PARENTING STYLES AND STUDENTS' ACADEMIC PERFORMANCE OF SENIOR TWO AND SENIOR FIVE STUDENTS IN MASULIITA TOWN COUNCIL:

A CASE OF SELECTED SECONDARY SCHOOLS

BY

KYOBE CHARLES

A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION HUMANITIES AND SCIENCES OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF A MASTER'S DEGREE EDUCATION MANAGEMENT AND PLANNING OF NKUMBA UNIVERSITY

OCTOBER, 2018

DECLARATION

I, **Kyobe Charles,** hereby declare that this research report is my original work and to the best of my knowledge, it has never been submitted for any academic award in this or any other institution of higher learning.

Signature:...... *Kyobe chanles* ...... Date:...... 4th / 10 / 2018 ......

KYOBE CHARLES

CANDIDATE

APPROVAL

This dissertation titled "PARENTING STYLES AND STUDENTS' ACADEMIC PERFORMANCE OF SENIOR TWO AND SENIOR FIVE STUDENTS IN MASULIITA TOWN COUNCIL: A CASE OF SELECTED SECONDARY SCHOOLS" has been prepared by **Kyobe Charles** under my supervision and it is now ready for submission.

Signature:.. Date:.........10/10/18.........

DR. JOYCE BUKIRWA SSESANGA

SUPERVISOR

DEDICATION

I dedicate this dissertation to my loving and caring family for the sacrifices made in supporting my studies.

ACKNOWLEDGEMENT

I wish to thank the Almighty God who has brought me this far in my life, and has kept me safe to this stage. I pray that he can give me more countless years so that I can serve him relentless.

I wish to thank my Superior General the Archbishop of Kampala Archdiocese Dr. Cyprian Kizito Lwanga, the Vicar General Monsignor Charles Kasibante and my Rector Reverend Father Ceasar Matovu, and my spiritual director Reverend Father Emmanuel Kasajja for all the support you have accorded throughout my academic endavours to this stage.

To my dear parents; Mr. and Mrs. Valentino Kyobe who brought me into this life and looked after me tirelessly, encouraged me to take this wonderful vocation with ceaseless efforts. There is no other way I can pay you back other than thanking you through this book.

My sincere gratitude goes to my supervisor; Dr. Joyce Bukirwa Ssesanga for the consistent academic and professional support throughout the production of this work. You have been good to me as a parent and professional; advising me technically and academically so that I can reach this accomplishment.

To my siblings for the support in encouraging me to work hard towards the success of my studies and the writing of this research project

I also take this opportunity to thank my classmates Reverend Father Andrew Kyagulanyi and Reverend Father Gyaviira for the advice and encouragement he has given me throughout the production of this work.

I thank all my lecturers and tutors from the School of Education Humanities and Sciences of Nkumba University like Prof. J.C. Ssekamwa, Assoc. Prof. Ongodia Simon Peter, Dr. Musisi and the Dean School of Business Administration, Nkumba University Assoc. Prof. E.B Mugerwa who have taught me and enhanced my subject and technical knowledge at postgraduate level. May the Almighty God reward you all with abundant life.

Once again, I crown all this by expressing my gratitude to the highest God Almighty, without whom it would have been impossible to reach this accomplishment, Forever the Praise is his. Amen

TABLE OF CONTENTS

LIST OF TABLES

ACRONYMS

x

AAA   : Asian American Adolescents

AL   : Advanced Level

CAA   : Chinese American Adolescents

EAA   : European American Adolescents

LCKSSS   : Light College Katikamu Senior Secondary School

LCKSSS   : Light College Katikamu Senior Secondary School

MSS   : Masuliita Secondary School

MSSc   : Masuliita Secondary School

MTC   : Masuliita Town Council

OL   : Ordinary Level

SPKMSS   : St. Pius Kiziba-Masuliita Secondary School

SUMS   : Shiraz University of Medical Sciences

DEFINITIONS OF OPERATIONAL TERMS

Authoritarian style: Authoritarian parents are extremely strict, controlling, demanding, and unforgiving. If you think about our two basic parenting dimensions, authoritarian parents are high on control and low on warmth and support.

Authoritative style: The second parenting style is called authoritative. Authoritative parents are high on control and rules but also high in warmth and support. So, when we graph our two dimensions, authoritative parents fall here.

Indulgent style: The parents fail to set any standards for behavior, are tolerant of all behaviors, and give in to their child's desires. In other words, these parents are low in the control dimension but high in the warmth and support dimension. Children with indulgent parents tend to be aggressive, impulsive, and selfish.

