

## **Self-Control and Social Development: Evidence from Kenya**

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### **Abstract**

The current study had aimed to examine the effects of parenting style towards low self-control and character development. Also, low self-control was examined towards character development. The moderation of genetic personality was examined between these relationships. The target population was aimed towards students of Kenya. The quantitative approach was implemented for collecting the data and PLS-SEM using SmartPLS 3.2.8 was applied for analysis. Low self-control has negatively significant effect on children character development and parenting style/practices has positively significant effect on children character development while parenting style/practices has negatively significant effect on low self-control. Parenting style/practices has positively significant effect on character development with the mediation of low self-control. The relationship of low self-control and parenting style/practices with character development have not been moderated by the students' genetic personality typology. The outcomes of the study suggested that children's character must be built in schools or mainly focus on the early childhood education institution that must pay attention to the factors of parenting style of the child as well as their genetic personality.

### **Keywords**

Parenting style/practice, low self-control, character development, genetic personality, Kenya

## 1. Introduction

Mostly all those issues that were being related to the quality of children can be easily solved via solving the problems of the human resource of the current country through a holistic approach (Banfield et al., 2018). However, families are affected by the environment of the surroundings where they were living. It has been explained that the connection among families, school along with community build up the character and education that has been seen in the act of the individual (Broberg & Sarjala, 2015).

On the other hand, parents are the main source of educating the family. Interaction plays a great role among the family that gives the long term effects in the ground of children's development process in the maturity level as well as in the success that builds their character good and strong. Besides, parenting has been considered as the most studied idea. It has been explained that there is a connection between children's emotional intelligence and parenting patterns (Kotaman, 2016). It had also been explained that parenting affects the children's character via genetic factors as well. (Rindermann & Baumeister, 2015). However, genetic personality has been considered as non-heredity along with a genetic structure that has a blueprint of an individual's weaknesses along with strengths that becomes the identity of every person (Asbari et al., 2019).

In past studies, the gaps have been identified among the connectivity of parenting style and genetic personality in the platform of development of children. This identified gap of the past had been taken in to account for the current research. Garcia et al., (2018) done the observation on the connection between the effects of parenting style and personality style of adolescents in the country Netherlands that highlights the effect of parenting style on the development of adolescent personality. Additionally, the research had been conducted that discussed the relationship among the authoritative parenting style and achievement of adolescents academics (Masud et al., 2015).

However, Kenya is considered as one of the critical cases in the sense of relation among the challenges of high quality of education and the platform of higher education. According to the report of Republic of Kenya 2015-2017, the development of this sector had been done lately and after that, in the 1980s the expansion had been done rapidly by the University of Nairobi (only institute), whereas the enrollment had been observed doubles in 3 years as in 2011-12 the figure was 218,628 and in 2014-15 it was 443,783 yet the increase had been seen in 2016-2017 as 564,507. Moreover, the negative influence had been seen regarding the expansion by stakeholders' quality and supported by the current work (e.g. (Chege et al., 2015; Ochieng et al., 2012; Oketch, 2003).

The current study had aimed to examine the effects of parenting style towards low self-control and character development. Also, low self-control was examined towards character development. The moderation of genetic personality was examined between these relationships.

The remaining section had been segmented into literature review comprising critical reviewing of the empirical and theoretical literature; research methodology that includes methods for data collection; data analysis and their interpretations; conclusion and recommendations.

## 2. Literature Review

Lianos & McGrath (2018) introduced the ground of the General Theory of Crime (GTC) that has been considered the effective and investigated theory among all the criminal behaviors as well as in social sciences (Vazsonyi & Jiskrova, 2018). The platform of GTC has a lot of variables in the ground of deviant conduct that has been taken as the area of limited and few determinants. However, they react as in scientific theories as preferred components (Lamba, 2019).

