

**INFLUENCE OF PARENTING STYLES ON ACADEMIC PERFORMANCE OF
ADOLESCENTS IN SECONDARY SCHOOLS: A CASE OF MANYATTA
CONSTITUENCY, EMBU COUNTY**

BY

ESTHER WAWIRA MUNYI

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN PROJECT
PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2013

DECLARATION

I declare that this research report is my original work and has not been presented for any degree in any university or institution.

..... DATE:

ESTHER WAWIRA MUNYI

L50/ 65483 /2011

This research report has been submitted for examination with my approval as University supervisor.

..... DATE

DR. GUANTAI MBOROKI

SENIOR LECTURER

SCHOOL OF CONTINUING AND DISTANCE EDUCATION

UNIVERSITY OF NAIROBI

DEDICATION

This work is dedicated to my daughters, Joy and Mary and my son Morgan, who are a source of inspiration to my life.

ACKNOWLEDGEMENT

I am grateful to the following people who have helped me in different and valuable ways in the preparation of this research project.

Foremost, is to my supervisors Dr. Guantai Mboroki and Mr. Chandi Rugendo for their patience, inspiration and encouragement throughout the writing of this project. I admire the way they explained very difficult concepts in very simple ways and for their guidance throughout the project writing. I feel indebted to all lecturers of university of Nairobi: department of Extra-Mural studies for impacting their vast knowledge in me.

I am grateful to our class representative and all my classmates for their continuous updates throughout the course. I also thank my colleague at work. Also a sincere thanks to my friends and relatives for every moral and material support they accord me throughout the study.

Finally and not least, I thank Mr. Mbithi and Stella Riungu for their encouragement and mentorship through out writing of this project.

TABLE OF CONTENT

	Page
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLE	v
LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Purpose of the study	6
1.4 Objective of the study	6
1.5 Research questions	7
1.6 Significance of the study	7
1.7 Limitations of the study	7
1.8 Delimitations of the study	8
1.9 Basic assumptions	8
1.10 Organization of the study	8
1.11 Definitions of significant terms	9

CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Academic performance	10
2.3 Parenting styles	11
2.4 Authoritarian parenting style	14
2.5 Authoritative parenting	16
2.6 Indulgent parenting	17
2.7 Neglecting parenting	19
2.8 Theoretical framework	21
2.9 Conceptual framework.....	23
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Research design	25
3.3 Location of the study	25
3.4 Target population of the study	26
3.5 Sampling techniques	26
3.6 Data collection instruments and procedures	29
3.7 Validity of the research instruments	30
3.8 Reliability of the research instrument	30
3.9 Data analysis	30
3.10 Ethical consideration	30
3.11 Operational of variables	31

CHAPTER FOUR	32
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	32
4.1 Introduction	32
4.2 Data showing questionnaire return rate	32
4.3 Demographic information	33
4.4 Academic performance	34
4.5 Parenting styles	36
CHAPTER FIVE	48
SUMMARY OF FINDINGS DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY.....	48
5.1 Introduction	48
5.2 Summary of findings	48
5.3 Conclusion	50
5.4 Recommendations	51
5.5 Suggestions for further studies	51
REFERENCES	51
APPENDICES	56
Appendix 1: Authorization letter.....	56
Appendix II: Questionnaire for students	57
Appendix III: Questionnaire for parents / guardians	63

LIST OF TABLES

Table 3.1	Population.....	26
Table 3.2	Sampling frame.....	28
Table 3.3	Sample distribution.....	29
Table 4.1	Questionnaire return rate.....	32
Table 4.2	Gender Distribution.....	33
Table 4.3	Age and respondent category.....	34
Table 4.4	Rate of performance and respondent category.....	35
Table 4.5	Trend of performance	35
Table 4.6	Descriptive analysis of authoritative parenting style.....	36
Table 4.7	Cross tabulation of authoritative parenting style and academic performance.....	37
Table 4.8	Frequency distribution of ‘parents felt it was for my own good to conform to what they think is right’.....	38
Table 4.9	Frequency distribution of ‘parents expected me to do what they told me to without asking questions’.....	38
Table 4.0	Descriptive analysis of authoritarian parenting style.....	39
Table 4.11	Cross tabulation of authoritarian parenting style and academic performance.....	40
Table 4.12	Frequency distribution of ‘parents felt that children should have their way’.....	41
Table 4.13	Frequency distribution of ‘children should be free to make their own decisions’.....	41
Table 4.14	Descriptive analysis of indulgent parenting style.....	42
Table 4.15	Cross tabulation of indulgent parenting style and academic performance.....	43
Table 4.16	Frequency distribution of ‘growing up there was minimal communication, everyone does what they want’.....	44
Table 4.17	Frequency distribution of ‘parent did not really care about what was going on in my life’.....	44
Table 4.18	Descriptive analysis if indulgent parenting style.....	45
Table 4.19	Cross tabulation of indulgent parenting style and academic performance.....	46

LIST OF FIGURES

Figure 1	Conceptual Framework.....	23
----------	---------------------------	----

ABSTRACT

The Kenya Vision 2030 identified education as a major component of the social pillar of the Kenyan economy. The issue of parenting styles has been highlighted as a major component of academic achievement among adolescents who make up the secondary school population. This is because, there is a belief that each parenting style sets its own demands with respect to the conduct of learners and standards that they have to meet. Moreover, parents play a highly influential role in their children's development. It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement of students. In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. The purpose of the study was to investigate the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu County. The objectives of the study were to determine how authoritative parenting styles, authoritarian parenting styles, indulgent parenting styles and neglectful parenting styles affect academic performance of adolescents in secondary schools. The study employed a descriptive research design. The target population under study was all the 2089 students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select a sample of 335 students who was proportionally distributed in the 46 schools and 39 parents. This study used questionnaire for data collection instrument and data was analyzed using descriptive analysis to establish the influence of parenting style on academic performance. The data was presented in tabular form. Finally the researcher found that the students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance. The researcher recommended for a study to find out whether the results can be replicated among pupils in primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the Study

Education has been highlighted as one of the main Millennium Development Goals that African countries including Kenya needs to achieve by the year 2015. In fact, education achievement has been pointed out as an instrument for eradication of poverty and inequality and as a tool for economic development (World Bank 2002. The Kenya Vision 2030 has further echoed this by identifying education as a major component of the social pillar of the vision (GOK, 2010). In the past 25 years, numerous studies on the family and school connection have examined the influence of distinct types of parenting styles on student school based outcomes. Darling and Steinberg (1993) defined a parenting style as the emotional climate in which parents raise their children and it is characterized by dimensions of parental responsiveness and demandingness.

Parents play a highly influential role in their children's development. Baumrind (2012) in his study identified that pre-school children raised by parents with differing parenting styles varied in their degree of social competence. Parenting styles can be categorized according to the levels of parental demandingness i.e. control, supervision & maturity demands and responsiveness i.e. warmth, acceptance & involvement (Maccoby & Martin, 2003). Parenting styles have often been presented as a three-category structure which is; authoritarian, authoritative, and permissive parenting styles Dornbusch et al. (1997). An authoritarian parent demands obedience from the child and tries to shape and control the child's behaviors with an absolute set of standards. In contrast, a permissive parent tends to offer as much freedom as the child wants, not demanding any form of conformity as long as the child's physical safety is not at risk. An authoritative parent, on the other hand, values both the

child's autonomy and open communication with the child. An authoritative parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 1993).

Theories about how parental values, goals, skills, and attitudes are passed from one generation to the next have been debated by several scholars since the seventeenth century. Recent attention has been given to examining linkages between the child's home environment and the child's school environment (Scaringello, 2002). Within these two developmental contexts, adolescents interact with and are influenced by multiple socialization agents, including their parents, teachers, and peers (Wentzel, 1999). Adolescence is a particular period of human development in which the boundary between the school and the home is quite important (Silk and Steinberg, 2002). This is because, during this period, adolescents transition from the highly dependent and controlled period of childhood into a period marked by an increasing sense of self-exploration and autonomy. For instance, adolescents begin to develop their self-concept and they explore their relationship and connection to family, friends, and the larger society.

A study carried out by Park, Chiang and M. Ju (2010) on why Asian children performed better academically in American schools revealed that Asian American parents who adhere to traditional Asian values usually utilized parenting behaviors that are incongruent with their children's level of acculturation which is the process of adaption to the attitudes, values, and behaviors of the dominant culture of the host country (Berry, Olmedo & Trimble, 1996). In addition, the study found out that traditional Asian parents reinforced the value of unquestioning obedience to parents. The concept suggested that children should prioritize family obligations over personal interests. Another study conducted on the importance of parenting styles and academic achievement in schools in Hong Kong, The United states and Australia by Leung, Lau and Lam (1998)

revealed that Australian parents were lower than both Chinese and American parents in academic authoritarianism. Chinese parents were higher in general authoritarianism, but lower in academic and general authoritativeness. All groups, academic achievement was negatively related to academic authoritarianism, but showed no relationship with academic authoritativeness. Academic achievement was positively related to general authoritarianism in Hong Kong and among children from the United States and Australia whose parents did not have any college education while Academic achievement was positively related to general authoritativeness only among the two English-speaking groups.

Some studies conducted in Ethiopia have also shown that the most commonly practiced parenting style in Ethiopian families differs as a function of children's sex. For instance, studies with a sample of junior secondary school students demonstrated that parents were authoritative for their daughters, but authoritarian for their sons (Seleshi & Sentayehu, 19982w). Another study with a sample of high school students reported that an authoritative parenting style was the most commonly employed parenting style for daughters whereas neglectful parenting style was the most predominantly adopted parenting style for sons (Kassahun, 2005). On the other hand, this researcher, in the same study, with a sample of elementary school students revealed that irrespective of children's' sex, an authoritative parenting style was the most commonly employed parenting style in the families of Ethiopia.