Neglectful parenting: Kimble (2014) states that neglectful parenting of children means that the children are not cared for and are left to do what they want. Children of neglectful parents are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems and have more mental issues for example suicidal behavior in adolescents.

Parenting style: Nancy and Laurance (1993) define parenting styles as a set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth.

Permissive parenting: According to Kim and Rohner (2002) permissive parenting allows the children to be free to do whatever they deem fit for themselves. The permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These parents are warm and indulgent but they do not like to say no or disappoint their children. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions.

Permissive-indulgent parenting style: permissive-indulgent parenting is affectionate, caring and involved, but tend to be extremely tolerant and to exert little or no control or discipline.

ABSTRACT

The study was to about parenting styles and students' academic performance of senior two and senior five students in Masuliita Town Council in Selected Secondary Schools. The study was guided by the following objectives; i) to establish the different parenting styles used on learners in selected Secondary Schools in Masuliita Town Council, to analyze the influence of parenting styles on the academic achievement of students in selected Secondary Schools in Masuliita Town Council and to establish the strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council.

The study obtained data from 77 respondents and using both qualitative and quantitative approaches, it was revealed that the children are cared for under what is commonly appreciated as parenting in homes right from the time they are born, and the process continues through the life time, and intermittently interrupted when one is sent to school where they interact with other learners and exhibit the life style they have learn while at home. Children are instrumental in bringing them up at home because they are the ones whom they interact with immediately at birth and for the first part of their life on earth seeing them and copying from them life ways. It was revealed that strict parenting authoritarian parenting comprising rules and regulations on children is in place to tame any excesses from the children as they grow up and school. Parents set rules and enforce boundaries by having open discussion and using reasoning. The parenting style was agreed teach the children all the formative aspects of livelihood like hygiene, eating habits, behavior and other aspects of life growth. In the event of authoritarian parenting the children will end up being introvert, while with authoritative parenting, the person ends being extrovert because they are allowed to take some control over themselves as peoples. Many parents allow their children to take part in co-curricular activities as a way to enjoy the bursaries for education that the schools give and also the tertiary institutions when they go beyond advanced levels. Parental support helps the children to become more skilled as they learn a lot from home regarding life planning like taking care of themselves, how to relate with other people, exploit their natural abilities during play and domestic chores, and others. Parenting style influences students' discipline at school showed that all respondents agreed that since charity begins at home, the parents of children develop them at the earliest stages of their lives. The parents teach children mannerism when they have started breast feeding, when they start recognizing people, when they continue to learn better in life, up when school comes in to take on the day and boarding routine of shaping the academic and more external life events in the growth and development of the child.

The study recommended that parents should authoritative parenting style which is open to better upbringing of the children and model them into elitists persons who can benefit from the current education system for better skills development and advancement of knowledge Secondary Schools in Masuliita Town Council, there should be motivation of learners by parents and staff using intrinsic and extrinsic motivators like thanking the students, reading out their names on assembly and other forms of recognition which stimulate intrinsic motivation by promoting the student's sense of curiosity, when the children are made to compete for better marks, get recognized for good performance and the subsequent praises this comes with good teaching. This can drive better performance from the school and bring with academic prosperity and there should be increase in the interaction between parents and teachers in order to establish a bridge for better monitoring of children both at home and school because communication about the child become easy.

CHAPTER ONE

1.0 Introduction

The current study examined the parenting styles and students' academic performance of senior two and senior five students in selected secondary schools Masuliita Town Council focusing on Masuliita Secondary School, St. Pius Kiziba-Masuliita and Light College Katikamu Senior Secondary school. This chapter contains the background to the study, problem statement, purpose of the study, study objectives, research questions, hypothesis of the study, scope of the study, significance of the study, conceptual framework and operational terms.

1.1 Background to the study

Family is the fundamental and important structure of the society that has an important role in one's life and in the society because it is where parenting of children takes place first before they are introduced to the world and life at school where they adopt other additional trends in behavior and life as they become more and more literate.