However, in the past three decades, this has been stated by GTC that self-control's origin has been tested through empirical attention. In regard of this theory, adolescents subject to inappropriate parental activities may not establish appropriate standards of self-control and are thus more likely to participate in harmful actions that might or may not breach the law (Oparaduru, 2017). Several experiments to check this theory find that parenting impact on anti-social activities can only be indirect, operating through the direct influence of observational research's self-control (i.e., the complete mediating function of self-control) indicated that parenting strategies have an indirect effect on anomalies by self-control and may have direct effects on deviant actions independent of self-control i.e., the partial mediating role of self-control (Vazsonyi et al., 2017).

This research had focused on children and their parents binding that must have the emotional support as well, along with this the other parenting strategies had been observed as well (Harman et al., 2018). For socializing the child, parents were asked to consider the emotionally supportive ground that motivates them to expand the time in this regard. All those parents who emotionally took out time for their child could become effective parents in self-control (Wills et al., 2016). Parent practicing includes deviant behavior, effective manners, and emotional supportive behaviors (Cho & Lee, 2017).

Moreover, the outcome of effective parenting practices can be seen in self-control (Li et al., 2019). The three parenting practices have been developed by the ground of GTC that emphasizes self-control. 1) The activities of children must be monitored by their respective parents or guardians. 2) Parents have to monitor the anti-social activities when the child would be in the youth phase and 3) Parents must decide things full of fairness along with the discipline (Calhoun, 2015).

*H1: The parenting style has a significant effect on low self-control.*

However, the effect has been seen among the educated family in the development of the career of their child. Father and mother both motivate their

child for education and work together for the good character development (Froiland, 2015). In fact, parenting style easily affects the adolescent personality ground (Doepke & Zilibotti, 2017). The research has been conducted and the relationship has been highlighted among parenting and child self-control abilities. Kiadarbandsari et al., (2016), the outcome of the study highlights that the love is the components that had been considered as the base of parenting style along with the high positive acceptance that cannot be attacked, ignored or rejected and having a positive influence on child's social behavior, (Firouzkouhi Moghaddam et al., 2016).

*H2: The parenting style has a significant effect on character development.*

The characterization of low-self-control had been done as insensitive, physical as well as impulsive, risk-taking, nonverbal, and short-sighted (Morsunbul, 2015). However, self-control can easily be judge by the changes of social or nonsocial determinants that include the pressure from a peer group Cho et al., (2017); Jones et al., (2015), family structure, neighborhood disadvantage, neuropsychological deficits, and genetics (Sharp et al., 2019). Self-control training could be performed in the life span of the starting 10 years of the child that parents must considered while leading the character development (Hallquist et al., 2015; Piquero et al., 2016). The argument had highlighted that parenting had been considered as the difficult factor which could be different for every child as the understanding capacity is different of every individual and if the criminal behaviors would be seen in any individual so there would be chances of low self -control (Sosik et al., 2019).

*H3: Low self-control has a significant effect on character development.*

Moreover, the discussion had been done regarding the effect of family practices on the socialization of self-control (Cohen et al., 2017; Li et al., 2015). It is also claimed that the outcomes of deviancy work in regard of child-rearing coincide with the absence of love, monitoring, and discipline are considered as those variables or aspects that lead towards the criminal behaviors. It can be observed that parents must work on the ground of self-control at the early age of child development. Hence, the enhancement of the child's self-control is connected with parenting practices and effective socialization. However, the nexus among parenting, low self-control along with anti-social behaviors can be considered misinterpretation in the context. Few studies stated with conformity that GTC claimed in the above discussed aspect as a mediation model (Han et al., 2017; Muftić & Updegrave, 2018).

*H4: The parenting style has a significant effect on character development with the mediation of low self-control.*

Furthermore, Mustaqimah (2019) an individual's character had been affected by the factor of genetic structure that had been considered as the blueprint of an individual's strengths and weaknesses. Which had been considered as the code of each person as the permanent identity of that individual (Asbari et al., 2019). However, genetic personality had been considered as the innate character that had been linked with the dominance of the work of the brain system. Genetic personality had been considered as the biometry method that can be used in any case, in the current study it had been implemented as STIF in the context of fingerprint analysis. However, it had been stated that phenotypes are that ground which were affected by the genotype ground and environmental determinants Carpentieri-Pipolo et al., (2019); Orgogozo et al., (2015) and in genotype factors, genetic personality has been considered as the determining factor.

