

**PARENTING STYLES EXPERIENCED BY LEARNERS AND ACADEMIC
PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN LIKUYANI DISTRICT,
WESTERN KENYA**

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Master of Education in Early childhood
Education /primary

-By
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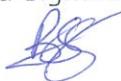


DECLARATION A

"This dissertation is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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Name and Signature of Candidate



16/10/2012

Date

DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".

Name and Signature of Supervisor

Date

Approval Sheet

This thesis entitled "**Parenting Styles Experienced by Learners and Academic Performance in Selected Primary Schools in Likuyani District, Western Kenya**" prepared and submitted by **SHIKANDA BEATRICE SHISIA** in partial fulfillment of the Requirements for the Degree Master of Arts in Education in Early Childhood and Primary Education has been examined and approved by the panel on oral examination.

Name and Sig. of Chairman

Name and Sig. of Supervisor

Name and Sig. of Panelist

Date of Comprehensive Examination: _____

Grade:

Name and Sig. of Principal, CHDR

Name and Sig. of DVC, CHDR

Dedication

God Almighty grant me love to dedicate this work first to her parents, brothers and her own nuclear family. Not forgetting the entire Moi Township staff, her nieces and nephews.

Acknowledgement

The researcher acknowledges the ever Presence of her God in her educational life. She extends her sincere heartfelt gratitude to her core supervisor Dr. N. Sumil for her wise counsels and encouragement.

The expert panel chairman Dr. M.Sumil and panelist Dr. G. Sofia for their input and support. The researcher cannot forget to mention all other technicians involved in production of her work.

Abstract

The study correlated parenting styles and academic performance of learners in selected primary schools in Likuyani District, Western Kenya. It was guided by the following objectives: 1) to determine the profile of the learners as to age, gender, level of academic performance and rank in the family; 2) to determine the type of parenting styles experienced by learners; 3) to determine the level of academic performance of learners and 4) to establish if there is a significant relationship between type of parenting styles and level of learners academic performance. Ex post facto and descriptive correlation design was employed. There were 111 respondents from ten selected primary schools in Likuyani District. The questionnaire on parenting styles was adopted from Dr. N. Sumil while the academic performance were taken from annual mean scores of learners. Frequencies and percentages, means and Pearson Linear Coefficient correlation were used for data analysis. The findings of the study revealed that most respondents were aged above 11 years with 78%. There was almost perfect gender balance between males and females (55% and 45%) respectively. The level of academic performance was low in early childhood learners and high in primary education learners. On parenting styles, it was revealed that mothers did not exert much authority over their children as compared to fathers who exposed more of authoritative parenting styles. Overall conducive parenting style that impacted academic performance was authoritative (3.177) compared to (2.83) and (2.756) of authoritarian and permissive respectively. On comparing early childhood development education and primary education. Primary learners performed better than the early childhood development education learners, a phenomenon related majority to age.

The level of parenting styles was generally good with a mean of (2.756). The learners' marks were rated good with a mean of 2.48 (range of marks 40-59). It was found that the extent of parenting style was significantly correlated with the level of learners' academic performance. Parenting styles had an influence on learners' academic performance. Parenting styles had an influence on learners' academic performance based on the findings of the study. The following conclusion was drawn: 1) there was a significant difference in the level of learners academic performance between male and female learners 2) the extent of parenting styles be strengthened to enhance academic performance. 3) the Ministry of Education to revise the curriculum content to embrace both teachers and parents input on academic performance, 4) the further analysis of parenting style should be done by researchers in order to achieve efficient and effective learning of children and 4) for the future researchers to investigate these areas: (a) permissiveness parenting style of mothers on academic performance (b) parenting styles experienced by female learners throughout childhood and (c) level of education as an indicator of academic performance.

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Acronyms

ECDE- Early Childhood Development Education

SBTD – School Based Teacher Development

MOE – Ministry of education

CPC- Chicago Child Parent Centre.

ECL – Early Childhood Learners

PSL – Primary School Learners

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Parenting styles are a variety but this study focuses on only three parenting styles: authoritative, authoritarian and permissive. The way parents rear children depends on how they themselves were brought up or through reading books on parenting styles. Little do parents know how these diverse parenting styles impact their children's academic performance. Teachers are often blamed for pupils' poor performance. (Nzioki, 1986). The atmosphere in which you bring up a child greatly determines the type of adult they become. Bamruind (1996) lays down three basic types of parenting styles — authoritarian, authoritative and permissive. Could there be cause and effect in terms of parenting styles and academic performance remember the way a child is handled from birth, goes a long way towards determining his or her personality.(Gacheru , 2009).

Murithi (1997) states that women who scarified their careers to devote their time on raising quality children are looked down upon by their professional counter partners. Most parents are not aware of their roles in their children's academic performance, instead they blame their children for failing if not their teachers.

With the changes in family life and indeed in societal makeup, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children Deslandes & Bertrand, (2005). Teachers and administrators are discovering that the support they once received in getting students to do their homework is not there, because the parents are not at home to insist that students complete their assignments. It must be noted that while there are so many factors influencing the ability of learners to progress academically, Ozmert (2005) emphasized the importance of Environmental influence as a major factor in the development of learners' academic performance.

Parenting styles have been a major topic of study for the later part of the twentieth century. According to Baumrind (1991), parenting styles are meant to capture normal variations in parents attempts to socialize children: Parenting styles can be both supportive and unsupportive in their tone, both of which effect developmental outcomes and consequences to personality development. Baumrind described how parenting styles affect measures of competence, achievement, and social development. Although, students are primarily the ones for whom curricula are designed, textbooks are written, and schools built0 parents are primarily the ones held responsible for preparing students for learning — preparation physically, psychologically, behaviorally, attitudinally, emotionally, and motivationally among others. Baumrind (1991)

Statement of the Problem

The family seems to be the most effective and economical system for fostering and sustaining the child's development. Without the family involvement, intervention is likely to be unsuccessful and the few effects achieved are likely to disappear ones the intervention is discontinued. Harvard Family Research Project (HFRP) believes that for children and youth to be successful from birth through adolescence, there must be an array of learning support that includes families, early childhood programs, schools , out-of school time programs and activities, higher education, health and social service agencies, business, libraries' museum and other community-based institutions.

Parents have always interfered with the school programmes when their children perform poorly. They have demanded the transfer of certain head teachers and teachers whom they feel are not performing their duties well. (Daily Nation Newspaper, 4th September, 1996). A study of parenting styles affects academic performance. Children from well cared and responsible parents and families perform well in academics because they are loved, detached compared to those from ignored families unattached children. Many parents tend time and again blame teachers over their children's poor performance and they forget the

crisis / role they themselves should play. Many parents do not go with their children on their learning journey (Teachers Image, 2011).

Purpose of the Study

1. To test null hypothesis of no significant relationship between parenting styles and academic performance.
2. To validate the theory of the American psychologist, Bronfenbrenner's (1999) ecological system theory.
3. To generate new knowledge on parenting styles and academic performance.
4. To bridge the gaps from the related literature and the past studies.

Research Objectives

General Objective:

To correlate the parenting styles and learners' academic performance.

Specific:

1. To determine the profile of the learners in term of age, gender, level of academic performance and rank in the family.
2. To determine the types of parenting styles experienced by the learners in the selected primary schools.
3. To determine the level of academic performance of the learners.
4. To determine if there were significant differences between the mothers and father's type of parenting styles in the level of academic performance between the Early Childhood Learners (ECL) and Primary School Learners (PSL)
5. To establish if there is a significant relationship between type of parenting styles and level of learners' academic performance.

