



## **Influence of Parental Behavior on Antisocial Behavior of Secondary School Students in Tetu Sub-County, Nyeri County, Kenya**

Wambugu Isabel

Teacher / H.O.D sciences: Aguthi Sec School

[mumbiisabell@gmail.com](mailto:mumbiisabell@gmail.com)

Mobile Number :+254718980346/+254737054615

**Dr. Jane Karimi**

Lecturer Mount- Kenya university

[janeopeter@gmail.com](mailto:janeopeter@gmail.com)/[janentoiti@gmail.com](mailto:janentoiti@gmail.com)

Mobile number: +2540723839374/+2540710196858

### *Abstract*

**Purpose:** Research on modelling has shown that when parents are held in high esteem and are the main source of reinforcement, their child or children is/are more likely to model their behaviours. If a parent acts in a negative way, the child is more likely to emulate the negative behaviour. This study therefore aimed at investigating the influence of parental behaviour on the antisocial behaviour of students in Tetu Sub County, Nyeri County Kenya.

**Theoretical framework and Methodology:** The study was guided by Bronfenbrenner ecological systems theory and fifth stage of psycho -social theory, further, the study adopted descriptive survey design. The target population was 2840 form four students. Proportionate and simple random sampling were used to select a sample of 352 students; one deputy principle and one teacher counsellor from all the sampled schools were also included in the study. Questionnaires and interview schedules were used to collect data. Test retest method was applied to test the reliability of the instruments while expert judgement was sought to ascertain the validity of the instruments. Descriptive and inferential statistics were used to analyse quantitative data with Pearson correlation testing the hypothesis for any relationship.

**Findings and Recommendations:** From the quantitative analysis, the  $r$  (0.09) value is greater than zero thus indicating significant correlation between parental behaviour and antisocial behaviour of students in Tetu Sub County, Nyeri County –Kenya. Based on these findings, parental behaviour such as the use of drug abuse, alcohol abuse, parents being kind, attentive and caring to their children, parents offering guidance and counselling, absent parents due to business, and parents being single/separated or divorced had influence on antisocial behaviour among secondary school students. Qualitative analysis from interview schedules is in agreement with the quantitative analysis where the deputy teachers and teacher counsellors indicated that parental behaviours influence antisocial behaviours of students.

**Contributions to theory, practice and policy:** Most parents may not be aware of the influence of their behaviours on the behaviour of their children, thus programmes to sensitize parents needs to be organised by ministry of education and respective schools. It is recommended that all stakeholders in education formulate a policy that governs parenting process at different stages of child development. Other factors such as economic problems, maternal

depression, stress and domestic violence can lead to antisocial behaviours, there is need to develop strategies that will help parents to create a conducive environment for themselves and the children

**Key terms:** *Parental behaviour, antisocial behaviour, students, secondary school*

## INTRODUCTION

Children learn through emulating the significant others around them. Research on modelling has shown that when parents are held in high esteem and are the main source of reinforcement, their children are more likely to model their behaviors (Cheryl, 2006). Social learning theory suggests that a child learns and emulates behaviours from significant persons as he or she interacts with the environment, if the behaviours are reinforced and modelled, then they become part of the child's way of acting or behaving. Therefore, if a parent acts in a negative way, the child is more likely to emulate their parents' negative ways; they are also more likely to generalize this attitude to the rest of the society. Thus, parents exert strong influence over their children's behaviour. In multiple studies, it has been found that support from parents' bonds adolescents to institutions while building their self-esteem control (Stice & Gonzales, 2005), there is also a significant relationship between high levels of warmth and lower levels of externalising behaviour problems in children (Garber, Robinson, & Valentiner, 1997) as cited by ( Scott, Doolan, Beckett, Harry, Cartwright, 2010). The building of self-control hinders deviant behaviour from forming. To prevent deviant behaviors from forming, parents must use effective discipline, monitoring and problem-solving techniques (Crosswhite & Kerpelman, 2009). Effective discipline is recognizing deviant behaviors and keeping track of when they occur, parents behaviour will determine if the parent is in cognisance of the deviant behaviour or not. Research suggests that lack of involvement and poor monitoring and supervision of a child's activities strongly predicts antisocial behaviour as supported by Scott, Doolan, Beckett, Harry, and Cartwright (2010) who found out that negative parenting was associated with child antisocial behaviour.

