INFLUENCE OF PARENTING STYLES ON PRE-SCHOOL CHILDREN'S SOCIAL EMOTIONAL SKILLSDEVELOPMENT IN GITUAMBA DIVISION, LAIKIPIA COUNTY, KENYA

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DECLARATION

This project report is my original work and has not been submitted for an award of degree in any other institution.

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This project report is being submitted for examination with my approval as the university supervisor

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ABSTRACT

The purpose of this study was to examine the influence of parenting styles on pre-school children's social emotional skills development in Gituamba Division, Laikipia County. The study was guided by the following objectives to; establish the social emotional skills displayed by pre-school children from authoritarian parents, identify the social skills displayed by children from authoritative parents, examine the social emotional skills displayed by children from permissive parents and determine the social emotional skills displayed by children whose parents were uninvolved in the rearing of children, and seek further suggestions on the best parenting style that would promote positive social emotional skills development among pre-school children. The study was guided by Albert Bandura's Theory of Social Learning which focuses on social issues, opinions, beliefs and relationships of groups. The theory further suggests that social learning takes place through observation of modelled behaviour, listening and taking instructions as it increases children's chances of learning and acquiring new behaviours. The study adopted a descriptive survey design which aimed at describing the influence of authoritative, authoritarian, permissive and uninvolved parenting styles on children's social emotional skills development without manipulation. An interview and an observational schedule for children as they interacted and shared play and learning materials at the playground and in the classroom were the main instruments for this study. A pilot study was carried out at Maua Pre-school in a neighbouring county as children shared common experiences and characteristics to determine the validity and reliability of the instruments as suggested by Mugenda and Mugenda (2003).The study included three hundred (300) pre-school children, forty four (44) pre-schools, three hundred (300) parents whose children were sampled and forty four (44) teachers from the sampled pre-schools. The study used 25% of the target population which translated to a sample population of (75) parents, (75) pre-school children and (11) teachers from the eleven pre-schools in Gituamba Division, Laikipia County. The data was systematically organised, combined into themes and summarised into tables, frequencies and percentages using Social Sciences (SPSS) Version 20.0.The findings of this study provide teachers with information, guideline, knowledge, and create clarity which help teachers to better understand and relate children's emotional behaviour to their home's background and handle children as individuals when it comes to discipline and counselling. It further equips parents with knowledge and guideline on the best parenting practices which promote positive social skills among children this would be done during parents' day and academic clinics. The study concludes that parenting styles play a significant role in children's social emotional skills development, parents should therefore adopt authoritative parenting style as it promote positive parenting practices which leads to social competence, autonomy, self-control and good peer relations in children, this was cultivated by parents being democratic, responsive and giving emotional support to their children's inabilities. The study further concludes that children from neglectful parents scored lowest in all domains; they displayed poor interpersonal relationships, low self-esteem and a multiple of antisocial behaviours due to lack of parental monitoring, mentorship, and limited communication. Hence the study recommends that parents should embrace warm and positive parenting practices which promote peer relations, emotional stability and a sense of morality in children. Also parents should be sensitized on the need to adopt mechanisms that monitor and regulate children's behaviours without destroying their self-esteem, communication and collaboration skills.

ACRONYMNS

ECE.....Early Childhood Education

IV..... Independent variable

EV.....Extraneous variable

ECDE.....Early Childhood Development Education

BED.....Bachelor of education

NACOSTI..... National Commission, for Science Technology and Innovation

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INTRODUCTION

1.1 Background to the study

Raising children is a responsibility vested on the family as stated in the United Nation Convention on the right of children (UNCRCR, 1998).It recognizes the importance of children growing up in a family in an atmosphere of love, happiness and understanding as family provide a child with a social network during the first early years of development, more so family is a custodian of various parenting styles which provide children with social skills (Hurlock, 2003).In the traditional Kenyan societies the family and the community had a collective responsibility in early childhood development education(ECDE) which aimed at developing children as part of the community by transmitting cultural beliefs, norms, values and practices. In 1940s the British and the Asians established the first pre-schools in Kenya in urban centers primarily to provide education to their children and restricted admission of African Kenyan children. During the second World War in 1945 to 1948 many Kenyan men were recruited, women started working in the plantations to provide for the families this endangered the young children education, out of this the first African pre-schools were established as feeding centers, day cares or rescuer centers .After the independence The Ominde Commission was formed to review the education system in Kenya, it recommended the establishment of early childhood education and various government ministries were tasked to provide early childhood education services (Ominde,1964). The 2006 ECDE Policy Frame Work was a great milestone in the development of pre-schools in Kenya, it streamlined early childhood education into primary education.

Parenting styles have different meaning in different parts of the world (Steinberg, Dornbush & Brown, 1992) for instance, in America and Europe the concept of authoritarianism imply many negative dictatorial beliefs, attitudes and behaviour, whereas in Africa, China and many Asian countries authoritarian parenting style is characterized by the concept of training, caring and governing (Chao ,1994). Many African cultures control and strictness indicates an exercise of power by parents over their children and a form of responsibility to nurture and give direction (Darling, 1999). In the view of Mwaura, (2004) the traditional African system of child rearing, provides practical and theoretical training to children, it emphasizes on principles of life and harmonious living characterized by moral values, problem solving and principles of traditional education and training .According to Kimberly & Kopiko (2007) children who are socially incompetent often become rebellious and they display a multiple of aggressive behaviors. (Baumrind, 1991) cited that children brought up in a tense environment suffer from depressed, anxiety disorders, feeling of hopelessness and hardly do they realize their potentials. They emotionally withdraw from social situations at times showing patterns of truancy and delinquency (Maccoby, 1983).

According to Kendra (2013) children develop emotionally, physically and socially, effective parenting demands that parents should have knowledge about these changes. (Baumrind, 1999) argued that democratic parenting style is the best ;it is characterized by warm but firm parents who set limits on their children's behaviors' at the same time treating children with respect. They use a combination of love and limits which leads to autonomy. Though democratic parenting practices leads to social competence among pre-school children, it is quite hard for parents to embrace it wholly because parents do not attend any school to learn how to bring up children. There is a great

need to educate parents in Gituamba Division, Laikipia County on the best parenting style to avoid child abuse or being too permissive .According to Gottman (1997) children have become more nervous, irritable, moody, depressed, impulsive and disobedient. This was found out by a national wide random sample of more than two thousand American children, as rated by parents and teachers. The above traits have been observed and identified by researchers and teachers in Kenya. Brink (2006) emphasizes that there is a variety of behavioral and emotional difficulties experienced by children in Kenya. Although many research have been conducted to investigate the impact of parenting styles on children's social-emotional skills, none has been carried out in Gituamba Division, Laikipia County, therefore this research aims at identify the social-emotional skills displayed by children from authoritarian, authoritative ,permissive and uninvolved parents in Gitumba Division, Laikipia County.

1.2 Statement of the problem

The family is the first window of a child that provide a social network during the first years of development (Hurlock,2003) and a custodian of various parenting styles which facilitate the development of social skills in children. In the upbringing of children parents concentrate more on academic achievements and ignore the critical role played by social emotional knowledge in improving children's academic performance, school success and long life learning. The level of interaction among pre-school children in Gituamba division drew the researcher's attention, many children displayed high levels of aggression, anxiety disorders, low self-esteem while others exhibited confidence, good inter-personal relationships, self-control and social competence. This prompted the researcher to find out how different parenting styles positively or negatively influenced pre-school children social emotional skills development in Gituamba Division Laikipia County.

1.3 Purpose of the study

The study aimed at establishing whether authoritarian, authoritative, permissive and uninvolved parenting styles influenced pre-school children's social emotional skills development in Gituamba Division, Laikipia County.

1.4 Research objectives

The study sought to:

(i) Examine the social emotional skills displayed by pre-school children from authoritarian parents.

(ii) Establish the social emotional skills displayed by pre-school children from authoritative parents.

(iii) Examine the social emotional skills displayed by pre-school children from permissive parents.

(iv) To establish the social emotional skills displayed by pre-school children from uninvolved parents.

1.5 Research questions

The research questions were:

(i) Which are the social emotional skills displayed by pre-school children from authoritarian parents?

(ii) Which are the social emotional skills displayed by pre-school children from authoritative parents?

(iii) Which are the social emotional skills displayed by pre-school children from permissive parents?

(iv) Which are the social emotional skills displayed by pre-school children from uninvolved parents?

1.6 Significance of the study

The findings of this study will provide teachers with knowledge which may help them better their understanding and relate children's social emotional behaviours to their home background and handle children as an individual when it comes to discipline and counselling. The study further aimed at providing useful information that might help stakeholders in early childhood programme to gauge the extent to which parenting practices influences children's social skills development and encourage parents to adopt positive parenting practices which improve children's general performance .Lastly the findings will provide parents with knowledge that will enable them improve their parenting practices which in turn will improve parent-child relationship enabling children to navigate childhood smoothly. This will be done during academic days, staff meetings and prize giving days.

1.7 Limitations of the study

The study was restricted to pre-school children in Gituamba Division, Laikipia County, hence the results of this study cannot be generalized but can only be applied to other similar situations in other counties in Kenya. Again, social emotional skills in children could have be influenced by extraneous variables which were beyond the researcher's control they included children`s cultural background, personality traits, teacher's ability and characteristics, parent's age, parent's social-economic status, better pre-school facilities, teaching and learning resources.

1.8 Delimitations of the study

This study was delimited to parenting styles and pre-school children's social emotional skills development in Gituamba Division, Laikipia County. The study was conducted on pre-school children, teachers, and parents in Gituamba Division Laikipia County; the division had a diversity of parents in terms of socio-economic and cultural aspects as the key conditions to consider in that different parenting styles were likely to emerge.

1.9 Basic assumptions of the study

The assumption guiding the study was that imitation and observational learning increases children's chances of learning new behaviour.

1.10 Definition of key terms

Authoritarian parents: Parents who are strict disciplinarians they expect rules to be followed unconditionally.

Authoritative parents: Warm but firm parents who set limits on their children behaviour at the same time treating children with respect.

Parenting styles: This is a psychological construct representing standard strategies which parents use in nurturing their children.

Permissive parents: Are indulgent and passive parents who avoid confrontation, they give into their children's demand as a way of expressing love.

Preschool: Is an educational institution that caters for the educational needs of children aged between 3-6 years in preparation to joining primary school.

Uninvolved parents: Are parents who are not sensitive to their children's needs or whereabouts, detached from their children's life and they set no targets on their children's behaviours

1.11 Organisation of the study

This study covers five chapters; chapter one is devoted to the introduction of the study, background information of the study, statement of the problem, research purpose, objectives of the study, research questions, limitations and delimitations of the study, basic assumptions, definition of key terms, and ends with the organisation of the study. Chapter two comprises of the introduction and literature review of the problem under study, it highlights scholars' findings and suggestions on parenting styles and children's social emotional skills development at pre-school level. Theoretical and Conceptual framework are included here. Chapter three outlined the methodology adopted for this study which included research design, target population, sampling techniques, sample size, research instruments, instruments validity and reliability, procedures for data collection, data analysis techniques and ends with ethical concerns. The fourth chapter presents the findings and discussions organised around the categories of parenting styles and the four research questions, while chapter five gives the summary, conclusions and recommendations for further study

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a detailed account of the review of both primary and secondary sources of information relevant to the study on the effect of parenting styles on pre-school children's social emotional skills development. It reviewed related literature on parenting styles and children's social emotional skills development by looking at the dependent and independent variables of the study as presented in the conceptual framework. They included authoritarian, authoritative, permissive and uninvolved parenting styles.

