

**INFLUENCE OF PARENTING STYLES ON MOTIVATION TOWARDS ACADEMIC
PERFORMANCE AMONG CLASS 5 - 8 MAASAI PUPILS IN J.LEPERES ACADEMY,
KAJIADO COUNTY**

BY

JEFF TUMANKA KERIKA

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DECLARATION

Student declaration

This research project is my original work and has therefore not been presented for a degree in any other university.

Signature.....

Date.....

KERIKA JEFF TUMANKA,

C50/81707/2015

Supervisor's declaration

This research project has been submitted for examination with my approval as the University Supervisor.

Signature.....

Date.....

PROF. PRISCILLA .W. KARIUKI
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF NAIROBI

DEDICATION

I proudly dedicate this study to my family members for their support, love and encouragement. My studies would have been an impossible task to undertake without them.

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ABSTRACT

Globally, there is an emphasis to educate the young people to better their lives. Studies have shown the importance of educating young people. Parents have a significant role in a child's educational welfare, that is, the parenting style adopted by the parents affect a child's academic performance. In the Maasai community, there is high illiteracy level and a high number of dropouts from school. This has led to continued practice of health impairing traditions like FGM and early marriages. This study aimed to look at the influence parents have on their children's motivation towards academics using three attributes of motivation which include self-efficacy, goal orientations and locus of control. The objectives of the study included, examining the association between parenting styles, self-efficacy and academic performance among primary school pupils. To determine the influence of parenting styles on a child's goal orientation in academic performance among primary school pupils. To establish the relationship between parenting styles and locus of control with respect to academic performance among primary school pupils. The target population consisted of 151 class 5-8 Maasai pupils, with a sample size of 109 pupils' selected using stratified random sampling and 20 parents selected using purposive sampling. Data was collected both quantitatively and qualitatively using questionnaires and semi-structured interview guides. Collected data was coded into the SPSS software ver. 20 for analysis and presented through means, percentages, standard deviations and frequencies. A chi square analysis was used to assess whether there is a significant difference between the independent and dependent variables. The study revealed a strong association between parenting styles, motivational attributes and academic performance; to be specific authoritative parenting style affects positively child's performance. The study recommends sensitization of parenting styles to parents to promoting parenting style that will boost their children academic performance.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter discusses the background to the study, statement of the problem statement, the objectives and research questions. The chapter also discusses the significance of the study, the scope, limitations of the study and definition of terms.

1.1 Background to the study

Education is essential for children, as this will help them be in control of their own health, security and success. Education is used to deal with most of the challenges faced in life, because it exposes learners to a lot of opportunities for personal development, career growth, and promotes economic growth (Lewin, 1993). Education helps an individual when it comes to seeking health care services and in making decisions when it comes to one's lifestyle and healthy behaviors. A child's cognitive capabilities that result from going through the education system has a significant contribution in the child's health behaviors (Cutler and Lleras-Muney, 2010). It is important for every child to pursue education and strive for better academic performance to enjoy the benefits of education. A study by Stegelin, (2004) showed that better academic performance was associated with lower dropout rates, whereas poor academic performance was associated with high dropout rates. Children who perform poorly in academics tend to be discouraged and give up pursuing education.

For children to perform well academically, motivation is an important factor because a motivated student is energized and continually interested in their academic work so as to realize their academic goals. Students who have intrinsic motivation have a higher chance of succeeding academically and staying in school since they have positive attitudes towards education, have interest and also set goals, compared to those who are extrinsically motivated to learn since their main drive are the rewards that learning will bring, (Slavin, 2006). Several Studies have shown that a positive correlation exists between parenting styles and a child's motivation. (Ibanez, et. al., 2004; Abesha 2012; Leung & Kwan, 1998; Fulton & Turner, 2008; Alt, 2015). Children from authoritative parenting background show more intrinsic motivation towards their studies compared to children from authoritarian parenting. Children from environments where they are

nurtured and engaged, tend to approach academic work with an open mind and an interest to learn. On the other hand, learners who do not come from a nurturing home environment, tend to lack the motivation needed to maintain interest in school because of physical and psychological problems they go through.

Although society and peers contribute significantly, academic achievement in children is influenced more by parents and families they come from, (Ndiku, 2015). Parents bear a great responsibility in influencing a child's creativity, social, and moral aspects. A correct and balanced relationship between parents and their children impacts their physical and mental health, hence improving their motivation, attitude and understanding, towards academics. A study by Kimble (2014) showed that communication and parent-child interactions are important factors that influences a child's upbringing and a healthy psychological development. To improve a one's learning attitudes, academic performance, parents should support their children and help them in their academic work. Parent-child interaction is usually influenced by the style of parenting adopted by the parents. Parenting styles are characterized by the degree of response and demands parents make towards the child, (Maccoby & Martin, 1983). Responsiveness is whereby parents show sensitivity and acceptance towards their children's emotions and developmental needs, whereas, parental demandingness is where parents exercise control over the behaviour of their children. There are four parenting styles that Maccoby and Martin identified. They include; permissive, neglectful, authoritarian and authoritative styles.

Permissive parents tend to have low demandingness and high responsiveness towards their children (Pellerin, 2005). Parent-child interactions are non-punitive in nature and children are allowed a lot of freedom (Santrock, 2006). This results in negative behavioural outcomes due to lack of set limits and expectations. Authoritarian parents show low responsiveness with high demandingness (Pellerin, 2005). They feel it's important to exercise full control on all aspects of their children. Parents using this style tend to demand a lot from their children in terms of their behavior and expectations without putting into consideration a child's input, since they expect their children to stick to rules, failure to which one is punished. The authoritarian style does not always lead to positive child outcomes. Neglectful parents are usually low in their demand and response as well. Parents who practice this parenting style are normally not aware of what their

children need in terms of development. They are inconsistent with how they express their show emotions towards their children. (Pellerin, 2005). Neglectful parents don't take control over the behaviour of their children when it comes to raising their children. It is crucial to note that even if the parents help their children in terms of provision of basic needs of their children, they get attached to the child at a minimal level (Cherry, 2012). Children who come from parents who are neglectful tend to perform poorly in all domains. Authoritative parents portray both high demandingness and responsiveness. They expect their children to follow rules and guidelines they have established. However, Parents using this type of parenting often listen to their children and involve them, (Cherry, 2012; Santrock, 2006). Despite having high expectations authoritative parents provide support and encouragement which leads to positive outcomes on the child (Meteyer & Jenkins, 2009). Studies conducted have shown that authoritative parenting style is more desirable and results in academically competent and confident children, while authoritarian, neglectful and permissive styles are correlated with poor academic performance and children who are low in happiness, low self-esteem and incompetent. (Baumrind, et. al., 2010; Abdorreza & Rozumah, 2010; Ogwari, 2011; Ashiono, 2013).

Studies conducted in the Maasai community found permissive and neglectful parenting styles to be more commonly practiced, compared to other parenting styles when it comes to education. (Shinali & Koech, 2016; Ngenye, 2015; Kamau, 2011). This has limited the ability for children to explore their chances through education, promote healthy lifestyles and alleviate poverty. As a result of the poor enrollment rates among the pastoralists in the county, Kajiado County government acknowledged, parents have an influence on the educational goals of their children. The then governor of the County, Dr. David Nkediye, encouraged them on taking responsibility in ensuring their children take education seriously. The Kajiado County governor also noted that it is only through education that poor health and poverty will be tackled and asked parents to help in fighting early marriages among girls, moranism and other unhealthy cultural traditions as a way to reducing dropout rates of young people, (Kajiado County press, 2017). Few studies have been conducted in the county about parenting styles, in addition, no study has been carried out on the impact of parenting styles on motivation this study will seek to fill the gap.

1.2 Statement of the Problem

Parental support to their children in education is a problem due to the parenting styles adopted by many parents in Kajiado County, (Ngenye 2015; Shinali et. al., 2016). This has led to poor academic performance among learners and increased dropout rates. Primary school enrollment remains above 65%; however, this percentage goes down as the learners advance to higher levels or grades. The number reduces by up to 30% county-wide upon reaching higher education (Keton & Korea (2015). According to an online daily nation report published in March, 2018, a recent survey conducted by the county government indicated that only 8.5% of all secondary school students make it to the university and only 10 % enroll for technical courses. As a result of poor parental support, children do not see the need of staying in or doing well in school and dropout to engage in activities such as sand harvesting or enter into early marriages. Currently, the illiteracy rate is 35% due to high dropout rates, whereas Kenya national rate is 29%; USA rate is 14%. High illiteracy levels have resulted in poor health, related to malnutrition, the pastoralist lifestyle and poverty. Support from parents is important to a child being successful and staying in school. There is need to create awareness to parents in Kajiado County about how their parenting style impacts the motivation of the children towards academic performance so as to address poor academic achievement and high dropout rates among young people.

1.3 Purpose of the study

The main purpose of this study was to examine the impact of parenting styles on motivation towards academic performance.

1.4 Objectives of the study

1. To examine the association between parenting styles, self-efficacy and Academic performance among primary school pupils.
2. To determine the influence of parenting styles on a child's goal orientation towards academic performance among primary school pupils.
3. To establish the relationship between parenting styles and locus of control with respect to academic performance among primary school pupils.

1.5 Research questions of the study

1. Is there an association between parenting styles, self-efficacy and academic performance among primary school pupils?
2. To what extent do parenting styles influence a child's goal orientation towards academic performance among primary school pupils?
3. What is the relationship between parenting styles and locus of control with respect to academic performance among primary school pupils?

1.6 Justification of the study

Research indicated that there were not many studies conducted in Kajiado County that focused on the influence of parenting styles in academic performance. (Shinali & Koech, 2016; Ngenye, 2015; Kamau, 2011). Observation indicated also no study has been conducted on the impact of parents have on motivation of their children towards academic performance, therefore this study sought to fill the gap. There was a need to create awareness on the role parenting plays in education in order to address the high dropout rates and illiteracy levels that have led to poor health and poverty in the County. This study was relevant for Kajiado County, considering that young people are still subjected to unhealthy cultural traditions and working conditions.

1.7 Significance of the Study

Findings from the study would have parenting as well as education benefits since it would help in making policies when it comes to creating awareness among parents in Kajiado County regarding the influence their parenting styles have on their children's motivation towards academics. This study would also address the need to get support from parents towards the education of their children so as to reduce dropout rates, better academic performance in the county, in efforts to alleviate poverty and improve nutrition and health in the County. Findings from this study would be beneficial since it will add value on the knowledge already existing on the impact of parenting styles on children's academic performance in Kenyan schools. Teachers would also benefit from the study as they are in a position to counsel and guide parents on the importance of discarding some parenting styles that may be negatively impacting on the children. Information and data yielded from the study would be useful to future scholars who may desire to study parenting styles.

1.8 Scope of the study

This study focused on four styles of parenting namely permissive, indulgent, authoritarian and authoritative parenting styles and the influence they have on the motivation of primary school pupils, by targeting pupils in class 5-8, in Kajiado County. Motivation was examined using three motivational attributes namely, self-efficacy, goal orientation and locus of control.

1.9 Limitation of the study

This research studied one ethnic group, the Maasai community and the results obtained might not reflect the situation in other communities within the country. The study was limited by timeframe and therefore the researcher used research assistants to help with the data collection procedure. Due to the sensitivity of the details the study sample was going to provide, some may have felt uncomfortable giving such information for fear of being victimized, so they might have given false information. The researcher mitigated this by ensuring the privacy of the participants and assured them of confidentiality of the details they provided. The researcher also provided research authorization letters for authentication of the research. Respondents who did not understand the questions clearly, the researcher used research assistants to help the respondents understand the questions. To avoid biasness, the researcher used stratified random sampling to collect the sample, in order to ensure every pupil from the target population an equal chance for selected.

