

**INFLUENCE OF SELECTED PARENTING STYLES ON STUDENTS'  
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAIROBI  
COUNTY, KENYA**

**Obiero Antonine Auma**

**A Thesis Submitted in partial fulfillment of the Requirements for the award  
of the Degree of Doctor of Education in Educational Administration**

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## DECLARATION

This thesis is my original work and has not been presented for an award of a degree in any other university

.....  
Obiero Antonine Auma  
Reg No.E96/ 83342/2012

This thesis has been submitted for examination with our approval as University supervisors

.....  
Dr. Jeremiah M. Kalai  
Senior Lecturer  
Department of Educational Administration and Planning  
University of Nairobi.

.....  
Dr. Ursulla Okoth  
Senior Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

## **DEDICATION**

This thesis is dedicated to my parents James and Pares Obiero and to all parents who dedicate their lives and resources towards upbringing of children.

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## **ABBREVIATIONS AND ACRONYMS**

BoM	Boards of Management
HoDS	Heads of Departments
KEMI	Kenya Education Management Institute
KESS	Kenya Education Sector Support Programme
NMPEDB	New Mexico Public Education Department
PAQ	Parental authority Questionnaire
PTA	Parents Teachers Association
ROK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

## ABSTRACT

Discipline is important for order and realization of set goals in any school. Parenting plays a significant role in a student's behaviour and discipline. This study sought to establish influence of democratic, authoritarian, indulgent and detached parenting styles shown by variation in parental control, supervision, communication, parent-child relationship and discipline management strategies used by parents on students' discipline in public secondary schools in Nairobi County. The study was guided by Social Learning Theory by Albert Bandura (1986) and Rational Choice Theory by George Hamas (1961). The study used ex post facto survey design which related students' levels of discipline to parenting styles. The target population in the study consisted of 46,858 students from where a sample of 381 was drawn using Krejcie and Morgan Table (1970). The final sample consisted of 146 students from Boys boarding 138 students from Girls boarding and 95 students from mixed day schools. Using central limit theorem, 90 class teachers and 30 parents from among PTA from the three school categories were sampled. Data collection tools were for students (questionnaires and interview guide), for class teachers, H.O.Ds of GCDs and deputy principal (questionnaire & interview guide) for parents interview guide.. Split half method used to test reliability gave a coefficient of 0.8. Data was analyzed using descriptive statistics. Pearson Product Moment Correlation Coefficient was used to determine relationship between democratic, authoritarian, indulgent, detached parenting practices and students' discipline. Results of correlation between democratic parenting style and students' own rating of discipline levels was significant positive relationship indicated by  $+0.172$  coefficients. Secondly, that of authoritarian parenting style was negative as indicated  $-0.109$  coefficients. Thirdly, there was no significant relationship with students discipline with indulgent parents. Fourthly, detached parenting had higher association with low levels of discipline as indicated by  $-0.225$  coefficients at 0.01% level of significance. It was noted that problems emanating from students' caused anxiety, lack of concentration and indiscipline which strategies of discipline management were unable to unearth and address. The conclusion was that parental approachability, support, free communication of acceptable values with children, and peaceful homely environment improved parent-student attachment which discouraged students' involvement in cases of indiscipline for fear of hurting supportive parent and family. The reverse was true when students felt unloved or unsupported. The study recommends preparation of programmes by Ministry of Education to sensitize parents through barazas on their roles in students discipline both at home and at school. Also, that guidance and counseling personnel should be posted on full time basis in schools. Finally, similar studies should be replicated in other counties to compare findings, gain students' perspective on effective methods of discipline in schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Students' ability to conform to rules and regulations is important in realizing set objectives in any institution (Baumrind, 1991; Pachan, 2012; Maccoby & Martins, 1983; Lai & Chang, 2001). When students demonstrate respect towards other students and school authority; obey rules and guidelines perform responsibilities and duties given efficiently, order, security and focus is realized (Kyriacou, 1997). Griffin (1996) states that for this to happen, students must have been moulded, guided and trained to have self-control and responsibility in making decisions on matters affecting them. To be effective such training must have commenced early and continued through children's formative years and beyond (Ministry of Education, 2001).

Parenting and the environment in which students are raised has been singled out to have strong influence on discipline and response to societal rules (Suheyla, 2001). Studies also indicate that when parents use socially acceptable practices, children not only develop optimally but are able to delay or moderate involvement in socially unacceptable behaviours (DeVore and Ginsburg, 2005; Spera 2005; Baumrind 1991).

Further, it is indicated that when parental values, rules, communication, discipline management strategies are effective, children gain firm foundation in discipline early in their developmental years (Pachan 2012; Maccoby & Martins 1983; Lai & Chang 2001); while negative peer pressure has been positively linked to students indiscipline, Devine, Ho and Wilson (2000) posit that children who feel loved and appreciated by parents and family develop high self-concept and are not only able to resist negative peer influence but also set boundaries for behaviour that enable them realize full potential. Similarly, Chagalwa, Ndurumo, Barasa and Poi Poi, (2012) add that such students avoid behaviours likely to hurt parents and family due to attachment held with them. This follows that acceptable standards of discipline will be upheld by the students.

Studies on parenting styles and students outcome which have been widely done in the West display mixed results on the effect of parenting styles. Based on the initial work of Baumrind (1967), three styles namely: democratic (authoritative), authoritarian or dictatorial and permissive styles have been identified in terms of parents' level of demandingness, (strictness) and responsiveness (warmth). Permissive style was later divided into neglectful (detached in this study) and indulgent styles or (leizers faire in other studies) based on the degree of warmth in the same way democratic and authoritarian were differentiated in terms of

parental strictness (Maccoby & Martins, 1983). Subsequent studies including Baumrinds' have adopted the four parenting styles which this study also adopts.

Globally, parental responsiveness has been defined to entail parental nurturance, support, encouragement, free communication and open affection towards a child (Baumrind 1991; Maccoby & Martins 1983; Martinez, Garcia & Yubero 2007; Lai & Chang 2001 and Dwairy & Achoui, 2006). Further, these studies also indicate that when a parent is less responsive they tend to criticize, punish to gain obedience and might be insensitive to the needs of the child. While parental demandingness on the other hand is defined to involve parental control, supervision, setting and enforcing clear rules and acceptable standards to govern children's behaviour. Less demanding parents are low in control and supervision; they set and enforce low or no standards to guide their children's behaviour.

Studies indicate that parents who use democratic parenting style are more flexible in balancing both control and nurturance. They set and reinforce acceptable high standards of behaviour through free and open communication with children (Baumrind 1991; Maccoby & Martins 1983, Martinez, Garcia & Yubero 2007; Lai & Chang 2001; Dwairy & Achoui 2006).The role of free and open communication in imparting parental values, and in nurturing interpersonal skills that leads to high self esteem is also emphasized (Baumrind 1991; Pachan 2012; Maccoby & Martins 1983; Lai & Chang 2001; Spera 2005). Moreover, students

with high self esteem are found to resist the effect of negative peer pressure. However, it is noted that both frequency in communication and the values emphasized by parents is important in determining students' behaviour. Furthermore it is noted that the relationship a child has with parents determines how best they adopt parental values and the extent children were able and willing to volunteer information to parents. According to De'vore and Ginsburg (2005) parental monitoring that involves a parent's knowledge of their child's whereabouts, activities, associates and which enabled parents to intervene in potential problems. However, it is reported that whereas many parents were unavailable and unable to spend enough time with children due to social economic factors, many youth also avoided open dialogue with parents (Gudlaug, 2010) yet the success of parenting was based on these. This was found to affect students' level of discipline when in schools.

Studies indicate that democratic parenting had positive influence on students' discipline. For instance, Garcia and Garcia (2009) associated parental use of democratic practices with positive youth outcome in a number of areas including school integration, psychological wellbeing (United Kingdom), drug use (Iceland) and accuracy in perceiving parental values (Israel). Students from democratic background displayed high self esteem and appropriate social skills that enabled them handle day to day problems effectively. This success, mainly recorded in



contexts where democracy and autonomy was the norm such as in USA among middle class European American families (Baumrind, 1991, Spera 2005), in both Singapore and Malaysia (Lin & Lian, 2011) and among educated families in Saudi Arabia (Dwairy & Achoui, 2006) and in Ghana (Pechan & Molly, 2012). However, in Brazil, Mexico, Italy and Spain where equality between parents and children were emphasized and parental control viewed as hostility and intrusion on rights of children, this style was associated with negative outcome such as delinquency, aggression and negative self-concept.

According to Ijaz and Mahmood (2009), whereas parenting is universal, parenting behaviour which is culture based elicited diverse reactions from children. While within western cultures, parents who strictly monitor and control children's activities might be viewed as a breach of the child's right to autonomy, it would be a show of parental concern and love in Asian and African cultures. Therefore, when studies associating democratic parenting style with positive outcome in children have been done largely in democratic contexts, the outcome might be different in other contexts or cultures which are not democratic. Therefore, the extent democratic parenting style influenced students' discipline outside their familiar contexts needed to be established.

Studies also show that behaviours such as parental involvement determined by the amount of time a parent spent in child centered activities helped in building attachment between parents and children. Children who enjoyed secure and strong attachment to parents and care givers showed less behaviour problems in schools. However, research has shown that parental involvement usually strong during childhood declined in adolescence (Spera, 2005). While parents were keen to follow up young children's activities, many withdrew close supervision at adolescence assuming that children were able to make own responsible decisions. The study suggests a balance between healthy and unhealthy supervision since complete withdrawal of supervision was disastrous to adolescents. While children's ability to voluntarily release information to parents was found important in monitoring their activities, it is indicated that many children withheld information from parents (Gudlaug, 2010) due to diverse reasons based that were determined. Monitoring of children's activities such as completion of homework, activities with peers, school progress and after school activities was found to lead to high academic achievement and discipline; however, not many parents checked homework often (Spera, 2005). Students' opinion on the extent parents checked their home work and its effect on their discipline was sought.

A large number of studies both locally and internationally show that some causes of indiscipline in schools originated from students' home environment and

upbringing (Lachan, 2010; Republic of Kenya, 2001) and that ineffective parenting practices such as inadequate communication prevented children from internalizing parental values (Spera, 2005). The extent and effect of students - parents communication in this study was determined. Gudlaug (2010) observed that even though most children valued communication with parents, parental communication was full of criticism and commands and those children's opinions were mostly ignored; this discouraged further communication.

Kagendo (2009) states that students who grew up without clear rules found life in environments with strict rules unfair and stressful and might disregard or easily break such rules. Similarly, conflict between home and school rules lead to indiscipline as student would be unsure the right rules to follow. Besides, it might be difficult for students to change habits they had been used. It is also mentioned that unfavorable situations in a student's home, for example, frequent parental quarrels, abandonment, divorce and separation have been linked to frustrated, irritable and resentful children who engage in frequent fights, bullying of others and rebellion even against school authorities since such students perceived violence as the right way to live (New Mexico Public Education Department (NMPEDB), 2005; Kamau, 2011).

According to Dwairy and Achoui (2006) authoritarian parenting is characterized by very strict parental control and supervision of children and their activities at the same time the child is denied any freedom of choice and opinion. It is also noted that Children found it difficult to communicate with parents and only did so on limited basis or when needs arose. Such children were fearful and rigid when relating with parents. According to Baumrind (1966) due to authoritarian parents' belief that failing to discipline exposed children to lifelong misery, and that they had a divine duty, such parents resorted to corporal punishment to demand conformity to rules and standards whenever they detected resistance.

Studies show that when a parent was strictly authoritarian, children were unable to internalize parental values and had higher chances of being exposed to negative external influence such as negative peer pressure (Spera, 2005), aggressive, delinquent, externalizing and internalizing behaviours (Ijaz & Mahmood, 2009, Onyango 2013). Besides, such children only obeyed to avoid negative consequences which diminished with age or in the absence of an authoritarian figure. Though Ijaz and Mahmood (2009) thought this depended on context and culture a child was raised.

For instance ,among Asiatic, Chinese and African cultures and communities, children exposed to this parenting style had been associated with less behavioral

problems especially where parental authority was recognized and upheld and where adherence to group norms were emphasized compared to within cultures where individuality and self-regulation was emphasized such as in USA and Australia. This view is supported by Stewart, Bond and Chang (1998) who found less misconduct and disciplinary action to have been taken against Indian and Chinese students (brought up strictly) compared to those from western nations where more autonomy was emphasized; showing the less engagement in indiscipline was as a result of parenting background.

While Devine, Ho and Wilson (2000) state that children exposed to clear rules at home had no problem following rules at school, Pachan and Molly (2012) held contrary view that stern parenting characterized by many rules could lead to indiscipline in students since they only obeyed to avoid negative consequences. Similarly, Kiptala (2007) states that students might develop negative attitude and hatred towards teachers and school authority when forced to follow rules they did not like. This might lead to defiance, unrest and strikes in schools. The above mentioned studies show that the effect of authoritarian parenting style could be both positive and negative depending on the context. This would also mean that certain aspects or practices adopted by authoritarian parents might be both beneficial and harmful to students. It was enlightening to establish these facts among respondents in this study.

According to Maigallo (2010), authoritarian parenting style had been commonly used in many African countries such as Kenya. Also, while many parents still believed in being authoritarian how students perceived it or the effect it had on their character in this context was established. Furthermore, how students who had been exposed to very strict levels of parental control behaved in a school context was also established.

Indulgent parenting style that emphasized more affection, acceptance and involvement in children's socialization led to children with acceptable behaviour in Brazil, Mexico, Italy and Spain where equality between members of society (adults and children) were emphasized. In such contexts, parental control was widely viewed as hostility and intrusion on children's right (Gracia & Garcia, 2009; Martinez & Yubero, 2007). Even though studies conclude that effective parenting should be devoid of parental control in these contexts, Cherry (2014) found that Malay adolescents who perceived their mothers as indulgent had negative attitude towards school and were affected negatively. Also in both Nigeria (Okorodudu, 2010) and in Kenya, (Njagi, 2007) found children exposed indulgent practices associated with delinquency. According to Gracia and Garcia (2009) this style was not beneficial to children living in dangerous environments; implying that such children might lack self-control and capacity to resist negative influences common in such environments. Therefore, there was need to

established the level parents in this study used practices associated with indulgent style, and to determine which of the practices were helpful to students in terms of discipline or not when adapted by indulgent parents.

According to Ansari and Qureshi (2013), parents who were uninvolved or disengaged or detached had little emotional involvement with children and their activities. Children who perceived parents detached could feel not loved or cared for. This exposed them to aggressiveness, insecurity and indiscipline due to negative perception of themselves and everything around them. Also due to loneliness and lack of control due to parental absence, some of such children succumbed to negative peer influence and attention seeking. According to Garcia and Gracia (2009), such children were associated with poorest performance in USA; delinquency in Nigeria (Okorodudu, 2010); and involvement in indiscipline in schools in Kenya (Ochenge, 2010; Maigallo, 2010). However, Chagalwa, et al., (2012) recorded lesser problems with drug and substance abuse among this category of students in a college in Western Kenya though the sample used was very small. The extent to which detached parenting style used by parents in this sample and its effect on students' level of discipline was also established. Besides, the extent parenting style influenced by parental, age, level of education, economic status and residence (rural or urban) (Spera, 2005; Pachan & Molly, 2012) and effect on students across boundaries was also established.

Studies indicate that some students from diverse parenting backgrounds experience difficulties conforming to rules and thus posing a challenge to school administrators in students discipline management (Ministry of Education, 2001; Karanja & Bowen 2012; Kindiki 2009; Kiprop, 2009). Widespread indiscipline in schools has been reported globally. In USA students have been found to abuse drugs, (NACADA, 2010), routinely challenged legitimate school rules and authority (Public Agenda Press Release, 2004) Similarly, assault on teachers and other students, verbal abuse, possession of dangerous weapons had been reported in Malaysia (Yahaya, Yashim, Ibrahim & Rahman ,2009) while in Nigeria, increasing involvement in crimes ranging from stealing to major robbery and killing, arson, rape, drug truancy were reported (Okorodudu ,2010). Similarly, in Kenya students have been found to break school rules regularly posing a challenge to school administrators in students' discipline management (Ministry of Education, 2001; Karanja & Bowen 2012; Kindiki 2009; Kiprop, 2009).

It is recorded that between May and July 2008, students in 300 schools in Kenya had gone on strike. Out of these 300, schools, 20 were from Nairobi County and six were from Westlands Sub County (Odisa, 2012; Chege, 2012). Application of rigid rules by principals, lack of involvement of students in decision making on matters affecting them, provision of less adequate facilities and services and being denied some rights were to students major areas of dissatisfaction that led to



strikes and arson in schools. On the other hand, students were accused of laziness, overly demanding, refusal to perform duties, stealing, laxity and refusal to maximize their potential leading to unsatisfactory academic outcome in a number of schools for which the school managers were held accountable. Students' resisted measures aimed at ensuring discipline, hard work and control and viewed them curtailment of basic rights (Muoti, 2012).

Even though the number of schools that had gone on strike in the County was found to have comparatively reduced (Odisa, 2012; Chege, 2012), cases of indiscipline involving individual students that affected performance were still common. Theft, fighting among students, cheating in exams, students evading exams or assignments, disrespect for teachers, boy-girl relationship in mixed schools, drug abuse and sneaking from school (Odisa, 2012); unhealthy same sex relationships, laziness, defiance, feigning sickness among others were common (Muoti, 2012). Whenever such cases occurred, teachers used strategies such as verbal warning, reprimands, manual work, counseling, suspension and or expulsion to discourage repeat of the same offences (Kiprop, 2012).

In many cases, same students repeatedly faced disciplinary measures without improvement and ended up feeling angry, frustrated and more rebellious towards school administration (Kindiki, 2009) since they felt misunderstood, hated,

unnecessarily followed or wrongly accused. Most probable reason for this repeat could be wrong diagnosis of the root cause of such problem behaviour in the first place such that strategies used did not provide a positive replacement to satisfy what the student desired (New Mexico Public Education Department for Special Education Bureau NMPEDB 2005). According to Griffins (1994), to achieve high discipline and academic progress, schools must identify and change improper behaviour students come to school with including those arising from ineffective parenting. It is important to establish ineffective parenting practices arising from diverse parenting styles and backgrounds and how they affect students' discipline within different school contexts.

It is reported that many students in Nairobi County have been excluded from current schools due to indiscipline ranging from drugs and substance abuse, where fifteen cases had been recorded at the county education office within a span of two months. This was high considering that only the very serious cases reached the office. It was reported that the habit was widespread among students in all cadres of schools. Same sex sexual relationship (coupling, twenty cases reported), assault to teachers (two reported cases) belonging to militia groups (three reported cases) and dangerous gangs (widespread in slum schools) as well as arson (nineteen reported cases) (Nairobi City County Education Office Records, 2016). Also, a survey done by NACADA in 2009 in public schools in Nairobi indicated

the level of alcohol abuse was at 36.3 percent, (arise from 8.6 percent in 2003) while 'khat' chewing was at 31.5 percent (up from 9.1 percent in 2003). According to Cheloti (2013) drugs were either sneaked into schools when students come from holidays or sourced from school neighbourhoods with extra money got from parents (Ministry of Education, 2001). It is also noted that drugs were sold by those who were themselves parents or with their knowledge.

Ineffective parenting has featured widely as cause of indiscipline in schools (Ministry of Education, 2001, 2008; Mwangi 2010; Odisa 2012; Cheloti 2013). This reasoning could be supported by the fact that while some students in the same schools remained disciplined and focused despite school conditions, peer pressure and media influence, others were not. Similarly, the fact that students exposed to identical rules and environment in one school or even one class would behave differently might be explained in terms of such students personality (which is beyond the scope of this study) or experiences they had been exposed earlier in life including their upbringing where parenting was key. So, empirical data on which aspect or practices of parenting styles predisposes students to indiscipline was established in Nairobi County. The social –cultural characteristics of Nairobi county households where parenting was largely an individual parents' responsibility compared to other counties where extended family and community influence was still being felt made Nairobi County a

suitable location for this study on influence of parenting styles on students discipline.

## **1.2 Statement of the problem**

Management of student discipline is posing increased challenge in many schools in Kenya as indicated by numbers of school strikes, arson and varying cases of indiscipline experienced in schools. This is despite attempts by the government to enhance discipline in schools (Records from Ministry of Education Head Office, 2016). Though records show reduction from twenty in 2008 to nine schools in Nairobi involved in strikes in 2015 due to improved school conditions following implementation of recommendations of Reports from past Commission set to investigate students' indiscipline, cases of indiscipline involving individual students have persisted. Studies have highlighted solutions to students indiscipline within schools such as employment of enough qualified personnel in schools, strengthening guidance and counseling, involvement of students in decision making before implementing policies and rules affecting them, mostly aimed at creating a conducive school environment, indiscipline still persists in many schools (Republic of Kenya, 2001; Kindiki, 2009; Karanja & Bowen, 2012; Kiprop, 2012). The role of parents, students' home background and upbringing of students which have been highlighted in many past Commission Reports to

influence discipline of students have largely not been adequately investigated in Nairobi County.

While Ocheng (2010) using a sample of children drawn from pre- school linked effective parenting styles to high academic performance, this might not be applicable to adolescents in secondary schools. Similarly many studies done in Nairobi County have either drawn samples from pre-schools or emphasized general causes of indiscipline (Odisa, 2012; Muoti; 2012; Karanja & Bowen, 2012, Bonuke, 2013; Gitonga, 2013; Kipkemei, 2014) and recommended effective parenting as solution to indiscipline in schools. Yet, what effective parenting constitutes has neither been stated nor established. Therefore, this study purposed to fill this gap by establishing how parenting styles marked by variation in parental control, supervision, communication, parent-child relationship and discipline management strategies adapted by parents from diverse economic, socio-cultural and education background influence students' discipline in schools in Nairobi County.

### **1.3 The purpose of the study**

The purpose of this study was to investigate influence of parenting styles on students' discipline in public secondary in Nairobi County, Kenya.

#### **1.4 Objectives of the study**

The following were the objectives of the study:

- i. To establish influence of democratic parenting style on the level of students' discipline in public secondary schools.
- ii. To assess influence of authoritarian parenting style on the level of students discipline in public secondary schools
- iii. To determine influence of indulgent parenting style on the level of students' discipline in public secondary schools.
- iv. To determine influence of detached parenting style on the level of students discipline in public secondary schools.
- v. To establish effect of management intervention strategies on students discipline in public secondary schools.

#### **1.5. Research questions**

The following research questions guided the study:

- i. How does authoritative parenting style influence students discipline in public secondary schools?
- ii. To what extent does authoritarian parenting style influence students discipline in public secondary schools?
- iii. How does indulgent parenting style influence students discipline in public secondary schools?

- iv. To what extent does detached parenting style influence students discipline in public secondary schools?
- v. What intervention strategies are used in management of indiscipline in public secondary schools?

### **1.6 Research hypotheses**

The following hypotheses (given at 0.01 level of significance) guided the study:

- I. Ho<sub>1</sub>. There is no significant effect on students' discipline when parents used democratic parenting style in raising them.
- II. Ho<sub>2</sub>. There is no significant effect on students' discipline when parents used authoritarian parenting style in raising them.
- III. Ho<sub>3</sub>. There is no significant effect on students' discipline when parents used indulgent parenting style in raising them.
- IV. Ho<sub>4</sub>. There is no significant effect on students' discipline when parents used detached parenting style in raising them

### **1.7 Significance of the study**

The findings of this study could yield worthwhile data for many stakeholders such as Ministry of Education on policies to address discipline in schools. Also, school Boards of Managements, parents associations and school administrators and teachers, may use these finding during AGM or organized parents group

counseling and talks to create awareness on parenting and parents' roles in improving discipline in schools. Likewise, specialists like psychologists, sociologists and counselors may use these findings in their work. Similarly, parents, teachers and other policy makers may get the study useful to realize self-restraint, orderliness and good conduct in students. This would occur when students appreciate rules and not merely have them followed due to fear of consequences. Consequently, confrontations between students and schools may be avoided. Finally, future researchers could also gain useful data to inform their own studies.

### **1.8 Limitations of the study**

There was a limitation that some respondents could withhold vital information for fear of associating their schools with indiscipline or give biased information touching on personal matters or still deny access to students for information. Although respondents were assured of confidentiality in handling all data collected, some schools failed to allow access to important documents to be used for analysis while. This necessitated withdrawal of this tool altogether. Due to the fact that varieties of other tools were used to get data there was no adverse effect. Also, few schools disallowed access to students for information. In this case substitute schools were used. Assurance was also made that the information would be used for academic purposes only. Another limitation had been the



suitability of Parental Authority Questionnaire (PAQ) modified from Child Rearing Practices Report designed for use among Arab Societies (Dwairy & Achoui, 2006) to the context of this study. To address this, limited relevant questions were selected while others were modified to suit the study. Besides, other questions were used for more clarification and verification of the responses given.

### **1.9 Delimitations of the study**

This study was conducted in Public Secondary Schools in Nairobi County. Data was collected from students, class teachers, heads of guidance and counseling departments, deputy principals and parents drawn from PTA members from sampled schools only. The study was delimited to parenting styles and its effect on students discipline only. Peer pressure, mass media and students' personality that had the potential to also influence discipline were not included in the study.

### **1.10 Basic Assumptions**

The basic assumptions of the study included the following;

- i. There were students' behaviour problems arising from parenting styles
- ii. Parenting styles were known to respondents.
- iii. Respondents would give honest information
- iv. The students would articulate effect of discipline management strategies to indiscipline in their schools.

### **1.11 Definition of significant terms**

**Authoritarian parenting** refers to parental rigidity in enforcing strict rules and controls, very high expectations but low communication and affection with children

**Authority** refers to any person occupying leadership position in a school due to legal privileges conferred in an office

**Class teacher** refers to a teacher charged with the supervisory roles of the activities and welfare of a class in a secondary school

**Democratic parenting** refers to a parent balancing discipline and affection and autonomy in practices associated with child rearing: the equivalent of authoritative parenting style in this study

**Detached parenting** refers to a style where a parent gives no priority or interest to a child's activities, no emotional attachment displayed

**Discipline** refers to following socially accepted behaviour at the right place time and manner as it applies to secondary school students

**Indulgent parenting style** refers to a parent who is loving, liberal but puts few limits and rules on their children the equivalent of laissez faire as used in other studies

**Influence** refers to how a parent's practices affect a child's perception, opinion, attitude and discipline

**Management intervention strategies** refers to methods used by teachers to ensure order and obedience to rules and discipline in schools

**Nairobi County** refers to a cosmopolitan city in the capital of Kenya with diverse ethnic and social classes

**Parent** refers to male or female adult providing care when raising a child-biological or otherwise/ guardian

**Parenting style** refers to unique emotional climate, activities and practices adopted by parents in raising their children/a parent' reaction and behavior towards the child

**Public Secondary school** refers to an institution of learning between primary and college for young people between the age of twelve and nineteen years run by the government

**Student** refers to a young person between the age of twelve and about nineteen years undertaking education in a secondary school

**Student discipline** refers to student's ability to follow laid down regulations without undue external pressure or coercion

### **1.12 Organization of the study**

The study has been organized in five chapters. Chapter one, contains the background to the study, the statement of the problem, purpose of the study, objectives, research questions and significance of the study. Chapter two contains

reviewed literature related to the study. It is organized under the following sub headings; the concept of parenting styles and discipline, effect of Democratic, Authoritarian, Indulgent and, Detached parenting styles and strategies of managing students discipline; summary of reviewed literature, the conceptual framework and the theoretical framework. Chapter three contains methodology used in the study. It consists of research design, target population, sample size and sampling procedure, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis, presentation and discussion of findings and Chapter five contains the summary, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Chapter two contains review of related literature on the concept of parenting styles and discipline, relationship between democratic, authoritarian, indulgent and detached parenting styles and students' discipline, strategies of managing students' discipline, summary of literature review, theoretical framework and finally conceptual framework.

#### **2.2 The concept of parenting style**

Parenting styles are defined as parenting behaviours and attitudes that set the emotional climate of parent child interactions (Toro & Morgan, 2009) or how a parent behaves toward or reacts to a child's needs. These styles of parenting are determined by two specific measures which are first, the degree of parental warmth and responsiveness a parent gives their child; and secondly, the degree of parenting control and demandingness toward the child (Maccoby & Martin, 1983). Responsive parents praise and encourage while unresponsive ones are quick to criticize, punish, ignore and are less emotionally available to children. On the other hand, parental control refers to the demands parents place on their children to be mature and responsible and abide by the rules set to guide their behaviour (Baumrind, 1991; Maccoby & Martins, 1983; Gracia & Garcia 2009). Based on

this, four parenting styles have been identified. Democratic and authoritarian parents are high on control or they demand adherence to set rules and regulations which they set for their children. However, while democratic parents are flexible, warm, friendly and communicate freely with their children, authoritarian ones tend to be cold, rigid, express less friendliness and may use forceful means to demand conformity to rules while lacking in free communication to explain the actions taken. Therefore the relationship between the child and a parent using authoritarian style is cold and fearful.

Indulgent and detached parents referred jointly as permissive in some studies are low in control. That is they do not strictly demand adherence to rules and regulations. The distinction between the two is that indulgent parent is available to the child both physically and emotionally while the detached parent is not.

Since indulgent parent's major concern is a child's happiness, they express a lot of love, and care and attention to the extent that a child's wishes even the unreasonable ones are granted. The relationship between the child and the parent is free and friendly. On the other hand, detached parenting involves very limited association with the child .While some detached parents would provide their children's material needs, their attention to emotional needs translating to close attachment is inadequate.

Studies across the globe indicate the importance of parenting on children's well-being. A study done across many countries by 'Save the children Sweden, (2008) noted that parents are influential in shaping their children's thoughts, attitudes and behaviours. The study further explains that universally, children both in rural and urban settings expect parents to adequately provide material, financial support ; guidance, opportunities, affection and support in their daily activities. Similarly, Pachan (2012); Dwairy, Achoui, Abouserie and Farah (2006) singled out the importance of parental nurturance, support, loving interaction combined with clear rules and guidelines in directing children's behaviour. While De'vore and Ginsberg, (2006) emphasize the importance of family support, cohesion, communication and organization in children's social competence, Okorodudu (2010) links good parenting to good behaviour orientation in children. Likewise, Khasakhala et al. (2012) and Maigallo (2010) emphasize the importance of parental response to children's needs as determinant of children's future interaction and response to environment including reaction to other forms of authority. For instance, children who grow up closely attached to, loved, trusted and respected by parents are likely able to respect those in authority in the same way they do to their parents.

Discipline involves training individuals to make responsible decisions, regulate conduct and reactions to situations as well as relationship with others (Devine, Ho, & Wilson 2000). When parents initiate desirable learning experiences or externally imposed clear rules and regulations, punishments or rewards, particularly during formative years, children get a sense of order and security (Ministry of Education, 2001) and self discipline. Children with self discipline respect self and rules without supervision or coercion. The extent to which a parent is warm or responsive ( is involved in activities of interest to the child , communicates with and supports the child) and controlling which refers to the demands parents place on their children to be mature and responsible and abide by the rules set to guide their behaviour impacts on a child's level of discipline.

According to Kyriacou (1997), students whose needs are adequately met from home tended to be focused to handle the demands of school life in acceptable ways while those whose needs (real or perceived) are not met may try to meet them in unacceptable ways that exposes them to indiscipline. While Njagi (2007) posit that violent attacks on others and disrespect to authority was most likely a result of lacking respect from tender age and that indiscipline could be a sum total of everything which have happened to a student from childhood.



### **2.3. Democratic parenting style and students' discipline**

Studies show that children from democratic parenting backgrounds display psychological well being, accuracy in perceiving parental values, have less association with low self esteem and misconduct in schools (Garcia & Gracia, 2009; Baumrind, 1991; & Martinez,2007). This enabled them handle and interact with others and manage challenges of life more effectively than those from other styles. However it is noted that the context and conditions in which such studies were conducted could have been conducive for such children thrive and that this might not be the case in all others.

Garcia and Gracia (2009) did a study to determine which parenting style was associated with optimum youth outcome among Spanish families. The study sampled 1416 youth from 12 to 17 years of age; 57% of whom were females and contrasted them on four main areas namely; self esteem, psychosocial maladjustment, on areas such as hostility/ aggression, negative self esteem, negative self-adequacy, emotional instability, and negative world view; on personal competence on areas such as grade point average and finally on problem behaviour including school misconduct, delinquency, and drug use. The outcome ranked authoritative (democratic) and indulgent parenting higher than authoritarian and neglectful parenting in most of the areas. The overall results placed indulgent parenting above democratic parenting. Thus, concluding that a

combination of parental warmth and low levels of parental strictness might lead to positive effects in such contexts. It was established that parental strictness in the context of this study perceived as violation of children's rights affected children's perception and outcome (Garcia & Gracia (2009).

Other studies realized contrary results where democratic parenting yielded better results in a number of environments (Baumrind, 1991). Similarly, Steinberg (2001) stated that the benefits of democratic parenting transcend the boundaries of ethnicity, socioeconomic status and household composition. But, Pallerin (2005) maintain that authoritative climate at home prepares children to function well only in an authoritative or democratic school contexts but the outcome may not be the same in non democratic contexts. This is to say that students used to democratic environments might find environments devoid of the same limiting.

According to Save the Children Sweden (2008), the benefits of democratic parenting is attributed to parental involvement, reciprocal communication, negotiation and persuasion that gave children a feeling that they were appreciated and ought to be responsible. They developed appreciation, respect for others which translated to responsible behaviour. However, Spera (2005) found communication, parental involvement and monitoring declining during adolescence due to the desire for autonomy. While open communication was

found to build understanding, positive attitudes and desirable behaviour, Gudlaug (2010) reported that much parent-child communication was characterized by commands preaching and complaints which in many cases prevented students from sharing their problems, for fear of being condemned.

Also, while Pachan (2012) favour rational and issue oriented strategies to promote discipline and democratic family values (assuming that all family values were appropriate) as opposed to use of physical punishment and with expressed anger (Okorodudu & Okorodudu, 2003), many parents were found to use external motivation in form of material object to gain compliance (Toro & Morgan 2009; Spera, 2005). These prevented students ability to internalize parental values as their obedience was merely pegged on the awards (RoK, 2001) to be gained and not on the importance of that good behaviour. According to Gudlaug (2010); Okorodudu and Okorodudu, (2003) students' perception of family support influence behaviour positively though it's not clear how lack of family support affect behaviour.

Although Steinberg (2001) state that the benefits of authoritative parenting transcends the boundaries of ethnicity, socioeconomic status and household composition, Ijaz and Mahmood (2009) assert that effect of parenting is context and culture specific. This might explain the fact that there are contrary results

from other studies on the effect of the same parenting style. Therefore, it was worth establishing how students from democratic parenting backgrounds adapted to different rules and authority in diverse school environments.

Similarly, studies done in Kenya associated democratic parenting style with positive outcome in students. For instance, a study done in Gesima Division Nyamira County, where a sample of pre-school children were used indicated that whenever parents were involved in students learning, communicated, interacted with teachers and supported their children, performance in number work was better than in cases where the same was lacking. The study recommends that parents should be sensitized on their roles in parental involvement (Bonuke, 2013).

Similarly, Nzau (2015) in a study on how parental involvement in terms of parenting styles, attendance of school functions, assignment of home chores and provision of physical facilities influenced students performance in exams. The study concludes that though parental involvement was key in students' performance of exams, lack of parental involvement was associated with poor performance in exams in the locality. Though study whenever parents were educated and assisted students particularly in supervision of homework, there was marked improvement in exam outcome; implying that parental involvement

was key in students ability to follow up on school work. Similar findings were demonstrated by Kisangani (2018) in a study done in Chwele, Kibunguchi Sub County in Bungoma. Using a sample of preschool children, the study established that despite the importance of parental involvement in enhancing academic achievement, parents were neither fully involved, nor provided quality parenting, though what constituted quality was no stated. The study recommends intensified parental sensitization on effective communication and on quality parenting. The study has however not expounded on tenets of effective communication or parenting.

Also, a study on relationship of perceived parenting behaviour and students' level of self esteem among adolescents in secondary schools in Nairobi County Kenya using a sample of 454 students drawn from secondary schools indicated that parental behaviour had a statistical significant association with students' level of self esteem (Gitonga, 2013). Self esteem has been found an important factor in students' discipline. It follows that students with high self esteem are likely to resist effects of negative peer pressure and influence. Further Kipkemei (2014) noted that though parents encouraged acquisition of social skills by providing relevant resources such as time, some parents did minimal to ensure that children were moulded appropriately. This likely affected their social skill and interactions with others.

Further, a study on parental factors influencing delinquency among secondary school girls in boarding schools was done in Kajiado North Sub County associated parenting styles and students behaviour. The study found that non delinquent girls came from homes where parent- child relationship was stronger compared to delinquent ones whose homes were characterized by parental conflicts. The study recommends that parents should be sensitized to exercise appropriate forms of authority and minimize negative dispositions in raising children. (Kamau, 2011) However, what constitutes appropriate forms of authority or negative disposition is not suggested.

Studies indicated above suggest that parental involvement, supervision, control, communication with children constituted tenets of parenting. The levels at which they were done had an impact in students' outcomes. Democratic parents that balanced both practices led to positive outcomes. Therefore, effects of practices associated with this style should be established. Since studies have only discussed the style generally.

#### **2.4. Authoritarian parenting style and students' discipline**

Baumrind (1991); Lai and Chang (2001); Devine, Ho and Wilson, (2000) state that authoritarian, dictatorial or harsh parenting style, may lead to negative feelings of worthlessness, low self-esteem and less internalization of parental

values. The study states that this might expose students to negative peer influence and that, students who feel inadequate have been found to resort to aggressiveness, resistance to authority and a variety of addiction in Western countries. Stern and demanding parenting has been associated with fear of authority or passive obedience and inability to internalize pro-social values (Pachan & Molly, 2012).

Stewart et al., (1998); Dwairy and Achoui (2006) record that in Malaysia and other Asiatic cultures where conformity to group rules and socially acceptable behaviour were valued, students from authoritarian backgrounds were involved in less misconduct while in schools. Similarly, in a study conducted by Stewart et al., (1998) where students in an international school from different races were sampled, the results indicated that few disciplinary actions had been taken against Indian and Chinese students where strict discipline was observed compared to those from western nations such as United States and Australia where individualism and autonomy were emphasized. Implying that effectiveness of discipline strategy on improving character might be dependent on individual's perception or attitude formed earlier. The family has been found to have the greatest influence on formation and reinforcement of attitude. The extent to which a student's attitude predisposes him/her to a particular behaviour should be determined. Stewart et al.,(1989); Baumrind (1991) supports the view that in both

Western and Asian cultures, where parents emphasized more individualistic values and higher outward success, higher levels of misconduct were reported in children. Majority of these studies have been done in contexts where these parenting styles carry different connotations and therefore results should not be generalized.

Studies show that authoritarian parents demand that their children strictly adhere and conform to set rules and standards even to the extent of using physical force or harsh means of discipline. According to Toro and Morgan (2009) harsh discipline which involve harsh punishment, harsh verbal abuse such as name calling profanity or causing shame to a child may lead to low self esteem and difficulty with peers and explain that such children may turn violent and physical at the slightest provocation as well as passive disobedience towards authority (Maccoby, 1989); Gallagher (2012). Also, Pachan and Molly (2012) observe that when parents are stern and demanding towards children without explaining the reason behind family rules they cause such children to develop fear of authority and may obey only to avoid punishment and may easily discard such rules whenever they were away from parents and teachers watch. Melgosa (2001) concur that children develop negative attitude toward their parents' ideas and resent their control when not adequately explained or when they felt aggrieved. They might instead adopt the direct opposite of their expectations.



Maigallo (2010) observe that due to loneliness leading to search for love, acceptance and affirmation, children from authoritarian families might be exposed to negative peer pressure when they follow those that showed any attention and love to them even when they don't approve of their behaviour, in the end they may be influenced negatively. Also, Divine et al.,( 2000) add that only when parents exercised authority with combination of firmness and warm-heartedness will the children see the value of rules, obey them willingly and internalize them.

Pelt (2014) observes that when parents use harsh punishment children tend to lie to avoid being punished; they also learn to solve problems using anger and violence. Further that harsh punishment never work with teenagers especially when they view parents' actions as unfair such parents earn disrespect instead of love and conformity. The author further observes that there is a direct proportion between the respect a child has for their parent and that they will hold for the teachers, school authority, the police the church, law of the land and to society. The implication here is that children who relate poorly with parents may also relate poorly with other forms of authority. To what extent this may affect students discipline should be established.

Similarly, other studies have also associated authoritarian parenting to negative outcome in students. For instance Gitonga (2013) found authoritarian parents

associated with different forms of child abuses. For instance authoritarian mothers ranked high in terms of emotional neglect in children while authoritarian fathers were ranked high in terms of physical abuse. However, authoritarian parenting was negatively correlated to child abuse. This brings the question of children's perception on parenting style based on contexts of the study. It is also helpful to establish aspects of authoritarian parenting practices perceived negatively by students and which have the potential to hurt parent student relationships.

In a study on effect of authoritarian parenting model on learner participation in early childhood education in Kabondo Homabay County, Onyango (2014), using sample school educators, head teachers, teacher in charge of early childhood centers and parents discovered that children from authoritarian parents were unable to express themselves well. This was attributed to limited communication between parents and children. The study also explains that over control associated with this style affected children negatively in terms of aggressiveness and relation with peers. The study concludes that authoritarian parenting model had a negative relationship to children's participation in class (Onyango, 2014). Though Njendu (2014) emphasize importance of parental love expressed by parents despite parents being authoritarian. It is worth establishing what aspect of authoritarian parenting leads diversity of results witnessed in these studies.

Authoritarian parenting has been found associated with positive outcome in contexts where conformity to rules was valued. Ijaz and Mahmood (2009) found it useful among cultures where group and obedience family rules were emphasize like in Pakistan where parents of all races taught children the value of socially acceptable behaviour and being considerate to the needs of others above their own. In the same context and in other Muslim cultures parental authority and control was viewed as love and care and was less associated with psychological problems in children. Similarly, in a study among students from diverse cultures in an international school Stewart et al., (1989) reports less misconduct and disciplinary measures having being taken against Indian and Chinese students ( within shared cultures) compared to those from United States and Australia where individualism and autonomy were emphasized. Implying that strict enforcement of rules may not be harmful to students after all but improve levels of discipline.

This calls for an inquiry into the kind of parental behaviours and values emphasized in socialization of children and the extent to which it translates to desirable behaviour in the context of the study. It is logical then to determine how children from authoritarian parents would be affected while in school away from parents control in a more relaxed atmosphere.

## **2.5. Indulgent parenting styles and students discipline**

Indulgent parent's greatest concern is the child's happiness and autonomy. So, all that the child wants is granted. At the same time the children behave as they wish (Baumrind, 1991; Steinberg et., al 1992) The parents inability to set limits or structures to guide behaviour, may lead to manipulative children who disregard rules and adult authority and may get involved in high rates of misbehaviour (Suheyla ,2001) when they can't get their way (Pachan & Molly, 2012). According to Kamau (2011) parental lack of supervision and having non existence rules were positively associated with delinquency in students. The study recommends good communication and discipline to model good behaviour all of which are lacking in indulgent parents.

