

Citation: Achieng, A. L; Ngozi, E.O & Momanyi, M. (2018). Affluent Parents' Behaviour on Adolescents' Assertiveness in Terms of Relationship, Support and Attachment. *Journal of Popular Education in Africa*. 2(3), 5 – 23.

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

By

Achieng A, Lucy, Elizabeth Okpalaenwe Ngozi and Mercella Momanyi

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 explore affluent Parents' behaviour on adolescents' assertiveness. The research questions were: What are the levels of assertiveness among adolescents in affluent families? How do these behaviours influence assertiveness among adolescents? 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 24507 with a sample size of 600 respondents consisting of 100 parents and 80 house helps purposefully sampled; 400 adolescents and 20 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. 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 lack of parental support, parental separation, divorce, absence, and poor parent-adolescent relationships. The study recommended the need for affluent parents to attend training on parenting practices to help enhance adolescents' assertiveness.

Key words: Assertiveness, Affluence, Parental Behaviours, Bonding, Adolescents

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Introduction

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. Teenagers 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.

Assertiveness as a psychological concept covers three major tenets of human expression according to Varghese (2014): 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. The concept of assertiveness was described initially by Wolpe and Lazarus in 1966. They defined assertiveness as the ability to think of oneself and others as well as keeping one's balance. They 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, affluent parents according to Hinsaw (2014) ignore the psychological attention their children need in order to enhance performance in all aspects of their lives including assertiveness. For example, a study conducted in USA by Luthar (2015) found out that many youth in affluent families tend to stay with house helps more than they do with affluent parents.

Statement of the Problem

Nurturing teenagers who are in a psychosocial shift from youthfulness to parenthood is demanding. Parental behaviour should be one that encourages adolescents to grow as assertive adults in order to be able to manage themselves. However, according to Okinda (2018) in a conference held at Bomas of Kenya on "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 divorce and separation among Kenyan couples. Nairobi experiences the highest number of broken homes standing at 67% compared to other Counties. The presenter opined that there is a worrying concern in the society because marriages are unable to stand the test of time and adolescent assertiveness is at stake. Adolescents are operating in a vacuum, lacking adequate

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support thus leaving them in a state of confusion and void. This void can have adverse effects on adolescents' assertiveness.

Research Objective

To find out how affluent parents' behaviour impact on assertiveness among adolescent in Nairobi County Kenya across the following variables: Relationship, Support and attachment.

Hypothesis:

H₀1: There is no significant relationship between adolescents' parental behavior and adolescents' assertiveness.

Theoretical Framework

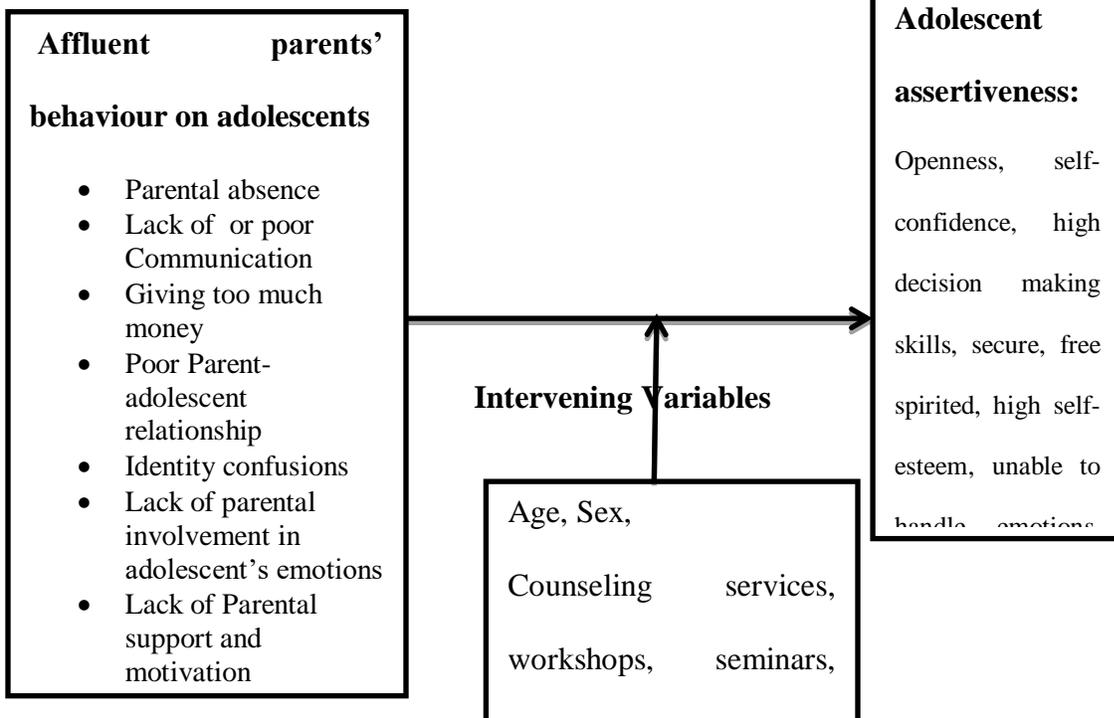
This study adopted a psychosocial perspective to account for assertiveness among adolescents in affluent families. Erikson (1963) contends that contradictions existing in the society make adolescents feel lost leading to poor assertiveness in life. Accomplishment primes to the capacity to remain astute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

