NATURE OF PARENTING AND HOW IT HAS AFFECTED PUPILS ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS OF MARANI DIVISION, KISII CENTRAL DISTRICT, KENYA.

BY

MIGIRO BITANGE JOSEPH

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DECLARATION

I declare that the material in this book has been done entirely by my own effort and has not been presented elsewhere for any academic award.

Signature....................... Date...16|08|2010

MIGIRO BITANGE JOSEPH

Bed/20188/72/DF

APPROVAL

This report resulting from researcher's effort on **nature of parenting and how it has affected pupil's academic performance in selected primary schools of Marani Division, Kisii Central District, Kenya** was conducted under my supervision with my approval. It is now ready for submission to the academic board ready for submission to the academic boards for the award of a bachelor's degree in primary education of Kampala International University.

Signed .... Date.16/8/10..................

MRS. TALIGOOLA DEBORAH NABUSETA

SUPERVISOR

DEDICATION

This book is dedicated to my beloved wife Olpha Nyaboke, my children Millicent and Christine, my parents, brothers and sisters for their patience during the time when I was away for studies in Uganda. I also dedicate it to my teaching staff of Motonto Primary school.

ACKNOWLEDGMENT

First and foremost I give thanks to almighty God for his Mercy and grace granted to me during this time of my degree course and through this research project.

I would like to thank my supervisor Mrs. Taligoola Deborah Nabuseta for being there for me whenever I needed her and also offering her professional advice whenever necessary.

I would also like to thank my head teacher and the rest of the staff for their support and prayers toward the success of my course.

I would not also forget to thank my friend who gave me encouragement in times of difficulties. Thanks go to all those lectures that impacted professionalism into my work. I thank my family especially my sisters and brothers for their love and inspiration and material and financial support during my stay in Kampala International University.

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ABSTRACT

This study investigated the parenting styles and how they influence the behavior of children at school in Marani division, Kisii central district in Kenya. The following objectives guided the study; to assess the role of parents have played in nurturing their children. to assess the dimensions of child parent interactions which are prevalent in some families of pupils we teach in class and to investigate the influence of parenting on pupils academic capability.

This study used a descriptive survey where both quantitative and qualitative methods were used.

Findings showed that majority of parents were married although there were some few cases of single and divorced. There were also some who were widowed. The children from the last three categories of families of course, were most likely to be facing challenges in their lives, although Cooper (2000) suggested that even two parent families also faced challenges.

Findings also highlighted that most of the pupils understudy were parented by middle aged families, who had much to do. This also could affect the parenting dimensions. The findings further established that some parents provided social and emotional needs to their parents. In other words they tried to offer adequate care to their children. Recommendations were also made.

It is time for parents to abandon those outdated traditions such as early marriages and female circumcision. They must learn to treat their daughters and sons with equal dignity and respect and Policy makers must review the education policies to ensure gender responsiveness.

CHAPTER ONE

1.0   Introduction

The family has been observe to be the major early socializing agent in every society. As such it is the first medium for transmitting culture to children. Because the family is the whole world to every young children, its members are charged with a responsibility to teach them what matters in life, often without realizing the enormous influence they weld. Desires to achieve popularity, expectations and how boys and girls should behave, motivations to excel scholastically as well as beliefs and values are all passed from parents to child. The behaviors in which the parents encourage and discourage and ways in which they provide discipline also affect the child's orientation towards the world.

Many children perform well in school because their parents have provided them with good nurture for success in the traditional classroom. However, others do not perform well partly because they have not been well prepared by their parents. Families are responsible for the good children and their roles should involve nurturance guidance and discipline. Any difference in how parents behave or where they fall on the parenting dimensions are associated with differences in their children's behavior. Yet behavior is important for the classroom environment and the child's ability to establish productive relationship with the teacher and peers.

In context of an educational setting, pupils we teachers teach are diverse in their personalities social skills and moral skills. To some extent these diversities have been linked with parenting and other cultural backgrounds (Omrond, 2003). This study is therefore intended to investigate the role which parents have played in socializing their children and how it has affected the academic capabilities of the same children.

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1.1   Statement of the problem

Parents have always been considered to be the primary socializers of children. They are the medium for transmitting culture to children. Its members are supposed to teach matters in life often without realizing the enormous influence they wield. Many children have been observed to do well in school because their parents have provided them with good nurture to succeed. However some children perform poorly because of what they have received as nurture in their families. Hence the need to investigate the role of parents in socializing their children

1.3   Purpose of the study

The study set out to investigate the nature of parenting and how it has affected the behavioral characteristics of pupils in Marani division, Kisis central district in Kenya.

1.4   Specific objectives

The research utilized the following objectives:
1. To assess the role of parents have played in nurturing their children.
2. To assess the dimensions of child parent interactions which are prevalent in some families of pupils we teach in class
3. To investigate the influence of parenting on pupils academic capability

1.5   Research questions

The research formulated four questions to guide the study as follow:
1. What role have parents played in nurturing the development of their children?
2. What is the state or nature of parents dimensions existing in families of the children we teach?
3. How has parenting influenced the academic capabilities of the pupils we teach in primary schools?

1.6   Scope

The study was carried out in Marani division, Kisii Central district in Kenya to investigate the role and dimensions of parenting. The focus was put on investigating the role of nurturing, disciplining and guidance of children. Here the researcher sought to find out whether the parents provided physical and emotional needs to their children. Also to establish if the children's behavior was being guided by the parents and the form of discipline they had adopted.

