THE IMPACT OF PARENTING STYLES ON THE PERFORMANCE OF EARLY CHILDHOOD PUPILS IN MAKUTANO ZONE OF TRANSZOIA EAST DISTRICT

BY

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DECLARATION

This research report is my original work and has not been presented for any research study in any other institution.

Signature

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MICAH CHEPTOO CHESANG

22|8|2009
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Date

DECLARATION

This report has been submitted for examination with my approval as university supervisor.

Signature

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MS. NANKINGA YUDAYA

22nd /08/ 2019

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Date

DEDICATION

This piece of work is dedicated to my wife Doris and children Anet and Ian   for their moral support and encouragement during the study and preparation of this paper.

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TABLE OF CONTENTS

ABSTRACT

After corporal punishment was outlawed in Kenya, indiscipline cases in schools have increased leaving teachers at the mercy of the learners. Use of guidance and counseling has been found not to be useful since it consumes a lot of time. This has left teachers with no option but engages and implore upon parents to help in disciplining their children.

The study used descriptive survey design employing questionnaires as research instruments. Two sets of questionnaires will be administered to ECD teachers and parents drawn from 15 sampled schools out of 61 schools within the study area.

Data was analyzed using frequency tables and graphs indicating the views of the respondents on the topic. The findings will help parents enhance their parenting styles by gaining guidance and counseling skills through training.

Finally the researcher made recommendations, and conclusions basing on the findings of the study.

ix

CHAPTER ONE

1.0   Introduction.

This chapter covers background information, statement of the problem, objectives of the study, research questions, justification, limitations and delimitations and operational definitions.

1.1   Background Information.

Family unit is always the backbone of any society. It is in the family that a child is born and reared. The family imparts values and attitude that promote Childs' growth and development.

The child's' basic needs such as food, clothing and security are met. Similarly the family provides care, attention, love and transmits culture thus gives the child self esteem and identity.

Schaeffer (1996) describes the family as endangered species. She points out that it needs and demands ecological balance for human growth and development. This unit therefore is not meant to be legally perfect spheres whose mistakes are hushed, rebuked and hidden but rather a place where there is room for forgiveness, tolerance and love.

However over the years most pupils in Early Childhood centers and schools exhibit differences in individual capabilities. Most learning challenges facing learners emanate from parenting and home environment. The challenge is basically upon the parents, teachers and other care gives in order to bring up children in a conducive environment that will enhance their learning. The parents are largely responsible to nurture children; devote love and attention they deserve for desirable growth and development of children.

1.2   Statement of the Problem.

The purpose of this study is to look into the parenting process and its influence to early childhood development and education in Makutano Zone in Kaplamai division, Transzoia East District.

This study will investigate on the values and skills that parents impart to their children and their influences on child development.

Educators have also noted with great concern on transition from home to school. Teachers have had a hard task in handling individual differences that hinder progress in

1

the learning process among children. Most of the problems are as a result of parenting disparities. Some parents have been seen to be overprotective when dealing with their children hence giving them room to engage in unacceptable behaviour.

Therefore, there is need to find out the kind of values families impart to their children in their early childhood.

Finally, childhood is a very important period of transmitting values and skills to children. This responsibility lies primarily with parents, caregivers and pre-school teachers.

Issues affecting families such as parenting style, change of family structure and other socio-economic factors prompted researchers' concern into studying about influences of parenting to child growth and development and ways of harmonizing family life to enhance child development. The study therefore examines the effects of poor parenting on the academic performance of children at ECD level.

1.3 Purpose of the Study.

The purpose of this study is to find out the effects of poor parenting on the performance of children at ECD level.

The researcher also intends to find out solutions to improve parenting styles to enhance good transition from childhood to adolescence.

1.4 Objectives of the Study.

This study focused mainly on the following objectives: -

    i)   To identify the types of existing parenting styles in Makutano zone

    ii)   To determine the possible causes of poor parenting styles

    iii)   To find out ways of enhancing positive parenting.

    iv)   To establish ways in which learning can be enhanced by parenting.

1.5 Research Questions

    i)   What are the existing parenting styles prevalent in the study area?

    ii)   What are the possible causes of poor parenting styles?

    iii)   How can positive parenting be enhanced?

    iv)   What ways do parenting enhances learning?

1.6   Significance of the Study.

The study will assist the following in nurturing and upbringing of children:
The findings of this study will assist parents to apply positive parenting- thus bringing up children and nurturing them in a positive way. It will also encourage parents to be role models for their children to emulate.

Children will be assisted in acquiring positive behaviour patterns and keep away from anti-social and deviant behaviour.

The findings will assist teachers in handling children's individual differences in the learning process since learners come from different backgrounds.

The findings of this study would also assist caregivers in imparting positive values to the children through quality care since caregivers are role models to the young children.

Good parenting will enable the community have well adjusted and responsible citizens who will be productive to the society.

1.7 Limitations of the Study
The researcher may encounter the following short comings in the course of the study.
- The roads are impassable due to heavy rainfall hence there was difficulty in traveling.
- Inadequate funds may hinder travel to respective areas and also purchase of materials to develop this study.

1.8 Definition of Terms.
Family: Refers to the smallest unit of a society consists of people who are related by blood and marriage.
Socialization: Refers to the process by which an individual learns the ways of a given society or a social group.