A study by Farrington (2006) revealed that most people are of the opinion that the main cause of delinquent and antisocial behaviour among young students in the USA is poor parenting methods especially poor parental discipline and child control, and the type of educational and relational practices exercised by parents (alvarez-Garcia, Garcia, Barreiro-Collazo, Dobarro Antunuez, 2016), moreover, Scott, et. al., (2010) states that maternal depression, stress, partner violence and child's characteristics of restlessness greatly contribute to the antisocial behaviours of students. MacCoby and Martin (1983) in Alvarez-Garcia et al,( 2016) presents four types of typologies of parenting styles based on two dimensions (responsiveness/acceptance and demandingness /control). The authoritative parenting portrays parental behaviour that is responsive and demanding, in indulgent parenting the parents are responsive but not demanding while neglectful parenting the parents are neither responsive nor demanding to the child. Further parenting styles can be understood from two perspectives including dimensional and typological; dimensional perspective allows categorising certain parental behaviours such as affection, punishment or control whereas the typological perspectives includes constellation of those parental dimensions(Darling & steinberg, 1993, O'connor, 2002) cited in Ruiz-Hernandez, moral-zafra, Llor-Estaban,

Jimenez-Barbero, (2019). Away from parenting models, Wright (2003) reviewed several possible explanations of antisocial behaviour among adolescents which include parents abusing drugs, alcohol, single parenthood, and broken homes. This may derail the quality of parenting and lower the threshold of parental reaction to a child's misbehaviour (Wiese & Freud, 2011).

According to a report by Kenya's National Authority for Campaign against Drug and Alcohol Abuse (NACADA) (2015), many parents are playing referee when students are involved in drug use and trafficking. The NACADA report has further stated that when parents spend more time at work, the bond of child-parent relationship weakens and the child seeks attention from the outside family environment. As a result, child orientate to peers which may end up blocking parental supervision. According to Sailor (2010), such students may end up engaging in antisocial behaviour. The presence of both parents in one family is one aspect of parent-child relationship which is likely to influence children behaviour (Clark, 2013). Parent involvement refers to parent ability to seek out his or her child and manifest an interest in their behaviours. This leads to the attainment of social and school roles which may hinder indulgence in antisocial behaviour. Both parents social support plays an essential role during childhood for crime prevention. Some researchers have articulated that lack of both parents support, lack of parental involvement, parental negligence, and low levels of parental child relationship are strong indicators of antisocial behaviour development in school-age children and character problem in young adults (Stice & Gonzales, 2005).

Parenting is vital for well-rounded grownups. According to Santrock (2011), parenting focuses on the basic survival of children. Sen (2010) has stated that a child's development completely depends on parents in the provision of basic needs including food, shelter, and clothing. However, Rugg (2013) noted that good parenting skills separate responsible parents from those who are less responsible, further good parents make an effort to develop the abilities and skills they need to raise their children. According to Sen (2010), a parent's childcare skills ability has a positive or negative impact on the child's character and behavior as they grow. Yang, Gao, Glenn, Peskin, Schug, and Raine (2011) indicated that discipline skills, patience, and respect are just a few of the many skills parents need in raising children. They further stated that good communication and listening skills help to develop a good rapport with the child while cultivating a relationship of mutual support and trust that becomes beneficial in years to come. Sen (2010) argued that adolescence can be a very difficult time for a parent as teens begin to make decisions on their own. The author further noted that many teens reject both parental supervision and methods of discipline. According to Rugg (2013), teens with a rejection attitude need parenting skills the most. Further, the author noted that if parenting skills are not applied carefully, a rejection attitude may lead to antisocial behavior.

According to Vieno, Nation, Pastore, and Santienello (2009), antisocial behavior has become a major concern to parents, teachers, and government with a significant cost to many communities of the world. In the United States of America, a report from the American Psychiatric Association (2016) indicated that most American students use alcohol and marijuana in grade eight, ten, and twelve.

In Kenya deviant behavior has been on the rise and a major challenge among secondary school students (Kyalo, 2010). Secondary schools students who are aged between 13-19 years have been involved in school strikes. This behavior has been associated with drug abuse; truancy and rebellion (Republic of Kenya, 2011). Peer pressure and mass media

influence have also been featuring as a list of motivators regarding drug abuse, which may have increased the chances of students' drug abuse and truancy (Republic of Kenya, 2011). Nevertheless, little research has been done to determine the influence of parental behaviour on antisocial behavior among students in Tetu sub-county, Nyeri County, Kenya, therefore the importance of the current research.