Content Scope

The study dealt with parenting styles and academic performance of the learners in selected schools in Likuyani District in Kenya. It determined the relationship between types of parenting styles and academic performance. Profile of the learners was also studied.

Theoretical Scope.

The study was founded on the American psychologist, Bronfenbrenner's (1989) ecological systems theory. According to this theory, child development is a dynamic and two-directional or mutually reciprocal process.

Time scope

Data collection was from April to July 2012

Significance of the Study

The findings of the study will be beneficial to the learners, parents, teachers, community, Ministry of Education and the government in fulfilling learners' academic performance in relationship to parenting styles experienced.

The **learners** will be supported fully by parents and teachers to attain high academic performance.

The **parents** will be willing to share ideas on how best they can rear their children in favour of academic performance. They will understand factors affecting children's performance and find ways of improving them.

The **teachers** will find it easier to supplement good parenting styles that has already been initiated by the parents.

The **community** will be enlightened on the importance of parenting styles and how they affect academic performance hence access to children's development and become education conscious.

The **Ministry of Education (MOE)** will revise the curriculum to cater for a more friendly approach to teaching.

The **government** will be provided with information to plan on how to meet peoples demands in terms of basic needs especially education.

Operational Definition of Key Terms

The following terms are defined as they are used in the study:

Academic performance refer to the final grade of the learners by 2010.

Learners refer to Early Childhood upto primary free who are involved in the study.

Parenting styles refer to the way parents bring up and nurture their children. In this study the types of parenting styles are as follows: authoritative, authoritarian and permissive styles.

Profile of learners refers to the attributes entered into in terms of age, gender, level of academic performance and rank in the family.

CHAPTER TWO.

REVIEW OF RELATED LITERATURE

Concepts, Opinions, ideas from Authors/experts.

Parenting Styles

Parenting refers to the attitudes, values and practices of parents in raising young children. Parenting styles must therefore be kept in mind that family involvement covers other processes beyond those described in this set of briefs. Through interactions with adults and peers or young children develop self concepts and self esteem, improves emotional self regulation and forms their first friendship. In short, the early years are important because they are the period children for kindergarten. Therefore they need the support of families and communities.

Parenting is a life long continuum. Quality of parenting given determines the character for the generation to be. In a series of landmark studies, Diana Baumrind (1978) gathered information on child rearing practices by observing parents' interactions with the scholars at home and in the laboratory. The two obvious dimensions were demanding and responsiveness. These two yield four parenting styles Baumrind's research focus on three of the four authoritative, authoritarian and permissive.

Today's parents are a direct reflection of a tomorrow's society. Parenting is an acquisition that is complex , cultural and psychological process affecting the development of the child. Though parenting is joyous to some it is so demanding and poses challenges to them. There are many ideas about how to rear children. Some parents adopt the ideas their own parents used, or advice from friends or information got from books. Furthermore, some parents take classes or workshops offered in the community

Many studies exist that examine parenting styles such as Beyer(1995) and Baumrind (1978) Three parenting styles – authoritative, authoritarian and permissive are often used in studies investigating parenting styles in relation to diverse child outcome variables such as academic achievement. Hill, (1995).

The style above are based on the levels of control and warmth displayed by parents on a regular basis and in a variety of situations.

Authoritative Parenting Style (Democratic)

This style embraces parent – child relationship remains the key to either success or failure of children. Parents applying this approach find it hard to, correct certain situations and this may continue up to school levels where the child feels does not want teacher "a" or "B". This style is rational democratic as it recognizes and respects the rights of both parents and children. Therefore the child is not to be left to exaggerate issues. Talking, sharing as a family turns out to be a therapy. It produces warmth, love, smiles and praises encouragements are ingredients for such child-rearing it has been positively associated with higher grades. According to a study that came out in Asia, America and Africa, Bureja (1994) found that most learners who perceives their parents as authoritative engage in more effective learning and studying strategies.

Baumrind's (1995, 1980) first parenting style, the authoritative parenting combines a high degree of control with warmth acceptance and encouragement of the growing autonomy of their children. Although these parents set limits on behavior, they also explain the reason behind these limits. Their actions do not seem arbitrary or unfair, and as a result their children are willing to accept these actions. Authoritative parents are willing to listen to their children's objections and to be flexible when it is appropriate. For instance, if a young girl wants to stay out beyond the customary hour, authoritative parents would probably ask her about her reasons for wanting to stay out late, what the circumstances will be (such as, will she be at a friends house, and will the friends parents be there? And whether it will prevent her from carrying out her responsibilities (such as home work or household chores). If her responses meet their standards, authoritative parents would probably allow their daughter the freedom to stay out later than usual. Authoritative style according to Habenicht (1996) is child centered and children are encouraged to be independent and responsible. These parents explain rules in an overall climate of warmth. They are not consumed

with their own authority. The children generally feel whatever punishment they deserve. They know that their parents care about them. Children under this parenting style usually have strong values and stand up for them. They are often helpful and caring towards others. These children can resist negative peer pressure because they see God as one who forgives their misdeeds and helps them grow in grace and faith. Using authoritative style in homes give the children an opportunity to see a true picture of God. Otherwise known as democratic, balanced or effective parenting, the authoritative style is based on democratic concepts such as equality and trust. Parents and children are equal in terms of their need for dignity and worth but not in terms of their responsibility and decision making ability.

Authoritarian parenting style (Dictatorship)

Very little changes are expected and deviance from normal behavior can be costly. Children exposed to this style tend to complain, submissive and self-esteem. This rearing style generally leads to children who are obedient and proficient but they rank lower in happiness social competence and self-esteem. According to VorwRuslretalt 987, the authoritarian parenting style was negatively associated with higher grades. Children are expected to follow set out rules without questions. So choices or options are not availed to the children. According to Baumrind's, those parents are obedient and state oriented and expects their orders to be obeyed without explanations. (1991)

Authoritarian parents are high on control and adhere rigidly to rules. They tend to be low on warmth, although this is not always the case. These parents would probably refuse their daughter's or son's request with a statement like "A rule is a rule". If the child continues to argue or begin to impose a punishment perhaps even a corporal punishment. In this parenting style set up commands issued by parents require to be obeyed. There had to be no lengthy verbal exchanges with their children. Parents behave as if their rules are equivalent of the Decalogue which is not changeable. Trying to gain some independence from such parents can be very frustrating for the child. Unfortunately, the

authoritarian style of parenting is quite common among conservative religious families who often hide behind a misconception of God's authority as the mandate for their own actions. Authoritarian parents value setting firm and consistent limits. "Action discipline" can be their way of discipline. They literary have authority on what their children do as they demand obedience by all means, the parents is inflexible, controlling, critical harsh, loud and strong he/she uses rewards and punishment, threats and bribes among others as discipline tools. It represents in every way in which the parents influence the child whereas discipline is a subset of the whole guidance scheme. Proverbs 13:24 declare; "He who spares his rod hates his son; but he who loves his disciples him diligently. (Oyson, 1998: 30)

Permissive style of rearing (Indulgent)

Parents who exercise this style are also referred to as indulgent parents. Parents have very few demands to make to their children. Children do as it pleases them. Parents rarely discipline their children for they have low expectation of maturity and self control. Baumrid (1991) observes that permissive parents are more responsive they are demanding. They do not set boundaries or expectations for their children's behavior and tend to be more creative but some more research indicates that they may develop behavioural problems as they grow up because they don't accept responsibility. The children are aggressive and act out badly and drop of school. According to Randziszewisc Richardson Dent and Flay (1996), the permissive parenting styles were negatively linked with higher grades.