However, in Mexico, Brazil, Spain and Italy where strict parental control was interpreted as aggression and intrusion on the child's rights, indulgent parenting style was found appropriate and associated with less misconduct in children. A study conducted by Garcia and Gracia (2007) where 1416 youth from 12 to 17 years of age were sampled, the results favoured indulgent parenting which allowed freedom since children disliked strict control in other parenting styles and considered it an intrusion on their rights. It was therefore associated with indiscipline in these contexts. Baumrind (1991) however argued that relaxed parenting may be effective only in organized environments. But where children's

behaviour might expose them to devastating repercussions, strict parenting would be recommended to prevent exposure. However, Ijaz and Mahmood (2009) found that permissive parenting that encompasses warmth and love but devoid of ignoring misbehaviour and other negative aspects might not contribute to problem behaviour in children.

In Ghana, Pachan (2011) recorded a shift towards permissive parenting or autonomy granting inconformity with children's rights. Similarly, in Kenya the constitution 2010 and Basic Education Act 2013 recommend adherence to children's rights including use discipline strategies that uphold the right of the child. How such changes affect children's discipline in school remains a gap that needs to be studied by establishing how aspects of indulgent parenting style influence students' discipline while at school.

## **2.6 Detached parenting style and students discipline**

Detached, uninvolved or disengaged parents do not give time, monitor or support their children. They may reject or neglect child rearing responsibilities. In most cases they may provide basic needs but have little emotional involvement or are uninvolved in the lives or a child's activities (Baumrind 1991; Pachan & Molly, 2012). Their level of communication with children is also low mainly because of their absence. Lack of communication lowers parent- child understanding, respect

and attachment to each other. When parents are less demanding; they are low in setting and enforcing rules on mature behaviour for their children (Gracia & Garcia, 2009; Xu 2007; Lai & Chang, 2009; Pachan, 2011). Studies show that children who negatively perceive lack of warmth and affection from those significant to them become dissatisfied and develop problems in personality reflected in their behaviour (Devine, Ho, & Wilson, 2000). It is also reported that when children are hurt psychologically by people important to them, they might view themselves and others negatively. Students who perceive their parents as neglectful may resort to behaviours such as attention seeking, feigning sickness, lying (A New Mexico Public Education Department, 2005) and suicide ideation (Lai & Chang, 2001) among others. In study to establish influence of authoritative (democratic) parenting, Garcia and Gracia (2009) found students from detached parenting to have the poorest performance in all variables tested.

It is important to determine what in the view of students constitutes parental neglect and how they perceive their effect on their discipline. In other words, what aspects of detached parenting affected students' discipline? Few studies if any in Kenya had been attributed to establishing how parental behaviours affected students discipline considering that socialization of children which had been collective in the past was largely currently left to individual parents. This therefore was a gap that needed to be filled.

Besides parenting style, environment and other home related factors a student was raised was found to affect their discipline. Kamau (2011) in a study on parental factors affecting delinquency among secondary school girls in Nairobi report that majority of delinquent girls were found to have come from homes characterized by conflicts. Similarly, most delinquent students came from homes where violent separation or divorce and unfavorable single parent families had occurred.

### **2.7 Intervention strategies for management of indiscipline**

Studies show that some forms of students' indiscipline arise from ineffective parenting from childhood (Ministry of Education, 2001; Njagi 2007; Mwangi, 2010). According to Griffin (1996) schools have the responsibility to identify and reverse the effect of inappropriate parenting students might have brought to schools. Persistent indiscipline in school has been blamed on failure to address students' personality deficiencies arising from ineffective socialization. Mulwa (2014); Kiprop (2012) say strategies such as suspension or expulsion may not always be appropriate and that guidance and counseling which targets underlying causes of learner problems was found effective because the strategy does not antagonize but influence positive change. Indicators for high levels of discipline would be student's voluntary adherence to school rules and regulation, few cases of indiscipline in schools, effective time management and peaceful coexistence among students and staff. While low discipline would be characterized by low

adherence to rules reflected by many and frequent cases of indiscipline contrary to school regulations such as incomplete or copying assignments, refusal to complete duties, rudeness and defiance to authority, stealing, fighting, abusing illegal drugs among others.

Many schools experience lack of parental support considered crucial in student discipline management. According to Mulwa (2014), 60.4 percent of school principals recorded uncooperative parents as one major challenge in management of discipline. This was supported by records from Nairobi County Education office, (2016). It is indicated that whenever students were involved in cases of indiscipline, many parents supported students, blamed the schools, threatened or instituted legal redress or transferred their children rather than cooperating with school management to address the problems identified in their children ( Kindiki ,2009);showing that such parents and school administrators perception of students' discipline were different. Further, Cheloti (2013) established that factors predisposing students to drug use were associated with student's home background and upbringing. How far schools considered the underlying causes of problem behaviour and involved parents in strategic partnership in management of student discipline had not been highlighted appropriately. This study targeted this gap.



## **2.8 Summary of the literature review**

All the studies reviewed agreed that parenting styles could influence children's psychosocial development (Baumrind 1991; Maccoby & Martins 1983; Gracia & Garcia 2009; Ochenge 2010; Kamau 2013; Gitonga, 2013) depending on context. While democratic, authoritarian and indulgent parenting styles had been associated with positive outcomes in some contexts, in others the outcome had been negative. Detached parenting was associated with negative results in all contexts. It is noted that most studies, assumed a homogeneous environment where only a particular style was associated with similar outcomes or that parents used one particular style with predetermined outcome on children. The fact was that students from diverse backgrounds and behaviours converged in schools. How their backgrounds influenced or inhibited their conduct towards others, performance of duties and response to rules remained a gap that needed to be filled. Besides, most studies reviewed failed to identify specific parenting practices and how they could singly or collectively influence students discipline. This study fills this gap by relating parenting styles to students discipline in public secondary schools in Nairobi County with unique social economic factors.

## **2.9. Theoretical framework**

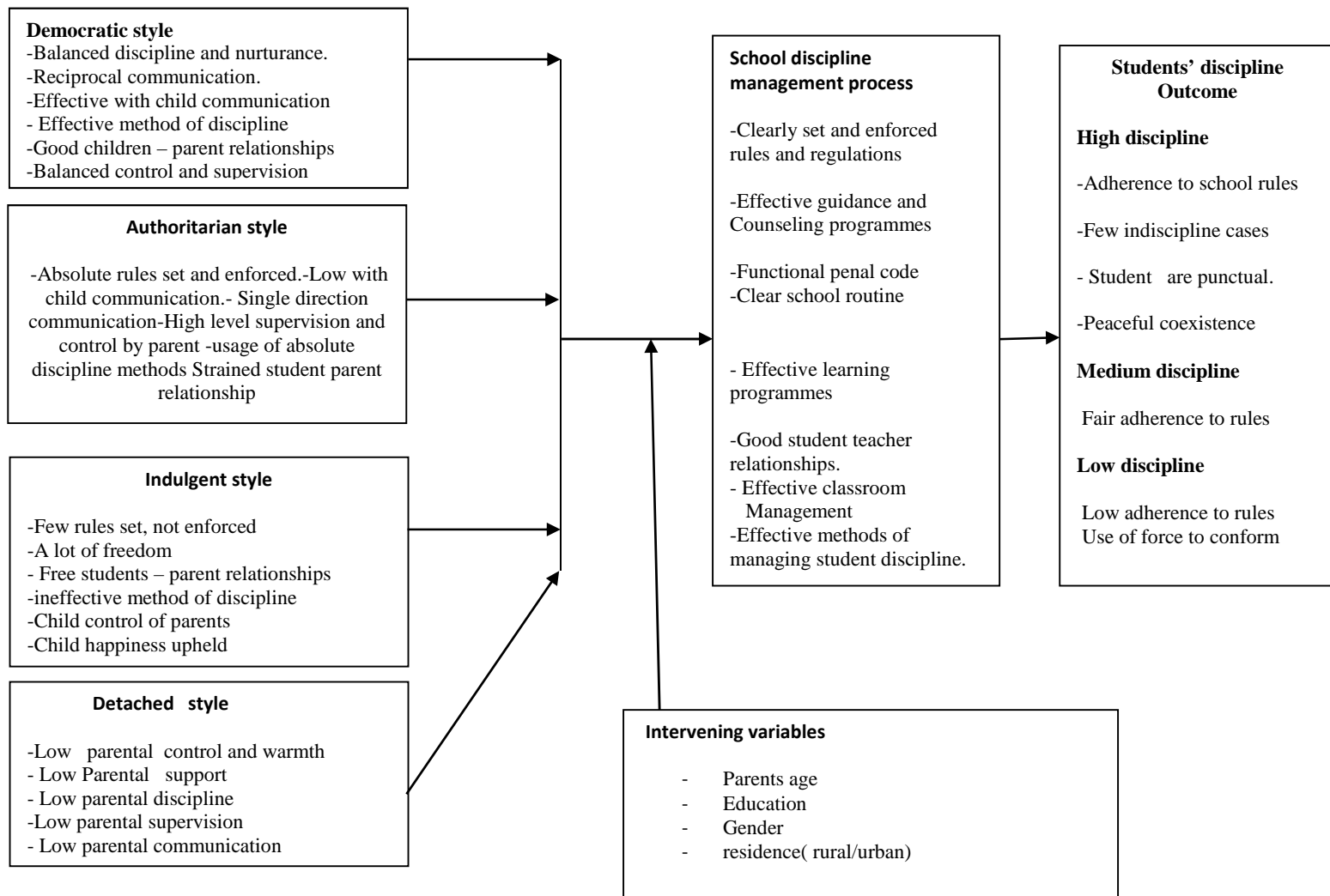
This study was guided by Social Learning theory by Albert Bandura (1986) and Rational Choice theory by George Hamas (1961). Social learning theory states

that people are capable of learning from one another through observation, imitation and modeling. Children learn by copying the behavior, attitudes and emotional reactions of people in their immediate environment like parents. Children whose parents or critical others act in aggressive manner learns to act the same( [http:// everydaylife.globalpost.com](http://everydaylife.globalpost.com)) One weakness in this theory is that it places a lot of emphasis on external environmental influences and therefore removing accountability from the child on how he /she process and handles the information gained. This theory is relevant to the study since children's behaviour and attitude may be influenced by parenting styles and practices, through observation, imitation and what has been communicated to them. Rational choice theory was used to strengthen the above weakness. The theory states that human beings are purposive and goal oriented. Their actions are geared towards a particular need or goal. A choice is made towards that action that gives the greatest satisfaction. Behaviour is maintained when what one wants matches what they perceive but is changed any time there is a mismatch and will continue so until the desired match is achieved. It is indicated that children learn best from those whose attributes they either admire or are relevant to them. This means that students might choose to follow their parents' values, ideas or ways if they relate positively with such parents.

This theory is applicable to this study because many discipline problems arise when children try to fulfill a need in undesirable ways. Children whose needs real or perceived are not satisfied could be frustrated and could resort to behaviours deemed appropriate to solve the problems. Therefore, causes of problems such as aggressiveness, hostility, attention seeking defiance and other inappropriate behaviour should be identified so that acceptable alternatives to replace them are designed to achieve acceptable behaviour. Both theories give every student room for improvement by creating new models and opportunities to copy and learn new desirable behaviours.

### **2.10 Conceptual framework**

A conceptual framework is a model developed by the researcher to diagrammatically show the relationship between the variables in a study (Mugenda & Mugenda, 2003). According to Tuckman (1998) it is a proposed set of linkages between specific variables along a path from input to process to outcome with the purpose of predicting or accounting for specific outcome.



**Figure 2.1 Influence of parenting styles on student discipline**

The independent and dependent variable are related as shown. Parenting styles are the independent variables while students' discipline outcome is the dependent variable. The type of parenting style a parent employed could influence a student's ability to obey school rules resulting to varying levels of discipline at school from high, medium and low. Appropriate management strategies are needed to maintain or improve discipline for students' academic success in schools. A school management programmes characterized by clear rules set and enforced, a functional guidance and counseling and effective teaching and learning programmes was likely to enhance discipline in students despite their background. A peaceful home or learning environment where more children/students were able to observe rules and behave according to laid out procedures; student discipline was likely to be the norm. This is because, according to Social Learning Theory, learning takes place through observations and modeling. When parents were able to model appropriate behaviours, use effective communication skills to endear themselves to children, parental traits were likely to be adopted. A school where more students displayed acceptable behaviour, few with cases of discipline would likely have minimal impact. They would be influenced to acquire and learn new behaviour. The strategy then would be to model acceptable behaviour both at home and at school. Then, making being undisciplined unattractive by use of clear discipline management strategies and penal codes. Thereby making it being discipline a more viable and rational choice.

Peer influence, media, student personality may have some effect on the outcome so will be treated as extraneous variables since they are not directly related to the purpose of the study (Kothari, 2008). Parents' age, level of education gender and residence were treated as intervening variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the research methodology employed in the study. It is organized under the following sub-titles; research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures, analysis techniques and ethical considerations.

#### **3.2 Research design**

Ex Post Facto survey design was adopted in this study. According to Cohen and Manion (1994), Ex post facto design investigates possible cause and effect relationship by observing existing state of affairs and searching back in time for plausible causal factors. So, in this study where behaviours, relationships and practices that parents adopted in raising their children in the past were examined in order to establish any possible association with discipline identifiable in their children while in schools for which this design was appropriate. The design also uses questionnaires and interviews on sampled respondents that this study adopted. It is also suitably used in studies that are educational in nature so it is suitable for this study (Cohen & Manion, 2005).

### 3.3 Target population

In this study the target population comprised 46,858 students, 85 deputy principals, 85 heads of guidance and counseling departments and 1874 teachers in 85 public secondary schools. (Nairobi City County Director of Education office Records, 2016).The overall sample consisted of 381 students,90 class teachers, 29 HoDs of GCDs and 29 deputy principals.

### 3.4 Sample size and sampling procedures

Table 3.1 shows the target population, sampled schools and the sample size.

**Table 3.1 Sample size and sampling procedure**

Target schools	Sampled schools	Deputy principals	Class teachers	H.O.D G/C	Students target population	Students sample	Sampled Parents
41 mixed	14	14	30	14	11,386	93	30
24 Female	8	8	30	8	17,010	138	30
20 Male	7	7	30	7	18,462	150	30
<b>Total</b>	<b>29</b>	<b>29</b>	<b>90</b>	<b>29</b>	<b>46,858</b>	<b>381</b>	<b>90</b>

#### 3.4.1 Selection of schools

Using stratified random sampling, the 85 schools in Nairobi County were organized into three sub groups or strata in terms of mixed 41, girls only 24 and boys' only 20 schools. Each stratum was then sampled individually. Stratified



proportionate random sampling was used to sample 30 percent of schools in each category (Kombo & Tromp, 2006). Thus, the sample of schools were as follows 14 from mixed schools, 8 from females only and 7 from male only schools leading to a total of 29 schools. To get the 29 schools, a list of all schools in the nine sub counties in Nairobi at the time were used.

To get the sample for the 14 mixed schools, a list of mixed schools in each sub county was used. The number of students from mixed schools in each sub county was calculated. Then their proportionate percentages were used to determine the samples for each sub county. The same procedure was repeated with girls' and boys' only schools as indicated on Table 3.2. Simple random sampling was used to select the required number of schools per Sub County.

### **3.4.2 Selection of students**

The total population of students in Nairobi County was 46,858 (Nairobi Regional County Office, 2016). According to Krejcie and Morgan Table (1970), for a population above 40,000 to 50,000 a sample size of 381 students would be adequate. Since a population of 46,858 was within that range a sample size of 381 was used for this study. Using stratified proportionate random sampling sample size for each category of schools were calculated based on their proportionate percentages. This was done by dividing the total number of students in each

category of schools by that of the entire population then multiplying by one hundred to get the percentages. The percentages were as follows: Mixed schools 24.3% of 381 was 93 students.

This was further divided proportionately to the nine sub counties as shown on Table 3.2. The number of students allocated to each sub county was further divided by the sampled schools per Sub County. Systematic random sampling was then used to select students from sampled schools. This was further divided by four to get number of students per class who filled the questionnaires. Class lists were used starting with the first name to the last at regular intervals.

Table 3.2 show the target population, sampled schools and the sample size

**Table 3.2 Sample size and sampling of students per Sub County.**

<b>Sub county</b>	<b>No. of Schools</b>	<b>No. of students/ (percentages)</b>	<b>Sample per sub county</b>	<b>No. of sampled schools per sub county</b>	<b>Sampled students per school</b>
Dagoretti	12	8283 (17.7)	67	4	16
Embakasi	7	3373(7.2)	27	2	15
Kamkunji	7	4425(9.4)	36	2	16
Kasarani	12	4684(10)	30	4	8
Lang'ata	5	2762(5.9)	22	1	22
Makadara	10	5919(12.6)	48	4	12
Njiru	11	3657(7.8)	30	4	8
Starehe	11	6614(14.1)	53	4	14
Westlands	10	7141(15.2)	58	4	15
<b>Total</b>	<b>85</b>	<b>46858( 100)</b>	<b>381</b>	<b>29</b>	

### 3.4.3 Selection of deputy principals, G/C teachers, class teachers and parents

The teachers and parents were sampled using central limit theorem which states that any number above 30 would give a normal distribution (Kothari, 2008). These almost corresponded with the number of sampled schools. Therefore, equal number of teachers was taken. For each category of sampled schools, 30 teachers and parents were sampled. One deputy principal (administration and student discipline) and head of guidance and counseling department from sampled schools was included in the sample as shown on Table 3.1.

Cross tabulation of the teachers and the school type they were teaching is displayed in Table 3.3.

**Table 3.3 Cross tabulation of the teachers and the school type they taught**

Type of school	Position held in the school			Total
	Class teacher	deputy	HODG/C	
Boys boarding	19	2	5	26
Girls boarding	11	5	4	20
Mixed day	14	6	3	23
Boys day	4	2	1	7
Girls day	2	1	2	5
Mixed boarding	1	1	1	3
<b>Total</b>	<b>51(60.7%)</b>	<b>17(20.2)</b>	<b>16(19.0%)</b>	<b>84(100%)</b>

Table 3.3 show class teachers, deputy principals and heads of guidance and counseling departments involved in the interview from across all types of schools. Considering that variable in question (student discipline) could equally be well articulated by either of the teachers, a response rate of 57 percent from all cadres of teachers was adequate (Mugenda & Mugenda, 2003) being that oral interviews that yielded detailed information were also used.

### **3.5. Research instruments**

These are the measurement or observation procedures used to collect data or information from respondents (Tuckman, 1998). In this study, questionnaires, interview guides and focus group discussion guides were used to collect data from students, teachers, and heads of guidance and counseling departments as well as deputy principals of sampled schools. According to Best and Kahn (2006), using multiple data gathering techniques helps in avoiding bias. It also adds depth and richness to research design and data collection (McMurray, Pace & Scott, 2004).

#### **3.5.1. Questionnaire**

A Questionnaire is a structured tool used for collecting data in a social survey from a potentially large number of respondents. It consists of a series of questions defined by the researcher to gather information on people's attitudes, thoughts and behaviours. Each item in the questionnaire is designed to address a specific

objective in the study (Mugenda & Mugenda, 2003). Questionnaires are especially useful when confidentiality is necessary to ensure participants respond accurately and honestly (Mutai, 2014). Two questionnaires one for students Appendix ii and the other for teachers (Appendix, iii) were used in this study.

Questionnaires were suitable for this study as they enabled a large number of respondents to give written responses to questions on their opinions, attitudes and experiences on the topic at their own time and pace (Mugenda & Mugenda, 2011). It was also suitable because some questions that touched on private family relationships required privacy. So, confidentiality that is guaranteed through use of questionnaires was very essential in this study. Through use of closed ended, open ended, contingency or filter and matrix questions (Mugenda & Mugenda, 2003) both in one questionnaire, the researcher was able to get variety of answers from respondents. Questions in the questionnaire for students, addressed personal data, identification of parenting styles, influence of parenting styles on students' discipline, and discipline management strategies used in schools.

Another questionnaire was used to collect data from class teachers, guidance and counseling as well as deputy principals. It had questions on personal information, cases of indiscipline issues experienced in schools, effect of parenting styles and students' behaviour and methods of discipline commonly used in schools. Both open and closed ended questions were used.

### **3.5.2. Focus group discussion guide**

Focus group discussion guide is a list of questions used to guide participants in discussing ideas, issues insights and experiences among themselves (Mutai, 2014) was also used with three different groups composed of eight students each from the three categories of schools. This allowed in -depth discussion of personal experiences on effect of parenting styles and students discipline. It allowed students to explore the topic to bring out diversity in opinions more deeply and exhaustively (Mugenda & Mugenda, 2011; Best & Kahn, 2011) as they discussed among themselves.

The fact that every member was free to comment, criticize or elaborate points made by other speakers (Mutai, 2014) yielded valuable insights which one would avoid during individual interviews. Listening to others express their views and experiences stimulated ideas and provided the right language for others to also express their experiences. Opinions and experiences that would otherwise be hidden were discussed as if they affected others and not self. It was also possible to assess participants' feelings from spontaneous reactions and body language. The method also allowed use of probing questions for more clarification. All these made focus group discussion a suitable method for this study.

### **3.5.3. Interview guide for class teachers, administrators and parents**

Interview guide or schedule is a set of structured and unstructured questions the interviewer asks when interviewing respondents so that the same questions are asked in the same manner to meet specific objectives in the study (Mugenda & Mugenda, 2003). Interview guide was used to guide the researcher during interviews with deputy principals, counselors and class teachers (Appendix IV) and parents (Appendix V) Interview was suitable for this study since it allowed the researcher to clarify as well as ask follow up questions to get adequate responses to address the objectives stated.

### **3.5.4. Document analysis guide**

Document analysis guide was used to analyze discipline record books and minutes of disciplinary committees to identify common discipline cases, actions taken and parents' involvement. Many schools did not allow access to these documents due to own reasons possibly fear of disclosure of the state of discipline in the schools. Since the information got from few schools that allowed access to the required documents would not be representative, the results were used as general information in other areas. According to Best and Kahn (2006), the use of multiple techniques in a study helps in avoiding bias in the data collected.

### **3.6 Validity of instruments**

Validity of instrument refers to how meaningful and accurate an instrument is in measuring the concepts it was intended to measure (Mugenda & Mugenda, 2011). A content validity measures the degree to which an instrument adequately covers all aspects of the topic under study (Kothari, 2008). Internal validity depends on how the effects of extraneous variables have been controlled. External validity refers to the extent to which findings can be generalized. To ensure content validity, questions were clearly set in line with the set objectives to prevent ambiguity. Instruments were also carefully set and validated by a team of experts and professionals (Best & Kahn, 2006) particularly the university supervisors to determine and correct any weaknesses.

#### **3.6.1 Pilot testing**

According to Mugenda and Mugenda, (2003) any figure between one to ten percent depending on the population is adequate for pretesting. In this study seven percent (26) students were used to pilot test students questionnaire. The students were drawn from two schools in Nairobi County which were not among sampled ones but shared similar characteristic of being boys and girls boarding like those sampled were used (Cooper & Schindler, 2006).The twenty six students were given questionnaires which they filled and returned. After analysis several repeated questions such as 26 which required students to rate themselves in terms



of discipline, question 37 on aspects contributing to levels of discipline already captured in section B among others were removed. Two teachers and parents were selected to participate in discussing each question item to gauge the quality of responses against the objectives set and results analyzed. Thereafter pretesting testing was done in two schools.

### **3.6.2 Reliability of Instruments**

Reliability of instrument refers to the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2011). To establish the reliability of instruments in this study, split half method was used for major question which had 40 variables in students' questionnaire. Major questions in the students questionnaires (10), and questions (3) used during pilot study were divided into equal halves-even and odd numbers. Responses in each half were computed and scores generated. Then Pearson Product Moment Correlation used to correlate the scores from the two halves in the students' questionnaires (Mugenda & Mugenda, 2011; Best & Kahn, 2011) realized 0.8 coefficients. According to Best and Kahn, (2011) correlation coefficient above six is deemed reliable. Therefore, the questionnaire was reliable enough to be to collect data for this study.

### **3.7 Data collection procedure**

After getting permission from the faculty, a permit was sought from The National Commission for Science Technology and innovation (NACOSTI). Thereafter, clearance from the Ministry of Education, local education offices and respective school principals in Nairobi County to conduct research in public schools was got. The researcher contacted the deputy principals who helped contact the class and Guidance and counseling teachers. With the help of the class teachers students were sampled using class lists.

The sampled students were called together and the purpose of the study was explained. The students were assured that their identities and that of their schools would be treated with confidentiality. They were instructed not to write their names or that of their school on the questionnaires. As the students filled the questionnaires, where possible, interviews with teachers were done with the help of research assistants. Other teachers who were able to also filled questionnaires while others were collected at a later date. Where requests for documents for analysis were granted, they were studied by the researcher and notes made accordingly. On specified dates focus group discussions were done. The researcher fronted questions which were discussed freely by students as sat in groups of six according to the three school types. Probing questions were asked where there was need for clarification. Trained research assistants recorded

students' opinions and observations. Then, with the help of school principals parents in the PTA were identified and contacted and dates to interview them were set. On the appointed dates questions were asked to parents and responses recorded accordingly.

### **3.8 Data analysis techniques**

Data organization in research refers to systematic ordering of data (Mugenda & Mugenda, 2011; Best & Kahn, 2011). After collection of data, they were checked for completeness and questionnaires were coded for identification. Thereafter, the results were keyed in the computer and analysis was done using Statistical Package for Social Surveys (SPSS). Analyses of quantitative data were done using various descriptive statistics such as means, percentage and cross were used. In addition, inferential statistical analysis such as Pearson correlation was used to determine relationships stated in the four hypotheses that; students discipline was not significantly affected by Ho<sub>1</sub>-democratic; Ho<sub>2</sub>-authoritarian; Ho<sub>3</sub>- indulgent and Ho<sub>4</sub>- detached parenting styles.

Results were presented using tables and charts. Qualitative data from teachers and parents interviews as well as open ended questions in students questionnaires and focus group discussions were organized in similar themes and frequencies generated. Some were reported as narratives while others reported verbatim with

pseudo names to ensure confidentiality of respondents. Thereafter, conclusions about the topic were made. Each hypothesis was tested as indicated on Table 3.4.

**Table 3.4 Hypotheses analysis matrix**

Hypothesis	Respondents	Instrument used	Analysis method
Ho <sub>1</sub> . There is no significant effect on students' discipline when parents used democratic parenting style in raising them.	Students	Questionnaires	Pearson's correlation Level of Significance 0.01
Ho <sub>2</sub> . There is no significant effect on students' discipline when parents used authoritarian parenting style in raising them.	Students	Questionnaires	Pearson's correlation Level of Significance 0.01
Ho <sub>3</sub> . There is no significant effect on students' discipline when parents used indulgent parenting style in raising them.	Students	Questionnaires	Pearson's correlation Level of significance 0.01
Ho <sub>4</sub> . There is no significant effect on students' discipline when parents used detached parenting style in raising them	Students	Questionnaires	Pearson's Correlation Level of Significance 0.01

### **3.9 Ethical considerations**

Firstly, due procedure was used to obtain required permit from NACOSTI, Nairobi County Education offices and school principals, teachers and other respondents. To safeguard the validity of findings and the integrity of all participants involved in this study, required standards in data collecting, analyzing and reporting procedures were adhered to and possible limitations of the study were highlighted. Firstly, the researcher and trained research assistants explained to the respondents and heads of institutions from where data was collected the purpose of the study. This was in order for them to make informed consent to participate in the study or not. Heads of institutions gave consent on behalf of students since most of them were below the age of 18 years. Besides, letters of consent were obtained from parents to interview and administer questionnaires to their children. Secondly, anonymity and confidentiality of participants was safeguarded by using pseudo names where names could be used. Participants were also not required to indicate their names or that of their schools. Finally, respondents were assured that the information gathered would be used for intended academic purpose only (Dane, 1990; Cohen & Manion, 1994, Mugenda & Mugenda; 2011).

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

In this chapter, data analysis, presentation and interpretation are given in terms of response rate, demographic data on students, teachers and parents, identification of parenting styles and other demographic variables and general information on parenting; Objective One in terms of influence of democratic parenting styles and students discipline, influence of practices associated with democratic parenting namely; communication, discipline strategies, parent child relationship, involvement in cases of discipline and correlation between democratic parenting practices and students discipline; Objective Two; authoritarian parenting style and students discipline. Communication, discipline methods, consideration of students' opinion, responsibilities to children, correlation between democratic parenting practices and discipline; Objective Three: Influence of indulgent parenting on students discipline, state of rules set, relationship with children, communication, indulgent parents and duties and responsibilities, correlation between indulgent parenting practices and discipline; Objective Four: detached parenting style and students discipline, love and students discipline, lack of control and student discipline, duties and responsibilities lack of parental involvement, correlation between detached parenting practices and discipline; Objective Five: Intervention strategies for management of discipline, general

discussion on state of discipline and factors affecting discipline, students opinion on involvement in indiscipline, reported cases of discipline, measures used to control discipline and their effectiveness.

## 4.2 Questionnaires response rate

### 4.2.1 Response rate for all respondents

This refers to the number of questionnaires that were filled and returned as well as the number of respondents that were available for interviews across the County.

**Table 4.1 Response rate**

<b>Respondents</b>	<b>Issued</b>	<b>Returned</b>	<b>percent</b>
Students	381	376	98.9
Class teachers	90	51	56.7
Guidance/teachers	29	16	53.3
Deputy principals	29	17	56.7
<b>Total</b>	<b>529</b>	<b>460</b>	<b>86.96</b>

The return rate for students was 98.9 percent since the questionnaires were filled and returned as the researchers waited. Though return rate for class teachers, Guidance/teachers and deputy principals was comparatively low compared to that of students, it was still adequate. According to Mugenda and Mugenda (2011) a return rate of above fifty percent was adequate. It is important to note that

questionnaires were adopted for teachers to supplement the information got through interviews. Interview guide was used to collect data from teachers, heads of guidance and counseling departments and deputy principals and 30 parents.

#### 4.2.2 Responses by county and class

Table 4.2 indicates the response rate by class in the nine sub counties.

**Table 4.2 Responses by county and class**

<b>Sub County</b>	<b>Target population</b>	<b>Form 1</b>	<b>Form 2</b>	<b>Form3</b>	<b>Form4</b>	<b>Total/ (%)</b>
Dagoretti	8283	23	23	22	6	74(19.7)
Embakasi	3373	5	5	7	0	17 (4.5)
Kamkunji	4425	6	5	8	1	20(5.3)
Kasarani	4684	7	5	13	13	38 (10.1)
Langata	2762	12	9	7	6	34(9.0)
Makadara	5919	9	15	12	14	50(13.3)
Njiru	3657	2	4	8	0	14(3.7)
Starehe	6614	21	7	8	20	56(14.9)
Westlands	7141	11	30	19	13	73(19.4)
<b>Total</b>	<b>46858</b>	<b>96</b>	<b>103</b>	<b>104</b>	<b>73</b>	<b>376</b>
		<b>(25.5)</b>	<b>(27.4)</b>	<b>(27.6)</b>	<b>(19.4)</b>	<b>(100)</b>

Table 4.2 shows the distribution of students according to their forms. This indicates that students were sampled from all the nine sub counties in Nairobi City County and all classes (forms 1-4) were represented.

#### 4.2.3 Responses according to whom students lived with

The students were asked to state whom they lived with while attending school.

The results are shown in Table 4.3.



**Table 4.3 Distribution of students by whom they lived with**

	<b>Frequency</b>	<b>Percentage</b>
Mother Only	80	21.3
Father Only	12	3.2
Both Parents	240	63.8
Guardian	44	11.7
<b>Total</b>	<b>376</b>	<b>100.0</b>

From Table 4.3 majority of students 63.8 percent lived with parents, 21.3 percent with their mothers only, and 11.7 percent lived with guardians. However the least 3.2 percent lived with fathers only. This information was crucial to this study as Imbogo (2010) indicate that males and females have unique ways of parenting and therefore each have vital contribution to a child's life. The study states that while fathers encourage competition and independence mothers encourage equality and security. However, through their love and physical intimacy both mothers and fathers encourage security and confidence. A child who misses love and attention from any of the parents could have behavioral defects. This information was therefore vital as each category brought unique experiences.

### **4.3. Demographic information for parents/guardians'**

#### **4.3.1 Parents/guardians' age, level of education and occupation**

Students were asked to state age, level of education and occupation of their parents/guardians. The results are shown in Table 4.4.

**Table 4.4 Distribution of parents/guardians by age, level of education and occupation**

		Mother	Father	Guardians
Age	Below 35 years	39 (10.4)	3 (0.8)	19 (5.1)
	(35-45)	221 (58.8)	101 (26.26.9)	9 (2.4)
	(46-55)	57 (15.2)	129 (34.3)	14(3.7)
	(56-65)	3 (.8)	18 (4.8)	5 (1.3)
	Above 65	0 (0)	2.(.8)	3 (.8)
	<b>Total</b>	<b>320(85.1)</b>	<b>252(67.3)</b>	<b>50 (13.3)</b>
Level of Education	None	9 (2.4)	1 (.3)	7 (1.9)
	Primary	48 (12.5)	15 (4)	9 (2.4)
	Secondary	96 (25.5)	80 (21.3)	17(4.5)
	College	38 (10.1)	17(4.5)	0 (0)
	University	128 (34)	139 (37)	17 (4.5)
	Not Indicated	2 (.5)	0 (0)	0 (0 )
<b>Total</b>	<b>320</b>	<b>252 (67)</b>	<b>50 (13.3)</b>	
Occupation	Not indicated	22 (5.9)	17 (4.5)	5(.3)
	Housewife	30 (8)	0(0)	1(.3)
	Casual	10 (2.7)	6 (1.6)	1(.3)
	Formal	137(36.4)	131 (32)	22(6)
	Business/ self employed	121(32.2)	98(26)	21(5.6)
	<b>Total</b>	<b>320</b>	<b>252</b>	<b>50</b>

Table 4.4 shows that majority of mothers were aged between 35 to 45 years while that of fathers were from 46 to 55 age range, 5.1 percent of guardians were below 35 year age range. A question on relationship between students and guardians indicated that majority were older siblings while those aged above 56 were uncles, aunts and grandparents to the students. Information on parents' age, level of education and occupation was useful to this study because as indicated by Pachan (2011), older parents used stricter styles than the younger ones who tended to be more liberal.

Level of education shows that majority of parents and guardians had diverse level of education. The Majority had university education 34 percent mothers, 37 percent fathers and 4.5 percent guardians. Views drawn from parents of diverse ages would therefore be representative enough.

Parents' level of education was considered important in this study because it could influence the way parents raised their children. Studies done in Saudi Arabia (Al-Mutalq ,1981) in Egypt,(Hana ,1974) and in Algeria as cited in Dwairy and Achoui (2006) indicated that educated mothers were less authoritarian than less educated ones indicating that a parents' level of education could affect their perception and practices on parenting. Similarly, education was crucial to this study as Pachan (2011) found that more educated parents in Ghana were more responsive and cherishing compared to less educated ones. Correlation between parents' level of education and the parenting styles in this study revealed no significant relationship between a parent / guardian's level of education and the style of parenting adopted in raising children.

Findings indicate that majority of mothers 50.9 percent were in informal employment, compared to 46 percent of guardians and 42.5 percent of fathers. However, in formal employment, majority 59.5 percent were fathers

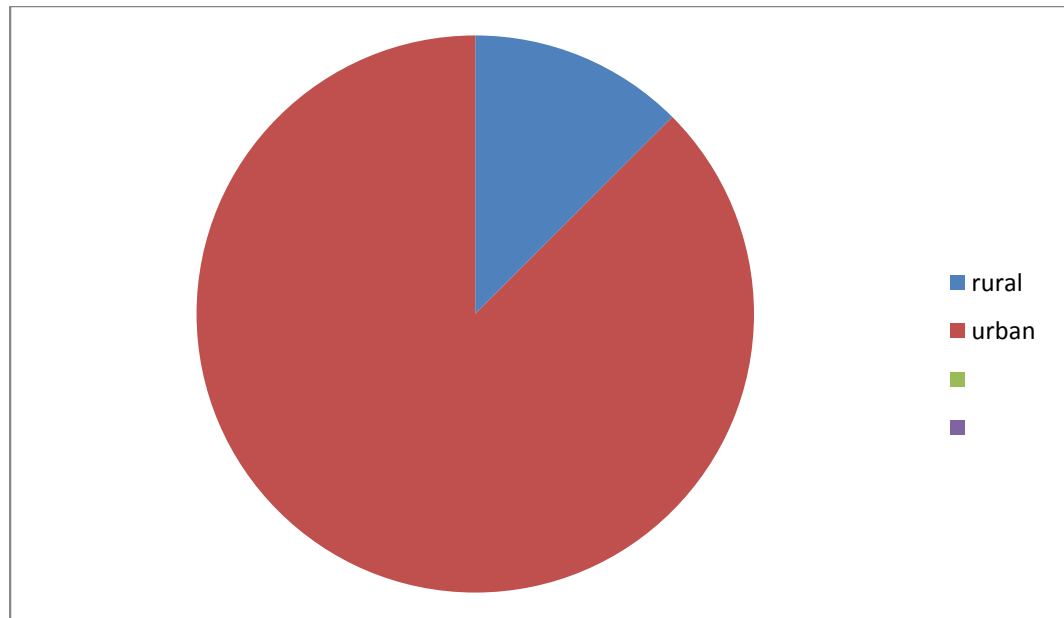
54 percent were guardians and the least were mothers at 49 percent. This is similar to the level of education where majority of mothers 14.9 percent had lower levels of education compared to fathers and guardians. According to Mahmood (1997) mothers of high socioeconomic status were more democratic and valued their children's independence than mothers from lower socioeconomic status; implying that social economic status may modify parenting styles and practices. Therefore, having parents from several socioeconomic backgrounds represented meant that diverse views useful for this study were gathered.

#### **4.3.2. Students homes/residence**

Students were asked to indicate where they mostly lived when away from school. This is because though the study was done in Nairobi County, some students from boarding schools especially from County, Extra County and national schools came from outside Nairobi. The results are shown on Table 4.5.

**Table 4.5 Students' areas of residence**

<b>Residence</b>	<b>Frequency</b>	<b>Percent</b>
Rural	47	12.5
Urban	329	87.5
<b>Total</b>	<b>376</b>	<b>100.0</b>



**Figure 4.1 Students' areas of residence**

Figure 4.1 shows that majority of students 87.5 percent resided in urban settings. Even though the number of students from rural setting was low compared to those from the urban setting, being above 30 it was still representative enough and valid for comparison of views both in rural and urban setting desirable in this study (Gordon & Gordon, 1994).

According to Pachan (2011) parents from remote areas of Ghana preferred using restrictive- containment parenting style which is comparable to authoritarian style as opposed to those in urban Ghana who were more liberal. Similarly, Dwairy (2006) found parents in more rural Yemen and Lebanon more authoritarian than

their liberal counterparts in towns. This diversity of having students from both rural and urban would therefore be useful for this study.

In this study, when students' home setting was cross tabulated with parenting styles, majority of democratic parents 87.5 percent were from urban setting. However, of the 49 parents whose dominant style of parenting was authoritarian, 16.3 percent lived in a rural setting while 83.7 percent lived in an urban setting. For 85 parents whose second option of parenting was authoritarian 54.2 percent were from urban setting. Authoritarian style was majorly used as the second dominant style, with the majority 90.6 percent resided in the urban. It is also noted that of the 13 parents from the rural setting who used a second style in parenting 61.5 percent used authoritarian style compared to all the other parenting types. Even though the percentage was low, this tended to support the views of Pachan (2011) and Dwairy (2006) who found authoritarian style of parenting dominant in Rural Ghana and in Yemen and Lebanon respectively.

#### **4.3.3 Demographic data for teachers**

Among personal data captured from the teachers were their age, level of education and gender. The results are shown on Table 4.6.

**Table 4.6 Demographic information for teachers**

<b>Age</b>	<b>Deputy</b>	<b>HoD G/C</b>	<b>Class teachers</b>	<b>Total</b>
51-60	7(41.1%)	4(25%)	2(3.9%)	<b>13(15.5%)</b>
41-50	8 (47.1%)	9(56.3%)	12(23.5%)	<b>29(34.5%)</b>
31-40	2(11.8%)	3(18.8%)	29(56.9%)	<b>34(40.5%)</b>
21-30	0	0	8(15.7%)	<b>8(9.5%)</b>
<b>Education</b>				
Diploma	1(5.9%)	3(18.8%)	5(9.8%)	9(10.7%)
BEd/BA	13(76.5%)	12(75%)	40(78.4%)	65(77.4%)
MEd/MA/Msc	3(17.6%)	1(6.2%)	5(9.8%)	9(10.7%)
PhD	0	0	1(1.9%)	1(1.2%)
<b>Gender</b>				
Male	7(41.2%)	2(12.5%)	12(23.5%)	21(25%)
Female	10(58.8%)	14(87.5%)	39(76.5%)	63(75%)

Table 4.6 shows that majority of deputy principals 47.1 percent and HoD of guidance and Counseling departments 56.3 percent were between 41 and fifty years while most of the class teachers 56.9 percent were between 31 to 40 years. It is also noted that majority of deputies 76.5 percent, HoDs of Guidance and counseling Departments 75 percent and class teachers 78.4 percent had University degrees. In terms of gender, most deputies 58.8 percent, HoDs of Guidance and counseling Departments 87.5 percent and class teachers 76.5 percent were

females. This shows that teachers of diverse ages, levels of education and gender provided data for this study.

#### 4.3.4 Demographic information for parents

Among the background information parents provided were their children's classes, parents' gender, age, and level of education, number of children and profession. These are shown on Table 4.7.

**Table 4.7 Demographic information for parents**

	Child's Class represented	Percentage
A Child's Class	Form 1	5(16.1)
	Form 2	5(16.1)
	Form 3	12(38.7)
	Form 4	9(29)
	<b>Total</b>	<b>31 (100%)</b>
	Age in years	percent
B Age in years	Below 35	1(3.3)
	35 -45	18(58.1)
	46-55	10(32.1)
	56-65	2(6.5)
	Others	0(0)
	<b>Total</b>	<b>31(100)</b>
	Level of education	percent
C Level of education	Masters	10(32.3)
	Bachelors	10(32.3)
	Diploma	7(22.7)
	Secondary	2(6.5)
	Primary	2(6.5)
	None	0
	<b>Total</b>	<b>100</b>
	Parents Profession	percent
D Parents Profession	Business	7(22.5)
	Teacher	7(22.5)
	Doctor	2(6.5)
	Banker	2(6.5)



	nurse	2(6.5)
	Other formal	11(35.5)
	<b>Total</b>	<b>100%</b>
E Number of children	Number of children	percent
	1	1(3.2)
	2	9(29)
	3	9(29)
	4	10(32.3)
	5	1(3.2)
	Others	1(3.2)
	<b>Total</b>	<b>31(100%)</b>

Table 4.7 shows that parents interviewed had children in all classes with the majority (38.7%) being in form three. Therefore, views drawn from parents would be inclusive enough. In terms of age, findings show that majority of parents were 35 to 45 age bracket. This concurs with the findings from students that majority of mothers belonged to this age group while most of fathers belonged to 46 and 55 age group. Thus, considering their age, they were mature enough to give reliable information since experience also increases with age. Pachan (2011) found that older parents tended to be more authoritarian compared to younger ones who were more indulgent among Ghanaian parents. Age of parents was essential to this study as parenting practices in dealing with other children may be affected by age and experiences acquired over the years.