1.1.1 Historical background

It has been well known that students with high academic achievement are important assets to any country, while low academic achievement may cause negative consequences such as stress, hopelessness, delinquency, psychopathology, and substance abuse (Fatemeh et al., 2006). Factors that influence the academic achievement of adolescents should be addressed to improve their academic achievement. Among the several factors that affect academic achievement, parenting style is one of the most important. Because of the relationship between parenting style and academic achievement scholars have highlighted the various aspects of parenting styles that help in boosting the academic outcomes of adolescents. They explored various aspects of parenting styles which help in the development of young children, especially the school related outcomes. Being role models, parents play a significant role in the child development. Family environment is also one of the factors in children's cognitive, emotional, social and behavioral competence Nancy and Laurance (1993).

In one study Dornbusch et al. (1987) found that parenting styles vary across different cultures. For example, authoritative parenting style was positively related to school grades and students' performance was higher in European American students. However, authoritative parenting style resulted in lower academic grades and was not related to the academic performance of Asian American students.

In another study, (Steinberg et al. 1994) tested whether parenting style is affected by ethnic differences. They analyzed that parenting style was less advantageous for Asian American adolescents as compared to that of European American adolescents. Adolescents of both Asian American and European American cultures felt it was more important to discuss and share their problems with their parents. The reason is that adolescents of both cultures have qualities of closeness with their parents Fuligni (1998).

Analysis of the study shows that there are several factors that affect the nature of parenting styles. These are socio-economic status, culture, ethnicity, income level, and age of parents, gender, home environment and education level of parents. In most of the studies, diverse cultural groups were not taken into consideration. Only limited sample were selected for the purpose of this study. Also two studies conducted by Dornbusch et al. (1987) and Grolnick and Ryan (1989) have observed that mothers tend to be more authoritative than fathers. It can be summarized from the above studies that among the three different parenting styles, authoritative parenting style can be the best predictor of academic achievement in adolescents. The students who mentioned their parents as authoritative had greater developmental outcomes as compared to authoritarian and permissive parenting styles.

As authoritarian parents had high demands from their children, so children had low self-perception and demonstrated lower academic achievement. The lowest cognitive competence and self-regulation was found in adolescents from neglectful families (Steinberg et al. 1994). Little or no communication skills and reserved behavior in children are the result of authoritarian practices (Baumrind 1971). Authoritarian parents tend to exert more rigid framework of rules and also expect obedience from children as well, so self-regulation in children may be promoted but independence of self-expression is not allowed. Intrinsic motivation, self-reliance and perceptions of competence in adolescents are destabilized as a result of high demandingness, strict rules and obedience from authoritarian parents (Steinberg et al. 1994). On the other end of the spectrum,

children of permissive parents have freedom of expression and independence but due to the absence of a framework of rules they are emotionally less intelligent and have less social and intellectual competence as compared to others.

Current study has similarities to and differences from other studies. In light of the articles discussed in this review, this study will assist policy makers, professionals, researchers, and government bodies to devise policies and setting priorities that support the authoritarian parenting style in the Asian context and authoritative and permissive parenting style for the other continents. This study will improve academic practices in adopting a parenting style which is effective for the academic achievement of adolescents.

1.1.2 Theoretical background

The current study is guided by the Ecological Systems Theory propounded by Bronfenbrenner of 1979;

This theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed bio-ecological systems theory" to emphasize that a child's own biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Paquette & Ryan, 2001). That is, it is not enough to understand human development based on direct observation of behaviour between two persons within a confined setting but rather it must go beyond the examination of various systems of interactions associated with multiple settings and also take into consideration other environments which are closely linked to the one which contains the individual under study. For instance, it is essential that the interaction between a person's biological make-up and his or her immediate environment are taken into consideration in order to understand how their behavior develops. Any attempt to understand human behaviour from one aspect would not allow the observer to fully appreciate the processes that go into play in the development of humans.

Bronfenbrenner's Structure of the Environment; in explaining the development of humans, Bronfenbrenner classified the environment into four interrelated but distinct categories. These are the microsystem, mesosystem, ecosystem and macrosystem.

This is the layer closest to the child and consists of the structures with which the child has direct contact. The microsystem encompasses the relationships and interactions a child has with her immediate surroundings (Berk, 2000). Within the microsystem, structures such as family, school, neighborhood, or childcare environments can be found. Besides these structures, the biological make up or body of the child also plays a critical role in the development of the child. The body serves as the life support system, mobility system, emotional system and cognitive system of the child which helps him or her to perceive and interact with the environment. Without a healthy body, which is evident in good health among the systems within the body as enumerated above, development and interaction within the child and his immediate environment, especially the primary relationship with his or her family will be affected.

