

**INFLUENCE OF NAKURU COUNTY GOVERNMENT ON PARENTING OF SCHOOL GOING CHILDREN.**

**BY**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirement for the Award of Master Of Arts Degree in Project Planning and Management of the University of Nairobi**

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## DECLARATION

This research project report is my original work and has never been presented for a diploma or any award in any other university.

SIGNATURE.......... DATE.....28/8/19.....

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**L50/84895/2016**

This project proposal has been submitted for examination with my approval as the university supervisor.

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## **DEDICATION**

This research project report is dedicated to my mother. Her struggles to see me through my schooling will always be appreciated. I will always reassure your encouragement and desire to see me thrive and flourish both in school and in life. I am also thankful to my sister Gloria who stood by and supported me throughout my studies.

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## **ABBREVIATIONS AND ACRONYMS**

**E.C.D:** Early Child Development

**I.C.D.S:** Integrated Child Development Services

## **ABSTRACT**

Parenting plays a big role in the raising of children. Effective parenting is essential for the successful upbringing of children in the society. Ineffective parenting can lead to bringing up of children that cause disturbance in the society. The Government plays a big role in raising of children in the society. The main purpose of the study was to understand how the government influences parenting of school going children a study case of Nakuru County. There is need to ensure that the parenting style adopted ensures successful raising of the children to responsible people in the future. The parenting style should be followed by each parent to ensure successful parenting of children. The government should ensure the parenting style is effective to facilitate successful raising of children. The study was guided by the following objectives: to identify parenting style that facilitate effective raising of children, to assess whether the County Government of Nakuru has influence on parenting of school going children, to assess the impact of effective parenting on children and to determine values of the parent towards the children. The targeted population for the study are staff working with the government in various positions and parents with the conceptual framework showing both the dependent and independent variables. The study reviewed parenting styles to identify facilitators and barriers to effective parenting. The study analyzed data and interpreted the information collected. The response rate was 73(91.25%) which gave way for validation of the data collected. The study analyzed three demographics characteristics; gender, age, level of education, experience and area of respondents. The study also analyzed the rating on how the county government influences parenting of school going children. The study also sought the parenting style that is commonly used by parents. The study also sought the frequency of checking on parenting by the county government. The study concluded that the he county government hade influence on parenting of school going children. The study made the following recommendations: The government policies used in rearing children need to be favorable to the parents and the children. Participatory approach in policy making by all stakeholders is important. Parenting styles promote the relation and interaction of parents and their children and hence the need for the best parenting style. The recommendations made to the county government should be helpful and of benefit to the children. The study also made the following suggestions for further research: Factors that facilitate effective parenting of school going children. Indicators of effective parenting of school going children. Problems associated with parenting of school going children.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Theories of parenting and programmes designed to promote parenting styles and behavior directly affects outcome of the children in terms of their survival, growth, development, protection and participation. There has been growing recognition that many parents at some time require assistance or support to strengthen their key role of valuing, nurturing and caring for children.

The word parent can refer to the biological relationship of an adult to a child or, when used as a verb, to the care and protection the adult provides (Smith 1999). According to Kendziora and O'Leary (1993) parenting is anything the parent does or fails to do that may affect the child and includes playing, discipline teaching, caring for physical needs and establishing a pleasant emotional environment. These actions may or may not be performed by the child's biological parent.

Save the child programmes are based on the child rights programming, recognizing boys and girls right holders and social actors. In a child rights approach, governments are recognized as primary duty bearers accountable to their citizens including children. The focus of Save the Children's work has been working with the most marginalized groups of children those who have been exploited and abused.

The prevailing social, economic and cultural inequalities preclude many children from obtaining a basic quality of life. Many girls and boys are forced to work in inhospitable, unsafe and exploitative conditions.

Parenting education on the psychosocial development of the children is included in the early childhood development (ECD) programmes which are run in the early childhood centers. However, those who work directly with families in these centers may lack the capacity to provide parents with education on children's physical and mental development. Moreover, not all Integrated Child Development Services (ICDS) projects include parenting education for child development. This programme does not cover key groups of marginalized children including children living in the streets, children of migrant workers and children living in some remote areas.

## **1.2 Statement of the Problem**

Parenting is an essential element of raising a child. The success or failure of any child may be determined by the parenting process established. Considering the importance of parenting, the government is always keen to identify elements of parenting that facilitate or hinder it. Elements that facilitate effective parenting therefore contributing positively to the upbringing of a child can be replicated while those that are ineffective can be replaced or improved on.

Children are not raised by parents alone. It's a far too important and difficult task to be placed solely on the shoulders of the father and/or the mother. Teachers and government also have a hand in molding the experiences the children accumulate at home, in daycare centers, at school and society at large. Improving those experiences will shape children's lives and the face of the society they live in for years to come. Child well-being matters for both ethical and economic reasons and public policy has a vital role to play in developing happy, healthy and well educated children who grow into socially and economically productive adults. The government has integrated different departments that need to work

together in ensuring effective parenting of children is achieved. It has put in place the protocols that need to be followed in parenting.

### **1.3 Purpose of the Study**

The purpose of the study was to evaluate how the government can work together with the parents to ensure a healthy raising up of the children in the society.

### **1.4 Objectives of the Study**

The study sought to achieve the following objectives:

1. To identify parenting styles that facilitate effective raising of children
2. To assess whether the County Government of Nakuru has influence on parenting of school going children.
3. To assess the impact of effective parenting on children.
4. To determine values of the parents towards parenting of their children

### **1.5 Research Questions**

The study was guided by the following questions;

1. Which parenting style facilitates effective raising of school going children?
2. Does the County Government of Nakuru have influence on parenting of school going children?
3. What is the impact of effective parenting on children?
4. What are the values of the parents towards their children?

### **1.6 Significance of the Study**

Parenting is essential in all aspects of bringing up a child. The government has to collaborate with the parent to ensure that the child lacks nothing that is essential. This study



is important in that it identified effective parenting styles. The findings of the study can be used to improve the parenting of the children by both the parent and the county government.

### **1.7 Limitations of the Study**

The study respondents were the parents and the staff working at the County Government of Nakuru. The study can, therefore, be used to generalize the results of the study to all other parents as it is representative. The results obtained were accurate since the response of the respondents was of goodwill. There was 91% response on the questionnaires given to the respondents. The questionnaires were filled and returned but a small percentage of the questionnaires was not returned.

The study controlled the limitation through proper planning and explaining on the need for providing correct information. Participation in the study was be voluntary after participants provide informed consent. Confidentiality of the information collected was assured to allow participants to fully express themselves.

### **1.8 Delimitations of the Study**

This study assessed parenting within Nakuru County. The data was collected from a target population of 80 staff from all the government departments and 200 parents. The study will be carried out within a period of four months from October 2018 to January 2019.

The respondents were assured of confidentiality of the information they provide. This was achieved by assuring them that they did not need to write their names on the questionnaire or there was no any identifier to link them to the information provided. The questionnaires were

also sealed in envelopes when being distributed and when being received so thereby ensuring privacy.

