THE INFLUENCE OF PARENTING STYLES ON PRE-SCHOOL CHILDREN’S
PERFORMANCE IN MATHEMATICS IN LANG’ATA DISTRICT, NAIROBI
COUNTY

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A RESEARCH PROPOSAL SUBMITTED TO THE DEPARTMENT OF EDUCATION
COMMUNICATION AND TECHNOLOGY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF MASTER OF EDUCATION IN EARLY CHILDHOOD
EDUCATION OF THE UNIVERSITY OF NAIROBI

AUGUST, 2015
DECLARATION

This is my original work and has not been presented in any other university.

Signature…………………………… Date……………………………………

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This project has been submitted for examination with our approval as university supervisor:

Signature…………………………… Date……………………………………

LECTURER: Dr. John Mwangi
DEDICATION

I dedicate this research project to my dear husband Benjamin Kyalo for unceasing encouragement, tolerance and patience during the entire period of this work.
ACKNOWLEDGEMENT

I am heartily thankful to my supervisor, Dr. John Mwangi whose encouragement, guidance and support enabled me to develop this project. I sincerely thank Benjamin Kyalo and Lewis for believing in me and giving me all the support I needed in the course of this research project. I owe my deepest gratitude to the leadership and staff of the University of Nairobi for their support in the course of this work.
ABSTRACT

The main purpose of this study was to investigate the influence of parenting styles on preschool children’s performance in mathematics. The study was guided by the following research objectives: the effects of parental Permissive style on preschool children’s performance in Mathematics, parents permissive style, parents attachment style, parental authoritative style on preschool children’s performance in Mathematics, parental authoritarian style on preschool children’s performance in Mathematics. The study employed a survey research design. The target population of the study included all, (14) public preschools preschool children, teachers and parents. The sample included four (n=4) public preschools twenty (n=20s) preschool children, twenty (n=20) teachers and twenty (n=20) parents. The collected data was systematically organized in a manner that facilitated analysis. Raw data was combined into themes and then summarized into frequency tables and percentages. The coding of categorized data was done according to the various themes stipulated by the question items. Data was then put in tabular forms for analysis by using Statistical Package for Social Sciences (SPSS). Descriptive statistics consisted of tabulation of frequencies and percentage distribution, measures of central tendency and standard deviations. The analyzed data will be presented in tables of frequency and percentage distribution, bar graphs and pie charts. From the study, the following findings were made: The main source of income for the parents/guardians with children in public preschools in Lang’ata District is salary and business. There was a significant relation between parenting style affects and preschool children’s performance in Mathematics. This is because that it was found that parents’ permissive, parents attachment, parental authoritative and authoritarian styles affects preschool children’s performance in Mathematics. Parents’ permissive style affects children’s academic performance to a great extent. It was recommended that all the concerned stakeholders should work towards promoting positive relationships between preschool teachers and children.
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CHAPTER ONE

1.0 INTRODUCTION

This chapter presented a discussion on the influence of parental styles on preschool children’s performance in Mathematics in Lang’ata District, Nairobi County. The chapter will be presented with following sections: The background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, scope and delimitation of the study, conceptual framework and the operational definition of key terms.

1.1 Background to the Study

Education is a human right, enshrined in international treaties and conventions that are legally binding on signatory Nations (UNESCO, 2003). The conventions contain the most comprehensive set of legally enforceable commitments on the right to education. The convention on the rights of the child is the most widely accepted human right treaty and contains strong guarantees on the right to education (United Nations, 1948). It reaffirms the right of every child without discrimination of any kind to free and compulsory primary schooling and states that the higher levels of education shall be accessible to all (Dakar Declaration, 2000). The international community has committed itself to the elimination of all forms of discrimination in education. It is clear in the public and social interest, to eliminate inequalities in education wherever they exist. Whenever education is valued and encouraged, personal and social benefits are immense, livelihoods are improved, families are healthier, better nourished and civic responsibility is enhanced (World Bank, 1995). Education is therefore, an investment with high pay-off.
Education plays a central role in the life of human beings. It strengthens social, cultural, political, moral and economic spheres in society. Education is one of the major solutions to socio-economic problems facing the developing countries. The United Nations realized that education is one of the key factors in the new social order that emerged after the Second World War (UNDP, 2002). As a result, efforts will be made to correct the marginalization of groups on account of lack of access to basic education. In November 1948, the nations of the world made a declaration about the nature and extent of human rights. The right to education will be acknowledged for all people, among many others. On this basis, the United Nations authored the document known as “Universal Declaration of Human Rights Article.” The document emphasized the right of every person to education. In reference to education, principle 7 of the declaration on the rights of the child states:

The child is entitled to receive education, which shall be free and compulsory at least in elementary stages. He/she shall be given an education which will promote his/her general culture on the basis of equal opportunity to develop her/his abilities, individual judgment and sense of (moral and social responsibility and to become a useful member of society (United Nations, 1948).

Apart from being a human right entitlement, education is an important component in the social-economic development of any nation. That is why the concern of educating the fast growing population is one of the leading socio-economic challenges in Africa. Apparently, education takes a large proportion of government’s budget in African countries Kenya being one of them. The Ministry of education gets the highest allocation in the Kenyan budget. For example, the
expenditure by Ministry of Education, for financial years 2001/2002 to 2005/2006 increased by
68.4 percent from Kenya shillings 54.8 billion to Kenya shillings 92.4 billion. Yet, in spite of
impressive quantitative advances in school enrolment, literacy rates remain low compared to the
developed countries (Republic of Kenya, 2006).

The process of education requires both technically trained experts and non-experts of the
families and other groups in the community. It is from this point that we can clearly determine
that it is not just the school that influences child performance but also the parents have a role to
play in contributing to child performance.

In the world's perspective, education has been given prominence both as a human basic right and
a prerequisite for an individual's upward mobility.

What role does a parent play in child performance? Holdaway (1979) argues that parents teach
their children to talk, walk and do other activities required in the society. Teachers most times
rely heavily upon the ability of the parents to do these activities well.

According to Rasinski and Fredericks (1988), parents play an important role in their children’s
ability to academic on all levels of education. Every parent should be involved in their children's
education hence contributing to their performance. In order for children to succeed in academic
there is need to be a good foundation in place in the home. There is also needs to be routines,
boundaries, support, family communication and rules which govern the home. These
components create stability for your family and provide an environment which is conducive to
your children ability to learn and achieve academic success. Little is known on whether when
parents are involved in their children’s education, both parent and children are likely to benefit especially among pre-schools in different geographical contexts. It is therefore expected that the current study will contribute much to the existing knowledge gap by examining the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County.

1.2 Statement of the Problem

It is the desire of every parent to bring up children who are morally, spiritually and intellectually sound. It is also within the national goals of education to promote individual growth and self-fulfillment. Parents are the first teachers. They have lots of influence over the life of their children. Their influence can either be positive or negative. Weiss (2003) observes that schools cannot simply provide home environment but as Rocks (2002) puts it, they play an inestimably important role in laying the foundation for children to read.

A number of studies, Munyaka (2005), Campbell (1994), Chevalier and Walker 2005) have been conducted on factors affecting academic performance among Learners. For instance Campbell (1994) conducted a study on factors contributing to performance in mathematic among gifted Asian and Caucasian Learners. The study attempted to establish the linkages between socio-economic status (SES) and academic performance in mathematics and sciences. The study was carried in America and consisted of only the gifted Learners. Therefore the study will attempt to investigate the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County.
1.3 Purpose of the Study

The purpose of this study is to investigate the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County.

1.4 Research Objectives

The study will be guided by the following research objectives:

1. To find out the effect of parental Permissive style on preschool children’s performance in Mathematics in Lang’ata District in Nairobi County.
2. To determine the influence of parental educational level on preschool children’s performance in Mathematics in Lang’ata District in Nairobi County.
3. To establish whether parental authoritative style influences preschool children’s performance in Mathematics in Lang’ata District in Nairobi County.
4. To investigate the extent to which parental authoritarian style influences preschool children’s performance in Mathematics in Lang’ata District in Nairobi County.

1.5 Research Questions

The study will be guided by the following research questions:

1. What is the effect of parental Permissive style on preschool children’s performance in Mathematics Lang’ata District in Nairobi County?
2. What is the influence of parental level of education on preschool children’s performance in Mathematics Lang’ata District in Nairobi County?
3. What is the influence of parental authoritative style on preschool children’s performance in Mathematics Lang’ata District in Nairobi County?
4. To what extent does parental authoritarian style influence preschool children’s performance in Mathematics Lang’ata District in Nairobi County?

