationship between perceived parental nurturance and problem behaviour. He used one way ANOVA and a t-test to test for differences across demographic variables in parental nurturance and adolescent behaviour. The study findings recommended strategies such as more responsiveness to the relationship between perceived parental nurturance on adolescents was needed. In other words, parents need to be more nurturing, more supporting, more available and to have a more open communication to minimize problem behaviours among adolescents. It may be that when parents communicate openly with their adolescents, then these adolescents are able to open up to them, confide in them and share with them their problems and

challenges. As these adolescents talk over their issues with the parents, they are helped and their stress levels are reduced leading to higher assertiveness. The study by Musitu shows a positive association between adequate parent-child communication and greater life satisfaction, as well as self-esteem. It negatively correlates with distress, identity confusions and emotional difficulties which affect assertiveness negatively. This was to be proven with time from respondents.

Open mother-adolescent and father-adolescent communication would facilitate a smooth, stable and more peaceful adolescence, leading to increased levels of assertiveness. Any problem with parent-adolescent communication on the other hand would result into both psychological distress and emotional difficulties for adolescents making them confused about who they actually are thus seek attention from peers which may lead to risky behaviours or be hooked in drugs. The result of it may be a destroyed sense of assertiveness that is likely to make them dysfunctional in many ways.

A study in Malawi by UNICEF (2013) showed that the most obvious reason undermining adolescent assertiveness is the actual poverty and not affluence. They are often on an empty stomach, exhausted due to trying to fend for themselves which is in turn traumatizing to them, hence fear, worry, anxiety, apprehension are the psychosocial effects experienced thus leading to elevated emotional disturbances and identity problems. UNICEF investigated the relationship between parental behaviours on adolescents' self-concept. They used a mixed method design involving descriptive and correlational research design. The population of the study was drawn from adolescents in high schools and colleges.

UNICEF selected 400 learners and 40 parents randomly. The theoretical model by Diana Baumrind on parenting styles informed the study. Reliability was tested using internal consistency method. Data was collected through questionnaires and interviews. Qualitative data

was systematized and analyzed into themes. Findings from the data confirmed that learners of authoritative had low involvement in problem behaviour and more likely to perform than those from neglectful parents. The strategies advocated by the study included the need for parents to understand their adolescents, know their friends, engage them with constructive activities and seek to guide by being good role models to adolescents. Furthermore, parents should purpose and dedicate time with their adolescents, dialogue with them, listen to their concerns and address them effectively. The study was in Malawi while the present one looked at adolescents in affluent families in Nairobi Kenya.

World Bank (2007) in their study in the urban slums in South Africa maintains that there are significant psychological effects on adolescents in most African countries experiencing insecurity, disruptive behavior, conflicts, violence, and a wide range of other social and interpersonal difficulties. This is experienced silently without either parents or caretakers getting to know. Such children end up undergoing mental, emotional and psychological as well as identity problems. The study sought to establish the influence of parenting on adolescent achievement.

The target population was 2409 adolescents from different families in Pretoria. The sample size comprised of 268 adolescents and 120 parents. The parents were randomly selected for the interviews while adolescent were selected using systematic random sampling procedures. Baumrid's parenting style questionnaires were used to determine behaviours that influence adolescent achievement. Quantitative data was analyzed using regression analysis while qualitative data was analyzed using Thematic Analysis. The study findings established that parenting statistically significantly predict adolescent achievement $F(4, 242) = 43.529$, $p<0.05$, $R=0.630$. The findings also suggested that independent variables (neglectful, permissive,

authoritative and authoritarian parenting style) explain 63% of the dependent variable (adolescent achievement).

The strategies put forward by the study were that counselors should work closely with families on issues of achievement and adjustment. Any adolescent assertiveness issues should be discussed during parent-adolescent interaction. Parents should strive to create time for adolescents to air out their issue openly to minimize risks that they are likely to encounter through peers. This is because adolescents are subject to stresses, strains, loneliness, grief, and uncertainty that can make them feel depressed, withdrawn, and confused. The study emphasized the need for provision of security for adolescents both in their homes and in other places. When they feel secure in every aspect they are likely to experience a sense of self-assertion and assertiveness. The study was not limited to any country thus the need to specify Kenya in general and Nairobi in particular.

Olweus (2013) says that adolescent who are anxious reported more loneliness and difficulty making friends. They were more likely to have low grades, experience low self-esteem, identity issues, smoke, and drink and engage in early sexual practices and a sense of low assertiveness. The purpose of the study was to investigate the link between young peoples' sexual behaviours and parental monitoring, parental child-communication, and parental discipline. The objective of the study was to assess the influence of parental behaviours on the transition of adolescents' first sexual behaviours among the youth in Kampala Uganda.

Longitudinal data collection from 1209 adolescent ranging from 24-20 years was used. The sample was selected randomly restricting to unmarried adolescents at Wave 1 (weighted n=1209). They used Wave 1 of Parental behaviours and Wave 2 to predict adolescents' transition to first sexual behaviour. Applicable covariates comprising the adolescents' age, sex, home,

religiosity, misbehavior, peer models for hazardous behaviours were controlled for. Olweus used a multivariate logistic regression models to assess the associations of between variables and analyzed data using Stata version 13. The results revealed that male adolescents who reported communication with their mother were less likely to transition to first sexual behaviours. However, only communication with fathers remained statistically significant after controlling for relevant covariates (OR: 0.03; 95% CI: 0.13-0.68).

Preventive strategies put forward by the study involved creating an enabling environment for the adolescents to implement skills and tools they need cope with life stressors. Parents should be involved in intervention programs by training them on evidence based reduction strategies that would help adolescents to be assertive. Other strategies included involving adolescents in assertiveness training so that they are helped to make informed decisions in life. Parents need to be more nurturing, loving, caring, and monitoring to enhance assertiveness among adolescents. He argues that anxious, socially withdrawn, aggressive, stressed adolescents are often the victims of risky emotional behaviours that may lower assertiveness. Such adolescents need to be helped to develop positive perception towards life, have high-self-image, high-self-esteem, high self-efficacy, and high achievement and hence improved assertiveness. The study suggested that families need to encourage their adolescents to visit counseling centers for the purpose of enhancing their assertive behaviours.

Mukoyama (2010) in her study among youth in Ethiopia places great emphasis on family functioning, including parental availability, extended family and acceptance. Family socialization in Mukoyama's study includes the language spoken in the home, how the parents self-identify, nativity, names, and home values and spirituality reflects adolescent ego identity. The study examined literature about the role of the family on adolescent adjustment and

assertiveness. The study sample consisted of 672 adolescents after stratification and randomly selecting them. Mukoyama used a chi-square test of significance at the $p<0.05$.

The findings demonstrated that adolescents whose parents were violent tended to experience low assertive behaviours than those whose parents were warm, loving and caring. Adolescents whose parents were absent, harsh, repressive, and use threats were more likely to be aggressing, to abuse drugs and had suicidal thoughts with low assertive behaviour than those whose parents were more involving, monitoring and bonding with them. The advocated strategies were that parents to establish good relationships with their adolescents, monitor their movements, activities and choice of friends, give guidance and correct antisocial behaviours which emerge.

Another strategy was that parents should conducive family atmosphere where members support and respect each other for proper development of adolescents' assertiveness. Above all, parents are expected to be good role models and also teach adolescents good manners including how to solve their problems amicably. If all these strategies are put in place, adolescents are likely to develop very high sense of assertiveness which may help lessen the issues of risky behaviours. There is a paucity/scarcity of actual research in this area thus the need for having conducted a study in Karen Zone to ascertain the various strategies needed through data collection.

Mukoyama (2010) studied the experiences affecting ego identity among multiracial adolescents in the family environment. She interviewed 20 pairs of siblings, ranging in age from 18 to 20. A cross-sectional design was used. Data was gathered using questionnaires and from their parents. He designed questionnaires to examine broad domains of adolescent functioning and gathered data by a combination of direct adolescent report and parental reports. Data were

analyzed using SPSS version 20. A principal component of factor analysis was conducted on the $10^{th}$ questions to examine the veracity of the scale.

A parenting scale was created and dichotomized. Good parenting was scored as $p>0.8$ on the parenting scale. Analyses were done on cross-sectional data. The results indicated that parents who were more positive in parenting, provided warmth to the adolescents, reasonable boundaries, expressing love and praise, consistent care, utilizing positive discipline styles and an absence of neglect or abuse were likely to have adolescents who were more assertive than those parents who were unavailable for their adolescents. She found that family dysfunction was a significant factor on adolescent assertiveness and recommended a healthy family environment for children's assertiveness.

Mukoyama says that as far as the relation between depression and behavioural and adjustment problems is concerned, adolescent's general assertiveness may diminish, while lower participation in extra activities, suicidal ideation, anger, violent and risk-taking behaviour is likely to be reported. Three relational dimensions were recommended: association/interaction, communication, and emotional closeness between parents and their children. The study similarly suggested that family environments need to be healthy and conducive for enhancement of adolescent assertiveness.

Buri's (2013) study of 620 16- to 17-year-olds in Angola suggested that parental support was, in fact, affiliated with adolescent self-evaluation, identity and cultivating adolescents' self-evaluations. The study correspondingly noted the possible need for exploration into adolescent assertiveness.

The same study conducted in Angola- Africa by Buri (2013) explored how parental nurturance may affect young adults' levels of self-esteem. In carrying out the research, both quantitative and qualitative research methods were used to elicit a broad range of information from various sources proposed. The quantitative component involved household surveys using semi-structured coded questionnaire which was administered to parents in the community and key informant interviews with small samples of service providers and opinion leaders from target population areas. In addition, stakeholders' forum was held to elicit an expert view of the state of parenting support in the areas targeted for the study.

The target population included parents, adolescents, key informants and stakeholders. Sampling procedures that were undertaken were house hold surveys, interviews for key informants, focus group discussion forums with stakeholders, and mapping of different institutions where adolescents were learning. The survey employed stratified multi-stage cluster sampling procedures and simple random sampling methodology in an effort to provide unbiased and representative estimation of the information obtained. The sampling frame was derived from the available data base. The sample size (n) for the entire survey was 600 adolescents as well as households. This was distributed throughout the survey sites. Buri sampled six key informants purposively from each survey area.

Data was collected through desk reviews, household surveys, interviews, focus group discussion, and likert scale to measure parental behaviours. Data was analyzed using means, percentages and cross tabulations as the main descriptive methods. Results revealed that parenting is regarded as a fundamental developmental requirement for adolescents. It was established that parents should be good role models for adolescents, parents should be the source of moral support, care and love, provide guidance to adolescents at all times, should give

parental love and take in their adolescents' activities so as to help develop their talents, as well as assertive behaviours. Parents also need give adolescents spiritual guidance so that their morals are enhanced. Parental practices mentioned above are likely to develop assertiveness among adolescents if done diligently. Their assertiveness is likely to be high with the strategies mention if properly done.

In his longitudinal study in Ivory Coast, Amato (2015) argued that the degree of attachment possessed independently in both father-child and mother-child relationships positively linked to adolescent's assertiveness. Amato used 471 adolescents and a cross-sectional qualitative study design to purposively select study participants. His data collection tools were focus group discussions with adolescents aged between ages 14-17 years. He also held interviews with 13 key informants and used deductive analysis to develop question domains and coded them based. Thereafter, there followed an inductive approach to review the data and identify emerging themes and patterns from which findings were interpreted and conclusions drawn.

The major intervention from the findings was that parents and adolescents should develop good communication avenue where all issues are likely to be addressed for enhancement of adolescents' assertiveness and increased identity issues related to the developmental outcomes of self-reliance; achievement, motivation, pro-social behavior, self-control, cheerfulness, social confidence and assertiveness. The study noted that adolescent assertiveness was only boosted when parents were more present and emotionally available to them than when they were distant. The study felt that the only way forward is that the parents should take their roles seriously in families for enhancement of adolescents' assertiveness.

Buchanan (2013) determined that parental involvement notably affected adolescents' levels of assertiveness based on their study of 2,722 Ghanian adolescents. More specifically, they noted the assertiveness concept of happiness was positively related to self-efficacy, ego identity and age while being negatively related to feelings of depression. Buchanan (2013) conducted three studies consisting of adolescent aged between ages 14-27. She purposively sampled 266 Participants.

Data was obtained using closed-ended; face to face interviews were conducted with parents while questionnaires were administered to the adolescents. The researcher administered structured clinical interview schedule using Mini International Neuropsychiatric Interview (MINI kid) for adolescents (14-27) years. Buchanan analyzed data using SPSS version 16 to describe each DSM-IV diagnosis of each participant. The researcher used a Chi-square test to find out further associations between perceived parenting behaviours and depressive disorders. Lastly, multiple logistic regressions of maternal depression and parenting behaviours were used to assess the association with the adolescents' mental depressive disorder. The p-value was fixed at 0.01 on the basis of a conservative Bonferroni Criterion.

The study showed that parental attachment, peer attachment, and self-esteem were more likely to enhance adolescent assertiveness than busy study schedules. Furthermore, the results showed that parent-adolescent relationships influenced adolescents' ego identity and the peer relationships that formed later and reduced depressive disorders. The study also established that parent-adolescent communicating may be an important predictor of the success and adolescent assertiveness.

A research on the origins of conduct disorder by Hibiriyeimana (2012) in Burundi found out that the underlying cause in the majority of cases of indiscipline among adolescents is the

lack of basic, stable, warm and secure family background. He believes something has gone wrong over time in the line of parental care and children who grow in such an unloving environment fail to develop a sense of identity. The purpose of the research was to explore the connection between adolescents' perception of parenting behaviours on adolescent behaviours and assertiveness. The study employed survey method comprising self-report processes to collect data on parental support, monitoring, availability and involvement in adolescent activities.

The research was guided by the Bronfenbrenner ecological theory and Baumrid (1968) parenting model. The respondents comprised of 364 adolescents selected from by simple random sampling procedure. Pearson and Spearman correlation coefficient techniques were employed to analyze data. Findings revealed that parental high monitoring, availability, and provision of basic needs to adolescents was linked with assertiveness and achievement in school at $p< 0.001$. However, parental involvement in adolescents' activities was not linked with adolescents' behaviour and assertiveness. Strategies put forward by the study indicated that parents need to gain insight on their parenting behaviours in order to guide adolescents to be assertive.

The study added that useful knowledge towards enhancing parental adolescent care is necessary for enhancement of assertiveness. They also need to be trained on involvement in raising their adolescents and to enhance adolescent- parent communication and healthy environment for adolescent healthy upbringing. The study suggested parental consistency, stable and permanent parent figure with whom they could identify with could be better solution to the adolescent's assertiveness. This work hoped to establish the exact link between parental absences on assertiveness of the adolescents in affluent families from participants through extensive data collection.

WHO (2013) says that up to 20% of adolescents suffer from a incapacitating psychological ailments. The study contends that suicide is the third leading cause of death (12%) among adolescents after homicides (14%) and accidents (37%). With the continuous crises in Sudan, Ethiopia, Burundi and many other African countries according to UNICEF (2014) involving adolescents impacted by war, exploited for labour and sex, orphaned by AIDS, and forced to migrate for economic and political reasons, there exists the dimensions of the burden of compromised assertiveness. These adolescents need attention, debriefing, counseling and affection that will help increase their sense of assertive behaviours. Other strategies that would benefit them on restructuring their family activities to assist adolescents adjust well and develop a high sense of assertiveness are needed.

Folotiya (2014) in a study conducted in Zambia, looked at the relationship between perceived parental involvement and adolescent conduct behaviour and assertiveness based on home environment and supervision of their parents. The study sought to investigate parental behaviours on adolescents' suicidal tendencies. The study was informed by Bronfernbrenners' bio- ecological theory and parenting styles theory by Maccoby and Martins (1969). Survey design was adopted for the study. The study used stratified random sampling procedures to select a sample of 157 parents and 339 adolescents while purposive sampling was used to select guidance and counseling professionals from different institutions. A reliability of Cronbach alpha was of a=0.82 for child-rearing questionnaires was reported for risky behaviours $a$= 0.78. The major findings of the study based on the objectives of the study showed that parenting styles have a positive and significant prediction of adolescent assertiveness. The study recommended strategies such as parents need to find the best parenting behaviours that would help adolescents to cope with life pressures to avoid suicidal tendencies. Parent-adolescent relationship strategies

need to be enhanced in families as a strategy to develop cohesiveness in affluent families for betterment of adolescents' assertiveness.

With respect to assertiveness, parental warmth/involvement and behavioral control are important for social competence, autonomy, positive attitudes toward school and assertiveness. Folotiya says that the family plays a pivotal role in providing a friendly atmosphere in which the adolescent forms a style of life and a basic pattern of behavior. Such adolescents according to this study are likely to develop a high sense of self-esteem, ego identity and a solid assertiveness. The issues adolescents face in Nairobi were to be verified through extensive data collection from the research participants.

Studies on mental health problems during child and youth development phases conducted in Uganda by WHO (2014) indicate that families of adolescents identified with a depressing condition tend to be dysfunctional tended to be low in assertiveness. WHO affirms that the dysfunctions were as a result of unhealthy quality of marital interactions. The study suggests strategies such as counseling, peer debriefing, parental affection and presence as solutions to continuous adolescent problems with assertiveness.

Consistent with these findings, an investigation in South Africa by Traver (2014), reported that those with higher levels of perceived parental pressure exhibited low assertiveness. Although absence of pressure is not beneficial either, it may be interpreted by adolescents as a lack of interest or investment in their lives which may increase the low-parent child support and closeness in families. The study was out to examine the effects of parenting on adolescent adjustment. The study selected a sample of 100 adolescents and used questionnaires for as data collection instruments. After data had been collected, data analysis was done in order to answer the research questions. The research findings and conclusions on the effects of parenting on

adjustment of adolescents was reported. The study revealed a positive significant correlation between parental behaviours on adolescents' social, emotional and intellectual adjustment. This was likely to impede assertiveness among adolescents. Other parental behaviours such as divorce and separation were likely to lower adolescents' self-esteem and assertiveness. The strategies suggested included parental involvement, warmth and availability in order to communicate fondness to adolescents. Parental support was seen as an important remedy to adolescent issues with assertiveness. Other suggestions given for the way forward were family therapy, group therapy for adolescents in affluent families, family gatherings where they can share feelings openly, parent adolescent communication and having meals together.

Perceived positive family experiences, effective communication among family members, and a perceived focus on emotional support all promote assertiveness among affluent adolescents. Life satisfaction will therefore highly depend on family interactions and support received by adolescents in these affluent families. Parents in wealthy families enter therapy wondering what has gone wrong with what should be so right according to them. At the core of their problems, it could be lack of contact, loneliness, and despair; lack of tolerance of true intimacy, are unaware of their own feelings and needs but will avoid therapy for self-reflection and self-image. Traver suggests that high parental values are therefore important for the assertiveness of adolescents in affluent families.

In sum, it is clear that parents have goals for their adolescents and that these aspirations influence adolescent's perception on parental pressure to achieve the goals and personal set objectives. It is also likely that parents from affluent families believe it is their responsibility to set high expectations for their affluent adolescents in order to teach them the benefits of hard work and the pleasures of surmounting difficult challenges. Some of these goals as has been

noted above are likely to be harmful as they may make these affluent adolescents perceive their parents as too authoritative to bare hence could most likely cause various psychological problems, identity issues and emotional disturbances to the youth. Parents in affluent families therefore need to have time with their adolescents and guide them through goals rather than imposing goals on them if they really want positive assertive behaviours from their adolescents. This work was out to establish such allegations.

From Nigeria, Uba (2014) in his longitudinal study on parental guidance in relation to abuse of drugs among adolescent observed that the tempestuous growth spurts in adolescence students called for extra understanding from parents in order to provide better direction to the adolescents who are at the time both vulnerable and delicate to handle. If deprived of parental guidance at this stage, adolescents can either deviate and engage in mischief, loose hope in life, abuse drugs and fall into identity crisis. This may lead to poor assertive behaviours if the situation is not arrested. Parents in families therefore have the obligation to ensure the youth in their custody get the right parental guidance for proper assertiveness.

Researching on the same from Uganda, Kiyingi (2012), in his longitudinal study with 400 boys found out that children who grew without the necessary parental love faced several challenges as adolescents, abused drugs, experienced growth and developmental problems and poor attachment levels that affect them in their adulthood if not worked upon. Uba and Kiyingi were however concerned with parental guidance to children, not influences on adolescent well-being in affluent families. The independent variables consisting of parental autonomy granting, parental monitoring, parental support, and parental punitiveness were assessed with the parent behaviour measure (PBM). This is a thirty-four item self-report instrument that measures adolescents' perception of several supportive and controlling dimensions of socialization

behaviour that parents direct to adolescents. Adolescents were randomly sampled from different schools. Descriptive statistics of the sample was first computed. Also, t-test analyses were then conducted to identify the differences between males and females on achievement and conduct behaviours. As the main data analysis procedure, a series of hierarchical linear regression analyses were employed. The researcher used a hierarchical linear regression analyses to examine the effects of parental behaviours on adolescent achievement and assertiveness behaviours. Separate linear regressions for fathers' and mothers' behaviours were conducted with demographic variables computed. A multi-collinearity check among independent variables was conducted to ensure multi-collinearity was at an acceptable level. This was done by conducting a bivariate correlation analysis using a Pearson Product Moment correlation Coefficient.

The researcher found that there was a link between parental behaviours and adolescent adjustment and assertiveness. Parents who were found to be very supportive of their adolescents and effectively monitors their activities always lead to positive social competencies and attainment of assertiveness. The study proposed that adolescents only needed a comforting shoulder to lean on and continuous parental support, warmth, love, care and connection. The researcher asserted that these would highly enhance adolescents' assertiveness.

A longitudinal research was carried in Ghana by Drora (2012), on 183 adolescents whose parents had separated leaving their children unattended. The adolescents from such backgrounds manifested physiological disorders, emotional vulnerability, behavioral disturbance, delinquency, antisocial behavior, clinging, neuroticism, identity problems and psychiatric disturbance. The researcher investigated whether the presence of parents constitute a protective factor against adolescents' adverse reproductive outcomes. Data came from a cross-sectional

survey that canvased a random sample of 4,564 adolescents and their parents. The study adopted structured questionnaires as instruments for data collection and used multivariate regression for analysis.

The study findings established that adolescents are less likely to engage in early sexual behaviours and more likely to be high on assertive behaviours with parental presence. One strategy the study proposed was that when programming activities for adolescents it important that parents are involved as it may boost resilience and adolescents' assertiveness. The study found out that adolescents need to see their father and receive his support, approval and loving care to feel very special.

This means not just seeing him but experiencing genuine interpersonal warmth, love and encouragement in place of sympathetic discipline and punishment. The study shows that adolescent assertiveness can be affected negative or positively depending on the home environment of the adolescents. This therefore means that parents need to be there for their adolescents at all times however busy, committed, or away from home for some days. Sending them lots of money and imagining that it may make them happy may not quite help these young people as what they may desperately need is parental warmth and not monetary abundance.

Another research conducted in Zimbabwe by Lindiye, (2016), on parental presence to adolescents found out that, child neglect is characterized by failure to provide for child's basic needs. He categorized neglect in three ways; physical abandonment, Educational abandonment and emotional abandonment. He classified the emotional abandonment as marked by parental inattention to the child's emotional needs and claimed this is by far the most common form of child maltreatment today. As Bowlby puts it, attachment is vital for adolescents' development of high assertiveness in any family. The study therefore found that parents are more important in

their adolescent's life unlike those nannies left to be with them from birth throughout life. Fondness by parents need to be emphasized in affluent families for proper development of adolescents' especially their assertiveness.

Lindiye (2016) conducted another study on stress and social support influence on adolescents' coping strategies. He holds that adolescents need to acquire a large range of coping strategies in the changing socio-economic situation. This study reports stress, social support and the coping strategies of Zimbabwean adolescents lead to low assertiveness. The researcher selected a sample of 101 Zimbabwean students (ages 17-19) to participate in the study. Lindiye says that major stressors included schoolwork, relationships, identity issues, social life and low assertiveness. The researcher holds that Zimbabwean adolescents reported having fewer social provisions than the norm group.

Lindiye noted that Zimbabwean adolescents may need to acquire a larger repertoire of coping skills adding to what they may already have. For proper development of positive ego identity which in turn enhances assertiveness, adolescents should be helped by parents to develop strong sense of ego identity, self- willpower and copying skills to overcome risky behaviours that impact on their assertiveness.

A distinction was made by Chacham (2015), in his study in Botswana between emotion-coaching parents and emotion-dismissing parents. Emotion-coaching parents monitored their children's emotions and viewed their children's negative emotions as opportunities for teaching, assisting and balancing their emotions. These parents coached them on how to deal effectively with emotions but those emotion dismissing parents depleted adolescents' emotions.

The findings showed that, perceived parental behaviours and adolescent emotional adjustment and assertiveness was significantly related $r = (1.157) = 0.001$, $p < 0.01$. The study

also found that, the adolescents of emotion-coaching parents were better at physiologically soothing themselves when they got upset and were still better in regulating their negative identity; could form their attention better and had fewer behavioral problems than those of emotion-dismissing parents. The study found that emotional couching could be used as a strategy to self-regulate behaviour among adolescents in affluent families. Strategies useful from the study included parental psycho-education towards enhancing adolescent assertiveness and resilience in times of conflict.

The same study by chacham (2015) conducted another survey in Botswana, with street mothers and found out that, parental-emotional neglect occasioned serious psychological, verbal and mental injuries to adolescents that could be replicated in adolescents' serious behavioral, cognitive and emotional problems, identity problems and which may lead adolescents from street mothers to end up in the streets. The study recommended that social interventions to promote more open forms of communication within and between families, communities and young people are vital. Chamcham says that parental supervision can be a possible factor that may enhance adolescents' assertiveness. The study holds that communities should be more sensitive to support safer sexual behaviors, good relationship between parents and appropriate attitudes. This is likely to create a better sense of assertiveness among adolescents of all calibers.

From Nigeria, Uba (2014) explored extensively on how poor parenting methods affect adolescents. He believed that, because African men are normally out looking for money and maintaining better out-of-home contacts, this has left children without a male fatherly model to imitate as role models thus poor ego identity and lowered assertiveness. It was a descriptive quantitative study. Uba used purposive and simple random sampling techniques to select participants (n=1038) and employed a self-administered questionnaire to collect data on socio-

demographic characteristics. The study found out that adolescent behaviour was associated with what they modeled from their parents. Study participants therefore recommended that, parents should make their adolescent sons and daughters feel emotionally secure in their homes and avoid whatever may occasion psychological pain to their adolescent children. Some of the things done by parents which may occasion psychological pain to their adolescent sons and daughters.

The study advocated for the need for being supportive to adolescents in their problems, expression of fondness by parents to their adolescents, parents empathizing with their adolescents in times of loss, parents being role models and allowing their adolescents to express themselves as freely as they wish and providing clear communication rules to guide the adolescents. He added that adolescents from such backgrounds are likely to replicate such behaviours from their homes thus improve their assertiveness.

Chikwendu (2015) investigated factors influencing maladaptive behaviour in which broken homes serve as independent variables while maladaptive behaviour serves as dependent variable. Survey design was adopted and Chi-square was applied in which results obtained revealed that broken homes significantly influenced maladaptive behaviour with X2 (1, 1) = 21.16 at P<.001 and also, negative attitudes of teachers significantly influenced maladaptive behaviour with X2 (1,1)=51.84 at P<.001.

The findings were discussed with respect to literature reviewed and recommendations revealed that parents need to be present and close to their children at all times for better psychological growth. This portends that adolescents' assertiveness could decrease in the event that home environment does not provide that warmth and affection the adolescent requires. It is important therefore that whatever the case, parents should be there for their adolescents both in good times and bad times for proper assertiveness.

From his longitudinal research in Uganda, Kiyingi (2012) confirms that adolescents need to grow with emotionally available parents to develop open parental attachment and improved sense of identity and assertiveness. Such adolescents will very likely have an enhanced self-esteem and assertive behaviour. The study used a mixed method research design. The researcher used two sampling techniques namely; cluster sampling technique and simple random sampling.

Quantitative data was collected using survey method, during which questionnaires were administered to one hundred and sixty households and one hundred and sixty eight adolescents. The study found out that majority (50.7%) of the adolescents who were likely to have parental communication and attachment missing reported problem behaviours. Adolescent boys and girls require continuous support from parents in order to become responsible adults in return. It is clear that with all these issues around adolescents, their assertiveness will most likely be enhanced. While the study used mixed method design, the present one mainly focused on concurrent parallel mixed method design.

A study was conducted in Angola- Africa by Buri (2013) and explored how parental nurturance may affect young adults' levels of self-esteem and identity far greater than parental self-esteem, marital satisfaction between parents, and family SES. This study included 81 participants attending college. Buri conducted correlation and hierarchical regression analyses to determine whether parental nurturance and communication variables were significantly associated with adolescents' assertiveness. Based on the Pearson correlation and hierarchical regression analyses, the study reported that problems in communication' as a variable was found to be higher those from affluence than the rest which the study found to be significantly associated with adolescents' assertiveness. Overall, the results of this study demonstrate the value of considering family functioning in adolescent assertive behaviour research and including

family involvement as interventions strategy. The study supported that affection should be established early in the parent-adolescent to enhance assertiveness in adulthood. Parents in affluent families therefore should have time with their children and guide them through goals for positive assertive behaviour. This work was to establish the relevance of the strategies mentioned to adolescents in Karen Zone, Nairobi through interviews and questionnaires for collecting data.

The same study by chacham (2015) conducted another survey in Botswana, with adolescents from different socio-economic status with a purpose of investigating the relationship between separation-individuation and assertiveness, which was studied in terms of how assertiveness envisages the separation-individuation of Botswana's late adolescents from low and higher SES. The sampling group consisted of 283 university students. The data gathered were analyzed by involving several simple regression analysis methods. The study found out that assertiveness predicts separation anxiety. Assertiveness was also found to be lower among the higher SES adolescents than the lower SES.

These findings suggest that psycho-educational studies for improving assertiveness should be done as a strategy to improve adolescent assertiveness. Another strategy proposed was social interventions to promote more open forms of communication within and between families, communities and young people. Good relationship between parents and appropriate attitudes of people within the community should be encouraged. This is likely to enhance assertiveness among adolescents. A cross-sectional survey was carried out among affluent adolescents to support the said strategies in order to establish their applicability in Nairobi area.