Furthermore, it had also been stated that genetic factors are that ground that had been affected by the parenting patterns. The opinion regarding phenotype had been discussed that it had been affected by genetics and the environment that includes the genetic heredity (inheritance) along with non-heredity (given) (Chen et al., 2016). However, genetic personality had been considered as non-heredity nature along with a genetic structure that has been considered as a blueprint of an individual's weakness along with strengths. In the start of the school, children's genetic personality starts to be identified in the beginning. However, the parenting program it had been carried out to achieve the goal that parents should apply while parenting at home and work in this perspective as it affects the school environment as well (Sanders et al., 2019).

*H5: The genetic personality has significant moderation effect between parenting style and character development.*

*H6: The genetic personality has significant moderation effect between low self-control and character development.*

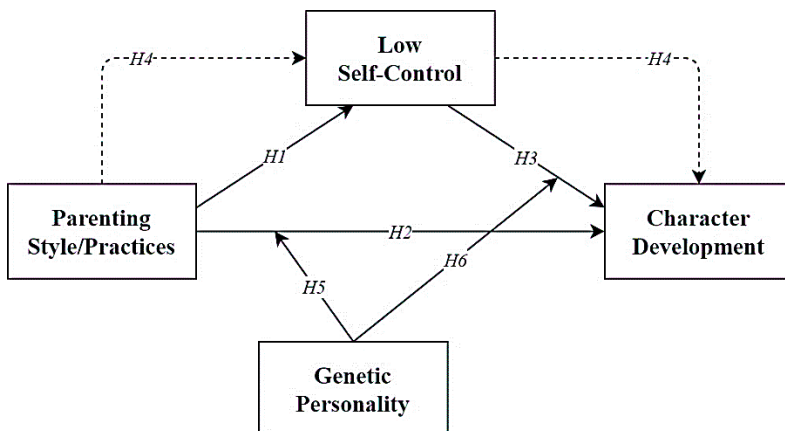


Figure 1: Conceptual Model

### 3. Methodology

The quantitative method includes numbers and statistics that can be gathered through using this approach and its analysis can only be conducted by computational techniques (Newman & Benz, 1998). The current method also consists of theory testing and it provides a more generalized findings for building up a logical conclusion. The data can be collected in an easier process because it does not contains any specified rule for data collection (Creswell, 2002). Therefore, quantitative method was implemented in this study because it helped in gathering a general view of knowledge.

The explanatory purpose enhances the objective of research and provides a more detailed and understanding phenomenon as well. The major advantage of this purpose refers to examining the aspects that were not previously studied in a proper way (Newman, 2000). So, the explanatory purpose was applied in this study because it helped in identifying the questions related to the research.

The causal design provides such a concept that examines a particular situation and then tries to explain different patterns of relationships (Peffer et al., 2007). Also, the basic purpose is to provide causality between the variables and how these are related to each other by identifying the cause-effect (Kothari, 2004). Hence, the causal design was implemented in this study because it helped in knowing the reasons that caused different sets of processes and norms.

The purposive sampling provides an overview of collecting the specific amount of data from a group of people selected by the researcher’s judgment. This technique can be conducted more easily and provides more effective information as well (Tongco, 2007). So, purposive sampling was adopted in this study. The reason was that it helped in collecting specific data from people. The target population of this study was aimed at primary students of Kenya while the respondents’ profile has been provided in the following table 1.