Conceptual Framework

Independent Variable

Dependent Variable



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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.

Literature Review

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.

Another study by Corrine (2013) in Australia among affluent youth sought to examine parental supportive effects on adolescents internalizing and externalizing behaviors. This means that parental support is likely to predict lower levels of anxiety, depression and distress in stressful environments among adolescents. Warm, supportive, good parent-adolescent relationship seems to be conducive to adoptive psychological outcomes especially assertiveness among adolescents. 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 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 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.

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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. 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.

Methodology

3.2 Research Design

This study used a convergent parallel mixed –method research design.

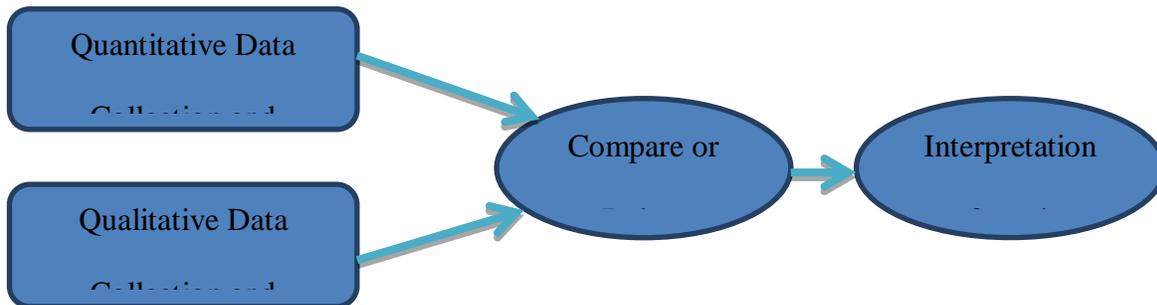


Figure2: The Convergent Parallel Design (Source: Creswell, 2014)

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. 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.

The Sample and Sampling Procedures

The sample size of the study comprised 400 adolescents, 100 parents, 20 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. It was hoped that after identifying one affluent family, snowballing procedures was applied to help the researcher get the next affluent family till the 50th 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.

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

Table 1

Sampling Frame

Category	Total Population	Sampling Method	Sample Size
Adolescents	20000	Simple Random	400
Parents	3000	Purposive	100
House helps	800	Purposive	80
Local Officers	200	Simple Random	20
Total	24000	N/A	600

Source: District Karen, 2018

Office

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.

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 consisted of 8 itemed questions on impact of affluent parent's behaviour on adolescent assertiveness.

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 100 that had been randomly sampled.

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Interview Guide for House Helps and Local officers

The researcher used structured interview guide to get qualitative data from the respondents, that is, the 80 house helps and the 20 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.

Validity and Reliability of the 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.

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.

Data Collection Procedures

Permission to carry out the research and authorization letter was obtained from the university. 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. 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.

Data Analysis Procedures

The researcher collected raw data. 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.

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Findings and Discussions

Demographic Information

Distribution of Respondents by Gender

Gender of respondents was reported and analyzed to show percentage of each gender and the finding presented in Table 2

Table 2
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 2, 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 (54.1%) than male adolescents (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 51.4% for female respondents and 48.6% for male respondents. Further, the distribution is reflective of the gender of the Kenya National Population statistics (KNBS, 2010).

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.