A study conducted by Chagalwa et.al (2012) in Kaimosi Kenya, revealed that there was a significant relationship between authoritative parenting style and academic performance of college students. He found that in Kenya, a high proportion of students who performed poorly abused drugs and especially alcohol, and from the findings it was clear that their parents were authoritative type of parents. In Kenya, authoritarian style of parenting is the most dominant and

hence a lot of emphasis is put on physical punishment. Parents and teachers in Kenya insist on the use of corporal punishment and so doing they confuse discipline and punishment. However the Ministry of Education realized that caning did not instill discipline and therefore they abolished it from the school systems (Wangari report, 2000) This study by Changalwa et.al (2012) concluded that authoritative parenting styles in Kenya had the greatest influence to poor performance in school among students.

Manyatta Constituency is one of the constituencies in Embu County Kenya. The constituency comprises of Embu North and Embu West Districts and it has 46 Public Secondary schools which are categorized as either County or District schools. Manyatta Constituency has been faced with one of the poorest academic performance among secondary school students in the past 5 years (Ministry of Education, 2012) This is because since the location is within the Embu County Headquarters environs, the students are more vulnerable to urban influence which has seen most of them get involved in unruly behavior which has a tickle influence on the academic performance of this students.

1.2 Statement of the problem

A person's upbringing has a profound influence on how they see the world and how they process information (Bowman, 2008). Stevenson (1998) observed that different students view education as having different goals. This means that parenting can create a pool of informed citizens with a developed ability to think and reason and it can be used to establish students who share a common body of knowledge and who share socialization into the way things are done in a particular society. Bowman (2008) and Stevenson (1998) fail to relate the parenting styles and academic performance of students. This therefore creates a gap that this study aims to fill.

Recent developments in the field of parenting and family studies have led to the renewed interest in the relationship between children's school achievements and parenting style. These developments have heightened the need for the study on children's school achievements. Since the family is the first window of the child, parenting style and its influence on children could greatly affect their understanding, attitude and school achievements. Accordingly, there are several research works done on parent-child relationship and children's school achievements and behaviors that are required for a successful adaptation to the society and the family (Ladd & Pettit, 2002). However few scholars have focused on the parenting style as an influence on the children's school achievement, more so, most of the studies have focused on developed countries which have different characteristics and experiences. Therefore this study investigated the influence of parenting styles on academic performance of adolescents in Secondary schools in Manyatta Constituency, Embu County.

Some researchers have observed unique situations where secondary school learners from some family backgrounds attain significantly high grades than others (Bullock, 2000). However, another study conducted by Willetto (1999) among students in Navajo found out that there was no relationship between academic achievement and parenting styles. He therefore suggested that the role of parenting styles in education deserved thorough studies. Therefore, it is based on this suggestion by Willetto (1999) and the above background that this study sought find out the influence of parenting styles on academic performance of adolescents in secondary schools in Manyatta Constituency. Further, the study sought to find out whether there was any relationship between parenting styles and academic performance so as to deduce which observation between Bullock (2000); and that of Willetto (1999) would be generalized in Manyatta Constituency, Embu County.

In addition, the academic performance of secondary school students in Manyatta Constituency has been dwindling in the past five years, making them to lag behind their counterparts in other constituencies in Embu County (Ministry of Education, 2012). Many scholars have sought to find out the factors contributing to this poor academic performance. However, none of the scholars has studied on the contribution of parenting styles on academic performance of adolescents in secondary school students.

1.3 Purpose of the study

The purpose of the study was to explore the influence of parenting style on academic performance of adolescent in secondary schools in Manyatta Constituency.

1.4 Objectives of the study

This study was guided by the following objectives

1. To establish the influence of authoritarian parenting style on academic performance of adolescents in secondary schools
2. To investigate the influence of authoritative parenting style on academic performance of adolescents in secondary schools
3. To establish the influence of indulgent parenting style on academic performance of adolescents in secondary schools
4. To assess the influence of neglectful parenting style on academic performance of adolescents in secondary schools

1.5 Research Questions

This study answered the following questions

1. How is the influence of authoritarian parenting style on academic performance of adolescents in secondary schools?
2. To what extent does authoritative parenting style affect academic performance of adolescents in secondary schools?
3. What is the influence of indulgent parenting style on academic performance of adolescents in secondary schools?
4. To what extent does neglectful parenting style affect academic performance of adolescents in secondary schools?

1.6 Significance of the Study

The study provided research and recommendations on how parents can assist in improving academic performance of adolescents who are in secondary schools. The study is therefore of importance to many individuals including: School management will be made aware of importance of learning the parenting styles that a student goes through in order to avoid poor academic performance. The study will also benefit parents in learning how their parenting styles influence how their children perform in school. The research will benefit other researcher in the same filled with the literature to support their arguments and hence improved knowledge.

1.7 Limitation of the Study

One limitation that was experienced through this study was time and hence the researcher asked for assistance from research assistants to ensure that the expected scope was covered within the given time. The researcher also experienced a challenge in accessing parents of all the students

sampled, and therefore the study used the parents of students who were in day secondary schools since they were able to refer the researcher to their parents as compared to students who are in boarding schools since they were in school session during the research time and secondly the parents were dispersed in different geographical areas.

1.8 Delimitation of the Study

This study was limited to Manyatta Constituency and the dispersed parents were reached through the research assistants.

1.9 Basic Assumptions

Among the assumptions of the study included: all the parents and students would respond to the questions honestly and that the sample would represent the population.

1.10 Organization of the Study

The study focused on the influence of parenting styles on the academic performance of adolescents in secondary schools. The study was conducted amongst the secondary schools in Manyatta Constituency in Embu County. This study was carried out between March, 2013 and August, 2013. The report is organised in three chapters. Chapter One comprises of the background of the study and the purpose of the study. Chapter Two comprises of a literature review of the problem under study. Chapter Three comprises of the research methodology that the researcher will use to select a sample, collect data and analyse data. Chapter Four is the data analysis, presentation and interpretation, while chapter Five comprise of discussion of findings, conclusion and recommendation.

1.11 Definitions of the Significant Terms

Authoritarian parenting style- The process of parenting style showing that children are expected to obey their parents' orders

Authoritative parenting style- The act of believing that children are expected to obey authority and rules without being impositive .

Neglectful parenting style- Failing to take care of children

Indulgent parenting style- The state of doing just whatever one wants.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the themes that were used to conduct the study. The themes include authoritarian parenting styles, authoritative parenting styles, indulgent parenting styles and neglectful parenting style. This chapter contains the conceptual framework and theoretical framework of the study..

2.2 Academic performance

Academic performance relates to the positive identity structures, which encompass self-esteem, self-efficacy, and motivation (Bandura, 1997). On the other hand, Zimmerman (2001) revealed that academic performance can be defined as a self-regulated learning, including excellence in sports, arts, culture, behavior, confidence, and communication skills, and it shows how learners control their emotion, feelings, and actions in order to academically achieve

The Kenya's education arrangement is dominated by examination oriented training, where passing exams is the only standard for performance since there is no internal structure of monitoring learning achievements (Maiyo, 2009). Orodho (2008) explained that, In some regions of Kenya, poor performance in the Kenya Certificate of Secondary Education (K.C.S.E.) has been attributed to factors such as, absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models, though these factors differ depending on the critical region as well as the school.

A report by Kanere (2009) pinpointed that many students who attended schools in camps performed poorly during exams. However, different people had different opinions about the root of this problem. The report showed that most students blamed the teachers with an explanation that teachers did not explain lessons clearly and as a result, students could not understand the material being taught and hence they did not score good marks on exams. Some other students claimed that teachers speak in difficult English that was hard to understand. Consequently, students were unable to grasp lessons and eventually performed poorly.

The same study by Kanere (2009) sought to find out the opinion of the poor performance from the teachers point of view and found out that, according to teachers the blame was on students and their parents. Some teachers reported that students were not serious about their education and that they do not respect their teachers including doing their assignments as instructed. Other teachers said that students perform poorly because their parents were not responsible enough. However on their side, parents had different opinion on the cause of poor performance in schools. For example some parents blamed the fact that classes were overcrowded and hence teachers were unable to monitor students individually and therefore teachers could not identify their students' weaknesses and address them specifically. Consequently, according to the parents, there are many teachers who were not qualified for the courses they are assigned to and hence they were unlikely to explain their lessons influenceively which leads to students failing their exams since they did not understand lessons in the first place.

2.3 parenting styles

Parenting styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes (Rodriguez, Donovanick, and Crowley, 2009). Parenting is parental behaviors which encompass pleasures, privileges, and profits as well as frustrations, fears, and

failures. Thus, parents can find an interest and derive considerable and continuing pleasure in their relationships and activities with their children (Dawkins, 2006).

There are nine parenting styles that were suggested by Baumrind (1999). These are; authoritative, demanding, traditional, authoritarian, undifferentiated, democratic, permissive, nondirective, and rejecting-neglecting. However current researchers have found out that parenting styles are often adapted by previous generations (Brown & Iyengar, 2008) and are passed down by culture.

Parenting style is one of the variables that have been studied extensively in human development (Baldwin, McIntyre, & Hardaway, 2007). It is considered an important determinant of several aspects of children's outcome (Gadeyne, Ghesquiere, & Onghena, 2004). The notion has been related to children and adolescent academic achievement, optimism, confidence, motivation, externalizing problem behavior and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). Moreover, parenting style depends on the behavior and attitude of parents. Two major variables identified by Baumrind (1991) centered on parenting styles and child outcomes. One of them was the responsiveness of parents to their child's needs in a reasonable, nurturing and supportive way.

It is generally agreed that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement (Brown & Iyengar, 2008). In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. Furthermore, children's academic motivation and behavior are directly influenced by family activities and parents' behavior, which are seen as the external factor. For instance, there is a positive outcome for

both parents and children when parents interact in a fun and loving way during children's homework time (Morawska, 2007).