Further investigations were made on how parents exercised control over their children, showed warmth and were involved in their children's lives. Later the study investigated the parental influence on the pupils educational achievement with emphasis on behavioral standards of the classroom.

1.7   Significance

This study when completed is expected to benefit the following categories of people: The primary school teachers who teach diverse children in the same class and are faced with behavioral problems. This report contains some symptoms to problems which teachers might use to solve the pupils behavioral and learning problems.

The child psychologists are yet another category of people who could benefit from reading this report, since it diagnoses the cause of some problems which they may face.

This study has been carried out by a teacher who also urgently wanted to understand parental socialization of children and how it has affected the learners progress in academics at school.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter has examined a number of theoretical statements, put forward by experts about parenting styles and how they affect the child's social aspect.

The social relationships, cognitive advances and emotional development of any child have been observed to a function of family socialization. Within a family there are parents who are supposed to offer nurture and to guide the children's behavior by disciplining them. But most often the parental roles tend to differ because of other factors which may be secular cultural in nature. As a result children in school display diverse behavioral characteristics because of this.

Theoretical framework

Parent child interaction model

Wesley Beck (1964) used three variables in parent child interaction model, support control and anxiety. By using the above variables the following outcomes are possible:

LC = Low Control   HC = High Control

LA = Low Anxiety   HA = High Anxiety

LS = Low Support   HS = High support

LC, LS, LA = Permissive

LC, LS, HA = Rejecting

HC, LS, LA = Rigid controlling

HC, LS, HA = Dictatorial

LC, HS, LA = Democratic

HC, HS, HA = Over indulgent

HC, HS, LA = Authoritative

HC, HS, HA = Over protective

Low control

(Autonomous)

Permissive   Democratic

Low support (Hostility)

High support

C A L M
Low anxiety

Rigid   Authoritative

High control
(Restrictive)
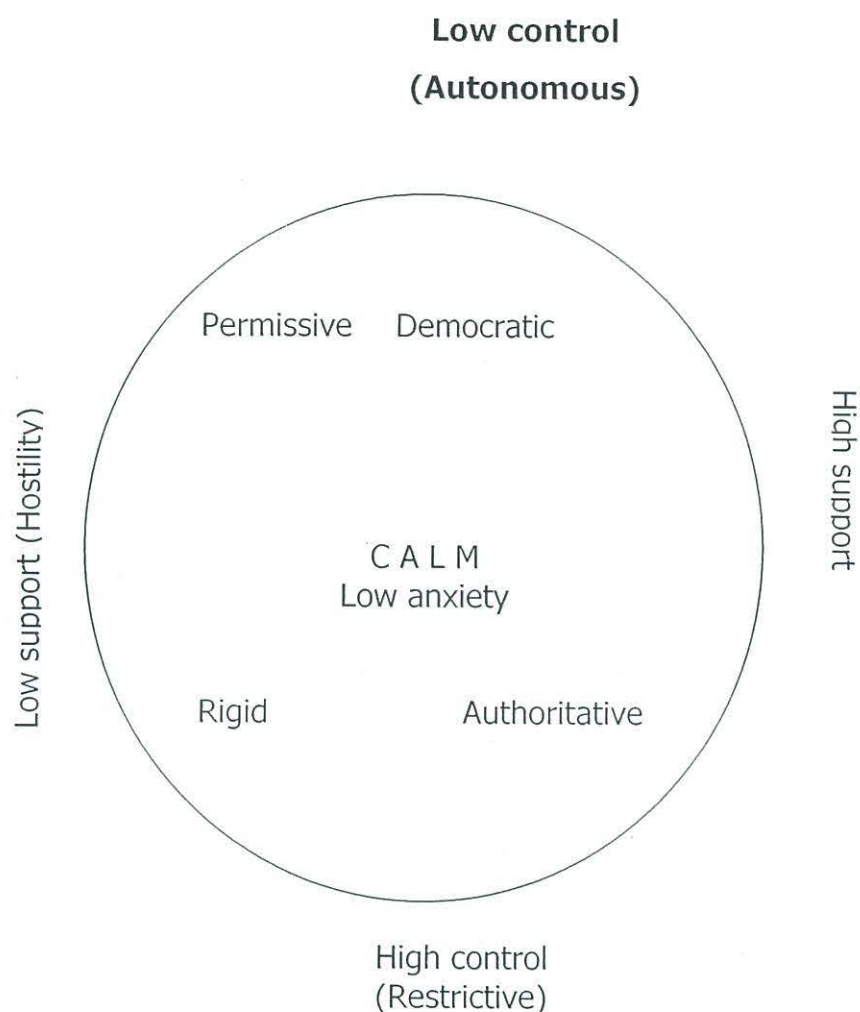
Rigid controlling (HC, LS, LA)

Parents who are rigid are restrictive and hostile, but do not allow children to show hostility towards them. Their children, as a result, are shy, social withdrawn, anxious, neurotic and self-punishing.

Democratic (LC, HC, LA)

Democratic parents or warm and supportive limit and rules set by parents and children. The concept of a family council is often used. They show confidence in children and cooperate with them.

Their children in turn become creative and independent. They are socially out going. They achievers, moderately compliant and never conformists. They are also considered by some as rowdy, not submissive, lacking obedience.

Authoritative (HC, HS, LA)

Parents who are authoritative set slightly structured rules and limit are established for children's benefits. They are very methodical in decision making. High standards of excellence established within reasonable limits. They often push their children to function at a peak of their abilities and generally warm, confident, supportive and success oriented.