Permissive parents are at the opposite extreme from authoritarians. They are low on control and high on warmth. Their parenting style is characterized by few or no restraints placed on the child's behavior. Children with such parents will inform them about issues to be undertaken by children. This is because there is plenty of freedom but vary little guidance. When permissive parents are annoyed or impatient with their children they often suppress these feelings. According to Baumrind (1980, many permissive parents are so intent on showing

their children “unconditional love” that they fail to reform other important parental functions. In particular, setting limits for their children’s behavior permissive parenting style emphasizes relationships and communication with their children. The style of discipline could be called “relationships discipline” The permissive approach gives the child extreme freedom. It results in chaos and consequently disrespect for and in consideration of other family members (Deveras, 1991:16).

According to Spock (1991), parents may seem too timid and hesitant to exercise parental clout and authority. It could be attributed to the prevalent parental concept of wanting the children to have whatever the parent never had and even more, and the upsurge of new concepts in child psychology which have made parents feel that when in doubt, they would better let the child have his/her way rather than run the risk of distorting their personality with wrong management.

Academic Performance

Young children benefit most from their school years if they enter kindergarten ready to succeed. Not all children however come to kindergarten equally prepared. Too many low-income students of color start school far behind their economically advantaged white peers. Early childhood programs now recognize that they alone cannot prepare interact easily with their friends especially at school. If children attain this we find that he/she will not be a social misfit in the school’s community and hence do well in their academics.

According to J. Piaget’s theory of cognitive development , it is quite important in any learning situation. This enables the child to achieve reasoning ability, have mature ideas, recall and have consciousness. For cognitive ability to work effectively, parents need to be role model according to Albert Bandura. Equip newborns with basic reflexes that enable the child to develop into an active, curious child capable of walking, talking and pretending. Children’s vocabulary increases rapidly and they acquire the ability to remember, experience, sustain attention in class, count and recognize letters. In view, for learners to perform very well in schools, they should acquire good values, attitudes and good

practices both at home and at schools. In early years children's abilities are shaped and academic self concept begin to form. True education does not ignore the value of scientific knowledge or literary acquirements but above power goodness, above intellectual acquirements character. The world does not so much need men of great intellect of noble character; it needs men in whose ability is controlled by steadfast principle. Wisdom is the principal thing, therefore get wisdom. The tongue of the wise uses knowledge right. Proverbs 4:7, 15:2. True education imparts this wisdom. Our ideas of education take too narrow and too low a range. There is need of a broader scope a higher aim. True education means more than the pursue of a certain course of study. It means more than preparation for the life that now is. It has to do with a stance possible to man. It has a harmonious development of the physical, mental and spiritual powers. It prepares the learner for a joy of service in this world and for the higher joy of wider service in the world to come. Parents have to participate in the education of their children for quality assurance. Primary education can produce significant gains in children's learning and development. High quality early childhood education assists many at risk children in avoiding poor outcomes such as dropping out of school. Chicago child-parent centers (CPC) have been administered by the Chicago public schools since 1967 and funded through the Elementary Secondary Education Act of 1965. Although home visitation are provided, most family support activities are directed towards enhancing involvement in children's education at home and in school.

Attending parents' resource room an exchanging ideas, participating in educational workshops and courses, accompanying classes to field trips are some examples of healthy activities that strengthen educational performance. Students have indicated that CPC is affecting in promotion both family and child development outcomes. Relative to a matched control group of children, CPC pre-school participation was associated with children's school and higher expectations for children's educational attainment. Girl child education in Africa;- Boys have higher mean scores in Mathematics and Social Studies while girls

presented last. In Kenya all hope is not lost, the government has taken good steps towards girl child education. (Professor Grace Chiboko).

Relationship Between Parenting Styles and Academic Performance

Responsibility for rearing is an aspect of parenting that places emphasis on activities in the home and community that promotes learning skills in the young children. In this view, for learners to perform very well in schools, parents have to adopt parenting styles which will enable learners to acquire values, attitudes at all level. Good learners who perform well in schools undergo good parenting which starts right from the family involvement. There are three processes of family involvement that is parenting, home-school relationships and responsibility for learning outcomes. All the process and achievements. Parenting the family involvement that includes the attitudes , values and practices of parents in raising your children; Nurturing –warm and responsive parent-child relationship and parental participation in a child-centered activities relate to positive learning outcomes in early childhood. This is according to psychologist called Roseau parent – child interactions and fewer life stress in the home facilities children's pro social behavior and ability to concentrate. Parent participation with their children activities like art and craft is associated with children's literacy development . However, parenting is embedded in social and cultural context that influence parenting styles. Poverty is related to access to fewer social parenting supports which in turn is associated with material depression and less nurturing parenting behavior. Moreover, parent-child activities are culturally influenced such that activities that are characteristic of one ethnic group might not be a characteristic of another. An example is where teaching to Blacks letters words songs and music is evident whereas to whites, reading and telling stories is used. For children to perform well, their parents have to treasure the parenting style. In the early childhood year the home-school relationship refers to the formal and informal connections between families and their young children's educational settings. Both participation in preschool –

based activities and regular communication between families and teachers are related to young children's outcomes. Parent participation practices can include attending parent-teacher conferences, participating in extending class visits and helping with class activities. This is associated with child language development , self-help, social motor, adaptive and basic school skills. Parents who demonstrate positive engagement with teachers and their children yield excellent performance due to proper guidance and counseling done. Parental presence in school may model for the child the importance of schooling. The home-school relationship loafers' the negative impacts of poverty on the academic and behavioral outcomes of poor children. According to Webster the incredible years program development by Carolyn Webster, apple research – proven parenting and teaching practices to strengthen young children's social competence and problem solving abilities that reduce aggression at home and school. This incorporates parenting components with teacher and child focused intervention strategies. Comprehensive programs like incredible years are likely to be the most effective strategy to promote positive child outcomes.

Theoretical Perspective

This study is based on three major theoretical perspectives. Each of these perspectives has been influential in shaping parents' understanding of children's social development. According to the social-learning perspective' of Sullivan (1949), social and personality development is primarily a product of the environment. The child's behavior is shaped by rewards and modeling. Sometimes these rewards come from parents or adults in the environment and at other times, especially as the child matures, the rewards become internalized. The cognitive development perspective emphasizes children's on thoughts and concepts as organizers for their social behavior. Children develop increasingly complex concepts. They learn what it means to be a girl or a boy, a sister or brother, or a fiend. These concepts, in turn, play a major role in directing children's behavior.