Conversely, when parents are neglectful, academic disengagement and problem behavior are generated (Brown & Iyengar, 2008). One study found that mothers who were better to modulate emotion and ability to both intimacy and autonomy had children who had higher scores for verbal and math achievement (Skowron, 2005). Further, parents are seen to communicate their characteristics or explanations for their children's achievement in terms of day-to-day interactions and behavior with their children (Phillipson, 2007). Therefore, parents are influenced by their children's academic achievement, and children's achievement is, in turn, influenced by their parents (Phillipson, 2007).

The foundation for parenting style and academic achievement is formed by the belief systems and attitudes in parents and their children (Brown & Iyengar, 2008). For example, Pastorelli et al. (2001) found that children with authoritarian parents perceived themselves as less efficacious for self-directed learning. In general, children are enhanced by authoritative parents and show higher academic competence, social development, self-perception, and mental health compared to children with authoritarian and permissive parents (Baumrind, 2012)

Children's self-concepts at home or at school are influenced by parents' views, whether positive or negative, and can be an important factor for academic achievement (Sarason, Pierce, Bannerman, & Sarason, 1993). For instance, a study conducted on mathematics achievement in China and the United States and showed that American children believed that they were making appropriate progress in school even if they were not. This notion was consistent with their

parents' expression of high satisfaction with their children's advance of academic ability. In contrast, Salili, Chiu, and Hong, (2001) found that Chinese parents placed a high value on effort rather than ability to make sure their children had high academic achievement and they also indicated higher expectations for their children's academic performance.

Whether parents practice democratic decision making with their children, which can be defined as engagement in cooperative discussion prior to decision making, is a criterion that is commonly used to measure parenting style. Authoritative parents tend to engage in discussions with their child before a more or less joint decision is rendered. Authoritarian and permissive parents, however, tend not to engage in discussions. Instead, unilateral decisions are the norm, with authoritarian parents and children of permissive parents making the decisions. However, most families are not completely democratic or undemocratic decision makers. Thus, this dimension is best measured as a continuum of authoritativeness (Morawska, 2007).

2.4 Authoritarian Parenting style and academic performance

In this authoritarian style of parenting, children are expected to follow strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, *"Because I said so."* These parents have high demands, but are not responsive to their children. In addition, these parents are usually obedience and status oriented, and they always expect their orders to be obeyed without explanation (Karavalis, 2003).

Parents in the restrictive pattern of parenting are identified as authoritarian. Parents in this type attempt to sharpen, control, and evaluate the behavior and attitude of their children which is

usually formulated by a higher secular authority (Baumrind, 1999). These parents are high on demandingness and low on responsiveness (Maccoby & Martin, 1983). Additionally, children and adolescents with authoritarian parents were reported as having low self-esteem and spontaneity, as well as withdrawal, antisocial, and delinquent behaviors (Coie & Dodge, 1998). Parents in this pattern value obedience as a virtue and are punitive and forceful (Baumrind, 1999).

A study conducted by Roberts, and Fraleigh (1997) indicated that authoritative parenting positively related to grades; conversely, both authoritarian and permissive parenting negatively related to grades. However, authoritarian parenting is inclined to have a stronger relationship with grades rather than the other two parenting styles. This is because authoritarian parenting tends to be characterized by power.

The findings of a study conducted in Ethiopia documented that an authoritarian parenting style was the most commonly practiced parenting style since socio-political system adhered to authoritarianism in every realm of human endeavors. On the other hand, a likely reason for the findings of the studies in the last two decades which reported that an authoritative parenting style was the most predominantly employed parenting style could be, as noted by numerous researchers (Seleshi, 1998).

Ethiopian parents for example attach very high values to their children in the hope that they will provide social, economic, and psychological support for their parents especially when they become older, and to ensure the continuity of family lineage. Another possible explanation could be that the rapid socio-political changes that have been induced in the country in the drive

for modernization and globalization may have resulted in some cultural changes including child-rearing practices. This is why some investigators affirmed that a change in the socio-political system is accompanied by cultural changes (Mapes, 2008). For these reasons, parents may employ more accepting, firm, and democratic child rearing practices which is authoritative parenting style.

2.5 Authoritative parenting style and academic performance

The parents with an authoritative parenting style usually establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic and the parents are more responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents is more nurturing and forgiving rather than punishing. Baumrind (1991) suggests that these parents usually monitor and impart clear standards for their children's conduct; they are assertive, but not intrusive and restrictive. Their disciplinary methods are always supportive, rather than punitive since they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative.

Authoritative parents have high demandingness and high or medium responsiveness (Baumrind, 1999). Moreover, authoritative parents reasonably attempt to direct their children's activities and use more warm control, positivity during communication, feelings-oriented reasoning as well as induction, and more responsiveness to children's questions (Mize & Pettit, 1997). Interestingly, adolescents with authoritative parents reported higher grades in school performance than adolescents with neglectful parents, and demonstrated stronger school orientation, school engagement, and bonding with teachers than adolescents with neglectful parents (Steinberg, Eisengart, & Cauffman, 2006). Demanding parents are medium responsive and high demanding (Baumrind, 1999). However, traditional parents exhibited a different structural role between

mothers and fathers. For example, mothers are highly responsive however, relatively understanding. In contrast, fathers are highly demanding, but quite coercive and non responsive .

Advantages of authoritative parenting may differ depending on the particular ethnic groups. For instance, European American, African American, Asian American, and Hispanic American were compared by Steinberg et al. (1992) in order to look at the influence between parenting styles and academic achievement for adolescents. The findings revealed that European American, African American, and Hispanic American adolescents' higher school achievement was significantly predicted by authoritative parenting, but this was not the case for Asian American adolescents. Also, Steinberg et al. (1992) found that the parents of European American adolescents were most likely to use authoritative parenting. In contrast, Asian American adolescents' parents were the least likely to use authoritative parenting.

In the western cultures, authoritative parenting produces benefits of higher academic performance for adolescents. By contrast, in Asian cultures, non-authoritative parenting is expected to be related to higher school achievement for adolescents Steinberg et al. (1992).

2.6 Indulgent parenting style and academic performance

Indulgent parents who are also known as permissive parents usually have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (1991), permissive parents are more responsive than they are demanding. They are non-traditional and lenient, they do not require mature behavior, they allow considerable self-regulation, and they avoid confrontation.

Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent (Grills, 2002).

Parents in the lenient pattern of indulgent parenting are composed of democratic, permissive, and undifferentiated parents. Democratic parents are high responsive and medium demanding while permissive parents are low or medium demanding and high responsive (Baumrind, 1999). Also, parents in this type highly accept their children and make some demands for the children's behavior. The parents allow their children fundamental self-regulation. Children of the undifferentiated parents would be expected to have the greater risk for emotional and behavioral problems (Fite et al.2009).

Permissive indulgent parents as explained by Barber (1996) believe that they are responsible for making sure that their children are happy. Psychologists explained that parents who practice indulgent parenting behaviors, had a rough time as children and therefore have decided that they will do everything they can to make their children happy. As a result, permissive indulgent parents tend to be highly responsive to their children's needs and desires, and display low levels of demandingness. In influence, these parents are extremely supportive, to the extent that the child winds up taking control of the situation. In many ways, this style is the opposite of the authoritarian style. Permissive indulgent parents often believe that, "*Nothing is too good for my child.*" And they will readily go out of their way (Barber, 1996).

When parents adopt the permissive indulgent style of parenting their children display several predictable outcomes. First, these children are the most at risk for becoming spoiled children. They tend to grow up thinking that they should always get what they desire. Second, these children tend to become highly demanding themselves. They often form the impression that the world owes them something, just because they are so special. Third, these children tend to display impatience with people who don't readily give them everything they want. Fourth, these children tend to display relatively poor social skills. They are less likely than other children to be concerned with the welfare of others, or to sacrifice their own needs. Part of the problem is that they expect their friends' lives to revolve around making them happy (Constanzo, 1985).

2.7 Neglectful parenting style and academic performance

Neglectful parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Baumrind, 1999). Parents in who practice neglectful parenting styles are exemplified in rejecting-neglecting and non-directive parents. By contrast, non-directive parents are low demanding and medium responsive (Baumrind, 1999) while rejecting-neglecting parents are low relative to both demandingness and responsiveness and are unlikely to take part in their children's activities. Interestingly, Ehnval and Parker (2008) found that female depressed patients who underwent rejected or neglected parenting in their childhood had a higher chance of attempting suicide at least once during their lifetime. In contrast, males who had rejected or neglected experiences in their childhood were not as at risk of suicide attempts.

A study by Kassahun (2010) found out that the predominance of neglectful parenting style for high school aged males, since when males enter high school the parents believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships.

Neglectful parenting style tend to display low levels of demandingness since they ask and expect very little of their children. For instance, they rarely assign their children chores. These parents also display low levels of responsiveness to their children. They tend to be relatively uninvolved in their children's lives. As a result, these parents tend to grant their children a very high degree of freedom to do as they wish. In addition, these parents tend not to be very communicative with their children. The child outcomes associated with the neglectful style of parenting are somewhat predictable. In general, these children tend to display poor social skills (Constanzo, 1985).

The relative lack of social interactions with adults at home does little to prepare them for social interactions outside the home. On the other hand, they tend to come across as emotionally needy. That is, these children appear to seek emotional guidance and reassurance from others, especially in their close relationships. This is consistent with a tendency of these children to display moderately low levels of self esteem. This makes them somewhat vulnerable to others who may try to take advantage of them. Unlike the children of authoritarian or tough love parents, their verbal skills and initiative tend to remain intact, though not as good as children of authoritative parents. However, these children often display difficulties with self discipline, in part for lack of practice. This discipline issues finally translates in the child's academic performance and therefore display poor results as compared to children in authoritarian and authoritative parenting styles (Morawska, 2007).