1.10 Definition of terms

Academic performance can be defined as the result of how a student handles their studies and finish the different tasks given to them in an effort to accomplish their academic goals. (Trucchia, et. al., 2013).

Achievement motivation is defined as having a strong reason or desire to actor accomplish something. (Slavin, 2006)

Goal orientation is defined as one's determination towards improving one's ability in achievement settings, (Shim & Ryan, 2005)

Locus of control is the degree to which one believes to be in control over the outcomes of circumstances in their life, as opposed to external influences that they can't control. (Early & Barrett, 1991).

Parenting styles can be defined as a combination of parenting behavior, occurring over a wide range of situations, which creates a conducive child-rearing climate. (Berk, 2006)

Self-efficacy is defined as an individual's judgments in relation to how capable they are to perform a defined action. (Artino, 2012).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed existing literature on the influences of parenting styles on motivation towards academic achievement by focusing on three attributes of motivation; self-efficacy and goal orientation, locus of control. This study first, discusses the association between parenting styles and a child's self-efficacy towards academic performance. Secondly, it looks at the influence of parenting styles on a learner's goal orientation towards academic achievement. Thirdly, it discusses how parenting styles influence a learner's locus of control towards academic performance. Further, the study presents the conceptual and theoretical framework that is used to explain the impact of parenting styles on motivation among Maasai pupils in Kajiado East, Kajiado County.

2.1 Association between parenting styles and self-efficacy towards academic performance.

The parenting styles, most parents utilize in raising their children have an influence on self-efficacy of pupils, especially in academic achievement. Parent encouraging their children to be involved in challenging experiences strengthens leads to high self-efficacy, since it provides one with intrinsic motivation. However, Perceived unfavorable parenting rearing style and affectionless control from the parents and family is related to low self-efficacy, resulting in extrinsic motivation, (Schunk & Meece, 2006).

2.1.1 Learners education level

A study conducted by Smith (2007) to examine how parenting influences self-efficacy among learners and their effects on their college life in United State of America. Smith employed simple random technique to select a sample of 293 students for the study. These students were presented with questionnaire three months prior commencement of the college. The questionnaires tested both self-efficacy and the student parenting styles. The study identified three parenting styles namely permissive, authoritarian and authoritative parenting style. Two weeks later, the questionnaire was presented to the same student to assess how they dealt with homesickness and adjusting to their new school. The study found students who come from authoritarian parenting background show low self-esteem together with self-efficacy; authoritative background showed a

higher level of self-efficacy. Permissiveness background was found to have no correlation with students' self-esteem or self-efficacy. Students with authoritative background were found to have less homesickness, better emotional and ease in adjusting to college. Equally, student from Authoritarian background were found to experience more homesickness and difficulties in adjusting to college life (Qamar, Parveen, & Yousuf, (2017). This study did not include participants' parents which might have resulted in students giving false information about their parents.

Sharma (2017), an India scholar sought to understand association between parenting styles and self-efficacy of adolescents. Sharma recruited 184 males and 200 females ranging from age of 14 and 16 years and one of their parents. The study assessed the adolescents using self-efficacy Questionnaire while parents were given to fill the Parenting Authority Questionnaire, to examine the parenting styles. Sharma used Pearson's product moment method to compute correlation. He further used T- statistics to compare mean difference. He also grouped parent data into two groups based on parenting style score (i.e. low and high) and compared with self-efficacy score. Sharma found authoritarian parenting background was negatively associated with self-efficacy while Authoritative Parents showed a significant positive correlation with self-efficacy parameters (Dehyadegary, 2014). This study was effective, however it only focused on three parenting style and did not put into consideration neglectful parenting style.

Aunola, et al., (2000) in Finland, did a study that examined four parenting styles. Aunola sought to assess the relationship between adolescents' academic performance and parenting styles they are exposed to in their families. A total sample of 354, 14-year-old adolescents together with their parents completed questionnaires. The parenting styles were categorized into authoritative, neglectful, permissive and authoritarian. The study found students who come from an authoritative family utilize most adaptive techniques with little expectations of failure and inactiveness, whereas adolescents from neglectful family had high levels of inactiveness. Results from this study gave an understanding of some ways through which parenting styles may impact learners' academic performance. This study did not include the maternal and paternal factor, in order to understand who affects the learner's self-efficacy more.

A study was done by Tigist, (2013) in Ethiopia. The study's main aim was to establish the correlation between parenting styles and self-discipline towards reading and the academic success of the sampled primary school pupils. This study used a correlational research design, while incorporating aspects of exploratory and descriptive research designs. Tigist used a questionnaire to obtain primary data for the study. Secondary data which consisted of academic performance for this study was acquired from record at respective offices. Using simple random sampling Tigist recruited 477 students to participate in the study. Two classes were targeted in five different schools. Descriptive statistics, correlation and ANOVA test was adopted by the study to analyze data. The results showed that children that are generally loved and accepted by their parents, especially from mothers. From the results, female parents seemed to be involved more with their children than the male parents, when it comes to academic work. The cognitive abilities and approaches of the children who come from authoritative parents were greater compared to children from the other parents. The parenting styles had significant association with child's achievement. Further the study found that cognitive approaches moderated the effects parenting styles have on academic achievement of students when used as a co-variant.

2.1.2 Gender

Yousaf 2015 conducted a study in Pakistan that assessed the correlation between parenting styles and the levels of self-efficacy in Pakistan adolescents. The study employed a correlational research design, using a sample of 80 participants randomly selected which included 50% boys and 50% girls. The study's hypothesis was that parenting style would be correlated to self-efficacy among adolescents. SPSS- v20 was used in the study to examine the data and test the hypotheses. Findings of the study revealed a negative correlation between authoritarian parenting and levels of self-efficacy. Moreover, authoritative and permissive styles were found to be positively associated with one's self-efficacy. The conclusion of the study was that, parenting styles significantly predicted self-efficacy. Similarly, no variations in gender were observed on the level of self-efficacy. This study however had a small sample that might have affected the outcome of the study.

Keshavarz and Mounts (2017) carried out a study in Iran to assess the role of gender of the students and the level of education of their fathers on the associations between the perception of

father's parenting and self-efficacy in a varying socio-economic sample with a random sample of 382 students. The findings showed that paternal authoritative style was significantly correlated with self-efficacy positively. The study also revealed a significant and positive correlation between paternal authoritarian style and self-efficacy. In addition, boys who reported to be exposed paternal authoritative parenting showed high levels of self-efficacy compared to the girls. The results also showed that higher academic levels lessen the negative influence permissive parenting has on one's self-efficacy. This study however had limitation in its scope as it only focused on paternal parenting styles and assessed parenting styles that were based on the perceptions of the participants.

Gota (2012), in Ethiopia carried out a study to assess the impact of parenting styles, towards self-efficacy and motivation on academic performance. Demographic variables, parenting styles, motivation and self-efficacy data was obtained through a questionnaire. Participants who participated in the study were 2116 first year students who included 763 females and 1353 males, the study used random sampling to select participants in the study. Their second semester exam scores were used to obtain level of academic performance. Structural Equation Modeling analyzes was employed to examine the study's hypothesis and assess the relationships between the variables. The study used a MANOVA test to analyze sex differences with regard to self-efficacy, students' motivation, and academic achievement of participants. The findings showed authoritative parents were the most common; however, there were a variation of parenting styles in terms of sex difference, whereby, authoritative parenting was exercised on girls more than the boys. Parenting style showed a positively significant influence on motivation for girls, unlike in boys. Overall, participants who came from authoritative backgrounds showed high levels of self-efficacy more than their colleagues who reported coming from authoritarian, neglectful and permissive family backgrounds. The results also showed learners under authoritative parents had a higher self-efficacy compared to their colleagues.

2.1.3 Socioeconomic status

Karaarslan and Sungur (2011), in Turkey, to assess the correlation between a student's socioeconomic status and self-efficacy. 145 elementary students were sampled to participate. A self-efficacy test was used to gather data. The findings showed that there were no significant differences across gender and grade level, however, a significant positive relationship was established between socioeconomic status and self-efficacy. Similarly, Han, et. al., (2014), in China, found a significant positive correlation between the family socio-economic status and self-efficacy. These studies showed a positive correlation between socioeconomic status and academic performance but did not indicate how high and low self-efficacy influences one's performance.

Allred (2013) in USA conducted a comparative and correlational study to examine the correlation that exists between a learner's self-efficacy and socioeconomic status. The study randomly sampled 257 students in grade 8 who took part in the study. 55% of those who were participating either received subsidized or free lunch. A correlational design approach was adopted by the study to determine the correlation of self-efficacy and students' academic achievement. Participants completed a Perceived Self-Efficacy Scale for children containing 37 items, which measured students' self-efficacy. Student performance was assessed by administering Iowa Test of Skills. Students who, either were fit for subsidized or free lunch showed their socioeconomic status of each student. The results showed that Students who had higher socioeconomic status had high self-efficacy and did better academically compared to learners with low socioeconomic status. The study suggested that the findings can be useful in enhancing students' desire to study through developing programs in schools that lead to increased level of self-efficacy.

2.2 Influence of parenting styles on a child's goal orientation

Goal orientation can be split into mastery and performance goal orientation. The type of goal adopted by a person gives directions to one's actions, responses, and degree of motivation to see through a given exercise, (Shim and Ryan, 2005). Mastery goal orientation is linked to intrinsic motivation, students with mastery goal orientation do possess, useful learning strategies for example being engaged more in class work, view mistakes as a learning opportunity,

appreciating knowledge in a positive way, (Middleton & Midgley, 1997). Performance goal orientation is linked to extrinsic motivation. Learner's main interest is to appear competent and normally sticks to tasks that are familiar and tends to view mistakes as lack of competence hence avoid trying, (Rivers, 2008).

2.2.1 Learners education level

Hoang (2007) in California carried out a study to further explain an existing research on the correlation between parental engagements and inspiration, using a proportional sample of 140 students. The data was obtained through survey and analyzed using multivariate analysis. The study found that the learners' viewpoints about their parents' parenting are related to their motivation orientations. Parents reported to be more authoritative, have children with the habit to opt for a mastery goal orientation. The study concluded that authoritative parenting was significantly positively related to developing a mastery orientation stipulating that authoritative parenting style is an important aspect to assess when studying motivation orientation of young people. This study had a relatively small sample that might have affected the outcome compared to a study that included a larger sample.

Therefore, another study with a larger sample size was carried out by Hibah, (2013). The study examined three kinds of maternal parenting and how their relationship to students' math performance in high school, with respect to goal orientations. Purposive sampling was used and the sample comprised of 312 high school students. The Data was collected using a self-report survey and a relationship between maternal parenting, goal orientations, and math performance were quantified using regression analysis. Findings from the analysis indicated that all parenting styles used in the study predicted how students performed in math. The results showed that permissive parenting style had a negative effect on math performance. A significant positive correlation was observed between authoritarian and permissive parenting and performance goal orientations. Additionally, authoritative parenting was positively related to mastery goal orientation. The study concluded that mothers significantly influence the academic results of their children. This study focused only on maternal parenting styles hence limiting its scope since fathers also influence their children hence the need to study both parents to get conclusive results.