1.6 Significance of the Study

The study will be of significance to different stakeholders in this sub-sector including the Ministry of Education, school, teachers, parents and pupils.

Ministry of Education

The findings of this would enlighten the Ministry of Education on various parental factors that affect pre-school academic performance. The findings could thus be used by the Ministry to formulate appropriate policies on the implementation of various policies that enhance parental participation in pre-schools.
School Administration

The findings would serve to enlighten the pre-school on the influence of parental styles on pre-school children academic performance and the appropriate measures that would possibly be taken to improve its implementation process.

Parents

The parents play the role of being the first teachers in early childhood, and so have the sole responsibility of implementation of pre-school education. The findings of the study are expected to give them more insight regarding their role towards the implementation of pre-school education for their children’s improved academic performance.

Pre-school children

These are the most beneficiaries of study. Pupils are expected to benefit from the likely implementation of the outcome and recommendations of the study.

Policy makers

The study would help the policy makers in coming up with up to date policies regarding pre-school parental roles and their academic performance.

Pre-school Teachers

This study is expected to help the pre-school teachers to realize the need of parents’ role in children academic performance and form a good relationship with in order to achieve good academic performance among children.

1.7 Limitations of the Study

According Orodho (2003), limitations are factors that may affect the researcher to conduct a study effectively. These limitations might affect the reliability of the study.
Factors that might be encountered in this study include the following: Language: Some of the participants in the study will be parents of the pre-school children, most of whom are not familiar with English. Interviewing them will be a problem since the researcher will be forced to use the language they are familiar with. Another limitation might be financial constraints since the researcher is self-sponsored. It will be difficult to meet all the expenses involved in carrying out the research since the area to be covered is wide and the researcher may not reach in all areas.

1.8 Scope and Delimitation of the Study

The study focuses on the influence of parental styles on preschool children’s performance in Mathematics. Geographically, the study is delimited in Lang’ata District in Nairobi County. In addition, the study seeks to examine the relationship between parents’ socioeconomic status, parents’ education level, parental authoritarian style and parental authoritative style on preschool children’s performance in Mathematics. The sample includes all pre-school in the District, pre-school children, pre-school teachers and parents. These groups will be targeted for the purpose of triangulation.

1.9 Assumptions of the Study

The study will be guided by the following assumptions:

1. The respondents will cooperate in filling the questionnaire
2. The study will be of significance to schools in preschools.
1.10 Operational Definition of Key Terms

**Academic performance:** Performance of a student when assessed on what has been taught. It can be rated as good or poor.

**Authoritative:** Authoritative parenting is a strategy that seeks to set reasonable rules and guidelines that are in the best interests of the child.

**Authoritative parenting style:** This is a style characterized by parents who develop and maintain close, warm relationships with their children while at the same time establishing structure and guidelines that are enforced as necessary.

**Child:** A person who is strongly influenced by the ideas and attitudes of a particular time or person.

**Parent:** A person’s father or mother. Includes one parent’s family, single parents and step parents.

**Parental:** Connected with parents or parent, parental responsibilities, rights and parental choice in education (Oxford Advanced Learner’s Dictionary).

**Socio-economic status:** In this study it is used to refer to the social and economic position of an individual or a family in a given society, determined by factors such as education, occupation and income.

1.11 Organization of the Study

Chapter one deals with the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, scope and delimitation of the study, conceptual framework and the operational definition of key terms.
This chapter deals with related literature on parental factors that influence the Learners’ academic performance. The literature will be reviewed mainly from books, published thesis, online journals and web articles. It is organised under the following headings: Theoretical review that covers the review of some relevant theories, the empirical review covering the objectives of the study such as parents’ socio-economic status influence on the children’s academic performance, parents’ educational level influence on the children’s academic performance, parental authoritative style on preschool children’s performance in Mathematics, parental authoritarian style on preschool children’s performance in Mathematics and summary

Finally, chapter three presents research methodology used in carrying out the study on the influence of parental styles on preschool children’s performance in Mathematics. It deals with research design, target population, sample and sampling procedure, data collection instruments, data collection procedure and data analysis.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with related literature on the influence of parenting styles on preschool children’s performance in mathematics. The literature will be reviewed mainly from books, published thesis, online journals and web articles. It is organised under the following headings: Theoretical review that covers the review of some relevant theories, the empirical review covering the objectives of the study such as parental Permissive style on preschool children’s performance in Mathematics, parents permissive style, parents attachment style, parental authoritative style on preschool children’s performance in Mathematics, parental authoritarian style on preschool children’s performance in Mathematics, Conceptual framework and summary.

2.2 Theoretical Background

This study applies two theories, these are namely: Social learning Theory and Vygotsky’s Theory. The two theories are deemed suitable since the current study deals with role of parental styles pre-school children’s academic which is directly linked to learning.

2.2.1 Vygotsky's Theory

Vygotsky believed that children construct knowledge and do not passively reproduce what is presented to them. The theory provides that learning is much more than the mirroring; it always involves learners creating their own representations of new information. For Vygotsky, knowledge is not so much constructed as co-constructed; learning always involves more than one human. Like Piaget, Vygotsky developed his own materials to look how children come to
understand the world around them. Vygotsky created the lock test to study how children develop the ability to discover categories. When the teacher structures the activity differently, the same child can perform at a higher level, counting meaningfully to seventeen without missing any bears. Assistance taken from parents teacher’s hints or clues, or otherwise setting up a situation so a higher level of the outcome can occur. This higher level which the child is currently capable attaining only with help is called the level of assisted performance. The area between the level of independent performance and the level of assisted performance is the Zone of Proximal Development. It is here where the teacher must focus attention. Not only the assistance used by the child needs to be intentionally provided by an adult, Vygotsky believed that a child can perform on a higher level to any type of the social interaction, interaction with peers as equals, with imaginary partners, or with children of other developmental levels. The zone is not stoic. It shifts as a child could aggressively attain a higher level. With each shift, the child is capable of learning more complex concepts and skills.

This study finds the application of Vygotsky’s theory more relevant. This is in accordance with its tenets which provide that children can perform on a higher level to any type of the social interaction, interaction with peers as equals, with imaginary partners, or with children of other developmental levels. Thus, the theory helps in providing solid information on the influence of parental styles on preschool children’s performance in Mathematics.

2.2.1 Social Learning Theory

Social learning theory will be developed by a psychologist Albert Bandura. Bandura's social learning theory stresses the importance of observational learning, imitation and modeling. His
theory integrates a continuous interaction between behaviors, personal factors - including cognition - and the environment referred to as reciprocal causation model.

Although Bandura did not suggest that the three factors in the triadic model make equal contributions to behavior. The influence of behavior, environment and person depends on which factor is strongest at any particular moment; this theory finds its application to this study on the influence of parental styles on preschool children’s performance in Mathematics. This is due to a fact that it provides information on the importance of observational learning, imitation and modeling. His theory integrates a continuous interaction between behaviors, personal factors - including cognition - and the environment.
2.3 Conceptual Framework

The conceptual framework shows the relationship between the independent variables, parental permissive style, parental attachment style, parental authoritative style and parental authoritarian style and pre-school children’s performance in Mathematics (dependent variable). Figure 2.1 shows the influence of parental styles on preschool children’s performance in Mathematics.

![Diagram showing the influence of parental styles on children's performance in Mathematics]

**Figure 2.1: The influence of parental styles on preschool children’s performance in Mathematics**

*Source: Researcher 2014*

As conceptualized above, preschool children’s performance in Mathematics is influenced by various parental factors. These include but may not be limited to parental permissive style, parent’s education level and parent’s involvement.
**Parental Permissive Style:** Children whose parents adopt permissive parenting style face tend not to perform well in schools. Hence, undermining their academic performance.

**Parental attachment style:** Parents who adopt attachment parenting style take part of their children’s academic performance. They are so keen about how their children read, write and learn as opposed to parents with low or who did not attend any school. However, this varies with the parents themselves.

**Parent’s Authoritative Style:** Parental authoritative style plays a fundamental role in children’s academic performance. This is a style of parenting in which parents permit their children considerable freedom, but are careful to provide reasons for the restrictions they impose and will ensure that the children follow these laid down procedures. Authoritative parents are responsive to their children’s needs and ideas and will often seek their children’s views in family deliberations and decisions. This definitely affects the academic performance of their children.

**Parent’s Authoritarian Style:** Authoritarian parenting which is also called strict parenting is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting is a restrictive, punitive parenting style in which parents make their children follow their directions and respect their work and effort which may either positively or negatively influence children’s academic performance.
2.4 Empirical Review

This section presents an empirical review on the role of parental styles on preschool children’s performance in Mathematics. This is discussed basing on the research objectives of the study.