The researcher also signed confidentiality form and sought permission from concerned parties to assure them of confidentiality. The researcher informed the respondent that whatever information they provide was solely for academic purpose and was not going to be used against them.

### **1.9 Basic Assumptions of the Study**

The researcher had the assumption that based on the goodwill of the respondent, they would respond with honesty, be truthful and answer the questions correctly. That the respondent would seek clarity on any matter they were not clear about to enable them to answer the questions.

### **1.10 Definition of Significant Terms**

Parenting; A process of supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood

Parenting style; a psychological construct representing standard strategies that parents use in their child rearing. Parenting skills; skill that ensure successful upbringing of a child.

Values of the parent; this is what parents around the world believe is best for their children

### **1.11 Organization of the Study**

The first chapter gives background information concerning the study, the statement of the problem, the objectives, the significance and the basic assumptions of the study. Chapter two highlights what parenting entails. It also explain the various parenting skills and styles that can be set up to ensure successful parenting.

The third chapter demonstrates research methodology used. The research adopted a cross-sectional survey design with a target population of eighty staff and two hundred parents. The research used questionnaires as the data collection instrument and took into consideration the ethical issues in research. The research report finalizes with the references, a sample of the questionnaire used and a consent form that was used to seek consent from the participants.

Chapter four presented the findings relative to the research questions based on the study sample and a summary of the data collected. Chapter five gave the summary of the findings, discussions, answers to the research questions, recommendations, conclusion and suggestions for further studies.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of literature related to parenting and how the government can influence it. It starts by explaining what parenting is. It also demonstrates the role of County Government in parenting of children.

#### 2.1 Parenting

Families are at the heart of the society. Most people live in families and value them because they provide love, support and care. They educate and teach right from wrong. The future depends on success in bringing up children. Government has to be wary about intervening in areas of private life and intimate emotion. Those in government need to approach family policy with a strong dose of humanity (Home office, 1998, P.4)

The government must recognize people's rights to act according to their own lights and rights but cannot duck responsibilities to help people make a success of parenting. This is essential in achieving the goal of a stronger civil society offering people more opportunities in life. Parenting is hugely more important in creating the kind of society we want to live in. Jack Straws speech on human rights and personal responsibility delivered following the passage of Human Rights Act (Straw 2000 P.6)

It is undoubtedly the case that since New Labor took office there has been a rapid escalation in the range and scale of parenting interventions that is distinctive. The government has given a high priority to parenting in its social exclusion and criminal justice agendas and clearly considers the promotion of good parenting as a significant tool in fostering social cohesion. Example of its commitment can be seen from very early on its administration with the establishment first of a task force then a ministerial group on the

family, the family office unit at the home office and the national family and parenting institute.

Supporting families (Home Office 1998) set out some of the government's aspirations across family advice and support, the relationship between work and home, marriage and relationship service and family problems such as domestic violence and school age pregnancy. Sure start, with its substantial targeted investment in disadvantaged areas set a high premium on supporting parents and the Crime and Disorder Act 1998 introduced parenting education into the criminal justice system.

The U.S Government has more than a hundred years history of investing in programmes and services for families that are designed to promote positive outcome and reduce negative circumstances for children. The parent and child focused policies and local levels by government agencies, businesses, community based organizations and foundations are aimed at promoting a host of positive outcomes including keeping children safe from harm, making sure they do not go to bed hungry and reducing disparities in outcomes associated with parental characteristics, especially those related to income, race/ethnicity and place of birth.

## **2.2 Parenting Styles**

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. There are four major recognized parenting styles namely; authoritative, neglectful, permissive, cross-cultural variation, difference for male and female children and authoritarian. Each one carries different characteristics and brings about different reactions in the children which they are used on. It is important to keep in mind that every parent child relationship is different. So there is not one sure way to go about parenting. This is a simple way to help decode your parenting style and prove general

suggestions on how to raise a happy, responsible and productive member of the society, (Bianca, 2017).

Children go through different stages in life, therefore parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personalities. During the stage of infancy, parents try to adjust to a new lifestyle in terms of adapting and bonding with their new infant. Developmental psychologists distinguish between the relationship between the child and parent, which ideally is one of attachment, and the relationship between the parent and child, referred to as bonding. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom.

A child's temperament and parents' cultural patterns have an influence on the kind of parenting style a child may receive. The degree to which a child's education is part of parenting is a further matter of debate. Early research in parenting and child development found that parents who provide their children with proper nurture, independence and firm control, have children who appear to have higher levels of competence and are socially skilled and proficient. Additional developmental skills result from positive parenting styles including: maintaining a close relationship with others, being self-reliant, and independence. During the mid-1980s, researchers began to explore how specific parenting styles influence a child's later development.

Beginning in the 17th centuries, two philosophers independently wrote works that have been widely influential in child rearing. John Locke's 1693 book *Some Thoughts Concerning Education* is a well-known foundation for educational pedagogy from a Puritan standpoint. Locke highlights the importance of experiences to a child's development, and

recommends developing their physical habits first. In 1762, the French philosopher Jean-Jacques Rousseau published a volume on education, *Emile: or, On Education*. He proposed that early education should be derived less from books and more from a child's interactions with the world. Of these, Rousseau is more consistent with slow parenting, and Locke is more for concerted cultivation.

Jean Piaget's theory of cognitive development describes how children represent and reason about the world. This is a developmental stage theory that consists of a sensorimotor stage, Preoperational stage, Concrete operational stage, and Formal operational stage. Piaget was a pioneer in the field of child development and continues to influence parents, educators and other theorists.

Erik Erikson, a developmental psychologist, proposed eight life stages through which each person must develop. In order to move on to the next stage, the person must work out a "crisis" in which a new dilemma must be solved. In each stage, they must understand and balance two conflicting forces, and so parents might choose a series of parenting styles that helps each child as appropriate at each stage. The first five of his eight stages occur in childhood: The virtue of hope requires balancing trust with mistrust, and typically occurs from birth to one year old. Will balances autonomy with shame and doubt around the ages of two to three. Purpose balances initiative with guilt around the ages of four to six years. Competence balances industry against inferiority around age 7 to 12. Fidelity contrasts identity with role confusion, in ages 13 to 19. The remaining adult virtues are love, care and wisdom.

Rudolf Dreikurs believed that pre-adolescent children's misbehavior was caused by their unfulfilled wish to be a member of a social group. He argued that they then act out a

sequence of four mistaken goals: first they seek attention. If they do not get it, they aim for power, then revenge and finally feel inadequate. This theory is used in education as well as parenting, forming a valuable theory upon which to manage misbehavior. Other parenting techniques should also be used to encourage learning and happiness. He emphasized the significance to establish a democratic family style that adopts a method of periodic democratic family councils and meanwhile avert the punishment. He advances "logical and natural consequences". That teach children to be responsible and understand the natural consequences of proper rules of conduct and improper behavior.

Frank Furedi is a sociologist with a particular interest in parenting and families. He believes that the actions of parents are less decisive than others claim. He describes the term infant determinism as the determination of a person's life prospects by what happens to them during infancy, arguing that there is little or no evidence for its truth. While commercial, governmental and other interests constantly try to guide parents to do more and worry more for their children, he believes that children are capable of developing well in almost any circumstances.

