

**PARENTING STYLE AND ACADEMIC PERFORMANCE OF PUPILS IN LOWER
PRIMARY IN KAMULI DISTRICT**

BY

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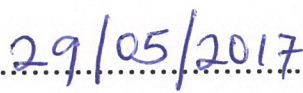
DECLARATION

I Kawunga Muzamiru declare that this is my original work and it has not been submitted to any Institution of Higher Learning.

Signature

.....

KAWUNGA MUZAMIRU


.....

DATE

APPROVAL

I confirm that the work reported in this research dissertation was carried out by the candidate under my supervision.

Signature of Supervisor:

.....

Mr. KAMULEGEYA SIRAJE.

Date:

.....

DEDICATION

I dedicate this book to my family especially my father Kawunga Musa, my mother Mbasalaki Alayisa, my supervisor Mr. Kamulegeya Siraje and everyone who contributed to the accomplishment of my course.

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I want to thank my supervisor, **Mr. Kamulegeya Siraje** for his tireless efforts in imparting knowledge and guidelines on the research proposal and report writing. I say thanks a million times for ensuring a speedy conclusion of this piece of work

I wish to acknowledge the help of my colleagues who proof read this research and edited it to a presentable standard.

DEFINITION OF TERMS

Parenting; Parenting is the regulation of behaviour and development of children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals (Bradley and Caldwell, 1995).

Parenting warmth: 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 demandingness: refers to the claims parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys.

Parenting styles: Huxley (2001), defined parenting styles as the manner in which parents express their beliefs about how to be a good or bad parents by adopting styles of parenting learned from their parents because they do not know what else to do and because they feel that their way of parenting is the right way.

ABSTRACT

The Ugandan vision 2040 identified education as a major component of the social pillar of the Ugandan economy. The issue of parenting styles has been highlighted as a major component of academic achievement among children who make up the lower primary school population. This is because, there is a belief that each parenting style sets its own demands with respect to the conduct of learners and standards that they have to meet. Moreover, parents play a highly influential role in their children's development. It is generally agreed that parenting style influences self-efficacy, self esteem, and identity development, which are associated with academic achievement of pupils. In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. The purpose of the study was to examine the relationship between the parenting styles and academic performance of pupils in lower primary in Kamuli district, Uganda.

The objectives of the study were to find out the parenting styles in Kamuli district, the academic performance of pupils in lower primary and the relationship between the parenting style and academic performance of pupils in lower primary in Kamuli district, Uganda. Random sampling method was used to select 18 teachers and 50 parents who were grouped in five groups each consisting of ten members. The study used questionnaires for data collection instrument and data was analyzed using descriptive analysis to examine the relationship between parenting styles and academic performance. The data was presented in tabular form. Finally, the researcher found that the pupils who performed best experienced authoritative parenting style and therefore it was the best of parenting style in relationship to academic performance. The researcher recommended for a study to find out whether the results can be replicated among students in secondary schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The quest of finding solutions to falling standards in education and its quality, which is of personal interest to the researcher, in the country depends mainly on identifying areas of parenting by parents who play a crucial role in the formative years of the development of children (Baumrind, 2012). Parents are stakeholders in education and the nature of parenting and relationship between themselves and their children have the capacity to impact their cognition and learning abilities at the early stages of the child's life. It is in this wise that the study reported here was done to examine the influence parenting style that parents use on academic performance of pupils.

Uganda as a country is faced by multifaceted social and economic problems like poverty, unemployment, poor quality of education among others. As much as the onus on alleviating these multidimensional problems presently mainly depends on the government, the future responsibility falls on the young or the youth. This would be possible if the youth or the young are properly developed cognitively as children and receive quality and high standards of education (Bradley, 1995). However, provision of quality education has not been well achieved within the country given the difficulties that are inherent in the educational system observed in the sporadic changes in academic performance of pupils in national examinations, Nkaada (2012). These inherent problems which affect quality education are not the only problems, as studies have shown the impact of parenting and parenting styles on academic performance of pupils. This is because cognitive development is a feature of parenting style and depending on the type of parenting received; a child's cognition may develop (Bradley and Caldwell, 1995). Positively or negatively and affect educational attainment. Parenting and high standard quality education are crucial to developing the right human resources who can take part in the development endeavors in order to help alleviate the problems that plaque the country.

Parents therefore, play a vital role in the development of their children as evident in ecological systems theory by Bronfenbrenner (1979) and social structure and Anomie theory by Merton (1968). Various studies have shown that parents really do have profound and long-lasting effects on their children's capacity for happiness, and some styles of parenting tend to promote the

development of happiness, while others do the opposite. That is, parenting which is the regulation of behaviour and development of children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals (Bradley and Caldwell, 1995), requires certain styles of parenting which have the tendency to make the child develop well and be happy or may rather have the opposite effect on him or her.

Huxley (2001), defined parenting styles as the manner in which parents express their beliefs about how to be a good or bad parent by adopting styles of parenting learnt from their parents because they do not know what else to do and because they feel that their way of parenting is the right way, however, this may not always be the case as some parents may adopt parenting styles that are directly opposite to that of their parents if they find them ineffective.

The concept of parenting styles was developed by Baumrind (1967) after conducting a study on more than 100 pre-school-age children and identified four important dimensions of parenting. These dimensions were, disciplinary strategies, communication strategies, warmth and nurturance and expectations of maturity and control. Based on these four dimensions, Baumrind suggested that the majority of parents display one of three different parenting styles. These are authoritative, authoritarian and permissive parenting styles. Further studies by MaCCoby and Martin (1983) based on two major elements of demandingness and responsiveness, which are modifications of Baumrind's dimensions of parenting also, suggested the addition of a fourth parenting style. This is neglectful or rejecting parenting style. Parental responsiveness (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 demand. Parental demandingness, on the other hand also referred to as behavioral control refers to the claims parents make on children to become integrated into the family, by their maturity demands, supervision, disciplinary efforts and willingness confront the child who disobeys.

The type of parenting style adopted, whether same or dissimilar by parents, and consistently or inconsistencies in the enforcement of the dimensions of parenting impacts on the developmental outcomes of children and personality traits in life. Parenting styles and techniques have consistently been shown to relate to various outcomes among children such as psychological, emotional, social and personality development problems (aggression), as well as cognitive

development problems which may affect their academic performance (Baumrind, 1967, 1991; Dornbusch et al, 1987; Querido et al, 2002; Turner, et al, 2009). Authoritarian parenting style has generally been found to lead to children who are obedient and proficient, but rank lower in happiness, social competence and self-esteem. Authoritative parenting style tend to result in children who are happy, capable and successful (Maccoby, 1992). Permissive parenting style often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Neglectful parenting styles rank lowest across all life domains. These children tend to lack self control, have low self-esteem and are less competent than their peers (Cherry, 2012).

A Plethora of studies (Dornbusch et al, 1987; Querido et al, 20002; strange and Brandt, 1999; Turner et al, 2009) exist building on the work of Baumrind (1967). In general, authoritative parenting appears superior in fostering higher academic performance (Reitman et al; 2002; Turner at el; 2009). However, children from permissive, authoritarian and neglectful parenting homes over the years in most of the studies were found to perform academically poor due to inconsistencies in enforcing the dimensions of low disciplinary strategies, communication styles, warmth and nurturance and expectation of maturity and control.

In Uganda, most studies show that community participation in school activities has been low. However, community participation in school activities is a worthwhile activity with beneficial effects in improving the infrastructure base of the schools and also making resources available for educational success of the pupils (Addae-Boahene & Akerful, 2000; Boardman & Evans, 2000; Nkansah & Chapman, 2006). That is, these studies found community participation in schools as vital and stressed on the need for families, which make up the communities, to be involved in the academic pursuits of their words as it helps to improve the academic success of their pupils. However, the few studies on parenting styles and academic performance of pupils in lower primary in Uganda found a relationship between the two variables and also found good performance to be associated with authoritative parenting style among pupils within the two districts areas they conducted their studies (Addai, 2010, Nyarko, 2011).

The researcher, hence, anticipated that parenting styles by parents characterized by different disciplinary strategies, communication styles, warmth and nurturance and expectations of maturity and control, to relate to and yield different academic achievements among pupils, the

study also anticipated high or good performance to be associated with authoritative parenting style.

1.2 statement of the problem

Given the falling standards in education and its quality in the country and efforts of the government to solve these problems through educational reforms and huge sums of money sunk into alleviating the problem, one would have expected the problems that are still inherent in our educational system reflected in poor performances among pupils in lower primary to have subsided by now (Boardman and Evans, 2010). This situation is not only worrying and of concern to the government alone, as much of the onus falls on it, but also to all stakeholders involved, especially parents. Lack of involvement and recognition of the vital roles played by parents and families often times in formulating these reforms and implementing them have over the years contributed to the falling standards in education (Baumrind, 2012). This is because the family services as the first point of contact for the child and it is the primary socializing agent of children within every society (Bowman, 2008). It is within the family that personality traits, social competence, emotional, psychological, physical and educational development of children take place as a result of the parenting styles, these parents adopt and use in bringing them up (Barnhart, 2013).

It is in the light of the above problems that this study sought to examine how the parenting style influence academic performance of pupils in lower primary in order to determine which parenting style promotes high academic performance and make recommendations that would help improve parenting and the standards of education and quality in Kamuli district in Uganda.

1.3 Purpose of the Study

The purpose of the study was to examine how the parenting style influences academic performance of pupils in lower primary in Kamuli district.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study was to examine how the parenting style influences academic performance of pupils in lower primary in Kamuli district.

1.4.2 Specific Objectives

Specifically, this study sought;

1. To find out the parenting styles that exist in Kamuli district
2. To establish the academic performance of pupils in lower primary in Kamuli district.
3. To examine how the parenting style influence academic performance of pupils in lower primary in Kamuli district.

1.5 Research questions

1. What parenting styles exist in Kamuli district?
2. What is the academic performance of pupils in lower primary in Kamuli district?
3. How does parenting style influence the academic performance of pupils in lower primary in Kamuli district?

1.6 Scope of the Study

1.6.1 Geographical Scope

This study was carried out in Kamuli district in Uganda. Kamuli district is found in south-Eastern Uganda. The district is bordered by Jinja in the south, Luuka in the south-east, Buyende in the north and Kaliro in the east.

1.6.2 Content Scope

The study examined the parenting style and academic performance of pupils in lower primary in Kamuli district with themes like; the parenting styles that exist in Kamuli district, the academic performance of pupils in lower primary in Kamuli district and how parenting style and academic performance of pupils in lower primary in Kamuli district.

1.6.3 Time Scope

The study was carried out for one month, March 2017.

1.6.4 Methodological scope

The study was based on case study research design and use of multi-stage simple random sampling. Data was collected using both primary and secondary data collection methods for example questionnaires, observation, interview, focused group discussions as primary data

collection methods and secondary data collection methods include, visit of internet, magazines, newspapers, journals.

1.7 Significance of the Study

Evans (2000), study on the parental role and academic performance, Addai , (2010), study on socio-economic status of parents and academic achievement did not provide sufficient information in their studies on how parenting style influences academic performance. So it is hoped that the findings of this study are expected to be useful to several stake holders in the education sector. Firstly, the parents may understand the parenting styles and how they affect academic performance of their children. It is also hoped that the policy makers and provincial administrators may use the findings to sensitize the parents and the general public on the parenting style that brings about high or good academic performance of pupils in lower primary. Finally, the findings of this study may stimulate interest of future researchers to undertake similar investigations in the field and come up with more issues related to the topic.

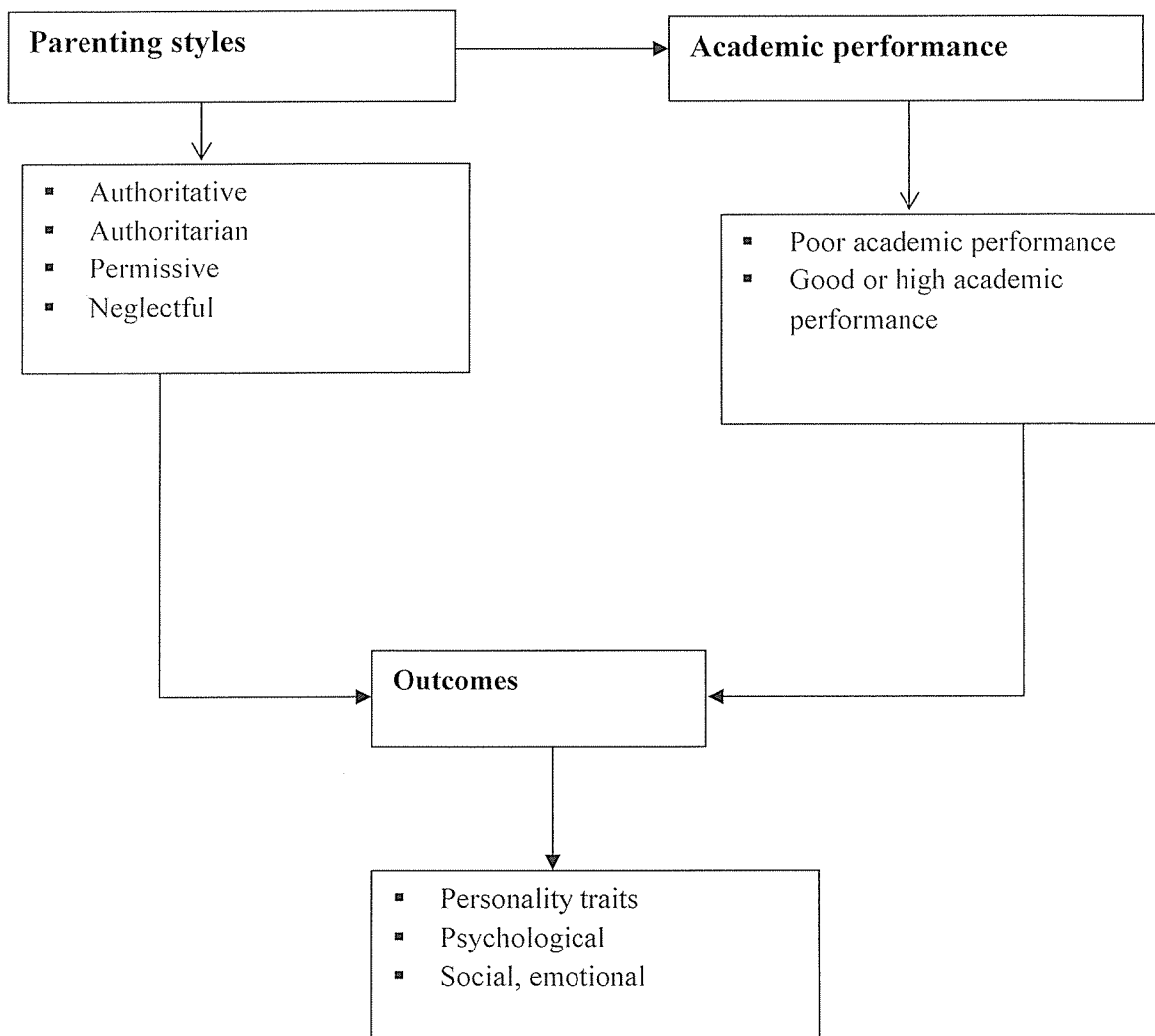
CHAPTER TWO

CONCEPTUAL FRAME WORK AND LITERATURE REVIEW

2.1 Introduction

This chapter discusses the conceptual frame work and literature review related to parenting style and academic performance. The literature review particularly focused on parenting styles, academic performance, parenting styles and academic performance, all of which relate to the objectives of the study.

2.2 Conceptual frame work



Source: Adopted from Daniel K. 2013.

Parents play a vital role in the development of their children. In an attempt to socialize and help their child develop appropriately in life, they adopt various strategies to help them achieve that aim. The study particularly focused on the parenting styles namely the authoritative, authoritarian, permissive, neglectful parenting styles and how these parenting styles influence academic performance of pupils in lower primary. The influence of parenting styles on academic performance has got negative and positive outcomes on children or pupils. These outcomes could be on personality traits, psychological, social and emotional.

2.3 Review of the Related Literature

2.3.1 The Parenting Styles

The area of parents, their parenting styles has long been the interest of many scholars. These parenting styles are explained below:-

2.3.1.1 Authoritative Parenting Style

This style of parenting is high in all four dimensions of family functioning, that is disciplinary strategies, warmth and nurturance, communication styles, and expectations of maturity and control. It is characterized by an optimum balance of responsiveness and demandingness. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility to reacting to the needs of other people in the family within their abilities. This type of parenting style consists of constellation of parental characteristics of high standards, such as high emotional attachment and support to children, encouragement of a two-way communication between parents and children, and consistent implementation of the rules established by parents (Baumrind, 1991; Abesha, 2012). They consistently monitor conduct and use non-punitive method or discipline when rules are violated. Socially responsible mature behaviour is expected and reinforced. Authoritative parents are also warm and supportive. They encourage and validate the child's individual point of view and recognize the right of both parents and children. Authoritative parenting style therefore creates warmth, loving and mutual understanding in the family and foster stable children's behaviour and personality (Glogow, Dornbusch, Troyer, Steinberg, & Ritter, 1997).

2.3.1.2 Authoritarian Parenting Style

Authoritarian parenting style follows a rather dictation style involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect strong obedience from their children and favor punitive discipline in response to acts of rebellion (Kang & Moore, 2011; Hong 2012). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night. Moreover, the use of this authoritarian style precludes effective discussion of any sort, between parents and children, which places more pressure on the children than any other parenting style (Areepatta Mannil, 2010; Hong 2012).

Similarly, Talib et al (2011) described parents with this type of parenting style as highly demanding and unresponsive. These parents attempt to mold and control the behaviour and attitudes of their children according to a set of standards. They tend to emphasize, obedience, respect for authority, and order. Authoritarian parents also discourage verbal give-and-take with children expecting rules to be followed without further explanation.

Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate their rules and orders.

2.3.1.3 Permissive Parenting Style

Permissive parenting style is characterized by low expectations of maturity and control, and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach (Verenikina, Vialle & Lysaght, 2011) towards their children, opening up conversation and subsequently developing warmer relationships between them. Subsequently developing warmer relationships between them. Again, supervision and bi-directional communication between parents and children are low. Baumrind (1989) considered the permissive style as a careless style in which parents make few demands, encourage their

children to express their feelings, and barely use power to gain control over their behaviour, but encourage their children's independence instead.

2.3.1.4 Neglectful Parenting Style

The uninvolved style is predominantly characterized by low levels of both warmth and control. This often reflects the parent's emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion (Tiller et al, 2003), and would otherwise be completely for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general. Thus, they do not often volunteer to partake in research studies (Tiller et al, 2003). This style type of parenting, style is low in four dimensions of disciplining strategies, warmth and nurturance, communication styles and expectations of maturity and control.

2.3.2 Academic performance of pupils in low primary

Comparative studies between Uganda and Zambia show a significant relationship between income, education of parents, parenting style and examination results of pupils. In 2005, in Zambia, the examinations results for English of the 20% of pupils from the most developed regions were on average 20% higher than the results of the lowest developed regions (Antonie de Kemp, January 2008). Examination results for English and Mathematics in Zambia and Uganda for the year 2003, 2004 and 2005 have been a cause of debate as to which variable is most influential in determining results. In literatures, there has been along debate about the relationship between class size and learning achievement. This debate is mainly based on evidence in industrialized countries and seems to be inconclusive. In 2008 National Primary Leaving Exams results for Uganda's school, performance generally was low. The exams were a disaster for rural schools as many did not have a single candidate pass in division one (the highest grade achievable). What this means is that few or no rural primary school pupils were admitted to top secondary schools in the country. There was a greater decline in the candidate performance (New vision Article, 2008). According to the 2016 results in PLE, the performance dropped to 86.2% down from 88.2 percent in 2015 (UNEB, 2016). This drop in performance could be due to the neglect of the pupils in low primary which affects their performance in their final exams. The performance of pupils in low primary in Kamuli district is very low especially in the rural primary schools (kasadha,

2012). The performance of these pupils is determined from the weekly tests, end of term examinations and daily exercises.

In Namwendwa Nursery and Primary school, it was identified that in the end of term three exams 2016, pupils' performance in P.1, P.2 and P.3 was low. The teachers attached the low performance to the parents who do not mind about their children in bringing them up. That most parents are neglectful to the children in their early stages of growth, the teachers argued that the parents do not have time to guide their children in activities assigned to them from school.

The academic performance of pupils in the end of term exams, 2016 was presented in a table form.

Class	Subject	No. of pupils	No. of pupils who passed	No. of pupils who failed
P.1	Literacy 1	80	35	45
	Literacy II	80	42	38
	Reading	75	28	52
	Writing	80	42	38
P.2	Literacy I	60	25	35
	Literacy II	55	30	25
	Reading	60	30	30
	Writing	60	25	35
P.3	Social studies	60	30	30
	Science	60	28	32
	English	45	20	25
	Maths	50	22	28
Total		765	357	373

Source; Namwendwa Nursery and primary school examination records (2016).

According to the table above, the total number of pupils in P.1, P.2 and P.3 was 765 pupils. Out of 765 pupils who sat for the end of term three exams, only 357 pupils passed and 373 pupils failed the exams. The percentage of these who passed was 46.67% and the percentage for those who failed was 48.76%. This implied that the number of pupils who passed was less than the number of pupils who failed. This meant low academic performance.

2.3.3 Parenting Styles and Academic Performance of Pupils in Lower Primary

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence the children's performance. Although specific parenting behaviors, such as spanking or reading a loud, may influence child development, looking at any specific behaviour in isolation may be misleading. Many scholars 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 parental style. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrid, 1991).

2.3.3.1 Authoritative parenting style and academic performance

Authoritative parents are both demanding and responsive. "They monitor and impact clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991). Authoritative parenting creates warmth, loving and mutual understanding in the family and foster stable children's behaviour and personality. It is for this case that high or good academic performance of pupils in lower primary is associated with authoritative parenting style.

2.3.3.2 Authoritarian parenting style and academic performance of pupils.

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience-and status-oriented, and expect their order to be obeyed without explanations" (Baumrind, 1991, p. 62). These parents provide well-ordered and tend to emphasize obedience, respect for authority and order. The authoritarian parenting style places more pressure on the children than any other parenting style. In this case, the pupils are not left with freedom to concentrate on their academics, the parents are less or not supportive to the

children, there is high degree of control on children and very low levels of warmth. Therefore, the performance of pupils from families with authoritarian parents is likely to be low or is low. This is because children from such homes are known to develop personality traits such as being rebellious, fighting or quarreling, extremely submissive, indecisive, which affect their performance.

2.3.3.3 Permissive parenting style and academic performance

Permissive or indulgent parents are more responsive than they are demanding. They are nontraditional and lenient, are more conscientious engaged and committed to the child and non directive parents. Consequently, the permissive parent's non punitive and accepting approach towards their children's desires (Baumrind, 1966) does not assist the children in building an appropriate educational foundation but, rather, harms their potential for academic success. Therefore, low academic performance is associated with permissive parenting style.

However, a study by Barnhart et al (2013) among American and Indian pupils revealed that when it comes to cultural differences, American pupils considered authoritative parenting and more effective, helpful and caring, while Indian pupils found permissive parenting as more effective and helpful in their academic pursuits.

2.3.3.4 Neglectful parenting style and academic performance

Neglectful parents or uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass rejecting parents, although most parents of this fall within the normal range. Since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. Engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. Moreover, because the parents do not provide them with warmth and nurturance, and the guidance they need in life, they are likely to resort to delinquent behaviour and most likely perform poorly as a result. In extreme cases, most of these children become school drop-outs.

In conclusion, it is therefore important that parents are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading and writing as well as supporting at home the schools literacy agenda, both during the early years as well as the primary and secondary years of schooling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains a description of the research design, area of study population, sample size, sample selection, data collection methods, validity and reliability of instruments, data analysis, ethical issues, limitations of the study, data collection procedures.

3.2 Research design

The study was based on a case study design. Namwendwa Nursery and Primary School in Kamuli district was considered to be a case study. The research involved use of a multi-stage simple random sampling technique with open and closed ended questionnaires for the purpose of collecting data on the study variables to identify patterns of relationship. Interviews, focused group discussions and observation were also conducted to supplement on primary data from questionnaires and review of literature from text books, journals and newspapers for secondary data.

3.3 Area of study.

The study was carried out in Kamuli district. Kamuli district is part of Busoga sub-region. Kamuli district is located in south-eastern Uganda; it lies at an average altitude of 1083m above sea level. The study focused on the parenting styles and academic performance in Kamuli district, taking a case study of Namwendwa nursery and primary school

3.4 Study population

The study targeted parents of pupils in lower primary and teachers of pupils in lower primary in Namwendwa nursery and primary school in Kamuli district. The school had 765 pupils in lower primary. The study targeted 167 parents who had children in day session. 60 teachers of the pupils were also targeted. The teachers being managers of the schools were targeted to give information concerning the academic performance of peoples in lower primary.

3.5 Sample size

The sample of any research study is a subset of the total population which is randomly selected and possesses characteristics of and represents the population. From the sample, one should be

able to identify characteristics that are found in the overall population. The test sample size is that covers 30% of the total population (Best and Khan, 1993). The sample size consisted of 68 respondents which is 30% of 227 targeted population.

3.6 Sample Selection

Random or systematic sampling was used to choose the parents who acted as respondents. 50 parents were randomly selected which is 30% of 167 parents who were targeted. 18 teachers were randomly selected which is 30% of the 60 teachers who were targeted within the school.

3.7 Data collection methods

In order to ensure reliability of the study findings, several data collection methods were employed. The type of data to be collected dictated the methods to be used as seen below:-

3.7.1 Primary data collection method

Questionnaire

Questionnaire is a data collection tool in which written questions are presented that are to be answered by the respondents (teachers) in written form. The researcher gave out questionnaires which were answered by the respondents in written form. 18 questionnaires were distributed to the teachers and 50 questionnaires were distributed to parents. Open ended and closed ended questionnaires were used in investigating the subject matter so as to eliminate bias when answering questions.

Interview

This method was specifically used to collect information from the teachers of pupils in lower primary. The researcher used an interview guide for this purpose. Interview is a flexible method of data collection, it was used to supplement the data collected using questionnaires, and the researcher considered it to be suitable for the duty. It also permitted on spot editing which enhanced the accuracy of the data.

Observation

Observation involves the use the naked eyes to collect information. Observation was done on the teachers and pupils in Namwendwa Nursery and primary school. To achieve this, a list of items to be observed was made, the list consisted of behaviors of teachers and pupils, decision making

at school, rules and regulations, punishments, facial expressions, activities done by teachers and pupils. (Appendix 3). This helped the researchers to get information which the respondents are normally unwilling or unable to provide; to record as it occurs; explore topics that may be uncomfortable to informants and to gain first hand information. This data enabled the researcher to get more information on how parenting styles influence academic performance of pupils in lower primary in Kamuli district.

3.7.2 Secondary data collection method

Secondary data was collected by reviewing documents. The researcher reviewed library books, newspapers, internet documents.

3.8 Data collection procedure

In the first instance, the researcher obtained a letter of introduction from Kampala International University. The letter was handed over to the head teacher of Namwendwa Nursery and Primary School before questionnaires were distributed to teachers. The parents were approached from their homes and plans were made on how, when and where the process would take place. The data collected was sorted and categorized after which it was analyzed, the conclusions and recommendations were made.

3.9 Validity and reliability of instruments

The questionnaires were pre-tested in the area of study to test their validity and reliability. The researcher gave questionnaires to teachers and parents considering gender sensitivity (male and female teachers) to test the validity and reliability of the study. Results from the pilot exercise helped to make suggestions, which were incorporated in the final draft of the tools to improve their validity and reliability.

3.10 Data analysis and presentation

The data got was first edited to inspect the data pieces and identify those responses that were not applicable. Descriptive statistics such as percentages and frequency distribution were used to analyze the data. The statistics were presented using tables.

3.11 Consideration to ethical standards

This research received ethical clearance from Kamuli district administrators, and the head teacher of Namwendwa Nursery and primary school. Informed consent was got from the

respondents as well. This was inform of written consent and verbal consent for example in terms of filling questionnaires

3.12 Limitations of the study

The study on parenting style and academic performance in Kamuli should have covered the whole district. However, the case study research design and random sampling technique confined the study to a relatively smaller number of respondents in Kamuli. Not only has that, but also the instruments that were used in data collection had their own weaknesses. Therefore the data collected mainly was for the particular school in the study. Additionally, the study was conducted in only one month in March, 2017 using a sample size of only 68 respondents. This limited the scope of the data collected. The researcher was also a student and therefore had limited time and financial resources for an extensive study. Nevertheless, this study provides a fertile ground for further research on the parenting style and academic performance in Uganda.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides a summary of the data collected. The chapter is organized in sections; first the questionnaires response return rate, followed by the findings as per the objectives of the study. The findings are explained using figures and percentages in tabular form and in descriptive form. The questionnaires were divided into sections; Section A, focused on respondents personal information on demographic variables and section B focused on the dependent variable while section C focused on the independent variable.

4.2 Data showing questionnaires return rate

The total number of questionnaires delivered to the respondents were 68 out which 60 (88.2%) were returned. This rate of return was considered adequate according to Dilliman (2000). There were different groups of respondents sampled in the study. The sample was delivered from the parents and teachers. The response rate was as illustrated in table 1.

Table 1: questionnaire return rate

Group	Questionnaire Distributed	Questionnaires returned	Percentage
Parents	50	42	84
Teachers	18	18	100
Total	68	60	88.2

4.3 Demographic information

Demographic data of respondents which is presented in this section includes; gender representation and age of the respondents.

4.3.1 Gender of the respondents

The study sought to find out the gender distribution of the respondents. The results of the findings show that out of the 60 respondents, 35 (58.3%) of the respondents were female while 25 (41.7%) were male as shown in table 2

Table 2: Gender distribution

Gender	Distribution	Percentage
Male	25	41.7
Female	35	58.3
Total	60	100

4.3.2 Age of respondents

The study explored the age distribution of the respondents. The results showed that the majority of the teachers and parents which makes up 40 (66.7%) were in the age group of 22-40 years, 15 (25%) were in age class of 41-50 years while 5 respondents (8.3%) were in the age class of above 50 years as shown in table 3.

Table 3: Age and respondent category

Category	Age group			
	22-40	41-50	Above 50	Total
Parents	30	10	2	42
Teachers	10	5	3	18
Total	40	15	5	60

4.4 The parenting styles

The independent variable of this study was parenting styles. This section presents results of findings on authoritative, authoritarian, neglectful, and permissive or indulgent parenting styles which are the main parenting styles that exist in Kamuli district. Data was collected using questionnaires and found out that there was consistency in the results got from both the parents and the teachers.

4.4.1 Authoritative parenting style

The study wanted to determine the descriptive analysis of the authoritative parenting style among the respondents. The researcher collected information from the both parents and teachers. Table 4 shows the findings.

Table 4: Frequency distribution of “I discuss my expectations with my children hence they know what is expected of them”.

Opinion	Frequency	Percentage
Strongly disagree	12	20
Disagree	26	43.3
Neither agree nor disagree	4	6.7
Agree	10	16.7
Strongly agree	8	13.3
Total	60	100

The researcher collected information from teachers and parents. The findings summarized in table 4 shows that 63.3% of the respondents disagreed and strongly disagreed that they discuss their expectations with their children hence the children know what is expected of them. While table 5 showed that 36.6% of the respondents disagreed and strongly disagreed with the statement that parents and teachers admit to their children.

Table 5: Frequency distribution of “I always admit to my children when I make a mistake that hurts them”.

Opinion	Frequency	Percentage
Strongly disagree	8	13.3
Disagree	14	23.3
Neither agree nor disagree	6	10
Agree	10	16.7
Strongly agree	22	36.7
Total	60	100

Table 5 shows that majority of parents and teachers always admit to their children when they make a mistake that hurts the children. This was 53.4% of the respondents.

4.4.2 Authoritarian parenting style

The study wanted to determine the frequency and percentages of the authoritarian parenting styles among the respondents. Table 6 analyzed the opinion of parents felt it was for their own good to conform to what they thought was right.

Table 6: Frequency distribution of “parents felt it was for the children’s own good to conform to what they think is right”.

Opinion	Frequency	Percentage
Strongly disagree	8	13.3
Disagree	6	10
Neither agree or disagree	2	3.3
Agree	16	26.7
Strongly agree	28	46.7
Total	60	100

The researcher collected information from teachers and parents. The findings summarized in table 6 shows that 73.4% of the respondents agreed and strongly agreed that parents felt that it was for the child’s good to conform to what they thought was right while table 7 showed that 26.7% of the respondents disagreed with the statement that parents expect the children to do what the parents ask without questioning.

Table 7: Frequency distribution of “parents expected to do what they told the children without asking questions

Opinion	Frequency	Percentage
Strongly disagree	4	6.7
Disagree	12	20
Neither agree or disagree	7	11.7
Agree	17	28.3
Strongly agree	20	33.3
Total	60	100

Table 7 shows that majority of the parents expected the children to do what they told the children without asking questions, this was 61.6%.

4.4.3 Permissive or indulgent parenting style

The study examined the frequency and percentages of the indulgent type of parents among both the parents and the teacher's respondents. The study also sought to find out the opinion of both parents and teachers on how they felt about children having their way and being free to make their own decisions. The findings are shown in table 8 and table 9.

Table 8: Frequency distribution of “parents, felt that children should have their way”.

Opinion	Frequency	Percentage
Strongly disagree	6	10
Disagree	7	11.7
Neither agree or disagree	10	16.7
Agree	33	55
Strongly agree	4	6.7
Total	60	100

The finding summarized in table 8 showed that 33(55%) of the respondents agreed that parents, teachers felt that children should always have their way. This clearly indicates that majority of the respondents preferred indulgent style.

Table 9: Frequency distribution of “children should be free to make their own decisions”

Opinion	Frequency	Percentage
Strongly disagree	6	10
Disagree	30	50
Neither agree or disagree	10	16.7
Agree	12	20
Strongly agree	2	3.3
Total	60	100

The findings of the summarized table 9 showed that 30(50%) of the respondents disagreed that in homes children are allowed to make their own decisions. This shows that majority of the respondents would not allow children to make their own decisions.

4.4.4 Neglectful parenting style

The study examined the frequency and percentages of the neglectful type of parenting among both parents and teachers respondents as shown in tables 10 and 11.

Table 10: Frequency distribution of “growing up there was very minimal communication, everyone does what they want”.

Opinion	Frequency	Percentage
Strongly disagree	30	50
Disagree	12	20
Neither agree or disagree	1	1.7
Agree	10	16.7
Strongly agree	6	10
Total	60	100

From table 10, it clearly showed that majority 30(50%) of the respondents strongly disagreed that “while growing up, there was very minimal communication, and everyone did what they want”. This means that, neglectful parenting style was not popular among the respondents.

Table 11: Frequency distribution of “parent did not really care about what was going on in the lives of their children”.

Opinion	Frequency	Percentage
Strongly disagree	32	53.3
Disagree	10	16.7
Neither agree or disagree	1	1.7
Agree	10	16.7
Strongly agree	7	11.7
Total	60	100

The findings shown in table 11 showed that 32(53.3%) strongly disagreed that parents did not really care about what was going on in the children’s life. This clearly shows that majority of the respondents did not experience neglectful parenting style.

4.5 Academic performance

This section presented the findings on the dependent variable of the study; academic performance. The section focused on the rate of performance of pupils in the school and their trend of performance.

4.5.1 Trend of performance of pupils

The study wanted to establish the performance rate of pupils from both the teacher and parents who participated in the study. The study showed that 275 (35.9%) out of the 765 pupils in P.1, P.2 and P.3 scored above 50%, according to 34 (56.7%) of the respondents. Then 20 (33.3%) of the respondents said that 400(52.3%) of the 765 pupils in P.1, p.2 and P.3 scored below 50%. Then 6(10%) of the respondents said that 90 (11.8%) out of the 765 pupils scored above 70% as shown in table 12.

Table 12: Trend of performance of pupils

Trend	Frequency	Percentage
Above 70%	6	10
Above 50%	34	56.7
Below 50%	20	33.3
Total	60	100

4.5.2 Trend of performance

The study wanted to establish the trend of individual pupil performance from the findings, 20 (33.3%) of the respondents said that the performance of the pupils was improving, 10 (16.7%) of the respondents said that the performance of pupils was stagnant and 30 (50%) of the respondents said that the performance was declining as shown in table 13.

Table 13: Trend of performance

Trend	Frequency	Percentage
Improving	20	33.3
Stagnant	10	16.7
Declining	30	50
Total	60	100

4.6 Parenting style and academic performance

4.6.1 Authoritative parenting style and academic performance

The study conducted a cross-tabulation of authoritative parenting style and academic performance of pupils the study sought.

Table 14: Authoritative parenting style and academic performance

Authoritative parenting	Performance trend			
	Less than 50%	51%-70%	Above 70%	Total
Strongly disagree	5 (8.3%)	2 (3.3%)	1 (1.7%)	8(13.3%)
Disagree	1(1.7%)	4(6.7)	1(1.7)	6(10%)
Neither agree or disagree	2 (3.3%)	1 (1.7%)	1 (1.7%)	4 (6.7%)
Agree	4 (6.7%)	18 (30%)	1 (1.7%)	23(38.3%)
Strongly Agree	8 (13.3%)	9 (15%)	2 (3.3%)	19 (31.7%)
Total	20(33.3%)	34 (56.7%)	6 (10%)	60 (100%)

The findings in the table 14 showed that respondents who agreed and strongly agreed to practicing authoritative parenting style for parent and to growing up to authoritative parenting, 5% scored above 70% while 20% scored below 50%. This is a clear indication that authoritative parenting style has a positive influence on academic performance.

4.6.2 Authoritarian parenting style and academic performance

The study conducted a cross-tabulation of authoritarian parenting style and academic performance of pupils the study sought.

Table 15: A cross tabulation of authoritarian parenting style and academic performance

Authoritarian parenting		Performance rating		
Opinion	Less than 50%	51%-70%	Above 70%	Total
Strongly disagree	4 (6.7 %)	5(8.3%)	0(0.0%)	9(15%)
Disagree	8(13.3%)	14(23.3%)	3(5.0%)	25(41.7%)
Neither agree nor disagree	1(1.7%)	1(1.7%)	0(0.0%)	2(3.3%)
Agree	1(1.7%)	8(13.3%)	2(3.3%)	11(18.3%)
Strongly agree	6(10%)	6(10%)	1(1.7%)	13(21.7%)
Total	20(33.3%)	34(56.7%)	6(10%)	60(100%)

The results of the cross tabulation summarized in table 15 showed that 3(5.%) of the respondents who disagreed to practicing authoritarian parenting to style, their children has passed above 70% in the end of term three exams while 7(11.7%) of those respondents who agreed to be practicing authoritarian parenting style, their children had scored below 50%. This analysis also indicated that authoritarian type of parenting is significant in explaining academic performance of pupils.

4.6.3 Indulgent parenting style and academic performance

The study conducted across-tabulation of indulgent parenting style and academic performance of pupils the study sought.

Table 16: Cross tabulation of indulgent parenting style and academic performance

Indulgent parenting		Performance rating		
Opinion	Less than 50%	51%-70%	Above 70%	Total
Strongly disagree	10 (16.7 %)	10(16.7%)	5(8.3%)	25(41%)
Disagree	7(1.7%)	12(20%)	0(0.0%)	19(31.7%)
Neither agree nor disagree	1(1.7%)	0(0.0%)	0(0.0%)	1(1.7%)
Agree	0(0.0%)	2(3.3%)	0(0.0%)	2(3.3%)
Strongly agree	0(0.0%)	2 (3.3%)	0(0.0%)	2(3.3%)
Total	20(33.3%)	34(56.7%)	6(10%)	60(100%)

The results of the cross tabulation summarized in table 16 showed that 5(8.3%) of the respondents who disagreed to practicing indulgent parenting style their children had scored above 70% in the end of term three exams while only 2(3.3%) of those who agreed to practicing indulgent parenting style, their children had scored below 50%. This shows that those who were performing well in the school were not involved in indulgent parenting style.

4.6.4 Neglectful parenting style and academic performance

The study conducted across-tabulation of neglectful parenting style and academic performance of pupils the study sought.

Table 17: cross-tabulation of neglectful parenting style and academic performance

Neglectful parenting		Performance rating		
Opinion	Less than 50%	51%-70%	Above 70%	Total
Strongly disagree	12 (20%)	14(23.3%)	1(1.7%)	27(45%)
Disagree	6(10%)	16(26.7%)	4(6.7%)	28(46.7%)
Neither agree nor disagree	0(0.0%)	1(1.7%)	0(0.0%)	1(1.7%)
Agree	2(3.3%)	2(3.3%)	0(0.0%)	4(6.7%)
Strongly agree	0(0.0%)	1(1.7%)	1(1.7%)	2(3.3%)
Total	20(33.3%)	34(56.7%)	6(10%)	60(100%)

The results of the cross tabulation summarized in table 17 showed that only 5(8.4%) of the respondents who disagreed and strongly disagreed to practicing neglectful parenting style, their children had scored above 70% in end of term three exams while only 2(3.3%) of the respondents who agreed to practicing neglectful parenting style, their children had scored below 50%. This shows that though this style of parenting style had a negative influence on the academic performance, some of the respondents' children performed well yet they experienced neglectful parenting style.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter includes the discussion of findings, conclusions, recommendations and suggestions for further studies.

5.2 Discussion of findings

This section provides the discussion of the findings of the analysis. The section focuses on the research objectives which were on the parenting styles, academic performance of pupils and how parenting style influences academic performance of pupils in lower primary.

5.2.1 Parenting styles

The first objective of this study was to find out the parenting styles that exist in Kamuli district. The study found that there are mainly four parenting styles in Kamuli district that is authoritative, authoritarian, permissive or indulgent and neglectful parenting styles. The study revealed that authoritative parenting style tend to result in children who are happy, capable and successful and it appears superior in fostering higher academic performance among pupils in lower primary. The findings of the study revealed that authoritarian parenting style follows the highest degree of control on children. The study also revealed that authoritarian parents emphasize obedience, respect for authority and order; they want their children to follow strict rules and orders without any question. Permissive or indulgent parenting style is a careless style in which parents make few demands, encourage their children to express their feelings and barely use power to gain control over their behaviour. The study revealed that permissive parents encourage children's independence. The findings of the study revealed that parents practicing neglectful parenting style are uninvolved in their children's lives, they only respond to their children's need out of annoyance rather than compassion.

5.2.2 Academic performance of pupils in lower primary.

The findings of this study revealed that 275 (35.9%) out the 765 pupils in P.1, P.2 and P.3 scored above 50%, according to 34(56.7%). 20 (33.3%) of the respondents said hat 400(52.3%) of the 765 pupils in these classes (P1, P2 and P.3), scored below 50%. Then 6 (10%) of the respondents

said that 90 (11.8%) out of the 765 pupils in P.1, P.2 and P.3 scored above 70%. The findings on the trend of individual pupil's performance showed that 20(33.3%) of the respondents said that the performance of the pupils was improving, 10(16.7%) of the respondents said that the performance of pupils was stagnant and 30 (50%) of the respondents said that the performance was declining.

5.2.3 Parenting style and academic performance of pupils in lower primary.

The findings of the study showed that majority of the respondents agreed that parents directed decisions at home through reasoning and discipline. It is also evident that majority of the respondents were in agreement to have been practicing authoritative parenting style. Results from the cross-tabulation revealed that respondents who agreed to be practicing authoritative parenting style revealed that their children had performed well in end of term three examinations. The findings demonstrated that majority of the respondents agreed that parents felt that it was for the child's good to conform to what parents thought was right. A cross-tabulation of authoritarian parenting style and academic performance revealed that a small number of the respondents who disagreed to have authoritarian parenting style their children had scored above average in the end term three examinations. The findings of the cross tabulation between indulgent parenting style and academic performance showed that a very small number of the respondents who disagreed to practicing indulgent parenting style, their children had scored above average in term three examinations. This shows that indulgent parenting style is significant in explaining the academic performance of pupils. The findings of this study signifies that majority of the respondents were in disagreement to have been practicing neglectful parenting style. The cross tabulation between neglectful parenting style and academic performance showed that only very few pupils whose parents, teachers practice neglectful parenting style scored above average in term three examinations.

5.3 Conclusion

From the findings of the study, the researcher made the following conclusions:

The first objective of the study was to find out the parenting styles that exist in Kamuli district. The study concludes that there are majorly four parenting styles that is authoritative,

authoritarian, permissive or indulgent and neglectful parenting styles. The study also concludes most of the respondents did not experience neglectful parenting style.

The second objective of the study was to establish the academic performance of pupils in Kamuli district. The study concludes by noting that the performance of pupils was declining. This was because the majority (50%) of the respondents said that the performance was declining.

The third objective of the study was to examine how parenting style influences academic performance of pupils in lower primary in Kamuli district. The study concludes that it is important for parents to adopt the authoritative parenting style among their young children. This is because as much as authoritative parenting establishes rules and guidelines; it is more democratic than authoritarian which is important to build the children's self esteem and self discipline which trickles down to good performance.

5.4 Recommendation

The study has shown that there are majorly four parenting styles that exist in Kamuli district. The study also found out that parenting styles that is; authoritative, authoritarian, permissive and neglectful influence the academic performance of pupils differently. The researcher therefore made the following recommendations.

The first objective of this study was to find out the parenting styles that in Kamuli district. The study revealed that there are four parenting styles that is; authoritative, authoritarian, permissive and neglectful parenting styles. Therefore, the study recommends that there is need to carry out more researches to find out whether there are other parenting styles.

The second objective of this study was to establish the academic performance of pupils in lower primary in Kamuli district. The study revealed that there is declining academic performance of pupils in lower primary in Kamuli district. Therefore, the study recommends that there is need to emphasize parents and teachers to change or improve on the way of parenting to their children or pupils in families and schools.

The third objective of the study was to examine how parenting styles influence academic performance of pupils in lower primary. The study revealed that authoritative parenting style

trickles down to good performance. Therefore the study recommends that authoritative parenting style should be adopted and emphasized for good performance.

5.5 Suggestion for further studies

Since this study was limited to Kamuli district, more study can be done in other districts. Also, further studies can be carried out to determine whether parents' economic status has influence on academic performance among pupils in lower primary.

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APPENDICES

APPENDIX I: QUESTIONNAIRE (TO BE FILLED BY PARENTS OR TEACHERS)

Dear respondent,

Please tick or fill the space provided where appropriate.

MATTERS TO NOTE

- i) The information given on this questionnaire will be held in strict confidence and will be used only for the purposes of the study.
- ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iii) The word parent can be substituted with guardian.

SECTION A: PERSONAL PROFILE

1. What is your gender?

Male

☐

Female

☐

2. What is your age?

22-40

☐

41-50

☐

above 50

☐

SECTION B: ACADEMIC PERFORMANCE

1. How would you rate performance in your school?

Above average ☐

Average ☐

Below average ☐

2. How would you rate the trend in performance?

Improving ☐

stagnant ☐

Declining ☐

3. What grade did your child attain in last exams?

4. Was this an improvement from the previous year?

Yes ☐

No ☐

SECTION C:

Instruction: for each of the following statements, circle the number of the 5-point scale (1=strongly disagree, 5=strongly agreed that best describes how that statement applies to you. Try to read and think about each statement as it applies to you. Please be sure not to omit any items.

1 = strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = strongly agree

	AUTHORITATIVE	Parent
1	As my children are growing up, once family policy had been established, I discuss the reasoning behind the policy with the children in the family.	1 2 3 4 5
2	I always encourage verbal give-and-take whenever I feel that family rules and restrictions	1 2 3 4 5
3	I direct the activities and decisions of the children in the family through reasoning and discipline	1 2 3 4 5
4	I discuss my expectations with my children hence they know what is expected of them	1 2 3 4 5
5	I consistently give direction and guidance in rational and objective ways	1 2 3 4 5
6	I take my children's opinions into consideration when making family decisions	1 2 3 4 5
7	I always admit to my children when I make a mistake that hurts them	1 2 3 4 5
8	I give clear direction for the behaviors and activities of my children, but I am also understanding we disagree	1 2 3 4 5
9	I have clear standards of behaviour for the children in my home but I am willing to adjust those standards to the needs of each of the individual children in the family	1 2 3 4 5
10	I give direction for my children's behaviour and activities and I expect them to follow my direction, but I am always willing to listen to their concerns and to discuss that direction with them.	1 2 3 4 5
	AUTHORITARIAN	
1	I do not allow my children to question any decision I make	1 2 3 4 5
2	I expect my children to do it immediately without asking any question whatever I ask them to do	1 2 3 4 5
3	Even if my children doesn't agree with me, I feel that it is for their own good if I force them to conform to what I think is right	1 2 3 4 5
4	I always feel that the more force should be used by parents in order to get their children to behave the way they are supposed to	1 2 3 4 5
5	I feel that wise parents should teach their children early just who is boss in the family	1 2 3 4 5

6	I get very upset if my children tried to disagree with me	1 2 3 4 5
7	I let my children know what behaviour I expect of them and if they do not meet those expectations, I punish them	1 2 3 4 5
8	I feel that most problems in society would be solved if we could get parents strictly and forcibly deal with their children when they do not do what they are supposed to as they are growing up	1 2 3 4 5
9	I often tell my children exactly what I want them to do and how I expected them to do it	1 2 3 4 5
10	I expect my children to always conform to my expectations of them even if it is simply out of respect for my authority	1 2 3 4 5
INDULGENT/PERMISSIVE		
1	I feel that in a well-run home the children should have their way in the family as often as the parents do	1 2 3 4 5
2	I have always felt that what my children need is to make up their own minds and to do what they want to do, even if this does not agree with what I might want	1 2 3 4 5
3	I feel that my children do not need to obey rules and regulations of behaviour simply because someone in authority had established them.	1 2 3 4 5
4	I seldom give my children expectations and guidelines for their behaviour	1 2 3 4 5
5	Most of the time I do what the children in the family want when making decisions	1 2 3 4 5
6	I feel that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up	1 2 3 4 5
7	I always allow my children to decide most things for themselves without a lot of direction from me	1 2 3 4 5
8	I do not view myself as responsible for directing and guiding my children's behaviour as they grow up	1 2 3 4 5
9	I always allow my children to form their own point of view on family matters	1 2 3 4 5
10	I do not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5

	NEGLECTFUL	
1	I have very few demands and expectations from my children	1 2 3 4 5
2	I do not really care about what is going on in my children's life	1 2 3 4 5
3	There is very minimal communication in the house. Everyone does as they want any time they want to	1 2 3 4 5
4	I rarely do assign any duties for my children to do while at home	1 2 3 4 5
5	There is plenty of freedom in my home. There are no rules abide in	1 2 3 4 5
6	I have totally no expectations for my children regarding their school work	1 2 3 4 5
7	I have never checked my children's school results since they started studying	1 2 3 4 5
8	Whenever my children do wrong, I just shrugs it off and say nothing about it	1 2 3 4 5
9	I have wished at least once that I a more involved in my children's life events	1 2 3 4 5
10	I have never attended a school activity in my children's schools	1 2 3 4 5

QUESTIONNAIRE TO BE FILLED BY TEACHERS

	AUTHORITATIVE	Teacher
1	Once a school policy has been established, I discuss the reasoning behind the policy with the pupils at the school	1 2 3 4 5
2	I always encourage verbal give-and-take whenever I feel that class rules and restrictions are unreasonable	1 2 3 4 5
3	I direct activities and decisions of the pupils at school through reasoning and discipline.	1 2 3 4 5
4	I discuss my expectations with pupils hence they know what is expected of them	1 2 3 4 5
5	I consistently give direction and guidance in rational and objective ways	1 2 3 4 5
6	I take pupils' opinions into consideration when making decisions at school.	
7	I always admit to my pupils when I make a mistake that hurts them.	1 2 3 4 5
8	I give clear direction for the behaviors and activities of pupils, but I am also understanding we disagree	1 2 3 4 5

9	I have clear standards of behaviour for the pupils at school but I am willing to adjust those standards to the needs of each of the individual pupil at school	1 2 3 4 5
10	I give direction for my pupils' behaviour and activities and I expect them to follow my direction, but I am always willing to listen to their concerns and discuss that	
	AUTHORITARIAN	
1	I do not allow pupils to question any decision I make	1 2 3 4 5
2	I expect pupils to do it immediately without asking any questions whatever I ask them to do.	1 2 3 4 5
3	Even if pupils doesn't agree with me, I feel that it is for their good if I forced them to conform to what I think is right	1 2 3 4 5
4	I always feel that more force should be used by teachers in order to get their pupils to behave the way they are supposed to	1 2 3 4 5
5	I feel that wise teachers should teach their pupils early just who is boss at school	1 2 3 4 5
6	I get very upset if pupils know what behaviour I expect of them and if they do not meet those expectations, I punish them	1 2 3 4 5
7	I let pupils know what behaviour I expect of them and if they do not meet those expectations, I punish them	1 2 3 4 5
8	I feel that most problems at school would be solved if we could get teachers strictly and forcibly deal with pupils when they do not do what they are supposed to as they are growing up	1 2 3 4 5
9	I often tell pupils exactly what I want them to do and how I expected them to do it	1 2 3 4 5
10	I expect pupils to always conform to my expectations of them even if it is simply out of respect of my authority	1 2 3 4 5
	INDULGENT/PERMISSIVE	
1	I feel that in a well-run school, the pupils should have their way in the school as often as the teachers do.	1 2 3 4 5
2	I have always felt that pupils need to make up their own minds and to do what	1 2 3 4 5

	they want to do, even if this does not agree with what I might want	
3	I feel that pupils do not need to obey rules and regulations of behaviour simply because someone in authority had established them	1 2 3 4 5
4	I seldom give pupils expectations and guidelines for their behaviour	1 2 3 4 5
5	Most of the time I do what the pupils at school want when making school decisions	1 2 3 4 5
6	I feel that most problems in school would be solved if teachers would not restrict pupils' activities, decisions, and desires as they are growing up	1 2 3 4 5
7	I always allow pupils to decide most things for themselves without a lot of direction from me.	1 2 3 4 5
8	I do not view myself as responsible for directing and guiding pupils' behaviour as they grow up	1 2 3 4 5
9	I always allow pupils to form their own points of view on school matters	1 2 3 4 5
10	I do not direct the behaviors, activities, and desires of the pupils at school.	1 2 3 4 5
	NEGLECTFUL	
1	I have very few demands and expectation from pupils	1 2 3 4 5
2	I do not really care about what is going on in pupils life	1 2 3 4 5
3	There is very minimal communication at school with pupils. Everyone does as they want any time they want to	1 2 3 4 5
4	I rarely do assign any duties for pupils to do while at school	1 2 3 4 5
5	There is plenty of freedom at school and in class. There are no rules abide in	1 2 3 4 5
6	I have totally no expectations for pupils regarding their school work	1 2 3 4 5
7	I have never checked pupils' notice books since the beginning of term three	1 2 3 4 5

APPENDIX II: INTERVIEW SCHEDULE

1. What do you understand by the term parenting style?
2. What are the different parenting styles in Kamuli district?
3. How do you rate the trend of academic performance in lower primary in Kamuli district ?
4. How has parenting style influenced the academic performance of pupils in lower primary in Kamuli district?

APPENDIX III: OBSERVATION CHECKLIST

1. Behaviors of teachers and pupils
2. Rules and regulations
3. Punishments
4. Facial expression of teachers and pupils
5. Activities done by teachers and pupils