

**EFFECTS OF AUTHORITARIAN PARENTING MODEL ON  
LEARNERPARTICIPATION IN EARLY CHILDHOOD EDUCATION SCIENCE  
CLASS KABONDO DIVISION, HOMABAY COUNTY, KENYA.**

**ONYANGO DAUGHTY AKINYI**

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IN EARLY CHILDHOOD IN THE DEPARTMENT OF EDUCATIONAL  
COMMUNICATION AND TECHNOLOGY UNIVERSITY OF NAIROBI**

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**DECLARATION**

This research project is my original work which has not been presented for a Diploma or a Degree in any other University.

**Signature:** ..... **Date:** .....

Daughty Akinyi Onyango  
E57/73637/2014

The research project has been presented for the award of Education Degree in Early Childhood Education with our approval as the University Supervisors.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Prof. Paul A. Odundo  
Associate Professor and Chairman  
Department of Educational Communication and Technology  
University of Nairobi

**Signature:** ..... **Date:** .....

Dr. Evanson M. Muriithi  
Lecturer  
Department of Educational Communication and Technology  
University of Nairobi

## **DEDICATION**

This research project is dedicated to my daughters Yvonne and Mary Hulda for their tolerance and understanding during my long periods of absence from home and to my parents and siblings for their financial support and encouragement throughout the course.

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## **TABLE OF CONTENT**

Declaration .....	ii
Dedication .....	iii
Acknowledgement .....	iv
List of Figures .....	x
List of Tables .....	xi
Acronyms and Abbreviations .....	xii
Abstract .....	xiii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	8
1.3 Purpose of the Study .....	9
1.4 The Research Objectives.....	9
1.5 Research Questions .....	10
1.6 Significance of the Study .....	10
1.7 Basic Assumptions of the Study .....	11
1.8 Definitions of Terms .....	12
1.9 Limitation of the Study .....	13
1.10 Delimitations of the Study .....	13
<b>CHAPTER TWO .....</b>	<b>14</b>
<b>REVIEW OF RELATED LITERATURE .....</b>	<b>14</b>
2.0 Introduction.....	14

2.1 Communication and Learner Participation in Science ECE Class .....	15
2.1.1 Language Development and learner Participation .....	16
2.1.2 Social Withdrawal and Learner Participation .....	17
2.1.3 Emotional Balance and Learner Participation in ECE Science Class.....	18
2.1.4 Learner Anti Social behavior and learner Participation .....	19
2.2 Parental Availability and Learner Participation in ECE Science Class.....	20
2.2.1 Self regulation and Learner Participation .....	21
2.2.2 Self esteem and Learner Participation .....	22
2.2.3 Anxiety and Learner Participation .....	23
2.2.4 Emotional Balance and Learner Participation in ECE Science Class.....	23
2.3 Parental Control and Learner Participation in ECE Science class.....	24
2.3.1 Independence and Learner Participation.....	25
2.3.2 Aggression and Learner Participation.....	26
2.3.3 Social Adjustment and Learner Participation .....	27
2.3.4 Delinquency and Learner Participation .....	28
2.4 Orders and Learner Participation in ECE Science Class .....	29
2.4.1 Social Response and Learner Participation.....	29
2.4.2 Level of Obedience and Learner Participation .....	30
2.4.3 Fear of Failure and Learner Participation in ECE Science Class .....	31
2.4.4 Learner Life Satisfaction and Participation .....	31
2.5 Theoretical Framework.....	32
2.5.1 Application of the theory to the current study .....	33
2.6 Conceptual Framework.....	33

2.7 Summary of the Literature Reviewed .....	36
<b>CHAPTER THREE .....</b>	<b>41</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>41</b>
3.1 Introduction.....	41
3.2 Study Location .....	41
3.3 Research Design.....	41
3.4 Target Population.....	42
3.5 Sample Size and Sampling Procedure .....	43
3.5.1 Sampling Procedures .....	43
3.6 Data Collection Instruments .....	44
3.6.1 Pilot Testing of the Instruments.....	45
3.6.2 Validity .....	45
3.6.3 Reliability.....	46
3.7 Data Collection Procedure .....	47
3.8 Data Analysis Techniques.....	47
3.9 Ethical Concern.....	48
<b>CHAPTER FOUR.....</b>	<b>49</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION .....</b>	<b>49</b>
4.0 Introduction.....	49
4.1 Questionnaire Return Rate .....	49
4.1.1 Demographic Profile of Respondents .....	50
4.2 Effects of Communication on Learner Participation in ECE Science Class .....	54
4.2.1. Expressiveness and Participation of Learners.....	55

4.2.2 Social Withdrawal and Learner Participation .....	57
4.2.3 Learners Antisocial Behavior and Participation in Class Activities.....	58
4.2.4 Emotional Balance and Learner Participation .....	60
4.3 Effects of Parental Availability on Learner Participation in ECE Science Class .....	61
4.3.1 Self Regulation and Learner Participation .....	61
4.3.2 Self Esteem and Learner Participation.....	63
4.3.3 Anxiety and Learner Participation .....	65
4.4 Effects of Parental Control on Learner Participation.....	66
4.4.1 Independence and Learner Participation.....	67
4.4.2 Aggression and Learner Participation.....	68
4.4.3 Social Adjustment and Learner Participation .....	69
4.4.4 Delinquency and Learner Participation .....	71
4.5 Effects Of Order On Learner Participation in ECE Science Class .....	72
4.5.1 Social Response and Learner Participation.....	72
4.5.2 Fear of Failure and Learner Participation in ECE Science Class .....	73
4.5.3 Level of Obedience and Learner Participation .....	74
4.5.4 Learner's Life Satisfaction and Participation in ECE Science class .....	76
<b>CHAPTER FIVE .....</b>	<b>78</b>
<b>SUMMARY CONCLUSION AND RECOMENDTIONS .....</b>	<b>78</b>
5.0 Introduction.....	78
5.1. Summary of the Study .....	78
5.2 Summary of Findings.....	79
5.3 Conclusion .....	80



5.4. Recommendations.....	81
5.5 Contribution to the body of knowledge .....	83
5.6 Suggestions for Further Research .....	84
<b>REFERENCES.....</b>	<b>85</b>
<b>APPENDICES.....</b>	<b>88</b>
Appendix 1: Letter of Transmittal .....	88
Appendix II: Questionnaire for ECE Teachers .....	89
Appendix III: Interview Schedule for Parents .....	93
Appendix IV: Interview Scheduled for Learners.....	96
Appendix V: Letter of Authorization from University of Nairobi .....	98
Appendix VI: NACOSTI Research Permit.....	99

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
2.6.1: Perceived framework for authoritarian parenting and learner’s participation .....	35
4.1: Expressiveness and Learner Participation .....	57
4.2: Self Regulation and Learner Participation .....	63
4.3: Social Adjustment and Learner Participation .....	70
4.4: Level of Obedience and Learner Participation .....	76

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1: Sampling Frame .....	43
4.1: Questionnaire Return Rate .....	50
4.2- Presents Demographic Profile of Respondents by gender.....	51
4.3: Distribution by Professional Qualification .....	52
4.4 Distribution by Duration of Stay in institutions.....	53
4.5: Distribution of Parents by Academic Qualification.....	54
4.6: Expressiveness and Learner Participation .....	55
4.7: Social Withdrawal and Learner Participation .....	57
4.8 Antisocial Behavior and Learner Participation.....	59
4.9: Emotional Balance and Learner Participation .....	60
4.10: Self Regulations and Learner Participation .....	62
4.11: Self Esteem and Learner Participation.....	63
4.12: Anxiety and learner participation .....	65
4.13: Independence and Learner Participation.....	67
4.14: Aggression and Learner Participation.....	68
4.15: Social Adjustment and Learner Participation .....	69
4.16: Delinquency and Learner Participation .....	71
4.17: Social Response and Learner participation.....	73
4.18 Fear of Failure and Participation.....	74
4.19: Level of Obedience and Learner Participation .....	75
4.20: Life Satisfaction and learner participation.....	76

## **ACRONYMS AND ABBREVIATIONS**

APM:	Authoritarian Parenting Model
ASB:	Anti Social Behavior
BI:	Behavioral Impulse
CRC:	Convention on the Rights of the Child
DICECE:	District Centre for Early Childhood Education
ECE:	Early Childhood Education
ECESC:	Early Childhood Education Science Class
KDHC:	Kabondo Division Homabay County
LBI:	Low Behavioral Impulse
LEM:	Learner Emotional Development
LLD:	Learner Language Development
LPEC:	Learner Participation in Early Childhood
NACECE:	National Centre for Early Childhood Education
UNCRC:	United Nations Convention on the Rights of the Child

## ABSTRACT

The study was conducted to determine the relationship between authoritarian parenting model and participation of learners in Early Childhood Education Science classroom as measured by child/parent interviews and teacher perceptions. Research objectives and questions were formulated to guide the study. The key terms used in the study were defined. Review of related literature outlined harshness and strict orders in authoritarian parenting, child outcome and learner participation in class activities. The population of study included 314 respondents: the 4 education officers in the division, 60 head teachers, 60 ECE teachers in centers attached to public primary schools, 120 learners and 70 parents. The teachers' questionnaires were used as the main data collection tool where the return rate was 100%. The study found out that 91% of the ECE teachers confirmed that learners from AP homes could not express themselves well as a result of limited communication existing between the children and the parents and only 9% observed eloquence in the learners of AP. The parents were also interviewed on their parenting practices and 86% of the parents confirming they were too either too busy or never just liked being with their children. 81.67% of the teachers realized that the over control of parents led to children developing aggression as a result of strictness and harshness. It was also found out that authoritarian parents kept ordering their children and keeping them in line using reward and punishments systems that helps bring up an obedient child as confirmed by 66.67% of the teachers and 60% of the parents. Data for this study was collected using questionnaires and interview schedules through the demographic information was obtained. Participation data was collected via child interviews and the Teachers questionnaires. Correlation analyses was performed to determine which demographic characteristics should be used as control variables. Regression analyses was also performed to examine the relationship between authoritarian parenting model and children's classroom participation. All the data was gathered, summarized and analyzed by reading the information collected through the research instruments and then, pattern trends and relationships from the information gathered were established. Descriptive statistics were used to analyze qualitative data. Quantitative statistics were used to match authoritarian parenting numbers to LP attributes. Frequency distribution tables were used to present the data. From the results obtained, the findings were written down which guided in drawing conclusions and writing down conclusions. In general, the findings of the current study did support the researcher's findings that authoritarian parenting model was negatively related to children's participation in class. For further research it was suggested that since authoritarian mothers and fathers behave differently, studies should be done separately to assess the consistency of the APM in both parents.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The responsibility of raising children is vested in the family as stipulated under the United Nations Convention on the rights of the Children (UNCRC, 1989). It was a recognition by world leaders that children have human rights and need special care and protection by adults especially their parents during the development of the UNCRC. The family is a child's "social network" an immediate environment to the child during formative years Hurlock, (2003) that contributes to the behavior modification of a child.

The Convention on the Rights of a Child (1989) emphasizes that children grow in an atmosphere of love, happiness and understanding for harmonious development of individual personality which is attainable through practice of particular parenting model- Authoritarian (Maccoby and Martin, 2003) which determines a child's development. Authoritarian parenting is related to limited communication, low parental availability, high parental control and parental orders.

Communication is a two way process of reaching mutual understanding where participants not only exchange information, ideas and feelings but also create and share meaning Carter (2000). Effective communication imparts knowledge and paves way toward building and strengthening relationships and upholding peace Darling (1999), which strengthens the relationship between parents and their children. In instances where communication is ineffective, a child is denied space to freely interact and express his/her needs.

While parents should be talking with their children and consulting, there is actually limited communication with no free interaction denying children space to express their needs Lamborn et al (1991). An ideal parent should always be available, highly responsive and warm to the child Darling (2000) but this does not happen in most families as the parents are less concerned and are always away from their children hence low parental warmth that make the children withdrawn. While authoritarian parenting is expected to produce a well behaved and motivated child according to Baumrind (1973), it actually produces kids with lower self-esteem who behave worse than other kids hence get punished more. Darling, (2000) reaffirmed that authoritarian parenting should also help bring up obedient learners who freely participate during class activities, while in actual situations, learners tend to develop fear and resentment of the authority as a result of threats.

Parental availability and involvement in a child's early life and education is positively associated with higher learner achievement which in turn determines a child's level participation in class activities. This is consistent with the research findings of Asher (2006) who suggested that parent-child interactions, specifically stimulating and responsive parenting practices are important influences on a child's level of participation. As part of parental control, authoritarian parents get involved in making decisions for their children leaving them no opportunity to decide what they want as a result children become less confident Bolby, (2001). Some parents give orders and pressure children to follow their direction respecting words and efforts instead of giving corrective orders at appropriate times Shumao *et al.*, (1998), A family, custodian of the parenting model should be in a position to give support, love, direction, guidance and other basic needs that

promote full participation of learners. In America and Europe the concept of authoritarianisms may imply many negative dictatorial beliefs, attitudes and behavior, in the African and Chinese and many other Asian countries authoritarianism model of parenting is characterized by the concepts of training, caring and governing Chao, (2003). Furthermore these concepts emphasize their role in teaching or educating children, focusing particularly on children's performance in school which is highly determined by their level of participation since parents believe that education is key to success Chao, (2003). Even in many African cultures, control and strictness may not exist in that form literally, but it takes a form of exercise of power by parents over their child as a form of obligation to nurture and give direction to the child (Darling, 1999).

Bolby, (2001) Some parents frighten their children as a means of control and get involved in making decisions for their children leaving no opportunity to the child to decide what he or she wants as a result making the child less confident in his or her abilities. This supports the argument by Baumrind (1991) that parents make claims on children to become integrated into the whole family by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. They utilize punishments rather than discipline and are not willing to explain the reason behind their rules. Such parents attempt to control and evaluate the behavior and attitudes of a child in accordance with a set standard of conduct motivated and formulated by a higher authority Bolby, (2001), as a way of good parenting.

Limited communication in authoritarianism parenting reduces a child's language and communication skills, a joint survey by the National Literacy Trust and National



Association of Head Teachers (2001) in the UK revealed that young children' from authoritarian parenting speaking and listening skills had deteriorated since the children could not express themselves. On the same context, a survey by (Basic Skills Agency 2002) in Wales, highlighted teachers' perceptions that children's expressive ability had declined especially the ability to speak audibly and be understood. In a poll by I CAN (2004), 89 per cent of nursery workers said they were worried about the growth of speech, language and communication difficulties among pre-school children which they attributed to the lack of time parents and children spend talking together. Children's early ability to express themselves is regarded the single best predictor of future cognitive skills and school performance Rossetti,(2006). Open communication is never an option in authoritarian parenting since communication is usually one way making learners passive listeners and even end up being passive in class. The parents feel the boss and their children should conform to their demands without questions. There is high parent to child communication but low child to parent communication.

In giving orders, authoritarian parents don't feel the need to explain rules or the reasons why they expect their children to do certain things. The main focus if these parents is on what children do wrong and the punishment for misbehavior is often harsh. A non-interactive model that has serious developmental drawbacks Daniel & Gilligan (1999), Should a child question a rule, they will often hear from their parents, "Because I said so'. Parents that use this style feel they must be followed. Moffir (1993) suggested that Children have little or no freedom. Discipline is usually a form of reward and punishment. Children learn early to please their parents to regain a reward. They may

behave because they fear their parents. Fox(2003),Children either go along and have a hard time learning to think for themselves or they may rebel in reaction to the controlling methods of their parents. Authoritarian parents keep their children in line using a reward and punishment system. This helps bring up an obedient child whose intention is to please the parent or may obey simply because they fear the parent. Children learn early to please their parent to regain a reward and avoid punishment. Such children either go along or have a hard time learning to think for them or they may rebel in reaction to the controlling methods of their parents. Studies by (Reitman *et al.*,2002) indicate that whilst the use of the authoritarian parenting produces positive development outcomes in children in collective cultures, it is associated with negative psycho-social outcomes in western societies.