Table 4.7 also indicates that majority of parents had high level of education; with majority 32.3 percent had Masters and Bachelor degrees. Though few, seven percent of parents had diplomas. It is noted that parents with many levels of education were represented thus diverse opinions would be got.

Table 4.7 also shows that most parents were in formal employment. Those in business were involved in small to medium scale groceries. The parents were able to provide reliable information to the question asked in the interviews. Majority of parents 32.3 percent had four children. According to Spera (2005) and Xu (2007) relationship between a parent and child is determined by the niche the child holds in a parent's life. The parenting style a parent adopts with an only child would be different from that when children were many. Getting views from parents with different number of children was therefore important for this.

#### **4.4. Identification of parenting styles**

In this section, four parenting styles (democratic, authoritarian, indulgent and detached) were identified based on 40 items, ten of which had practices associated with each specific parenting style for the four categories. The students were required to rate them according to their opinion on how their parents/guardians related with them.

The responses were given in a four point likert scale representing the following responses. 4 strongly agree, 3 agree, 2 disagree and 1 strongly disagree. Responses for each question as given by students in every parenting style were added (Asunda, 1987). A student scoring between 25 and 40 meant that the parents used most practices depicted in the section and was therefore graded to belong to that

parenting style. Forty would be the highest score possible for each style implying a student's strong agreement (score of 4 in all the 10) with all the statements. On the other hand, the lowest score would be ten implying a strong disagreement with (or a score of one in) all the statements. A score of 30 meant an agreement with all the ten practices while that of 40 meant a strong agreement with (or a score of four in) all the ten practices.

When a student got the highest total in a section, the parent was considered to belong to that parenting style and was graded as the first dominant style. For example a student whose total score in practices associated with democratic style was between 25 and 40 had parents described as democratic if it was the highest among the four. However, if the second best score was among authoritarian practices, it was categorized as the second dominant style respectively. But when a student's score was below 25 in all the sections, the parents were graded as having unspecified or cocktail of parenting styles. Labels identifying the four parenting styles were omitted to avoid any form of biases. Students therefore free to select their experiences from the four sections. Frequencies and percentages of each section were computed. The responses are displayed in Appendix V while summaries are shown on Table 4.8.

**Table 4.8 Dominant parenting styles used by parents**

<b>1<sup>st</sup> dominant parenting styles</b>			<b>2<sup>nd</sup> dominant parenting style</b>		
<b>Parenting style</b>	<b>frequency</b>	<b>Percent</b>	<b>Parenting style</b>	<b>frequency</b>	<b>percent</b>
Democratic	273	72.6	Democratic	25	6.6
Authoritarian	49	13.0	Authoritarian	85	22.6
Indulgent	9	2.4	Indulgent	20	5.3
Detached	21	5.6	Detached	12	3.2
Unspecified(cocktail)	24	6.4			
<b>Total</b>	<b>376</b>	<b>100</b>	<b>Total</b>	<b>166</b>	<b>44.1</b>

The finding on Table 4.8 show that democratic parenting was dominantly used by students’ parents since (72.6%) of the respondents agreed with most practices associated with it. The second dominant style was authoritarian selected by (13.0%) of the respondents followed by (6.4%) whose parents used Unspecified or cocktail of parenting styles. Detached parenting was selected by (5.6 %) of the respondents and lastly (2.4%) whose selection indicated that their parents majorly used indulgent parenting practices. The results got from the computation above show that 37.8 percent of parents used more than one parenting style when raising their children. In the second dominant option authoritarian style was predominantly used by 22.6 percent of parents followed democratic style used by 6.6 percent. It is also indicated that 6.4 percent used unspecified style; meaning

that variety of practices from across all styles and no dominant one was used. So, it would be difficult to predict their behaviour at any particular time. The fact that some parents used more than one style in raising their children is quite a departure from other reviewed studies where parents were associated with only one parenting style.

To further establish the parenting styles adopted by parents, students were given direct questions to categorize parents as either A,B,C,D given general descriptions such as (A )Strict, but supportive, free friendly towards their children ( B) Very strict, controlling, less friendly and free towards their children, communicates less (C)Very lenient, over protective and pampering towards their children and allows all their will(D) Less supportive or controlling, spares no time and associate less with children. Spaces were provided for description of mothers, fathers and guardians separately. They were also asked to state their preferred and un preferred style. Results obtained are displayed on Table 4.9.

**Table 4.9 Students’ categorization of parents parenting styles and their preferred style**

<b>Parenting style</b>	<b>Mother %</b>	<b>Father %</b>	<b>Guardian %</b>	<b>Preferred style %</b>	<b>Not preferred style %</b>
Democratic	72.3	43.9	7.2	91.8	None
Authoritarian	6.4	13.8	.8	5.3	34.8
Indulgent	7.4	6.1	1.3	1.9	21.3
Detached	1.9	4.8	1.6	.3	41.8
Missing				.8	2.1
<b>Total</b>	<b>(88.0%)</b>	<b>(68.6%)</b>	<b>(10.9%)</b>	<b>100</b>	<b>100</b>

The two Tables on categories and preferred parenting style show that democratic style was highly rated in mothers, fathers and guardians. It was also ranked highest by 91.8 percent as the most preferred parenting style. This means that students preferred parents who set and enforced clear rules to guide their behaviour. But at the same time the parents were friendly and supportive. This concurs with views of Devin, Ho and Wilson (2000); Okorodudu (2010); Stewart (1998) that democratic parenting was a suitable style of parenting across many cultures. It is also noted that the percentage of mothers described as democratic 72.3 almost corresponded to that 72.6 used to grade all parents as democratic. This could mean that students considered mothers' style of parenting important and would have negative effects if inadequate.

Detached parenting style was ranked highest by 41.8 percent among the least preferred style. This also meant that students disliked less supportive and unconcerned parents and unavailable parents. Parental absence in the lives of students' or failure to supervise students' activities affected parent – child relationship. This also concurs with the findings of Garcia and Gracia (2009). It was noted that whenever students ranked parents as detached it corresponded to the computed status. Authoritarian style was selected by 34.8 percent of students as the second least preferred style. This implies that whereas students preferred

some degree of control as seen in democratic parenting, they detested over control associated with authoritarian style.

In an interview parents were asked to indicate which style closely described their behaviour towards their children. Descriptions of the four parenting styles were given but the labels were omitted. To this 64.5 percent said they were democratic, 6.5 percent were authoritarian 16.1 percent were democratic and authoritarian while 6.5 percent were democratic authoritarian and indulgent. None of the parents were either detached or indulgent. Both parents and students identified democratic style as being commonly used. It also emerged that some parents used more than one style in parenting as indicate by students. This explains emerging trend where parents were unpredictable in their style of parenting. Whereas some students categorized their parents as detached, no parent thought they were either detached or indulgent. This could have been due to small numbers interviewed so that none were actually detached or they were aware that being detached was negative and avoided it. It could also be that parents rated their parenting style and practices differently from their children as indicated by Toro and Morgan (2009).

The reasons indicated on Table 4.10 were given by parents for preferring one style or other bore similarities with the characteristics of the specific styles found

in most reviewed studies. This also proved that parents understood the concept of parenting styles.

**Table 4.10 Parents reasons for using some parenting styles**

<b>Parenting style</b>	<b>Reason for use</b>
Democratic	<p><b>When I use the style I get</b></p> <p>Better understanding of children; Each party knows the others rights so they observe them.            Set rules but also love the child            Help children grow up well, liberal and exposed            Make friends and help children grow up supported and responsible.            Allow children to express themselves without fear            Reason with the children.            Allow them to speak up, build self esteem and confidence .You help to know children’s mind and correct them when they are wrong</p>
Authoritarian	<p>Children must live within the law            If given a lot of space they will misbehave            They must be guided if they get spoilt, the parents will be the looser</p>
Democratic / Authoritarian	<p>For both dialogue and order            Allow freedom within the law            So that children do not joke around all the time they face the consequences when they choose to misbehave</p>
Democratic/ Authoritarian/Indulgent	<p>Change with the time to please them            You behave according to the situation            Because people cannot be good or bad all the time</p>

From this data, democratic style ranked higher with more positive attributes and outcome in students behaviour. It also emerged that some parents used more than one style of parenting based on their circumstances such as children’s behaviour



or parent's mood. This confirmed the data gained from question ten and focus group discussions, where some students found it difficult to trust parents who used variety of parenting styles since they did not know what to expect or how to behave, so they opted to avoid them to be safe.

#### **4.4.1 Associating parenting styles and students' behaviour.**

Students were asked if they could tell the parenting styles from which their peers had been exposed to from the behaviour of those peers. A similar question was posed to teachers and parents. Both respondents were given a list of 17 possible students' behaviours and description of parenting styles marked A, B, C, D each with spaces to match the parenting styles and likely behaviour outcome in children. The tags were omitted in all cases to avoid biases.

The labels represented A-democratic style where parents were described as strict in setting and enforcing rules but supportive, free enforcing rules, friendly towards their children; B Authoritarian- Very strict in setting and enforcing rules, controlling, less friendly, less free towards their children; C indulgent- Very lenient, over protective and pampering towards their children allows children free will; D- Detached- Less supportive or controlling, spares no time and associate less with children. The results are indicated on Table 4. 11.

**Table 4.11 Students, teachers and parents association of parenting styles with students' behaviour**

Students behaviour	Student responses %				Teachers responses %				Parents responses %			
	A	B	C	D	A	B	C	D	A	B	C	D
Has high self esteem	88.2	4.0	6.9	0.86	96.4	2.4	1.2	0	90.3	0	6.5	3.3
Less influenced negatively by peers	60.1	28.2	5.46	6.3	78.6	3.1	2.4	2.4	80.6	16.1	3.2	0
Relate well with authority ( e.g. teachers)	75	16.1	6.6	2.3	81.0	11.9	3.6	0	90.3	9.7	0	0
Obey rules willingly	72.1	14.7	7.8	5.5	94.0	2.4	0	0	90.3	9.7	0	0
Obey rules out of fear	14.4	69.3	8.3	8.0	6.0	81.0	7.1	1.2	6.5	90.3	3.2	0
Can be uncooperative and unruly	5.2	12.1	37.6	45.0	1.2	11.9	56.0	27.4	0	25.8	41.9	32.3
Highly influenced negatively by peers	5.6	8.0	28.7	57.6	0	6.0	32.1	60.7	0	16.1	32.3	51.6
Lack self control	5.6	12.6	34.8	47.1	1.2	11.9	42.9	39.3	0	3.2	54.8	41.9
Self centered, demanding and manipulative	12.4	12.1	60.9	14.7	3.6	13.1	65.	16.7	0	0	80.6	19.4
Attention seeking	15.8	14.4	40.5	29.3	4.8	10.7	42.9	36.9	0	6.5	48.4	45.2
Aggressive and easily pick quarrels	6.0	26.4	28.2	39.4	2.4	38.1	26.2	32.1	0	41.9	16.1	41.9
Quiet and withdrawn	16.4	36.5	13.8	33.3	0	57.1	3.6	38.1	0	58.1	0	41.9
Unhappy and resented by peers	6.9	30.7	22.1	40.2	6.0	34.5	15.5	38.	0	22.6	35.5	41.9
Relate poorly with parents and other adults	6.9	21.6	19.3	52.3	2.4	5.7	15.5	44	0	38.7	22.6	38.7
Have leadership qualities	77.9	8.3	8.3	2.6	77.4	6.0	8.3	6.0	93.5	6.5	0	0
Hate responsibilities	7.5	7.2	62.1	23.3	2.4	15.5	59.5	20.2	6.5	64.5	29	0
Responsible and helpful	83.0	8.9	6.3	1.7	75	7.4	15	2.6	64.5	22.6	6.5	6.5
Easily defiant to authority	7.5	4.9	34.3	53.3	2.4	11.9	42.9	40.5	12.9	19.4	29	38.7

**Key** A - Democratic B - authoritarian C - Indulgent D - detached

Table 4.11 indicates that students, teachers and parents could tell the parenting background students had been exposed to from students' behaviour. Both

students, teachers and parents indicated that students from democratic parenting backgrounds had positive association with six positive behaviours suggested (ranging from having high self esteem, ability to control negative peer influence, relating well with authority (e.g. prefects, teachers), willingness to obey set rules, display strong leadership qualities, and being responsible and helpful) than students from other three parenting styles given. This supports the finding of Stewart et al., (1998) that democratic parenting style was associated with positive outcome in students' behaviour across all cultures. Similarly, Okorodudu (2010) and Ochenge (2010) associated students from democratic style with positive behaviour.

According to Divine, Ho and Wilson (2000), when parents relate cordially with their children, children develop high perception of themselves, they trust in their ability and importance and treat others in the way. According to Baumrind (1991), when parents love, support and set high standards of discipline, their children develop independence, self-control and less emotional problems. Children who are emotionally satisfied avoid gratification from peers and are cushioned from negative peer influence which is a major cause of indiscipline in schools. Their ability to behave according to laid down rules gives them more confidence in relating with other adults. Khasakhala et al., (2012) observe that a relationship with parents who are the first authority children ever encountered determined

future relationships with all other forms of authority. This explains why children from democratic background who related well with parents could relate well with other forms of authority. While studies cited earlier link children from democratic styles to positive behaviour outcome, Maigallo (2010) recorded higher involvement in indiscipline while Changalwa et.al, (2012) recorded a significant relationship between authoritative (democratic) parenting style and alcohol abuse in Kaimosi college, Kenya though the sample used was rather small.

The study found a higher percentage of students who abused drugs in the college had authoritative parents. This was attributed to unsupervised free time at students' disposal. Drugs were therefore taken as a form of leisure with male students who had more leisure time taking more alcohol compared to females. This brings to question how such student view alcohol taking as either good bad or the best form of leisure time based on their past experiences. It also explains importance of parental supervision even during adolescence stage.

According to 69.3 percent of students, 81 percent of teachers and 90.3 percent of parents, students from authoritarian parenting backgrounds tended to obey rules out of fear. They were also quiet and withdrawn as stated by 36.5 percent of students, 57.1 percent of teachers and 58.1 percent parents while in the opinion of 30.7 percent of students and 34.5 percent of teachers, they were sometimes unhappy and resented by peers. They also were aggressive and easily picked

quarrels with others. This was common in cases where they were exposed to more quarrels or even fights as a common method of resolving conflicts. Their inability to communicate made it hard to use negotiation as a conflict resolution mechanism. These views were in line with those of Baumrind (1991); Martinez et al.,(2007); Dwairy et al.,(2006) which associated children exposed to authoritarian style with fear due to limited communication with parents and exposure to harsh discipline and poor methods of conflict resolutions. They were also anxious and defensive.

Changalwa et.al, (2012) stated that low warmth and high hostility from parents exposed children to greater risk of alcohol abuse which is a form of indiscipline. Though respondents in this study liked students from authoritarian parents to some negative outcome compared to other styles, the style was associated with positive outcome among Arab and Asiatic communities where it is widely accepted by children as the norm (Dwairy & Achoui, 2006)

According to 60.9 percent of students, 65 percent of teacher and 80.6 percent of parents, students from indulgent parenting styles were self-centered, demanding and manipulative. They also tended to seek attention and showed hatred for responsibilities. This is similar to the findings of Baumrind (1991); Martinez et al., (2007); Dwairy et al., (2006). This was due to the fact that an indulgent parent was controlled by children's will such that whatever children desired was granted. This gave children the notion that they had to have their way failure to which they

demanded and manipulated contrary decisions. This view was supported by parents, teachers and students.

According to teachers, this category of students posed a greater challenge to discipline especially if demands they made were contrary to school rules since they were in many cases loud and influential to their peers; trait common with inciters (Karanja & Bowen,2012). However, when guided well by parents, students from indulgent backgrounds were found to be loving, respectful and reliable; bringing in the role of values parents instilled in their children besides relating with them using particular parenting styles only. This is in line with the finding of Ijaz and Mahmood (2009) that when indulgent parenting was devoid of negative practices such as ignoring misbehaviour, it might not necessarily be associated with indiscipline.

The results as indicated by 57.6 percent of students, 60.7 percent of teachers and 51.6 percent of parents were that students from detached parents tended to be easily influenced negatively by peers. They also related poorly with parents and other adults. In some instances they were unhappy and unable to cope with peers while in others, they were uncooperative and unruly; sought attention from teachers and peers as well as picked quarrels with peers easily. According to Garcia and Gracia (2009) detached parenting was associated with negative

outcome in students because of total lack of parental guidance and control in children's life. This made such student dislike parents and parents' look alike. In some cases, hunger for parental love and attention created by parental absence caused attention seeking from parents look alike or their peers.

On average, students, teachers and parents thought democratic parenting was associated with positive outcome compared to all the other three parenting styles. Detached parenting was associated with more negative outcome, followed by indulgent parenting. On the other hand, children from authoritarian style showed less association with negative behaviour outcome although they were more fearful and withdrawn in their relationship with peers, other adults. While this could deter them from indiscipline, they could be more exposed to stress and depression due to bottled up real and imaginary problems and concerns as also indicated by Lai and Chang (2001); Garcia and Gracia (2009)

To further explain the relationship between parenting styles and students behaviour, means of the responses in two category of the question (on positive students' behaviour and negative students' behaviour) in this section were calculated and compared. The results are indicated on Table 4.12.

**Table 4.12 Means of students, teachers and parents responses on association of parenting styles with students' behaviour**

Parenting styles	positive students' behaviour			negative students' behaviour		
	Students Mean of f	Teachers Mean of f	Parents Mean of f	Students Mean of f	Teachers Mean of f	Parents Mean of f
Democratic	265	71.8	27.6	32.4	2.3	0.6
Authoritarian	46.5	6	2.6	79.4	22.9	10
Indulgent	24	2.6	0.6	112.7	28.7	10.1
Detached	11	1.4	0.2	123.5	29.7	10.2
Total mean	346.5	81.8	31	348	83.6	36.3
mean	86.2	20.5	7.8	87	20.9	9.1

The responses on positive students' behaviour were added then averages calculated. The average means were 86.2 for students, 20.5 for teachers and 7.8 for parents. The average mean for students, teachers and parents responses was lower than that of democratic parenting style implying that more respondents linked democratic style to positive students' behaviour compared to all the other three parenting styles. On the other hand, means of responses on negative students' behaviour of 87 for students, 20.9 for teachers and 9.1 for parents were lower for democratic parenting styles compared to all the other three styles. This means that fewer respondents associated students from democratic parenting styles to negative behaviours.



According to students, parents and teachers, students from detached parenting background were ranked the lowest in terms of association with positive behaviour while it was ranked the highest in association with negative behaviour as indicated on Table 4.12. The next section of this study explores how practices associated with different parenting styles affected students discipline while at school.

#### **4.5 Effect of parenting styles on students' discipline**

Among key variables identified as determining children's behaviour were, free parental communication with the child, cordial parent- child relationship,(responsiveness) and parents setting and enforcing clear rules and values which the children are encouraged to follow( demandingness) (Baumrind 1966, 1971, 1991; Marcobby & Martins, 1983; Garcia & Gracia, 2009)

Based on the level of parental responsiveness and demandingness, four parenting styles have been identified. Parents are considered democratic when they are balanced in both responsiveness and demandingness. An authoritarian parent is more demanding than responsive while indulgent parents are more responsive than demanding. Detached parents on the other hand, are neither demanding nor responsive (Lin & Lian 2011; Spera 2005; Yubero, 2007; Dwairy et al., 2006).

The results obtained from this study revealed that the four parenting styles were indeed being used by parents in Nairobi County. It was also noted that parents used more than one style in raising their children (Appendix V). Whereas most parents were democratic, they were also authoritarian at some point. While others used all the four styles others used bits or cocktail of the styles. Following this categorization, further attempts were made to establish students' opinion on the effect of each parenting style on students discipline and the results given under each parenting style separately in the following sections.

### **Objective One**

#### **4.6 Democratic parenting styles and students' discipline**

To establish effect of democratic parenting style among students in Nairobi County, ten statements on practices connected to democratic parenting style (Appendix VII) were given to students to rate the level their parents related with them in the specific areas. The responses are indicated in Table 4.13.

**Table 4.13 Students' response on democratic parenting practices.**

<b>Parenting practices</b>	<b>Strongly</b>	<b>Agree</b>	<b>Disagr</b>	<b>Strongly</b>
	<b>y</b>	<b>%</b>	<b>ee</b>	<b>Disagree</b>
I am encouraged to express my opinions to parents freely	48.1	36.4	10.1	5.3
I talk about my troubles to my parents freely	20.5	37	26.9	15.7
I am very relaxed and easy going with my parents	34.3	37.5	19.7	8.5
I talk it over with my parents when I make mistakes	26.9	34.8	25.3	13
I participate in many activities with my parents	20.5	29.3	33	17.3
My parents trust me to behave well even in their absence	61.2	6.3	7.7	4.8
I am allowed to make decisions on what affect me	33.5	36.2	16.5	13.8
There are well established rules in my home	41.2	29.0	17.6	12.2
I am encouraged to obey rules at home	50.3	33.5	8.8	7.4
My efforts are always appreciated	44.1	30.9	13.8	11.2
<b>Total</b>	<b>38.7</b>	<b>29.7</b>	<b>17.9</b>	<b>10.9</b>
<b>Grand total ( Agree &amp; Disagree)</b>	<b>72.0</b>		<b>28.0</b>	

Table 4.13 shows that 84.6 percent of students were encouraged to express their opinions freely to their parents while 15.4 percent were not. This implying either that their parents were not democratic or they did not apply all democratic parenting practices as indicated. It is also noted that percentage of students who registered agreement with practices associated with democratic parenting style corresponded with the computed 72.6 percent who recorded that parents were democratic.

On the second variable on the extent to which students discussed their problems with parents 57.4 percent responded in the positive while 42.6 percent of students gave a negative response. Comparing 84.6 percent of students who were free and communicated with parents to 57.4 percent who discussed problems with parents, it means that even though many students were free with their parents, a large percentage 42.6 percent did not discuss their problems with their parents. While Democratic parenting style is defined in terms of warm parent child relationship and bidirectional communication (Baumrind, 1966, 1971) which enabled parents to explain their actions to children; appropriate explanation in a free and relaxed atmosphere enabled children to internalize and apply parental values, morals, likes and dislikes in their day to day activities and in relationship with others. It follows that many students missed out on this as many did not communicate with parents.

Another practice ranked the highest was trust by parents as indicated by 84.6 percent of students. In focus group discussions, it emerged that trust by parents prevented supervision and control. This gave loophole for misbehaviour by some students who portrayed innocence before parents. The least done practice was participation in activities with parents where 50.3 percent responded in the negative followed by 42.6 percent who indicated that they did not discuss their problems with parents despite being free and relaxed with them and thirdly were

those who did not use talking as a strategy of solving problems 38.3 percent. Whereas democratic parents were considered high in control in terms of setting and enforcing clear rules and regulations, 29.8 percent of students recorded lack of rules in their home. This means that though expected, high expectations and guidance on rules for children was lacking among many parents.

According to Pachan (2012), democratic parent's use of discussions as a strategy of discipline whenever students made mistakes to promote family rules and values rather than dictatorial and harsh means led to positive outcome in children. This was especially so when parents were involved and available in setting, communicating and monitoring high standard of behaviour both in and out of school. Pachan and Molly (2012) found this positively associated with positive attitude toward school, positive academic achievement and school attendance both which are likely to discourage indiscipline in school. It is however noted that 38.3 percent of students disagreed that their parents discussed with them whenever they made mistakes.

Another aspect that defines democratic parents was warm parent child relationship coupled with affectionate, supportive, and encouraging nature. This encouraged reciprocal dialogue and a feeling of love and appreciation in the child which boosted the child's self-concept and esteem (Devine et al., 2000). Results

indicate that while majority of students 75 percent agreed that their efforts were always appreciated, 25 percent disagreed. Gudlaug (2010) and Devine et al., (2000) identified family support as an important aspect in democratic parenting likely to affect children' discipline while in school. When the whole family monitors and supports a child's activities while in school, such children take work seriously and behave well to avoid disappointing the concerned, loving and supportive family members. This means that children, who were guided, monitored and supported by parents and family had lesser likelihood of engaging in indiscipline compared to those who felt less supported.

Generally 72 percent of students indicated that parents used practices associated with democratic parenting style while 28 disagreed. This means that though categorized as democratic, some parents did not apply important practices associated within democratic parenting. This could hinder parental effectiveness and students' discipline outcome. It is also important to establish what aspect of parents or students' behaviour hindered free and open communication between some students and their parents.

In the following discussion, further analysis was made to provide detailed information on likely effect of other practices connected with democratic parenting style on students' discipline.

#### **4.6.1 Democratic parents' communication and students' discipline**

Studies indicate that effective communication between children and parents build understanding and enhance internalization of parental values and standards (Devine et al., 2000). To establish effect of levels of communication by democratic parents, students were asked two related questions. The first was to rate the level at which parents encouraged them to express their opinions in matters affecting them. In this 84.6 percent of students gave the rating as either good or very good. This means more parents other than democratic and indulgent parents encouraged communication with children.

The second question required students to describe how they discussed what they considered private aspects of their lives with parents. In this only 17 percent responded that they had open discussion with parents while 60 percent stated that they could discuss general topics only. This could mean that despite parents being democratic and freely communicated with children, majority of students withheld vital information on key aspects of their lives from parents.

According to parents the fact that some students withheld vital information from them affected their ability to guide and support the children. Effective parental control and guidance would be possible if children volunteered vital information to parents connect even during physical separation. But, whenever vital

information was not forthcoming, parents only guessed and mostly failed to address crucial aspects of students' development. In Focus Group Discussions, students' reasons for withholding information included fear of being judged or criticized harshly by parents as also indicated by Gudlaug (2010) and Helphany (2010). The next question on communication asked students to describe the kind and level of communication they had with parents in a four level likert scale. Results are indicated on Table 4.14.

**Table 4.14 Level and kind of communication with parents**

<b>Level of communication</b>	<b>f</b>	<b>%</b>	<b>Kind of communication</b>	<b>f</b>	<b>%</b>
Very good	159	42.3	Open discuss freely	64	17
Good	158	42.0	General talk only	226	60.1
bad	53	14.1	Essentials only	41	10.9
Very bad	5	1.3	Not close rare talk	40	10.6
Not indicated	1	.3	Not indicated	5	1.3
<b>Total</b>	<b>376</b>	<b>100</b>	<b>Total</b>	<b>376</b>	<b>100</b>

Table 4.14 shows that description on kind of communication students had with parents' revealed three distinct patterns. According to 17 percent of students, communication with parents was free and open, 60.1 percent, discussed general topics only, 10.9 percent engaged in essential talks only while 10.6 percent rarely



talked with parents/guardians. It was interesting to note that this communication levels was spread across all the four parenting styles as indicated on Table 4.14

Students with democratic parents who communicated freely found it beneficial in terms of discipline. These views have been summarized in form of theoretical narrative that contains students subjective experiences (Avebach & Silverstein, 2003) while some have been quoted verbatim. In all aspects of communication, three separate patterns were noted.

The first was child's satisfaction with parent communication which affected discipline positively. The second type of communication was general and limited to giving essential information for specific needs only. This failed to address students' personal or private concerns. The third described as rare talks involved the student talking to parent only occasionally. This exposed students to people other than parents' opinions and values and affected students discipline levels if the ideas imparted were negative. Among students who recorded satisfactory parents'- child communication and whose discipline was positively affected recorded the following views which were lifted from responses to open ended questions in students' questionnaires or during Focus group discussions. Codes have been used to identify students. Pseudonyms have been used for confidentiality

*Jill -My parents tell me everything and I ask everything except spiritual matters which I do not blame them for not knowing. I know a lot and my class mates come to me for advice. I am also much disciplined; that is why I have been voted the most disciplined student from form two. My teachers also say I am disciplined.*

*Job -Whenever I encounter problems, I go to my parent for advice and this has made us to be free with one another she guides on all issues including relationships. This has made me very responsible in the way I see issues, sometimes I disagree with my friends over certain issues and I know I am right because I had been told that at home. They cannot force me to follow their way because I know what I want and what my parents expect from me.*

*Jael -She talks to me about reality and teaches me how to handle different situations without hiding anything especially boy girl relationship. She is so friendly, even other students from my class come to my home to speak to her and she advises them well because she is a teacher. This has made me to behave well because I don't want to disappoint her since she has taught me how to behave well.*

*Jacton -It (communication) is very good and we improve it by going for mentorship programmes that enhance parent-child communication. It helps me to know what to do when in school I don't guess. Especially from my dad's experiences back in the days in school*

*Jim -We have family meetings twice a week during holidays and family outings that encourage communication it makes me know what my parents want from me and so I follow it. I avoid problems because I want us to remain friends.*

It was noted that students who communicated freely with parents appreciated and benefitted from the same in terms of behaviour. The students were free and could approach their parents for any form of advice. They attributed their positive behaviour to parental communication, meaning that they judged themselves and attributed behaviour to input from internalized positive parental values and inputs.

These views from students supports those of Spera (2005); Save the Children Sweden (2008); Baumrind (1991) and Gudlaug,(2010) that linked open communication between parents and children to positive behaviour in children when parental values were modeled in words and actions. In this sense, children tended to respect, trust and copy their parents actions and values. A positive parent –child relationship created and felt by the child led to positive behaviour displayed as part of daily living. This discouraged indiscipline in students for fear of hurting the supportive parent.

It is also indicated that children who were free with parents were able to seek help in case of problems and discomforts thus shielding themselves from the effect of negative peers whom they could consult when parents were unapproachable. Effective communication also encouraged development of self esteem and interpersonal skills (Spera, 2005) which enabled students to coexist and relate well with others.

According to Baumrind (1991); Spera (2005); Chagalwa et al., (2012); and Pachan (2012)) students with high self esteem are likely to resist negative peer pressure which is a major cause of indiscipline among the youth. These studies also indicated that communication in a loving and supportive manner encouraged self control and freedom from emotional problems as those involved were able to share problems and discomforts. Further, Chagalwa et al., (2012) explains that

students whose emotional needs were satisfied would not seek gratification from peers. Students equipped with explanations from parents on behaviours to adopt or avoid were able to justify their refusal of peer demands contrary to parental teaching; thus staying away from indiscipline.

The second category of students engaged in only general talks though parents were still considered democratic. This was due to parent or student related factors. Some students deliberately withheld information from parents while others avoided particular sensitive topics or parents to discourage communication. This, according to students, was attributed to; fear of reaction from parents, having nothing much serious to talk about with parents, belief that their opinion might never be considered, fear of being considered foolish by parents if they asked questions or raised some concerns, avoiding arguments as seen this response

' He always insists his opinion is better than anyone else', fear of being judged that they knew things when preferring to look innocent, others feared their parents might not understand what they meant, 'Sometimes you don't know where to start when you have personal problems because you think they will not understand you', while some parents' too busy schedules affected communication 'The level of communication is just there (not adequate) we do not fight. I hardly even see her'; others simply feared the parents while others refused to speak to pass a message as seen in the following response

*Jerome Sometimes I find myself in good terms with my mother while communicating but other times its worse I find myself arguing with her then I refuse to talk for some time. At such times l may want to do bad things to annoy her more.*

The fact that some students withheld vital information from parents meant that they considered such information inappropriate due to the values parents held or had communicated to them earlier. It also meant that they could behave in ways contrary to parental expectations and fail to disclose denying parents a chance to address the problem. Unattended, the problem would lead to bigger and complicated ones. This, as it emerged in Focus groups discussions, would strain parent -child relationship further. Since, in fear of being discovered, students avoided the company of parents; denying them opportunity to benefit from parental knowledge and values. This further proved that effective communication between parent and children was vital for appropriate behaviour in students and supports views advanced by Pelt (2014) that little or lack of communication between parents and children do not mean that either the child or parent was bad but it is what it denied the child that brought problems in the long run.

In the third category were students who spoke to parents while in need of essentials or to pass specific messages only as seen in this response, *Tom 'we hardly talk at home or even in the car. If we talk all we talk about is school.'*

In the fourth category were students who rarely spoke to their parents but used sibling or writing. These were the most affected in terms of discipline as seen in this response by a student who admitted to having been involved in indiscipline to hurt her mother whom she accuses of not being there for her.

*Pamela- It is as if my mother thinks I was born knowing everything. Where does she expect me to know things if not from her? It is as if my best companions are seats and tables. I feel pissed off and would just do thing to also annoy her, I will never give her peace*

These illustrations on the level of communication between students and parents agreed with the findings of those of Save the Children Sweden (2008) that even though effective communication was useful in students' discipline ,56 percent of students did not like talking to parents since parents lacked patience to listen to them, they did not understand the subject the children talked about, they had a tendency to criticize what the children talked about and that many parents tended to be judgmental, evaluative and critical which students hated and avoided. Moreover, as indicated by Maigallo (2010) and Mwangi (2010), this study further supports the fact that although many parents demonstrated democratic parenting styles, their busy schedules prevented them from effective communication with children. This was evident where among 10 practices distinguishing democratic parenting style, students not participating in activities with parents recorded the highest percentage (50.3%) among those which were negative. Engaging in activities with a parent provided a natural environment and topics to talk about. It

allowed parents to assess children's attitude toward activities and gave appropriate advice for improvement. The child's ability to internalize the said values was monitored during subsequent activities. Students also mentioned that seeing parents do some chores made them learn that doing them was not so bad. In the end parent- child relationship and attachment improved as the child that parents were after all reachable.

According to Devine, Ho and Wilson (2000) students who enjoyed close attachment with parents avoided indiscipline cases. Such children hated offending their parent and harming the relationship. On the other hand, students who lacked attachment with parents and family members had higher chances of being depressed, had suicide ideation or attempted actual suicide. This was according to Lai and Chang (2001) in a study involving 15 – 19 year olds in Hong Kong. The implication here is that close attachment with parents might prevent indiscipline among students. However, despite the usefulness of effective communication with parents in students' discipline, it was hindered by factors such as; character and behaviour of parents, time constraints, fear and lack of trust for parents, unresolved or family problems, tendency by parents to ignore their children opinions. Also, children's behaviour or personality among others affected communication with parents.

When parents were asked to rate their level of communication with children 15(48.4%) stated that it was very good, 9(29%) good, 4 (12.9%) bad, 3(9.7%)

very bad. This confirms the levels of communications as given by students as discussed above. When asked the effect of their level of communication on students' behavior 24(77.2%) said it was positive while 7(22.6%) considered it negative. Comparatively, more students (84.3%) rated communication with parents as either very good or good compared 77.4 percent of parents to students. On the other hand, 22.6 percent of parents rated level of communication as either bad or very bad compared to 15.4 percent of students. Meaning that students' understanding of adequate communication differed from that of parents. The level of communication considered adequate by students was not the same as that of parents.

The overall observation was that adequate communication was important in fostering parent- student attachment. According to teachers students commonly involved in cases of indiscipline had either strained relationship, communication or parents lacked control. The next section examines students' responses when they were asked to describe relationship with parents as well as parental attributes that determined the said parent -child relationship.

#### **4.6.2 Democratic parent- children relationship and students' discipline**

Studies show that parental involvement determined by the amount of time parent spent in child centered activities helped in building parent -child attachment Spera (2005). To establish students' opinion on relationship with parents they were asked to describe how they related with parents. Four alternatives were given



ranging from very good to very bad. The students were further asked possible parental attributes that influenced the said relationship indicated. A cross tabulation of the students' explanation on parental attributes and the rating of the relationship gave the results indicated on Table 4.15

**Table 4.15 Students explanation on parental attributes influencing relationship with parents**

Students explanation on parental attributes	Relationship with parents (Rating)(%)					Total
	Very good	good	fair	bad	Very bad	
Approachable	73(19.4)	39(10.4)	2(0.5)	0	0	114 (30.3)
supportive	42(11.2)	29 (7.7)	2 (0.5 )	2(0.5 %)	0	75 (19.9)
Fair	7 (1.9)	33 (8.8)	11 (2.9)	3 (.8)	0	54 (14.4)
communicates	14(3.7)	6(1.6)	0	3(.8)	1( 0.3)	24 (6.4)
Friendly	17(4.5)	12 (3.2)	0	0	0	29(7.7)
Available	1(0.3)	5 (1.3)	0	0	0	6(1.6)
disciplined	3(.8)	0	0	0	0	3(.8)
unavailable	0	6(1.6)	5(1.3)	8 (2.1)	1( 0.3)	20(5.3)
controlling	0	4(1.1)	1( 0.3)	1( 0.3)	1( 0.3)	7(1.9)
unsocial	1(0.3)	1(0.3)	10(2.7)	10(2.7)	1( 0.3)	23(6.1)
fearful	0	0	0	4(1.1)	1( 0.3)	5 (1.3)
bad	0	0	0	2(0.5 )	0	2(0.5 )
ignorant	1( 0.3)	3(.8)	0	2(0.5 )	0	6(1.6)
partial	0	0	1( 0.3)	2(0.5 )	0	3(.8)
Not indicated	0	4(1.1)	1( 0.3)	0	0	5(1.3%)
Total	159 (42.3)	142(37.7)	33(8.8)	37(9.8)	5(1.3)	376 (100)

The results indicated that 159 (42.3%) and 142(37.7%) of students described the relationship with parents as very good and good respectively while 37 (9.8%) and 5(1.3%) described the relationship as bad and very bad respectively. From the results 80 percent of students related well with parents while 11.1 percent described the relationship as poor while the rest thought the relationship fair.

Table 4.15 also indicate that of the 293(78%) of students whose relationship with parents was either good or very good 112(30%) described parents as approachable, 71 (19%) considered parents supportive while 29(7.7%) thought parents were friendly. Being approachable, supportive and friendly was associated with either democratic or indulgent parenting styles. Among students who described relationship as bad or very bad 9(2.4 %) stated parents were unavailable while 10(2.7%) considered them not being social. When parents were rated not social, they were not free, warm or friendly with children. This is associated with authoritarian parenting style.

It is noted that students who described relationship with parents as bad were influenced negatively even when parents were available but those whose relationship with parents was good or very good were not influenced negatively by parental absence. This implies that parental availability alone was not sufficient for good parent child relationship and might not translate high level of

students' discipline. This supports the views of De'Vore and Ginsburg (2005) that good parenting does not involve mere parental presence but involvement in activities that were perceived beneficial and of interest to the child. This strengthened attachment between parents and children (Spera, 2005). The study further state that children who enjoyed secure and strong attachment to parents showed less behaviour problems in school. Similarly, Kagwima (2010) explains that students with strong attachment to their fathers had less extreme behaviour problems in schools but noted that, few students spent adequate time with their fathers; a factor that would lead to inadequate attachment. Moreover, that a child who felt loved and appreciated developed high self concept and resisted negative peer influence. Though Van Pelt (2014) posit that high self esteem in itself did not translate to good behaviour and was supported by Karanja and Bowen (2012) who stated that in most indiscipline cases in schools, major ring leaders had the ability to influence and persuade others to join them in planning and executing their misdeeds; meaning that such students had high self esteem but poor values and skills in addressing their grievances. Studies done by (Kisiangani, 2018; Nzau 2015; Kipkemei, 2014; Bonuke, 2013) emphasize the importance of parental involvement in students achievement of both social skills and academic performance. However, Spera (2005) noted that parental involvement and attachment with children was strong when children were small but reduced drastically at adolescence. The study recommended establishment and retention of

suitable amount of parental involvement in adolescents since adolescence did not imply complete maturity. However, what level of involvement suitable to parents might not necessarily be the same to their children.

According to Kagwima,(2010) children who felt loved and appreciated developed high self concept and resisted negative peer influence which had been connected to indiscipline in schools (Karanja & Bowen, 2012;Kndiki 2009; Kiprop 2012).In this connection students were asked to rate how they thought their parents loved them. Cross tabulation was made between students' rating and the parenting style of mother; father and guardians separately the results are shown on Table 4.16.

**Table 4.16 Students rating on parental love**

Parenting style		Students rating on parental love				
		Very loving	loving	Not so loving	Not loving at all	Total
Mother	Democratic	53.8	20.8	6.6	9	82.2
	Authoritarian	3	3.6	6	0	7.3
	Indulgent	5.1	3.3	0	0	8.5
	Detached	0	0	1.8	.3	2.1
	<b>Total</b>	<b>61.9</b>	<b>27.8</b>	<b>9.1</b>	<b>1.2</b>	<b>100</b>
Father	Democratic	46.7	14.4	2.3	2.3	63.8
	Authoritarian	8.9	7.0	4.2	0	20.2
	Indulgent	5.4	2.7	.4	.4	8.9
	Detached	3.1	2.7	1.2	0	7.0
	<b>Total</b>	<b>64.2</b>	<b>26.8</b>	<b>8.2</b>	<b>.8</b>	<b>100</b>
Guardian	Democratic	31.7	31.7	2.4	0	65.9
	Authoritarian	2.4	0	4.9	0	7.3
	Indulgent	2.4	4.9	4.9	0	12.2
	Detached	2.4	7.3	7.3	0	14.6
	<b>Total</b>	<b>39.0</b>	<b>43.9</b>	<b>19.5</b>	<b>0</b>	<b>100</b>

Table 4.16 indicate 90 percent of mothers, 91 percent of fathers and 83 percent of guardians categorized as loving or very loving while 10.3 percent of mothers, 9 percent of fathers and 19.5 percent of guardians rated as not so loving and not

loving at all by students. It is noted that all students whose parents were ranked indulgent only described them as loving or very loving. On the other hand, those whose mothers were detached only described them as not loving or not so loving but fathers were considered loving despite being detached; raising the question on students perception of fatherly love or lack of it.

Though majority of parents described as very loving and loving used democratic style, 7.5 percent of mothers, 4.6 percent of fathers were rated not so loving and not loving at all despite being democratic; indicating that being democratic alone would not necessarily translate to parental love or child's satisfaction with a parent's parenting behaviours, factors other than parenting styles might have been involved.

In an attempt to probe this relationship further, students were asked to explain reasons for rating parents as either very loving or not loving. In this 44.2 percent ranked parents loving because parents provided material goods ranging from money, clothes toys while 36.8 percent thought parents loving since they gave them attention, five percent rated their parents loving since they checked their progress while less than one percent thought their parents loving since they gave them responsibilities. When students majorly felt loved based on parents' ability to provide materially, dissatisfaction arising from some parents' inability to provide according to children expectation would be a challenge. This could lead

to low self-esteem and negative manipulation by peers and in some cases lead to indiscipline such as stealing by students whose parents cannot comparatively provide and who are pressured to be like others.

It was reported that many parents were aware of this fact and where possible tried to provide even more than required by their children to keep them comfortable and happy. In some cases such extra provisions were a source of indiscipline when students used them to acquire illegal items such as drugs. A report of a Task Force on Students discipline and unrest in Secondary Schools confirmed this. It was also reported that some students paid others to do homework and other chores for them (Ministry of Education, 2008). Further, having a lot of money gave a sense of superiority to the extent some students neglected school work. In Focus Group Discussions, it emerged that relating positively with parents was more fulfilling to students and was more preferred way of expressing love. It also emerged that when students related well with parents, they avoided behaviours that would be disappointing to the parents and lose their love and trust. So chances of them being disciplined were less compared to those whose relationship with parents was poor. In the following section, effect of strategies parents used to maintain students' discipline is discussed.