A study that included both parents was conducted by Chan (2015) in Hong Kong. The objective was to assess the correlation between perceived parenting styles, goal orientations, and academic performance among students of Chinese ethnic background. 339 university students were randomly selected and a survey carried out to gather data regarding how they perceived their parents' parenting styles, goal orientations, and examination reports. The study used structural equation modeling to analyze the data, findings showed that authoritative style there was a significantly positive associated with mastery goals, which contributed to their academic performance. On the other hand, authoritarian style was related with performance goal orientation which affected negatively academic achievement. Mahasneh, (2014) in Jordan, similarly observed that a significant positive relationship exists between mastery goal orientation and authoritative, whereas performance goal orientation is associated with permissive and authoritarian styles (Lerdpornkulrat, et al., 2014).

2.2.2 Gender

A study was done by Diaconu-Gherasim and Măirean (2016) in Romania. The study aimed to assess perceptions of parenting styles by the adolescents in association to their goal orientations and academic performance. The sample included 174 students with 59.8% of the sample being girls who ranged from age 14 - 18 years. The sample was assessed on parameters concerning their perceived parenting style of their parents and goal orientation. The findings of the study showed that styles parents used to bring up their children is significantly related with students' goal orientation and academic performance. Further, the goal orientations did have an impact on the relationship between perception of parenting styles and achievement. There were no gender differences in adoption of goals. The results highlighted the significance parenting and goal orientations, play in the adolescents' performance. This study results might have been affected by the relatively small sample used.

De Bruyn, et. al., (2003), also found that both males and females reported the same parenting experiences to school success. The study concluded that even though boys and girls differed slightly in their goal emplacements and cognitive engagement, the overall results highlighted the significance of continuous involvement in early childhood between parenting and pupils' academic life.

Using a larger sample size, Musa, (2013) in Nigeria, assessed gender, geographical location, goals and academic achievement of students in high school. A sample of 827 participants from eighteen high schools across the regions of South and North of Borno State were selected. An Achievement Goals Scale was adopted to examine student goals and tests in English and Mathematics measured academic achievement. Data was analyzed through MANOVA test, which revealed that boys adopted mastery goal orientation and performed significantly better than girls as well in academics performance.

Similarly, Gafoor and Kurukkan (2014) in India investigated the correlation between parenting styles and goal orientations in boys and girls from high schools of Kerala. The study investigated 4 parenting styles and goal orientations as well. A sample of 832 secondary students, (467 girls and 365 boys) obtained by stratified random sampling. A Chi-square test showed that the participants who were exposed to negligent and authoritarian parenting styles developed performance goals, while those exposed to authoritative parenting developed a mastery goal orientation. The correlation between parenting styles and goal orientation was observed to be significant among the boys, but not girls. The study implied that parents have the ability to influence the type of goals a child adopts through adopting an appropriate parenting style. Especially maternal responsiveness and demandingness have more significant association with goal orientation of children.

2.2.3 Socioeconomic status

Ruby and Julia (2006), in USA, carried out a study whose aim was to examine associations between self-regulation, motivation, and attention control in young children within the interactions of parents and their children context. A random sample that included 61 participants from low-income households and their mothers were purposefully selected to participate in an exercise. One week later, the children completed the task individually. The study used Hierarchical regression analysis to analyze data. The study revealed that children's self-regulation and motivation is significantly related to the levels of children's attention control in the interaction between parents and children. Results also showed the significance of self-regulation on attention control was different in learners who either had mastery or performance orientation. Results from this study showed the importance of studying individual uniqueness

with regard to motivation, self-regulation control and attention regulation within the interactions of parents and their children context. This study did not consider families with high socioeconomic status and had a small sample.

Ch, et al., (2017), in Pakistan, did a study that assessed both the high and low socioeconomic status individuals. The study's objective was to find an association between mathematics Self-concept, family's socio-economic status and goal orientations at high school level. Students from thirty six districts made up the target population. A sample of 874 pupils (428 boys and 446 girls) was obtained using a random sampling technique. The study used a questionnaire to gather responses regarding the students' goal orientations. Mathematics self-concept scale was used to assess academic self-concept of the students. Demographic variables were used to assess Socio-economic Status. A Pearson correlation coefficient test was used to determine the relationships between mathematics, socio-economic status, and their goal orientations. Findings revealed a significant correlation between mathematics self-concept among the students and their goal orientations, participants with a good mathematics self-concept tended to adopt mastery goal orientation. Findings from the study showed a weak negative correlation between mastery goals and the student's socioeconomic status. Students with a high socioeconomic status are less likely to adopt mastery goals, they tend to adopt performance goal orientation, so as to look better and more competent than others to avoid criticism.

Similar observation were made by Kaliski, et. Al., (2006), where mastery goal orientation was adopted more by students who come from a lower economic status, whereas performance goal orientation was adopted more by students who came from a high socio-economic status.

2.3 Relationship between parenting style and locus of control

Internal locus is linked with higher levels of desire to achieve one's goals and intrinsic motivation. External locus of control is linked to extrinsic motivation. People with external Locus believe external events possess a strong influence on their professional and personal lives, and they tend to be extrinsically motivated, (Early & Barrett, 1991).

2.3.1 Learners education level

Trusty and Lampe (1997) in USA, carried out a study to test theory and practice using a data obtained from the national set, with regard to examining the influence of parental involvement and demandingness towards their children's locus of control in secondary school. Results from this study supported the discussion that parental responsiveness and demandingness are significant in influencing students' locus of control. Participants' whose parents had both high responsiveness and demandingness were positively portrayed an internal locus of control, whereas, those with parents high in demandingness but low in responsiveness showed external locus of control. This study used secondary data and did not involve actual participants which might have affected the outcome of the outcome as a result of missing valuable information that could only be obtained from interacting with participants.

McClun and Merrell (1998) in USA, carried out a study to investigate the associations between adolescents' attitudes towards how responsive and demanding their parents are, locus of control and self-concept among the adolescents. The study used 198 learners as the sample in grades 8 and 9. The participants were given Locus of Control Scale, the Self-Perception test, and the questionnaire about how their Perception towards Parenting Styles to fill. Results indicated participants who reported coming from authoritative backgrounds had internal locus of control compared to participants who reported their parents as being authoritarian or permissive. The significant differences found between participants showed that authoritative style has a positive correlation with internal locus of control as well as a higher self-concept, whereas permissive and authoritarian styles were related to external locus of control and had a weaker self-concept. Another investigator, Farbstein (2011) also found that students from families where parents used authoritative parenting style demonstrated a high internal locus of control.

Another study was carried out recently by Qazi (2009) in India, to assess the association between parenting styles, locus of control and self-efficacy using a sample of 86 high school learners. Three different tools targeting parents and students were used to assess on the nature of parenting, achievement of the students and self-efficacy. The findings showed that Permissive style and authoritarian style were related to total externality (combining success and failure). Authoritative style was found to be correlated to internal locus of control. Findings were deduced

based on particular connections between the core aspects of the study variables that is parental supportiveness or penal, contingent achievement and efficacy anticipation. This study was effective, but did a smaller sample size that might have affected the outcome of the study.

Saleh (2012), in Jordan, carried out a study to determine the association between middle school students' locus of control and the parenting styles they are exposed to. The study used the Locus of Control and Upbringing style test to collect data. The 2 scales were modified to fit well with the Arab community. A random sample of 645 students, which included 385 females and 260 male students selected from 10 schools participated in the study. The results showed those who came from homes with an authoritarian parent had external locus of control mostly. For those who were from an authoritative background showed internal locus of control.

2.3.2 Gender

Mills (2010) in USA investigated the correlation between students' perception of parenting styles their parents use, locus of control orientation and the learners' outcome in college students. The study examined ethnicity and gender as confounding variables. The participants of the study were 100, and they included 78 females and 22 males. Participants provided their demographic details as well as their academic achievement scores. The students were able to complete three questionnaires, which included the Questionnaire for Parents, Locus of Control Scale and the Self-Efficacy Scale. The study used a regression analysis to analyze data. Findings of the study revealed that there was no correlation between parenting style and student outcome as well as locus of control. There was no significant association between gender and locus of control. This study had a small sample which might affected the outcomes.

Kalantarkousheh, et. al., (2013) did a survey in Iran to establish the association between locus of control and academic performance among students in the university. The study used a correlational research design using a random sample of 132 students in the university. Data was collected, using a locus of control questionnaire. The study used T-test as well as Pearson correlation coefficient to analyze data. The findings of the study revealed that a there is a significant correlation between internal locus of control and academic performance in boys, but not girls. This study did conclude that learners with internal locus of control tend to perform

better academically. Similarly, Majzub, et. al., (2011) in Jordan, also found a significant positive relationship to exist between internal locus of control and academic performance. The findings of their study showed that boys had more internal locus of control compared to girls.

Akhtar and Saxena (2014) also carried out a study in India, to examine, how gender varies when it comes to locus of control, using a randomly picked sample of 281 young people. The instruments used to gather data included the socioeconomic status scale and Locus of Control Scale. SPSS software was used for purposes of analyzing the data. Findings of this study showed a significant gender variation when it comes to locus of control orientation. The study also found more boys to be internal compared to girls.

2.3.3 Socioeconomic status

Shorr and Young (1984) in USA carried out a study to examine locus of control and its relationships to socioeconomic status and academic performance. Participants belonging to the fourth, fifth, and seventh grades were administered a locus-of-control questionnaire and performance tests. The locus of control instrument was used to measure the extent to which the students felt responsible for their marks on tests and assignments and how important they believed studying was in determining achievement. A positive association between locus of control and socioeconomic status was established. Further, inner locus of control was related to high academic performance even with the other assessed variables controlled. This study did not provide whether high socioeconomic background leads to internal locus of control or not and was conducted a long time ago.

A more recent study by Keshavarz and Baharudin (2013) did a study in Malaysia. The aim was to investigate the correlation between perceived paternal parenting styles and locus of control with respect to father's education using a random sample of 382 Malaysian adolescents. Data was gathered through standardized self-report questionnaires which includes parental authority questionnaire and Nowicki-Strickland Internal/External Control Scale for Adolescents. The findings showed a negative relationship between father's authoritarian parenting with the learner's internal locus of control. The study concluded that it is important for adopting the right parenting styles for fathers since the type of parenting a father adopts towards his children has a

great effect on the locus of control of their children. This study focused on the father only without assessing the impact mothers have on their children's locus of control, hence limiting the scope of the study.

Shifrer (2018), in USA carried out a study to investigate the mediating effect of parenting, academic, peer and school factors towards the correlation between adolescents socioeconomic status and locus of control. The study obtained data from the National Education Longitudinal Study conducted in 1988 and 1990 on 16,450 eighth graders. Findings showed that family income is significantly related with adolescents' locus of control than parents' occupations. Findings also indicated higher socioeconomic status students have an internal locus of control since their parents frequently get involved in the school life of their children, additionally, the homes where these children come from, books are available and other relevant resources that enhance cognitive abilities. The students from a high socio-economic status are also more likely to attend a private institution compared to a public institution.

2.4 Summary of the literature review

From the literature review, academic self-efficacy is essential for academic aspirations to be achieved. Students, who believe in themselves highly tend to succeed in school and attain a high academic achievement. Parenting styles have an impact on self-efficacy levels of a child. Those who come from authoritative parenting background tend to have high self-efficacy levels compared to those coming from authoritarian, permissive and neglectful parenting background. Students who come from a high socioeconomic background possess a high self-efficacy levels compared to students who come from low socioeconomic status. On gender, even though parenting styles varies in gender, that is, most parents tend to practice authoritativeness on their daughters and practice neglectful parenting to their sons, however both boys and girls who come from authoritative parenting possess a higher degree of self-efficacy more than those from other types of parenting.