1.1.3 Conceptual background

Nancy and Laurance (1993) had noted that parenting styles can be defined as a set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth. In the present study, ponderable points in parenting styles, physical presence of parents at home, i.e. the time to be with the children and cultural spaces of the family are considered.

Ross and Hammer (2002) has identified three parenting styles as authoritative, authoritarian and permissive. Nancy and Laurance (1993) described the parenting styles as "a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviors are expressed". Authoritative parents are caring and open minded to their children opinions. These parents provide directions and support to their children. Lack of discipline, undemanding and highly responsive represents characteristics of permissive parenting. Children are free to make decisions in their social matters. There is no compulsion or direction from parents to their children Authoritarian parents are highly unresponsive, highly demanding and expect obedience from their children.

Traditionally, career success is defined for those who receive good salaries for their jobs or have high positions and positions with more favorable responsibilities, motivation, adequate distinction, and progress. The Employees and managers are expected alike to have a commitment to the organization. It is assumed that if the employees have appropriate jobs which they are loyal to, the management offers them the rewards such as promotion, fringe benefits, job security and more respect and even work authority. Educational achievement means the fulfillment of expected level of education, and an education organization approaches its predetermined goals. Educational achievement means increase of learning, increase of the level of good scores and admission of students in the courses and educational grades.

According to Sanaee (2008) career choice is one of the most important events in life that affects every aspect of human existence. In the theories of career choice, factors affecting career choice are studied and help the individual to choose an appropriate job which leads to personal satisfaction and increase of the efficiency. The results of the study showed that there was a significant relationship between self-concept and job satisfaction, as well as career self-concept and job satisfaction.

Mehrafza (2005) in a study examined the relationship between parenting styles and creativity and academic achievement of the students of grade three of high school and showed that there was a significantly positive relationship between the emotional atmosphere of the family, declining to the principles of democracy, and creativity. Furthermore, there was a significantly negative relationship between the creativity and dictatorship principles and there was no statistically significant relationship between the emotional atmosphere of the family, declining to absolute freedom, and creativity.

Authoritative parenting is an effective predictor of academic performance. Most of the academic performance and sustained optimal development of college students outcomes are the result of authoritative parenting (Turner et al. 2009). There are several characteristics of the authoritative approach that are helpful in positive academic outcomes. Authoritative parenting styles support the autonomy of children which helps in better academic performance (Garn et al. 2010). Roche et al. (2007) found that school performance can be improved effectively when authoritative approach is used. Review suggests that adolescents whose parents had characteristics of the authoritative parenting style developed self-enhancing attributes (Kaisa et al. 2000). In one study, it was found

that there is a positive relationship between the authoritative parenting style and academic achievement while permissive parenting was negatively associated with academic achievement in adolescents (Elham et al. 2012).

Katerina, et al., (2012) revealed that parents have an important role in identifying children's talent and guiding them. Mutual understanding and close relationship between parents and children are recommended. Therefore, it is recommended that the methods of correct interaction of parents and children be more valued and parents familiarize their children with roles of businesses in society and the need for employment in legitimate businesses and this important affair should be more emphasized through mass media and family training classes.

1.1.4 Contextual background

Abedi et al., (2005) in a study examined the relationship between motivations of educational achievement of high school students of Isfahan and their family characteristics. The results showed that from among family factors associated with educational achievement, motivation, parents' expectations of children's success, authoritarian parenting style and family structure (modern natural family) explain educational achievement motivation.

Biabangard (2005) in a study examined the relationship of self-esteem and motivation with educational achievement among students of grade three of high school in Tehran. The researcher found that there was a significant correlation between self-esteem, achievement motivation, and educational achievement, between self-esteem and achievement motivation, between self-esteem and educational achievement, and between achievement motivation and educational achievement. There was no significant difference between self-esteem, achievement motivation, and educational achievement of both groups of male and female students of the fields of the Humanities and Experimental Sciences.

In the study by Shiraz University of Medical Sciences (2014) the researchers intended to find out whether there is a relationship between parenting styles and students' academic achievement and career path. The findings eventually suggested this relationship. Therefore, this study seeks to examine the relationship between parents' parenting styles and the parenting styles and students' Academic performance of senior two and senior five students in selected secondary schools

Masuliita Town Council that is Masuliita Secondary School, St. Pius Kiziba-Masuliita and Light College Katikamu Senior Secondary school.