**Table 1:** Demographics Statistics (N=307)

		Frequency	Percent
<b>Mother Age (Years)</b>	Less than 35	203	66.1
	35-39	13	4.2
	40-45	52	16.9
	More than 45	39	12.7
<b>Father Age (Years)</b>	Less than 35	51	16.6
	35-39	178	58
	40-45	65	21.2
<b>Mother Education</b>	More than 45	13	4.2
	Matriculation	25	8.1
	Intermediate	182	59.3
	Bachelors	87	28.3
<b>Father Education</b>	Masters	13	4.2
	Matriculation	13	4.2
	Intermediate	65	21.2

<b>Parental Status</b>	Bachelors	177	57.7
	Masters	52	16.9
	Single Parent	117	38.1
	Couple	190	61.9

The PLS-SEM also is known as structural analysis refers to examining the hypothesis based on the collected data. This technique can be used even in a complex model and can provide highly effective results. The mediation results of this technique had been known as highly efficient and effective as well (Hair Jr et al., 2011; Hair Jr et al., 2014). Therefore, PLS-SEM was applied in this study because it allowed for examining a small sample size.

## 4. Results

### 4.1. Measurement Model

The following table 2 has shown the results of measurement model.

**Table 2:** Measurement Model

Variables	Items	Loadings	Alpha	CR	AVE
<b>Character Development</b>	CD3	0.965	0.734	0.865	0.764
	CD4	0.772			
<b>Low Self-Control</b>	LSC2	0.903	0.911	0.944	0.848
	LSC3	0.954			
	LSC4	0.904			
<b>Parenting Style/Practices</b>	PSP1	0.737	0.911	0.936	0.786
	PSP2	0.896			
	PSP3	0.936			
	PSP4	0.958			

The recommendation for the above table as given by Hair Jr et al., (2014) was that outer loadings must be higher than 0.70 for acceptance. However, if the values are from 0.40 to 0.70 it can also be accepted based on (Hair Jr et al., 2016). The threshold for CR is 0.70 and for AVE it is 0.50 and values should be higher than these values for acceptance. Hence, the measurement model was achieved.

### 4.2. Discriminant Validity

The following table 3 has shown the results of Fornell & Larcker (1981) criterion for discriminant validity.

**Table 3:** Fornell-Larcker Criterion

	CD	LSC	PSP
<b>Character Development</b>	0.874		
<b>Low Self-Control</b>	0.420	0.921	
<b>Parenting Style/Practices</b>	0.313	0.340	0.886

The diagonal and bold values should be higher when compares it with other values. The table has achieved this threshold and therefore discriminant validity had been achieved using criterion (Fornell & Larcker, 1981).

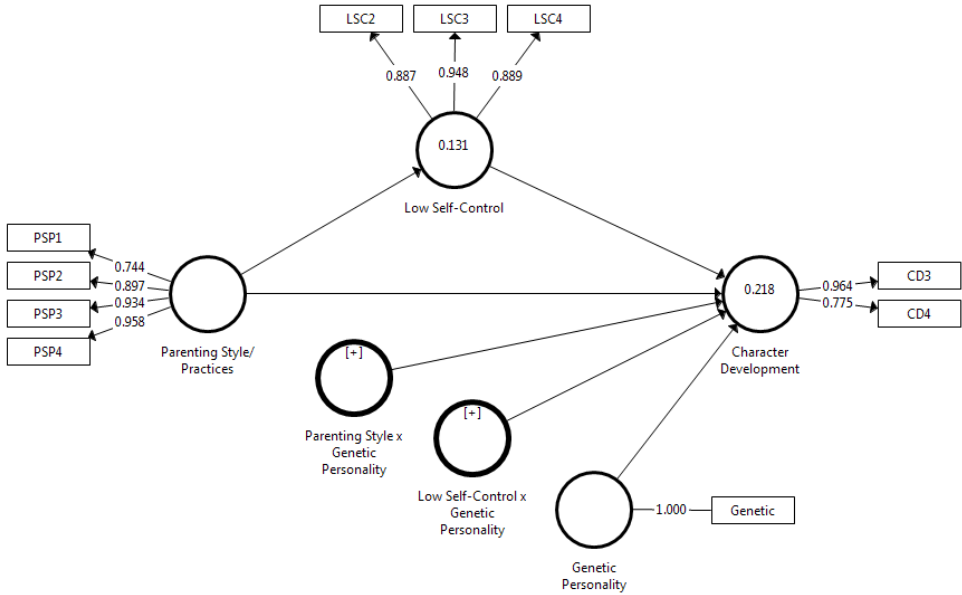


Figure 2: PLS Algorithm

The following table 4 has shown the results of discriminant validity using crossloadings.