Brenner & Fox, 2003; Vygotsky, (1978) suggest that parenting practices and culture are related to parenting model. Consequently, cultural factors play a significant role in structuring parenting practices since it indicates the guidelines about parenting (Vygotsky, (1978). The modern society is concerned with parenting models which are associated with the approaches that parents use to raise children. Different parents use varied models of parenting depending on their culture and the societal demands. There is a difference on the way that we approach parenting in terms of our culture, the situation of our lives and also the way the parents raise the children. Fox, (2003)The parenting model of a parent influences the way a child participates in class, the way they relate to others and whether or not the child develop the personal strength which will enable the children to thrive in the society and be able to deal best with the stresses of life.

Authoritarian parenting has its roots in the 17 c and 18 c where puritanical belief system finds virtue in questioning obedience Baumrind, (1978). Authoritarian parents are often emotionally detached but restrictively controlling and use punitive measures in order to curb their children's self will. Although the parents are consistent in discipline, these parents are less likely to use rational methods of control Baumrind, (1978). They often use power assertion which involves the idea that the parent should be obeyed because she is bigger, more significant and more powerful than the child. The power assertion used to guide the children, however leaves no room for questioning or discussions.

Learner participation (LP) is often equated with discussion which typically involves a lengthy conversation with the whole class. Participation is an effective feature of many course designs that results in insightful comments and interesting connections being made by learners and can foster a high level of energy and enthusiasm in the classroom learning environment.

Unwillingness to talk candidly like in authoritarian parenting is a major obstacle to a sound relationship (Educational Research Service 1985) which in turn affects participation in class. Low parental warmth has been found as significant predictor of girl conduct / oppositional problems (Moffir 1993) hence an early predictor of disruptive behavior in children which in turn disrupts their concentration and participation in class activities. The failure of parents to form a warm, supportive relationship with their child impedes the development of emotional understanding and empathy Hoffman, (2004).

The extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's needs and demands (Baumrind 1991) is actually in order since an ideal parent should always be available, highly responsive and warm to the child but this does not happen in most families as the parents are less concerned and are always away from their children. Children in authoritarian homes do not feel loved and accepted by their parents. They are punished for even minor infractions. Often punishments do not fit the crimes and even worse, the punishments often result in relationship consequences which include a withholding of love and affection from the parents to the child. As a result, the child begins to learn that they are loved and accepted for what they do rather than for what they are.

An authoritarian parent attempts to shape, control and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority Kerr & Stattin (2000). The parent values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflicts with what the parent thinks is right conduct. Parents believe in keeping the child in his place, in restricting his autonomy and in assigning household responsibilities in order to inculcate respect for work. There is regard for preservation of order and traditional structure as a highly valued end in itself. Parents do not encourage verbal give and take, believing that the child should accept their words for what is wrong depriving the children of an opportunity to question, discover and explore which is very necessary during science activities. The use of authoritarian parenting is devoid of parental support, praise, affection and comfort.

The focus is rather on the parent's control of the child and the demand for obedience than in considering the child's views. The autonomy of children in the parental setting is restricted by their parents (Baumrind, 1996 & Reitman *et al.*, 2002), which restricts the learners from participating in science activities. Authoritarian control is less consistent with the American ethos than it was in past centuries when parental discipline was directed at teaching the child to do the will of God.

### **1.2 Statement of the Problem**

Educators are faced with tasks of educating different types of learners who learn in unique and individual ways. Children show persistence in the face of failure whereas others give up or choose to work on less challenging tasks. The study was based on the fact that classroom participation in science lesson in pre schools had been falling or not convincing. This is in spite of the fact that the country highlights the goals of every learning area in both the lives of young learners and the country as a Nation on their achievement and participation.

Children who lack motivation to engage in challenging tasks demonstrate signs of withdrawal and fear of failure resulting in punishment by authoritarian parents and believe that one's outcomes are independent of one's actions. Durkin,(1995) observed that Children who demonstrate fear tend to attribute failure to lack of ability rather than lack of effort making the child view failure as internal, stable and relatively unchangeable that only results in punishment, such children are at risk for negative effects, negative expectations, low class participation hence decreased performance and avoidance of challenging tasks, inaccurately underestimate their ability based on past reactions of parents, believe that future tasks are unsuccessful due to their lack of ability. They view

themselves as powerless if not helped out by authority. Children reared in an authoritarian environment may be relatively well-behaved but also tend to be less resourceful, have poor social skills and lower self esteem.

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

The purpose of this study was to investigate the relationship between authoritarian parenting and learner participation using families with children in early childhood centers in the division.

### **1.4 The Research Objectives**

The study was guided by the following specific objectives:

- i. To determine the effects of communication in an authoritarian parenting model on learner participation in an ECE science class.
- ii. To establish the effects of parental availability in an authoritarian parenting model on learner participation in an ECE science class.
- iii. To assess the effects of parental control in an authoritarian parenting model on learner participation in an ECE science class.
- iv. To examine the effects of parental orders in an authoritarian parenting model on learner participation in an ECE science class.

## **1.5 Research Questions**

The study sought to answer the following questions:

- i. What are the effects of communication in an authoritarian parenting model on learner participation in an ECE science class?
- ii. In what ways does parental availability in an authoritarian parenting model affect learner participation in an ECE science class?
- iii. To what extent does parental control in an authoritarian parenting model affect learner participation in an ECE science class?
- iv. How does parental orders in an authoritarian parenting model affect learner participation in an ECE science class?

## **1.6 Significance of the Study**

The study stands to benefit the District Centre for Early Childhood Education (DICECE) officers, ECE managers, head teachers, preschool teachers and other stakeholders in education in sensitizing parents in order to adopt good parenting styles which may in turn help to improve children's classroom participation

The findings may also be used by the National Centre for Early Childhood Education (NACECE) in developing a curriculum and a programme for training parents of preschool children on good parenting practices.

The study findings intend to provide useful information to the early childhood educators and the stakeholders to gauge the extent to which authoritarian parenting style influences pre-school learner classroom participation hence their performance in school. The parents on the other hand will be able to adjust their attitude towards their children.

Intervention strategies on negative effects of the parenting style on children's participation in class should precede such empirical data.

### **1.7 Basic Assumptions of the Study**

Structured interview schedules were used for parents of preschool children to report on their parenting behaviors. It was assumed that the parents gave an accurate account of their parenting behavior towards their children. The study was also based on the assumption that the parent's characteristics are influenced by similar variables and that it influences children behavior the same way. Document analysis was used in the study on the assumption that progress records maintained by the pre-schools provided accurate information on preschool children's level of participation in class. Since the Division is in the boundary of the Kalenjins, Kisii and Luos, the questionnaires for the parents were therefore be translated into Kiswahili.



## 1.8 Definitions of Terms

**Authoritarian Parenting model:** Parenting behaviors and attitudes characterized by high levels of control and low levels of warmth.

**Parent – Child Communication:** Ability of learners to talk and share information including their thoughts and feelings freely during science activities

**Classroom Motivation:** The level of a child’s intrinsic motivation to engage in classroom learning activities.

**Science class:** A standardized structure that meets the diverse needs of young learners and accommodate both different styles and rates of learning.

**Learner Participation:** Learner Getting involved in talking reasonably about the subject-science activities for the purpose of acquiring knowledge, skills and attitude.

**Parental Orders:** giving commands by a superior- parent that must be obeyed without questioning.

**Parental availability:** Expression of interest in children’s activities and friends, involvement in the activities, expression of enthusiasm and praise for children’s accomplishments and demonstration of affection of love.

**Parental control:** amount of supervision parents exercise, the decisions parents make about the children’s activities and friends and the rules parents hold to their children.

### **1.9 Limitation of the Study**

Financial and time constraints were the major limiting factors that the study faced when all factors remained constant. The researcher intended to observe parents interact with their preschool children in their homes and establish their parenting styles. However, considering time and financial resources available, it was not possible to use the procedure. Therefore interview method was the most suitable technique in these circumstances. In addition, the majority of the participants were illiterate and the information needed described in writing.

### **1.10 Delimitations of the Study**

The study was delimited to participation in ECE science class in the division. It was controlled by variables which included communication, parental availability, parental control and orders. The key focus was on the effect of the above variables on participation of learners in ECE classes. The participants in this study were volunteers and the sample was geographically limited as it only included children in Public Early Childhood Centers in Kabondo Division.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

The chapter explored in detail the relationship between authoritarianism parenting model and children's participation in class using families with young children. (Gottfried et al 1998), found in the longitudinal study of academic participation that home environment was significantly related to academics beginning in childhood and lasting through early adolescence. In America and Europe the concept of authoritarianisms may imply many negative dictatorial beliefs, attitudes and behavior, in the African and Chinese and many other Asian countries authoritarianism model of parenting is characterized by the concepts of training, caring and governing Chao, (2003). Furthermore these concepts emphasize their role in teaching or educating children, focusing particularly on children's performance in school which is highly determined by their level of participation since parents believe that education is key to success Chao, (2003). Even in many African cultures, control and strictness may not exist in that form literally, but it takes a form of exercise of power by parents over their child as a form of obligation to nurture and give direction to the child Darling, (1999).

This finding indicated short and long term effects extending throughout a child's development. The current study examined how an individual's overall manner of parenting relates to their children's classroom participation based on both the child's own perceptions and their teacher's perception.

## **2.1 Communication and Learner Participation in Science ECE Class**

Communication is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, ideas and feelings but also create and share meaning (Carter, 2000) which is necessary in a family as it is a means of connecting children and parents. Good communication, therefore aims at sharing or imparting knowledge to pave way toward spiritual and mental growth and development and to build and strengthen relationship, promote fellowship and uphold peace (Lawrence, 2014) which strengthens the relationship between parents and their children.

While parents should be talking WITH and not TO their children and consulting, actually limited communication exists with no free interaction denying children space to express needs even during the science activity like when mentioning parts of their body that requires their participation. Homes should not be battlefields and family members are not warriors, but people who are supposed to be communicating and living in love and peace. Open communication is never an option in authoritarian parenting since parents feel that they are the boss and their children should conform to their demands without questions demotivating the child hence avoids expressing self. There is high parent to child communication but low in child to parent communication. It is a noninteractive model that has serious developmental drawbacks (Daniel & Gilligan 1999) which in turn affect learner participation in class.

Effective two-way communication is cited as a necessary trait for success at all levels of a child's development from conception. An unwillingness to talk candidly is a major

obstacle to a sound relationship (Educational Research Service 1985) since communication is the heart of participation in class because they are able to share experiences. Authoritarian Parenting model has a significant influence on the development of a child considering its outcome. The choice that parents make shapes lives of children forever. Parents cannot evade having a determining factor on character, personality and competence of children Rider, E & Sigelman, (2011). The good task of parenting is the socialization of children were this task of parents require parental expectation and guidance which changes with the development of the child and this encourage the outcome of the child to be positive. A socially competent child can be described as being independent, socially responsible, achievement oriented and energetic which is negatively influenced by authoritarian parenting. When assessing the rate of participation of a child the role of parenting should be put into consideration. The quality of interaction between a child and a parent has an influence in the participation rate of the child.

### **2.1.1 Language Development and learner Participation**

Authoritarian parents are less likely to encourage dynamic verbal interactions with their children which may hinder language development of the children due to lack of exposure and practice at home. Language competence mediates the relationship between parenting and academic achievement (Rosser 1994) suggested that due to fear of failure in turn punishments, the learners avoid participating in class activities and even asking questions at home. Early negative parenting beliefs like (children should follow adult directives without question, expectations of total child obedience) negatively impacts on children's

language development and subsequently negatively impact early academic achievement which inhibits their participation during science activities hence in effective learning process.

Children with speech, language and communication difficulties especially those in authoritarian homes are significantly disadvantaged in their ability to access the national curriculum since almost every educational skill presupposes the use of language (Dockrell & Lindsay,2008) hence avoid participating in class, Vygotsky, (1962),all children in every culture master the complicated system of their native language, unless severe deprivation or physical problems interfere. A child hence should be allowed to participate freely in conversations with the parents to enable him/her learn the language which plays a role in enhancing a learner's participation in and out of the classroom during science activities.

### **2.1.2 Social Withdrawal and Learner Participation**

Healthy attachment is required between the parent and the baby. It is instinctive for most parents to start the moment their baby is born although one in ten mothers has some levels of post-natal depression, which may affect interaction. According to Williams et al.,(2009), Parents should be reminded from time to time to talk, listen and respond to their child and gauge on how to enrich the child's experience. Williams et al., (2009) further observed that authoritarianism parenting model can lead to greater social withdrawal especially in children with low BI and greater acting out behavior in children with high BI. The socially withdrawn child will appear quiet in all social settings including class hence avoid participating.

Parents do not need to be told how to interact with their babies. It is instinctive for most parents to start the moment their baby is born although one in ten mothers have some levels of post-natal depression, which may affect interaction. Parents should be reminded from time to time to talk, listen and respond to their child and gauge on how to enrich the child's experience. The use of punitive and forceful measures to enforce proper behavior causes anger, resentment, deceit and impairs wholesome parent child relationship Betterheim, (1985). In Baumrinds 1967 research in UK, preschoolers with authoritarian parent are withdrawn and unhappy. Children appear anxious and insecure with peers and react hostilely if frustrated. Baumrind's study in 1971 revealed girls to be dependent and lacking in motivation and boys much more likely to be angry and defiant. In addition, children of authoritarian are less likely to internalize that is to accept as their own standards the society's unacceptable behavior Grusec & Goodnow, (2004) and are more likely to have low self esteem. Children often model Parents inflexible thinking through imitation Dekovic, Genis and Janssens, (1991). Baumrinds 1971 describes authoritarian parenting as demanding certain behavior without explaining why and often not listening or providing adequate emotional support (Chao, 2000) making children grow up not being able to explain even the answers they give in class.

### **2.1.3 Emotional Balance and Learner Participation in ECE Science Class**

Children from authoritarian families are more likely to suffer from emotional problems. Without proper guidance and with anger that develops as a result of neglect, these children often act out of emotions in ways that lead to trouble with school or with the law. These children end up prime candidates for gang involvement due to their desire for

some semblance of family. Gangs, although unhealthy for children, provide for them the sense of connectedness and the warmth that they desire. The failure of parents to form a warm, supportive relationship with their child impedes the development of emotional understanding and empathy Hoffman, (2004). This the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's needs and demands.

#### **2.1.4 Learner Anti Social behavior and learner Participation**

The unreasonable behavior of learners affect the learning process.

A study on parenting model and antisocial behavior among children by (Joshi *et al*2009) found that, parents influenced children's behavior (punitive and strict) which contribute to antisocial behavior. This is supported by (Knutson *et al*2004) who found out that parenting styles contribute to antisocial behavior, studies have begun to focus on the relationship between authoritarian parenting model and children temperament, suggesting that authoritarianism parenting could actually be more harmful to children with high behavioral impulse (BI) control ( Williams *et al.*, 2009). This is also known as transactional effect, where parental behavior can be more influential in the development of problem behavior of children who have high BI Williams *et al.*, (2009).

The risk of developing anti social behavior is usually attributable to family or parenting factors Tompsett & Toro, (2010). Since the authoritarian parenting model is characterized by harsh treatment by parents,(Reti *et al.*,2002) posited that it serves as a model for aggressive behavior and contributes to coercive parent-child interactions. By extension,



children internalize standards for behavior; cognitive and emotional modulating through exposure to harsh interactions with parents, such as yelling, arguing and slapping. In this way, punitive negative discipline by parents leads to cognitive and emotional dysregulation by children and resulting in them displaying anger and defiance (Dodge, 1993) which in turn affect participation in class due to unruly behavior.

## **2.2 Parental Availability and Learner Participation in ECE Science Class.**

Parental availability had been found as significant predictor of girl conduct / oppositional problems (Moffitt 1993). This is an early predictor of disruptive behavior in children. The failure of parents to form a warm, supportive relationship with their child impedes the development of emotional understanding and empathy (Hoffman, 2004).

This the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's needs and demands (Baumrind 1991).

An ideal parent should always be available, highly responsive and warm to the child but this does not happen in most families as the parents are less concerned and are always away from their children. Children in authoritarian homes do not feel loved and accepted by their parents. They are punished for even minor infractions. Often these punishments do not fit the crimes and even worse, the punishments often result in relationship consequences which include a withholding of love and affection from the parents to the child. As a result, the child begins to learn that they are loved and accepted for what they do rather than for what they are.