2.2 Authoritarian parenting style and children's social-emotional skills development

An authoritarian style is characterized by low attachment behaviours, for example a positive relationship was found between authoritarian parenting style and children who exhibit internalized and externalized behaviour problem which include internalized distress, conduct disorder, and delinquent behaviour (Querido, 2002; Thompson, Hollis & Richards, 2003). In contrast, other studies suggested that the mother's authoritarian style is positively related to child's cognitive and behavioural competence at school, and that children with authoritarian mothers show a positive interaction with their teachers and peers in the classroom (Onastu-Arvilomrni, Nurmi & Aunola, 1998).The researchers suggested that the reason for this discrepancy was the nature of the culture of parents either being collectivists or individualists, whereby in the collectivist cultures, children are used to being controlled and dominated by their parents, so it is normal for them to have positive attitudes towards this authoritarian style. It seems that authoritarian

parenting style within a collectivist culture is not as harmful like it is within a liberal culture (Dwairy & Menshar, 2006).

According to Baurmrid (1987), authoritarian parents are obedient and status oriented, they expect their orders to be obeyed without explanation, utilizing punishment as a way of instilling discipline among their children. In addition they place high demands and are less responsive to their children's inability to behave. Kimberly (2007) states that children from authoritarian parents learn to follow parental rules by adhering to strict discipline leading to children who over rely on their parents' decisions. (Baumrind1967, 1971) suggest that at adolescent they display a multiple of aggressive behaviours which include fighting, alcoholism, truancy and delinquency. More so they tend to associate obedience and success with love, some may act fearful and shy around others children. Authoritarian parents hardly share crucial information with their children on how to solve difficult situations in real life.

Baumrid (1987) indicated that children from authoritarian parents may do well in school and portray good discipline but they tend to have poor social skills, low self-esteem and high levels of depression. They grow up to be highly ambitious people who do not realize their full potential because they over relied on their demanding parents. In addition children from authoritarian families seldom thrive since their spirit is broken and easily give up, many times they rebel. This rebellion often occurs in the teen years when they have enough power to fight back. In many occasions they tend to be irritable, fearful, sulky, unfriendly, easily annoyed, unhappy and vulnerable to stress and hopelessness. Lastly, authoritarian parents are typically old fashioned with rules, ideas and dogmatic lacking empirical sense (Baumrind, 1987).

2.3 Authoritative parenting style and children's social-emotional skills development

From the literature authoritative parents are assertive; they support their children rather than administering punishments. Winsler, Madigan & Aquilino (2005) found an association between authoritative parenting style characterized by (emotional supportiveness, limit- setting, and firmness yet using responsive disciplinary strategies) and positive educational, social, emotional, and cognitive developmental outcomes in children. The authoritative parenting style which is characterized by positive parental emotional support, has proved to positively affect the overall cognitive functioning of children (Bretherton et al., 2005). Authoritative parents support their children by strengthening the positive relationships between them. These relationships help children acquire high levels of cognition (Bretherton,1985), for instance problem-solving (Hubbs-Tait, Kennedy, Topham & Harrist, 2008) and decision-making skills (Baumrind, 1991). Children whose parents who use an authoritative parenting style tend to be progressively more autonomous (Baumrind, 1966, 1967, 1991; Reitman, 2002), they display high self-esteem, confidence, popularity and curiosity (Buri, Louiselle, Misukanis and Mueller, 1988; Wenar, 1994). In general, there is a negative association between authoritative parenting and internalizing and externalizing problems such as conduct problems, anxiety and aggression in childhood and adolescence (Steinberg 1994, Steinberg, 2006). Ngugi, (2008) states that authoritative parents encourage a verbal give and take with their children, allowing children to disagree with them or even to respectively answer them back, for instance the child is free to say " I don't like you mum, you are unfair to me". Parents must recognize that a child may love you for one week and hate you the next week. There is a thin line between what is acceptable and unacceptable behaviour, at this point the parents accepts discipline conformity without intimidating the child with heavy-handed restriction (Rice, 1984). Child's expression of strong feeling, hostility and resentment is

encouraged if it exists but parents prohibits the child from name calling and open rebellion (Horford, 2004).In authoritative household decisions are jointly made by parents and the children; both contribute freely to discuss relevant family issues but the final decision is made by the parents. Children from authoritative parents tend to be socially competent, energetic, friendly and curious (Martin & Colbert, 1997). They have better psycho-social development, higher school grades, self-efficacy and lower delinquent behaviour than children raised by authoritarian or permissive parents (Ngugi, 2008). Nelson (2007) advocates that children should be given freedom of choice within bounds of responsibilities.

2.4 Permissive parents and children's social-emotional skills development

Permissive parenting style is divided into two types; responsive and neglectful (Baumrind, 1991). Responsive parents are more supportive, non-traditional and compassionate, they set high expectations and demands, allow considerable self-regulation, and avoid conflict with their children (Baumrind, 1991). Neglectful parents show low involvement, demands and little communication with their children, more so they do not structure or monitor their children's progress .They allow children to regulate their behaviour and make decisions regardless of the age, parents are extremely ambitious in regards to disciplining and control of their children (Darling,1999).These parents are more responsive than authoritarian parents are towards their children's needs, yet they do not set appropriate limits and rules on their children's behaviours (Baumrind, 1991) .Darling (1999) argued that permissive parenting is associated with children who struggle to regulate their emotions and be accountable of their behaviours. These children are less achievement oriented, susceptible to peer pressure and actively involved in external behavioural problems such as alcohol and illicit drugs. They struggle with depression and anxiety

disorders although they have lower levels of depression than children from authoritarian parents (Darling, 1999; Hamon & Schrod, 2012).

Permissive parents teach children that relation manipulation and coercion are appropriate methods of meeting their needs. They are selfish, impulsive and aggressive in relationships due to lack of know how to compromise or how their actions affects others (Sailor, 2004; Sandstrom, 2007). Permissive parenting includes high levels of parental support with minimal to no parental demands (Baumrind, 1992; Darling, 1999; Hamon & Schrod, 2012; Baharudin&Kord2010). Moore (1992) suggested that parents in this environment may occasionally choose discipline however, discipline is not direct it include ridicule and threat of love withdraw (Bayer &Cegala, Moore, 1992). These parents are reluctant to face confrontation and often accept their children's behaviour and impulses, hindering children from reaching developmental maturation (Sekeran,2007).Baumrind (1991); Bayer &Cegala , (1992); Darling, (1999) states that due to lack of parental monitoring and discipline, this environment hinders children's ability to understand that their actions lead to consequences far from the individual. At times, this relationship is seen as more friendship than an adult-child relationship (Rowinski & Wahler, wahloer& Williams, 2010).

Neglectful parents however create a different situation for their children than responsive parents.(Lamborn, Mounts, Steinberg, & ,1998) found that adolescents from neglectful homes scored low on the majority of adjustment indices. According to Steinberg and Silk (2002) permissive parents are often warm, accepting and they place few demands on their children .They are passive and indulgent on their parenting practices; they believe that the only way to

demonstrate parental love is to give into their children's wishes. Permissive parents rarely say no or disappoint their children, hardly do they discipline their children because they have relatively low expectations and demands in life Pellerin et al (2005). According to Baumrid (1987) permissive parents are more responsive and less demanding, they are non-traditional, lenient with rules, placing no demand for mature behaviour allowing considerable self-regulation and avoiding confrontation with children at every cost. Children from permissive parents may lack self-control and tend to perform poorly in school. Rosenthal (2008) argued that permissive style is based on confusion as parents tend to give children what they demand for, making children to assume that their parents love them most. Often permissive parents want to compensate for what they lacked as children; perhaps they grew in great poverty or were brought up by very strict parents. They regard their children as their best ally, offering children freedom and material goods which they lacked in their childhood. They are more concerned with maintaining friendship with their children rather than exerting control.

This style of parenting is believed to directly contribute to low cognitive and emotional development (Papalia,et al; 1999).Auriola (2000) and Papalia (1999) noted that indulgent parents consider themselves as a resource rather than models, when required to make rules they explain the reason behind them. Papalia further describes them as warm, un-controlling and undemanding; he noted that their pre-schoolers were immature, less self-regulated and exploratory. According to Pellerin (2005) children from permissive families have little respect for orders and routine since few times they were placed on anyone's commands. They tend to have low empathy and anti-social behaviour which affect their adulthood (Schaffer &Jenkins 2009). At times they engage in more selfish motivated activities, however due to high parental interaction they are more creative,

confident and playful especially on the negative side and are less responsible; they exhibit higher levels of hyperactive and aggression than children from any other styles. Permissive parents over-emphasize their children's abilities and attributes leading to an over- inflated person who is egocentric (Cario, 2007). According to Turked and Terzer (2008), Rothrauff (2009) children from permissive parents have high self-esteem, more resourceful than children from other parenting style hence the style is recommended for children who are introverts as it gives them autonomy especially in decision making.

2.5 Uninvolved parenting style and children's social-emotional development

According to Maccoby & Martin (1983) uninvolved parents are also called neglectful parents, detached, dismissive or hands-off parents who are not warm towards their children. They have no control of their children and they set neither limits nor demands on their children. The style is characterized by few demands, low responsiveness and limited communication. Steinberg (2001) stated that uninvolved parents are indifferent on their children's needs, whereabouts, experiences at school or with other peers. They involve phrases like "I don't care where you go, what you do or who you play with, why should I care what you do?" Although uninvolved parents provide basic needs to their children they are distracted from their daily life, in extreme cases they neglect the needs of their children (Steinberg, 2001).

Neglectful parents are emotionally unsupportive to their children's needs, opinions and feelings; this could be as a result of parents prioritizing their needs, financial constraints, alcohol, drug abuse, poverty, mental illness and low self-esteem (Martin & Maccoby, 1983).These priorities make children from uninvolved parents develop the sense that other aspects of their parents

are more important than themselves. Many children often attempt to provide for themselves leading to independence, early maturity and emotionally withdrawn from social situations which later affect relationships in adult life (Petterson, 1992). Children from uninvolved parents are ranked lowest across all life domain; they lack self-control, have low self-esteem, are less competent than their peers and display high levels of aggression and anti-social behaviours which hinders socialization with other children (Patterson, 1992).Uninvolved parents concentrate more on their own needs thus they neglect the needs of their children, from outside, neglectful parents look like indulgent parents yet there are many differences. Finally uninvolved parenting style has long term effect on the social emotional skills development of children even at adulthood, leaving (Patterson, 1992) wondering whether children from uninvolved parents developed any positive social skill.

2.6 Theoretical framework

This study was guided by the Social Learning Theory (1925) which stipulates that social learning takes place through observation of modelled behaviour, listening and taking instruction. Albert Bandura (1925) asserted that imitation and observational learning increases children chances of learning and acquiring new behaviours. Rogof (1990) also agrees with this approach and supports the concept of children as apprentice to older and more experienced persons. Skinner (1990) in his Theory of Operant Conditioning stated that children's behaviour can be modified by reinforcement, rewards and punishments. The theory further suggests that different behaviours portrayed by pre-school children either good or bad may be shaped by parents and teachers taking advantage of social learning theory, by setting desirable behaviours which include patience, obedience,

competence, honesty, generosity and cordial relationships as children observe and make decision to choose between good or bad.