2.8 Theoretical Framework: Baumrind theory

Baumrind developed the theory that there were four main types of parenting styles and that differences in parenting styles accounted for the way children functioned socially, emotionally and cognitively. Baumrind suggested that there were four dimensions of parent-child interactions: parental control, maturity demands, clarity of communication and nurturance. She pointed out that parental control is related to issues such as enforcing rules; Maturity demand is the parental expectation that children perform up to their potential; Clarity of communication reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behavior and Nurturance is related to parental expressions of warmth and approval, and protection of children's physical and emotional well-being (Baumrind, 2012).

Using these four dimensions, Baumrind identified four parenting styles: authoritative, authoritarian, permissive-indulgent and permissive-uninvolved. She pointed out that the authoritative style is considered as the ideal parenting style and seems to produce children with high levels of self-reliance and self-esteem, who are socially responsible, independent and achievement-oriented. Authoritative parents set clear expectations and have high standards. They monitor their children's behavior, use discipline based on reasoning and encourage their children to make decisions and learn from their mistakes. They are also warm and nurturing, treating their children with kindness, respect and affection. On the other hand, authoritarian parent tends to set rigid rules, demand obedience and use strategies such as the withdrawal of love or approval to force a child to conform. These parents are more likely to use physical punishment or verbal insults to elicit the desired behavior. They lack the warmth of the authoritative parent and may seem aloof to their children. Children with authoritarian parents may be well-behaved, but they

are also likely to be moody and anxious; they tend to be followers rather than leader. The permissive-indulgent parent is overflowing in parental warmth. This parent may be openly affectionate and loving but sets few or no limits, even when the child's safety may be at risk.

Permissive-indulgent parents make few demands for maturity or performance, and there are often no consequences for misbehavior. Finally, Permissive-uninvolved parenting that are also called uninvolved parenting, is characterized by the same lack of limits or demands seen in the permissive-indulgent style. However, the uninvolved parent displays little or no parental warmth. At its extreme, the uninvolved style can be neglectful or involve outright rejection of the child. Children with uninvolved parents are likely to have low levels of functioning in many areas. They tend to do poorly in school and, particularly as they move into high school, are more likely to exhibit delinquent behavior and to be depressed (Baumrind, 2012).

2.9 Conceptual framework

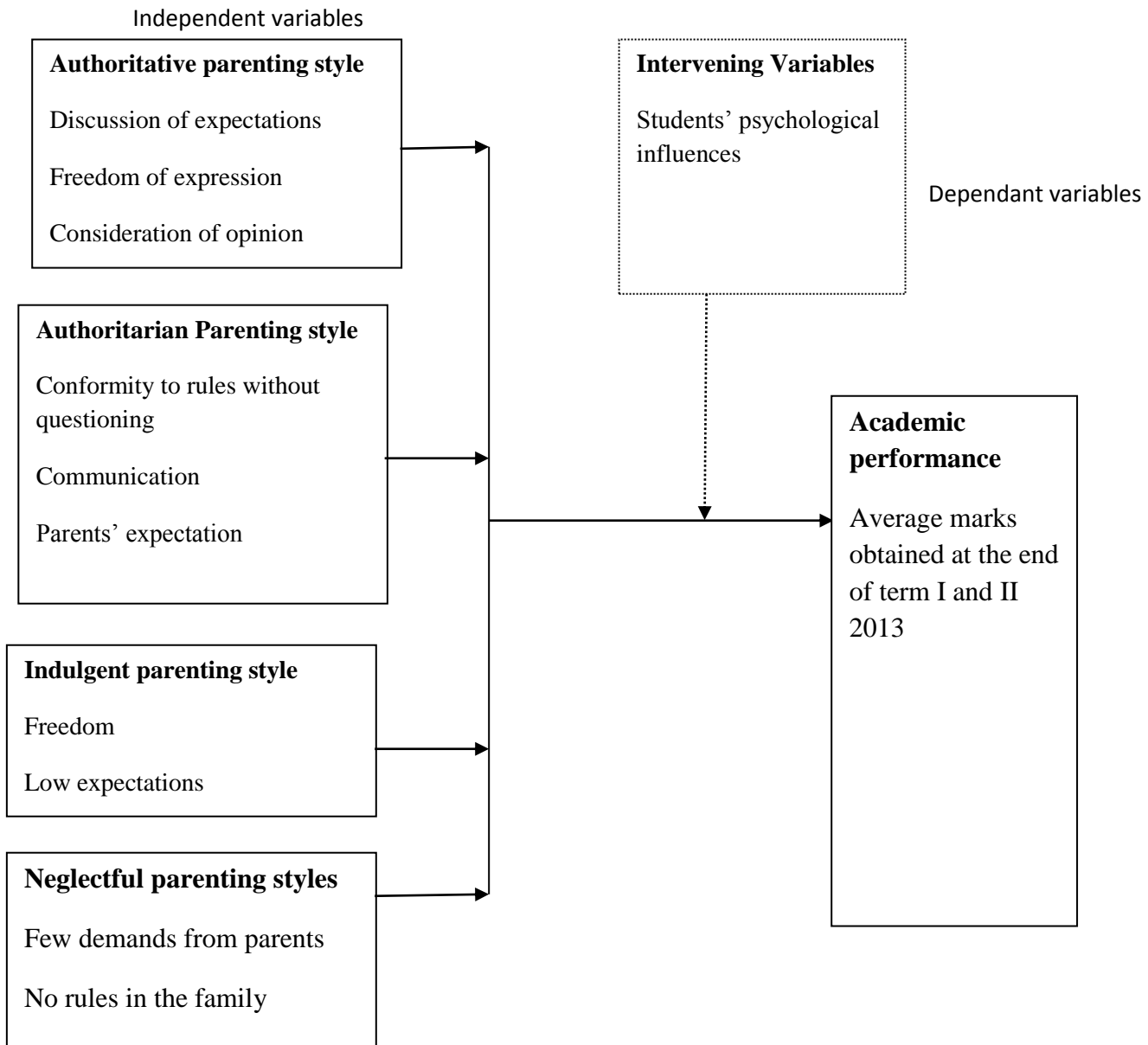


Figure 2.1: It is a model identifying the variables under this study and outlining their relationships

2.9.2. Explanation of the conceptual framework

A conceptual framework explains the relationship between the independent and dependent variables. The independent variables of this study were parenting styles which were divided into the following components; authoritative parenting styles, authoritarian parenting styles, indulgent parenting style and neglectful parenting style. The dependent variable was academic performance of adolescents in secondary schools in Manyatta Constituency. The relationship between the independent variable and the dependent variable is affected by the students' psychological status which is assumed to have a contingent influence on the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were used in the study in order to realize the set objectives of this study. It contains the research design, location of the study, target population, sampling techniques, sample size, research instruments, validity, reliability, data collection techniques , data analysis and the operationalization of the conceptual framework

3.2 Research Design

The research was conducted using descriptive research design. Descriptive research design was adopted because it described the phenomena under study in its natural settings. It was also used because the data collected would be generalized to the entire population under study.

3.3 Study area

The study was carried out in Manyatta constituency, Embu County, Kenya. The constituency comprises of Embu North and West districts. The constituency has 46 public secondary schools which are either categorised as either girls boarding schools, boys boarding schools or mixed day schools.

The study area is within the Embu County headquarters environs. This is because; the youthful students are more vulnerable to urban influences.

Table: 3.1 Numbers of Public Schools

School type	Girls Boarding	Boys Boarding	Day Secondary schools	Total
Number of schools	14	14	18	46

Source: (Embu North and West Districts Education Registry, 2012)

3.4 Target population of the Study

The study targeted 2,089 Form Two students who are aged 15 to 17 years. This age is a stage of development where the adolescent is seeking for identity as identified by Erickson psychological theory. It is at this stage the adolescent may attain identity or role confusion. The study also targeted parents of the students in Manyatta constituency. Since the study was conducted when the schools were in session, the study targeted parents of students in day secondary schools.

3.5 Sampling Techniques

A purposive sampling was used to select Form 2 students for the study due to the characteristic of the group then random sampling was used to select the number of students. 335 students out of 2,089 Form Two students were randomly selected for this study. This represented 16.0% of the total number of students under study. The study also selected a sample of 39 parents, who were represented by the 39 students sampled from day secondary schools. Mugenda and Mugenda (2003) have shown that a sample of 10% of the total population is adequate for descriptive study. In Mixed Day schools, equal number of boys and girls will be randomly selected. The study also applied convenience sampling method to select the sample for parents.

Therefore the study selected parents of all the sampled students in day secondary schools since they were more accessible than the parents of children in boarding schools who are accessed only during the holidays.

To select the sample of every students group, the study applied the formulae suggested by Mugenda (2008)

Sample size,

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

Where n = sample size

N = Target population

e = acceptable margin of error at 5% (STD value of 0.05)

$$n = 2089 / [1 + 2089(0.05^2)]$$

$$= 335$$

Therefore to calculate sample size for population per strata we used the following formula:

Sample size per strata;

$$n_h = (N_h/N^*)n$$

Where:

n_h = Sample of the stratum

N_h = Population of the stratum

n = Total Sample size (335)

N = Total Population (2089)

Table 3.2 Sampling Frame

School type	Population	Sample	Percentage
Girls boarding	712	114	34
Boys boarding	775	124	37
Day secondary school	602	97	29
Total	2089	335	100

3.5.2 Distribution of participants.

The researcher sampled 335 students from a population of 2089 students that were randomly selected from form two students. The sample size also included 39 parents from day secondary schools as shown in Table 3.3.

Table 3.3 Sample distribution

Category	Sample	Percentage
Students	335	90
Parents	39	10
Total	374	100

3.6 Data Collection Instrument

The study utilized a self-administered questionnaire to collect data. Kothari (2004) stated that questionnaires offer considerable advantage in administration, presents an even stimulus potentiality to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. It's on the basis of these strengths that the instrument was chosen. The questionnaire contained five sections that is A to E. Section A gathered personal information while section B-E collected information on the objectives of the study. The questionnaire presented both open and closed ended questions that required a single response. The questionnaire also contained likert scale questions ranging from 1- strongly disagree to 5- strongly agree, which the researcher score by summing up the subscales.