Furedi quotes Steve Petersen of Washington University in St. Louis: "development really wants to happen. It takes very impoverished environments to interfere with development ... [just] don't raise your child in a closet, starve them, or hit them on the head with a frying pan". Similarly, the journalist Tim Gill has expressed concern about excessive risk aversion by parents and those responsible for children in his book *No Fear*. This aversion limits the opportunities for children to develop sufficient adult skills, particularly in dealing with risk, but also in performing adventurous and imaginative activities



In 1998, independent scholar Judith Rich Harris published *The Nurture Assumption*, in which she argued that scientific evidence, especially behavioral genetics, showed that all different forms of parenting do not have significant effects on children's development, short of cases of severe child abuse or child neglect. She proposes two main points for the effects: genetic effects, and social effects involved by the peer groups in which children participate. The purported effects of different forms of parenting are all illusions caused by heredity, the culture at large, and children's own influence on how their parents treat them.

### **2.2.1 Authoritative Parenting**

The parent is demanding and responsive. When this style is systematically developed, it grows to fit the descriptions propogative parenting and concerted cultivation. Authoritative parenting is characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand how their children are feeling and teach them how to regulate their feelings. Even with high expectations of maturity, authoritative parents are usually forgiving of any possible shortcomings. They often help their children to find appropriate outlets to solve problems.

Authoritative parents encourage children to be independent but still place limits on their actions. Extensive verbal give-and-take is not refused, and parents try to be warm and nurturing toward the child. Authoritative parents are not usually as controlling as authoritarian parents, allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Often, authoritative parents produce children who are more independent and self-reliant. An authoritative parenting style mainly results when there is high parental responsiveness and high parental demands.

Authoritative parents will set clear standards for their children, monitor the limits that they set, and also allow children to develop autonomy. They also expect mature, independent, and age-appropriate behavior of children. Punishments for misbehavior are measured and consistent, not arbitrary or violent. Often behaviors are not punished but the natural consequences of the child's actions are explored and discussed -allowing the child to see that the behavior is inappropriate and not to be repeated, rather than not repeated to merely avoid adverse consequences. Authoritative parents set limits and demand maturity.

When punishing a child, the parent will explain his or her motive for their punishment. Children are more likely to respond to authoritative parenting punishment because it is reasonable and fair. A child knows why they are being punished because an authoritative parent makes the reasons known. As a result, children of authoritative parents are more likely to be successful, well-liked by those around them, generous and capable of self-determination.

Authoritative parenting is mostly regarded as the most effective and beneficial parenting style for normal children. This type of parenting creates the healthiest environment for a growing child and helps to foster a productive relationship between parent and child. One of the most important trait to emulate is the open communication style with the child.

### **2.2.2 Neglectful Parenting**

In neglectful parenting, parents rarely fluctuate naturally into neglectful parenting as a response to child behavior. It's one of the most harmful styles of parenting that can be used on a child. It is damaging to the children since they have no first foundation with their parents from which to explore the world. Beyond that, children who have a negative or absent relationship with their parent will have a harder time forming relationships with other people, particularly children their age. If you suspect that you or a friend of yours may be a

neglectful parent, it is important to seek help in a way that does not damage the child further or intrude into their life in a disruptive manner.

### **2.2.3 Permissive Parenting**

The parent is responsive but not demanding. Indulgent parenting, also called permissive, non-directive, lenient or libertarian is characterized as having few behavioral expectations for the child. "Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them". Parents are nurturing and accepting, and are responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately. As adults, children of indulgent parents will pay less attention to avoiding behaviors which cause aggression in others.

Permissive parents try to be "friends" with their child, and do not play a parental role. The expectations of the child are very low, and there is little discipline. Permissive parents also allow children to make their own decisions, giving them advice as a friend would. This type of parenting is very lax, with few punishments or rules. Permissive parents also tend to give their children whatever they want and hope that they are appreciated for their accommodating style. Other permissive parents compensate for what they missed as children, and as a result give their children both the freedom and materials that they lacked in their childhood. Baumrind's research on pre-school children with permissive parents found that the children were immature, lacked impulsive control and were irresponsible.

Children of permissive parents may tend to be more impulsive and as adolescents may engage more in misconduct such as drug use, "Children never learn to control their own behavior and always expect to get their way. But in the better cases they are emotionally

secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else. Permissive parenting, also known as indulgent parenting, is another potentially harmful style of parenting. These parents are responsive but not demanding. The benefit of this style is that they are usually nurturing and loving.

#### **2.2.4 Authoritarian Parenting**

The parent is demanding but not responsive. Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children follow their directions with little to no explanation or feedback and focus on the child's and family's perception and status. Corporal punishment, such as spanking, and shouting are forms of discipline frequently preferred by authoritarian parents. The goal of this style, at least when well-intentioned, is to teach the child to behave, survive, and thrive as an adult in a harsh and unforgiving society by preparing the child for negative responses such as anger and aggression that the child will face if his/her behavior is inappropriate. In addition, advocates of this style often believe that the shock of aggression from someone from the outside world will be less for a child accustomed to enduring both acute and chronic stress imposed by parents.

Authoritarian/strict parenting is characterized by parents who are demanding but not responsive. Parents allow for little open dialogue between parent and children and expect children to follow a strict set of rules and expectations. They usually rely on punishment to demand attention or teach lesson. (By Emily Hughes, 2013)

### 2.2.5 Cross-cultural Variation

These theories of parenting styles are almost entirely based on evidence from high income countries, especially the USA. Yet there are, typically, fundamental differences in child development between high income and low income countries which might mean that parenting styles or practices have different effects on children in the different settings. For instance, in sub-Saharan Africa children are likely to have more than one main care, to acquire language in a bilingual environment, and to play in mixed aged peer groups

However, when comparing African American caregiving among lower, middle, and upper socioeconomic families, the number of non-parental care givers decreases as economic resources increase. In addition, international studies have found Chinese parents to be more concerned with impulse control, which may explain the greater use of authoritarian style as compared to U.S. parents. Thus, social values and norms within a culture influence the choice of parenting style that will help the child conform to cultural expectations.

There is evidence to suggest cultural differences in the way children respond to parenting practices. In particular, there is ongoing debate surrounding physical discipline and corporal punishment of children with some authors suggesting it is less harmful in ethnic groups or countries where it is culturally normative, such as several low income countries, where the prevalence rate remains high. Lansford *et al* (2004) reported harsh parenting was associated with more externalizing behaviors in European American compared with African American adolescents. Resolving these issues is important in assessing the transferability of parenting interventions across cultures and from high to low income countries in order to improve child development and health outcomes.

Some parenting styles correlate with positive outcomes across cultures, while other parenting styles correlate with outcomes that are specific to one culture. For example, authoritative parenting is related to positive self-esteem and academic outcomes for both Chinese and European American adolescents, but the positive effects of the “ethnic minority” parenting style are specific to Chinese adolescents. There is also evidence to suggest that there is not only cultural variation, but variations across settings within a culture. For example, Mexican American and African American parental expectations of obedience and autonomy differ in school and other social settings vs. home.