The length of a mother's warmth, responsiveness and acceptance is greatly related to the development of motivation on a child which in turn influences participation. The parenting practices influence the participation orientation of a learner and the participation has an influence on the academic achievement of the learner and it is also associated with competence related to school Benson, J. (2009). Findings by (Ehrensaft *et al.*,2003) suggest a significant link between authoritarian parenting and externalization of antisocial behavior a result of the low parental warmth, inconsistency and harsh discipline that children are subjected to by their authoritarian parents Thornberry *et al.*,(2003). These findings are consistent with the research findings of Asher (2006) which suggested that parenting models are predictors of behavioral outcomes in juveniles.

### **2.2.1 Self regulation and Learner Participation**

Self regulation is the person's ability to control his emotions and impulses for the sake of attaining a bigger goal. Serious self regulation is caused by the parenting style that puts emphasis on obedience and allows very little flexibility. As a result the child fails to develop self regulation abilities and becomes a procrastinator. One who never completes his tasks and who always shifts his interest to a new task before he completes the current one.

While authoritarian parents see themselves as champions of morality, their children are actually less advanced when it comes to self-regulation and more reasoning Dekovic & Janssens (2006). Moreover, these are likely to "tune out" their parents as they get older. Strict parenting deprives kids of the opportunity to internalize self-discipline and

responsibility. Harsh limits may temporarily control behavior but they do not help a child learn to self regulate. Instead, harsh limits trigger a resistance to taking responsibility for themselves. There is no internal tool more valuable for children than self-discipline, but it develops from the internalization of loving limits. No one likes to be controlled, so it's not surprising that kids reject limits that aren't empathic. They see the "Locus of Control" outside of themselves, rather than wanting to behave.

### **2.2.2 Self esteem and Learner Participation**

Self-esteem is part of who we are and who we become(Huxley, 2001), children should possess a healthy self-esteem to be successful in school and to be willing to participate in class. The way a parent treats a child helps determine how the child will feel about self. Children with higher self-esteem are more likely to participate in new experiences and are more willing to share( Brutsaert 1990) purported that children accept advice without seeing it as criticism.

Since the authoritarian parents focus on their children's mistakes and weaknesses, their children negatively view themselves. Several studies have demonstrated a relationship between low self-esteem and authoritarian parents among children. Other researchers found that compared to children who received warmth and acceptance behavior from their parents, children who are controlled by their parents may display low self esteem (Morgan-Lopez, 2009). This makes the children participate less in class activities.

### **2.2.3 Anxiety and Learner Participation**

Parenting is an important contributing factor to childhood anxiety, (Manassis & Bradley 2001) who posited a positive relationship between childhood anxiety and parental control practiced in authoritarian parenting. Controlling parents give their children the message that the world is a scary and unsafe place hence should be vigilant making them anxious (McLeod, Wood & Weisz, (2007).

Children who are raised by authoritarian parents often experience increased anxiety. This is because “wrong” decisions result in harsh punishments, they develop what Freud would describe as an overactive superego. The superego according to Freud, is the moral branch of personality. It develops to guide us to make right decisions and to avoid punishments.

The superego includes the internalized values of the important people and structures (like the law) of our lives. As the number of rules increase, so does the superego. Anxiety is both an internal and external manifestation of the struggle to avoid real or perceived punishment. The children would then be forced to participate in class to avoid punishments.

### **2.2.4 Emotional Balance and Learner Participation in ECE Science Class**

Children from authoritarian families are more likely to suffer from emotional problems. Without proper guidance and with anger that develops as a result of neglect, these children often act out of emotions in ways that lead to trouble with school or with the law. These children end up prime candidates for gang involvement due to their desire

for some semblance of family. Gangs, although unhealthy for children, provide for them the sense of connectedness and the warmth that they desire. The failure of parents to form a warm, supportive relationship with their child impedes the development of emotional understanding and empathy Hoffman, (2004). This the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's needs and demands.

### **2.3 Parental Control and Learner Participation in ECE Science class.**

In an early study by (Baumrind 1973), authoritarian parents admitted to frightening their children as a means of control. This parenting style has been negatively associated with delinquency, aggression and independence in children (Hill, 1995; Shumao et al.,1998) as a result of the maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobey.

Parents make claims on children to become integrated into the whole family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys, Baumrind (1991).As part of parental control, parents get involved in making decisions for their children leaving no opportunity to decide what they want as a result become less confident. They utilize punishment rather than discipline but are not willing or able to explain the reasoning behind their rules.

The authoritarian parent attempts to shape, control and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute

standard, theologically motivated and formulated by a higher authority. The parent values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflicts with what she thinks is right conduct. Parents believe in keeping the child in his place, in restricting his autonomy and in assigning household responsibilities in order to inculcate respect for work. They regard the preservation of order and traditional structure as a highly valued end in itself. They do not encourage verbal give and take , believing that the child should accept their words for what is wrong. One study of early graders in Beijing found that kids from authoritarian families were rated as less socially competent by their teachers. They were more aggressive and less likely to be accepted by their peers (Chen *et al* 1997). Other Chinese research had linked the punitive aspects of authoritarianism with poorer social functioning Zhou *et al*(2004).

### **2.3.1 Independence and Learner Participation**

Children raised in authoritarian environments have low degree of self-reliance as compared to children raised in other environments Lamborn, Steinberg & Dornbush (1991). Children of controlling parents do very little thinking for themselves. The parents do the thinking for them. In consequence, these kids struggle with problem solving. Children rely instead on their parents telling them what to do and how.

In some cases, this dependency can become so deeply ingrained within a personality that all personal power is given up in favor of another person. When this occurs, the dependant person will only feel secure by clinging on to that person. Seeing them as responsible for their happiness when things go well and responsible for their failures

when things go wrong Lamborn, Steinberg & Dornbush, (1991). Unfortunately, this puts the life of the dependant person at the mercy of those around them because they do not believe in their own ability to solve or overcome a problem hence will always instinctively look for someone who can provide them with the answer or solutions they are looking for. On the same vein, Darling (1991) indicated that clinging on to others provides one with a sense of security, but does so at the expense of having others control the direction of your life.

### **2.3.2 Aggression and Learner Participation**

Aggressive behavior occurs among children when treated strictly and harshly interfering with participation in class. According to (Beck, Hastings & Steveson 2004), authoritarian parenting with less caring and firm characteristics, will have a negative impact on children's aggression. In fact, (Frick 1994) stated that when parents are too strict and harsh in parenting, it may contribute to childhood behavior problems. Moreover, strict and harsh upbringing which includes yelling, scolding, spanking and physical punishment leads to aggression among children (Knutson et al., 2005) interfering with the participation in class. Children exposed to punitive child rearing may affect their psychological well-being.

A longitudinal study done by Thomson, Hollis & Richards (2003) showed that authoritarian mothers may have children with behavior problems as early as 5 to 10 years old, especially when the authoritarian mothers experiences stress, depression and socioeconomic problems; they may discipline their children more strictly and

harshly. Another study by (Barnow *et al* 2005), found that when children are exposed to strict parenting, they may show aggressive attitude as a protest to their parents. Overall, one might say that children raised by authoritarian parents have possibility to exhibit aggression behavior.

### **2.3.3 Social Adjustment and Learner Participation**

Children from authoritarianism are less socially-adept since they find it difficult to make friends. Widely-studies on American children have reported that children with authoritarian parents were the least likely to feel socially accepted by their peers. Consequently, (Paterson2000) suggests that poor parental monitoring leads impaired development of the normal social skills and increased tendency to associate with antisocial peers.

Since the child is receiving only minimal attention, these children are often lonely. Because they do not receive the necessary love from their parents, they often struggle to develop appropriate social skills with others, which lead to loneliness. Parents are necessary in the development of social skills for the child by reinforcing skills taught in school. Healthy parents encourage children to be involved in activities and friendships and give of their time so that the child can have these healthy experiences. With neglectful parents there are no sports teams or play dates. This leads to lack of social development and isolation.



### **2.3.4 Delinquency and Learner Participation**

According to (Dubas, Loeber *et al*2008) authoritarian parenting is linked to serious persistence delinquency such as murder, rape, robbery and selling hard drugs. As study about the relationship between authoritarian parenting and delinquency found that negative response aggression, abandonment and psychological control in parenting had the strongest links to delinquency (Hoeve et al 2009) which results in delinquency and in turn affects participation in class.

In addition, (Knutson 2004) found that authoritarian parenting showed positive connections with antisocial behavior. It is agreed that authoritarian parenting influenced children's behavior through direct behavior (punitive and strict) which contributed to anti social behavior. This statement supported previous research done by Knutson (2004) that parenting style contributes to anti social behavior. Authoritarian parenting has to an extent been associated with drug use in children Baumrind, (1991). Further extant research suggests a strong link between authoritarianism and juvenile delinquency Lamborn, Mounts, Steinberg & Dornbush, (1991).

Children of authoritarian parents have difficulty in school. Their parents often shift the responsibility of monitoring the education of the child to another child in the family or the school system. As a result when these children struggle in school, there is no parental guidance to get them the help that they require. In addition, because these children are not being monitored, truancy is also a consequence. Finally, when the schools seek out the parent to deal with problems with school, their parents are often unresponsive.

## **2.4 Orders and Learner Participation in ECE Science Class**

Some parents give orders and pressure children to follow their directions without respecting children's words and efforts, instead of considering the ideas and feelings on issues and giving corrective orders at appropriate times. Authoritarian parents are obedience-status oriented and expect their orders to be obeyed without explanations. In giving orders, authoritarian parents don't feel they need to explain their rules or the reasons why they expect their children to do certain things.

The main focus of authoritarian parents is on what their children do wrong and the punishment for misbehavior is often harsh. Should a child question a rule, they will often hear from their parents, "Because I said so". Parents that use this style feel they must be followed. Children have little or no freedom. Discipline is usually a form of reward and punishment. Children learn early to please their parents to regain a reward. They may behave because they fear their parents. Children either go along and have a hard time learning to think for themselves or they may rebel in reaction to the controlling methods of their parents.

### **2.4.1 Social Response and Learner Participation**

(Zhou et al 2004) argued that kids from authoritarian families are less socially adept and find it difficult to make friends. This is reaffirmed by (Steinberg et al 1994) who indicated that kids of authoritarian parents were least likely to feel socially accepted by their peers hence poorer social functioning. This is in line with the researcher's findings that children from authoritarian homes do not experience the love and acceptance from

their parents, whom they should be seeking guidance hence fail to seek the guidance which in turn interferes with learners live of achievement.

Because kids raised strictly only “do right” when we are there, they get into more trouble and also become excellent liars. There are many times that a child will need help and guidance as they grow. One only seeks guidance from relationships where one feels loved and accepted. Since children of authoritarian homes do not experience love and acceptance from their parents, they will seek counsel from someone outside the home or may not seek counsel at all. Despite the fact that an authoritarian parent may be a good person who has much wisdom to offer, when it comes to the major issues of life, the children do not seek their counsel.

#### **2.4.2 Level of Obedience and Learner Participation**

Kids raised with strict discipline learn that power is always right and they learn to obey, but don't learn to think for themselves. Later in life, they won't question authority when they should. They are less likely to take responsibility for their actions and more willing to follow the peer group or dodge responsibility by saying that they were only trying to follow orders. Children in an authoritarian home always comply out of fear. Fear of punishment and fear of withholding of affection drives these children to comply.

Children of authoritarianism parents feel unheard and undervalued as contributing members of the family unit. While these children are typically obedient due to threat of negative parental consequence; they are emotionally hampered.

### **2.4.3 Fear of Failure and Learner Participation in ECE Science Class**

There is strong element of fear that pervades an authoritarian household. Much like an authoritarian government, there is compliance with rules, but the compliance is typically not out of love. Children in authoritarian home comply out of fear. Fear of failure and that of punishment. In addition to fear, the child does not feel loved and accepted by their parents. Children are punished for even minor infractions. Often, these punishments do not fit the crime and are overly punitive(Esther Rothblum 2002) suggested that children with overly critical, controlling and demanding parents might learn to avoid tasks rather than risking failure. Parents who are hard on their kids more often have kids who are hard on themselves. They fear to risk.

### **2.4.4 Learner Life Satisfaction and Participation**

Studies have examined the relationship between authoritarian parenting and children's life satisfaction. (Milevsky *et al.*,2007) demonstrated that life satisfaction of children may decrease when they are raised by authoritarian fathers. Additionally, (Leung 2004) stated that the element of control and punitive nature of authoritarian parenting may cause children to feel unhappy and dissatisfied with their life. It is suggested authoritarian parenting may minimize life satisfaction among children this in turn minimizes their participation in class.

## **2.5 Theoretical Framework**

This study was based on Lev Vygotsky's Social Interaction Theory which points out that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior. The theory implies that people (children) learn in social context- learn from each other and inform teachers, how to construct active learning communities beginning from the parents. Meaning a child should be brought up in an interactive environment right from home to enable him/ her participate actively in class. While children of authoritarian parents show high levels of obedience, research has shown this parenting model also produce negative outcome in children's development such as fear of failure and low social response (Lamborn *et al*, 1991) and poor adjustment at school Shumao *et al*, (1998).

(Vygotsky 1978) socio-interactive perspective informs the parents of their involvement in education as it highlights the importance of all relationships in learning. The major theme of (Vygotsky 1978) theoretical framework of social constructivism is the idea that social interaction plays a significant role in cognition and parents should be made aware of. Vygotsky believed that cognitive skills were not primarily a factor of genetics but a product of individual's social interactions practiced in a cultural context.

(Vygotsky 1978) also believed that the potential for cognitive development was limited to a particular time frame, Zone of Proximal Development or the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or

in collaboration with peers. This guidance can only be done by parents if they relate well with their children. He further stressed the importance of the social other in child development or the significance of the child's interactions with others in the environment especially the parents.

### **2.5.1 Application of the theory to the current study**

This Model provides a direct link between authoritarian parenting model and child's development. The study therefore used the theory to empirically determine the relationship between authoritarian parenting model and learner participation in class.

### **2.6 Conceptual Framework**

The study's conceptual framework as depicted in Figure 2.6.1 (page 36), shows the impact of authoritarian parenting model on learners participation in ECE science class. How a child participates in learning activities. The child's personal factors such as beliefs, and attitudes can be positively or negatively influenced by a particular parenting style. The framework indicates that parenting is a skill that requires the parents to ensure that the child's underlying strengths and talents are identified and nurtured through positive parental involvement in the child's life in and out of the home environment Hetherington and Clingempeel, (1992); and Maccoby and Martin, (1983).