A study by Nyaboke (2013) was investigated with the aimed of evaluating the relationship between attachment and identity development. The study found that adolescents with disabilities had significantly lower scores on identity formation, paternal attachment and

assertiveness. The findings indicated that both parents and peer attachment play an important role in the identity formation and assertiveness of adolescents. However, the study established that adolescent from lower SES were likely to experience more attachment from parents than those from higher SES. The study recommended strategies such as guidance and counseling services as vital for adolescents and parents and to improved relationship between parents and adolescents especially for higher SES families. From this study, it is clear that attachment to parents by adolescents is vital for identity formation and assertive behaviour. This study found out whether similar cases were applicable in Karen Zone, Nairobi County

Olando (2014) conducted a study on the effectiveness of guidance and counseling services on adolescent assertiveness in secondary schools in Khwisero district, in Kakamega County Kenya. The study adopted a descriptive survey research design. The district has a total of 24 public and 3private secondary schools. The study used a target population sample of 240 students, 6 principals, 6 teacher counselors, and 3 education officials from 8 schools. Olando administered to principals, teachers and student s' questionnaires. He gave an interview schedule for education official. The study found that there was a positive correlation between effective guidance and counseling services and promotion of positive adolescent assertiveness.

The study stressed the importance of three hierarchical variables: confidence in parental support, sense of industry, and self-reflective approach to one's future. Adolescents' confidence increased through augmented parental involvement expressed through realistic expectations and demonstrated faith in their abilities. Next, the teenagers needed to visualize that "something is happening" to gain a sense of industry and identity. In other words, some progress must be experienced or the teenager may lose motivation and deviate from the norm. Lastly, the youth must envision a self-constructed future from parents. Exploration and commitment are

qualitatively different for adolescents, and their "identity issues are age-related" so guidance and counseling is vital for enhancing adolescents assertiveness. Despite the methodological differences used in the above study, the present study hoped to use convergent parallel approach to find out the relevance the study could have on assertiveness among adolescents in Karen zone Nairobi.

There is need to develop Parent-adolescent Communication Inventory to be used by individual families to study and gain insight in their own mode of communication, as it can stimulate the development of healthy communication in families. Guidance and counseling should also be adopted at all levels of the child's life during development to help them understand and help individual child in their guidance and counseling sessions. Parents, including fathers need to recognize the continued importance of having good relationship with their adolescents. They need to have enough time with them when they are at home, the researcher found out whether the same strategies could be relevant in Nairobi through data collection from the study at hand.

In their descriptive research on the rise of cases of drug abuse in secondary schools with 50 adolescent boys in a secondary school where they are teaching in central Kenya, Ngwiri and Tumuti (2010), found out that, poor parenting skills were a major contributing factor in the rising of the vice. Many of the adolescents were struggling with identity issues hence the problem of alcohol and drug taking. It was evident from their findings that many parents were lacking in skills as far as bringing up all rounded children was concerned.

They noted that the many adolescents should be guided right from childhood. It could be a strategy to help them develop life skills as early as possible so that they could learn how to

cope with challenges in later life as adults. Cases of adolescent suicide time and again might be minimized. Other strategies such as emotionally being present for adolescents were also emphasized in this study as a way of enhancing assertiveness among adolescents in affluent families. Parents generally are urged to be good role models to their adolescent, where in return, the adolescents would learn good discipline, which in turn would help develop positive attitude towards life and an enhanced assertiveness.

In view of these revelations from the above literature, parental presence has been revealed as essential in shaping the behavior of adolescents. Some consequences of parental absence to their adolescents have been illumined, which include self-esteem, self-control and even physical health benefits. The literature also reveals that some parents' understanding of being present to their adolescents can also be erroneous, like in cases whereby parents superfluously provide their children with material things, such extremes may erode the sense of ego identity of adolescents if proper role modeling is missing. However, the literature is not clear on certain issues, like the particular way in which parents need to be present to their adolescents. The necessity of emotional presence of parents to their adolescents in relation to Bowlby's attachment theory is vital. Self-concept is one's self identity. Bowlby believes that it is a representation of a person's own perceived beliefs, attitudes, competencies and characteristics. If it is not properly taken care of, adolescent assertiveness is likely to be very low thus causing a lot of developmental challenges for the individuals.

Muganda, (2016) in his descriptive research on the dilemma adolescents in Kenya and the challenge of parenting found out that most parents have lost the fight in their bid to bring up adolescents with the parental love and affection that is necessary to accord them stability for a balanced growth. Muganda lamented that, poverty and ignorance on the part of parents

contributed largely in denying adolescents the guidance they deserved from parents. The researcher used a correlation and causal comparative research design and stratified and random sampling techniques to select four hundred and sixty two adolescents. The reliability and the validity of the research instruments were established through pre-testing. Questionnaires were used in the data collection.

The study found a strong positive correlation between both mother and father -adolescent communication which is important for adolescent assertiveness. Affection is a vital parental behaviour that could enhance assertiveness among adolescents. Adolescents may grow up with the intent of looking for the likelihood of affection in the wrong places like in drugs and promiscuity as a way of looking for lost identity of self. When adolescents feel appreciated at home, they could engage in constructive activities thus boosting their assertiveness. This study focused on parental ignorance of adolescent upbringing while the study at hand tended to focus on adolescent assertiveness and affluent parental behaviours.

In her study among the adolescents in urban settlements in Nairobi, Wanjiku (2016) contended that the life threatening and shattering experiences each year leave psychological burden of powerlessness, emotional isolation and hopelessness in children. The study adopted a descriptive survey design. The study used a sample of fourteen schools out of the existing forty eight schools and also a sample of forty two female teachers chosen randomly in each of the schools. She used two assessment tools: emotional Rating Scale-Revised, and a modified version of the Work Sampling System, to seek information. The study gathered data descriptively and analyzed through descriptive statistics such as frequencies, percentages incorporated in a Likert-type scale in the assessment tools. The study shows that adolescents need intervention in order to heal psychologically and socially. Long term counseling and social group support intervention

can be the best possible solution to the problem. Hoila (2011) argues that methods such as debriefing so as to de-traumatize adolescents are required in order to enhance psychological adjustment.

Implications for practice, especially the guidance and counseling services are vital for adolescents. From this study, it is clear that attachment to parents by adolescents is vital for identity formation as well as their assertiveness. Once the adolescents have a well formed identity, they are most likely to develop a good sense of assertiveness and a functioning self in many aspects of their lives even in adulthood.

In Sub-Saharan Africa, studies by WHO (2014-2015) have only been done on poverty rather than affluence. For example, WHO (2015) contends that poor mental health can have import effect on the wider health and development of adolescents in poor slums of Nairobi. This is in association with several health and social outcomes such as higher alcohol, tobacco and illicit substance use leading to SUD (substance use disorder). There is growing consensus that healthy development during childhood and adolescence especially by parents who are emotionally present contributes to good mental health and can prevent mental health problems, identity problems and other psychological disturbances with an enhanced Assertiveness.

The study continues to emphasize that enhancing social skills, problem-solving skills and self -confidence can help prevent mental health problems such as conduct disorders, identity confusions, depression and eating disorders as well as other risk behaviors including those that relate to sexual behavior, suicidal tendencies, substance abuse, and violent behavior. Assertiveness can only be enhanced with proper guidance and counseling of the youth. The study recommended that counselors need to have the competencies to relate to young people, to detect mental health problems early, and to provide treatments.

In Kenya, A study by Khasakhala and Ndetei (2013) hold that uninvolved parenting destroys emotional and physical development in relation to assertiveness and identity problems. The study suggested that involvement of parents could help give attention to the behaviors and activities their youths display. The study found that adolescents need positive approval, protection from insecurities and from developing psychiatric disorders leading to lower assertiveness. The study recommended the need for provision of guidance and counseling services to help adolescents deal with assertiveness. The researchers believe that depression has been shown to be associated with youth suicidal behavior which is a major problem in many countries, as it is the third leading cause of death among the young people. Parents' behavior towards their children needs to be positive in order to enhance adolescent assertiveness.

The study concluded that there is need to inform parents on important roles they play to help their adolescents as they successfully transit into teenage/adulthood. This study is designed to address the magnitude of the burden of disease related to affluent family setting in Nairobi County, Kenya in relation to adolescent assertiveness. The situation seems to have remained unrecognized and undertreated. Studies carried out in developed countries are so extensive while in Kenya, empirical studies that explore this area seem to be scanty.

Changalwa (2012) conducted a study in Kaimosi Kenya among college students. Their study investigated the relationship between parenting and adolescent assertive behaviours. Changalwa's findings indicated that where parents are loving, supportive and maintain standards of behaviour, they enable the adolescent to develop competence, autonomy, independence and self- control and an improved assertiveness. She says that such adolescents may not suffer from emotional problems. The study added that adolescents whose emotional needs have not been satisfied by parents are likely to seek gratification from the peers; a situation that may cause

them to indulge in drugs to boost their assertiveness and identity. Parents thus remain important in the development of values in teens. Strategies such as healthy child rearing practices the parent adapts in controlling the child's behaviour may determine the personality and how the child's ego identity develops. These adolescents have high self- esteem and may find it easy to refuse drugs thus develop a high sense of well-being in the end.

Mutie (2015) was interested in studying the effects of emotionally absent parents on the behaviour of adolescents in selected secondary schools in Machakos County, Kenya. From this study, it was evident that parents who are emotionally available to their children enhanced a high sense of well-being in them. It is also evident that children who experience fondness in early years of life become well-adjusted adults. Parental presence is highly recommended for family cohesion as a strategy of enhancing well-being among adolescents.

Katana (2012) carried out a study with the goal of finding out the effect the family has on an adolescent's behavior in Kilifi Kenya. The study used an Ecological Model of adolescent behaviour, perceptions of 85 young people to explored sexually risky behaviours of adolescents in Kilifi County Kenya. Adolescents were purposively sampled to form the research participants. In-depth interviews lasting 60-90 minutes was conducted. The audio-tape interviews and discussions were transcribed verbatim by a professional team and later translated into English. The researcher scrutinized and developed data into initial codes from scripts and emergent issues. In the final round of coding, the researcher used NVivo 11 Software.

Through a series of meetings within the research team, the codes were discussed and consensus reached on how they could be brought together into themes using ecological model. It was then entered into Microsoft Excel for analysis and interpretation. It is believed that parents have direct and indirect control on their adolescents. The researcher found that parents directly

influence their adolescent's' assertiveness through the parenting techniques utilized. The study opined that parental support influences adolescents' assertiveness. Along with the direct influence from parents, the parents have indirect control over the community through which the adolescents live in and socialize with peers. Adolescents require strong bonds in their families and in the community which was associated with sexual behaviors. The study holds that when these conditions are not provided, an up-rise in juvenile crime may overtake the community from adolescents with identity issues who look for recognition through risky behaviour.

The study recommended that it is vital that parents maintain close relationship with their children at all times to enhance the assertiveness of adolescents. Parents ought to improve their parenting styles as this can affect their adolescents' growth especially the assertiveness of the whole family. Findings from this study also show that parent-adolescent communication can motivate adolescents to complete their chores, which results in better work ethics and cooperative skill development. The study validated the importance of parents initiating positive contact with their adolescents, and the potential effect it can have on adolescents' assertiveness.

According to Mulambula (2015) in a study conducted in Nairobi-Kenya on adolescents' Emotional Well-being, findings revealed that types of parenting styles may influence adolescent emotional well-being. The study compared the influence of mother –and father adolescent communication on emotional well-being of adolescents in high schools. The stud used a co-relational research design and stratified and random sampling techniques to select 462 adolescents. The researchers administered the questionnaire to the selected respondents. The study used pre-testing to test reliability and validity of the research instruments and found a strong positive correlation between both mother- and father-adolescent communication and assertiveness; mother $r(462) = 0.45$, $p = 0.000$. Father $r = (462) = 0.45$, $p = 0.000$. Strategies

suggested was that parents should find a way of enhancing parent adolescent communication skills through family training programmes as an intervention measure that could help boost adolescent assertiveness.

The researchers hold that adolescents from authoritarian/autocratic parenting style are notably "unhappy, fearful, and anxious about comparing themselves with others. The study pointed out that emotional closeness between children and parents in all families is very important a strategy and suggests that identity crisis and isolation may be an influential factor in the adjustment disturbance of youth. This means that the youth psychological issues may influence assertiveness negatively depending on how effective parenting abilities are towards the adolescents. Parents therefore need to be warm and give the adolescents the required care needed for healthy growth and the betterment of their assertiveness. This study looked at parenting styles on adolescent emotional well-being. It found that regardless of adolescent's background, involving parents in various ways had a positive impact on achievement, depression, well-being, school attendance, behavior, and course credits completed. Significantly, parental guidance and support of their adolescent students is critical to adolescents' assertiveness and future success.

In Nairobi, UNICEF (2015) conducted a study on the effects of parenting on adolescent alcohol use. The study hold that in an attempt to cope with these devastating circumstances, the youth in informal as well as in suburbia settlements often exhibit risky behaviours including substance abuse, gang membership, aggressive and violent actions against others, stealing and other criminal activities, or early pregnancy as they seek identity. The study felt that the better solution for enhancing adolescent issues lie greatly on parents and how they bring up their adolescents.

The study emphasized that the family should be a group characterized by relationships that have depth of interpersonal communication. Communication in the family helps provide a conducive environment in which adolescents learn appropriate social skills that enable them to build healthy relationships. Research emphasized on the indispensable role of open and responsive communication in facilitating healthy family relations and also in adolescent development. The open parent-adolescent communication impacts family functioning and adolescents' assertiveness. It also safeguards against delinquent behaviors and fosters responsible sexual behavior among adolescents.

Parents and their adolescents need open and quality communication consisting of free flowing of factual and emotional information, and the presence of positive relationship characteristics within the family such as support, affection, and appropriate boundaries. This is likely to help families to maintain high cohesion for better assertiveness for all of them.

A wealth Report (2017) conducted in Nairobi recently reported that "We are twice as rich and no happier. Meanwhile, the divorce rate doubled. Teen suicide tripled. This is called a conjunction of material prosperity and social recession. Others have noted that in relatively affluent communities, depression can derive from self-perceived failure arising when people compare their own circumstances with the exorbitantly successful, glamorous lifestyles depicted in mass communications. A study was necessary in order to unveil adolescent issues in these affluent families and seek a solution to them hence the need for an urgent research.

Kenya's situation seems to be worrying though silently eating into families as reported by NAKADA (2014). The affluent families tend to be reluctant to share the predicaments of their adolescent's psychological problems. The study reveals that parents in wealthy families tend lack

time for adolescents. This is likely to make them unavailable which may heightened youth anxiety, low assertiveness depressive symptoms and delinquency among adolescents in affluent families in Nairobi County, Kenya since parents seem are less likely to value family communication and availability. Although affluent adolescents are likely to be typically seen as low risk, they are also likely to manifest more disturbance than their counter parts in middle-income families particularly in relation to substance use, anxiety, and depression. Kenyans today tend to focus money, money and more money but less likely to avail themselves for their adolescent's emotional satisfaction.

The findings of this study indicate that both mother- and father-adolescent communication influence assertiveness of adolescents to a similar degree. Adolescents who experience open and less problem communication with their fathers and/or mothers have higher levels of assertiveness than those who experience problem communication with either of their parents. The findings of this study point to the need for the government to implement family life education and communication skills' training programmes. Through parent education, parents can be made aware of some of the important elements of dialogue with their adolescents. Moreover, if programmes are created to help Kenyan parents and adolescents develop good communication skills, such programmes may help adolescents handle assertiveness issues they grapple with, cope in life, and achieve good academic goals as well as having a successful future as adults.

There is need to develop Parent-adolescent Communication Inventory to be used by individual families to study and gain insight in their own mode of communication, as it can stimulate the development of healthy communication in families. Guidance and counseling

should also be adopted at all levels of the adolescent's life during development to help them understand themselves.

Parents, including fathers need to recognize the continued importance of having good relationship with their adolescents, having enough time with them when they are at home, availing themselves to the family for care, love, comfort, attachment, fondness, support, and affection despite the fact that adolescents spend minimal period with their parents as compared to younger children. And finally, the study recommends caution to be taken by parents on putting value to monetary endeavors at the expense of their children as it may destroy a adolescents' assertiveness. The researcher sought to find out whether the same strategies could be relevant through data collection from the study at hand.

### 2.4 Conclusion and Research Gap

This review clearly shows that in the current literature on the subject within and outside Kenya, several researchers feel that assertiveness of adolescents is influenced negatively by parents' behaviour in affluent families. However, Holmes (2014) disagrees with other findings that parents' behaviour contributes to low assertiveness. He says those in lower SES are likely to have lowered assertive behaviour as a result of deprivation of daily amenities. However, it was not exhaustive whether adolescents' level of assertiveness is the same across all cultures and in all families.

Studies across the world such as Europe and USA indicate that the causes of adolescent lack of assertiveness are due to affluent parents' behaviors. These include lack of support, poor nurturance, lack of communication and sharing activities with adolescents. Others include un-availability, monitoring and closeness to adolescents. Reviewed studies from global perspective were mainly longitudinal with very large sample sizes of over 28,499 participants according to

Luthar (2015) while the present study used only 6oo participants. Geographical coverage of studies were limited to other regions other than Karen Zone Nairobi County hence the need to collect data on affluent parents' behaviour on adolescent assertiveness.

Affluent parents' behaviour and the impact on adolescent assertiveness had several results. The way parents behave in affluent families is likely to lower or increase assertiveness among adolescents. Behaviours identified were pre-occupation at work hence less time with adolescents, little communication, guidance, support, involvement in adolescent and listening to adolescent problems. These behaviors were found to influence assertive behavior among adolescents. Other indicators were exhaustive through an intensive data collection to find out the likelihood of more affluent parents' behaviors. More solutions to adolescent assertiveness were established through another study as the ones mentioned may not be exhaustive enough. Other gaps viewed were in terms of tools such as standardized tests. The present study hoped to fill the gaps identified in the previous studies due to scanty research into the said issues affecting adolescents in affluent families in Karen Zone, Nairobi County, Kenya.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Introduction

The chapter provides an explanation of the designs to be used. It also provides procedures and strategies that were adopted by the researcher in order to reach the sampled population, collect and analyze data according to the research questions. It explains the sample and sampling procedures, tests reliability and validity of the research instruments.

## 3.2 Research Design

A research design according to Creswell (2014) is referred to as "Study Design" that takes overall conception of the study including description of all aspects, variables, and categories, methods of data collection and analysis. This study used a convergent parallel mixed –method research design.

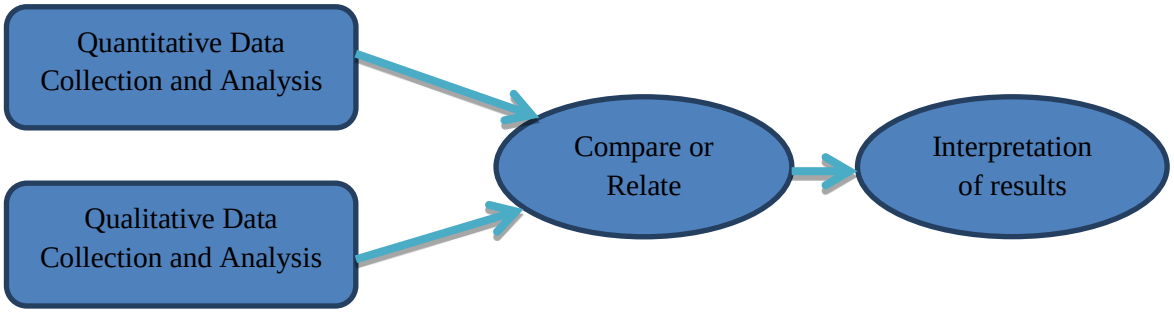


**Figure2: The Convergent Parallel Design (Source: Creswell, 2014)**

Figure 2 shows a convergent parallel design and its process. Creswell (2014) contends that a convergent parallel design is an approach of inquiry that combines both qualitative and quantitative methods concurrently, prioritizing both methods almost equally. The design allows the researcher to collect qualitative and quantitative data simultaneously, analyze them separately, and then merge them during interpretation. In this case, the quantitative data was

collected through cross-sectional survey while qualitative data was collected through phenomenological methods. This enabled complementation of data collection procedures for triangulation of findings hence greater validity of emerging results. It is an efficient design in which both strands of data are collected during one phase of the research in one visit to the research site. In phenomenological method, the researcher visited the research area in person spending time and interacting with the participants to gather information on affluent parents' behaviours and adolescents' assertiveness. The researcher also held several initial in-depth interviews to identify aspects of participants' experiences that could guide the creation of more questions on affluent parental behaviours on adolescents' assertiveness.

The researcher then extracted significant statements from the interactions on affluent parents, behaviours such as availability, support, involvement, separation, conflicts and divorce that could influence adolescent assertiveness. These statements were then formulated into meanings which were then clustered into themes. After that, the researcher integrated these themes into narrative descriptions. The primary advantage of phenomenological interviewing according to Creswell (2014) is that it focused on the deep, lived experiences of the participants as these guided actions and interactions of respondents. It was however, labour-intensive and required a reflective turn mind on the part of the researcher.

**3.3 The Locale of the Study**

Nairobi city is found in Nairobi County. It is the most cosmopolitan city in the country as the residents of Nairobi encompass different ethnic groups and races found within the country. It is thus expected that the parental demographics would vary considerably because of the varied social, economic and cultural demographics of residents in Nairobi. The County has a population of over 5 million according to the 2016/2017 census mostly from different parts of the country. It

is also the center of business and captures both local and international business men and women. Karen is a suburb of Nairobi in Kenya, lying south-west of Nairobi central business District. The suburb of Karen borders Ngong Forest and is the home to the Ngong Racecourse. Karen and Langata form a somewhat isolated area of mid-to high-income Kenyans. The area was chosen specifically due to the County office document report (2017) indicating high percentages of adolescent issues on drugs, suicide and arbitrary deaths that were prevalent in Karen unlike other regions within the County. This triggered the researcher to strive to investigate why this prevalence is in Karen contrary to other areas in Nairobi despite being highly placed in terms of resources.

### 3.4 The Study Population

Target population according to Johnson (2014) refers to an entire group that has at least one thing in common. Johnson adds that it is the real numbers of a society or objects which a researcher uses to generalize results of an undertaken study. According to Census Report (2018) from Nairobi County offices, records revealed that Karen Zone has a total population of 23263 from which a sample of 578 participants were drawn. The researcher targeted 19200 adolescents from affluent families, 3032 parents, 830 house helps and 201 local officers.

### 3.5 The Sample and Sampling Procedures

This is a part of a population which is involved in the study to represent the whole population (Kothari, 2012). The sample size of the study comprised 384 adolescents, 96 parents, 18 local officers and 80 house helps. Nairobi County was purposively sampled. According to Kenya Bureau of statistics (2013) on High Net Worth Individuals (HNWI) Nairobi takes precedence. One family was identified through the help of Sub County office in Karen. The

researcher was then directed to this family by a research assistant who was familiar with the area of study. On arrival, the researcher then was able to distribute the questionnaire to the parents, 2 adolescents and also had a brief interview with the house help who was present. After the process was over, the researcher was directed to the next family that had similar characteristics with the fast one. It was hoped that after identifying one affluent family, snowballing procedures was applied to help the researcher get the next affluent family till the $50^{th}$family were arrived at. Two families sampled randomly from affluence were used at the piloting stage to aid in the validation of the instruments.

Adolescents were sampled using random sampling for those who were available in the homes at the time of the research visit. All the adolescents between ages 15-25 of both sexes who were present were sampled. Those outside the homes were randomly sampled. The local officers were randomly sampled. House helps were purposively sampled as their number could not allow for any other type of sampling procedure. Some homes had two house helps and both were included purposively into the sample required. Those who were the only ones were also purposively sampled.

### 3.5.1 Calculation of Sample Size

A formula by Crossman (2017) was used to calculate the standard sample size (SSS) for a confidence level of 95% and margin error of 5%. The result of this calculation will then be employed in the second formula to calculate the true sample size (TSS).

Formula 1: Standard Sample Size (SSS) = $\frac{(D\ x\ 1-D)}{\frac{ME\%}{C}^{\ 2}} = \frac{Distribution\ of\ 50\%\ x\ 1-50\%)}{\frac{Margin\ of\ Error\%}{Confidence\ Level\ Score}^{\ 2}}$

Formula 2: True Sample Size (TSS) = $\frac{SSS\ x\ T\ P}{SSS+TP-1} = \frac{Standard\ Sample\ Size\ x\ Target\ Population}{Standard\ Sample\ Size+Taget\ Population-1}$

D = 50% This is the distribution of the population which reflects how skewed the respondents may be on a topic. Fluid Surveys Team, (2014) holds that it is almost always safest to stick with a 50% distribution, as the most conservative in a survey study.

$\frac{ME\%}{C}^{2}$ "ME%" represents the percentage of the margin of error while "C" represents the confidence level. For a confidence level of 95% we assume the margin of error of 5%, as a standard survey usually had a confidence level of 95% and margin of error of 5% (Fluid Surveys Team, 2014).

Applying the first formula to calculate the standard sample size (SSS):

D = 0.5

ME% = 5% = 0.05

C = 95% = standardized in the table of confidence level to 1.96.

$$SSS = \frac{(D\ x\ 1-D)}{\frac{ME\%}{C}^{2}} = \frac{(0.5\ x\ 1-0.5)}{\frac{0.05}{1.96}^{2}} = \frac{(0.5\ x\ 0.5)}{0.02551^{2}} = \frac{0.25}{0.00065066} = 384$$

Applying the second formula to calculate the true sample size (TSS):

Standard Sample Size (SSS) = 384

Target Population (TP) = 24507.

$$TSS = \frac{SSS\ x\ T\ P}{SSS+TP-1} = \frac{384\ x\ 24507}{384.+\ 24507\ -\ 1} = \frac{9410688}{384.+24507} = \frac{9410688}{24890} = 578=600$$

Thus, the true sample for the study was 578 respondents. The study consequently, employed heterogeneous simple random sampling technique to select from the 50 families: 96 parents (father and mother), 384 adolescents, 18 Local Officers and 80 House helps. Crossman (2017) argues that a maximum variation heterogeneous random sample is one which is selected to provide a diverse range of cases relevant to a particular phenomenon or event being studied. The purpose of this kind of sample design is to provide as much insight as possible into the views of the respondents under study.

The table below shows the distribution of the sample from the various groups that formed part of the study.

Table 2
Sampling Frame

| Category | Total Population | Sampling Method | Sample Size |
|---|---|---|---|
| Adolescents | 19200 | Simple Random | 384 |
| Parents | 3032 | Purposive | 96 |
| House helps | 830 | Purposive | 80 |
| Local Officers | 201 | Simple Random | 18 |
| **Total** | **23263** | **N/A** | **578** |

**Source: District Office Karen, 2018**

### 3.6 Description of the Research Instruments

The secondary sources were useful not only for the background information but also for clarifying the research topic by reviewing what had already been said and written about the topic and what had been missed out in the existing published and unpublished secondary sources. Primary data was collected through structured interview guide, open and closed ended questionnaires. The use of one research tool alone has limitations hence the need for the use of more instruments for triangulation purposes and for strengthening the validity of the research outcome.

### 3.7 Questionnaires

A questionnaire is a data collection instrument consisting of a number of questions printed or typed in a definite order on a form used to gather data over a large sample (Kothari, 2012). The reason for choosing questionnaire is that it is less costly. The researcher personally

administered the instruments to the respondents who were given time to complete answering the questions.

### 3.7.1 Questionnaires for Parents and Adolescents

The questionnaire for parents and adolescents consisted of 6 parts in form of likert scale. Section A consisted of 7 items on demographic information in terms of age, gender, marital status, educational level, profession of the parents and adolescents. Section B Part A consisted of 16 itemed questions related to the levels of assertiveness among adolescent. Part C dealt with the kind of parental behaviour that is depicted among affluent. This was composed of 13 items; while Part E consisted of 8 itemed questions on impact of affluent parent's behaviour on adolescent assertiveness. Part F contained 10 itemed questions related to the way forward for adolescent assertiveness in affluent families in Nairobi County-Kenya. This was followed by a final section composed of 3 open ended-questions that required respondents to add their views on influence of affluent parent's behavior and assertiveness of the adolescents.

### 3.7.2 Focus Group Discussion for Parents

A brief focus group discussion with 20 parents concerning time spent with their children at home, support, encouragement, care, number of meals shared together and closeness to their children was used. The 20 parents were picked randomly from the previous 96 that had been randomly sampled. This group was to help give in-depth information on some behaviours that are common with affluent parents which are likely to impact negatively or positively on adolescent assertiveness. Cohen (2012) says that a focus group is a carefully scheduled discussion intended to obtain insights on a definite area of concern in a permissive, non-threatening environment. It is conducted with approximately 5 to 10 people by experienced interviewer.

### 3.7.3 Interview Guide for House Helps and Local Officers

This was preferred because it is a social encounter and respondents are usually more willing to respond in a socially acceptable way and are more willing to talk than to write. Interview gives a higher response rate in a natural setting and the researcher can probe respondents to express their views freely and openly (Cohen 2012). The researcher used structured interview guide to get qualitative data from the respondents, that is, the 80 house helps and the 18 local officers. House helps were important because they were able to give a lot of information on presence or absence of parents from home and for how long they were away from their adolescents.

The interview schedule was divided into 3 sections: section A was demographic information; while section B sought information about respondents' perception on influence of affluent parents' behaviour on assertiveness among adolescent in Karen Zone Nairobi County, Kenya. This section had thirteen items exploring the affluent parental behaviour depicted in families, how affluent parents' behavior impacts on adolescent assertiveness and finally the expected strategies that could be used to improve assertiveness among adolescents not only in affluent families in Karen Zone and the society.

## 3.8 Validity and Reliability of the Instruments

Validity and reliability of instruments was ensured for the purpose of enhancing readability and clarity to enable reliable results from the respondents. This was elaborated as shown below.