1.2 Problem statement

Given the falling standards in education and its quality in the country and efforts by successive governments 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 senior high school student to have subsided by now. 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. This is because the family serves as the first point of contact for the child and it is the primary socializing agent of children within every society. It is within the family that personality traits, social competence, psychological, emotional, physical and educational development of children take place as a result of the parenting styles these parents adopt and use in bringing them up.

The type of parenting style used in single parenting homes and both biological parenting or intact homes with a common, complementary or conflicting styles and dimensions perceived by students based on their demographic characteristics, and the consistency or inconsistency in enforcing the dimensions of parenting by parents creates a thriving or growth inhibiting relationship and environment which affects children in all spheres of their lives, especially academic competence and success.

That is, it leads to instability and confusion in the children (Frazier, 2013), which consequently affect their developmental outcomes and academic performances. Poor cognitive systems would be developed, as well academic competence, which would lead to poor performances among students. It is in the light of the above problems that this study so sought to examine the Effects parenting styles have on the academic performances of secondary school students in order to determine which parenting style promotes high academic performance and made recommendations that

would help improve parenting and the standards of education and quality in selected Secondary Schools in Masuliita Town Council, Uganda.

1.3 Purpose of the study

The purpose of the study was to examine the parenting styles and students' Academic performance in selected Secondary Schools in Masuliita Town Council.

1.4 Study objectives

1. To establish the different parenting styles used on learners in in selected Secondary Schools in Masuliita Town Council
2. To analyse the influence of parenting styles on the academic acheivment of students in selected Secondary Schools in Masuliita Town Council
3. To establish the strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council.

1.5 Research questions

1. What are the different parenting styles used on learners in in selected Secondary Schools in Masuliita Town Council?
2. What are the influence of parenting styles on the academic achievement of students in selected Secondary Schools in Masuliita Town Council?
3. What are the strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council?

1.6 Hypothesis of the study

H0: There is no relationship between parenting styles and students' Academic performance in selected Secondary Schools in Masuliita Town Council.
H1: There is significant relationship between parenting styles and students' Academic performance in selected Secondary Schools in Masuliita Town Council.

1.7 Scope of the study

The scope of the study comprises geographical, content, time and interviewee scopes;

1.7.1 Geographical scope

Masulita Twon Council is a suburban area in the Wakiso District in the Central Region of Uganda. Masulita is approximately 11.5 kilometres (7.1 mi) north of Kakiri, the nearest large urban center on the Kampala–Hoima Road. This is approximately 40 kilometres (25 mi), by road, northwest of Kampala, Uganda's capital and largest city. The coordinates of the town are 0°30'44.0"N, 32°21'59.0"E (Latitude: 0.5122; Longitude: 32.3664).The 2002 national census enumerated the population of the town at 11,564. The national census of 27 August 2014 enumerated the population at 14,762.

1.7.2 Content scope

The current study examined the parenting styles and students' Academic performance in Masuliita Secondary School, St. Pius Kiziba-Masuliita and Light College Katikamu Senior Secondary school, Masuliita Town Council. The researcher collected data on the different parenting styles used on learners, the influence of parenting styles on the academic achievement of students and the strategies in which parenting styles can enhance students' Academic performance.

1.7.3 Time scope

The study focused on a time scope of six years spanning from 2013 and 2018, and data collection, analysis and interpretation took one month from the date of acceptance of this research.

1.8 Significance of the study

  i.   The significance of this study will be to find out how the various parenting styles affect the academic performance of students in secondary schools in Uganda.

ii. This issue is one of personal interest to the researcher, given the falling standards in the educational system of the country and the need to find solutions to ameliorate the problems so as to ensure promotion of high standard of quality education.

iii. The findings of this study would help parents understand the important role they must play in the education of their children in order to ensure success. It will also help them to know which parenting style is more appropriate and how their involvement by means of their responsiveness and demandingness could go to ensure success for their children.

iv. Many studies, as have been revealed, back the vital role parents play in the educational achievement of their children and that their participation both at school and home leads to positive development in their children. However, few studies of this nature do exist in Uganda and as such this study will go a long way to help contribute to, and fill gaps in the literature on parenting styles and academic performance in general.

v. Again, as mentioned earlier, studies on parenting styles in Uganda have only focused on the three parenting styles initially identified by Baumrind (1967) based on the four dimensions of parenting she modeled, ignoring neglectful parenting style. However, it is important to look at all the four parenting styles and determine the nature of the relationship and also examine how this relationship affects performance of students. Given that the cultural context of Uganda is different from that of the Western world where most of the studies have found poor performance being associated with neglectful style of parenting, it is vital for studies to be done to determine if the findings may support those views.

vi. The findings from this study will have theoretical, parenting and educational implications as they would help contribute to policy making in terms of creating awareness among parents about the impact of their parenting styles on their children's performances and the need to garner the right support from parents towards their children's education in order to improve the educational fortunes of students and the improve the standard of education in the country

vii. The study findings shall be of value in enabling the establishing and maintaining ongoing links offers a more comprehensive understanding between service delivery and job satisfaction among health workers in the concerned health centres.