Their children usually model them. They have a strong conscience, very complaint and respect persons with authority.

Rejecting (LC, LS, HA)

Rejecting parents feel the world is out to get then and see their children as the main source of their anxiety. Children become a symbol of parent's inability to cope with their real world.

Children of such parents reflect their parent's anxiety; they are motivated to perform antisocial behavior, socially punitive and aggressive.

Dictatorial (HC, LS, HA)

Dictatorial parents are highly restrictive, punitive and similar to rigid controlling parents. They appease their anxiety by striking out their children. The anxiety and frustration is caused by source outside the family.

Children on the other side can be shy, socially withdrawn, anxious, neurotic and self punishing.

Over indulgent (LC, HS, HA)

These parents fear that they will frustrate their children so they set no limitation or restrictions on them, submit to all of their children's desires.

Children in turn are extremely independent manipulators, antisocially, aggressive, little development of conscience which cause a lack of compliance and mischievousness.

Over protective (HC, HS, HA)

Over protective parents lives are centered around their children. They do not use physical punishment, but use love withdrawal and emotional manipulation to control children, establish high standards of achievement, remove obstacles that might cause misbehavior.

Their children as a result set unrealistic goals for themselves in an attempt to please parents, strong conscience development in order to protect against the parents, withdrawal of love.

Roles of parents in children's social development

According to Decker (1995), parents are responsible for the good of their children. Parents roles should include nurturing their children, guiding then and disciplining them. This is because children thrive in a nurturing environment and of course need guidance and discipline to learn what is right from wrong.

Decker further describes nurturance as the physical aspects of child care, such as feeding, dressing and bathing children. It can also include meeting the children's social and emotional needs, such as helping children feel secure and loved. Both the mother and father should play a dominant role.

On the part of guidance Decker asserts that parents provide guidance for their children in their daily interactions with them. The words actions which the parents use, will

influence their behavior. Decker gives an example of a frustrated parent who reacts calmly, guides their children not to be upset. Guiding them in positive ways is an important parental role.

Discipline on the other part, is part of guidance, here a parents using different methods and techniques to teach the children self control. Through discipline children learn to act in ways that society finds acceptable. Guidance and discipline will teach children to think and act in a safe and acceptable ways.

Different types of disciplines have been adopted: power assertion will involved a parent using or threatening to use some form of physical punishment. Severe punishment can harm children's feeling making them aggressive. Love withdrawal on the other hand involves a parent threatening children or suggesting some of the parent child separation. Experts have suggested that withdrawal is psychological torture.

Lastly induction happens when a parent disciplines by reasoning and explaining. Children explained by this technique show better self control, display more concern for others and take responsibility for their own failures.

Dimensions of parenting
Parental warmth
Researchers have defined the general characteristics of parent-child interactions in terms of three dimensions. Differences in how parents behave or where they fall on the parenting dimensions are associated with their children's behavior. The above associations provide clues about the type of parenting those results in successful socialization (Berndt, 1992).

Parental warmth, according to Hetherington and Parke (1993) is regarded as important in the socialization process for several reasons. Parents who provide warmth to their children are accepting the role of nurturing. It means they are accepting their children.

A warm parent is one who is responsive, praise and usually express praises for their children.

Berndt (1992) further explains that warm parents do not ignore their children's needs and therefore do not frustrate them. They are the type who express positive emotions around their children making their homes as happy and cheerful places (Harris and Leibert).

On the other hand parents who lack warmth display the following characteristics:
As a result children who received warmth from their parents are self-reliant, happy and self controlled. They also have a high self-esteem and are better behaved in school.

Parents who do not give warmth to their children show emotional distress during the conflicts and are hostile to their children. They have little affection to their child (Hetheringborne, 1993).

In turn children of depressed parents are two or five times likely to develop behavior problems than children of non-depressed parents (Berk, 2000). The same author reveals that children who constantly feel in danger and where parents have not helped them to manage their negative feelings are likely to become overtly aroused in stressful situation easily loosing control in the face of social and cognitive challenges.

In Kenya for example where wife beating is a common acting and sometimes open quarrels or conflicts between parents. Research was carried out in Kenya (Nyasongo) and established that husbands sometimes beat their wives and children watch. Witnessing these conflicts probably contributed to the high level of aggression that these children showed (Brendt, 19992).

A fuedian theorist might answer that children most readily identify with warm parents and so accept these standards for behavior social learning theorists might say that

warm parents model sensitivity to others needs and that children imitate the behavior of their parents.

Children whose parents gave warmth display the following characteristics empathy and altruism honesty, dependability, sharing with others (Ormond, 2003).

Parental control

Parental love alone may not lead to positive social development in children (Hetheringborn, 1993). Some degree of control is therefore needed because no parent needs a child who is out of control. Some degree of parental control is necessary if children are to develop socially and intellectually competent individuals. Regular researchers on child bearing encourage parents to be firm but flexible.

Infact Baumarind highlights that much as socialization may involve mutual influence between parents and children the parent should have more control than the child. If parents are not in charge, the family is most likely to be dysfunctional.

Positive aspects of parental control

Macoby (1980) also observed that parents who exercise appropriate control over their children's behavior. When they have high expectations and they train their children to meet those expectations. Parents who do not expect their children to behave in socially desirable ways can expect their children to be trouble some.