2.4.1 Parents Permissive style on Pre-school Children’s Performance in Mathematics

Permissive parenting, also known as indulgent parenting is one of the parenting styles that influence pre-school children academic performance. According to Garcia and Gracia (2009), these parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. Tezer (2008) observes that the negatives, however, outweigh this benefit. Few rules are set for the children of Permissive parents, and the rules are inconsistent when they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their child.

Desforges and Abouchaar (2003) conducted a study on the impact of parental involvement, parental support and family education on pupil performances and adjustment. The study sought to establish research findings on the relationship between parental involvement, parental support and family education on pupil performance and adjustment in schools. Two distinct bodies of literature will be discerned. One focused on describing and understanding the nature, extent, determinants and impact of spontaneously occurring parental involvement on children’s educational outcomes. The second body of work will be concerned with describing and evaluating attempts to intervene to enhance spontaneous levels of involvement.
The findings of the review revealed the following: That parental involvement takes many forms including good parenting in the home, provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; that the extent and form of parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity; The extent of parental involvement diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role.

The study concluded that the existing knowledge base is good enough to understand how spontaneous parental involvement works in promoting performance. However, the review failed in giving empirical evidence about the impact of parental Permissive style in child’s performance. Thus, the current study seeks to examine the underlying issues on the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

A study conducted by Deutscher and Ibe (2002) about ways parent involvement affect children’s academic performance took place at a K-12 charter school in a large rural area in Southern California. Various types of parent involvement will be assessed, including volunteering, home involvement, attending parent classes, school political involvement, talking to staff, talking to teachers. Academic performance will be measured by STAR test scores and by grades. Approximately 400 students in 7th through 11th grade will be included. The results indicated that those who did the self-report survey, went to the parent class, or will be involved in more home-type involvement (such as checking child’s planner, talking to child at home about school-
related topics, or engaging in educational activities outside of school) had children that performed better in various areas of the STAR test or had better grades. Only one school was involved in the study and the current study sample consisted of 20 pre-schools. It will involve not only the children but also the parents, teachers, and school stakeholders to maintain the comprehensiveness and inclusiveness of the collected data on the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

Another study carried out by Lewis (2001) on Student Performance and Parental Involvement in Adolescence, sought to determine the factors that are correlated with performance of middle school students at Institute for Increased Performance (IIA) in Southern California. The study will be guided by the following hypotheses: there is no correlation between income levels and student performance in the sample group, there was no correlation between primary home educator’s educational level and student performance in the sample group, there is no correlation between the spouse’s educational level and student performance in the sample group and, there is no correlation between at-school parental participation and student performance.

Data available from IIA charter school records will be used to draw the sample for this study. The population from which the sample will be drawn will be middle school students (grades 6, 7, and 8) who were enrolled in the school. Using a random number table; a sample of 30 students will be drawn from this population and the final sample was 30 students which included 9 sixth graders, 13 seventh graders, and 8 eighth graders. Data was collected on the performance of the students in reading, language, and math. Also collection of data was through a family survey that will be sent home and available on-line on family income. This questionnaire was sent home to
all IIA families as part of a previous research study that was conducted at the school. These data were analyzed to determine any correlations between variables. Correlations between variables were analyzed using Pearson Correlation Coefficients. Due to the small sample size a liberal alpha level of 0.10 was adopted to indicate significant relationships between variables. The data did not show any correlation between family income and student performance in reading, math, language, and general performance. Conclusion of the research was that it is possible the design of IIA has ameliorated some of the effects of low SES on student performance. There was also a correlation between primary parent educator’s educational level and at-school participation. Parent educators with no college experience were more likely to attend more than one parent education class than parent educators with college experience. The sample used in the study was too small as to produce any reliable conclusions. The current study involves a larger sample of participants for maintain the representativeness of the target population on the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

2.4.2 Effect of Attachment Parenting Style on Pre-school Children’s Performance in Mathematics

Kremers (2011) argues that attachment parenting style involves a situation where a parent and child to form a strong emotional bond. The people who adopt this parenting style strive to promptly respond to their child's needs and be sensitive and emotionally available for their child at all times. The belief is that strong attachment to the parent helps the child become a more secure, empathic, peaceful human being.
Willms (1995) carried out a study on the effects of parental involvement on eighth grade performance identified four dimensions of parental involvement and assessed the relationship of each dimension with parental background and academic performance for a large representative sample of U.S. middle school students. The findings provided little support for the conjecture that parents with low socio-economic status are less involved in their children’s schooling than are parents with higher socioeconomic status. The study used secondary data, which did not include detailed information on school and classroom policies, and practices that may encourage parents to participate in school related activities or dissuade them from doing so, thus limiting the study. The current study however used primary data from teachers and parents collected by questionnaires and interview methods. Thus it will be able to solicit concrete data regarding the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

Henderson and Berla (1994) conducted a study on a new generation of evidence: The family is critical to student performance. It was based on the review of 66 studies retrieved from ERIC search. The study was divided into two categories: studies on programs and interventions from early childhood through high school and studies on family processes. The first category presented studies that evaluate the effects of programs and other interventions, including early childhood and pre-school programs and home visits for families with infants and toddlers, programs to help elementary and middle schools work more closely with families, and high school programs and community efforts to support families in providing wider opportunities for young people. The second category presented studies on the way that families behave and interact with their children, including the relationship between parent involvement and student
performance from the family perspective and class and cultural mismatch. Each study will be summarized; key elements of the program and important findings presented. Major findings indicated that the family makes critical contributions to student performance from the earliest childhood years through high school. The second approach employed in the study will be found to be more in agreement with the current study since it looked at parent involvement and student performance. The current study laid its foundation on primary data collected from teachers, parents on the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County

Bondioli (2000) carried out a correlation study entitled “Among Parent Education and Involvement and Its Impact on Children.” The study assessed parents from a survey developed by the researcher. Using the Standardized Test for Assessment of Reading (STAR) children were also assessed. The study surveyed 20 Hmong parents, who had children attending River Heights Elementary School in Menomonie, Wisconsin, US. From these 20 parents, 36 students’ scores were available for the study. The participants were chosen at random from a list available from the school. Data from the among parents will be collected using a questionnaire method that covered gender, age, number of years living in the United States, ability to help children with school assignments at home, number of after school programs attended, the amount of English spoken at home, number of parent-teacher conferences attended, and the highest level of schooling completed. Data from the students was collected by obtaining scores on the Standardized Test for Assessment of Reading (STAR), a computer-adaptive, norm referenced reading test that can be
completed within fifteen minutes. Students will be given a sentence and chose the best word that completed the sentence. Based on the answer given, the program presented the next question at the difficulty level appropriate for that student. The data collected was correlated to provide the findings for the study. Results from the study showed that a positive correlation exists between parent education level, parents providing homework assistance for their children, the amount of English spoken in the home, and the number of years living in the United States with the students’ grade equivalency scores (GES) on the STAR. The advantages of using STAR test include quick results, dependable scores, easy administration, simple tracking and reporting of student performance, and useful information that allows teachers to make appropriate adjustments to student’s education.

Munyaka (2005) conducted a study on the factors that contribute to poor academic performance of private secondary schools in Kiambu West District. The study sought to find out: how school environment influenced students’ academic performance, the teaching staff factors that contribute to the low academic performance of students, students’ characteristics that are responsible for their poor performance and how availability of physical facilities influence students' academic performance e) the extent of supervision and inspection in private individual secondary schools. The study employed ex-post facto design. Data was carried out in fifteen private secondary schools in the District. The study used questionnaires to solicit data from 125 teachers and 305 students. The findings of the study revealed that there will be school based factors that will be responsible for poor performance in private secondary schools. These included lack of facilities, poor school management and teacher related factors such as qualification, motivation, work load, preparation. The study also found that student related factors were responsible for poor
performance. Lack of facilities and basic amenities in the schools were another factor leading to poor performance. Lack of supervision of schools was another factor that contributed to poor performance.

The study investigated pre-determined factors affecting performance in private secondary schools in Kiambu West District. Parenting factors and styles were not considered in the study. Further, the sample consisted of only teachers and students. More triangulation could have offered more information related to the areas of investigation. Thus, the current study seeks to examine the influence of parental styles on preschool children’s performance in Mathematics in Lang’ata District in Nairobi.

2.4.3 Influence of Parental Authoritative Style on Children’s Academic Performance

According to Cauffman (2006), authoritative parents are also referred to those parents who are accessible and approachable. The interpersonal relationship of parent and child is guided by clear reason which plays a crucial role on children’s academic performance. In addition, authoritative parents know to what extent freedom can be given to children and to what extent controlled is to be exercised. They often do not mistrust their children. Taking into confidence they democratically negotiate to arrive any conclusion or make decisions seeking the participation of child as well.