1.9 Conceptual Framework

Independent variable   **Dependent variable**

Parenting style
❖ Authoritarian and authoritative style
❖ Indulgent style
❖ Permissive and neglectful parenting

Academic performance
❖ High performance
❖ Average performance
❖ Poor performance

Intervening variables

❖ Family background
❖ Teacher-student-parent relationship
❖ National education policy

Source: Developed by the researcher, 2018 based on the model by Kimand Rohner, (2002)

1.10 Ethical Considerations

The researcher informed the respondents the purpose of the study, why and how they were selected. The research went ahead to seek for informed consent of each respondent both orally and in writing.

The researcher told the respondents of the long-term and short-term benefits of the study. And in case a respondent refused to participate in the study, their opinion was respected.

The researcher tried as much as possible to minimize embarrassing questions especially during interview. In order to obtain the best results, the researcher tried as much as possible to avoid perceptual biases during questionnaire administration and interviews.

The above ethical considerations were vital in ensuring that respondents did not withhold desired information and ensured that the data collected reflected a true and fair image of the views of the study respondents.

1.11 Limitations and delimitations of the Study

In the research process, the researcher faced a number of challenges that though to a very less extent affected the progress of the study. These included;

The time was quite limited to fully assess all respondents for interview and questionnaire administration as well as to analyze all the information in journal and other documentary sources/ articles. This problem was solved by conducting inter views fast, administering questionnaires fast and getting a good number of relevant documents such as journals and going through them quickly.

Some respondents did not return the questionnaires in time, and some did not take part in the study. This problem was tackled by use of different data collection methods for example observation in order to generate more data to come up with good presentation of work.

Resources in terms of money was not enough, and this problem was solved by using the money sparingly.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of literature related to the parenting styles and students' Academic performance in Schools. The review is structured in line with the study objectives, that is the different parenting styles used on learners in Schools, the influence of parenting styles on the academic achievement of students in Schools and the strategies in which parenting styles can enhance students' Academic performance in Schools.
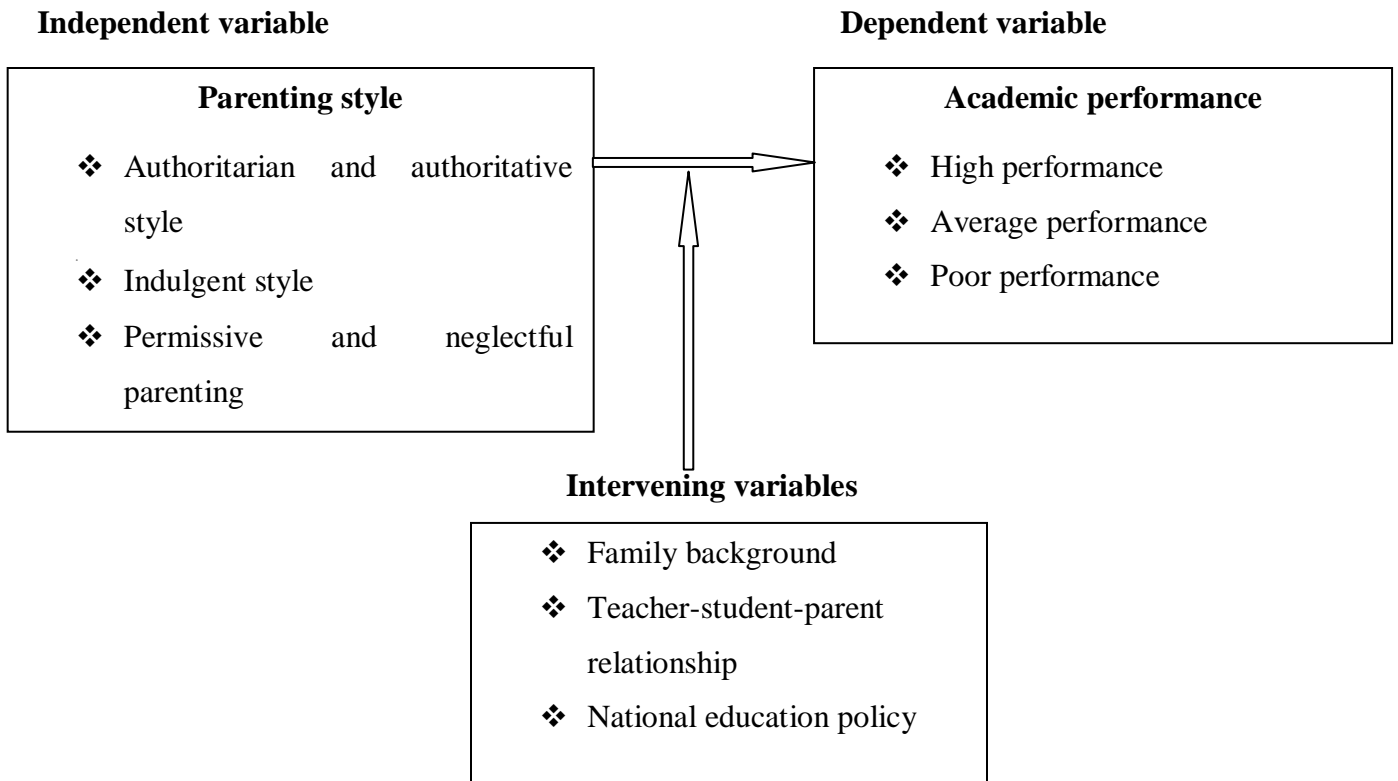
2.1 Parent style and academic performance