3.7. Validity of the research instrument

According to Mugenda and Mugenda (2002) validity is ‘the degree to which a test measures what is intended to measure. In this study, validity was examined through the ability of the test instruments to measure what they are supposed to measure. During the pre-test the responses of the participants were corresponding to the research questions and the criterion of the objectives.

3.8 Reliability of the research instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). The test-retest method of assessing reliability of the data was used. The instrument was administered twice to the same pilot group at intervals of one week, keeping the initial conditions constant. Responses from the two pilot tests were obtained and analyzed to establish the extent to which the research instruments brought consistent results.

3.9 Data Analysis Methods

The data which was obtained from the questionnaire was cleaned, coded and entered into the computer for analysis using statistical package for social sciences (SPSS) version 21 for windows. Descriptive statistics was used to analyze quantitative data. The findings were presented in tables and figures.

3.10 Ethical Considerations

The researcher made sure that there was an informed consent of the participants and the authority letter from the university as a sign of genuineness of undertaking the research. The other issues included the confidentiality of the information given by the participants.

3.11 Operationalization of variables

Objective	Variable	Indicator	Measurement	Scale	Approach of Analysis	Data collection method
To investigate the influence of authoritative parenting style on academic performance of adolescents in secondary schools in Manyatta Constituency, Embu County.	Authoritative parenting style	Family policy Family rules and restrictions Family expectations Opinions	Reasoning behind family policy Freedom of expression at home Discussion of expectations Considerations of opinions when making decisions	Nominal	Descriptive	Questionnaire
To establish the influence of authoritarian parenting style on academic performance of adolescents in secondary schools in Manyatta Constituency, Embu County.	Authoritarian parenting style	Family rules Standards Family decisions Expectations	Conforming to rules Behaviour expectation Conformity to family decisions Conforming to family expectations	Nominal	Descriptive	Questionnaire
To establish the influence of indulgent parenting style on academic performance of adolescents in secondary schools in Manyatta Constituency, Embu County.	Indulgent parenting style	Freedom of expression Family decisions Behaviour standards	Low expectations from parents Children involvement Low expectations	Nominal	Descriptive	Questionnaire
To establish the influence of neglectful parenting style on academic performance of adolescents in secondary schools in Manyatta Constituency, Embu County.	Neglectful parenting style	No demands Low expectation No rules in the family	Freedom of expression Academic performance Low behaviour standards	Nominal	Descriptive	Questionnaire

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1: Introduction

This chapter provides summary of the data collected. The chapter is organized in sections; first the questionnaires response return rate, followed by the findings as per the objectives of the study. The findings are explained using percentages and figures in tabular form and in descriptions form. The questionnaires were divided into sections. Section A focused on respondents' personal information on demographic variables and Section B focused on the dependent variable while Section C focused on the independent variables.

4.2 Data showing questionnaire Return Rate.

The total number of questionnaires delivered to the respondents was 374 out which 353 (94.4%) were returned. This rate of return was considered adequate according to Dilliman(2000). There were different groups of respondents sampled in the study. The sample was derived from both students and parents. The response rate was as illustrated in Table 4.1.

Table 4.1 Questionnaire return rate

Group	Questionnaires distributed	Questionnaires returned	Percentage
Students	335	314	93.7
Parents	39	39	100
Total	374	353	94.4

4.3 Demographic Information

Demographic data of respondents which is presented in this section includes; gender representation and age of the students.

4.3.1 Gender of the respondents

The study sought to find out the gender distribution of the respondents. The result of the findings shows that out of the one hundred respondents, 32.6% of the respondents were male while 67.4% were female as shown in Table 4.2

Table 4.2 Gender distribution

Gender	Distribution	Percentage
Male	115	32.6
Female	238	67.4
Total	353	100

4.3.2 Age of the respondents

The study explored the age distribution of the respondents. The results showed that the majority of the students which makes up 191 (57.0%) were in the age group 16-18 years while the majority of the parents 23 (59%) were in the age class 41-50 years as shown in Table 4.3.

Table 4.3 Age and respondent category

Category	Age					Total
	16-18	19-21	22-40	41-50	Above 50	
Student	191	122	1	0	0	314
Parents	0	0	15	23	1	39
Total	191	122	16	23	1	353

4.4 Academic performance

This section presented the findings on the dependent variable of the study; academic performance. The section focused on; the rate of performance of students in school and their trend of performance.

4.4.1 Trend of performance of students

The study wanted to investigate the performance rate of students from both the students and parents who participated in the study. The study showed that 183 (51.8%) of the respondents said that they scored above 70% while 47 (13.3%) said that they scored below 50%. The response rate was proportional between the parent respondents and the student response. The

findings are shown in table 4.4. While the performance of the schools showed to be declining for the past 5 years, the results portrayed that performance was improving as at 2013.

Table 4.4 Rate of performance and respondent category

	Student	Parent	Total
Above 70%	169 (53.8%)	14 (35.9%)	183 (51.8%)
51%-70%	102 (32.5%)	21(53.8%)	123 (34.8%)
Below 50%	43 (13.7%)	4 (10.3%)	47 (13.3%)
Total	314 (100%)	39 (100%)	353(100%)

4.4.2 Trend of performance

The study investigated to find out the trend of the individual students performance. From the findings, 247 (70%) of the participants said that they were improving in their performance while 85 (24.1%) said that they had a stagnant performance as shown in Table 4.5

Table 4.5 Trend of performance

Trend	Frequency	Percentage
Improving	247	70
Stagnant	85	24.1
Declining	21	5.9
Total	353	100

4.5 Parenting Styles

The independent variables of this study were parenting styles. This section presents results of findings on authoritative, authoritarian, neglectful and indulgent parenting styles which are the main parenting styles. Data was collected using a 10-score likert scale for every section. Since data was collected from both students and parents, the researcher first computed a cronbach's alpha to examine the internal consistency of the parents and the students' dimensions. The alpha reliability score was 0.648. According to Nunnaly (1978) any score between 0.6-0.7 is acceptable.

4.5.1 Authoritative Parenting Style

The study wanted to determine the descriptive analysis of the authoritative parenting styles among the respondents and its influence on academic performance. The researcher collected information from both students and parents. Table 4.6 shows the findings.

Table 4.6 Descriptive analysis of authoritative parenting style

Statement	Mean	Std.dev
Parents discussed their reasoning with children	3.54	1.250
Parents always encourage give and take	3.20	1.231
Parents always directed decisions through reasoning	4.17	1.235
I always know what is expected of me	3.46	1.492
Parents give guidance objectively and rationally	3.99	1.260
Parents have clear standards of behavior	3.97	1.244
Parents give direction on behavior and expectation	4.17	0.999
Parents are understanding when I disagree with them	3.29	1.226
When my parents hurt me, we always discussed	3.71	1.200
Parents always take the opinion of children	3.88	1.271
Total	3.74	1.33

The findings showed that the mean score was 3.74 which is approximately 4 (Agree) and a standard deviation of 1.33 which shows a high uniformity of responses. A cross tabulation of authoritative parenting style was carried out to find the percentage of the findings as shown in Table 4.7

Table 4.7 Cross-tabulation of the influence of authoritative parenting style on academic performance

Authoritative parenting	Performance Trend			
	Less than 50%	51%-70%	Above 70%	Total
Strongly disagree	29(8.2%)	2 (0.6%)	3 (0.8%)	34(9.6%)
Disagree	1 (0.3%)	7 (2.0%)	3 (0.8%)	11(3.1%)
Neither agree nor disagree	2 (0.6%)	4 (1.1%)	1 (0.3%)	7(2.0%)
Agree	36(10.2%)	56 (15.9%)	19 (5.4%)	111(31.4%)
Strongly agree	115 (32.6%)	54 (15.3%)	21 (5.9%)	190(53.8%)
Total	183 (51.8%)	123 (34.8%)	47 (13.3%)	353 (100%)

The findings of the cross-tabulation showed that the respondents who agreed and strongly agreed to practicing authoritative parenting style for parents and to growing up to authoritative parenting; 11.3 % scored above 70% while 42.8% scored below 50%. This is a clear indication that authoritative parenting style has a positive influence on academic performance.

4.5.2 Authoritarian parenting styles

The study wanted to determine the frequency and descriptive analysis of the authoritarian parenting styles among the respondents. Table 4.8 analyzed the opinion of parents felt it was for their own good to conform to what they thought was right.

Table 4.8. Frequency distribution of “Parents felt it was for my own good to conform to what they think is right”

Opinion	Frequency	Percentage
Strongly disagree	55	15.6
Disagree	78	22.1
Neither agree or disagree	7	2.0
Agree	81	22.9
Strongly agree	132	37.4
Total	353	100

The researcher collected information from both students and parents. The findings summarized in Table 4.8 showed that 60.3% of the respondents agreed and strongly agreed that parents felt that it was for the child’s good to conform to what they thought was right while Table 4.9 showed that 24.1% of the respondents disagreed with the statement that parents expects the children to do what the parents ask without questioning.

Table 4.9 Frequency distribution of “Parents expected me to do what they told me without asking questions”

Opinion	Frequency	Percentage
Strongly disagree	11	3.1
Disagree	74	21.0
Neither agree nor disagree	36	10.2
Agree	73	20.7
Strongly agree	159	45
Total	353	100

Table 4.9 shows that majority agreed that parents expected them to do what they were told without asking questions, this was 65.7%.