Authoritative parents are emotionally warm, supportive and considerate. While distributing rewards and punishment they do not tend to be inconsistent. Child grows with greater maturity under the care of such parents. ‘Family is the first school for young children and parents are powerful role models,’ says old wisdom. Changing lifestyles, working couples, nuclear families and several other factors are putting tremendous pressure on parents these days. Weiss and
Schwarz (1996) observes that authoritative parenting is a more flexible style of parenting in which parents permit their children considerable freedom, but are careful to provide reasons for the restrictions they impose and will ensure that the children follow these laid down procedures. Authoritative parents are responsive to their children’s needs and ideas and will often seek their children’s views in family deliberations and decisions. Baumrind (1991) avers that, “unlike any other pattern, authoritative upbringing consistently generated competence and deterred problem behavior. Bogenschneider, Small, and Tsay (1997), found that competent parenting is connected to warmer, more accepting, and more helpful styles of parenting. Authoritative parenting has been found to be an essential factor in an adolescent’s life in comparison with the other parenting styles. It has been seen as the most effective in enhancing personal and social responsibilities in adolescents, without constraining their newly formed autonomy and individuality.

Sethland Ghormode (2013) carried out a study on the influence of authoritative parenting style on educational performance of learners at high school level. The study found that educational performance gets affected by a number of factors such as intelligence, performance, motivation, home environment, school environment, interest and resources. The most significant influence on child is his or her parents. Psychologists and educationists are of the opinion that child rearing practices have the direct bearing on the educational performance of children. However, this study did not expound adequately on how parental authoritative style influences children’s academic performance. Thus, there is need for this study to investigate the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

Henderson and Berla (1994) conducted a study on A New Generation of Evidence: The Family
is Critical to Student Performance. It will be based on the review of 66 studies retrieved from ERIC search. The study was divided into two categories: (1) studies on programs and interventions from early childhood through high school and (2) studies on family processes. The first category presented studies that evaluate the effects of programs and other interventions, including early childhood and pre-school programs and home visits for families with infants and toddlers, programs to help elementary and middle schools work more closely with families, and high school programs and community efforts to support families in providing wider opportunities for young people. The second category presented studies on the way that families behave and interact with their children, including the relationship between parent involvement and student performance from the family perspective and class and cultural mismatch. Each study will be summarized; key elements of the program and important findings presented. Major findings indicated that the family makes critical contributions to student performance from the earliest childhood years through high school. The second approach employed in the study will be found to be more in agreement with the current study since it looked at parent involvement and student performance. The current study laid its foundation on primary data collected from teachers, parents, Learners and other school stakeholders.

Munyaka (2005) conducted a study on the factors that contribute to poor academic performance of private secondary schools in Kiambu West District. The study sought to find out: a) how school environment influenced Learners' academic performance, b) the teaching staff factors that contribute to the low academic performance of Learners, c) Learners’ characteristics that are responsible for their poor performance, d) how availability of physical facilities influence Learners' academic performance e) the extent of supervision and inspection in private individual
secondary schools. The study employed ex-post facto design. Data will be carried out in fifteen private secondary schools in the District. The study used questionnaires to solicit data from 125 teachers and 305 Learners. The findings of the study revealed that there will be school based factors that will be responsible for poor performance in private secondary schools. These included lack of facilities, poor school management and teacher related factors such as qualification, motivation, work load, preparation. The study also found that student related factors will be responsible for poor performance. Lack of facilities and basic amenities in the schools will be another factor leading to poor performance. Lack of supervision of schools will be another factor that contributed to poor performance.

The study investigated pre-determined factors affecting performance in private secondary schools in Kiambu West District. Parental socio-economic factors will be not considered in the study. Further, the sample consisted of only teachers and Learners. More triangulation could have offered more information related to the areas of investigation. Thus, the current study seeks to examine the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

2.4.4 Influence of Parental Authoritarian Style on Children’s Academic Performance

Parental authoritarian is referred to as behavioral control refers to the claims parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1991). Moreover, Demo and Cox (2000) observe that authoritarian parenting which is also called strict parenting is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting is a restrictive, punitive parenting style in which parents make their children follow
their directions and respect their work and effort. Authoritarian parents expect much of their child, but generally do not explain the reasoning for the rules or boundaries. Authoritarian parents are less responsive to their child’s needs, and are more likely to ground their child rather than discuss the problem. Authoritarian parenting deals with low parental responsiveness and high parental demand, the parents tend to demand obedience without explanation and focus on status. Corporal punishment is a common choice of punishment. Yelling is often used as well to scold a child.

Children resulting from this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself. Some children of authoritarian parents may develop insecurities and display anti-social behavior. Nonetheless, researchers have found that in some cultures and ethnic groups, aspects of authoritarian style may be associated with more positive child outcomes than Baumrind expects. "Aspects of traditional Asian child-rearing practices are often continued by Asian American families. In some cases, these practices have been described as authoritarian.

McKay (2006) indicates that children whose parents are neglectful develop the sense that other aspects of the parents’ lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents, and thus their children, often display contradictory behavior. Children become emotionally withdrawn from social situations. This disturbed attachment also influences relationships later on in life. In adolescence, they may show patterns of truancy and delinquency.
Several studies published shortly before the end of the 20th century examined the influences of parenting styles on children’s productivity, especially establishing the gains to children of authoritative parenting as juxtaposed to the negative outcomes produced by authoritarian and permissive parenting (Demo and Cox, 2000). Park and Bauer (2002) reported that a positive association exists between authoritative parenting style and academic performance among Caucasians.

A study done by Maccoby and Martin (1983) analyzed adolescents, aged 14–18 in four areas: psychosocial development, school performance, internalized distress, and problem behaviour. The study found that those with neglectful parents scored the lowest on these tests, while those with authoritative parents scored the highest. However, little is known on how parental authoritarian style influences preschool children’s performance in Mathematics. Thus, there is need for this study to investigate the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.

2.5 Summary

From the review of literature shows that there are dozens of studies that have been conducted in the field of parental factors that influence Learners’ academic performance. From these studies, it can be noted that one of the most robust approaches in the development of children’s social and academic performance has been termed parenting style. However, the scope of some of these studies will be quite broad (Munyaka, 2005) while others will be taken in the developed countries (Campbell, 1994, Chevalier and Walker 2005) Further some of the factors examined cannot sufficiently explain performance trends observed overtime within the district. Therefore,
the current study attempted to establish the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research methodology used in carrying out the study on the influence of parenting styles on preschool children’s performance in mathematics in Lang’ata District in Nairobi County. It includes: Research design, target population, sample and sampling procedure, data collection instruments, data collection procedure and data analysis.

3.2 Research Design

The study employs a survey research design. Survey studies are normally intended to describe and report the way things are. They are characterized by systematic collection of data from members of a given population through questionnaires and interviews (Owen, 2002). Thus this design will be chosen in this study since it involves the collection and analysis of information from the members of a sample, in this case public pre-schools in Lang’ata District.

3.3 Target Population

According to Busha and Harter (1980), a population is any set of persons or objects that possesses at least one common characteristic. Any scientific research targets a given population through which interview, questionnaires are distributed to as to get the desired or the required data for analysis. This study targets all, (14) public preschools in the District. It will also target preschool children, teachers and parents. It will be expected that this population would provide crucial information related to the influence of parental styles on preschool children’s performance in Mathematics in Lang’ata District in Nairobi County.
3.4 Sample Size and Sampling Procedure

3.4.1 The Sample Size

According to Mugenda and Mugenda (1999), a sample is a smaller group or sub-group obtained from the accessible population. This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Ogula (2005) indicates that each member or case in the sample is referred to as subject, respondent or interviewees.

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they will be selected (Ogula, 2005). This study will apply both purposive and simple random sampling procedures to obtain the respondents for questionnaires and interviews administration.

Sample of Preschools

There are fourteen 14 public preschools in the District. Simple random sampling procedure will be used to arrive at 30% of the total schools which will be used as a representative number (Ball and Gall, 2003). Thus, the sample size of this study will include four (n=4) public preschools in the District.
**Sample of Teachers**

Simple random sampling procedure will be used to arrive at a representative number of teachers. In this study, five teachers will be randomly selected from each of the sample school. Thus, there will be a total of twenty (n=20) teachers.

**Sample of Children**

Simple random sampling procedure will be used to arrive at a representative number of preschool children. In this study, five preschool children will be randomly selected from each of the sample school. Thus, there will be a total of twenty (n=20) children.