2.7 Conceptual framework

The conceptual framework shows the relationship between the independent, extraneous and dependant variables and how parenting styles influence pre-school children's social emotional skills development. The parenting styles include authoritative, authoritarian, permissive and uninvolved. Pre-school children may manifest the following behaviours fear, shyness, withdrawal, high or low self-esteem, confidence, happiness, patience, aggression and truancy .However, the relationship may be modified by extraneous and intervening variables such as economic status of the parents, child's personality traits, culture, and parents' level of education, school support and family background.

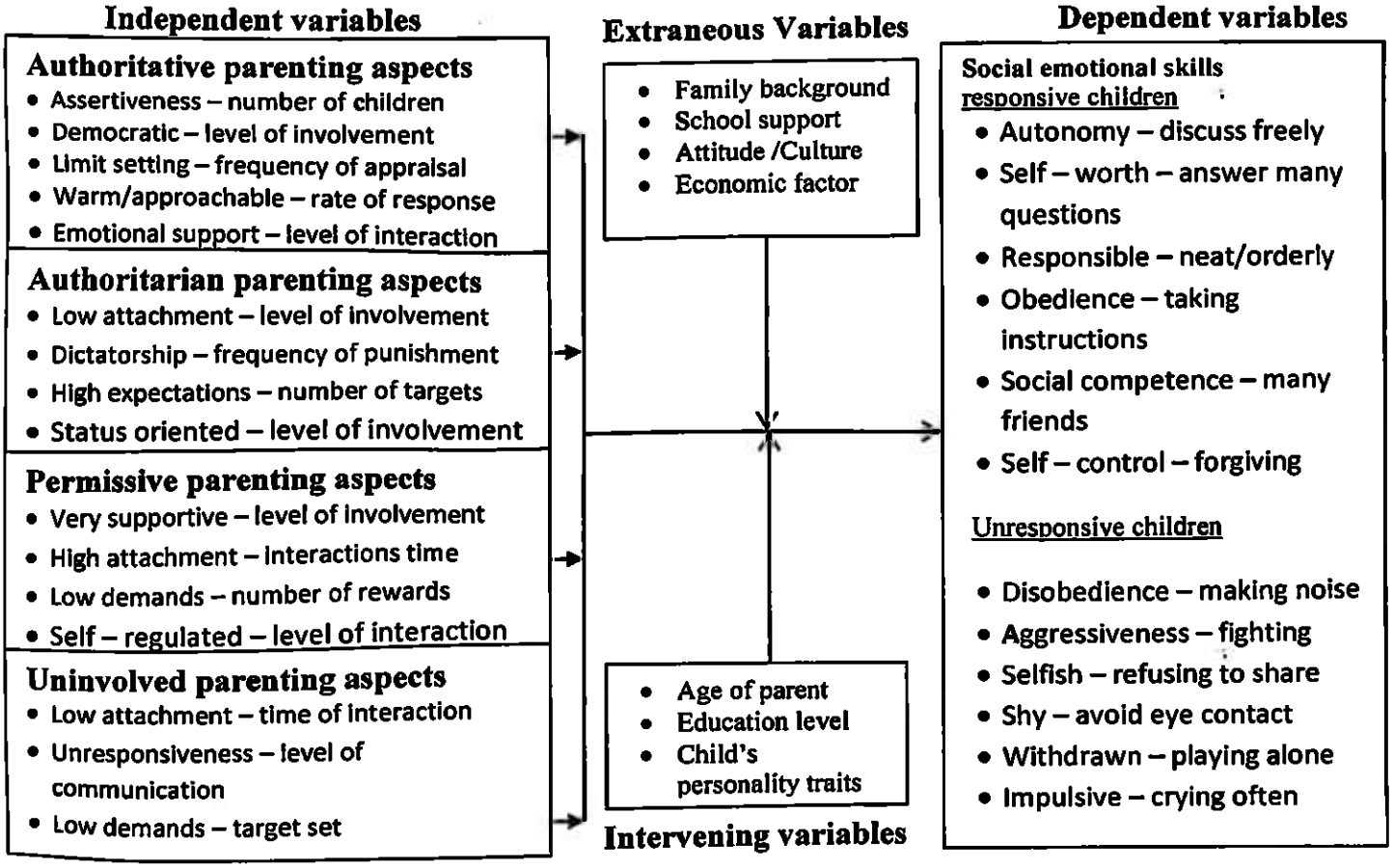

Figure 2.1: Conceptual framework on parenting styles and the influence on children's social emotional skills development

The conceptual framework explains the relationship between the independent and the dependant variables. The independent variables of this study were the parenting styles which were divided into the following components: authoritative, authoritarian, permissive and uninvolved parenting styles. The dependant variable was the social emotional skills development among pre-school children in Gituamba Division, Laikipia County, which were divided into two parts; responsive children who manifested autonomy, self-control, social competence, obedience while unresponsive children revealed low self-worth, aggressiveness, self-centeredness, dependent and antisocial behaviours. The relationship between the independent and dependent variables were affected by the intervening and extraneous variables which had a contingent impact on the dependent variables. For instance low parent level of education may lead to poor parenting skills which could negatively affect children's social emotional skills development, while child's personality traits may determine child's temperament and social character.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology applied in realizing the study objectives. The content is organized under; research design, target population, sample size, sampling technique, tools for data collection, instruments validity and reliability, procedure for data collection, data analysis and ethical issues are also explained here.

3.2 Research design

Descriptive survey design was applied which facilitated data collection that described specific characteristics of phenomena in order to determine population status compared to one or more variables, by allowing the researcher to gather and report information on the ground without manipulation. In addition, the design sought answers on the impact of authoritative, authoritarian , permissive and uninvolved parenting styles on children's social emotional skills development leading to positive or negative interpersonal relationships, social competence, low or high self-esteem and self-control among others. Mugenda & Mugenda (2003) recommends the design as it describes conditions, relationships, opinions, and developing trends without manipulation.

3.3 Target population

The study targeted forty-four (n=44) pre-schools, both public and private, three hundred (n=300) pre-school children, eleven (n=44) pre-school teachers and three hundred (n=300) parents with children in the sampled pre-schools in Gituamba Division, Laikipia County. Pre-schools were

selected for this study because early childhood education is the foundation of whole education. Oson and Onen (2009) assert that success or failure of education at this level may be carried forward to higher levels of education. Pre-schools were located in 3 sub-zones; four pre-school in Maina sub-zone, four in Mariakani sub-zones and three in Uaso sub-zone as the region had children from diverse Kenyan communities, different religious and socio-economic backgrounds hence suitable for this study. The study focused on Gituamba Division, Laikipia County because many pre-school children in this division were hit by a wave of indiscipline, anxiety, fear, low self-esteem and poor social skills.

3.4 Sample size and sampling procedure

The study employed stratified random sampling technique to identify pre-school children to participate in the study. Sekaran (2003) proposes the technique as it enables the researcher to identify sub-groups and their proportion in a population selected from each sub-group to form a representative sample. In the view of Mugenda and Mugenda (1990) 20% to 30% of the target population is sufficient to make a generalization. The study used 25% of the target population which was slightly higher than the minimum recommended percentage to cater for attrition and poorly responded questionnaires. The target population included children from both public and private pre-schools and so the population could not be regarded as homogeneous since children from public and private pre-schools may not have similar characteristics, therefore 25% of (n= 300) was approximately Seventy-Five (n=75) pre-school children who were between 5-6 years old being prepared for primary education in Gituamba Division, Laikipia County. The researcher selected 7 public and 4 private pre-school schools using simple random sampling technique, (n=75) parents of the sampled pre-school children who were the custodian of the parenting styles were

stratified sampled as fathers or mothers. All the eleven (n=11) pre-school teachers from the sampled schools supported the researcher where necessary in data collection because they had a day to day interaction with children's attitude and behaviours and they kept a daily record of how parents were involved in the learning process of their children as revealed through parental availability and support.

Table 3.1: Samples of the study

	Target population	**Percentage**	**Sample population**
Schools	44	25	11
Teachers	44	25	11
Children	300	25	75
Parents	300	25	75

3.5 Research instruments

Questionnaire, interview and observation techniques were adopted in gathering information while questionnaire and interview guides were the main tools for this study.

3.5.1 Observation schedule for children

The researcher used observation schedule to identify the social emotional skills displayed by the sampled pre-school children in Gituamba Division, the researcher observed children at the playground to observe how freely they shared play materials, controlled emotions and actively participated in different activities. The researcher further observed children in the classroom to assess their ability to cooperate, listen, take-turns, follow teacher's instructions and shared learning materials.

3.5.2 Questionnaires

The researcher used questionnaires for the pre-school teachers to collect information on children's behaviour and participation in physical activity, for example how they aggressively interacted with other children, shared play materials, took turns and gave an account on how parenting styles influenced children's social emotional skills development. This instrument was suitable for the pre-school teachers since all were elites, secondly questionnaires collected plenty of information over a short time and collected data could easily be analysed.

3.5.3 Interview schedule for parents and children

This instrument evaluated the extent to which parental involvement influenced children's social skills development among authoritarian, authoritative, permissive and uninvolved parenting styles. The researcher interviewed the sampled pre-school parents to establish how they actively interacted and involved themselves in the upbringing of their children in terms of giving emotional support, limits setting, being assertive and the expectations they had for their children .This instrument was suitable for the parents as it helped the researcher to evaluate parental involvement in the development of children's social emotional skills.

3.6 Validity and reliability of the instruments

After preparing various instruments, they were subjected to expert judgment to ascertain their validity. For this study the instruments were validated by my University of Nairobi supervisor from the Faculty of Education who specializes in this field to critically ascertain whether they were in line with the laid down objectives. This is in accordance to Borg and Gall, (1989) who

recommends the use of an expert to ascertain content validity of the instruments. Items that inadequately generated the required information were dropped and other items that generated appropriate information were adopted .Borg & Gall (1989) recommends pre-testing of the instruments to ensure reliability before the main study is carried out. It involved administration of the research instruments to a selected sample of respondents not in the study.

The instruments were piloted on (15) pre-school children and (15) parents of the sampled pre-school children and one (1) teacher from Mahua pre-school in the neighbouring Kinamba Division to determine the reliability of the instruments, as children in Kinamba Division shared similar experiences and characteristics. After two weeks a re-test of the instruments coded differently was administered to the same group keeping the initial conditions constant this allowed adjustment and rephrasing of research instruments where necessary. The observation and the interview schedule for parents and children gave consistent results making them reliable for this study. The feedback from the questionnaires were manually scored, the two testing were correlated and analysed using Pearson's correlation coefficient to determine the reliability, whereby the first testing scored 0.71 and the second testing scored 0.78 respectively. Gay (1992) affirms that research tools with a correlation coefficient ranging from 0.7 to 1.0 is reliable for the study.

$$r=\frac{\sum xy-(\sum x)(\sum y)/n}{\sqrt{[\sum x^2-(\sum x)^2/N][\sum y^2-(y)^2/N]}}$$

Where: r = Pearson's correlation coefficient

x=value in the first set of data, y=value in the second set of data n =total number of values

(Source: Pearson's correlation coefficient @Tutor vista.com.html)

3.7 Procedure for data collection

A letter of introduction from the University of Nairobi was obtained for identity and a research permit sought from National Commission for Science, Technology and Innovation (NACOSTI) which is charged with the responsibility of issuing permits for research in Kenya, in order to collect data in public pre-schools. The researcher proceeded further to seek clearance from District Education Office in Nyahururu on the study that was to take place in his area of jurisdiction, afterwards contacted head teachers of the sampled pre-schools and booked appointments with the sampled teachers and parents. The researcher briefed the teachers and parents on the importance of the study and assured them of privacy by giving them numbers instead of writing their names. The researcher issued the questionnaires, briefed teachers on how to fill and administered the questionnaires, after that they agreed on a date for collection. This ensured an increase on the response rate and eligibility in the study. The researcher sought permission from the parents, read the instructions to the parents after that interviewed each parent on their parenting practises in order to corroborate the data generated from the questionnaires. The pre-school teachers interviewed children on behalf of the researcher since children were more comfortable with their teachers while the researcher ticked children's answers correctly. The researcher proceeded further to fill the observational schedule for children by observing children as they interacted and shared play and learning materials in the classroom and at the playground. The coding technique was used for the purpose of matching returned questionnaires with those issued to the respondents.