## Materials and Methods

Descriptive survey design was adopted to investigate the influence of parental behaviour on antisocial behavior among secondary school students in Tetu sub-county, Nyeri County, Kenya. This design was considered appropriate since it permitted the researcher to analyze interrelation between independent, extraneous and dependent variables at the time of research. The study was done at Tetu Sub- County of Nyeri County in Kenya. The study targeted all the form four students in the 33 secondary schools in Tetu Sub- County, Nyeri County, Kenya. These secondary schools were divided into strata using County Assembly wards. According to Tetu Sub-County Education Office (2016), the region has 33 secondary schools distributed in three county assembly wards with an average class population of 40 students. The average number of streams in a county school is three while in a sub-county is two. The total number of form four students is 2240. In addition, the study targeted one teacher counselor and one deputy principal from all the secondary schools in the study area. This resulted to a total of 33 teacher counsellors and 33 deputy principals.

Stratified, proportionate and simple random sampling techniques were adopted for sampling respondents from the target population. First, stratified sampling technique was used to divide Tetu sub- County into strata. According to Kenya Gazette (2013), Tetu sub-county is made up of three county assembly wards. The county assembly wards were thus considered as strata. According to Mugenda and Mugenda (2003), 30% of cases from each stratum are adequate for data collection. Thus, the study considered 30% of both county and sub-county secondary schools that fall within each stratum. Secondly, proportionate sampling was used to determine the number of students who participated from each of the sampled secondary school. Proportionate sampling uses sampling fractions in each stratum that is proportion to that of the population. Thirdly, simple random sampling was used within each stratum to pick the desired sample of students from the sampled schools for inclusion in the study. This ensured that Tetu-Sub-county was well represented and produced more reliable information on the influence of parenting behaviour on antisocial behavior of secondary school students.

The study adopted proportionate and simple random sampling to determine the sample population to be included for the study from a total number of twelve (12) secondary schools drawn from the three county wards. Thus, 30% of secondary schools (County and sub-County) from each county assembly ward were used. The study used Yamane (1967) formula to determine the required number of respondents from the target population ( $N = 2,840$ ). In addition, the sample size was computed at 95% confidence level. A sample population of 352 form four students was derived from the 12 secondary schools. Using 30% proportion of county and sub-county secondary schools, one county secondary school from each stratum was derived. In addition, 3 sub- county secondary schools from Dedan Kimathi ward, 4 sub-county secondary schools from Wamagana ward, and 2 sub- county secondary schools from Aguthi/Gaaki ward were derived. Using simple random sampling, 352 participants were drawn on an equal proportion from the 12 sampled secondary schools. Additionally, the study

included one teacher counselor and one deputy principal from the twelve sampled secondary schools. Questionnaires and interview schedules were used for data collection. Validity and reliability of the tools was ascertained. Before embarking on data collection, permission was sought from various authorities. Upon receiving permission, questionnaires were administered randomly to form four students with the permission of subject teacher by research assistant where teacher counselors and deputy principals were also interviewed by the researcher. The method used was drop and pick method during class sessions.

The received questionnaires were sorted, the complete questionnaires were considered for the data analysis. Data was then edited, coded and entered into SPSS (22) analysis package. Soft copy files were secured with a password while filled questionnaires and interview schedules were kept under lock and key to ensure privacy and confidentiality. Finally, quantitative data was analyzed by use of descriptive and inferential statistics specifically Pearson product-moment correlation coefficient. Qualitative data was analyzed through narrative analysis. The content was sorted into themes, summaries, and excerpts. This assisted the researcher in determining the role of parenting behaviour on antisocial behavior of secondary school students in Tetu-Sub-county, Nyeri County.