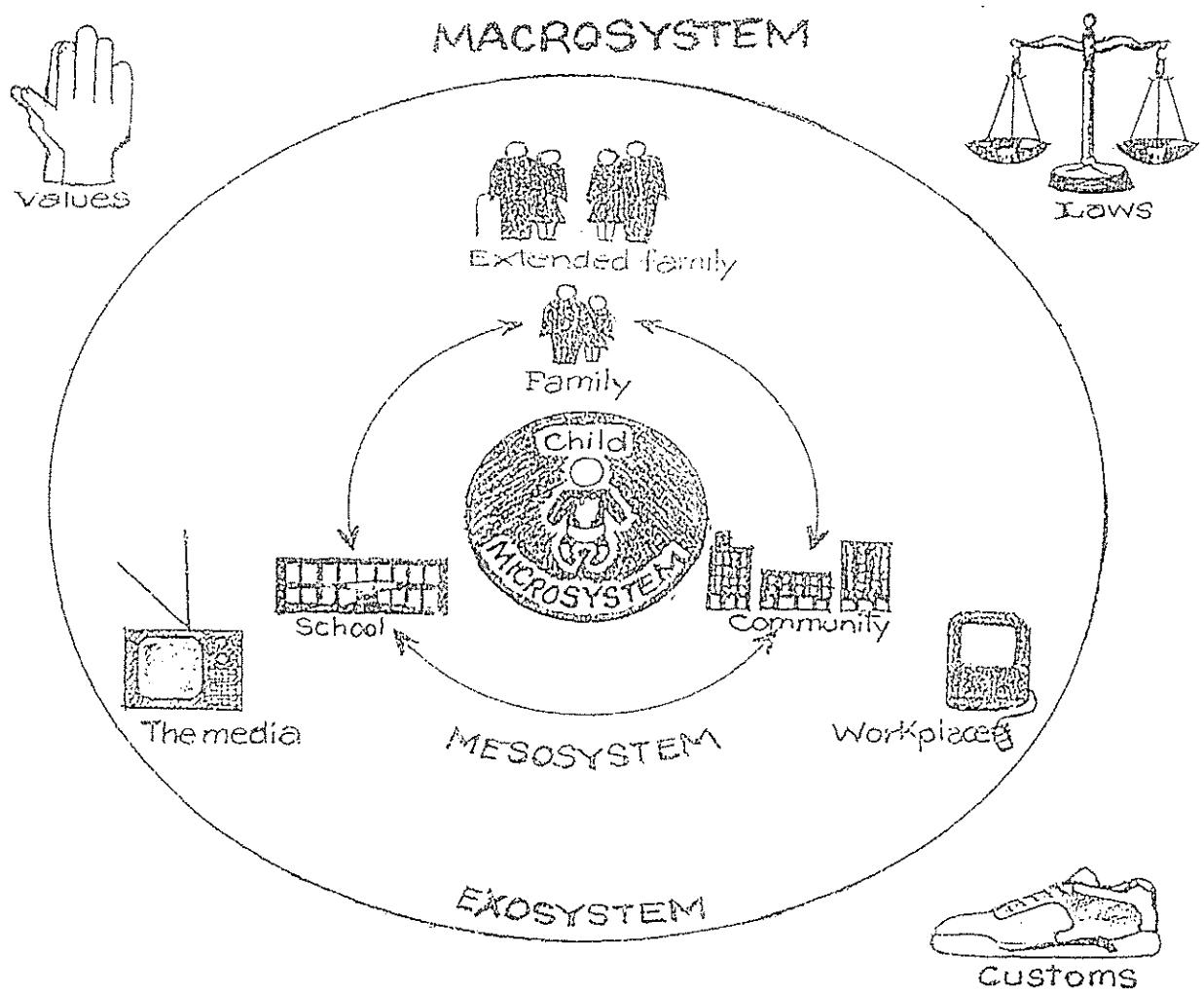


Figure 1
**The four levels of the Environment comprising
the Ecological Systems Model of child Development.**

Today, perhaps the ⁹ most influential theory of human development is that of the American psychologist, Bronfenbrenner's (1989) ecological systems theory. According to this theory, child development is a dynamic and two directional or mutually reciprocal process. Figure 1 is a conspicuous illustration of the ecological systems theory. In this model, the growing child actively restructures the multiple levels of environments or settings he lives in or encounters while being simultaneously influenced by these environment the interrelations among them and external influences from the larger environment.

In Figure 1, Bronfenbrenner pictures the ecological environment as a nested arrangement of four concentric systems, namely 1) the Microsystems, 2) the mesosystem, 3) the exosystem, and the 4) the macrosystem. The first level or the, macrosystem refers to the activities, roles and interactions of the and his immediate setting such as the home, day-care center or school. For example, in the home, the child's development may be encouraged by the mothers sensitivity to his moves toward independence. In turn, his moves towards independence may encourage the mother to think of new ways to promote this kind of behavior. A key feature of the model is that the various Microsystems are not isolated from each other. The mesosystem, a second level, comprises the interrelations among two or more microsystems. Thus, the child's development is affected by the formal and informal connections between home and school or among home, school, neighborhood and peer group. For example, a child's progress in school may be affected positively by his parents' close communication with the teachers. Similarly, the attentiveness of his teachers is likely to benefit the child's interactions at home. The exosystem or third level, refers to the social settings or organizations beyond the child's immediate experience that nevertheless affect him. Examples range from formal settings, such as the parents' workplace and the community health and welfare system, to less formal organizations, like the child's extended family or his parents' social network of friends. For example his mother may be employed by a company that allows her to work at home several days a week. Such flexibility

may enable her to spend more time with her child and so indirectly promoted his development. At the same time, her being able to be with him more makes her less tense and therefore more productive on the job. Unlike the other levels, the macrosystem or outermost level, does not refer to a specific setting, but compromises the values, laws and customs of the culture or society the child lives in. (Craig, 1995: 18).

Related Studies

Parenting Styles and Academic Performance

In the past two decades there has been a resurgence of interest in the role of the family in the care and education of young children. The current attention on families' stems largely from interrelated global trends. Family structures throughout the world continue to change in response to industrialization, urbanization, population growth and migration. As much as these changes create new opportunities, they have disrupted familiar cultural practices and survival patterns. One aspect of life affected by trends is the ability of family to provide optimal child rearing environments in the context of widespread changes in social fabric of families and communities. Educators have long acknowledged the significant influence of the family on the care and development of the child and the tremendous cultural and familial differences in the abilities of parents to teach their own children effectively. Most of all, parents need to understand the tremendous impact they have on children's live. Through their attention, expressed pleasure, listening interested child's growing sense of self is nourished just as his or her body is nourished through food. Once, parenting style is likely to impact the way a child grows up. Being responsive to your children and at the same time setting clear rules and limits is crucial for you as a parent. Based on the four parenting style rule has been identified: Just do it or else (authoritarian); no means a no but with redirection (authoritative) and do anything you want (permissive). Typically most parents use variations or combination of the above styles. There is no right or wrong parenting style

though we ought to have prejudices on what we think works best based on our experience and values. Research however has shown the effects of various parenting styles on children. Children who have grown up in authoritarian settings, show average performance in school but lack spontaneity effective social skills and self confidence. Those brought up by authoritative parents grow up to become more responsible. They easily adjust to situations that demand co-operation. Children with permissive parents tend to be more creative although they may develop behavioral problems as they grow up for they seem not to accept responsibility easily. Children with uninvolved parents perform poorly at school. Parenting styles play a major role in shaping a child's behavior. Second to the home is the school whereby children widen their human interaction. A teacher is a parent in school and in the classroom. The biological parents have to liaise with the teachers to rear the children properly. Steinberg and his colleagues (2001) conducted surveys, focus groups, and individual interviews with high school students and parents to better understand how parents, peers and communities influence students' commitment to school. The 10-year longitudinal study collected data from 20,000 students and 500 parents in nine ethnically diverse school and communities. These researchers found that parents' behaviors send clear and decisive messages about their thoughts and feelings on the importance of schooling. They also found that parenting style helps or hinders a child's engagement in school; that encouraging a child to do well in school or insisting that homework be completed were important forms of promoting engagement. These three tenets communication, influence, and parenting style — are subsets of a larger domain, parental involvement. The aforementioned studies are not the only ones that speak to the issue of parenting style, but, here, serve only as a way of introducing the broader sphere. In this present study, parenting style was studied in reference to its influence on the academic performance of students in primary school.