A research in Kenya about children's behavior conducted by Berndt (1992) disclosed that children from a Gusii community behaved prosaically because of what was modeled bu their own parents. Parents must not only have rules for their children behavior, but they also must enforce these rules consistently (Bee, 19992).

Parental involvement

Researchers also observe involvement as another dimension of parenting (Maccoby and Martin, 1993). This can be defined in terms of their attitude and behavior. In terms of attitude, parents who are highly involved tend to be child centered. They are interested in their children's lives and will not put their needs and desire a head of their children. They take time to interact with their children, those interactions are the behavioral sign of parental involvement.

Bee (1992) observed that involved parents usually have children who show a high IQ, and more speedy in cognitive development. They are more likely to be securely attached more complaint with adult requests and more socially competent.

On the other hand children suffer when their parents are not involved. Parents who spend little time with their children, who place their desires a head of their children's needs often, have children who are impulsive and aggressive. Adolescents whose parents lack involvement are often delinquent and prone to alcohol abuse and lacking in long term goals. These children develop less successfully when their parents do not make any commitment to hem (Baumarint, 1992).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter discusses the methods used to collect data. It discusses the design, study area, sample size and sampling procedure, instruments, data collection procedure and data processing and analysis.

3.1   Research design

This study used a descriptive survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2   Study area

This study was conducted in selected primary schools of Marani division, Kisii Central district, Kenya to investigate on the influence of parenting on pupil's academic capability. The following schools were involved in the study:- Kiong'anyo primary school, Sensi Primary school, Geturi primary school, Magena primary school, Nyagesenda primary school, Engoto-Goti primary school and Nyabworoba primary school.

3.3   Sample framework

3.3.1 Sample size

This study obtained information from learners aged 12 and above and teachers were used for this study.

3.3.2 Sample technique

Using a convenient sampling technique, a total of thirty two respondents were picked at random to participate in this study.

3.3.3 Sample procedure

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

3.4 Methods for data collection

3.4.1 Instruments

Questionnaires

These were used to extract information from teachers, learners and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation was also done on the status of the children.

3.4.2 Sources of data

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field

responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0   Introduction

This study was conducted to investigate the influence of parenting on pupil's academic capability. The researcher measured the following variables; nature of children, parenting dimensions adopted in the families and how parenting has influenced the academic capabilities of pupils. Chapter four presented the data that were collected and analyzed it.

4.1   Background characteristics of parents

The characteristics of parents which had a bearing on parenting included marital status, age and occupational status. These were investigated as follows;

4.1.1 Marital status of parents

Parents were asked whether they were married or not. Twenty two parents responded as follows.

Figure 1: Presents the marital stats of parents

Source: Field data 2010

The figure 1 above showed that twelve parents were married, four of them were single, one was divorced and three were widowed.

The findings reflect some instability of some of the families where these children live. These can in turn negatively affected the parenting style. Take relationships as the case for the four parents who were divorced. It could be possible that the children being raised in such families were facing hardships.

4.1.1 Age of parents

The researcher had to establish the age of the parents because parents ability to control their children.

Figure 2: Presents age of parents
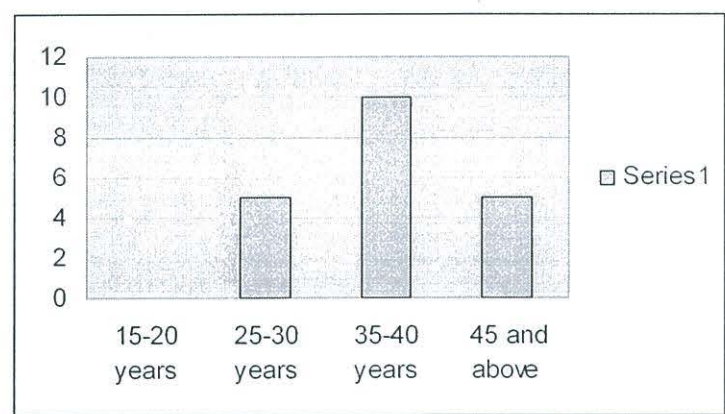
Source: Field data 2010

Data in figure 1 showed that majority of parents were aged between 35-40 years, followed by parents aged (25-30) and above 45 who were also five in number.

The above finding show that parents were still strong enough to give their children correct nurture and to be able to guide their behavior adequately.

4.1.2 Employment status of parents

When parents are employed, they can earn money to give adequate support to their children and never to disappoint them.

Figure 3: Presents employment status
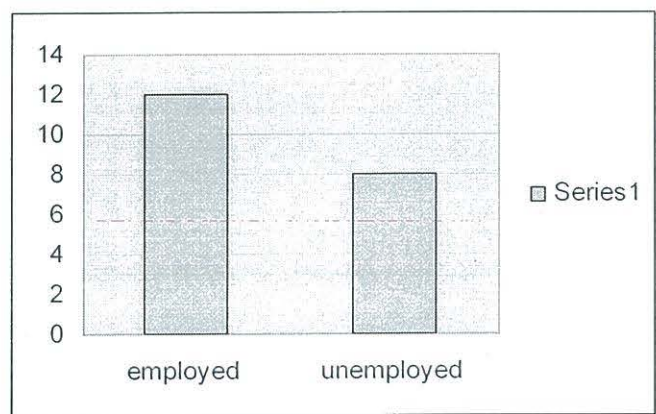
Source: Field data 2010

From the above findings, twelve parents were employed but the eight said they were not. Being unemployed implies that these parents could be experiencing hardships because of lack of income to support their children. Low-income, according to McLyoid (1998) is a stress factor amongst household members and most especially children. It also implies that the children growing up in such families are less provided for and this can negatively affect their growth and development.

