

**PARENTING STYLES AND STUDENT'S ACADEMIC PERFORMANCE IN  
SELECTED SECONDARY SCHOOLS IN BUSIA DISTRICT UGANDA**

**BY**

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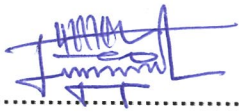
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UNIVERSITY**

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### DECLARATION

I, **MANGALA ISAAC** , do hereby declare that this is my original research work and has never been presented to any Board of Examiners for any award in any institution.

Signed:  Date: 26<sup>TH</sup> 09.2018

### APPROVAL

This dissertation has been done under my supervision and it has been submitted for examination with my approval.

Madam Shida Suzan

Sign..........Date.....26<sup>th</sup>/09/2018.....

Supervisor

### **DEDICATION**

I dedicate this Dissertation to my parents Irota William and Achieng Ziporah, my brothers more so Ojallo Shammar, George Mawega, Irota Samson and others, and my friends, Cheptoek Esther, Eselu Dan Cherukut Stella Tayebwa Godfrey and others for their significant contribution to my education.

## **ACKNOWLEDGEMENT**

I extend my special thanks to the almighty God for his wonderful blessing and guidance. Without God's intervention I would not have reached this far.

I am grateful to my supervisor Madam Shida Suzan for the great assistance and guidance given to me throughout the research process without her the research would not have been a success.

Special thanks go to my respondents who spared their time to give me the data required to accomplish this study.

I also thank my parent, Mr Irota William for his encouragement and support, he showed me the right path in my life, my brothers Ojallo Shammar for his financial and spiritual support toward my academic struggle. I pray that may the Almighty Father continue to bless their efforts abundantly.

Special thanks go to all my lecturers at Kampala International University and teachers in all schools I attended. Without all of you, finishing this course would not be easy. I will live to remember you. God bless you.

I am equally indebted to my friends and fellow students whom I approached quite often requesting for clarification and have been willing to respond positively.

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## **CHAPTER ONE**

### **1.0 Introduction**

This particular chapter gave the background of the study, statement of the problem, purpose of the study objectives of the study, scope of the study, research questions, significance of the study, and definitions of terms involved.

### **1.1 Background of the study**

#### **1.1.1 Historical Background**

According to a journal (2003), the education levels in Teso and Busia districts, Tororo and south eastern Uganda by board of graduate studies, Moi university Kenya they said that in these districts there is big number of people who could not even read and write especially the old people a small young generation had attained primary education, a small number again had attained secondary education then a very small number had gone beyond post-secondary. They concluded that because of a big number of illiterate people in those regions, they are quite not bothered to take care of their children, academic performance is concerned because they don't understand the clear importance of education, being illiterate.

#### **1.1.2 Theoretical, Background**

According to the theories of performance by Don Elger (mechanical Engineer, university of Idaho (2002). Someone can perform better if the psychological mindset is a might.

He also says that some one's performance in class depends on what one sees around him especially at home.

Elger also adds on and says that one's performance is highly affected by what is purturbng his or her mind, due to what one needs to improve one's performance.

According to Mike and Nike (1998) the theory of performance (Top) is a challenge to educators, they suggest that, for one to improve on their performance, another one has to empower them.

According to article, Theoretical perspectives on factors affecting the academic performance of students (May, 2009), there are various factors which affect one's performance right from pre-school to all levels of school. And parenting styles is one of them (factors). This was added on by M.P Mapesela university of Free State, South Africa.

According to Ouma, Paul J.O, The effects of External school environment on performance in Busia district secondary schools (2010), world over education which involves good performance has both private and social returns, but because learners are not performing well due to reasons outside school, like parental lack of care of their children, those social and private returns have only remained theoretical.

The researcher has therefore seen that, though there are other factors which affect students' academic performance in schools, parenting styles is one of them and to a larger extent.

### **1.1.3 Conceptual background**

The concept academic performance applies to how well a learner achieves or progresses in studies either class work or co-curricular activities. On the other hand, parenting styles are psychological constructs representing standards and strategies that parents use in the rearing of their children (Wikipedia)

This study presents the effects of parenting styles (poor) on students' academic in selected secondary schools in Busia district, Uganda. It is a reality that very many schools in Busia district have a low students' academic performance due to unfavorable parenting styles, which includes parents paying a deaf ear to needs of a child as per school dues are concerned. Busia district lies in the eastern part of Uganda close to Kenya in the east. It has 117 primary schools,

104 government, 10 private and 3 community schools, 23 secondary schools including Kayoro SSS and so on. Though a few schools perform better like Dabani Girls Trust SSS,

a majority of schools perform poorly due to neglecting nature of parenting styles on their children.

#### **1.1.4 Contextual background**

In Uganda today, education is considered a great weapon against backwardness, poverty, hunger, disease, ignorance name them. This has therefore pushed many children to seek for education in schools as a way of aiming against future economic calamities but the back up from parents is poor and low.

The government of Uganda together with the private sector has undertaken a great tender of providing education to her citizens schools have been constructed both rural areas and urban for example in Busia, most secondary schools are for government (constructed by government) but that is not enough government also calls upon parents to give a hand in providing scholastic materials to their children but most parents have paid a deaf ear to that hence poor academic performance of learners in some schools.

A given number of parents have to a little extent met the children's needs as per school dues for better performance, but there is still poor academic performance in most schools due to a majority of parents who don't care about their children's performance through their poor parenting styles.

#### **1.2 Problem Statement**

There is a great deal of unfavorable parenting styles in Busia district and this has affected academic performance of students in most schools in various sub counties

Though government has tried to improve on performance of most schools in Busia district by constructing of science laboratories, computer rooms and so on, there is still a low academic performance of learners in most schools.