Students with mastery goal orientation tend to achieve high in their academic work compared to those who adopt performance goal orientation. A correlation has also been found between goal orientations and parenting styles, where authoritative parenting is correlated with mastery goal

orientation and permissive, authoritarian and neglectful parenting are related with performance goal orientations. From the literature review, the level of education does not impact goal orientation and that students from all levels of education adopt a similar goal orientation when exposed to a specific parenting style. Students with low SES tend to adopt mastery goal orientation while those who come from high SES adopt a performance goal orientation, that is, they want to look better and more competent than others to avoid criticism. Studies have also revealed that male learners tend to adopt mastery goal orientations more than the girls and also significantly perform better in overall academic performance as well.

Several studies from the literature have revealed that a correlation exists between internal locus of control and high academic achievement. Additionally, authoritative parenting style results to children who have internal locus of control, whereas those who come from permissive and authoritarian families show external locus of control. Therefore, an authoritative parent is more likely to help their children develop an internal locus of control, while authoritarian parenting prevents children to developing internal locus of control. Further, studies have shown that learners who have developed internal locus of control tend to perform better compared to those who have external locus of control. From the Literature, those who are older in age, have been found to be more internal than younger ones in terms of locus of control. Children with a high socioeconomic status have internal locus of control due to parental involvement on their education and availability of resources. Most of the studies revealed that boys tend to have more internal locus of control than girls, hence the need to provide nurturing environment for girls and encourage parents to give similar attention as is the case with the boy child. Literature also revealed that maternal parenting has more influence on a child's academic performance than paternal parenting. Finally, parents have an important role to promote an internal locus of control. Supporting children and helping them take responsibility of their achievements and giving children creative activities are some of the strategies to improve internal locus of control among children.

2.5 Theoretical framework

This study adopted the theory of Self-determination which was developed by Deci and Ryan in 2008. According to Deci and Ryan, (2008), theory of self-determination links personality, human motivation, and optimal functioning. It argues that motivation can be divided into two types which include extrinsic and intrinsic. Further, it argues that these two types of motivation shape who we are and how we behave. Theory of Self-determination explains motivational orientations as a continuum of activities that range from external influences, which results from engagement out of being forced or for obtaining a benefit, to intrinsic influences which results from engagement out of passion and enjoyment.

Theory of Self-determination assesses individuals' life goals, showing differences in relations of intrinsic and extrinsic life goals to psychological health and performance. The theory argues that the more internal one's motivation is, the higher the performance and success. According to the theory of self-determination, there basic psychological needs exists in an individual, the needs include relatedness, competence and autonomy, that when fulfilled enhance intrinsic motivation and leads to behaviors of intrinsic origin. Theory of self-determination states that a person's motivation depends on social circumstances. It argues that when the psychological needs: are met, an individual functions and grow optimally. The theory further argues that the fulfillment of the psychological needs depends on the support given by the significant others e.g. parents and teachers, that means that, parents and teachers have a crucial role in motivational change of learners, (Ryan & Deci, 2008).

2.6 Conceptual framework

The conceptual framework of this study shows the relationship between the independent variable which is parenting styles and dependent variable which is motivation and the academic outcomes of each motivation orientation with the intervening influence of Learners level of education, Gender and Socioeconomic status. The type of parenting parents adopt has an influence on the motivation of the children which leads to above average performance or below average performer in academics.

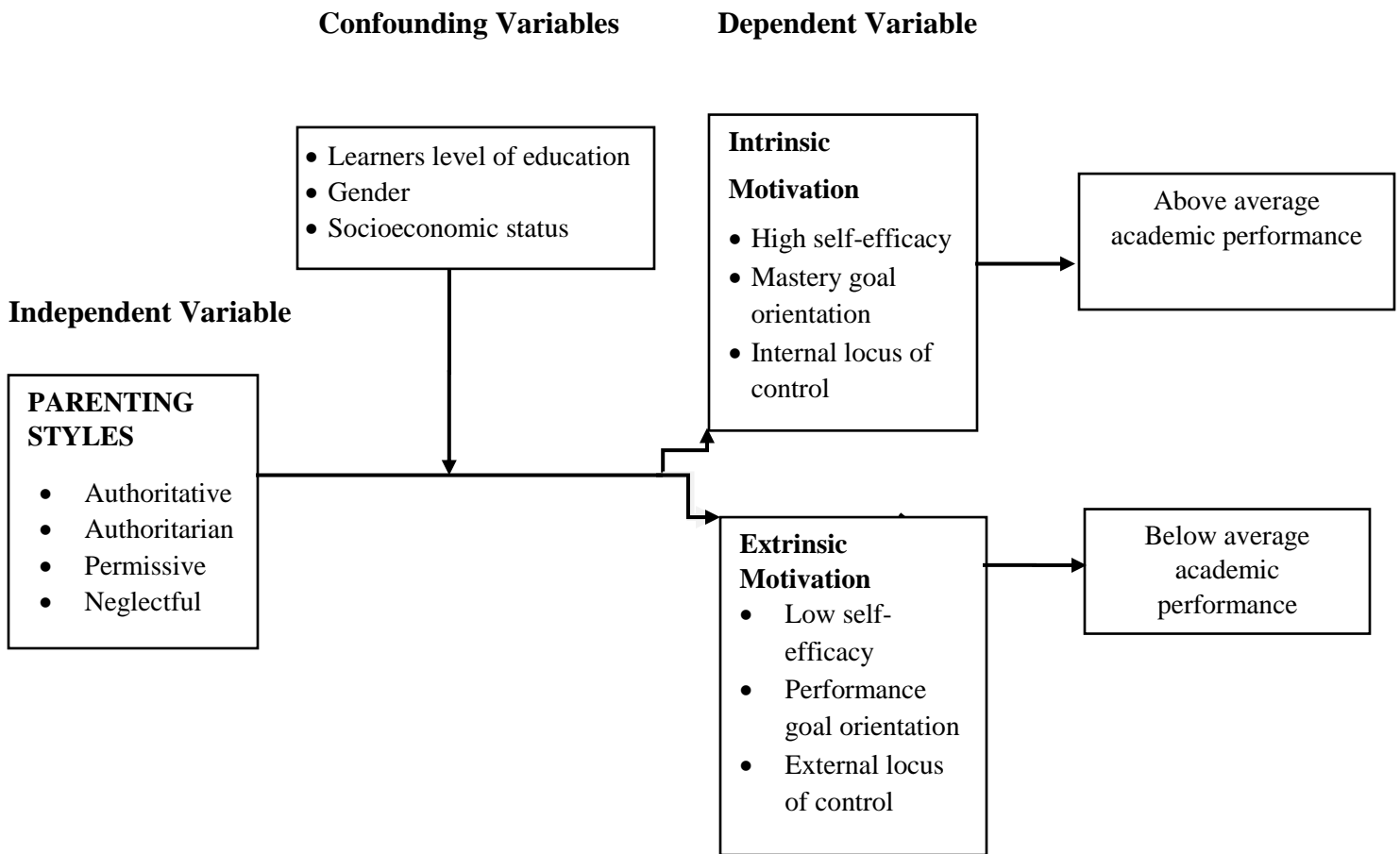


Figure 2.1: Conceptual framework

Source: Author, 2018.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three of the study discusses the site of the study, the research design adopted by the study, the population target as well as sample size, sampling procedures and instruments used in the study. It also discusses procedures of data collection, analysis and ethical considerations.

3.1 Study site

Kajiado County is mostly occupied by the Maasai people. According to Kenya National Bureau of Statistics data (2009), the county has a population of 687,312, with most of the population 404,148 (59%) living in the rural areas and 283,164 (41%) in urban setting. The capital of Kajiado County is Kajiado town. This study carried out in Kajiado east Sub County at J. Leperes academy. The school was selected since the larger population is composed of Maasai pupils and come from different regions within the county. The school population is 350 pupils, and the Maasai pupils are 237 (67%) while the others make up 113 (33%) of the population.

3.2 Research design

The study used Quantitative and qualitative approaches. In Quantitative, the researcher employed an explanatory research design, which was used to determine whether parenting styles has an impact on academic motivation of Maasai pupils. An explanatory design was used in the study so as to explain the associations between the dependent and independent variables. Qualitative data was collected from interviewing parents on their parenting experiences.

3.3 Target population

This study targets a population of 151 Maasai pupils between classes 5-8 in J. Leperes primary school, Kajiado East Sub County. This study also targeted 15 parents to participate in the study.

3.4 Sample size

This study used a sample of 109 pupils selected using a formula developed by Taro Yamane formula at 95% confidence level and 5% (0.05) margin of error to collect data. The sample included both boys and girls.

$$n = \frac{N}{1 + (N)(e)^2}$$

n represents the sample size

N represents the target population

e represents the margin of error

$$n = \frac{151}{1 + (151)(0.05)^2}$$

$$n = 109$$

3.5 Sampling technique

The researcher used a stratified random sampling technique, to select the participants according to their respective classes. The researcher also used purposive sampling to select parents who participated in a face to face interview.

3.6 Research instruments

Semi structured interview guide was used to collect qualitative data from the parents and a questionnaire was used to collect quantitative data. The researcher designed a questionnaire to be used to collect data. The questionnaire had three parts; Part A collected data on demographic factors, Part B, (dependent variable) collected data on the three attributes of motivation; self-efficacy, goal orientation and locus of control. Part C (independent variable), collected data on the parenting styles. Students' academic performance was measured using three previous end term examination results provided by the teachers.

Appendix 1: Consent forms

Appendix 2: Questionnaire for participants

Appendix 3: Interview questions for parents

3.7 Data collection

After obtaining the necessary permits and consents, quantitative data was collected through filling of questionnaires to obtain information on demographic factors, motivation towards academic performance and parenting styles. Questionnaires designed to fit the respondents were

self-administered. Qualitative data was gathered through a face-to-face interview with the parents. Once data is collected the researcher cross-checked them for completeness, before analysis.

3.8 Testing of the research instruments

Using 20 pupils a pilot test was carried out as the sample to test the validity and reliability of the research instruments. Unclear and difficult questions were identified at this point and corrected. The researcher used Cronbach's alpha to test reliability of the questionnaire and worked closely with the supervisor to ensure validity of the instrument. The Cronbach's alpha test used in calculating the reliability and the internal consistency was valued at 0.721.

3.9 Data analysis

Collected data was coded into the SPSS software version 20 for analysis and presented through means, standard deviations, frequencies and percentages. Further, in the three objectives, a chi square analysis was used to dictate whether there is any relationship between the independent and dependent variables. Qualitative data was manually coded and then analyzed to establish recurring themes which were then presented in a narrative.

3.10 Ethical considerations

Research Permit was obtained from the relevant authorities before commencing on the study. Researcher took all relevant steps to ensure that respondents were not affected by the outcome of the study. Participants were informed of the study and assured of confidentiality and privacy, therefore, the researcher collected, analyzed and reported the data without compromising their identities. The participants were also fully informed about purpose of the research and anyone unwilling to take part in the study was allowed to drop out. Consent was obtained from the school head on behalf of the students.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The chapter begins with the rate of response from participants, then followed by demographic details of the respondents and descriptive statistics. The data was presented as per the study's objectives.