4.2   The role of parents in nurturing their children

Decker (1995) observed the vital role that parents should play as far as raising their children is concerned. Parents role therefore should include nurturing their children guiding their   behavior and disciplining because children thrive in a nurturing environment and of course need guidance and discipline.

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4.2.1 Role of parents in nurturing children

Decker described nurturance as the physical aspects of child care such as feeding, dressing and bathing children. The study therefore investigated how parents were trying to perform this role.

Table 1: Presents the role of parents in providing their children with basic needs

Role of parents in providing their children with basic needs	Agree	Disagree
Provision of food in adequate quantities	20	
Provision of clothes	20	
Provision of good shelter	11	
Total	51	

Source: Field data 2010

From the table above, all parents claimed to provide food to their family members, all the parents once again shared that they provide good shelter.

But according to the observation made only eleven parents were living in slightly descent houses and the rest either lived in houses made of mud and wall.

The above finding highlights the following:

Parents are playing a major role in providing the basic needs for their children and therefore children in turn should be able to grow and develop into responsible people. However the observation revealed that children were probably living in danger of the make shift houses. This highlights a gap where parents have not fulfilled the role of providing for their children good shelter.

4.2.2 The role of parents in providing social and emotional needs

Nurture can also include meeting the children's social and emotional needs such as helping the children feel secure and loved.

Table 2: Presents parents view where they provide to their children love and care

Whether parents provide love and care to their children	Frequency	Percentages
Yes	17	85
No	-	
Busy	3	15
Total	**20**	**100**

Source: Field data 2010

Findings here show that seventeen parents cared for their children and provided the necessary care as much as possible. Three parents said that they were too busy. If children do not receive any love and care from they may in the end develop anxiety and ay prove to be un social. This in turn has tremendous influence on the child's school life.

4.2.3 Nurture and discipline of children

Guiding the children's behavior in a positive way is a very important parental role. The researcher also investigated this.

Whether children observed discipline	Frequency	Percentages
Yes	16	80
No		
It is difficult	4	20
Total	**20**	**100**

Source: Field data 2010

From the data collected on discipline of children being guided by parents, sixteen of the parents said they work to maintain discipline at home. The remaining four said it is difficult. Discipline of children contributes greatly to their schooling because a pupil who is well disciplined can relate with fellow pupils in a healthy way and is most likely to obey school rules and regulations as well as easily following instructions given by teachers in class. An undisciplined child on the other hand causes a lot of trouble at school because of his/her inability to obey rules and regulations. More so her/his relations with others are usually negative and may rejected by his/her peers.

4.3   Dimensions of parenting and children's behavior

Berndt (1992) defined the characteristics of parent-child relationship in terms of three dimensions. Differences in how parents behave or where they fall on the parenting dimensions are associated with the behavior of their children. The above associations to establish clues about the type of parenting that result in successful socialization of children.

4.3.1 Provision of parental norm and children's behavior

Hetherington and Parker (1993) described warmth as an important aspect in the socialization process for several reasons. The research asked parents questions to find out how responsive they were.

Table 3: Presents warmth given to children

Warmth given to children	Yes	No	Not always
Express praises for children when they do some thing good	14		6
Responsive to children's needs	20		
When disturbed they do not show that they are	6		14
They avoid frustrating them	4		16
Total	**34**		**36**

Source: Field data 2010

From the above findings, fourteen parents said that they praised their children for some good things they did. But the remaining six said it all depends on the circumstances. All parents said that they responded to children's needs and problems. Six parents claimed that when disturbed, they tried not show their children but the majority of the parents said not always and therefore could not help it. About avoiding frustrating their children, only for parents said that they had to be hard on their children and therefore often frustrated them.

The above findings highlighted the following:

Majority of parents are trying to be warm to children by responding to their needs and praising them for the good things. But fewer parents can control their own emotions when angry or when having conflict in their relationships (marital) it shows that children are exposed to family conflicts very often and more so parents tend to frustrate their children very often. Because of lack of warmth it is possible for the children to show emotional distress during the conflicts and are most likely to develop behavioral problems (Berk 2000).

4.3.2 Parental control and children's behavior

Hetherington (1993) observed that nurture alone may not be enough for the child's positive social development. Parents therefore need to have some form of control over their children's conduct, because no parent would desire a child school can accommodate such a child either. The researcher therefore investigated this also by asking parents a set of questions.

Table 4: Presents the parents view on how the control their children at home

Control of children's behavior	Yes	No	Some times
Do you have some rules which child must observe at home	11	5	66
Do you consistently enforce the rules to children	8	10	2
Have you openly communicated the rules to children	3	6	11
Do you anticipate problematic situations and guide children's behavior	3	13	4
Do you explain the reason to your children why your are punishing	7	4	9
Do you use corporal punishment to correct your children's behavior	16	2	2

Source: Field data 2010

From the above parents responses, eleven parents contributed that they had set up rules for their children to follow. Five parents said that it was not necessary and therefore they did not set up any rules for children and the remaining six said they sometimes set up rules for their children but not always.

About consistency of enforcing rules, eight parents said they continuously enforced these rules to the children but teen said it was not possible and the remaining two said they can at times be consistent, depending on the behavioral situation.