**Sample of Preschool**

Purposive sampling procedure will be used to arrive at a representative number of preschool. In this study, one preschool administrator will be purposively selected from each of the sampled school. Thus, there will be a total of five (n=5) preschool.

**Sample of Parents**

Purposive sampling procedure will be used to arrive at a representative number of parents whose children are learning in the sampled preschools. In this study, five parents will be purposively selected from each of the sample school. Thus, there will be a total of twenty (n=20) parents.

**3.5 Description of the Research Instruments**

The research instruments used in this study included questionnaire for teachers while interview schedule will be used to collect data from parents and children.
3.5.1 Questionnaires

There will be two sets of questionnaires. These include questionnaires for children and teachers. Each set of questionnaire will have several sections. An introductory section and instructions preceded the first section of the questionnaire. The first part of all the questionnaires will deal with demographic characteristics of the respondents while the other parts will seek information about the parents’ socio-economic status, parents’ level of education and parental involvement.

Questionnaire for Teachers

It will be divided into two parts. Sections A and B. Section ‘A’ had closed ended questions sought information on the demographic characteristics of the head teachers, sex, administrative responsibilities, years of experience as head teacher, name of school, educational division, category of the school, and the status whether, provincial, district or community school. Section B will consist of open-ended questions based on the research objectives of the study.

3.5.2 Interview Guide

The interview schedules will be used for children and parents/guardians. The guides are focused questions that enable the researcher to conduct organized interviews. The researcher will be able to clarify and elaborate questions to obtain information from respondents. This enabled the researcher to pursue leads in order to gain insight into the problem under investigation.

Interview Guide for Children

The interview for children will have two parts A and B. Part ‘A’ had four sections seeking information about demographic characteristics, parents’ level of education, parents’ economic status, involvement in providing learning materials and Learners’ progress in academic
performance. The research was interviewing the children while writing their responses on the interview guides on their behalf.

**Interview Guide for Parents/Guardians**

The interview schedule for parents had fifteen items comprising both closed and open ended questions. The first four questions were about their social factors, sex, marital status, age group and level of education. The remaining eleven questions were on parents/guardians economic factors, source of income, employment, kind of work or job they do to earn living, and involvement in their children’s education. The schooling involvement entailed, school visits to monitor their children’s academic progress, assisting in homework or checking that their children do school assignments, providing for learning materials and paying for extra private tuition. Finally, their suggestions sought on the ways to enhance their children’s academic performance.

**3.6 Validity and Reliability of Research Instruments**

**3.6.1 Validity**

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study.

The researcher will validate the research instruments in terms of content and face validity. The content related technique measures the degree to which the question items reflected the specific
areas covered. The validation of the questionnaires and interview schedule will be done through
the following ways: the researcher will request research experts, professionals of education and
administration to review the items on the instrument to determine whether the set of items
accurately represent the variables under study. They will be asked to read, judge, make
recommendations and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges that the instrument is
appropriate. The researcher will consult research experts to verify whether the instruments are
valid. After the construction of the questionnaires and interview schedule the researcher will
review items with the help of supervisors, lecturers and scrutiny of peers. The suggestions given
will be incorporated to validate the instruments.

3.6.2 Reliability

Reliability is the ability of a research instrument to consistently measure characteristics of
interest over time. It is the degree to which a research instrument yields consistent results or data
after repeated trials. If a researcher administers a test to a subject twice and gets the same score
on the second administration as the first test, then there is reliability of the instrument (Mugenda
and Mugenda, 1999).

The error may arise at the time of data collection and may be due to inaccuracy by the researcher
or inaccuracy by the instrument. Reliability is concerned with consistency, dependability or
stability of a test (Nachmias, 1996). The researcher will measure the reliability of the instruments
to determine their consistency in testing what they will be intended to measure.

The test re-test technique will be used to estimate the reliability of the instruments. This involved
administering the same test twice to the same group of respondents who had been identified for
this purpose. According to Kunbizynard and Burich (1993) a reliable instrument should have a correlation coefficient of 0.95.

3.7 Data Collection Procedures

Data collection is a process of gathering information from respondents or interviewee. This is done through the use of research instruments. The researcher will obtain a research permit from the Ministry of Education, in Nairobi. This will be an authorization to conduct the research in pre-schools in Lang’ata District in Nairobi County. The Ministry will provide a letter that will be copied to District Commissioner and District Education Officer Lang’ata. The researcher with the help of the teachers will administer the questionnaires to teachers. The researcher will conduct face to face semi-structured interviews with the parents and other school stakeholders. The researcher will establish rapport with the respondents by explaining the purpose of the study and allowing the respondents to seek for any clarifications. Information will be coded by taking notes of responses expressed by the respondents.

3.8 Data Analysis Techniques

Data analysis is a process of summarizing the information gathered so as to give meaning to such data. Quantitative data obtained from questionnaires from teachers, was done by assigning numbers to responses for the items or questions in the questionnaire that were closed-ended. On the other hand items or questions in the questionnaires and interview schedules that will be open-ended will be categorized according to the themes that emerged form the research questions and all the responses will be analyzed in a narrative form. Once the questionnaire and interview schedule instruments had been administered, the raw data collected was systematically organized in a manner that facilitated analysis. Raw data will be combined into themes and then
summarized into frequency tables and percentages. The coding of categorized data will be done according to the various themes stipulated by the question items. Data will then be put in tabular forms for analysis by using Statistical Package for Social Sciences (SPSS). Descriptive statistics consisted of tabulation of frequencies and percentage distribution, measures of central tendency and standard deviations. The analyzed data will be presented in tables of frequency and percentage distribution, bar graphs and pie charts.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter contains data analysis, results and discussion of the findings on the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County. The data was analyzed with the help of a computer program, SPSS version 11.5. This enabled the research data to be presented in frequencies, percentages, tables and figures. The chapter was organized into the following sections, results and Discussion of the findings.

4.2 Results

This section is organized based on the following sections: background information of the respondents and results based on the research objectives; parental Permissive style on preschool children’s performance in Mathematics, parents permissive style, parents attachment style, parental authoritative style on preschool children’s performance in Mathematics, parental authoritarian style on preschool children’s performance in Mathematics.

4.2.1 Background Information of the Respondents

The background information of the teachers that was sort out in this study included gender, level of education and working experience.

Gender

The respondents were asked to indicate their gender. This was categorized into: Male and Female. Figure 4.1 shows the distribution of respondents’ Gender.
Majority of the teachers, (80.0%) who took part in the study were female. Only 20.0% of them were male. This shows that female teachers dominate in pre-schools as compared to male teachers who might be handling different duties in the administration. Male people perceive pre-school education to be for female teachers who are more likely to handle children in their early stages of development.

**Level of Education**

The respondents were further asked to indicate the level of their education. Figure 4.2 shows the distribution of teachers’ Level of Education.
Figure 4.2: Distribution of teachers’ Level of Education

Slightly more than a third of the respondents, (35.0%) who took part in the study had diploma in education. This was followed by teachers who had Masters of education (30.0%). The remaining percentage of the teachers either had P1 certificate of B.Ed as their level of education. This therefore shows that majority of the pre-school teachers have diploma in education.

**Working Experience**

Teachers were further asked to indicate their working experience. Figure 4.3 shows the distribution of teachers’ working experience.
Figure 4.3: Distribution of teachers’ working experience

Majority of the teachers, (40.0%) had a working experience of 2 years and below. Slightly more than a third of them, (35.0%) had a working experience of between 11-15 years. The remaining 25.0% of those who took part in the study had a working experience of between 3-5 years. Some of these teachers with less working experience might have just finished their college education and joined teaching.
The respondents were further asked to the main source of the parents/guardians' income. Figure 4.4 shows the distribution of responses on the main source of the parents/guardians' income.

**Figure 4.4: Distribution of responses on the main source of the parents/guardians' income**

Majority of the teachers who took part in the study, (45.0%) were on the vie that salary was the main source of the parents/guardians' income. Slightly more than a third of them, (35.0%) indicated that business was the main source of the parents/guardians' income. The remaining 20.0% of the respondents observed that most parents/guardians practised substance farming. This shows that parents/guardians' main source of income plays a key role on children’s performance in school.
Further, the respondents were asked to indicate how often they sent children for school fees and other levies or material. Figure 4.5 shows the distribution of responses on how often they sent children for school fees and other levies or material.