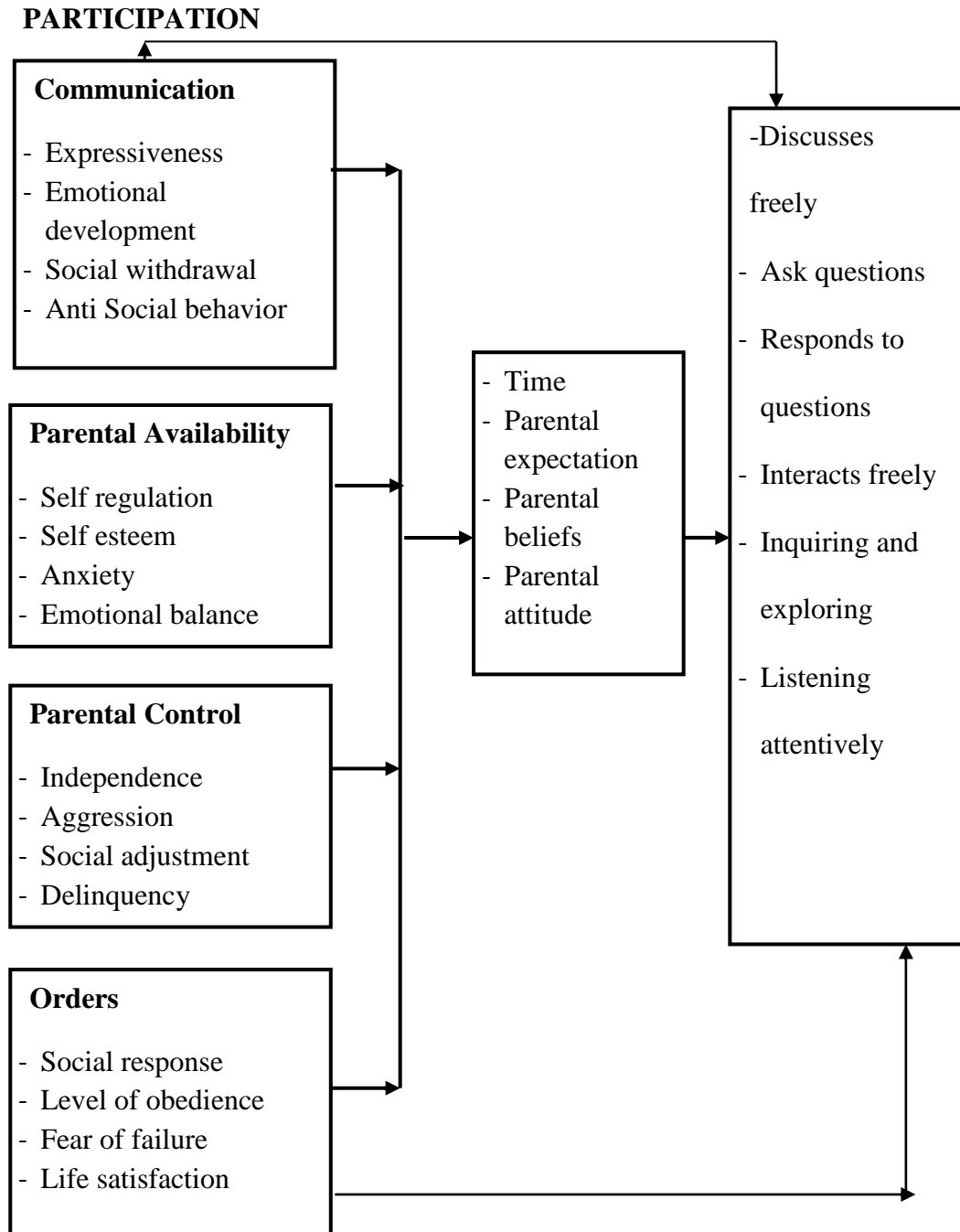
(Hoeve *et al.*,2009) suggested that authoritarian parents show low responsiveness and warmth but high control toward their children. They attempt to shape, control and evaluate the behavior and attitudes of their children according to a set of principles they provide. The parents tend to be conservative and strict. There is limited communication

in an authoritarian home, low parental warmth, high control and orders given without explanations. In turn some of the children appear withdrawn, not active and full of fear.

The conceptual framework was based on the relationship between independent variable (authoritarian parenting model) and the dependent variable (learner's participation). After the process of parent and children interaction which is determined by the parenting model, child's participation in class is achieved as the output.

## AUTHORITARIAN PARENTING

## LEARNERS



**Figure 2.6.1: Perceived framework for authoritarian parenting and learner's participation**



## 2.7 Summary of the Literature Reviewed

S. NO.	RESEARCHER/ AUTHOR	YEAR	FOCUS/STUDY	FINDINGS	GAP	INTERVENTION
1.	Asher, A J.	2006	Exploring relationship between parenting style and juvenile delinquency	A greater proportion of the juveniles live in home with predominantly authoritarian parenting styles.	The study only involved parents and legal guardians of juveniles incarcerated for felony offences and placed in regional juvenile rehabilitation centers	A combination of authoritarian and permissive parenting style
2.	Baumrind Diana	1991	The influence of parenting style on kids competence and substance use	Parenting style has been found to predict child wellbeing in the domains of social competence, academic performance and problem behavior. Children from authoritarian families tend to perform moderately well and in school and be uninvolved in problem behavior but they have poorer social skills, low self-esteem and higher levels of depression	The researcher only had a perception of the parent's standard of living and financial status without having the exact range of the parents income. Therefore all information wasn't enough to analyze between the level of children competence and parenting style	Future researchers inspired to look at the acculturation domain in parenting styles. Acculturation process has its own influence on ones parenting style.

3.	Chao, R.K	1994	Beyond parental control and authoritarian parenting style: understanding Chinese parenting through the cultural notion of training	Immigrant Chinese and European-American mothers of preschool aged children were administered standard measures of parental control and authoritarian parenting style as well as Chinese child-rearing items involving the concept of training. After controlling their education and their scores on the standard measures, Chinese mothers were found to score significantly higher on the training ideologies. The training concept has important features beyond the authoritarian concepts that may explain Chinese school success.	The concepts of authoritative and authoritarian in the study are ethnocentric and do not capture the important features of Chinese child rearing especially for explaining their school success.	Cultural relativism should be considered studies were the effort to understand a given social practice on the basis of the cultural meaning of society in which it takes place.
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4	Dockrell & Lindsay	2008	Speech, language and communication needs and ECE school-aged children	The development of speaking and listening skills requires fuller and more intensive attention to make sure that children acquire a good stock of words, learn to listen attentively, speak clearly and confidently- are prime communication skills hugely important in their own right and central to children's intellectual, social and emotional development.	Children with SLCN are disadvantaged compared to their peers in schools; they have to learn in an environment where the medium for learning is their major weakness. SLCN can present in different guises and therefore not always easy to understand or to manage.	Speech, language and Communication does not develop in a vacuum. It occurs within a context of family, education, community and interpersonal interaction. Children need to be supported in all contexts; language context, but also family, school and family contexts. Speech and language therapy provision should consider the functional impact of children's SLCN and work to support their ability to participate in the environments in which they live.
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5	Darling, N	2000	Parenting styles and its correlates.	Parenting style found to predict child well-being in the domains of social competence, academic performance, psychosocial development and problem behavior. Children from authoritarian families tend to perform moderately well in school and be uninvolved in problem behavior but have poorer social skills, low self-esteem and higher levels of depression.	Study only done in authoritarian homes	Similar studies be done in families practicing all the three parenting styles.
6	Onyehahi	2004	Delinquency in children	Delinquency is a departure from the accepted norms of the society that amounts to a kind of rebellion against time honored, social control strategies that ensure continuity, stability, coherence and shameless in human lifestyles and conduct. There is a direct relationship between home background and the occurrences of delinquency and that parents service as a model for the child to adopt his parents values and imitates behavior.	High parental expectations above the children's expectations in unconducive environments.	There should be a complete change of parental attitude towards children's discipline and parents should create conducive home environment for their children and know the correct disciplinary methods to use on children.

7	Schearer & Barley	2007	Family types and the child's behavior.	A child from a happy home found to be associated with emotional stability and maturity. They exhibit wholesome attitudes which lead to academic achievement, positive attitudes towards school authority while children from sad home environment show contrary behavior.	Different family backgrounds not considered like the financial aspects.	Children be provided with conducive environments back at home to enhance their emotional development.
8	Shumow, L.	1998	Harsh firm, firm and permissive parenting in low-income families	Families with low income practice harsh, firm and authoritarian parenting practices due to financial constraints and high demands which they cannot meet.	Study only done in families practicing permissive parenting.	Studies done across all the three parenting styles to create a balance.
9	Hill, N.E	1995	The relationship between family environment and parenting style.	Family environment correlates with the parenting styles that in turn affects child rearing practices.	The study was only done between mothers and the children.	Studies be done between both fathers and mothers and their children.
10	Lamborn et al	1991	Child Development	Authoritarian parenting associated with optimum self esteem.	Other authoritarian correlates not considered.	All the authoritarian correlates looked into in other studies.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The issues addressed in research methodology are the study location, research design, target population, sample size and sampling procedure. Validity and reliability of the instruments are also issues discussed here. Lastly, the methodology discusses the procedure of data collection and data analysis.

#### **3.2 Study Location**

The study was carried out in sampled schools in Kabondo Division of Homabay County since the Division had been performing poorly in science activities for two consecutive years in the District. The schools include children from different tribes; the kikuyu, luo, kisii and luhya. This is as a result of the Chabera and Kadongo centers which are cosmopolitan. Chabera center is to the North of the Division and it is in the border of the luo and kisii. Kadongo center is to the south of the Division and still in the boundary of the luo and Kisii with kikuyu forming the a good part of the residents as a result of trade. The area receives tropical rainfall and most residents are farmers of maize, beans and vegetables.

#### **3.3 Research Design**

The study involved a descriptive survey research design where qualitative data is collected. According to (Key 1997), descriptive research is used to obtain information concerning the current status of phenomena to describe what exists with respect to

variables or conditions in a situation, (Cohen& Manion,1994) state that survey studies collect data with the intention of determining the relationships existing between specific events or variables. This study sought to use descriptive survey design to collect and analyze data to determine the relationship between authoritarian parenting model and learner's participation in class and further established the effects of the parenting model on learner's classroom participation.

The data collected was qualitative since the techniques and measures used did not produce discrete numerical data Mugenda (2003). Mostly, in qualitative research techniques, the data are in form of words rather than numbers and these words are often grouped into categories. According to Abel (Mugenda and Olive Mugenda, 2003), qualitative research is advantageous in that it permits the research to go beyond the statistical results usually reported in quantitative research. Knowledge generated by qualitative research is significant in its own right Adelman,(1980).

### **3.4 Target Population**

According to (Mugenda and Mugenda 1999), the target population is a group or category of human beings, animals or objects which have one or more characteristics in common and have been selected as a focus of the study. The selected group is also known as the universe and is the one that a researcher generalized the results of the research. This study targeted all the learners in public Early Childhood Centers in the Division , their parents, the teachers, head teachers, the AEOs and the DEO. There were 60 head teachers, 180 ECE teachers and 230 parents in three zones with 400 ECE pupils spread all over the Division including the DEO of the sub county and the 3 AEOs of the three zones. This

study population was large therefore it was not possible for the researcher to interact with every element in the population, hence need for sampling.

### 3.5 Sample Size and Sampling Procedure

A sample is a small part of the total number that is to be studied Muthee, (2010).

This study involved 314 respondents which is recommended by (Krejcie & Morgan, 1970), drawn from the total population including; 60 head teachers, 60 ECE teachers, 70 parents, 4 education officers and 120 ECE learners. The parents sample size was reached at by using the snowballing sampling technique.

**Table 3.1: Sampling Frame**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample size</b>
Head teachers	60	60
ECE Teachers	180	60
Learners	400	120
Parents	230	70
Education Officers	4	4
<b>TOTAL</b>	<b>874</b>	<b>314</b>

#### 3.5.1 Sampling Procedures

There were 60 ECE centers attached to public primary schools in the division with the following distribution in the three zones: 23 in Ayiengo zone, 26 in Awach zone and 11 in Ramba zone. The study involved a multi stage sampling technique combining purposive and snowballing.



Non-probability sampling technique was used in the study where convenience sampling was used to sample parents who showed special interest in the study, volunteers and those met accidentally. Here the sample is secured by taking cases which happened to be available until the desired sample size is secured.

Purposive sampling was also employed where the researcher purposely targeted a group of people believed to be reliable for the study in this case, the teachers and learners. Purposive sampling was convenient for it could be used with both quantitative and qualitative analysis. The procedure for selecting the ECE teachers began with writing numbers 1-4 in small sheets of papers for the 4 teachers in each Early Childhood Center on pieces of paper and putting them in a carton. After mixing the papers thoroughly, the teachers were then allowed to pick at random and whoever picked on number 1 represented all the teachers.

### **3.6 Data Collection Instruments**

Data was collected using interview schedules and questionnaires. The selection of these tools was guided by the nature of the collection of data, the time frame and objectives of the study.

Questionnaires were developed and used on the head teachers, education officers and teachers since it gave the respondent time to think about their answers. Hence it was able to extract in-depth information on the parenting style where both closed-ended and open-ended questions were used to gather information from parents and the teachers.

The questionnaire was used as (Gay 2002) noted that it enables the researcher to gather data from the respondents and is easily administered. The questionnaire has items seeking

information on general demographic data like age, gender, academic qualification and occupation. In addition, they sought information on the family structure in endeavor to gather information on its influence in learners' level of participation in class.

The study also employed the use of documentary analysis to gather information about the learner's participation in classroom, social adjustment and academic performance. It is a vital data collecting tool as it enabled the researcher to obtain information from the learner's progress records in the various activity areas.

Personal interviews were also used on the learners. It was appropriate because a number of questions were answered at a relatively shorter time. It was ideal since the researcher got instant feedback and also gauged the accuracy of the data collected.

### **3.6.1 Pilot Testing of the Instruments**

A pilot study was carried out to ensure the validity of the instruments. The pilot study involved three teachers, three parents and three learners. The samples used in the pilot study were excluded from the final administration of the instruments.

### **3.6.2 Validity**

(Mugenda and Mugenda 1999) defined validity as the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which results obtained from the analysis of data actually represents the phenomenon under study. Validity is ensured by comparing the information obtained by the instruments. Similar information is to be obtained through the instruments for validity of the data. The

questions on the questionnaire were structured in such a way that the key evoked similar reactions to the questions but with personalized responses to them.

Pilot study was also carried out to ensure validity. The pilot study involved three teachers from each zone. The samples used in the pilot study were excluded from the final administration.

### **3.6.3 Reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugendi (2003). To test reliability of the items in each tool, the study used test-retest technique and instruments adjusted accordingly. In a study, reliability decreases as random error increases and vice versa. Random error is the deviation from a true measurement brought about by factors that have not effectively been addressed in the research. This error may be due to inaccuracy of the scoring during the study or due to an unknown reason.

In this study the random error was minimized, first by avoiding ambiguous items in the questionnaires. The test retest method was used to assess the reliability of the data. This involved administering the questionnaires twice to the teachers and learners in one school which was excluded from the actual study. The first set of questionnaire administration was done during the piloting and the second done a week after the first administration. After administering the questionnaires, a correlation coefficient was calculated to indicate the relationship between the two sets of scores. Pearson product moment correlation coefficient was used to determine the correlation coefficient ( $\Gamma_X^1$ ). The reliability of the

entire instrument was obtained through  $r_{xx}^1 = 2 r_{xx} / (1 + r_{xx})$  where  $r_{xx}$  is the correlation between the two tests. Below is the result for the questionnaires.

$$\frac{2 \times 0.7581}{1.7581} = 0.8624$$

1.7581

Since the questionnaires had a reliability of 0.8624 which is greater than 0.8, the questionnaires were established to be reliable.

### **3.7 Data Collection Procedure**

Research permit was sought from the National Council Science and Technology ((NACOST) through the Chairman Department of Educational Communication and Technology University of Nairobi. The study then took a descriptive survey design where data was collected using questionnaires. Permission to carry out the study was obtained from the district education office before the researcher started collecting data.

The parents, teachers and learners were assured that the information they gave would be treated with confidentiality and for the research purpose only. The questionnaires were given out to parents and teachers and given four days to read and answer the questions. Five learners were visited per day to be asked relevant items as per the questionnaire.

### **3.8 Data Analysis Techniques**

Data obtained from the field in raw form was difficult to interpret hence the data analyzed to give meaning. Since this was a qualitative research study, the qualitative data from open ended questions were transcribed and organized according to themes, categories and sub categories as they emerged and then pattern trends and relationships

from the information gathered and relationships were established. For example analysis was done concerning the patterns of learner's classroom participation in relation to authoritarian parenting model. According to (Mugenda and Mugenda 1991) data analysis includes sorting, editing, coding, cleaning and processing of data. It is the breakdown of data into constituent parts to obtain answers to the research questions. The data collected from parents and teachers' questionnaires was analyzed in relation to the researcher's questions.

Quantitative data was coded and descriptive analysis done. This was done using frequencies and measures of central tendency. Tables, pie charts and graphs were used to present the findings of the analysis and thereafter the findings of the analysis presented in a report. The data was analyzed with the aid of Microsoft excel.

### **3.9 Ethical Concern**

The issue of ethics cannot be overlooked in a study. Despite the high value of knowledge gained through the study , it could not be pursued at the expense of human dignity hence the information gathered from parents, teachers and learners was treated with confidentiality and for academic use only. This was ensured by not having their personal details reviewed. The preschool learners progress records was also treated with confidentiality.

The following issues were then considered: Respondents made decisions to participate based on their adequate knowledge on the study. They were provided with information on the purpose of the study, the expected duration of participation and the procedure to be followed. Finally, access to respondents' information was limited to the research staff.