Childhood: This is a period from birth to eight years of age.

Role Model: Set example to be emulated by others.

Attitudes: Internal feelings which are either negative or positive.

Transition: Change from one environment to the other.

Values: Refers to the standards that govern people's choices and behaviour.

Parenting: The process of raising and educating a child from birth until adulthood.

Nurturing – Referred to taking care of the child through positive guidance.

Growth – It is the increase in height, weight and size of a person development.

Behaviour   This is the way a child behaves towards a particulars situation.

1.9   Theoretical Framework

This study is based on Baumrind's parenting theory of 1967. The theory identified three parenting styles: permissive, authoritarian and authoritative. According to Baumrind, permissive style has behaviour characteristics that include leaving the child to their own devices, simply providing the resources that the child requires and not passing any comment. Baumrind argues that at heart this type of parenting style respects the child's wishes and desires and does not ask the child to give anything in return, by the completion of household chores for example. Above all else, no set standards of behaviour are imposed on the child by the parent.

The authoritarian style could not be more different from the permissive style. This style is characterized by the imposition of a set of rules and behaviours on the child that is strictly enforced. The child is made to understand that there are certain ways of behaving that must be adhered to, otherwise there will be consequences in the form of punishment. Instead of the unconditional acceptance of the child's desires and wishes, there is a high level of censure applied to what the child wants. In this parenting style there is no room for negotiation, the rules are handed down from the parent to the child and there is little allowance for discussion or emotional openness.

The authoritative style might be characterized as a middle road between the permissive and authoritarian styles, attempting to take the advantages of each style of parenting and combine them into a more effective approach. The authoritative parent has time for both

4

providing the child with discipline, as well as allowing latitude to the child when it is warranted. This style is much more open emotionally, encouraging the child to engage with the parent on the issues that are at stake. There is not the same sense with this parenting style that everything the parent says is law, but, unlike the permissive style, there is still a sense that the parent has the final decision, although it is not always exercised unilaterally.

In Baumrind's analysis it is the authoritative parenting style that is most associated with positive outcomes for the child. The authoritarian and permissive styles are seen as less than ideal. Longitudinal research carried out by Baumrind when measuring a number of different outcomes has shown this to be the case. Research carried out by Baumrind (1966, 1967) has shown that authoritative parenting styles are associated with positive adjustment in children.

CHAPTER TWO

2.0   Literature Review

2.1   Introduction.

The purpose of this study is to look into parenting and how it influences child development through values and attitudes imparted to children.

The study will focus on changing family structure due to socio-economic conditions such as urbanization, single parent-hood, malfunctioned families affected by drunkenness , divorce and parenting styles which affect children's social, physical and emotional development.

2.2   The Role of Parents.

The primary responsibility of child rearing rests on the parents. They are role models to the children. They communicate with the children.

It is disheartening to remember bad exchange you had with your siblings or parents, thus the family needs to be salvaged from all quarters and we cannot let this streaks eat into this structure. There are clear manifestations of letting this go this negative influence creep into our families

Although both parents have equal opportunity in child rearing, mothers play important role in molding and shaping their tender lives. So often fathers neglect their responsibilities, since many a time they are away from home. Children are left to the mother for training (Waithaka, 2007).

When the figure of authority in the home is lacking control and discipline, these boys and girls are molded by behaviours and values of their age groups in pre-school and community (Kageche, 2007).

The bible explains the role of the parents to their children. (Bible, Proverbs. 22:6). "Teach your children right from wrong and right" (Bible, Proverbs.6:4).

Fathers do not provoke your children instead bring them up in training and instruction of the lord. Provoking children leads to anger and resentment but rearing them tenderly in training and discipline.

6

According to the parents' magazine (1998), even the tiniest babies are finely attuned to their mothers' emotions. "Your baby will know if you are feeling tense and unhappy both by the difficulties he/she experiences in feeding because your milk let down reflexes are inhibited by your tension"

A father of two young children was featured on television for turning down promotion at work place to avoid responsibilities that come with such post just so that he could spent time with his children (Waithaka, 2007).

Swindoll, (1988) identified positive and negative messages from parents to children. Childhood never leaves us. One man has said that memories are like shrapnel embedded in flesh never to be removed.

We send lasting messages to our own children every day if you demonstrate thoughtfulness in caring your children will carry those qualities. If you show sacrifice and servant- hood they will remember your example.

If you model masculinity or femininity, wise use of time and strong character your children are likely to bear your healthy image.

If you abuse and bring pain by neglect your children may never quite heal. If you refuse to listen, they may stop hearing if you ignore misbehavior and relax on discipline they may develop deep-rooted character flaws.

2.3   Various Parenting Styles.

Active and continued effort is needed by parents in child rearing. Modern philosophy of child rearing emphasizes freedom to the child. They teach us that to allow the child to express himself because of its goodness and creativity within the child. But a child left to himself will come to ruin. A child left to himself disgraces his mother (Bible, Proverbs. 22:15).

Many a times parents are busy "putting down" their children instead of bringing them up. This is done by communicating negative attitudes towards children by punishing them frequently, scolding them and tearing down their self esteem. But there is a right and wrong way of disciplining children.