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 3

Table 3
Age of Respondents

Category	Adolescents		Parents		%
	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

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Total	342	100.0	Total	88	100.0
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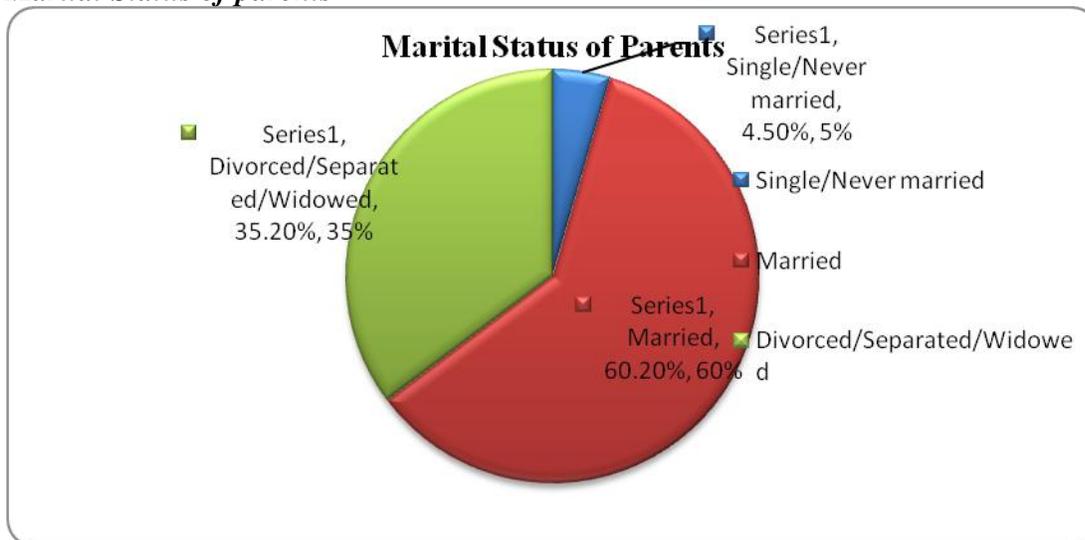
The findings in Table 6 shows that majority of the adolescents who participated in the study were aged between 15 and 19 years (50.6%) with another 31.6% aged between 20 and 24 years. The lowest participation was realized from those ranging between the ages of 10-14 years. The low response rate of those 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.

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 3

Figure 3
Marital Status of parents



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

The findings in figure 3 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

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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.

Parent-Adolescent Relationship

The questions on this sub-section 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 4

Table 4

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 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

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

According to table 4 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. 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

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adolescents were when not at home, while only 32.7% indicated otherwise as 13.7% remained neutral.

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.

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. Detailed findings are presented in Table 5

Table 5
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 5, 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

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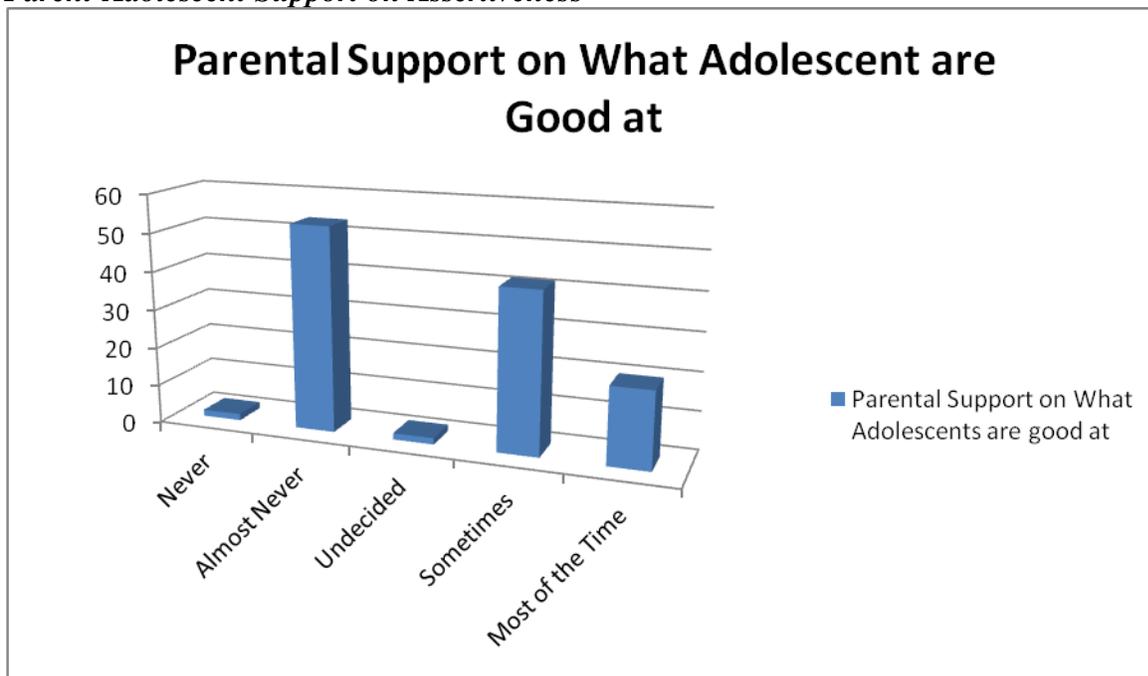
more likely to experience a void and may want to fill it with other risky behaviours. It is important that parents exhibit behaviour that encourages adolescents to go through the transition in life smoothly thus learn to trust parents for assertiveness. This is in line with Erickson (1980) who articulates 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.