3.8 Data analysis

Collected data was coded and analysed by computer using a statistical software SSPS (Statistical Package for Social Science) window 20.0. Collected data was both qualitative (observation and

interview data) and quantitative (questionnaires) in nature .Questionnaires were sorted and grouped in line with the research questions and entered for computer analysis. On the other hand observational data was code, classified and tabulated into meaningful categories using descriptive and inferential statistics. Quantitative data was summarized and presented in tables, frequencies and percentages in relation to the research objectives which sort to establish how authoritarian, authoritative, permissive and uninvolved parenting styles influenced children's social emotional skills development. According to Pier (1995), in data analysis percentages have considerable advantage over complex statistics. Qualitative data was transcribed and then analysed using content analysis which involved categorizing data into common themes and present as narrative. The study themes were to identify the social emotional skills displayed by pre-school children from authoritarian, authoritative, permissive and uninvolved parents

3.9 Ethical concerns

The researcher secured an authority letter from University of Nairobi and a research licence from National Commission of Science, Technology and Innovation (NACOST), made a courtesy call to the Nyahururu Sub-county Director of Education. The researcher further sought permission from the sampled pre-schools' headteachers, after the consent all potential participants were informed about the purpose of the study. Participants' dignity, potential risks and benefits were maintained and no respondent was subjected to physical, emotional or psychological injuries as respondents were free to participate or leave at any point of the study. In addition, participants' identity were treated with confidentiality by not writing their names.

CHAPTER FOUR

FINDINGS AND DISCUSION

4.1 Introduction

Chapter four contains interpretation and findings from the respondent questionnaires, demographic data of the respondents and research findings on the social emotional skills displayed by pre-school children from authoritarian, authoritative, permissive and uninvolved parenting styles in Gituamba Division, Laikipia County. The findings were presented as per the study objectives in tables using frequencies and percentages.

4.2 Demographic information of the respondent parents

The background information of the sampled parents who took part included age bracket, number of parents in various parenting styles and gender. All these were expected to give the nature of the participants

Table 4.1: Background information of the respondent parents

Parenting Styles	Authoritarian		Authoritative		Permissive		Uninvolved	
No of Parents	F	%	F	%	F	%	F	%
	11	14.7	39	52	10	13	15	20
Age bracket	(20 - 25) yrs		(26 – 35) yrs		(36 – 45) yrs		(Above 45) yrs	
	F	%	F	%	F	%	F	%
	19	25.6	16	34.7	25	33.3	5	6.2
Parent's gender	Male				Female			
	F	%			F	%		
	12	16			63	84		

The analysis on Table 4.1 display that14.7% (n=11) of the sampled parents in Gituamba Division Laikipia County were authoritarian in nature, 52% (n=39) were democratic, 13% (n=10) were

permissive and the remaining 20% (n=15) were less involved in the upbringing of the children. Generally researchers are in agreement that parenting styles affects children's self-worth, efficacy, self-esteem and identity development which are related to pre-school children's social skills. The data reviewed that28.3% (n=19) of the sampled parents were between (20-25) years of age, 34.7% (n=26) belonged to the bracket of (26-35) years, 33.3% (n=25) were in (36-45) years bracket and only 6.7% (n=5) of the remainder were above (45) years. This proved that majority of the pre-school parent's belonged to (20-45) year's age bracket; this is in line with the expected child bearing age. The results further suggested that an overwhelming 84% (n=65) of the parents who participated in the study were female as compared to male who were only 16% (n=12), meaning female parents contributed a lot in the upbringing of children than men. A similar study carried out by Ndani in (2008) noted that more women turned up for the study than men, he attributed this finding to the fact that most men were engaged in employment labour than women. Mwaura, (2004) suggested that child rearing in the African context is mainly a woman's affair.

4.3 Background information of the respondent pre-school children

Table 4.2 gave background information of the sampled pre-school children aged between5-6 years in relation to gender and the parenting styles they were subjected to.

Table 4. 2: Background information of the respondent pre-school children

Parenting style	Authoritarian		Authoritative		permissive		uninvolved	
No. of children	F	%	F	%	F	%	F	%
	11	14.7	39	52	10	20	15	20
Children's gender	Male				Female			
	F	%			F	%		
	29	38.7			46	61.3		

The summary displayed in Table 4.2 indicates that 14.7% (n=11) of the sampled pre-school children in Gituamba Division, Laikipia County were from authoritarian parents, 52% (n=39) from authoritative parents, 13 %(n=10) from permissive household and 20% (n=15) of the remainder were from uninvolved parents. This is in line with Ndetei (2004) who suggested that the family set-up of a child influences his or her social emotional skills, for instance if a child is brought up by authoritative parents there is a likelihood of the same traits being transferred to the child. Table 4.2 further suggested that 61.3% (n=46) of the children were female while 38.7% (n=29) were male a clear indication female children predominated pre-schools in Gituamba Division, Laikipia County. This is in line with the education trend in Kenya where female children are more than male in most pre-school.

4.4 Background information of the respondent teachers

Table 4.3 gave information about teacher's level of education and gender in relation to female or male.

Table 4.3: Background information of the pre-school teachers

Teacher's education	ECDE (Cert)		ECDE (Dip)		ECDE (BED)	
	F	%	F	%	F	%
	6	54.5	4	36.4	1	11.1
Teacher's Gender	Male				Female	
	F	%			F	%
	—	—			11	100

Table 4.3 indicated that pre-school teachers had diverse training in Early Childhood Education (ECDE), the results reflected that 54.5% (n=6) of the sampled pre-school teachers in Gituamba

Division, Laikipia County had a certificate in E.C.D.E, 36.4% (n=4) a diploma in E.C.D.E and only 11.1% (n=1) had a degree in E.C.D.E. The results reflected what Munyeki (1997) found out that professional qualification attained through training help teachers develop professional attitude, skills and knowledge. Adeye (1998) also argued that lack of teachers who are academically and professionally qualified would have a negative impact on provision of early childhood education, given that social emotional skills are largely acquired in an education set-up with the teachers being at the centre of a child's education, hence trained teachers would be well equipped with the required skills to facilitate children in attaining the desired social skills. The findings on Table 4.3 further suggested that female teachers were predominant at 100% (n=11), this supported Thompson (2008) who suggested that societies have different cultures, norms, expectations and defined gender roles; whereby the responsibility of rearing children belongs to women and since pre-school teachers are products of societies, they reflect values and transmit societal norms, and practices as they teach. Yin (2003), suggested that teachers not only educate but also transmit values, norms and traditions practised in the society.

4.5 Authoritarian parenting style and children's social emotional skills development

Table 4.4 displays aspects of authoritarian parenting style and children's cooperation, self-worth ability to share play and learning materials, turn-taking, and how children controlled their emotions as they interacted with other children.

Table 4. 4: Aspects of authoritarian parenting style and children's scores in social emotional skills

Aspect of Authoritarian Parents	Sharing F % Sc	Cooperation F % Sc	Self-control F % Sc	Self esteem F % Sc	Follow rules F % sc	Listening / Turn taking F % Sc	Mean score
Dictatorship	4 36.4 1 7 63.6 2	4 36.4 1 7 63.6 2	1 9.1 1 7 63.6 2	8 72.7 1 3 27.3 2	3 29.3 2 8 72.7 4	4 36.4 1 4 36.4 2 3 9.1 3	2.0
Little Communication	3 27.3 1 8 72.7 2	10 90.9 2 1 9.1 3	5 45.5 1 6 54.5 2	2 18.2 1 9 81.8 2	1 9.1 1 5 45.5 2 5 45.5 3	3 27.3 1 7 63.6 2 1 9.1 3	1.6
Unresponsiveness	3 27.3 1 6 54.5 2 2 18.2 3	3 27.3 1 8 72.7 2	7 63.6 1 3 27.3 2 1 9.1 3	4 36.4 1 6 54.5 2 1 9.1 4	2 18.2 1 8 72.7 2 1 9.1 3	6 54.5 1 5 45.5 2	1.9
High expectations	7 63.6 1 4 36.4 2	1 9.1 1 9 81.8 2 1 9.1 3	10 90.9 1 1 9.1 4	1 9.1 1 10 90.9 2	7 63.6 2 4 36.4 4	9 81.8 2 2 18.2 3	2.2
Strictness	2 18.2 1 8 72.8 2 1 9.1 4	4 36.4 1 7 63.6 2	9 81.8 1 1 9.1 2 1 9.1 4	8 72.7 1 3 27.3 2	1 9.1 1 2 18.2 2 8 72.7 4	1 9.1 1 10 90.9 3	2.1
Status Oriented	8 72.7 2 2 18.2 3 1 9.1 4	10 90.9 1 1 9.1 2	2 18.2 1 9 81.8 2	6 54.5 1 4 36.4 2 1 9.1 3	11 100 1	1 9.1 1 6 54.5 2 4 36.4 4	1.8

Key: f- frequency; % percentage; sc – score; (1 – lowest; 4- highest score)

Table 4.4displays that parents who exercised dictatorship in the rearing of children 36.4% (n=4) of the children scored 1 and 63.6% (n=7) scored 2, an indication of children who had difficulties in sharing play and learning materials, most evident at the playground where children from authoritarian families hesitated to give out ball to team mates, share books and pencils. In several occasions they were quoted saying "My mother told me not to share my things; she will beat me". Parents who exercised little communication 27.3% (n=3) of the respondent children scored 1 and 72.7 (n=8) scored 2.

Towards parents who were unresponsive to their children's needs, feelings and opinions 27.3% (n=3) of the children scored 1, 54.5% (n=6) scored 2 and 18.2% (n=2) scored 3 respectively, while parents who had high expectations on their children 63.6% (n=7) of the children scored 1 and 36.4 % (n=4) scored 2. Table 4.4 further displayed that parents who exercised strictness 18.2% (n=2) of the children scored 1, 72.2% (n=8) scored 2 and only 9.1% (n=1) scored 3. Lastly parents who were status oriented 72.7% (n=8) of the children scored 1, 18.2% (n=2) scored 2 and 9.1% (n=1) scored 3.

On the development of cooperation as a social emotional skill, table 4.4displayed that 36.4% (n=4) of the children whose parents exercised dictatorship scored 1 and 63.6% (n=7) scored 2. Parents who exercised little communication an over whelming 90.1% (n=10) of the children scored 1 and just 9.1% (n=1) scored 2, whereas parents who were unresponsive to their children's needs, feelings and opinion 27.3% (n=3) of the children scored 1, and 72.7% (n=8) of the majority scored 2. Parents who exercised strictness 36.4% (n=4) of the children scored 1 and 63.6% (n=7) scored 2, while an overwhelming 90.1% (n=10) of the respondent children whose parents were status oriented scored 1 and only 9.1% (n=1) scored 2.