### **4.6.3 Democratic parenting discipline strategies and students' discipline**

Discipline is an individual's ability to adhere to set standards and codes of behaviour without undue pressure (Baumrind 1991; Pachan 2012; Marcoby & Martins, 1987). According to Divine, Ho and Wilson (2000) it requires training to make responsible decisions, regulate conduct and reactions to situations. To do this, children must be exposed to desirable learning experiences and clear rules on appropriate behaviour. When wrong behaviour is discouraged but correct ones encouraged, children learn appropriate discipline desirable in their environment.

To establish the level of control exerted on students in this study, their opinion on availability of well established rules set and enforced by their parents in their homes was sought. Four responses ranging from a strong agreement to a strong disagreement were cross tabulated with the four parenting styles democratic authoritarian, indulgent and detached. The results are as displayed on Table 4.17 in the rows marked A. Responses on the extent students were encouraged to obey rules are shown on Table 4.17 in the rows marked B.



**Table 4.17 Types of rules in students' homes and extent made to obey**

		<b>Strongly agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly disagree (%)</b>	<b>Total</b>
Democratic	A	134(35.6)	80 (21.3)	41(10.9)	18(4.8)	273(72.6)
	B	163(43.4)	85(22.6)	16(4.3)	9(2.4)	273(72.6)
Authoritarian	A	14 (3.7)	19(3.7)	9(2.4)	7(1.9)	49(13.6)
	B	20 (5.3)	19 (5.1)	5(1.3)	5(1.3)	49(13.6)
Indulgent	A	2(.53)	2 (.53)	0(0)	5(1.3)	9(2.4)
	B	0(0)	5(1.3)	0(0%)	4(1.4)	9(2.4)
Detached	A	4(1.1)	3 (.8)	7(1.9)	7(1.9)	21(5.6)
	B	4(1.1)	7(1.9)	5(1.3)	5(1.3)	21(5.6)
No specific style	A	1 (.3)	5(1.3)	9(2.4)	9(2.4)	24(6.4)
	B	2(.5)	10(2.7)	7(1.7)	5(1.3)	24(6.4)
<b>Total</b>	<b>A</b>	<b>155(41.2)</b>	<b>109(29)</b>	<b>66(17.6)</b>	<b>46(12 )</b>	<b>376(100)</b>
	<b>B</b>	<b>189(50.3)</b>	<b>126(33.5)</b>	<b>33(8.8)</b>	<b>28(7.4)</b>	<b>376(100)</b>

**Key**

1<sup>ST</sup> ROW=A - Availability of well established rules at home

2<sup>ND</sup> ROW=B -Extent students were encouraged to obey rules

Table 4.17a indicate 264(70.2%) of students agreed to having well established rules in their homes. Of these 214 (56.9%) had democratic parents, 33(8.8%) had authoritarian parents, 7(1.9%) had detached parents and lastly 4(1.1%) were those whose parents were indulgent. When calculated against own category 78.4

percent, from democratic, 67.3 percent from authoritarian 44.4 from indulgent 33.3 percent from detached parents were in agreement to having rules in their homes. Implying that all parents including authoritarian and democratic parents known to set and enforce clear rules failed to fully set clear rules in their homes. It is also indicated that 29.6 percent of students stated that they did not have clear rules set in their homes.

As to whether the students were encouraged to obey rules set in their homes, responses displayed on Table 4.17 b indicate that 315(83.8%) were in agreement. Of those in agreement 248(78.7%) considered their parents democratic. Among them 25(41%) had democratic parents. Compared to 70.6 percent that had clear rules at home, 83.8 percent were encouraged to follow rules, meaning that about 13.2 percent were encouraged to follow nonexistent rules or rules which were not clear to them. It also meant many students grew up in environments where rules were not the norm and would take adherence to rules casually or breaking rules lightly.

A higher percentage of students from authoritarian backgrounds reported having clear rules at their homes as well as being made to obey the set rules. This is in an agreement with the description of authoritarian style given by other studies cited earlier. It is also indicated that more students from this backgrounds followed rules. In Focus group Discussions students agreed that voluntary following of

rules set at home enabled students to obey rules at school with ease; confirming the finding of Chagalwa et al. (2012).

The findings on Table 4.16 B, means that democratic parents were moderately demanding and not restrictive. This deviates from the earlier definition of authoritative (Democratic in this study) which were both demanding and responsive as contained in the earlier studies of Baumrind (1966,1971); Maccoby and Martins (1983);Gracia and Garcia (2009); Dwairy et al. (2006). The finding mirrors those of Baumrind (1991) in a study among parents whose adolescent children had earlier been studied in their formative years (between four to ten years). The study discovered a shift from the earlier four to seven parenting styles being used by adolescent parents.

According to Baumrind (1966, 1971; Maccoby & Martins, 1983; Gracia & Garcia 2009; Dwairy et al., 2006), authoritative (democratic) style whose definition is adopted in this study and other studies was considered to set and enforce clear rules to govern their children's behaviour but in a friendly and flexible way. However, Baumrind (1991) found that when children were at adolescent stage, the style was modified such that more varieties emerged. The first being parents using democratic type, described as highly responsive and moderately demanding and not restrictive. This means that the parent did everything to prove their love but allowed some amount of freedom to children. The second was directive; maintained control, guidance and supervision while the

third, nondirective type, allowed self-regulation while avoiding confrontation; this means children were allowed to almost control themselves. This implies that at adolescence minimal parental control was placed on children. These variations in democratic parenting styles were noted in this study. These coupled with parental absence and less involvement in activities to bond with children as noted earlier; many parents were less able to control children's behaviours and discipline. These varieties of democratic style prove the fact that could be more parenting styles than the four identified already.

According to Pachan (2012) a similar trend emerged among educated parents living in urban Ghana where a shift in parenting to a more cherishing and non directive type was noted. Further, it was noted that despite parents of students in secondary school in Kiambu being authoritative (democratic in this study), Maigallo (2010) discovered that they reinforced no rules such that their children had low adoption to school rules resulting in high levels of indiscipline among students. Spera (2005) noted that while most parents placed high controls on young children, they tended to withdraw them such that at adolescence, children were completely autonomous. The study recommends a balance between healthy and unhealthy levels of control, since complete lack of control could pose challenges in discipline especially when students find themselves in environments with strict rules and controls as found in schools. Changalwa et al., (2012) maintained similar view that children not used to obeying rules at home found

difficulty obeying rules at school. In the next section we examine the strategies parents used to enforce discipline in their children while at home.

#### **4.6.4 Discipline management strategies used by democratic parents**

According to Toro and Morgan (2005) harsh discipline such as harsh punishment, verbal abuse, name calling or causing shame to a child might expose children to delinquency, academic failure and difficulty with peers. The study adds that corporal punishment increased the risk of physical aggressions and anti-social behaviour in children. Similarly, Pachan and Molly (2012) support the same view by stating that parents who were stern and demanding when instilling discipline instead of explaining the rules and values instilled fear of authority in the children instead of helping them internalize the said rules and values. Such children behaved well to avoid punishment but displayed very different behaviour away from parents or teachers who would be shocked when unexpected behaviour was exposed.

Based on these, this study sought to establish the discipline management strategies mostly used by parents whenever students made mistakes. Seventeen disciplinary methods were given and students were required to select by ticking yes, if the parents used that method on them or no, if they did not. The second part of the question required the respondents to rate effectiveness of each method their parents used in discouraging them from repeating the same offence they had been punished for. Four levels of responses represented by the following numbers were

given, very effective (4) effective (3) somehow effective (2) not effective (1) were given. Cross tabulation between these and different parenting styles were done. The results are displayed on Table 4.18.

**Table 4.18 Students' response on effectiveness of discipline management strategies used by parents**

Methods of discipline	Democratic		Level of effectiveness			
	Yes %	No%	very effective %	effective %	somehow Effective%	not effective%
a Manual work;(washing, floors, digging slashing)	19.4	52.9	129	10.6	8.2	24.7
b Corporal punishment( caning)	24	48.7	30.6	11.4	8.8	21.8
c Verbal warnings	59.6	13	30.6	20.5	8.8	12.8
d Withdrawing privileges	32.7	39	28	13.3	8	2.4
e Ignoring your mistake	3.3	63.8	28.5	4.0	5.1	35.1
f Ignoring you	8.5	64.1	27.4	6.6	14.8	3.8
g Writing commitment letters never to repeat the offence	17.0	55.6	23.8	7.7	10.6	30.6
h Shouting abusive words at you	17	55.6	25	6.9	7.4	33.2
i chasing you out of the house	6.4	66.2	25.8	4.5	6.1	36.2
j Denying you food	9.3	63.3	27	5.3	6.4	33.8
k Slapping or pinching	28.2	4.4	26.9	10.4	12.5	22.9
l Throwing items at you	8.8	63.9	24.7	6.4	5.6	35.9
m Grounding you in your room	20	52.7	27.6	9.3	7.4	28.1
n Reporting you to relatives or friends	18.6	54.7	25.3	6.9	8.9	32.4
o Talking with you to find out your reasons	54.3	18.4	53	9.6	4.8	14.9
p Involving professional counselors to talk to you	17.3	55.3	35.1	8.5	5.1	23.9
q Involving the police	2.4	70.2	27.7	4.8	4.0	36.2

Table 4.18 shows that most commonly used method of discipline by parents was verbal warning as selected by 224(59.6%) of students. The second (54.3%) was talking with students to find the child's problems and thirdly was withdrawing privileges selected by 123(32.7%) of students.

According to students, the most effective method of managing discipline was talking with children to find the cause of inappropriate behaviour where 199(62.6%) considered very effective. This was followed by 192(51.1%) who considered verbal warning effective while involving a professional counselor was third according 164(43.5%). Incidentally, corporal punishment was fourth as 158(42%) of the students thought it effective even though it is outlawed.

From the data provided, it is noted that most parents used strategies of discipline students were comfortable with. The fact that cases of indiscipline were still experienced despite these strategies brings to question their level of effectiveness. In Focus Group Discussions it emerged that some students repeated offences even after being talked to because they had nothing to lose, "After all only talking will be done, nothing painful." This was particularly common when many students were involved in committing the offence since nothing drastic could be done.

According to Spera (2005) variety of discipline strategies should be used based on the seriousness of misdeeds committed. Inclusion as a strategy where parents provided explanation on values behind their disciplinary actions enlightened children on reasons for actions taken and facilitated transfer of values from

parent to child. This not only led to good behaviour, but also empathy in children when effects of their behaviour on others were known to them leading to avoidance of indiscipline. However, on instances when serious misdeeds were committed, use of more punitive strategies (power assertion) to draw the offending child's attention to seriousness of the offence was appropriate before induction was used; supporting parental use of physical punishment when appropriate. According to Baumrind (1991) mild punishment with love would be helpful to a child. Indicating that merely talking to students as a strategy of managing discipline might not always lead to change of behaviour.

In the following section, attempts were made to establish the extent to which students who described their parents as democratic were involved in cases of indiscipline while at school.

#### **4.6.5 Democratic parenting styles and students involvement in indiscipline cases in school**

Students were given 15 common cases of indiscipline from which they were required to tick appropriate numbers representing their level of involvement in any form of indiscipline cases where (6) represented very many times (5) many times (4) sometimes (3) rarely (2) never (1) no response given. Across tabulation of the level of involvement in any form of indiscipline with the parenting styles yielded results few of which are displayed on Table 4.19 while complete data is indicated in Appendix XII.



**Table 4.19 A cross tabulation of parenting styles and students level of involvement in indiscipline cases in school**

Cases of indiscipline	Parenting styles Levels	Democratic		Authoritarian		Indulgent		Detached		No specific		Total
			%		%		%		%		%	
incomplete assignment	Very many times	6.6		2.7		.3		1.3		.8		11.5
	Many times	4.8		1.3		.3		2.1		.8		9.3
	Sometimes	25.5		4.5		.8		1.6		1.9		34.6
	Rarely	25.8		3.2		.8		.5		2.1		32.4
	Never	9		1.3		.3		0		.8		11.4
	No response	.5		0		0		0		0		.5
Conflict with prefects over undone duties	Very many times	5.6		2.1		1.6		2.1		.8		11.7
	Many times	5.1		.3		.3		1.3		.5		7.4
	Sometimes	9		2.1		.5		1.6		.8		13.6
	Rarely	14.6		1.9		.5		.8		1.3		19.1
	Never	37.5		6.6		0		.3		2.9		47.3
	No response	.8		0		0		0		0		.8
Missing classes deliberately	Very many times	1.6		.5		1.9		2.7		.5		7.2
	Many times	1.1		0		.3		1.9		0		3.1
	Sometimes	6.6		1.6		.3		.5		.3		9.3
	Rarely	9.3		1.6		0		.5		1.6		13
	Never	53.7		39		0		0		4		66.8
	No response	.3		.3		0		0		0		.5
Rudeness to teachers	Very many times	2.1		.3		1.6		3.7		0		7.7
	Many times	.8		.5		.5		1.1		0		2.9
	Sometimes	3.2		.8		.3		.5		.5		5.3
	Rarely	7.7		2.1		0		.3		.5		10.6
	Never	58.8		9.3		0		0		5.3		73.4
	No response	0		0		0		0		0		0
Cheating in exams	Very many times	1.6		5		0		0		0		2.1
	Many times	.5		.3		0		.5		0		1.3
	Sometimes	2.7		.5		0		.3		.3		3.7
	Rarely	7.2		1.6		.8		.8		1.3		11.7
	Never	60.6		10.1		1.6		4		4.8		81.1
	No response	0		0		0		0		0		0

Results displayed on Table 4.19 shows that 61.9 percent of students who failed to complete assignments many and very many times came from detached parents followed by 25 percent whose parents used no specific style.

It is also indicated that the highest (61.9 %) of students having been involved in conflicts with prefects over duties undone had parents who were detached. This was followed by 55.6 percent of students from indulgent, 18.4 percent from authoritarian and the least involvement 14.7 percent came from democratic parenting background. This could be attributed to the fact that students with detached parents were rarely forced to do duties due to parental absence while indulgent parents avoided actions not pleasant to their children. This is confirmed by least percentage of students responding on the extent they were given duties and responsibilities at were from indulgent parents (.3%) followed by (2.3%) from detached parenting backgrounds. Though comparatively low, more students from democratic (27.6%) and authoritarian (7.8%) backgrounds were given duties and responsibilities. This proves that on average few parents gave duties and responsibilities to their children when at home; confirming the findings of Task Force on Students Discipline and Unrest in Secondary Schools (2001).

Similarly, students who missed classes without valid reason in order of highest involvement came from indulgent parenting 88.9 percent, detached 81 percent, no

specific style 8.3 percent authoritarian 4.1percentand lastly 3.67 percent from democratic background. Among students who reported having displayed rudeness to teachers many and very many times had indulgent parents (88.9%) and detached parents (85.7%). It is also noted that among nine students whose parents' first dominant style was indulgent seven (77.8%) argued or talked back at parents compared to 52.4 percent from detached 38.5 percent from authoritarian and 22percent from democratic parents. This confirms behaviour of students from indulgent parents who talk back to parents can also talk back to teachers.

Students who reported having cheated in exams in order of highest percentage of occurrence came from detached parenting background 14.3%, authoritarian 6.1%, and democratic 4.4percent while the highest involvement in illicit relationship with other students was recorded by 10.2 percent of those from authoritarian parents followed by 5.49 percent of students from democratic, 4.8 percent detached and 4.2 percent of those whose parents used no specific style. It is noted that students from indulgent parents did not record any involvement. Further, 11.1percent from indulgent, 8.3percent from detached, 8.2 percent from authoritarian 5.5 percent from democratic reported to have fought with colleagues.

Though the percentage of students who recorded to have used illegal drugs was low compared to those involved in other cases of indiscipline, the highest percentage 11.1 were from indulgent parenting background followed by 4.8

percent, of students from detached parents, 3.3 percent from democratic and 2.0 percent from authoritarian backgrounds . For those who recorded to had ever been suspended from school due to serious indiscipline 11.1 percent from indulgent parenting, 2.9 percent from democratic and 2 percent of students from authoritarian background.

Therefore, out of the 15 common cases of discipline listed, students whose parents were ranked as detached recorded the highest percentage of involvement many or very many times in eight cases. In the second slot were those from indulgent parents with five cases while from authoritarian background scored highest involvement in two cases. Though majority of students from democratic parents did not lead in any of the 15 cases, a few students from democratic parenting backgrounds were involved in cases of indiscipline compared to students from all other categories discussed. This proves that there was connection between parenting style and students involvement in cases of indiscipline. In the following section we undertake to establish any possible relationship between democratic parenting practices and students level of discipline using Pearson Product Moment correlation.

#### **4.6.6 Correlation between democratic parenting practices and students own rating on level of discipline.**

The students were asked to rate their own level of discipline both at home and at school. Four levels of discipline ranging from very good to very bad were given

from which students were to tick one appropriate to them. A correlation between democratic parenting practices and students own rating on level of discipline was done and results are summarized on Table 4.20.

**Table 4.20 Correlation between democratic parenting practices and students own rating on level of discipline.**

Parenting practices	At school		At home	
	Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)
Encouraged to express opinion freely	.204**	.000	.093	.071
Talk about troubles freely	.175**	.001	.067	.199
Relaxed and easy with parent	.101	.051	.068	.192
Talk over mistakes with parent	.163**	.001	.068	.189
Participate in many activities with parent	.121*	.019	.085	.102
Trusted by parents	.155**	.003	.128*	.013
Allowed to make decisions	.066	.203	.003	.960
Well established home rules	.102*	.048	.035	.496
Encouraged to obey home rules	.095	.065	.054	.299
Efforts always appreciated	.161**	.002	.108*	.037
Democratic parenting style rank mean	.172**	.001	.073	.161

**Key** \*\*- Pearson correlations based on 0.01 (2-tailed) level of significance

\* -Pearson correlations based on 0.05 (2-tailed) level of significance

For more details see Appendix VIII

Table 4.20 show that there was significant positive but weak relationship between democratic parenting practices and students own rating of the levels of discipline in school as indicated by .172 \*\*Pearson correlation significant at the 0.01 level (2-tailed). This probably was because parents did not purely use democratic practices; in many cases combination of two, three and even all four styles were used by same parent. Though according to () a correlation may be small but still significant based on the size of the population. It is stated that in a large population the likelihood that the relationship would be based by chance was minimal. This implies that if parents would adhere to using democratic parenting practices in raising their children, the higher would be the chances of having children with high level of discipline while in school. This finding is similar to that of Okorodudu (2010) that found authoritative (democratic in this study) parenting style to have negative association with delinquency in adolescence in Delta Central, Ghana. A study by Baumrind (1991); Gracia and Garcia (2009); Maccoby and Martins, (1983); Ochenge (2010) found democratic parenting associated with more positive behaviour outcome in children across many cultures compared to other parenting styles. Maigallo (2010) however found that in spite of parents using democratic parenting style, many students still got involved in cases of indiscipline while in school. This finding is still partly similar to the current one since as noted earlier some of the students from democratic background still reported involvement in cases of indiscipline while in

school. Similarly, a study by Changalwa et al., (2012) found more students from democratic parenting background involved in alcohol abuse. In both studies the involvement in indiscipline was attributed to students having plenty of unsupervised time. It is also noted that not all practices were used by parents since in some cases several parenting styles were used by same parent. This would dilute the positive influence of democratic style. Compared to other parenting styles democratic style was associated with more positive outcome in students' discipline. Therefore, the null hypothesis that there is no significant relationship between democratic parenting style and students discipline when students are classified by levels of discipline in public secondary schools is rejected.

## **Objective Two**

### **4.7 Authoritarian parenting styles and students' discipline**

Authoritarian parenting style has been characterized by high levels of demandingness and low levels of responsiveness. Demandingness is defined in respect to how a parent controls and supervises children's activities and use strict disciplinary efforts to correct their misdeeds (Martinez, Garcia & Yubero 2007; Dwairy et al., 2006). These studies observe that such parents were demanding and placed high expectations on their children to be mature and responsible through clear rules which they set and strictly enforced. Responsiveness on the other hand involved the level of warmth a parent used to react to children's needs and

concerns. Responsive parents praised, encouraged and communicated with their children; were relaxed and friendly.

Baumrind (1991); Maccoby and Martins, (1983) Gracia and Garcia (2009); among other studies observe that low levels of responsiveness displayed by authoritarian parent prevented them from openly expressing their love and appreciation to children. This, according to Spera (2005) reduced emotional bonding and relationship with children. Besides, low and one way communication with children not only discouraged open parent to child dialogue but also made it less possible for the child to internalize parental values, thus exposing the child to external influence.

To identify which students' parents used authoritarian style in this study, 40 items, ten of each consisting of practices associated with four parenting styles to which they were required to respond to according to their opinion on how their parents/guardians related with them. The responses were given in a four point likert scale representing the following responses. 4 strongly agree, 3 agree, 2 disagree and 1 strongly disagree. The ten practices each on different parenting styles were rated separately. A student scoring between 25 and 40 on practices associated with authoritarian style meant that the parents used most practices



depicted in the section and was therefore graded to belong to authoritarian parenting style. The results are displayed on Table 4.21.

**Table 4.21 Dominant parenting styles used by students' authoritarian parents**

<b>1<sup>st</sup> dominant parenting styles</b>			<b>2<sup>nd</sup> dominant parenting style</b>		
<b>Parenting style</b>	<b>frequency</b>	<b>Percent</b>	<b>Parenting style</b>	<b>frequency</b>	<b>percent</b>
Democratic	273	72.6	Democratic	25	6.6
<b>Authoritarian</b>	<b>49</b>	<b>13.0</b>	<b>Authoritarian</b>	<b>85</b>	<b>22.6</b>
Indulgent	9	2.4	Indulgent	20	5.3
Detached	21	5.6	Detached	12	3.2
No specific	24	6.4			
<b>Total</b>	<b>376</b>	<b>100</b>	<b>Total</b>	<b>166</b>	<b>44.1</b>

From Table 4.21, 13 percent of parents used authoritarian parenting as their first dominant parenting style while 22.6 percent used it second to others. Also, 4.5 percent used it as one of all other styles but not a dominant one (See details in Appendix IX.) In total 151(40.1%) of parents used authoritarian practices in the course of parenting. This is in line with the finding of Baumrind (1991) where parents were found to be more flexible in use of variety of parenting styles when their children were adolescents in comparison to when they were in their formative years. The study identified two varieties of authoritarian parenting used by parents; directive (authoritarian: directive and not responsive) who were more

strict in closely monitoring children's activities and non-authoritarian directive who were more accommodative and less demanding. A similar finding was recorded in Ghana by Pachan and Molly (2012) where more variants of parenting styles were recorded though effect of each variant of authoritarian practices on students' discipline was not established.

In the following section effect of authoritarian parenting style among students in Nairobi County was sought. Ten statements on practices connected to authoritarian parenting style were given to respondents to rate the level parents related with them in the specific practices. The responses were further cross tabulated with first and second dominant parenting styles to clearly show any effect of each. For each parenting style, two responses were obtained; the first one labeled (a) from those whose parents used the style as the first dominant one while the second marked (b) from those whose parents used the style as the second option. Those marked (c) were obtained from those who used all the styles and no dominant one. Responses indicated on Table 4.22 were realized.

**Table 4.22 Students responses on relationship with parents on authoritarian parenting practices cross tabulated**

		Parenting style	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Total	
i	Sometimes	Democratic	a	27	32	19.8	23.8	273
			b	48	12	8	32	25
Criticized&	Scolded	Authoritarian	a	46.9	24.5	14.3	14.3	49
			b	44.7	24.7	12.9	17.6	85
		Indulgent	a	44.4	11.1	11.1	33.3	9
			b	35	20	25	20	20
		Detached	a	14.3	19	19	66.6	21
			b	25	46.7	16.7	16.7	12
		None	c	20.8	20.8	12.5	45.8	24
		Democratic	a	13.2	17.6	17.9	47.6	273
			b	44	20	12	24	25
ii	Sometimes	Authoritarian	a	40.8	18.4	22.4	18.4	49
			b	25.9	17.6	22.4	34.1	85
Physically	Punished	Indulgent	a	44.4	0	11.1	44.4	9
			b	20	10	20	50	20
		Detached	a	19	14.3	4.8	61.9	21
			b	25	41.7	16.7	16.7	12
		None	c	0	16.7	20.8	62.5	24
		Democratic	a	40.7	28.9	17.6	12.8	273
			b	72	4	20	4	25
iii	Parents are	Authoritarian	a	61.2	30.6	6.1	2	49
			b	55.3	28.2	8.2	8.2	85
Too Concerned		Indulgent	a	22.2	22.2	44.4	11.1	9
			b	35	35	15	15	20
		Detached	a	9.5	9.5	42.9	38.1	21
			b	25	41.7	25	8.3	12
		None	c	12	38.1	38.1	20	24
		Democratic	a	5.9	13.6	34.1	46.5	273
			b	36	28	24	12	25
iv	Opinion	Authoritarian	a	44.9	28.6	20.4	6.1	49
			b	9.4	34.1	30.6	25.9	85
Never	Considered	Indulgent	a	33.3	11.1	33.3	22.2	9
			b	35	5	25	35	20
		Detached	a	33.3	19	14.3	33.3	21
			b	41.7	16.7	33.3	8.3	12
		None	c	12.5	20.8	16.7	50	24
Forced to obey		Democratic	a	7.7	9.9	24.2	58.2	273

rules not good to me	Authoritarian	b	28	12	2.2	36	25	
		a	28.6	24.5	28.6	18.4	49	
	Indulgent	b	17.6	20	28.2	22.4	85	
		a	33.3	0	11.1	55.6	9	
	Detached	b	15	20	20	45	20	
		a	19	9.5	9.5	61.9	21	
	vi Fear Talking to Parents Freely	None	b	33.3	16.7	25	25	12
			c	4.1	16.7	25	54.1	24
		Democratic	a	13.6	14.7	23.8	48	273
			b	28	32	12	28	25
Authoritarian		a	38.8	38.8	10.2	12.2	49	
		b	34.1	16.5	21.1	28.2	85	
Indulgent		a	11.1	22.2	11.1	55.6	9	
		b	40	20	15	25	20	
Detached		a	47.6	23.8	14.3	14.3	21	
		b	25	16.7	25	33.3	12	
vii Parents Opposed to Much Affection	None	c	29.1	20.8	20.8	29.2	24	
		a	21.6	23.1	20.1	35	273	
	Democratic	b	36	24	24	16	25	
		a	44.9	22.4	20.4	12.2	49	
	Authoritarian	b	42.4	30.6	18.8	8.2	85	
		a	11.1	11.1	22.2	55.6	9	
	Indulgent	b	25	20	30	25	20	
		a	19	28.6	38.1	14.3	21	
	Detached	b	33.3	0	33.3	33.3	12	
		c	16.7	25	20.8	37.5	24	
viii Given many responsibilities	None	a	14.7	20.9	35.5	28.9	273	
		b	44	20	12	24	25	
	Democratic	a	36.7	20.4	28.6	14.3	49	
		b	23.5	24.7	35.3	16.5	85	
	Authoritarian	a	0	1.11	3.3	55.6	9	
		b	5	15	45	35	20	
	Indulgent	a	14.3	23.8	19	42.9	21	
		b	33.3	16.7	50	0	12	
	None	c	0	20	54	25	24	
		a	21.6	19.4	30.8	28.2	273	
ix Parents Strict Control of Activities	Democratic	b	48	32	4	16	25	
		a	47	37	14.3	2	49	
	Authoritarian	b	43.5	27	22.4	7	85	
		a	33.3	0	33.3	33.3	9	
	Indulgent	b	40	20	15	25	20	
		a	19	23.8	19	38.1	21	
	Detached	b	50	16.7	8.3	25	12	

x Not allowed to get angry with parents	None	c	8	12	36	40	25
	Democratic	a	23.3	22.7	29.3	22.7	27.3
		b	40	28	20	12	25
	Authoritarian	a	40.8	32.7	16.3	10.2	49
		b	42.3	22.4	29.4	5.9	85
	Indulgent	a	44.4	11.1	33.3	11.1	9
		b	35	10	10	45	20
	Detached	a	42.9	19	9.5	28.6	21
		b	33.3	33.3	16.7	16.7	12
	None	c	16.7	16.7	37.5	729.2	24

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Key: a - used as first option/ dominant style of parenting

b- used as second option/ dominant style of parenting

C- variety/ unspecified /cocktail of parenting styles used

Results indicated on Table 4.22 show that authoritarian parenting obtained the highest percentage of students who either agreed or agreed strongly to their parents using the 10 practices associated with authoritarian parenting style as indicated in this section compared to all the other parenting styles. It is also noted that when authoritarian style was used as the first dominant style the percentage of students agreeing were higher than when it was used as the second style implying that parents were less authoritarian when they incorporated other parenting styles. It is also noted that although these practices were associated with authoritarian style, students whose parents used other styles also recorded agreement to parents using them, meaning that authoritarian practices were used by some other parents at one time or the other.

Among the ten practices given, a higher percentage of students from all parenting styles stated that their parents were too concerned with what they were doing. It is also noted that few parents gave their children responsibilities. The most affected were those from indulgent parenting backgrounds where only 1.1% and 20% in the first and second option respectively agreed.

According to Baumrind(1991) ; Maccoby and Martins(1983) Gracia and Garcia(2009); Martinez, Garcia and Yubero (2007); Dwairy et al. (2006) practices associated with authoritarian parenting style included children being forced to obey rules even when not comfortable, only 53.1 percent of students in this study whose parents were authoritarian had this experience. This is compared to 33.3 percent from democratic and 28.5 percent from those whose parents were detached. Only 59.2 percent of students stated that their authoritarian parents sometimes physically punished them to conform to set rules compared to 30.8 percent from democratic style. This was higher than in all parenting styles.

Parents' tendency in failure to consider children's opinion on matters affecting them was also associated with authoritarian parents, confirmed by 73.5 percent compared to 19.2 percent of students from democratic style. It is also recorded that authoritarian parents give duties and responsibilities to children to avoid spoiling them (Baumrind, 1966). It is noted that 57.1 percent of students were

given duties while at home compared to 36.6 percent of students whose parents were democratic while only 1.1 percent whose parents were indulgent were given duties. The responses indicate that the practices were indeed done by not only parents who were considered authoritarian but also all other parents to some extent. This further proves that a variety of styles were used by parents in this context. Students' responses on effect of authoritarian practices are discussed in details in the following section.

According to Baumrind (1991); Maccoby and Martins (1983) Gracia and Garcia (2009); among other studies, low level of responsiveness displayed by authoritarian parent means that they could not openly express their love and appreciation to children. Students in this study were asked to rate how they thought they were loved by their parents. Responses on Mothers, fathers and guardians were rated separately.

Results show that two mothers, 11 fathers and two guardians were considered not so loving. While 22 mothers, 41 fathers and one were rated as very loving or loving respectively. This showed that more students considered their parents more loving even though they described them as authoritarian; in the contrary, those whose mothers were detached felt that their mothers did not love while fathers loved even though the students thought they were detached.

According to Stewart and Chang (1998) parents' actions had negative effect when children viewed the actions negatively. So, parents being authoritarian might not be harmful to children when the children viewed the said parenting practices in their best interest as seen in the view of this student, "*On the part of my dad we don't quite get along but I still love the way he is even though we don't communicate*" (James).

In the following section, students' opinion on how loving they thought their parents were was cross tabulated with parenting styles. The results are indicated on Table 4.23.



**Table 4.23 A cross tabulation of students rating on their parents love with parenting styles**

Parenting style		Students rating on parents love for them				Total
		Very loving	loving	Not so loving	Not loving at all	
Mother	Democratic	65.4	25.4	8.1	1.1	272
	Authoritarian	41.7	50	8.3	0	24
	Indulgent	60.7	39.3	0	0	28
	Detached	0	0	85.7	14.3	7
						331
Father	Democratic	73.2	22.6	3.7	.6	164
	Authoritarian	44.2	34.6	21.2	0	52
	Indulgent	60.9	30.4	4.3	4.3	23
	Detached	44.4	38.9	16.7	0	18
						257
Guardian	Democratic	48.1	48.1	3.7	0	27
	Authoritarian	33.3	0	66.7	0	3
	Indulgent	20	40	40	0	5
	Detached	16.6	50	33.3	0	6

From Table 4.23 out of the 24 students who considered their mothers authoritarian, 22 (91.7%) rated them either as very loving 10(41.7%) or loving 12 (50%) respectively. Of the 52 who thought their fathers were authoritarian 23

(44.2%) said they were very loving as 18 (34.6%) believed they were loving. At the same time 11(21.1%) said their authoritarian fathers were not so loving. Comparatively, more fathers 11(21.1%) were considered not so loving than mothers 2(8%). It is noted that being authoritarian did not affect some students' opinion on parental love. In fact as indicated by Divine et al., (2000) children feel more loved, responsible and appreciated when they were made to follow rules. This is confirmed by the following opinion from one student;

'My mother is always so pampering towards me even time I do mistakes so I avoid talking to her since she will side with me always' .This would mean a desire for control and guidance. In some cases such students would be involved in cases of indiscipline to test their parents' level of control. Similar views were given by Ijaz and Mahmood (2009) that parental strictness in an environment where it was considered the norm was taken positively by children and contributed to positive behaviour. It is also noted that while some children would consider parental actions harsh, they still conformed for respect sake but appreciated later in adulthood. Comments such as "If it were not for parents strictness, I would not have succeeded in life" are not rare even in Kenya; meaning that some level of parental strictness and control could be helpful to children. On the other hand, that some students branded their authoritarian parents not loving and not loving at all could bring be due to levels of authoritarianism as discussed earlier.

Studies done by Baumrind (1971, 1991); Martinez, Garcia and Yubero (2007); Dwairy et al.(2006) observe that authoritarian parents are demanding and place high expectations on their children to be mature and responsible through clear rules set and strictly enforced.

In an attempt to establish the state of rules in students' homes, students were asked to rate in a four likert scale the levels of rules in their homes. Of the 49 students whose parents used authoritarian as the first dominant style, 67.3 percent confirmed having rules while 16(32.7%) stated that they did not have rules. This further proved that even though some parents were authoritarian, they did not use all practices unique to that parenting style or that there were different levels of authoritarianism.

It is also noted that rules were very crucial in guiding behaviour and that when parents were strict without having clear rules; children became anxious for they were not sure of what was expected. This could lead to unhappiness and resistance. It was indicated by 33(67.3%) out of 49 students whose parents used authoritarian as the first dominant style that they had clear rules in their homes while 16 did not have clear rules at home as and this affected their discipline as confirmed by some students' responses; *“With them (parents) whatever you do is never right so you just do for your own satisfaction or don't do since you will still be*

*blamed” Peter. “Sometimes the rules are not consistent; today it’s this tomorrow it is that so you are just left there( you are left confused) ....” Brian*

This further proves the variation of authoritarian practices used by parents. While some enforced strict rules others did not. When students responses on availability of rules in their homes and the extent they were encouraged to follow the rules by parents were cross tabulated with the four parenting styles, result showed that 16 (32.7%) of students stated that they had no clear rules at home as 39 (79.6%) stated that they were encouraged to obey rules. This means 23 (46.9%) of the students were asked to follow nonexistent rules or rules that were not clear to them; indicating that some parents were strict and controlling but set no rules. This contradicted one practice of authoritarian parents which was setting and enforcing strict rules. The same was the case with democratic parenting style where fewer students recorded having clear rules in their homes than those being encouraged to follow rules. However, the reverse was the case with indulgent and detached parents though few rules were set and even fewer students were encouraged to follow them.

On average fewer parents set and enforced rules to guide their children’s behaviour. The end results could be that many rules were ignored since they were either not there or were not clear to the children. Therefore this tendency to ignore

rules would be carried to schools where students did not willingly follow set rules. In some cases resistance to set rules led to strikes and unrest in schools.

Baumrind (1991); Maccoby and Martins (1983) Gracia and Garcia (2009); Spera (2005) among other studies observe that low and one way communication with children discouraged both open parent to child dialogue as well as making it less possible for the child to internalize parental values. This had higher likelihood of increasing chances for negative peer influence.

To establish students' opinion on level of communication with parents, they were asked to rate the level they were encouraged to express opinions and ability to discuss problems with parents freely in a four point likert scale. These were across-tabulated with parenting styles as shown on Table 4.24a and 4.24b respectively.

**Table 4.24 Parenting styles, communication and students' ability to discuss personal problems with parents cross – tabulated**

a)	1 <sup>st</sup> dominant parenting style				No	Total
	Democratic	Authoritarian	Indulgent	Detached	Dominant style	
Strongly agree	43.4	18	.3	.8	1.3	181(48.1
agree	25	3.5	1.3	1.3	3.2	129(34.3
disagree	3.5	5.6	.3	1.6	1.3	46(12.2
Strongly disagree	.8	2.1	0	1.9	.5	20(5.3
<b>Total</b>	<b>273(72.6</b>	<b>49 (13.0%)</b>	<b>9(2.4</b>	<b>21(5.6</b>	<b>24(6.4</b>	<b>376</b>
b						
Strongly agree	19.4	.5	1	1	0	77
agree	32.4	2.7	0	3	4	139
disagree	15.7	5.3	4	8	10	101
Strongly disagree	5	4.5	4	9	10	59
<b>Total</b>	<b>273(72.6</b>	<b>49 (13%)</b>	<b>9</b>	<b>21</b>	<b>24</b>	<b>376</b>

**Key – a -Encouraged to express opinion freely**

**b - Ability to discuss troubles/ problems freely**

From Table 4.24 a, it appears that some students from all parenting styles avoided communication with parents. In this section emphasis was on parents using authoritarian parenting practices since the others were discussed in their specific sections. Of 13 percent of students whose parents used authoritarian parenting style, 21.5 percent agreed to being able to talk to parents but only 3.2 percent could discuss their problems with parents. This confirmed the views of other reviewed studies that associated authoritarian parents with limited communication (Baumrind, 1991; Maccoby & Martins, 1983; Gracia & Garcia, 2009; Spera, 2005).

Students attributed low level of communication with authoritarian parents to factors such as fear that developed since the parents were rarely available due to their busy schedules. They did not know how to start the conversations and would only talk when they needed provisions as reflected in this opinion. *“I fear them since they do not know me because they are busy; we only talk when I need some things from them...” ( Fred)*

Other students avoided communication since it always led to arguments when they felt not being listened to. *“I really lack courage to explain my troubles to my parents, how can they want to tell all the time without listening to the other side?”(Rachael).* While others hated the kind of responses given by parents

whenever they talked, as seen in these views; *“My father will always answer you in a rude manner... (RF 158)*

Generally, most students felt that free communication was hampered by lack of understanding and freedom with parents. These agreed with views of Gudlaug (2010) and Helpheny and Nixon (2010) that when children felt they cannot be listened to by parents, they tend to close up and only share their problems and concerns with peers; a situation likely to expose them to dangers of peer pressure. This is because monitoring and control alone fail since parents were not with children always. So, having students reveal concerns and whereabouts to parents voluntarily was better and enabled parents to intervene where necessary than mere strictness. So, improved parent –child communication would help both parents and children.

In the section that follows, we sought to establish students’ opinion on effect of strategies used by parents to maintain discipline.

#### **4.7.1 Authoritarian parents’ disciplinary methods on student discipline**

To determine disciplinary measures used by parents to enforce rules in their homes, students were given 17 strategies to select either yes or no if parent corrected them whenever they made mistakes. The second part of the question required students to state how effective the strategies were in discouraging a repeat offence. The percentages were given out of 376 (total number of students



in the sample) since all students were free to respond to the question. The responses are displayed on Table 4.25.

**Table 4.25 Effectiveness of discipline methods used by parents**

Methods of discipline used	If used %		Level of effectiveness			
	yes	No	very effective	Effective %	Somehow effective%	not effective%
Manual work	4.9	8.2	4.8	2.1	1.6	4.5
Corporal punishment (caning)	6.4	26.6	4.0	1.3	1.6	6.1
Verbal warning	12.2	8	3.5	4.9	3.2	1.6
Withdrawing privileges	7.2	5.9	4.5	1.6	2.7	4.3
Ignoring your mistake	2.7	10.4	4.0	1.6	0.5	6.9
Ignoring you	3.7	9.3	3.2	1.9	0.8	7.2
Writing commitment letters never to repeat the offence	3.5	9.6	2.4	1.9	1.9	6.9
Shouting abusive words at you	7.4	5.6	4.5	1.3	1.9	5.3
chasing you out of the house	2.7	10.4	4.0	0.3	0.8	8
Denying you food	2.7	10.4	29	1.6	1.6	6.9
Slapping or pinching	7.2	5.9	2.1	2.7	2.4	5.9
Throwing items at	3.2	9.8	3.2	0.8	1.9	7.2
Grounding you in your room	5.1	8	0.8	0.5	0.0	1.1
Reporting you to relatives or friends	6.1	6.9	0.5	0.3	0	1.6
Talking with you to find out your reasons	9.3	3.7	1.3	0.5	0.0	0.5
Involving professional counselors to talk to you	2.4	10.6	1.3	0.3	0	0.8
Involving the police	0.5	12.5	1.6	0	0	0.8

From Table 4.25 the most common strategy of discipline used by authoritarian parents was verbal warning as selected by 93.9 percent of students, followed by talking to them to find reasons behind the behaviour selected by 71.4 percent. Results also showed that 57.1 percent of parents shouted abusive words at students while 55.1 percent were slapped and pinched. Corporal punishment though outlawed was used by 49 percent of parents.

As noted from the results, some discipline methods used by parents might be considered harsh and might hurt students when taken negatively. According to Toro and Morgan (2009), harsh discipline such as harsh punishment, harsh verbal abuse such as name calling profanity or causing shame to a child could hurt relationship between parent and child.

Generally, only few students agreed to parents using common disciplinary strategies. This means either that students never made mistakes that warranted correction or that parents/ guardians rarely corrected their children. In three Focus Group Discussions, (involving six, boys' from boys boarding school, six girls from a girls' boarding school and 6 students from a mixed day school three from each gender) it emerged that some parents rarely punished their children even when they deserved it. Such children viewed punishment of any form negatively and hated anybody who punished them as seen in the opinion by a student who was asked to scrub a corridor after an infraction; 'I'd *rather be sent home than do*

*such punishments, I hate teachers who imagine they can dish duties even those one is not used to simply because one has made a mistake.’ Dorcus*

Kiptala (2007) observed that students developed negative attitude and hatred for those who punished them when they were not used to the same by parents and guardians hence they failed to obey rules. Similarly, Karanja and Bowen (2012) noted that many students and parents were against disciplinary measures such as suspensions and expulsions meted by school principals on students involved in serious indiscipline. The parents preferred enhanced communication between teachers and students as well as addressing students’ needs as a way of handling indiscipline in schools. This explains why some parents sought legal redress or transferred their children to other schools when certain disciplinary actions were taken against them. This was further confirmed by teachers and administrators that many students failed to perceive corrective aspect of punishment which made it difficult to improve behaviour whenever they were disciplined. They became angry and vengeful any time they were punished. On the other hand, in Focus Group Discussions, it was observed that some students exposed to harsh punishment in the past did not take softer methods of discipline seriously. Such students continued committing various offences as strategies used did not deter them. This made management of discipline in school very complicated.