First, positive parenting involves encouraging children, praising them, complementing and training them into the way they should go. This argument concurs with (Swindoll,

7

1988), which describes words spoken to children as important gift of strong self–worth. It is reflected in your words such as nice, good, thanks, and so on.

Another important aspect is the interaction of parents and their children. The father needs to be present in the home physically and emotionally. A case was noted by a researcher of fathers and sons reported to have conversed for 37 seconds per day. If this is the fathers must be raising strangers in the home.

Children need relaxed down time and interaction with their parents. It has also been established that children who eat dinner with their families at least four times per week do better at school and have higher test scores often when all the family members are present at home togetherness doesn't describe the situation. More aptly the presence of television renders personal interaction impossible.

We need more family conversation; a declining art which edifies and stimulates each family member. Children involvement in sports develops their character and sharpens their skills. This opportunity is also used by parents in relating to each other. Our children are no strangers to stress either pushed by parents or peers to perform beyond their years, they are rushed into maturity. It's no wonder many kids emerge from their teens frustrated, fearful and fatiqued (Ashmen, 2000).

There is also a small window of opportunity to nurture children as children. One of the areas that parents have failed is to appreciate their children.

Everyday parents condemn their children and have unrealistic expectations while they have their abilities which cannot go beyond their abilities. As parents, there is need to create a good environment and be patient with children; listening to their comments and loving them (Lewis, 1986).

2.4   Causes of Poor Parenting

2.4.1   Alcoholism

Many parents who indulge in alcohol often fail to provide good guidance to their children. They fail to be available when the children need them hence unable to advise them on good character development and behaviour. Finally children of such parents become unable to show good behaviours both at home and school (Duska, 1977).

2.4.2 Family set up

According to Kithanga (2002),children raised in single parent families show high degree of indiscipline. They do not get balanced guidance from both parents. The worst hits are those who hail from single parent families led by mothers.

2.4.3 Poverty

Some parents use their children to participate economic activities due to poverty. These children would therefore miss their education. Such parents fail to direct their children towards fruitful future hence failing to offer good parenting to their children.

2.4.4 Contemporary lifestyles

With the change of family structure from extended to nuclear many parents have failed to respond to their earlier roles of correcting their children and their friends and relatives' children. Other parents engage in laissez faire mode of lifestyle that exposes the children to more uncontrolled freedom. This leads to poor parenting (Waithaka, 2007)

2.5 Ways of enhancing good parenting

2.5.1 Guiding and counseling skills

According to Lowel (1976), parents can improve their parenting skills if they are trained on how to guide and counsel their children. These skills are important especially in a very changing environment. The skills can be useful in tactfully handling effects of peer pressure.

2.5.2 Promoting stable families

Children brought up in stable families exhibit good behavior and character. They get the right direction towards the management of their age related stresses. Parents ought to be present to give the appropriate direction for them (Kithanga, 2002).

2.5.3 Moral and religious principles

Parents who adhere to moral standards as the cultural ways as well as religious demands would provide good guidance to their children. They would enlist the churches support in providing appropriate direction to the children (Waithaka, 2007).

2.6 Factors influencing Parenting

2.6.1 Socio-Economic Factors.

A significant number of children especially from rich families remain dependent on their parents even up to adulthood. Unfortunately the prevailing behaviour is learnt easily in life. Consequently, children brought up this way can barely cope up with responsibility even when they grow up.

During the early childhood, children try out activities and are very inquisitive, later they work on acquisition of competence skills as dictated by the society. The environment should be conducive to encourage them to move on. Although they need much guidance, too much restriction often leads to being stunted in development (Kageche, 2007).

There is no family in which there has never been any conflict of wills between parents and the child. Where families differ in ways that they accommodate these conflicts and whether they let them disturb the overall feelings of happiness and security that any home wants and needs.

Another point to remember is that no family is a proof against frayed tempers. No parent should think that this problem is something that fate has inflicted on his family alone or that those other parents that seem so tranquil and so superior do not experience frictions of their own. These is no need to be guilt over difficult or bad scene done on relations within the family (Kageche, 2007).

A two years old child is likely to have held out against his family at some point such as refusing to eat, being stubborn at being changed or given a bath. Later he learns to say no

10

and finds it rather fun to use tantrums. Gradually, the child develops his own style with parents in which avoidance of trouble plays a major part (Lovell, 1982).

According to Tavistock (1978) existence of the family and maintenance of family atmosphere result from relationship between parents in social setting in which they live. What parents contribute in building up depends a great deal on their general relationship to the wider cycle around them and immediate setting.

The community no longer denies responsibility over children who are deprived. Obviously, someone has to take care of the child. Public opinion demands that the best that is possible shall be done for the child whose own family life is lacking.

2.6.2 Emotional Factors.

These are parental characteristics that negatively affect children's emotional development. A home characterized by constant quarrels and disagreements may have negative effects to the child.

KISE Module 2- Child growth and development (2002) highlights causes of emotional problems such as: -

2.6.2.1 Abusive Parents.

i). Psychological abuse

– Excessive ridicule, humiliation or any form of mental cruelty.

ii). Physical abuse.

- Sexual molestation, causing pain, through cuts, burns, broken bones or any other physical injuries.

iii). Neglect.

- Neglecting children may be through failure to provide physical needs – food, clothing, medical attention, shelter and supervision.