On the development of self–control as a social skill among pre-school children table 4.4 further indicated that parents who exercised dictatorship only 9.1% (n=1) of the children scored 1, 63.6% (n=7) scored 2 and 18.2% (n=2) scored 4. Parents who expressed little communication to their children 45.5% (n=5) of the children scored 1 and 54.5% (n=6) scored 2, whereas parents who had high expectations on their children's ability 90.1% (n=10) of the children scored 1 and just 9.1% (n=1) scored 4. When it comes to parents who were strict on their children 81.8% (n=9) of the

children scored 1, the remaining population registered an equal share of 9.1% (n =1) scoring 2 and 3 respectively, whereas parents who were status oriented 18.2% (n=2) of the children scored 1 and 81% (n=9) of the majority scored 4.

On the development of self-esteem as a social emotional skill table 4.4displayed 72.7% (n=8) of the children whose parents applied dictatorship scored 1, 27.3% (n=3) scored 2, while parents who expressed little communication 18.2% (n=2) of the children scored 1 and 81.8% (n=9) scored 2. In regard to parents who were unresponsive36.4% (n=4) of the children scored 1, 54.5% (n=6) scored 2 and just 9.1% (n=1) scored 4, while parents who had high expectations 9.1% (n=7) of the children scored 1 and an overwhelming 90.1% (n=10) scored 2. Parents who exercised strictness 72.2% (n=8) of the children scored 1 and 27.2% (n=3) scored 2.Finally under self-esteem parents who were status oriented 54.5% (n=6) of their children scored 1, 36.4% (n=4) scored 2 and 9.1 (n=1) scored 3.

On the development of children's ability to follow rules as a social skill, table 4.4 indicate that 27.3% (n=3) of the children whose parents were dictators scored 1 and 72.4% (n=8) scored 4. Parents had limited communication with children only 9.1% (n=1) of the respondent children scored 1 while 45.5% (n=5) registered an equal number of respondents scoring 2 and 3 respectively, while parents who were unresponsive to their children's demands and needs 18.2% (n=2) of the children scored 1, 72.7% (n=8) scored 2 and 9.1% (n=1) scored 3. Table 4.5 further suggested that parents who practised strictness in the upbringing of children 9.1% (n=1) of the children scored 1, 18.2% (n=2) scored 2 and 72.9% (n=8) scored 3, while parents who were status oriented an overwhelming 100% (n=1) of the children scored 1.

On the development of listening and turn-taking as a social emotional skill among pre-school children table 4.4 displays that 36.4% (n=4) of the children whose parents applied dictatorship registered an equal score of 1 and 2 respectively, while 27.3% (n=3) of the remaining children scored 3. Parents who expressed little communication 27.3% (n=3) of the respondent children scored 1, 63.6% (n=7) scored 2, and 9.1% (n=1) scored 3, whereas parents who set high targets on their children 81.8% (n=9) of the children scored 2 and 18.2% (n=2) scored 3. Towards parents who exercised strictness 9.1% (n=1) of the children scored 2 and overwhelming 90.9 % (n=10)

scored 3, while parents who were status oriented 9.1% (n=1) of the children scored 1, 54.5% (n=6) scored 2 and 36.4% (n=4) scored 4.

Looking at the social emotional skills across the varied authoritarian parenting aspects, children's ability to follow rules was ranked highest on parents who exercised dictatorship with 72.7% (n=8) of the children scoring 4, followed by self-esteem, listening and turn–taking registering an equal low number of 18.2% (n=2) respectively, cooperation and sharing registered none. For the parents who expressed little communication children's ability to follow rules was ranked highest with 45.5% of the children scoring 3, followed by cooperation, listening and turn- taking at an equal low number of just 9.1% (n= 1) scoring 3 respectively. The findings on table 4.4 further indicated that parents who were unresponsive to their children's needs, feelings and opinions, children's self-esteem was ranked highest with 9.1% (n=1) children scoring 4, the other five social skills registered none. A disparity was noted on parents who had high expectations whereby children's ability to follow rules was ranked highest with 36.4% (n=4) children scoring 4, followed by self-control with just 9.1% (n=1) children scoring 4, the other four social skills said otherwise. Table 4.4 further displayed that parents who exercised strictness children's ability to follow rules was ranked highest with 72.7% (n=8) children scoring 4, followed by self-control with 9.1% (n=1) children scoring 4 the other social skills registered none. Lastly parents who were status oriented listening and turn-taking was ranked highest with 36.4% (n=4) children scoring 4, followed by children's ability to share play and learning materials with just 9.1% (n=1) children scoring 4, the other social emotional skills scored otherwise.

From the findings on table 4.4 it was evident that authoritarian parenting aspects to a great extent negatively influenced pre-school children social skills development, the findings added weight to Rothbaum & Weiss (1994) who argued that parental dictatorship and unresponsiveness increases children's behavioural problems such as fear, anxiety and low self-esteem. For instance at the playground the researcher observed that most of the children from authoritarian parents were shy, scared, confused and hardly could they express themselves when asked questions, they chose to scribble with their toes a reflection of fear most likely instilled by parents as they exercised power as a way of controlling their children thus leaving most of them with a broken spirit. Although table 4.4 indicated that authoritarian parenting style negatively affected children's social emotional

skills development, parental control and strictness had positive impact on children's ability to listen, take-turns and follow rules. For instance during class time the researcher observed that most of the children from authoritarian parents remained quiet, orderly and stood up when answering questions as opposed to children from other parenting styles who cared less on how they responded to the teacher. This discrepancy supported (Onasty – Arvilommi, Nurmi & Aunola, 1998) who argued that, the nature of the parent's culture influences children's ability to follow rules and instructions. For instance in the collectivist culture children are accustomed to parental control this enables children to positively interact with teachers and their peers as they learn and play.

The researcher concluded that the most popular positive social emotional skills displayed by children from authoritarian parents was ability to follow rules as parents emphasized on strict adherence to rules and orders without explanation, utilizing punishment as a way of insisting discipline and control. This supported Kimberly (2007) who commented that children from authoritarian parents learn to follow parental rules by strict adherence to rules. On the development of self- control as a social emotional skill, table 4.4 displayed majority of the children scored between 1 and 2 an indication of children who had difficulties in controlling their emotions; in one occasion at the playground the researcher observed child "A" who easily got irritated, cried hysterically and fought other children without caring the consequences of his actions, this demonstrated that the child harboured a lot of pain mostly likely inflicted by the parents as they administered harsh punishment aiming at controlling and instilling discipline. This added weight to Baumrind findings (1987) who commented that children from authoritarian household tend to be easily irritable, vulnerable to stress and hopelessness as parents utilize punishment aiming at instilling discipline without explanation.

4.6: Authoritative parenting style and children's social emotional skills development.

The analysis on table 4.5 display a summary of authoritative parenting aspects and children's ability to cooperate, listen, take-turns, self-esteem, sharing of play and learning materials, and ability to control emotions as they interact with their peers at the playground..

Table 4. 5: Aspects of authoritative parenting style and children's scores in social emotional skills

Authoritative parenting Aspects	Cooperation			Sharing			Self – control			Self – esteem			Follow Rules			Listening/ turn - taking			Mean scores
	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	
Emotional support	5	12.8	2	7	17.9	2	2	5.1	2	36	92.3	3	31	79.5	3	1	2.6	1	
	28	79.8	3	32	82.1	3	2.9	64.1	3	3	7.7	4	8	20.5	4	25	64.1	3	3.1
	6	15.3	4				12	30.8	4							13	83.3	4	
Democratic	24	61.5	3	1	2.6	2	4	10.3	2	5	12.8	2	39	100	3	1	2.6	2	
	15	38.5	4	27	69.2	3	35	89.7	3	23	59.0	3				38	97.4	3	2.9
Assertiveness	7	17.9	2	3	7.6	1	2	5.1	1	12	30.7	2	32	82.1	3	5	12.8	1	
	16	41.0	3	36	92.3	3	8	20.5	2	27	69.2	3	7	17.9	4	27	69.2	3	2.6
	11	41.0	4				29	74.4	3							7	17.9	4	
Warm and approachable	35	89.7	3	1	2.6	2	1	2.6	1	3	7.7	2	2	5.1	2	6	15.4	2	
	4	10.3	4	30	76.9	3	2	5.1	2	34	87.2	3	35	89.73	3	33	84.6	3	3.0
				8	20.5	4	36	94.3	3	2	5.1	3	2	5.1	4				
Firm / limit setting	22	56.4	2	1	2.6	1	10	25.6	2	14	35.9	2	17	43.6	3	11	28.2	2	
	17	43.6	3	19	48.7	2	29	74.4	3	25	64.1	3	22	56.4	4	28	71.8	3	2.5
				19	48.7	3													

Key: f – frequency, % percentage, sc= scores (1- lowest, 4 – highest)

On the development of cooperation as a social emotional skill among pre-school children, parents who emotionally supported their children 12.8% (n=5) of the children scored 2, 71.8% (n=28) scored 3 and 15.3% (n=4) scored 4, a general indication of children who were able to cooperate as observed at the playground where most of the children from authoritative parents had between (2-5) friends. Parents who exercised democracy 61.5% (n=24) of the children scored 3 and 38.5% (n=15) scored 4, while parents who were assertive 17.9% (n=7) of the children scored 2 and an equal number of 41% (n=16) scored 3 and 4 respectively. Towards parents who were warm and approachable an overwhelming 89.7% (n=35) of the children scored 3, and 10.3% (n=4) scored 4, whereas parents who were firm and limit setting 56.4% (n=2) of the children scored 2 and 43.6% (n=17) scored 3 in regard to children's ability to cooperate.

When it came to the development of sharing as a social emotional skill among pre-school children, table 4.5 further display 17.9% (n=7) of the children whose parents offered emotional support scored 2 and 82.1 % (n=32) scored 3. Parents who practiced democracy 2.6% (n=1) of the children scored 1, 69.2% (n=27) scored 3 and 25.6% (n=11) scored 4, while parents who were assertive 7.6% (n=3) of the children scored 1 and an overwhelming 92.3% (n=36) scored 3. When it came to parents who were warm and approachable only 2.6% (n=1) of the children scored 2, 76.9% (n=30) scored 3 and 22.5% (n=8) scored 4. Lastly, under children's ability to share parents who were firm and limit setting 2.6% (n=1) of the children scored 1, the remaining population registered an equal share of 48.7% (n=19) scoring 2 and 3 respectively

In regard to self-control as a social emotional skill among pre-school children table 4.5 further displays that parents who emotionally supported their children 5.1%(n=1) of the children scored 2, 64.1% (n=25) scored 3 and 30.8% (n=12) scored 4, while parents who practiced democracy 10.3% (n=4) of the children scored 2, and 89.7% (n=35) scored 3. Parents who practiced assertiveness in the upbringing of children 5.1% (n=2) of the children scored 1, 20.5% (n=8) scored 2 and 74.4% (n=29) scored 3, while parents who were warm and approachable 2.6% (n=1) of the children scored 1, 5.1% (n=2) scored 2 and an overwhelming 94.3% (n=36) scored 3, whereas parents who were firm and limit setting 25.6% (n=10) of the children scored 2 and 74.4% (n=30) scored 3 in regard to children's ability to control emotions.