To establish rate of involvement in cases of indiscipline by students from different parenting styles, they were asked to rate their involvement in indiscipline cases.

Five point likert scale ranging from (5) very many times, (4) many times (3) sometimes (2) rarely and (1) never, was used.

When responses were cross tabulated with parenting styles, students from authoritarian background scored highly in two out of fifteen cases, were second in two cases and, three in seven. Comparatively, they were second to those from democratic style in terms of lesser involvement in cases of indiscipline; meaning that students whose parents used authoritarian practices avoided being involved in indiscipline while at school. However, when Pearson Correlation coefficient between authoritarian parenting practices and students discipline was determined, the coefficient (-.109\*\*) was low but significant at 0.01 level. Meaning that the more a parent was authoritarian the higher were the chances that their children might be involved in cases of indiscipline. This is because harsh discipline might lead to low self esteem in children and difficulty with peers. Such children might turn violent and physical at the slightest provocation while others might adopt passive disobedience towards authority both leading to indiscipline Toro and Morgan (2009). Similarly, Pachan and Molly (2012) explain that when parents are stern towards children without explaining the reason behind family rules, such children develop fear of authority and obey only to avoid punishment. They might easily discard rules in the absence of parents and teachers or when consequences

of breaking the rules were no longer severe and deterrent enough. Melgosa (2001) add that children develop negative attitude toward their parents' ideas and resent their control when those ideas were not adequately explained to them. They might instead adopt the direct opposite of parental expectations.

According to Maigallo, (2010) children from authoritarian families might be exposed to negative peer pressure due to loneliness and search for love, acceptance and affirmation even among peers whose behaviour they don't approve of or as a form of rebellion to parental authority. Pelt (2014) observes that when parents use harsh punishment children tend to lie to avoid being punished; they also learn to solve problems using anger and violence. She adds that harsh punishment never work with teenagers especially when they view parents' actions as unfair such parents earn disrespect instead of love and conformity. The author further observed that there was a direct proportion between respect a child had for the parent and that they hold for teachers, school authority, and police, and church, law of the land and to society. The implication here is that children who related poorly with parents could also relate poorly with other forms of authority and might easily be involved in indiscipline. Divine et al., (2000) add that only when parent's exercised authority with combination of firmness and warm-heartedness would children see the value of rules, obey them willingly and internalize them leading to self-discipline.

#### **4.7.2 Authoritarian parents' non- consideration of children's opinion on discipline**

A family does not only instill moral lessons in children but their day to day interactions affect children's view of themselves and future interactions with other children and authority figures. Authoritarian parent is said to favour strict adherence to rules and at the same time disregard a child's self will and opinion (Baumrind 1967, 1971 1999). According to Divine et al., (2000); Save the Children Sweden, (2008) and Pelt (2014) not listening to children's opinion made them feel less important and led to low self esteem that was associated negative peer influence.

In this study, student's opinion on the extent parents considered their opinion was cross tabulated with the parenting styles. The results show that of the 49 students whose parents used authoritarian style as first parenting styles 26.5 percent considered students' opinions while 73.5 percent did not. While among the 85 whose second parenting style was authoritarian 43.5 percent considered students opinion while 56.5 percent did not proving that a large percentage of parents who were authoritarian did not consider respondents opinions when making decisions in matters affecting them. More students (73.5%) were affected when parents used authoritarian style as the first option of parenting. Other students however

felt comfortable with decisions made by parents as long as it was for their good, being informed was good enough since they trusted their parents.

In Focus Group Discussion, it emerged that students would cooperate more if their opinion and support were sought before matters affecting them were decided. For instance being forced and expected to perform well in a school they were not comfortable in when there was better alternative( in their opinion) would be a challenge to many.. The participants recalled how one among many of them who recently left their school started

*Sleeping in class, refusing to do assignments, faking sickness to go home for treatment, fighting others for flimsy reasons, tearing and destroying own books and uniforms as proof of how hated she was and that her life was in danger, writing anonymous letters accusing herself of peddling and abusing drugs, sneaking out of school and finally succeeding by resorting to slit her arms and causing serious bodily harm to self and attempting suicide.*

Therefore, a lot of convincing ought to be done with reasons why particular actions or decisions should taken to reach consensus.

#### **4.7.3 Authoritarian parents and responsibilities to children**

In this section, the researcher sought to establish the extent to which students were given responsibilities by their parents while at home. According Baumrind (1966) strict discipline and responsibility was considered divine in America in the past centuries. Failure to do so was considered lacking care and love for children and exposing them to future misery. This was the basis for the adoption of authoritarian parenting style then.

Students were given four point likert scales to rate the level at which they were given responsibilities while at home. They were also asked to state how this affected them in terms of coping while at school, either positively or negatively. These were cross tabulated with parenting styles. The results are displayed on Table 4.26.

**Table 4.26 Cross tabulation between parenting style and allocation of responsibilities to students at home**

Parenting style	Response to being given duties and responsibilities at home %				Effect	
	Strongly agree	Agree	Disagree	Strongly disagree	Positive	Negative
<b>a)</b>						
Democratic	14.5	20.9	34.8	28.9	73.3	26.7
Authoritarian	36.7	20.4	28.6	14.3	61.2	38.8
Indulgent	0	11.1	33.3	55.6	22.2	77.8
Detached	14.3	23.8	19	42.9	66.7	33.3
No specific	0	20.8	54.2	25	75	25
<b>b)</b>						
Democratic	34.5	16.1	19.4	29	51.6	29
Authoritarian	23.5	24.7	35.3	16.5	68.2	8.2
Indulgent	5	15	45	35	30	70
Detached	0	16.7	50	33	83.3	16.7
Unspecified	0	20.8	54.2	25	75	25

Key: a- 1<sup>st</sup> dominant style

b- 2<sup>nd</sup> dominant style



Table 4.26 Show results, of students ' opinion on the extent parents gave them responsibilities cross tabulated with parenting styles. The outcome show that of the 49 students whose parents used authoritarian as first parenting styles 28 (57.1%) were given duties and responsibilities while 21(42.9%) were not. Among the 85 whose second parenting style was authoritarian 41(48.2%) were give responsibilities while 44(51.8%) were not. These results prove once again that authoritarian parenting tendencies become diluted when used with other parenting styles. These results also show that even though parents were authoritarian in some ways, a good number did not apply many practices associated with the parenting style.

The most affected in terms of not being given responsibilities at home were students from indulgent parents where only 11.1 percent and 20 percent of students agreed to being given responsibilities in the first and second option respectively.

This goes contrary to the views held by Maigallo (2010) common among African cultures on aspect of discipline involving training children in handling daily chores and skills that enabled them to live responsible lives. However, with the onset of formal education, more mothers being employed outside their homes and engagement of house helps, fewer children got such responsibilities and training to the extent that house related chores became more and more bothersome to some students and source of conflicts in schools RoK ( 2001). This also agrees

with the finding of an earlier cross tabulation of students involvement in conflicts with prefects over undone duties that found 18.4 percent of students from authoritarian background to have been involved either many or very many times. This which was low compared to those from other parenting styles implying that having been used to doing duties/ chores at home made it easier for them to them at school.

#### **4.7.4 Correlation between authoritarian parenting practices and students' discipline**

This section finally ends with correlation between authoritarian parenting practices and students' discipline; to test the null hypothesis that there was no relationship between authoritarian parenting style and students discipline in public secondary schools. To do this, students were asked to rate themselves as very good, good, bad and very bad with slots to mark with a tick appropriately at home and at school. Pearson Product Moment correlation was used to determine a relationship between students discipline and authoritarian parenting practices. Summarized results are displayed on Table 4.27.

**Table 4.27 Correlation between authoritarian parenting practices and students' discipline.**

Parenting practices	At school		At home	
	Pearson Correlati	Sig. (2-	Pearson Correlatio	Sig. (2-
a Sometimes Criticized and Scolded	.022	.676	.016	.762
b Sometimes Physically Punished	.018	.735	.014	.786
c Parents are Too Concerned	.041	.427	-.051	.330
d Opinion Never Considered	-.157**	.002	-.122*	.018
e Forced to Obey Rules	-.118**	.023	-.121*	.019
f Fear Talking to Parents Freely	-.113**	.029	-.051	.321
g Parents Opposed to Much Affection	-.029	.569	.040	.439
h Given Many Responsibilities at Home	.016	.755	.029	.581
i Strict Parental Control of Activities	-.016	.760	-.053	.306
j Not Allowed to Be Angry with Parents	-.065	.210	.050	.333
Authoritarian Parenting Style Rank Mean	-.109**	.035	-.073	.158

**Key-** \*\*-Correlation at **0.01%** level of significance

\* -Correlation at **0.05%** level of significance

See complete Table in Appendix IX.

From Table 4.27 it is noted that there is negative correlation (-.109\*) between students discipline and authoritarian parenting practices indicated even though the relationship is weak in most cases. This meant that the more the authoritarian parenting style was used there were chances that students' discipline would be

negatively affected. The weak relationship got was probably because parents did not strictly use authoritarian practices as stated earlier; in many cases a mixture of two, three and even all four were used by same parent. In some cases some practices associated with the style were not adopted by parents. It is noted that correlation of some specific practices together yielded stronger coefficient than others.

Though weak, (-.109\*) there was significant negative relationship between authoritarian parenting style and students own rating of the levels of discipline in school. Implying that the more authoritarian practices in raising children were used the higher could be the chances that their child would resort to indiscipline. Therefore, the null hypothesis that there is no significant relationship between authoritarian parenting style and students discipline when students were classified by levels of discipline in public secondary schools is rejected based on 0.01% level of significance.

In the next section influence of indulgent parenting style is discussed.

### **Objective Three**

#### **4.8 Influence of Indulgent parenting style on students' discipline**

Indulgent parenting is characterized by high levels of parental responsiveness that involves parental warmth, affection, acceptance, free communication, approval and support as well as greater desire to see children happy by gratifying them

freedom and autonomy. At the same time, indulgent parents display low levels of control and firmness in instilling discipline, correction and respect to set rules and regulations (Baumrind 1991; Maccoby & Martins 1983; Steinberg 2005; Spera, 2005; Dwairy et al., 2006; Martinez, Gracia & Yubero 2007; Gracia & Garcia, 2009).

In order to establish the number of parents and guardians using indulgent parenting style in Nairobi County, forty statements of ten practices connected to indulgent parenting styles to students were required to respond to according to their opinion on how their parents/guardians relate with them. The responses were given in a four point likert scale representing the following responses. 4 strongly agree, 3 agree, 2 disagree and 1 strongly disagree. The ten practices each on indulgent parenting styles were rated separately. A respondent scoring between 25 and 40 in this section on indulgent parenting meant that the parents used most practices depicted in the section and was therefore graded to belong to indulgent parenting style. The respondent that got the highest total in this section, the parent was considered to belong to indulgent parenting style and was graded as the first dominant style and the next as the second respectively. While those whose totals were below 25 were categorized as using unspecified or cocktail of styles. The responses displayed on Table 4.8 under democratic parenting indicate that 9(2.4%) of students parents got highest score in this section while 20(5.3%) used

the style second after another; in total about 29(7.8%) used most or some practices associated with indulgent parenting style.

To establish effect of indulgent parenting style among students in Nairobi County, ten statements on practices connected to indulgent parenting style were given to respondents to rate the level their parents related with them in the specific areas. The responses are indicated in Table 4.28.

**Table 4.28 Students relationship with parents on indulgent parenting practices**

Parenting practices	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
I am never punished even when I deserve it	9.5	9	28.2	53.5
I am given all that I ask as soon as I ask for it	8.5	9.3	35.9	46.3
We have no clear rules on how I behave at my home	11.2	15.7	25	48.1
I argue with my parents when I am unhappy	13.3	16	21	49.7
I behave as I wish before my parents	8.0	9.6	22.6	59
My parents are easy going and relaxed with me	23.1	31.1	18.6	127.1
My parents threaten to beat me more than actually beat	13.6	12.5	20.5	53.5
I can force my parents to do all I want from them	4.8	2.9	17.3	75
I am not given any duties and responsibilities at home	8.2	7.2	19.9	64.6
My parents hate making me unhappy	27.1	31.9	15.4	25.5
<b>Total</b>	<b>12.7</b>	<b>14.5</b>	<b>21.9</b>	<b>50.3</b>
		<b>27.4</b>	<b>72.6%</b>	

From Table 4.28, 27.4 percent of students agreed that parents used practices associated with indulgent parenting. This was slightly higher than the percentage of parents using indulgent parenting styles. This implies that more parents used some practices associated with indulgent style. In the next section, effect of specific aspects associated with indulgent parenting style is examined.

#### **4.8.1 Indulgent parents and effect of rules availability on students discipline**

According to Baumrind(1991);Maccoby and Martins (1983) Gracia and Garcia(2009);Martinez, Garcia and Yubero (2007); Dwairy et al. (2006) practices associated with indulgent parenting style include parents not setting rules to guide children's behaviour and not enforcing essential rules children should obeyed. To confirm these views, students were asked to rate the state of rules in their homes. This was cross tabulated with different parenting styles and the results are displayed on Table 4.29

**Table 4.29 Students' responses on availability of rules in their homes**

Parenting style	We have no clear rules on how I behave at my home				Effect	
	Strongly agree %	Agree %	Disagree %	Strongly disagree %	positive	negative
Democratic	8.4	15	22.7	53.8	72.2	27.8
Authoritarian	10.2	14.3	30.6	44.9	57.1	42.9
Indulgent	66.7	11.1	11.1	11.1	44.4	55.6
Detached	19	23.8	28.6	28.7	23.8	33.3
No specific	16.7	20	41.7	20	62.5	37.5

Table 4.29 indicate that out of nine students whose parents' first option of parenting style was indulgent, 77.8 percent agreed with the statement that they had no clear rules in their homes compared to 23 percent of the 273 whose parents were democratic, 14.2 percent from authoritarian, 22.4 percent from detached parenting backgrounds. This confirms the fact that many parents using indulgent style did not set rules to guide their children's behaviour. This supports the earlier assertions that indulgent parents set and enforce few rules to guide their children' behaviour.

When asked how not having rules affected their behaviour 55.6 percent said the effect was negative while 44.4 percent were positively affected. Those who considered the effect negative felt that following many rules especially at school was a challenge. Others felt they were judged wrongly when their actions



contravened the rules. So they found it beneficial not to have rules many rules limiting their actions.

According to Devine et al., (2000) children become irresponsible and insecure when no rules and guidelines were placed on them. This hindered their social development and self-esteem. The study confirms that children from indulgent families exhibited more behaviour problems than their peers. It was also noted that some of such students were self centered and demanding. In Focus Group Discussions, it emerged that some students believed they had rights to be assisted and took offence when they were not as seen in the following responses.

*Whenever I ask them to help me complete my duty after they are done with theirs, I am called lazy and that I am always asking'. I feel bad because all I want is to be assisted; I am not used to doing this kind of work. Grace*

Among students who thought not having rules at home was positive considered the fact that they behaved as they wished particularly at home.

**Beatrice***I can't survive in a place where things are always so strict and serious; how do you survive with strict rules like these at school, you'll die; at least I can breathe when I go home....*

**Sylvia***I fear talking to them since they are very strict but my mother is always so pampering towards me even time I do mistakes so I avoid talking to her since she will side with me always*

It is interesting to note that while so students would enjoy being pampered, Sylvia (not her real name) made a rational choice to avoid her mother and possible making mistakes because she knows pampering was did not serve her needs.

The above opinion support views of Bakhda (2010) that children understand and adhere to discipline better if similar ones were followed both at home and in schools. Such students might find it difficult following rules at school since they find them bothersome. This could explain why some students deliberately made mistakes to go home and rest.

According Maigallo (2010) children given lots of freedom may be impulsive, aggressive domineering, self centered and selfish and might get into trouble with those who treat them contrary to their expectations. While Njagi (2007) notes such students resorted to attention seeking strategies, bullying, teasing and taunting others to feel important. Garcia and Gracia (2007) found indulgent parenting associated with positive outcome among adolescents living in environments characterized by equalitarian relationships such as in Mexico, Brazil, Spain and Italy. This, the study notes, was due adolescents' rejection of strict controls associated with democratic and authoritarian parenting in environment where strictness and controls were seen as aggression and intrusion on children's right. Similarly, Pachan (2011) in a study among adolescents in Ghana noted a shift from strict parental control to more autonomy granting as required by children rights. Gracia and Garcia (2010) observe that people adjust better and are more satisfied in environments that match their attitudes values and experiences and those children who are not used to following strict rules at home

may find following them at school challenging which might cause different levels of indiscipline.

#### 4.8.2 Indulgent parenting and effect of relationship with students

Studies also show that children from indulgent parenting backgrounds tended to relate with parents as equals and in some cases order and manipulate parents to do what they want. According to (Suheyla, 2001) such children unconsciously extended the same treatment to other forms of authority which was interpreted as indiscipline to the detriment and frustration of such children.

Another practice common among indulgent parenting is children talking back to parents especially when unhappy. Students in this study were asked the extent they argued with their parents when unhappy. The responses are as shown on Table 4.30

**Table 4.30 Students' responses on relationship with parent when unhappy.**

Parenting style	Students argued with parents %				Effect	
	Strongly Agree	agree	disagree	Strongly disagree	positive	negative
Democratic	8.8	13.2	22.3	55.7	68.9	31.1
Authoritarian	24.5	26.5	18.4	30.6	69.4	30.6
Indulgent	55.6	22.2	22.2	0	33.3	66.7
Detached	23.8	28.6	9.5	38.1	42.9	57.1
No specific style	16.7	12.5	29.2	41.7	66.7	33.3

From Table 4.30 cross tabulation revealed that of the nine students whose parents used indulgent style seven 77.8 percent agreed to the fact that they argued with parents when unhappy compared to 22 percent of those whose parents were democratic, 51 percent from authoritarian and 52 percent from detached parenting backgrounds respectively. Generally, it is noted that 29.3 percent of students from all backgrounds talked back at their parents when unhappy. A good number of parents confirmed this fact even though it was not easy to confirm their parenting orientation since most parents recorded being democratic. Some parents did not take children talking back to them a problem since it helped them knowhow the children felt. They also confirmed that it was an emerging trend that most children expressed their opinion openly. This would therefore mean that a student punished by a teacher for talking back which his/her parent ignores might brand teachers harsh and insensitive. The students might develop negative and anti – establishment attitude leading to revolutionary reaction even when good and helpful policies were advanced in schools (Bakhda, 2010; Kiptala, 2007) transforming schools into a less harmonious and insecure places where anybody implementing or supporting rules was branded an enemy and where rules were broken to pass messages or teach the supporters of such rule lessons. In the following section level of communication between parents using indulgent style and children is determined.

### 4.8.3 Indulgent parents' communication with children

According to Baumrind (1991); Maccoby and Martins (1983); Steinberg (2005); Spera (2005) Dwairy et al., (2006); Martinez, Gracia and Yubero (2007); Gracia & Garcia (2009) parents ability to communicate freely and openly allows strong bond with children and cordial parent- child relationship. Coupled with parents' ability to provide all that children want, such children feel loved and appreciated and develop high self-concept and esteem. However, they developed expectation and similar treatment from other people around them and could become unhappy, anxious and depressed when the contrary treatment was received. For further investigation on students relationship with parents, students were asked to rate how they felt free easy going and relaxed with the parents in a four point likert scale. The responses are displayed on Table 4.31.

**Table 4.31 Students' responses on how free and relaxed they were with parents**

Parenting style	Students easy going and relaxed with parents (%)				Effect	
	Strongly agree	agree	disagree	Strongly disagree	positive	negative
Democratic	27.1	32.6	15	25.3	76.2	23.8
Authoritarian	10.2	22.4	34.7	32.7	57.1	42.9
Indulgent	33.3	33.3	33.3	0	77.8	22.2
Detached	14.3	9.5	38.1	38.1	38.1	161.9
No specific style	8.3	25	141.7	25	20	54.2
<b>Total</b>					<b>256</b>	<b>96</b>

Table 4.31 indicates 54.2 percent of students saying that they were easy going and relaxed with the parents as 45.7 percent were not. Further cross tabulation, show

the highest percentage of students 66.7 percent who were free with parents came from indulgent parenting backgrounds compared with 59.7 percent from democratic parenting background ;implying that in families where indulgent and democratic styles were used, students related freely with parents compared to all other parenting styles confirming earlier assertions that democratic and indulgent parents were free and relaxed with parents. This helped children gain self confidence, attachment with parents and would behave well if values instilled were acceptable. Those who were least free with parents come from detached parents where only 23.8 percent registered an agreement. As noted earlier, students avoided communication with parents they were not free with. This means that their problems and concerns would be unknown to parents and could therefore go unaddressed. This exposes them to negative effects of peer influence which might not be known to parents until when the effects were very severe.

Indulgent parenting is also characterized by inability to set limits and structures to guide children's behaviour. The parent cannot force children to undertake activities the children deem undesirable since the parents' greater desire is to see children happy. Such parents avoided control and firmness in instilling discipline, correction and respect to set rules and regulations (Baumrind 1991; Maccoby & Martins 1983; Steinberg 2005; Spera 2005; Dwairy et al., 2006; Martinez, Gracia

& Yubero 2007; Gracia & Garcia, 2009;). Thus, these created in children lack of respect for rules and desire to manipulate them to get their way.

To establish the extent to which this was true among students in this sample, they were asked their opinion on parents' tendency to avoid making them unhappy and how this affected their behaviour while at school. The responses are given on Table 4.32.

**Table 4.32 Students' responses on whether parents hated making them unhappy**

Parenting style	My parents hate making me unhappy (%)					Effect on behaviour	
	Strongly agree	agree	disagree	Strongly disagree	Total	positive	negative
Democratic	30.8	33.3	13.2	22.7	273	83.2	16.8
Authoritarian	22.4	14.3	30.1	32.7	49	71.4	28.6
Indulgent	33.3	55.6	11.1	0	9	11.1	88.9
Detached	4.8	23.8	38.1	33.3	21	42.9	57.1
No specific style	12.5	33.3	29.2	25	24	70	29.2

Table 4.32 indicates 59 percent of the 376 students in this study agreeing that their parents hated making them unhappy; meaning that they avoided practices that would annoy their children. Of those whose parents used indulgent as the first dominant style, 88 percent agreed with the statement compared to 64.1 percent, 36.7 percent and 28.5 percent from democratic, authoritarian and detached parents

respectively. The highest percentage in this category was those from indulgent followed by democratic cohorts. This further proves earlier assertions that indulgent parents were indeed over protective and pampering. The students were also asked how this affected the way they behaved while at school and 88.9 percent considered the effect negative as seen on Table 4.31.

The last practice associated with indulgent parenting style examined in this study was the fact that parents aspired to make their children happy by avoiding all activities considered tedious and inappropriate; many did not give children duties and responsibilities.

#### **4.8.4 Indulgent parenting and effect of giving duties/chores on student discipline**

To confirm the truth of this assertion, students were asked to rate the level they were given responsibilities by parents using a four point likert scale. The responses are as summarized on Table 4.33.



**Table 4.33 Cross tabulation between parenting styles and their ability to give duties and responsibilities to their children**

Parenting style	1 <sup>st</sup> dominant style			2 <sup>nd</sup> dominant style				
	Strongly agree	agree	disagree	Strongly disagree	Strongly agree	agree	disagree	Strongly disagree
Democratic	14.7	20.9	35.5	28.9	44	20	12	24
Authoritarian	37.7	20.4	28.6	18.4	23.5	24.7	35.3	16.5
Indulgent	0	11.1	6.1	55.6	5	15	45	35
Detached	14.3	23.8	19	42.9	0	16.7	50	33.3
No dominant style	0	20.8	54.2	25	0	20.8	54.2	25

Table 4.33 shows that 11.1 percent of students from indulgent parents agreed to being given duties and responsibilities by parents compared to 35.5 percent whose parents were democratic, 57.1 percent from authoritarian and 38.1 percent from detached parenting backgrounds. From the above results, the observation was that apart from authoritarian parents, the percentage of those who were not given responsibilities was higher in all the remaining parenting styles. In other words, fewer parents gave responsibilities to their children except authoritarian parents.

As noted in questions that sought to establish the level of involvement in cases of indiscipline, students who reported not to have been given duties and responsibilities by parents also recorded higher involvement in conflict with prefects over their failure to do duties assigned in school except those from democratic backgrounds. Students from authoritarian parents who agreed to being

given duties at home also recorded low involvement in failure to complete duties in school. It is also noted that the percentage of students agreeing to being given duties and responsibilities improved in a second dominant style except in authoritarian style thus confirming the fact that the style of parenting a parent adopts does determine the practices used in raising children and might affect students perception of those practices. Thus students not used to doing duties at home might find doing duties bothersome at school. For one, they might lack skills and competence in performing such duties. Secondly, their attitude towards such duties might be negative or attributed to servitude since such duties are only done by helpers at home. This explains why many students from all backgrounds recorded having had conflicts with prefects over duties undone at school. According to teachers, conflict with prefects and teachers over failure by student to perform duties assigned to them was a common occurrence in schools. Incidentally, refusal to perform duties was a major area of conflict between students and parents. Similarly, a survey aimed at establishing causes of strikes in schools found that some students hated duties to the extent some contracted others to do them on their behalf at a fee Ministry of Education (2001, 2008).

#### **4.8.5 Correlation between indulgent parenting styles and students discipline**

Correlation between indulgent parenting practices and students' discipline

In the following section, a correlation between indulgent parenting practices and students' discipline was done and results are indicated on Table 4.34.

**Table 4.34 Correlation of and students' discipline**

Indulgent parenting style Parenting practices		At school		At home	
		Pearson Correlat ion	Sig. (2- tailed)	Pearson Correlat ion	Sig. (2- tailed)
a	Never Punished	-.013	.808	-.090	.083
b	All Requests Granted	-.085	.100	.075	.147
c	No Clear Rules at Home	-.073	.156	-.044	.395
d	Argue with Parent	-.142**	.006	-.110*	.034
e	Behave as Wished	-.088	.087	-.031	.547
f	Parents are Easy Going & Relaxed	.030	.563	-.017	.737
g	Parents Only Threaten to Beat Me	-.001	.987	-.030	.568
h	Can Force My Wish to Parents	-.037	.470	-.066	.206
i	No Duties & Responsibilities given at Home	-.036	.485	-.062	.231
j	Parents Hate Making Me Unhappy	.038	.461	.060	.248
	Indulgent Parenting Style Rank Mean	-.040	.436	-.020	.697

Generally, results in this section show that there was no Correlation between a student's own rating on the level of discipline in school and the chances of a parent employing indulgent parenting style. It is also shown that the higher a mother's indulgent parenting style was ranked, the higher chances of the student describing mother as indulgent.

Based on data gathered there was no significant relationship (-.040) between indulgent parenting style and students own rating of levels of discipline in school. Though not significant the results of correlation in seven out nine practices show negative association. This means that an increase in use of practices associated with indulgent parenting styles would lead to negative relationship with students discipline in the context of this study or that the more a parent employed indulgent parenting practices, there were higher chances that the students level of discipline would be affected negatively.

Therefore, the null hypothesis that there was no significant relationship between indulgent parenting style and students discipline when students were classified by levels of discipline in public secondary schools is accepted at 0.01 levels of significance (2-tailed). For more details see Appendix ix. These results differ with those of Okorodudu (2010) who found significant positive association between leaser faire parenting practices (indulgent in this study) and delinquency in students. Gracia and Garcia (2009) state that except in Spanish families, association of indulgent parenting and student discipline has yielded inconsistent results. While correlation shows no relationship between indulgent parenting style and students discipline, students from indulgent background have been associated with negative behaviour.

In the next section influence of detached parenting is discussed.

## **Objective Four**

### **4.9 Detached parenting style and student discipline**

Detached parenting style is characterized by a parent's display of low levels of responsiveness and demandingness. Less responsive parents are less emotionally available or attached to their children, less accepting, supportive and may be quick to criticize negatively. Their level of communication with children is also low mainly because of their absence. Lack of communication lowers parent- child understanding, respect and attachment to each other. When parents are less demanding; they are low in setting and enforcing rules on mature behaviour for their children (Gracia & Garcia, 2009; Xu, 2007; Lai & Chang, 2009; Pachan 2011).

In attempt to establish numbers of parents and guardians using detached parenting style in Nairobi County, forty statements, ten of which had practices connected to detached parenting styles to which students were required to respond on how their parents/guardians related with them were given. Responses were given in a four point likert scale representing the following responses. 4 strongly agree, 3 agree, 2 disagree and 1 strongly disagree. The ten practices each on detached parenting styles were rated separately. A student scoring between 25 and 40 in this section on detached parenting meant that the parents used most practices depicted in the section and was therefore graded to belong to detached

parenting style. Students that got the highest total in this section had parent considered to belong to detached parenting style and was graded as the first dominant style and the next as the second respectively. Those that scored below the required threshold (below 25) in all parenting practices were ranked as having no specific style as indicated on Table 4.35.

**Table 4.35 Responses on parenting styles used by parents**

<b>1<sup>st</sup> dominant parenting styles</b>			<b>2<sup>nd</sup> dominant parenting style</b>		
Parenting style	frequency	percent	Parenting style	frequency	percent
Democratic	273	72.6	Democratic	25	6.6
Authoritarian	49	13.0	Authoritarian	85	22.6
Indulgent	9	2.4	Indulgent	20	5.3
Detached	21	5.6	Detached	12	3.2
Cocktail of styles	24	6.4	No spec style	24	6.4
<b>Total</b>	<b>376</b>	<b>100</b>	<b>Total</b>	<b>166</b>	<b>44.1</b>

The responses displayed on Table 4.35 indicate that 5.6% of the students agreed with most statements concerning detached parenting style and implying that parents dominantly used detached parenting while 3.2% used it second after others; in total about 8.8 percent students had parents who used most or some practices associated with detached parenting style

In the following section, the effect of specific practices connected with detached parenting style was given to students to rate the levels their parents related with them are shown on Table 4.36.

**Table 4.36 Students’ responses on relationship with parents on detached parenting practices**

Parenting practices	Level of agreement %			
	Strongly agree	agree	disagree	strongly disagree
I feel I am not loved	8	7.4	16	68.6
My parents never bother kind of friends I keep	5.9	7.4	21.5	65.2
My parents are unconcerned with what I do	10.4	9.3	21.3	59
I feel my presence is never appreciated by parent	13	19.9	25.5	41.5
I am forced to be independent from my parents	6.1	8.5	22.6	62.8
I am never given any moral support by my parents	6.4	5.6	22.1	66
My parents never check my school progress	9.3	6.9	23.9	59.8
My parents never attend my school functions	8	8.8	19.7	63.6
My parents think I am an inconvenience to them	6.4	8	18.1	67.6
My parents do not know who really I am	19.7	12.8	17.8	49.7
<b>Total</b>	<b>9.3</b>	<b>9.5</b>	<b>20.9</b>	<b>60.4</b>
		<b>18.8</b>	<b>81.2</b>	

Table 4.36 indicates that 18.8 percent of students agreed that parent used practices associated with detached parenting style. This was noted to be higher than the

computed percentage; meaning that other parents used detached parenting practices at some point or another.

The statement that some students felt their presence was never appreciated by the parents had the highest percentage of students 32.9 percent agreeing in this category. This was followed by 32.5 percent of students who felt parents did not really know who they were. The third were 19.7 percent noting that parents were unconcerned with what they did. Studies done by New Mexico Public Education Department, (2005) and Managing Students Behaviour (2010) stated that majority of students in schools were largely good and needed no special interventions to conform to school rules and regulations. However, a small group was mostly dissatisfied and looked for every opportunity to bend rules for their own comfort. The small group would disrupt the smooth operation of the school if their activities were not controlled. Therefore, even though the numbers that recorded negative relations with parents were small, they should not be overlooked. For it is stated that students who had problems with parents had higher chances of relating poorly with other forms of authority such as teachers. In the next section, effect of particular parenting practices on students discipline is discussed in details.



#### 4.9.1 Detached parental love and students discipline

Devine, Ho and Wilson (2000) state that a parent’s love is essential for moral development in a child and determines how they behave. To establish from which parenting styles students who felt not loved by parents majorly belonged; across tabulation was done between parenting style and students’ responses. The results displayed on Table 4.37.

**Table 4.37 Cross tabulation between students’ responses on not being loved by parents and parenting styles**

Parenting style	1 <sup>st</sup> dominant style %				2 <sup>nd</sup> dominant style %			
	Strongly agree	agree	disagree	Strongly disagree	Strongly agree	agree	disagree	Strongly disagree
Democratic	4	4.4	12.5	79.1	8	20	28	44
Authoritarian	8.1	18.4	28.6	44.9	9.4	4.7	18.8	67.1
Indulgent	22.2	11.1	11.1	55.6	30	5	20	45
Detached	57.1	19	23.8	0	25	41.7	8.3	25
Cocktail of styles	4.2	8.3	25	62.5	4.2	8.3	25	62.5

Table 4.37 shows that of 21 students whose parents used detached parenting practices as first dominant style, the majority, 76.2 percent recorded an agreement that they were not loved by parents compared to 26.5 percent from authoritarian, 33 percent from indulgent, and 12.5 percent whose parents used no specific style and the least 8.4 percent came from democratic parenting backgrounds. Among those who used the style as second dominant one 66.7 percent agreed to not being loved compared to 35 percent from indulgent, 28 percent from democratic, 14.1 percent authoritarian and 12.5 percent where no specific parenting style was used.

These results therefore show that higher percentage of students from detached parenting recorded more dissatisfaction with levels of parental love shown to them compared to students from all the other styles. It is also noted that fewer students reported dissatisfaction with parental love when detached style was used with other styles while more students recorded dissatisfaction when democratic style was used with others styles.

According to Imbogo (2010), people understand themselves through actions of others. Lacks of emotional connect or affirmation with parents who are the first form of authority to children was interpreted to mean that they were less important and unworthy of recognition and attention (Devine, Ho and Wilson 2000). This feeling of dissatisfaction and mistrust could be extended to all forms of authority; affecting not only children's personality but also behaviour and might result to different levels of maladaptive behaviour such as hostility, insecurity, lack of confidence, loneliness, shyness, jealousy and general unhappiness.

Affiliation (affectionate relationship with other people) and esteem (recognition and respect) are among Maslow's hierarchy of needs and were important in one's life for achievement and success to occur. Edwin (2011) posit that learning might not effectively occur in children who felt less accepted and respected by parents

and teachers. To fulfill lack of acceptance need (real or perceived) such children could resort to inappropriate behaviours such as attention seeking, feigning sickness, anger, aggression, stealing, and bullying among others in order to be recognized (New Mexico public education department, 2005). It is also noted that children who felt less loved and not attached to their parents easily engaged in actions that might be hurtful to parents and family members because they cared less about their feelings. The reverse was the case when strong attachment was felt as indicated by these students' response;

*My parents and family members love me so much and I would hate to disappoint them in any way least of all being called to school that I have misbehaved (Rita)*

*Their love, support and strictness has instilled some fear and therefore I cannot love to be involved in things that lead to expulsion from school (Mariam)*

These can be contrasted with those who thought they were not loved enough and stated thus; *"I do not care much, I do what I feel is good for me because I am my own person, my parents also have their lives to live" (Bobby)*

This agrees with the findings of Lai and Chang (2001) in which many adolescents who had had suicide ideation recorded negative attachment to their parents. One thought of suicide when they felt unhappy and trapped in circumstances they had no control over or when they saw nothing worthy to live for. To such adolescents

no consideration was made on how their actions would affect other family members since they cared least about what would hurt or make them happy.

Ansari and Qureshi, (2013) say that when children feel unloved; they tend to feel insecure and anxious. In order to prevent themselves from further hurt, they become angry and withdrawn and would vent their anger out to anybody reminding them of those who hurt them. They might intentionally or unintentionally respond inappropriately to prefects, teachers and school administrators. This statement held true during one of the Focus Group Discussions when a participant who displayed and explained negative feelings toward parents stated that she had learnt to live her life alone and really hated people telling her what to do every time and in particular teachers who could not mind their business. About rules she said '*I hate them, they chock my life*'. Even though the participant regretted this perception, she attributed it to the fact that people thought and treated her the way her parents did. The reality is that no one might have hated her but her interpretation was based on an already negative formed opinion.

Another practice associated with detached parenting is parents being absent and lacking supervision and control over their children and the activities they engage in. The effect of this is discussed in the following section.

#### **4.9.2 Detached parenting lack of control and students' discipline**

Parental demandingness or control involves stating and enforcing rules that guide children's behaviour, supervising and monitoring their activities and relationships and also ensuring that children display behaviours appropriate for their age. According to Divine Ho and Wilson (2000) when parents set boundaries on their children's behaviour through rules and regulations, they not only encourage orderliness that make children more secure but also give them reasons to decline pressures from peers to adopt inappropriate behaviours. The study adds that children who were used to obeying rules when young became more apt to obeying them during teenage age. However, lack of control, the study states gives the notion that little was expected from children and therefore they behaved as they deemed fit. Some of these actions might result to indiscipline which in many cases was easier to adopt but harder to discard than appropriate behaviours.

Detached parents were also found to be unpredictable in their strategies and family control (Maigallo, 2010) this confused children and was a source of anxiety and frustration to them. Besides, too much freedom allowed in the absence of parents was misused and in many cases led to indiscipline.

#### **4.9.3 Detached parenting lack of duties and students' discipline**

Another aspect of control involves giving children duties and responsibilities. Children develop reciprocity and responsibility when they were given chores to

perform. Besides, chores allowed parents opportunity to bond with their children as they imparted practical skills. It also enabled them to appreciate the roles others who offered services to them played in their lives. Being used to duties allowed perseverance and resilience in the face of challenges in life.

As indicated in Table 4.33 under indulgent parenting style section, only 38.1 percent of students from detached parenting backgrounds agreed to being given duties and responsibilities by parents compared to 35.5 percent whose parents were democratic and 57.1 percent from authoritarian parents respectively. It was also noted that high percentage of students from detached parents recorded having conflicts with prefects due to failure to complete assigned duties.

Following up on children's friends was another aspect of parental control. It is noted that the kind of friends a child kept was likely to influence the character positively or negatively. In order to establish the parenting style from which the students who stated that parents were never bothered with the type of friends they kept belonged, across tabulation was done with the parenting styles. These results are shown on Table 4.38.

**Table 4.38 Cross tabulation of students' responses on parents lacking knowledge of their friends and activities and parenting styles**

Parenting styles	1st dominant parenting style Level of agreement%				2nd dominant parenting style Level of agreement%			
	Strongly agree	Agree	disagree	Strongly disagree	Strongly agree	agree	disagree	Strongly disagree
Democratic	3.7	7	20.5	68.9	4	12	25	60
Authoritarian	6.1	6.1	22.4	65.3	5.9	4.7	20	69.4
Indulgent	11.1	0	22.2	66.7	35	5	15	45
<b>Detached</b>	<b>38.1</b>	<b>23.8</b>	<b>19</b>	<b>19</b>	<b>8.3</b>	<b>16.7</b>	<b>41.7</b>	<b>33.3</b>
Dominant style	0	8.3	29.2	62.5	0	8.3	29.2	62.5

Table 4.38 on cross tabulation of students responses on the level parents were concerned with the kind of peers they had revealed that 13.6 percent of parents were not concerned with the friends their children kept parenting style notwithstanding. It is also noted that of 21 students whose parents used detached parenting practices as their first dominant style, 61.3 percent confirmed that their parents lacked concern over the kind of friends and activities they undertook compared to 10.6 percent from democratic; 12.2 percent from authoritarian, 11.1 percent from indulgent and 8.3 percent from those whose parents used no specific style. This means that more parents from democratic and indulgent styles knew the kind of friends and the activities their children were engaged in compared to those parents using authoritarian and detached styles. The possible reason for this could be inadequate communication between parents and children in the latter a short coming associated with the two parenting style parenting.

Among parents who used detached as second dominant style the percentage of students agreeing that parents were not concerned with the kind of peers they had dropped to 25 percent. This was much lower compared to those who felt the same in the first option of parenting. The same applied to those whose parents used authoritarian style which also dropped to 10.6 percent. The implication is that as parents relaxed their detached and authoritarian tendencies, their relationship and knowledge of students improved. However, the percentage was higher at 40 percent and 16 percent respectively when indulgent and democratic styles were used as the second option of parenting meaning that when some practices associated with indulgent and democratic parenting were abandoned, it led to a decline of parents' relationship and knowledge of their children. Detached parents were also said to lack involvement in their children's activities. The effect of this on students discipline is discussed hereunder.

#### **4.9.3 Lack of parental involvement and student's discipline.**

Parental involvement is characterized by the amount of time a parent spends in child centered activities such as spending time doing activities that are important to a child's happiness such as school visits, attending fun days, checking school work among others. Studies show that strong parental involvement built strong parent-child attachment. Children who had strong attachment with parents showed less behaviour problems in schools (Spera, 2005). In this section the



students were required to respond to how they thought their parents appreciated their presence. Students' responses were cross tabulated with parenting styles .The results obtained are indicated on Table 4.39.

**Table 4.39 Students' responses on parents' never appreciating their presence.**

Parenting styles	1st dominant parenting style				2nd dominant parenting style				
	Level of agreement%				Level of agreement%				
	Strongly agree	agree	disagree	Strongly disagree	Strongly agree	agree	disagree	Strongly disagree	
Democratic	8.1	18.8	26.4	48.7	24	28	28	20	
Authoritarian	20.4	34.7	26.5	18.4	18.8	23.5	22.3	35.3	
Indulgent	11.1	11.1	33.3	44.4	15	20	40	25	
Detached	66.7	19	0	14.3	33.3	25	25	16.7	
Dominant style	8.3	29.2	33.3	29.2	8.3	29.2	33.3	29.2	

Results displayed on Table 4.39 show all parenting styles had students agreeing with the statement that their parents/ guardians did not appreciate their presence. The highest percentage of students agreeing to their presence not being appreciated came from parents who used detached as first dominant style 85.7 percent or as second dominant style 47.6 percent. Among students whose parents used authoritarian as the first major style 54.7 percent agreed while the percentage of those who agreed dropped to 42.3 percent when it was used as a second option of parenting. It is also evident that fewer students thought their presence was not valued when their parent used democratic style as the first dominant style 26.9

percent compared to 52 percent in the second option. This means that students' perception of parental acceptance and appreciation was affected by the parenting style parents adopted.

In total, 33 percent and 19.1 percent of the students from all the styles in the first and second dominant style respectively stated that their presence was not appreciated. It is likely that such students would avoid spending time or being in the presence of their parents unless forced by unavoidable circumstances. Communication between parents and the children would most likely be affected. According to (Spera, 2005) the most effective way of controlling and being involved in children's lives was not policing but having them volunteer information on crucial aspects of their lives. Also, when parents spent less time or associated less with their children, they not only missed the chance to impart desired values to them but also failed to know children's strengths and weaknesses. In this case, any form of indiscipline in the children went undetected by parents until when reversing it was difficult. Such parents got shocked when their children were involved in major indiscipline cases when in schools. Mulwa (2014) explain that many school principals experienced lack of support from parents whose children were involved in indiscipline since "parents cannot believe their children are capable of such behaviours".