2.6.2.2 Permissive Parents.

Parents who avoid imposing control over their children for instance they may allow their children to make their own decisions regarding activities such as viewing Television, meal times and going to bed.

Children of such parents might end up as immature and dependent individuals who lack self control and hence may develop emotional and behavioural problems.

2.6.2.3   Parents Who Enforce Rigid Rules.

Parents who exercise too much control over their children's actions and behaviours, they expect their children to obey their commands without questions and often use threats and punishment to regulate children's behaviour.

Swindoll (1988) asserts that as parents, we must be careful to avoid two errors. First, rearing our children the way we were reared; and secondly, comparing our children with others and applying the same approval to all.

To provide emotional security to a child is to help, protect and shield the child's fragile psyche. It is also to provide a safe, loving environment, give a sense of being loved, being needed, and being welcomed.

This is done through;

- Emotional support and encouragement.
- Attachment, caressing, bugging, touching and so on.
- Showing empathy and compassion to younger and older, weaker and sicker.
- Caring for others, helping. (http/en/org, 2007)

2.6.3   Moral Factors.

The child needs help to judge actions by intentions. Both families and schools have ample opportunities to provide this in discussions, stories, judging other peoples' actions and reflecting on child's actions.

A child statement "I don't mean to do it" indicates that he is beginning to look at actions by intentions and if the schools and families does not consider the intentions but consequences the child may rebel.

Kholberg et al (1976) identifies six stages of moral judgment among children. We are going to consider two.

2.6.3.1 Pre-conventional Level.

A child is responsible to cultural rules and labels of good and bad, right or wrong but interprets in terms of either physical consequences of action punishment reward and exchange of favours.

2.6.3.2 Conventional Level.

Maintaining the expectation of individual family group or nation is perceived as valuable in its own right regardless of immediate and obvious consequences. This is an attitude maintaining supporting and justifying the order and identifying with the persons or groups involved in it.

It is important for parents to remember that they cannot always be there for their children. Sheltering children from reality is a major draw back. When they are exposed to real life situations they are endowed with invaluable problem solving skills vital for day to day survival. (Kageche, 2007).

Swindoll (1988) urges that parents must be diligent in observing their children in order to cooperate with right bends and correct the wrong bends in their character. Parenting requires enormous amounts of patience, time, energy and concentration. Unless the parent gets actively involved in the process, the child's whole future will be impaired.

2.7   Parent-Child Relationships.

The parent child relationship of family life determines the importance of early patterning of personality among children. It is based on heredity and kinship while the teacher-child relationship is based on authority conferred by the state.

A well ordered home which provides normal parental care is the best guarantee of mental health to the growing child. Only a portion of parents' time can be directly devoted to the task of rearing children. Nevertheless, parents should avoid careless or confusing remarks about the child's' teacher and should do everything possible to support her legitimate status (Gessel, 1976).

13

Increasingly, teachers and parents are recognizing that pre-school years are golden age for learning by capitalizing on child's social sensitivity and on his many interests at these ages. A full life at age 3 and 4 guarantees that a child will enjoy full life in succeeding years (Eyken, 1967).

At home and pre-school the young child and each adult must accept responsibility for behaving in ways that do not hurt other children develop through caring for their own health, safety and sharing materials. Teachers and parents must themselves be sufficiently responsible in holding children to a responsible cause to develop sense of responsibility.

Teachers, for example, can tell very quickly when a boy or a girl has been allowed to be defiant at home because those attitudes are brought straight into the classroom. Again relationships at home are first and most important social encounters a youngster will have and the problems encountered are often carried into adult life (Dobson, 2000).

Teachers assist children in overcoming psychological difficulties that over the short or long term block a child's ability – home, school, peer and community (White, 1986).

2.8   Challenges facing Single Parents.

Children raised in single parent families are often raised by a village of supporters. In many cases members of the extended family will step up and play a significant role in the children's lives. Others choose to participate in community groups – including single parent support groups, churches, which champion the entire family (Chris, 2007).

Since the decision of single parenting is taken by the parent one voice is often ignored and sometimes unheard of. It is that of the child.

It has been found that single parenting has adverse mental, emotional and psychological effect on the child. This has been validated by psychologists and advocates from time to time.

There are very obvious reasons to make the child feel abnormal, different and unaccepted. The traditional families have two parents; the mother, and the father, jointly raising the children whereas in single parenting, a single person decides what is best for the child and sometimes takes extreme measures to get it accomplished. (http.www.com, 2007).

14

CHAPTER THREE

3.0 Research Methodology

3.1 Introduction

This chapter contains sub-headings with sampling procedures, instruments, and data collection procedures and data analysis.

3.2 Research Design.

The researcher employs a descriptive survey design method in carrying out the research. Open ended and closed-ended questionnaires will be used to collect data from the respondents. The findings of the study were later presented in pie-charts, frequency distribution tables and bar-graphs.

3.3 Target Population.

The researcher targets ECD teachers and parents within the study area. The researcher was able to do this by use of questionnaires in order to utilize time and also to reach many respondents within the stipulated time.

The researcher targets a population of about 240 teachers in the zone from the 61 schools.