### 3.8.1 Validity

Validity is all about establishing whether the research instrument measures what it is intended to measure (Kothari, 2012). This is to ensure every objective in the study is addressed. The researcher sought assistance from research experts, such as experienced supervisors and lecturers in order to help improve construct, content and face validity. Creswell (2014) contends

that face validity of an instrument is the success of a scale in measuring what it sets out to measure so that the differences in individual scores can be taken as representing true differences on the characteristics under study. To ensure face validity, the researcher ensured that the research instruments are given to colleagues who looked at them and approved that they were relevant. To determine content validity, the researcher's supervisors assisted in ensuring that the instruments were in relation to the set objectives and content under study. They were developed under strict supervision and guidance of supervisors, who scrutinized, gave comments, made corrections, removed and added some content.

### 3.8.2 Pilot Testing of Research Instruments

To test the validity of the research instruments, the researcher conducted a pilot study in two homes which was not part of the study sample. The researcher asked the respondents to fill the questionnaires. They then gave their comments on clarity of the instruments and relevance of the individual questions as per the questionnaires. Pilot testing was important as it helped the researcher to correct the ambiguities in the questionnaire for the main research. For the purpose of determining the validity and reliability of the interview guide, pre-testing was carried out with 20 identical respondents, sampled from members of a adolescents, parents, house helps and officers in the study area. Respondents selected for pre-testing did not participate in the actual study. From the samples in the pilot testing exercise, a 0.8 coefficient of reliability was obtained. The respondents used during the pre-testing were not included in the main study. Since the two tests in the test-retest would be very similar, scores obtained by each respondent on the first and the second test was expected to be quite close (Crossman, 2014). The questionnaire was also sent out for external review of the items before and after pre-testing to ensure the tool was valid. This pilot testing was done to test face and content validity of the research instruments. Refinement of

the tool was undertaken after the pre-testing taking into consideration the observations noted by the researcher during pre-testing.

### 3.8.3 Reliability of the Quantitative Research Instruments

Reliability was established by pre-testing the instruments prior to conducting the study and defective items on the instruments corrected. Cronbach's alpha: a measure of internal consistency based on inter-item correlation was calculated for both instruments that were used. Johnson (2014) contends that a Cronbach's alpha reliability coefficient normally ranges between 0 and 1. He asserts that higher values mean stronger internal consistency/reliability. A correlation of 0.71 was arrived at after computing the Cronbach's alpha on items in the instruments. This was a proof that the instruments were reliable enough to be used in the research.

### 3.8.4 Trustworthiness of Qualitative Research Instruments

The researcher checked the reliability of qualitative data through trustworthiness of the instruments. Creswell (2014) argues that trustworthiness is the process through which the credibility and truthfulness is established. Establishing truthfulness is made possible when a study adopts the four criteria. To ensure credibility, transferability, dependability, and conformability of data to be collected, the researcher used the following techniques as given by Creswell (2014). The first technique was triangulation. With this technique, different data sources were triangulated by examining evidence from the sources and using it to build a coherent justification for themes. The second technique was member checking which helped in determining the accuracy of the qualitative findings through taking the final themes back to participants and determining whether these participants feel that they are accurate. The third technique was a rich description to help in conveying the findings in form of narratives. It gave the discussion the element of shared experiences by asking questions, being keen in observing

every activity, noting them down through the use of persistent observation recording to capture pictures and voices. The fourth technique involved spending prolonged time in the field. The researcher developed an in-depth understanding of the adolescents' assertiveness and affluent parental behaviours that were under study. The researcher was not in a hurry to leave the respondent but take time and give the respondents' time to think which gave credibility to the description of the research findings.

Lastly, the study used peer debriefing which according to Creswell (2014) enhances the accuracy of the account or narratives given. In this technique, the researcher located a person (a peer debriefer) who reviewed and asked questions about the qualitative study so that the account resonates with the people other than the researcher.

### 3.9 Data Collection Procedures

Permission to carry out the research and authorization letter was obtained from the university and a research permit from National Commission of Science, Technology and Innovation (NACOSTI). The researcher used the letter to explain to the respondents the reason for the research and enhanced the confidentiality of the data collected from them. The researcher first visited Karen area, introduced herself to the local officers, the parents, the adolescents and to the house helps who had been contacted for appointment prior to this visitation on the date agreed upon. Brief information was given in regard to the research then questionnaires distributed to them.

The researcher picked questionnaires for parents immediately. For adolescents, the researcher introduced her to the targeted adolescents in selected homes after an appointment had been agreed upon. Thereafter, the questionnaires were distributed to the adolescents and collected immediately to avoid interfering with the regular household programme and loss of the questionnaires. The local officers and house helps of the selected areas were simply interviewed.

This was used because the respondents were able to give views concerning the influence of affluent parents' behaviour on adolescent assertiveness.

To collect qualitative data, the study used interview guide for in-depth face to face interview. The administration of this instrument and data collection took place in the homes where the respondents live during weekends. Each interview section was planned to take 30 minutes. Before the commencement of the interview, the researcher explained the purpose of the study to the interviewee, assuring them of the confidentiality of the information to be gathered. The participants were informed, by the researcher, that their involvement in the study was strictly voluntary. They were notified that they are under no obligation for involvement in the study and that participation was completely anonymous. The researcher encouraged the participants to read and sign the informed consent form that was provided with the questionnaires.

### 3.10 Data Analysis Procedures

Data analysis according to Kothari (2012) is the process of transforming raw data into usable information often presented in the form of investigative article so that value can be added to the statistical output. After collection, the raw data was scored, coded and data files prepared for analysis. The dependent and the independent variables were measured through the responses received from the respondents. Data from the completed questionnaires were cleaned, decoded and captured into the computer using the Statistical Package for Social Sciences (SPSS) for analyzing data into percentages, means and standard deviations. A correlational statistics (frequency analysis) and regression was computed for presentation and analysis. The data description analysis is expected to enable the researcher to describe the aggregation of raw data in numerical terms. This method incorporates the use of frequency distribution tables, graphs and pie charts that facilitate description and explanation of the study findings.

### 3.10.1. Quantitative Data Analysis Procedures

Quantitative data was analyzed by the researcher through categorizing the instruments into their homogeneous groups; coding the data, tallying and summarizing them. It was coded to allow the use of SPSS version 22.0 in order to enter them into the data spreadsheet. The data was analyzed using descriptive statistics such as frequencies, and percentages after editing, coding, and classifying. It was then presented in terms of distribution tables of frequencies, pie charts and bar graphs. Inferential statistics were done using regression. The regression test helped to determine if the two discrete variables are associated. Responses from questionnaires were assigned numbers to make the work easier and presented in the data analysis matrix.

### 3.10.2 Qualitative Data Analysis Procedures

The researcher analyzed qualitative data was through thematic analysis which involves identification, examination and interpretations of patterns and themes in textual data and determining how the patterns and themes help to answer research questions. According to Creswell (2014) thematic analysis is developed in six phases as designated in the table 3. The collected qualitative data was read by the researcher then coded. The codes given were used to identify corresponding themes. Thereafter the themes were reviewed to find out if they are matching. They were then named according to different contexts. To ensure rigorous analysis of data, the researcher endeavored to familiarize the self with the data, generated initial codes, searched for themes, reviewed themes, defined and named the themes then produced results. This was done through transcribing the data, recording the experiences of participants in form of transcripts, and sorting the codes into themes and subthemes. A report was then produced in terms of narratives and direct quotations from respondents.

Table 3

The Six Phases of Thematic Analysis for Qualitative Data

| Phase | Process Description |
|---|---|
| Getting to know the data | This means reading and re-reading the text. Writing down any impressions seen as one goes through the data to get the overall of its meaning |
| Generating initial codes | This involves reading and re-reading the text. This helps organize the data into categories after which a descriptive label or name is provided |
| Searching for themes for each category | This involves sorting out the dissimilar codes into possible themes |
| Reviewing themes | This is checking if themes work in relation to coded categories and all the data set |
| Defining and naming the themes | This means checking clear definitions and names for each theme |
| Producing the report | This means analyzing of and giving out a report on worked out themes in relation to research questions and literature review |

Source: Creswell (2014)

### 3.11 Logistical and Ethical Considerations

As defined by Mugenda and Mugenda (2012), an ethical study is one that allows for freedom of purpose from the participant as well as protects their rights. There are several ethical principles all research studies should adhere such as: obtaining official permission to conduct the research, informed consent of the participants, voluntary participation, confidentiality and anonymity, and avoidance of discrimination acts, ensuring privacy and avoidance of harm to the participants.

Prior to carrying out the study, relevant authority to conduct research was obtained from the National Council for Science and Technology, as well as the respective Local officers in

Karen Zone. Informed consent is an ethical requirement which demands that participants be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Urombo, 2000). The researcher obtained an informed consent from all the schools and parents she used to collect data, in order to make sure that they participated voluntarily. The researcher contacted the parents, house helps early enough to seek their consent and communicate to all the participants the objectives of her study (Best & Khan, 2011). The researcher informed the participants of the nature of research and signed the informed consent form prior to completing the questionnaires. The meaning of informed consent was also verbally explained to the participants prior to the exercise. Research participants were informed that they were free to withdraw from the research at any stage if they felt that they no longer wanted to participate (Gardwell, 1999).

According to Neuman (2000), confidentiality implies the researcher's ethical obligation to keep the participant's identity and responses private. A participant has the right to have his or her identity remain anonymous (Creswell, 2014). In this study confidentiality and anonymity were at all times was maintained and safeguarded by not asking participants to write their names on the questionnaires instead codes or numbers were used. Confidentiality trustworthiness for qualitative data was also maintained through triangulation of research instruments. The researcher was open and honest in dealing with respondents. However, those who may be vulnerable in certain contexts, for example: adolescents; employees; dependents; or people with particular traits that could be subject to prejudice were considered.

In this study, the researcher avoided all kind of psychological harm to the participants. According to Urombo (2000) harm to participants may include: embarrassment, irritation, anger, emotional, stress, loss of self-esteem, invasion of privacy and damage to personal dignity. Participants may experience the above psychological harm if they are asked to provide

information on private and sensitive issues. In this study the researcher avoided to expose the participants to the above psychological harm by not asking sensitive questions.

Since they possess some property which renders them more susceptible to potential distress or harm arising from their participation in this research procedure, the researcher did everything to make sure they were protected from harm, risks or any danger that may have been encountered in the process. Debriefing with the participants before the interview began was followed in case the questions asked evoked some negative emotions. The researcher ascertained that the data collected was safely kept and never accessed by any un-authorized persons. All the questionnaires from the respondents were only destroyed six months after completion of this dissertation for the sake of privacy and confidentiality. While conducting the research, the researcher was mindful of how other people's work were paraphrased or quoted by making sure that they were properly cited as to avoid any form of plagiarism. The researcher also avoided any incriminating act such as falsifying other people's work and presenting them as her own or fabricating of information (Kombo & Tromp, 2013). During report writing, names of participants were not mentioned so as to provide security. The report acknowledged all sources of information and was subjected to an anti-plagiarism scan to minimize on plagiarism.

# CHAPTER FOUR

# ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

## 4.1 Introduction

The chapter gives a general overview of questionnaire rate of return, demographic information of those who participated in the research, and the themes that emerged from the findings. The thematic areas were drawn from level of assertiveness among adolescents in affluent families, how parental behaviours are depicted in affluent families, how affluent parents' behaviour impact on assertiveness and intervention strategies that could be put in place to help improve assertiveness.

Quantitative analysis involved the use of questionnaires for both descriptive and inferential statistics. The researcher obtained qualitative data through interviews for each of the sampled groups. The emerging themes were presented in tables. Qualitative analysis involved content analysis from the interview guide. SPSS was used as software to analyze data sets for fast and accurate presentation and interpretation.

## 4.2 Response Return Rate

The study used two types of questionnaires; one for parents and another for adolescents. Interviews were conducted among 80 house helps and 18 local officers. The total numbers of questionnaires delivered to respondents were 384 for adolescents and 96 for parents. Table 1 shows the Response Return Rate for the sampled groups that were responded to and returned.

Table 4

Response Return Rate

| Sampled Group | Sampled Size | Return Rate | Percent |
|---|---|---|---|
| Adolescents | 384 | 342 | 85.5% |
| Parents | 96 | 88 | 88.0% |
| House helps | 80 | 75 | 93.75 |
| Local Officers | 18 | 18 | 100.0% |
| **Total** | **578** | **523** | **87.5%** |

*Source: Research Data Analysis, 2018*

Table 4 shows the response return rate. The response rate for adolescents was 85.5% (342 out of 384) while that of parents was 88% with all the 18 local officers participating in the study giving a return rate of 100%. Therefore, the study achieved an overall response return rate of 87.5% after a return rate of 93.75% from house helps which was considered adequate as per Saunders (2013) and Gay (2012) who stated that a return rate of more than 50% was acceptable in research. The 87.5% questionnaire return rate was also sufficient for data processing and analysis as per Kothari (2012) who recommends that a questionnaire return rate of more than 50% is acceptable**.** The reason for the high response rate could have been that the respondents were given adequate time to respond to the questionnaires which were collected later while some were taken immediately after filling.

### 4.3 Demographic Characteristics of the Respondents

The background information was sought in relation to their distribution by gender, age, marital status and employment at the time of the study. Demographic information from the respondents was further discussed in the following subsequent sub themes.

### 4.3.1 Distribution of Respondents by Gender

Gender of respondents was reported and analyzed to show percentage of each gender and the finding presented in Table 5.

Table 5

Gender of Respondents

| Category | Male | | Female | | Total |
|---|---|---|---|---|---|
| | Frequency | % | Frequency | % | |
| Adolescents | 157 | 45.9 | 185 | 54.1 | 342 |
| Parents | 52 | 59.1 | 36 | 40.9 | 88 |
| House helps | 5 | 6.6 | 70 | 93.3 | 75 |
| Local officers | 13 | 65 | 7 | 35 | 20 |
| Total | 209 | 48.6 | 221 | 51.4 | 430 |

From Table 5, the study established that majority of the parents were male (59.1%) with female parents participants being only 40.9%. However, as for the adolescents, there were slightly more female respondents 185(54.1%) than male adolescents 157(45.9%). This shows that the views captured in the study was adequately representative of both gender. Consequently, the overall respondents' distribution by gender was 221(51.4%) for female respondents and 209(48.6%) for male respondents. Further, the distribution is reflective of the gender of the Kenya National Population statistics (KNBS, 2010). According to Engler (2015), females are more responsive to opening up to matters regarding their private lives than the males, however, this was contradictory. It appears that more males opted to fill in the questionnaires than females. Adolescents had more females than males meaning that female adolescents were more likely to be responsive to the questionnaires than males.

Among the house helps, only 6.6% were males while 93.3% were females. This shows that the job was dominated by more females than males maybe because people tend to employ females for domestic work than their male counterparts. It could also have been that more males were less likely to take up domestic jobs than it was for the female respondents. Finally there were high responses from male local officers than females. This may have accounted for the low rate of female responses. This indicted that more males were willing to give information on affluent parents' behaviour on adolescent assertiveness than were the females. It could also suggest that more males than females were local officers due to the fact that males are likely to be stronger in relation to tasking jobs that require being out of the home for long hours.

### 4.3.2 Distribution of Respondents by Age

The respondents' age was summarized into age groups where three of them emerged. The findings were analyzed and presented for each group of respondents in Table 6.

Table 6

Age of Respondents

| | Adolescents | | | Parents | |
|---|---|---|---|---|---|
| **Category** | **Frequency** | **%** | **Category** | **Frequency** | **%** |
| **10 - 14 years** | 61 | 17.8 | **25 - 34 years** | 3 | 3.4 |
| **15 - 19 years** | 173 | 50.6 | **35 - 49 years** | 49 | 55.7 |
| **20 - 24 years** | 108 | 31.6 | **≥ 50 years** | 36 | 40.9 |
| **Total** | **342** | **100.0** | **Total** | **88** | **100.0** |

The findings in Table 6 shows that majority of the adolescents who participated in the study were aged between 15 and 19 years (50.6%) with another 31.6% aged between 20 and 24 years. The lowest participation was realized form those ranging between the ages of 10-14 years. The low response rate of those aged between 10-14 years could have been attributed to the fact

that adolescents at the age of ten to fourteen are engaged in a series of activities with friends since they could be undergoing the first changes occurring at the onset of adolescence. It is the age when adolescents tend to become more daring and more inquisitive.

Those between the ages of 15-19 were majority maybe because this is the peak of adolescence where developmental involvements include movement towards social and economic independence, development of identity, the acquisition of skills needed to carry out adult relationships and roles and above all, the capacity to think in abstract terms. As for the parents, majority (55.7%) were aged between 35 and 49 years with a further 40.9% aged 50 years or more. This is likely to be the age when parents are generative and engage in more parenting activities with enthusiasm. They are more likely to be found at home mentoring the youth to life issues. They are also more likely to be in their places of work than at home. Thus, majority of the youths between ages 15-19 years were able to provide adequate responses regarding their interaction with their parents which could affect their assertiveness.

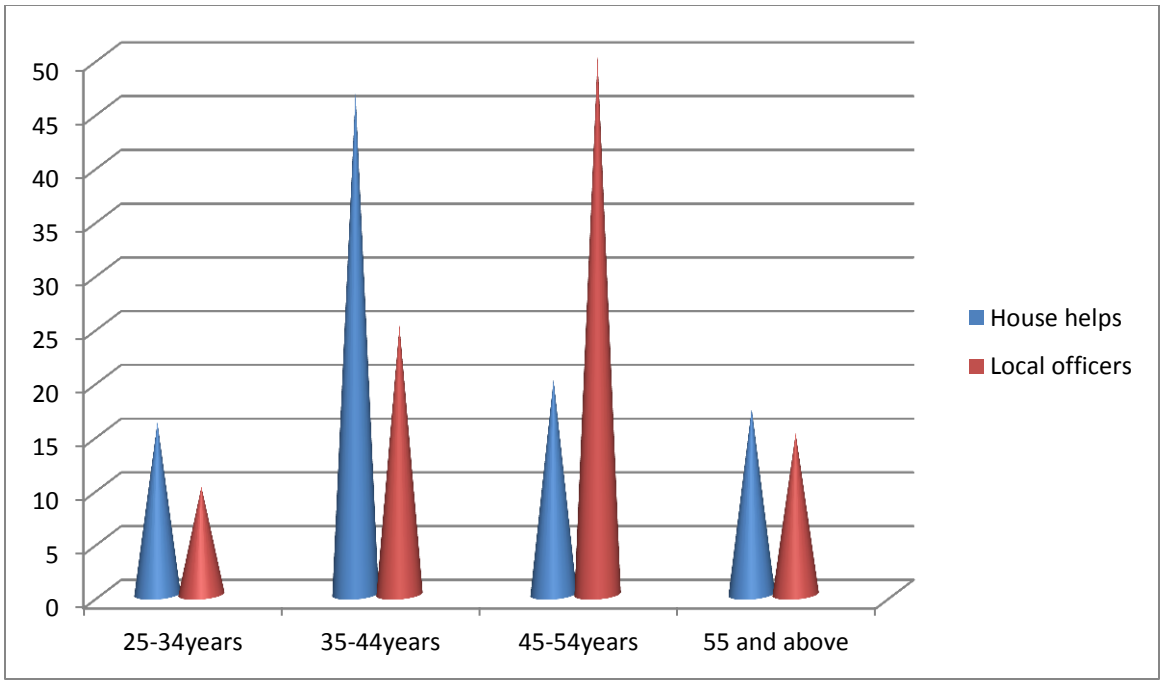


**Figure 3: Distribution of Respondents (House Helps and Local Officers) by Age**

From figure 3 above, most of the house helps were ranging between ages 35-44 years at 46.7% which means that they were mature enough to take care of the homes even in the absence of parents of the adolescents. The high response rate by this group showed that they may have been the ones with the responsibility of taking care of the adolescents as their parents went about their businesses within and outside the country. This may mean that the adolescents spent most of their time with house helps rather than their own parents which may have contributed to low assertiveness. This is in line with Lines (2012) who opined that adolescents who grow under the supervision of house helps are likely to have very low assertive behaviours. This is because some house helps might be coming from dysfunctional backgrounds according to Lines, where they may never have received warmth from their own parents. Such house helps are likely to transfer their own misgivings to the adolescents under their care by abusing them in the absence of their parents thus likely to hamper adolescents' assertiveness.

The local officers dominated between the ages of 45-54 years showing that they had vast experience in their jobs and had the ability to give satisfactory evidence concerning the study.

### 4.3.3 Distribution of Parents by Employment Status

Economic engagements and nature of the jobs of parents determine their availability and ability to interact with their adolescents. Thus the researcher sought information on the employment status of the parents of the affluent youths who took part in the study. Employment status was analyzed and presented in terms of frequency and percentages for reported status as presented in Figure 4.

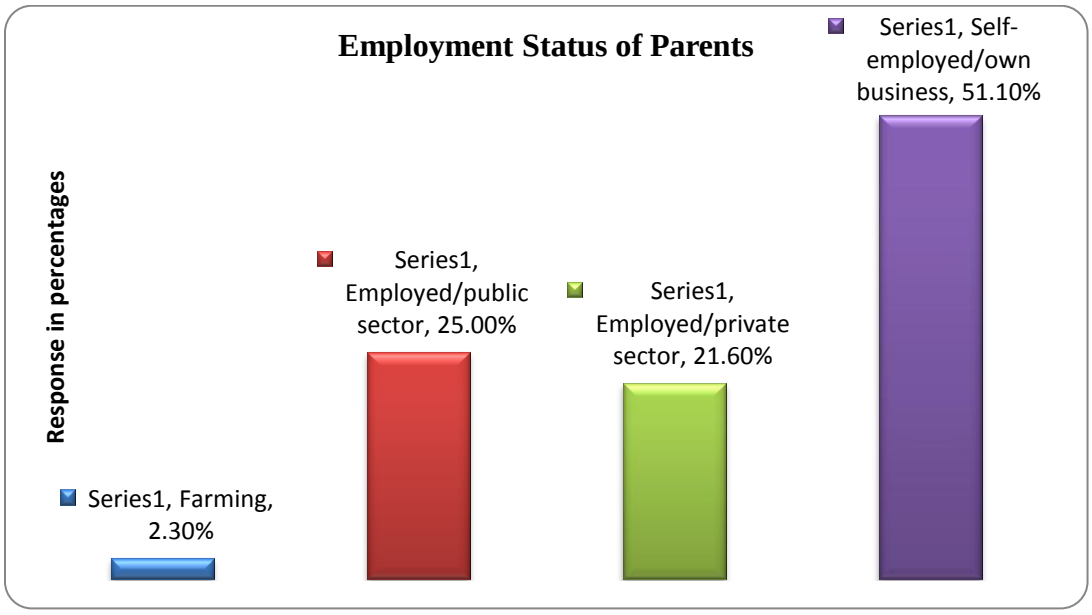


**Figure 4: Employment Status of Parents**

*Source: Research Data Analysis, 2018 (n = 88)*

From the findings shown in Figure 4, majority of respondents (51.1%) reported that they were self-employed and owned businesses. Further, 25% were employed in the public sector with another 21.6% employed in the private sector. This finding shows that majority of the parents are committed to ensure success of their businesses thus dedicate much of their time on

business. This may make parents disregard their parental duties/ obligations to the adolescents. This might have been the reason for affluent parental behaviour of perpetual absence from home thus contributing to adolescent lack of parental warmth, bonding and care that was needed to help enrich adolescent assertive behaviour.

### 4.3.4 Distribution of Respondents by Marital Status

The present marital status determines the availability of both parents to contribute to the growth and development of the children especially adolescents. Based on this assumption, the researcher investigated the marital status of the parents of adolescents which were categorized as single/never married, married, divorced/separated/widowed. The findings were summarized into frequency and percentages as presented in Figure 4.

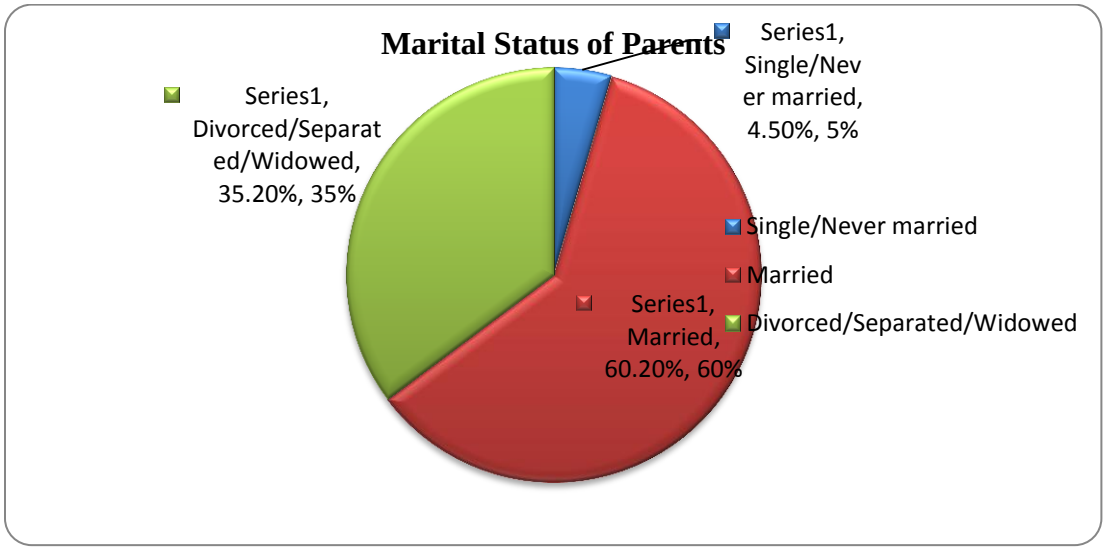


**Figure 5: Marital Status of parents**

*Source: Research Data Analysis, 2018 (n = 88)*

The findings in Figure 5 shows that majority of the adolescent parents (60.2%) were married thus depicting stable families where both parents were available and thus could contribute in the upbringing of their adolescents. However, there were a significant 35.2% of parents who reported being divorced/separated/widowed and another 4.5% who reported being

single/never married. This gives a cumulative 39.7% of the respondents in which one of the parents was missing leading to the burden of parenting. The consequence of these marital prominences is that a significant majority of the adolescent may lack attention from their parents. This could possibly lead to severe assertiveness issues among adolescents. Divorce and separation was found to affect and trouble adolescents more than the death of father or mother. After the divorce or separation of parents, adolescents are likely to escape from home due to the feeling of being abandoned, experience feeling of loss and anger, and have difficulty with assertiveness. This was more likely to be associated with feelings of being weak, helpless, fragile, incomplete, worthless and inadequate. This in turn is likely to hinder assertiveness among adolescents. This finding corresponds with findings of Kiyingi (2012) in Uganda who found that adolescents who lack guidance from both parents experienced low assertive behaviour. They were likely to abuse drugs and bully others in an attempt to fill the emptiness within them due to lack of parental love and care from both father and mother.

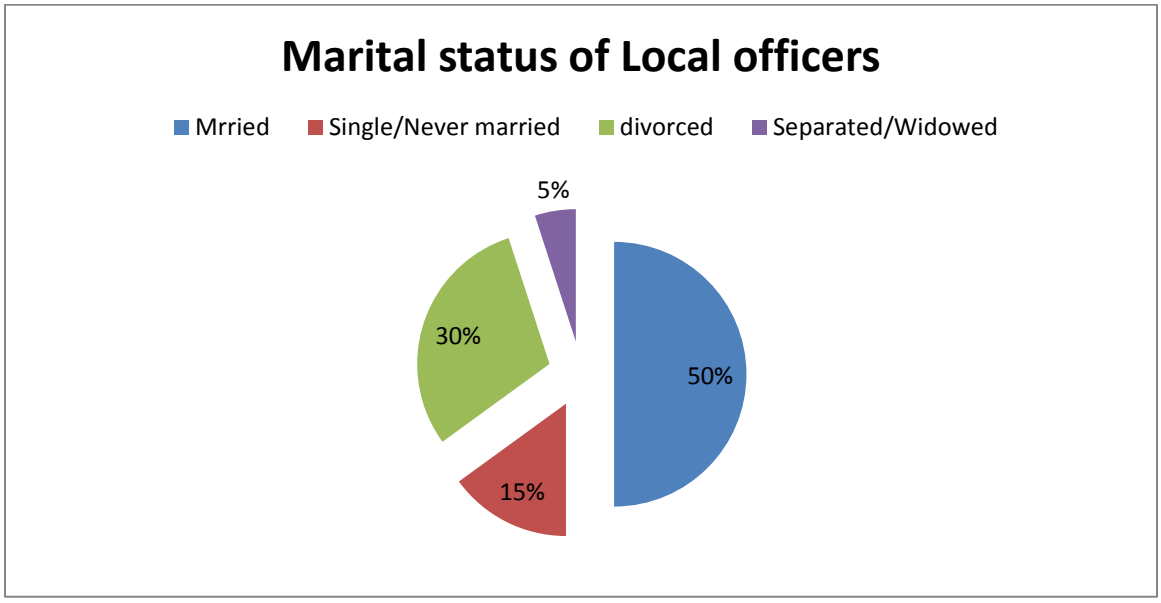


**Figure 6: Marital Status of Local Officers**

*Source: Research Data Analysis, 2018(n=20)*

As seen in figure 6 the local officers who were married were 50%. This were the popular group of respondents consequently were likely to have information and knowledge of what the researcher was investigating. They were also more likely to be willing to give information regarding assertiveness among adolescents and more informed on affluent parental behaviours that were likely to influence adolescent assertiveness. Those who were divorced were 30% and Separated or Widowed 15% respectively. The numbers of single and never married was very small at only 5% of the respondents. All in all, they were able to give us their responses during the interview given the likelihood of their experience in the area of study.