Parent-Adolescent support

Adolescents rated each item in this sub-section on a 5-point Likert type scale as presented in figure 4

Figure 4

Parent-Adolescent Support on Assertiveness



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

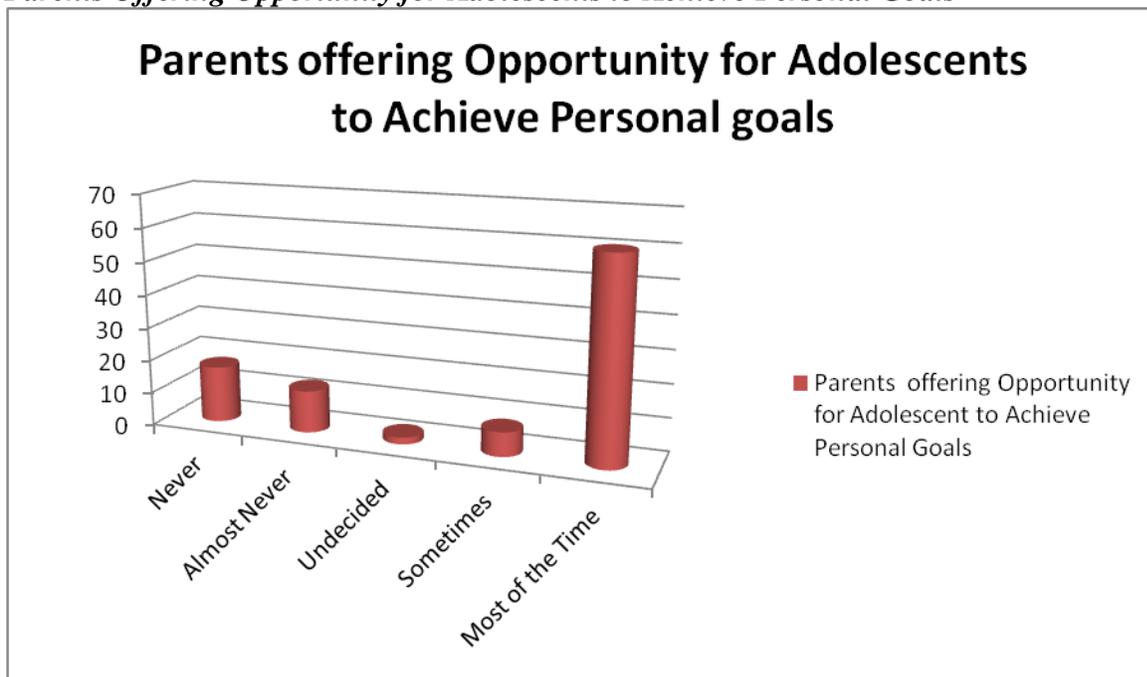
Figure 4 demonstrates that the highest number of respondents (53.33%) said that parents had little support on what adolescents are good at except their friends. This indicates that many parents do not spend quality time with their own adolescents in order to discover talents that could be nurtured. In her work, Lim (2014) 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. In addition, a good number of students (20 %) felt that parents support them in

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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.