Steinberg (2001). Researchers have conducted numerous studies that have led to a number of conclusions about the impact of parenting styles on

children. According to Maccoby, (1992) Authoritative parenting styles tend to result in children who are happy, capable and successful. (Maccoby, 1992). Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Children resulting from this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself. Nonetheless, researchers have found that in some cultures and ethnic groups, aspects of authoritarian style may be associated with more positive child outcomes than Baumrind expects. "Aspects of traditional Asian child-rearing practices are often continued by Asian American families. In some cases, these practices have been described as authoritarian." If the demands are pushed too forcefully upon the child, the child will break down, rebel, or run away. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Children of permissive parents may tend to be more impulsive, and as adolescents, may engage more in misconduct, and in drug use. "Children never learn to control their own behavior and always expect to get their way." But in the better cases they are emotionally secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else. But as previously noted, the usefulness of these data are limited, as they are only correlational and cannot rule out effects such as heredity (permissive parents and their children share hands-off personalities and are likely to be less driven as their authoritarian counterparts), child-to-parent effects (unfocused and unmanageable children might discourage their parents from trying too hard), and local shared cultural values (that may not emphasize achievement).

Maccoby (1983). Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers. Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they

are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents, and thus their children, often display contradictory behavior. Children become emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life.

Authoritarian Parenting Style and School Performance

In a survey of 7,836 adolescents in the San Francisco Bay area, Robinson et al. (1996) found that Asian American parents were more authoritarian than European American parents, and that for both European and Asian Americans, the authoritarian parenting style was associated with lower academic grades. The classification of parenting styles used by Robinson et al. (1996) was based on the scheme proposed by Baumrind and Black (1967). Authoritarian parents attempt to control their children with absolute standards, and expect obedience, respect for authority, and preservation of order from children. In contrast, authoritative parents expect mature behavior from their children, set clear standards, enforce rules and standards firmly, use commands and sanctions only when necessary, encourage independence, individuality, and open communication, and recognize the rights of the children. Robinson (1996).

The findings of Robinson et al. (1996) suggest that Asian Americans should have poorer academic results than European Americans because their parents are more authoritarian. Paradoxically, Asian Americans generally show better academic results than European Americans (Sue & Okazaki, 1990). A few attempts have been made to unravel this anomaly. For instance, Steinberg, Dornbusch, and Brown (1992) have argued that for Asian Americans, parental influence on school performance is not as important as peer influence, and the negative effects of authoritarian parents are outweighed by positive peer influence. Robinson (1995).

Summary of Gaps Identified From the Related Literature and Studies Bridged by this Study

Parenting styles differ as much as all people differ from one another. Divers culture and personality together with family size create gaps in ways parenting styles impact on different children. The time factor is an element of gaps formation because theory in this study was functional in 1995. To date the world has changed tremendously thus calling for blending of parenting styles that cater for better academic performances of learners. Theory on which the study is built dealt with advanced childhood learners whereas the researcher study concentrated on early childhood scholars (ECD to class three) in one station of learning.

This study dealt on the following: parenting styles experienced by learners in primary schools, academic performance in early childhood up to primary three . Further the study was conducted in Lukuyani District of Western Kenya. While in the past studies the following are the aspects investigated.

1. Parenting and academic performance of adolescent in San Francisco Bay, UGA (Rohnison, 1996)
2. Parenting styles experienced by selected nursing students in Cebu City nursing schools and their personal assertions towards enhancing classroom relationship (A dissertation presented to University of San Carlos- Cebu City, Philippines by Novembrieta R. Sumil (2000).

CHAPTER THREE

METHODOLOGY

Research Design

The study employed the ex post facto and descriptive correlation strategies. Ex post facto was used to retrieve past academic mean scores of the learners in ECD to primary level three. The descriptive correlation determined the parents' parenting styles experienced by learners.

Research Population

Target Population

The study included a target population of one hundred and one (111) learners from ten selected primary schools.

Table 1: Respondents of the Study

1:	N1	20
2:	N2	6
3:	N3	8
4:	N4	8
5:	N5	9
6:	N6	10
7:	N7	18
8:	N8	10
9:	N9	12
10:	N10	10
Total:		111

Sample Size

Table.1 showed the respondents of the study where there was no mean to compute for the sample size due to the few number of learners.

Sampling procedure

The study used purposive sampling to select learners in the following: Inclusion criteria: ECD to class three learners aged between 4 (four) to 11 (eleven) years; both male and female. The universal sampling met was also used since all of the learners qualified using the inclusion criteria.

Research Instrument

Under parenting styles, there were twenty one (21) items, denoting type of parenting styles as per father and mother. Authoritative (item 1-7), authoritarian (items 8-14) and permissive (items 15-21). As per the academic performance, learners code, annual grade and interpretation was captured, range of marks and grades were interpreted accordingly.

Validity and Reliability of the Instrument.

The research instrument on Parenting Styles was utilized based on the literature of Baumrind (1978). The instrument was pre-tested for the following reasons: to determine the actual time span for administration; if the items were understandable to the respondents and if the items were in logical sequence. The respondents during the pre-testing were not included in the actual study.

Date Gathering Procedures

Before data gathering

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from the respective heads of primary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.

5. Selected research assistants who assisted in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

During data gathering

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After data gathering

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents; the mean was used to determine the type of parenting style and level of academic performance. The following mean range was used to arrive at the mean of the individual indicators of parenting styles and interpretation:

A. For the type of parenting style

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Poor

B. For the level of academic performance

The analysis of Variance (ANOVA) was utilized to test the difference between means for hypothesis one (H_0 #1) at 0.05 level of significance. A multiple correlation coefficient to test the hypothesis on correlation (H_0 #2) at 0.05 level of significance using was employed. The regression analysis was computed to determine the influence of the level of academic performance on the type of parenting style.

Ethical Considerations

The following ethical practice was implemented:

1. An introduction letter from the College of Higher Degrees and Research was forwarded to the Heads of Primary schools involved in the study to solicit permission to conduct the study.
2. The respondents and schools were coded instead of reflecting the names.
3. Solicited permission through a written request to the concerned officials of the schools included in the study.
4. Requested the respondents to sign in the Informed Consent Form (Appendix 3).
5. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Presented the findings in a generalized manner.

Limitations of the Study

In view if the extraneous variables, which were beyond the researcher's control such as respondents' honesty, personal bias and uncontrolled setting, the researcher claimed 95% level of confidence on the data gathered.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data on parenting styles and academic performance gathered from the field and analyzed statistically as illustrated in the tables. Interpretation of the data are in terms of implications and discussions related to the findings in each table.