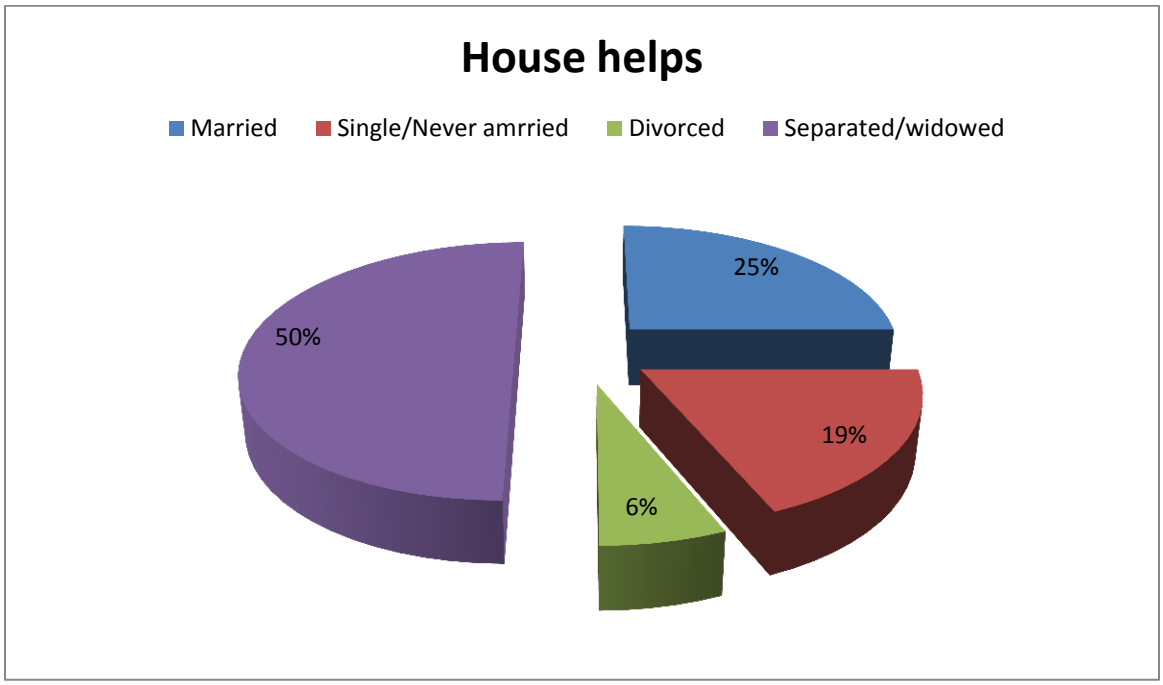


**Figure 7: Marital Status of House Helps**

*Source: Research Data Analysis, 2018 (n=80)*

Figure 7 shows the marital status of the house helps. Among the house helps, the married, the separated, and the single were the majority among the participants with percentages ranging from 50, 19, 25 and 6 respectively. This group was very instrumental in the research especially during the interviews. The demographic information of this group was vital as it was evident that

most of them had all the time to spend in their working places while their employers were likely to be away most of the time given the engagements that may have taken the better part of their time. Those who were found to be separated were the majority at 50% meaning that they had all the time to be in the job since they may have had less family commitments. This could have been the reason for their availability at the research site.

### 4.4 Levels of Assertiveness among Adolescent in Affluent Families

The first research question sought to establish the levels of adolescent assertiveness from affluent families in Karen area Nairobi. Likert scales were developed for adolescents and parents to measure the level of assertiveness. The researcher used Rathus assertiveness scale (30 items) to assess assertive behaviour. The complete score of assertive behaviour ranged from 0-150 for 30 items. Levels of assertiveness were categorized as very highly assertive (121-150), highly assertive (91-120), moderately assertive (61-90), less assertive (31-60), and very less assertive (0-30). The responses were analyzed and presented separately for parents and adolescents as shown in the sub-sequent subdivisions.

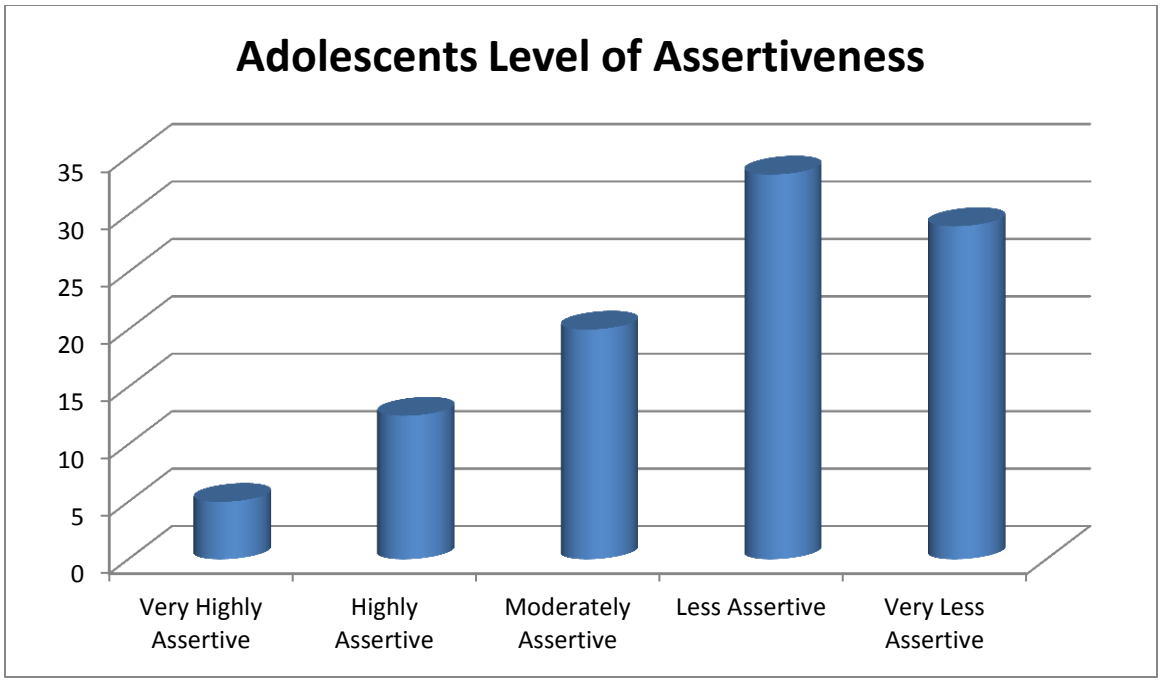


**Figure 8: Level of Adolescents' Assertiveness**

*Source: Research Data Analysis, 2018 (n=342)*

Figure 8 shows that 5% of the adolescents were very highly assertive, 12.5% of them were highly assertive, 20% were moderately assertive, 33.5% were less moderately assertive and 29% of them very less assertive. From the findings it is clear that most of the adolescents (33.5%) were less assertive and very less assertive (29%) respectively. This was more likely to be due to affluent parents' behaviour of being absent from home and leaving the poor adolescents in a vacuum hence the experience of void in adolescents. This void could have accounted for the great number of adolescents who reported being less assertive and very less assertive. This finding is in line with Mutie (2015) who affirmed that adolescents who stay for days without parental presence are distrusting and may feel dejected thus experience the lowest assertiveness as well as self-esteem. This low assertiveness was likely to make them suffer from negative thoughts and fail to recognize potential; less likely to take criticisms positively, more

likely to take complements negatively, unlikely to take responsibility and above all more likely to be afraid of forming their own opinion. Parents therefore need to be there for adolescents, listening to their pains, emotional disturbances and crisis that comes with the stage of development for enhancement of assertive behaviour.

In line with the above, qualitative findings indicated that affluent parents' behaviours contributed highly to adolescents level of low assertiveness. One of the participants argued:

> These adolescents do not talk to anybody around here. They are seen quiet most of the time only to find them being locked in the cell for wanting to shoot one of their siblings or even parents. They do not express themselves freely meaning that they are likely not to be happy in those big homes of theirs. Personally, I don't talk to these adolescents or parents in these houses. When they happen to be walking along these streets, we bypass as if we are not neighbours in the next home. This is indeed digital age. No one wants to talk to the other. We live as strangers in this area. No one visits the other unless you are very close friends. What is happening today is difficult to explain. Rate if Separation I families in high, stress, psychological distress, anxiety, depression, suicidal tendencies that have to be rescued at police stations are high. Something has to be done (23/2/2018)

The above script could be an indication that adolescents in question have low assertiveness as they could not even express their views freely than pick a gun as a sign of aggression. This finding indicates that there is a felt need to improve the assertiveness of adolescents though training programs. This finding concurs with Aslan (2013) who argued that adolescent level of assertiveness is likely to be affected by affluent parents' behaviours especially when their tendency to stay away and may deny adolescents the warmth they need. The study suggested that affluent parents need to help adolescents improve assertiveness by ensuring warmth, fondness and affection. Adolescents who are given freedom and autonomy are more likely to explore their surrounding world, likely to facilitate their development of levels of competence besides assertiveness. The study concluded that adolescents with high assertiveness generally exude confidence and trust more making them less inclined to cases of aggression.

### 4.4.1 Adolescents' Views on Assertiveness

The adolescents who took part in the study gave their views on status of assertiveness by responding to a 10-item 5-point Likert as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency and percentages for each response. Further, the item mean was computed by finding the total score for each item for the 342 adolescent respondents and dividing by the number of adolescents (342) as shown in table 7

**Table 7**

**Views of Adolescents on Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Feeling down, depressed, irritable or hopeless | 70 (20.5) | 47 (13.7) | 36 (10.5) | 78 (22.8) | 111 (32.5) | 2.670 | 1.543 |
| Feeling tired or having little energy every time | 55 (16.1) | 66 (19.3) | 49 (14.3) | 57 (16.7) | 115 (33.6) | 2.675 | 1.500 |
| I have trouble concentrating on things | 71 (20.8) | 99 (28.9) | 66 (19.3) | 58 (17.0) | 48 (14.0) | 3.254 | 1.338 |
| I have trouble making up my mind | 56 (16.4) | 74 (21.6) | 41 (12.0) | 97 (28.4) | 74 (21.6) | 2.827 | 1.413 |
| I am afraid of a lot of things. | 58 (17.0) | 78 (22.8) | 52 (15.2) | 104 (30.4) | 50 (14.6) | 2.971 | 1.342 |
| I go out often with friends because I hate my home | 92 (26.9) | 88 (25.7) | 42 (12.3) | 67 (19.6) | 53 (15.5) | 3.289 | 1.439 |
| I like being alone most of the time | 53 (15.5) | 72 (21.1) | 31 (9.1) | 100 (29.2) | 86 (25.1) | 2.725 | 1.435 |
| I don't share my problems with my parents | 114 (33.3) | 101 (29.5) | 38 (11.1) | 50 (14.6) | 39 (11.4) | 3.588 | 1.375 |

*Source: Research Data Analysis, 2018 (n = 342); Percentage in parenthesis ( )*

The findings in Table 7 show that the adolescents rarely feel down, depressed, irritable or hopeless (Mean = 2.670 ± 1.543). In this regard, majority of the adolescents (32.5%) strongly disagreed that they always feel down, depressed, irritable or hopeless with another 22.8% disagreeing. Thus, cumulatively 55.3% of the adolescents disagreed that they feel down, depressed, irritable or hopeless showing that majority of the adolescents are assertive. This finding could have been as a result of some affluent parental behaviours of monitoring and great concern for their adolescents. They are likely to be very close to adolescents, show great care, love, affection, fondness, validation and attachment to the youthful lads.

However, 34.2% of the adolescents cumulatively agreed that they feel down, depressed, irritable or hopeless. This shows that a significant proportion of adolescent youth from affluent families were less likely to be assertive as they feel down, depressed, irritable or hopeless. Similarly, although majority of the adolescents (50.3%) cumulatively disagreed that they feel tired or have little energy all the time (Mean = 2.675 ± 1.500), a significant proportion of the youths (35.4%) cumulatively agreed. This shows that although more than half the youths are likely to be assertive, over 35% are less likely to be assertive. This could mean that adolescent assertiveness might have been compromised by a series of affluent parental behaviours that displeased adolescents.

The finding concurs with a study by Luthar (2015) who opined that the period of adolescent is very important for the development of an individual. According to her, any laxity on the part of the parents in assisting and guiding the adolescents may result in an awkward assertiveness and development of unwholesome behaviours. The foundation of what a person becomes in society is laid in the home and at the initial stages of life.

Parents therefore have important roles to play in the youth's acquisition of appropriate social development, moral development and above all, assertiveness. Bui (2012) argues that when Parental behaviour of closeness with the adolescents is increased, or become more intentional about spending time together with the adolescents, adolescents' assertiveness will most likely be increased. Bui adds that parental behaviour that shows involvement in adolescent activities improves assertiveness of the teenager to a greater extent. In the same vein, parental behaviours that are supportive to adolescent ideas are related positively to high assertiveness as well as achievement aspirations. Bui notes however that those who give miniature feedback and are uninvolved are negatively correlated with assertiveness and achievement goals among adolescents.

The study also found that the adolescents generally agreed that they feel bad about themselves that they are failures and let themselves and parents down (Mean = 3.149 ± 1.42). Cumulatively, 42.7% of the adolescents agreed with this statement while 39.7% disagreed. Similarly, the adolescents acknowledged that they have trouble concentrating on things (Mean = 3.25 ± 1.33) where majority (49.7%) agreed that they have trouble concentrating on things. However, 31% of the adolescents disagreed that they have trouble concentrating on things. The finding shows that majority of adolescents from affluent families were likely to have a problem with concentration which ultimately may have had negative effects on their assertiveness. This finding is in line with the findings of McAuley (2013) who found out that adolescents are likely to have a problem with concentration and assertiveness when they lack warm, stable emotionally present parents. According to that study, something is likely to have gone wrong somewhere over time in line with affluent parental care. Adolescents in such unloving environment may fail to develop a sense of inner trust for an apparent lack of consistent, stable and permanent parent

figure. This implies that if deprived of parental guidance at this stage, adolescents can deviate and engage in mischief, loose hope in life, become less assertive, abuse drugs and fall into depression.

On decision making, the study found that most adolescents do not have trouble making up their mind with a less than average score (Mean = 2.83 ± 1.41). Specifically, 50% of the respondents cumulatively disagreed that they have trouble making up their mind where 28.4% disagreed as 21.6% strongly disagreed. However, 38% of the adolescents agreed that they have trouble making up their mind. This finding shows a significant proportion of the adolescents from affluent families who are indecisive thus affecting their assertiveness. Similarly, although 48.2% of the adolescents cumulatively disagree that they can never be as good as other kids, 41.5% agree (Mean = 2.86 ± 1.48). This finding paints a picture of a significant number of adolescents who consider themselves not as good as others hence less assertive.

The study found that the adolescents go out often with friends because they hate their home (Mean = 3.29 ± 1.44). Based on this, majority of the adolescents (26.9%) strongly agreed that they go out often with friends because they hate their home while 25.7% agreed giving a cumulative 52.6% who agreed that they go out often with friends because they hate their home. Similarly, the adolescents agree that they don't share their problems with parents (Mean = 3.59 ± 1.38) where majority (62.8%) cumulatively agreed with the statement. This finding is in agreement with that of Muganda (2015) who contended that affluent parents' behaviour is wanting in the current society. He found out that parents have lost the fight in their bid to bring up adolescents with the love and affection that is necessary to accord them stability for a balanced growth. In the end, adolescents are more likely to look for the lost affection in the wrong places like in drugs and promiscuity.

The finding also agrees with a finding from Ngiri and Tumuti (2014) who found out that when adolescents feel their problems are neglected and un-appreciated at home, they are likely to look for attention outside home, engage in mischief in order to attract parental attention. This is an indication that adolescents' level of assertiveness was likely to be low and hence the need for improvement of affluent parents' behaviour that could be making them to want to go out with friends because they hate their affluent homes.

The study also found that the adolescents were averagely distributed regarding their fear of everything. Specifically, majority of the adolescents (45%) disagreed that they are afraid of a lot of things with only 39.8% agreeing (Mean = 2.97 ± 1.34). Similarly, majority of the adolescents (54.3%) cumulatively disagreed that they like being alone most of the time with 36.6% agreeing. The findings indicate that there is a significant proportion of adolescents from affluent families who are afraid of a lot of things and like being alone most of the time. Being fearful of most things and being alone most of the times affect the assertiveness of the adolescents. These findings indicate that troubles that adolescents experience regarding assertiveness could be causing difficulties in establishing healthy relationships and harmony within themselves and others hence the likelihood of feelings of loneliness which could be a sign of low assertiveness.

Qualitative data also revealed that adolescents are likely to feel lonely when they feel that affluent parents' behaviour is likely to be neglectful and distant. One of the participants asserted thus:

> When I am in school my parents prefer to send me a lot of money but do not even come to visit me. They always tell me that they are very busy with work and so time to visit me is not there. When I am at home, I always stay with the house help all the time. I don't even know whether I have

> parents. They can come for one or two days then leave again. Even when I have an issue to share, I just keep it to myself or tell a friend. I feel very lonely sometimes in this big house of ours. I am not like my friends who have their parents always with them. I envy them so much and wonder why I have to suffer. I feel empty, depressed, alone, unloved and un-appreciated by my parents. My self-esteem has been destroyed. I wonder whether I belong to my parents or to someone else. It pains me a lot and I feel very confused (5/3/2018).

From the above script, it is evident that there are cases of some affluent parents' behaviour that is likely to be displeasing to adolescents that could be leading to low levels of assertiveness. Emotional availability is likely to be lacking. It is also evident that adolescents are affected in different ways by these parental nonappearances and absenteeism. This behaviour alone is less likely to enhance assertiveness among adolescents. Affluent parents in some of the families therefore should strive to help adolescents become more assertive young people who will eventually develop to be assertive grown-ups.

This finding concurs with Arkin (2014) who found out that high investment in wealth was likely to lead to impoverished relationships and emotional deprivations to adolescents which may lead to poor self-concept, low self-esteem, low efficacy and a likelihood of a compromised assertiveness among adolescents. This could be due to time spent out of the home in search of more wealth or business travels to various countries for the sake of investments. The study also asserted that teens in such relationships were more likely to face multiple depressive disorders, distress and negatively scored on assertiveness. This means that there is a likelihood of adolescents' failure to get emotional care, support and love which greatly compromises their assertiveness.

Consistent with Luthar and Arkin (2012), affluent parental behaviour of distancing can activate adolescents' representational thinking processes leading to low assertiveness. This is

also in line with Bowlby's proposition that the important aspect of adult-adolescent' attachment and interaction is the way adults bond with them for assertive behaviour to develop. In this view, affluent parental behaviours should implicitly create a context in which new information becomes compatible with current knowledge and skills of the adolescents for improved assertiveness. The more affluent parents' behaviours such as fondness increases, the more likely the assertiveness among adolescents will improve.

### 4.4.2 Parents Views on Assertiveness Levels of Adolescents

Similarly, parents who participated in the study gave their opinion on levels of assertiveness of the adolescents under they parented. The views were given on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency and percentages for each response. Further, the item mean was computed by finding the total score for each item for the 88 parents and dividing by the number of adolescents (342). Detailed findings are presented in Table 8

**Table 8**

**Views of Parents on Assertiveness of Adolescents**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| My son/daughter feel down, depressed, irritable or hopeless | 23 (26.1) | 31 (35.2) | 7 (8.0) | 16 (18.2) | 11 (12.5) | 3.443 | 1.380 |
| My son/daughter feel tired or show little energy every time | 19 (21.6) | 29 (33.0) | 11 (12.5) | 13 (14.8) | 16 (18.2) | 3.250 | 1.424 |
| My son/daughter feel bad that they are a failure, let themselves and parents down | 14 (15.9) | 20 (22.7) | 13 (14.8) | 24 (27.3) | 17 (19.3) | 2.886 | 1.385 |
| My son/daughter has trouble concentrating on things | 18 (20.5) | 26 (29.5) | 5 (5.7) | 20 (22.7) | 19 (21.6) | 3.045 | 1.493 |
| My son/daughter has trouble making up their mind | 13 (14.8) | 18 (20.5) | 9 (10.2) | 29 (33.0) | 19 (21.6) | 2.739 | 1.394 |
| My son/daughter feel they can never be as good as other kids | 9 (10.2) | 11 (12.5) | 27 (30.7) | 25 (28.4) | 16 (18.2) | 2.682 | 1.209 |
| My son/daughter is afraid of a lot of things. | 12 (13.6) | 15 (17.0) | 33 (37.5) | 18 (20.5) | 10 (11.4) | 3.011 | 1.179 |
| My son/daughter go out often with friends because they hate our home | 16 (18.2) | 22 (25.0) | 19 (21.6) | 17 (19.3) | 14 (15.9) | 3.102 | 1.348 |
| My son/daughter like being alone most of the time | 19 (21.6) | 25 (28.4) | 12 (13.6) | 17 (19.3) | 15 (17.0) | 3.182 | 1.419 |
| My son/daughter don't share their problems with us (parents) | 27 (30.7) | 30 (34.1) | 9 (10.2) | 14 (15.9) | 8 (9.1) | 3.614 | 1.317 |

*Source: Research Data Analysis, 2018 (n = 88); Percentage in parenthesis ( )*

From the findings in Table 8, majority of the parents cumulatively agreed that their son/daughter feel down, depressed, irritable or hopeless (Mean = 3.44 ± 1.38) where 35.2% agreed as 26.1% strongly agreed. Similarly, majority of the parents (54.6%) cumulatively agreed that their son/daughter feel tired or show little energy every time with only 33% disagreeing

(Mean = 3.25 ± 1.42). Depression and little energy exhibited by the adolescents as reported by their parents is an indication of low assertiveness.

Further, majority of parents (46.6%) cumulatively disagreed that their son/daughter feel bad that they are a failure, let themselves and parents down while 38.6% cumulatively agreed (Mean = 2.88 ± 1.38). This shows that about 38% of the adolescents have negative feeling about themselves due to failing and letting themselves and their parents down. However, the parents disagreed that their children are indecisive. This emerged as majority of the parents (54.6%) cumulatively disagreed that their son/daughter has trouble making up their mind with 35.3% agreeing (Mean = 2.74 ± 1.39). The outcome demonstrates a comparatively low level of adolescents' assertiveness.

In terms of self-belief, the finding shows that parents disagreed that their sons/daughters feel they can never be as good as other kids (Mean = 2.68 ± 1.21) where majority of the parents (46.6%) cumulatively disagreed. This indicated that some affluent parents were likely to be more generous, nurturing, devoted, affectionate and protective. They were likely to allow their adolescents to reason out and express themselves, to raise questions, think for themselves, and their own future. This finding contradicts that of Piff (2014) who found that affluent parents were overprotective of their adolescents and did not allow them to think for themselves but were solely dependent thus experiencing low assertiveness. This was a clear indication that not all affluent parental behaviours were negatively correlated with low assertive behaviours of adolescents.

However, 22.7% cumulatively agreed that their sons/daughters feel they can never be as good as other kids. The finding shows that although majority of the adolescents believe they are

as good as others, more than 20% of parents believe that their children think they can never be as good as others.

The study also found that parents of adolescents generally agreed that their son/daughter go out often with friends because they hate home (Mean = 3.10 ± 1.35) as majority of the parents (43.2%) cumulatively agreed with the statement while 35.2% cumulatively disagreed. This finding reveals an occurrence within the families of affluent adolescents who prefer to be with friends rather than family members. Similarly, the parents generally agreed that their son/daughter like being alone most of the time (Mean = 3.18 ± 1.42) with 50% cumulatively agreeing while only 36.3% disagreed. This means that the adolescents who gave premium to parental warmth, love, care and support may have felt threatened and thus withdrew from relating with parents thus the reason for a likelihood feelings of being alone.

Further, the parents agreed that their son/daughter don't share their problems with them (Mean = 3.61 ± 1.32) where 64.8% of the parents agreed with the statement as only 25% cumulatively disagreed. The high percentage of parents agreeing with this statement is an indication that it is a common occurrence among adolescents from affluent families that they keep a lot to themselves and do not share their problems to parents but likely to share with friends. This finding is in agreement with that of Uchenna (2013) who contended that a fault finding and dominating countenance as a parental behaviour is likely to make adolescents have difficulties establishing intimacy of any kind with parents. This in turn may create aloofness between parents and adolescents hence the tendency to keep a lot of things to themselves which is detrimental to development of adolescents' assertiveness.

How affluent parents treat their adolescents in terms of behaviour, manage the house hold and create a home atmosphere affects assertiveness and overall behaviour of adolescents relative to new individuals, in generating interactions with important people like parents themselves, in having close binders, and in inspiring themselves in order to outshine in goal oriented behaviours. This indicates that parental role in adolescents' life is of paramount importance. It is important to emphasize the significance of affluent parental behaviours in shaping adolescent assertiveness since they are likely to be positively or negatively influenced. In fact, Bui (2012) asserts that adolescents who live with the ongoing marriage of parents have higher levels of assertiveness than those who live with only one parent. This degradation of life according to Bui may lead to adolescent's aggressive behaviour, and preventing emotional assertiveness. Fragmentation of an adolescents' life may also increase the level of loneliness of adolescents hence the likelihood of experiencing low assertiveness.

### 4.5 Affluent Parents' Behaviour Depicted and Adolescents' Assertiveness

Secondly, the researcher sought to establish depicted affluent parents' behaviours among adolescents from affluent families in Karen area Nairobi. Likert scales were developed for adolescents and parents to measure the affluent parental behaviour. The responses were analyzed and presented separately for parents and adolescents as shown in the sub-sequent subsections.

#### 4.5.1 Adolescents' View of Parental Behaviours on Assertiveness

The adolescents who took part in the study gave their views on parental behaviour on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency, percentages. Item mean was computed by finding the average score for each item. Findings are presented in Table 9

**Table 9**

**Views of Adolescents on Depicted Affluent Parents Behaviours Leading to Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Parents do not give the attention needed by their children but are too busy with office work at the expense of the family | 71 (20.8) | 107 (31.3) | 56 (16.4) | 67 (19.6) | 41 (12.0) | 3.292 | 1.318 |
| Parents give enough money to their children but not there to give guidance on what to use it for | 87 (25.4) | 129 (37.7) | 32 (9.4) | 56 (16.4) | 38 (11.1) | 3.500 | 1.326 |
| Parents are not supportive to children in time of distress | 62 (18.1) | 81 (23.7) | 49 (14.3) | 82 (24.0) | 68 (19.9) | 2.962 | 1.415 |
| Value for wealth instead of children and family | 91 (26.6) | 109 (31.9) | 51 (14.9) | 65 (19.0) | 26 (7.6) | 3.509 | 1.274 |
| Giving the children minimal communication time to share their emotional feelings with them | 77 (22.5) | 61 (17.8) | 72 (21.1) | 88 (25.7) | 44 (12.9) | 3.114 | 1.358 |
| Provides everything but rarely seen at home | 73 (21.3) | 109 (31.9) | 52 (15.2) | 67 (19.6) | 41 (12.0) | 3.310 | 1.326 |
| Spend lots of time with children even during meals and holiday | 54 (15.8) | 66 (19.3) | 41 (12.0) | 107 (31.3) | 74 (21.6) | 2.763 | 1.397 |
| Makes children feel wanted and needed | 52 (15.2) | 98 (28.7) | 77 (22.5) | 85 (24.9) | 30 (8.8) | 3.167 | 1.213 |
| Parents allow me to help plan family activities | 83 (24.3) | 102 (29.8) | 43 (12.6) | 78 (22.8) | 36 (10.5) | 3.345 | 1.343 |
| Parents ask me for plans for the day | 56 (16.4) | 94 (27.5) | 87 (25.4) | 63 (18.4) | 42 (12.3) | 3.173 | 1.257 |

*Source: Research Data Analysis, 2018 (n = 342); Percentage in parenthesis ( )*

From the findings in Table 9, the adolescents are of the view that their parents do not give the attention needed but are likely to be too busy with office work at the expense of the family (Mean = 3.29 ± 1.32). Specifically, majority of the adolescents (52.1%) agreed with the statement with only 31.6% disagreeing. This finding shows that although there are some parents

from affluent families who provide the needed care, time and attention to their adolescents, majority are likely to be over engaged at work as well as on their daily activities. This alone may make them lack the time for the adolescents. In the end, adolescents are more likely to experience a void and may want to fill it with other risky behaviours. It is important that parents exhibit behaviour that encourages adolescents to go through the transition in life smoothly. This is in line with Bowlby (1969) who articulates that parents in a family are a powerful influential social system affecting adolescents' development of healthy self, identity, sense of self-worth, assertiveness and psychological adjustments. From these negotiations, family dysfunction and problems if not addressed. When serious negative behaviours are exhibited by parents such as conflicts, disagreements, quarrels, fights, divorce and separation, adolescents are likely to be disillusioned. This disillusionment is likely to hamper adolescent assertiveness.

Further, the adolescents indicated that their parents give enough money to them but not there to give guidance on what to use it for (Mean = 3.50 ± 1.33). This view was overwhelmingly supported by majority of the adolescents (63.1%) who cumulatively agreed with only 27.5% disagreeing. This shows that the parents from affluent were more likely to provide their adolescents with financial needs than have the time to guide them. This finding therefore indicate that affluent parental behaviour depicted the likelihood of overprovision of monetary gains than offering parental attention , warmth, attachment, and support. This may have been the reason for some adolescents reporting very low assertiveness. The finding concurs with that of Bui (2012) who asserted that nothing can substitute a parent's presence in the life of his or her adolescent child, not even money or material things that a parent could avail them. The study observed that parents who were unavailable but showered their adolescents with money were likely to get the youth into serious psychological problems, drug addiction, dropping out of

school and experiencing spells of depression. The study proposed the need for parental presence affection and closeness to adolescents for building assertiveness among the youth.

The unavailability of parents may mean that most times adolescents spend more hours at home with house helps than affluent parents who could be engaged elsewhere on business and money search. This parental behaviour is likely to compromise assertiveness among adolescents. This finding agrees with that of Lines (2012) who spells out that adolescents who develop under the supervision of house helps are less likely to be assertive especially with minimal parental presence and guidance. According to him, most house helps may never understand the needs of adolescents in terms of parental warmth, affection, closeness, care and concern. Some house helps may have come from dysfunctional families where they may never have experienced love, warmth and care from parents and so are likely to transferee their own misgivings to the adolescents under their care by abusing in the absence of the parents hence the likelihood of low assertive behaviour among adolescents.