## **CHAPTER FOUR**

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

#### **4.0 Introduction**

This chapter begins with the questionnaire response rate and the demographic profile of respondent. It then presents findings of the study which have been discussed under thematic areas and sub-sections in line with the study objectives.

The thematic areas include parent-child communication, parental availability, parental control and orders of an authoritarian parent followed with influence on pre-school, child participation in ECE science class.

#### **4.1 Questionnaire Return Rate**

Questionnaires with both open and close-ended questions to collect qualitative and quantitative data respectively were administered. 314 questionnaires and the interview schedules were administered, 264 returned which amounted to 84.08% return rate after computation. All the 60 (100%) ECE teachers attached to primary schools responded while out of the 60 head teachers targeted, 50 (83.33%) responded. 120 learners were targeted but only 100 (83.33%) participated reducing the return rate. On the other hand, the DEO and QZAO's all responded amounting to 100% return rate. Lastly out of the 70 parents, 50 (71%) participated. The good response rate was attributed to the fact that the researcher did follow up the respondents which reduced chances of misplacements or loss of the instruments.

Having achieved this return rate, the study proceeded guided by return rate guideline theory of Mugenda & Mugenda (2003) which states that a response rate of 50% is

adequate for analysis and reporting, 60% is good while 70% and over is very good for analysis and reporting. Table 4.1 shows the results.

**Table 4.1: Questionnaire Return Rate**

<b>Respondent</b>	<b>Targeted</b>	<b>Obtained</b>	<b>Return rate</b>
Head teachers	60	50	83.3
ECE Teacher	60	60	100.00
Parents	70	50	71.00
Education Officers	4	4	100
<b>Total</b>	<b>314</b>	<b>264</b>	<b>84.08</b>

All the 60 (100%)ECE teachers attached to primary schools responded while out of the 60 head teachers targeted,50 (83.33)responded.120 learners were targeted, but 100 (83.33%)participated. On the other hand, DEO and QZAO's all responded amounting to 100% return. Lastly out of the 70 parents 50 (71%) participated.

The high response return rate was attributed to the fact that the researcher did follow up the respondents which reduced chances of misplacement or loss of the instruments.

#### **4.1.1 Demographic Profile of Respondents**

The demographic profile of the teachers, head teachers,parents, learners and education officials were analyzed in this section. It is presented according to gender, professional qualification, duration of stay, academic qualification and age. This knowledge of demographic characteristic was useful in the study.

The study sought to know the demographic profile of teachers, head teachers, education officers, parents and learners by gender as shown in table 4.2.

**Table 4.2- Presents Demographic Profile of Respondents by gender**

Response	Teachers		Head Teachers		Education Officers		Parents		Learners	
	F	%	F	%	F	%	F	%	F	%
Male	0	0	45	90	4	100	17	34	55	50
Female	60	100	5	10	0	0	33	66	25	50
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>100</b>	<b>100</b>

The respondents were asked to state their gender as shown in table 4.2. The resulting distribution showed that ECE teachers in centers attached to primary schools 60(100%) were all female. This showed that the distribution of gender is fully skewed towards female hence the county government's efforts of ensuring male ECE teachers given first priority is yet to be realized in the ECE sector. The study also found out that there were more male head teacher 45 (90%) than female head teachers 5 (10%). This was also realized with Education Officers, 4(100%) were male. This led to the conclusion that leadership in the region was male dominated since there representation was higher. This confirms right the government's effort of ensuring that the female gender forms at least one third of the work force in all sections. On the other hand, out of the 50 parents interviewed, 43 (66%) were females while 17 (34%) were male. Finally the researcher intentionally balanced the gender for ECE learners to be interviewed so as to get a balanced representation of the learners. The study also sought to know the demographic profile of teachers, head teachers and education officers by professional qualification as shown in table 4.3.



**Table 4.3: Distribution by Professional Qualification**

Response	Teachers		Head Teachers		Education Officers	
	F	%	F	%	F	%
Certificate	43	71.67	40	80	-	-
Diploma	17	28.33	5	10	2	50
Degree	-	-	5	10	1	25
Masters	-	-	-	-	1	25
TOTAL	60	100	50	100	4	100

On professional qualification, out of the 60 ECE teachers, 43 (71.67%) were certificate holders while 17(28.33%) were Diploma holders which was attributed to their age. From table 4.3 it is also evident that most of the head teachers 40(80%) were certificate holders while 5 (10%) and 5 (10%) were diploma and degree holders respectively. This indicates that most 40 (80%) of the head teachers are P1's or have attained promotions on merits while the 5 (10%) diploma holders and 5(10% )degree holders have responded to the government proposal that head teachers should be degree holders. The DEO 1(25%) has a masters while 1 (25%) of the QZA's has a degree and the 2 QZAs, 2(50%) are diploma holders, implying that the Division is managed by more qualified personnel.

The study also sought to know the demographic profile of teachers, head teachers and education officers by professional qualification as shown in table 4.4.

**Table 4.4 Distribution by Duration of Stay in institutions**

Response (YEARS)	Teachers		Head Teachers		Education Officers	
	F	%	F	%	F	%
1-5	45	75	15	30	1	25
6-10	15	25	20	40	2	50
11- 15	-	-	10	20	1	25
16-20	-	-	5	10	-	-
TOTAL	60	100	50	100	4	100

Table 4.4 shows the distribution by duration of stay indicating that 45(75%) of the ECE teachers had been in their centers for a shorter time 1-5 years an indication of new employment by the county government and PTAs. While 15(25%) of the teachers had stayed a little longer 15-20 years because either their services were good hence retained or were too influential and continued staying in same schools for their own interest. Some of the head teachers 15 (30%) were new in the positions and had an experience of between 1-5 years an indication of new promotions, while 20 (40%) had stayed for a period of 6-10 years hence had enough experience to manage the ECE centers. 10 (20%) had stayed for between 11-15 years in the same station an indication of good work they had done hence retained.

While 5(10%) had stayed longest due to increase of age of retirement to 60 years and was retiring in month's time hence retained in the school.

**Table 4.5: Distribution of Parents by Academic Qualification**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	30	60
Secondary	17	34
College	3	6
University	-	-
<b>TOTAL</b>	<b>50</b>	<b>100</b>

The parents were asked to respond to their level of academic attainment. Out of the 50 parents, 30 (60%) were primary school leavers, 17 (34%) were secondary school leavers while 3(6%) had gone to colleges. This explained why there were many young mothers 27(54%) who were between 20-30 years.

#### **4.2 Effects of Communication on Learner Participation in ECE Science Class**

Communication is a two way process of reaching mutual understanding where participants not only exchange information, ideas and feelings but also create and share meaning(Carter 2000).Effective communication imparts knowledge and paves way toward building and strengthening relationships and upholding peace, which strengthens the relationship between parents and their children. In instances where communication is ineffective, a child is denied space to freely interact and express his/her needs.Such a child will be socially withdrawn attributed to lack of effective social relationship between

an authoritarian parent and the child that greatly affects how the child interacts in school. The children suffer from emotional imbalance as a result of their developmental stage and because of no proper guidance with the anger that developed as a result of neglect hence the child acting out of inbuilt emotions. However, children with LBI may develop anti social behaviors like hitting over hostility and intentional aggression towards others.

The development of speaking and listening skills requires fuller and more intensive attention to make sure that children acquire a good stock of words, learn to listen attentively and speak clearly and confidently which are prime communication skills hugely important in their own right and central to children's intellectual, social and emotional development though lacks in authoritarian homes hence affecting learner participation.

#### **4.2.1. Expressiveness and Participation of Learners.**

Dockrell & Lindsay 2008) posited that children who freely talk to their parents tend to participate more in class activities. On the same vein, (Vygotsky 1962) indicated that children in every culture master the complicated system of their native language learnt from the family members which is critical to cognitive development and learning unless severe deprivation or physical problems interfere.

**Table 4.6: Expressiveness and Learner Participation**

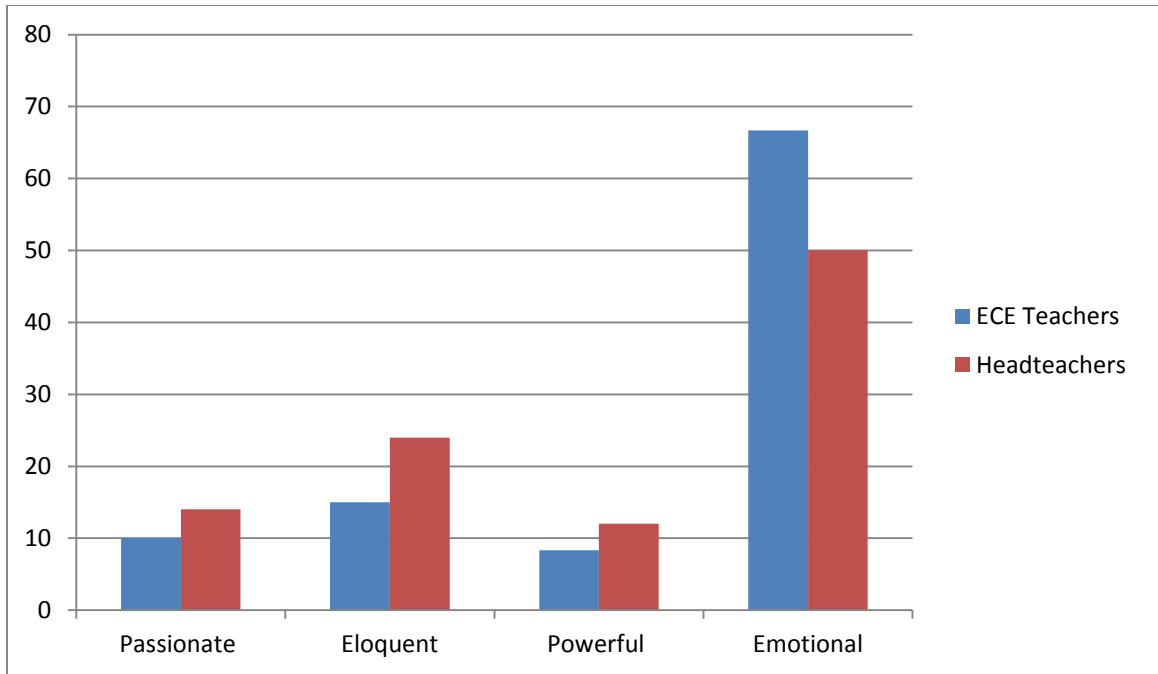
<b>EXPRESSIVENESS</b>	<b>ECE TEACHERS</b>		<b>HEADTEACHERS</b>	
	F	%	F	%
Passionate	6	10	7	14
Eloquent	9	15	12	24
Powerful	5	8.33	6	12
Emotional	40	66.67	25	50

<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>50</b>	<b>100</b>
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Table 4.6 shows that out of 60 ECE teachers 6 (10%) confirmed that children of authoritarian parents were passionate during class activities especially in science. 7 (14%) out of the 50 head teachers also confirmed that the children were passionate. This supports by Rider, E & Sigelman, (2011) argument that children of authoritarian parents are quick tempered and easily moved to anger. 9(15%) of the ECE teachers observed that the learners were eloquent, this was also confirmed by 12(24%) of the head teachers. This lower percentage of eloquence is in line with (Dockrell & Lindsay's 2008) argument that the development of speaking skills requires fuller and more intensive attention to make sure that children acquire a good stock of words. On the other hand, 40(66.67%) of the ECE teachers observed that the learners were emotional. This confirms the argument by (Rider, E & Sigelman, 2011) that authoritarian children are quick tempered hence very emotional. The question of expressiveness when posed to one respondent-teacher during a discussion yielded several interesting results as captured below;

*“parents should make themselves available to talk and listen hence be easily approached by their children. They should minimize name calling, criticism, threatening, blaming or minimizing feelings. The goal of communicating openly is not just for children to follow directives but also helps them learn how to express themselves. Effective parent-child communication makes children be self-sufficient and confident fostering healthy self-esteem and reinforcing a sense of safety, acceptance, inclusion and respect at home.”*

The data could be presented in a graph as shown below.



**Figure 4.1: Expressiveness and Learner Participation**

#### 4.2.2 Social Withdrawal and Learner Participation

Healthy attachment is required between the parent and the baby. It is instinctive for most parents to start the moment their baby is born although one in ten mothers has some levels of post-natal depression, which may affect interaction. According to (Williams *et al.*2009), Parents should be reminded from time to time to talk, listen and respond to their child and gauge on how to enrich the child’s experience.

**Table 4.7: Social Withdrawal and Learner Participation**

SOCIALLY WITHDRAWN	TEACHERS	
	F	%
YES	42	70
NO	18	30
TOTAL	60	100

Table 4.7 shows that 42(70%) of the ECE teachers observed that learners from authoritarian homes were socially withdrawn when in class. This was attributed to lack of effective social relationship between an authoritarian parent and the child that greatly affects how the child interacts in school. On the same vein, Abraham Maslow indicated that a child's social needs should be met in order to motivate human (child's) behavior. However one teacher had this to say on social withdrawal that:

*“ a blend of authoritarian parenting model with permissive parenting model tend to have a more inclusive child who participates in and out of school realizing higher learner achievement. This is because these children from authoritarian families tend to be withdrawn in and out of classroom keeping off all the social activities in the presence of peers thus even avoiding participation in class activities”.*

However 18(30%) of the teachers observed that the learners from authoritarian families were not socially withdrawn when in and out of class given that they were able to fit in the harsh home environment or just tried to make good use of the stress free opportunities in school.

#### **4.2.3 Learners Antisocial Behavior and Participation in Class Activities.**

Parenting model that exists in a home greatly influences a child's behavior. In homes where authoritarian parenting is practiced, the children tend to behave unreasonably compared to children who are in non authoritarian homes. This is supported by (Knutson et al....2004) who found out that authoritarian, parenting model contributes to antisocial behavior by raising children temperament and could actually be more harmful to children with high behavioral impulse control.

Social learning theory suggests that a child learns behavior from interacting with significant people in their environment, particularly parents and this behavior are maintained through modeling and reinforcement.

**Table 4.8 Antisocial Behavior and Learner Participation.**

RESPONSE	TEACHERS		PARENT	
	F	%	F	%
YES	44	73.3	9	18
NO	16	26.67	41	82
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>50</b>	<b>100</b>

Table 4.8 shows that 44(73.33%) of the teachers while 9 (18%) of the parents had observed antisocial behaviors in their children. This was because the parents unintentionally reinforced undesirable behaviors in attempts to appease the children. This is supported by Reti et al., (2002).who stated that the coercive nature of parent-child interaction results in an increased risk of difficulties when negative spiral patterns of reinforcement involving both the parent and the child go unchallenged. When the patterns are established in an authoritarian environment, they result in an escalation of negative behavior on the part of the child as well as the child’s problematic behavior.

However 41(82%) of the parents as well as 16(26.67%) of the teachers were in agreement that they did not observe any antisocial behavior in their children. This was as a result of parents education background as shown in table 4.4 where the majority of the parents are primary school leavers and are not keen in child rearing practices while for the teachers it



was as a result of shorter periods of stay in their work stations as shown in table 4.1 hence had not studied the learners well.

#### **4.2.4 Emotional Balance and Learner Participation**

Emotional and language development occur together in children and affect each other powerfully. This is evident with young children as they learn about different emotions through play. In the early stages of schooling, children learn to share their feelings in words, consider the effects of their actions, reflect on and plan on what they feel, do and say. All these require an appreciation of the emotions and thoughts of other people and the language to put these into words. There are opportunities in the school playgrounds for children to develop skills in managing their emotions appropriately with developed language skills, children can negotiate their roles in play situations, organize activities, clarify their thoughts to others and make it clear when they are unhappy with a situation.

**Table 4.9: Emotional Balance and Learner Participation**

<b>EMOTIONALLY</b>	<b>TEACHERS</b>		<b>PARENT</b>	
	F	%	F	%
BALANCED				
Yes	60	100	47	94
No	-	-	3	6
TOTAL	60	100	50	100

From table 4.9, 60(100%) of the teachers confirmed that learners did act out of emotions. This was as a result of their developmental stage and because of no proper guidance with the anger that developed as a result of neglect hence the child acting out of inbuilt

emotions. This supports (Rider E & Sigelman,(2011) who stated that children of authoritarian parents are quick tempered and are very emotional.

On the other hand 47(94%) of the parents also confirmed that their children acted out of emotions arguing that the children never want to be corrected hence will always react to any form of correction without reasoning. While 3(6%) of the parents confirmed that their children never acted out of emotions and that it was normal for a child to once in a while release emotions.

### **4.3 Effects of Parental Availability on Learner Participation in ECE Science Class**

Parental availability and involvement in a child's early life and education is positively associated with higher learner achievement as a result of high self-esteem since children of parents who are more sensitive to their feeling and those whose expectations matched those of the child's self expectations are more likely to have higher self esteem and fewer behavioral problems. This is consistent with the research findings of (Asher 2006) who suggested that parent-child interactions, specifically stimulating and responsive parenting practices are important influences on a child's level of participation. This is also in line with (Benson, J 2009) argument that parenting practices influence the participation orientation of a learner and the participation has an influence on the learner achievement and associated with competence related to school.

#### **4.3.1 Self Regulation and Learner Participation**

While authoritarian parents see themselves as champions of morality, their children are actually less advanced in self regulation and reasoning. It makes a child only think about the punishment he/she will get if she/he does not comply thus failing to develop a direct

connection between doing something and getting a benefit for his own creating a dilemma which made the researcher investigate its effect on learner participation.

**Table 4.10: Self Regulations and Learner Participation**

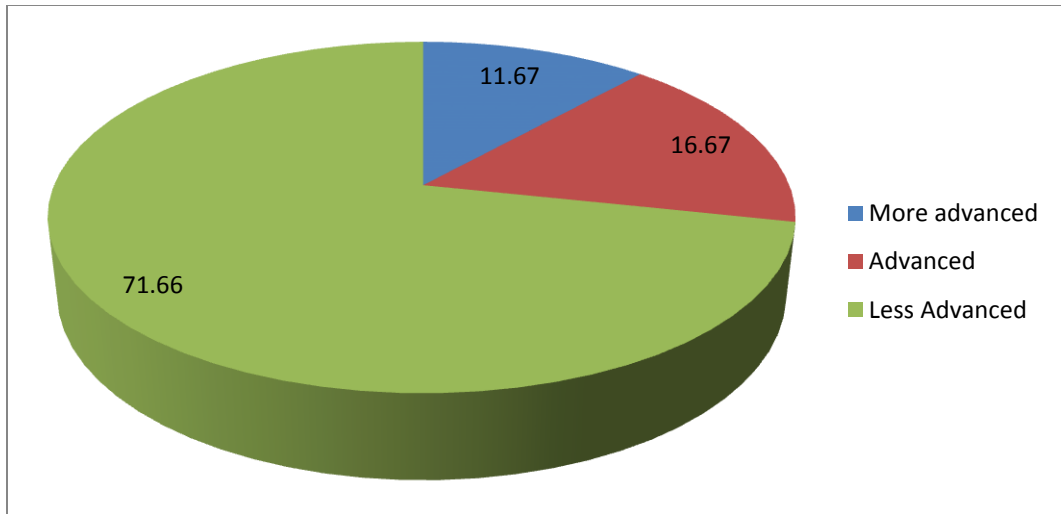
<b>LEVEL OF SELF REGULATION</b>	<b>TEACHERS</b>	
	F	%
More Advanced	7	11.67
Advanced	10	16.67
Less Advanced	43	71.66
<b>TOTAL</b>	<b>60</b>	<b>100</b>

Of the 60 teachers,43 (71.66%) indicated the learners were less advanced in self regulation. This was because they believed in the external locus of control, hence behaved well in the presence of teacher or parent but did directly opposite in their absence.

On self regulation one teacher had this to say:

*“These children do not believe that opportunities to take on challenging tasks and practice learning help them develop a deeper understanding of the subject matter. They are never successful because they cannot control their learning environment. They do not direct and regulate their own actions toward their learning goals. They never think ahead for the possible consequences of their action and never consider alternative actions that would be more appropriate. They never pay attention to what the teacher says which affect their ability to successful function in school setting”*

However 10 (16.67%) and 7(11.67%) of the respondents confirmed that the learners were advanced and more advanced in self regulation. This was as a result of the judgment made on learners from how they behaved in their presence of the teacher.This can be presented in a pie chart as shown below.



**Figure 4.2: Self Regulation and Learner Participation**

#### 4.3.2 Self Esteem and Learner Participation

Children with higher self-esteem are more likely to participate in new experiences and are more willing to share according to Brutsaert (1990) who posited that children accept advice without seeing it as a criticism hence participate more.

Self esteem is part of who we are and who we become (Huxley 2001), children must poses healthy self esteem to be successful in school and to be willing to try. The way a parent treats a child helps determine how the child will feel about self.

**Table 4.11: Self Esteem and Learner Participation**

RESPONSES	TEACHERS		PARENTS	
	F	%	F	%
HIGH	13	21.67	31	62
LOW	47	78.33	19	38
TOTAL	60	100	50	100

According to table 4.11, 13 (21.67%) of the teachers admitted that their learners had high self esteem. This could be because they received warmth and acceptance from their parents. Parental acceptance of the child and enforcement of clearly defined limitations enhances self esteem which in turn enhances the child's level of participation in class activities. Children of parents who are more sensitive to their feeling and those whose expectations matched those of the child's self expectations are more likely to have higher self esteem and fewer behavioral problems.

However, 47 (78.33%) of the teacher observed that the learners had low self esteem. This was attributed to the over control from the parents who majorly focus on the children's mistakes and weakness which lead to punishments.

On the other hand 19 (38%) of the parents also admitted that their children had low self esteem as a result of the authoritarian view point and their belief that children should not speak always in the presence of the adults hence prefer they keep quiet.

The 31(62%) of the parents who confirmed that their children had high self esteem could just be over protective towards their children and would not want to expose their children

### 4.3.3 Anxiety and Learner Participation

Parenting is an important contributing factor to childhood anxiety; (Bradley 2001) posited a positive relationship between childhood anxiety and parental control especially practiced in authoritarian parenting. Controlling parents give their children the message that the world is a scary and unsafe place hence should be vigilant making them anxious.

**Table 4.12: Anxiety and learner participation**

RESPONSES	TEACHERS		PARENTS	
	F	%	F	%
HIGH	44	73.33	43	86
LOW	16	26.67	7	14
TOTAL	60	100	50	100

Table 4.12 indicated that all categories of the respondents 44 (73.33%) of teacher and 43 (86%) of the parents confirmed that their children were either anxious or vigilant. This could be due to the children nature of curiosity or because the children raised by authoritarian parents often experience increased anxiety because they seem undecided on what to do if not sure of a task since wrong decision result in harsh punishments. They develop what Freud described overactive superego which develops to guide us to make right decision and to avoid punishments. The superego includes the internalized values of the important people and structures like the laws in our lives. As the number of rules increase, so does the superego. The children would then be forced to participate in class to avoid punishment though always remained in dilemma.

Whereas 16(26.67%) of the teacher and 7(14%) of parents were in agreement that their children were neither anxious nor vigilant. This could be because the children are not just eager to learn hence not curious or have low developmental ability.

#### **4.4 Effects of Parental Control on Learner Participation**

Some parents frighten their children as a means of control and get involved in making decisions for their children leaving no opportunity to the child to decide what he or she wants as a result making the child less confident in his or her abilities. This supports the argument by (Baumrind 1991) that parents make claims on children to become integrated into the whole family by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. They utilize punishments rather than discipline and are not willing to explain the reason behind their rules. Such parents attempt to control and evaluate the behavior and attitudes of a child in accordance with a set standard of conduct motivated and formulated by a higher authority.

Parental over control that exists in authoritarian parenting negatively influences a child's level of self reliance, aggression and social adjustment. Parents in authoritarian homes kept instructing and ordering their children without considering their opinions hence children brought up with low degree of self reliance as they do little thinking for themselves a major influence in their ability to participate in class activities. Exposure to strict parenting, makes learners show aggressive attitude as a protest to their parents way of handling issues. According to (Paterson 2000), poor parenting monitoring leads to impaired development of the normal social skills and increased tendency to associate

with antisocial peers and since the child is receiving very minimal attention, the child is often lonely

#### **4.4.1 Independence and Learner Participation**

The obvious sign of dependency can be seen in people who continually look up to others and see them as being superior and very powerful. In some cases, this dependency can become so deeply ingrained within a personality that all personal power is given up in favor of another person. When this occurs, the dependant person will only feel secure by clinging on to that person. Seeing them as responsible for their happiness when things go well and responsible for their failures when things go wrong Lamborn, steinberg & Dornbush, (1991). Unfortunately, this puts the life of the dependant person at the mercy of those around them because they do not believe in their own ability to solve overcome a problem hence will always instinctively look for someone who can provide them with the answer or solutions they are looking for. On the same vein, (Darling 1991) indicated that clinging on to others provides one with a sense of security, but does so at the expense of having others control the direction of your life.

**Table 4.13: Independence and Learner Participation**

<b>SELF</b>	<b>TEACHERS</b>		<b>PARENTS</b>	
<b>RELIANCE</b>	F	%	F	%
Yes	9	15	49	98
No	51	85	1	2
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>50</b>	<b>100</b>



From the table 4.13 out of the 60 ECE teachers, 51 (85%) confirmed that the learners were not self reliant. This was because most parents in authoritarian homes kept instructing and ordering their children without considering their opinions hence children brought up with low degree of self reliance as they do little thinking for themselves which in turn interferes with their ability to participate in class activities while 9(15%) of the teachers confirmed their learners were self reliant since they were used to carrying out activities on their own once ordered by the authoritarian parents.

However 49(98%) of the parents observed that their children were self reliant in that they were able to carry out tasks at home without being monitored, while only 1(2%) of the parents was of the opinion that their children were not self reliant.

#### **4.4.2 Aggression and Learner Participation**

Aggression is one of the several known categories of conduct problems that can either be physical or verbal. Both physical and verbal aggression exists in an authoritarian home. There has been a mismatch between aggression and rough play that does not have any harmful intent Shaffer, (2002).According to (Beck, Hastings & Stevenson 2004) strict and harsh upbringing which includes yelling, scolding, spanking and physical punishment leads to aggression among children which interferes with their participation in class.

**Table 4.14: Aggression and Learner Participation**

<b>Aggressive</b>	<b>Teachers</b>		<b>Parents</b>	
	F	%	F	%
Yes	49	81.67	45	90
No	11	18.33	5	10
TOTAL	60	100	50	100

Table 4.14 shows that both teachers 49(81.67%) and parents 45(90%) were in agreement that they noticed elements of aggression in the children. This supported the argument by

(Barnow *et al*2005) that when children are exposed to strict parenting, they may show aggressive attitude as a protest to their parents way of handling issues. This is reaffirmed by a longitudinal study done by (Thomson, Hollis& Richards 2003) which showed that authoritarian mothers may have children with behavior problems as early as 5 to 10 years old especially when mother experiences stress, depression and socio economic problems. Whereas 11(18.33%) of teachers and 5(10%) of parents never observed any element of aggression in their children. However one parent had this to say on aggression

*“Some children are verbally aggressive; they call others names, threaten and tease them. They usually throw small objects and break things when they are angry and kick objects or scream. They need to develop healthy coping strategies to control their behavior. We need to teach them alternative ways to solve problems and provide strategies to help calm and sooth their nervous systems, so they are not so easily triggered and thrown into the “fight” response when threatened”.*

#### **4.4.3 Social Adjustment and Learner Participation**

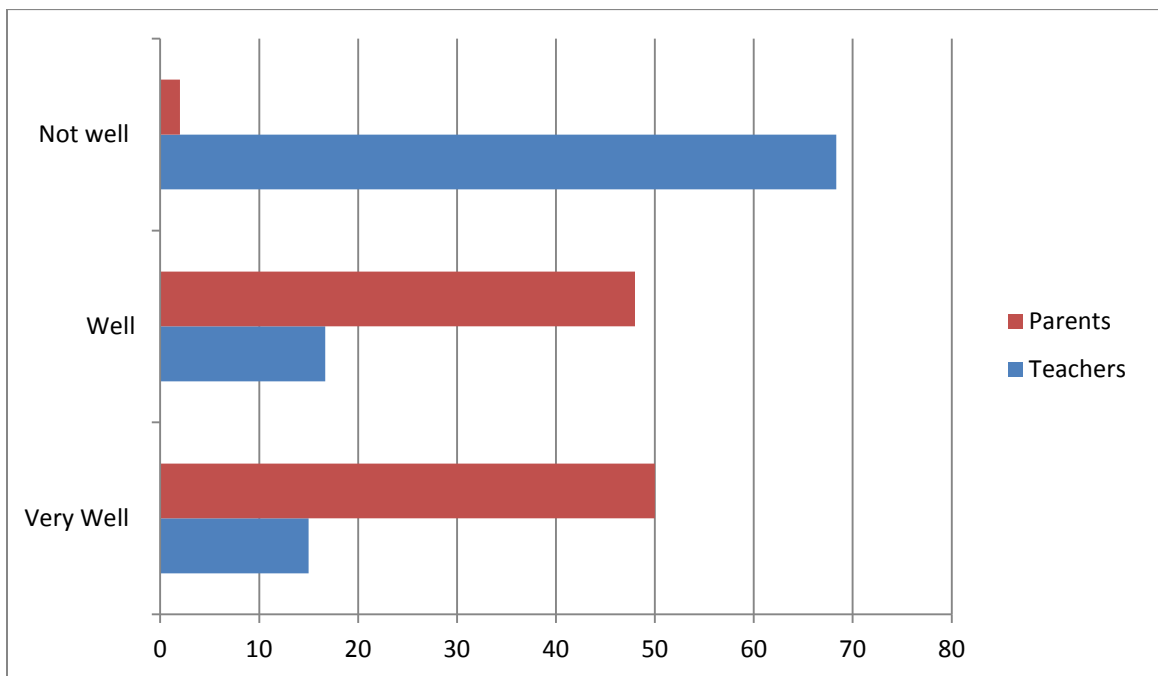
Effective parenting helps bring up a well socially adjusted child who freely participates in class activities, however in instances of ineffective parenting there is lack of social adjustment. According to (Paterson 2000), poor parenting monitoring leads to impaired development of the normal social skills and increased tendency to associate with antisocial peers and since the child is receiving very minimal attention, the child is often lonely.

**Table 4.15: Social Adjustment and Learner Participation**

<b>SOCIAL</b>	<b>TEACHERS</b>		<b>PARENTS</b>	
<b>ADJUSTMENT</b>	F	%	F	%
Very Well	9	15	25	50
Well	10	16.67	24	48
Not Well	41	68.33	1	2
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>50</b>	<b>100</b>

Table 4.15 shows that 4 (68.33%) of the teachers confirmed that learners were not socially adjusted as well as 1(2%) or the parents were of the same opinion. This was because the children did not receive the necessary love from their parents and often struggled to develop appropriate social skills with others, which lead to loneliness. This is supported by Chao (1994) who posited that healthy parenting encourages children to be involved in activities and friendships and give of their time so that the child can have healthy experiences.

While 10(16.67%) and 9(15%) of teachers were of the opinion that the learners were socially adjusted since they were able to cooperate with the others in carrying out the class activities. On the other hand 24(48%) and 25(50%) of the parents also confirmed that their children were socially adjusted as they could interact freely with family members. The data could be presented in a graph as shown below.



**Figure 4.3: Social Adjustment and Learner Participation**

#### 4.4.4 Delinquency and Learner Participation

Delinquency is a departure from the accepted norms of the society that amounts to a kind of rebellion against time honored. Social control strategies that ensure continuity, stability, coherence and shameless in human lifestyles and conduct. While there is a direct relationship between home background and the occurrences of delinquency, parents should serve as a model for the child to adopt the parents values and imitate behaviors.

A study by (Loeber *et al*2008) about the relationship between authoritarian parenting and delinquency found that negative response, aggression, abandonment and psychological control in parenting had the strongest links to delinquency which in turn affects participation in class.

**Table 4.16: Delinquency and Learner Participation**

DELINQUENT	TEACHERS		PARENTS	
	F	%	F	%
Yes	51	85	27	54
No	9	15	23	46
TOTAL	60	100	50	100

From Table 4.16 majority of the teachers 51(85%) and parents 27(54%) were in agreement that the children had delinquent behaviors. This is because their parents often shift the responsibility of monitoring the education of the child to another child in the family of the school system. There is no parental guidance to get them to help that they require in addition to not being monitored which results to different delinquent behaviors.

However 9(15%) of the teachers and 23(46%) of the parents never observed any delinquent behavior in their children.

#### **4.5 Effects Of Order On Learner Participation in ECE Science Class**

Authoritarian parents keep their children in line using a reward and punishment system. This helps bring up an obedient child whose intention is to please the parent or may obey simply because they fear the parent. Children learn early to please their parent to regain a reward and avoid punishment an indication of high level of obedience though children raised by authoritarian parents are always reluctant to confess wrongdoing to authority figure. There is strong element of fear that pervades an authoritarian household where compliance with rules out of fear is the order. Such children either go along or have a hard time learning to think for themselves or they may rebel in reaction to the controlling methods of their parents.

##### **4.5.1 Social Response and Learner Participation**

Zhou et al (2004) argued that kids from authoritarian families are less socially adept and find it difficult to make friends. This is reaffirmed by (Steinberg *et al* 1994) who indicated that kids of authoritarian parents were least likely to feel socially accepted by their peers hence poorer social functioning. This is in line with the researcher's findings that children from authoritarian homes do not experience the love and acceptance from their parents, whom they should be seeking guidance hence fail to seek the guidance which in turn interferes with learners live of achievement.

**Table 4.17: Social Response and Learner participation**

RESPONSE	TEACHERS		PARENTS	
	F	%	F	%
Yes	-	-	40	80
No	60	100	10	20
TOTAL	60	100	50	100

Table 4.17 shows that all ECE teachers 60 (100%) confirmed that the learners never took responsibility for their actions. This is because they try to avoid punishment hence got entangled in blame games.

It seemed that children raised by authoritarian parents are always reluctant to confess wrongdoing to authority figures even if those authority figures are researchers who promise to keep their answers confidential.

However 40(80%) of the parents were out of the opinion that their children took responsibility for their actions. One parent had this to say about her child.

*“ My child is quick to fault others for everything. If he gets a bad mark in class, he says it's because a friend wouldn't stop talking to him. When I see muddy footprints all over the floor, he claims they are the dogs! Children this age don't understand that everybody makes mistakes. Blaming somebody is simply their way to avoid disapproval and negative consequences. I try to make my child learn to be accountable for his actions. If my kid grows up knowing how to get what he wants, through struggle and character, he will have an advantage. He will create his own perfect life. Now that I have learnt from you that I can discipline my child without losing his love, I will try to abandon my old method and discipline with love”.*

#### **4.5.2 Fear of Failure and Learner Participation in ECE Science Class**

There is strong element of fear that pervades an authoritarian household where compliance with rules out of fear is the order. While a child should be punished to fit the

offence, children in authoritarian homes are often punished for every minor infractions and the punishments do not fit the offences and are overly punitive.

This supports the suggestion by (Rothblum 2002) that children with over controlling and demanding parents might learn to avoid tasks rather than risking failure.

**Table 4.18 Fear of Failure and Participation**

<b>FEARED</b>	<b>TEACHERS</b>		<b>PARENTS</b>	
	F	%	F	%
<b>FAILURE</b>				
Yes	49	81.67	7	14
No	11	18.33	43	86
<b>TOTAL</b>	60	100	50	100

Table 4.18 indicates that 49 (81.67 %) of the teachers confirmed that learners showed signs of fear during class activities. This was attributed to the fear of failure which results to punishments.

While 11(18.33%) of the teachers confirmed that the learners never showed signs of fear. This was as a result of activities the children are exposed to. However 43(86%) of the parents also confirmed not seeing any signs of fear in their children. This was because of their level of education as shown in table 4.1 hence were not able to detect signs of fear. While 7(14%) of the parents who confirmed they observed signs of fear in their children arguments were in line with (Rothblums 2002) argument that children at authoritarian parents rather avoid tasks than risking failure which leads to punishment.

#### **4.5.3 Level of Obedience and Learner Participation**

Effective parenting should help bring up a well behaved child, however studies report that kids from authoritarian families get into less trouble than kids from other

environments children raised with strict discipline learn that power is always right, they learn to obey but only in the presence of authority and later to obey but only question authority when they should.

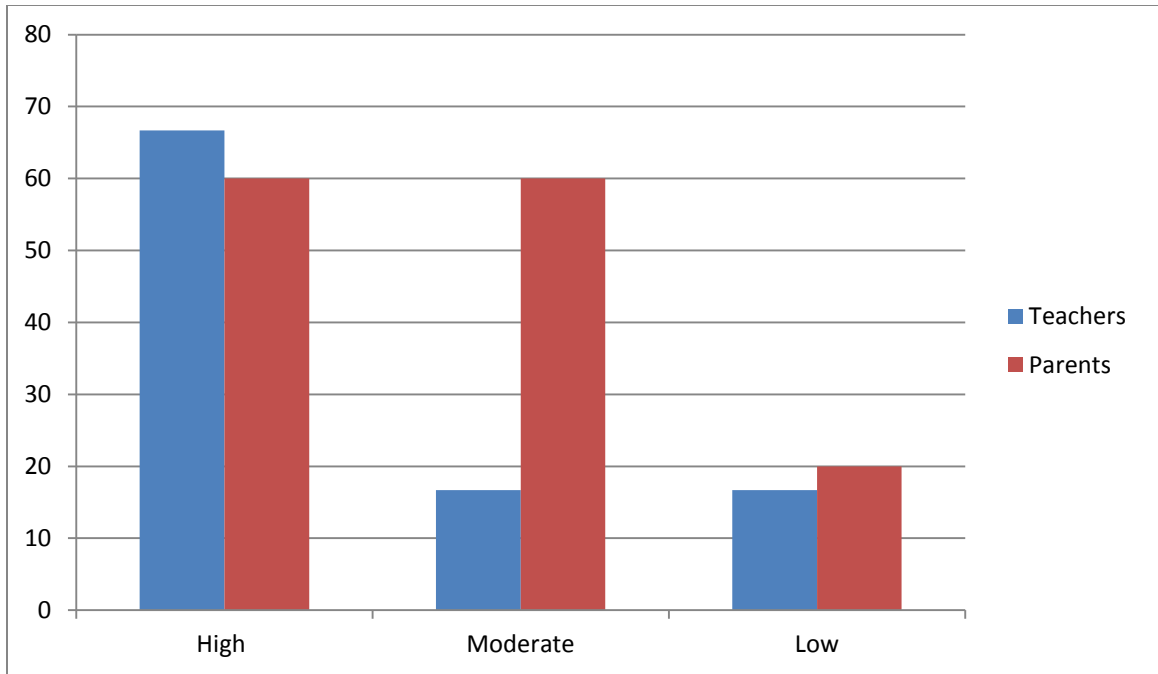
**Table 4.19: Level of Obedience and Learner Participation**

LEVEL OF	TEACHERS		PARENTS	
	F	%	F	%
<b>OBEDIENCE</b>				
High	40	66.67	30	60
Moderate	10	16.67	10	20
Low	10	16.67	10	20
TOTAL	60	100	50	100

Table 4.19 shows that majority of the respondents 40(66.67%) of the teachers and 30(60%) of the parents were of the same opinion that their children level of obedience was high. This was as a result of strict rules and regulations both at home and in school accompanied by punishments.

While 10(16.67%) of teacher and 10(20%) of parents argued that their children level of obedience was moderate typical of average child. However 10(16.66%) of teachers and 10(20%) of parents admitted their children had low level of obedience. The teachers attributed the low level of obedience to child's home environment while the parents never spent much time with the learners hence could not identify such or influence of the house helps in the absence of the parents.





**Figure 4.4: Level of Obedience and Learner Participation**

#### 4.5.4 Learner's Life Satisfaction and Participation in ECE Science class

According to (Milevsky *et al*2007) life satisfaction of children may decrease when raised by authoritarian parents. In line with this argument, Leung (2004) indicated that the element of control and punitive nature of authoritarian parenting may cause children to feel unhappy and dissatisfied with their lives. Authoritarian parenting may minimize life satisfaction among children which in turn minimizes their participation in class.

**Table 4.20: Life Satisfaction and learner participation**

RESPONSE	TEACHERS		PARENTS	
	F	%	F	%
Yes	11	18.33	43	86
No	49	81.67	7	14
TOTAL	60	100	50	100

Table 4.20 shows that 49(81.67%) of the teachers confirmed that the learners looked unhappy and dissatisfied with their lives. This was because of the over control and punitive nature of parents that confirms right (Leung 2004) argument. Life dissatisfaction in children affects their achievement in class.

While 11(18.33%) of the teachers observed that the learners were happy and satisfied with their lives. This is because they interacted well in the family and in school with the peers. They participated well in class activities an evidence of satisfaction. However 43 (86%) of the parents also confirmed that their children were unhappy and dissatisfied with life. This was so because they were lower achievers in class.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMENDTIONS

#### 5.0 Introduction

This chapter presents a summary of the findings of the study, conclusions drawn by the further research arising from the findings of the study.

#### 5.1. Summary of the Study

The purpose of the study was to collect data to find out the effects of authoritarian parenting model on learner participation in ECE science class in Kabondo Division, Homa-Bay County, Kenya. The study involved a descriptive survey design where both qualitative and quantitative data was collected. The researcher used frequency distribution tables to present the data. From the results obtained, the researcher wrote down the findings which gave guidance in drawing conclusions and making recommendations

Having noted that children in Kabondo lacked motivation to engage in challenging tasks, demonstrated withdrawal and fear of failure and punishment by authoritarian parents and behave that one's outcomes are independent of one's actions. They attributed failure to lack to lack ability rather lack of effort, thus a child views failure as something internal, stable and relatively unchangeable that only results in punishment. Such children are at risk for negative effects, negative expectations, low class participation, hence decrease the performance and avoidance of challenging tasks for fear based on past reactions of parents

The study employed descriptive surely designed to collect data for the sake determining the relationship between parenting model and learners classroom and later establish the

effects of parenting model on learners' classroom participating. Questionnaires, interviews and documentary analysis were the tools which helped in acquisition of data.

## **5.2 Summary of Findings**

Referring to the first objective of communication in an authoritarian parenting and learner participation, the study found out that 9% of the ECE teachers observed eloquence in their learners from authoritarian homes. This implied that 91% of the teachers confirmed that the learners could not express themselves well as a result of the limited communication existing in between the children and their parents.

On social withdrawal 70% of the teachers observed the learners were socially withdrawn which was attributed to lack of effective social relationship between an authoritarian parent and the child. Finally as a result of limited communication at home, all ECE teachers 100% confirmed that children from authoritarian homes were emotionally imbalanced and were quick tempered.

The second objective on effects of parental availability in an authoritarian parenting model on learner participation found that there was less parental availability and involvement in authoritarian homes. 71.66% of the teachers confirmed that unavailability of parents led to low self regulation in learners and low self esteem although 28.34% of the teachers observed that the learners were advanced in self regulation and even had high self-esteem. 86% of the parents also confirmed they were too busy or never just had time to be with their children hence, urged them to be vigilant creating anxiety in children while 14% of parents argued that their children were neither anxiety nor vigilant.

The third objective on assessing the effects of parental control found out that there was over control in authoritarian homes with parents frightening children and getting involved in making decisions for them making children over dependent. This was confirmed by 85% of the teachers though only 2% of the parents admitted their children depended on them. The over controlled to children developing aggression as a result of the strictness and harshness. 81.67% of teachers and 90% of parents noticed elements of aggression in their children

The fourth objective on examining the effects of orders in an authoritarian parenting model on participation found out that authoritarian parents kept ordering their children and kept them in line using reward and punishment system. This helps bring up an obedient child, confirmed by 66.67% of teachers and 60% of parents. All ECE teachers 100% confirmed the learners never took responsibility for their actions as they tried to avoid punishments

### **5.3 Conclusion**

From the findings, the researcher concluded that the nature of authoritarian parenting does not allow children free expression. This is due to high manner of controlling, harsh and strict commands. The model does not allow children independent points of view, thus rendering such learners passive in all happens concerning constriction of their own knowledge. This is retrogressive in accordance to the demands of scientific principles.

Authoritarian parenting makes learners more advanced in self regulation. It seems appealing but detrimental, because such children may only pretend to regulate their behavior in the presence of their teacher and hence by extension in ECE class. But if left alone, they do the opposite in a manner of sublimation in a defense mechanism.

Children of authoritarian parents exhibited poor social adjustment which is noticed in aggressive and abusive usage of words towards their fellows rested in vygotsk's social learning theory, which states that interaction precedes development. This type of parenting does not give the best of child development.

In the like manner the learners from authoritarian parenting model become highly obedient. It could be very good if they were keen during science activities during the practices instructions and procedures, but in real sense it is fear which could turn into rebellious and aggressive behavior later in life.

#### **5.4. Recommendations**

**Based on the study findings, the following recommendations were made for research;**

1. That parents should apply a mixture of the three parenting styles; authoritarian, permissive and authoritative to keep balance in children's behavior and character.
2. Children be exposed to a variety of vocabulary from early ages since it is essential in the learning process and the ability and confidence to ask questions which is a vital skill for provoking and shaping new thinking which automatically enhances participation.
3. Early intervention with parent-child relationship should concentrate on enhancing the parent's sensitivity to their children in improving other aspects of family communication. This would be expected to reduce child behavior problems and increase self-esteem.

## **Recommendations for Policies**

4. Parenting programmes offered to parents as it has been shown to reduce coercive parenting practices, improve positive parenting and reduce child antisocial behavior. Similar processes should be done with younger children from age two onwards for whom parenting help would be beneficial.
5. Teachers apply the knowledge in psychology of learning and help parents through community mobilization and sensitization, so that the objectives of the nature of science are achieved at the end of the learning course.
6. Since guidance and counseling is a core co-operate activity for such families which practice authoritarian parenting. The ministry of education in the department of research should carry out experimental studies and openly convey results to the public. This will help regulate or rather tame, caregivers/ parents/guardian parenting models.

## 5.5 Contribution to the body of knowledge

The study findings have contributed to the body of knowledge as indicated below

<b>Objectives</b>	<b>Contribution</b>
1. Communication and Learner Participation	There should be effective communication in authoritarian parenting model which enhances the language development of child hence promoting learner participation in class activities
2. Parental Availability and Learner Participation	Parental availability and involvement in a child's activities is necessary during the early years of childhood as it enhances learner participation in class activities
3. Parental Control and Learner Participation	Over control in authoritarian homes makes children become independent and aggressive which in turn affects their participation in class activities hence should be moderated.
4. Parental Orders and Learner Participation	Orders that parents give in an authoritarian home brings about low social response and fear of failure in a child which greatly affects their participation in class activities



## **5.6 Suggestions for Further Research**

Despite the findings obtained by the study, there are still areas which need further research to be able to understand the problem better. While carrying out data collection exercise, it was evident that authoritarian mothers and authoritarian fathers behaved differently. It is therefore suggested that similar studies be done separately on mothers and fathers to assess the consistency of authoritarian parenting model in both parents.

The same study could also be replicated in other counties in Kenya for comparison purposes and finding a balance. Therefore by having more participants from different counties would find a balance among different ethnicities.

A study should be undertaken to establish factors affecting gender balance in the employment of ECE teachers and finally a study also be undertaken to determine factors affecting the employment of University Degree holders as preschool teachers.

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## APPENDICES

### APPENDIX 1: LETTER OF TRANSMITTAL

Onyango Daughty Akinyi

University of Nairobi, Kisumu Campus  
Department of Education, Communication and  
Technology  
Po Box, 30497, Nairobi.  
Email: [onyangodotty@yahoo.com](mailto:onyangodotty@yahoo.com)  
Cellphone  
+254722936737  
July, 2015

Dear Sir/Madam,

**RE: EFFECTS OF APM ON LEARNER PARTICIPATION IN ECE SCIENCE  
CLASS, KABONDO DIVISION, HOMABAY COUNTY, KENYA.**

I am a Masters of Education (ECE) student at the University of Nairobi carrying out a research on the above topic. It is my humbly request that you assist me by filling in the questionnaire and responding to the interview questions as correctly and honestly as possible. Be assured that your identity will be treated with **UTMOST CONFIDENTIALITY** and for this reason **DO NOT WRITE YOUR NAME OR INSTITUTION** on any tool. I take this opportunity to thank you in advance for your willingness to participate in this important exercise.

Yours faithfully,

Onyango Daughty Akinyi

Reg no: E57/73637/2014

**APPENDIX II: QUESTIONNAIRE FOR ECE TEACHERS**

	QUESTIONS	RESPONSES	INSTRUCTIONS
<b>1.0</b>	<b>INTRODUCTION AND BACKGROUND</b>		
1.1	SCHOOL	.....	INDICATE IN FULL
1.2	ZONE	.....	INDICATE IN FULL
1.3	DESIGNATION	.....	INDICATE IN FULL
1.4	For how long have you served in the centre as a teacher?	..... .....	INDICATE IN COMPLETE YEARS
1.5	GENDER	MALE ..... 1 FEMALE .....2	
1.6	How old are you?	..... YEARS	INDICATE IN COMPLETE YEARS
1.7	What is the highest education level that you completed?	PRIMARY ..... 1 SECONDARY ..... 2 COLLEGE ..... 3 UNIVERSITY ..... 4	CIRCLE THE MOST APPROPRIATE CODE
1.8	What is your highest professional qualification?	CERTIFICATE ..... 1 DIPLOMA ..... 2 DEGREE ..... 3 MASTERS ..... 4	CIRCLE THE MOST APPROPRIATE CODE
1.9	What is your role as an ECE teacher?	..... ..... .....	
1.10	Are all the roles consistent with your professional training?	YES ..... 1 NO ..... 2	IF YES, SKIP TO Q 1.12
1.11	If NO, which ones are not consistent with your professional training?	..... ..... .....	
1.12	Are you competent in performing all the tasks entailed in your job as a teacher?	YES ..... 1 NO ..... 2	IF YES SKIP QS. 1.13 & 1.14
1.13	If NO: In which particular tasks do you feel incompetent?	..... ..... .....	
1.14	What challenges do you experience performing this tasks	..... ..... .....	
<b>2.0</b>	<b>COMMUNICATION</b>		
2.1	How does your learner express him /herself freely during class	PASSIONATE..... 1 ELOQUENT.....2 EMOTIONAL.....3	CIRCLE THE MOST APPROPRIATE CODE
2.2	If NOT WELL, kindly state the hindrances to effective communication	..... .....	

		.....	
2.3	Is the learner socially withdrawn and do not participate?	YES ..... 1 NO .....2	IF NO SKIP TO Q. 2.5
2.4	If YES, indicate reasons for withdrawal	..... ..... .....	
2.5	Do you agree that performance in Science activities has dropped in your ECE Centre?	STRONGLY AGREE.... 1 AGREE..... 2 DISAGREE.....3	IF YOU DISAGREE, SKIP TO Q. 2.7
2.6	IF YOU STRONGLY/AGREE please give the reasons for the drop	..... ..... .....	
2.7	Do you realize any unreasonable behavior in the learner during science activities?	YES.....1 NO.....2	IF NO, SKIP TO Q 2.8
2.8	IF YES, kindly state the reason behind the behavior	..... ..... .....	
<b>3.0</b>	<b>PARENTAL AVAILABILITY</b>		
3.1	IS the learner advanced when it comes to self regulation?	More advanced.....1 Advanced .....2 Less advanced.....3	IF MORE/ADVANCED SKIP TO Q 3.2
3.2	If less advanced, kindly state what makes the learner less advanced	..... ..... .....	
3.3	How does the learner feel about self (does learner have high or low self esteem?)	High .....1 Low.....2	IF HIGH SKIP TO Q 3.5
3.4	IF LOW, please state what you observe that makes the learner have low self esteem	..... ..... .....	
3.5	Does the learner look anxious during class activities?	YES.....1 NO.....2	IF NO SKIP TO Q 3.8
3.6	IF YES please state why so	..... ..... .....	
3.7	Does the learner act out of emotions during class activities?	YES.....1 NO.....2	IF NO SKIP TO Q 3.8
3.8	IF YES, state reasons for the behavior	..... ..... .....	
<b>4.0</b>	<b>PARENTAL CONTROL</b>		
4.1	Is the learner self-reliant?	YES.....1 NO.....2	IF YES SKIP TO Q 4.3
4.2	IF NO, state the reason for not being self	.....	

	reliant and how it affects participation in class	..... .....	
4.3	Do you notice an element of aggression in the learner that affect participation in class?	YES.....1 NO.....2	IF NO SKIP TO Q 4.5
4.4	IF YES, state what you think causes the behavior	..... ..... .....	
4.5	Is the learner well adjusted socially?	VERY WELL.....1 WELL.....2 NOT WELL.....3	CIRCLE THE MOST APPROPRIATE CODE
4.6	IF NOT WELL, please state why they are not well adjusted	..... ..... .....	
4.7	Have you observed any delinquent behavior in the learner?	YES.....1 NO .....2	IF NO SKIP Qs 4.8 & 4.9
4.8	IF YES, kindly state what behavior	..... ..... .....	
4.9	State the reason for the behavior	..... ..... .....	
<b>5.0</b>	<b>PARENTAL ORDERS</b>		
5.1	Does the learner take responsibility for his/her actions?	YES.....1 NO.....2	IF YES SKIP TO Q 5.3
5.2	IF NO, kindly state what makes the learner do so	..... ..... .....	
5.3	What is the level of obedience of the learner	HIGH.....1 LOW.....2	IF LOW SKIP TO Q 5.5
5.4	IF HIGH, state why	..... ..... .....	
5.5	Does the learner show signs of fear during class activities?	YES.....1 NO.....2	IF NO SKIP TO Q. 5.7
5.6	If YES, kindly, why the fear?	..... ..... .....	
5.7	Does the learner the learner feel unhappy and dissatisfied with his/her life?	YES ..... 1 NO ..... 2	IF YES SKIP Q. 5.8
5.8	IF YES, state why the learner is unhappy and dissatisfied with his /her life	..... ..... .....	



5.9	Based on your work, do you think you need a refresher course to enhance performance in science activities?	..... ..... .....	CIRCLE THE MOST APPROPRIATE CODE.
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***THANK YOU!!***

**APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS**

	<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>INSTRUCTIONS</b>
<b>1.0</b>	<b>INTRODUCTION AND BACKGROUND</b>		
1.1.	OCCUPATION	.....	INDICATE IN FULL
1.2	EMPLOYEE	.....	INDICATE IN FULL
1.3	RELIGION	.....	INDICATE IN FULL
1.4	GENDER	MALE: ..... 1 FEMALE: ..... 2	
1.5	How old are you	.....YEARS	INDICATE IN COMPLETE YEARS
1.6	What is the Highest Education Level that you completed?	PRIMARY: ..... 1 SECONDARY: ..... 2 COLLEGE: ..... 3 UNIVERSITY: ..... 4	CIRCLE THE MOST APPROPRIATE CODE
<b>2.0</b>	<b>COMMUNICATION</b>		
2.1	Do you freely discuss with your child?	YES: ..... 1 NO: ..... 2	IF YES SKIP TO Q 2.3
2.2	If no, please state reasons why you do not freely discuss	..... ..... .....	
2.3	How does the child interact with the other members of the family	VERY WELL ..... NOT WELL .....	IF VERY WELL SKIP TO Q 2.5
2.4	If not well kindly give reason why	..... .....	
2.5	What do you do to the child to help him/her perform better in class activities	..... ..... .....	
2.6	What do you do to a child if he/she achieves low in class activities	..... ..... .....	
2.7	Does your child behave in unreasonable way?	YES.....1 NO..... 2	IF NO, SKIP Q 2.8
2.8	If YES, kindly state what you think makes the child behave so	..... ..... .....	
<b>3.0</b>	<b>PARENTAL AVAILABILITY</b>		
3.1	How often do you spend time with your child?	ALWAYS..... 1 OCCASSIONALLY..... 2 NEVER..... 3	CIRCLE THE MOST APPROPRIATE ANSWER
3.2	How does your child feel about (does your child have high or low self-esteem)	HIGH ..... LOW .....	IF HIGH SKIP TO Q. 3.4
3.3	If low, kindly state what happens at home that makes the child have low self-esteem	..... ..... .....	
3.4	Have you ever told your child to be vigilant?	YES ..... NO .....	IF NO SKIP Q. 3.5

3.5	If yes, why do you tell the child so	..... ..... .....	
3.6	Does your child act out of emotion?	YES..... 1 NO..... 2	IF NO SKIP Q. 3.7
3.7	If YES, state what you do or how you talk to the child that causes the emotions	..... ..... .....	
<b>4.0</b>	<b>PARENTAL CONTROL</b>		
4.1	Can your child think for himself /herself and do activities on his /her own?	YES.....1 NO..... 2	IF YES SKIP TO Q. 4.3
4.2	If NO, please state what you do to the child that makes him/her not initiate things alone	..... ..... .....	
4.3	Is your child aggressive	YES.....1 NO.....2	IF NO SKIP TO Q 4.5
4.4	If YES, please state what you do to the child that makes him/her aggressive	..... ..... .....	
4.5	Does your child socialize well in the family	YES.....1 NO.....2	IF YES SKIP TO Q 4.7
4.6	If YES, please state what happens	..... ..... .....	
4.7	Have you observed any delinquent behaviour in your child	YES .....1 NO ..... 2	IF YES SKIP Q 4.8 & 4.9
4.8	If YES, kindly state what behaviour	..... ..... .....	
4.9	State the reason for the behaviour	..... ..... .....	
<b>5.0</b>	<b>PARENTAL ORDERS</b>		
5.1	Does your child take responsibility for his/her actions	YES.....1 NO..... 2	IF YES SKIP TO 5.3
5.2	If NO, kindly state what make the learners do so?	..... ..... .....	
5.3	What is the level of obedience of your child?	HIGH ..... LOW .....	IF LOW SKIP TO Q 5.5
5.4	If high state why	..... ..... .....	
5.5	Why does your child look fearful both at home and in school?	..... ..... .....	
5.6	Does your child look happy with his/her life	YES.....1	IF YES, SKIP Q 5.7

		NO.....2	
5.7	If yes state why your child is unhappy	..... ..... .....	
5.8	Do you think you need training on how best you can rare your child	YEARS.....1 NO.....2	

**THANK YOU!!**

**APPENDIX IV: INTERVIEW SCHEDULED FOR LEARNERS**

	QUESTION	RESPONSES	INSTRUCTIONS
<b>1.0</b>	<b>INTRODUCTION AND BACKGROUND</b>		
1.1	GENDER	MALE.....1 FEMALE.....2	CIRCLE THE MOST APPROPRIATE
1.2	How old are you?	.....YEARS	INDICATE IN COMPLETE YEARS
1.3	In which class are you?	BABY CLASS.....1 MIDDLE CLASS.....2 FINAL CLASS.....3	CIRCLE THE MOST APPROPRIATE
1.4	Who takes care of you at home?	MOTHER.....1 FATHER.....2 FATHER&MOTHER.....3 GUARDIAN.....4	
<b>2.0</b>	<b>COMMUNICATION</b>		
2.1	Does mother or father talk to you freely at home?	YES.....1 NO.....2	IF YES SKIP TO Q 2.3
2.2	If NO state how he/she talks to you		
2.3	Do you feel free when in class or at home?	YES.....1 NO.....2	IF YES SKIP TO Q 2.4
2.4	If NO, please state why you are not free.	..... ..... .....	
2.5	Do you ask questions during science classes?	YES.....1 NO.....2	IF YES SKIP TO Q 2.6
2.6	If NO, kindly state why you do not ask questions.	..... ..... .....	
<b>3.0</b>	<b>PARENTAL AVAILABILITY</b>		
3.1	How often do you spend time with your parents?	ALWAYS.....1 OCCASIONALLY.....2 NEVER.....3	CIRCLE THE MOST APPROPRIATE ANSWER
3.2	How do you feel yourself?	GOOD.....1 BAD.....2	IF GOOD SKIP TO Q 3.4
3.3	If BAD, what makes you feel so?	..... ..... .....	
3.4	Do you need to be vigilant?	YES.....1 NO.....2	IF NO SKIP TO Q 3.6
3.5	If YES, please state why you need to be vigilant	..... ..... .....	
3.6	Do you get angry when in class?	YES.....1 NO.....2	IF NO SKIP TO Q 3.8
3.7	If YES what makes you angry?	.....	

		..... .....	
<b>4.0</b>	<b>PARENTAL CONTROL</b>		
4.1	How often does mother or father tell you what they want you to do?	ALWAYS.....1 OCCASIONALLY.....2 NEVER.....3	CIRCLE THE MOST APPROPRIATE
4.2	Can you do activities on your own?	YES.....1 NO.....2	IF YES SKIP TO Q 4.4
4.3	If NO, state why you can not do activities on your own	..... ..... .....	
4.4	Do you interact well with your friends in school?	YES.....1 NO.....2	IF YES SKIP Q 4.5
4.5	If NO, why don't you?	..... ..... .....	
<b>5.0</b>	<b>PARENTAL ORDERS</b>		
5.1	Do you obey mum and dad?	YES.....1 NO.....2	IF YES SKIP TO Q 5.3
5.2	If NO, what makes you not to obey them?	..... ..... .....	
5.3	If YES, what makes you obey them?	..... ..... .....	
5.4	Do you fear while in class hence cannot ask or answer Question?	YES.....1 NO.....2	IF NO SKIP TO Q 5.6
5.5	If YES, why do you fear?	..... ..... .....	
5.6	Do you feel happy and satisfied with life?	YES.....1 NO.....2	IF YES SKIP TO Q 5.8
5.7	If NO please tell why you are unhappy and dissatisfied.	..... ..... .....	
5.8	Are you happy with the way your parents treat you?	YES.....1 NO.....2	IF YES SKIP TO Q 5.9
5.9	If NO, why are you not happy?	..... ..... .....	

**THANK YOU!!**

# APPENDIX V: LETTER OF AUTHORIZATION FROM UNIVERSITY OF NAIROBI



**UNIVERSITY OF NAIROBI**  
**COLLEGE OF EDUCATION & EXTERNAL STUDIES**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY**

Telephone: 020-2500759, 020-2500760

P.O. BOX 30197, 00100 NAIROBI

020-2500762, 020-2460056

P.O. BOX 92, 00902 KIKUYU

10<sup>th</sup> August 2015

## TO WHOM IT MAY CONCERN

### **RE: ONYANGO DAUGHTY AKINYI – E57/73637/2014**

This is to certify that **Onyango Daughty Akinyi Reg. Number E57/73637/2014** is a student of the University of Nairobi, Department of Educational Communication and Technology pursuing M.Ed degree in Early Childhood Education. She has completed the course work and now working on the project. Her project is titled **"Effects of Authoritarian Parenting Model on Learners Participation in Early Childhood Education Science Class Kabondo Division, Homabay County, Kenya."**

Any assistance accorded to her will be highly appreciated.

Yours faithfully,



**DR. PAUL A. ODUNDO**

**CHAIRMAN, DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY**

## APPENDIX VI: NACOSTI RESEARCH PERMIT



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

**14<sup>th</sup> August, 2015**

**NACOSTI/P/15/2498/7534**

Daughty Akinyi Onyango  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Effects of authoritarian parenting model on learners participation in Early Childhood Education science class Kabondo Division, Homabay County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for a period ending **31<sup>st</sup> December, 2015.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Homa Bay County.

The County Director of Education  
Homa Bay County.



**THIS IS TO CERTIFY THAT:  
MS. DAUGHTY AKINYI ONYANGO  
of UNIVERSITY OF NAIROBI, 204-40109  
sondu, has been permitted to conduct  
research in Homabay County**

**on the topic: EFFECTS OF  
AUTHORITARIAN PARENTING MODEL ON  
LEARNERS PARTICIPATION IN EARLY  
CHILDHOOD EDUCATION SCIENCE CLASS  
KABONDO DIVISION, HOMABAY COUNTY,  
KENYA**

**for the period ending:  
31st December,2015**

.....  
**Applicant's  
Signature**

**Permit No : NACOSTI/P/15/2498/7534  
Date Of Issue : 14th August,2015  
Fee Received :Ksh. 1000**



.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**6167**

**Serial No. A**

**CONDITIONS: see back page**