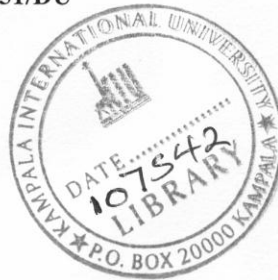


**PARENTING AND STUDENTS' SOCIAL BEHAVIOUR IN PUBLIC SECONDARY
SCHOOLS IN MAKINDYE DIVISION, KAMPALA UGANDA**

KWAGALA PERSIS

MCP/46413/151/DU



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ABSTRACT

The purpose of this study was to determine the influence of parenting on the social behaviors of students in public secondary school in Makindye division, Kampala. The objectives of the study were: i) to determine the relationship between single parenting and the social behaviors of students from public secondary schools in Makindye division, Kampala; ii) to establish the relationship between dual parenting and the social behaviors of students from public secondary schools in Makindye division, Kampala; iii) to find out the relationship between custodial parenting and the social behaviors of students from public secondary schools in Makindye division, Kampala; iv) to determine the relationship between parenting styles and the social behaviors of students from public secondary schools in Makindye division, Kampala; and v) to establish the relationship between parenting and the social behaviors of students from public secondary schools in Makindye division, Kampala. This study employed Explanatory sequential mixed methods design. The target population of this study was 216 participants. Sample size was 140 and the retrieved questionnaires were 108. The data used both questionnaires and interviews as the data collection instruments. Data was analyzed using frequency and percentage tables; mean and standard deviations; Pearson correlation and regression analysis. The results revealed a weak and positive relationship between single parenting and students' social behavior but not significant at 0.05 level of significance ($r=0.175$, $p>0.05$); a moderate and positive relationship between dual parenting and students' social behavior and was significant at 0.01 level of significance ($r=.582^{**}$, $p<0.01$); a moderate and positive relationship between custodial parenting and students' social behavior and significant at 0.01 level of significance ($r=0.421^{**}$, $p<0.01$); a weak but positive relationship between parenting style and students' social behavior and was also found to be significant at 0.01 level of significance ($r=.337^{**}$, $p<0.01$); and the results revealed a moderate and positive relationship between parenting and students' social behavior, significant at 0.01 level of significance ($r=.482^{**}$, $p<0.01$). The study concluded that parenting affects students' social behavior. The study recommended the need for to tolerate, accommodate, appreciate and understand each other in marriage so as to avoid problems of single parenting; the need for parents to adopt authoritative parenting style and consistently enforce the dimensions of parenting associated with it; and the need to educate and make parents aware of the different parenting and their outcome on student social behavior.