4.1 Outcome rate

The size of the sample of this study was 109 respondents from private primary school pupils, by targeting pupils in class 5-8, J. Leperes academy in Kajiado County. Once a child was identified, a questionnaire was presented to them to fill. Five of the questionnaires returned were considered incomplete for data analysis making the study response rate to be 104 (95.4%). The study also interviewed 19 parents in a face to face interview.

4.2 Presentation of Findings

The researcher collected data using structured questionnaire using a sample of 109 pupils in class 5 - 8. The questionnaires were self-administered and the collected data was coded into the SPSS software version 20 for analysis. Descriptive statistics was used to present data through means, standard deviations and percentages in tables and figures. Inferential statistics was used to present data in cross tabulation and chi-square. Qualitative data was manually coded and then analyzed to establish recurring themes which were then presented in a narrative.

4.2.1. Social demographic Information

This section provides characteristics of those who were included in this research. Information presented was on the participants 'gender, age, education and parent participation in their academic. This information provides an overview of the population being studied.

Majority of the pupils who participated in the study were females (54%) while male pupils accounted for 46% of the total participants. This denotes a higher female representation in upper primary schools as compared to male pupils.

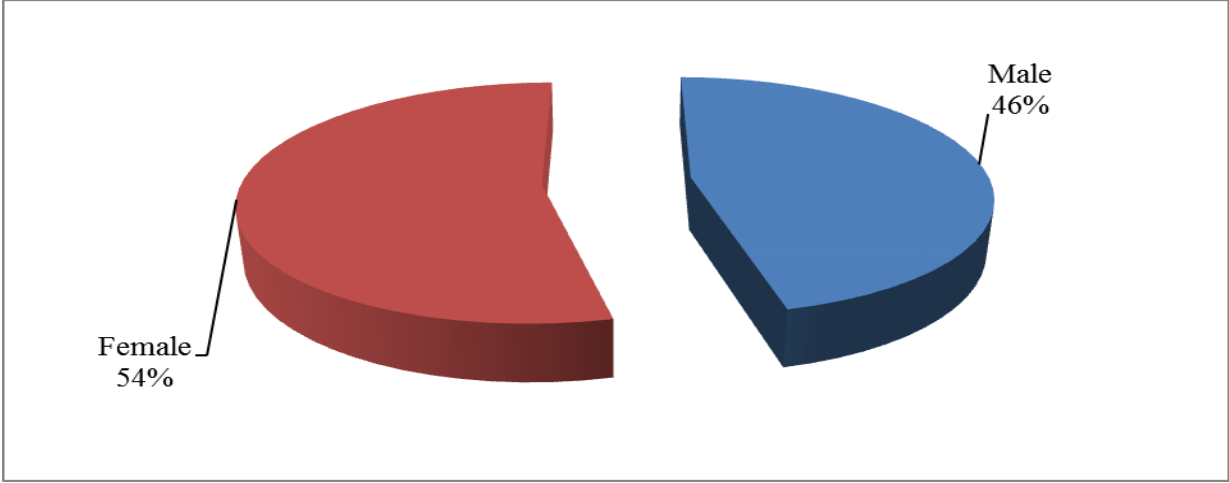


Figure 4.1: Respondents gender

Figure 4.2 shows the representation of the pupils per class (Class 5, 6, 7 and 8). Class 5 reported highest representation (29.8%) followed by class six (28.8%), class seven (24.0%) and class eight (17.3%).

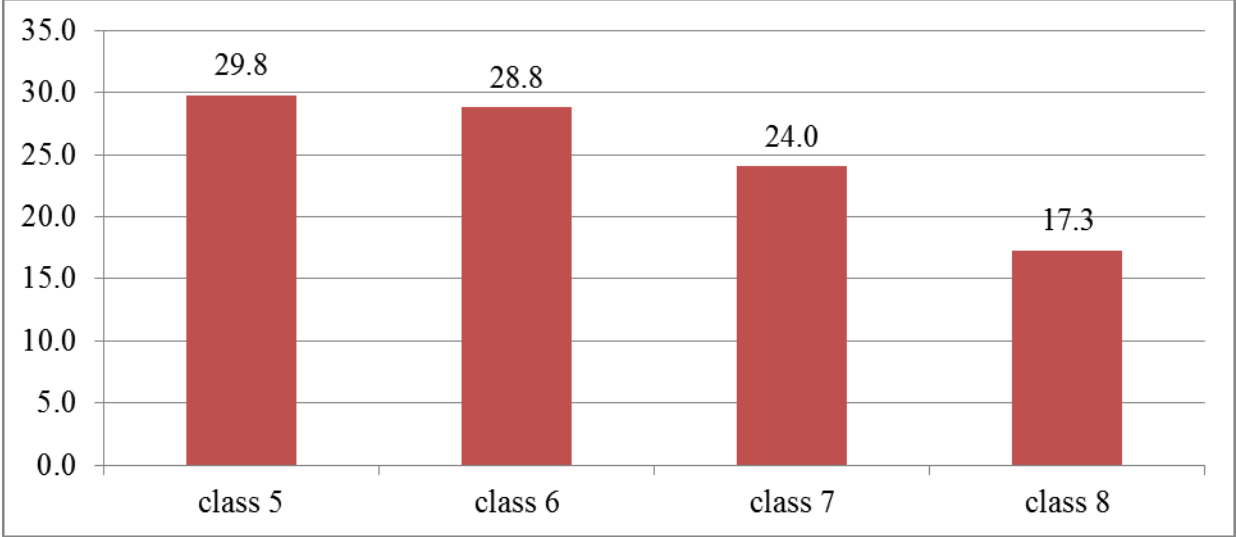


Figure 4.2: Class of the respondents

The study also assessed the role of parents based on school pay payment and visiting of the pupils in school. Majority of pupils reported that both parents participated in paying school fee (59.6%) and school visiting (68.3%). However, where respondents were specific on the parents, fathers participated on school fee paying role while on school visit mothers outnumbered the fathers as shown in figure 4.3.

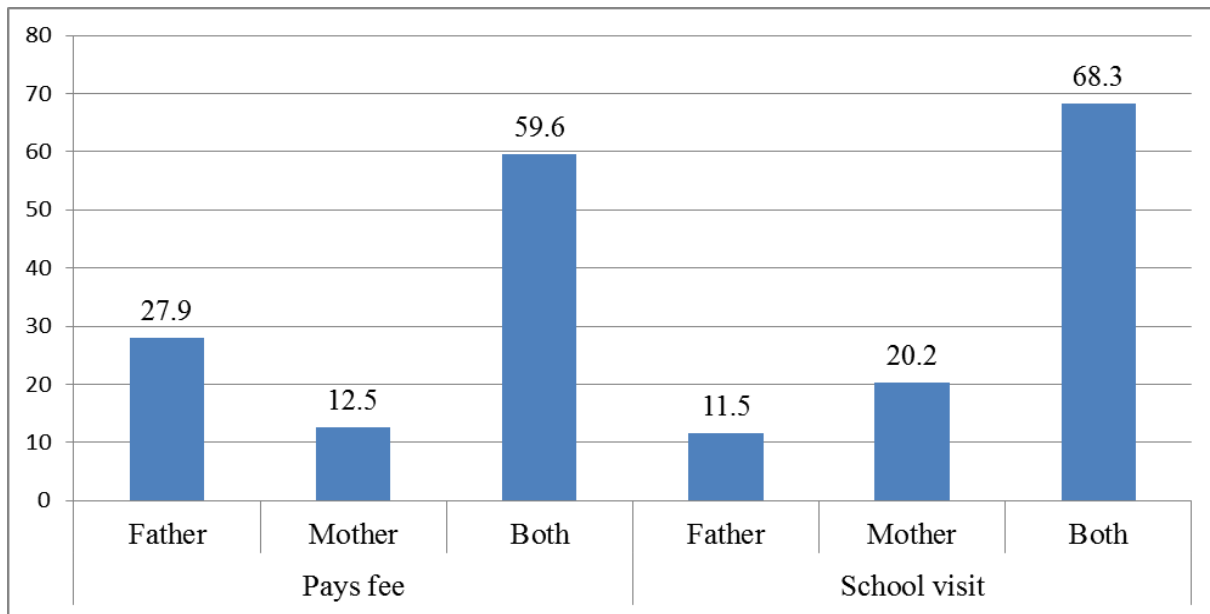


Figure 4. 3: Parent involvement in child learning

4.2.2. Social economic Information

The study also evaluated the social economic factors of the families represented by studied pupils. The researcher examined the number of domestic animals and nature of housing that their parent.

Figure 4.4 shows that most of the families had between 51 and 100 domestic animals. This implies that families represented were of middle level economy.

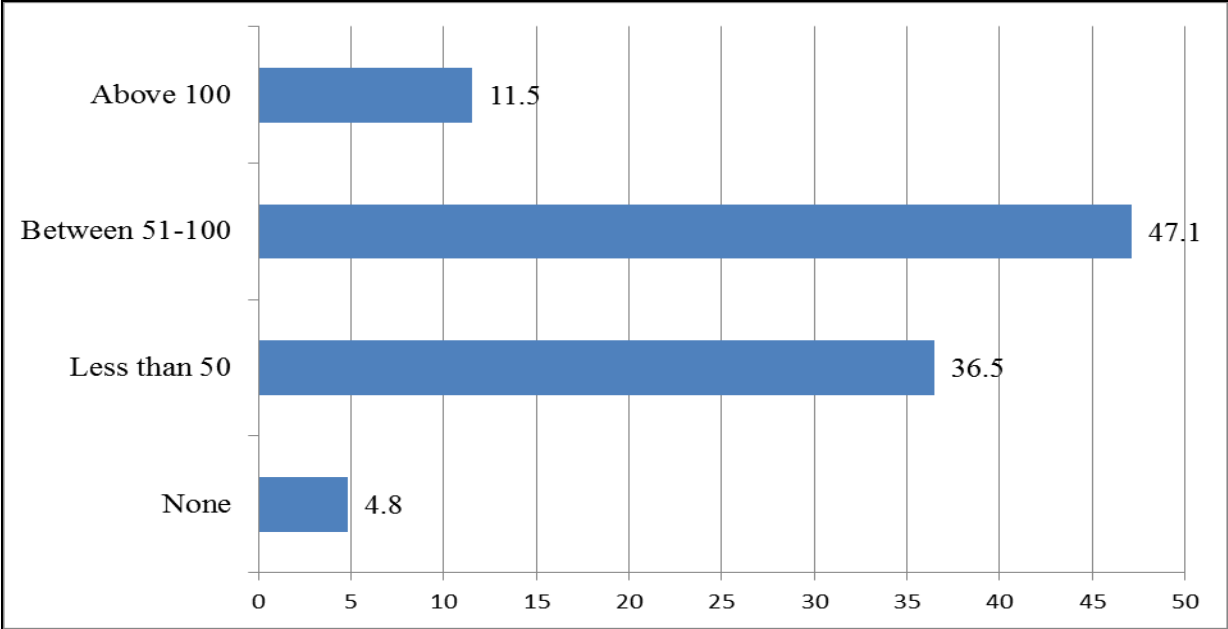


Figure 4. 4: Number of domestic animals in the household

Still on social economic characteristics, the study found out 72.1% of families had a stone walled house. 17.3% of the participants lived mud walled house and 9.6% lived in Mabati walled house and only 1.0% lived in timber walled house. This implies that the families represented by the respondents were families from a middle level economic status.