A study comparing Indian parents who stayed in India and Indian parents who immigrated to a different country shows that the influence cultural traditions have on parenting changes according to social/geographical context, concluding that immigrant parents place greater emphasis on traditional Indian culture in order to preserve traditional practices in their new country. Thus, in immigrant families, parenting styles according to culture may be the result of conscious reinforcement as opposed to unconscious tradition

### **2.2.6 Difference for Male and Female Children**

Mothers and fathers tend to pick up different behaviors of parenting based on the sex of their child. Studies have shown that fathers can affect their daughters' emotional adjustment more through the style of parenting they demonstrate rather than through using disciplinary approaches, such as punishment. Also, both a father and mother sometimes tend to use an authoritative style towards their daughters, while feeling more comfortable switching over to an authoritarian style for sons. Similarly, mothers may use a more authoritative style when they parent their daughters. Also, mothers spend more time reasoning with their daughters but mothers tended to favor their sons.

## **2.3 Parenting Skills**

Parenting skills are the guiding forces of a good parent to lead a child into healthy adult, they influence on development, maintenance and cessations of children's negative and positive behaviors. Parenting takes a lot of skills and patience and is constant work and growth. The cognitive potential, social skills and behavioral functioning of a child acquires during the early years are fundamentally dependent on the quality of their interactions with their parents. These skills are; show love, listen when your child talks, make you child feel safe, provide order and organization, praise your child, consistence and spend time with your children.

### **2.3.1 Show Love**

Always give your children a lot of love. Tell them "I love you" and make sure they know that they are special to you. Provide them with a lot of hugs and kisses and always be there when they need a shoulder to cry on.

### **2.3.2 Listen When your Child Talks**

Listening to your children really stresses to them that they are important. No matter how strange or ridiculous it may be, listen to your child's stories, ideas and complaints. When you listen to your children then they know that you are interested in what they have to say. Don't just pretend to be listening, as children can quickly see that you are really not that interested and that you are just pretending.

### **2.3.3 Make Your Child Feel Safe**

Children are defenseless in life and things they don't understand or are scary to them may easily scare them. Comforting your child at every stage in life will provide them with the security they need. They need to know that you are there for them and that you will protect them. They also need to see that you have taken steps to protect them.

### **2.3.4 Provide Order and Organization**

Children need a regular and daily schedule. They need to have meals, naps and bed times at consistent times throughout the day. When they come home they need to do their homework and their chores before they can play. Before they go to bed then they need to take a bath, brush their teeth and get their school supplies ready first. When they get up in the morning they need to eat breakfast, get dressed, brush their teeth, get their belongings together and then they can use any extra time they have for television or a game.

### **2.3.5 Praise your Child**

Praise and small, but often, praises are important for children. They need to know that they are doing well and that you are proud of them. Use frequent pats on the back, smiles and a thumbs up when you see them doing what they are supposed to be doing or when they are doing something well. Too much praise lead, explain what the child did that was wrong. Explain to them that what they should have done instead.

### **2.3.6 Consistency**

Your rules don't have to be the same rules you had when you were growing up ,but whatever rules you choose to have need to be enforced on a consistent basis. This goes for mom and dad, family members and baby sitters. If two parents are raising the child, then they both need to have the same rules.

### **2.3.7 Spend Time with Your Children**

Children thrive on the time they get to spend with their parents. Little trips to the park to play with the dog or reading before bedtime will go a long way with your children. Many bad behaviors stem from a lack of attention on the parents part and the child is simply trying to get your attention. If you need help developing good parenting skills, then there are several resources available to parents. Parent coaching can provide you with a parenting skills



assessment and will help you develop a parenting skills curriculum that can be utilized on a daily basis.

## **2.4 Values of the parent**

Parents around the world want what they believe is best for their children. However, parents in different cultures have different ideas of what is best. For example, parents in a hunter\_gatherer society or surviving through subsistence\_agriculture are likely to promote practical survival skills from a young age. Many such cultures begin teaching babies to use sharp tools, including knives, before their first birthdays. This is seen in communities where children have a considerate amount of autonomy at a younger age and are given the opportunity to become skilled in tasks that are sometimes classified as adult work by other cultures.

In some Indigenous American communities, child work provides children the opportunity to learn cultural values of collaborative participation and social behavior through observation and participation alongside adults. American parents strongly value intellectual ability, especially in a narrow "book learning" sense Italian parents value social and emotional abilities and having an even temperament. Spanish parents want their children to be sociable Swedish parent's value security and happiness

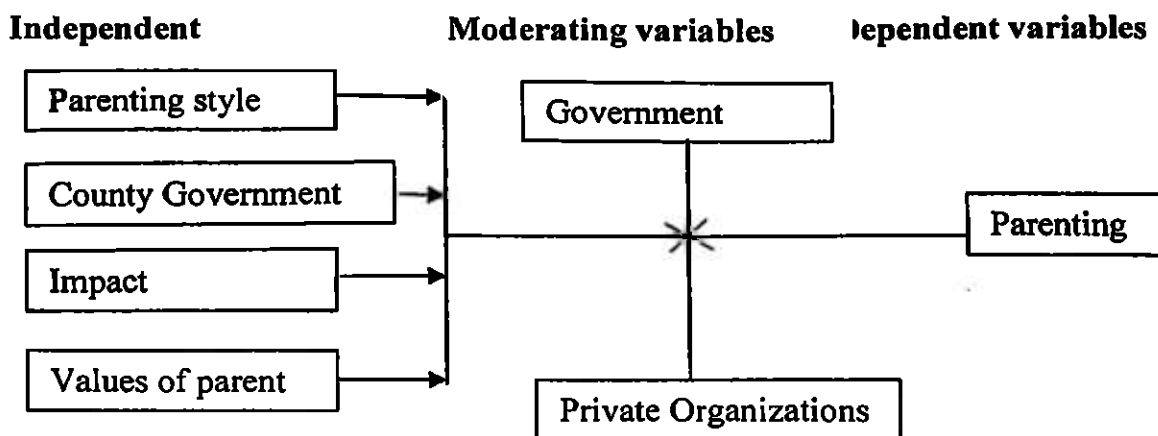
Dutch parents value independence, long attention spans, and predictable schedules. The Kipsigis people of Kenya value children who are not only smart, but who employ that intelligence in a responsible and helpful way, which they call Many Indigenous American communities value respect, participation in the community, and non-interference. The practice of non-interference is an important value in Cherokee culture. It requires that one respects the autonomy of others in the community by not interfering in their decision making by giving unsolicited advice

Differences in values cause parents to interpret different actions in different ways. Asking questions is seen by many European American parents as a sign that the child is smart. Italian parents, who value social and emotional competence, believe that asking questions is a sign that the child has good interpersonal skills. Dutch parents, who value independence, view asking questions negatively, as a sign that the child is not independent. Indigenous American parents often try to encourage curiosity in their children. Many use a permissive parenting style that enables the child to explore and learn through observation of the world around it.