3.4 Sample and sampling techniques.

The researcher sampled 15 schools, each providing 2 ECD teachers and 2 parents as sample respondents to the study. Simple random sampling was used to select the 15 schools out of the 61 schools. Further, ECD teachers were sampled using stratified sampling, where one teacher will be drawn from the ECD level while the other from lower primary. The two parents were sampled through simple random sampling, where the two questionnaires were left with the head teacher to give to the first two parents visiting the school.

3.5 Research Instruments.

Questionnaires were used to collect the data. The questionnaires were simple, clear and straight to the point for the purpose of collecting relevant data. Open-ended and closed-ended questionnaires were both utilized.

3.6 Data Collection Procedure.

The researcher got permission from the school head teachers to carryout the research, permission was granted and the researcher visited the sampled schools in person, to sample the respondents and brief the concerned teachers on the objectives of the study.

3.7 Data Analysis.

The data collected was analyzed and presented by use of frequency distribution tables, pie-charts, bar-graphs and percentages indicating distribution of the respondents' opinions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the researcher presents the data collected from the field and analysis is done. Data is presented in tables, graphs, pie charts percentages and frequencies.

This study was based on data collected from questionnaires answered by 15 teachers out of 25 representing 60 percent of the responses.

Respondent's profile

Information about the respondents profile is presented in the tables below

Table 4.1(a) *Gender*

Options	Frequency	Percentage (%)
Male	7	47
Female	8	53
Total	15	100

Findings from the field revealed that female teachers out numbered the male teachers. Female teachers were equivalent to 53% and male teachers were 47% respectively.

Table 4.1(b) *AGE*

OPTION	FREQUENCY	PERCENTAGE (%)
20 – 30 years	6	40
31 – 40 years	8	53.33
41 – 50 years	1	6.66
50 years+	-	-
TOTAL	15	100

Table 4.1(b) shows that, majority of the respondents fall under the age bracket of 31-40 with a percentage of 53.33%, 6 of the respondents fall under age bracket of 20-30 years

respectively and 41-50 years there was only one respondent. 50 years plus was reported with no respondent at all.

Table 4.1 (c) *ACADEMIC QUALIFICATIONS*

OPTION	FREQUENCY	PERCENTAGE (%)
O LEVEL	10	66.6
A LEVEL	5	33.33
OTHERS	-	-
TOTAL	15	100

The academic qualification of the respondents was that 10 respondents equivalent to 66 % were of the ordinary level and those of advanced level were 5 leading to 33.33%

Table 4.1(d) *PROFESSIONAL QUALIFICATIONS*

OPTION	FREQUENCY	PERCENTAGE (%)
M.ED	-	-
B.ED	-	-
DIP ED	2	13.3
ATS	2	13.3
P1	11	73.3
OTHERS	-	-
TOTAL	15	100

As per the professional qualifications of the respondents P1 certificate holders dominated by 11 out of 15 and the rest that is the diploma and ATS had two respondents each equivalent to 13.3% each.

Table 4.1 (e) *TEACHING / PROFESSIONAL EXPERIENCE*

OPTION	FREQUENCY	PERCENTAGE (%)
1-5 Years	2	13.3
6 – 10 Years	7	46.66
11 – 15 Years	5	33.3
16 Year and above	1	6.6
TOTAL	15	100

The researcher noted that there was sufficiency blending of academic, professional and experience of the respondents. The sample of the respondents theoretically from their profile dealt a good source of relevant data.

Basically it is safe to say that the respondents were up to the task and had the pre-requisite experience in their areas.

Table 4.1(f) *MARITAL STATUS*

Options	Frequency	Percentage (%)
Married	12	80
Single	3	20
Total	15	100

Majority of the research respondents were married that is 12 respondents equivalent to 80% and only a percentage of 20% were not married as it is shown in the table above

From the findings, when teachers were asked whether they have children, almost all the teachers agreed apart from two who did not have at all. They answered that most of their children were in the school going age

19

4.2 Poor parenting

Respondents noted that the major cause of poor parenting was the modern life style which was followed by broken families, foster parenting and then economic status as shown in the table below

Table 4.2: *CAUSES OF POOR PARENTING*

Options	Frequency	Percentage
Broken families	4	27
Foster parenting	2	13.3
Modern lifestyles	8	53.3
Economic status	1	6.6

CAUSES OF POOR PARENTING
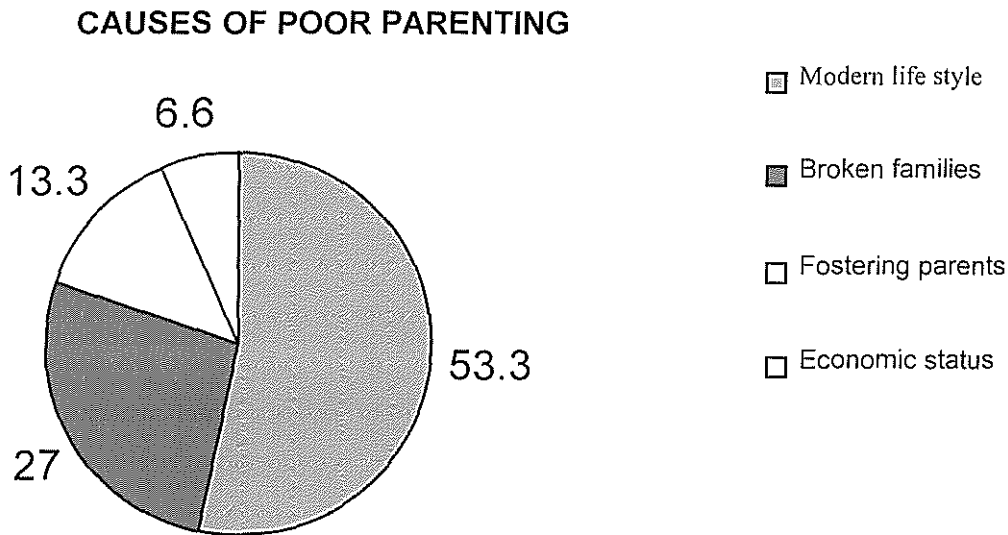
Findings in the chart did not differ much with Maurice Sendak (1997) who mentioned that poor parenting is due to the modern parenting techniques which need to be fulfilled in order to accomplish prominent problems within the family relationship. He further