According to Spera (2000) parental involvement which included parental supervision of school work and progress was crucial but was on the decline

particularly during adolescence. The study found most parents particularly keen on monitoring children’s activities during childhood but withdrew the practice during adolescence. This allowed leeway for undetected inappropriate behaviour. To establish the parenting style from which students who stated that their parents were unconcerned with their school progress, further cross tabulation was done with parenting style. The results are indicated on Table 4.40.

**Table 4.40 Cross tabulation between students’ opinion on parents’ level of unconcern with their school progress and parenting styles**

Parenting styles	1st dominant parenting style Level of agreement%				2nd dominant parenting style Level of agreement%			
	Strongly agree	Agree	Disagree	Strongly disagree	Strongly agree	Agree	Disagree	Strongly disagree
Democratic	4.8	6.9	24.9	63.3	16	4	16	64
Authoritarian	10.2	8.2	20.4	61.2	8.2	9.4	25.9	56.5
Indulgent	55.6	11.1	0	33.3	15	0	20	65
Detached	47.6	14.3	19	19	58.3	25	8.3	8.3

The results displayed on Table 4.40 show that 61.9 percent of the 21 students whose parents used detached parenting practices as first dominant style agreed that parents were unconcerned with their school progress. It is noted that the percentage of those who agreed rose to 83.3 percent when it was used as a second

option of parenting compared to 11.4 percent from democratic, and 20 percent from authoritarian parenting backgrounds.

According to Spera (2005) students whose parents were particularly keen on practices such as doing homework with them took school work seriously and performed better than those whose parents were not as involved. Karanja and Bowen (2012) explain that students who registered good performance were mostly uninvolved in serious indiscipline. Similarly, students involved in Focus Group Discussion, confirmed that some students whose parents never followed up on their school progress took their work less seriously. Also, among suggestions given by student to improve school discipline included parents teacher collaboration and strict follow up on discipline and performance .The students felt that if parents were informed whenever their children got involved in indiscipline while at school, the rate might reduce for many students feared being thought disciplined by parents.

Mwangi (2010) and Maigallo (2010) in studies on discipline in public secondary schools in Naivasha and Kiambu Districts respectively noted that many parents lacked knowledge of their children's level of discipline because many of them rarely spent time with the children. This made it difficult for them willing to support schools whenever children were involved in cases of indiscipline. In some

cases, parents tended to side with their children thinking them incapable of misdeeds and accused schools unfairness to students. This led to high levels of indiscipline among schools in those areas.

In the last practice students were asked to rate how they thought their parents knew them. The statement read: “My Parents Do Not Know Who Really I Am” the results are displayed on Table 4.41.

**Table 4.41 Cross tabulation between students opinion on how well their parents knew them and parenting styles**

Parenting styles	1st dominant parenting style			2nd dominant parenting style				
	Level of agreement%			Level of agreement%				
	Strongly agree	agree	disagree	Strongly disagree	Strongly agree	agree	disagree	Strongly disagree
Democratic	10.6	11	18.7	59.7	52	8	12	28
Authoritarian	42.9	14.3	14.3	5.1	17.6	5.9	20	56
Indulgent	33.3	22.2	11.1	33.3	40	15	15	30
Detached	76.2	9.2	4.8	9.2	41.7	41.7	8.3	8.3
Dominant style	20.8	29.2	29.2	20.8	20.8	29.2	29.2	20.8

Table 4.41 shows that many students from all parenting styles agreed with the statement that their parents did not know them well. The highest percentage of agreement 85.4 percent and 83.4 percent was recorded by those whose parents used detached parenting style as their first and second option of parenting respectively. This was followed closely by those whose parents were indulgent where 55.6 percent in the first and 55 percent in the second category of parenting

agreed. Although the percentage of those who agreed with the statement was comparatively low, 21.6 percent when democratic style was used as the major style, it was quite high 60 percent when democratic was the second style of parenting. The reverse was noted when authoritarian style was used as the first option where 57.2 percent of students agreed but the percentage dropped to 23.5 percent when it was used as second option of parenting style. This means that parents' knowledge of their children's real character was dependent of parenting style they used. More detached parents failed to know their children based on their low level of communication, few activities they had with them, the feeling by students that their parents did not love them among other practices done by parents who were detached. During Focus Group Discussion parents lacking knowledge of their children was attributed to inadequate communication with children. Further probing on the causes of poor parent- child communication revealed factors such as parent related factors for example how a parent reacted to child's concerns, time a parent spent with a child, fear of parents, unresolved problems in the home among others.

#### **4.9.4 Correlation of parenting practices and students' discipline**

In the last part of this section, Pearson Product Moment Correlation was used to establish whether any relationship existed between practices associated with

detached parenting style and students own rating on their level of discipline in school as indicated on Table 4.42.

**Table 4.42 Correlation between detached parenting practices and students discipline at school**

Detached Parenting practices	At school		At home	
	Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)
a Feel I Am Not Loved (Rank)	-.213**	.000	-.055	.287
b Parents Never Bother about My Friends	-.080	.122	-.117*	.023
c Parents are Unconcerned with My Actions	-.104*	.045	-.073	.162
d Parents Never Appreciate Presence	-.148**	.004	-.035	.495
e Forced to be Independent from Parent	-.202**	.000	-.128*	.013
f Never Given Moral Support by Parents	-.181**	.000	-.154**	.003
g Parents are Unconcerned with My School Progress	-.073	.156	-.041	.431
h My parents Never Attend My School Functions	-.019	.718	-.025	.624
i My Parents Think I Am an Inconvenience to Them	-.195**	.000	-.068	.191
j My Parents Do Not Know Who Really I am	-.217**	.000	-.058	.259
Detached Parenting Style Rank Mean	-.225**	.000	-.121*	.019

See complete table in Appendix XI

From Table 4.42, it is also noted that relationships as indicated by the correlations were generally weak because parents did not purely use practices associated with one parenting style. But, some practices used together yielded stronger

relationship than others. The general observation in this section is that there is significant negative correlation between detached parenting style and students own rating of the levels of discipline in school as indicated  $-0.225^{**}$  coefficient given at 0.01 level of significance. Therefore, the null hypothesis is rejected. The most general conclusion is that student's level of discipline in school increased drastically when they were encouraged to express their opinion freely at home by parent/guardian and likewise, decreased when the parent/guardian did not know who they really were.

#### **Objective five**

##### **4.10 Intervention strategies for management of discipline**

It is noted that some learners in schools were unable to follow rules and regulations set to guide their behaviour while at school. Studies have singled out the role of parents in students discipline management and have largely attributed indiscipline levels in some students to poor parenting .Talks for parents have been recommended to sensitize them on their roles in students' discipline management and that schools put in place mechanisms to address problems from students background (Ministry of Education, 2001, 2008) supporting the fact that some inappropriate students behaviour could be arising from students upbringing. Students in this study were asked to confirm presence of problems from their home background and upbringing affecting them when at school. To this, out of



376 students 343 (91.4%) confirmed that there were indeed such problems. As to whether such problems were common, the same number responded in the positive while 8.8 percent had negative response. Cross tabulation was done between students' opinions on common problems from home and parenting styles .The responses are indicated on Table 4.43.

**Table 4.43 Cross tabulation between parenting styles and problems from students homes affecting their discipline at school**

Problems identified by students	Responses according to parenting styles					Total
	Democratic	Authoritarian	Indulgent	Detached	Unspecified style	
Conflict/Frequent fights between parents	77(20.5)	8(2.1)	4(1.1)	5(1.3)	5(1.3)	26.3%
Poverty	42(11.2)	12(3.2)	0	2(.5)	4(1.1)	16%
Drug /Substance abuse among parents	17(4.5)	5(1.3)	0	0	1(.3%)	6.1%
Corporal punishment	15(4)	3(.8)	0	4(1.1)	0	5.9%
Divorce/Separation of parents	13(3.5)	2(.5)	1(.3)	1(.3)	2(.5)	5.1%
Neglect/Rejection/No love from parent/Relatives	12(3.2)	5(1.3)	1(.30)	0	1(.3)	5.1%
Too many responsibilities	12(3.2)	3(.8)	0	0	0	4%
Poor relation/Argument with parents	10(2.7)	0	1(.3)	1(.3)	2(.5)	3.8
Over strict/Quarrelsome parents	8(2.10)	2(.8)	1(.3)	1(.3)	1(.3)	3.8%
Absentee parent/Too much freedom/Poor role model	7(1.9)	2(.5)	1(.3)	1(.3)	1(.3)	3.3%
Others	60(16)	7(1.9)	0	5(1.3)	7(1.9)	21.1
<b>Total</b>	<b>273(72.6)</b>	<b>49(13)</b>	<b>9(2.4)</b>	<b>21(5.6)</b>	<b>24(6.4)</b>	<b>100</b>

From Table 4.43 the greatest source of problems from students' home affecting them while at school arose from conflict and frequent fights between parents as stated by 26.3 percent of students. This was followed by poverty 16%, drug /substance abuse among parents 6.1 percent. Among those described as others included unruly family members, 2.9 percent, pampering/over protection by parents, 2.4 percent, being gated / denied freedom 2.1 percent, unfaithful/immoral behaviour in parents 1.9 percent, poor communication with parents 1.9 percent, addiction to phone/TV 1.6%, discrimination/comparing with siblings 1.6 percent, Abusive behavior from parents / relatives, 1.1; Negative media influence, 1.1 percent; Having single parents, .8 percent; Bad influence from Neighborhood.8 percent; Death of parents .8 percent and pressure from parents over results.5 percent. It was also noted that problems affecting students were spread across all parenting styles. This implies that besides parenting styles, other problems in students' environment could affect their discipline at school. To confirm this information given by students, teachers and administrators were asked which problems students mostly sought their counseling on. Results obtained are shown on Table 4.44.

**Table 4.44 Teachers response on cases students sought counseling from teachers on**

<b>Cases</b>	<b>Frequency</b>	<b>percentage</b>
Family (home) related problems	Yes	67 (79.8)
	No	14 (16.7)
	No response	2 (2.4)
Academic related problems	Yes	63 (75)
	No	12(14.3)
	No response	8(9.5)
boy/ girl relationship related problems	Yes	15(17.9)
	No	64(77.8)
	No response	4(4.8)
drug and substance abuse related problems	Yes	30(35.7)
	No	52(62.7)
	No response	1(1.2)

Table 4.44 indicates 79.8 percent of teachers stating that students mostly sought counseling on family (home) related problems which affected them negatively. These views agreed with those given by students earlier indicating that family issues constituted the largest source of problems that affected students while in schools. Considering that high percentage of students from across parenting styles would prefer not discussing family problems with teachers for fear of having them shared, many students suffered silently and only disclosed their concerns when the situation was unbearable whereas others suffered adversely in silence.

Other causes of problem behaviour arising from students' background such were; too much freedom-poorly utilized by students, 23.8 percent; poor family values-

replicated in school 17.9 percent; parenting style - too lenient/ over protective parents,11.9percent; broken/dysfunctional families leading to dissatisfaction /rebellion,9.5 percent; abuse or neglect of children,9.5percent ;un conducive neighbourhood/ recklessness,9.5 percent; too strict parents on child,4.8 percent; favoritism and comparing children,3.6percent;poor parent-child relationship leading to dissatisfaction , violence or attention seeking, three percent. six percent; social class – high, disregard for others and authority, low -low self esteem shyness, 2.4; lack of basic needs leading to stealing or negative peer influence, 1.2 percent; too much money at students disposal thus exposure to misuse on drugs and bribery, lack concentration, 1.2 percent; parents as negative influence -disrespect teachers, 1.2 percent. Similar problems were identified by students and were attributed negative effect on students discipline while at school. The next part of the question sought to establish how problems arising from students homes affected their behaviour and discipline while at school. The responses given were cross tabulated with the specific parenting styles and results are displayed on Table 4.45

**Table 4.45 Effect of home related problems on students discipline at school, cross tabulated**

<b>Effect on students</b>	<b>Democrat</b>	<b>Authoritarian</b>	<b>Indulgent</b>	<b>Detached</b>	<b>No specific style</b>	<b>Total</b>
Tiredness/Refusal to work	12.8	18.7	11.1	4.8	16.7	13.3
Violent/Troublesome/Fights others	11	4.1	11.1	23.8	8.3	10.6
Low self esteem	9.2	2	22.2	9.5	4.2	8.2
Stubborn/Rebellious/Disobedient	9.2	4.1	11.1	4.8	4.2	8
Stealing	6.2	10.2	0	0	4.2	6.1
Moody withdrawal	5.1	8	11.1	0	8.3	5.6
Negativity/Bitterness	4.8	2	0	4.8	16.7	5.1
Over anxiety/Worry about problem	5.4	4.1	0	0	8.3	5.1
Lack of focus/Confused	3.7	10.2	0	0	8.3	4.5
Attention seeking	4.8	2	11.1	0	4.2	4.3
Students may abuse drugs	4.4	0	0	0	0	3.2
No Effect	1.8	6.1	11.1	9.5	0	2.9
Don't care attitude	2.6	4.1	0	4.8	0	2.7
Others	19	24.5	11.1	38.1	16.7	20.4
<b>Total</b>	<b>72.6</b>	<b>13</b>	<b>2.4</b>	<b>5.6</b>	<b>6.4</b>	<b>100</b>

Table 4.45 indicates the first effect of problems from students' home as tiredness or refusal to work as selected by 13.3 percent of students. This was followed by 10.6 percent who selected feeling angry, troubled and violent. Among effect recorded as others were, difficulty coping with others, stress/lacking concentration, inability to communicate needs, low respect for authority, fear of authority, easily influenced by negative peers, laziness, avoidance of mistakes by being over careful. More effect of these problems is summarized on Table 4.46.

**Table 4.46 Effect of problems from home on student discipline at school summarized**

<b>Problems</b>	<b>Effect on students at school</b>
1 Domestic violence /conflict/ frequent fights between parents	Moodiness , withdrawal Lack of focus Refusal to work Low self esteem Exposure to use of drugs Disobedience/rebellion/ stubbornness don't care attitude
2 Poor relation /argument with parents	Indiscipline refusal to work Low self esteem Moodiness and violence to others Anger / irritability
3 poverty	No effect stealing Refusal to work with others Low self esteem Withdrawal/loneliness
4 Drugs and substance abuse by parents	High tendency to abuse drugs Anxiety and withdrawal Low self esteem
5 Divorce / separation of parents	Anxiety/ moodiness/ withdrawal Stubbornness /rebellion Stress/ lack of concentration Irritability Low motivation Aggression against perceived culprit or look a likes Attention seeking indiscipline Causing bodily harm(cutting, pocking, starving, ,having suicidal thoughts /attempts Violence to others
6 Neglect / rejection by parents	Negativity and bitterness Attention seeking Anxiety and moodiness withdrawal Stress/ lack of concentration Irritability

7	Addiction to television and phones	Lying Causing bodily harm(cutting, pocking, starving, ,having suicidal thoughts /attempts
		Truancy Unhealthy sexual habits Absent mindedness/day dreaming
8	Being gated /denied freedom	No effect on some Stubbornness /rebellion Negative behaviour to explore/compensate Stress/lacking concentration/ Naivety/ gullibility Blind obedience to negative peers Loneliness/difficulty with peers
9	Corporal punishment/brutality	Violence to others Stubbornness /rebellion Fear of authority Don't care attitude Anxiety and fear lying
10	Single parent	No effect to others Worry / anxiety Lack of focus /confused Attention seeking

Students' opinion on how most students regard involvement indiscipline cases is discussed below.

#### **4.10.1 Students opinion on involvement in indiscipline**

Students' opinion regarding involvement in indiscipline was sought. Five options were given from which they were required to pick one depending on level of agreement. The results are as shown on Table 4.47.

**Table 4.47 Comments on how most students in schools regard involvement in indiscipline**

<b>Opinion on involvement in indiscipline</b>	<b>Frequency</b>	<b>Percentage</b>
Majority easily get involved since others are doing it	137	36.5
Majority do not easily get involved since they fear the consequences	115	30.6
Majority do not easily get involved since they know it's not acceptable	48	12.8
Majority easily get involved since they don't care	39	10.4
Few do not easily get involved since they know it's not acceptable	37	9.7
<b>Total</b>	<b>376</b>	<b>100</b>

From Table 4.47, 36.5 percent stated that other of students involved themselves in cases of indiscipline because their peers were doing the same. It was also noted that 30.6 percent avoided indiscipline since they feared the consequences. It was only 9.7 percent who avoided indiscipline since they knew it was not acceptable. In Focus Group Discussions, it emerged that the small group that avoided indiscipline even when the others were involved found it difficult to stay out of trouble due to pressure from others. They were known and christened to suggest either backwardness, immaturity, in exposure or supporters of teachers and school administration. Ironically supporting teachers and administration was negative and demeaning to some students. This explains why school administrators ought to have in place effective measures of managing discipline in schools today. In the next section, we sought to establish students' opinion on level of discipline in schools.



#### 4.10.2 Level of discipline among students in schools in Nairobi County

Students were asked to rate level of discipline among students in their schools. Four levels were given from which they were required to tick one and also add reason for the choice taken. Across tabulation was made between students' and teachers opinions on level of discipline and their school type .The results are displayed on Table 4.48.

**Table 4.48 Students' and teachers' rating on levels of discipline per school**

Type

<b>School type</b>		<b>Very high</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Total</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
1	Boys Boarding	.5	7.4	22.9	7.7	38.8
2	Girls Boarding	0	2.4	23.1	4	29.5
3	Mixed Day	0	4.5	24.7	2.4	31.6
<b>Total</b>		<b>.5</b>	<b>14.4</b>	<b>70.7</b>	<b>14.1</b>	<b>100</b>
1	Boys Boarding	0	2.4	26.5	2.4	31.3
2	Girls boarding	0	1.2	19.3	2.4	22.9
3	Mixed day	0	6.0	18.1	3.6	27.7
4	Girls day	0	2.4	3.6	0	6
5	Boys day	0	0	8.4	0	8.4
6	Mixed boarding	0	0	3.6	0	3.6
<b>Total</b>		<b>0</b>	<b>12.1</b>	<b>79.5</b>	<b>8.4</b>	<b>100</b>

Key A- students' opinion B- teachers' opinion

Results on Table 4.48 indicate that 14.4% of schools were ranked as having high level of discipline while 14.1 had low levels of discipline. Further, it is noted that 19.9%, of Boys Boarding schools and 13.5% Girls Boarding schools were ranked as having low levels of discipline.

Those ranked with high levels of discipline were 19.2% of Boys Boarding followed by 14.3% of mixed day schools. The bulk of schools had level of discipline ranked medium/ average. Only .5% of schools ranked high in levels of discipline according to students. But, no teachers ranked level of discipline in their schools as very high. Fewer teachers 12.1% compared to 14.4% of students thought discipline in their schools was high at the same time higher percentage of teachers 79.5 percent rated level as medium compared to 70.7 percent of students. Fewer teachers (8.4%) rated discipline level as low compared to 14.1 percent of students. This would mean either that teachers over rated or students under rated level of discipline in their schools. According to students, medium rating of discipline was because majority of students were disciplined at times but undisciplined at other times: meaning that students were capable of behaving well when conditions demanded so. This agrees with earlier views that majority of students avoided indiscipline due to fear of consequences. Effect of peer influence was also emphasized since majority of students involved themselves in indiscipline because other students were undisciplined. This follows that when majority of students in a school are disciplined other students are likely to be influenced to behave well. Therefore, rules and supervision should be upped both at home and school to minimize negative influence.

According to 52.4 percent of teachers, students' discipline levels were attributed to student' home environment, 35.7 percent believed it was due to environment in schools they studied while 10.7 percent thought it was due to factors other than the two mentioned. Thus, confirming the finding of earlier reviewed studies that both school and home related factors affected students' discipline levels (ROK 2001, 2008) and that of (Griffins, 1998) that schools must incorporate parents to implement discipline management strategies successfully. Further, the students' were asked to rate the frequency in occurrence of some indiscipline cases in their schools in the last one year. The results are discussed in the following section.

#### **4.10.3 Cases of indiscipline in schools as reported by students**

In this section, students were asked to confirm occurrence of indicated cases of indiscipline in their schools in the last one year. They were also required to rank level of occurrence as either 5 very many times, 4 many times, 3 sometimes 2 rarely, 1 never. Results are indicated on Table 4.49

**Table 4.49 Occurrences of cases of indiscipline in schools as reported by students**

Cases of discipline among students	Occurrence		Frequency of occurrence %				
	Yes	no	Very many times	Many times	sometimes	rarely	never
Failure to complete assignment	89.6	10.4	30.6	20.5	25.5	13.8	9.6
Conflict with prefects over duties	73.7	26.3	24.7	19.9	19.1	12.5	23.7
Missing classes deliberately	60.4	39.6	11.4	12.8	22.1	17.8	35.9
Displaying rudeness to teachers.	56.9	43.1	7.7	8.8	19.4	22.3	41.8
Cheating in exams	58.0	42.0	10.9	7.4	18.6	22.6	40.4
illicit relationship with other students	45.7	54.3	6.6	10.6	14.1	16.8	51.9
Fighting with colleagues.	67.3	32.7	13.8	11.4	25.5	17.3	31.9
Using illegal drugs'	41.8	58.2	26.1	5.3	12.8	18.6	57.2
Used vulgar language on teachers and peers	62.5	37.5	14.1	12.8	20.5	18.9	33.8
Copying assignment from others	77.9	22.1	10.6	10.4	17	20.2	41.8
Caused bodily harm to other students	54.8	45.2	29.5	13.6	19.7	15.7	21.5
suspension due to discipline	65.2	34.8	15.4	12.8	21.5	16.5	33.8
Removal from sch. due to indiscipline	57.7	42.3	11.2	8.8	14.4	24.5	41.2
Stealing other students property e.g. uniform, books	74.5	25.5	27.9	14.6	18.1	15.7	23.7
Punished for other indiscipline	80.1	19.9	15.2	17	138.3	11.4	18.1

Results shown on Table 4.49 indicate that all cases listed had been reported in schools. The highest number of occurrences involved failure to complete assignments, followed by copying of assignments from others. The third was conflicts with prefects over undone duties, and stealing other students' property such as uniforms and books were also common in schools as also noted by Ogwen (2016) in study involving schools in Kiambu County. During Focus Group Discussions, it emerged that many students viewed indiscipline casually and would be involved whenever an opportunity presented itself. For instance a good number of students voluntarily offered their assignments to their friends to save fellow students from wrath of teachers; to students copying assignment was not indiscipline in any way. Also, students who failed to wash their uniforms picked clean ones from hanging lines, used and damped them back. To such students picking clothes from hanging lines did not amount to stealing; after all they would return them. In many cases the owners never found them leading to heaps of misplaced clothes in schools. The habit was reported to be widespread in schools to the extent clothe lines were fenced and locked in some schools to prevent stealing.

Though not widespread as other cases of indiscipline in schools, drugs and substance abuse had devastating effect on a few students in secret groups abusing them. Other forms of indiscipline such as unhealthy sexual relationships mainly

with same sex, belonging to criminal gangs largely contributed to high rates of suspensions, voluntary relocation to other schools or school dropouts. According to students, other students were sucked into these forms of indiscipline groups due to attraction by financial or social fame of peers in the groups. In most cases such students had low self-esteem arising from family, academic, and physical defects.

#### **4.10.4 Discipline measures used to control indiscipline in schools**

A manual designed to assist in identifying underlying causes of problem behaviour among students (NMPED, 2005) assert that all students' behaviour positive and negative serves an underlying need such as seeking something pleasant or avoiding something unpleasant. When handling students concerns, most educators treat symptoms other than problems leading to temporary reprieve or persistence of inappropriate behaviour. In support of this view, Kiprop (2012) posit that those teachers who lack knowledge on proper disciplinary measures hurt students emotionally and contribute to indiscipline instead of controlling it in schools. According to NMPED, (2005) controlling students' behaviour, positive or negative consequences meted should have desired effect on the student. The study explains that consequences that fail to address causes of behaviour become ineffective as students continue with same behaviour or switch to another that produced the same results as long as the desired needs remained unaddressed.

The study asserts that appropriate problem solving approach must look beyond the problem itself more specifically at the social, affective, cognitive, environmental factors surrounding the occurrence of the behaviour (NMPED, 2005). It is noted that care must be taken to ensure that what is a negative consequence to a teacher is not positive to a student. For example a student who commits offences to break away from demanding school life ends up rewarded and motivated instead of punished when he/ she is sent home. This might trigger more indiscipline in future to achieve same rewards.. On the other hand, suspending a student who acts inappropriately due to anger or frustration with conditions in his or her environment might trigger more frustrations, anger and revenge; causing more misbehaviour to achieve the desired needs (NMPED, 2005). But being adamant and indifferent to the needs of the said students could breed defiance and combat. Strategy that allows consensus would provide long term win –win situation.

To change behaviour, careful analysis of inappropriate actions should be done and suitable alternative offering a desired outcome must be learnt. For example, students acting out and those who get good grades gain attention of teachers and peers. Helping students who act out get good grades positively solve the problem of acting out better than punishing which might demean and cause them to act out more. Similarly, punishing hostile, angry, and negative students feeling unfairly

and unjustly treated would worsen the problem when what the student needs could be acceptance and understanding (NMPED, 2005). According to this study, stealing, noisemaking, defiance, lying, storytelling, drug abuse and other misbehaviour among students might not all be forms of indiscipline but symptoms of bigger problems and are coping mechanisms. To address them, appropriate corrective alternative ought to be sought and used on students displaying inappropriate behaviour in schools.

To determine methods used in schools to manage discipline, students were given fourteen options to select either yes to indicate use or no for non use in particular schools. Students were also required to rate how effective they considered measures selected in deterring students' indiscipline by selecting five options given ranging from (5) most effective to (1) least effective. Students' views were cross tabulated with school type. Table 4.50 show results of the first five most effective methods of discipline used; other methods are displayed in Appendix XI



**Table 4.50 Students rating on effective strategies used to manage discipline in schools**

Methods of managing discipline	School type	Students rating on level of effectiveness				
		Most effective	Reasonably effective	Effective	Somehow effective	Least effective
a Manual work( washing, floors, digging slashing)	Boys boarding	8.8	4.2	7.9	4.5	10.4
	Girls boarding	9.6	5.1	6.4	2.1	6.4
	Mixed day	16.2	2.9	4.5	2.1	5.9
	<b>Total</b>	<b>34.6%)</b>	<b>15.2%)</b>	<b>18.9</b>	<b>(8.8%)</b>	<b>22.6%)</b>
b Guidance and counseling	Boys boarding	12	8.5	5.9	3.5	9.0
	Girls boarding	8.8	5.6	6.4	2.1	6.6
	Mixed day	16	3.7	3.5	2.4	6.1
	<b>Total</b>	<b>36.7</b>	<b>17.8</b>	<b>15.7</b>	<b>8.0</b>	<b>21.8</b>
c Peer counseling	Boys boarding	9.3	6.9	9.0	4.8	8.8
	Girls boarding	8.8	6.1	3.7	2.7	5.6
	Mixed day	12.2	4.0	6.1	1.8	7.4
	<b>Total</b>	<b>30.3</b>	<b>17.0</b>	<b>21.5</b>	<b>9.3</b>	<b>21.8</b>
d Involvement of parents in handling the case	Boys boarding	12.2	6.1	7.4	3.7	9.3
	Girls boarding	12.2	5.1	4.8	3.2	4.2
	Mixed day	10.1	6.9	5.9	2.9	6.6

		<b>Total</b>	<b>34.6</b>	<b>17.3</b>	<b>18.1</b>	<b>9.8</b>	<b>20.2</b>
e	Corporal punishment (caning)	Boys boarding	12.2	4.8	4.8	4.5	12.5
		Girls boarding	7.2	5.9	5.9	3.5	10.9
		Mixed day	9.8	7.2	7.2	2.4	6.9
		<b>Total</b>	<b>29.0</b>	<b>9.6</b>	<b>17.8</b>	<b>10.4</b>	<b>33.2</b>

See Appendix XIII for details

Table 4.50 indicates that guidance and counseling reported by 70.2 percent of students was considered most effective in preventing students repeat offences. The second method was involving parents as indicated by 70 percent of students; the third was peer counseling selected by 69.6 percent of students. Suspending offenders was fourth as indicated by 68.8 percent of students. Least effective methods were detaining students in school during midterm and school holidays (47.8%), parading the offenders before parade (48.7%), teachers chasing offenders out of class 49.5 percent and giving verbal warning at 54.6 percent.

From the data obtained, it was noted that none of the methods were considered highly and completely effective in managing discipline in schools. The most effective one being guidance and counseling at 70.2 percent still left 29.8 percent of students who would not benefit from it. Similarly, 30 percent of the students

would not change their behaviour even when their parents were called to school. Students were further asked probing questions to establish the reasons some students thought the strategies mentioned were less effective.

Manual work was considered ineffective particularly for students who used it as scapegoat to escape lessons they did not like. Others thought the benefits of the indiscipline were far greater than the short time used to perform activities such as sweeping, picking papers, washing classroom or corridors, cutting grass, watering flowers and other simple punishment one would be given. For instance, enjoying morning sleep instead attending early morning preps far outweighed few minutes of cleaning a classroom later in the day. Some students perpetually did one manual activity to another unperturbed since it did not offer vital lessons on long term effect of the problem behavior students engaged in. Ironically, other students became famous based on frequency of punishments they did. Guidance and counseling as method of discipline management in schools is recommended (ROK 2001, 2008, 2013; Kindiki 2009; Mulwa, 2014) because it targeted underlying causes of indiscipline and influenced change through less antagonistic but long lasting methods used. Its effectiveness was also supported by Karanja and Bowen (2012).

The fact that guidance and counseling departments were run by teachers posed challenges such as some teacher counselors lacked professional competence to discharge their mandate effectively (Kirui, Mutual & Sang, 2011); Students' problems were therefore inadequately diagnosed and addressed leading to continued indiscipline. The second problem identified was that subject teacher counselors gave their teaching work load first priority. Coupled with large number of student population they were unable to cope with demands of counseling. Other problems were that students feared opening up to teachers due to fear of having their problems shared with other teachers. Still, Some students failed to concentrate in subjects taught by teacher counselors they had opened up to for they felt reminded and inadequate before such teachers. These facts explained long queues witnessed whenever counselors or pastors students did not interact with in class or school were visiting; proving the fact that some students were not comfortable sharing problem with regular teachers. This further proved the need for psychologists and counselors in schools as also noted by Irungu and Nyagah (2011) to reach the 29.8 percent of student in this study who still considered guidance and counseling ineffective.

Like counseling, peer counseling, was found effective in managing adolescence discipline (Vernoy and Vernoy, 2000) because beside, discussing at own level openly and frankly, students also offered support group and monitors of progress

to the affected peers whom they spent more time with than they did with adults. Still, success of this method was recorded by 69.9 percent of students. This left out 30.4 percent of students who thought the method ineffective. The reasons given for this were that some peers failed to keep confidential information shared with them. This was found to be more damaging to the affected students as it caused bad blood, quarrels, fights and permanent enmity between students. So, many students were discouraged from disclosing their most personal concerns. Student counselors also lacked expertise to handle complicated problems besides giving impractical solutions. The method was however suitable in identifying peers with problems then forwarding them teacher or professional counselors (Mulwa, 2014).

Involvement of parents as a method of managing discipline means that whenever students' behaviour did not conform to the laid down regulations, parents were called to work with schools in finding solutions. According to Griffin, (1998); ROK 2001,2008) this method was found effective since parents knew their children better and were able to follow up their behaviour while at home. Kiprof (2012) posit that being the first link with students in terms of effective discipline, involved parents had better understanding of what was expected and accepted in schools. Also many students hated to have parent associate them with bad behaviour for fear of actions such parents would take. However, some parents were not keen to follow school activities while others supported their children

despite the mistakes they made. Still others failed to counsel and equip their children with appropriate behaviour (Kiprop, 2012).

It also emerged that some parents were the source of some students' problem behaviour. So such students made mistakes to anger their parents. In an open ended question, students in this study were asked to give suggestions on how parents would be involved to improve discipline levels in schools, the summarized responses are displayed on Table 4.51.

**Table 4 .51 Students' response on how parents' could be involved to support student discipline management in schools**

	<b>Parents' Support of discipline management</b>	<b>Frequency</b>	<b>Percent</b>
1	Support School rules/management	59	15.7
2	Have Rules in their Homes	55	14.6
3	Be Close to Know and Correct Children	54	14.4
4	Monitor Activities with Friends	37	9.8
5	Punish Indiscipline Appropriately	37	9.8
6	Instill Appropriate Behaviour	27	7.2
7	Allow Schools to Discipline Errant Students	26	6.9
8	Display Good Behaviour	17	4.5
9	Work with Teachers for Workable Solutions	15	4.0
10	Appreciate/ Motivate Good Students	13	3.5
11	Monitor Academic Progress	11	2.9
12	Discourage Parents with Bad Behaviour	10	2.7
13	Avail Self when Called to School	8	2.1
14	Be Mentors to Other Students	4	1.1
15	Provide for their own Children	2	.5
16	Source for Professional Counselors	1	.3
	<b>Total</b>	<b>376</b>	<b>100</b>

Table 4.51 indicate 15.7 percent of students stating that parents should support school rules or policies given by school management in order to encourage their children to follow suit. It was noted that some parents undertook activities that

contravened school rules. This signaled to students that they could equally bend rules at will. Though few, (2.7%) of students suggested that schools should have mechanisms to identify, guide or discourage parents with inappropriate behaviours.

Another strategy used by schools to manage discipline was sending errant students on suspension. It involved temporary exclusion for a period of not more than fourteen days depending on the seriousness of the offence committed. The measure is allowed by the ministry of education in dealing with student's indiscipline (ROK, 2013). When students were asked major causes of suspension in their schools, results indicated in Tables 4.52 were given.

**Table 4.52 Reasons and for Frequency of Students' Suspension in Schools Cross tabulated with School Type**

Reasons	School type in %			
	Boys boarding	Girls boarding	Mixed day	total
Theft	11.4	12.5	6.1	30
Abusing drugs	8.2	3.2	6.6	18.1
Fighting with other students	4.5	4.5	4	13
Difficulty obeying rules	4.3	2.7	.7	7.7
Disrespect to teachers	1.6	4.5	1.3	7.4
Cheating in exams	3.5	.5	.8	4.8
Inappropriate sexual behaviour	0	2.4	.8	3.2
Sneaking out of school	1.6	.8	.3	2.7
Missing school without valid reason	0	.8	1.9	2.7
Refusal to do assignments	.3	1.3	.5	2.1
Bullying others	2.1	0	0	2.1
Bringing illegal items to school	.3	1.1	.3	1.6
Refusal to do punishments	.5	.8	.3	1.6
Disobedience to prefects	.5	.8	0	1.1
Destroying school Property/vandalism	0	0	.5	.5
Using abusive language	0	0	.5	.5
Not indicated	.8	.8	0	1.6
<b>Total</b>	<b>149(39.6)</b>	<b>138(35.9)</b>	<b>93(24.4)</b>	<b>100</b>

According to students, suspension from schools was a common occurrence in all categories of schools as indicated by 59 percent of students. It was noted that many students were suspended from schools due to theft as mentioned by 30.1 percent of students, followed by drugs and substance abuse 19 percent. Students were also suspended when they fought other students or even teachers, involvement in coupling or same sex intimacy or other behaviours school administration considered unlawful. Asked whether suspended students from



their schools ever came back after the suspension period was over, 95.2 percent responded positively while 18(4.8%) gave negative response implying that most students come back to same schools after they were suspended while few did not return.

As to whether suspension period helped them change behaviour positively, 63.8 percent of students confirmed that many students came back to schools changed while 33 percent stated that many did not change. Reasons for change of behaviour included fear of further suspension, more difficulties recovering lost time again. Still, others got ashamed due to exposure of indiscipline status, while others got counseled by parents and professional counselors. While others who got disciplined due to peer influence realized after suspension that consequences of indiscipline were borne by individuals not groups. On the other hand, 33 percent of students linked failure to improve character in some students despite suspension due to reasons indicated in Table 4.53.

**Table 4.53 Reasons for No behaviour Change after Suspension Period**

<b>Reason for no change</b>	<b>Frequency</b>	<b>Percent</b>
Root of problem not addressed by suspension	48	12.8
A Break to go home & rest/watch movies	31	8.2
Anger & more rebellion / revenge	15	4.0
Habit too difficult to change	13	3.5
Feel heroic after several suspensions	7	1.9
Suspension not taken seriously	5	1.3
Parents don't care	3	.8
Action not a mistake to them	2	.5
<b>Total</b>	<b>124</b>	<b>(33%)</b>

Table 4.53 shows major reasons given for failure to improve character despite suspension because the strategy failed to address problem that led to the suspension in the first place as also mentioned by Kindiki (2009). The study states that the best a school got from a suspension was a parent made to come to school and a temporary reprieve from the students' action when away from school. He adds that in some cases the student came back with worse indiscipline than they left the school due to plenty of unsupervised time at home. Mulwa (2014) also observed that in some cases suspension did not help students since it led to branding and further segregation by students and even teachers. The affected student felt hated and desired to revenge. This was confirmed by 4% of students that suspension led to more anger and rebellion; explaining why suspending students increased the likelihood for more suspensions and eventual

drop out of school. This was confirmed because majority of students were expelled from schools due to repeat of serious offences as seen on Table 4.52

It was also noted and confirmed in Focus Group Discussions that some students deliberately broke rules that warranted suspension to watch movies at home: meaning that suspension was taken less seriously. Students also noted that those who had suffered repeated suspensions became celebrities in some of their schools. So instead of being deterrent, suspension was much sought after by wayward students for manner of reasons. According to students in the three Focus Group Discussions, teachers and parents, students whose parents reacted less severely to their being suspended or those with deep rooted underlying problems found it easy to repeat offences for which they were suspended.

Another category of students caused serious problems to annoy parents especially when they were dissatisfied with matters such as pocket money given, shopping or any unresolved disagreement that occurred at home or when they disliked a school and needed to be transferred to one of their choice. In such cases, despite the strategies to manage them, they persistently involved themselves in variety of indiscipline until the desired goal was achieved. This revelation further proved that discipline management strategies in school must not be uniformly meted on students before proper diagnosis of circumstances and reasons for occurrence were established.

Another strategy used by schools to manage discipline was sending students on expulsion or voluntary transfers. This involved totally excluding a student from the current school. This occurred when a student committed an offence considered very serious by schools. Since the process of expelling students from school was long and time consuming, some parents opted for transfers instead. In this study, students were asked to indicate how frequently students from their schools were expelled. Four options were given ranging from very often, often, rarely and never. Results are indicated on Table 4.54.

**Table 4.54 Reasons for frequent Student Expulsion and school type cross tabulated**

Frequency of Student Expulsion in School		School type and frequencies in %			
		Boys Boarding	Girls Boarding	Mixed Day	total
1	Abusing drugs	8.5	3.2	8.8	20.5
2	Chronic stealing	10.4	3.7	5.6	19.7
3	Several suspensions	6.1	5.1	1.6	12.8
4	Fighting with teachers	2.9	2.4	5.6	10.9
5	Repeated fight with others	3.5	2.1	3.5	9.0
6	Same sex relationship	1.3	5.9	.3	7.4
7	Repeated truancy/sneaking out	1.9	1.1	.5	3.5
8	Pregnancy	0	1.1	2.4	3.5
9	Constant cheating in exams	1.1	.8	1.1	2.9
10	Sneaking electronics to school	1.3	1.6	0	2.9
11	Planning Strikes	.3	1.3	0	1.6
12	Criminal groupings/gangs	1.1	0	.3	1.3
13	Vandalizing school property	.3	0	.5	.8
14	Bringing/selling dirty movies	0	.5	.3	.8
15	Harming self/tempted suicide	.3	.3	.3	.8
16	Affairs with fellow students	0	0	1.1	1.1
<b>Total</b>		<b>38.8</b>	<b>29.5</b>	<b>31.6</b>	<b>100</b>

From Table 4.54 it is noted that students in Nairobi schools were rarely expelled. However, mixed day schools realized more cases of expulsions as indicated by 8.8 percent followed by 4.9 percent from boys' boarding schools. Girls boarding schools were least affected by expulsions as indicated by only 1.6 percent of students.

According to students common reasons for exclusion from schools were drugs and substance abuse stated by 20.5 percent .Of these 8.8 percent were from mixed day schools followed by boys boarding schools 8.5 percent.

The second cause of exclusion was chronic stealing where most cases as indicated by 10.4 percent of students were recorded in boys boarding schools compared with 5.6 percent in mixed day schools. Most students in girls boarding schools were expelled due to same sex relationships as indicated by 78.6 percent of the 28 cases recorded compared to 17.9 percent in boys boarding schools. The habit was least experienced in mixed day schools 3.6 percent which on the other hand recorded all the expulsions due to love affairs with fellow students 100 indicating that more efforts needed to be put in place to deal with matters sexuality among the students community.

Even though the numbers involved were small, it is noted that there were expulsions due to students in both schools a tempting suicide or causing harm to themselves; proving further a serious need for professional counselors in schools because suicide ideation or attempts reveled serious underlying problems that

needed prompt actions and follow up. This could justify relocation for students who were away from parents.

Other strategies given by students in order of effectiveness included corporal punishment, writing letters never to repeat an offence, verbal warning among others indicated in Appendix XIII

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter consists of summary, conclusion recommendations and suggestion for further research.

#### 5.2. Summary of the study

The purpose of the study was to determine influence of styles used by parents and guardians as they raised their children on the children's discipline in public secondary schools in Nairobi County.

The study was guided by five objectives which were;

To establish the influence of democratic, authoritarian, indulgent and detached parenting styles on levels of students' discipline and to establish intervention strategies used to manage students' discipline in public secondary schools.

The study was guided by four hypotheses which were that Ho<sub>1</sub>- There is no significant effect on students' discipline when parents are Ho<sub>1</sub>. Democratic; Ho<sub>2</sub>. - Authoritarian; Ho<sub>3</sub>- indulgent; Ho<sub>4</sub>.Detached. The study employed ex post facto research design as it investigated possible relationship between styles of parenting used and existing association with levels of discipline currently displayed by students while in schools. The target population consisted of 46,858 students from 85 public secondary schools from which 381 students were sampled using Krejcie and Morgan Table (1970), 29 deputy principals, 29 heads of guidance and

counseling departments, 90 class teachers and 30 parents from parents' representatives across Nairobi County were sampled. Data was collected from students using questionnaires (Appendix II) and interview guides see Appendix III).

To collect data from teachers, deputy principals, and heads of guidance and counseling departments, both questionnaires and interview guides (Appendix III) were used while interview guides (Appendix IV) were used to collect data from parents. All instruments used covered key practices associated with four identified parenting styles and related students discipline while in schools. The study also compared discipline management strategies used at home by parents and at schools by teachers and school administrators as well as students opinion on how effective strategies mentioned were in addressing students' indiscipline.

Questionnaires were analyzed using descriptive statistics such as means and percentages and cross tabulations. Inferential statistics: Pearson Product Moment Correlation was also used to determine relationships between parenting practices and their association with students' discipline. The findings were displayed using tables. Qualitative data was organized in themes and recorded as means and frequencies while others were reported as quotations and narrations.