2.1.1 Parenting style

Nayereh & Parisa (2014) showed that parenting styles, decision making self-efficacy and emotional intelligence have role in adolescents career decision making a bout which both parents and counselors play an important role. Emotional intelligence is the importance of concepts such as empathy, understanding, and managing emotions tool stresses, the combination of knowledge and experience of parenting on emotional intelligence and empathy, wisdom and self-direction.

Yusefi et al., (2009) noted that the parenting style construct commonly used in psychology today is based on the work of Diana Baumrind, a developmental psychologist. Baumrind noticed that preschoolers exhibited three different types of behavior. Each type of behavior was highly correlated to a specific kind of parenting. Based on extensive observation, interviews and analyses, Baumrind identified three initial parenting styles: authoritative parenting, authoritarian parenting and permissive parenting. Yusefi et al., (2009) further expanded this parenting style model using a two-dimensional framework. They made further distinction by expanding Baumrind's permissive parenting into two different types: indulgent (permissive) parenting and neglectful (uninvolved) parenting.

2.1.2 Academic performance

Academic underachievement is considered to be one of the major important area related to the children's education and is continuously being studied for the last few decades (McCoach & Siegle, 2011). Emerick (1992) concluded that a brilliant child not performing parallel to his mental ability is the most bewildering condition. Underachievement is an old phenomenon but has gained recognition recently.

Younger, Warrington and McLellan (2005) reported, "the underachievement of girls and boys is a complex and multi-dimensional problem.' Phillipson, 2008; Reis and McCoach (2000) and Rimm (2008) broadly defined underachievement as a difference of child's accomplishment at school and his abilities. Battle (2002) described underachievement as disparity between students' achievement and his capability. Specifically the term is used for the students performing significantly better in their aptitude test but in contrast performing significantly low in their academics.

2.2 The different parenting styles used on learners in Schools

These four parenting styles are sometimes called the Baumrind parenting styles or Maccoby and Martin parenting styles.

According to Nayereh & Parisa(2014), different parenting styles have been studied by child psychologists for many years but really got attention in the 1970s and 80s. There have been a few psychologists who have come up with names and theories for different parenting styles, but in general, psychologists have agreed on four basic styles of parenting. For each of the four styles, we can plot the style along two basic dimensions, which are level of control from the parents (either high or low) and level of warmth and support from the parents (again, either high or low).

2.2.1 Authoritarian style

The first style is called authoritarian. Authoritarian parents are extremely strict, controlling, demanding, and unforgiving. If you think about our two basic parenting dimensions, authoritarian parents are high on control and low on warmth and support. Let's think of an example. Imagine John breaks a simple rule at home, such as coming home 30 minutes after curfew one night.

Authoritarian parents will give the child a swift and severe punishment without even trying to listen for John's explanation for being late. In a single word, the best description for authoritarian parents might be 'obedience.' In extreme cases, authoritarian parents might even become abusive. Children of authoritarian parents tend to have low self-esteem and make moral decisions based on rules instead of on internalized beliefs about what is right and wrong.