About openly communicating the rules to the children only three parents were able to openly communicate these rules to the children, six said it was not necessary and the remaining eleven said that they did at times.

About explaining the reasons as to why children were being punished, seven parents did that while four parents did not and the remaining nine thought it was not necessary.

About the use of the cain to discipline their children, sixteen parents contributed that they disciplined their children using corporal punishment. Two parents however said they did not, and the remaining two said they sometimes used it.

The above finding highlights the following:

Some parents have not shown consistency in enforcing rules to their children they wait when things are worse then they remind their child about their conduct. By doing this they are denying their children a chance of having self control, as cited by (Brendt, 1993)

it is also evident that very few parents have taken the initiative to penny communicate to their children and explain the reasons why they should object these rules. More so it is evident that parents do not bother to anticipate any problematic situations and be able to guide their children before they experience those problems.

Findings also exposed the parents tendency of power assertion as a means of expressing their anger to the children. Almost all of them were exercising corporal punishment at home, to correct their children's behavior. But researchers such as Papalia Old (1990) made it clear that when parents use power assertion they deny their children a chance to understand the rules and to develop self control based on understanding. Instead these children obeey the rules when they think they will be punished but will break the rules if they think they wont be punished.

4.3.3 Parental involvement and children's behavior

According to Brendt (1993) high parental involvement is linked with warm and positive aspects of control. Parental involvement is defined in terms of their attitude and

behavior. The researcher therefore studied the parent's attitude towards their children by asking the following questions.

Table 5: Presents parental involvement

Parents involvement	Yes	No	Sometimes
High interest in children's lives	14	-	6
Put the children's needs before theirs	13	2	5
Must have time to interact with their children	6	5	9

Source: Field data 2010

From the data collected on parental involvement, sixteen parents claimed that they were highly involved in their children's lives but the six said that at times. About putting their children's needs before their own, thirteen children said that this is what they were doing. Two parents however said it was not possible and the remain five contributed that they did it but not always.

About interacting with children, only six parents contributed that they did this and five of them said there was that they did this and five of them said there was no time. The remaining nine said that they did but sometimes.

The interpretation the researcher had here was that most parents are interested in their children's lives and some put their children's needs before their own. But it was established that some parents put needs first before their children's. This shows some self centered parents who do not even have time or create it, to interact with their own children. Bee (1992) warns on this that children suffer when their parents are not involved and might end up being impulsive and aggressive.

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4.4 Parenting and academic capabilities of pupils

The way children are socialized by parents greatly affects their relationship with other children in school.

4.4.1 Parenting, and children's motivation to study

Ormond (1999) had observed that children raised by permissive parents, who hold a few expectations or standards for their children's behavior and rarely punish inappropriate behavior, are most likely to be unmotivated and usually depend on others and demand attention. Teachers were the respondents in this objective and contributed the following.

Table 6: Presets teacher's opinions on parenting and motivation of children

Parenting influences children motivation	Frequency	Percentages
Agree	17	85
Disagree		
Not sure	3	15
Total	**20**	**100**

Source: Field data 2010

Basing on the data gathered from teachers about pupil motivation as influenced by parenting, seventeen teachers agreed that children from permissive families are usually not motivated to study and lack of drive to work hard in class. This concurs with the finding in Berndt (1993) and Omrond in (1999).

4.4.2 Parenting and disobedience of children in class

A disobedient child will obviously find difficulty in observing school rules. This will in turn negatively impact the children's relationship with peers and the school authority. According to research, disobedient children who provided little, if any emotional support

for their children (Baumarind, 1967). Teachers were asked if they had any children who were disobedient because they were raised by parents who lacked involvement.

Table 7: Presents the teachers views of parenting and disobedience of children

Parenting results to disobedient children	Frequency	Percentages
Agree	17	85
Disagree		
Not sure	3	15
Total	**20**	**100**

Source: Field data 2010

Basing on the teachers responses on disobedience due to parenting; seventeen of the teachers claimed that some children were disobedient because they had been raised by parents who did not have any interest in their children's lives. Three teachers however suggested that they did not know if it was true.

4.4.3 Parenting self-concept of children and performance in class

According to Ormond (1999) self concept and self esteem are most important factors in influencing behavior and achievement of children in school. Yet parenting dimensions authoritative family has been observed to positively influence self-confident and happy children with a high self esteem, while an authoritarian families make children to have a low-self esteem and low self concept. Teachers were asked if some children had been socialized to have low self concept and low self esteem.

Table 8: Presents teacher's views on how parenting influences children's self-concept and self-esteem

Children have low self concept and self-esteem because of parenting	Frequency	Percentages
Agree	15	75
Disagree	3	15
Not sure	2	10
Total	**20**	**100**

Source: Field data 2010

From the data were collect from teaches fifteen of them claimed that it was valid to say that some parents have raised their children to have low self concepts and self esteem. The parents were in this case talking about the authoritarian parents who exercised power assertion as earlier on cited by Berndt (1993). Pupils with low self concept and low self esteem think of themselves as poor students and therefore perform poorly in class. Poor self concept has been observed to result into less productive behavior, which leads to fewer successes for the children to education.

4.5 Causes of child poverty

Various reasons have been suggested by scholars to have caused poverty among the children. This section of chapter four investigate.

4.5.1 Low income and child poverty

According to Health (1990), when families become so low in income, they slip into poverty. The researcher therefore had to find out about the income status of children living under poverty.