From the data gained, it was noted that a mothers age, Education, and occupation, had no significant relationship with the style of parenting used in raising children.



Also, a parent's home location was found to have no significant correlation with a parent's style of parenting. However majority of parents who were authoritarian lived in the rural setting. The number of children a parent had could determine the type of parenting style a parent used in raising those children. There was significant correlation between a mothers level of education and the number of siblings their children had as shown by  $-.257$  Pearson correlation indicating that as mother's level of education increased, the number of children born to them decreased.

It emerged that most parents used more than one style when raising their children. The most dominant style was democratic which was used by 76.2 percent of parents, while authoritarian used by 22.6 percent, and was the dominant second option of parenting. It was noted that when some parents used one particular style, others used a combination (cocktail) of two or three styles. In the following section findings according to stated objectives are discussed.

### **5.2.1 Democratic parenting style and students' level of discipline in schools.**

Though effective communication with parents was found to encourage development of high self esteem and interpersonal skills and enabled students to resist peer pressure which was a source of indiscipline among students in schools, results indicate that 43 percent of students could not discuss freely with parents in

spite of need even though parents were democratic. This likely ruined effectiveness of this parenting style in the context of this study contrary to other contexts where parents were known to communicate freely and openly with their children.

Eighty percent of students whose parents were democratic described their relationship as either good or very good because parents were approachable, supportive, friendly and available. Further, it was indicated that students who related well with parents avoided behaviours that were hurtful to parents, thus limiting chances of such students being involved in cases of indiscipline.

It also emerged that 44.3 percent of students love for their parents was based on parents' ability to provide for them materially posing two challenges to students. The first one being some parents trying to please children provided excess money which was sometimes used inappropriately as others felt superior to peers and even teachers besides neglecting school work. Secondly, some students whose parents were unable to comparatively provide felt not equally loved thus low self concept exposing them to negative peer influence leading to indiscipline as others stole to look or feel as able as the rest of their peers.

Students confirmed that those used to obeying rules at home found it easier to follow them at school while the reverse was the case for those who were neither compelled to obey or did not have rules at home. This explains why some students from democratic parenting backgrounds were found to be involved in cases of indiscipline though percentages of those involved were lower than in other parenting styles.

The most effective discipline management strategies used by parents, was discussing with the students when they made mistakes. This worked in a large number of cases because out of fifteen cases of indiscipline listed, students from democratic parenting backgrounds scored the least in number of involvements in cases such as stealing from others, abusing drugs, cheating in exams, being rude to teachers. Still, responses from parents, teachers and students found students from democratic background to have been better in six positive behaviour attributes such as, having high self esteem; ability to control negative peer pressure; ability to relate well with authority; willingness to obey rules and also displayed leadership qualities. At the same time, they recorded low involvement to negative behaviours such as obeying rules out of fear, lack of self control, attention seeking among others.

Democratic parenting style generally, positively affected level of student's discipline in school and the most contributor from this parenting style were as follows in order of most positive effect first; parent/guardian encouraging student to express his/her opinion freely, allowing student to talk about his/her troubles to parent/guardian freely, allowing students to talk over his/her mistakes with parent/guardian, recognize and appreciate students efforts, trust students to behave well even in parents absence, participate in many activities with parent/guardian, have well-established rules at home.

It also emerged that percentage of students who were affected positively by positive democratic parenting practices were higher when the style was used as the first dominant one. However, the percentage dropped as democratic style was the second. This means that if the practices associated with democratic style were used exclusively students discipline would be higher.

Finally, even though some practices associated with democratic parenting were inadequately done by parents in this sample such as setting and enforcing clear rules and regulation to guide students' behaviour, participate in many activities with students to know and guide them better, correlation between specific democratic parenting practices and students own rating on level of discipline recorded a significant positive correlation  $+0.172$  at 0.01% level of significance.

Indicating that students discipline could be affected positively when parents used democratic parenting style. The weak correlation could also be attributed to the fact that most parents used variety of styles to raise their children. The findings of this study was found to be consistent to others indicating that democratic parenting had a positive influence on students in a number of outcomes by Baumrind (1966,1991); Maccoby and Martins (1983); Martinez, Gracia and Yubero (2007) Stenberg (2001); Gracia and Garcia (2009); Spera (2005); Okorodudu (2010); Pachan and Molly (2012) ;Ochenge (2010); Maigallo (2010).

### **5.2.2 Authoritarian parenting style and students' level of discipline in schools.**

Communication between students and parents using authoritarian style was low as 40.8 percent of students reported one way communication involving essential topics while 75 percent could not share their problems with parents even when in need of help. This affected students-parent relationship as 57.1 percent of students confirmed that their parents did not know who really they were when the style was used as first but dropped to 23.5 percent as the second option of parenting.

Though authoritarian parents are characterized by setting and enforcing strict rules and regulations, 32.7 percent of students recorded not having rules in their homes. While 83.8 percent stated they were encouraged to follow rules, indicating that some parents compelled students to follow rules that they had not set. This

according to students made them unsure of what was expected of them and created conflict and fear of parents.

It is note that parents gave duties and responsibilities when authoritarian style was used as the first style, but there was a drop in percentage when it was used as a second style. Students who recorded conflicts with prefects over undone duties (18.4%) was lower than 61.9 percent from detached 55.6 percent from indulgent but higher than that from democratic where 14.7 percent of students recorded being duties/chores by parents.

A question on students' involvement in cases of indiscipline in schools indicated that, out of fifteen common cases, students from authoritarian parenting background were second after those from democratic parenting backgrounds when percentages recording involvements in both many and very many times were considered. This could mean that when parents were authoritarian, students were discouraged from involvement in indiscipline due to fear of consequences from parents.

This was confirmed by students, teachers and parents but they associated students from authoritarian style with low self esteem, being quiet, withdrawn, obeying rules out of fear, aggression, and passive defiance to authority. They were

however found to be less influenced negatively by peer pressure a factor that could make them able to avoid indiscipline.

The general observation was that parents using authoritarian styles were more flexible since most practices connected with the style were not strictly applied. For instance, parents were low in setting and enforcing rules and regulations, giving duties and responsibilities, in controlling and supervising the activities of their children while at the same time used more friendly strategies of enforcing discipline when students made mistakes. The parents were more non authoritarian that is they were more accommodative and less demanding as noted by Baumrind (1991).

Although correlation of all practices associated with authoritarian style realized - .109 coefficients at 0.01% level of significance indicating that the higher a parent applied authoritarian practices in raising their children, the higher were the chances of that students discipline would be affected negatively. The effect is also indicated when percentage of students recording strong agreement or disagreement with nine out of ten practices associated with authoritarian style dropped when used as the second option of parenting. For instance 77.5 percent of students feared talking to parents in the first dominant style but percentage dropped to 45 percent when the style was used as second style; indicating

improved relationship when level of authoritarian practices were reduced. This showed that stricter adherence to authoritarian practices might yield more dissatisfaction in students.

### **5.2.3 Indulgent parenting style and students' level of discipline in schools.**

Students whose parents used indulgent style confirmed having no clear rules guiding behaviour in their homes. Even though students from other parenting backgrounds were affected, percentages from indulgent style were higher. Some students liked this since they were freer at home while 55.6 percent thought the effect negative based on difficulties they experienced following strict rules in schools. This proves that this style inhibited students' ability to follow rules at school for many rules strictly enforced in school contrary to what students were exposed to at home were challenging to follow. Also, not being able to always have their way would cause collision between the student and school authority.

It was also noted that more students who displayed rudeness to teachers, had indulgent parents. The fact that indulgent parents gave no duties and responsibilities to their children affected students negatively because majority of those who recorded conflict with prefects over failure to perform duties percent had indulgent parent.



Though correlation (-.040) does not clearly connect students from indulgent backgrounds to indiscipline while in school, responses from parents, teachers and students showed that students from indulgent parenting background scored highly in behaviours such as attention seeking, being self centered, lacked self control, were manipulative and demanding, hated responsibilities compared to students from democratic and authoritarian parents whose involvement in the above were minimum; meaning that when parents were indulgent, students' discipline might be affected negatively. It was also noted that in seven out of ten practices associated with indulgent styles, students registering agreement was lower when the style was used as a second option of parenting, implying that reduction in use of indulgent practices caused the improvement. While some studies recorded positive association between indulgent parenting and negative outcome in aspects of students discipline (Okorodudu, 2010; Ochenge, (2010); Gracia and Garcia, (2009) recorded positive association with students discipline among equalitarian contexts where parental control was considered an intrusion on children..

#### **5.2.4 Detached parenting styles and students' level of discipline in public secondary schools.**

According to students, 5.6 percent of parents used detached parenting as their major option while 3.2 percent used detached as a second option besides using other styles. However, 18.8 percent agreed that their parents were sometimes

detached; meaning that more parents used some aspects of detached parenting at one point or the other. Among students whose parents used detached as the first option of parenting 76.1 percent felt that they were not loved while the percentage dropped to 66.7 when it was used as a second style. This was the highest compared to the three other parenting styles. Lack of parental love and care (real or perceived) affected students perception of themselves and exposed them to indiscipline since they cared less the effect of their actions on parents. Detached parents also lacked control over their children's activities and behaviour. As confirmed by 61.9 percent of students that their parents never supervised their activities nor bothered about the friends they had (61.3%)

This not only prevented parent - child communication and its benefits but also made monitoring of students activities difficult as they would not volunteer helpful information to parents. Challenges of indiscipline would be unearthed too late for corrective measures to be implemented easily and effectively. This was further confirmed by 85 percent of students from detached parenting confirming that their parents did not know who they were compared to 21.6 percent from democratic style when used as the first option of parenting though it was much higher 60 percent in the second option.

It was noted that more students from detached parenting background recorded the highest (eight) involvements in cases of indiscipline such as rudeness to teachers, missing classes deliberately, conflict with prefects over undone duties, incomplete assignments, among others. Similarly, significant negative correlation coefficient was realized in seven out of ten cases with the overall being  $-.225$  which indicated that students discipline was reasonably negatively affected when parents were detached. The implication is that parents using practices associated with detached parenting styles have higher chances that their children might have low levels of discipline. This agrees with the findings of Baumrind (1966,1991); Maccoby and Martins (1983); Martinez, Gracia and Yubero (2007); Stenberg (2001);Gracia and Garcia (2009);Spera (2005);Okorodudu(2010); Pachan and Molly(2012); Ochenge(2010); Maigallo (2010) where detached( neglectful) parenting was associated with negative behaviour outcomes in all contexts.

### **5.2.5 Intervention strategies of management of discipline**

Data gathered in the course of this study showed that there were students' discipline problems in many schools in Nairobi County. The level of discipline was ranked as medium by both students and teachers. It was also indicated that majority of students got involved in cases of indiscipline because their peers were indisciplined and that large number of students avoided indiscipline due to fear of consequences suggesting need for clear rules and penalties in all schools. Only

few students avoided cases of indiscipline because they knew it was not acceptable to get involved.

Many students repeated offences for which they were punished bringing to question the effectiveness of disciplinary measures being used in schools. This explains the fact that many students had not internalized the value of obedience to rules and regulations. This was further explained by the fact that close to 30 percent of students from all parenting backgrounds agreed to not having well established rules in their homes even though parents required them to obey rules.

A large percentage of students, teachers and parents indicated that some cases of indiscipline arose from students parenting backgrounds. Conflicts and frequent fight between parents, divorce and separation, poverty, drug and substance abuse among parents were among underlying factors effecting students discipline while at school. Also, Teachers confirmed that home related problems constituted the highest percentage of problems students sought counseling on.

Others forms of indiscipline common in schools included, failure to complete assignments, copying other student assignments, stealing fighting, laziness, abusing illegal drugs, rudeness and disrespect to authority among others. It was further noted that in some students these cases were mere symptoms of bigger

problems which strategies used to manage discipline in schools failed to identify and address.

According to teachers, too much freedom, poor family values replicated in schools, too lenient or over protective parenting practices which gave student a sense of entitlement to all they desired or too strict parents whose absence meant total freedom, dysfunctional families, social class and disregard for others escalated by peer pressure were blamed for low levels of discipline among some students in schools. Lack of time due to busy work schedules and other commitments prevented effective parent- child communication and interaction in some parents even when such parents were competent to discharge parental roles adequately. Considering many students preferred talking more to parents than teachers, many of their problems went unaddressed leaving them more vulnerable to negative influence.

When students found guidance and counseling most effective, in discouraging repeat offences for teachers it was second after involvement of parents. Both parties seemed to agree that used properly, guidance and counseling and involvement of parents were effective measures of managing students' discipline. Suspension was majorly abused by students who sometimes needed a break from school. It was interesting to note that while students preferred talking with parents

to address mistakes at home, it was ranked sixth in terms of effectiveness implying that talking alone to students who constantly made mistakes was not sufficient and effective as also stated by Baumrind (1991) and Spera (2005).

### **5.3 Conclusions**

Students, teachers and parents were able to relate with the parenting styles and practices as being used by parents in Nairobi County. Though four major parenting styles have been identified, it is noted that some parents used more than one style while others used a cocktail of all unspecified styles in raising their children. These caused confusion and uncertainty in children. On average both students, teachers and parents thought democratic parenting was associated with positive outcome in students' level of discipline compared to all the other styles. Though this was also supported by a weak positive correlation coefficient of .172\*\* given at 0.01% level of significance, mainly because many parents failed to apply important practices associated with democratic style; implying that students discipline would be better had parents fully applied democratic style. Therefore the null hypothesis that students discipline would not be affected when democratic parenting style was used was rejected based on 0.01 levels of significance.

Many parents using authoritarian style did not strictly conform to practices associated with it. Even though, they were flexible in most practices associated with the style, results demonstrated that fewer students were involved in cases of indiscipline when authoritarian style was used as a second option of parenting compared to the first dominant style; proving the fact that strict adherence authoritarian practices could have negative effect on students' discipline. This supported by negative correlation coefficient of  $-.101^{**}$  given at 0.01% level of significance means that more and strict use of authoritarian practices could be associated with low levels of discipline in students while at school. Therefore the null hypothesis that students discipline would not be affected when authoritarian parenting style was used is rejected based on 0.01 levels of significance.

Though correlation between students from indulgent parenting background and levels of discipline was not significant, there were indications of negative relationship.  $-.040$ . Further proof was seen in the response on frequency of their involvement in cases of indiscipline many and very many times higher than those from democratic and authoritarian backgrounds. This confirmed that indulgent parenting practices strictly used might negatively affect students' discipline. Results show that when students argued with parents, had all requests granted, among others a negative effect on discipline was noted. Therefore the null

hypothesis that students discipline would not be affected when indulgent parenting style was used was accepted based on 0.01 levels of significance.

Results have shown that students from detached parents tended to be involved in many forms of indiscipline. This was supported by Pearson correlation of  $-.225^{**}$  given at 0.01% level of significance; implying that when parents used detached parenting practices, students level of discipline was likely to be low. Therefore the null hypothesis that students discipline would not be affected when detached parenting style was used was rejected based on 0.01 levels of significance.

On the fifth objective, results showed that many factors affecting students discipline originated from students' home backgrounds. Teachers confirmed that students sought counseling on home related problems more than all others factors. It was also noted that some disciplinary measures used in schools were more reactive and ineffective or inappropriate in addressing underlying causes of students' inappropriate behaviour. This ought to be strengthened since majority of students obeyed rules to avoid negative consequences.

Generally, parenting styles was found to influence students' discipline. This confirmed views of Social Learning Theory that children acquire behaviours and attitudes of people significant to them such as parent based on formed relationships.



#### **5.4 Recommendations**

1. The Ministry of Education Science and Technology should prepare programmes for use in schools to sensitize and equip parents with knowledge and skills in parenting through talks and seminars both in schools, churches, and local barazars to ensure that important values and standards are inculcated in children at different stages of development other than leaving parenting roles wholly at the discretion of individual parents. This might not only reduce conflict between home and school rules that affect discipline management in schools but also control negative peer influence.

The Ministry of Education Science and Technology in conjunction with Teachers Service Commission should train employ and post on full time basis enough competent guidance and counseling personnel according to student population. This is to ensure that students' problems are correctly diagnosed expertly and promptly addressed as opposed to having one ill equipped and overwhelmed subject teacher who in most cases was not trusted by students.

2. School principals; (i) in consultation with students, teachers, support staff and parents should develop policies on discipline management suitable for use in specific schools and localities to have them known, owned,

supported so that responsibility for their implementation both at home and school is taken by all.

(ii) They should design effective structures of collecting and utilizing feedback

(iii) Train students on their roles in participating and maintaining personal and collective discipline in schools.

(iv) They should develop structures to gain understanding of students' backgrounds as they join schools to mitigate potential challenges through appropriate support and mentoring of both students and parents.

3. Teachers Service Commission should organize frequent relevant in-service courses; to be attended by teachers (i) on current trends, challenges, expectations and management of modern students to be conversant with adequate subject content and methodologies communication, investigative, strategic and conflict management among other skills to discharge their diverse duties effectively

4. Parents should improve their parenting skills by attending organized talks and seminars on effective parenting. This is to enable them create a conducive home environment for self and children and instill desirable values in children by balancing control and affection. They should also attend sensitization meetings on important tenets of parenting as well as

school's expectations on students discipline management so as to fully be involved in student discipline.

6. Students ought to be trained on assertiveness, how to set goals and follow them through ,stress and conflict management, study skills as well as self discipline and other life skills from early ages to sail through school life comfortably.

### **5.5 Suggestions for further research**

- i. A study on influence of parenting style on students discipline should be carried out in other counties to compare the findings.
- ii. A study should be done to establish effect of father absence in students discipline.
- iii. Other studies should be done to establish students' perspective on effective methods of discipline in schools.
- iv. A study should be done to establish which combination of parenting styles would lead to positive behaviour outcome in children.

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**APPENDICES**

**APPENDIX 1**

**Letter of introduction**

University of Nairobi

Department of Educational Administration & Planning

P.O Box 92 Kikuyu

To The Principal,

Dear Sir/Madam,

**RE: REQUEST TO PARTICIPATE IN RESEARCH**

I am a postgraduate student at the University of Nairobi pursuing a Doctorate Degree in Educational Administration. I am conducting an academic research on the topic. **“Influence of parenting styles on students’ discipline in Nairobi County”**. I am requesting to be allowed to conduct this research in your school. The information will be used for academic purposes only and the identity of all respondents will be kept confidential.

Thank you for your assistance.

Yours faithfully,

OBIERO ANTONINE AUMA

**Reg.No.96/83342/2012**

## APPENDIX II

### Questionnaire for Students

Effective parenting is crucial to all children and the entire society. Ideas for better parenting if given will therefore be beneficial to all. Please respond to the following questions as honestly as possible by selecting appropriate responses and explanations for the questions where spaces are provided. Do not write your name. The information you provide here will be used for academic purpose only and your identity and that of your school will be kept confidential.

#### SECTION A: Personal details

Please indicate your class (tick where applicable). Form 1 (  ) Form 2 (  ) Form 3 (  ) Form

4 (  ) others specify.....

2) Whom do you live with? Mother only (  ) Father only (  ) both parents (  ) Guardian.  
(Please state how you are related.....)

3) What is the approximate age of your parent/guardian? (Tick where appropriate)

Age	Mother	Father	Guardian
Below 35 Years			
35- 45			
46-55			
56-65			
Others, specify			

4. Indicate parents/guardians level of education. Please tick (  )

Level of education	Mother	Father	Guardian
None			
Primary			

Secondary			
University			

5. Please indicate by writing your parents/guardians occupation

Mother ( )    Father ( )    Guardian ( )

6) What number in your family are you in terms of birth? 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> others.....

7) Do you have siblings (brothers and sisters)? (Yes) (No) If yes how many ( )

8) Is your home (where you currently live) in (a) a rural or (b) an urban ( ) setting? (Tick where appropriate)

9).Did you go to a ( i ) day or ( ii )boarding school when in primary school? If boarding, state at what class you joined.....

**SECTION B: Determining Parenting styles**

10) Please tick the number that best describes your opinion on the way your parents/guardians relate with you. The numbers represent the following responses:

4 strongly agree; 3. Agree 2. Disagree 1. Strongly disagree.

Also tick in the spaces provided how the practice chosen affects your behaviour either positively or negatively.

	Parenting Practices	Ranking				Effect	
		4	3	2	1	+ve	-ve
<b>Parenting style A-Democratic</b>							
i	My parents encourage me to express my opinions to them freely						
ii	I talk about my troubles to my parents freely						
iii	I am very relaxed and easy going with my parents						

iv	I talk it over with my parents when I make mistakes						
v	I participate in many activities with my parent						
vi	My parents trust me to behave even in their absence						
vii	I am allowed to make decisions on what affects me						
viii	There are well established rules in my home						
ix	I am encouraged to obey rules at home						
x	My efforts are always appreciated						
<b>Parenting style B-Authoritarian</b>							
i	I am sometimes criticized and scolded						
ii	I am sometimes physically punished						
iii	My parents are too concerned with what I do						
iv	I feel my opinion is never considered when it should						
v	I am forced to obey rules at home even when I think they are not good						
vi	I fear talking freely with parents when in need of help						
vii	My parents believe much affection can be harmful to me						
viii	I am given many responsibilities at home						
ix	My parents strictly control the activities I do						
x	I am not allowed to get angry with my parents						
<b>Parenting style C- Indulgent</b>							
i	I am never punished even when I deserve it						
ii	I am given all that I ask as soon as I ask for it						
iii	We have no clear rules on how I behave at my home						
iv	I argue with my parents when I am unhappy						
v	I often do behave as I wish before my parents						

vi	My parents are easy going and relaxed with me						
vii	My parents threaten to beat me more than they beat						
viii	I can force my parents to do all I need from them						
ix	I am not given any duties and responsibilities at home						
x	My parents hate making me unhappy						
<b>Parenting style D-Detached</b>							
i	I feel I am not loved						
ii	My parents never bother the kind of friends I keep						
iii	My parents are unconcerned with what I do						
	I rarely spend time/talk to my parents						
iv	I feel my presence is never appreciated by my parents						
v	I am forced to be independent from my parents						
vi	I am never given any moral support by my parents						
vii	My parents never check my school work or progress						
viii	My parents never attend my school functions						
ix	My parents think I am an inconvenience to them						
x	My parents do not know who really I am						

11) Do you think the way you relate with your parents has influenced your behaviour (a) Positively ( ) or (b) Negatively ( ) briefly explain your answer.....

### **SECTION C: Parenting styles and students' discipline**

12.) Looking at your peers' behaviour, Can you tell the type of parenting from where they have been brought up? (Yes) (No) If yes, **tick** in the spaces what behaviour can be associated with students whose parents display these behaviours

Students behaviour	Parenting style and behaviour			
	<b>A</b> Strict, but supportive, free friendly towards their children	<b>B</b> Very strict, controlling, less friendly free towards their children	<b>C</b> Very lenient, over protective and pampering towards their children	<b>D</b> Less supportive or controlling, spares no time and associate less with children
Has high self esteem				
Less influenced negatively by peers				
Relate well with authority ( e.g. teachers)				
Obey rules willingly				
Obey rules out of fear				
Can be uncooperative and unruly				
Highly influenced negatively by peers				
Lack self control				
Self centered, demanding and manipulative				
Attention seeking				
Aggressive and easily pick quarrels				
Quiet and withdrawn				
Unhappy and resented by peers				
Relate poorly with parents and other adults				
Have leadership qualities				
Hate responsibilities				
Others specify.....				



13. Which of the categories (**A, B, C, D**) above would closely describe your  
 i mother.....ii Father.....iii .Guardian.....
14. Which parenting style would you use if you were a parent today.....
15. Which parenting style would you NOT use if you were a parent today? ...
16. Please comment on how parenting style in 15 above may influence a student in terms of? (i) level of discipline .....ii) relationship with other.....  
 iii) Relationship with other teachers.....iv) ability to follow school rules .....
- 17 How would you describe your relationship with your parent? Very good ( ) good()bad() very bad 18) Briefly explain .....
- 19 Please give your opinion on how you rate your parents love for you? They are Very loving ( ) loving ( ) not so loving ( ) not loving at all ( ) Briefly explain....
20. What do your parents do to show their love for you? i..... ii .....
21. If your answer to number 17 above is bad or very bad, please indicate how you would want your parents to show their love for you (Indicate at least two)  
 i.....ii .....
22. Please rate the level of communication with your parent Very good ( ) good ( ) bad ( ) very bad ( ). Briefly explain your answer.....
- 23) In your opinion what factors may hinder communication between parents and their children? i.....ii.....
- b) What would you recommend as solutions to improve communication between parents and their children? i.....ii.....
- 24) Please arrange in order in which you freely communicate with the following people (With one being the most and 5 the least

Relations	Your ranking	Your reasons
i. Your mother		
ii. Your father		
iii. Your siblings		
iv. Your peers		
v. Your teachers		
vi. Others specify...		

25) What problems from your home may affect you while at school? Fill your answer in the table below

Problems from home	Is it common	Effect on discipline
a		
b		

26. What disciplinary methods do your parents mostly use when you make serious mistakes? (Tick where appropriate). Also indicate their level of effectiveness in discouraging you from repeating the same offence you are punished for. The numbers represent the following responses (4) Very effective (3) effective (2) somehow effective (1) not effective

	Methods of discipline	Is it used?		Level of effectiveness			
		yes	no	4.v.effective	3.Effective	2.Somehow effective	1.No effective
a	Manual work ;( wash, floors, dig, slash						
b	Corporal punishment ( caning)						
c	Verbal warnings						
d	Withdrawing privileges						
e	Ignoring your mistake						
f	Ignoring you						
g	Writing commitment letters never to repeat the offence						
h	Shouting abusive words at you						
i	chasing you out of the house						
j	Denying you food						
k	Slapping or pinching						
l	Throwing items at you						
m	Grounding you in your room						
n	Reporting you to relatives or friends						
o	Talking with you to find out your reasons						
p	Involving professional counselors to talk to you						
q	Involving the police						
r	Any others specify.....						

**SECTION D: Discipline and punishment**

27). Please indicate if you have ever been involved in any of the following while at school. Also indicate how frequent they have been. (Tick as appropriate) the numbers represent (5) very many times (4) many times (3) sometimes (2) rarely (1) never.

	Case of indiscipline	Involved		frequency				
		yes	no	5	4	3	2	1
a	Failed to complete assignments							
b	Had conflict with prefects over duties undone.							
c	Missed classes deliberately							
d	Displayed rudeness to teachers.							
e	Cheated in exams							
f	Had illicit relationship with other students							
g	Fought with colleagues.							
h	Used illegal drugs'							
i	Used vulgar language on teachers and peers							
j	Caused bodily harm to other students							
k	Copied assignment from other students							
l	I have been suspended due to discipline							
m	Changed school due to indiscipline							
m	Stolen other students property e.g. uniform, books							
o	Punished for other indiscipline (name...							

28) Please indicate if the following cases occurred in your school in the last one year. Also indicate how frequently they occurred (Tick as appropriate) the numbers represent (5) very many times (4) many times (3) sometimes (2) rarely (1) never

	Case of indiscipline among students	Occurrence (tick)		Frequency of occurrence				
		yes	no	5	4	3	2	1
a	Failure to complete class assignment							
b	Conflict with prefects over duties undone.							
c	Missing classes deliberately							
d	Displaying rudeness to teachers.							
e	Cheating in exams							
f	Having illicit relationship with other students							
g	Fighting with colleagues.							
h	Using illegal drugs'							
i	Used vulgar language on teachers and peers							
j	Copying assignment from other students							
k	Caused bodily harm to other students							
l	suspension due to discipline							
m	Removal from school due to indiscipline							
n	Stealing from other students e.g. uniform, books							

29) Please comment on how most students in your school regard involvement in indiscipline (tick one). (i) Majority easily get involved since they don't care ( ) (ii) Majority do not easily get involved since they fear the consequences ( )

(iii) Majority do not easily get involved since they know it's not acceptable

iv) Few do not easily get involved since they know it's not acceptable ( )

v) Majority easily get involved since others are doing it ( )

30. How would you rate your level of discipline at home and school? Tick in the boxes)

Level of discipline	In school	At home
Very good,		
Good		
Bad		
Very bad		

31). What would you attribute your level of discipline at school stated above to?

i .....ii .....

32) What would you attribute your level of discipline at home stated above to?

i .....ii .....

33). How would you rate the level of discipline among **most students** in your **school**?  
 (Tick one) High ( ) medium ( ) low ( ) others briefly explain...

34) What would you attribute this level of discipline mentioned above to

i.....ii .....

35).Please **tick** in the columns provided the disciplinary measures used in sorting out students discipline in your school; then, in a scale of 1-5 (where 5 is the **most** and 1 the **(least)**) indicate how effective these measures are in handling students indiscipline.

	Methods	Is it used?		Effectiveness				
		yes	no	5	4	3	2	1
a	Manual work( washing, floors, digging slashing)							
b	Guidance and counseling							
c	Peer counseling							
c	Involvement of parents in handling the case							
e	Corporal punishment ( caning)							
f	Writing commitment letters never to repeat the offence							
g	Verbal warnings							
h	Teachers chasing offenders out of class							
i	Writing apology letters							
j	Parading the offenders in assembly							
k	Withdrawing privileges							
l	Appearing before disciplinary committee							
m	Detaining during half term and holiday							
n	Having talks with students							
o	Sending on suspension							
p	Sending on Expulsion							
q	Any others (name them).....							

36a) .How often are students in your school? Sent on suspension i)Very often ii) often  
iii) rarely iv) never

b) What reasons majorly cause them to be suspended (name at two)  
i).....ii).....

c) Do such students come back to school after the suspension period is over?

Yes.....No.....briefly explain your answer.....

37 How often are students from your school expelled? Very often ( ) often ( ) rarely ( ) never ( ) b) what reasons majorly cause them to be expelled if any

i..... ii.....

38) What can parents/guardian do to ensure that their children behaved well at school?  
.....

39) What can parents/guardian do to support discipline management in schools?  
.....

40. In what ways can schools support parents to manage students' discipline?  
i .....

**Thank you for your participation and honesty**



**APPENDIX III**  
**INTERVIEW GUIDE FOR STUDENTS**

1. Background: gender, class, whom you live with, age of parent/guardian?
2. What is your view on the fact that the way a parent behaves towards, treats or raises their child may influence a child's discipline?
3. What is the importance of the following in parenting children; communication with children, supervising their school work, controlling their activities and friends, and a parent having friendly relationship with their child?
4. How do you think a child would be affected if parents were?
  - i. strict but supportive parent ?ii. very strict but less free with child?
  - iii. Very lenient and over protective to a child? iv. Detached, less supportive does not care much about what the child does?
4. Are there factors from students' homes that might influence the way they behave while at school?
5. Which rules are emphasized at your at home? What disciplinary measures are taken when rules were not followed in your home? Are they effective?
- 6 What disciplinary measures are taken when rules were not followed in your school? Are they effective?
7. How would you rate level of discipline among students in your school? What do you attribute this to?
8. What can parents do to better children's discipline at home? at schools?

**Thank you for your participation and honesty**

## APPENDIX IV

### QUESTIONNAIRE FOR TEACHERS AND SCHOOL ADMINISTRATORS

Date..... Interviewer.....

1) What type of school do you teach? (Tick one) Boys day ( ) Girls day ( ) mixed day ( ) Mixed boarding ( ) Girls boarding ( ) Boys Boarding ( )

Please indicate your age (20-21);(31-40);(41-50);(51-60):

Level of education (Primary, form 4, Diploma, BEd/MA/Msc, PhD:

Gender (Male/Female)

2) What position do you hold in school? C/ teacher ( ) Deputy ( ) HOD G&C ( )

3). Do you experience problems of indiscipline involving students in your school? Yes ( ) No ( ) If yes please indicate if the following have been committed by students in your school in the last one year. Also indicate how commonly they have occurred (Tick as appropriate) the numbers represent (5) very common (4) common (3) somehow common (2) not common (1) never

	Case of indiscipline among students	Frequency of occurrence( Tick)				
		5	4	3	2	1
a	Failure to complete class assignment					
b	Conflict with prefects over duties undone.					
c	Missing classes deliberately					
d	Displaying rudeness to teachers.					
e	Cheating in exams					
f	Intimate relationship with students of opposite sex					
g	Intimate relationship with students of same sex					
h	Physically assaulting other students					
i	Physically assaulting teachers or support staff					

j	Abusing illegal drugs'					
k	Sleeping during lessons					
l	Copying assignment from other students					
m	Littering the environment					
n	Using abusive and obscene language on others					
o	Using abusive and obscene language on teachers					
p	Open defiance to authority					
n	Stealing other students property e.g. uniform, books					
q	Stealing of school property e.g. books					
r	Possession of dangerous weapons					
s	Belonging to illegal and criminal gangs					
t	Truancy					
u	Abandoning school willfully					
v	Dropping out of school due to pregnancy					
w	Others specify.....					

4). How would you rate the level of discipline in your school?

i. Very good ( )ii. Good, ( )iii. Bad ( ) iv. Very bad ( )

5) What would you largely attribute the students' level of discipline in your school as stated above to?i. the school environment()ii. Students' home environment ( )iii others specify .....

6) Briefly explain how a student's home environment/ and how they have been parented could possibly cause a student to be indisciplined while in school?

i .....

7) What type of cases do students mostly present to your office in need of assistance on?

	Problems from home	Is it common?		Effect on discipline at school
		Yes	NO	
a	Family (home) related problems			
b	Academic			
c	Boy/ girl relationship			
d	Drug and substance abuse			
e	Others specify.....			

**SECTION C: Parenting Styles and students behaviour**

8) Do you think how a parent raises a child may influence how such a student behaves while at school? Yes ( ) No ( ) Sometimes ( )

9) Looking at the way other children behave, can you tell the type of parenting from where they come? Yes ( ) No ( ) Sometimes ( )

b)If yes, **tick** in the spaces provided in the table below what behaviours may be associated with children whose parents display these behaviours towards them.

Students behaviour	Parenting style and behaviour			
	<b>A parent is.....</b>			
	<b>A.</b> Strict, but supportive, free friendly with their children	<b>B.</b> Very strict, controlling, less friendly, not free with their children	<b>C.</b> Very lenient, over protective and pampering, set no rules to their children	<b>D.</b> Not supportive nor controlling, spares no time and associate less with children
Has high self esteem				
Less influenced negatively by peers				
Relate well with authority ( e.g. teachers)				
Obey rules willingly				
Obey rules out of fear				
Can be uncooperative and unruly				
Highly influenced negatively by peers				
Lack self control				

Self centered, demanding and manipulative				
Attention seeking				
Aggressive and easily pick quarrels				
Quiet and withdrawn				
Unhappy and resented by peers				
Relate poorly with parents and other adults				
Have strong leadership qualities				
Hate responsibilities				
Abusive and vulgar				
Easily defiant to authority				
Others specify.....				

10) Do you think the following may influence how a parent raises a child? Tick in the spaces provided. Also add a brief comment on how you think it may /may not affect parenting.

Parental variables	Please tick		Add your comment
	Yes	No	
age,			
marital status			
level of education			
residence			
social class			
gender,			
religion,			
profession			
Number of children			

11) Please **tick** in the columns provided the disciplinary measures used in sorting out students discipline **in your school**; then, in a scale of 1-5 (where 5 is the **most** and 1 the **least**) indicate how effective these measures have been in correcting students' indiscipline.

	Methods	Is it used?		Effectiveness				
		yes	no	5	4	3	2	1
a	Manual work(wash, floors, digging slashing)							
b	Guidance and counseling							
c	Peer counseling							
c	Involvement of parents in handling the case							
e	Corporal punishment ( caning)							
f	Write to commit not to repeat the offence							
g	Verbal warnings							
h	Teachers chasing offenders out of class							
i	Writing apology letters							
j	Parading the offenders in assembly							
k	Withdrawing privileges							
l	Appearing before disciplinary committee							
m	Detaining during half term and holiday							
n	Having talks with students							
o	Sending on suspension							
p	Sending on Expulsion							
q	Any others (name them).....							

12) How often are students in your school? i. Sent on suspension ...

i) very often() ii) often () iii) rarely ()iv) never ()

ii. What reasons majorly cause them to be suspended (name at least two?)

i.....ii.....

iii) Do such students come back to school after the suspension period is over?

Yes.....No.....If yes, does the suspension period help them change positively?

Yes... No..... briefly explain why.....

13) How often are students from your school expelled? Very often ( ) often ( ) rarely

( ) never ( ) b) If yes, what reasons majorly cause them to be expelled (name at two

three) i..... ii.....

14) How would you rate the support of parents when their children are involved in

indiscipline and need to be corrected? i) Very strong ( ) ii strong ( ) iii weak ( ) iv very

weak ( ) v none() Briefly explain your answer.....

15) What major challenges do you face with parents when handling indiscipline among

students in your school? .....

16. To what extent do you think parents are responsible for the level of discipline among

students in your? i. to a very large extent( ) ii. to some extent ( ) iii. to no extent(

) Briefly explain your answer.....

17) Comment on what you think parents can do to improve discipline of their children?

18). How can schools work with parents to improve and maintain discipline in schools?

**Thank you for your participation and honesty**

**APPENDIX V**

**INTERVIEW GUIDE FOR CLASS TEACHERS AND SCHOOL**

**ADMINISTRATORS**

1. Please indicate your age, gender, level of education, how long you have taught position held in school.
3. How would you rate the level of discipline in your school?
4. Do you experience problems of indiscipline involving students in your school?  
(Mention common ones)
5. Do you think how a parent raises a child may influence how such a student behaves while at school? (Behaviours associated with democratic, authoritarian, indulgent and detached styles)
6. Please mention the disciplinary measures used in sorting out students discipline in your school, how effective each is in discouraging repeat offences
7. Do you get the support of parents when their children were involved in indiscipline and needed to be corrected?
8. What can parents do to improve discipline of their children?
9. How can schools work with parents to improve and maintain discipline in schools?

**Thank you for your participation and honesty**



## APPENDIX VI

### Interview guide for parents/guardians

1. a Please indicate your age, gender, level of education, profession. Your child's class .....sex.....b. Is your home in a rural or urban setting? c. Please state their ages/classes
2. What is your view on the fact that the way a parent behaves towards or treats their child may influence a child's discipline?
3. Comment on the importance of the following in parenting children; communication with children, supervising their school work, controlling their activities and friends, and a parent having friendly relationship with their child.
4. How do you think a child would behave if parents were?
  - i. strict but supportive parent ?ii. very strict but less free with child?
  - iii. Very lenient and over protective to a child? iv. Detached, less supportive does not care much about what the child does?
5. Apart from these, what factors in your (parent/guardians) home may also affect student's discipline?
7. Which rules do you strictly emphasize to your children at home? What disciplinary measures to you take when the rules are not followed? Are they effective?
8. Have you ever been called to school because of indiscipline case against your child? What was the case? Was the child or the school to blame for the mistake?
9. What can parents do to better children's discipline at home? at schools?