Table 4: Crossloadings

	CD	LSC	PSP
CD3	0.965	0.439	0.384
CD4	0.772	0.243	0.043
LSC2	0.327	0.903	0.382
LSC3	0.490	0.954	0.310
LSC4	0.315	0.904	0.235
PSP1	-0.103	0.354	0.737
PSP2	0.251	0.259	0.896
PSP3	0.409	0.288	0.936
PSP4	0.336	0.350	0.958

The threshold for the above table is that all bold values must be higher as compared to other values (Hair Jr et al., 2011). Therefore, discriminant validity had been achieved using crossloadings.

The following table 5 has shown the results of HTMT ratio for discriminant validity.

**Table 5:** HTMT Ratio

	CD	LSC	PSP
<b>Character Development</b>			
Low Self-Control	0.458		
Parenting Style/Practices	0.315	0.382	

The recommendation for the above table as given by Henseler et al., (2016) that all values must be less than 0.85. Thereby, discriminant validity had been achieved using the HTMT ratio.

### 4.3. Structural Model

Following table 6 shows the result of path analysis using PLS bootstrapping at 5000 subsamples and 5 percent statistical significance.

**Table 6:** Path Analysis using PLS-SEM

	Estimate	Prob.
Low Self-Control → Character Development	-0.367	0.000
Parenting Style/Practices → Character Development	0.177	0.005
Parenting Style/Practices → Low Self-Control	-0.362	0.000
Parenting Style → Low Self-Control → Character Development	0.113	0.000

The results have shown that low self-control (-0.367,  $p < 0.05$ ) has negatively significant effect on children character development and parenting style/practices (0.177,  $p < 0.05$ ) has positively significant effect on children character development while parenting style/practices (-0.362,  $p < 0.05$ ) has negatively significant effect on low self-control. However, the results also showed that parenting style/practices (0.113,  $p < 0.05$ ) has positively significant effect on character development with the mediation of low self-control.

Following table 7 shows the result of moderation analysis using PLS-SEM bootstrapping.

**Table 7:** Moderation Analysis using PLS-SEM

	Estimate	Prob.
Low Self-Control x Genetic Personality → Character Development	-0.058	0.316
Parenting Style x Genetic Personality → Character Development	-0.032	0.587

The results in the above table showed that relationship of low self-control (-0.058,  $p > 0.05$ ) and parenting style/practices (-0.032,  $p > 0.05$ ) with character development have not been moderated by the students' genetic personality typology.