Table 9: Presents the views of teachers as to whether child poverty is caused by parent's low income.

| Low income leads to poverty	Frequency
Yes	59
No	8
Do not know	5

Source: Field data 2010

Findings in this section revealed that 59 teachers were in agreement that low income caused child poverty. Eight teachers said low income does not cause poverty while 5 do not know.

4.5.2 Early marriage and poverty

Researchers are of view that due to poverty some parents have forced some of their young girls to marry so that they can have bride dowry. This researcher had to find out if this was the case.

Figure 4: Presents teachers opinions as to whether girls have been married off prematurely because of poverty
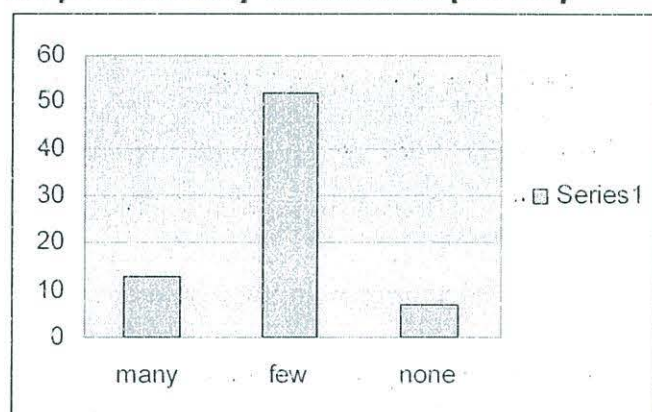
Source: Field data 2010

Findings in figure 4 showed that many children had been married off, although majority of teachers said that they were few who had been married off. Seven teachers however commented that no girl had been married off.

The above findings highlight a problem of early marriages in primary schools although the problem is minimal in magnitude, the reasons attributed for its occurrence could be poverty. By marrying off these children, parents are denying them their fundamental rights.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study investigated the parenting styles and how they influence the behavior of children at school. In this chapter the findings in chapter four, makes a conclusion and recommendations are made.

5.1 Summary of findings

Background characteristics of parents

Marital status, age and occupational status were some of the characteristics which strongly influenced the parenting styles of different adults. Parenting styles have been observed to have a greater influence on the children's educational attainments (Ormond 2003).

Findings showed that majority of parents were married although there were some few cases of single and divorced. There were also some who were widowed. The children from the last three categories of families of course, were most likely to be facing challenges in their lives, although Cooper (2000) suggested that even two parent families also faced challenges.

Findings also highlighted that most of the pupils understudy were parented by middle aged families, who had much to do. This also could affect the parenting dimensions.

Further it was established that almost half of the parents were employed but what about the rest? Children from families, where their parents are not employed are most

likely to face challenges of poverty and poverty is one the stress factor for both the children and the parents.

The role of parents in nurturing their children

Findings indicated that parents were playing their role of providing food for their children, some claimed; they had a role of providing warm clothing. But findings exposed a number of parents who were unable to provide comfortable shelter for their children. This showed the nurturance role of parents being stronger only in provision food and clothes but weaker in housing.

The above finding reveals the problem of poverty among the families. They can provide food and clothing but few can provide good shelter. This means that some pupils are showing up at school with problems of living in filth or discomfort.

The findings further established that some parents provided social and emotional needs to their parents. In other words they tried to offer adequate care to their children.

Nature and discipline of children

Further findings showed that parents contributed that they were dedicated to ensuring that their children grow up disciplined. In fact there was no response which represented parents who do not discipline their children. Four parents however commented that it was difficult. This could be attributed to factors like these particular individuals working all day and therefore do not have anytime for their children.

Dimensions of parenting and children's behavior

By dimensions of parenting, the researcher meant, the characteristics of parent-child relationship. On this not Berndt (1992) explained that differences in how parents behave or where they fall on the parenting dimensions are associated with the way their children behave.

Findings about the provision of parental was not and how children behave, indicate fourteen parents usually expressed praises for the good things which their children did, but the six parents confessed it was not always the case. Another interesting finding was that all parents were responsive to their children's needs. However it was established that majority of the parents were finding it difficult not to show their children when they were in despair. By doing this they were obviously instilling in their children. Further more, majority of the parents found it difficulty in avoiding frustrating their children.

The above finding shows that most parents tend to show emotional distress to their children and do not respect their children's feelings by often frustrating them. Berk (2000) on this note warns that children from such parenting dimensions are most likely develop behavioral problems.

About parental control and how children behave, findings showed that half of the parents interviewed had formulated rules for their children to observe at home, but the remaining five said they did not and the six said it was not possible. About enforcement of rules, eight of the parents said that they consistently did that, but not for the tent parents who said they did not. The remaining two parents said sometimes they did it.

This finding shows that less than a half of the parents enforce the rules which they have set for their children, and the remaining did not. Yet Hetteringtone (1993) warns that nurture alone is not enough for the child's positive social development. It is possible that many children in school, having behavior problems can be attributed to their parents laxity to enforce the rules for their children. Findings further reveal that parents have not taken time to anticipate problematic situations as far as guidance of Children's behavior is concerned. In fact there were many problems experienced by parents in guiding their children's behavior. As evidenced from the findings only seven parents explained to their children the reason as to why they were punishing them, but

the rest just pounced on them. In other words they frustrated their children most of the time.

Brendt (1993) observed that this inconsistency in enforcing rules denies the children a chance of having self control. Another problem which might occur is that children are being denied a chance to understand the rules and to develop self control based on understanding.

Findings about the parents level of involvement in children's lives, most parents claimed that they were highly interested in their children's lives, except the six who said they sometimes were. This can be attributed to parents having no time for their children and in particular the working parents. Findings further revealed that majority of the parents tried to put their children's needs before theirs.

The above findings showed that most parents tried to value their children's lives, by putting their needs before theirs, but fewer parents had that chance of interacting with their children. Bee (1992) warns that children whose parents show little involvement in their lives usually suffer and end up being impulse and aggressive.

Parenting and pupils academic capabilities

It was further established from the teachers that the way children are parented, greatly influences their motivation to learn in class. The finding was in agreement with what Ormond(1999) earlier on cited that children raised by permissive parents, who hold a few expectations or standards for their children's behavior and rarely punish the inappropriate behavior are most likely to be unmotivated to learn and usually depend on others and demand attention.

About the influence of parenting on the disobedience of pupils in class, majority of the respondents 17 were in support of the item that poor parenting results into pupils disobedience in school. This finding confirms Baumatind's (1967) prediction that

disobedient children could have been raised by uninvolved parents, who provided little, if any emotional supported for these children.

For parenting influencing children's self concept and later performance in class, Teachers were in agreement that usually children with low self concept and self esteem are what they are because of their parents. This could have resulted from parents who are too authoritarian, exercising very much control over their children. According to Berndt (1993) children from families where parents exercise power assertion, think of themselves as poor learners and therefore perform poorly in class.

5.2   Conclusion

As teachers continue to carry out instruction to diverse learners, they should bear in greatly that parenting styles and dimensions play an influential role in the children's behavior. The behavior in turn greatly impacts on the children's academic achievement. The way these children are nurtured in terms of parental provision of basic needs, social and emotional needs as well as the guidance of behavior they receive, will greatly the social development. This greatly affects how these children relate with other peers in classroom and the teachers too.   In this study, it is now established that parents have been able to provide the basic as well as social needs of their children. But they have failed to guide their children's behavior to the fullest and therefore there is a possibility of these children adopting undesirable behavior.

It is now also evident that some parents are either being to permissive or being authoritarian. The repercussions of the above parenting styles are that children could either be unruly or may lack self concept and develop low self esteem. These have a greater influence on the children's motivation to learn and hence the poor performance.

5.3   Recommendations

The following recommendations were made:

Parents should invest equally in their daughters and sons and guarantee free time to girls to study and do homework. They must redistribute domestic work equally between boys and girls and must join hands with government to retain girls in schools and encourage them to participate fully in school activities.

It is time for parents to abandon those outdated traditions such as early marriages and female circumcision. They must learn to treat their daughters and sons with equal dignity and respect.

Teachers on the other hand must treat the children equally irrespective of gender and create a gender friendly environment in the classroom. They must never be little the dignity of girl children either by word or by gesture. Teachers must be very careful not to promote gender stereotyping in the classroom. They must keep alert for sexual abuse of girls by fellow teachers or peers of such children and in case of any incident the case must be reported to high authorities.

Policy makers must review the education policies to ensure gender responsiveness.
It is now time for the Kenyan government to legislate against social customs that cause girls to dropout of school and to lobby for re-entry of married girls or children into the education system.

The government must also insist on penalty measures to be taken against those adult found guilty of sexually abusing girl.

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APPENDICES

Appendix A: Questionnaire for Respondents

Dear Respondents

I am a student of Kampala International University carrying out a research on the roles of parents in social development of children. Please assist me and fill in this questionnaire.

Instruction

Please tick or fill in the right answer

Background characteristics of respondents

Marital status

i. Married

ii. Single

iii. Divorced

iv. Widowed

Age...

Are you employed?

i. Yes

ii. No

The role of parents in nurturing of their children

Do you provide these to your children	Yes	No
Food		
Clothes		
Good shelter		

If your answer is NO please specify...

In times of your children's trials do you often provide them with that comfort and make them feel secure

Yes

No

Busy

Do you at many times guide your children to manage their behavior well?

Yes

No

Difficult

Dimensions of parenting and children's behavior

Do you at times express praises for your children when they do something good?

Yes

No

Not at always

Are you at times responsive to your children needs when they arise?

Yes

No

Difficult

If you were disturbed, will you show that to your children or even tell them?

Yes

No

Difficult

Control of children's behavior

Do you have some rules which must be observed at home?

Yes

No

Sometimes

How often do you consistently enforce those rules to your children?

Often

Not always

Not at all

Have you openly communicated the rules to them?

Yes

No

Sometimes

Do you at times anticipate problematic problems and guide your children's behavior?

Yes

No sometimes

Do you explain the reason why you are punishing your children?

Yes

No

Sometimes

Do you cherish corporal punishment to correct your children's behavior?

Yes

No

Sometimes

Parental involvement and children's behavior

Are you surely interested in your children's lives?

Yes

No

Sometimes

Will you be willing to put your children's needs before yours?

Yes

No

Sometimes

Do you get time to interact with your children?

Yes

No

Sometimes

Teachers
Parenting and academic capabilities of children

Do you think parenting has influenced the children's motivation to learn?

Agree

Disagree

Do not know

Is it true that some parents are the cause of their children's disobedience?

Agree

Disagree

Not sure

Is it true again that some parents could be the reason for their children's self concept and self esteem?

Agree

Disagree

Not sure