**Thank you for your participation and honesty**

## APPENDIX VII

### Student responses on relation with parents on all parenting styles

#### i) Democratic

			1st parenting style %				2nd parenting style %			
			SA	A	DA	SD	SA	A	DA	SD
1	Express	Democratic	46.	26.7	3.7	.8	4.2	11.3	1.4	.7
	Opinion	Authoritarian	2	6	3.7	2.3	34.5	21.1	2.1	2.1
	Freely	Indulgent	.8	1.4	.3	0	4.2	4.2	3.5	2.1
	Total	Detached	.8	1.4	1.7	2	2.8	3.5	2.1	0
			<b>50</b>	<b>35.5</b>	<b>9.4</b>	<b>5.1</b>	45.8	40.1	9.1	4.9
2	<b>Talk about</b>	Democratic	20.7	34.7	16.8	5.4	1.4	4.2	7.7	4.2
	<b>Troubles</b>	Authoritarian	.6	2.8	5.7	4.8	16.2	23.9	13.4	6.3
	<b>Freely</b>	Indulgent	.3	0	1.1	1.1	3.1	3.5	4.9	3.5
		Detached	.3	.9	2.3	2.6	1.4	2.1	4.2	.7
			<b>21.9</b>	<b>38.4</b>	<b>25.9</b>	<b>13.9</b>	<b>21.1</b>	<b>33.8</b>	<b>30.3</b>	<b>14.8</b>
3		Democratic	34.4	31.3	9.7	8	2.1	7.7	4.2	3.5
	Relaxed &	Authoritarian	1.1	4.3	6.7	3.8	21.8	26.8	8.5	2.8
	Easy with	Indulgent	0	1.4	.3	.9	4.9	2.1	4.9	2.1
	Parent	Detached	.6	1.1	2	2.3	1.4	2.8	2.1	2.1
			<b>36.1</b>	<b>38.1</b>	<b>17.6</b>	<b>8.2</b>	<b>30.2</b>	<b>39.4</b>	<b>19.7</b>	<b>10.6</b>
4		Democratic	25.3	32.4	16.5	3.4	3.5	4.2	6.3	3.5
	<b>Talk Over</b>	Authoritarian	1.1	2.3	6	4.5	18.3	26.8	5.1	4.9
	<b>Mistakes</b>	Indulgent	.9	.9	0	.9	2.8	3.5	4.9	2.8
	<b>with Parent</b>	Detached	.9	.3	2.3	2.6	2.1	1.4	2.8	2.1
			<b>28.1</b>	<b>35.8</b>	<b>25.3</b>	<b>11.4</b>	<b>26.8</b>	<b>33.1</b>	<b>26.8</b>	<b>13.4</b>
5.	Participate	Democratic	18.5	27.8	23.6	7.7	4.2	4.2	4.9	4.2
	many	Authoritarian	1.7	2.6	5.7	4	15.5	18.5	21.9	7
	activities	Indulgent	.9	.3	0	1.4	2.8	3.5	4.9	2.8
	with parents	Detached	.9	.3	3.1	1.7	1.4	.7	2.8	3.5
			<b>21.9</b>	<b>31</b>	<b>32.4</b>	<b>14.8</b>	<b>23.9</b>	<b>26.8</b>	<b>31.7</b>	<b>17.6</b>
6	<b>Trusted by</b>	Democratic	57.1	18.5	1.7	.3	9.1	5.6	2.1	.7
	<b>parents</b>	Authoritarian	4.3	4	3.4	2.3	43.7	14	1.4	.7
		Indulgent	1.1	.6	.3	.6	5.6	2.8	2.8	2.8
		Detached	1.7	1.7	1.1	1.4	1.4	2.8	1.4	2.8
			64.2	24.7	6.5	4.5	59.9	25.3	7.7	7
7		Democratic	32.1	29	9.7	6.8	4.4	7	3.5	2.1

	<b>Allowed to</b>	Authoritarian	1.4	4.3	3.7	4.5	26	17.6	9.1	17
	<b>Make</b>	Indulgent	.3	1.4	.6	.3	2.8	3.5	2.8	4.9
	<b>Decisions</b>	Detached	1.7	.9	1.4	2	1.4	4.2	2.1	.7
		<b>Total</b>	<b>35.5</b>	<b>35.5</b>	<b>15.3</b>	<b>13.6</b>	<b>34.5</b>	<b>33.1</b>	<b>17.6</b>	<b>14.8</b>
<b>8</b>		Democratic	38.1	22.7	11.6	5.1	7	4.2	4.2	2.1
	<b>Well</b>	Authoritarian	3.9	5.4	2.6	2	31	15.5	7	6.3
	<b>Established</b>	Indulgent	.6	.6	0	1.4	2.8	2.8	4.2	4.2
	<b>Home Rules</b>	Detached	1.1	.9	2	2	3.5	2.1	.7	2.1
		<b>Total</b>	<b>43.8</b>	<b>29.5</b>	<b>16.2</b>	<b>10.5</b>	<b>44.4</b>	<b>24.6</b>	<b>16.2</b>	<b>14.8</b>
<b>9</b>		Democratic	46.3	24.1	4.5	2.6	8.5	6.3	1.4	1.4
	<b>Encouraged</b>	Authoritarian	5.7	5.4	1.4	1.4	36.6	15.5	4.2	3.5
	<b>to Obey</b>	Indulgent	0	1.4	0	1.1	4.9	6.3	0	2.8
	<b>Home Rules</b>	Detached	1.1	2	1.4	1.4	1.4	5.6	.7	.7
		<b>Total</b>	<b>53.1</b>	<b>33</b>	<b>7.4</b>	<b>6.5</b>	<b>51.4</b>	<b>33.8</b>	<b>6.3</b>	<b>8.5</b>
<b>10</b>		Democratic	41.5	25.6	7.4	3.1	7	4.2	2.8	3.5
	<b>Efforts</b>	Authoritarian	2.6	4.3	4.3	2.8	26.8	22.5	5.6	4.9
	<b>Always</b>	Indulgent	.6	.3	.3	1.4	4.2	2.8	3.5	3.5
	<b>Appreciated</b>	Detached	1.1	1.1	.9	2.8	2.1	2.1	2.8	1.4
		<b>Total</b>	<b>45.7</b>	<b>31.3</b>	<b>12.8</b>	<b>10.2</b>	<b>40.1</b>	<b>31.7</b>	<b>14.8</b>	<b>13.4</b>

## II) Authoritarian

			SA	A	DA	SD	SA	A	DA	SD
<b>1</b>	<b>Sometimes</b>	Democratic	21	22.7	15.3	18.5	8.5	2.1	1.4	5.6
	<b>Criticized</b>	Authoritarian	26.5	3.4	2	2	26.7	14.8	7.7	10.6
	<b>&amp; Scolded</b>	Indulgent	1.1	.3	.3	.9	4.9	2.8	3.5	2.8
		Detached	.9	1.1	1.1	2.8	2.1	2.5	1.4	1.4
		<b>Total</b>	<b>29.5</b>	<b>27</b>	<b>18.8</b>	<b>24.1</b>	<b>42.5</b>	<b>23.2</b>	<b>14.1</b>	<b>20.4</b>
<b>2</b>	<b>Sometimes</b>	Democratic	10.2	13.6	16.8	37	7.7	3.5	2.1	4.2
	<b>Physically</b>	Authoritarian	5.7	2.6	3.1	2.6	15.5	10.6	13.3	20.4
	<b>Punished</b>	Indulgent	1.1	0	.3	1.1	2.8	1.4	2.8	7
	<b>Total</b>	Detached	1.1	.9	.3	3.9	2.1	3.5	1.4	1.4
		<b>Total</b>	<b>18.2</b>	<b>17</b>	<b>20.5</b>	<b>44.3</b>	<b>28.2</b>	<b>19</b>	<b>19.7</b>	<b>33.1</b>
<b>3</b>		Democratic	31.5	22.4	13.6	9.9	12.7	.7	3.5	.7
	<b>Parents are</b>	Authoritarian	8.5	4.3	.9	.3	33.1	16.9	4.9	4.9
	<b>Too</b>	Indulgent	.6	.6	1.1	.3	4.9	4.9	2.1	2.1
	<b>Concerned</b>	Detached	.6	.6	.2.6	2.3	2.1	3.5	2.1	1(.7
		<b>Total</b>	<b>41.2</b>	<b>27.8</b>	<b>18.2</b>	<b>12.8</b>	<b>52.8</b>	<b>26.1</b>	<b>12.7</b>	<b>8.5</b>
<b>4</b>	<b>Opinion</b>	Democratic	4.5	10.5	26.4	36.1	6.3	4.9	4.2	2.1
	<b>Never</b>	Authoritarian	6.3	4	2.8	.9	5.6	20.4	18.3	15.5
	<b>Considered</b>	Indulgent	.9	.3	.3	.6	4.9	.7	3.5	4.9
		Detached	2	1.1	.9	2	5(3.5	2(1.4	4(2.8	1(.7

		<b>Total</b>	<b>13.6</b>	<b>15.9</b>	<b>31</b>	<b>39.5</b>	<b>20.4</b>	<b>27.5</b>	<b>28.9</b>	<b>23.2</b>
5	Forced to Obey Rules	Democratic	6	7.7	18.6	45.2	4.9	2.1	4.2	6.3
		Authoritarian	4	3.4	4	2.6	10.6	12	.9	20.4
		Indulgent	.9	0	.3	1.4	2.1	2.8	2.8	6.3
		Detached	1.1	.6	.6	3.7	2.8	1.4	2.1	2.1
		<b>Total</b>	<b>11.9</b>	<b>11.6</b>	<b>23.6</b>	<b>52.8</b>	<b>20.4</b>	<b>18.3</b>	<b>26.1</b>	<b>35.2</b>
6	Fear Talking to Parents Freely	Democratic	10.5	11.4	18.5	37.2	4.9	5.6	2.1	4.9
		Authoritarian	5.4	5.4	1.4	1.7	20.4	9.9	12.7	16.9
		Indulgent	.3	.6	.3	1.4	5.6	2.8	2.1	3.5
		Detached	2.8	1.4	.9	.9	2.1	1.4	2.1	2.8
		<b>Total</b>	<b>19</b>	<b>18.7</b>	<b>21</b>	<b>41.2</b>	<b>33.</b>	<b>19.7</b>	<b>19.</b>	<b>28.2</b>
7	Parents Opposed to Much Affection	Democratic	16.8	18	15.6	27.3	6.3	4.2	4.2	2.8
		Authoritarian	6.3	3.1	2.8	1.7	25.4	18.3	11.3	4.9
		Indulgent	.3	.3	.6	1.4	5(3.5)	2.8	4.2	3.5
		Detached	1.1	1.7	2.3	.9	2.8	0	2.8	2.8
		<b>Total</b>	<b>24.4</b>	<b>23</b>	<b>21.3</b>	<b>31.3</b>	<b>38</b>	<b>25.4</b>	<b>22.5</b>	<b>14.1</b>
8	Given Many duties & Responsibilities at Home	Democratic	11.4	16.2	27.6	22.4	7.7	3.5	2.1	4.2
		Authoritarian	5	2.8	4	2	14.1	14.8	21.1	9.9
		Indulgent	0	.3	.9	1.4	.7	2.1	6.3	4.9
		Detached	.9	1.4	1.1	2.6	2.8	1.4	4.2	0
		<b>Total</b>	<b>17.3</b>	<b>20.7</b>	<b>33.5</b>	<b>28.4</b>	<b>25.4</b>	<b>21.8</b>	<b>33.8</b>	<b>19</b>
9	Strict Parental Control of Activities	Democratic	16.8	15.1	23.9	21.9	8.5	5.6	.7	2.8
		Authoritarian	6.5	5.1	2	.3	26.1	16.2	13.4	4.2
		Indulgent	.9	0	.9	.9	5.6	2.8	2.1	3.5
		Detached	1.1	1.4	1.1	2.3	4.2	1.4	.7	2.1
		<b>Total</b>	<b>25.3</b>	<b>21.6</b>	<b>27.8</b>	<b>25.3</b>	<b>44.4</b>	<b>26.1</b>	<b>16.9</b>	<b>12.7</b>
10	Not Allowed to Be Angry with Parents	Democratic	19.6	17.6	22.7	17.6	10(7.	4.9	3.5	2.1
		Authoritarian	5.7	4.5	2.3	1.4	25.4	19(13.4	25(17.6	5(3.5
		Indulgent	1.1	.3	.9	.3	4.9	1.4	1.4	6.3
		Detached	2.6	1.1	.6	1.7	2.8	2.8	1.4	1.4
		<b>Total</b>	<b>29</b>	<b>23.6</b>	<b>26.4</b>	<b>21</b>	<b>40.1</b>	<b>22.5</b>	<b>23.9</b>	<b>13.4</b>

### III) Indulgent

			SA	A	DA	SD	SA	A	DA	SD
<b>1</b>	<b>Never Punished</b>	Democratic	6.3	6.3	21.9	43.2	4.2	.7	4.2	8.5
		Authoritarian	1.7	1.4	4.5	6.3	4.2	6.3	15.5	33.8
		Indulgent	.6	.9	.3	.9	2.8	4.2	3.5	3.5
		Detached	1.1	.9	1.4	2.6	1.4	.7	2.1	4.2
		<b>Total</b>	9.7	9.4	28.1	52.8	12.7	12	25.4	50
<b>2</b>	<b>All Requests Granted</b>	Democratic	5.1	8.2	30.1	34.1	.7	.7	6.3	9.9
		Authoritarian	1.4	.6	4.5	7.4	4.9	7.7	20.4	26.8
		Indulgent	1.7	.3	.6	0	3.5	2.1	7	1.4
		Detached	.3	.9	2	2.8	2.1	0	.7	5.6
		<b>Total</b>	8.5	10	37.2	43.2	11.3	10.6	34.5	43.7
<b>3</b>	<b>No Clear Rules at Home</b>	Democratic	6.5	11.6	17.6	41.8	2.1	3.5	4.9	7
		Authoritarian	1.4	2	4.3	6.3	6.3	8.5	14.7	30.3
		Indulgent	1.7	.3	.3	.3	2.8	4.2	4.2	2.8
		Detached	1.1	1.4	1.7	1.7	2.1	1.4	1.4	3.5
		<b>Total</b>	10.8	15.3	23.8	50	13.4	17.6	25.4	43.7
<b>4</b>	<b>Argue with Parent</b>	Democratic	6.8	10.2	17.3	43.2	2.8	3.5	4.2	7
		Authoritarian	3.4	3.7	2.6	4.3	8.5	11.3	9.3	31
		Indulgent	1.4	.6	0	.6	7.7	2.1	2.8	1.4
		Detached	1.4	1.7	.6	2.3	3.5	2.8	1.4	.7
		<b>Total</b>	13.1	16.2	20.5	50.3	22.5	19.7	17.6	40.1
<b>5</b>	<b>Behave as Wished</b>	Democratic	3.4	6.8	17.3	50	3.5	1.4	5.6	7
		Authoritarian	2.6	2.3	4	5.1	4.2	8.5	12	35.2
		Indulgent	1.7	0	.3	2(6	4.2	2.1	4.2	3.5
		Detached	.9	.9	.9	3.4	1.4	1.4	2.1	3.5
		<b>Total</b>	8.5	9.9	22.4	59.1	13.4	13.4	24	49.3
<b>6</b>	<b>Parents are Easy Going &amp; Relaxed</b>	Democratic	21	25.3	11.6	19.6	2.8	7	3.5	4.2
		Authoritarian	1.4	4.8	3.1	4.5	10.6	19.7	12	17.6
		Indulgent	.9	.9	0	.9	4.9	4.9	1.4	2.8
		Detached	.3	.6	2.3	2.3	2.1	2.1	1.4	1.4
		<b>Total</b>	24.1	31.5	17	27.3	20.4	33.8	18.3	27.5
<b>7</b>	<b>Parents Only Threaten to Beat Me</b>	Democratic	7.1	9.9	15.6	44.9	6.3	2.1	2.1	7
		Authoritarian	3.7	2	2	6.2	7	7	16.9	28.9
		Indulgent	1.4	0	.9	.3	7.7	1.4	2.1	2.8
		Detached	1.7	.6	1.4	2.3	1.4	2.1	2.1	2.8
		<b>Total</b>	14	12.5	19.9	53.7	22.5	12.7	23.2	41.5
<b>8</b>	<b>I Can Force My Wish on Parents</b>	Democratic	2	2.3	412.2	61.1	.7	.7	3.5	12.7
		Authoritarian	.9	.9	2.6	9.7	2.8	2.1	14.1	40.8
		Indulgent	1.4	0	.6	.6	4.9	1.4	3.5	4.2
		Detached	.9	0	1.4	3.7	2.1	0	1.4	4.9
		<b>Total</b>	5.1	3.1	16.8	75	10.6	4.2	22.5	62.7
<b>9</b>	<b>No Duties</b>	Democratic	4	4.5	15.3	53.7	1.4	2.8	4.2	9.2
		Authoritarian	1.1	1.4	2.6	8.8	2.8	4.9	12	40.1

	<b>&amp;Responsibilities at Home</b>	Indulgent	2	0	.3	.3	4.9	1.4	4.9	2.8
		Detached	.9	.9	2	2.3	1.4	.7	2.8	3.5
		Total	8	6.8	20.2	65.1	10.6	9.9	23.9	55.6
<b>10</b>	<b>Parents Hate Making Me Unhappy</b>	Democratic	23.9	25.9	10.2	17.6	3.5	5.6	2.1	6.3
		Authoritarian	13.1	14.3	2	4.5	15.5	19.7	9.9	14.8
		Indulgent	.9	.3	0	1.4	4.9	4.2	2.1	2.8
		Detached	.3	1.4	2.3	2	2.1	1.4	1.4	3.5
		Total	28.1	31.8	14.5	25.6	26.1	31	15.5	27.5

iv) Detached

		SA	A	DA	SD	SA	A	DA	SD	
<b>1</b>	<b>I Feel I Am Not Loved</b>	Democratic	3.1	3.4	9.7	63.3	1.4	3.5	4.9	7.7
		Authoritarian	1.1	2.6	14	6.3	5.6	2.8	11.3	40.1
		Indulgent	.6	.3	.3	1.4	4.2	.7	2.8	6.3
		Detached	3.4	1.1	1.4	0	2.1	3.5	.7	2.1
		Total	8.2	7.4	15.3	69	13.4	10.6	19.7	56.3
<b>2</b>	<b>Parents Never Bother about My Friends</b>	Democratic	2.8	5.4	15.9	53.4	.7	2.1	4.2	10.6
		Authoritarian	.9	.9	3.1	9.1	3.5	2.8	12	41.5
		Indulgent	.3	0	.6	1.7	4.9	.7	2.1	6.3
		Detached	2.3	1.1	1.4	1.1	.7	1.4	3.5	2.8
		Total	6.3	7.4	21	65.3	9	7	21.8	61.2
	<b>Parents are Unconcerned with My Actions</b>	Democratic	5.7	6.8	15.9	49.1	2.1	1.4	3.5	10.6
		Authoritarian	1.4	2	2.6	8	4.9	5.6	12.	37
		Indulgent	.9	0	.6	1.1	4.9	0	4(2.8	9(6.3
		Detached	2.8	1.1	1.1	.9	2.1	2.1	2.8	1.4
		Total	10.8	9.9	20.2	59.1	14.1	9.2	21.1	55.6
<b>4</b>	<b>Parents Never Appreciate Presence</b>	Democratic	6.3	13.1	20.5	37.8	4.2	4.9	4.9	3.5
		Authoritarian	2.8	4.8	3.7	2.6	11.2	14.1	13.3	21.1
		Indulgent	.3	.3	.9	1.1	2.1	2.8	5.6	3.5
		Detached	4	1.1	0	.9	2.8	2.1	2.1	1.4
		Total	13.4	19.3	25	42.3	20.3	23.8	259	29.4
<b>5</b>	<b>Forced to be Independent from Parent</b>	Democratic	1.7	4.5	14.8	56.5	2.1	2.8	4.9	7.7
		Authoritarian	1.7	2.6	4	5.7	5.6	4.9	14.7	34.3
		Indulgent	.3	.6	.9	.9	2.1	0	4.2	7.7
		Detached	2.8	1.1	1.4	.6	1.4	2.8	2.1	32.1
		Total	6.5	8.8	21	63.6	11.2	10.6	25.9	51.8
<b>6</b>	<b>Never Given Moral Support by Parents</b>	Democratic	2.3	2.6	13.9	58.8	2.1	2.1	7.7	.65
		Authoritarian	1.7	1.1	6.3	4.8	2(1.4	5(3.5	15(10.6	63(44.1
		Indulgent	.2	.3	.3	1.4	3.5	1.4	4.9	4.2
		Detached	2.3	1.7	.9	1.1	3.5	.7	3.5	.7
		Total	6.8	5.7	21.3	66.2	10.6	7.7	26.6	54.6
<b>7</b>	<b>Parents are Unconcerned on My School Progress</b>	Democratic	3.7	5.1	19.3	49.4	2.8	.7	2.8	11.3
		Authoritarian	1.4	1.1	2.8	8.5	4.9	5.6	15.5	33.8
		Indulgent	1.4	.3	0	.9	2.1	0	2.8	9.1
		Detached	2.8	.9	1.1	1.1	4.9	2.1	.7	.7
		Total	9.4	7.4	23.3	59.9	14.7	8.5	21.8	54.6
<b>8</b>	<b>My parents</b>	Democratic	3.7	6	13.6	54.3	2.1	2.1	2.8	10.6
		Authoritarian	.9	1.7	3.7	7.7	2.8	9.1	13.3	34.3

9	<b>Never Attend My School Functions</b>	Indulgent	.6	0	.6	1.4	2.8	0	3.5	7.7
		Detached	2.8	1.4	.9	.9	2.8	1.4	2.8	1.4
		<b>Total</b>	8	9.1	18.8	64.2	10.6	12.6	22.5	53.9
		Democratic	2.3	3.1	13.4	58.7	2.8	3.5	1.4	9.8
		Authoritarian	.9	3.1	3.1	6.8	2.8	4.2	15.5	37.1
10	<b>My Parents Think I Am an Inconvenience to Them</b>	Indulgent	.9	.3	.3	1.1	2.8	1.4	2.8	7
		Detached	2.8	1.7	1.1	.3	2.1	3.5	1.4	1.4
		<b>Total</b>	6.8	8.2	17.9	67	10.6	12.6	21	55.3
		Democratic	8.2	8.5	14.5	46.3	9.1	1.4	2.1	4.9
		Authoritarian	6	2	2	4	10.6	3.5	11.9	33.8
	<b>My Parents Do Not Know Who Really I Am</b>	Indulgent	.9	.6	.3	.9	5.6	2.1	2.1	4.4
		Detached	4.5	.6	.3	.6	3.5	3.5	.7	.7
		<b>Total</b>	19.6	11.6	17	51.7	28.9	10.6	16.9	43.4

First dominant style	second dominant style			
Democratic	273	72.6%	25	6.6%
Authoritarian	49	13 %	85	22.6%
Indulgent	9	2.4 %	20	5.3%
Detached	21	6.4 %	12	3.2
No specific style	24			

## APPENDIX VIII

### Correlation between democratic parenting practices and students own rating on

	[i] Encouraged to Express Opinion Freely	[ii] Talk about Troubles Freely	[iii] Relaxed & Easy with Parent	[iv] Talk Over Mistakes with Parent	[v] Participate in Many Activities with Parent	[vi] Trusted by Parents	[vii] Allowed to Make Decisions	[viii] Well Established Home Rules	[ix] Encouraged to Obey Home Rules	[x] Efforts Always Appreciated	[_ii] Students Own Rating on Level of Discipline in School
[i] Encouraged to Express Opinion Freely	1	.451**	.376**	.380**	.249**	.317**	.190**	.217**	.252**	.365**	.204**
[ii] Talk about Troubles Freely	.451**	1	.396**	.398**	.342**	.283**	.162**	.272**	.279**	.369**	.175**
[iii] Relaxed & Easy with Parent	.376**	.396**	1	.280**	.243**	.359**	.228**	.205**	.180**	.322**	.101
[iv] Talk Over Mistakes with Parent	.380**	.398**	.280**	1	.296**	.305**	.237**	.231**	.182**	.285**	.163**
[v] Participate in Many Activities with Parent	.249**	.342**	.243**	.296**	1	.207**	.115*	.262**	.223**	.208**	.121*
[vi] Trusted by Parents	.317**	.283**	.359**	.305**	.207**	1	.350**	.152**	.295**	.387**	.155**
[vii] Allowed to Make Decisions	.190**	.162**	.228**	.237**	.115*	.350**	1	.142**	.189**	.132*	.066
[viii] Well Established Home Rules	.217**	.272**	.205**	.231**	.262**	.152**	.142**	1	.569**	.140**	.102*
[ix] Encouraged to Obey Home Rules	.252**	.279**	.180**	.182**	.223**	.295**	.189**	.569**	1	.277**	.095
[x] Efforts Always Appreciated (Rank)	.365**	.369**	.322**	.285**	.208**	.387**	.132*	.140**	.277**	1	.161**
[Q32_ii] Students Own Rating on Level of Discipline in School	.204**	.175**	.101	.163**	.121*	.155**	.066	.102*	.095	.161**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



## APPENDIX IX

### Correlation between authoritarian parenting practices and students own rating on level of discipline

ii] Students Own Rating on Level of Discipline in School	1	.022	.018	.041	-.157**	-.118*	-.113*	-.029	.016	-.016	-.065	-.109*
xi] Sometimes Criticized & Scolded	.022	1	.217**	.136**	.048	.148**	.008	-.012	.060	.184**	-.145**	.308**
xii] Sometimes Physically Punished (Rank)	.018	.217**	1	.180**	.136**	.125*	-.022	.086	.121*	.212**	.039	.370**
_xiii] Parents are Too Concerned	.041	.136**	.180**	1	.091	.111*	.020	.159**	.095	.331**	.149**	.419**
xiv] Opinion Never Considered	-.157**	.048	.136**	.091	1	.413**	.311**	.201**	.105*	.223**	.168**	.498**
xv] Forced to Obey Rules	-.118*	.148**	.125*	.111*	.413**	1	.219**	.212**	.168**	.269**	.063	.506**
xvi] Fear Talking to Parents Freely	-.113*	.008	-.022	.020	.311**	.219**	1	.212**	.084	.092	.116*	.407**
xvii] Parents Opposed to Much Affection	-.029	-.012	.086	.159**	.201**	.212**	.212**	1	.238**	.286**	.179**	.463**
Xviii] Given Many Responsibilities at Home	.016	.060	.121*	.095	.105*	.168**	.084	.238**	1	.157**	.070	.341**
xix) Strict Parental Control of Activities	-.016	.184**	.212**	.331**	.223**	.269**	.092	.286**	.157**	1	.160**	.547**
]xx) Not Allowed to Be Angry with Parents	-.065	-.145**	.039	.149**	.168**	.063	.116*	.179**	.070	.160**	1	.353**
Authoritarian Parenting Style Rank Mean	-.109*	.308**	.370**	.419**	.498**	.506**	.407**	.463**	.341**	.547**	.353**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.01 level (2-tailed)

## APPENDIX X

### Correlation between indulgent parenting practices and students own rating on level of discipline

	Never Punished	All Requests Granted	No Clear Rules at Home	Argue with Parent	Behave as Wished	Parents are Easy Going & Relaxed)	Parents Only Threaten to Beat Me	I Can Force My Wish to Parents (Rank)	No Duties & Responsibilities at Home	Parents Hate Making Me Unhappy	Indulgent Parenting Style Rank Mean	Students Own Rating on Level of Discipline in School
]Never Punished	1	.228**	.136**	.188**	.299**	.108*	-.052	.121*	.227**	-.059	.387**	-.013
[xxii] All Requests Granted	.228**	1	.032	.054	.198**	.076	.007	.231**	.102*	-.004	.318**	-.085
[xxiii] No Clear Rules at Home	.136**	.032	1	.305**	.236**	-.052	.051	.196**	.182**	-.038	.327**	-.073
[xxiv] Argue with Parent	.188**	.054	.305**	1	.343**	-.023	.167**	.334**	.128*	-.016	.460**	-.142**
[xxv] Behave as Wished	.299**	.198**	.236**	.343**	1	.082	.117*	.274**	.345**	-.076	.450**	-.088
[xxvi] Parents are Easy Going & Relaxed	.108*	.076	-.052	-.023	.082	1	.024	.060	.029	.235**	.346**	.030
_xxvii] Parents Only Threaten to Beat Me	-.052	.007	.051	.167**	.117*	.024	1	.236**	.182**	.061	.367**	-.001
[xxviii] I Can Force My Wish to Parents	.121*	.231**	.196**	.334**	.274**	.060	.236**	1	.263**	.063	.448**	-.037
[xxix] No Duties & Responsibilities at Home	.227**	.102*	.182**	.128*	.345**	.029	.182**	.263**	1	-.094	.418**	-.036
[xxx] Parents Hate Making Me Unhappy	-.059	-.004	-.038	-.016	-.076	.235**	.061	.063	-.094	1	.251**	.038
Indulgent Parenting Style Rank Mean	.387**	.318**	.327**	.460**	.450**	.346**	.367**	.448**	.418**	.251**	1	-.040
Students Own Rating on Level of Discipline in School	-.013	-.085	-.073	-.142**	-.088	.030	-.001	-.037	-.036	.038	-.040	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX XI

### Correlation between detached parenting practices and students own rating on level of discipline

	Feel I Am Not Loved	Parents Never Bother about My Friends	Parents are Unconcerned with My Actions	Parents Never Appreciate Presence	Forced to be Independent from Parent	Never Given Moral Support by Parents	Parents are Unconcerned on My School Progress	My parents Never Attend My School Functions	My Parents Think I Am an Inconvenience to Them	My Parents Do Not Know Who Really I Am	students Rating on Level of Discipline in School
I Feel I Am Not Loved	1	.384**	.225**	.285**	.491**	.439**	.280**	.343**	.442**	.359**	-.213**
Parents Never Bother about My Friends	.384**	1	.445**	.233**	.252**	.316**	.322**	.244**	.287**	.181**	-.080
Parents are Unconcerned with My Actions	.225**	.445**	1	.216**	.308**	.288**	.367**	.245**	.288**	.190**	-.104*
My parents never appreciate my presence	.285**	.233**	.216**	1	.433**	.270**	.346**	.224**	.267**	.386**	-.148**
Forced to be Independent from Parent	.491**	.252**	.308**	.433**	1	.446**	.310**	.292**	.443**	.372**	-.202**
Never Given Moral Support by Parents	.439**	.316**	.288**	.270**	.446**	1	.323**	.361**	.430**	.361**	-.181**
Parents are Unconcerned on My School Progress	.280**	.322**	.367**	.346**	.310**	.323**	1	.463**	.497**	.266**	-.073
My parents Never Attend My School	.343**	.244**	.245**	.224**	.292**	.361**	.463**	1	.467**	.264**	-.019

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Functions

My Parents Think I Am an Inconvenience to Them	.442**	.287**	.288**	.267**	.443**	.430**	.497**	.467**	1	.358**	-.195**
My Parents Do Not Know Who Really I Am	.359**	.181**	.190**	.386**	.372**	.361**	.266**	.264**	.358**	1	-.217**
Students Own Rating on Level of Discipline in School	.213**	-.080	-.104*	.148**	.202**	.181**	-.073	-.019	.195**	.217**	1

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## APPENDIX XII

### A cross tabulation of parenting styles and students level of involvement in indiscipline cases in schools

Cases of indiscipline	Parenting style levels	Democratic	Authoritarian	Indulgent	Detached	No specific	Total
A- Failed to complete assignments	Very many times	6.6	2.7	.3	1.3	.8	11.5
	Many times	4.8	1.3	.3	2.1	.8	9.3
	Sometimes	25.5	4.5	.8	1.6	1.9	34.6
	Rarely	25.8	3.2	.8	.5	2.1	32.4
	Never	9	1.3	.3	0	.8	11.4
	No response	.5	0	0	0	0	.5
B-conflicts with prefects over undone duties	Very many times	5.6	2.1	1.6	2.1	.8	11.7
	Many times	5.1	.3	.3	1.3	.5	7.4
	Sometimes	9	2.1	.5	1.6	.8	13.6
	Rarely	14.6	1.9	.5	.8	1.3	19.1
	Never	37.5	6.6	0	.3	2.9	47.3
	No response	.8	0	0	0	0	.8
C-missed classes deliberately	Very many times	1.6	.5	1.9	2.7	.5	7.2
	Many times	1.1	0	.3	1.9	0	3.1
	Sometimes	6.6	1.6	.3	.5	.3	9.3
	Rarely	9.3	1.6	0	.5	1.6	13
	Never	53.7	39	0	0	4	66.8
	No response	.3	.3	0	0	0	.5
D- displayed rudeness to teachers	Very many times	2.1	.3	1.6	3.7	0	7.7
	Many times	.8	.5	.5	1.1	0	2.9
	Sometimes	3.2	.8	.3	.5	.5	5.3
	Rarely	7.7	2.1	0	.3	.5	10.6
	Never	58.8	9.3	0	0	5.3	73.4
	No response	0	0	0	0	0	0
E- cheated in exams	Very many times	1.6	5	0	0	0	2.1
	Many times	.5	.3	0	.5	0	1.3
	Sometimes	2.7	.5	0	.3	.3	3.7
	Rarely	7.2	1.6	.8	.8	1.3	11.7
	Never	60.6	10.1	1.6	4	4.8	81.1
	No response	0	0	0	0	0	0
F-had illicit relationship with other students	Very many times	2.9	.5	0	.3	.3	4
	Many times	1.1	.8	0	0	0	1.9
	Sometimes	4.3	1.6	0	.8	.3	6.4
	Rarely	5.9	1.9	.3	.8	.5	9.3
	Never	57.7	8.8	2.1	3.7	5.3	77.7
	No response	.8	0	0	0	0	.8
G-fought with colleagues	Very many times	2.4	.8	0	0	.3	3.5
	Many times	1.6	.3	.3	.5	0	2.7
	Sometimes	6.6	1.6	0	.8	.3	9.3
	Rarely	13.6	13.7	.5	.5	1.6	19.9
	Never	48.4	6.6	1.6	3.7	3.7	64.6

H-used illegal drugs	No response	0	0	0	0	0	0
	Very many times	1.3	0	0	0	0	1.3
	Many times	1.1	.3	.3	1	0	1.9
	Sometimes	1.1	1.1	0	.5	0	2.7
	Rarely	1.3	.3	0	.8	.3	2.7
	Never	67.6	11.4	2.1	4	6.1	91.2
I-used abusive language on peers and teachers	No response	.3	0	0	0	0	.3
	Very many times	3.2	.8	.3	.8	.3	5.1
	Many times	2.6	.3	.5	.5	.3	4.8
	Sometimes	10.4	1.3	0	1.3	1.3	14.4
	Rarely	11.4	2.9	.5	.3	1.3	16.5
	Never	44.7	6.9	1.3	3.2	3.7	59.8
J-caused bodily harm to other students	No response	.3	.3	0	0	0	.5
	Very many times	2.7	.3	0	.5	0	3.5
	Many times	2.4	0	0	.3	0	2.7
	Sometimes	5.3	2.1	.3	.5	.3	8.5
	Rarely	10.4	.8	.8	1.1	1.2	14.1
	Never	51.6	9.8	1.3	3.2	15.1	71
K-copied assignments from other students	No response	.3	0	0	0	0	.3
	Very many times	7.4	1.6	.3	1.6	1.1	12
	Many times	4.5	1.3	0	.5	.8	7.2
	Sometimes	16.8	3.2	.8	1.3	1.3	23.4
	Rarely	18.9	4.3	.5	1.1	1.3	26.1
	Never	25	2.4	.8	1.1	1.9	31.1
L-have been suspended due to indiscipline	No response	0	.3	0	0	0	.3
	Very many times	1.6	0	0	0	0	1.6
	Many times	.5	.3	.3	0	0	1.1
	Sometimes	1.1	.5	0	.5	.8	5.6
	Rarely	2.9	1.1	.3	5.9	.8	5.6
	Never	66.5	11.2	1.9	4.5	5.1	89.1
M- changed school due to indiscipline	No response	0	0	0	0	0	0
	Very many times	1.1	0	0	.3	0	1.3
	Many times	.3	0	0	.3	0	.5
	Sometimes	.5	.3	0	0	.3	1.1
	Rarely	1.3	1.3	0	0	.8	3.5
	Never	69.4	11.4	2.4	5.1	5.3	93.6
N-stolen from other students e.g. Uniforms, books	No response	0	0	0	0	0	0
	Very many times	1.6	.8	0	.5	0	2.9
	Many times	.5	.5	0	0	.5	1.6
	Sometimes	4.3	1.6	.3	.5	.3	6.9
	Rarely	8	1.9	.5	1.6	.8	12.8
	Never	58.2	8	1.6	2.9	4.8	75.5
O-punished for other indiscipline cases	No response	0	.3	0	0	0	.3
	Very many times	3.2	1.1	.3	.3	.5	5.9
	Many times	12.7	1.1	.3	0	.5	4.5
	Sometimes	10.4	.3	.3	.8	1.3	13
	Rarely	10.1	2.9	0	1.1	1.3	15.4
	Never	45.7	7.7	1.6	3.2	2.7	60.9
	No response	0	0	0	.3	0	.3

### APPENDIX XIII

#### Students rating on strategies used to manage discipline in schools

Methods of managing discipline	School type	Students rating on level of effectiveness					
		Most effective	Reasonably effective	Effective	Somehow effective	Least effective	
a	Manual work( washing, floors, digging slashing)	Boys boarding	8.8	4.2	7.9	4.5	10.4
		Girls boarding	9.6	5.1	6.4	2.1	6.4
		Mixed day	16.2	2.9	4.5	2.1	5.9
		Total	34.6%)	15.2%)	18.9	33(8.8%)	22.6%)
b	Guidance and counseling	Boys boarding	12	8.5	5.9	3.5	9.0
		Girls boarding	8.8	5.6	6.4	2.1	6.6
		Mixed day	16	3.7	3.5	2.4	6.1
		Total	36.7	17.8	15.7	8.0	21.8
c	Peer counseling	Boys boarding	9.3	6.9	9.0	4.8	8.8
		Girls boarding	8.8	6.1	3.7	2.7	5.6
		Mixed day	12.2	4.0	6.1	1.8	7.4
		Total	30.3	17.0	21.5	9.3	21.8
d	Involvement of parents in handling the case	Boys boarding	12.2	6.1	7.4	3.7	9.3
		Girls boarding	12.2	5.1	4.8	3.2	4.2
		Mixed day	10.1	29.1	5.9	2.9	6.6

		Total	34.6	17.3	18.1	9.8	20.2
e	Corporal punishment (caning)	Boys boarding	12.2	4.8	4.8	4.5	12.5
		Girls boarding	7.2	5.9	5.9	3.5	10.9
		Mixed day	9.8	7.2	7.2	2.4	6.9
		Total	29.0	9.6	17.8	10.4	33.2
f	Writing commitment letters never to repeat the offence	Boys boarding	7.4	2.9	6.0	7.7	12.5
		Girls boarding	7.4	4.0	6.1	4.2	7.7
		Mixed day	12.0	4.2	5.3	3.2	6.9
		Total	26.9	11.2	19.7	15.2	27.1
g	Verbal warnings	Boys boarding	5.6	5.3	7.2	7.7	13.0
		Girls boarding	6.9	2.4	7.7	4.8	7.7
		Mixed day	10.4	4.3	8.2	3.9	8.2
		Total	2.9	12.0	19.7	16.5	29.0
h	Teachers chasing offenders out of class	Boys boarding	7.2	4.7	5.9	8.5	12.5
		Girls boarding	8.5	3.5	5.6	4.2	10.1
		Mixed day	9.6	3.1	3.7	5.1	10.1
		Total	22.9	11.4	15.2	17.8	32.7
i	Parading the offenders in assembly	Boys boarding	5.6	4.5	6.4	6.1	16.2
		Girls boarding	9.8	3.5	4.8	4.5	6.9
		Mixed day	7.2	2.1	4.8	2.1	15.4

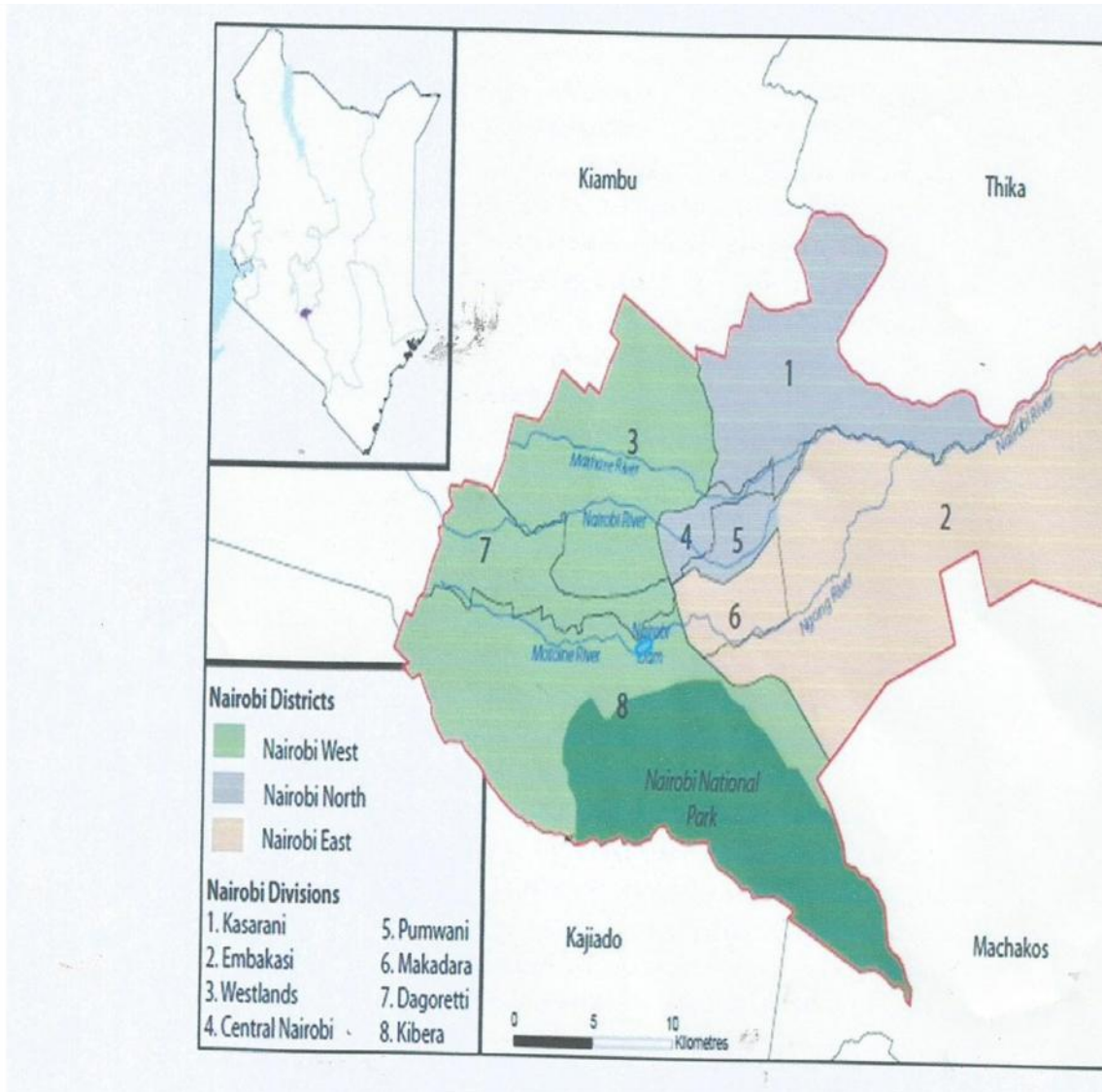


		Total	22.6	10.1%)	16.0	12.8	38.6
j	Withdrawing privileges	Boys boarding	6.1	5.3	8.0	5.6	13.8
		Girls boarding	9.3	3.7	7.7	1.1	7.7
		Mixed day	6.9	2.7	5.6	4.8	11.7
		Total	22.3	11.7	21.3	11.4	33.2
k	Appearing before disciplinary committee	Boys boarding	13.8	5.1	4.5	3.7	11.7
		Girls boarding	15.4	5.3	3.2	2.7	2.9
		Mixed day	10.4	3.2	4.3	2.7	11.2
		Total	39.6	13.6	12.0	9.0	25.8
l	Detaining during half term and holiday	Boys boarding	26.4	5.3	6.1	8.8	12.2
		Girls boarding	8.5	4.8	4.5	4.3	7.4
		Mixed day	5.1	1.3	5.9	6.6	12.8
		Total	19.9	11.4	16.5	19.7	32.4
m	Having talks with students	Boys boarding	10.1	7.2	8.8	4.0	8.8
		Girls boarding	9.6	3.7	5.3	4.0	6.9
		Mixed day	14.4	4.0	4.5	3.5	25.3
		Total	34.0	14.9	18.6	11.4	21.0
n	Sending on suspension	Boys boarding	14.9	5.6	7.4	4.3	6.6
		Girls boarding	11.4	4.8	5.1	2.4	5.9
		Mixed day	10.9	5.1	4.5	1.3	9.8

		Total	37.2	15.4	17.0	8.0	22.3
o	Sending on Expulsion	Boys boarding	13.3	3.7	5.1	4.8	12
		Girls boarding	10.9	2.9	3.2	2.7	9.8
		Mixed day	8.0	2.9	4.8	2.7	13.3
		Total	32.2	9.6	13.0	10.1	35.1

## APPENDIX XIV

### Map of Nairobi County



**APPENDIX XV**

**Authorization**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

**NACOSTI/P/16/56533/12111**

**23<sup>rd</sup> June, 2016**

Antonine Auma Obiero  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of parenting styles on students’ discipline in public secondary schools in Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending **23<sup>rd</sup> June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education


**COUNTY COMMISSIONER  
NAIROBI COUNTY  
P. O. Box 30124-00100, NBI  
TEL: 341886**



# APPENDIX XVI

## Research Permit

**THIS IS TO CERTIFY THAT:** Permit No : **NACOSTI/P/16/56533/12111**  
**MS. ANTONINE AUMA OBIERO** Date Of Issue : **9th November,2018**  
**of UNIVERSITY OF NAIROBI, 5377-100** Fee Received : **Ksh 2000**  
**nairobi,has been permitted to conduct**  
**research in Nairobi County**  
**on the topic: INFLUENCE OF**  
**PARENTING STYLES ON STUDENTS'**  
**DISCIPLINE IN PUBLIC SECONDARY**  
**SCHOOLS IN NAIROBI COUNTY, KENYA**  
**for the period ending:**  
**23rd June,2017.**



*Gracious Mwangi*  
**Director General**  
**National Commission for Science, Technology and Innovation**

*Antonine Auma Obiero*  
**Applicant's Signature**


**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

**CONDITIONS**

- The License is valid for the proposed research, location and specified period.
- The License and any rights thereunder are non-transferable.
- The Licensee shall inform the County Governor before commencement of the research.
- Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
- The License does not give authority to transfer research materials.
- NACOSTI may monitor and evaluate the licensed research project.
- The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
- NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH LICENSE**

**Serial No.A 21809**

**CONDITIONS: see back page**

**National Commission for Science, Technology and Innovation**  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
Email: dg@nacosti.go.ke, registry@nacosti.go.ke  
Website: www.nacosti.go.ke