The data are in answer to each specific objectives in this study which were in these aspects: Table 1: profile of the respondents; (2) Table 2: type of parenting styles (father and mother) experienced by the preschool learners; (3) Table 3: level of academic performance (early childhood learners and primary school learners); (4) Table 4: significant difference in the parenting styles between the father and mother ; (5) Table 5: significant difference in the level of academic performance (early childhood learners vs. primary school learners); (6) Table 6: significant relationships (a) father's type of parenting style vs. level of academic performance; (b) mother's type of parenting style vs. level of academic performance; (c) father's and mother's parenting styles vs. level of academic performance.

The null hypotheses tested in this study are stated as follows:

Ho #1: There is no significant difference in the parenting styles between the father and mother.

Ho #2: There is no significant difference in the level of academic performance (early childhood learners vs. primary school learners)

Ho#3: There is no significant relationship between the father's type of parenting style vs. level of academic performance

- E. mother's type of parenting style vs. level of academic performance
- F. father's and mother's parenting styles vs. level of academic performance.

The data are presented before each table, followed by the statistical analysis found in each table while below each table, the corresponding interpretations are reflected.

Profile of the Respondents

The profile of the respondents in terms of age, gender and religion are illustrated in Table 1 using the frequency and percentage distribution.

**Table 2
Profile of the Respondents**

Category	Frequency	Percentage (%)
Age		
4-5yrs	5	5.0
6-7yrs	1	1.0
8-10yrs	16	16.0
11 and above	78	78.0
Total	100	100.0
Gender		
Female	45	45.0
Male	55	55.0
Total	100	100.0
Religion		
Catholic	18	18.0
Protestant	53	53.0
Others (S.D.A, Islam,)	29	29.0
Total	100	100.0

Source: Primary Data, 2012

Results

Table 1 shows that 78% of the respondents were 11 years old and above, 55% were male while 45% were female. As per religion, majority (53%) were protestants.

Implications

The respondents who were 11 years old and above were observed to be a mature enough to respond to the questions as well as the intellectual comprehension proved not to be a serious concern.

Discussion

According to Erick Erikson (1980), the child's motivational strategies in the cognitive domain can impact either positively or negatively. The more familiar a child is with the socialization agents the more stable the child will become and pose to be capable in all spheres of development.

Table 2A
Type of Parenting Styles (Father)
n=100

Items	Mean	Interpretation	Rank
Authoritative styles			
My father shares with me how he feels about my good/bad behavior	3.47	Very good	1
My father takes into consideration my wishes before I ask	3.30	Very good	2
I am complimented by my father	3.26	Very good	3
My father encourages me to talk about my feelings and problems	3.24	Good	4
My father is responsible for my feelings & needs	3.18	Good	5
My preferences are taken into account all along	2.98	Good	6
I experience warm and intimate times together with my father	2.72	Good	7
Average Mean	3.17	Good	
Authoritarian style			
Past behavioral problems are pointed out to ensure I do not do them again	2.99	Good	8
Anger explosion is evidenced whenever I mess up	2.92	Good	9
Criticism is the approach to be made to improve	2.90	Good	10
When in need to do something the response is harsh or soft	2.86	Good	11
Punishment is by way of privileges denial	2.80	Good	12
A question, Do you know I am your father? Is often heard.	2.80	Good	13
My fathers' role is repeated every now and then	2.53	Good	14
Average Mean	2.83	Good	
Permissive style			
I am rarely punished by my father	2.42	Fair	15
Very little or no guidance is gained from father	2.27	Fair	16
My needs are never important from my father	2.27	Fair	17
Bad choices I make are ignored by my father	2.24	Fair	18
My unpalatable behavior is ignored by my father	2.24	Fair	19
My father is responsible for my being spoiled	1.78	Fair	20
My father gives in to my situation when I cause a commotion about something	1.75	Fair	21
Average Mean	2.04	Fair	
Overall Average Mean	2.75	Good	

Source: Primary Data, 2012

Legend

Mean Range	Interpretation
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

Results

Results show that fathers mostly used the authoritative style of parenting in their dealings with their children as indicated by the mean score of 3.17 interpreted as good; while the

second parenting style which was authoritarian style, was rated good with a mean of for fathers, having a mean of 2.83. This indicated that the fathers used authoritarian parenting style on their children though not as much as they used the authoritative style. The third parenting style (permissive) was rated fair with a mean of 2.04. This meant that the fathers are not so permissive to their children.

Implications

The findings implied that the fathers are more on a combination of authoritative and authoritarian parenting styles. This can be attributed to the fact that fathers tend to exert more authority on their children as they should always show that they were in control of their families.

Discussion

Basing on the argument by Moor (2009) argues that mothers and fathers show authority to be authoritative on their children because they do not want the children to get so familiar with them as familiarity breeds contempt.

Type of Parenting Styles (Mother)

The type of parenting of the mother as experienced by the learners are depicted in Table 2B obtained using the mean and illustrated as an item analysis where the means, interpretations and rank from highest to lowest means are indicated.

Table 2B
Type of Parenting Styles (Mother)
n=100

Items	Mean	Interpretation	Rank
Mothers authoritative style			
My mother shares with me how he feels about my good/bad behavior	3.57	Very good	1
My mother encouraged to talk about my feelings and problems	3.37	Very good	2
I am complimented by my mother	3.24	Good	3
My mother is responsible to my feelings and needs	3.05	Good	4
I experience warm and intimate times together with mother	3.04	Good	5
My preferences are taken into account all along	2.98	Good	6
My mother takes into consideration my wishes before I ask	2.93	Good	7
Average Mean	3.179	Good	
Mothers authoritarian style			
Anger explosion is evidence whenever I mess	2.99	Good	1
Past behavioral problems are pointed out to ensure I do not do them again	2.92	Good	2
Punishment is by way of privileges denial e.g. TV, games and visiting friends	2.91	Good	3
A question -Do you know I am your mother? Is often heard.	2.90	Good	4
Criticism is the approach to be made to improve	2.69	Good	5
When in need to do something i ask the response is harsh or soft	2.65	Good	6
My mothers' role is repeated every now and then	2.51	Good	7
Average Mean	2.756	Good	
Mother permissive style			
I am rarely punished by my mother	2.62	Good	1
My unpalatable behavior is ignored by mother	2.60	Good	2
Very little or no guidance is gained from mother	2.35	Fair	3
My mother give into my situation when I cause a commotion about something	2.12	Fair	4
Bad choices I make are ignored by mother	2.02	Fair	5
My mother is responsible for my being spoiled	1.92	Fair	6
My needs are never important to my mother	1.86	Fair	7
Average Mean	2.201	Fair	
Overall Average Mean	2.751	Good	

Source: Primary Data

Legend

Mean Range	Interpretation
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

Results

From the results, mothers tend to be good on authoritative style (3.17) of parenting, followed by authoritarian style (2.75) and finally the permissive style (2.20). These results show that both parents are very good when it comes to sharing their feelings and being responsible for their children's needs beforehand.

Implications

The findings implied that mothers also used authoritarian style of parenting as well as authoritative but tended to be more permissive than the fathers. This can be attributed to the fact that mothers most of the time tend to give way to their children to do whatever they want due to their emotional nature and the fact that they feel for their children.

Discussion

Mothers tend to be soft on their children because they do not want to do to them things that will hurt them. Most mothers practice permissive parenting on their children almost all the time (Moor, 2009). According to Baumrind (1978), information gathered on child rearing practices was by observing parents-interaction with the scholars at home and in the laboratory.