argues that Poor parenting is most likely to come from an absence of cooperation from both child and parent, satisfying both needs and wants so that they both reach common ground.

4.3 Signs of poor parenting

When it came to signs of poor parenting, teacher noted that they are able to identify such children in their class as they portray signs of social behavior most teachers that is 53.3% said that such children are ant social don't want to mix up with other pupils and they enjoy solitary play, other respondents noted that such students display an emotional behavior which may be unpleasant to others they gave examples of irrelevant emotional excitements, depression, emotional out busts feeling of loneliness among others. When it comes to cognitive abilities teachers said that children who receive poor parenting styles always have a poor cognitive ability. Infarct one teacher lamented that, "…. Such children cannot perform well in class, they cannot think, reason or remember like other children who are well parented".

Baumrind, D. (1966), mentions that, the role of the parent in a child's life is very influential and possible outcomes of inadequate parenting techniques and skills can result in the child becoming poorly behaved.

Teachers differed in their opinions when they were asked whether children of single parent and those of married couples behave the same in class. A percentage of 46.7 disagreed and 53.3% agreed

Teachers who agreed said that single parents don't have time and they have little commitment in disciplining their children as most of their time is dedicated to work.

These findings did not differ much with Leland H Scott (1990), who says that single parents give up most control to their children, they make few, if any, rules, and the rules that they make are usually not consistently enforced. They don't want to be tied down to routines. They want their children to feel free. They do not set clear boundaries or expectations for their children's behavior and tend to accept in a warm and loving way, however the child behaves

Teachers were also asked to rate whether the religious status of the parents have any impact on the behaviour of the children in you class and almost all the respondents that is 80% said yes and only 3 respondents equivalent to 20% said No

This information is further shown in the table and figure below

Table: 4.3 *PARENT'S RELIGION ON PUPIL'S BEHAVIOR*

Options	Frequency	Percentage
Yes	12	80
No	3	20
Total	15	100

Impact of parents' religion on Pupil's behavior

80

☐ Yes

▨ No
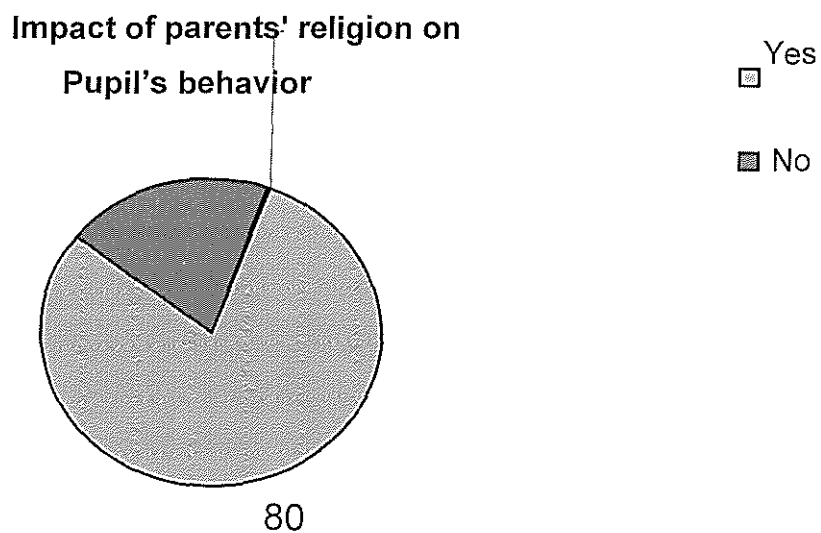
4.4 Parenting styles

Teachers said that children need to be reared with the best style of parenting and some of them recommended the democratic style They said that, the most positive outcomes for children occur when parents use democratic styles. Children with permissive parents tend to be aggressive and act out, while children with authoritarian parents tend to be compliant and submissive and have low self-esteem.

According to Baumrind's D (1967), Democratic parents help children learn to be responsible for them selves and to think about the consequences of their behavior

Teachers suggested that to have a positive parenting they need to enhance guidance and counseling skills of parents, they also said that there is a need to Form and strengthen the parent-teachers' committees and more to use the religious institutions to train parents on parenting

4.5 Findings from parent's questionnaire

It revealed that most of them were female, married with children and others were single parents between the age of 31-35 years. Some parents who answered our questionnaires were parents in Makutano zone who have been parents in the school for over 4-9 years.