Figure 5

Parents Offering Opportunity for Adolescents to Achieve Personal Goals

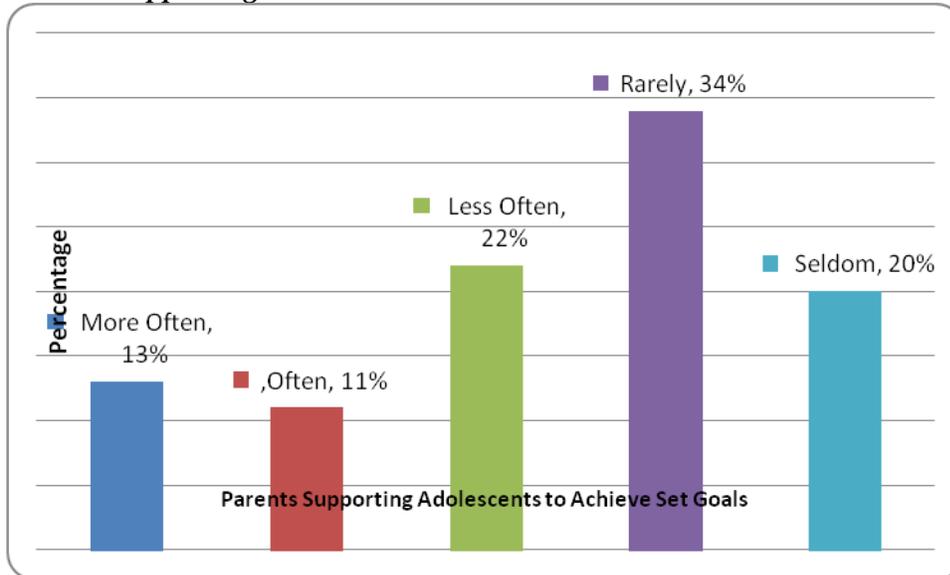


Source: Research Data Analysis, 2018 (n = 342)

Figure 5 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.

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Figure 6
Parents Supporting Adolescents to Achieve Set Goals

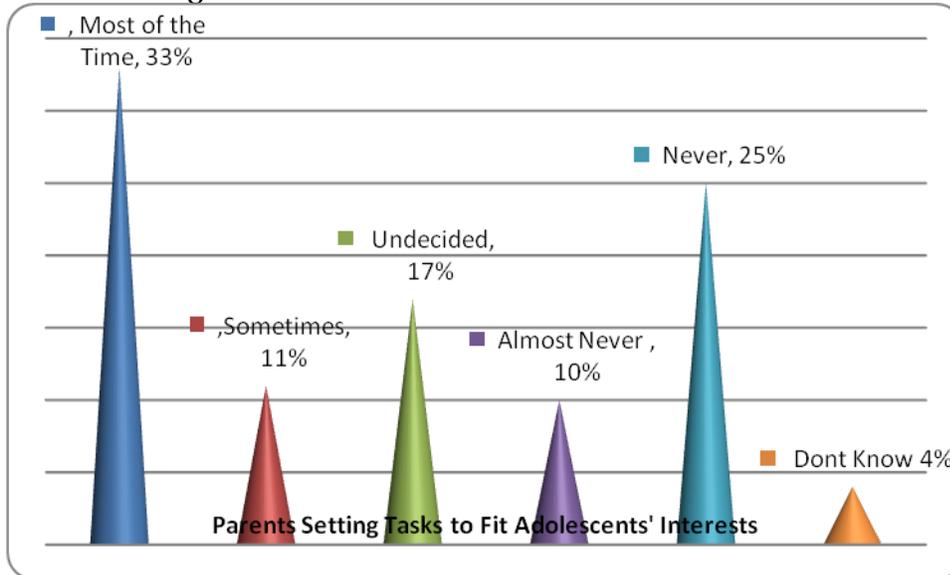


Source: Research Data Analysis, 2018 (n = 342)

Table 6 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-helpers 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.

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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. Another 11% of the respondents felt that their parents sometimes set to them tasks related to their talents. 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.

Regression Coefficients^a for Affluent Parental Behavior on Assertiveness

Model		Unstandardized Coefficients		Standardized	Sig.
		B	Std. Error	Coefficients	
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 5, 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. 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.

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Hypothesis Testing

The null hypothesis was stated as:

H₀₁: 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 .

Conclusion

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 low assertiveness among the adolescents.

Recommendations

Based on the findings of this study the following recommendations were made:

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.

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.

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.

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.

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The Community: The community could as well come up with family based coping programs based on the centrality to adolescent assertiveness.

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.

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: A comparison study on the level of assertiveness among adolescents from affluent families and those from less affluent families.

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