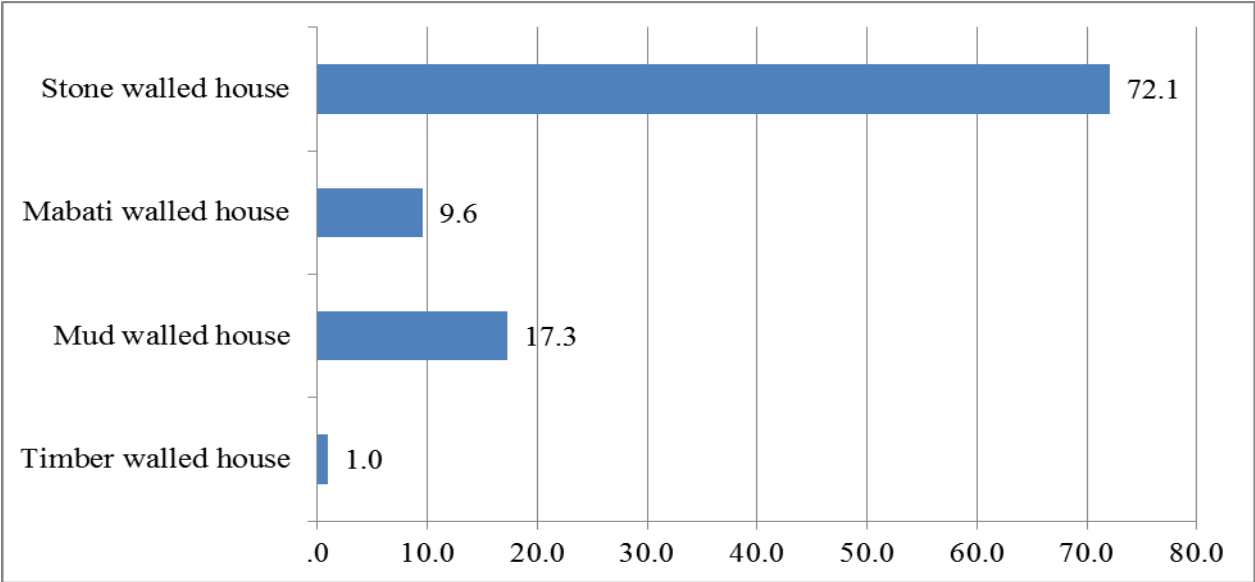


Figure 4.5: Nature of housing

The researcher computed a variable to represent self-efficacy, goal orientations, and locus of control together with parenting style from the constructs.

Upon rating self-efficacy, the study found 85.6% of the respondents had high self-efficacy while 14.4% were found to have low high self-efficacy. This implies that most pupils had high motivation to achieve great in their academic life.

Table 4.1: Respondents self-efficacy

		N	%
Self-efficacy	low self-efficacy	15	14.4
	high self-efficacy	89	85.6
	Total	104	100.0

The study also assessed the goal orientation aspect in the pupils and classified them as either Performance Goal Orientation or Mastery Goal Orientation. Those who rated to have mastery goal orientation were slightly higher than those who rated Performance Goal Oriented. This shows that most learners had more intrinsically motivated than extrinsically motivated though the difference was small.

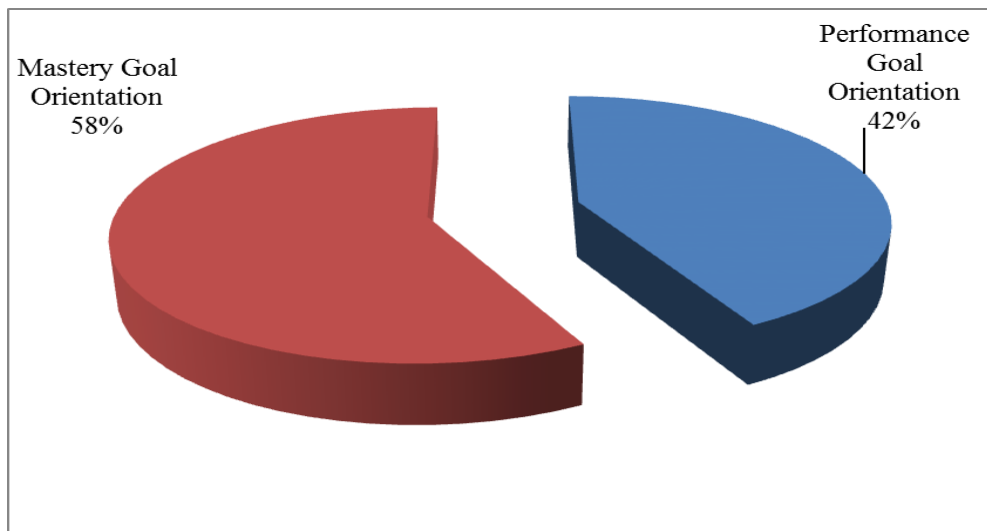


Figure 4.6: Goal orientation

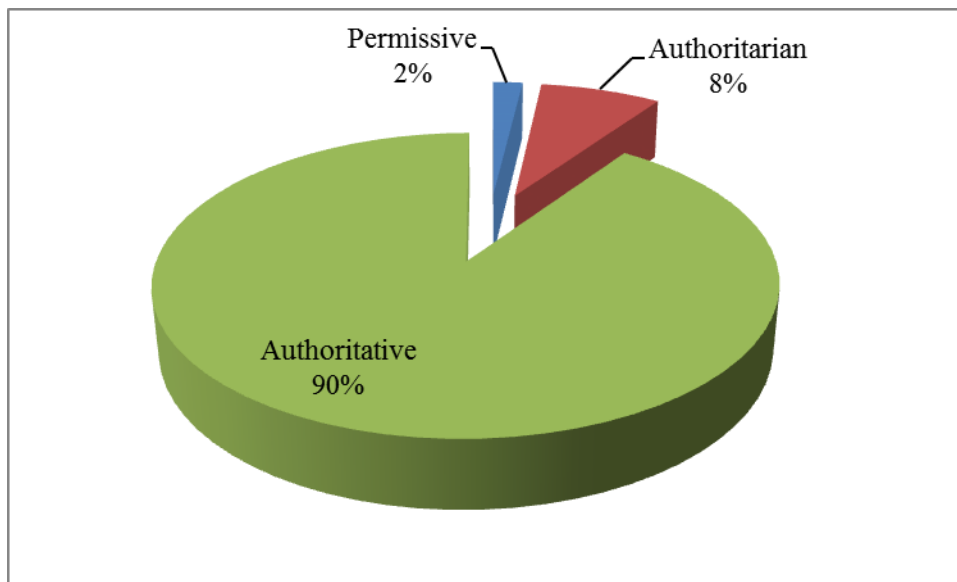
The other aspect of the learners examined by the study was the locus of control. The researcher categorized the locus of control as external locus of control or internal locus of control. The study found that most pupils who participated in this study portrayed more internal locus of control (82.7%) while 17.3% were rated to portray external locus of control.

Table 4.2: Respondents locus control

		N	%
Locus of control	External locus of control	18	17.3
	Internal locus of control	86	82.7
	Total	104	100.0

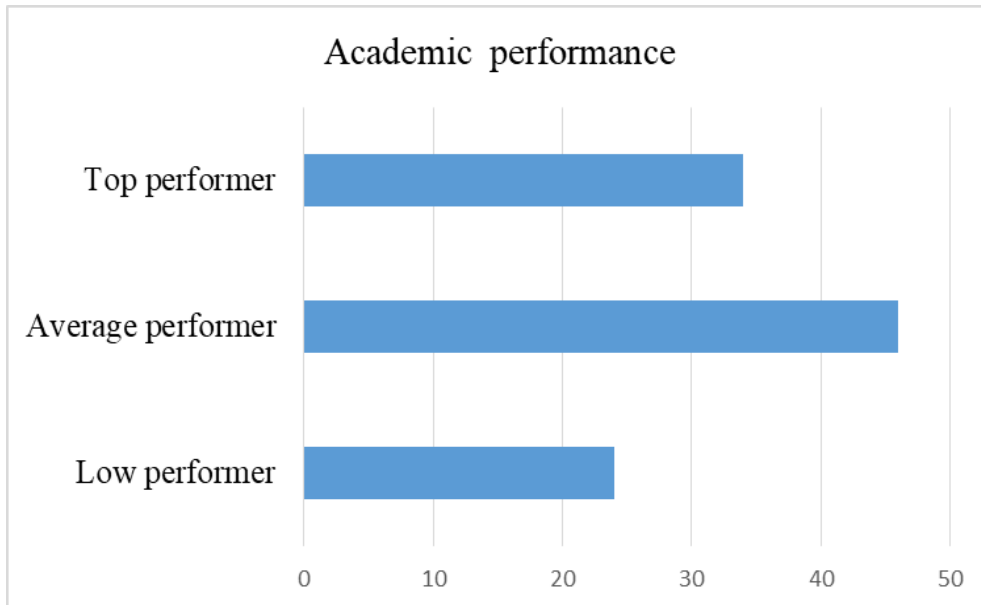
The other factors assessed were parenting styles which the study sought to examine its relation to self-efficacy, goal orientation, locus of control and eventually academic performance. The study observed that most parents practiced authoritative parenting (90.4%)

Figure 4.7: Parenting styles



On academic performance, most learners were found to be average performers (44.2%). Thirty two point seven per cent (32.7%) were found to be top performers while 23.1% were rated lower performers.

Figure 4.8: Academic performance



4.2.3. Association between parenting styles, self-efficacy and Academic performance among primary school pupils.

The first objective of the study was to assess the association between parenting styles, self-efficacy and Academic achievement among primary school pupils. Self-efficacy was rated using the following construct; belief that learner could pass exam well if they studied hard enough, belief that learner could solve any problem they could find in life, feeling by learners that if they could revise every day, they could pass in exam, learners level of confidence they could achieve every goal they could set and belief that hard work pays. The study used a 5-level Likert scale to rate the responses.

Most learners strongly felt that they could pass exams very well if they tried hard enough as implied by a mean of 4.693 and standard deviation of 0.834 denoting high agreement levels of responses. It was also noted that 81.2% of the respondents agreed strongly that they could pass exams very well if they tried hard enough. 33.7% of the pupils said that they could solve any problem that they could face in schools with the mean of 3.574 indicating that on average, there was agreement that they could solve any problem that they could face in schools. Guided by believe that hard work pays ($M=4.257$, $SD=1.222$), learners strongly indicated that they would

perform well in their exam if they revised every day (mean= 4604, SD=0.763) stating that they were confident that they would achieve the goals that the set for themselves (M=4.653, SD=0.685).

Table 4.3: Self-efficacy rating

	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree		mean	Std_Dev
I can pass exams very well if I try hard enough	4	4.0	0	0.0	0	0.0	15	14.9	82	81.2	4.693	0.834
I can solve any problem that I face in school	7	6.9	8	7.9	29	28.7	34	33.7	23	22.8	3.574	1.134
If I revise every day, I will perform well in my exam	2	2.0	1	1.0	2	2.0	25	24.8	71	70.3	4.604	0.763
I am confident that the goals I have set for myself I will achieve.	0	0	2	2.0	6	5.9	17	16.8	76	75.2	4.653	0.685
I believe hard work pays off	8	7.9	5	5.0	2	2.0	24	23.8	62	61.4	4.257	1.222

The researcher used cross tabulation to examine how parenting style were related with self-efficacy of the learners. The study found out that in cases where parents practiced Authoritative style which identified as the dominant style among the learner’s families, learners had high self-efficacy (88.3%), this was also experienced in authoritarian cases where 74.0% of the learners had high self-efficacy as depicted in Table 4.4.