## RESULTS AND DISCUSSION

This study sought to examine the influence of parental behavior on antisocial behaviour among secondary school students in Tetu Sub-County, Nyeri County, Kenya. Table 1 shows ten items indicating respondents' analysis about the surveyed provision of parental behavioural elements in a descending order. Respondents were in support of the following items; parents are kind, attentive and caring to them ( $\bar{x}$  4.47, Sd = 1.049), parents offer them guidance and counselling often ( $\bar{x}$  4.33, Sd= 1.114). The students were not certain of the following items as they remained neutral; their parents are business people ( $\bar{x}$  3.83, Sd =1.533), their parents are employed ( $\bar{x}$  3.14, Sd= 1.563). For the subsequent items the students answered in the negative; on whether they have a single parent ( $\bar{x}$  1.90, Sd =1.447), whether parents are divorced ( $\bar{x}$  1.89, Sd =1.403), on whether the parents have separated ( $\bar{x}$  1.61, Sd =1.155), whether their parents are absent parents ( $\bar{x}$  1.53, Sd =1.040), on whether their parents abuse alcohol ( $\bar{x}$  1.37, Sd = .771), on whether their parents abuse any drugs ( $\bar{x}$  1.33, Sd =.771).

**Table 1: Descriptive Results for Influence of Parental Behavior on Antisocial Behavior**

Items	n	$\bar{x}$	Sd
My parents are kind, attentive and caring	220	4.47	1.049
My parents offer guidance and counseling often	220	4.33	1.114
My parents are business people	220	3.83	1.533
My parents are employed	220	3.14	1.563
I have a single parent	220	1.90	1.447
My parents are divorced	220	1.89	1.403
My parents have separated	220	1.61	1.155
My parents are absent parents	220	1.53	1.040
My parent's abuse alcohol	220	1.37	.771
My parents abuse drugs	220	1.33	.711
Valid N (listwise)	220		

Source: (Author, 2018)

These results indicate that some parents are kind, attentive, and caring towards students by offering guidance and counselling often. Students were neutral about their parents being employed or engaged in business. Some students strongly disagreed with the following items; I have a single parent, my parents are divorced, my parents have separated, my parents are absent parents, my parents' abuse alcohol, and my parents abuse drugs. This may imply that most students live with both parents who are always there to guide them and do not abuse both alcohol and drugs. However, some students had their parents divorced, others separated, while others abused both alcohol and drugs.

These findings resonate well with Wright (2003); Wiese and Freud (2011) who highlights possible explanation why students develop antisocial behavior including parents abusing drug, alcohol, single parenthood and broken homes. The results also concur well with a study conducted in Nigeria by Ikediashi and Akande (2015) entitled "Antisocial behavior among Nigeria adolescents" which recommended that parents and guardians should show love and care to their children where parental behavior must be corrective and assist the students to attain social roles. Parents should be available to assist their children to attain social roles. When parents are absent the gap created may be fitted by neighbours, peers, or social media which may orientate the children away from social roles thus leading to antisocial behaviors.

**H<sub>01</sub>: There is no Statistically Significant Relationship between Parental Behavior and Antisocial Behavior among Secondary School Students**

Based on the parental behaviour element, *H<sub>01</sub>* posited that parental behavior has no statistically significant relationship on antisocial behavior among secondary school students in Tetu Sub-county. Pearson Correlation results presented in Table 2 indicated that the p-value is bigger than 0.05 therefore the null hypothesis is accepted.

**Table 2: Correlation Analysis on Parental Behaviour and Antisocial Behaviour among Secondary School Students**

Parental Behaviour	Pearson Correlation	0.24
	Sig. (2-tailed)	0.09
	N	220

Correlations is significant at 0.05 level (2-tailed)

Source: (Author 2018)

Based on these findings, parental behaviour such as the use of drug abuse, alcohol abuse, parents being kind, attentive and caring to their children, parents offering guidance and counselling, absent parents due to business, and parents being single/separated or divorced had influence on antisocial behaviour among secondary school students.

These results are further consistent with a study conducted by NACADA (2015) which found out that many parents are playing referee when their children are involved in drugs use and trafficking, to mean that the parents do not mind even when they see their children in antisocial behaviours, instead they defend and shield them. The NACADA report further stated that when parents spend more time at work, the bond of child-parent relationship weakens and the child seeks attention from the neighbourhood and peers, and since this study find no significant relationship between parental behaviour and antisocial behaviour of students, it is clear then that other factors play a role in influencing children's behaviour as stated by Maccoby (2000) who states that parental influence has been emphasized at the expense of others sources of influence that could be having greater influence such as genetical predisposition and peers. As a result, students orientate to peers which may end up blocking parental supervision. Further, study findings conducted by Ikediashi and Akande (2015), found out that parents and guardians should show love and care to their children where parental behavior must be corrective and assists the students to attain social roles. in contrast, MacCoby (2000) states that competent and cooperative children may make it easy for the parents to be firm and responsive, thus parents behaviour is driven by the behaviour of children and much of the parent- child correlation can be accounted for by the child's genetic predispositions and the influence of peers. Farrington (2006) was also of the opinion that the main cause of delinquency behavior among young adults (students) in the USA is poor parenting methods especially poor parental discipline and child control. On the other hand, Wright (2003) reviewed several possible explanations of antisocial behaviour which include parents abusing drug, alcohol, single parenthood, and broken homes.