On the development of self- esteem as a social emotional skill table 4.5 indicates 92.3% (n=36) of the children whose parents gave emotional support scored 3 and 7.7% (n=3) scored 4, while parents who were democratic 12.8% (n=5) of the children scored 2, 59.0% (n=23) scored 3 and 28.2% (n=11) scored 4. When it came to parents who were assertive 30.7% (n=12) of the children scored 2 and 69.2% (n=27) scored 3, while parents who were warm and approachable 7.7% (n=3) of the children scored 2, 87.2% (n=34) scored 3 and just 5.1% (n=2) scored 4. Lastly under self-esteem parents who were firm and limit setting 35.9% (n=14) of the children scored 2 and 64.1% (n=25) scored 3.

Towards children's ability to follow rules as a social emotional skill development, table 4.6 displays 79.5% (n=31) of the children whose parents offered emotional support scored 3 and 20.5% (n=8) scored 4. Parents who practised democracy an overwhelming 100% (n=39) of the children scored 3, while parents who were assertive 82.1% (n=32) of the children scored 3 and 17.9% (n=7) scored 4. Table 4.5 further displays parents who were warm and approachable to their children an equal low share of 5.1% (n=2) of the children scored 2 and 4 respectively, while an overwhelming 89.7% (n=35) of the remaining children scored 3. Lastly under children's ability to follow rules parents who were firm and limit setting 43.6% (n=17) of the children scored 3 and 56.4% (n=23) scored 4.

On the development of listening and turn-taking as a social skill among pre-school children table 4.5 shows that 2.6% (n=1) of the children whose parents gave emotional support scored 2, 64.1% (n=25) scored 3 and 33.3% (n=13) scored 4. Parents who were democratic 2.6% (n=2) of their children scored 2 and an overwhelming 97.4% (n=38) scored 3, while parents who were assertive 12.8% (n=5) of the children scored 1, 69.2% (n=27) scored 3 and 17.9% (n=7) scored 4. In regard to parents who were warm and approachable 15.4% (n=6) of the children scored 2 and 84.6% (n=33) scored 3, lastly parents who were firm and limit setting 28.2% (n=11) of the children scored 2 and 71.8% (n=28) scored 3.

Looking at the social emotional skills across the varied authoritative parenting aspects children's ability to listen and take-turns was ranked highest on parents who emotionally supported their children at 33.3% (n=13) of the children scoring 4, followed closely by self- control with 30.8%

(n=12) of the children scoring 4, while children's self- esteem came fourth with a low number of 7.7% (n=3) children scoring 4, while sharing scored otherwise. For the parents who gave emotional support children's ability to cooperate was ranked highest with 38.5% (n=16) children scoring 4, closely followed by self- esteem with 28.2% (n=11) children scoring 4, sharing ability came third with 25.4% (n=10) children scoring 4, while self-control and ability to follow rules said otherwise. The findings on table 4.5 further displays that parent's assertiveness in acquisition of social emotional skills among children from authoritative parents, cooperation was ranked highest with 41.0% (n=16) children scoring 4, followed by listening, turn-taking and ability to follow rules registering an equal number of 17.9% (n=7) children scoring 4, the other social skills scored differently. For the parents who were warm and approachable sharing was ranked highest with a low number of 20.5% (n=8) children scoring 4, followed by cooperation with 10.3% (n=4) children scoring 4, while self-esteem and children's ability to follow rules registered an equal low number of just 5.1% (n=2) children scoring 4 respectively, the other social skills scored otherwise. A disparity was noted on parents who were firm and limit setting whereby children's ability to follow rules was ranked highest with 56.4% (n=22) children scoring 4, the other five social skills scored otherwise.

The findings displayed by table 4.5 generally indicates that authoritative parenting aspects to a great extent positively influenced children's social emotional skills development as it was observed where most of the children scored between 3 and 4 an indication of children who were socially competent, this supported Winsler, Madigan and Aquiline (2005) who found an association between authoritative parenting style characterized by emotional supportiveness, limit setting and parents giving children freedom of choice with bounds of responsibility as it boosted children's self- esteem, ability to follow rules, listen and taking-turns as shown by table 4.6 whereby above 92.3% (n=36) of the majority children scored between 3 and 4. For instance at the playground the researcher observed that when the teacher asked for a volunteer pupil to perform a certain activity, children from authoritative parents quickly raised their hands up and demonstrated the activity with a lot of pride and confidence an indication of children who were progressively autonomous, brave and confident most probably influenced by parents giving emotional support to their children. When it came to children's ability to follow rules an over whelming 100% (n=39) of the children scored 3 an indication of children who were able to follow

rules this probably influenced by parents giving children freedom of choice with bounds in addition involving children in family decision making, thus supporting Nelson (2007) who suggested that children should be given freedom of choice within bounds of responsibility, hence the researcher was convinced beyond reasonable doubts that authoritative parenting style which is characterized by emotional supportiveness, firmness and limit setting yet using responsive disciplinary strategies positively improved the overall cognitive, emotional and social functioning outcomes in children. (Brother Ton et al, 2005).

4.7: Permissive parenting style and children's social emotional skills development

Table 4:6 displays the aspects of permissive parenting style and children's ability to cooperate, follow rules, listen, take-turns, self-esteem, and ability to control emotions as they interacted and shared play and learning materials.

Table 4. 6: Aspects of permissive parenting style and children's scores in social emotional Skills

Permissive parenting aspects	Sharing			Cooperation			Self – control			Self – esteem			Follow Rules			Listening / turn - taking			Mean scores
	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	
Responsiveness	4	40	3	3	30	2	10	100	2	71	70	3	4	40	1	5	50	1	2.4
	6	60	4	7	70	3				3	30	3	6	60	2	5	50	2	
No Limit setting	8	80	2	6	60	1	9	90	1	2	20	2	1	10	1	6	60	1	1.8
	2	20	3	4	40	2	1	10	2	8	80	3	9	90	2	4	40	2	
High attachment	2	20	2	1	10	3	2	20	1	2	20	3	6	60	2	9	90	2	2.6
	8	80	3	9	90	4	8	80	2	8	80	4	4	40	3	1	10	3	
Low demands	6	60	1	7	70	2	9	90	1	5	50	2	8	80	1	3	30	1	1.9
	4	40	3	3	30	3	1	10	2	5	50	3	2	20	2	7	70	2	
Self – regulated	7	70	1	8	80	2	6	60	1	5	50	1	3	30	1	1	10	1	1.5
	3	30	2	2	20	3	4	40	2	5	50	2	7	70	2	9	90	2	

Key: f – frequency, % -percentage, sc- scores (1- lowest, 4 – highest)

On the development of sharing as a social emotional skill among pre-school children, table 4.6 display that parents who were responsive in the upbringing of their children 40% (n=4) of the children scored 3 and 60% (n=6) scored 4. An overwhelming 80% (n=8) of the children whose parents set minimal or no limits scored 2 and 20% (n=2) scored 3, while parents who expressed high levels of attachment 20% (n=2) of the children scored 2 and 80% (n=8) scored 3. Parents who placed low demands and expectations 60% (n=6) of the children scored 1 and 40% (n=4) of the remaining children scored 3. Lastly, under children's ability to share play and learning materials, parents who allowed children t regulate their behaviours and decisions 70% (n=7) of the children scored 1 and 30% (n=3) scored 2. Towards the development of cooperation as a social skill, table 4.6display that 30% (n=3) of the children whose parents were more responsive scored 2 and 70% (n=7) scored 3, while parents who set no limits on their children 60% (n=6) of the children scored 1 and 40% (n=4) of the reminder scored 2. Parents who expressed high attachment 10% (n=1) of the children scored 3 and 90% (n=9) of the majority children scored 4. Table 4.6 further reviewed that parents who placed low demands on their children 70% (n=7) of the children scored 2 and 30% (n=3) scored 3, while parents who allowed children to considerably self-regulate themselves and avoided conflict 80% (n=8) of the children scored 1 and 20% (n=2) scored 2 in relation to children's ability to cooperate.

When it came to the development of self-control as a social emotional skill among pre-school children in Gituamba Division 100% (n=10) of the children scored 2, while parents who hardly set limits 90% (n=9) of the children scored 1 and 10% (n=1) scored 2. Parents who expressed high levels of attachment 20% (n=2) of the children scored 1 and an overwhelming 80% (n=8) scored 2, whereas parents who placed low demand on their children in relation to children's ability to control their emotions 90% (n=9) of the children scored 1 and just 10% (n=1) scored 2, while parents who allowed children to self-regulate themselves 60% (n=6) of the children scored 1 and 40% (n=4) scored 2.

When it came to the development of self-esteem as a social skill table 4.6 further displays that 70% (n=7) of the children whose parents who responded positively to children's feelings and opinions70% (n=7) of the children scored 3 and 30% (n=3) scored 4. Parents who set minimal or no limits on their children 20% (n=2) of the children scored 2 and 80% (n=8) scored 3 while. 20%

(n=2) of the children whose parents expressed high attachment scored 3 and 80% (n=8) of the remaining children scored 4.Towards parents who placed low demands on their children 50% (n=5) of the children scored 2 and half of the remainder 50% (n=5) scored 3, while parents who allowed children to regulate themselves 50% (n=5) of the children scored 1 and the other half (n=5) scored 2.

On the development of children's ability to follow rules as a social skill table 4.6 indicates 40% (n=4) of the children whose parents responded positively to their children scored 1 and 60% (n=6) scored 2, while parents who set no limits on their children 10% (n=1) of the children scored 1 and an overwhelming 90% (n=9) scored 2. Towards parents who expressed strong attachment to their children 60% (n=6) of the children scored 2 and 40% (n=4) scored 3.Table 4.6 further display that parents who placed low demands and hardly monitored their children's progress 80% (n=8) of the children scored 1 and just 20% (n=2) scored 2, whereas parents who allowed children to regulate themselves 30% (n=3) of the children scored 1 and 70% (n=7 scored 2.

On the development of listening and turn-taking as a social skill among preschool children 50% (n=5) of the children whose parents responded positively to their needs and feelings scored 1 and 50% (n=5) scored 2. Parents who hardly set limits 60% (n=6) of the children scored 1 and 40% (n=4) scored 2, while parents who expressed high levels of parental attachment an over- whelming 90% (n=9) of the children scored 2 and just 10% (n=1) scored 3. Table 4.6 further displayed that parents who placed low demands and expectations on their children 30% (n=3) of the children scored 1 and 70% (n=7) scored 2. Lastly, under children's ability to listen and take- turns 10% (n=1) of the children whose parents allowed children to self-regulate their decisions and behaviour scored 1 and 90% (n=9) of the majority children scored 2.

Looking at children's social emotional skills across the varied permissive parenting aspects children's ability to share play and learning materials was ranked highest in relation to parents who were responsive with 60% (n=6) children scoring 4, followed at a distance by self-esteem with a low number of 30% (n=3) children scoring 4, while cooperation, self-control, listening, turn-taking and ability to follow rules scored otherwise. For the parents who set no limits on their children's behaviours and demands, self-esteem was ranked highest with 80% (n=8) children scoring 3

followed by children's ability to share play and learning materials registering a low number of just 20% (n=2) scoring 3, while cooperation, self-control, listening, turn-taking and ability to follow rules scored otherwise. The findings on table 4.6 further suggested that parents who expressed high attachment to their children, ability to cooperate was ranked highest with an overwhelming 90% (n=9) children scoring 4 ,followed closely by self-esteem with 80% (n=8) children scoring 5, the other four social skills scored differently. In addition parents who placed few or no demands on their children, self-esteem was ranked highest with 50% (n=5) children scoring 3, followed closely by children's ability to share with 40% (n=4) children scoring 3, cooperation had 30% (n=3) children scoring 3, while self-control, ability to follow rules, listen and take-turns scored otherwise.