Table 4.10 Descriptive analysis of authoritarian parenting style on academic performance

Statement	Mean	Std. dev
Parents felt it was for children's good to do what they want	3.44	1.542
Parents expected me to do what they wanted without questioning	3.84	1.284
Parents don't allow children to question their decisions	3.01	1.311
Parents believe that more force should be used by them	3.25	1.374
Parents should teach their children they are the bosses	3.42	1.248
Parents get upset when I disagree	3.44	1.368
Parents let me know what behavior is expected of me	3.71	1.218
Problems can only be solved if parents act with force	3.43	1.242
Parents always told me exactly what they wanted and how	3.64	1.081
Parents always insist that I conform to their expectations	3.32	1.192
Total	3.45	1.286

The findings of the descriptive analysis showed that the mean score was 3.45 which is approximately 3 (Neither Agree nor Disagree) and a standard deviation of 1.25 which shows a high uniformity of responses. In addition, the coefficient of variation was 36.2 which indicate a high level of homogeneity of responses. The finding of this study indicated that there was a relationship between authoritarian parenting style and academic performance. These findings are as shown in Table 4.10.

4.5.2.1 Influence of authoritarian parenting style on academic performance

The study conducted a cross-tabulation of authoritarian parenting style and academic performance of student. The study sought to investigate the influence of authoritarian parenting style on academic performance as shown on Table 4.11

Table 4.11 Cross tabulation of authoritarian parenting style and academic performance

Authoritarian parenting	Performance rating			Total
	Less than 50%	51%-70%	Above 70%	
Strongly disagree	20(5.7%)	25 (7.1%)	0 (0.0%)	45 (12.7%)
Disagree	60 (17.0)	35 (9.9%)	22 (6.2%)	117 (33.1%)
Neither agree nor disagree	24 (6.8%)	4 (1.1%)	2 (0.6%)	30 (8.5%)
Agree	60 (17.0%)	32 (9.1%)	20 (5.7%)	112 (31.7%)
Strongly agree	19 (5.4%)	27 (7.6%)	3 (0.8%)	49 (13.9%)
Total	183 (51.8%)	123 (34.8%)	47 (13.3%)	353 (100%)

The results of the cross tabulation summarized in Table 4.11 showed that 22% of the respondents who disagreed to practicing/undergoing authoritarian parenting style scored above 70% in term one and term two exams while 79% of those who agreed to practicing/undergoing authoritarian parenting style scored below 50%. The analysis also indicated that authoritarian type of parenting is significant in explaining academic performance of students

4.5.3 Indulgent Parenting style

The study examined the frequency and descriptive analysis of the indulgent type of parenting among both the parents and students respondents. The study also sought to find out the opinion of both parents and students on how they felt about children having their way and being free to make their own decisions. The findings are shown in Table 4.12 and Table 4.13.

Table 4.12. Frequency distribution of “Parents felt that children should have their way”

Opinion	Frequency	Percentage
Strongly disagree	34	9.6
Disagree	82	23.2
Neither agree nor disagree	72	20.4
Agree	160	45.3
Strongly agree	5	1.4
Total	353	100

The finding summarized in Table 4.13 showed that 45.3% of the respondents agreed that parents felt that children should always have their way. This clearly indicates that majority of the respondents preferred indulgent parenting style.

Table 4.13 Frequency distribution of “Children should be free to make their own decisions”

Opinion	Frequency	Percentage
Strongly disagree	116	32.9
Disagree	127	36.0
Neither agree nor disagree	29	8.2
Agree	69	19.5

Strongly agree	12	3.4
Total	353	100

The findings of the summarized table showed that, 68.9% of the respondents disagreed that in the homes, children are allowed to make their own decisions. This shows that majority of the respondents would not allow children to make their own decision.

Table 4.14 Descriptive analysis of indulgent parenting style

Statement	Mean	Std. dev
Parents feel that children should have their way	3.06	1.062
Children should be free to make their own decisions	2.25	1.201
Parents feel that children don't need to obey rules and regulations	2.32	1.358
Parents rarely gave children expectations and guidelines	2.07	1.323
Parents always do what children want when making decisions	2.10	1.073
Parents don't restrict children's activities and decisions	1.75	0.939
Parents allow children to decide most things for themselves	1.84	1.048
Parents are not responsible for directing children's behavior	1.73	1.013
Parents allow children to form own point of view on family	1.70	0.933
Parent don't direct behaviors, activities and desires of children	1.77	1.029
Total	2.06	1.098

The findings of the descriptive analysis demonstrated that the mean score was 2.06 which is approximately 2 (Disagree) and a standard deviation of 1.09 which shows a high uniformity of responses. In addition, the researcher conducted a cross tabulation of indulgent parenting style and academic performance of students as indicated in Table 4.15

Table 4.15 Cross tabulation of indulgent parenting style and academic performance

Indulgent parenting	Performance rating			Total
	Less than 50%	51%-70%	Above 70%	
Strongly disagree	81 (22.9%)	12 (3.4%)	23 (6.5%)	116 (32.9%)
Disagree	54 (15.3%)	57 (16.1%)	16 (4.5%)	127 (36.0%)
Neither agree nor disagree	18 (5.1%)	11 (3.1%)	0 (0.0%)	29 (8.2%)
Agree	22 (6.2%)	40 (11.3%)	7 (2.0%)	69 (19.5%)
Strongly agree	8 (2.3%)	3 (0.8%)	1 (0.3%)	12 (3.4%)
Total	183 (51.8%)	123 (34.8%)	47 (13.3%)	353 (100%)

The results of the cross tabulation summarized in table 4.15 showed that 11% of the respondents who disagreed to practicing/undergoing indulgent parenting style scored above 70% in term one and term two exams while only 8.5% of those who agreed to practicing/undergoing indulgent

parenting style scored below 50%. . This shows that those who were performing well in the school were not involved in indulgent parenting style.

4.5.4 Neglectful parenting style

The study examined the frequency and descriptive analysis of the neglectful type of parenting among both the parents and students respondents as shown in tables 4.16 and 4.17

Table 4.16 Frequency distribution of” Growing up there was very minimal communication, everyone does what they want”

Opinion	Frequency	Percentage
Strongly disagree	184	52.1
Disagree	133	37.7
Neither agree nor disagree	3	0.8
Agree	27	7.6
Strongly agree	6	1.7
Total	353	100

From Table 4.17, it clearly shows that majority (52.1%) of the respondents strongly disagreed that “while growing up, there was very minimal communication, and everyone did what they want”. This means that, neglectful parenting style was not popular among the respondents.

Table 4.17. Frequency distribution of “Parent did not really care about what was going on in my life”

Opinion	Frequency	Percentage
Strongly disagree	168	47.6
Disagree	145	41.1
Neither agree nor disagree	6	1.7

Agree	19	5.4
Strongly agree	15	4.2
Total	353	100

The findings shown in table 4.17 showed that 47.6% strongly disagreed that parents did not really care about what was going on in the children’s life. This clearly shows that majority of the respondents did not experience neglectful parenting style.

Table 4.18 Descriptive analysis of indulgent parenting style

Statement	Mean	Std.dev
Parents had very few demands and expectations	1.69	0.891
Parents don’t care about what is going on in my life	1.78	1.022
There is very minimal communication with my parents	1.69	0.946
Parents rarely assign any duties while at work	1.53	0.901
There is plenty of freedom at home and no rules to abide	1.41	0.892
Parents have no expectations regarding my schoolwork	1.49	0.853
Parents have never checked my school results	1.74	1.140
When children do wrongs parents just shrugs it off	1.57	0.905
Children wish parents are more involved in their life events	2.52	1.250
Parents never attended children’s school activities	1.65	1.064
Total	1.71	0.986

The findings of the descriptive analysis demonstrated that the mean score was 1.71 which is approximately 2 (Disagree) and a standard deviation of 0.99 which shows a high uniformity of responses.

4.5.4.1 Influence of neglectful parenting style on academic performance

The study conducted a cross-tabulation of neglectful parenting style and academic performance of student. In addition the study also computed a regression analysis to find out the nature of relationship and an F test to test whether the variances of the two variables are equal as shown in Table 4.19.

Table 4.19 Cross tabulation of indulgent parenting style and academic performance

Neglectful parenting	Performance rating			Total
	Less than 50%	51%-70%	Above 70%	
Strongly disagree	100 (28.3%)	66 (18.7%)	2 (0.6%)	168 (47.6%)
Disagree	63 (17.8%)	50 (14.2%)	32 (9.1%)	145 (41.1%)
Neither agree nor disagree	0 (0.0%)	6 (1.7%)	0 (0.0%)	6 (1.7%)
Agree	17 (4.8%)	1 (0.3%)	1 (0.3%)	19 (5.4%)
Strongly agree	3 (0.8%)	0 (0.0%)	12 (3.4%)	15 (4.2%)
Total	183 (51.8%)	123 (34.8%)	47 (13.3%)	353 (100%)

The results of the cross tabulation summarized in table 4.19 showed that only 9.7% of the respondents who disagreed to practicing/undergoing neglectful parenting style scored above 70% in term one and term two exams while only 5.6% of those who agreed to

practicing/undergoing neglectful parenting style scored below 50%. This shows that though this type of parenting style had a negative influence on the academic performance, some of the respondents performed well yet they experienced neglectful parenting style.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION OF THE STUDY

5.1 Introduction

The chapter will give a summary of findings, conclusion, recommendations and suggestions for further studies.

5.2 Summary of findings

This section provides the summary of the findings of the analysis. The section focuses on the research objectives which were on the influence of; authoritarian parenting style, authoritative parenting style, neglectful parenting style and indulgent parenting style.

5.2.1 Authoritative parenting style and academic performance of adolescents in secondary schools.

The findings of the study showed that majority of respondents agreed that their parents directed decisions at home through reasoning and discipline. It is also evident that majority of the respondents were in agreement to have gone through authoritative parenting style. Results from the cross tabulation revealed that respondents who agreed to be going through authoritative parenting style revealed that they had performed well in term one and term two examinations. These findings showed that authoritative parenting style is significant in explaining the academic performance of an adolescent. The findings of this study further showed that half of the respondents were said to be above average students. These findings support the findings of Mize

and Pritt (1997) who observed that adolescents with authoritative parents reported higher grades in school performance than the rest.