### **Qualitative Data Analysis of Parental Behavior on Antisocial Behavior of Secondary School Students**

The researcher sought to establish from deputy principals and teacher counsellors the influence of parental behaviour on antisocial behaviour of secondary school students. Such parental behaviours included influence of bad behaviour to their children, influence of substance use to their children and bad influence from relatives.

Deputy Principals and teacher counsellors had different opinions regarding parental behaviour. Deputy Principal (DP 10) argued;

*Yes, parents passively influence their children to take drugs through their behaviours and actions since they act as role models. Children look up to them for guidance on good behaviours. For example, if a partner tends to drink and abuse the other partner, that child may end up behaving likewise because to them this is a standard behaviour.*

Teacher counsellor (TC2) said

*Parents are too busy sometimes to take up responsibility such as visiting a child at school, instead they send an elder child or a relative to school. These are wrong choices, such elder brother/sister or relative may end up sneaking drugs to school. For example, most of the cases of sneaked drugs to schools happen on opening days, midterms and usually at peak during visiting days. Students found in possession of drugs say they were brought by their elder siblings or relatives and sometimes parents.*

These findings are consistent to Cheryl, (2006) who conducted a research on modelling and found out that when parents are held in high esteem they are the main source of reinforcement, the child is more likely to mirror their behaviours. Stice and Gonzales, (2005) in their multiple studies show that when a child is valued, loved and has support from parents such bonds adolescents to institutions while building their self-esteem control. A report from NACADA (2015) stated that when parents spend more time at work, the bond of child-parent relationship weakens and the child seeks attention from the neighbourhood and peers. As a result, students orientate to peers which may end up blocking parental supervision.

### **CONCLUSION**

It was concluded from the findings that parental behaviour has a positive correlation on students' antisocial behaviour, where by the r value (0.09) was found to be greater than zero. This being a correlation then, means that when parents behave well, the student's behaviour is good due to role modelling while when parents have no time for them, abusing drugs and alcohol, having separated or divorced, then the students are likely to have antisocial behaviours.

### **RECOMMEDATIONS**

Majority of the students felt that parents were not behaving as required. Out of the ten statements, 4 were rated above average while six were rated below average. Despite this, students felt that their parents were responsive to their needs, they offered guidance and

counselling. A good proportion of the parents were either employed or self-employed, didn't abuse alcohol and were not absent parents. Therefore parents should ensure that they stay true to their calling by behaving well since they are the models that their children are emulating. Parents should ensure their children acquire social roles to prevent indulgence into antisocial behaviours since once they are kept engaged, rarely will they have time to idle. Parenting programmes should also be put in place to create awareness among parents on the importance of role models. It should be noted that not only parental behaviour influences antisocial behaviours among students; other factors identified by other studies are economic problems, maternal deprivation, child's characteristics and domestic abuse. This therefore calls for parents to create a conducive environment for the development of the child/student.