## 2.5 Theoretical Framework

Government has to be wary about intervening in areas of private life and intimate emotion. Those in government need to approach family policy with a strong dose of humanity (Home Office, 1998, P 4.) From testimonies such as these, the New Labor Government has signaled its commitment to preserving family life as a very private affair. But the message is mixed, parenting also has a public face. Its impact on child outcome and well-being and consequently has deep seated implications for the society. (<https://www.jrf.org.uk>). Based on this, the survey will seek to understand how the government impacts parenting and the factors that facilitate or hinder parenting.

## 2.6 Conceptual Framework



## **2.7 Summary of Literature Review**

Lack of proper parenting can cause bringing up of children that cause disturbance in the society. Parenting style has the highest impact in raising of children. It determines whether the child will be successful in life or the child will cause disturbance in the society. Government should give assistance to parents in taking care and raising their children. The government should educate the parents on the best parenting styles so as to ensure successful upbringing of children. The government should also provide security to children to prevent them from being exploited by their parents, guardians or even the society at large.

Without an effective parenting style, the child will not grow to be successful in the future and this will lead to several cases of insecurity in the society. The government should ensure the children have right to education and freedom.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter outlines the following: the research design, the area of the study, target population, sampling and sampling techniques, method of data collection, instrument of data collection, validity and reliability of the instrument and the methods of data analysis to be used.

#### 3.2 Research Design

The study used a cross-sectional survey design. Quantitative data will be collected using a semi structured self-administered questionnaire. A cross-sectional survey was selected since it allows for the collection of multiple variables within a short period of time. The data obtained through the cross sectional survey can be used for various types of research and the research findings will help remove any assumptions and replace them with actual data on the specific variables studied during the cross-sectional study. The semi structured self-administered questionnaire was selected to allow staff provide detailed response on their perspectives. It also allowed the researcher to research staff working in the field offices by administering the questionnaire electronically and data collected was easy to code and analyze.

#### 3.3 Target Population

The study took place in Nakuru County. The study involved the staff working with the County Government of Nakuru and also the parents within Nakuru County. The study was conducted on the staff employees working fulltime in various offices and parents from different parts of the county.

### 3.4 Sample Size and Selection

A sample is a part of the target population that has been procedurally selected to represent it (Oso W. Y. 2005). The study drew a sample size that allowed a confidence interval of 95% with a response rate of 80%. A sample was drawn from the one hundred staff working fulltime in different departments. In order to ensure the study is representative of the total workforce, a list of the staff was obtained with the consent of senior management. Staff will be grouped according to their departments using MS. Excel, participants were selected at random from the list. To determine sample size, the following factors were considered;

- i. A confidence level of 95 %
- ii. A margin of error of +/- 5
- iii. A standard deviation of 5
- iv. A total population of 100 staff

Sample size was calculated using the formulae bellow;

Sample size= {standard deviation x (1-standard deviation)}/ (margin of error/z-score of confidence interval) square

$$= \{0.5 \times (1-0.5)\} / (0.005 \times z\text{-score of } 95\%)^2$$

$$= \{0.5 \times (1-0.5)\} / (0.005 \times 1.96)^2$$

$$= 384.6$$

Since the finite population is known, the following formula is used to determine the true sample size.

True sample size= (sample size/ population)/ (sample size+ population – 1)

$$= (384 \times 100) / (384 + 99)$$

$$= 38400 / 488$$

= 80

The study will, therefore, use a sample size of 80 participants from the government and 200 parents

### **3.5 Data collection instruments**

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. Data collection is a component of research in all fields of study including physical and social sciences, humanities, and business. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed

Regardless of the field of study or preference for defining data (quantitative or qualitative), accurate data collection is essential to maintaining the integrity of research. Both the selection of appropriate data collection instruments (existing, modified, or newly developed) and clearly delineated instructions for their correct use reduce the likelihood of errors occurring.

A formal data collection process is necessary as it ensures that the data gathered are both defined and accurate and that subsequent decisions based on arguments embodied in the findings are valid. The process provides both a baseline from which to measure and in certain cases an indication of what to improve. This study used self-administered questionnaires. A questionnaire is set a of questions for obtaining statistically useful or personal information from individuals (Chandarian 2003). They are useful in descriptive studies where there is need to quickly and easily get information from people in a non-threatening way (Patton, 1990).

The questionnaire was designed to collect data on demographic characteristics of the participant, their knowledge, attitude and behaviors related to parenting and its influence by the county government, opinions on the existing parenting styles and recommendations for improvement. The researcher decided on the questionnaire content and format while taking into consideration clarity of the questions, how to phrase them to ensure the right information is captured and avoiding statements that could cause embarrassment to the respondents.

### **3.5.1 Piloting of the Study**

The study used questionnaires to collect data. In order to identify and solve any inconsistencies, the questionnaires were pre-tested prior to the main study. To avoid bias that could be created by study participants having access to the questions prior to commencement of the study, questionnaires were tested with the participants from outside the department. The pre-test site was selected based on its similarities with the department. Pre-test participants were selected randomly. Based on the feedback, a final draft of the questionnaire was drawn for the actual study.

### **3.5.2 Validity of the Instrument**

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involves pilot testing. The remainder of this discussion focuses on external validity and content validity. (Oso W. Y., 2005)

External validity is the extent to which the results of a study can be generalized from a sample to a population. Establishing external validity for an instrument, then, follows directly from sampling. Recall that a sample should be an accurate representation of a population, because the total population may not be available. An instrument that is externally valid helps obtain population generalizability, or the degree to which a sample represents the population.

To ensure validity of the research instrument, the researcher ensured that the questionnaires are prepared and submitted to the supervisor and other research experts who checked their validity and assessed the relevance of the content used in the objectives of the study. The items were revised according to the supervisor's advice and suggestions.

### **3.5.3 Reliability of the Instrument**

Reliability is the accuracy and precision of a measurement procedure. (Mugendi, 1999) defines reliability as the measure of the degree to which research instrument yield results that are consistent or data even after repeated trials. (O'Leary, 2009) agrees that reliability is the extent to which a measure procedure or instrument provides the same results on a repeated trial. He further states that the indicator of reliability gives an assurance that the tool one is using will generate consistent findings even when the same scale or measure to the same group of respondents is done at two separate times.

For the instrument to be reliable, the researcher will ensure that the questionnaire is clear and error free. A carefully crafted but wide range questionnaire aimed at obtaining the right response was constructed and piloted to detect any ambiguities or inherent problems. From the comments and remarks from the pilot questionnaire, it was then improved on to ensure reliability of the data.



### **3.6 Data Collection Procedure**

Data is anything given or admitted as a fact on which research inferences will be based. It is anything actual or assumed, used as a basis for reckoning. (Oso W. Y. 2005). Before the research is done, the researcher will seek an introductory letter from the university which will be used to inform the respondent the reason for the research. The letter will also be used to assure the respondent that the data being collected will be purely for academic purpose and that any information obtained will be treated with outmost confidentiality. This is meant to ensure smooth collection of data during the process of data collection.

The researcher then distributed the questionnaire to the identified respondents and those in the field offices were shared electronically via email and requests for their feedback was done within a given timeframe agreed upon with the respondents.