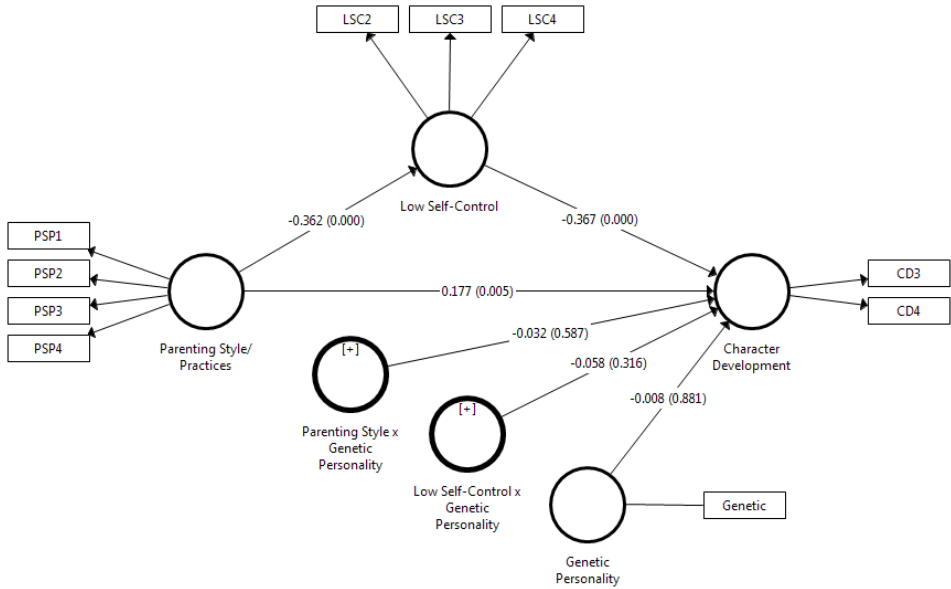


Figure 3: PLS Bootstrapping

## 5. Conclusion

The findings of the current study highlights that parenting style was considered as the significant along with the positive effect on the ground of character development of children in the state of Kenya. Another finding had been stated that the character development of the children had been affected by parenting style (Shloim et al., 2015). However, from the outcome of the study of Johari Talib & Mamat (2011), children’s attitude had been influenced by parenting style and another result had been concluded from the study of Sarwar (2016) that children’s development had been influenced by parenting style.

Furthermore, other research findings highlighted the ground of genetic personality that had been considered positive along with significant that effects on the children’s character development in Kenya. The finding of the current study also highlights the importance along with the uniqueness of unique character that had been extracted from each child (Segev et al., 2015). However, in the opinion of Swan (2015) stated that every individual has its uniqueness, two individuals cannot be the same by blueprints or in any means that’s why it had been considered as the code of every different person. Every person features change from another individual, along with the nature and abilities also varies. However, every individual has its strength or weakness that had been considered as the blueprint or stated as code that had been marked as the individual permanent identity (Christakis, 2019).

Further, the outcome of the current study showed support towards the work of Forsman (2015) which had stated that phenotype had been effected by genotype

along with environmental factors. However, in this situation, the phenotype is marked as a character, parenting style had been the determinant of environmental factors also, genetic personality considered as the genotype factors. Furthermore, each gene has a lot of information stated (Ca & Mc, 2015). Also, genetics plays an agreed role and affects the side of the behavior whereas, environment is also considered as an important factor. In addition, a study in the ground of genetics ground had been considered as a character until now.

However, the outcomes of the study, children's character must be built in schools or mainly focus on the early childhood education institution that must pay attention to the factors of parenting style of the child as well as his or her genetic personality. Also, an educational program used to develop the character of the children can be done by the coordination of both teachers and parents. Parents can give education in a family environment in house or teachers will teach them in schools or institutes. This had been considered as the more positive if the parenting pattern had been understood by the parent's and the processes of the development of the children. It had been concluded that the better character development process of the child can be get when the identification would be better of the genetic personality of an individual or child.

Furthermore, in regard of this theory, it had been highlighted that the platform of self-control gives the positive and magnitude along with modest variable of the ground as anti-social behavior that had been assessed via another determinant of the structural model (Schnitker et al., 2017). However, the findings have been highlighted with the bivariate Meta-analyses conduct by Özdemir et al., (2017); Sluckin (2017) along with this many empirical studies had been done as well (Brooks et al., 2015).

Although, the outcome of the ground structural model stated that while testing the hypothesis it had also been confirmed that influenced parenting practices are marked as negative along with the small size and having low self-control that had been statistically stated while assessing it with the anti-social behaviors. The findings also highlighted the inconsistent with the Jackson & Beaver (2015), that had been considered as same as meta-analysis Shi et al., (2019) along with the studies of primary ground had been published in few current years (Barnes & Meldrum, 2015; Meldrum et al., 2016; Meldrum et al, 2018).

However, it had been highlighted that the influence of the parenting practices on the ground of anti-social behavior had been considered significant even the platform of self-control is low but controllable. However, effective parenting practices had been considered as indirect influences on character development via low self-control that had been considered as a direct impact on development where low self-control had been considered as a partial mediation model. In addition to it Cabrera et al., (2018); Muftić & Updegrove (2018) stated the argument regarding effective parental practices and development. The findings have the full mediation influence on the character development of parenting style that had been significant

when the state of self-control was being mediator (Dardas & Ahmad, 2015; Farley & Kim-Spoon, 2017; Lian et al., 2016; Yap & Baharudin, 2016).

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