These findings also coincide with those of Cheki (2014) who found that aversive mother child interactions were associated with risky behaviours in teenagers. He also noted that higher parental intimacy was linked with less adolescent difficulties and greater levels of adolescents' assertiveness. The study portended that the quality of availability of parenting options among wealthy urbanites was likely to lower or raise adolescent assertiveness. Parents who engaged in positive supportive parenting and are modeling pro-social behaviours to adolescents may help them develop high assertive behaviour as they grow. Unsupportive parenting is likely to involve behaviours such as showing hostility, criticism, distancing and has the likelihood of contributing to negative outcomes such as depression, substance usage, delinquency, aggressive behaviours and low levels of assertiveness. The finding also agrees with one participant who noted thus;

> These adolescents are given a lot of money and do not know what to do with it. They try anything and everything. I see them try bhang, shisha, alcohol and parting. I may be cooking for them but see no one coming to eat including their parents. Discipline sometimes is lacking in them, they have too many cars with two children but all are drunk. They are spoon fed, lack responsibility, stress issues, they want to beat parents or abuse parents yet parents still have no time to stay with the adolescents. They tell them that they have grown and should know how to manage life (23/3/ 2018).

The above script shows that adolescents could be facing psychological challenges which compromise assertive behaviour. There is need for parents to be close and listen to their needs although some tended to be resilient enough to show strong assertive behaviour. There is also need for parents to show affection, fondness, attachment and support which is more likely to enhance assertiveness among affluent adolescents. This finding concurs with Uba (2014) who maintained that during adolescence, parents are a major influence on assertive behaviour. He adds that parents exemplify behaviours for adolescents, participate in undertakings with them, monitor adolescents' behaviours, and offer support and reassurance that lead to behaviour change, promote positive health, and outcomes in high levels of assertiveness. If left alone, they are likely to experience conflicts within them which may make them either assertive or shy.

Similarly, the study established that adolescents from affluent may believe that their parents show value for wealth instead of children and family (Mean = 3.51 ± 1.27). Specifically, 31.9% of the adolescents agreed with the statement while 26.6% strongly agreed. Thus, 58.5% of the adolescents agreed that their parents show value for wealth instead of children and family with only 26.6% disagreeing with this statement. The adolescents openly admitted that their parents provide everything but rarely seen at home (Mean = 3.31 ± 1.31). This emerged as 53.2% of the adolescents agreeing with the statement and only 31.6% cumulatively disagreed. The finding reinforce the view that parents of adolescents from affluent families focus on economic,

financial and provision of material needs thereby forgetting the individual emotional attachment with their adolescents. This finding coincides with the findings of Bui (2012) who argued that affluent parents should not worry so much of the wealth they give and leave for their children when they die but rather what they leave in them. This according to Bui will enhance assertiveness, life skills, resilience and confidence to face challenges of life especially during adolescence.

The study also found that the adolescents believe that their parents give them minimal communication time to share their emotional feelings with them (Mean = 3.11 ± 1.36) where majority (40.3%) agreed with the view as only 38.6% cumulatively disagreed. This shows that there is almost equal number of parents who give communication time to their adolescents to share their emotional feelings. Similarly, the adolescents disagreed that their parents spend lots of time with them even during meals and holiday (Mean = 2.763 ± 1.39) whereby popular adolescent respondents (52.9%) cumulatively disagreed that their parents spend lots of time with them even during meals and holiday with only 35.1% agreeing. The finding shows that parents of adolescents from affluent families are generally less likely to spend time together with their children.

This finding coincides with Becker (2012) who contended that positive parent-adolescent communication may foster an adolescent's sense of autonomy and higher assertive ness. Positive communication may foster open expression of ideas and feelings, satisfaction with the family system, family caring and ability to manage conflict which is likely to boost higher levels of assertiveness among affluent adolescents. It is therefore vital that affluent parents include adolescents in decision making process, share ideas and feelings openly, and manage conflict

effectively. With these, adolescents in affluence are more likely to improve on assertiveness. On sharing meals together one participant commented;

> Both parents in this house have a lot of money but they are hardly here to eat or share meals with adolescents during meal time. I cook and serve. Whoever comes is likely to eat or just walk to the bedroom and either watch television or sleep like the whole day. Mine is to cook and leave the food at table. Sometimes no one eats so I just pick and keep it in the fridge. Sometimes they may eat together sometimes not. Most Sundays the whole family goes out as I take an off from the work. I like this family so much because they are very good to me but they have no time for the adolescents here. They believe that they are grown up enough and that they can take care of themselves. The adolescents here drive cars to whenever they wish. Mine is to look and say nothing (23/3/ 2018)

From the above script got from interviews, it is evident that adolescents rarely share meals with parents although this was not the case from all affluent parents. Some affluent parents' behaviour revealed that they appreciated being home for meals with their adolescents as seen from the figure 9 below.

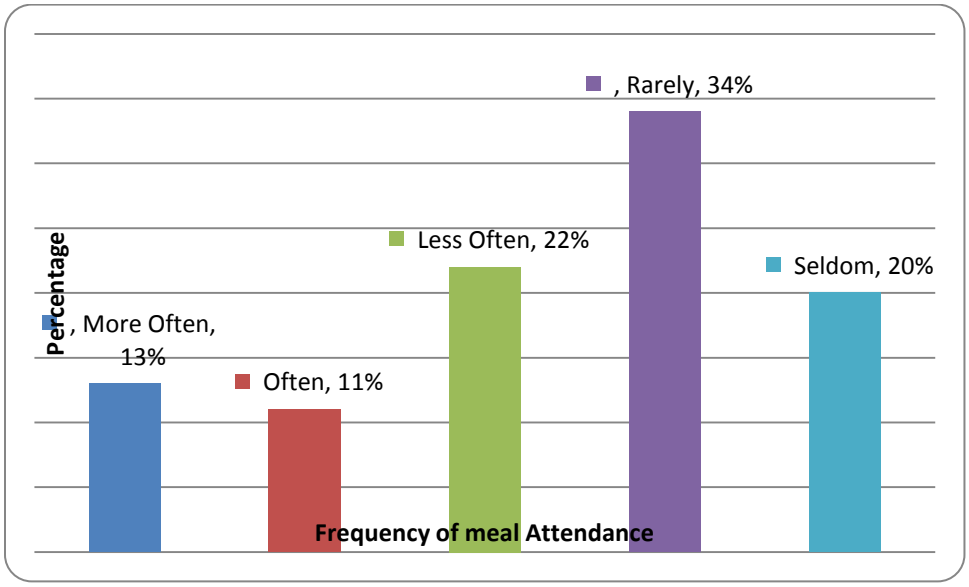


**Figure 9: Frequency of Meal Attendance by Parents**
*Source: Research Data Analysis, 2018 (n = 342)*

From Figure 9 above, 13% shared meals more frequently with parents, 12% often share meals with parents according to what adolescents felt, those who shared meals less often were 22%, and those who rarely and seldom shared meals with parents were rated at 34% and 20% correspondingly. This showed that more affluent parents had the likelihood behaviour of being away from home during meals which may have impacted negatively on adolescent assertiveness. This is in line with Myers (2013) who established that when both parents are around and share meals and other activities with adolescents, they impact on them in different ways. Fathers are likely to encourage their sons to foster more independence, competitiveness and assertiveness while daughters are more likely to be encouraged to be gentle, assertive and expressive in their emotions. Mothers are more likely to be disposed to make communication the center of their relationship with adolescents especially through the sharing of meals together. This behaviour is more likely to empower the adolescents and boost their assertiveness

Nevertheless, there were some who were more often and often present at meal time which was important for adolescents' assertiveness. This was evident with some affluent adolescents who contended that they were appreciative of their affluent parents' behaviour because they were present all the time and that thy loved their parents greatly. This may assist in developing a very high level of assertiveness among affluent adolescents which was likely to be the reason for those who reported having very high assertive levels.

However, some affluent adolescents agreed that their parents allow them to help plan family activities (Mean = 3.35 ± 1.34) where majority of the adolescents (54.1%) cumulatively agreed as only 33.3% disagreed. Similarly, the adolescents agreed that their parents ask them for plans for the day (Mean = 3.17 ± 1.26) where 43.9% agreed as 30.7% disagreed. These findings show that the parents from affluent families involve the adolescents to a larger extent on the

activities within the family including planning and seeking their opinion on daily activities. This is healthy for adolescent assertiveness because they may be able to air out their views at any time.

This finding coincides with that of Uchenna (2013) who established that parents have a major contribution on assertiveness of adolescents. Parental emotional love could instill confidence in adolescents and heighten their level of assertiveness. He opined that people with high levels of assertiveness feel self-confident and buoyant hence feel less proof of themselves to others. When parents involve adolescents in activities within and outside the home, they may feel valued, appreciated, supported and hence reciprocates the same to their parents. Parental emotional love is only possible when parents spent quality time with their adolescents. Adolescents who have parental support when they need it have a likelihood of overcoming psychological and developmental huddles and as a result may have better levels of assertiveness.

From qualitative data, interview sessions with respondents revealed that in some cases parents are likely to be overly watchful over the adolescents. This is more likely to contribute to low assertive behaviour unless the adolescent develops resilience and internal locus of control which could have been the case among some affluent youth. For example a participant expressed thus (L.O.):

> The affluent parent behaviours that I have noted personally as a resident of this area are that some of them do not monitor what the adolescents are doing while others are excessively strict. They even restrict these adolescents from joining youth groups or going to church. Some adolescents are over controlled by parents making them feel they are not responsible enough to be on their own even after 25 years. Adolescents end up feeling empty, void, and engage in risky behaviours once they get the slightest opportunity to be out. This is the time they get into alcoholism, drugs, early sexual life due to stress, depression, anxiety, fear, and anger. They are also very suicidal feeling that it is a way of teaching parents a lesson for failure to giving them proper guidance and direction. The reality is that affluent parental behaviour of being absent from these big houses is a regular phenomenon. And not only

> that, divorce, separation, conflicts, fights and even threats of shooting are common scenes for those of us who live around. I may say that some of these adolescents are just strong if not resilient to issues they see in some of these houses. With these behaviours, adolescents can never be assertive according to me (24/2/ 2018)

From the above script, indicators reveal that adolescents who experience neglect, trauma, intrusiveness, inconsistency of parental presence and inaccurate bonding, may demonstrate difficulty coping with distress and conflicts. They may also be depressed, feel anxious, and fearful henceforth more likely to lead to low assertiveness. This finding concurs with the findings of Walsh (2014) who asserted that long term conflicts, separation and divorce among parents were more likely to make adolescents develop aggressiveness, depression, anxiety, suicidal attitude, self-damaging behaviour, and substance use disorders. Adolescents with such experiences are more likely to be linked with very low assertiveness as compared to their counterparts without.

### 4.5.2 Parents' View on Parental Behavior Leading to Assertiveness

The researcher sought the opinion of parents on their behavior leading to assertiveness among the adolescents. The views were given on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency and percentages for each response. Further, the item mean was computed by finding the total score for each item for the 88 parents and dividing by the number of adolescents (342). Detailed findings are presented in Table 10.

**Table 10**

**Parents Views on Parental Behaviour Leading to Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Parents do not give the attention needed by their children but are too busy with office work at the expense of the family | 12 (13.6) | 16 (18.2) | 18 (20.5) | 26 (29.5) | 16 (18.2) | 2.795 | 1.314 |
| Parents give enough money to their children but not there to give guidance on what to use it for | 18 (20.5) | 16 (18.2) | 19 (21.6) | 20 (22.7) | 15 (17.0) | 3.023 | 1.389 |
| Parents are not supportive to children in time of distress | 12 (13.6) | 15 (17.0) | 18 (20.5) | 25 (28.4) | 18 (20.5) | 2.750 | 1.333 |
| Value for wealth instead of children and family | 15 (17.0) | 18 (20.5) | 19 (21.6) | 25 (28.4) | 11 (12.5) | 3.011 | 1.300 |
| Give the children minimal communication time to share their emotional feelings with them | 19 (21.6) | 18 (20.5) | 23 (26.1) | 13 (14.8) | 15 (17.0) | 3.148 | 1.377 |
| Provides everything but rarely seen at home | 15 (17.0) | 25 (28.4) | 27 (30.7) | 11 (12.5) | 10 (11.4) | 3.273 | 1.220 |
| Spend lots of time with children most times even during meals and holiday | 12 (13.6) | 25 (28.4) | 20 (22.7) | 18 (20.5) | 13 (14.8) | 3.057 | 1.281 |
| Makes children feel wanted and needed | 20 (22.7) | 18 (20.5) | 15 (17.0) | 18 (20.5) | 17 (19.3) | 3.068 | 1.453 |
| Parents allow adolescents to help plan family activities | 15 (17.0) | 23 (26.1) | 25 (28.4) | 15 (17.0) | 10 (11.4) | 3.205 | 1.243 |
| Parents ask the adolescents plans for the day | 18 (20.5) | 25 (28.4) | 17 (19.3) | 15 (17.0) | 13 (14.8) | 3.227 | 1.354 |

*Source: Research Data Analysis, 2018 (n= 88); Percentage in parenthesis ( )*

From the findings in Table 10, parents from affluent families tend to disagree that they do not give the attention needed by their children but are too busy with office work at the expense of the family (Mean = 2.79 ±1.31). This emerged as majority of the parents (47.7%) disagreed with the statement. However, 31.8% of the parents agreed that they do not give the attention needed by their children but are too busy with office work at the expense of the family. Similarly, the parents disagreed that they are not supportive to children in time of distress (Mean = 2.75 ± 1.33)

with majority of the parents (48.9%) cumulatively disagreeing while 30.6% acknowledged that parents are not supportive to children in time of distress. This findings show that in as much as parents of adolescents from affluent disagree that they are not available for their children, a significant proportion accept this unfortunate situation indicating that there is low level of support from parents as they are always busy, engaged and unavailable due to their business and jobs. This finding reveals that adolescents are likely to be deprived of parental affection due to absence. This may be detrimental to the adolescents since the most significant impact of absence as an aspect of affluent parent behaviour on adolescent is the feeling of abandonment, dislike, anxiety, lack of emotions as well as academic failure, low self-respect, being more external locus of control, being overly dependent and especially destroying levels of assertiveness. Affluent parents' behaviuors need modification to help develop great assertiveness among adolescents if they have to compete favorably with their counterparts from other income levels.

The parents were averagely divided in opinion regarding the statement that they give too much money to their adolescents but not available to give guidance on what to use it for (Mean = 3.02 ± 1.38). In this case, 38.7% agreed that it was true that parents give too much money to their adolescents but not there to give guidance on what to use it for while 39.7% disagreed. Similarly, the parents were generally divided on the opinion that parents from affluent families show value for wealth instead of children and family (Mean = 3.01 ± 1.30) with majority tending to disagree. Specifically, 40.9% cumulatively disagreed with the statement with 37.5% agreeing with this statement. These finding shows that a significant proportion of parents (about 38%) focus more on providing financial needs to their adolescents but do not offer guidance on the use of money provided, instead they focus on wealth creation. It was surprising that this affluent parental behaviour was not common with all adolescents as some were found to be very moderate in the

amount of money given to the young lads. It was also noted that whatever was given was monitored and proper guidance given with due restrictions. Adolescents from parents who closely monitored and guided them tended to be more self-governing, assertive, outgoing and very imaginative.

Regarding whether the parents spend lots of time with adolescents even during meals and holiday, the parents were averagely neutral (Mean = 3.05± 1.28). The study found that although a slight majority of parents (42%) cumulatively agreed that they spend lots of time with their adolescents, 35.3% of the parents declined with the statement. Similarly, the study found a conservative view from the parents regarding the statement that parents make their children feel wanted and needed (Mean = 3.07 ± 1.45). In this case however, a majority of parents (43.2%) agreed with the statement while 39.8% disagreed.

The finding on this statement shows that parents from affluent families do not spend much time with their adolescents and this makes the adolescents have a feeling of being unwanted by parents. This finding corresponds with the findings from Bowlby (1969) who revealed from an experiment with 44 juveniles in London that lack of parental attention, love and care in the critical formative years bred adolescents with very low assertiveness and low self-esteem. Parental love basically entails parental presence which includes parental encouragement to the adolescents; protection and provision of psychological security. This may help adolescents build a high sense of positive self-concept leading to high sense of assertiveness. Adolescents with high assertiveness generally exude confidence and trust more making them less inclined to cases of indiscipline and risky behaviours.

The study also found that parents allow adolescents to help plan family activities (Mean = 3.21 ±1.24) with majority of the parents 43.1% cumulatively agreed while only 28.4% disagreed that they allow their children to help plan family activities. Similarly, parents who took part in the study agreed that they ask their adolescents plans for the day (Mean = 3.23 ± 1.35). The finding shows that there is an average space that parents allow for their adolescents to help in daily family activities.

During the focus group discussion, one of the parental behavior that was depicted to have influence on assertiveness was parental monitoring. It was found that this behavior was important since it reduces adolescents' psychological externalizing outcomes. For example, one of the parents offered that;

> We monitor our adolescents very closely so that they do not go astray. We want them to be successful as adults. They need to know how to get there. We cannot afford seeing them messing up or doing the wrong thing. Our adolescents need close monitoring at home, in school and in the activities they do otherwise they will get out of control. We have to know our adolescents' whereabouts and who their friends are. This helps us control them from wrong groups out there (23/2/2018)

This implies that parental knowledge of adolescents' activities is an aspect of monitoring that is closely linked with low assertiveness. However, findings indicate that the quality of the relationship between affluent parents and their adolescents play a substantial role in determining how much information parents get about adolescents' whereabouts. This finding is in agreement with Uba (2014) who opined that the tempestuous growth spurts in adolescents called for extra understanding and monitoring from parents. Parents who provide better direction to the adolescents are likely to make them both vulnerable and delicate to handle. If deprived of parental love and guidance at

this stage, adolescents have a likelihood of either deviating or engaging in mischief, loose hope in life, get into drugs and likely to fall into depression leading to being less assertive.

These parental monitoring behaviour may be associated with less initial adolescent involvement with alcohol and other substances, lower rates of misuse of time, an increase in the age of an adolescent's first sexual intercourse as well as decreased sexual risk behaviour. This finding also agrees with Mumah (2014) who concluded that parent's knowledge of their adolescents whereabouts and friends may be important for reducing problem behaviour and likely to increase assertiveness.

Therefore affluent parents should continuously see to it that adolescents are not left without guidance and direction. Generally, parents should adolescent sons and daughters feel emotionally secure in their homes and strive to avoid whatever may occasion psychological pain to their adolescents. Some of the things done by affluent parents as evidenced in the findings which may occasion psychological pain to their adolescents and low assertiveness are: being indifferent to their problems; expression of personal differences by affluent parents in the presence of their adolescents; parents' failure to empathize with their adolescents in times of lose; parents being poor role models or being extremely permissive; parents allowing their adolescents to do as they wish and lack of clear communication rules to guide their adolescents. Adolescents from such backgrounds are likely to replicate such behaviours from their homes to other places including where they go to school which may hinder their growth towards assertiveness.

### 4.6 How Affluent Parents' Behaviour Impact on Adolescent Assertiveness

The third objective of the study sought to find out how affluent Parents' Behaviour impact on Adolescent assertiveness. Likert scales were developed for adolescents and parents to

measure impact of Parental Behaviour on Assertiveness. The responses were analyzed and presented separately for parents and adolescents as shown in the sub-sequent subsections

### 4.6.1 Adolescents' View on Impact of Parental Behaviour on Assertiveness

The researcher sought the opinion of adolescents on their parents' behavior impacting on their assertiveness. The views were given on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency and percentages for each response. The item mean was computed by finding the total score for each item for the number of adolescents (342). Detailed findings are presented in Table 11.

Table 11

**Adolescents Views on Impact of Parental Behaviour on Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Loneliness adolescents have at home | 84 (24.6) | 101 (29.5) | 36 (10.5) | 69 (20.2) | 52 (15.2) | 3.281 | 1.419 |
| Suffering in silence and not sharing it out | 74 (21.6) | 98 (28.7) | 41 (12.0) | 70 (20.5) | 59 (17.3) | 3.170 | 1.423 |
| A lot of argument with parents | 75 (21.9) | 108 (31.6) | 47 (13.7) | 61 (17.8) | 51 (14.9) | 3.278 | 1.377 |
| Absence from home even during meals | 92 (26.9) | 117 (34.2) | 24 (7.0) | 71 (20.8) | 38 (11.1) | 3.450 | 1.369 |
| Lack of care support, love, fondness at home | 103 (30.1) | 88 (25.7) | 38 (11.1) | 45 (13.2) | 68 (19.9) | 2.646 | 1.391 |
| Excess pressures experienced without guidance | 85 (24.9) | 103 (30.1) | 30 (8.8) | 71 (20.8) | 53 (15.5) | 3.281 | 1.432 |
| Feelings of being helpless when disturbed or depressed with no one to turn to | 97 (28.4) | 110 (32.2) | 22 (6.4) | 60 (17.5) | 53 (15.5) | 3.404 | 1.447 |
| Lack of someone to talk to when distressed except friends due parents not being there | 89 (26.0) | 102 (29.8) | 37 (10.8) | 66 (19.3) | 48 (14.0) | 3.345 | 1.407 |
| Feelings of being rejected, abandoned and ignored at home | 96 (28.1) | 111 (32.5) | 33 (9.6) | 59 (17.3) | 43 (12.6) | 3.462 | 1.384 |
| Lack of closeness with parents and siblings | 81 (23.7) | 105 (30.7) | 31 (9.1) | 76 (22.2) | 49 (14.3) | 3.272 | 1.408 |

*Source: Research Data Analysis, 2018 (n = 342)*

From Table 11, the study found that over half of the respondents at 54.1% supported the statement that loneliness of the adolescents is depicted as a result of poor parental behavior among parents from affluent families. Only 35.4% indicated that they were not lonely as 10.5% remained neutral on this matter. Irresponsible affluent parents' behaviour was also likely to make adolescents to suffer in silence and not sharing it out as indicated by 50.3% of the respondents, hence lowering their assertiveness. Only 37.8% disputed the statement while 12.0% remained neutral. Majority of the respondents at 53.5% also confirmed the statement that poor parental behavior would encourage a lot of argument among the adolescents with their parents, while only 32.7% indicated otherwise as 13.7% remained neutral.

Over two thirds of the respondents at 61.1% agreed with the statement that poor parenting among affluent families on assertiveness would promote adolescents absence from home even during meals, while 31.9% refuted the statement. The study also found that poor parental behavior is characterized by lack of support, love and fondness at home as indicated by 55.8% and these factors may discourage assertiveness among affluent adolescents. Only 33.1% indicated otherwise as 11.1% remained neutral. Additionally, 55.0% of the respondents indicated that affluent parents with poor behavior were likely to exert excess pressures among the adolescents without guidance. Only 36.3% of the respondents disagreed with the statement that poor parenting is characterized by lack of support, love, and fondness at home as 8.8% remained neutral. Irresponsible affluent parental behaviours was likely to make adolescents to feel helpless when disturbed or depressed with no one to turn to, as indicated by two thirds of the respondents at 60.6%. Only 33.0% indicated that they feel helpless when disturbed or depressed with no one to turn to as 6.4% remained neutral. About 55.8% respondents agreed with the

statement that lack of someone to talk to when distressed except friends due parents not being there depicts irresponsible parental behaviour, while 33.3% refuted.

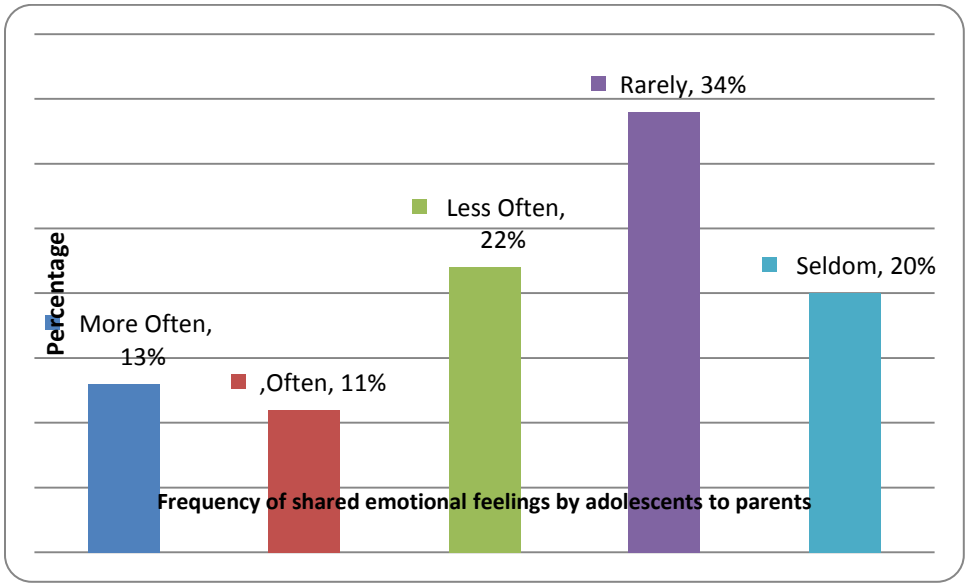


**Figure 10: Frequency of Shared Emotional Feelings by Adolescents to Parents**
*Source: Research Data Analysis, 2018 (400)*

From Figure 10 above, it is evident that affluent parents' behaviour on sharing deep emotional feelings with adolescents was rated as being very low. For instance, those who share more often were only 13%, those who often share were 11% while 22% shared less often. Rarely and seldom were rated high at 34% and 20% respectively. In support for this, one respondent said:

> I don't see the adolescents in this house sharing with parents unless they do it in my absence. What I know is that parents of these adolescents usually wake up very early and leave. They sometimes come back or maybe not. The adolescents share with me sometimes when they are depressed but I may not know how to talk to them. When I tell them to tell their parents, they simply cry and leave or say that no one will listen to them. Most feelings are just suppressed by these adolescents. I am unable to help the situation in this house because parents do not allow me to interfere with their adolescents. I do my work and go my way (21/2/2018)

In light of the above on affluent parental behaviours of unavailability to listen to adolescents' innermost feelings, one respondent commented;

> There is a huge void among adolescents due parents' behaviour of absence. Some of these parents are extremely busy with work and money search rather than listening to their adolescents' inner woes and emotions that could be disturbing them. Any time these parents are called upon over the issues of their sons and daughters, all they ask is "How much money do you want? I can give you any amount you want if that will make you happy" If the adolescents are caught as a result of drunkenness, they simply ask, How should I pay to bail my child out of that filthy place?" Their emotional feelings are rarely listened to. Something is very wrong with the way these children are brought up (22/2/2018).

This is an indication that majority of parents were likely to be away from the family during hard times in adolescents' life hence the reason majority felt that they suffered a lot in silence without sharing out their innermost sentiments. This behaviour among affluent parents may have contributed greatly to adolescent loneliness that was felt hence more likely to have compromised adolescents' levels of assertiveness. The finding cited above coincides with Cheki (2014) who affirmed that higher parental closeness during hard times enhanced bonding and thus was associated with fewer adolescent behaviour problems. On the same vein, lower parental presence distanced adolescents from bonding with parents hence were more likely to make the young people feel disconsolate, abandoned, lonesome, miserable with the probability of low levels of assertiveness.

According to Muganda (2014), feelings of loneliness among adolescents are commonly associated with lack of sufficient parental love and care which could create a sense of insecurity in them and feelings of being unwanted thus lower assertiveness among them. In echoing attachment theory, adolescents desperately seek warmth from the parent, receive tender loving care, emotional security, and to get prompt assurance of protection when afraid. If these basic

emotional needs are denied, adolescents may succumb to a state of despair and loneliness. If nothing is done to remedy the situation, the adolescent may turn out to be a very lonely adult with a more likelihood of suicide attempts in later life. Parents therefore have a responsibility of finding time amidst their busy schedules to join the rest of the family during hard times as a sign of togetherness, concern and to enhance bonding which improves adolescent sense of identity and assertiveness.

### 4.6.2. Influences on Involvement in Adolescent's Homework

Majority of the respondents at 60.6% confirmed the statement that irresponsible parental behavior and involvement was likely to make adolescents to feel rejected, abandon and ignored hence discouraging assertiveness among them. Slightly above quarter of the respondents at 29.9% disputed the statement. The study also found that poor parental behaviors like conflicts, quarrels, fights, separation and drunkenness discouraged adolescents' closeness to parents and siblings, as indicated by 54.4% of the respondents. Only 36.5% indicated otherwise while 9.1% remained neutral. This undoubtedly indicates that many parents most likely do not spend quality time with their adolescents, share interests and desires with their adolescents as well as listen and empathize with the youth. Some reported that they did not even share with their parents what they hoped to become in the future as the parents are more likely to be away than being at home with them. It was reported that affluent parental behaviours including involvement in adolescent issues was likely to be the lowest for some not all.

When asked what they felt about what they would like to be as adults, majority of them at 33% felt that they wanted to be lawyers but their parents felt differently while 25% were of the opinion that they wanted to be Government Administrators and officials like their own parents. Other respondents 17% wanted to be pilots, 10% doctors, and 11% wanted to be in business like

their parents while a mere 4% had a great desire to be teachers although they expressed their fears that their parents would not want to hear of it. This finding is shown in Figure 11

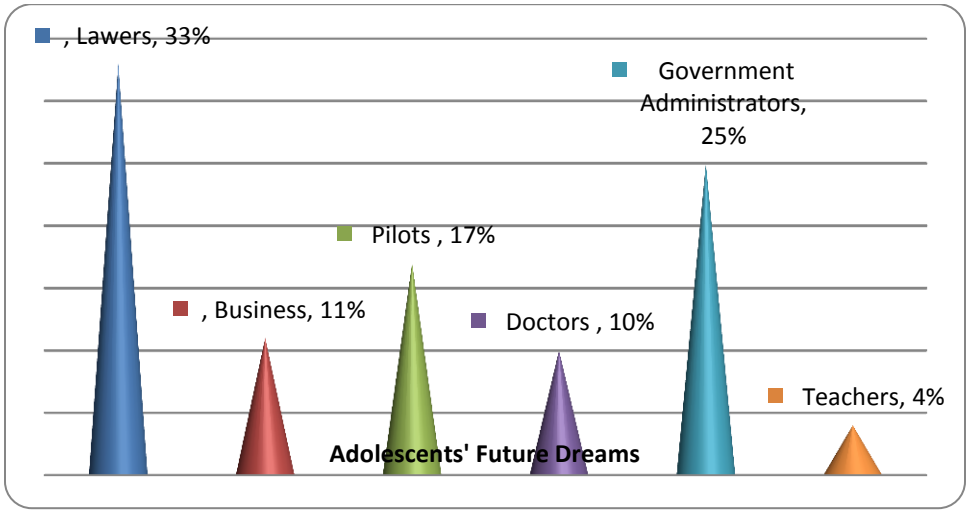


**Figure 11: Adolescents' Future Dreams and Assertiveness**

*Source: Research Data Analysis, 2018(n=342)*

From Figure 11, it was apparent form their responses that adolescents were not sure of what they wanted to become as adults because they had the feeling that they lacked the ability to think of any future dream. This could have been due to lack of assertiveness and decision making skills as a result of the likelihood of lack of parental guidance and involvement on adolescents career development. This shows that bonding for such adolescents may have been lacking hence the lack of ability to responsibly make decisions on what concerns their life in future. This finding corresponds with that of Lines (2012) who asserted that when parents do not bond well with their adolescents, a rift is likely to occur between the adolescents and their parents. This lack of bonding may prevent adolescents from sharing future dreams together. It may also lead to compromised decision making skills, confidence in one self, ability to express oneself freely and above all, the likelihood of lowered levels of assertiveness.