Table 4.4: Relationship between parenting styles and learner self-efficacy

Crosstab					
			self-efficacy		Total
			low self-efficacy	high self-efficacy	
parenting styles	Permissive	Count	2	0	2
		% within parenting styles	100.0%	0.0%	100.0%
	Authoritarian	Count	2	6	8
		% within parenting styles	25.0%	75.0%	100.0%
	Authoritative	Count	11	83	94
		% within parenting styles	11.7%	88.3%	100.0%
Total		Count	15	89	104
		% within parenting styles	14.4%	85.6%	100.0%

In attempt to address the study question the researcher conducted Chi-Square test of association to examine possible associations between parenting styles and the learner’s self-efficacy. The study found that parenting styles were significantly related to self-efficacy of the learners at $\alpha=0.05$. Drawing from the cross tabulation table 4.4 above, we can conclude that authoritative parenting style positively affects the learners’ self-efficacy. This to mean, a learner with Authoritative parents is more likely to have high self-efficacy.

Table 4.5: Association between parenting style and learners self-efficacy

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.156 ^a	2	.001
N of Valid Cases	104		

4.2.4. Influence of parenting styles on a child's goal orientation towards academic performance among primary school pupils.

The second objective of this study was to examine the Impact of parenting styles on a child's goal orientation towards academic performance among primary school pupils. Goal orientation was examined using the following factors; frequency at which learner got annoyed with assignment/homework, frequency at which they preferred learning by asking questions, feeling of happiness and satisfaction when learning a new thing in class, frequency of doing more than just class work and ability of viewing assignment as chance to gain more understanding about a certain subject. The study found learners did not get annoyed when they were required to do an assignment (M=2.109, SD=1.442), instead, most agreed that they Viewed assignments as chance to gain more understanding about a certain subject (M=4.119, SD=1.235). It was also noted that most learners preferred to learn by asking questions for subjects they were doing (M=4.327, SD=1.096) stating that they felt happiest and satisfied when they learnt a new thing in class (M=4.554, SD=0.755) as shown in table 4.6.

Table 4.6: Child's goal orientation rating

	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree		mean	Std. Dev
I usually get annoyed when I am required to do an assignment/homework	56	55.4	12	11.9	8	7.9	16	15.8	9	8.9	2.109	1.442
I normally prefer to learn by asking questions for subjects I do	6	5.9	3	3.0	4	4.0	27	26.7	61	60.4	4.327	1.096
I feel happiest and satisfied when I learn a new thing in class	2	2.0	0	0.0	4	4.0	29	28.7	66	65.3	4.554	0.755
I usually like doing more work than is necessary in class	6	6.0	10	10.0	14	14.0	36	36.0	34	34.0	3.820	1.184
I view assignments as chance to gain more understanding about a certain subject.	10	9.9	2	2.0	5	5.0	33	32.7	51	50.5	4.119	1.235

The researcher used cross tabulation to examine how parenting styles were related with goal orientation of the learners. The study found that in cases where parent’s exercised authoritative parenting styles, most learners had mastery goal orientation (63.8%).

Table 4.7: Relationship between parenting styles and child’s goal orientation

Crosstab					
			Goal orientation		Total
			performance goal orientation	mastery goal orientation	
parenting styles	Permissive	Count	2	0	2
		% within parenting styles	100.0%	0.0%	100.0%
	Authoritarian	Count	8	0	8
		% within parenting styles	100.0%	0.0%	100.0%
	Authoritative	Count	34	60	94
		% within parenting styles	36.2%	63.8%	100.0%
Total		Count	44	60	104
		% within parenting styles	42.3%	57.7%	100.0%

The study examined how the possible relationship between parenting styles with goal orientation in order to establish if the style adopted influenced the learner goal orientation. The study found that parenting style was significantly associated with learners’ goal orientation at $\alpha=0.05$. Drawing from the cross tabulation table 4.7 above, we can conclude that authoritative parenting style positively affects the learners’ goal orientation. This to mean, a learner with authoritative parents is more likely to have mastery goal orientation.

Table 4.8: Association between parenting style and child’s goal orientation

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.087 ^a	2	.001
N of Valid Cases	104		

4.2.5. Relationship between parenting styles and locus of control with respect to academic performance among primary school pupils

The last objective of this study was to assess the association between parenting styles and locus of control with respect to academic performance among primary school pupils. Locus of control was rated using the following factors; giving of excuses for failure, belief that their success were as result from their hard work not others, belief that they would pass exams if revised well and belief that they contributed a bigger percentage in their success than their parents and teachers. The study used a 5-level Likert scale to rate the responses.

The study observed that most of the participants strongly agreed (25.7%) that they didn't give excuses when they failed exam, they believed that their success would result from their hard work not work from others as shown by those who strongly agreed(78.2%), the study also found that majority believed they would pass in exam if they revised(76.2%) and finally they strongly agreed that their strong agreed that they contributed bigger percentage in their academic success their parents and their teachers(52.5%).

Table 4.9: child's locus of control rating

	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree		mean	Std_Dev
I don't give excuses when I fail exam	24	23.8	18	17.8	11	10.9	22	21.8	26	25.7	3.079	1.547
I believe my success will result from my hard work not others	5	5.0	1	1.0	4	4.0	12	11.9	79	78.2	4.574	0.993
I believe if I revise well, I will pass my exams	1	1.0	0	0	1	1.0	22	21.8	77	76.2	4.723	0.585
I believe that I contribute a bigger percentage in my success than my parents and teachers	8	7.9	9	8.9	11	10.9	20	19.8	53	52.5	4.000	1.311

The last objective assessed the association between parenting style and the locus control of among the learners. The study found out that in cases where parents exercised Authoritativeness which was identified as the dominant parenting style among the learner’s families, most learners had internal locus (86.2%) while only 13.8% had external locus of control.

Table 4.10: Relationship between parenting style and child's locus of control

Crosstab			Locus of control		Total
			external locus of control	internal locus of control	
Parenting styles	Permissive	Count	1	1	2
		% within parenting styles	50.0%	50.0%	100.0%
	Authoritarian	Count	4	4	8
		% within parenting styles	50.0%	50.0%	100.0%
	Authoritative	Count	13	81	94
		% within parenting styles	13.8%	86.2%	100.0%
Total		Count	18	86	104
		% within parenting styles	17.3%	82.7%	100.0%

The study also examined how parenting styles and locus of control are related so as to establish how parenting styles influenced the learner’s locus control. The results revealed that parenting style was associated to learners’ locus of control at $\alpha=0.05$. Drawing from the cross tabulation table above, we can conclude that authoritative parenting style positively affects the learners’ locus of control. This implies that, a learner with authoritative parents is more likely to have internal locus of control.

Table 4.11: Association between parenting style and child's locus of control

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.262 ^a	2	.016
N of Valid Cases	104		

Finally, the study examined whether a relationship exists in parenting style and the academic achievement of the learners. Performance among the learners was grouped into 3 categories; low performer, average performer and high performer while 3 parenting styles i.e. permissive, authoritarian and authoritative were identified in the study. Authoritative style was identified as the dominant parenting style among the parenting styles. This study found out in cases where parents exercised authoritative parenting style, 47.9% and 36.2% were average and top performers respectively.

4.2.6. Relationship between parenting styles and academic performance

Table 4.12: Relationship between parenting styles and academic performance

parenting styles * academic performance Cross tabulation						
			academic performance			Total
			low performer	average performer	top performer	
parenting styles	permissive	Count	2	0	0	2
		% within parenting styles	100.0%	0.0%	0.0%	100.0%
	authoritarian	Count	7	1	0	8
		% within parenting styles	87.5%	12.5%	0.0%	100.0%
	authoritative	Count	15	45	34	94
		% within parenting styles	16.0%	47.9%	36.2%	100.0%
Total		Count	24	46	34	104
		% within parenting styles	23.1%	44.2%	32.7%	100.0%

To determine the association between parenting styles and academic performance of the learners, the study used the chi square test to assess whether parenting styles and academic performance of learners are independent. The findings revealed a significant association between the type of parenting adopted and academic achievement at $\alpha=0.05$. Drawing from the cross tabulation table above, we can conclude that authoritative parenting style positively affects the learners' academic performance.

Table 4.13: Association between parenting styles and academic performance

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.185 ^a	4	.000
N of Valid Cases	104		

4.4 Summary of the results

Findings of the study showed that majority of parents were authoritative, followed by authoritarian and very few were permissive. The study established from the chi square analysis, that there is a significant association between parenting styles and the three motivational attributes which include; self-efficacy, goal orientation and locus of control. Data analysis also revealed a significant association between parenting styles and academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was conducted targeting class 5 to class 8 pupils in a primary school in Kajiado County. The chapter presents, a summary of the results from the field data, conclusion and the recommendation of the study.

5.1 Summary of the findings

The summary is organized according to the objectives which include; to examine the association between parenting styles, self-efficacy and Academic performance among primary school pupils; to establish the effect of parenting styles have on a child's goal orientation towards academic performance among primary school pupils; to establish the association between parenting styles and locus of control with respect to academic performance among primary school pupils. The study was based on parenting styles, learners' self-efficacy, goal orientation, locus of control and the performance of the learners. These variables were analyzed using univariate and bivariate analysis technique. The study found that most parents had authoritative parenting style. Learners were characterized with high levels of self-efficacy, mastery goal orientation, and internal locus of control with an average to top level of performance in academics.

The qualitative data collected showed most parents had attained college education level with a few who reported that they had secondary certificate and one with a class 8 certificate as their highest level of education. Both parent claimed to be involved in their child's academic life in most cases claiming each had a role to play in ensuring their child become better in his/her academic life.

Parent felt that education for their children was not only important to their individual life but to parents themselves and the community at large. Some citing that their children would be leaders in future and thus ought to gain appropriate knowledge to be responsible people in the future.

Once a child came home with homework, parents reported they at least ensured that children completed assignments. Some took upon themselves to help in completing the assignment as

well as providing the necessary materials to handle the work. Parent did not seem to be emotionally upset by low grade; instead they said that they encouraged their children to do better in future, follow up in school to understand the reason for low grades and find a way to motivate them.

When a child committed a mistake, most parents reported that they corrected them either through talking to them to ensure that they realized their mistakes and apologize or guiding them so as not to repeat the same mistake. Most parents also reported that they followed the matter regarding their children performance with teachers so as to understand how to support their children do better in education. They also said that teachers were well informed with academic life of the learners and therefore considered it wise to discuss their children academic life with teachers.

5.1.1 Respondent socio-demographic factors

The study found that most of the participants were female from class five six and seven. Contrary to the expectation the number of representation decreased with increase in the class number of the pupils. Though both parents were reported to equally participate in paying school fees and visting their children in school, fathers were more inclined to paying school fees while mothers were inclined on visiting of the learners. This study confirms the findings of Alderman, & King, (1998) that showed fathers were more involved in paying school fees while mothers engaged on emotional needs of their children. The second implication we can draw from this finding is that role of parent is constantly changing over time as cases where both parent were involved in vising and paying of school fees rated higher than those of individual gender.

Examining on the economic aspect of the household represented in this study, we can conclude that the household were subjected to a middle level economic status. This was demonstrated by number domestic animals held which is the main economic indicator among the people of the area and the nature of housing.