![Pie chart showing distribution of responses](image)

**Figure 4.5: Distribution of responses on how often they sent children for school fees and other levies or material**

Majority of the teachers, (60.0%) who took part in the study indicated that they sent children for school fees and other levies or material oftenly. 40.0% of them indicated otherwise. This shows that parents were responsible for their children especially when it comes to matters of education. Majority of the parents indicated that they paid school fees in time since they had no challenges with it. However, some of them indicated that they faced some challenges relating to socio-economic challenges whereby some were still tarmarcking.
The respondents were further asked to indicate the extent to which parental Permissive style pre-
school children’s performance in Mathematics. Figure 4.6 shows the distribution of responses on the extent to which parental Permissive style pre-school children’s performance in Mathematics.

Figure 4.6: Distribution of responses on the extent to which parental Permissive style affects pre-school children’s performance in Mathematics

Majority of the teachers who took part in the study, (75.0%) indicted that parental Permissive style affects pre-school children’s performance in Mathematics to a great extent. This was supported by a quarter of them, (25.0%) who were on the view that is affects to a very great extent. This shows that parents plays a key role in child’s performance in education.
The respondents were further asked to indicate the level of education of the parents in the schools. Table 4.1 shows the distribution of the respondents responses on the level of education of the parents in the schools.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of them attended Primary School</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Most of then attended Secondary School</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Some of them attended University Education</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the respondents who took part in the study, (60.0%) observed that most of the parents attended secondary school education. The remaining percentage of the teachers who took part in the study indicated that mot of the parents attended either primary, (20.0%) or university education (20.0%). Although the permissive level of parents does can not be determined by their level of education, it can be noted that parents with high level of education seem to know better and provide the necessary environment and materials that children need while when not only in school but also when at home. This enhances their performance in mathematics.

The respondents were further asked to indicate whether parents take active role in assisting their children in doing their homework. Figure 4.7 shows the distribution of responses on whether parents take active role in assisting their children in doing their homework.
Figure 4.7: Distribution of responses on whether parents take active role in assisting their children in doing their homework

An overwhelming majority of the respondents, (80.0%) agreed that parents take active role in assisting their children in doing their homework. Only 20.0% of them indicated otherwise. When asked over the same issue, majority of the parents who took part in the study indicated that they always made sure their children handle the assigned homework and helped in whenever they needed support. One of the explained the importance of homework to children and called upon parents and teachers to work in collaboration to ensure that children handled the assigned homework. One of the parents however, urged that some teachers were not keen when it comes to looking on what children had done while at home. Many assigned homework stayed unmarked for long period of time.

Further, the respondents were asked to indicate the extent to which attachment parenting style affects pre-school Children’s performance in mathematics. Figure 4.8 shows the distribution of
teachers’ responses on the extent to which attachment parenting style affects pre-school Children’s performance in mathematics.

Majority of the respondents, (60.0%) agreed that attachment parenting style affects pre-school Children’s performance in mathematics. The remaining percentage of the respondents who took part in the study indicated that attachment parenting style affects pre-school Children’s performance in mathematics to a great extent. Only 20.0% of them indicated otherwise. One of the parents explained that it is their duty to mentor and make their children’s dream be achieved. This shows that they could do anything to ensure that their children excel not only in mathematics but also in other subjects in general.

Figure 4.8: Distribution of teachers’ responses on the extent to which attachment parenting style affects pre-school Children’s performance in mathematics
Teachers were asked to indicate whether parents/Guardians check their children’s books and homework. Figure 4.9: Distribution of teachers’ responses on whether parents/Guardians check their children’s books and homework.

![Pie chart showing distribution of teachers' responses]

**Figure 4.9: Distribution of teachers’ responses on whether parents/Guardians check their children’s books and homework**

Majority of the respondents, (80.0%) agreed that parents/Guardians check their children’s books and homework. Only 20.0% of them indicated otherwise. When asked over the same issue, majority of the parents who took part in the study indicated that they always made sure their children handle the assigned homework and helped in whenever they needed support. One of the parents explained that checking their children’s books and homework helps in ensuring that children do handle the assigned tasks as well as teachers are made to be more responsible by checking what had been done by the learners. Various pre-school who took part in the study observed that checking learners’ books and homework is very important and this needs good cooperation between teachers and parents who need to work in collaboration to ensure that
children handled the assigned homework. One of the parents however, urged that some teachers were not keen when it comes to looking on what children had done while at home. Many assigned homework stayed unmarked for long period of time.

The respondents were further asked to indicate whether parents/guardians assist their children in their school work. Figure 4.10 shows the distribution of teachers’ responses on whether parents/guardians assist their children in their school work.

![Pie chart showing distribution of teachers' responses on parents/guardians assisting their children in school work]

Figure 4.10: Distribution of teachers’ responses on whether parents/guardians assist their children in their school work
Majority of the respondents, (80.0%) agreed that parents/guardians assist their children in their school work. Only 20.0% of them indicated otherwise. When asked over the same issue, majority of the parents who took part in the study indicated that they always made sure their children handle the assigned homework and helped in whenever they needed support.

The respondents were further asked to indicate whether parents/Guardians visit the school to monitor their children’s academic progress. Figure 4.10 shows the distribution of teachers’ responses on whether parents/Guardians visit the school to monitor their children’s academic progress.

![Figure 4.10: Distribution of teachers’ responses on whether parents/Guardians visit the school to monitor their children’s academic progress.](image)

Figure 4.10: Distribution of teachers’ responses on whether parents/Guardians visit the school to monitor their children’s academic progress.
Majority of the respondents who took part in the study agreed that parents/Guardians visit the school to monitor their children’s academic progress. Only 15.0% of them disagreed with the statement. This shows that parents cared much about their children as well as their educational performance. One of the parents urged that they pay visit to school at least once a month to keep track of their children’s academic performance.

The respondents were further asked to indicate how often parents/Guardians visit the school to monitor their children’s academic progress. Figure 4.11 shows the distribution of teachers’ responses on how often parents/Guardians visit the school to monitor their children’s academic progress.

![Figure 4.11: Distribution of teachers’ responses on how often parents/Guardians visit the school to monitor their children’s academic progress](chart)

Slightly less than half of the respondents, (45.0%) indicate that parents/Guardians visit the school to monitor their children’s academic progress once a term. Almost the same percentage
of the respondents, (40.0%) indicted that they visit the school to monitor their children’s academic progress once year. Only 15.0% of them indicated that they do it twice a year. This shows that parents play a significant role in their children’s academic performance in schools. One of the parents indicated that parents always work hard to ensure their children go to school and their welfare is well while in the very schools. “Although some of us stay far from the schools, we create time to ensure we visit the schools to monitor their children’s academic progress”.

The respondents were further asked to indicate the extent to which parental authoritative style affects children’s academic performance. Figure 4.12 shows the distribution of the respondents’ responses on the extent to which parental authoritative style affects children’s academic performance

![Pie chart showing responses]

- To a very great extent: 9 (45.0%)
- To a great extent: 11 (55.0%)
Figure 4.12: Distribution of the respondents’ responses on the extent to which parental authoritative style affects children’s academic performance

Majority of the respondents who took part in the study, (55.5%) indicated that parental authoritative style affects children’s academic performance to a great extent. This was supported by slightly less than half of them, (45.0%) who indicated that parental authoritative style affects children’s academic performance to a very great extent. This shows that parents that are authoritative seem to ensure that their children do what they want. They set rules that govern the children of which have to be followed. These rules may include taking homework as a must and children’s doing mathematics as scheduled without excuses.

The respondents were then asked to indicate whether parents/Guardians check children’s books and homework. Figure 4.13 shows the distribution of the teachers’ responses on whether parents/Guardians check children’s books and homework.
Figure 4.13 shows the distribution of the teachers’ responses on whether parents/Guardians check children’s books and homework.

Majority of the teachers who took part in the study, (75.0%) indicated that parents/Guardians check children’s books and homework. Only a quarter of them, (25.0%) indicated otherwise. This shows that parents should work in collaboration with teachers to ensure that learners do homework. This initiates their academic performance.

The respondents were further asked to indicate whether parents/guardians assist their children in their school work. Figure 4.14 shows the distribution of the teachers’ responses on whether parents/Guardians assist their children in their school work.
An overwhelming majority of the respondents, (80.0%) indicated that parents/Guardians assisted their children in their school work. Only 20.0% of them indicated otherwise. This shows that parents play a key role in their children’s academic performance in schools. One of the urged that good parents always want good from their children. They always worked hard to ensure their children go to school and their assisted them in reading and numberwork since they believe they are the first teachers of the learners. However, some parents do not assist their children in school work because they stay far from them. They leave the task for teachers their peers.