Lines continues to argue that the rift may create suspicion and animosity on the part of the adolescents towards their parents because adolescents expect their parents to understand and love them irrespective of their natural limitations. If this rift intensifies, adolescents are likely to rebel against parents and involve themselves in risky behaviours and lowered levels of assertiveness. This behaviour is likely to contribute to inability to cultivate future dreams of their choice. If affluent parental behaviour of bonding is cultivated, adolescents' assertiveness is likely to be enhanced to a greater extent. This in turn may enable adolescents be more likely to develop future dreams and goals in life for responsible adulthood.

From Focus group with parents, one participant noted thus:

> Our youth must do what we want. I want my girl to go places not to teach. I have great plans for her and so she has to abide by my plans. I am the one paying not her. These young people must be told what to do because they will not choose rightly. A parent is a parent and so whether I am there or not, phones are there for communication. Career choice in my business not hers and she has to know that. (FGD, 3/3/2018).

From the above finding, affluent parental behaviour that was obvious was the fact that adolescents are likely to be less listened to and more likely to remain silent even when they have to speak. This in itself derails assertiveness among the youth. Lack of appreciation and support resulting from affluent parents' behaviours may make adolescents cultivate undesirable feelings with parents and therefore likely to lower assertiveness. People with low self-esteem and low assertiveness are more likely to develop coping mechanisms to fill the void within them. Some of these coping mechanisms may include taking drugs, promiscuity and other risky behaviours.

Parents have the duty to understand how adolescents of today learn in terms of values, needs, choices, ambitions, feelings and wishes in order to help them to be assertive. Parents should understand what adolescents go through, know their emotions, feel them and with them, work with them, celebrate uniqueness in adolescents, interact with them so that they can feel that

their parent cares, empower them, and above all listen to their needs. With all these parental behaviours, adolescents are likely to be very assertive and creative.

### 4.6.3 Parents' Views on Impact of Parental Behaviour Leading to Assertiveness

Parents who took part in the study gave their views on Impact of Parental Behaviour Leading to Assertiveness on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency, percentages, and item mean was computed by finding the average score for each item. Findings are presented in Table 12

**Table 12**

**Parents Views of Impact of Parental Behaviour on Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Loneliness adolescents have at home | 20 (22.7) | 28 (31.8) | 15 (17.0) | 13 (14.8) | 12 (13.6) | 3.352 | 1.348 |
| Suffering in silence and not sharing it out | 15 (17.0) | 19 (21.6) | 25 (28.4) | 17 (19.3) | 12 (13.6) | 3.091 | 1.283 |
| A lot of argument with parents | 25 (28.4) | 19 (21.6) | 18 (20.5) | 15 (17.0) | 11 (12.5) | 3.364 | 1.383 |
| Absence from home even during meals | 21 (23.9) | 17 (19.3) | 16 (18.2) | 22 (25.0) | 12 (13.6) | 3.148 | 1.394 |
| Lack of care support, love, fondness at home | 15 (17.0) | 16 (18.2) | 20 (22.7) | 24 (27.3) | 13 (14.8) | 2.955 | 1.321 |
| Excess pressures experienced without guidance | 14 (15.9) | 15 (17.0) | 25 (28.4) | 16 (18.2) | 18 (20.5) | 2.898 | 1.348 |
| Feelings of being helpless when disturbed or depressed with no one to turn to | 19 (21.6) | 20 (22.7) | 18 (20.5) | 17 (19.3) | 14 (15.9) | 3.148 | 1.386 |
| Lack of someone to talk to when distressed except friends due parents not being there | 19 (21.6) | 21 (23.9) | 20 (22.7) | 10 (11.4) | 18 (20.5) | 3.148 | 1.427 |
| Feelings of being rejected, abandoned and ignored at home | 15 (17.0) | 20 (22.7) | 24 (27.3) | 19 (21.6) | 10 (11.4) | 3.125 | 1.258 |
| Lack of closeness with parents and siblings | 18 (20.5) | 20 (22.7) | 16 (18.2) | 18 (20.5) | 16 (18.2) | 3.068 | 1.413 |

*Source: Research Data Analysis, 2018 (n = 88)*

From Table 12, the study also found that most of the parents at 54.5% agreed with the statement that poor behavior among them encourages loneliness adolescents have at home. Only 28.4% indicated otherwise. This indicates that affluent parental behaviour of love and attention was likely to be missing hence the loneliness. This finding is in agreement with that of Muganda (2014) who attested that feelings of loneliness among adolescents are commonly associated with lack of sufficient parental love and care which is likely to create a sense of insecurity in adolescents and feelings of being unwanted by parents.

The finding also coincides with Bowlby's (1969) attachment theory who explains how infants desperately seek the warmth of a parent by attaching themselves to their parents. Bowlby affirms that adolescents need warmth from their parents, they need to receive tender loving emotional care, Although 32.9% disputed the claim that poor parental behavior promotes adolescent suffering in silence and not sharing it out, significant number at 38.6% supported the statement, while 28.4% remained neutral. Half of the respondents at 50.0% also supported the statement that poor parental behavior may encourage a lot of argument with parents thereby discouraging assertiveness among the adolescents. Only 29.5% of the respondents indicated that they suffered in silence and never had the opportunity to share with their parents. Majority of the respondents at 43.2% indicated that parental behavior may also encourage adolescents to be absent from home even during meals. Only 38.6% disputed the statement, while 18.2% neither agreed nor disagreed affluent parents encourage adolescents to be away from home during meals. The study also found that 35.2% poor parental behavior is depicted through lack of care support, love, fondness at home and hence discourage assertiveness among the adolescents.

It was also found that poor parental behavior was likely to come with excess pressures experienced without guidance as indicated by 32.9%. However, majority of the respondents at

38.6% agreed with the statement. In fact, 44.3% of the parents interviewed agreed with the statement that adolescents of parents with poor behavior made them feel helpless when disturbed or depressed with no one to turn to. Moreover, 45.5% of the respondents agreed with the statement that lack of someone to talk to when distressed except friends was due to parents not being available. Only 31.9% indicated otherwise. Adolescents who felt that parents were rejecting toward them, abandoned them and ignored them at home were less likely to be assertive as shown by 39.7%. Only 33.0% indicated otherwise. Poor behavior among parents was likely to reduce parent adolescent- closeness with parents and siblings as indicated by 43.2% of the respondents.

During the focus group discussions with the parents, one of the themes that came out was irresponsible parenting on assertiveness among the adolescents. It was found that affluent parents' irresponsible behaviour was more likely to encouraged low assertiveness among the adolescents. For instance, one of the parents had this to say;

> I feel that responsible parents are held in high esteem and are the main sources for reinforcement; their adolescents model them very much from my own observation. What I have seen is that if the same parent acts in a negative way, the child follows their parent's negative attitude. The attitude that the adolescents develop makes them develop low assertiveness in their lives. If only some of the parental behaviours was supporting, then the adolescents could good [Focus Group Discussion 10/3/2018].

These sentiments imply that, parents have a great influence over their adolescent's assertive behavior. The finding coincides with that of Corrine (2013) who asserted that from birth, a parent is expected to mold and shape adolescents' behaviors suitable to suit the expectations of the society. Corrine argues that there are certain parenting behaviors like reduced communication, aloofness, absenteeism and reduced attachment that have a greater impact on adolescent's assertiveness. Sayyed (2017) adds that a lack of communication between parents

and their adolescents can make adolescents to be defensive, reject their responsibilities, and escalate their anger. These views were also echoed by local officers during the interview where one of them reiterated that;

> I am disappointed because adolescents in the rural poor seem to be doing well and even growing well. Adolescents in this area are reared poorly. They encourage adolescents to do nothing but sleep, watch, move around with friends, give lots of money for enjoying with friends, drive anywhere they want without peoper guidance. Parents should instead engage in positive parenting by continually supporting the assertiveness of their adolescents (10/3/2018).

These findings concur with that of Piff (2014) who affirmed that parents who do not reinforce positive behaviors and who do not effectively punish deviance are more likely to experience weak bonds with their adolescents. It is through these weak bonds that an adolescent is less likely to be assertive. Barnes et al (2016) also reported that parental support toward the adolescents, such as praising, encouraging, and giving affection boosts assertiveness. The study also found that support from parents bonds the adolescents to institutions and builds their self-control and the ability to make informed choices in life. This building of self-control may promote ability to engage in careers once they finish school as well as increase the levels of, assertiveness among the adolescents.

### 4.6.4 Impact of Parental Behaviour on Assertiveness among Adolescents

In order to establish the impact of parental behavior on assertiveness, multiple regression analyses were conducted with parental behavior categorized into four as the independent variable, and assertiveness status of the adolescents as the dependent variable. Based on the measured indicators, parenting behavior was classified as monitoring, involvement, support and presence. The behaviours were measured on a 5-point Likert scale where scores were summated to give the overall score of each respondent regarding a particular parenting behavior. Similarly, the score on assertiveness of the adolescents was obtained from the status of assertiveness scale.

Consequently a regression analysis was conducted containing 4 predictors and one outcome variable. The researcher presented the regression model as shown in the following sub-sections with the model summary presented in Table 13

**Table 13**

**Regression Model Summary**

| Model | R | R Square | Adjusted R | Std. Error |
|---|---|---|---|---|
| 1 | .758[a] | .575 | .562 | .397 |

From table 13, the multiple regression model with all four predictors produced $R^2 = .575$, F (4, 95) = 45.67, $p < .001$. Thus affluent parental behaviour explains 57.5% ($R^2 = .575$) of variance in assertiveness among adolescents. Thus the model is significant and appropriate for the data as shown in the Regression Table 14 where F (4, 95) = 45.67 ($p < 0.001$).

**Table 14**

**Regression Analysis Output**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 28.888 | 4 | 7.222 | 45.67 | .000[a] |
| | Residual | 21.351 | 337 | .158 | | |
| | Total | 50.239 | 341 | | | |

a. Predictors: (Constant), monitoring, involvement, support and presence

b. Dependent Variable: Adolescent Assertiveness

As can be seen in Table 14, the various aspects of affluent parental behaviour had significant regression weights.

**Table 15**

***Regression Coefficients[a] for Affluent Parental Behavior on Assertiveness***

| Model | | Unstandardized Coefficients | | Standardized Coefficients | |
|---|---|---|---|---|---|
| | | B | Std. Error | Beta | Sig. |
| 1 | (Constant) | -1.215 | .454 | | .025 |
| | Monitoring | .007 | .070 | .055 | .001 |
| | Involvement | .007 | .001 | .549 | .000 |
| | Presence | -.003 | .000 | -.456 | .000 |
| | support | -0.002 | .001 | -.243 | .348 |

a. Dependent Variable: Assertiveness among Adolescents

From Table 15, it is clear that monitoring (B = 0.007; p = 0.001) and affluent parental involvement (B = .007; p < 001) had statistically significant positive influence on adolescent assertiveness. This shows that as parents show more involvement and monitoring behavior on their adolescents, the adolescents become more assertive in their daily activities. However, presence and support behavior showed negative impact on assertiveness where support (B = -.003; p <0.001) had a statistically significant negative impact on assertiveness which was contradictory to what we expected. Although supportive behaviour (B = -.002; p = .348) deviated negatively on assertiveness, the deviation was not significant. Thus supportive parental behavior does not significantly contribute to the model predicting adolescent assertiveness.

**Hypothesis Testing**

The null hypothesis was stated as:

> *$H_0$1: There is no significant relationship between adolescents' parental behavior and adolescents' assertiveness.*

The researcher tested the null hypothesis using regression model at 95% confidence level (p = .05).

From the analysis, the study obtained a statistically significant model F (4, 95) = 45.67 (p < 0.001) with coefficients of monitoring (B = 0.007; p = 0.001), parental involvement (B = .007; p < 001) and presence (B = -.003; p <0.001) being statistically significant. The decision rule for hypothesis testing stated that if p<0.05, the null hypothesis would be rejected, meaning that the observed relationship is significant. However, if the p value is greater than 0.05 (p>0.05), we fail to reject the null hypothesis meaning that the observed relationship between variables were not significant. Thus since there is a statistically significant relationship with p<0.05, we reject the null hypothesis $H_0$ and fail to reject the alternative hypothesis $H_a$.

**Inference:**

The findings demonstrate that affluent parental behaviours like monitoring, presence, involvement, and support have a great impact on adolescent assertiveness. This also shows that the higher the levels of presence and support, the more likely the adolescent assertiveness may increase. In other words, for every unit increase in parental support, presence, and involvement, there was a corresponding increase in assertiveness after controlling for other variables. This finding is in line with that of Kinyingi (2012) who established that adolescents whose parental behaviour is more supportive are more likely to develop greater competencies and high levels of assertiveness unlike those whose parental behaviours show low support and presence. The study

also demonstrated that adolescents from risky parental behaviours experience disruptions in assertiveness especially in response to stress. The study also shows that adolescents and develop deficits in emotional processing, social competence and behavioral self-regulation in the event that the parents are unavailable. In turn, this may lower assertiveness among adolescents. This was reiterated by a participant during that interview:

> If walls can talk, you will be shocked to know what exactly goes on in those houses. Most of those "Happily Married" faces are fake. Those new cars you see are just cosmetics of what really is going on inside those silent housed walls. All those killings, divorces, separation, conflicts, quarrels, are because of money and pressure from couples. Support, monitoring, and presence as affluent parental behaviours are rare especially to their youth. If the teenagers had supportive, ever present parents among affluent then we are likely to have the best ever adolescents in Nairobi city. This is because affluent adolescents very well endowed with what other youth miss. If they were to maximize what they have and are given, they can reach the heights of their goals. Adolescent assertiveness would be the best if the affluent parental behaviour of support and presence was revisited. (22/2/ 2018).

This finding is supported by Miller (2013) who argued that conflicts, fighting, separations and divorce can cause direct stress to adolescents. They may blame themselves for the conflict, leading to feelings of guilt and thus likelihood of low assertiveness. Conflicts may also weaken the bond between the adolescents and the parents which is likely to lower adolescent assertiveness to a greater extent. With these bonds weakened, self-control decreases causing adolescents to act out and may engage in risky behaviours such as drugs, alcohol abuse and pre-marital sex as was rated from adolescent participants as indicated in figure 12

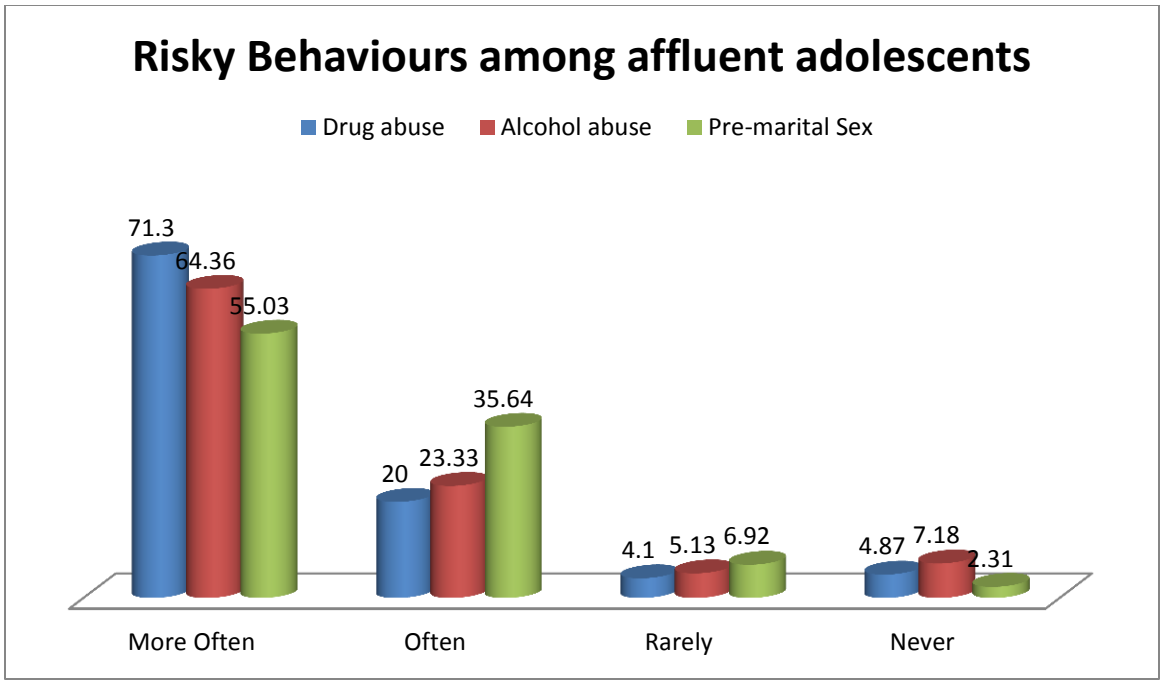


**Figure 12: Frequency of Risky Behaviours among Affluent Adolescents**

*Source: Research Data Analysis, 2018 (342)*

Figure 12 shows the prevalence of risky behaviours adolescents were likely to engage in as was reported by the participants. When asked how often they had found themselves taking drugs in the past three months, 71.03% reported they had more often used drugs while 20% reported having used drugs often. Those who had used rarely and never used were 4.1% and 4.87% respectively. This finding demonstrates that more affluent adolescents were likely to use drugs than the rest of them from other SES. This could have been attributed to the busy schedules of parents or as a result of affluent parental dismal monitoring behaviours. On drugs and alcohol use one participant during an interview commented;

> Assertiveness among these children is becoming a commonality in our society today. Many adolescents are experiencing their affluent parents fighting and later divorcing. In Nairobi alone, 67% of broken homes are in Nairobi. This has cause direct stress to adolescents. The conflict many times spills over to the adolescents and decreases the quality of parenting. This weakens bonds between the adolescents and the parents. With these bonds weakened, assertiveness is a big problem for the adolescents, self-control

> decreases causing adolescents to engage in deviant behaviours. These behaviours may include taking of drugs, alcoholism, early sexual behaviours and truancy. Majority of the rehabilitation centers are all full of these adolescents whose parents are rich because the centers are very expensive. Only rich people can afford to take some there. These adolescents drink a lot although not all of them. Sometimes they drive while drunk and crash in car accidents. Some even commit suicide in these homes. We see a lot of things but whom do we tell? (22/2/2018).

This finding corresponds with that of Cohen (2015) who affirmed that lower levels of parental monitoring and support was strongly related to negative adolescent behaviour outcomes such as abuse of drugs. This means that affluent parents' behaviours of monitoring should be enhanced for the likelihood of cultivating assertiveness among adolescents. The findings indicated that parenting processes that featured high levels of emotional and instrumental support and a thorough knowledge of adolescents' activities along with low levels of repetitive, unresolved conflict were linked indirectly with adolescents' positive outcomes through their association with self-regulation and assertiveness. A combination of parent and adolescent variables appeared to foster a link that encourages assertiveness and discourages conduct problems such as drug abuse and alcoholism.

Affluent parental behaviours may help regulate risky behaviours among adolescents as indicated in the findings in figure 14 where majority of the adolescents demonstrated that they more often and often abused drugs, alcohol and engaged in pre-marital sex at 71.3% (Drug use) 64.36% (Alcohol use) and 55.03% (Pre-marital sex). These percentages are very high compared to those who reported rarely and never having engaged in such risky behaviours. This was likely to be worrying in terms of adolescent assertiveness as it may have been injurious not only to their lives but also to derailment of their assertiveness.

This finding is in agreement with Lines (2012) who found that adolescents whose affluent parental behaviours were less supportive, discouraging and had less parent adolescent relationships were more likely to experience depression, anxiety, and were prone to maladaptive behaviours. Lines adds that the adolescents with poor parental behaviours suffered aggression, delinquency, substance and alcohol use as well as early pre-marital sex behaviours. This finding was echoed by one participant during one of the interviews who noted thus:

> Adolescents in this house drink like their parents. The mother and father drink. Alcohol is available every time. Parents sometimes fight, conflict is every day and even in the presence of these adolescents. In short, adolescents see a lot. Sometimes the parents are good but other times it is just war. These adolescents take all sorts of things like drugs. Sometimes they are taken to the rehabs and back but nothing is happening. I do not blame the adolescents. I blame the parents a lot because many times I am here alone with the youth. They cannot listen to me even if I try my best to guide them and tell them what could be best for them. Adolescents are spoilt. Although sometimes they are good, most times they can decide to sit the whole day in their rooms watching TV or plying games whether it is school time or not. Something needs to be done to the way parents bring up adolescents these days. I know mine were not the best but these affluent parents' behaviours have destroyed these youth. They need to modify and help the youth. (22/2/2018)

This qualitative data that was obtained from interviews with respondents shows that affluent parental behaviours depicted may cause serious psychological disadvantage to adolescents as they may lack the proper guidance they require for growth and development. Assertiveness is also likely to be compromised by such parental behaviours that are described. Affluent parental behaviours that are likely to be conflicting with what adolescents expect during this time of storm and stress in their lives may pose a great danger to their assertiveness since warmth at this stage is paramount. This finding relates to Cohen (2015) who contends that parents who are rated high on warmth show higher levels of concern, affection and involvement towards adolescents. Warmth as affluent parental behaviours may include showing more active

concern, care. Playful joking behaviours, nurturing, supportive, loving, behaviours that express parental acceptance of adolescents are more likely to inculcate high levels of assertiveness among adolescents. If the negative is experienced then it is less likely to raise adolescents' levels of assertiveness.

### 4.6.5 Affluent Parents' Behaviour Domains of Support, Attachment and Relationship and Assertiveness among Adolescents

This research question sought to explore affluent parents' behaviour domains of support, attachment and relationship on assertiveness among adolescents.

#### Parent-Adolescent Relationship

The questions on this sub-section were ; how often my parents seems to understand me, how often my parents make rules that seem fair to me, how often my parents know where I am when I am not at home, how often my parents know who I am with when I am not at home, how often my parents are concerned with how I am doing at school, how often I share what disturbs me with my parents, how often I feel that my parents do not like and appreciate me, and how often I participate doing activities with my parents. The eight questions included responses that were coded 1=never, 2=almost never, 3=sometimes, 4=most of the time, and 9=missing.

The results were summarized into frequency and percentages for each response. Further, the item mean was computed by finding the total score for each item for the number of adolescents (342). Detailed findings are presented in Table 16.

**Table 16**

**Adolescents Views on Parent-adolescent Relationship on Assertiveness**

| Statement | Never | Almost never | U | Sometimes | Most of the time | Mean | STDV |
|---|---|---|---|---|---|---|---|
| How often my parents seems to understand me | 84 (24.6) | 101 (29.5) | 36 (10.5) | 69 (20.2) | 52 (15.2) | 3.281 | 1.419 |
| How often my parents make rules that seem fair to me | 74 (21.6) | 98 (28.7) | 41 (12.0) | 70 (20.5) | 59 (17.3) | 3.170 | 1.423 |
| How often my parents know where I am when I am not at home | 75 (21.9) | 108 (31.6) | 47 (13.7) | 61 (17.8) | 51 (14.9) | 3.278 | 1.377 |
| How often my parents know who I am with when I am not at home | 92 (26.9) | 117 (34.2) | 24 (7.0) | 71 (20.8) | 38 (11.1) | 3.450 | 1.369 |
| how often my parents are concerned with how I am doing at school | 103 (30.1) | 88 (25.7) | 38 (11.1) | 45 (13.2) | 68 (19.9) | 2.646 | 1.391 |
| how often I share my thoughts and feelings with my parents | 85 (24.9) | 103 (30.1) | 30 (8.8) | 71 (20.8) | 53 (15.5) | 3.281 | 1.432 |
| how often I feel unwanted by my parents | 97 (28.4) | 110 (32.2) | 22 (6.4) | 60 (17.5) | 53 (15.5) | 3.404 | 1.447 |
| how often I do things with my parents | 89 (26.0) | 102 (29.8) | 37 (10.8) | 66 (19.3) | 48 (14.0) | 3.345 | 1.407 |

*Source: Research Data Analysis, 2018 (n = 342)*

According to Table 16 above, the study found that over half of the respondents at 54.1% viewed parents as never related with them on the statement that parents seem to understand them. This was depicted as a result of poor parental behavior among parents from affluent families. Only 35.4% indicated otherwise as 10.5% remained undecided. Irresponsible affluent parents' behaviour was also likely to make adolescents feel that the rules parents made were unfair to them as indicated by 50.3% of the respondents, hence lowering their assertiveness. Only 37.8% disputed the statement while 12.0% remained neutral. Majority of the respondents at 53.5% also confirmed the statement that poor parental behavior would make parents less likely know where

adolescents were when not at home, while only 32.7% indicated otherwise as 13.7% remained neutral.

Over two thirds of the respondents at 61.1% agreed with the statement that poor parenting among affluent families on assertiveness would promote adolescents absence from home even during meals without parents' knowledge on who they are without there when not at home, while 31.9% refuted the statement. The study also found that poor parental behavior is characterized by lack of concern with how adolescents were doing at school as indicated by 55.8% and these factors may discourage assertiveness among affluent adolescents. Only 33.1% indicated otherwise as 11.1% remained neutral. More than half of the respondents at 55.0% indicated that affluent parents were less likely to have adolescents share feelings and thoughts with them. Only 36.3% of the respondents felt otherwise as 8.8% remained neutral with the statement.

Irresponsible affluent parental behaviours was likely to make adolescents to feel unwanted by parents when disturbed or depressed with no one to turn to, as indicated by two thirds of the respondents at 60.6%. Only 33.0% indicated otherwise as 6.4% remained neutral. In fact, over half of the respondents at 55.8% felt unwanted. This could have been due to with the parental not being there which depicts irresponsible parental behavior, while only 33.3% indicated otherwise. On the issue of how often adolescents do things with their parents, 55% felt that they don't, 10.8% remained neutral while only 19.3% and 14% felt that parents often did things with the adolescents.

From the findings, it was confirmed that the more parent-adolescent relationship increased, the less likely the adolescents were to commit delinquent acts. Some notable factors affecting parent-adolescent relationships were parental support, encouragement, presence, and

monitoring. Without doubt, parents proved to be the first significant influence in the adolescent's life. Without parental bonds holding the parent-adolescent relationship together, the adolescent tends to look elsewhere for approval or simply continue living despite the discomfort adolescents may find in their home.

This finding coincides with Bowlby (1969) who asserted that when bond between adolescents and their parents are broken, adolescents resort to unusual behaviour that is normally not accepted by society which could be due to low assertiveness. Bowlby continues to argue that when parents are absent so frequently and communicate false promises to their adolescents, they lose respect for parents. In other words, this type of bad parenting may lead to a higher chance of aggressive behaviours directed either at their parents or to others as was stated by one participant;

> The youth in these houses have lost respect for parents. Parental relationship with the adolescents has become a big problem. Cases have been handled by us privately on issues of adolescent-parent violence at gun point. Parents take some adolescents to the police station at night when they appear hostile to each other especially when the two do not seem to agree. One of them recently disagreed with the parent demanding to be given money from the many premises the parents had. This argument ended up in the adolescent committing suicide in the absence of their parents. Suicide cases, drugs, drunkenness are common among these adolescents and some of them parents are to blame. We need a lot of education on parenting because this seems to be the major problem. We have left our youth to manage their lives on their own which has brought a lot of concern for us as officers of this area. It is unfortunate thing that the government or even the church should address with urgency (Officer: 4/3/ 2018).

This finding is in line with that of Strohschein (2015) who demonstrated that adolescents who receive parental encouragement due to warm relationships were more likely to develop assertiveness. Moreover, when a parent is not around their adolescents enough and are made out to be too controlling, adolescents may see that as a justification to be rebellious which may affect assertiveness. If this is true, genuine connection between parents and adolescents, especially on

the parent's side, should be availed in order to successfully maintain a good attachment between parents and adolescents. Furthermore, the stronger the relationship and the bonding systems between adolescents and their parents, the more assertive they will become and the less of a reason they will have to engage in risky behaviours.

**Parent-Adolescent Attachment**

In order to measure parent-adolescent attachment, a series of questions were asked. Adolescents rated each item in the mother and father version on a 5-point likert type scale ranging from 1=Never, 2=almost never, 3=Neutral 4 =sometimes, 5most of the time. Attachment was conceptualized as the quality of attachment with mother and with father measuring three subscales each; Trust (I trust my mother, I trust my father), Communication (I tell my mother about my problems and trouble, I tell my father about my problems and troubles), alienation (My father does not understand what I go through these days, My mother doesn't understand what I go through these days). The six questions included responses that were coded 1=never, 2=almost never, 3=Undecided, 4=sometimes, 5=most of the time, and 9=missing. The results were summarized into frequency and percentages for each response. Further, the item mean was computed by finding the total score for each item for the number of adolescents (342). Detailed findings are presented in Table 17.