Parent's finding did not differ much from those of the respondents on questions like the most common cause of poor parenting among children

They also noted that the major cause of poor parenting was the modern life style which was followed by broken families, economic status and finally the foster parenting. One parent said that "Modernity has killed our families, our children want to live a modern life and the so called children's rights has led to most problems in parenting as children don't exercise them rightly"

Parents agreed that indiscipline is the most consequence of poor parenting. They said that some parents instead of directing and guiding their children in the most appropriate manner, they only support and go by their demands even if they are unable to provide

23

them. Most children become totally unruly and rebellious simply because of their parents style of parenting.

A parent said that indiscipline beyond no reasonable doubt is mainly due to the poor parenting style

Parents said that they can be able to tell signs of poor parenting in their home/ neighbourhood by looking at the social behaviors of their children and perhaps the emotional behavior. They said that these children behave differently basing on the way they were brought up. Those who are not well parented will show their discontent by misbehaving their social behaviors are always not desirable by others and they always show negative emotions of aggression.

When it came to parent's commitment in disciplining children many teachers said that parents are not so much committed discipline they leave this to teachers

A parent lamented that "Discipline begins at home but it is the responsibility of the teacher to maintain it, because a teacher is a second parent who spend most of the time with a child"

Parents said that they prefer the democratic style of raring children because they only provide clear, reasonable expectations for their children and explanations for why they expect their children to behave in a particular manner. They monitor their children's behavior to make sure that they follow rules and expectations.

A parent said that, "Parents who have a democratic style give choices based on a child's ability. Parents guide children's behavior by teaching and not punishing we want disciplinary methods which are supportive. We want our children to be assertive as well as socially responsible, and self-regulated as well as cooperative"

CHAPTER FIVE
SUMMARY CONCLUSIONS AND RECCOMENDATIONS

5.1 SUMMARY OF THE STUDY

Childhood is a very important period of transmitting values and skills to children. This responsibility lies primarily with parents, caregivers and pre-school teachers. Issues affecting families such as parenting style, change of family structure and other socio-economic factors prompted researchers' concern into studying about influences of parenting to child growth and development and ways of harmonizing family life to enhance child development. The study examines the effects of poor parenting on the academic performance of children at ECD level.

Most learning challenges facing learners emanate from parenting and home environment. The challenge is basically upon the parents, teachers and other care given in order to bring up children in a conducive environment that will enhance their learning. Parents are largely responsible to nurture children; devote love and attention they deserve for desirable growth and development of children.

5.2 CONCLUSSION OF THE STUDY

Indiscipline cases in schools have increased leaving teachers at the mercy of the learners. Use of guidance and counseling has been found not to be useful since it consumes a lot of time. This has left teachers with no option but engages and implore upon parents to help in disciplining their children. The major cause of poor parenting was the modern life style which was followed by broken families; foster parenting and then economic status Parents who have a democratic style give choices based on a child's ability. Parents guide children's behavior by teaching and not punishing. Findings revealed that children with permissive parents tend to be aggressive and act out, while children with authoritarian parents tend to be compliant and submissive and have low self-esteem in return this has affected their behaviors and discipline. Morals should enforced to learners for s positive behavior change irrespective of the parenting style. It should be a collective responsibility for the school community to ensure discipline is inducted in all aspects of life. Teachers

should be in the fore front to advocate good conduct to learners by stipulating the benefits of good behavior which reinforces moral.

5.3 RECOMMENDATIONS OF THE STUDY

The following recommendations were given;

- Teachers and parents should be both a guide and a counselor to the learners. There fore incases of immoral behavior the teacher/parent should first identify the problem and then the cause. It is after this that the parents/teachers take aside to explain why he/she behaves differently. It is through this that the learner will take note of the dangers behind the immoral which may follow after wards and their consequences.
- Parents and teachers are recommended to use power assertation which is a discipline technique in which a parent attempts and gain control over the child or child resources including threatening and removing privileges. Parents should also use induction as a discipline technique in which a parent uses.
- Parents should provide clear, reasonable expectations for their children and explanations for why they expect their children to behave in a particular manner. They should also monitor their children's behavior to make sure that they follow rules and expectations. This should be done in a warm and loving manner.

Areas for further research

To investigate the various types of parenting and their impact on the child's learning.

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QUESTIONNAIRE FOR TEACHERS

This questionnaire is to get information on the role of parenting and how it influences the development of learners in the study area. Please all the information given will be treated with a lot of care and confidentially, therefore be honest in your answers. Do not write your name or your school name.

Thank You

SECTION A: GENERAL INFORMATION

1   What is your gender?

Male   [   ]   Female   [   ]

2.   What is your age?

20-25   [   ]   26-30   [   ]

31-35   [   ]   36-40   [   ]

41-45   [   ]   46 and above [   ]

3.   What is your marital status?

Married   [   ]   Single   [   ]

Widowed   [   ]   Widower   [   ]

4. What is your teaching experience?

5-6 years [   ]

6-7 years [   ]

8-9 years [   ]

10 years + [   ]

Other (specify) ....