### REFERENCES

- Alvarez-Garcia, D., Barreiro, A., Nunez, J.C., and Dobarro A., (2016) ( Validity and Reliability of the Cyber Aggression Questionnaire for Adolescents (CYBA)
- American Psychiatric Association (2016). *Diagnostic and statistical manual of mental disorder*, 4 (1) Washington, DC.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Browry 2001 Mental care and Child Health, world health organization monograph series
- Buehler, C., Franck, K. L., & Cook, E. C. (2009). Adolescents' triangulation in marital conflict and peer relations. *Journal of Research on Adolescence* 19(4), 669-689.,
- Cheryl (2006) parents and peer in relations to early adolescents' problem behavior. *Journal of marriage and family*. 8(2), 96-112
- Clark (2013). Whatever next? Predictive brains, situated agents, and the future of cognitive science. *Behavioral and Brain Sciences*, 36 (3), 181-204.
- Crosswhite, M. & Kerpelman, L. (2009). "Coercion Theory, Self-Control, and Social Information Processing: Understanding Potential Mediators for How Parents Influence Deviant Behavior." *Deviant Behavior* 30(7): 611-46.
- Farrington, D. P.(2006) Origins of violent behavior over the lifespan. In Flannery, D. J., Vaszonyi, A. T. and Waldman, I. (Eds.) *The Cambridge Handbook of Violent Behaviour*. Cambridge: Cambridge University Press, in the press.
- Ikediashi, N. N, A, & Akande J. A. (2015). Anti Social Behaviours Among Nigerian Adolescents. *IOSR Journal of Research & Method in Education*. Volume 5, Issue 4 Ver. I (Jul - Aug. 2015), PP 31-36
- Kenya Gazette. (2013). *Kenya county assembly wards* (Kenya Gazette special issue). Nairobi:). Government Press.
- Kothari, C. (2011). *Research Methodology and Techniques* (2nd Ed.) Delhi: New Age International Limited Publishers.
- Kyalo, K. A. (2010). *Management of Students Discipline Problems in Public Secondary Schools in Yatta District*. Unpublished Master's Thesis, Kenyatta University, Nairobi, Kenya.

- MacCobby, E.E., (2000) Parenting and its Effects on Children: On Reading and Misreading Behaviour Genetics. *Annual Review of Psychology* Vol. 51: 1-27
- MacCobby, E.E., and Martin, J.a. (1983) Socialization in the content of the family parent – child interactions, a hand book of Social psychology: socialization personality and social development, Vol.4. eds E.M. Hetherington and P.H. Mussen (Newyork)
- Mugenda, O. M., & Mugenda, A. G. (2008). *Social Science. Applied Research & Training Services*. Nairobi: Kenya.
- NACADA (2015). *Report Situation Assessment of Drugs and Substance Abuse in Nairobi, Kenya*.
- Republic of Kenya (2011). *Report on the Task Force on Students Discipline Unrest in Secondary School in Kenya*. Nairobi: Jomo Kenyatta Foundation.
- Rugg, M. (2013). Teenage Smoking Behaviour Influenced by Friends and Parents Smoking Habits. *Eurek Alert, Journal of Adolescent Health, 143*, 120-125.
- Ruiz-Hernández, J. A. Moral-Zafra, E., Llor-Esteban, B. and Jiménez-Barbero, J. (2019) Influence of Parental Styles and Other Psychosocial Variables in Externalizing Behaviours in Adolescents: A Systematic Review. *The European Journal of psychology, applied to Legal Context* vol11 (1), 9-21.
- Sailor, G. (2010). Preventing Antisocial Behaviour in the Schools. *Journal of Applied Behaviour Analysis, 28*, 467-478.
- Santrock, W. (2011). *Life-Span Development (13th Ed)*. New York. McGraw Hill. Scott, S. (2008). Parenting Programmes for Attachment and Antisocial Behaviour. *Journal of Psychiatry, 30*, 367-37
- Scott, S. Doolan, M. Beckett C., Harry S., Cartwright S., (2010). How is Parenting style related to child antisocial behaviour? Preliminary finding from Helping children achieve Study. Research gate Publications, Kings College London
- Sen, B. (2010). The relationship between frequency of family dinner and adolescent problem behaviors after adjusting for other family characteristics. *Journal of Adolescence, 33*, 187-196.
- Yang, Y., Gao, Y., Glenn, A., Peskin, M. Schug, R. A., & Raine, A. (2011). Biosocial bases of antisocial behavior. In M. Delisi & K. M. Beaver (Eds.), *Criminological theory: A life-course approach*. Boston: Jones and Bartlett Publishers.
- Vieno, A., Nation, M., Pastore, M., & Santienello, M. (2009). Parenting and antisocial behavior: A model of the relationship between adolescent self-disclosure, parental closeness, parental control, and adolescent anti-social behavior. *Developmental Psychology, 45*(6), 1509-1519.
- Weiser, D. & Freud, P. (2011). Parents as Role Models: Parental behavior Affects Adolescents Plans for Work Involvement. *International Journal of Behavioral Development, 35* (3), 218-224.