5.2.2 Authoritarian parenting style and academic performance of adolescents in secondary schools

The findings demonstrated that majority of the respondents agreed that parents felt that it was for the child's good to conform to what parents thought was right.. A cross tabulation of authoritarian parenting style and academic performance revealed that a small number of the respondents who disagreed to have experienced authoritarian parenting style scored above average in the term one and term two examinations. The findings showed that authoritarian parenting style is significant in explaining the academic performance of adolescents.

The study observed that half of respondents demonstrated above average grades in school and majority said that their performance was improving. The analysis showed that part of this performance could be explained by authoritarian parenting style. This is in agreement with the findings of Roberts and Fraleighn (1997) that authoritarian parenting is inclined to have a stronger relationship with grades than indulgent and neglectful parenting styles which according to this study had a small percentage. The findings of neglectful parenting styles were in disagreement with Roberts and Fraleighn (1997) findings.

The findings of the study also refuted the claim by Seleshi (1998) that authoritarian parenting style was the most common practiced parenting style since socio-political system adheres to authoritarianism in every realm of human endeavors.

5.2.3 Indulgent parenting style and academic performance of adolescents in secondary schools

The findings of the cross tabulation between indulgent parenting style and academic performance showed that a very small number of the respondents who disagreed to experiencing indulgent parenting style scored above average in term one and term two examinations. This

shows that indulgent parenting style is significant in explaining the academic performance of the student.

These findings are in line with the observation by Barber (1996) that students whose parents practice indulgent parenting styles, end up being spoiled children and this has a negative influence on their academic performance. According to this study, indulgent parenting style was unpopular) and it showed that a very small percentage of indulgent parenting style could be used to explain the good performance of the students in this study.

5.2.4 Neglectful parenting style and academic performance of adolescents in secondary schools

The finding of this study signifies that majority of the respondents were in disagreement to have gone through neglectful parenting style. The cross tabulation between neglectful parenting style and academic performance showed that only very few students who disagreed to have been experiencing neglectful parenting style scored above average in term one and term two exams. These findings showed that neglectful parenting style is significant in explaining the academic performance of adolescents .

Kassahun (2010) displayed that children from neglectful parents often have self discipline difficulties and lack practice which translates to poor results in school as compares to other students. This is supported by this study where, neglectful parenting style had the least mean. The study however also showed that quite a number of the respondents' performance could be explained by neglectful parenting style. This is a contradiction of Kassahun's (2010) observation and could be explained according to the researcher's opinion as the need for the students to create a better life and environment for themselves in future.

5.3 Conclusion

From this study we can conclude that it is important for parents to adopt the authoritative parenting style among their adolescent children. This is because as much as authoritative

parenting establishes rules and guidelines, and demonstrates power, it is more democratic than authoritarian which is important to build the children's' self esteem and self discipline which trickles down to good performance. From the study, we can also conclude that although neglectful parenting style has been said to lead to poor academic performance, it could lead to a positive influence.

5.4 Recommendation

While this study focused on performance adolescents in secondary schools, a study is recommended to find out whether the results can be replicated among pupils in primary schools.

5.5 Suggestions for further studies

Since this study was limited to Manyatta Constituency, more study can be done in other constituencies and districts or at a larger geographical area. Also, further studies can be carried out to determine whether parents' economic status has influence on academic performance among the adolescent.

REFERENCES

- Bandura, A. (1997). *Social learning and personality development*. New York: Holt, Rinehart, & Winston.
- Barbara. T. Bowman. (2008). *Cultural diversity and academic achievement*. *Journal of international education*. Vol 13 no 2. Pp345-455
- Baumrind, D. (2012). *The influence of parenting style on adolescent competence and substance use*. *Journal of Early Adolescence*, Vol 11(1).PP 56-95.
- Berry, J. W. Trimble. S and Olmindo (1996). *Acculturation and psychological adaptation: An international perspective*. Elsevier Science. Amsterdam.
- Bordens. K.S and Abott. R. (2011) *Research methodology*. New Delhi: Sage publications
- Brown, L., and Iyengar, S. (2008). *Parenting styles: The impact on student achievement*. *Marriage & Family Review*. Vol 43(1-2) pp 14-38.
- Bullock N. (2000). *The Culturally Deprived Child*. New York: Harper.
- Changalwa. C.N, Michael. Ndurumo and Moses Poipoi. (2012) *Relationship between parenting styles and alcohol abuse in college*. *Greener journal of education research*. Vol 13 no 25. Pp98-340
- Chiang, C, Ju, S and Park, H. W. (2010) *Long-term prediction of academic achievement of American, Chinese and Japanese adolescents*. *Journal of Educational Psychology*. Vol

88(4) pp 750-759.

Constanzo, P (1985). *Domain specific parenting styles*. Journal of social and clinical psychology. Vol 3 (4)

Darling, N., and Steinberg, L. (1993). *Parenting style as context: An integrative model*. Psychological Bulletin. Vol 113. pp. 487–496.

Dornbusch, S.M, Ritter, P.L, Leiderman, P.H., Robert, D.F.and Fraleigh, M.J. (1997). *The relation of adolescent parenting style to adolescent school performance*. Child Development journal. Vol 58 no 3. pp 1244-1257.

Doyle, W. (2006). *Classroom organization and management*. Handbook of research on teaching. New York. Macmillan.

Gadeye, W. G., Ghesquire, S. R. Ongheria, J.(2004). *Behavioral dis-hibition and the development of substance-use disorders: Findings from the Minnesota Twin Family Study*. Development and Psychopathology journal. Vol 11 pp 869–900.

Grills. A (2002) Issues in parent-child agreement: the case of structured diagnostic interviews. *Clinical child and family psychology*. Vol 5 (1)

Karavasilis. L, Doyle. A (2003). *Associations between parenting styles and attachment to mother in middle childhood and adolescence*. International journal of behavioral development. Vol 27 (2)

Kothari, C. (2004). *Research Methodology; Methods & Techniques*, New Age International Publishers; New Delhi, India.

Ladd, B. B., and Petit R. J. (2002). *Adult to child in Japan: Interaction and relations*. Japanese childrearing: Two generations of scholarship (pp. 97-124). New York, NY: Guilford

Leung, K., Lau, S., and Lam, W. (1998). *Parenting styles and academic achievement: A cross-cultural study*. Journal of Developmental Psychology, 44(2), 157-172.

- Maccoby, E. E., and Martin, J. A. (2003). *Socialization in the context of the family: Parent–child interaction*. Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4th ed.). New York: Wiley.
- Maccoby, E.E. (1992). *The role of parents in the socialization of children: An historical overview*. *Developmental Psychology*, 28, 1006-1017.
- Mapes, R. R. (2008). *The socialization of fear of failure in Japan and the United States..* The Science and Engineering journal. Vol 69(5-B), 3320.
- Morawska. A (2007). *Concurrent predictors of dysfunctional parenting and maternal confidence: implicational for parenting interventions*. *Childcare, health and development*. Vol 33 (6)
- Mugenda, O. and Mugenda, A. (2003) *Research Methods. Qualitative and Quantitative Research*. Act Press; Kenya. Nairobi.
- Mugenda, A. (2008) *Social science research Methods*. Act Press; Kenya. Nairobi.
- Nunnaly. J.C (1978). *Psychometric theory (2nd ed)*. New York. McGrawHill
- Orodho J. A. (2008). *Multicultural Social Studies: The Local History Connection*. *Social Studies*, 94(3), 111-117
- Phillipson, S. (2007). *Cultural variability in parent and child achievement attributions: A study from Hong Kong*. *Educational Psychology*. Vol. 26(5), 625-642.
- Roberts. D. and Fraleigh. S. (1997). *Role problems and the relationship of achievement motivation to scholastic performance*. *Journal of Educational Psychology*, Vol 70(6), 950-959.

- Rodriguez, G., Crowley J., Hadzi-Donovic, D. (2009). *The development of a refined measure of dysfunctional parenting and assessment of its relevance in patients with affective disorders*. *Psychological Medicine*, 27(5), 1193-1203
- Salili, J., Hong, T and Chu, J. (1990). *Adolescent drug use and psychological health: A longitudinal inquiry*. *Psychological Bulletin*, Vol 45, pp612–630.
- Scallingello, H.T (2002). *Influences of parental involvement on the academic achievement of adolescents*. Paper presented at the annual conference of the American Psychological Association, Washington, DC.
- Steinberg, L., Dornbusch, S. M., and Brown, B. B. (1992). *Ethnic differences in adolescent achievement: An ecological perspective*. *American Psychologist*, 47(6), 723-729.
- Stevensom, H.W (1998). *Influence of culture on academic achievement*. *Journal of international education*. Vol 45 (3) pp89-124
- Wentzel, N (1999). *Intrapersonal and interpersonal theories of motivation from an attribution perspective*. *motivation: The culture and context of learning*. New York, NY: Kluwer Academic/Plenum Publishers.
- Willeto Lynch. (1999). *Examining impact of culture on academic performance*. Widener University. Navajo
- Zimmerman, B. J. (2001). *Impact of self-regulatory influence on writing course attainment*. *American Educational Research Journal*, Vol 31(4), 845-862.

APPENDICES

APPENDIX 1: AUTHORITY LETTER

Esther Munyi,
P.o Box 20,
Siakago

Dear respondent

RE: ASSISTANCE IN FILLING THE QUESTIONNAIRE

I am carrying out a research project to evaluate the influence of parenting styles on academic performance in secondary school. A case study of Manyatta Constituency.

This is an academic project to be carried out as a requirement for the award of a Masters in Project Management by University of Nairobi.

The information received from you will be confidential and for the purpose of this research.

Your kindness and participation in this project is highly appreciated and I acknowledge in advance.