The researcher noted a disparity among parents who allowed children to self-regulate their behaviours and decisions whereby, all the six's social emotional skills scored 2 with children's ability to listen and take-turns registering the highest number of children at 90% (n=9), followed by ability to follow rules with 70% (n=7) children , self-esteem came third with 50% (n=5) children, sharing came fifth with 30% (n=3) children , while cooperation recorded the lowest number of children with only 20% (n=2) making the researcher to conclude that the aspect of parents giving children freedom to regulate themselves, wholesomely affected children's social emotional skills negatively thus supporting (Darling, 1994; Harnori & Schrod, 2012) who suggested that indulgent parenting practices leads to children who struggle to regulate their emotions and be accountable of their behaviours. In many occasions children from permissive parents were self-centred, aggressive and impulsive they struggle with depression and anxiety disorders cultivated by lack of knowledge of how their actions affect other children. The findings on table 4.6 further suggested that permissive parenting aspects to a great extent negatively affected children's social emotional skills development. The findings added weight to Pellerin (2005) who suggested that children from permissive household have little respect for orders and routine since few times they were placed under anyone's command, as parents were more concerned with maintaining friendship rather than exerting control; Papalia further described them as warm, un-controlling and undemanding

Due to minimal or lack of limit setting by parents on their children's behaviours rand parents allowing children to regulate themselves regardless of their age most of the children from permissive families had great challenges in controlling their emotions and following orders as observed in school "C" where the researcher identified two children who exhibited high levels of hyperactive and aggression, they constantly disturbed other children and paid no attention to the teacher, the teacher referred to them as 'Sumbua' meaning bothersome. However the researcher found a positive association on children whose parents were highly responsive and expressed high levels of parental attachment with social competence, for example the researcher noted that most of the children from permissive parents had 4-5 friends an indication of children who were highly socialized as compared to children from other domains. In addition they exhibited high self-esteem for examples when asked to state what they would like to be when they grow up most of children from permissive parents said they would like to be musician, doctors and one shouted governor a sign of children who were highly ambitious, mostly cultivated by parents who over emphasized their children's abilities and attributes leading to an over inflated persons who are egocentric (Cairo, 2007).

4.8 Uninvolved parenting style and children's scores in social emotional skills

Table 4.7display aspects of uninvolved parenting style on children's cooperation, self-worth, ability to share, follow rules, listen, take-turns, and control emotions as they interacted with their peers.

Table 4. 7: Aspects of uninvolved parenting style and children's scores in social emotional

Skills

Uninvolved parenting aspects	Sharing			Cooperation			Self – control			Self – esteem			Follow Rules			Listening/ turn - taking			Mean scores
	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	F	%	Sc	
Low attachment /	13	86.7	1	14	93.3	1	15	100	1	14	93.3	1	15	100	1	14	93.3	1	1.4
communication	2	13.3	2	1	6.7	2				1	6.7	2				1	6.7	2	
Unresponsiveness	15	100	1	11	73.3	1	15	100	1	13	86.7	1	14	93.3	1	12	80	1	1.4
				4	26.7	2				2	13.3	2	1	6.7	2	3	20	2	
No limit setting	14	93.3	1	12	80	1	15	100	1	10	66.7	1	15	100	1	11	78.3	1	
	1	6.7	2	3	20	2				5	33.3	2				4	26.7	2	1.4
Low demands/	13	86.7	1	14	93.3	1	12	80	1	15	100	2	14	93.3	1	3	20	1	
expectations	2	13.3	2	1	6.7	2	3	20	2				1	6.7	2	12	80	2	1.5

Key: f – frequency, % - percentage, sc-scores (1- lowest, 4 – highest)

On the development of sharing as a social emotional skill among pre-school children table 4.7 displays that 86.7% (n=13) of the children whose parents expressed low attachment scored 1 and 13.3% (n=2) scored 2, sign of children who had difficulties in sharing. For instance at the playground the researcher noted that most of the children from uninvolved parents were highly aggressive to an extent of snatching, fighting and intimidating other children in order to possess play items, thus disliked by other children. Parents who were unresponsive to their children's needs, feelings and whereabouts an overwhelming 100% (n=15) of the children scored 1, while parents who set no limits on their children's demands 98.3% (n=14) of the children scored 1 and just 6.7% (n=1) scored 2. Towards parents who placed low demands and expectations on their children, ability to share play and learning materials 86.7% (n=13) of the children scored 1 and 13.3% (n=2) scored 2.

On the development of cooperation as a social skill among pre-school children table 4.7 further reviews that 93.3% (n=14) of the children whose parents expressed low attachment and communication scored 1 and 6.7% (n=1) scored 2, while unresponsiveness of the parents towards their children's needs, feeling and opinions 73.3% (n=11) of the children scored 1 and 26.7% (n=4) scored 2. Parents who did not set limits nor targets on their children's 80.0% (n=12) of the children

scored 1 and 20% (n=3) scored 2. Finally parents who placed low demands and expectations on their children's 93.3% (n=14) of the children scored 1 and 6.7% (n=1) of the remaining children scored 2 in regard to children ability to cooperate.

When it came to the development of self-control as a social emotional skill among pre-school children an overwhelming 100% (n=15) of the children whose parents were unresponsive, expressed low parental attachment, limited communication and set no limits on their children's needs, opinions, demands and decisions regardless of age scored 1.Whereas parents who placed low demands and expectations 80% (n=12) of the children scored 1 and 20% (n=3) scored 2 in relation to children's ability to control their emotions.

On the development of self-esteem as a social emotional skill among pre-school children the summary on table 4.7 indicates that, parents who expressed low attachment and exercised limited communication to their children an overwhelming 93.3% (n=14) of the children scored 1 and just 6.7% (n=1) scored 2. When it came to parental unresponsiveness towards their children's 86.7% (n=13) of the children scored 1 and 13.3% (n=2) scored 2 .The summary on table 4.7 further displays that parents who hardly set limits on their children's behaviour and demands 66.7% (n=10) of the children scored 1 and 33.3% (n=5) of the remainder scored 2, while an overwhelming 100% (n=15) of the children whose parents set low demands and expectations towards their children abilities scored 1 in relation to children self-esteem.

When it came to children's ability to follow rules as a social emotional skill parents who expressed low parental attachment and communication an overwhelming 100% (n=15) of the children scored 1, while parents who were unresponsive to their children's demands and whereabouts 93.3% (n=14) of the children scored 1 and 6.7% (n=1) scored 2. An overwhelming 100 (n=15) of the children whose parents set no limits on their behaviours and demands scored 1 while parents who placed few or no demands on their children ability 93.3% (n=14) of the children scored 1 and 6.7% (n=1) scored 2

On the development of listening and turn-taking as a social emotional skill among pre-school children, table 4.7 further suggested that parents who exercised low parental attachment and

minimal communication 93.3% (n=14) of the children scored 1 and 6.7% (n=1) scored 2. When it came to parents who were unresponsive to their children's needs, feelings and whereabouts 80% (n=12) of the children scored 1 and 20% (n=3) scored 2, while parents who set no limits on the children's behaviour 73.3% (n=11) of the children scored 1 and 26.7% (n=4) scored 2.Lastly an overwhelming 100% (n=15) of the children whose parents placed low demands and expectations scored 1 in relation to children's ability to listen and take- turns.

Looking at the social emotional skills across the varied uninvolved parenting aspects, children's ability to follow rules and control emotions were ranked lowest in relation to parents who expressed low parental attachment during the upbringing of their children with an overwhelming 100% (n=15) children scoring 1. Children's cooperation, self-esteem, listening and turn-taking registered an equal number of 93.3% (n = 14) children scoring 1, while children's ability to share play and learning materials came fifth with 86.7% (n=13) children scoring 1. For the parents who were unresponsive to their children's needs, opinions and feelings children's ability to share play an learning materials and control emotions as they interacted at the playground and in the classroom was ranked lowest with 100% (n=15) children scoring 1, followed by children's ability to follow rules with 93.3% (n=14) children scoring 1, self-esteem came third with 86.7% (n=13) children scoring 1, listening and turn taking came fourth with 80% (n=12) children scoring 1, while ability to cooperate came last with 73.3% (n=11) children scoring 1.

The findings on table 4.8 further displayed that parents who set no limits on their children's behaviour and decisions, children's ability to control emotions, listen and take-turns were ranked lowest with 100% (n=15) children scoring 1, followed by sharing with 98.3% (n=14) children scoring 1, while children's cooperation came third with 80% (n=12) children scoring 1. Ability to listen and take-turns came fourth with 73.3% (n=11) children scoring 1, while self-esteem came last with 66.7% (n=10) children scoring 1. When it came to parents who placed low demands and expectations, self-esteem, listen and turn-taking were ranked lowest with an overwhelming 100% (n=15) children scoring 1, while cooperation and ability to follow rules followed registering an equal high number of 93.3% (n=14) children scoring 1 respectively .Children ability to share play and learning materials came fourth with 86.7% (n=13) children scoring 1, self-control came last with 80% (n=12) children scoring 1.

The summary on table 4.8 displays that children's ability to control their emotions was the most negatively affected social emotional skill among children from uninvolved parents in Gituamba Division, Laikipia County due to low parental attachment, limited communication and unresponsiveness of the parents towards their children's needs, feelings and opinions. In many occasions parents prioritized their needs leaving children to cater for themselves thus subjecting children to peer pressure which negatively influenced their behaviours. The finding is in agreement with Steinberg (2001) who argued that uninvolved parents are insensitive to their children's demands, opinions, feelings in addition, they hardly care who they interact with or their experiences at school. For instance at playground the researcher observed that most of the children from uninvolved parents were highly aggressive, unruly, and rebellious to an extent of abusing other children compelling teachers to punish them often as parents hardly structure no monitored their progress. Towards the development of self-esteem as a social skill table 4.7 further displayed that majority of the children from uninvolved parents scored 1 a reflection of children who had low self-esteem most evident in the classroom where many children looked confused, shy, withdrawn and kept quite when asked to state what they would like to be when they grow up, probably due to lack of parental involvement, emotional support, setting of low demands and expectations as mirrored by many parents when interviewed they said "They do not care what their children do or whom they interact with" thus supporting (Petterson,1992) who commented that children from neglectful parents displayed high levels of aggression and antisocial behaviour which make them not able to socialize with other children.

The researcher was convinced beyond reasonable doubts that uninvolved parenting aspects negatively affected pre-school children's social emotional skills development wholly, as displayed by the findings on Table 4.7 which indicated that majority of the children scored between 1and 2.The finding added weight to Patterson (1992) who argued that children from neglectful parents ranked lowest in all life domains, are less competent than their peers, show high levels of aggression and a multiple of antisocial behaviours leading to children who are socially incompetent, leaving Patterson, (2003) wondering if children from uninvolved parents ever develop any positive social skills.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides a summary of the key findings, conclusions, recommendations based on the study objectives and suggestions for further studies

5.2 Summary

The study focused at investigating the influence of parenting styles on pre-school children's social-emotional skills development in Gituamba Division, Laikipia County. The guidelines of the study were the research objectives which aimed at identifying the social emotional skills displayed by pre-school children from authoritarian, authoritative, permissive and uninvolved parenting styles. Descriptive survey design was used to identify the sample, the researcher targeted forty four (n=44) pre-schools, both public and private, three hundred (n=300) pre-school children, forty four (n=44) pre-school teachers and three hundred (n=300) parents with children in the sampled pre-schools. The sample included eleven (n=11) pre-schools, seventy five (n=75) pre-school children, eleven (n=11) pre-school teachers and seventy five (n=75) parents. The collected data was systematically organized in a manner that facilitated analysis. Raw data was combined into themes and then summarized into simple frequency, tables and percentages. The coding of the categorized data was done according to the various themes stipulated by the question items; data was then put in tabular forms for analysis by using Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics consisted of tabulation of frequencies and percentage distribution, measures

of central tendency and standard deviations. The data was presented in tables of frequency and percentage distribution. From the study, the following findings were made:

(i) Authoritative parenting style to a great extent positively influenced children's social emotional skills development leading to positive interpersonal relationship, high self-esteem, confidence and self-control influenced by parents being firm and democratic; involved children in decision making and give emotional support rather than punishments.

(ii) Majority of the children from authoritarian and uninvolved parents exhibited poor interpersonal relationships, low self-esteem, lacked self-control hence were highly aggressive leading to a multiple of antisocial behaviors. This was influenced by low parental attachment, little communication and unresponsiveness of the parents towards their children's needs, opinions or feelings.

(iii) Generally children from permissive parents were highly socialized as compared to children from other domains, were generous in sharing play and learning materials and majority had above five (5) friends an indication of children who were socially competent.

5.3 Conclusions

It is quite clear that authoritarian, authoritative, permissive and uninvolved parenting styles contribute a lot in the development of social emotional skills among pre-school children, parents should therefore adopt authoritative parenting style as it promote positive parenting practices which leads to positive interpersonal relationships, confidence, self-worth and social competence cultivated by parents being democratic, responsive, providing emotional support to their children's inabilities to behave and encouraging dialogue by giving children freedom of choice with limits. From the study we further conclude that contrary to authoritarian parenting style which is

associated with children who lack self-control and exhibit low self-worth influenced by limited communication and low parental attachment as in many occasions parents emphasised on status quo, children from authoritarian household were very obedience to rules and instructions as compared to children from other domains, probably influenced by parents utilizing harsh punishments as a way of instilling discipline. The researcher further concludes that children from permissive parents exhibited high levels of social competence than children from any other styles; they were very generous, most had above five (5) friends and displayed high levels of self-esteem cultivated by parents being over ambitious on their children's abilities and strong parental attachment. Finally the researcher concludes that children from uninvolved parents scored lowest in all domains: they displayed poor interpersonal relationships, low self-esteem, and a multiple of antisocial behaviours due to lack of parental monitoring, guidance and mentorship on their children's behaviour, demands, opinions and feelings, leaving Patterson (1992) wondering if children from uninvolved parents develop any positive social skill.

5.4 Recommendations

The study findings recommend the following;

(i) Parents should adopt warm and responsive parenting practices which consistently promote secure emotional attachment, high self-esteem, peer relations and a strong sense of morality.

(ii) Parents should be sensitized on the need to adopt mechanisms that monitor, regulate and set limits on their children's behaviours without destroying their self- esteem, confidence and autonomy.

(iii)In order for children to develop positive social skills, parents or guardians need to be role-model as children learn and acquire new behaviour by observing, and come up with rules

and regulations that protect the societal norms and keep track of their children's behaviour not only at home but also at school.

5.5 Recommendations for further research

Little research has been done in the field of Early Childhood Development (E.C.D) regarding factors influencing children's social-emotional skills development. The study focused only at parenting factors yet there were other factors that could influence children's social-emotional skills development. It is with this reason that the study recommends further research on culture, personality traits, and economic status of the parents among others that would influence pre-school children's social-emotional skills development in Gituamba Division, Laikipia County or any other part of the country.

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APPENDICES

APPENDIX1: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION & EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Telephone: 020-2500759, 020-2500760 P.O. BOX 30197, 00100 NAIROBI

020-2500762, 020-2460056 P.O. BOX 92, 00902 KIKUYU

27 June 2018

TO WHOM IT MAY CONCERN

RE: NDERITU EUNICE WANGECHI Reg No: E57/63744/2013

This is to certify that Nderitu Eunice Wangechi Registration Number: E57/63744/2013 is a student of the University of Nairobi, Department of Educational Communication and Technology. She has completed her course work and research project in Master of Education in Early Childhood Education. Her project Title is "Influence of Parenting Styles on Pre-school Children's Social Emotional Skills Development in Gituamba Division Laikipia County."

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

for PROF. PAUL A. ODUNDO
CHAIRMAN,
DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

APPENDIX11: QUESTIONNAIRE FOR THE TEACHERS

My Name is Eunice Nderitu a student at the University of Nairobi carrying a research on the ***Influence of Parenting Styles on Pre-school Children's Socio Emotional Skills Development in Gituamba Division, Laikipia County.*** *I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper*

In a scale of 1- 4 kindly rate the following parenting styles on children's social emotional skills, where 1 is for Authoritarian, 2 Authoritative, 3 Permissive and 4 for Uninvolved.

1. Level of education

KCSE	[ ]	ECDE (certificate)	[ ]
ECD E (diploma)	[ ]	ECDE (BED)	[ ]

2. What is the relationship between the child and the teacher?

Low attachment	[ ]	Moderate attachment	[ ]
High attachment	[ ]	No attachment	[ ]

3. What is the behaviour of the child towards the teacher?

Obsessively friendly	[ ]	moderately friendly	[ ]
Strong hatred	[ ]	No interest	[ ]

4. Is the child able to follow school rules and regulations?

Highly obedient	[ ]	Able with ease	[ ]
Follow with difficulties	[ ]	Not able	[ ]

5. What is the attitude of the child towards the parent?

Fear and respect	[ ]	Love and respect them	[ ]
Strongly loves them	[ ]	Ashamed and hate them	[ ]

6. Child`s personality

Very obedient and loyal	[ ]	Confident and courageous	[ ]
Brave and aggressive	[ ]	withdrawn and confused	[ ]

APPENDIX 111: OBSERVATION SCHEDULE FOR CHILDREN

In a scale of 1-4 kindly rate the following parenting styles on children's social emotional skills, where 1 is for Authoritarian, 2 for Authoritative, 3 for Permissive and 4 for Uninvolved.

1. Cooperation in relation to number of friends

1-2	[ ]	3-4	[ ]
None	[ ]	Above 5	[ ]

2. Childs personality in terms of self-esteem

Shy, guilty and sad (low self-esteem)	[ ]
Brave, confident, happy (moderate self-esteem)	[ ]
Confident, friendly, aggressive (high self-esteem)	[ ]
Withdrawn, unhappy, confused (low esteem)	[ ]

3 .Child`s ability to follow school rules

Very obedient	[ ]	Obey with limitations	[ ]
Follow with difficulties	[ ]	Not able	[ ]

4. Is the child able to follow school rules and regulations?

Highly obedient	[ ]	Able with ease	[ ]
Occasionally	[ ]	Follow with difficulties	[ ]

5. What is the attitude of the child towards the parent?

Fear and respect them	[ ]	Love and respect them	[ ]
Strongly love them	[ ]	Ashamed and late them	[ ]

6. Child's personality

Very obedient	[ ]	Confident and courageous	[ ]
Brave and aggressive	[ ]	Withdrawn and confused	[ ]

APPENDIX 1V: INTERVIEW SCHEDULE FOR THE CHILDREN

In a scale of 1-4 kindly rate the following parenting styles on children's social emotional skills, where 1 is for Authoritarian, 2 for Authoritative, 3 for Permissive and 4 for Uninvolved.

1 .When you have a problem whom do you tell?

The teacher	[ ]	Teacher or parent	[ ]
My parent	[ ]	No body	[ ]

2. When you report your problem to your parent what do they say?

Tell me to keep quiet	[ ]	Listen and give me answers	[ ]
Listen and discuss	[ ]	Do not care	[ ]

3. How many friends do you have?

1-3	[ ]	3-4	[ ]
None	[ ]	Above 5	[ ]

4. Childs attitude towards parent?

Hate/Fear	[ ]	Love and respect them	[ ]
Ashamed of them	[ ]	love them	[ ]

5. When children hurt you what do you do?

Cry and withdraw	[ ]	Forgive and report to the teacher	[ ]
Defend myself	[ ]	Fight and report to the teacher	[ ]

6. When you grow up what would like to be?

Pilot/Doctor	[ ]	Driver\Pilot	[ ]
Musician/politician	[ ]	No vision	[ ]

7. When you make a mistake what does your parent do?

Beat me	[ ]	Explains and punish	[ ]
Just warn me	[ ]	Not concerned	[ ]

APPENDIX V: INTERVIEW SCHEDULE FOR THE PARENTS

In a scale of 1-4, kindly rate the following parenting styles on children's social emotional skills, where 1 is for Authoritarian, 2 for Authoritative, 3 for Permissive and 4 for Uninvolved.

1. Gender Male [ ] Female [ ]

2. Level of education (tick appropriately)

Secondary level	[ ]	Certificate level	[ ]
Diploma ECDE	[ ]	Degree	[ ]

3. Do you allow your child to make decision on his or her own?

Never	[ ]	More often	[ ]
Always	[ ]	Not concerned	[ ]

4 How does your child express feelings when offended by other children?

Crying and withdrawing	[ ]	Report to the teacher	[ ]
Arguing with the offender	[ ]	Fighting and aggression	[ ]

5. How do you instil discipline on your child?

Punishment and beating	[ ]	Punishment with explanation	[ ]
Love withdraw	[ ]	Not concerned	[ ]

APPENDIX VI: RESEARCH PERMIT

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No: **NACOSTI/P/18/13620/23798**

Date: **19th July, 2018**

Eunice Wangechi Nderitu
University of Nairobi
P.O. Box 30197 – 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The influence of parenting styles on children's social emotional skills development"*** I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for the period ending **19th July, 2019.**

You are advised to report to the **County Commissioner and the County Director of Education, Laikipia County** before embarking on the research project.

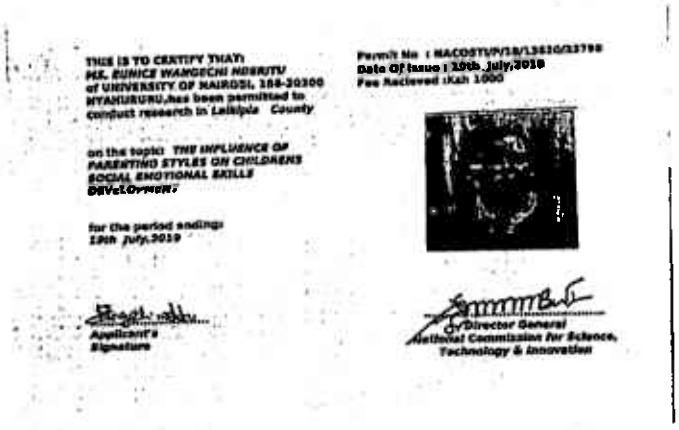
Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Laikipia County.

The County Director of Education
Laikipia County.



THIS IS TO CERTIFY THAT:
MS. EUNICE WANGECHI NDERITU
of UNIVERSITY OF NAIROBI, 188-20300 NYAHURURU,has been permitted to conduct research in Laikipia County

on the topic: THE INFLUENCE OF PARENTING STYLES ON CHILDRENS SOCIAL EMOTIONAL SKILLS DEVELOPMENT

for the period ending: 19th July,2019

Applicant's Signature

Permit No : NACOSTI/P/18/13620/23798
Date Of Issue : 19th July,2018
Fee Recieved :Ksh 1000

Director General
National Commission for Science, Technology & Innovation