The respondents were further asked to indicate the person that encourages children most to work harder in school so as to pass well. Figure 4.15 shows the distribution of responses on the person that encourages children most to work harder in school so as to pass well.
Figure 4.15: Distribution of responses on the person that encourages children most to work harder in school so as to pass well

Majority of the respondents, (40.0%) were on the view that mothers encourage children most to work harder in school so as to pass well. A quarter of them, (25.0%) indicated that brothers encouraged the children over the same. Thee remaining percentage of the respondents indicated that either teachers or fathers did the same. This shows that both parents and siblings play a significant role in encouraging children to work harder in schools so as achieve well not only in mathematics but also in other subjects. One of the however, urged that it’s a responsibility of each and every elders to take care of children especially when it comes to matters of education.

Teachers have to ensure that learners are familiar with the content of the subject taught in the classroom at the end of the lesson.
The respondents were further asked to indicate what should parents/guardians in order to help their children in their academic performance. Table 4.2 shows the distribution of responses on what should parents/guardians in order to help their children in their academic performance.

<table>
<thead>
<tr>
<th>Table 4.2: Distribution of should parents/guardians in order to help their children in their academic responses on what performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Assisting learners in their homework</td>
</tr>
<tr>
<td>Ensuring that learners take homework</td>
</tr>
<tr>
<td>Keeping track of their children’s academic performance</td>
</tr>
<tr>
<td>Purchasing of learning resources for their children</td>
</tr>
<tr>
<td>Paying visit for children while in school</td>
</tr>
<tr>
<td>Motivating children to work hard</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

When asked what should parents/guardians in order to help their children in their academic performance, a number of the respondents who took part in the study listed the following: Assisting learners in their homework, ensuring that learners take homework, keeping track of their children’s academic performance, purchasing of learning resources for their children, paying visit for children while in school, motivating children to work hard among others.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The summary mainly contains the key findings. Conclusions and recommendations on the other hand, are based on the research objectives and the key findings of the study respectively.

5.2 Summary

The main purpose of this study was to investigate the influence of parenting styles on preschool children’s performance in mathematics. The study was guided by the following research objectives: the effects of parental Permissive style on preschool children’s performance in Mathematics, parents permissive style, parents attachment style, parental authoritative style on preschool children’s performance in Mathematics, parental authoritarian style on preschool children’s performance in Mathematics. The study employed a survey research design. The target population of the study included all, (14) public preschools preschool children, teachers and parents. The sample included four (n=4) public preschools twenty (n=20s) preschool children, twenty (n=20) teachers and twenty (n=20) parents. The collected data was systematically organized in a manner that facilitated analysis. Raw data was combined into themes and then summarized into frequency tables and percentages. The coding of categorized data was done according to the various themes stipulated by the question items. Data was then be put in tabular forms for analysis by using Statistical Package for Social Sciences (SPSS). Descriptive statistics consisted of tabulation of frequencies and percentage distribution, measures of central tendency and standard deviations. The analyzed data will be presented in tables of
frequency and percentage distribution, bar graphs and pie charts. From the study, the following findings were made:

1. The main source of income for the parents/guardians with children in public preschools in Lang’ata District is salary and business. These main sources of income play a key role on children’s academic performance in the preschools.

2. It can be noted that parental permissive style affects pre-school children’s performance in Mathematics to a great extent. This is because this type of parenting helps parents to be keen and focus on their children’s development as well as their academic performance is concerned.

3. Attachment parenting style affects pre-school Children’s performance in mathematics. One of the parents explained that it is their duty to mentor and make their children’s dream be achieved. This shows that they could do anything to ensure that their children excel not only in mathematic but also in other subjects in general.

4. Majority of the parents/guardians assist their children in their school work. This is due to the fact that the parents who took part in the study indicated that they always made sure their children handle the assigned homework and helped in whenever they needed support. They also visit the schools to monitor their children’s academic progress.
5. Parental authoritative style affects children’s academic performance to a great extent. This shows that parents that are authoritative seem to ensure that their children do what they want. They set rules that govern the children of which have to be followed.

6. In order to help children in their academic performance, parents should assist learners in their homework, ensuring that learners take homework, keeping track of their children’s academic performance, purchasing of learning resources for their children, paying visit for children while in school, motivating children to work hard among others.

5.3 Conclusions

It is quite clear that parenting style affects preschool children performance in mathematics. From the findings of this study, it can be concluded that parental Permissive style on preschool children’s performance in Mathematics, parents permissive style, parents attachment style, parental authoritative style on preschool children’s performance in Mathematics, parental authoritarian style on preschool children’s performance in Mathematics are major parenting styles that affects preschool children performance in mathematics in Lang’ata District, Nairobi County. In addition, it can also be noted that Majority of the preschools’ children in Lang’ata District are rarely home for school fees and other levies or materials. Parents are more responsible for their children especially when it comes to matters of education. Majority of the parents indicated that they paid school fees in time since they had no challenges with it. Parents take active role in assisting their children in doing their homework. Majority of them urged that they always ensured that their children handle the assigned homework and helped in whenever they needed support. One of the explained the importance of homework to children and called
upon parents and teachers to work in collaboration to ensure that children handled the assigned homework. One of the [parents however, urged that some teachers were not keen when it comes to looking on what children had done while at home.

5.4 Recommendations

On the basis of the findings of this study, the following recommendation were made:

1. Parents should assist learners in their homework, ensuring that learners take homework, keeping track of their children’s academic performance, purchasing of learning resources for their children, paying visit for children while in school, motivating children to work hard among others.

2. Parents should be encouraged to buy recommended learning resources for their in puts to supplement teachers’ notes. The government through the ministry of Education should establish or if it has been established should make functional, centre for the provision of locally developed teaching aids and its function and should include the evaluation and recommendations on specific and relevant instructional materials for schools in all the preschools in the District.

3. Based on the findings of the study, the government is encouraged to providing more financial support to preschools in order to provide the basic infrastructures like classrooms and textbooks so as to reduce the burden for poor parents.

4. The government, NGOs and the school administration boards should hold seminaries and workshops for all the preschool schools teachers and parents with children in the preschools so as to be informed on the importance and role played by the preschools to
children. Parents should be encouraged to take responsibilities in ensuring that they take
care of their children while in schools and also monitor their academic progress.

5. All the concerned stakeholders should work towards promoting positive relationships
between preschool teachers and children. This can play a significant role in enhancing
preschool children’ performance in mathematics.

5.4.1 Recommendations for Further Research

The study recommends that another study to be carried out on parental factors influencing
preschool children’s performance in mathematics in the same district.
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APPENDICES

Appendix 1: Interview Guide for Children

Dear Participant.

I am a student at the University of Nairobi conducting a research on the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County. I am glad to inform you that you have been selected to participate in the study. I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper.

Section I: Background Information

1. Gender
   a) Male [  ]
   b) Female [  ]

2. Who do you live with?
   a) Both Parents [  ]
   b) Father [  ]
   c) Mother [  ]
   d) Guardian [  ]
   e) Others [  ]

3. Do you have siblings (Brothers and sisters)?
   a) Yes [  ]
   b) No [  ]
   If “Yes” how many?
   a) brothers [  ]
   b) Sisters [  ]

4. How many are you in your family? -------------------------------

Section II: Parents’ permissive style and children’s academic performance

5. What type of work or job do your parents/guardians do to earn a living?
   i) Father

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   ii) Mother

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   iii) Guardian

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. What is the main source of your parents/guardians income?
   a) Salary [  ]
   b) Business [  ]
c) Subsistence farming [ ]

d) Any other (Specify) __________________________

7. What are the educational facilities that your parents provide?
   a) A few text books [ ]
   b) All exercise books [ ]
   c) Few exercise books [ ]
   d) No books at all [ ]
   e) All school levies [ ]
   f) Lighted room [ ]
   g) Table and Chair [ ]
   h) School uniforms [ ]
   i) Pens and pencils [ ]
   j) Others (specify) __________________________

8. How often are you sent home for school fees and other levies or material?
   a) Very often [ ]
   b) Often [ ]
   c) Never [ ]

9. Do your parents/guardians pay for your private tuition?
   a) Yes [ ]
   b) No [ ]

Section III: Effect of Attachment Parenting Style on Pre-school Children’s Performance in Mathematics

10. What is your parent’s/guardians level of education?
    a) Did not attend school [ ]
    b) Attended Primary School [ ]
    c) Attended Secondary School [ ]
    d) Attended University Education [ ]

11. Does your parent assist you in doing your homework?
    a) Yes [ ]
    b) No [ ]

12. Does your parent/guardian understand what you are taught in school?
    a) Yes [ ]
    b) No [ ]

Section III: Influence of Parental Authoritative Style on Children’s Academic Performance