4.   What type of school do you teach in?

Private school   [   ]   Public   [   ]

5.   What is your current responsibility in your school?

Class teacher   [   ]   senior teacher   [   ]

Deputy Head teacher [   ]   Head teacher   [   ]

Other (specify_____

6   How long have you been in the profession?

1-4 years   [   ]   4-9 years   [   ]

10-15 years   [   ]   16 and above   [   ]

What is your professional qualification?

MED   [   ]

BED   [   ]

DIP ED [   ]

ATS   [   ]

P1   [   ]

OTHERS,(specify)--

SECTION B   CHILD PARENTING AND ACADEMIC PERFORMANCE

1   Do you have children?

Yes   [   ]   No   [   ]

2   If yes, how old are they?

Non-school going   [   ]

School going   [   ]

3   What are the major causes of poor parenting?

Broken families   [   ]

Foster parenting   [   ]

Modern lifestyles   [   ]

Economic status   [   ]

Other (specify) ....

4   How do you tell signs of poor parenting in your class?

Social behaviour   [   ]

Emotional behaviour   [   ]

Cognitive ability   [   ]

Other (specify) ....

....

5   Are children from single parent and those of married couples same in behaviour?

        Yes   [   ]   No   [   ]

        Explain ....

6   How do you rate the commitment of parents in disciplining their children?

        Very committed   [   ]

        Committed   [   ]

        Not committed   [   ]

7   Does religious status of the parents have any impact on the behaviour of the
        children in you class?

        Yes   [   ]   No   [   ]

        If yes, how

        Positively   [   ]

        Negatively   [   ]

        No impact   [   ]

8   Which best parenting style do you prefer?

        Democratic   [   ]

        Autocratic   [   ]

        Laissez faire   [   ]

        Other (specify) ....

9   Do the above parenting styles influence the performance of learners?

        Yes   [   ]   No   [   ]

        Explain ....

10   What proposals do you make towards positive parenting?

        Enhance guidance and counseling skills of parents   [   ]

        Form parent-teacher committees   [   ]

        Use the church to train parents on parenting   [   ]

        Other (specify) ....

QUESTIONNAIRE FOR PARENTS

This questionnaire is to get information on the role of parenting and how it influences the development of learners in the study area. Please all the information given will be treated confidentially, therefore be honest in your answers. Do not write your name or your school name.

Thank You

Micah Cheptoo

SECTION A: GENERAL INFORMATION

You are requested to give a tick in the box representing your satisfaction

1   What is your gender?

Male   [   ]   Female   [   ]

2.   What is your age?

20-25   [   ]   26-30   [   ]

31-35   [   ]   36-40   [   ]

41-45   [   ]   46 and above [   ]

3.   What is your marital status?

Married   [   ]   Single   [   ]

Widowed   [   ]   Widower   [   ]

Other (specify) ....

4.   How long have you been a parent in the school?

1-4 years   [   ]   4-9 years   [   ]

10-15 years   [   ]   16 and above [   ]

SECTION B CHILD PARENTING AND ACADEMIC PERFORMANCE

6   Do you have children?

       Yes   [   ]   No   [   ]

7   If yes, how old are they?

       Non-school going   [   ]

       School going   [   ]

8   What is the most common cause of poor parenting among children?

       Broken family   [   ]

       Foster parenting   [   ]

       Modern lifestyle   [   ]

       Economic status   [   ]

       Other (specify) ....

9   Do you find indiscipline as a consequence of poor parenting?

       Yes   [   ]   No   [   ]

       If yes, explain ....

10 How do you tell signs of poor parenting in your home/neighbourhood?

       Social behaviour   [   ]

       Emotional behaviour   [   ]

       Cognitive ability   [   ]

       Other (specify) ....

11 Are children from single parent and those of married couples same in behaviour?

       Yes   [   ]   No   [   ]

       If no, explain the differences

       ....

12 How do you rate the commitment of parents in disciplining their children?

       Very committed   [   ]

       Committed   [   ]

       Not committed   [   ]

13 Does religious status of the parents have any impact on the behaviour of the children in you class?

       Yes   [   ]   No   [   ]

If yes, how

Positively   [   ]

Negatively   [   ]

No impact   [   ]

14 Which best parenting style do you prefer?

Democratic   [   ]

Autocratic   [   ]

Laissez faire   [   ]

Other (specify) ....

15 Does the above parenting style influence the performance of learners?

Yes   [   ]   No   [   ]

If yes, explain ....

16 What is the various way of enhancing good positive parenting?

Enhance guidance and counseling skills of parents   [   ]

Form parent-teacher committees   [   ]

Use the church to train parents on parenting   [   ]

Promoting stable families   [   ]

Moral standards and principles   [   ]

Other (specify) ....

19   Factors influencing Parenting style (use the rating 1 very rare, 2 rare, 3 common, 4 very common)

Socio-Economic Factors	1	2	3	4
Emotional Factors	1	2	3	4
Abusive Parents	1	2	3	4
Permissive Parents	1	2	3	4
Parents Who Enforce Rigid Rules	1	2	3	4
Moral Factors	1	2	3	4
Parent-Child Relationships	1	2	3	4
Challenges of Single Parents	1	2	3	4

Office of the Director

24 April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR...

REG. #...

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

_____

_____

_____

_____

The research is a requirement for the Award of a Diploma/Bachelors degree in Education

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE