

**THE INFLUENCE OF PARENTING STYLES ON SOCIALISATION OF
CHILDREN IN EARLY CHILDHOOD EDUCATION: A CASE STUDY
OF ZIMMERMAN DIVISION, NAIROBI DISTRICT,
KASARANI COUNTY**

BY


**MWANGI GRACE MWIHAKI
BED/34406/113/DF**

**A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR'S
DEGREE OF EDUCATION KAMPALA
INTERNATIONAL UNIVERSITY**

APRIL 2013

DECLARATION

I Mwangi Grace Mwihaki, declare that the content of this document is my original work and has never been presented or submitted to any university college or any institution of learning for any award.

Signed: 

Mwangi Grace Mwihaki

Date: 2ND MAY 2013

APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the internal examiners.

Signed: _____

Mr. Oketcho Pius (Supervisor)

Date: 2/05/2013

DEDICATION

I wish to dedicate this project to my beloved Dad Francis Mwangi and Mum Jannie Waithera, siblings Joy and Paul and my sweet heart Ishumael and lastly my uncle James Mungai.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my wife and children for what they have made me what I am and to the entire staff of COEDL KIU.

In the words of Von Hon. the unknown teacher who imparts knowledge to the young deserves special consideration and on this note, utmost appreciation goes to my mentor and supervisor as well Mr. Oketcho Pius for the courage, advice and support accorded to me in the course of this entire study.

TABLE OF CONTENTS

| | |
|---|----------|
| DECLARATION..... | i |
| APPROVAL | ii |
| DEDICATION..... | iii |
| ACKNOWLEDGEMENTS..... | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES..... | viii |
| LIST OF FIGURES | ix |
| ABSTRACT | x |
| | |
| CHAPTER ONE..... | 1 |
| INTRODUCTION | 1 |
| 1.0 Background of the Study | 1 |
| 1.1 Statement of the Problem | 2 |
| 1.2 Objectives of the Study..... | 3 |
| 1.2.1 General objective..... | 3 |
| 1.3 Research Questions..... | 3 |
| 1.4 Scope of the Study..... | 3 |
| 1.4.1 Geographical Scope | 3 |
| 1.4.2 Subject Scope | 3 |
| 1.4.3 Time Scope The study was carried from November to March 2012..... | 3 |
| 1.5 Significance of the Study..... | 4 |
| | |
| CHAPTER TWO..... | 5 |
| REVIEW OF RELATED LITERATURE..... | 5 |
| 2.0 Introduction | 5 |
| 2.1. Parenting Styles | 5 |
| 2.1.1 Four Ways of Parenting Styles | 7 |
| 2.1.2 Consequences for the Children..... | 11 |
| 2.1.3 Outcome of Positive, Respectful Parenting Style?..... | 13 |
| 2.2 Theories and Types of Socialisation..... | 13 |
| 2.2.1 Theories | 13 |

| | |
|--|----|
| 2.2.2 Types of Socialisation | 14 |
| 2.3 Effects of Parenting styles on Socialisation of Children in early Childhood Education... | 15 |

CHAPTER THREE..... 16

| | |
|---|----|
| METHODOLOGY | 16 |
| 3.0. Introduction | 16 |
| 3.1 Research Design | 16 |
| 3.2 Area and Population of Study..... | 16 |
| 3.3 Sample Size | 16 |
| 3.4 Sample Selection | 16 |
| 3.5 Data Collection Methods | 17 |
| 3.5.1 Primary Data Collection Method..... | 17 |
| 3.5.2 Secondary Data Sources | 17 |

CHAPTER FOUR 18

| | |
|---|----|
| PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS..... | 18 |
| 4.0 Introduction | 18 |
| 4.1 Demographic background of the Respondents..... | 18 |
| 4.1.1 Sex of the respondents..... | 18 |
| 4.1.2 Age of the Respondents..... | 18 |
| 4.1.3 Marital Status..... | 19 |
| 4.1.4 Education Background | 19 |
| 4.2 Parenting Styles | 20 |
| 4.2.1 Consequences for the children as a result of parenting styles | 20 |
| 4.3 Socialisation..... | 21 |
| 4.3.1 Types of Socialization | 21 |
| 4.4 Effects of parenting styles on socialization of children..... | 21 |

CHAPTER FIVE 23

| | |
|--|----|
| SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS | 23 |
| 5.0 Introduction | 23 |
| 5.1 Summary..... | 23 |
| 5.1.1 Parenting styles..... | 23 |

5.1.2 Types of socialisation 24

5.1.3 Effects 24

5.2 Recommendations 24

5.3 Conclusions 24

REFERENCES 26

APPENDICES..... 28

APPENDIX A: BUDGET 28

APPENDIX B: WORK PLAN 29

APPENDIX D: QUESTIONNAIRE TO THE PARENTS 32

LIST OF TABLES

| | |
|---|----|
| Table 1: Sex of the Respondents | 18 |
| Table 2: Age of the Respondents..... | 18 |
| Table 3: Marital Status of the Respondents..... | 19 |
| Table 4: Educational Background | 19 |
| Table 5: Parenting styles..... | 20 |
| Table 6: Consequences for the children as a result of parenting styles..... | 20 |
| Table 7: Types of Socialisation | 21 |
| Table 8: Effects of parenting styles on socialisation | 21 |

LIST OF FIGURES

| | |
|-------------------------|----|
| Figure 1: Effects | 22 |
|-------------------------|----|

ABSTRACT

The study investigated the effects of parenting styles on socialization of children in early childhood education. The study was guided by specific objectives that included; to identify the parenting styles, to establish the theories and types of socialization and to establish the effects of parenting styles on socialization.

The study was descriptive and analytical in nature where stratified sampling was used to select population. It employed 60 respondents. Data were analyzed and presented using frequencies and percentages and were tabulated.

The major findings of the study were; most of the respondents were males, effects included well being, high parental demand, developmental change, good academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

According to Barber, B. K. (1996), parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child wellbeing than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind's concept of parenting style.

According to Baumrind. (1991), the construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children.

Two points are critical in understanding this definition. First, parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology Baumrind developed should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. Second, Baumrind assumes that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach, and control their children.

According to Maccoby and Martin (1983), parenting style captures two important elements of parenting: parental responsiveness and parental demanding. Parental responsiveness (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands". Parental demanding

(also referred to as behavioral control) refers to “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys”.

According to Clausen (1968) the term socialization is used by sociologists, social psychologists and educationists to refer to the process of learning one’s culture and how to live within it. For the individual it provides the skills and habits necessary for acting and participating within their society. For the society, inducting all individual members into its moral norms, attitudes, values, motives, social roles, language and symbols is the ‘means by which social and cultural continuity are attained’.

The socialisation process is the way by which we learn acceptable behaviour in our culture. This process involves social control, as it is an attempt by others to shape the way we behave. As we develop certain values and adopt particular norms, this too becomes a form of social control, as we place limits on what we consider to be acceptable or “normal” behaviour. The socialisation process continues throughout life and has many agents of socialisation. The first agents we usually encounter are our families. This primary socialisation teaches us the basic social skills for life. Generally the values we learn from our parents stay with us throughout life. Of course there are always some that “rebel” against what they have been taught. As a child grows and develops they will encounter new agents this usually happens when a child starts school. This secondary socialisation builds on the family values, whilst introducing new social skills, for example acceptable behaviour within larger groups.

1.1 Statement of the Problem

Education encompasses both the teaching and acquiring of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as

well as mental, moral & aesthetic development. Formal education consists of systematic instruction, teaching and training by professional teachers.

1.2 Objectives of the Study

1.2.1 General objective

The influence of parenting styles on the socialization of children in early childhood education.

1.2.2 Specific Objectives

- i. To identify the parenting styles.
- ii. To establish the theories and types of socialisation.
- iii. To establish the effects of parenting styles on socialisation.

1.3 Research Questions

- i. What are parenting styles?
- ii. What are the theories and types of socialisation?
- iii. What are the effects of parenting styles of socialisation?

1.4 Scope of the Study

1.4.1 Geographical Scope

The research was conducted Zimmerman Division, within Kasarani County.

1.4.2 Subject Scope

The study focused on the influence of parenting styles on socialization of children in early childhood education. Samples were drawn from Zimmerman Division.

1.4.3 Time Scope

The study was carried from November 2012 to April 2013.

1.5 Significance of the Study

- i. The study will be useful to the policy makers, management in that it will provide useful policy guideline for appropriate policy formulation and programmes for improving early childhood education focused projects.
- ii. The finding will provide up-to-date literature and open the field for further research to academician and researchers who may be interested in the area of parenting styles.
- iii. The findings of the study will give a deeper insight into the influence of parenting styles on socialisation of children in early childhood education.
- iv. The study will be useful to the academicians who may want to expand and acquire more knowledge about the influence of parenting styles on socialisation among different counties.
- v. The study will help me to fulfill the partial requirements for the award of Bachelor of Education in Early Childhood and Primary degree of Kampala International University.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is about what was talked about parenting styles and socialisation. There is no clear answer as to why it is so difficult to universalize parenting styles and socialisation. The reasons differ from one country to another and are strongly influenced by differences in their history, culture, economy and (general and educational) policy. In this paper we will explore possible parenting styles.

2.1. Parenting Styles

According to Baum-rind, 1991, parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental milieu rely on Diana Baum-rind's concept of parenting style. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children. Two points are critical in understanding this definition. First, parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology Baum-rind developed should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. Second, Baum-rind assumes that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach, and control their children.

Family members play a role in educating the child, the grandparents provide a strong background and constant companionship characterized by love and affection. The aunts and uncles serve as counselors and mediators. The child gets information about life from older children during conversations and playtime. School is a great socialization agent where the child learns sharing, winning and losing as part of life. Through peer groups the child learns social values i.e. leadership, imitates behavior which are valued by members of the group. Religious organizations e.g. churches provide chances for socialization through sermons, bible study, Sunday school classes and these helps them to know right and wrong. Mass media reflects culture for example many television and radio programmes, magazines and newspapers educate the child to relate himself/herself to his/her culture. Despite the fact that the family plays a great role in the social development of the child, there have been many challenges. The extended family is disintegrating a great deal.

Lack of this encouragement will lead to lack of self-esteem and therefore the child will develop inferiority. The maids leave the children to cry for a long time which is dangerous to their health. Forrest (1997) supports this idea by saying that babies can make secure attachments to several people if they care for them well, working mothers face the dangers of their children being over punished or beaten. Punishment turns children into sadists “The cruelty of many children springs from the cruelty that has been practiced on them by adults. You cannot be beaten without wishing to beat someone else ... Every beating makes a child sadistic in desire or practice.”

There are many ideas about how to rear children. Some parents adopt the ideas their own parents used. Others get advice from friends. Some read books about parenting. Others take classes offered in the community. No one has all the answers. However, psychologists and

other social scientists now know what parenting practices are most effective and are more likely to lead to positive outcomes for children.

2.1.1 Four Styles of Parenting

One of the best known theories of parenting style was developed by Diana Baum-rind. “Baum-rind believes that parents should be neither punitive nor aloof” Rather, they should develop rules for their children and be affectionate with them. In her research she identified three main parenting styles in early child development: authoritative, authoritarian, and permissive. Maccoby and Martin expanded the styles to four: authoritative, authoritarian, indulgent and neglectful. “These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other.’ These four styles are described below.

Authoritative parenting

Authoritative parenting, also called balanced parenting is characterized by a child-centered approach that holds high expectations of maturity, compliance to parental rules and directions, while allowing for an open dialogue about those rules and behaviors between the parent and child. “Authoritative parenting encourages children to be independent but still places limits and controls on their actions.’ “Extensive verbal give-and-take is allowed, and parents are warm and nurturing toward the child.” Authoritative parents are not usually as controlling, allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Authoritative parents set limits, demand maturity, but when punishing a child, the parent will always explain his or her motive for their punishment. “Their punishments are measured and consistent in discipline, not harsh or arbitrary. Parents will set clear standards for their children, monitor limits that they set, and also allow children to develop autonomy. They also expect mature, independent, and age-

appropriate behavior of children. They are attentive to their children's needs and concerns, and will typically forgive instead of punishing if a child falls short. This is supposed to result in children having a higher self-esteem and independence because of the democratic give-and-take nature of the Authoritative parenting style. Children whose parents are authoritative are often cheerful, self-controlled, self-reliant, and achievement-oriented; they maintain friendly relations with peers, cooperate with adults, and cope well with stress." These children also do well in school and have a high academic competence. These children are usually liked by teachers and peers, especially in cultures where individual initiative is valued. This is the most recommended style of parenting by child-rearing experts.

Authoritarian parenting

Authoritarian parenting, also called strict, is characterized by high expectations of conformity and compliance to parental rules and directions, that does not allow for open dialogue between parent and child. "Authoritarian parenting is a restrictive, punitive style in which parents exhort the child to follow their directions and to respect their work and effort." Authoritarian parents expect much of their child but do not explain the reasoning for the rules or boundaries, unlike the Authoritative parent. Authoritarian parents are unresponsive to children's needs, and are most likely to spank a child as a form of punishment instead of grounding a child. They also expect children to comply with their demands without questioning. The resulting children from this type of parenting are thought to lack social competence as the parent generally predicts what the child should do instead of allowing the child to choose by him or herself. The children also rarely take initiatives. Studies show that children tend to be socially withdrawn and look to others to decide what's right, thus lacking social independence.

These children tend to have low self esteem, low self confidence and lack of social academic competence. “Children of authoritarian parents are often unhappy, fearful, and anxious about comparing themselves with others; they often tend to fail to initiate activity and have weak communication skills.” These children lack spontaneity and lack curiosity. It is noteworthy to mention, that some children might also rebel by openly defying the parents by leaving home at a younger age, partaking in drugs, alcohol, and sexual behavior at a much younger age than some of their peers as well, dating and/or marrying a partner whom they know their parents would disapprove of, and often might be estranged from their parents during adulthood. Further, boys are often more negatively impacted by authoritarian parenting than are girls. (In some cases the girls might end up developing a stronger and more independent personality in adulthood as a result.) Many people who grew up with authoritarian parents have sometimes mentioned feeling a sense of relief whenever one (or both) of their parents died. Nonetheless, researchers have found that in some cultures and ethnic groups, aspects of authoritarian style may be associated with more positive child outcomes than Baumrind predicts. Aspects of traditional Asian child-rearing practices are often continuous by Asian American families. In some cases, these practices have been described as authoritarian.”

Indulgent parenting

Indulgent parenting, also called permissive, nondirective or lenient, is characterized as having few behavioral expectations for the child and is characterized by warm affect. “Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them.” Parents are nurturing and accepting, and are very responsive to the child’s needs and wishes. This type of parent simply wants the child to like him or her at the end of the day and will do anything the child requests to do (sometimes they might do this out of fear that their children will rebel in negative ways if they are too strict. In

some cases the parents may have been raised by authoritarian parents and as a result want to do their best not to be like them.). Indulgent parents do not require children to regulate themselves or behave appropriately, and some parents find it easier to communicate with their children in this way.

Children of permissive parents are impulsive, have low levels of school achievement, and as adolescents, engage more in misconduct and drug use. Sometimes the resulting children are rarely (if ever) punished and are generally immature. But in the better cases they are independent and are willing to learn and accept defeat. They are able to live life without the help of someone else. The children can not control their impulses and do not accept the responsibility for their own actions. When in trouble, the child will simply blame someone else even if it was his or her own fault. Indulgent parents raise unhappy children who lack self-control, especially in the give- and-take of peer relationships. Inadequate emotional regulation makes them immature and impedes friendships. “Children never learn to control their own behavior and always expect to get their way.” They tend to live and remain close to where they grew up, still dependent, in early adulthood. However, like a child raised in an authoritative setting and unlike a child raised in an authoritarian, setting the children will often continue to have a close and loving relationship with the parents in adulthood. “However, children whose parents are indulgent rarely learn respect for others and have difficulty controlling their behavior. They might be domineering, egocentric, noncompliant, and have difficulties in peer relations.” Indulgent parenting may also be known as permissive parenting.

Neglectful parenting

Neglectful parenting is also called uninvolved, disengaged, detached, dismissive, nonconformist or hands-off. The parents are low in warmth and control, are generally not

involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. Parents are unsupportive of their children, but will still provide basic needs for the child. Neglectful parents are focused on their own needs more than the needs of their own child. As infants, children have a disturbed attachment with parents, characterized by confusion because the infant does not have a consistent way of coping with the neglect. "Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are." Children often display contradictory behavior, and are emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life. These children tend to be socially incompetent. "They frequently have low self-esteem, are immature, and may be alienated from the family.

In adolescence, they may show patterns of truancy and delinquency." Children of neglectful parenting exhibit antisocial behavior as a teenager towards friends and family. They often experience depression and social withdrawal, and are more likely to engage in risky sexual behavior and drugs than children of authoritative parents. Many times children will grow up feeling resentment against their parents for being neglectful and often might be estranged from them into adulthood.

2.1.2 Consequences for the Children

Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently finds:

Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative (Baum-rind, 1991; Weiss & Schwarz, 1996; Miller et al, 1993).

Children and adolescents whose parents are uninvolved perform most poorly in all domains.

In general, parental responsiveness predicts social competence and psychosocial functioning, while parental demanding-ness is associated with instrumental competence and behavioral control (i.e., academic performance and deviance). These findings indicate:

Children and adolescents from authoritarian families (high in demanding-ness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behavior, but they have poorer social skills, lower self-esteem, and higher levels of depression.

Children and adolescents from indulgent homes (high in responsiveness, low in demanding-ness) are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression.

In reviewing the literature on parenting style, one is struck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behaviour in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. Although specific differences can be found in the competence evidenced by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents. Differences between children from authoritative homes and their peers are equally consistent, but somewhat smaller (Weiss & Schwarz, 1996). Just as authoritative parents appear to be able to balance their conformity demands with their respect for their children's individuality, so children from authoritative homes appear to be able to balance the claims of external conformity and achievement demands with their need for individuation and autonomy.

2.1.3 Outcome of Positive, Respectful Parenting Style?

To eliminate the need for spanking, time-outs and grounding, move from reward and punishment. Discipline to influence and guide good behavior. Learn effective techniques that make “Temper Tantrums” a thing of the past. A parenting style that is easy to implement and produces effective results. A parenting style that can be effective through all the stages of childhood. Guide children to be cooperative, responsible and happy. The ability to create a positive and loving relationship with your children, To be able to raise children who will be responsible adults able to cope in the world

2.2 Theories and Types of Socialisation

The term socialization is used by sociologists, social psychologists and educationists to refer to the process of learning one’s culture and how to live within it. For the individual it provides the skills and habits necessary for acting and participating within their society. For the society, inducting all individual members into its moral norms, attitudes, values, motives, social roles, language and symbols is the ‘means by which social and cultural continuity are attained’ (Clausen 1968: 5).

2.2.1 Theories

Theorists like Parsons and textbook writers like Ely Chinoy (1960) and Harry M. Johnson (1961) recognized that socialization didn’t stop when childhood ended. They realized that socialization continued in adulthood, but they treated it as a form of specialized education. Johnson (1961), for example, wrote about the importance of inculcating members of the US Coastguard with a set of values to do with responding to commands and acting in unison without question.

Later scholars accused these theorists of socialization of not recognizing the importance of the mass media which, by the middle of the twentieth century were becoming more significant as a social force. There was concern about the link between television and the education and socialization of children - it continues today - but when it came to adults, the mass media were regarded merely as sources of information and entertainment rather than moulders of personality. According to these scholars, they were wrong to overlook the importance of mass media in continuing to transmit the culture to adult members of society.

In the middle of the twentieth century the pace of cultural change was accelerating, yet Parsons and others wrote of culture as something stable into which children needed to be introduced but which adults could simply live within. As members of society we need to continually refresh our 'repertoire of habits, beliefs, and values, the appropriate patterns of emotional response and the modes of perception, the requisite skills and knowledge' as Chinoy (1961: 75) put it.

2.2.2 Types of Socialisation

Primary socialization

Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. For example if a child saw his/her mother expressing a discriminatory opinion about a minority group, then that child may think this behavior is acceptable and could continue to have this opinion about minority groups.

Secondary socialization

Secondary socialization refers to the process of learning what is appropriate behavior as a member of a smaller group within the larger society. It is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization for example entering a new profession, relocating to a new environment or society.

Developmental socialization

Developmental socialization is the process of learning behavior in a social institution or developing your social skills.

Anticipatory socialization

Anticipatory socialization refers to the processes of socialization in which a person ‘rehearses’ for future positions, occupations, and social relationships.

Resocialization

Resocialization refers to the process of discarding former behavior patterns and accepting new ones as part of a transition in one’s life. This occurs throughout the human life cycle (Schaefer & Lamm, 1992: 113). Resocialization can be an intense experience, with the individual experiencing a sharp break with their past, and needing to learn and be exposed to radically different norms and values. An example might be the experience of a young man or woman leaving home to join the military.

2.3 Effects of Parenting styles on Socialisation of Children in early Childhood Education

Parenting style provides a robust indicator of parenting functioning that predicts child well-being across a wide spectrum of environments and across diverse communities of children. Both parental responsiveness and parental demanding-ness are important components of good parenting. Authoritative parenting, which balances clear, high parental demands with emotional responsiveness and recognition of child autonomy, is one of the most consistent family predictors of competence from early childhood through adolescence. However, despite the long and robust tradition of research into parenting style, a number of issues remain outstanding. Foremost among these are issues of definition, developmental change in the manifestation and correlates of parenting styles, and the processes underlying the benefits of authoritative parenting (see Schwarz et al., 1985; Darling & Steinberg, 1993; Baumrind, 1991; and Barber, 1996).

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter consists of the research design used, area and population of study, sample selection and size, the methods of data collection and analysis that the researcher used in order to present the information in a factual manner.

3.1 Research Design

This research was basically gender focused where both male and female are to be studied and the design was basically quantitative, also qualitative methods of research were used.

3.2 Area and Population of Study

The study was conducted in Zimmerman Division, Kasarani County. Most of the population are business men and women who do not have enough education or who are partially literates and they practice small scale enterprises to obtain food.

3.3 Sample Size

From the proposed study, 60 respondents were selected to represent the population of Zimmerman Division. These were as follows 40 parents, 10 headteachers, and 10 teachers.

3.4 Sample Selection

Purposively sampling and stratified sampling was used whereby headteachers and teachers were purposively selected and parents were selected by use of simple random sampling to represent the entire population of Zimmerman division.

3.5 Data Collection Methods

In order to carry out this research effectively, two methods were employed to collect all the data required. These included the following;

3.5.1 Primary Data Collection Method

Data was got from the field by use of questionnaires, observation, and focused group discussion.

Questionnaires

Questionnaires were designed and was used to get primary data; where by respondents were required to answer the questions. Questions were in English and mainly given to respondents who could understand English.

Structured interview

Structured interview was used to get or in collecting data and they were built on influence of parenting styles.

Focus Group Discussions

Focus Group Discussions was used to answer opinion questions like what are the effects of parenting styles. This method targeted respondents who might not be conversant with English and may need translation and this includes the community members. Members were grouped or divided into strata; from there a topic was introduced guided by questions to be discussed by every stratum.

3.5.2 Secondary Data Sources

Text books and other related works of outstanding scholars whether published, magazines, written data sources included published and unpublished documents, agency reports, newspaper articles, Internet respondents were strictly for academic purposes.

Constraints in accessing the respondents due to their busy schedules however the researcher made a schedule with them earlier in advance.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research question and objectives of the study.

4.1 Demographic background of the Respondents

This presents the sex, age, marital status, and educational level of the respondents. These are discussed as follow:

4.1.1 Sex of the respondents

Table 1: Sex of the Respondents

| Sex | Frequency | Percentages |
|--------------|-----------|-------------|
| Males | 36 | 60 |
| Females | 24 | 40 |
| Total | 60 | 100 |

Source: Fieldwork 2013

The study considered both the males and females. Out of the 60 sampled 36 (60%) were males and 24 (40%) were females.

4.1.2 Age of the Respondents

Table 2: Age of the Respondents

| Age | Frequency | Percentages |
|--------------|-----------|---------------|
| Below 25 | 7 | 11.67 |
| 25-34 | 28 | 46.67 |
| 35-44 | 10 | 16.67 |
| 45-60 | 15 | 25.00 |
| Total | 60 | 100.00 |

Source: Fieldwork 2013

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were between 25 and 34 years of age with 46.67%, followed by 45 -60 age bracket with 19 (25%), 11.67% were below 25 years of age, 16.67% were between 35 and 44. 25 -34 were more than those between 35- 44 because they were the ones who can participate in looking after young children.

4.1.3 Marital Status

Table 3: Marital Status of the Respondents

| Marital status | Frequency | Percentages |
|----------------|-----------|-------------|
| Widow | 18 | 30 |
| Single | 12 | 20 |
| Widower | 15 | 25 |
| Married | 12 | 20 |
| Separated | 1 | 1.67 |
| Divorced | 2 | 3.33 |
| Total | 60 | 100 |

Source: Fieldwork 2013

The study found out that out of 60 respondents 18 (30%) were widow, 15 (25%) were widower, 12 (20%) were both married and single, 2 were divorced and 1(1.67%) was separated.

4.1.4 Education Background

Table 4: Educational Background

| Education level | Frequency | Percentages |
|-----------------|-----------|---------------|
| Not educated | 15 | 25.00 |
| Primary Level | 10 | 16.67 |
| Secondary Level | 20 | 33.33 |
| Diploma | 5 | 8.33 |
| Degree | 3 | 5.00 |
| Masters | 7 | 11.67 |
| Total | 60 | 100.00 |

Source: Fieldwork 2013

The study established that 15 (25.00%) had never attended school while 45 (75%) had ever attended and 20 (33.33%) only made it to secondary education although only 3 (5.00%) made it to the university level.

4.2 Parenting Styles

Table 5: Parenting styles

| Parent Styles | Frequency | Percentages |
|---------------|-----------|-------------|
| Authoritative | 33 | 55 |
| Authoritarian | 12 | 20 |
| Neglectful | 6 | 10 |
| Indulgent | 9 | 15 |
| Total | 60 | 100 |

Source: Primary data 2013

From table 4.5, it can be established that the most common parenting style is authoritative parenting style with 55% of the respondents followed by authoritarian, indulgent and neglectful with 20%, 15% and 20% respectively.

Through the informal interview with the respondents it is through the authoritative that children are groomed in order to participate well in academics.

4.2.1 Consequences for the children as a result of parenting styles

Table 6: Consequences for the children as a result of parenting styles

| Consequences | Frequency | Percentages |
|--------------------------|-----------|---------------|
| Social competence | 13 | 21.67 |
| Academic performance | 23 | 38.33 |
| Psychosocial development | 13 | 21.67 |
| Problem behaviour | 11 | 18.33 |
| Total | 60 | 100.00 |

Source: Primary data 2013

Table 4.6 shows academic performance as the most common consequence of parenting styles with 38.33% followed by both social competence and psychosocial development with 21.67% each and problem behaviour with 18.33%.

Through the informal interview it was discovered that academic performance seems to be of good performance as the parents have full authority over their children.

4.3 Socialisation

4.3.1 Types of Socialization

Table 7: Types of Socialisation

| Types of Socialization | Frequency | Percentages |
|------------------------|-----------|---------------|
| Primary | 15 | 25.00 |
| Secondary | 12 | 20.00 |
| anticipatory | 19 | 31.67 |
| Re-socialisation | 14 | 23.33 |
| Total | 60 | 100.00 |

Source: Primary data 2013

From table 4.7, it is indicated that the most common type of socialisation is anticipatory with 31.67%, followed by primary, re-socialisation and secondary with 25%, 23.33% and 20.00% respectively.

4.4 Effects of parenting styles on socialization of children

Table 8: Effects of parenting styles on socialisation

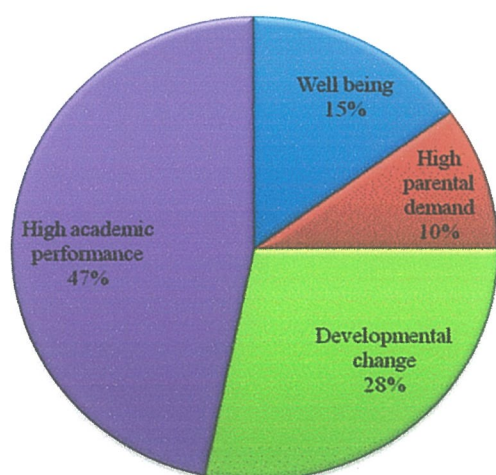
| Effects | Frequency | Percentages |
|---------------------------|-----------|---------------|
| Well being | 9 | 15.00 |
| High parental demand | 6 | 10.00 |
| Developmental change | 17 | 28.33 |
| High academic performance | 28 | 46.67 |
| Total | 60 | 100.00 |

Source: Primary data 2013

From table 4.8, it can be established that the effect of parenting styles on socialisation of children is high academic performance with 46.67%, followed by developmental change, well being, and high parental demand with 28.33%, 15.00% and 10.00% respectively.

Through the informal interviews with the respondents it was established that parenting styles facilitate high academic performance since parents take care of their children.

Figure 1: Effects



Source: Primary data 2013

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Summary

The study considered both the males and females. Out of the 60 sampled 36 (60%) were males and 24 (40%) were females, and three quarters of the respondents were below 45 years of age who were between 25 and 34 years of age with 46.67%, followed by 45-60 age bracket with 19 (25%), 11.67% were below 25 years of age, 16.67% were between 35 and 44.

The study found out that out of 60 respondents 18 (30%) were widow, 15 (25%) were widower, 12 (20%) were both married and single, 2 were divorced and 1(1.67%) was separated. who had never attended school while 45 (75%) had ever attended and 20 (33.33%) only made it to secondary education although only 3 (5.00%) made it to the university level.

5.1.1 Parenting styles

From the study it was established that the most common parenting style is authoritative with 55% of the respondents followed by authoritarian, indulgent and neglectful with 20%, 15% and 20% respectively. Academic performance as the most common consequence of parenting styles with 38.33% followed by both social competence and psychosocial development with 21.67% each and problem behaviour with 18.33%. The most common type of socialisation is anticipatory with 31.67%, followed by primary, resocialisation and secondary with 25%, 23.33% and 20.00% respectively.

5.1.2 Types of socialisation

Through the study, it was indicated that the most common type of socialization is anticipatory with 31.67%, followed by primary, resocialisation and secondary with 25%, 23.33% and 20.00% respectively.

5.1.3 Effects

From the study it was established that the effect of parenting styles on socialisation of children is high academic performance with 46.67%, followed by developmental change, well being, and high parental demand with 28.33%, 15.00% and 10.00% respectively.

5.2 Recommendations

There is need to sensitize the community/parents since they can help in improving the psychosocial status of the children and also to reduce or clearly wipe out stigma and make the children comfortable.

There is need to address poverty, unemployment as they are root causes of poor performance. Invite civil society institutions to participate in discussions about parenting styles and socialisation, and take more steps to inform the public about new parenting styles reforms and procedures.

Provide research, from a variety of sources and perspectives, on the expected impact of various parenting styles, with a focus on impact on the children.

5.3 Conclusions

From the research findings, it's evident that there is an effect of parenting styles on socialisation of early childhood education of the children. However, the effects differ in proportions.

Among the effects discovered were well being, high parental demand, developmental change, and good academic performance,

There is need for further research about effects of parenting styles on socialisation in other areas outside Zimmerman division and on a large scale. This information will likely help the government to formulate policies aiming at improving parenting styles.

REFERENCES

- Barber, B. K. (1996). "Parental Psychological Control: Revisiting a Neglected Construct." *Child Development* 67:3296-3319.
- Barber, B. K. (2002). *Intrusive Parenting: How Psychological Control Affects Children and Adolescents*. Washington, DC: American Psychological Association Press.
- Baumrind, D. (1971). "Current Patterns of Parental Authority." *Developmental Psychology Monographs* 4 (I, part 2).
- Chao, R. (1994). "Beyond Parenting Control and Authoritarian Parenting Style: Understanding Chinese Parenting Through the Cultural Notion of Training." *Child Development* 65:1111-1119.
- Darling, N., and Steinberg, L. (1993). "Parenting Style as Context: An Integrative Model." *Psychological Bulletin* 113:486-496.
- Eisenberg, N. (1998). "Prosocial Development." *Handbook of Child Psychology*, 5th edition, Vol. 3: Social, Emotional, and Personality Development, ed. N.
- Fung, H. (1999). "Becoming a Moral Child: The Socialization of Shame among Young Chinese Children." *Ethos* 27:80-209.
- Grusec, J. E., and Lytton, H. (1988). *Social Development: History, Theory, and Research*. New York: Springer-Verlag.
- Hoffman, M. L. (1982). "Development of Pro-social Motivation: Empathy and Guilt." In *Development of Pro-social Behavior*, ed N. Eisenberg. New York:

Academic Press. Hoffman, M. L. (1983). "Empathy, Guilt, and Social Cognition." In *The Relationship Between Social and Cognitive Development*, ed. W. F. Overton.

Kuczynski, L. (1984). "Socialization Goals and Mother- Child Interaction: Strategies for Long-Term and Short-Term Compliance." *Developmental Psychology* 20:1061-1073.

Maccoby, E. E., and Martin, J. (1983). "Socialization in the Context of the Family: Parent-Child Interaction." In *Handbook of Child Psychology, Vol. 4: Socialization, Personality, and Social development*, ed. E. M. Hetherington. New York: John Wiley and Sons.

Maccoby, EE and Martin, JA. (1983). Socialization in the context of the family: Parent-child interaction. In P Mussen and EM Hetherington, editors, *Handbook of Child Psychology, volume IV: Socialization, personality, and social development*, chapter 1, pages 1-101. New York: Wiley, 4th edition.

McQuail, Dennis (2005) *McQuail's Mass Communication Theory: Fifth Edition*, London: Sage.

Parsons, Talcott and Bales, Robert (1956) *Family, Socialization and Interaction Process*, London: Routledge and Kegan Paul.

Mehan, Hugh. "Sociological Foundations Supporting the Study of Cultural Diversity." 1991. National Center for Research on Cultural Diversity and Second Language Learning.

Robert Feldman, Ph.D. at the University of Massachusetts at Amherst. *Child Development* Third Edition.

APPENDICES

APPENDIX A: BUDGET

| ITEMS | COSTS IN KShs. |
|---------------------|----------------|
| Stationary | 2,000 |
| Printing / binding | 1,000 |
| Facilitation /meals | 2,000 |
| Transport | 5,000 |
| Miscellaneous | 2,000 |
| Total | 12,000 |

APPENDIX B: WORK PLAN

| | | |
|---------------|---|--|
| November 2012 | 1 st week | Development of proposal |
| | 2 nd week | Approval |
| | 3 rd & 4 th weeks | Collection of data |
| April 2013 | 1 st & 2 nd week | Presentation, analysis of data collected |
| | 3 rd & 4 th weeks | Submission |

APPENDIX C: QUESTIONNAIRES TO THE HEAD TEACHER AND TEACHER.

I am a student at KIU, I am carrying out a research study on the topic: **“Effects of Parenting Styles on Socialization in ECD Centres in Zimmerman division, Nairobi district.”**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

You are kindly requested to fill the questionnaire.

(Tick where applicable)

SECTION A: DEMOGRAPHIC SOCIO-BACKGROUND

1. Sex of the respondent

- a) Male ☐
- b) Female ☐

2. Marital status of the respondent

- a) Single ☐
- b) Divorced ☐
- c) Married ☐
- d) Never married ☐

3. Education level of the respondent

- a) Primary level ☐
- b) Secondary level ☐
- c) Tertiary level ☐
- d) University level ☐

4. Occupation of the respondent

- a) Farmer ☐
- b) Business man/woman ☐
- c) Civil servant ☐
- d) Others ☐

SECTION B: PARENTING STYLES

5. According to you, what are parenting styles?

.....

.....

6. List the forms of parenting styles you know

.....

.....

7. Which form of parenting styles is characterized by child centred approach?

.....

.....

SECTION C: SOCIALISATION

8. What is socialisation?

.....

.....

9. What are the different types of socialisation you know?

.....

.....

10. What effect do parenting styles have on socialisation of children on early childhood education?

.....

.....

11. What recommendations do you give to the government in order to improve on the parenting styles?

.....

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX D: QUESTIONNAIRE TO THE PARENTS

I am a student at KIU, I am carrying out a research study on the topic: **“Effects of Parenting Styles on Socialization in ECD Centres in Zimmerman division, Nairobi district.”**

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

You are kindly requested to fill the questionnaire.

(Tick where applicable)

1. SECTION A: DEMOGRAPHIC SOCIO-BACKOROUND

Sex of the respondent

c) Male ☐

d) Female ☐

2. Marital status of the respondent

e) Single ☐

f) Divorced ☐

g) Married ☐

h) Never married ☐

3. Education level of the respondent

e) Primary level ☐

f) Secondary level ☐

g) Tertiary level ☐

h) University level ☐

4. Occupation of the respondent

e) Farmer ☐

f) Business man/woman ☐

g) Civil servant ☐

h) Others ☐

SECTION B: PARENTING STYLES

5. According to you, what are parenting styles?

.....
.....

SECTION C: SOCIALISATION

6. What is socialisation?

.....
.....

7. What are the different types of socialisation you know?

.....
.....

8. What effect do parenting styles have on socialisation of children on early childhood education?

.....
.....

9. What recommendations do you give to the government in order to improve on the parenting styles?

.....
.....

THANK YOU FOR YOUR COOPERATION