**Table 17**

**Views on Parental Attachment on Adolescent Assertiveness**

| Statement | Never | Almost never | U | sometimes | Most of the time | Mean | STDV |
|---|---|---|---|---|---|---|---|
| I trust my mother | 71 (20.8) | 107 (31.3) | 56 (16.4) | 67 (19.6) | 41 (12.0) | 3.292 | 1.318 |
| I trust my father | 87 (25.4) | 129 (37.7) | 32 (9.4) | 56 (16.4) | 38 (11.1) | 3.500 | 1.326 |
| I tell my mother about my problems and troubles | 62 (18.1) | 81 (23.7) | 49 (14.3) | 82 (24.0) | 68 (19.9) | 2.962 | 1.415 |
| I tell my father about my problems and troubles | 91 (26.6) | 109 (31.9) | 51 (14.9) | 65 (19.0) | 26 (7.6) | 3.509 | 1.274 |
| My mother does not understand what I go through these days | 77 (22.5) | 61 (17.8) | 72 (21.1) | 88 (25.7) | 44 (12.9) | 3.114 | 1.358 |
| My father does not understand what I go through these days | 73 (21.3) | 109 (31.9) | 52 (15.2) | 67 (19.6) | 41 (12.0) | 3.310 | 1.326 |

*Source: Research Data Analysis, 2018 (n = 342); Percentage in parenthesis ( )*

From the findings in Table 17, the adolescents are of the view that they do not trust their parents (Mean = 3.292 ± 1.318). Specifically, majority of the adolescents (52.1%) said they never with only 31.6% saying they do most of the time. This finding shows that although there are some parents from affluent families who are trusted by their adolescents, majority are likely to be over engaged at work as well as on their daily activities to lose the trust of their young people in the house. This alone may make them lack the time for the adolescents. In the end, adolescents are more likely to experience a void and may want to fill it with other risky behaviours. It is important that parents exhibit behaviour that encourages adolescents to go through the transition in life smoothly thus learn to trust parents for assertiveness. This is in line with Bowlby (1969) who articulates that parents in a family are a powerful influential social

system affecting adolescents' development of healthy self, identity, sense of self-worth, assertiveness and psychological adjustments. From these negotiations, family dysfunction and problems if not addressed. When serious attachment issues by parents are exhibited, adolescents are likely to be disillusioned. This is likely to hamper adolescent assertiveness.

Further, the some adolescents indicated that they tell their parents about their problems and troubles (Mean = 3.500 ± 1.326). This view was overwhelmingly overruled by majority of the adolescents (63.1%) who cumulatively said they never tell their troubles and problems to their parents with only 27.5% saying they do. This is an indication that affluent parents tended to be distant to adolescents thus creating a barrier for sharing such emotional issues that troubled their adolescents. If children cannot share what troubles them at home then they are more likely to look for solace out of their homes which could be dangerous. The study findings indicate that adolescents are likely to be more assertive with improved attachment from parents. Parents therefore have the responsibility of ensuring strong attachment to their adolescent for enrichment of assertiveness.

This finding concurs with that of Kamuti (2016) who argued that warm and positive interactions between attachment figures like parents foster positive representations of the self to their adolescents which, within the family context enhances adolescents' assertiveness. Attachment relationships operate throughout life span. Kamuti contends that adolescents who feel securely attached to parents are more likely to be assertive than those who are not. He adds that securely attached adolescents are more likely to develop high assertiveness and less likely to engage in high risk behaviours. According to these findings, a problematic attachment relationship with parents, and especially with the mother, is highly linked to problem behaviours and low assertiveness. Therefore, parents have to educate themselves on how to raise adolescents

and help them become competent and assertive. Parents need to be familiar with parenting strategies that can be employed during adolescence along with familial changes that are occurring during this period.

**Parent-Adolescent Support**

Adolescents rated each item in this sub-section on a 5-point Likert type scale. Support was conceptualized as the quality of attachment with mother and with father measuring three subscales each; My parents support me in mastering what I am good at; My parents offer opportunities to me to gain a sense of competence in relating with others; My parents support me to achieve my goals and feel I am able to achieve them; My parents set tasks related to my interests. The four questions included responses that were coded 1=never, 2=almost never, 3=Undecided, 4=sometimes, 5=most of the time, and 9=missing. The results were summarized into frequency and percentages for each response. Further, the item mean was computed by finding the total score for each item for the number of adolescents (342). Detailed findings are presented in figure13.

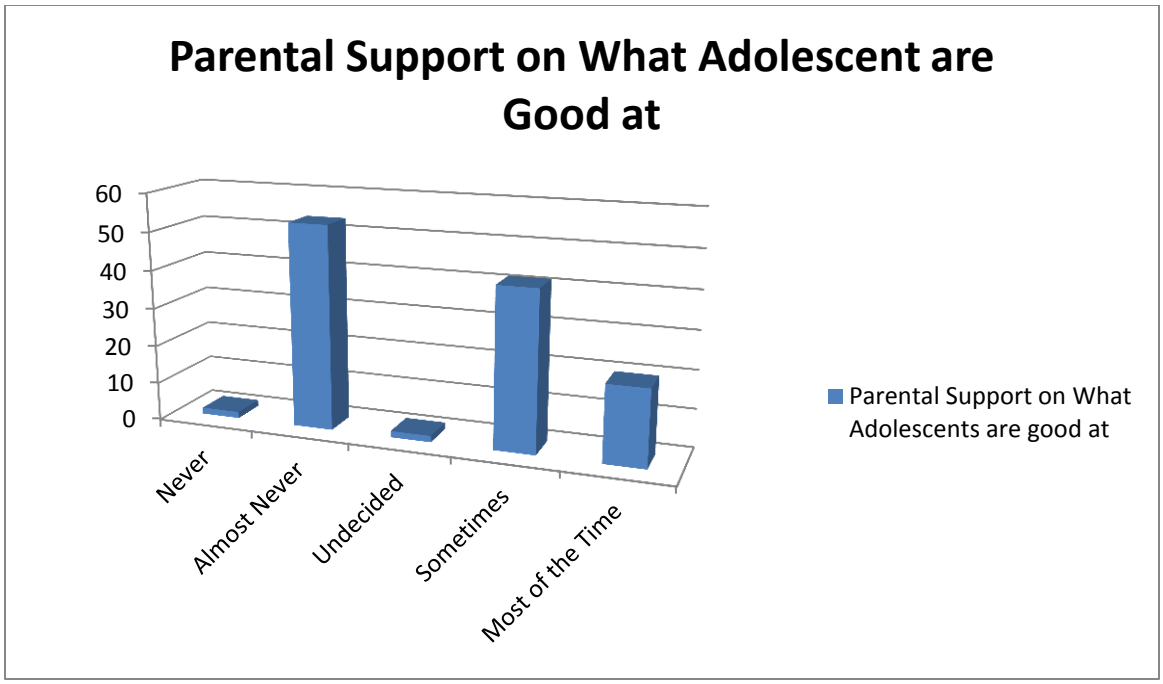


**Figure 13: Parent-Adolescent Support on Assertiveness**

*Source: Research Data Analysis, 2018 (n = 342)*

Figure 13 demonstrates that the highest number of respondents (53.33%) said that parents had little support on what adolescents are good at except their friends. This indicates that many parents do not spend quality time with their own adolescents in order to discover talents that could be nurtured. In her work, Biu (2011) has expressed the same concern by indicating that, many parents are either too busy to spend quality time with their adolescents, or are too ignorant to understand that their children need their emotional support and presence. Also, (41.6%) of the respondents agreed that they were sometimes aware that their parents support them in mastering their talents. Lines (2012) states that, when parents do not bond well with their adolescents, a rift is likely to occur between the adolescents and their parents. This rift may create suspicion and animosity on the part of the adolescents towards their parents because adolescents expect their parents to understand and love them as well as supporting them in mastering their talents.

In addition, a good number of students (20 %) felt that parents support them in mastering their talents most of the time. This showed that some parents were very supportive to their adolescents and made them more likely to be assertive as they felt parental closeness. Nevertheless, 1.66% participants were of the opinion that their parents never supported them in the mastery of their talents while the same number was undecided as seen in the figure above. This could be attributed to the fact that, parents who are emotionally absent from their adolescents may also not be available to make comments on their adolescents' talents.

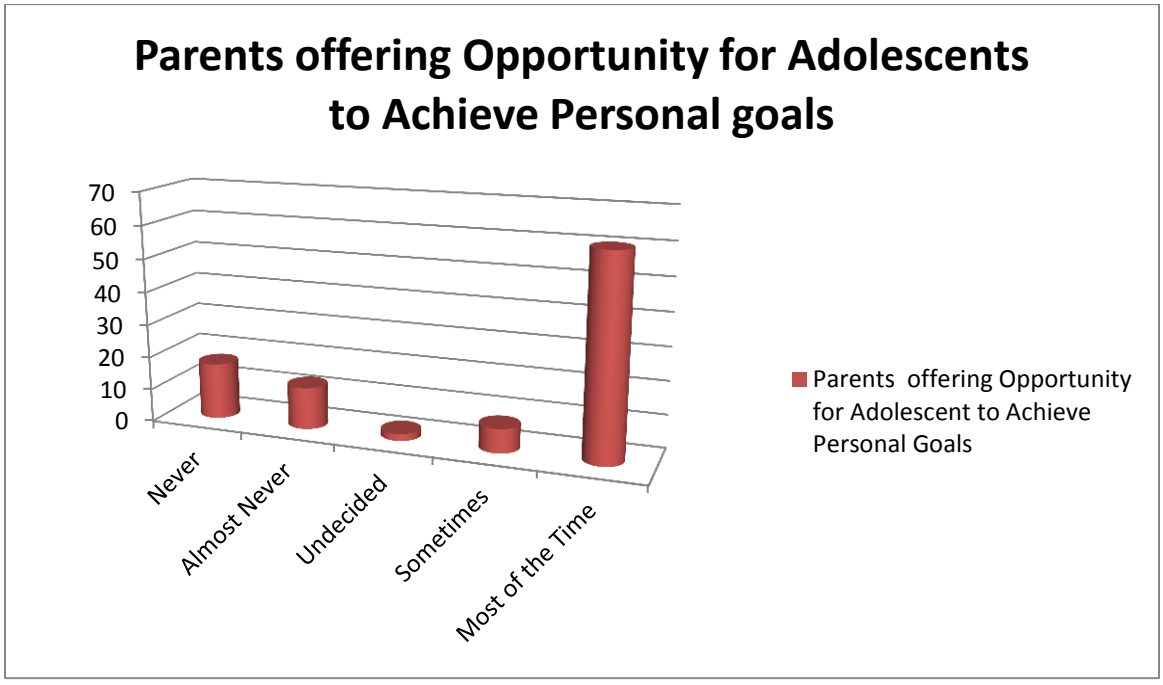


**Figure 14: Parents Offering Opportunity for Adolescents to Achieve Personal Goals**

*Source: Research Data Analysis, 2018 (n = 342)*

Figure 14 shows the majority of the adolescents at 52.4% strongly felt that they enjoyed working with their parents and that parents offered opportunity for them to achieve personal goals. This might have been due to the fact that these adolescents were most likely to be found learning in the most prestigious schools and colleges where resources were adequate and the environment was likely to provide opportunities for them. Some 17% of the adolescents felt that such opportunities

were never offered 14.3% felt almost never while others at 12.9% of the respondents felt that opportunities were sometime available and 3.3% of them were undecided. The study found that parenting impacts a variety of adaptive functioning outcomes, such as competency, positive emotional adaption, academic achievement, and assertiveness. Parents who were more supporting were likely to have assertive adolescents who are goal oriented. It is therefore the responsibility of affluent parents to continuously be supportive for better assertiveness and goal achievement in the life of affluent adolescents.

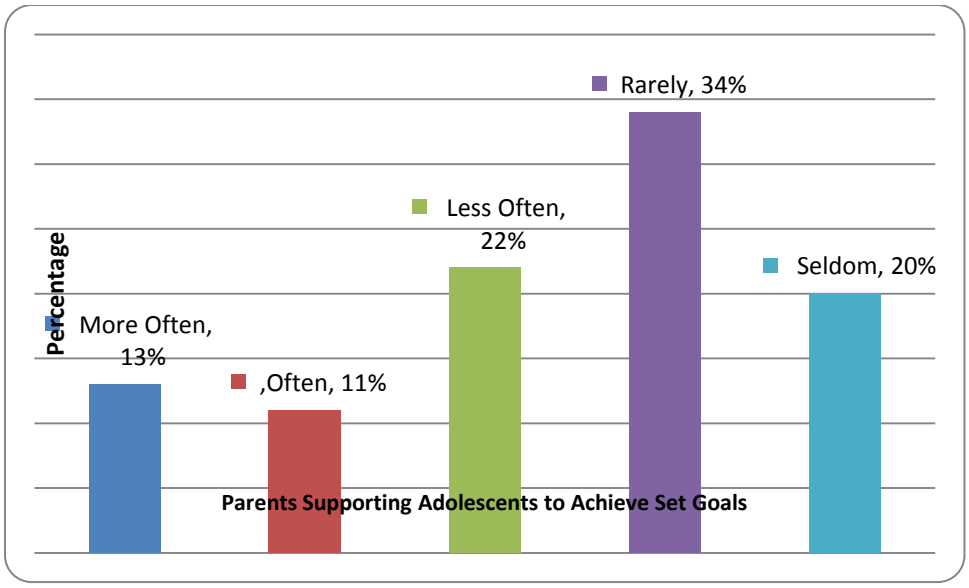


**Figure 15 :Parents Supporting Adolescents to Achieve Set Goals**

*Source: Research Data Analysis, 2018 (n = 342)*

Table 15 indicates that the majority of the respondents at 34% strongly felt that their parents rarely supported them to achieve set goals while 20% of the respondents agreed that they seldom got support from parents regarding achievement of set goals. This could have been attributed to the work schedule that affluent parents were likely to have since adolescents expressed that house-helps acted like their mothers by doing everything in their homes. Further many of them at 11% agreed that their parents were often supportive while 22% felt that the parents were less supportive.

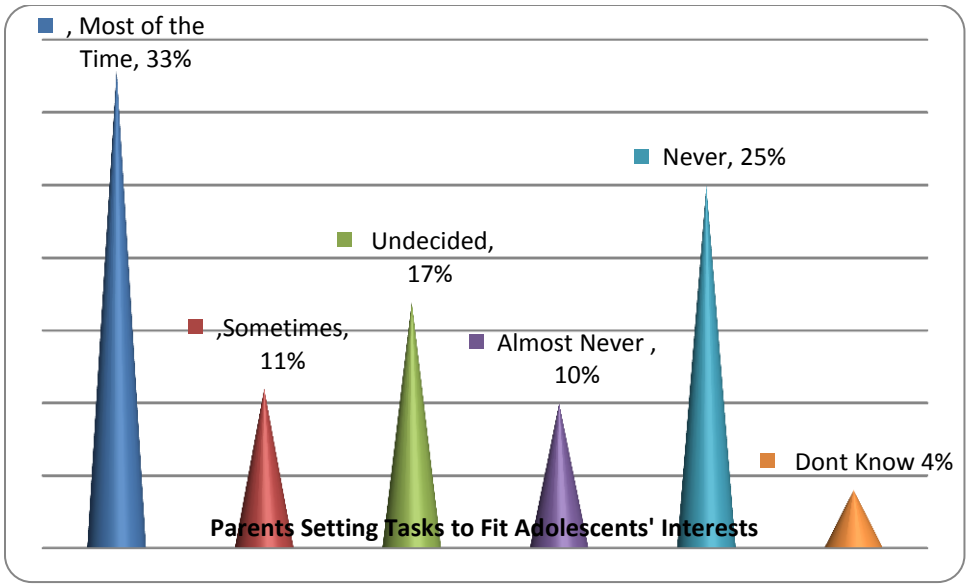


**Figure 16 :Parents Setting Tasks Related to Adolescents' Interests**

*Source: Research Data Analysis, 2018 (n = 342)*

Figure 16 shows that adolescent respondents at 33% strongly felt that most of the time parents set tasks related to their interests. The only problem was that parents were less likely to monitor some of those set goals which distressed them and thus more likely to lower their assertiveness. Some contended that they would have love working with their parents but were hardly available. This implied that more responses in terms of assertiveness were likely to be due to the belief adolescents had in themselves. Another 11% of the respondents felt that their parents sometimes set to them tasks related to their talents. This could have been true for parents who were reported to be concerned and available for their adolescents hence the high levels of assertiveness observed in some adolescents. Some 17% reported to be undecided, 10% said that almost never have they seen parents setting tasks related to their interests, 25% never and 4% of the adolescents had nothing to say. This finding indicated that majority of affluent parents were supportive which was more likely to heighten adolescent assertiveness. However, there was a small number that reported low support and hence low assertiveness among adolescents. One of

the respondent observed, "……*the truth is that nobody cares, nobody listens. Parents do not even know who we are"*. This further leads to skepticism, and the rift among parents and the young people grows wider making the youth lack trust in their parents. The young people eventually find themselves engaging in unconventional activities likely to be due to low assertiveness. The findings above are in agreement with those of Mutie (2015) who opined that parenting behaviors such as parental warmth and support, inductive reasoning, and parent-child communication can facilitate positive adolescent assertiveness. Moreover, according to Mutie, nurturing and supportive parenting during adolescence appears to protect adolescents from the negative consequences of difficulties in the adolescents' lives. Mutie holds that supportive behaviors include parental warmth, support, the use of inductive reasoning, and communication.

According to Bowlby (1969), warmth is the degree to which the adolescent is loved and accepted, usually measured by items such as how often the mother or father listen to adolescent's point of view carefully, and help adolescents improve assertiveness and attachment. Kiyingi (2015) adds that higher levels of parental warmth and support are associated with significantly reduced alcohol use, substance use and increased assertiveness.

Overall, the researcher established that higher levels of parental warmth and support are positively associated with adolescent assertiveness. Interestingly, the influence of parental warmth on adolescent outcomes does not seem to differ across gender of adolescents, therefore, this finding suggests that parental warmth and support is an effective parenting behavior among affluent adolescents despite the differences in gender. The implications of this finding are that affluent parents and social mentors of adolescents should consider a way of interacting with adolescents affected by low assertiveness. The study therefore clearly shows that affluent parental behaviours of support is more likely to increase adolescents' assertiveness.

### 4.7 Intervention Strategies to Help Increase Assertiveness among Adolescents

The fifth objective of the study sought to find out intervention strategies to help increase assertiveness among adolescents. Likert scales were developed for adolescents and parents to measure these strategies for assertiveness among adolescents. The responses were analyzed and presented separately for parents and adolescents as shown in the sub-sequent subsections.

#### 4.7.1 Adolescents' Views on Intervention Strategies to Help Enhance Assertiveness

Adolescents who took part in the study gave their views on strategies to help increase assertiveness on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency, percentages, and item mean was computed by finding the average score for each item as shown in Table 18.

**Table 18**

**Views of Adolescents on Strategies to Help Increase Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Encouraging closely knitted family system | 113 (33.0) | 117 (34.2) | 51 (14.9) | 35 (10.2) | 26 (7.6) | **3.749** | **1.231** |
| Parents need to be present for their children | 95 (27.8) | 110 (32.2) | 58 (17.0) | 45 (13.2) | 34 (9.9) | **3.547** | **1.291** |
| Enhancing family support, love and care at all times | 91 (26.6) | 106 (31.0) | 39 (11.4) | 60 (17.5) | 46 (13.5) | **3.398** | **1.391** |
| Enhancing family relationship with children and with each other as parents | 83 (24.3) | 120 (35.1) | 59 (17.3) | 50 (14.6) | 30 (8.8) | **3.515** | **1.248** |
| Intensifying guidance and counseling for adolescents and their parents from affluent families | 102 (29.8) | 138 (40.4) | 43 (12.6) | 33 (9.6) | 26 (7.6) | **3.751** | **1.199** |
| Parents from affluent families need to improve communication among them and with children | 93 (27.2) | 115 (33.6) | 68 (19.9) | 47 (13.7) | 19 (5.6) | **3.632** | **1.178** |
| Encourage interaction and shared activities especially sharing meals together as a family | 83 (24.3) | 105 (30.7) | 79 (23.1) | 42 (12.3) | 33 (9.6) | **3.477** | **1.251** |
| Seek more assistance from family counselors as much as possible for both parents and children | 77 (22.5) | 93 (27.2) | 57 (16.7) | 69 (20.2) | 46 (13.5) | **3.251** | **1.362** |
| Parents and children to create as much time as possible to enhance bonding for identity formation | 98 (28.7) | 118 (34.5) | 55 (16.1) | 39 (11.4) | 32 (9.4) | **3.617** | **1.266** |
| Sensitize affluent families that monetary provisions should be accompanied with attachment for family cohesion, bonding and adult supervision | 86 (25.1) | 111 (32.5) | 51 (14.9) | 49 (14.3) | 45 (13.2) | **3.421** | **1.352** |

*Source: Research Data Analysis, 2018 (n = 342)*

Table 18 shows the views of Adolescents on Strategies to help increase Assertiveness. To increase assertiveness among adolescents, more than two thirds of the respondents at 67.2% agreed with the statement that there should be closely knitted family system. Only 17.8% refuted the statement while 14.9% remained neutral. In fact, another 60.0% of the respondents agreed with the statement that parents need to be present for their children. Majority of the respondents at 60.0% also agreed with the statement that to help increase assertiveness among adolescents, family support should be enhanced, love and care at all times. Only 36.3% indicated otherwise. Another 59.4% of the respondents agreed with the statement that enhancing family relationship

with adolescents and with each other as parents could encourage assertiveness among the adolescents. Only 23.8% disputed the statement.

Majority of the adolescents at 70.2% also supported the statement that intensifying guidance and counseling for adolescents and their parents from affluent families could also encourage assertiveness among the adolescents, while only 17.2% indicated otherwise. In fact, 49.7% of the respondents agreed with the statement that adolescents and parents should seek more assistance from family counselors as much as possible for both parents and children. This shows that guidance and counseling was very significant in encouraging assertiveness among the adolescents. These findings concur with that of Hoque and Zohora (2014) who also suggested that counseling in families be intensified to help adolescents deal with growth issues that prevent them from performing tasks at various levels.

It was also found that cumulatively, two thirds of the respondents at 60.8% agreed with the statement that parents from affluent families needed to improve communication among them and with their children. Only 19.3% of the respondents disagreed that affluent parents needed to improve communication with their adolescents, but 19.9% remained neutral. The study also found that encourage interaction and shared activities especially sharing meals together as a family would also help in increasing assertiveness among adolescents as supported by 55.0% of the respondents cumulatively, while only 21.9% did not support this statement as another 23.1% remained neutral. In fact, 63.2% of the respondents agreed with the statement that parents and adolescents should create as much time as possible to enhance bonding for identity formation, while 20.8% disagreed. This finding concurs with Johnston et al., (2010) who opined that affluent parental involvement in what the teenagers were doing was likely to show improvement in anxiety levels than those parents who were unconcerned

Another 57.6% of the respondents were also in agreement with the statement that sensitizing affluent families that monetary provisions should be accompanied with attachment for family cohesion, bonding and adult supervision as an intervention measure for assertiveness among the adolescents. Only 27.5% refuted the statement. These findings support that of Chacham (2015) who also found that assertiveness was also found to be lower among the higher SES adolescents than the lower SES. This implies that psycho-educational studies for improving assertiveness should be done as a strategy to improve adolescent assertiveness especially for the late adolescents who experience separation-individuation problems.

### 4.7.2 Parents View on Intervention Strategies to Help Increase Assertiveness among Adolescents

Parents who took part in the study gave their views on strategies to help increase assertiveness on a 10-item 5-point Likert Scale measured as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (2) and strongly disagree (SD) = 1. The results were summarized into frequency, percentages, and item mean was computed by finding the average score for each item. Findings are presented in Table 19.

**Table 19**

**View of Parents on Intervention Strategies to Help Increase Assertiveness**

| Statement | SA | A | U | D | SD | Mean | STDV |
|---|---|---|---|---|---|---|---|
| Encouraging closely knitted family system | 17 (19.3) | 20 (22.7) | 15 (17.0) | 27 (30.7) | 9 (10.2) | 3.102 | 1.313 |
| Parents need to be present for their children | 28 (31.8) | 11 (12.5) | 15 (17.0) | 15 (17.0) | 19 (21.6) | 2.989 | 1.317 |
| Enhancing family support, love and care at all times | 19 (21.6) | 25 (28.4) | 12 (13.6) | 15 (17.0) | 17 (19.3) | 3.159 | 1.445 |
| Enhancing family relationship with children and with each other as parents | 18 (20.5) | 22 (25.0) | 17 (19.3) | 20 (22.7) | 11 (12.5) | 3.182 | 1.335 |
| Intensifying guidance and counseling for adolescents and their parents from affluent families | 19 (21.6) | 25 (28.4) | 26 (29.5) | 10 (11.4) | 8 (9.1) | 3.420 | 1.210 |
| Parents from affluent families need to improve communication among them and with children | 19 (21.6) | 24 (27.3) | 13 (14.8) | 17 (19.3) | 15 (17.0) | 3.170 | 1.416 |
| Encourage interaction and shared activities especially sharing meals together as a family | 19 (21.6) | 25 (28.4) | 15 (17.0) | 18 (20.5) | 11 (12.5) | 3.261 | 1.343 |
| Seek more assistance from family counselors as much as possible for both parents and children | 16 (18.2) | 20 (22.7) | 25 (28.4) | 20 (22.7) | 7 (8.0) | 3.205 | 1.214 |
| Parents and children to create as much time as possible to enhance bonding for identity formation | 22 (25.0) | 27 (30.7) | 11 (12.5) | 15 (17.0) | 13 (14.8) | 3.341 | 1.405 |
| Sensitize affluent families that monetary provisions should be accompanied with attachment for family cohesion, bonding and adult supervision | 20 (22.7) | 28 (31.8) | 14 (15.9) | 16 (18.2) | 10 (11.4) | 3.364 | 1.323 |

*Source: Research Data Analysis, 2018 (n = 88)*

Table 19 demonstrated that parents were also for the opinion that encouraging closely knitted family system would encourage assertiveness among the adolescents as indicated by majority of them at 42.0%. However, significant number of the respondents at 40.9% disagreed with the statement. Another 44.3% of the respondents cumulatively agreed with the statement that there was need for the parents to be present for their children. In fact, 50.0% agreed with the statement that enhancing family support, love and care at all times would improve assertiveness among their children. Moreover, 45.5% of the respondents supported the statement that

enhancing family relationship with adolescents and with each other as parents was also one of the strategies for enhancing assertiveness, while only 35.2% of the respondents disagreed with the statement.

Most parents (50.0%) also agreed with the statement that intensifying guidance and counseling for adolescents and their parents from affluent families would improve the character of being assertive among their adolescents. In fact, 40.9% of the parents were in agreement with the statement that seeking more assistance from family counselors as much as possible for both parents and children would also encourage assertiveness among the adolescents. The study also found that majority of the respondents (parents) at 48.9% agreed with the statement that parents from affluent families need to improve communication among them and with adolescents to promote assertiveness among them. However, 36.3% disputed the statement, implying that good communication, interaction and rapport among the parents and with their adolescents encourage assertiveness among the adolescents.

These findings corroborate with that of Buri (2013) who also found that parental affection should be established early in the parent-adolescent to enhance assertiveness in adulthood. This implies that parents in affluent families therefore should have time with their children and guide them through goals for positive assertive behavior. There is necessity for emotional availability of parents to their adolescents in relation to Bowlby's attachment theory. Parents also need to identify extremes to watch in regard to their parental behaviours and what it means to be presents in adolescents' life be parents. Another 50.0% of the respondents also supported the statement that encourage interaction and shared activities especially sharing meals together as a family would promote assertiveness among the adolescents, while 33.0% indicated otherwise. Majority of the parents at 55.7% also agreed with the statement that assertiveness

among the adolescents could also be enhanced through creating more time for their adolescents in order to enhance bonding for identity formation.

Results from focus group discussion with parents revealed that several strategies were required in order to regulate affluent parental behaviours that hampered the assertive growth of adolescents. Some of the suggestions for the way forward as brought out by Focus group discussion included:

> We as parents need to work together with the churches, other counseling facilities available and organizations dealing with parenting issues to help us come up with proper ways of guiding our youth before they get out of hand. We have the potential in terms of finances which can help us facilitate a lot of these strategies. Seminars, workshops and short courses on parenting could help some of us to guide our adolescents appropriately especially by giving them necessary survival skills that need to enhance independence so that even if we are gone, they are better able to manage the resources they inherit from us. We also need to be good role models to our youth given that we now know where we seem to be going wrong. Giving them too much money as we do may never help them much. In fact assertiveness is likely to be higher than that of other adolescents with our ability to show adolescents the right way to go such as skills training and competence building. Without these, even the wealth we own will go to waste as we have seen it happen to some of our colleagues. (28/3/2018)

These findings were interpreted to mean that parents also felt that they had short comings in their behaviours that were likely to contribute to low assertiveness among affluent adolescents. The finding coincides with that of Chamcham (2015) which postulated that counseling, workshops, seminars, and skills training to be intensified among affluent parents if assertiveness is to be heightened. Other strategies for the way forward included social interventions to promote more open forms of communication within and between families, supervision by parents on adolescents, sensitize parents on the need for support, care, emotional presence and above all monitor adolescents closely as they offer affection, loving tenderness that would boost competence, self-esteem and assertive behaviours among adolescents. Community education on

sexual issues, alcoholism, drugs and risky behaviours were vital to be included in the daily program for the purpose of sensitizing adolescents on the dangers of alcohol and drugs. When suggesting the strategies useful in enhancing assertiveness, Bui (2012) warned that many parents today believe that the best way to bring up adolescents is to avail superfluous material provisions to their adolescents. This has turned many adolescents to view their parents just like material providers and nothing more.

According to Bui, the view adolescents have developed towards parents has greatly eroded the mutual cohesiveness that is supposed to exist between parents and their adolescents. Parents should therefore understand that domestic wrangles can occasion serious stresses to their adolescents and so should do whatever it takes to avoid exposing adolescents to such situation of open disputes among themselves. Parenting classes and education on parenting could be set up as a strategy to help enhance affluent parents' behaviours toward assisting adolescents to be more assertive.