### **3.7 Data Analysis Techniques**

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. Data analysis entails the separation of data into constituent parts or elements and examining of the data to distinguish its component part or elements separately and in relation to the whole world. (Oso W. Y. 2008). Once all the questionnaires were received, the data was analyzed using the following procedure; the open ended questions were validated, edited and coded for ease of data analysis. Coding was done through assignment of numerals based on the various findings. The findings were then grouped into homogeneous subsets that share similar characteristics.

Data was then entered into MS Excel. It was entered twice to be compiled to minimize the potential typing errors. The data was translated into meaningful information

using percentages with the aid of Statistical Packages for Social Science (SPSS). The data was then presented either through report writing, tables, graphs or pie charts.

### **3.8 Ethical Considerations**

Ethics is a branch of philosophy which deals with the dynamics of decisions making concerning what is right or wrong. Scientific research work, as all other human activities, is governed by individual, community and social values. (Georgia Foukal, 2018). Ethics, therefore, helps to determine the difference between acceptable and unacceptable behaviors in research work.

Informed consent is meant to guarantee that all human participants choose to participate out of their own free will and that they have been informed of the procedures of research and any other potential risk. The researcher's task is to ensure that participants have a complete understanding of the purpose and method to be used in the study, risks involved and the demands placed upon them as participants. (Best, 2006) (Jones 2006). The participants must also understand that he/she has the right to withdraw from the study at any time.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the findings of the study by use of simple descriptive frequency and percentage tables and regression analysis. This was done categorically for both owners and employees in order to make some derivation towards the main objective of the study. The analysis was done in three levels; for demographics, objectives and test for inferences.

#### 4.2 Response rate

The response rate of respondents being 73(91.25%) out of 80, this gave the way through to have validated data on this study.

#### 4.3 Demographics

The study analyzed three demographics characteristics; gender, age, level of education, experience and area of respondents.

##### 4.3.1 Gender of the respondent

The study sought to determine the gender of the respondents and the results were as shown in Table 4.1 below.

**Table 1: 4.1 Gender of the respondents**

	FREQUENCY	PERCENTAGE
<b>MALE</b>	<b>31</b>	<b>38.75</b>
<b>FEMALE</b>	<b>42</b>	<b>52.5</b>
<b>TOTAL</b>	<b>73</b>	<b>91.25</b>

From Table 4.1, the results above, most of respondents were male 31(38.75%) while female were 42(52.5%). This means that females are taking a central position in child rearing and upbringing as compared to the males.

### 4.3.2 Age bracket of the respondents

Age is important factor also since it is an indicator of energy for doing work. *The study*

sought establishes the age of the respondents and the results are as shown in Table 4.2 below.

**Table 2: 4.2: Age bracket of the respondents**

AGE	FREQUENCY	PERCENTAGE
25-34	12	16.44
35-44	28	38.36
45-60	18	24.65
Above 60	15	20.55
<b>TOTAL</b>	<b>73</b>	<b>100.0</b>

From the Table 4.2 above, results it's clear that most of the respondents are middle aged persons. 38.36% have age of 35 to 44 years which is almost adult age. This indicates experience in the field, and readiness to take higher risks which may be an issue with the young generation whose percentage is 16.44 only. While, those between the ages of 45 to 60 years are not so much involved in parenting maybe due to their businesses. Above 60 have a percentage of 20.25%. This indicates that they may not be in a position to give response or maybe they keep their affairs to themselves. Majority hoped to better the welfare of their children by giving ideas to the county government so that their children can have a good life and grow up to be responsible people in the future. They believe that the county government can be of great help to them if they implement the suggestions they make.

### 4.3.3 Level of education of the respondents

The study sought to establish the level of education of the respondents since this was deemed to be of crucial importance since it will determine the capacity to deliver. The results of the findings are shown in Table 4.3.

**Table 3: 4.3: Level of education of the respondents**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Primary certificate	7	9.59
Secondary certificate	12	16.44
Tertiary certificate	34	46.58
University certificate	20	27.39
<b>Total</b>	<b>73</b>	<b>100.0</b>

From the Table 4.3, at least most respondents have achieved basic education. That is 9.59% have secondary education and at least 20.0% have tertiary education and some 20(27.39%) have university education. Holding factors constant, the players in this sector have good basic education which can promote good performance.

#### 4.3.4 Sample Respondents Residing in Nakuru County

The study sought to establish the respondents residing in Nakuru County. The results are shown in table 4.4 below.

**Table 4: 4.4: Sample of parents residing in Nakuru County**

	<b>Frequency</b>	<b>Percentage</b>
Njoro	12	16.44
Molo	5	6.85
Naivasha	13	17.80
Subukia	23	31.51
Kuresoi	16	21.92
Bahati	4	5.48
<b>Total</b>	<b>73</b>	<b>100.0</b>

From the Table 4.4 above, it is clear that parents from Subukia are more willing to respond and share their views as they have a turnout of 23(31.51%) as compared to others. Kuresoi follows with 16(21.92%), then Naivasha with 13(17.80%), then Njoro with 12(16.44%) while others have less than ten percent. Respondents argued that they were always willing to share with the county government since it also plays an important role in raising the children. They also said that the government should be informed since they provide teachers for their children. Those less than 10 percent argued that their suggestions have never been implemented but hoped that the government will consider their suggestions one day so that they don't feel left out. Most respondent recommended for new changes since they felt that the suggestions they make helped improve the raising of the kids and it makes it easier for parents without the knowledge of what actually parenting implies to.

#### **4.4 Influence of county government on raising of school going children**

The study endeavored to find the Influence of County Government of Nakuru policies on raising of school going children. This was done through exploring on some questions in different approaches to respondents.

##### **4.4.1 Rating on how County Government of Nakuru policies are providing an enabling environment for raising of children.**

The study sought to establish how Nakuru County Government policies are providing an enabling environment for child rearing and upbringing. The results are shown in Table.

**Table 5: 4.5: Rating on how County Government of Nakuru policies are providing an enabling environment for raising of children**

	Frequency	Percentage
Strongly agree	33	45.20
Agree	21	28.77
Disagree	12	16.44
Strongly disagree	5	6.85
Undecided	2	2.74
<b>Total</b>	<b>73</b>	<b>100.0</b>

From Table 4.5 it indicates that government policies are highly supportive in child rearing. 33 (45.20%) indicate they strongly agree while only 5(6.85%) said they strongly disagree. This may imply that government policies are conducive in upbringing of children. 21(28.77%) agreed that the policies were supportive but cited the issue of implementation. 2(2.74%) were neutral on the policies while 12 (16.44%) strongly disagreed.

#### **4.4.2 Revision of government policies on parenting of school going children**

The study enquired the respondents on need for revision of government policies on parenting of school going children. The results are shown in the Table 4.6.