5.1.2 Association between parenting styles, self-efficacy, and academic performance.

The study sought to examine an association between parenting styles, educational achievement and self-efficacy. Learners strongly felt that they could pass exams very well if they tried hard enough. It was also noted most of the participants agreed strongly that they can pass exams very well if they tried hard enough and could solve any problem that they could face in schools. Pupils studied also said that they believed that hard work pays indicating that they would perform well in their exam if they revised every day stating that they were confident that they would achieve the goals that they set for themselves. Drawing conclusion on Association between parenting styles, self-efficacy, together with academic achievement, the study found parenting style was significant associated with self-efficacy of the learner and their academic performance.

5.1.3 Influence of parenting styles on a child's goal orientation towards academic performance among primary school pupils

The study also sought to examine effect of parenting style on a child's goal orientation towards academic performance among primary school pupils. This was evaluated based on the frequency at which learner got annoyed with assignment/homework, frequency at which they preferred learning by asking questions, feeling of happiness and satisfaction when learning a new thing in class, frequency of doing more than just class work and ability of viewing assignment as a chance to gain more knowledge on a certain subject. The study found learners did not get annoyed when they were required to do an assignment instead, most agreed that they viewed assignments as a chance to gain more knowledge about a certain subject. It was also noted that most learners preferred to learn by asking questions for subjects they were doing, declaring that they felt happy and satisfied when they learnt a new thing in class. Testing the influence of parenting style has on goal orientation of a child in academic achievement among primary school pupils, we conclude that parenting style had significance influence on learners' goal orientation and academic performance.

5.1.4. Parenting styles, locus of control and academic performance among primary school pupils

Other aspect examined in this study was the relations that exists between parenting styles and locus of control with respect to academic performance among primary school pupils. This was

examined based on giving of excuses for failure, belief that their success was as result from their hard work not others, belief that they would pass exams if revised well and belief that they contributed a bigger percentage in their success than their parents and teachers. The study revealed that most of the participants agreed strongly that they didn't give excuses when they failed exam, they believed that their success would result from their hard work not work from others as shown by those who strongly agreed. The study also found that majority believed they would pass in exam if they revised and finally they strongly agreed that their strong agreed that they contributed bigger percentage in their academic success more than the parents and teachers. The study also revealed that a relation exists between parenting styles and locus of control exists with respect to academic performance among primary school pupils.

This study also examined the impact of parenting styles on academic achievement of the pupils in primary school. Authoritative style was found to be dominant among most parents. The study also found that there was strong association between the learners parenting style and their respective academic performance.

5.2 Conclusion

From the results, the study concluded that parenting styles affects motivation towards academic performance among the pupils in primary schools. Those who adopt authoritative parenting style tend to have children who perform better than the other parenting styles with regard to learners' self-efficacy, goal orientation, locus of control and academic performance. Parents should be informed it is their responsibility to provide children a conducive parenting environment to help motivate them towards academic work.

5.3 Recommendations of this study

From the findings, the study recommends that parents should be encouraged to use authoritative parenting style in raising up their children. This is because authoritative parenting style affects learners' motivation resulting in academic achievement and career prosperity of the children. Additionally, parents need to be encouraged to engage in activities that improve their involvement in their children academic life so as to promote academic motivation in their children.

5.4 Suggestions for further study

A study should be carried out to establish the influence of parenting style on motivation towards academic performance among high school in the country. The study also recommends a study to be carried out in other ethnic communities for more generalized results.

Since the current study examined a sample coming from a middle class level socioeconomic background, a study should be conducted among the Maasai pupils who come from a low socioeconomic background.

The study recommends conducting a study that will focus on maternal and paternal parenting styles as individual entities to further delineate the influence of both parents on motivation of children to pursue education.

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APPENDICES

Appendix I: Consent forms

RESEARCH PARTICIPATION CONSENT FORM

(FOR PARENTS)

I being above 18 years do hereby give my permission to participate in the research study.

I have understood the explanation given to me about the study.

Information on the process of the study been given to me and I'm satisfied.

It's in my knowledge that I should remain with a copy of this form to refer to in future I understand that:

1. I may not directly get benefits from participating in this study
2. In case I want to withdraw from the research at any time I'm free.
3. Information I provide will be kept strictly confidential.
4. I will not be victimized based on whether I participate in the study or not.

Participants signature: **Date:**

I confirm that I have given the necessary details about the study to the volunteer and that he/she is aware of what is involved and willingly agrees to participate in the study.

Researchers signature: **Date:**

NOTE: 2 signed copies will be obtained for both the researcher and the participant

CONSENT FORM FOR PARTICIPATION IN RESEARCH

(FOR PUPILS)

I..... being the Headmaster of the J. Leperes academy do hereby give permission for the sampled pupils to take part in this study as requested.

I have understood the explanation given to me about the study.

Information on the process of the study been given to me and I'm satisfied.

It's in my knowledge that I should remain with a copy of this form to refer to in future.

I understand that:

1. The pupils will not direct get benefits when participating in this study
2. The pupils are not forced to participate and anyone not willing can decline to participate.
3. Information they provide will be kept strictly confidential.
4. Whether the pupils participate or withdraw from the study will not have effect on any service or treatment that is being provided to them.

Headmaster's signature: **Date:**

I confirm that I have given the necessary details about the study to the headmaster and that he is aware of what is involved and willingly agrees for pupils to participate in the study.

Researchers signature: **Date:**

NOTE: 2 signed copies will be obtained for both the researcher and one for the headmaster.

Appendix II: Questionnaire for participants

Code number _____

SECTION A: DEMOGRAPHIC DETAILS

Mark where appropriate

1. Gender: Female Male
2. Grade level: Class 5 6 7 8
3. Who pays for your school fees? Father, Mother, Both
4. Who comes to visit you in school? Father Mother Both
5. Do your parents own domestic animals?
 None, (Less than 50), (Between 51-100) (Above 100)
6. We live in a
 1. Timber walled house 3. Mabati walled house
 2. Mud walled house 4. Stone walled house

SECTION B: DEPENDENT VARIABLES

Please respond to the following statements based on your personal experiences by TICKING your appropriate response on the Likert scale. The scales are labeled as follows **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree.**

A	1	2	3	4	5
I can pass exams very well if I try hard enough					
I can solve any problem that I face in school					
If I revise every day, I will perform well in my exam					
I am confident that the goals I have set for myself, I will achieve.					
I believe hard work pays off					

B	1	2	3	4	5
I usually get annoyed when I am required to do an assignment/homework					
I normally prefer to learn by asking questions for subjects I don't understand					
I feel happiest and content when I gain new knowledge in class					
I usually like doing more work than is necessary in class.					
I view assignments as a chance for me to gain new knowledge about a certain subject.					

C	1	2	3	4	5
I don't give excuses when I fail an exam					
I believe my success will result from my hard work and from not others					
I believe if I revise well, I will pass my exams					
I believe that I contribute a bigger percentage in my success than my parents and teachers					

SECTION C: PARENTING STYLES

D	1	2	3	4	5
I get encouraged by my parents, talk open up about my academic activities					
My parents normally listen to me when I have a problem that needs their help					
When I'm sad or scared, my parents comfort me					
When I wrong, my parents usually explain to me why they are punishing me.					
When I fail my exam, my parents normally give me the encouragement I need try harder and do my best					

E	1	2	3	4	5
My parents cane and yell at me because I have failed my exams					
My parents usually don't explain themselves when they punish me					
My parents believe what they tell me is final and I must obey.					
My parents usually expect me to pass my exams or they will punish me.					
My parents don't appreciate me when I improve my marks, they expect me to always pass my exams					

F	1	2	3	4	5
My parents normally give me what I want when I ask them to without asking questions					
My parents say they will punish me but end up not punishing me because they don't want to hurt my feelings					
When I brake rules, I don't get punished by my parents.					
My parents allow me to choose whatever I want to do and when I want					
My parents allow me to decide whether to do my homework or not					

G	1	2	3	4	5
My parents usually don't ask me about school or homework.					
When I come home with my friends, my parents don't ask me about who they are					
My parents usually don't spend much time with me and always let me do my own things					
My parents normally don't ask about my exam performance until I tell them myself					

Appendix III: Interview questions for parents

1. What level of education did you reach?
2. Who is more involved in your child's school life and why?
3. What are the benefits of educating your child that you know of?
4. When your child comes home with homework what do you do?
5. When your child comes home with Low grades, what do you do?
6. When your child makes a mistake how do you react?
7. Do you look forward to discussing your child's performance with the teacher and why?
8. Any other comment?

Appendix IV: Authorization letters



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318345,318249
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/18/33479/26609**

Date: **5th December, 2018**

Jeff Tumanka Kerika
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Impact of parenting styles on motivation towards academic performance among class 5-8 Maasai pupils in J.Leperes Academy, Kajiado County”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **5th December, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado 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.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

**THIS IS TO CERTIFY THAT:
MR. JEFF TUMANKA KERIKA
of UNIVERSITY OF NAIROBI , 150-90132
SULTAN HAMUD ,has been permitted to
conduct research in *Kajiado County***

**Permit No : NACOSTI/P/18/33479/26609
Date Of Issue : 5th December,2018
Fee Received :Ksh 1000**

**on the topic: *IMPACT OF PARENTING
STYLES ON MOTIVATION TOWARDS
ACADEMIC PERFORMANCE AMONG
CLASS 5-8 MAASAI PUPILS IN J.LEPERES
ACADEMY, KAJIADO COUNTY.***

**for the period ending:
5th December,2019**

**Applicant's
Signature**

**Director General
National Commission for Science,
Technology & Innovation**





UNIVERSITY OF NAIROBI
FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

Telegrams: Varsity Nairobi
Telephone: 318262 ext.28439
Telex: 22095

P.O. BOX 30197
NAIROBI
KENYA

17 September 2018

NACOSTI
P.O. Box 30623 – 00100
NAIROBI

Dear Sir/Madam


RE: JEFF TUMANKA KERIKA – REG. NO. C50/81707/2015

The above named person is a duly registered student in the Faculty of Arts at the University of Nairobi. He is seeking a research permit from your office.

Kindly accord him the necessary assistance to allow his collect data.

Thank you in advance for your cooperation.

Yours Sincerely,


Date.....
Dr. Luke Odiemo,
Chairman
Department of Psychology

(Note: A circular official stamp of the Department of Psychology, University of Nairobi, is partially visible behind the signature and name.)



UNIVERSITY OF NAIROBI

FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

Telegram: Varsity Nairobi
Telephone: 3318262 ext.28439
Telex: 22095

P.O. BOX 30197
NAIROBI
KENYA

17/10/2018,

J.LEPERES ACADEMY
SULTAN HAMUD, KAJIADO
COUNTY

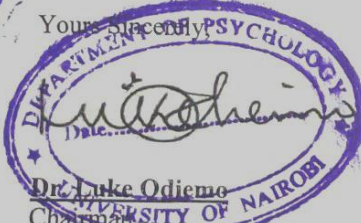
RE: JEFF TUMANKA KERIKA – C50/81707/2015

The above named is a student in the Department of Psychology undertaking a Masters degree in Health Psychology at the University of Nairobi. He is doing a project on *“Impact of parenting styles on motivation towards Academic Performance among Class 5-8 Maasai pupils in J.Leperes Academy, Kajiado County”*.

The requirement of this course is that the student must conduct research project in the field and write a Project.

In order to fulfill this requirement, I am introducing to you the above named student for you to kindly grant him permission to collect data for his Masters Degree Project.

Your sincerely


Date:

Dr. Luke Odiemo
Chairman
Department of Psychology