So poor parenting styles has greatly led to poor academic performance of students in most schools in Busia district Uganda.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the effects of parenting styles on student's academic performance in selected secondary schools in Busia district, Uganda.

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

#### **1.4.1 General Objective**

The main objective of this study was to investigate the effects of parenting styles on students' academic performance in few selected secondary schools in Busia district Uganda.

#### **1.4.2 Specific Objectives**

- (i) To identify reasons for existence of poor parenting styles in Busia, district, Uganda.
- (i) To identify the effects of parenting styles on students' academic performance in selected secondary schools in Busia district Uganda.
- (ii) To predict the future likely problems due to poor parenting styles in Busia district Uganda.
- (iii) To suggest possible solutions which can alleviate the problem of poor parenting styles on student's academic performance in few selected secondary school in Busia district, Uganda.

#### **1.5.1 Research questions**

The research study sought to answer the following questions

- (i) What are the causes of poor parenting styles in Busia district Uganda.
- (ii) What are the effects of poor parenting styles on students academic performance in a few selected secondary schools in Busia district Uganda.
- (iii) What are some of the future likely problems which can accrue due to poor parenting styles as per academics is concerned.

What are the possible solutions to improve on parenting styles in a ruler to improve students' academic performance in Busia district, Uganda.

### **1.5.2 Hypothesis**

There is a significant relationship between parenting styles and students' academic performance.

### **1.6 Scope of the study**

The research on the effects of parenting styles, one student academic performance in selected secondary schools in Busia district, Uganda, will be carried out in Buteba Sub County, where 3 randomly selected schools were visited. The study highly concentrated on effects of parenting styles and students performance.

### **1.7 Definition of terms**

The following are the terms used in this research study with their meanings as they are used.

#### **Parenting styles**

This refers to psychological construct representing standard strategies that parents use in their rearing of their children (Wikipedia).

#### **Academic performance**

This refers to how well one achieves their short or long term educational goals after an instruction from another person (Wikipedia)

#### **Parent**

This refers to a care giver of the offspring in their own species (Wikipedia)

This refers to any institution at which instruction is given in a particular discipline (Dictionary meaning)

#### **Student (s)**

This refers to a person who is studying at a school, college or university (Cambridge Dictionary).

## **Style (s)**

This refers to a particular procedure by which something is done (Oxford Dictionary)

### **1.8 Significance of the study**

Many studies have been carried out on the effects of various factors on students academic performance in most schools in Uganda, but little has been spoken on effect of parenting styles on students' performance, SO this affect students' academic performance in Uganda particularly in Busia district, Uganda.

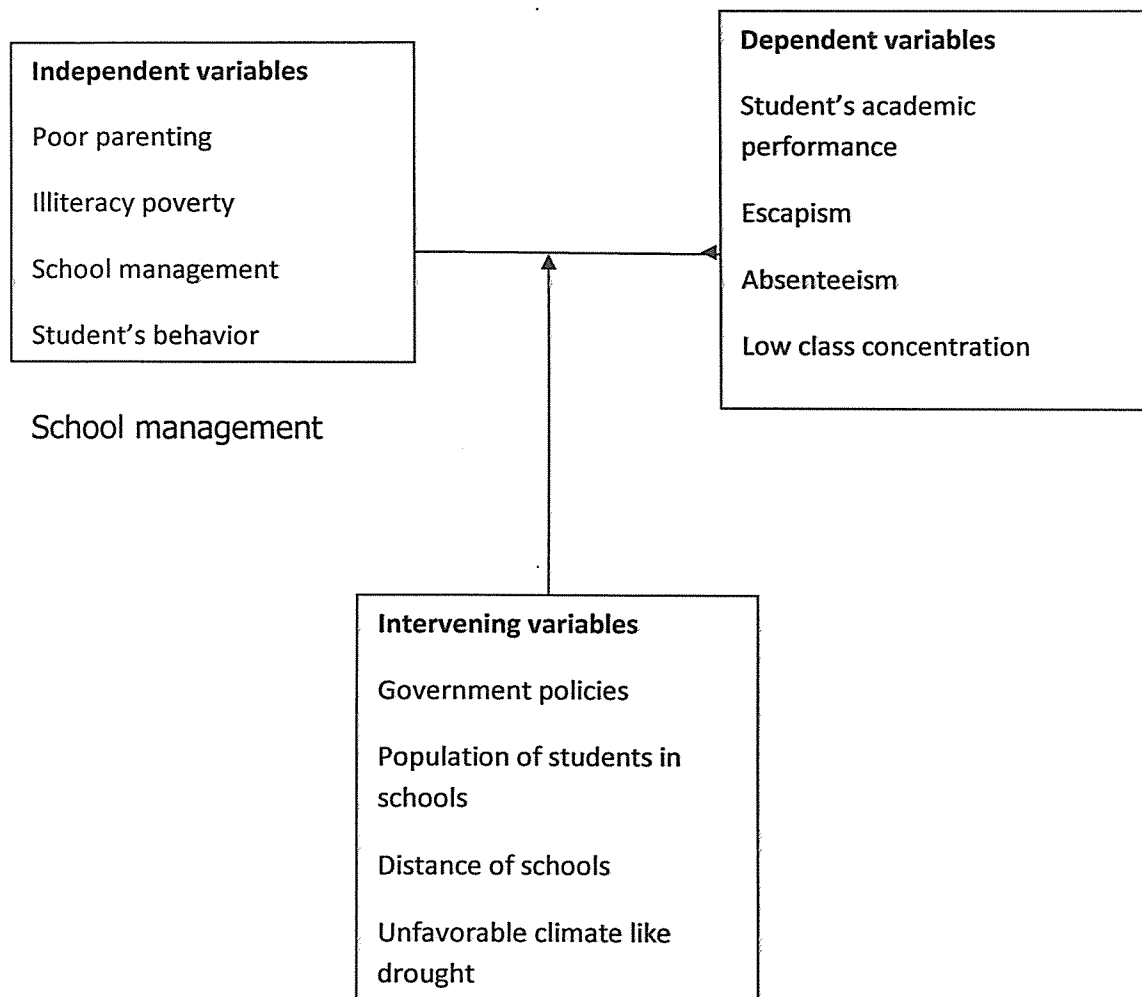
The study provided information on the state condition and level of students academic performance in selected schools in Busia, district, Uganda.

The study also was to provide information to government, parents, teachers the concerned NGOs, and the students at large on how they can come up with practical and appropriate measures to address the problem of poor parenting styles On student academic performance in selected secondary schools in Busia, district and to the entire nation at large.

The study provided clear effects of parenting styles on students' performance to the community at large.

The study was to provide possible solutions, to the problem of poor parenting styles in Busia district, stakeholders and to the entire country at large

## 1.9 Conceptual frame work



The conceptual framework above shows the variables that happen and explain the effects of parenting styles (poor) on students' academic performance, alongside other independent factors like poverty, illiteracy, school management, and student's behavior. It further shows the intervening variable that intervened in students academic performance of schools in Busia, district and Uganda at large like Government policies. Population of students in schools (large number of students amidst few teachers). Distance of schools and unfavorable climate like drought.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviewed some of the studies which have been carried out by other scholars about the effects of parenting styles on student's academic performance in secondary schools. This chapter looks at the social economic and cultural cause of poor parental styles, the effects of poor parenting styles on student's academic performance and the summary of it in secondary schools.

#### **2.2 Causes of poor parenting styles in Uganda and the world at large**

According to Maggie fox (2016), poor parenting styles are generational. Some parents who are found of reacting, yielding neglecting their children, some of them inherit such behavior from their past parents also according to further research of Maggie the more adverse childhood experience a person had the more likely their children were to be troubled too. The findings therefore, suggest that poor parenting style are homed conform one generation to the next said Anne Marie conn, a researcher at university of Rochester medical center on addiction to Maggie research.

According to Mike Reel (cause and effects of poor parenting styles essay). Parents do not know how to balance the three parenting styles that is to say authoritarian laissez fare and democratic

Most parents are more authoritative as compared to other parenting styles. This scares away them children then attending to them and explaining anything to them as poor school and have issue are concerned. this continue to make a child leave a life of cat and dog relationship with a point making such a child to decline in more things he or she does.

According to Shelly sangrey, poor parenting styles are caused by parental ignoring of children waysin life. She said that some parents don't even teach, correct, and direct their children on how to leave with others and so on. Parents are therefore blamed for being ignoring people. They pretend to be more busy other affairs and yet learning



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their children rotting. Shelly said again that some parents do not even tell their children to go to school simply because such parents claim to be very busy. At the end of it all children do not achieve any academic, social, political, economic, cultural grooming.

According to gurus (2016) some parents do not have homes they keep on moving from place to place especially in town areas. Children are therefore never exposed to a permanent place of residence. So the poor parenting styles are caused by lack of permanent homes for some people. By this, parents will always be on tension of how their families will survive for the next days. He ends up lacking time for them, sometimes transfers his stress to the children. In such a scenario according to guru, it is because of lack of a residence place that such a parent adopted poor parenting styles.

There is a strong relationship between poverty and parenting system. Most parents who home poor parenting systems have been associated with poverty because they do not have resources for meeting their ends in a family he tends to become less concerned of all sectors in a home. He resorts to aggressiveness, family neglect and violence and so on says ombudsman, Finland (2017). So on his ideas he points out that because of poverty some parents have found to be bad parents. Parents who are less concerned of their children and this ends up affecting children's academic performance and so on.

On Friday April 26, 2013 (health day news). Parents many think by their over ambition on their children is the best way to go. Parents become so many strict hovering on their children time and now, so according to those news poor parenting styles are sometimes caused by our ambition of parents on their children. They want children to be what exactly they want them to be. According to these news it is good to do so but a parent has to understand that strictness and hovering on children, makes them more bully and stubborn.

There tend to be free while in school only, this makes them want to utilize this chance at school to do what are not allowed to do at home hence affecting them academic performance.

According to ML Pichins (2015) material wealth is another cause for poor parenting styles. Parents because they have accumulated enough then keep on treating them children as if they are princess and princess. Giving them a lot of economic need (money) but not advising them on how to work hard such children tend to become confused they only keep on trusting their parents so the advice here is that parents should not pamper a lot of money too them children because this makes children not to work hard in school hence affecting them academic performance.

Martini (2011), parenting styles says that polygamy is another cause of bad parenting styles. He described for example a man who marries more than two women, will have children who belong to different women and all of a sudden, he will develop partially by favoring a given set of children of one woman and ignoring other children hence affecting other children in their academic performance because the children will have no one care for them provide scholastic materials among others human needs hence poor academic performance of such children.

Martini continues to say that such parents will even have low trust in some children of theirs, they will love them in future hence they end up ignoring such children. But all that was caused by the issues of polygamy. According to his research he found out that parents with single families have good parenting styles.

### **2.3 Effects of poor parenting styles on academic performance of children**

According to the American society for the positive care of children poor parenting styles has a great effect of academic performance of children.

First and foremost, it will make children prone to criminal's behavior which will always make them to be punished time again in school hence affecting their academic performance.

Secondly, poor parenting styles also affects students academic performance because children's scholastic needs are not met by some parents. Children keep on being chased from school at all the time all this affects them academic performance.

The ASPCC goes ahead to say that poor performance styles lead to psychological disorder this is due to a child growing up in an environment where there is a lot of abuse whether physical or emotions. This also happens when a child suffers from neglect such children may have difficulty in concentrating and improving on their academic performance hence poor performance academically and other aspects of life.

ASPCC continues to say that poor parenting styles leads to depression, low self esteem to a child which makes a child to loose trust of him or her self reduce their concentration in class hence make them perform academically poor.

According to Anne Beneau (2017) poor parenting styles leads to un listening children. A child whose parent does not care on him or her will not be attentive so much on anyone who talks to them. In class instead of listening to the instructor they will be thinking of their own troubles and problems. This makes them miss a lot in class as per class work is concerned hence making them perform poorly academically. Anne said any parent who cares about their children make their children become academically share but because such is missing among many parents it leads to poor parenting of their children.

According to quora discussions (2012) parenting styles, poor parenting style make children to become chicky, cunning, usually. Such children tend to become cunning while even at school, they keep on dodging lessons, escaping from school and the like in fact such children will even try to play on the minds of their teachers while explaining false things to the teachers by doing they waste a lot of time which makes them to perform, academically poor.

Poor parenting also leads to a great deal of juvenile delinquency where young people engage in dirty activities like drug dealing, defilement, impregnating girl children for the

case of boys. Having done all these they become uncomfortable of them selves for example for the case of boys if they identity them they will starting leaving a leaving a life of hiding. This later leads to poor academic performance de to school dropout and the like says anon 2015 (parents and children's behavior)

According to report of university of Pennsylvania children who are raised up by [parents who don't are about their children as susceptible to making wrong decisions for example absenting school, claiming that they can then selves take care of them selves hence they end up taking academics and school for granted. They do this by committing crimes like fighting friends among others. All in all such children always have a poor academic performance. According to his report from this university they show that it is necessary for parents to care about their children in all aspects of life for better academic performance of their children.

#### **2.4 Some of the future likely problems which can be from poor parenting styles as per academic progress is concerned.**

According to Joseph Rowntree foundation 2007, parents who do not want to care of their children needs as per academic is concerned are most likely not enjoy their benefits from such children as parents, because such children will not take serious academics. At the end of it all they even chop off or just commit rfiultiple crimes which will prompt for their chasing out of school hence end of academic career just because of poor parenting style.

mn 2011, (The United kingdom department for education) for education) found out that children brought up in a poor parenting style, are more prone to misbehaving right from home to school. If it is from home, the same parent is most likely to give up on them. While at school, such children will always be chased away, causing an end on their academic pursuit and also reducing on the number of Human capital in future.

In addition the (UKDE), continues to say that sometimes, poor parenting systems lead to anti-social behavior among children. Even by the time they grow up, they are antisocial, they don't know the advantages of being together with other people. And

this affects them in various ways for example, such a child can miss a given childhood interaction which would have provided him or her some life skills, hence getting fixated at some point in life.

According to psych central by Rick Nauert, PhD reports in university of Minnesota (2011). Research showed that poor parenting systems, leads to aggressiveness of people in future. Children will always be aggressive in their young age, even when they grow up, the same shall appear. This affects others in various ways. For example, even if an aggressive person has ideas to pass on to others academically, people will not always give them full attention, or such people will be passing on information arrogantly causing more problems like fear and hatred. All the above, according to Rick Nauert, come from poor parenting styles in early stages of a human being.

### **2.5 Possible solutions to improve on parenting styles in order to improve students academic performance.**

According to Shelly Sangrey, and the Health day News in (2013), parents should adopt all the three parenting styles, not one to dominate on another, but they should be balanced, that is to say, authoritative, democratic and permissive (laissez-faire). By doing this parents will be acting like real parents who care about their families. And even children will be nurtured well, they will love whatever they do and concentrate on it. By doing this, children will never take school and studies for granted, but instead they will concentrate on it hence they will improve on their academic performance.

According to Martini (2011), he provides an advice to parents which says that, parents should see that they live single family lives, not having many homes (many partners both men and women respectively). As this will make parents to have enough time with children, avoid partiality on children among other vices.

Martin et al. Say that single family children will always have love for their parents, hence they will listen to what their parents say or tell them. Such children will concentrate in school, with a premise that, their parents love and care for them hence improving on their academic performance.

SCAN in Northern Virginia say that, parents should also have a clean communicating system with their children, but not having busy schedules at all the time. When parents have time with their children, they will advice their children, council and guide them. By doing that parents will be showing good parenting styles, hence they will motivate their children to concentrate in school hence improving on their academic performance.

According to ML Richins (2015), he proposes that, parents should again avoid pampering their children, but parents should give their children what is only enough for them. With a view that too much of everything is dangerous, he proceeds to say, giving a child too much of money, and others is not being a good parent, or is not a good parenting style, because such a child will always over feel themselves and even pay less attention to their role as a child, as a pupil, as a student and so son; But parents limit some time, like money, watching, outings, then academic performance of their respective children will cease to be poor.

According to the government of Uganda 2014 through forum for education (NGO) parents are called upOn to give their children all the help as per

academic and social needs are concerned. Because when parents ignore their children, the children are most likely to prosper properly academically, they keep ri poorly performing which even prompts them to withstand from school hence running their future. Hence this NGO calls upon parents to give academic, social and economic attention to their children for better academic performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter described the study area, research design, sample framework, sample size, methods of data collection, data analysis and limitations of the study.

#### **3.1 Area of study:**

Busia district, is one of the Ugandan districts, found in the Eastern part of Uganda. It is bordered by Tororo district in the North Bugiri in the west, Kenya in the East, Namayingo in the south west and Lake Victoria in the south. It has a number of 117 primary schools of which 104 are government, 10 are private and three community schools, 23 secondary schools including Lumino high school, Masaba secondary school, Busia Trust secondary school, Brian Trust college, St Johns school, Kayoro secondary school, Tiira secondary school, Riverside high school among others. The district has other political, social and economic activities alongside education.

#### **3.2 Research Design**

The study was conducted using a case study design of randomly selected secondary schools, Three secondary schools were randomly selected, Busitema (for an intensive descriptive and holistic analysis). The respondents presumed knowledgeable on the topic of study were selected using purposive sampling so as to collect only relevant and focused data. The data collected was qualitative. The data was obtained through interviews for primary data and review of literature from journals, written documents and so on for secondary data.

#### **3.3 Sample framework and sample size.**

The study used a non-probability sampling technique involving purpose sampling to select the respondents. Thus, it was upon the researcher to identify the respondents likely to provide the best information. A sample of 20 students and 5 teachers were selected from each school. The students were interviewed in groups of 5 till all the 20 were interviewed and teachers were interviewed 1 y 1. After the exercise, it was presumed that, no more new



information would emerge that is to say, the data had reached its saturation point.

### **3.4 Data collection**

The study used a combination of data collection technique, hoping to draw on the strengths of each other. The data collected were both primary and secondary. Primary data were collected interviews and observations. Secondary data were by documents analysis through the critical review of written records, publications, theories and so on.

This enabled the researcher to acquire already processed or analyzed data out of which research gaps were detected and comparisons made. Secondary data sources also provided data that may not have been acquired from primary sources.

#### **3.4.1 Interviews.**

This instrument involved face-to-face discussions, interaction or interpersonal communication between the researcher and respondents intended to elicit opinions. This instrument used to yield descriptive (or qualitative) data. As noted by Abel and Olive (1999), attitudes, perceptions and emotions are best studied by qualitative methods. Thus, the interviews will remit the researcher to go beyond the statistical results. Structured and unstructured questions were used in the interviews under the structured interviews, a formal list of open-ended questions was asked to all respondents in the same way. For the unstructured interviews, the interviewer probed respondents that is to say students and teachers purposely selected because of their presumed knowledge on parental styles and students' academic performance. The aim was to collect focused data and data that were have to observe in order to elicit opinions. Direct contact with the respondents enabled the researcher to gauge the accuracy of the answers given and seek classification on unclear responses.

#### **3.4.2 Observations**

Data was gathered through disguised observations by the researcher taking notes in his diary on what he had observed in the sub county of Buteba. To achieve this, a list of things were observed like, how parents were concerned about their children in the sample areas, how parents interact with their children and so on relation to academic

affairs. This helped the researcher to collect the information that respondents are always unwilling to reveal, to record information as it occurs, explore topics that may be uncomfortable to informants, notice unusual aspects and to gain first hand information to bridge the gap between what the respondents say and what actually happens. Such data enabled the researcher to establish the level of parental styles on students academic performance in Busia district, Uganda.

### **3.5 Data analysis**

Involved the description and narration. During the interviews and observations, the researcher noted in his diary the relevant episodes, situations, events or instances for accurate reporting. The main themes that emerged from the observations and interviews were then noted down, quoting extensively in verbatim. This was followed by content analysis of the interviews and observations. This will enable the identification of the main themes, relationships between variables, sequences and patterns in order to reach conclusions with great authenticity.

### **3.6 Limitations of the study**

The study on issues of parental styles and students' academic performance should have covered the whole of Busia district, but because of the nature of this research design (case study) and sampling technique (purposive sampling), confined the study to relatively a small area of only three secondary schools in three respective sub counties out of 8 sub counties in Busia district.

Besides the sampling technique and the tools that were used in data collection had their own weaknesses. Thus, the data gathered money applies to those areas with the same conditions as the areas studied by the researcher. In

addition, time was not event enough to finish up all the research, because it was only for 1 month from 31st.03.2018 to 1st. 04.2018. To add on, the sample size was small only 20 students per each school out 5 teachers in each school. The researcher was also just a student; hence there was money constraintancy (shortage of money resources). However, amidst all those problems, and limitations of the study,

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

This chapter gives a detailed presentation, interpretation and discussion of the findings from the study on parenting styles and students academic performance in selected schools in Busia District, Uganda

#### 4.1 Findings on the demographic

Category	Frequency	Percent
Male	21	43.3
Female	29	56.7
Total	50	100.0

Source data from field 2018

According to table 1 above the researcher saw that it was very necessary to consider gender balance in the study. Therefore ,the study was gender sensitive where by both male and female were considered than male students respondents (21%).The reason being this was because men occupied the tended population that were considered for the study

#### 4.2 Findings on age bracket

Category		Frequency	Percent
1	Less than 15years	2	60.0
2	Between 16-20 years	6	20.6
3	Between 21-25 years	3	10.1
4	Between 26-35 years	2	6.2
5	36 and above	1	3.1
6	Total	20	100.0

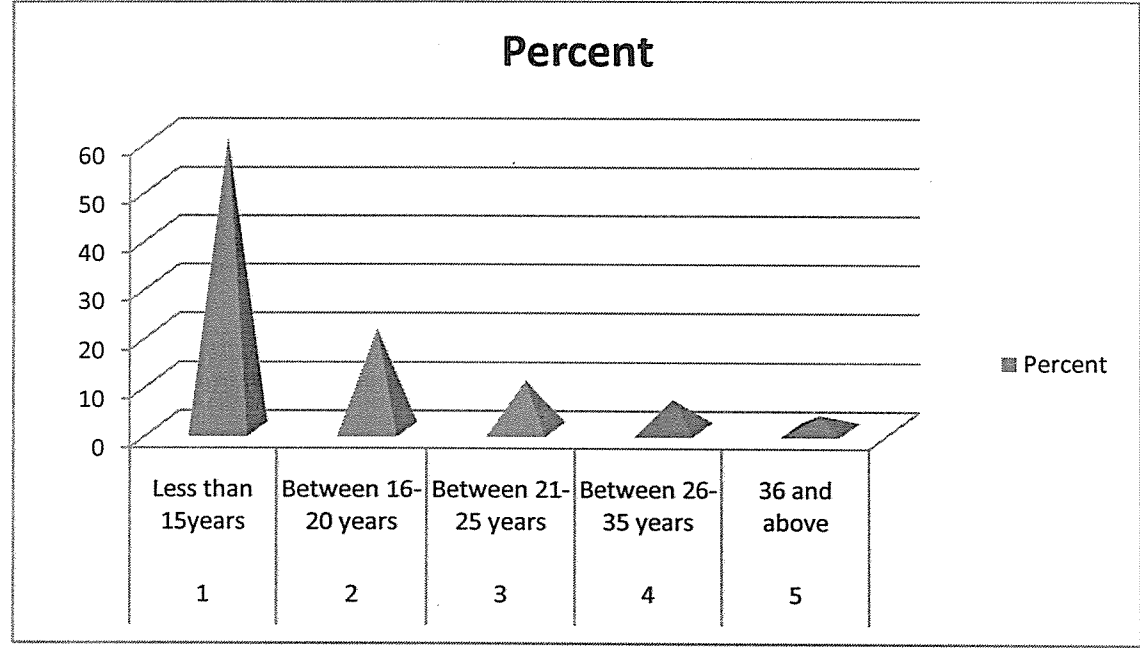
Source primary data

Findings in table 2 indicated that majority of the respondents were 60.0% which were between the age bracket of 0-15 years ,followed by 20.6% with age bracket of 16-20

years, 10.1% between 21-25 years,6.2% between 26-35years ,3.1% 36 years and above

### 4.3 Findings on age bracket of respondents

Figure 1: A bar graph showing age bracket of respondents



Findings in Figure 2 indicated that majority of the respondents were 60.0% which were between the age bracket of 0-15 years ,followed by 20.6% with age bracket of 16-20 years, 10.1% between 21-25 years,6.2% between 26-35years ,3.1% 36 years and above

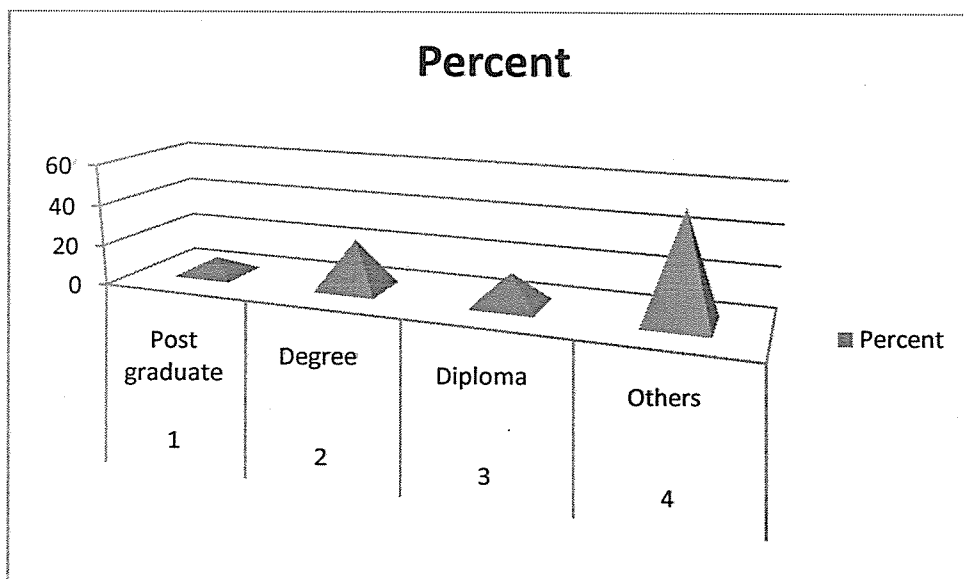
#### 4.4 Findings on level of education of respondents

**Table 3 level of education of respondents**

Category		Frequency	Percent
1	Post graduate	1	8.1
2	Degree	3	24.2
3	Diploma	2	15.2
4	Others	14	52.5
5	Total	20	100.0

From table 3, majority of the respondents were 52.5% and were majority students , 24.2% were degree holders 15.2% were diploma holders and 8.1 were postgraduate. This means that the greater number of respondents were students as compared to teachers and others people

**Figure 3: A bar graph showing level of education of respondents**



From Figure 3, majority of the respondents were 52.5% and were majority students , 24.2% were degree holders 15.2% were diploma holders and 8.1 were postgraduate. This means that the greater number of respondents were students as compared to teachers and others people

#### 4.2.1 Finding on un stable farming structure

**Table 5 unstable farming structure on poor parenting styles**

Category		Frequency	Percent
1	Strong agree	07	42.3
2	Agree	06	34.4
3	Not sure	00	00
4	Disagree	05	15.0
5	Strong disagree	02	8.3
	Total	20	100.0

Source primary data

In table 5 above indicate that 42.3 of the respondents strongly agreed that sometimes, poor parenting styles is done to unstable faming structures then 34.4 agreed 15% disagreed and so on. This implies that sometimes poor parenting styles occur because some parents do not have stable families then keep on moving from one place to another hence destabilizing even the performance of children at school. this affects the performance of students negatively

#### 4.2.2 Findings on poverty and parent styles

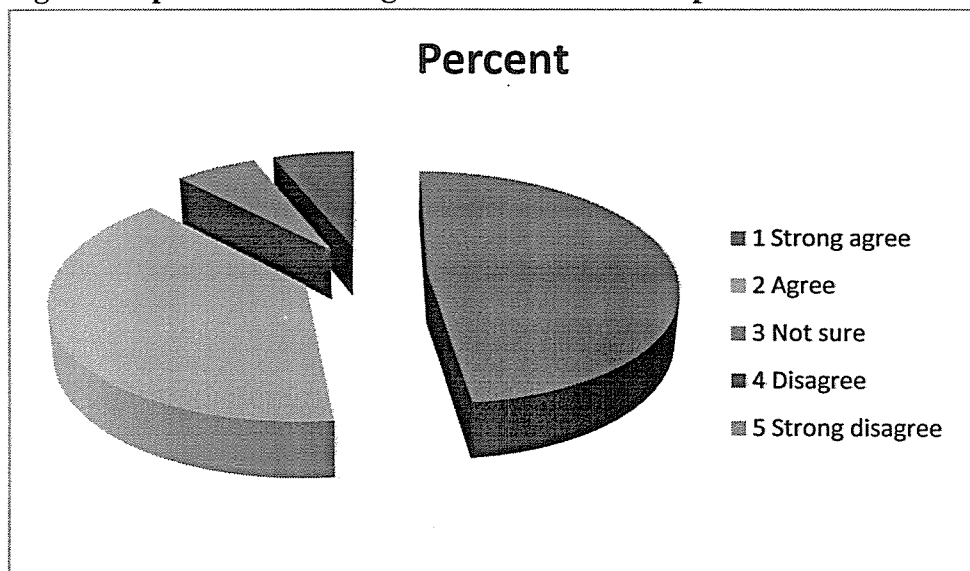
**Table 6 poverty and parenting styles**

Category		Frequency	Percent
1	Strong agree	10	48
2	Agree	08	40
3	Not sure	01	06
4	Disagree	01	06
5	Strong disagree	00	00
	Total	20	100

Source primary data

#### 4.1.4 Findings on education level of respondents

**Figure 2 a pie chart showing education level of respondents**



#### 4.4 Findings on the causes of poor parenting styles

##### 4.2.1 Generational factors

**Table 4 Generational factors**

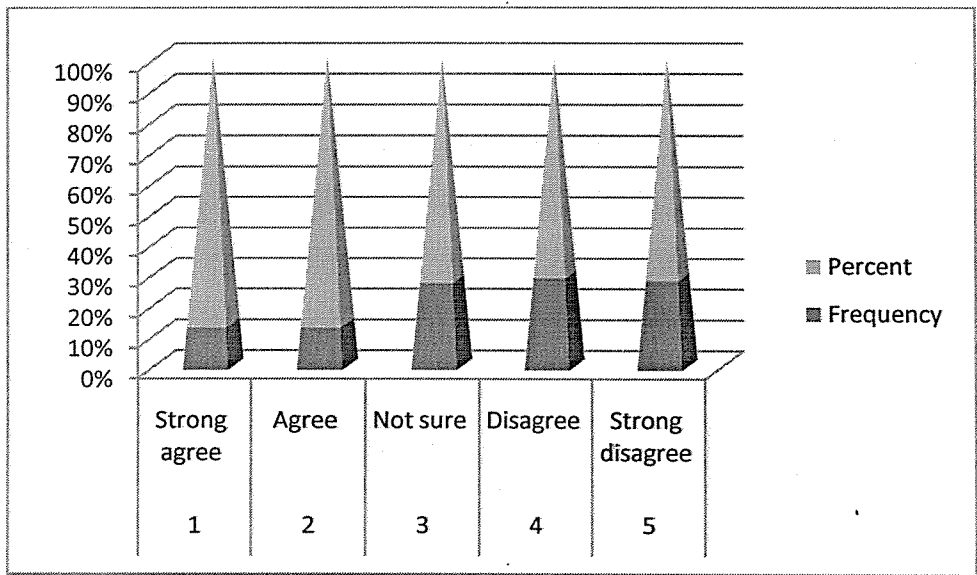
Category		Frequency	Percent
1	Strong agree	06	38.2
2	Agree	07	44.4
3	Not sure	01	2.6
4	Disagree	02	4.8
5	Strong disagree	04	10.0
	Total	20	100.0

Source primary data

Table 4 shows that majority of respondents 44.4 agree that poor parenting styles is done to generation factors ,38.2 agreed ,10.0 strongly disagreed and so on this implies that some parents do not know how to care take their children because of what they

inherited from their parents to parents therefore extent their anger ,frustrations to there children just like they were also done to for this reason therefore parents fail to pay even school fees of children hence affecting the performance of learners/students negatively in Busia district

**Figure 4: A bar graph showing causes of poor parenting styles**



4 Figure 44.4 agree that poor parenting styles is done to generation factors ,38.2 agreed ,10.0 strongly disagreed and so on this implies that some parents do not know h0ow to care take their children because of what they inherited from their parents to parents therefore extent their anger ,frustrations to there children just like they were also done to for this reason therefore parents fail to pay even school fees of children hence affecting the performance of learners/students negatively in Busia district

**CHAPTER FIVE**

**CONCLUSIONS, SUMMARY AND RECOMMENDATIONS**

**5.0 Introduction**

This chapter covered conclusions and recommendations



## **5.1 SUMMARY**

### **Generational factors**

Majority of respondents 44.4 agree that poor parenting styles is done to generation factors ,38.2 agreed ,10.0 strongly disagreed and so on this implies that some parents do not know how to care take their children because of what they inherited from their parents to parents therefore extent their anger ,frustrations to there children just like they were also done to for this reason therefore parents fail to pay even school fees of children hence affecting the performance of learners/students negatively in Busia district

### **Stable farming structure**

42.3 of the respondents strongly agreed that sometimes, poor parenting styles is done to unstable faming structures then 34.4 agreed 15% disagreed and so on. This implies that sometimes poor parenting styles occur because some parents do not have stable families then keep on moving from one place to another hence destabilizing even the performance of children at school. this affects the performance of students negatively

## **5.2 Conclusions**

The aim of the study was to examine the relationship of parenting styles, self-efficacy and academic performance.

Social and psychological life of children is affected by each of the parenting styles. It is the psychological control which separates each of the parenting styles from others. Such psychological control of parents moderates the emotional and psychological development of the children.

The characteristics of the psychological control include the guilt induction, shaming or withdrawal of love. As each of the parenting style has psychological control over children, but the magnitude of each parenting style is different from each other which shape the developmental outcomes

of the children. Both cognitive and non-cognitive are equally important for the better psychological development of the adolescents. So, certain measures should be adopted in order to provide an effectively conducive environment where children could communicate their skills effectively. It is the responsibility of parents to provide the children such a parenting environment and resources that is more conducive for academic outcomes. Also, being the part of parent networks like parent–teacher relationship, parent–school communication, etc. can promote the academic performance of adolescents. Future research may be carried out by taking into consideration the role of teacher student interaction and the practices of teachers that help in fostering the psychological developmental needs of the students. In this way, academic performance of the students can be improved. Also, application of longitudinal study would be helpful in observing the overtime changes in the perception

From this study we can conclude that it is important for parents to adopt the authoritative parenting style among their adolescent children. This is because as much as authoritative 50

parenting establishes rules and guidelines, and demonstrates power, it is more democratic than authoritarian which is important to build the children's self esteem and self discipline which trickles down to good performance. From the study, we can also conclude that although neglectful parenting style has been said to lead to poor academic performance, it could lead to a positive influence.

### **5.3 Recommendations**

While this study focused on performance adolescents in secondary schools, a study is recommended to find out whether the results can be replicated among pupils in primary schools.

### **5.5 Suggestions for further studies**

Since this study was limited to Manyatta Constituency, more study can be done in other constituencies and districts or at a larger geographical area. Also, further studies can be carried out to determine whether parents' economic status has influence on academic performance among the adolescent.

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## APPENDIX I: QUESTIONNAIRE FOR THE MANAGEMENT

### **Dear respondents,**

I Mangala Isaac Pursuing Bachelor degree in Arts with Education. Am carrying out a study on Parenting styles and student's academic performance in selected secondary schools in Busia district Uganda

I humbly request you to spare some few minutes of your time and answer these questions below. The information provided will be strictly for academic purposes and will be treated with utmost confidentiality. Please tick where necessary make a brief statement.

## **SECTION A: BACKGROUND INFORMATION**

### **1. Gender**

- a) Male ☐
- b) Female ☐

### **a) Age bracket**

- b) 15-20years ☐
- c) 21-25years ☐
- d) 26-30years ☐
- e) 31-35years ☐
- f) 36-above ☐

### **2. Level of education**

- a) Certificate ☐
- b) Diploma ☐
- c) Degree ☐
- d) Masters ☐

### **3. Marital**

- a) Married ☐
- b) Single ☐
- c) Divorced ☐

d) Others specify .....

# **SECTION B: Effects of poor parenting styles on academic performance of children**

Use a likert Scale to Rank the following alternatives from a-m use 1-5 where 1= strongly agree **(SA)**, 2= Agree **(A)**, 3= Not Sure **(NS)**, 4= Disagree **(D)**, and 5= Strongly Disagree **(SDA)**

		<b>Rankings</b>				
	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	it will make children prone to criminal's behavior					
b)	poor parenting styles also affects students academic performance because children's scholastic needs are not met by some parents.					
c)	poor parenting style make children to become chicky, cunning, usually					
d)	claiming that they can then selves take care of them selves hence they end up taking academics and school for granted.					

# **SECTION D: Possible solutions to improve on parenting styles in order to improve students' academic performance.**

Use a Likert Scale to Rank the following alternatives from a-j use 1-5 where 1= strongly agree **(SA)**, 2= Agree **(A)**, 3= Not Sure **(NS)**, 4= Disagree **(D)**, and 5= Strongly Disagree **(SDA)**

	Rankings				
	1	2	3	4	5
Possible solutions to improve on parenting styles in order to improve students academic performance.					
Parents should adopt all the three parenting styles, not one to dominate on another, but they should be balanced, that is to say, authoritative, democratic and permissive					
Provides an advice to parents which says that, parents should see that they live single family lives, not having many homes					
Avoid pampering their children, but parents should give their children what is only enough for them. With a view that too much of everything is dangerous					
Love for their parents, hence they will listen to what their parents					

**APPENDIX II: GANT CHART RESEARCH TIME FRAME**

**WORK PLAN**

Activity	October			November			December		
Topic formulation and approval									
Proposal writing									
Data collection									
Data analysis									
Typing the draft copy									
Typing the fair copy									
Submission									



### APPENDIXIII: BUDGET

ITEMS	UNIT	UNIT COST	AMOUNT
Writing paper	1 ream	17,000	17,000
Travels			20,000
Consultation charges			70,000
Production			50,000
Typing and printing	5	1,000	5,000
Photocopying	37	200	7,400
Total			169,400