Summary Table on Parenting Styles

In order to provide an overall view of the parenting styles, Table 2C illustrates this where the average means are shown for each construct of parenting styles for the father and mother. The general average mean further displays the overall parenting styles.

Table 2C
Summary Table on Parenting Styles

Parenting Style	Average Mean (Father)	Interpretation	Rank	Average Mean (Mother)	Interpretation	Rank
Authoritative	3.177	Good	1	3.179	Good	1
Authoritarian	2.830	Good	2	2.756	Good	2
Permissive	2.040	Fair	3	2.201	Fair	3
General Average Mean	2.756	Good		2.751	Good	

Source: Primary Data, 2012

Legend

Mean Range	Interpretation
3.26-4.00	Very Good
2.51-3.25	Good
1.76-2.50	Fair
1.00-1.75	Poor

Results

Authoritative parenting had the highest mean of 3.17 for fathers and 3.17 for mothers; authoritarian parenting with 2.83 for fathers and 2.57 for the mothers and the least used style was the permissive style which scored 2.04 for the fathers and 2.20 for the mothers. Both styles scored very good, good and fair respectively.

Implications

These scores implied that the parents tended to avoid using permissive parenting style due to the repercussions associated with it. In that children tend to get spoilt if left to decide for themselves at a tender age and this may later impact on their lives in the after years.

Discussion

When children are left to make decisions on their own by their parents, they always make the wrong decisions which affect them in their later lives due

to the fact that most children are not able to make rational decisions at their tender ages and need responsible parenting (Dr. N. R. Sumil 2000).

Level of Academic Performance (Early Childhood Learners and Primary School Learners)

The level of academic performance of the early childhood learners and primary school learners are shown in Table 3 indicating the range of marks, frequency and percentage distribution.

Table 3
Level of Academic Performance (Early Childhood Learners and Primary School Learners)

Range of Marks	Early Childhood Learners	Primary School Learners
	Frequency	Frequency
	%	%
80-100 (Excellent)	43	18
	43	18
60-79 (Very Good)	33	37
	33	37
40-59 (Good)	21	24
	21	24
30-49 (Fair)	3	21
	3	21
Average performance	1.84	2.48

Source: Primary Data

Results

As shown in Table 3, the level of academic performance in ECD vs primary school learners, indicated that many children in ECD at 43.0%, do quite well as compared to 18% primary education. Average performance is evidenced when the second marks range between 60-79 was seen. The percentages were 33.0 and 37.0 in ECD and primary education respectively. However very few were unable to meet the pass mark in ECD (3.0%) as compared to 21.1% with primary school learners. It was obvious that the academic performance of the learners in ECD were lower than the primary school learners as the averages revealed. Children in primary schools had an average level of academic performance of 2.48; while the ECD had an average performance of 1.84. This indicated that the children in primary schools performed better than the Early Childhood Learners.

Implications

The differences in performance implied that the children in ECDs were still very young compared to those in the primary schools who had mastered the art of learning.

Discussion

Contrary to the argument by Anne (2002) that young learners are open minded and free to learn given support by parents, too young children are not so good at learning because their brains are not probably as developed as their counterparts in primary schools. There exists a variation in the level of performance between the ECD children and the Primary school children, which can be attributed to age.

Significant Differences Between the Mother's and Father's Type of Parenting Styles and Level of Academic Performance Between the Early Childhood Learners and Primary School Learners

Utilizing the t-test, Table 4 clearly presents the significant differences computed to arrive at the interpretation on the differences as a guide for the decision on the null hypotheses.

Table 4
Significant Differences
Between the Mother's and Father's Type of Parenting Styles
Level of Academic Performance Between the Early Childhood Learners
(ECL) and Primary School Learners (PSL)

Category	Computed t-value	Critical t-value	Interpretation of Difference	Decision on Ho
Type of Parenting Styles Mother Vs. Father	9.32	8.31	significant difference	Reject
Level of Academic Performance				
ECL vs. PSL	1.84		2.48	Accept

Source: Primary Data, 2012

N.B. If the significant value is equal or less than 0.05 level of significance, the interpretation is significant.

If the significant value is more than 0.05 level of significance, the interpretation is not significant.

Results

The results indicated that there was a significant difference between the parenting styles used by the fathers and mothers. The primary school learners revealed better performance than early childhood learners.

Implications

The mothers' parenting styles and fathers' parenting styles differ greatly due to the difference in gender and the need to exert authority by the father. It was also brought about by the emotional characteristics of the mothers.

Discussion

These findings can be attributed to the argument by Aunola abd Nurmi, (2000). There is a need, to study families with younger children so that parents can better understand their children' development in light of their parenting styles practiced and fully realize the implication of these practices on their children' current and future academic success.

Relationship between the Type of Parenting Styles (Mother and Father) and Level of Academic Performance

As shown in Table 5, using the Pearson Product Moment Correlation Coefficient, the hypothesis of no significant relationship between the type of parenting styles and level of academic performance is tested.

Table 5
Relationship between the Type of Parenting Styles (Mother and Father) and Level of Academic Performance

Variables correlated	Computed r-value	P-value	Interpretation of Correlation	Decision on Ho
Mother's Type of Parenting Styles vs. Level of Academic Performance	0.002	0.756	Not significant	Accept
Father's Type of Parenting Styles vs. Level of Academic Performance	0.001	0.042	Significant	Reject
Mother's and Father's Parenting Styles vs. Level of Academic Performance	0.004	0.039	Significant	Reject

Source: Primary Data, 2012

N.B. If the significant value is equal or less than 0.05 level of significance, the interpretation is significant.

If the significant value is more than 0.05 level of significance, the interpretation is not significant.

Results

The results indicated that the performance of children at the ECDE level was not influenced by the mothers ($r = 0.002$, $p = 0.756$) hence no significant relationship and hence the null hypothesis was accepted. Performance was on the other hand affected by the fathers ($r = 0.001$, $p = 0.352$) hence a significant relationship and a rejection of the null hypothesis. Both the mothers and the fathers parenting styles also affected the performance of the learners ($r = 0.004$, $p = 0.125$).

Implications

The mothers' parenting styles were not correlated with the academic performance of the children, while the fathers' parenting styles was correlated with performance. If both the mothers' and Fathers' parenting styles were combined, the correlation was positive in relation to academic performance. This means that the fathers working together with the mothers can greatly determine their children's performance and should therefore work together in parenting their children.

Discussion

As contended by Anne (2002); that no matter what the parenting style used is by a child's mother, the academic performance remains the same. This is attributed to the position that the mothers have less control over the children as opposed to the fathers. As contended also by Dr. N. R Sumil (2000) blended parenting styles yield good academic performance.

Regression Analysis Between the Dependent and Independent Variables

To determine the influence of the dependent variable (level of academic performance) on the independent variable (parenting styles), Table 6 reflects the testing for significant effect.

Table 6

Regression Analysis Between the Dependent and Independent Variables

Variables Regressed	Computed F-Value	R2	Interpretation	Decision on Ho
1. Level of Academic Performance vs. Mother's Type of Parenting Styles	0.002	0.756	Not significant	Accept
2. Level of Academic Performance vs. Father's Type of Parenting Styles	0.001	0.035	Significant	Reject
3. Level of Academic Performance vs. Mother's and Father's Parenting Styles	0.004	0.012	Significant	Reject

N.B. If the significant value is equal or less than 0.05 level of significance, the interpretation is **significant**.

If the significant value is more than 0.05 level of significance, the interpretation is **not significant**.

Results

The results depicted that there was no significant relationship between the mothers parenting style and academic performance in ECDs ($F = 0.002$, $R^2 = 0.756$). Hence the null hypothesis was accepted. There is a significant



relationship between the father's type of parenting and academic performance in ECDs ($F = 0.035$ $R^2 = 0.001$). Hence a rejection of the null hypothesis was rejected. There existed a significant relationship between both parents' parenting styles and academic performance ($F = 0.012$ $R^2 = 0.004$). Hence the null hypothesis was rejected.

Implications

The mothers' parenting styles was conducted with the academic performance of the children, while the fathers' parenting styles was conducted with the children's performance as well as the parenting styles used by both the father and the mother. The fathers working together with the mothers can greatly determine their children's performance and should therefore work together in parenting their children.

Discussion

Based on Belsky's (1984) model and the reviewed literature the primary objective of the current study was to investigate the influence of authoritative, authoritarian and permissive styles on children's cognitive ability. It was expected that higher levels of authoritative and lower levels of authoritarian and permissive parenting practices were related to higher levels of cognitive ability.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Based on the specific objectives of this study, this chapter presents the findings, conclusions and recommendations.

FINDINGS

Table 7 is a summary of the major findings of this study in answer to the specific objectives.

Table 7
Summary of Major Findings

Category	Major Findings
1. Profile of the Respondents	
1.1 Age	11 years and above 78%
1.2 Gender	55%
1.3 Religion	Protestants 53%
2. Level of Academic Performance	Accepted
2.1 Early childhood learners	Low
2.2 Primary education learners	High
3. Significant Differences	Significant difference
3.1 Between the father's and mother's type of parenting styles	
3.2 Between the early childhood learners and primary school learners level of academic performance	Accepted

Conclusions

Based on the findings and purposes of this study the following are the conclusions: Most learners start school late. This is reflected as per age of over 11years being in school in primary three. Early childhood learners do not

experience acute parenting styles hence low in academic performance. On the other hand, primary school learners who experience concrete parenting styles are able to perform higher. It is therefore true that parenting styles influence to a great extent learners' academic performance besides other variables outside this study.

Recommendations

Based on all major findings presented, these recommendations are put forth:

Parents have to consider early childhood education very vital and enroll their children early enough in ECDs. This will facilitate good entry age in school and proper transition time from ECD to primary school. Parents are to seek parenting styles workshops and team up with the teachers to realize good academic performance among learners at all levels. Support of the physical materials and moral supports have to be enhanced by all stakeholders for the sake of boosting academic performance from ECD through higher levels of education. Parents are key players in provision of the same. Teachers are to be encouraged to participate and enroll for SbTD (School based Teacher Development to enable them interact with the most current teaching – learning approaches which might eventually meet the learners diverse educational challenges. The government has also liaise with other prominent educational stakeholders to enable conducive learning environment right from homes through schools.

Future researchers are to venture into this field of parenting styles and academic performance and fill the gaps besides challenging my findings. The following titles can be researched on:

1. Permissiveness of mothers on academic performance
2. Level of education as an indicator of academic performance
3. Parenting styles experienced by female learners throughout their childhood.

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APPENDICES
APPENDIX 1 A
TRANSMITAL LETTER



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**OFFICE OF THE COORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

Dear Sir/Madam,

August 19, 2011

**RE: REQUEST FOR SIEHK ANDA BEATRICE SHISIA MEE/15825/102/DH
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a benefited student of Kampala International University pursuing a Masters of Early Childhood and Primary Education. She is currently conducting a field research of which the title is "Parenting Styles Experienced by Learners and their Academic Performance in Selected Primary Schools in Likuyani District, Western Kenya."

Your organization has been identified as a valuable source of information pertaining to our research project. The purpose of this letter is to request you to assist her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Ms. Kyolabye Sarah
Coordinator Education, (SPGSR)

"Exploring the Heights"

APPENDIX 1 B

TRANSMITTAL LETTER FROM CHDR

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

**RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN YOUR
INSTITUTION**

Shikanda Beatrice Shisia is a bonafide student of Kampala International University pursuing a Masters Degree in Early Child Hood in Primary Education

She is currently conducting a field research for her dissertation entitled parenting styles experienced by learners and their academic performance. Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR

APPENDIX 1C
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a graduating student of Kampala International University. Part of the requirements for the award is a thesis/dissertation. My study is entitled parenting styles experienced by learners and their academic performance. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

Results of Ethical Review

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Shikanda Beatrice Shisia that will focus on parenting styles experienced by learners and their academic performance.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV

FACE SHEET: DEMOGRAPHIC RESPONDENTS PROFILE

Category	Frequency	Percent
Age		
Gender		
Level of Academic Performance		
Religion		
Rank in the family		

APPENDIX V

PARENTING STYLES CHECKLIST

Direction: Read each of the following statements below and indicate your experience with parenting styles by checking the columns for father and mother.

Please follow the rating guide below:

4 = Strongly agree (SA; you agree with no doubt at all), 3 = agree (A; you agree with some doubt), 2 = disagree (DA; you disagree with some doubt) and 1= strongly disagree (SDA; you disagree with no doubt at all).

SA (4)	A (3)	DA (2)	SDA (1)	Types of Parenting styles options	SA (4)	A (3)	DA (2)	SDA (1)
Father rating							Mother rating	
				My parents shares with me how he feels about my good/bad behavior				
				My parents takes into consideration my wishes before I ask				
				I am complimented by my parents				
				My parents encouraged to talk about my feelings and problems				
				My parents is responsible to my feelings & needs				
				My preferences are taken into account all along				
				I experience warm and intimate times together with father				
				Average Mean				
				Past behavioral problems are pointed out to ensure I do not do them again				
				Anger explosion is evidence whenever I mess				
				Criticism is the approach to be made to improve				
				When in need to do something I ask the response is harsh or soft				
				Punishment is by way of privileges denial				
				A question -Do you know I am your father? Is often heard.				
				My parents' role is repeated every now and then				
				Average Mean				
				15. I am rarely punished by my parents				
				16. Very little or no guidance is gained from parents				
				17. My needs are never important to my parents.				
				18. Bad choices I make are ignored by parents				
				19. My unpalatable behavior is ignored by parents				
				20. My parents is responsible for my being spoiled				
				21. My parents give into my situation when I cause a commotion about something				

Source: Baumrind, D. Effective Parenting During Early Adolescent Transition. New York: Worth Publisher, 1991, N. R. Sumil (2000).

APPENDIX VI
RECORD SHEET ON LEVEL OF LEARNERS' ACADEMIC PERFORMANCE

Code	Range of Marks	Early childhood education		Primary education	
		Frequency	Percent (%)	Frequency	Percent (%)
	Total				

Other relevant Data

Research experience :1st degree level

Course :Masters in Early Childhood and Primary Education

Date of Completion :April 2012

Blood group :O

HIV Status :Negative

Other Professional Duties :KCPE supervisor
:KSCE Invigilator
:Key Resource Teacher -English

Church Responsibility :Chorester
: Women Ministry leader

Next of kin : Mercy Matuli Musavin