**Table 6:4.6: Need for revision of government policies on parenting of school going children**

	Frequency	Percentage
Strongly disagree	21	28.77
Disagree	33	45.20
Undecided	12	16.44
Agree	2	2.74
Strongly agree	5	6.85
<b>Total</b>	<b>73</b>	<b>100.0</b>

From Table 4.6, majority 33(45.20%) indicated strongly disagreeing on the matter of revising the government policies governing parenting of school going children. Some of the reasons

mentioned were involvement of parents in moderating these decisions. The respondents indicated wholesome involvement in policy formulations instead of parliamentary Acts. 21(28.77%) also indicated that no need to revise government policies. Very few were for the revision of the policies as indicated by a percentage of 6.85% and 2.74%.

#### 4.4.3 Implementation of these government policies on parenting of school going children

The study sought to establish the rating on implementation of these government policies on parenting of school going children. The results are shown in Table 4.7.

**Table 7:4.7: Implementation of the government policies on parenting of school going children**

	Frequency	Percentage
Very smart	21	28.77
Smart	33	45.20
Undecided	12	16.44
Slightly smart	2	2.74
Not smart	5	6.85
<b>Total</b>	<b>73</b>	<b>100.0</b>

From Table 4.7, 21(28.77%) of the respondents said that implementation was very smart while 33(45.20%) said it was just smart. A minority of them, 5(6.85%) contradicted that argument and said it was not smart. This shows that the government policies were well implemented. One of factors that led to well implementation was consultation before any step of action is to be taken. The implementers collaborate with the parents to ensure that a good environment is provided for raising of kids.

#### 4.5 Parenting style that is mostly used by parents

The study sought to establish the parenting style that is mostly used by parents in raising their kids. The results are as shown in table 4.8 below

**Table 8:4.8: Parenting style mostly used by parents**



	Frequency	Percentage
Authoritative	23	31.51
Neglectful	4	5.48
Permissive	12	16.44
Authoritarian	16	21.92
Cross-cultural variation	13	17.80
Difference in gender	5	6.85
<b>Total</b>	<b>73</b>	<b>100.0</b>

From table 4.8 above majority 23(31.51%) prefer authoritative style of parenting. The parent get to dictate what the kid does and doesn't do. This style of parenting is mostly used since the parents believe that it helps bring forth a healthy generation. Neglectful is not mostly used 4(5.48%). In this style of parenting children get to decide for themselves. Most parents discourage this as it does not bring up a healthy generation. Permissive has 12(16.44%), authoritarian has 16(21.92%), cross-cultural has 13(17.80%) and difference for male and female has 5(6.85%)

#### 4.6 Regularity of checking on parenting by the government

The study sought to establish how regular the government checks on parenting of school going children. The results are as shown in table 4.9 below

**Table 9:4.9: Regularity on checking on parenting by the county government**

	Frequency	Percentage
Weekly	28	38.36
Monthly	16	21.92
Yearly	13	17.80
Never	4	5.48
Don't know	12	16.44
<b>Total</b>	<b>73</b>	<b>100.0</b>

From the table 4.9 above, majority 28(38.36%) say that the government checks on parenting weekly. 16(21.92) say that the government checks on parenting monthly while 13(17.80%) say that the government checks on their parenting yearly. 4(5.48%) feels that the government does not check on parenting while 12(16.44%) have no idea on whether the government checks on their parenting or not.

#### 4.7 Recommendations made to the county government

The study sought to establish whether any recommendations had been made to the county government. The results are as shown in table 4.10 below

**Table 10:4.10: Recommendations made to the county government**

	Frequency	Percentage
Yes	43	58.90
No	13	17.81
No answer	17	23.29
<b>Total</b>	<b>73</b>	<b>100.0</b>

From table 4.10 above, it is evident that most people make recommendations to the county government. 43(58.90%) of the respondents stated that they make recommendations to the county government. Minority of the respondents 13(17.81%) have never made any recommendations. 17(23.29%) did not have an answer to that question.

##### 4.7.1 Implementation of the recommendations made to the county government

This study sought to determine whether the recommendations made to the county government were implemented. The results are as shown in table 4.11 below

**Table 11:4.11: Implementation of the recommendations made**

	Frequency	Percentage
Yes	47	64.38
No	17	23.29
No answer	9	12.33
<b>Total</b>	<b>73</b>	<b>100.0</b>

From table 4.11 above, majority 47(64.38%) stated that the recommendations they made were implemented. This motivated them and encouraged them to make more meaningful recommendations. 17(23.29%) said that the recommendations they made were not implemented. 9(12.33%) had no response.

#### 4.8 Level of satisfaction by parenting in the community.

This study sought to establish the level of parents by parenting. The results were as shown in table 4.12 below

**Table 12: 4.12: Level of satisfaction of parents by parenting**

	Frequency	Percentage
Satisfied	34	46.58
Very satisfied	20	27.39
Not satisfied	12	16.44
No answer	7	9.59
<b>Total</b>	<b>73</b>	<b>100.0</b>

From table 4.12 above majority 34(46.58%) are satisfied with the level of parenting in their community. 20(27.39%) are very satisfied while 12(16.44%) are not satisfied.

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study findings according to objectives and conclusion of the study. It also presents recommendations made by the study for future research.

#### 5.2 Summary of the Finding

The study analyzed three demographics characteristics; gender, age, level of education. Most of respondents were female 42(52.5%) while male were 31(38.75%). This means that females are taking a central position in raising of school going children. Age is important factor also since it is an indicator of energy for doing work.

It's clear that most respondents are middle aged. 38.36% have aged of 35 to 44 years which is almost adult age. This indicates experience in the field. At least most respondents have achieved basic education. That is 16% have secondary education and at least 34% have tertiary education and some 20(27%) have university education. Subukia has most of the respondents with 23(31.52%).Kuresoi follows closely. Naivasha, Njoro and others in the list have low number of respondents, with respondents of 17.80%, 16.44% and below. Government policies are necessary in providing an enabling environment for effective parenting to take place.

The respondents were very comfortable with the current policies by the Government and how they are implemented. 33(45.20%) indicate they strongly agree while a minority of 5(6.85%) said they disagree. This implied that government policies are helping parents carry out parenting as expected. From this results 21(28.22%) of the respondents said that implementation was very smart while 33(45.20%) said it was just smart. A minority of

5(6.85%) contradicted that argument and said it was not smart. This shows that the government policies were being implemented well. On the issue of parenting style, 23(31.51%) agreed that authoritative style of parenting was the best for raising their children.

Most respondents argued that children raised in this parenting style always end up being respectable persons who are responsible in the future. They also argued that this style of parenting help the children to respect their parents and those older than them. 12(16.44%) also argued that authoritarian style of parenting was also effective for raising responsible children. They argued that the children should be given a chance to make their own decisions and the parents to assist them when they ask for help or when they realize that they are moving in the wrong direction.

Permissive parenting style had the minority 4(5.48%). Most parents felt that it was the worst parenting style as children would be let to make their own decisions and not to be reprimanded in case of any offence they made. Most respondents felt that this parenting style would not help bring forth a healthy generation that can be relied on in the near future. Most of the respondents 28(38.36%) argued that the government checked on their parenting. The respondents felt that the county government was doing much to help in carrying parenting.