Yours faithfully,

ESTHER MUNYI

APPENDIX II: QUESTIONNAIRE (To be filled by the student)

Dear Respondent,

Please tick (✓) or fill the space provided where appropriate.

MATTERS TO NOTE;

- i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iii) The word parent can be substituted with guardian

SECTION A: PERSONAL PROFILE

1. What is your gender?

Male [] Female []

2. What is your age?

13-15 [] 16-18 [] 19-21 [] Above 21 []

3. What kind of school do you attend?

Girls school [] Boys school [] Mixed school []

SECTION 2: ACADEMIC PERFORMANCE

1. How would you rate your performance in school?

Above average [] Average [] Below Average []

2. How would you rate your trend in performance?

Improving [] Stagnant [] Declining []

3. What grade did you attain in last exams?_____

4. Was this an improvement from the previous year?

Yes [] No []

SECTION 3: PARENTING STYLE

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you and your parents. Try to read and think about each statement as it applies to you and your parents during your years of growing up at home. Please be sure not to omit any items.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

	AUTHORITATIVE	Parent	Father
1	As I was growing up, once family policy had been established, my Parent discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5	1 2 3 4 5
2.	My Parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5	1 2 3 4 5
3	As I was growing up my Parent directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5	1 2 3 4 5
4	As I was growing up I knew what my Parent expected of me in my family, but I also felt free to discuss those expectations with my Parent when I felt that they were unreasonable.	1 2 3 4 5	1 2 3 4 5
5	As the children in my family were growing up, my Parent consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5	1 2 3 4 5
6	My Parent had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5	1 2 3 4 5
7	My Parent gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction	1 2 3 4 5	1 2 3 4 5
8	As I was growing up my Parent gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.	1 2 3 4 5	1 2 3 4 5
9	As I was growing up, if my Parent made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1 2 3 4 5	1 2 3 4 5
10	As I was growing up my Parent took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1 2 3 4 5	1 2 3 4 5
	AUTHORITARIAN		
1	Even if her children didn't agree with her, my Parent felt that it was for our own good if we were forced to conform to what she thought was right.	1 2 3 4 5	1 2 3 4 5
2.	Whenever my Parent told me to do something as I was growing up, she expected me to do it immediately without asking any questions.	1 2 3 4 5	1 2 3 4 5

3	As I was growing up my Parent did not allow me to question any decision she had made.	1 2 3 4 5	1 2 3 4 5
4.	My Parent has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5	1 2 3 4 5
5	My Parent felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5	1 2 3 4 5
6	As I was growing up my Parent would get very upset if I tried to disagree with her.	1 2 3 4 5	1 2 3 4 5
7	As I was growing up my Parent let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.	1 2 3 4 5	1 2 3 4 5
8	My Parent has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are	1 2 3 4 5	1 2 3 4 5
9	As I was growing up my Parent often told me exactly what she wanted me to do and how she expected me to do it.	1 2 3 4 5	1 2 3 4 5
10	As I was growing up I knew what my Parent expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.	1 2 3 4 5	1 2 3 4 5
	INDULGENT		
1.	While I was growing up my Parent felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5	1 2 3 4 5
2	My Parent has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5	1 2 3 4 5
3	As I was growing up my Parent did <i>not</i> feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5	1 2 3 4 5
4	As I was growing up, my Parent seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5	1 2 3 4 5
5	Most of the time as I was growing up my Parent did what the children in the family wanted when making family decisions.	1 2 3 4 5	1 2 3 4 5
6	My Parent feels that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5	1 2 3 4 5

7	As I was growing up my Parent allowed me to decide most things for myself without a lot of direction from her.	1 2 3 4 5	1 2 3 4 5
8	My Parent did not view herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5	1 2 3 4 5
9	As I was growing up my Parent allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1 2 3 4 5	1 2 3 4 5
10	As I was growing up my Parent did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5	1 2 3 4 5
NEGLECTFUL			
1.	As I was growing up my parent had very few demands and expectations from me	1 2 3 4 5	1 2 3 4 5
2.	As I was growing up, my parent did not really care about what was going on in my life	1 2 3 4 5	1 2 3 4 5
3.	As I was growing up there was very minimal communication in the house. Everyone does as they want any time they want to	1 2 3 4 5	1 2 3 4 5
4	My parents rarely do assign any duties for me to do while at home	1 2 3 4 5	1 2 3 4 5
5	There is plenty of freedom in my home. There are no rules to abide in.	1 2 3 4 5	1 2 3 4 5
6	My parents have totally no expectations for me regarding my school work	1 2 3 4 5	1 2 3 4 5
7	My parents have never checked my school results ever since I started schooling	1 2 3 4 5	1 2 3 4 5

8	Whenever I do wrong, my parent just shrugs it off and says nothing about it	1 2 3 4 5	1 2 3 4 5
9	I have wished at least once that my parent was more involved in my life events	1 2 3 4 5	1 2 3 4 5
10	My parent has never attended a school activity in my schools	1 2 3 4 5	1 2 3 4 5

Thank you

APPENDIX 3: QUESTIONNAIRE (To be filled by the parent/guardian)

Dear Respondent,

Please tick (√) or fill the space provided where appropriate.

MATTERS TO NOTE;

- iv) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- v) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- vi) The word parent can be substituted with guardian

SECTION A: PERSONAL PROFILE

1. What is your gender?

Male [] Female []

2. What is your age?

Below 30 [] 30-40 [] 41-50 [] Above 50 []

3. What is your responsibility?

Mother [] Father []

4. What kind of school does your child attend?

Girls school [] Boys school [] Mixed school []

SECTION 2: ACADEMIC PERFORMANCE

5. How would you rate the performance of your child’s school?

Above average [] Average [] Below Average []

6. How would you rate your child’s trend in performance?

Improving [] Stagnant [] Declining []

SECTION 3: PARENTING STYLE

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you as a parent. Please be sure not to omit any items.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

	AUTHORITATIVE	Parent	Father
1	As my children are growing up, once family policy had been established, I discuss the reasoning behind the policy with the children in the family.	1 2 3 4 5	1 2 3 4 5
2.	I always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5	1 2 3 4 5
3	I direct the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5	1 2 3 4 5
4	I discuss my expectations with my children hence they know what is expected of them	1 2 3 4 5	1 2 3 4 5
5	I consistently give direction and guidance in rational and objective ways.	1 2 3 4 5	1 2 3 4 5
6	I have clear standards of behavior for the children in my home but I am willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5	1 2 3 4 5
7	I give direction for my children's behavior and activities and I expect them to follow my direction, but I am always willing to listen to their concerns and to discuss that direction with them.	1 2 3 4 5	1 2 3 4 5
8	I give clear direction for the behaviors and activities of my children , but I am also understanding we disagree	1 2 3 4 5	1 2 3 4 5
9	I always admit to my children when I make a mistake that hurts them	1 2 3 4 5	1 2 3 4 5
10	I take my children's opinions into consideration when making family decisions.	1 2 3 4 5	1 2 3 4 5
	AUTHORITARIAN		
1	Even if my children doesn't agree with me, I feel that it is for their own good if I forced them to conform to what I think is right.	1 2 3 4 5	1 2 3 4 5
2.	I expect my children to do it immediately without asking any questions whatever I ask them to do.	1 2 3 4 5	1 2 3 4 5
3	I do not allow my children to question any decision I make.	1 2 3 4 5	1 2 3 4 5

4.	I always feel that the more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5	1 2 3 4 5
5	I feel that that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5	1 2 3 4 5
6	I get very upset if my children tried to disagree with me.	1 2 3 4 5	1 2 3 4 5
7	I let my children know what behavior I expect of them and if I don't meet those expectations, I punish them	1 2 3 4 5	1 2 3 4 5
8	I feel that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5	1 2 3 4 5
9	I often tell my children exactly what I want them to do and how I expected them to do it.	1 2 3 4 5	1 2 3 4 5
10	I expect my children to always conform to my expectations of them even if it is simply out of respect for my authority.	1 2 3 4 5	1 2 3 4 5
INDULGENT			
1.	I feel that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5	1 2 3 4 5
2	I have always felt that what my children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what I might want.	1 2 3 4 5	1 2 3 4 5
3	I feel that my children do not need to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5	1 2 3 4 5
4	I seldom give my children expectations and guidelines for their behavior.	1 2 3 4 5	1 2 3 4 5
5	Most of the time I do what the children in the family want when making family decisions.	1 2 3 4 5	1 2 3 4 5
6	I feel that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5	1 2 3 4 5

7	I always allowed my children to decide most things for themselves without a lot of direction from me.	1 2 3 4 5	1 2 3 4 5
8	I did not view myself as responsible for directing and guiding my children's behavior as I was growing up.	1 2 3 4 5	1 2 3 4 5
9	I always allowed my children to form their own point of view on family matters.	1 2 3 4 5	1 2 3 4 5
10	I do not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5	1 2 3 4 5
NEGLECTFUL			
1.	I have very few demands and expectations from my children	1 2 3 4 5	1 2 3 4 5
2.	I do not really care about what was going on in my children's life	1 2 3 4 5	1 2 3 4 5
3.	There is very minimal communication in the house. Everyone does as they want any time they want to	1 2 3 4 5	1 2 3 4 5
4	I rarely do assign any duties for my children to do while at home	1 2 3 4 5	1 2 3 4 5
5	There is plenty of freedom in my home. There are no rules to abide in.	1 2 3 4 5	1 2 3 4 5
6	I have totally no expectations for My children regarding their school work	1 2 3 4 5	1 2 3 4 5
7	I have never checked my school results ever since they started schooling	1 2 3 4 5	1 2 3 4 5

8	Whenever my children do wrong, I just shrugs it off and say nothing about it	1 2 3 4 5	1 2 3 4 5
9	I have wished at least once that I was more involved in my children's life events	1 2 3 4 5	1 2 3 4 5
10	I have never attended a school activity in my children's schools	1 2 3 4 5	1 2 3 4 5

Thank you