13. Do your parents/Guardians check your books and homework?
    a) Yes [ ]
    b) No [ ]

14. Do your parents/guardians assist you in your school work?
    a) Yes [ ]
    b) No [ ]

15.i) Do your parents/Guardians visit the school to monitor your academic progress?
    a) Yes [ ]
    b) No [ ]

   ii) If “No” state the reasons
iii) If “Yes” how often?
   a) Once a term [  ]
   b) Once a year [  ]
   c) Twice a year [  ]

16. Who encourages you most to work harder in school so as to pass well?
   a) Father [  ]
   b) Mother [  ]
   c) Brother [  ]
   d) Sister [  ]
   e) Teacher [  ]
   f) Any other (Specify) ________________________________

Section IV: Influence of Parental Authoritarian Style on Children’s Academic Performance

17. Do your parents/Guardians check your books and homework?
   a) Yes [  ]
   b) No [  ]

18. Do your parents/guardians assist you in your school work?
   a) Yes [  ]
   b) No [  ]

19. i) Do your parents/Guardians visit the school to monitor your academic progress?
    a) Yes [  ]
    b) No [  ]

   ii) If “No” state the reasons

   iii) If “Yes” how often?
        a) Once a term [  ]
        b) Once a year [  ]
        c) Twice a year [  ]

20. Who encourages you most to work harder in school so as to pass well?
    a) Father [  ]
    b) Mother [  ]
c) Brother  [ ]
d) Sister     [ ]
e) Teacher    [ ]
f) Any other (Specify) ________________________________

21. What do you think your parents/guardians should do to help you in your academic performance?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Thank you for your co-operation
Appendix II: Questionnaire for Teachers

I am a student at the University of Nairobi conducting a research on the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County. I am glad to inform you that you have been selected to participate in the study. I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper.

SECTION A: Background Information

1. Gender
   a) Male [ ]
   b) Female [ ]

2. Level of Education
   a) Secondary [ ]
   b) College [ ]
   c) University [ ]

3. Working experience
   a) Below 5 years [ ]
   b) 5-10 yrs [ ]
   c) 11-15 yrs [ ]
   d) 16-20 yrs [ ]
   e) Above 31 [ ]

Section II: Effects of Parental Permissive style pre-school children’s performance in Mathematics

6. According to you. What do you think the main source of parents/guardians income?
   a) Salary [ ]
   b) Business [ ]
   c) Subsistence farming [ ]
   d) Any other (Specify) __________________________

7. What are the educational facilities that parents provide in school for their children?
   a) A few text books [ ]
   b) All exercise books [ ]
   c) Few exercise books [ ]
   d) No books at all [ ]
   e) All school levies [ ]
   f) Lighted room [ ]
g) Table and Chair [ ]

h) School uniforms [ ]

i) Pens and pencils [ ]

j) Others (specify) __________________

8. How often do you send home children for school fees and other levies or material?
   a) Very often [ ]
   b) Often [ ]
   c) Never [ ]

9. To what extent do you think parental Permissive style pre-school children’s performance in Mathematics?
   a) To a very great extent [ ]
   b) To a great extent [ ]
   c) To some extent [ ]
   d) Not at all [ ]
   e) Not sure [ ]

Section III: Effect of Attachment Parenting Style on Pre-school Children’s Performance in Mathematics

10. What do you think is the level of children’s parent’s/guardians education?
    a) Some did not attend school [ ]
    b) Most of them attended Primary School [ ]
    c) Most of them attended Secondary School [ ]
    d) Some of them attended University Education [ ]

11. Do you think parents take active role in assisting their children in doing their homework?
    a) Yes [ ]
    b) No [ ]

If Yes, How does their assistance contribute to their children’s academic performance?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

12. To what extent do you think Effect of Attachment Parenting Style on Pre-school Children’s Performance in Mathematics?
    a) To a very great extent [ ]
    b) To a great extent [ ]
    c) To some extent [ ]
    d) Not at all [ ]
    e) Not sure [ ]

Section III: Influence of Parental Authoritative Style on Children’s Academic Performance

13. Do you think parents/Guardians check their children’s books and homework?
    a) Yes [ ]
    b) No [ ]
If Yes, How does their assistance contribute to their children’s academic performance?

________________________________________________________________________________

________________________________________________________________________________

14. Do you think parents/guardians assist their children in their school work?
   a) Yes [ ]
   b) No [ ]

If Yes, How does their assistance contribute to their children’s academic performance?

________________________________________________________________________________

________________________________________________________________________________

15.i) Do parents/Guardians visit the school to monitor their children’s academic progress?
   a) Yes [ ]
   b) No [ ]

ii) If “No” state the reasons

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

iii) If Yes how often?
   a) Once a term [ ]
   b) Once a year [ ]
   c) Twice a year [ ]

16. To what extent do you think parental authoritative style affects children’s academic performance?
   a) To a very great extent [ ]
   b) To a great extent [ ]
   c) To some extent [ ]
   d) Not at all [ ]
   e) Not sure [ ]

Section IV: Influence of Parental Authoritarian Style on Children’s Academic Performance

17. Do parents/Guardians check your books and homework?
   (a) Yes [ ]
   (b) No [ ]

18. Do your parents/guardians assist you in your school work?
19.i) Do your parents/Guardians visit the school to monitor your academic progress?
   a) Yes [  ]
   b) No [  ]

ii) If “No” state the reasons
___________________________________________________
___________________________________________________
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___________________________________________________
___________________________________________________

iii) If “Yes” how often?
   a) Once a term [  ]
   b) Once a year [  ]
   c) Twice a year [  ]

20. Who encourages children most to work harder in school so as to pass well?
   a) Father [  ]
   b) Mother [  ]
   c) Brother [  ]
   d) Sister [  ]
   e) Teacher [  ]
   f) Any other (Specify) _______________________________

21. What do you think your parents/guardians should do to help you in your academic performance?
___________________________________________________
___________________________________________________
___________________________________________________

Thank you for your cooperation. God bless
Appendix III: Interview Schedule for Parents

I am a student at the University of Nairobi conducting a research on the influence of parental styles on pre-school children’s performance in Mathematics in Lang’ata District, Nairobi County. I am glad to inform you that you have been selected to participate in the study. I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper.

SECTION A: Background Information

1. Gender
   c) Male [ ]
   d) Female [ ]

2. Level of Education
   a) Primary [ ]
   b) Secondary [ ]
   c) College [ ]
   d) University [ ]
   e) Any other specify __________________

Section II: Parental Permissive style on pre-school children’s performance in Mathematics

3. Would you relate the performance of children with the level of parental Permissiveness in their children’s performance?
   a) Yes [ ]
   b) No [ ]

Give reasons

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4. What are the educational facilities that you provide in school for their children?

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5. How often is your child sent home children for school fees and other levies or material?
   a) Very often  [  ]
   b) Often       [  ]
   c) Never       [  ]

6. To what extent do you think parental Permissive style affects pre-school children’s performance in Mathematics? (To a very great extent/ To a great extent/ To some extent/Not at all)
   Explain

Section III: Parents education level and children’s academic performance
7. Do you take active role in assisting your children in doing their homework?
   a) Yes [  ]
   b) No  [  ]
   If Yes, How does your assistance contribute to your children’s academic performance?

8. To what extent do you think parents’ level of education affects children’s academic performance? (To a very great extent/ To a great extent/ To some extent/Not at all)
   Explain

Section III: Parental Authoritative for children’s academic performance
9. Do you check your children’s books and homework?
   a) Yes [  ]
   b) No  [  ]
   If Yes, How does your assistance contribute to their children’s academic performance?

10. Do you assist your children in their school work?
   a) Yes [  ]
   b) No  [  ]
If Yes, How does your assistance contribute to your children’s academic performance?

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

______________________________________

11.i) Do you visit the school to monitor your children’s academic progress?
   a) Yes [ ]
   b) No [ ]

   ii) If “No” state the reasons

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

   iii) If Yes how often?
   a) Once a term [ ]
   b) Once a year [ ]
   c) Twice a year [ ]

12. To what extent do you think parental Authoritative style affects children’s academic performance? (To a very great extent/To a great extent/To some extent/Not at all)

Explain

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

13. What do you think you should do to promote your children’s academic performance?

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

___________________________________________________ ___________________________

Section IV: Influence of Parental Authoritarian Style on Children’s Academic Performance

14. Do parents you check child’s books and homework?
   (a) Yes [ ]
   (b) No [ ]

15.i) Do you visit the school to monitor your child’s academic progress?
   a) Yes [ ]
b) No [ ]

ii) If “No” state the reasons

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

16. What do you think you as a parents/guardian should do to help your child’s academic performance?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for your cooperation.