The respondents said that the recommendations they made were being implemented and this encouraged them into making more useful recommendations. A minority of the respondents 4(5.48%) felt that the county government was not doing much to help them in raising their kids. Most of these respondents argued that the recommendations they made to the County Government OF Nakuru were not being implemented and this tend to discourage them. They also said that their participation in making recommendations was limited since the county government was not considering their recommendations. Generally most of the

respondents felt that the County Government of Nakuru was taking part in raising of school going children

Majority of the respondents 34(46.58%) are satisfied with the level of parenting in their community. The respondents felt that the level of parenting in their society was high. 20(27.39%) are very satisfied while 12(16.44%) are not satisfied. This group felt that more had to be done for the parenting to be up to the expected level

### **5.3 Conclusion**

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Theories of parenting and programmes designed to promote parenting styles and behavior directly affects outcome of the children in terms of their survival, growth, development, protection and participation. There has been growing recognition that many parents at some time require assistance or support to strengthen their key role of valuing, nurturing and caring for children.

The study has shown that the County Government of Nakuru is doing all it can to ensure that the children are raised in the required environment. The government has provided a favorable condition for raising the young children and a conducive environment. The County Government of Nakuru has taken heed of the recommendations made to them by the parents. The county government is working together with the parents to ensure that the children are well taken care of and are provided with the basic needs that they require in their day to day life.

However some of the respondents felt that the government was not doing well enough in helping them raise their children. They felt that they were being left behind since their recommendations were not implemented. These respondents felt that if their

recommendations were to be taken into consideration, it would improve parenting in the community.

Most of the respondents felt that the county government was doing great in helping them. The county government took into consideration the recommendations they made and implemented them and this helped in raising of their children. The respondents also felt not left out as they were consulted by the county government on issues affecting their children. The County Government of Nakuru also provided assistance to the parents as indicated by most of the respondents. This lifted the morale of the parents and hence they improved their parenting for those whose parenting style was below the standards.

The respondents were motivated to provide recommendations to the county government by the fact that they were always consulted and kept informed by the county government. The parenting style used by most parents were found to be the best as they enhanced not only the physical and mental growth but also the intellectual growth of the children.

#### **5.4 Recommendations**

The study hence makes the following recommendations; Rearing of children in Nakuru County is influenced by government policies. The policies need to be favorable to the parents and the children. Participatory approach in policy making by all stakeholders is important. Parenting of school going children is influenced by parenting styles. Parenting styles promote the relation and interaction of parents and their children and hence the need for the best parenting style.

Recommendations made to the county government affects parenting of school going children. The recommendations made to the county government should be helpful and of benefit to the children.

## **5.5 Suggestions for Further Research**

The study makes the following suggestions for further research;

1. Factors that facilitate effective parenting of school going children.
2. Indicators of effective parenting of school going children
3. Problems associated with parenting of school going children.



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## APPENDICES

### Appendix I: Informed Consent

#### Title of the Study

Influence of Nakuru County Government on parenting of school going children.

#### Principal Investigator

SCOLASTIKA NAFULA KONGANI

You are invited to participate in a research study. Before you decide to participate in this study, it is important you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

#### Purpose of the study

The purpose of the study is to understand the influence of Nakuru County Government on parenting of school going children. We are interested in whether the county government has an effect on parenting. You have been asked to participate in the study because you are a parent. Your opinion and feedback are valuable to our research study.

#### Study procedures

If you volunteer to participate in the study, you will be asked to do the following: complete a questionnaire that addresses your opinion and thoughts on the influence of the county government on parenting and how you feel about it.

#### Risks

There are risks involved in all research studies. This study may include only minimal risks. For example you may feel uncomfortable answering some of the questions on the questionnaire. If this should happen, you may decline to answer any or all of the questions and you may terminate your involvement at any time.



### **Benefits**

There are no direct benefits to you as a participant in this study. However, after participating in this study you may experience the benefit of being better informed about the subject matter of parenting.

### **Confidentiality**

Your response to this study will be confidential. No reference will be made in written or oral material that could link you to this study. Every effort will be made by the researcher to preserve your confidentiality including the following;

- Keeping all received data in a locked cabinet in the personal possession of the researcher.
- All questionnaires are in sealed envelopes.
- No personal identifiers such as names, phone numbers, etc are required in the questionnaire.

### **Contact information**

If you have any question at any time about this study, you may contact the researcher whose contact information is provided on the first page. If you have any question concerning your rights as a research participant or if problems arise which you feel you cannot discuss with the primary investigator, please contact the Institutional Resident lecturer or 0721343108.

### **Voluntary participation**

Your participation in this study is voluntary. You may refuse to participate in this study or any part of this study. You may withdraw at any time without prejudice to your relations with the researcher. You are encouraged to ask questions about this study at the beginning or

at any time during the research study. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

**Consent**

I have read and understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without cost. I understand that I will be given a copy of this form. I voluntarily agree to take part in this study.

Participants signature .....

Date.....

Investigators signature.....

Date.....

## Appendix II: Questionnaire for the Respondent

My name is Scolastika Nafula Kongani a student at the University of Nairobi, carrying out research on the influence of Nakuru County Government on parenting of school going children. I kindly request you to provide me with information which will be treated as confidential and used for academic purpose only.

### Section A: Your Background Information

- Location (Put a mark on appropriate box)
- Njoro
  - Molo
  - Naivasha
  - Subukia
  - Kuresoi
  - Bahati
- Age bracket (mark appropriate box)
- 25-34
  - 35-44
  - 45-60
  - Above 60
- Gender
- Male
  - Female

### Section B: Personal Information

1. Which of the following parenting style is mostly used?
- Authoritative
  - Neglectful
  - permissive

- Authoritarian
- cross-cultural variation
- difference for male and female

2. In your opinion which parenting style is most effective?

- Authoritative
- Neglectful
- Permissive
- Authoritative
- Cross-cultural variation
- Difference for male and female

3. How often does the county government check on parenting?

- Weekly
- Monthly
- Yearly
- Never
- Don't know

4. Does the county government have influence on parenting?

- Yes
- No
- Don't know

## **Section C: Personal Views**

Mark the box bellow the response that best expresses your opinion on the following statements on the columns on the right side of the page.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / no answer
5. I am kept well informed about the influence of the county government on parenting					
6. There are opportunities for me to express my ideas to the government					
7. There is good parenting in my county					
8. I am kept well informed by the government on parenting					
9. My recommendations and opinions are valued by the government					

10. Have you ever made recommendations to the county government?

Yes

No

No answer

11. If yes, (to question 10 above), were your recommendations adopted?

Yes

NO

No answer

12. If you had information that you felt would affect parenting, would you be comfortable communicating it out?

Yes

No

No answer

13. What barriers to parenting exist within your community?

14. How satisfied are you with parenting in your community?

Very satisfied

Satisfied

Not satisfied

No answer

15. What do you say about the influence of the county government on parenting?

16. What recommendations would you make to improve parenting in your community?

17. Do you support the fact that the government can influence the way you raise your child?

# INFLUENCE OF NAKURU COUNTY GOVERNMENT ON PARENTING OF SCHOOL GOING CHILDREN.

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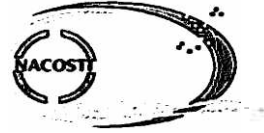
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