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

The summary in this section gives the main findings and results of the hypotheses. The conclusions are made and presented based on the research objectives which informed the findings, analysis, interpretations and discussion in the study. Based on the conclusions, contribution to the body of knowledge was examined which consisted of new information from findings of the study. Recommendations were based on the results for policy and practice and gaps in knowledge identified for further research.

## 5.2 Summary of the Study

This section presents a summary of findings based on the five objectives that guided the study. The study focused on the adolescents' level of assertiveness, affluent parental behavior exhibited, impact of parental behavior on adolescents' assertiveness and intervention strategies to help enhance assertiveness among adolescents from affluent families as the thematic areas.

The study sought to explore affluent parents' behaviours on assertiveness among adolescents in Karen Zone, Nairobi County-Kenya. The background of the study pictured the family as a place of refuge for adolescents. However, the same family is faced with many challenges in the changing world of wealth search and need to develop adolescent assertiveness is likely therefore to face more conflicting challenges as a psychological construct. Four research questions anchored the themes to be discussed. The first research question sought to determine the levels of assertiveness of adolescents from affluent families. The findings revealed that 34.2% of the adolescents were more likely to feel down, depressed, irritable or hopeless in the event that affluent parents' behaviour exhibited absence from home for long. Similarly, majority

of the parents cumulatively agreed that their son/daughter feel down, depressed, irritable or hopeless. Conversely, parents who were found to travel frequently were more likely to spend less time with their adolescents than those who traveled less. This behaviour was likely to impact negatively on adolescents' lower levels of assertiveness.

The second research question sought to determine affluent parents' behaviours which impact on assertiveness among adolescents. Using Likert scale items on indicators of parental behavior towards adolescent, parental behavior was modeled, analyzed and findings presented. The study found that adolescents were of the view that their parents were less likely to provide the needed attention to their adolescents but were more likely to be busy with office work. They were also less likely to be at home with the adolescents and the rest of the family. However, parents from affluent families had contradictory views towards this statement. They felt that they had done their best to be with the adolescents to give them the best in life as compare to other adolescents from other families.

Affluent parents behaviours that tended to impact on adolescent assertiveness were provision of too much money with minimal guidance on what to use it for, providing everything but less likely to be seen at home , separation, divorce, single parenthood, parental conflicts, less likely to be supportive towards adolescents in time of distress, more likely to show value for wealth than adolescents and family, less likely to give adolescents enough communication time to share their emotional feelings with them than they gave to work, and less likely to spend time with adolescents even during meals and holiday. They also tended to allow their adolescents to help plan family activities which was a booster to assertiveness although the rest of the behaviours were likely to be injurious to adolescent assertiveness.

The third and the fourth research objectives sought to establish how affluent parents' behaviour impact on adolescent assertiveness. Affluent parental behaviours tended to make adolescents to suffer in silence and without sharing out emotional disturbances, encouraged a lot of argument among the adolescents with their parents as well as promote adolescents absence from home even during meals. Affluent parental behavior which was likely to be characterized by lack of support, love and fondness at home, poor attachment, poor parent-adolescent relationships, poor communication and un-involvement of parents in adolescent issues was more likely to discourage adolescents' assertiveness.

It was also found that excess pressures to adolescents without parental guidance was likely to lead to dislike of home, risky behaviours, drug and substance abuse and suicidal rates. Adolescents were also likely to have feelings of being helpless when disturbed or depressed with no one to turn to, as indicated by two thirds of the respondents at 60.6%. Some felt that they lacked someone to talk to when distressed except friends due parents likelihood of absence from home which heightened esteem issues and low assertive behaviours. Other adolescents were of the opinion that parental behavior was likely to make them feel rejected, abandon and ignored hence discouraging assertiveness among them.

The fifth objective of the study sought to find out the intervention strategies that could be put in place to improve assertiveness among affluent adolescents. About 60.0 % of the respondents agreed with the statement that in order to help increase assertiveness among adolescents, family support should be enhanced; love and care should be intensified by affluent parents, enhancing family relationships with adolescents to encourage adolescents' assertiveness.

Other strategies included intensifying guidance and counseling for adolescents and their parents from affluent families, improving parent-adolescent communication, encourage interaction and shared activities especially meals, parents and adolescents to create as much time as possible to enhance bonding for identity formation, sensitizing affluent families that monetary provisions should be accompanied with attachment for family cohesion, bonding and adult supervision as an intervention measure for assertiveness among the adolescents.

### 5.3 Conclusions

The study aimed at investigating affluent parents' behaviours on assertiveness among adolescents in Karen Zone Nairobi County Kenya. The research question for the study included, establishing levels of assertiveness among adolescents; exploring affluent parental behaviour prevalence; establishing how affluent parental behaviours impacted on the adolescents; possible intervention strategies to curb issue of assertiveness among adolescents. Studies conducted revealed that affluent parental behaviours such as absence from home, provision of too much money, conflicts, frequent separations, minimal communication time and bonding with adolescents were likely to impact negatively on assertiveness among adolescents.

On the first objective, the study concludes that a significant proportion of adolescent youth from affluent families are less assertive as they feel down, depressed, irritable or hopeless. Depression and little energy exhibited by the adolescents as reported by their parents is an indication of low levels of assertiveness. The adolescents also have a problem with concentration and indecisiveness which ultimately affects their assertiveness. The study also concludes that adolescents from affluent families prefer to be with friends rather than family members and keep a lot to themselves without sharing their problems hence low on assertiveness.

On the second research objective, the study concluded that although there are some parents from affluent families who provide the needed care and attention to their adolescents, majority tended to be overly engaged at work thus lacked time with adolescents. Affluent Parents were more likely to provide too much money than have the time to guide adolescents. Thus, the study concludes that affluent parents' behaviours tended to focus more on economic pursuit, financial and provision of material needs, divorce, single parenthood and separation thereby forgetting the personal emotional bonding with their adolescents. The study also concludes that parents of adolescents from affluent families were less likely to spend quality time with their adolescents. However, a contradictory finding showed that affluent parents involve adolescents to a larger extent on the activities within the family including planning and seeking their opinion on daily activities. This was a booster to assertiveness among some adolescents in Karen Zone.

The third research objective sought to establish how affluent parents' behaviour and the impact on adolescent assertiveness. Major conclusions drawn from the study findings from both the parents and the adolescents revealed that low assertiveness among adolescents was depicted as a result of negligence, parental behavior of absence, conflicts, separation, limited communication and time for sharing meals, affluent parents tending to remain single rampart and these made adolescents feel being rejected, abandoned and ignored hence likely to influence law assertiveness among the adolescents.

The fourth and the fifth objectives of the study sought to find out the intervention strategies that could be put in place to improve assertiveness among adolescents. Major conclusions drawn from the study findings from participants demonstrated that there should be closely knitted family system, there is need for parents to be present to listen to adolescents',

enhancement of parental support, love and care at all times, enhancing parent-adolescent relationship, intensifying guidance and counseling for adolescents and their affluent parents, continuous seeking for more assistance from family counselors as much as possible for both parents and adolescents, need for improved communication, among others for the reinforcement of assertiveness among the adolescents. There should be a serious sensitization to affluent families that excess monetary provision should be accompanied by attachment for family cohesion, bonding and adult supervision as an intervention measure for assertiveness among the adolescents.

### 5.4 Recommendations

Based on the findings of this study the following recommendations were made:

#### 5.4.1 Parents

Parents should be encouraged to attend family counseling sessions to allow them have time with their adolescents where they can open up and share on their challenges. This should to help ensure that parents and adolescents are helped to build relationships that could be impacting on adolescents' assertiveness. This can be done during church counseling programmes organized on monthly basis to help adolescents deal with assertiveness issues which will ultimately translate into their managing of emotional pressures in life.

#### 5.4.2 Adolescents

Adolescent should be encouraged to frequent counseling services in the event that they find themselves emotionally disturb to avoid stressful situations, depression, drug and substance abuse, loneliness, feeling of low esteem, suicidal tendencies and boost assertiveness. Monthly youth counseling in churches, in the community, youth seminars by organizations could help adolescents to build resilience and thereby deal with assertiveness.

### 5.4.3 Counselors

Counselors need to avail their services in affluent neighbourhoods where parents and adolescent could frequent regularly for enhancement of family cohesion, bonding, and relationship and shared activities. Psycho-education could be given through the media daily to all parents and their adolescents on the need to relate closely for creating positive attachment and adolescents' assertiveness.

### 5.4.4 The Church

The church may also have the responsibility of organizing for spiritual sensitization, seminars, workshops, and conferences after services on parenting as well as on bonding in order to bring adolescents and parents as close as possible to improve assertiveness.

### 5.4.5 The Community

The community could as well come up with family based coping programs based on the centrality to adolescent assertiveness. A family based coping program may tap directly into adolescent parent relations, interactions, presence, sharing activities, bonding, and sharing joys together for improving adolescents' assertiveness. Family members may have the opportunity to engage in multiple skill development activities together as a system like discussions, exchange of ideas with other parents for proper support which may enhance adolescents' ability to grow as assertive adults.

### 5.4.6 The School Administrators

School administrators through education open days should create avenues that will enable parents to bond more with adolescents while at school and thus be able to extend the same back in their houses. School administrators also need to be restrictive on the amount of money adolescents should be given while at school and encourage the same to be applied back at home

when these adolescents close school in order to focus attention on adolescent issues more closely for improvement of assertiveness.

### 5.4.7 The Government

The government too should create more punitive measures to parents who neglect their adolescents' emotional needs and organize for regular and mandatory parenting sensitization programmes through media and open forums to help curb rampant separation, divorce, conflicts that impact heavily on adolescents' assertiveness. Policies on parenting and alcohol intake among adolescents could reduce risky behaviours among adolescents.

## 5.5 Suggestions for Further Studies

Based on the study findings, conclusions and the recommendations made, this study has made greater contribution towards understanding assertiveness among adolescents. However, there still exists knowledge gap which necessitates studies. Thus future research should be conducted to include:

i. A comparison study on the level of assertiveness among adolescents from affluent families and those from less affluent families.
ii. Parenting style as determinant of assertiveness among adolescents from affluent background
iii. Influence of social background (single parenthood, foster parenting, number of brothers and sisters etc) on assertiveness.

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## APPENDICES

## APPENDIX A

## QUESTIONNAIRE FOR ADOLESCENTS

### SSECTION A

Dear respondent,

I am a student at Catholic University of Eastern Africa. I intend to carry out a research as a requirement for the Doctoral Degree of Education in Counseling Psychology. You have been chosen to help in getting the required data. The title of the study is "The influence of affluent families on adolescent well-being: A case of Nairobi County- Kenya. The purpose of the study is to find out the factors leading to problem with well-being among adolescents in affluent families in Nairobi County, Kenya. Kindly do assist by responding to the questionnaires. The data collected will be used for this study only and will be treated with due confidentiality. Your honest and generous contribution will be highly appreciated. Kindly participate to the following questions as honestly as possible.

Thank you.

***Instructions:***

Please, carefully read the questions below and provide a response to each question by putting a tick [√] in the spaces provided. Where necessary, kindly comment as required using the spaces provided.

### SECTION B: Demographic Information

1. Please state your gender Male [ ] Female [ ]
2. Please state your age bracket in years 10-14 [ ] 15-19 [ ] 20-24 [ ] 25-29 [ ]

   30-34 [ ] 35-39 [ ] 40-44 [ ] 45-49 [ ] 50 and above [ ]
3. Kindly state the name of your estate……..
4. Birth Order (Number in Family, First born, last born, the Only Child……
5. Please, indicate your marital Status ……..
6. Parents occupation…….

7. Family members you currently live with

| | | | |
|---|---|---|---|
| Father | _____ | Brother | _____ |
| Mother | _____ | Sister | _____ |

Others, please specify……

**SECTION C:**
Please, tick [√] indicates the extent to which you agree with the following statements in the boxes on the left. Strongly agree (SA) =5, Agree (A) =4, Undecided (U) =3, Disagree (D) =2, or Strongly Disagree (SD) =1.

**PART: A**

| S/No | Status of Assertiveness among Adolescent in Affluent Families | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 8 | Feeling down, depressed, irritable or hopeless | | | | | |
| 9 | Feeling tired or having little energy every time | | | | | |
| 10 | Poor appetite, weight loss or overeating | | | | | |
| 11 | Feeling bad about myself, that I am a failure, let myself and parents down | | | | | |
| 12 | I have trouble concentrating on things | | | | | |
| 13 | I get nervous when things do not go the right way for me | | | | | |
| 14 | I have trouble making up my mind | | | | | |
| 15 | Getting angry and stressed | | | | | |
| 16 | I sometimes think about killing myself | | | | | |
| 17 | I can never be as good as other kids | | | | | |
| 18 | I am afraid of a lot of things. | | | | | |
| 19 | I have issues with my identity | | | | | |
| 20 | I am bored with life so I take alcohol and drugs | | | | | |
| 21 | I go out oftenly with friends because I hate my home | | | | | |
| 22 | I like being alone most of the time | | | | | |
| 23 | I don’t share my problems with my parents | | | | | |

**Part B**

| S/No | Affluent Parents' Behaviour Depicted and Adolescents' Assertiveness | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 24 | Parents do not give the attention needed by their children but are too busy with office work at the expense of the family | | | | | |
| 25 | Parents give enough money to their children but not there to give guidance on what to | | | | | |
| 26 | Parents are not supportive to children in time of distress | | | | | |
| 27 | Value for wealth instead of children and family | | | | | |
| 28 | Giving the children minimal communication time to share their emotional feelings with them | | | | | |
| 29 | Provides everything but rarely seen at home | | | | | |
| 30 | Spend lots of time with children most times even during meals and holiday | | | | | |
| 31 | Makes children feel wanted and needed | | | | | |

**Part C**

| S/No | How Affluent Parents' Behaviour Influence Adolescent Assertiveness | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 32 | Loneliness adolescents have at home | | | | | |
| 33 | Suffering in silence and not sharing it out | | | | | |
| 34 | Lack of coping skills when emotionally disturbed | | | | | |
| 35 | A lot of argument with parents | | | | | |
| 36 | Absence from home even during meals | | | | | |
| 37 | Lack of care support, love, fondness at home | | | | | |
| 38 | Excess pressures experienced without guidance | | | | | |
| 39 | Feelings of being helpless when disturbed or depressed with no one to turn to | | | | | |
| 40 | Lack of communication within the family | | | | | |
| 41 | Lack of someone to talk to when distressed except friends due parents not being there | | | | | |
| 42 | Excessive drinking due to lack of warm home environment | | | | | |
| 43 | Feelings of being rejected, abandoned and ignored at home | | | | | |
| 44 | Lack of closeness with parents and siblings | | | | | |

**Part D**

| S/No. | Intervention Strategies to Help Increase Assertiveness among Adolescents | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 45 | Encouraging closely knitted family system | | | | | |
| 46 | Parents need to be present for their children | | | | | |
| 47 | Enhancing family support, lave and care at all times | | | | | |
| 48 | Enhancing family relationship with children and with each other as parents | | | | | |
| 49 | Intensifying guidance and counseling for adolescents and their parents from affluent families | | | | | |
| 50 | Parents from affluent families need to improve communication among them and with children | | | | | |
| 51 | Encourage interaction and shared activities especially sharing meals together as a family | | | | | |
| 52 | Seek more assistance from family counselors as much as possible for both parents and children | | | | | |
| 53 | Parents and children to create as much time as possible to enhance bonding for identity formation | | | | | |
| 54 | Sensitize affluent families that monetary provisions should be accompanied with attachment for family cohesion, bonding and adult supervision | | | | | |

55. Kindly list any other important strategy you think is likely to enhance assertiveness of adolescents in affluent families in Karen Zone Nairobi County, Kenya.

……
……
……
……
……

**56.** Please, indicate in the space below any other causes of lack of assertiveness among adolescents in affluent families.

**……**
**……**
**……**

**Please, fill in YES or NO to the following questions and give reasons.**

**57**. Do parents in affluence encourage family communication within and outside home?……
……
……what reasons do you have for that answer?

**58**. Parents in affluent families would prefer not to be there for their children but provide them with plenty of money to make the children comfortable. Do you feel it is ok for the children and parents……
……Give reasons for this?

**59**. It is justified to leave children on their own without parental guidance and support so that children harden and grow into responsible adults……..

What reason do you have for this?**.....**

**60**. Do you feel that adolescents from affluent families have very good attachment to their parents from birth to where they are now……..give reasons for your answer

**61**. Please feel free to add any other information that will help the researcher to come up with varied suggestions for the future……...

**THANK YOU**

## APPENDIX B

## INTERVIEW GUIDE FOR HOUSE HELPS AND LOCAL OFFICERS

### SECTION A: CONSENT

Dear respondent,

I am a student at Catholic University of Eastern Africa. I intend to carry out a research as a requirement for the Doctoral Degree of Education in Counseling Psychology. You have been chosen to help in getting the required data. The title of the study is "Affluent Parents' Behaviour on Adolescent Assertiveness in Karen Area, Nairobi County- Kenya. The purpose of the study is to find out the factors leading to problem with assertiveness among adolescents in affluent families in Nairobi County, Kenya. Kindly do assist by responding to the questionnaires. The data collected will be used for this study only and will be treated with due confidentiality. Your honest and generous contribution will be highly appreciated. Kindly participate to the following questions as honestly as possible.

Thank you.

### SECTION B: Demographic Information

***Instructions:***

Please, carefully read the questions below and provide a response to each question by putting a tick [√] in the spaces provided. Where necessary, kindly comment as required using the spaces provided.

1. Please indicate your gender: Male [ ] Female [ ]

2. **Age**: 14-19 Yrs [ ] 20-24Yrs [ ] 21-29Yrs [ ] 30 and aboveYrs [

3. **Marital status**: Single [ ] Married [ ] Divorced [ ] Widowed[ ]

4. **Educational level**: Primary [ ] Secondary [ ] College [ ] other ……

5. **Profession**……Years in the profession……

**SECTION C: Affluent Parental Behaviour on Assertiveness among Adolescent in Karen Nairobi County, Kenya**

6. How long have you been in this area as a professional?.....
7. How many adolescents come for your services in your office?
8. Do parents bring their children to you? What reasons do they have for the choice they take?
9. What is the community's attitude towards the children who come here for services provided?
10. Do you think there are particular affluent family behaviors that would negatively influence adolescents that warrant services with you? If yes, which ones are they?
11. Suggest ways of improving assertiveness issues affecting parents and adolescents from affluent families in this area.
12. What do you suggest could be done on adolescents' ability to make decisions?

***THANK YOU**

## APPENDIX C

## FOCUS GROUP DISCUSSION GUIDE

The researcher will have a focus group discussion with some parents on the following conditions to get a clear view of how people live and which have influence on adolescent well-being in affluent families in Nairobi County, Kenya

HOME PHYSICAL ENVIROMENTAL FACTORS

Key: 1=Adequate 2=Inadequate

From your own perception, what do you think is the general affluent parents' behviourin your Karen Zone? How do adolescents Interaction with fellow siblings within Karen Zone?

What is the general adolescent interaction with mothers? How often does this occur?

How would you explain the general closeness to father and mother by adolescent?

How much time do you spend with your adolescents?

Are there times when the presence of father or mother makes adolescents happy /tense?

How available are you to adolescents during recreation time?

Explain the availability of counseling services in the area. How often do parents and their adolescents visit these services?

**COMMENTS**……
……
……
……
……

***THANK YOU**

## APPENDIX D

## CONSENT FORM

**Dear Respondent,**

I am a Doctoral Student (Counseling Psychology) of Catholic University of Eastern Africa, conducting a study on affluent parental behaviours on assertiveness among adolescents in Karen Zone, Nairobi County.

The purpose of the questionnaire is to establish whether there is a relationship between assertiveness among adolescents and affluent parents' behaviour during the adolescent years in the family. The information given here will be treated with extreme confidentiality and will be used for educational research only. You are kindly requested to answer these questions truthfully and honestly. Your faithful participation may assist in making our teenagers excellent future parents.

If you decide to take part in this study you will only be asked to complete three questionnaires. One questionnaire seeks information on behaviour at home while the other two seek to find out your perceptions of how your mother/guardian and father/guardian treat you. Your participation in this study is confidential. None of the information will identify you by name and the completed questionnaires will be treated with utmost confidentiality. Participation in research is voluntary. You have the right to refuse to be in this study. If you decide to be in this study and change your mind, you have the right to drop out at any time.

Having understood that there is no risk to participating in this study, I hereby accept to take part.

..... .....

Signature of Participant Signature of the Researcher

Date..28/2/2018 Date:..28/2/2018

## APPENDIX E

## RESEARCH WORK PLAN/TIME SCHEDULE

| **: Month/Year** | Activity |
|---|---|
| June-December 2016 | Proposal Writing, literature Review, drafting of chapter one to Chapter Three |
| January 2017 | Submission of the Proposal for Approval |
| January-February 2017 | Preparation for Piloting and Collection for Data |
| 19th October 2017 | Submission of Finally Corrected Proposal and Preparation for Defense |
| 23rdof October 2017<br><br>26th of April, 2018<br><br>3rd of June, 2018<br><br>26th of October 2018 | Defense<br><br>Submission of Final Document<br><br>Final Defense<br><br>GRADUATION |

## APPENDIX F

## AUTHORIZATION LETTER FROM THE UNIVERSITY

**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**Faculty of Arts and Social Sciences**

**Department of Counseling Psychology**

**Our Ref:** CUEA/DVC-ACAD/FASSc/Psyc/NACOSTI/002/February 2018

**Date:** 9th Feb, 2018

The Director
National Commission for Science, Technology and Innovation
**NAIROBI**

**RE: Sr. LUCY A. ACHIENG REG. NUMBER: 1026023**

I am writing to introduce to you **Sr. Lucy A. Achieng** who is a final year PhD Degree student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Lucy's Doctorate's Degree specialization is in Counseling Psychology. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a Dissertation/thesis submitted during the final years of studies.

Accordingly, Lucy's research topic has been approved. She will conduct research on the following topic:

**"Affluent Parents' Behavior on Assertiveness among Adolescents in Karen Zone, Nairobi County, Kenya"**

Thanking you in advance for any assistance you give to Lucy.

Sincerely,

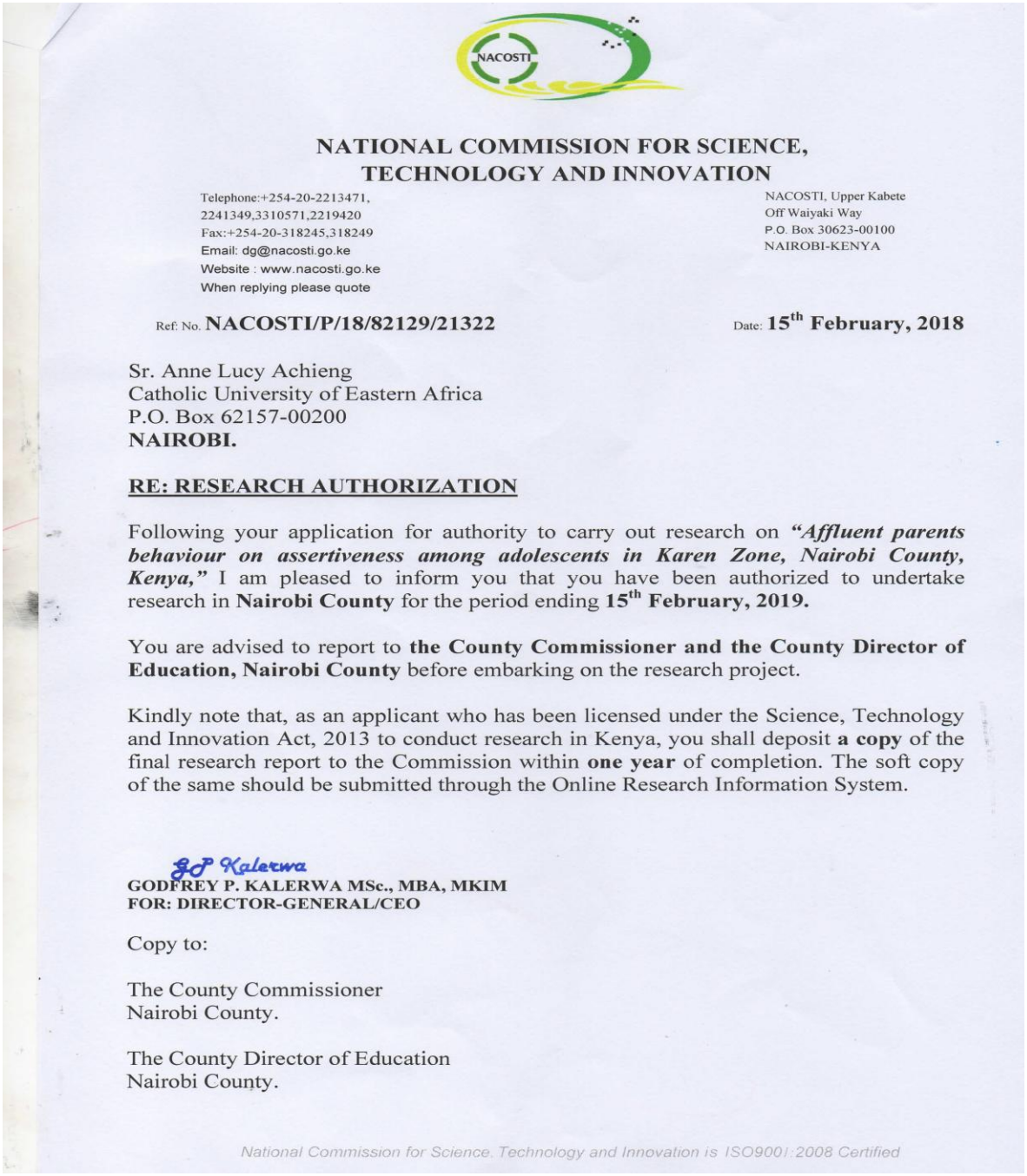
THE CATHOLIC UNIVERSITY OF EASTERN AFRICA FACULTY OF ARTS & SOCIAL SCIENCES 09 FEB 2018 DEPT. OF COUNSELLING PSYCHOLOGY P.O. BOX 62157 - 00200, NAIROBI

**Sr. Dr. Sabina Mutisya**
**HOD, PSYCHOLOGY**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: psyc@cuea.edu, Website: www.cuea.edu
**Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)**

## APPENDIX G

## RESEARCH AUTHORIZATION LETTER FROM NACOSTI



**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/82129/21322**

Date: **15th February, 2018**

Sr. Anne Lucy Achieng
Catholic University of Eastern Africa
P.O. Box 62157-00200
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***"Affluent parents behaviour on assertiveness among adolescents in Karen Zone, Nairobi County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **15th February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa
**GODFREY P. KALERWA MSc., MBA, MKIM**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

# APPENDIX H

# RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
*SR. ANNE LUCY ACHIENG*
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 0-200 NAIROBI,has been permitted to conduct research in *Nairobi County*

on the topic: *AFFLUENT PARENTS BEHAVIOUR ON ASSERTIVENESS AMONG ADOLESCENTS IN KAREN ZONE, NAIROBI COUNTY, KENYA*

for the period ending:
*15th February,2019*

Permit No : NACOSTI/P/18/82129/21322
Date Of Issue : 15th February,2018
Fee Recieved :Ksh 2000



.....
*Applicant's Signature*

.....
*Director General*
*National Commission for Science, Technology & Innovation*

## CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 17430

CONDITIONS: see back page

## APPENDIX I

## AUTHORIZATION LETTER FROM NAIROBI COUNTY

NAIROBI CITY COUNTY

Telegraphic Address
Email: info@nairobi.go.ke
Web: nairobicity.go.ke

CITY HALL ANNEXE:
P. O. BOX 30298 GPO- 00100,
NAIROBI, KENYA

EDUCATION, YOUTH AFFAIRS & SOCIAL SERVICES SECTOR

**Ref: G/NC/141/VOL. VI/78**

**13th September, 2018**

**Sr. Anne Lucy Achieng'**
**Catholic University of Eastern Africa**
**P.O. Box 62157-00200**
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

Following your application to carry out Research and Subsequent approval by **National Commission for Science, Technology and Innovation vide letter Ref; NACOSTI/P/18/82129/21322 dated 15th February, 2018;**

I am pleased to inform you that authority has been granted to you to carry out research on **"Affluent parents' behavior on assertiveness among adolescents in Karen Zone, Nairobi County, Kenya".**

On conclusion of the study, you are expected to submit a copy of the research findings to the undersigned.

NAIROBI CITY COUNTY
EDUCATION DEPARTMENT
02 OCT 2018
P. O. Box 30298 - 00100 NAIROBI

**GEORGE P.LETEMA**
**CHIEF ADVISOR TO SCHOOLS**

Cc - Chief Officer – Education and Social Services.

## APPENDIX J

## MAP OF NAIROBI COUNTY



## APPENDIX K

## MAP OF KAREN ZONE



## APPENDIX L

## FOCUS GROUP DISCUSSION PHOTO



**(APRIL, 30 2018)**



**KAREN ZONE FOCUS GROUP DISCUSSION**

**PHOTO TAKEN BY THE RESEARCHER ON 30TH APRIL, 2018**

## APPENDIX M

## CONSENT FORM FOR FOCUSS GROUP DISSCUSSION

**Dear Respondent,**

I am a Doctoral Student (Counseling Psychology) of Catholic University of Eastern Africa, conducting a study on affluent parental behaviours on assertiveness among adolescents in Karen Zone, Nairobi County.

The purpose of the study is to establish whether there is a relationship between assertiveness among adolescents and affluent parents' behaviour during the adolescent years in the family. The information given here will be treated with extreme confidentiality and will be used for educational research only. You are kindly requested to sign this form to show that you consent that your picture will appear in the focus group discussion photo. The answers given in this focus group discussion should also be as truthfully and honest as possible. Your faithful participation may assist in making our teenagers excellent future parents.

Chair of the Group (Sign)……

Secretary of the group (Sign)……

Members

1. ……
2. ……
3. ……
4. ……
5. ……
6. ……
7. ……
8. ……
9. ……
10. ……
11. ……
12. ……
13. ……
14. ……
15. ……
16. ……
17. ……
18. ……
19. ……
20. ……

Thanks so much for your cooperation.

**APPENDIX N**

**MAP OF KENYA SHOWING KAREN ZONE**