Mehrafza (2014) opine that although authoritarian and authoritative parenting styles have similar names, they have several important differences in parenting beliefs. While both parental styles demand high standards, authoritarian parents demand blind obedience using reasons such as "because I said so". These parents use stern discipline and often employ punishment to control children's behavior. Authoritarian parents are unresponsive to their children's needs and are generally not nurturing. Children of authoritarian parents tend to have an unhappy disposition, are less independent, appear insecure, possess lower self-esteem, exhibit more behavioral problems, perform worse academically, have poorer social skills and are more prone to mental issues.

2.2.2 Authoritative style

The second parenting style is called authoritative. Authoritative parents are high on control and rules but also high in warmth and support. So, when we graph our two dimensions, authoritative parents fall here. If John came home late for curfew, authoritative parents would be waiting up, ready to punish him if there's no good excuse. However, they would also be willing to listen to an explanation and be understanding if there was a good reason for being late, such as a flat tire in the car. While authoritarian parents (the first style we covered) might display mostly anger when a child breaks the rules, authoritative parents might instead display concern or disappointment. Most psychologists believe that the children of authoritative parents have the highest self-esteem, success with peers, and do well in academic and professional settings. So, basically, many psychologists believe that authoritative parenting is the best style for most kids.

Roche et al., (2007) revealed that authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussion and using reasoning. They are affectionate and supportive and encourage independence. This parenting style is also known as Democratic Parenting Style. Based on Baumrind's research, children of authoritative parents are appear happy and content, are more

independent, achieve higher academic success, develop good self-esteem, interact with peers using competent social skills, have better mental health less depression, anxiety, suicide attempts, delinquency, alcohol and drug use and exhibit less violent tendencies.

2.2.3 Indulgent style

The third parenting style is called indulgent, or sometimes permissive. These parents fail to set any standards for behavior, are tolerant of all behaviors, and give in to their child's desires. In other words, these parents are low in the control dimension but high in the warmth and support dimension. They let their kids do whatever they want, such as eat ice cream and cookies for dinner or go to bed at 2:00 am after watching scary movies all night. If we think about our example of John coming home late, we can't even imagine what his parents might do because they never would have set a curfew in the first place. Children with indulgent parents tend to be aggressive, impulsive, and selfish.

2.2.4 Permissive-indulgent parenting style

The childrearing practices of these mothers and fathers exemplify what Baumrind (1971) called permissive-indulgent parenting. They are affectionate, caring and involved, but tend to be extremely tolerant and to exert little or no control or discipline. Baumrind contrasted permissive-indulgent parents with three other types: permissive-neglectful (also known as uninvolved) parents, who show virtually no interest in their children; authoritarian parents, who tend to be harsh, demanding, intolerant, autocratic and punitive; and authoritative parents, who tend to be firm but fair, making demands and imposing discipline in a caring atmosphere (Baumrind, 1971; Maccoby& Martin, 1983).

Permissive-indulgent, permissive-neglectful and authoritarian parenting have all been associated with a variety of problematic personal, social and emotional characteristics that can play out in academic settings in the form of anxiety and low achievement, but also in irresponsibility, impulsivity, dependency, lack of persistence, unreasonable expectations and demands and dishonesty. Authoritative parenting tends to be associated with the most adaptive social, emotional and moral development and with the fullest expression of children's intellectual capabilities

(Eisenberg, Fabes, &Spinrad, 2006; Ginsburg et al., 2009; Parke &Buriel, 2006; Paulussen-Hoogeboom et al., 2008; Thompson, 2006).

2.2.5 Permissive parenting

Kim and Rohner (2002) revealed that permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These parents are warm and indulgent but they do not like to say no or disappoint their children. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions.

2.2.6 Neglectful parenting

Kimble (2014) noted that neglectful parents do not set firm boundaries or high standards. They are indifferent to their children's needs and uninvolved in their lives. These uninvolved parents tend to have mental issues themselves such as maternal depression, physical abuse or child neglect when they were kids. Children of neglectful parents are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems and have more mental issues for example suicidal behavior in adolescents.

2.2 The influence of parenting styles on the academic achievement of students

According to Rezaee (2015), the relationship of parents with children or parenting style serves multiple purposes. Moral and psychological training, identification, growth and development of children's talents, skills, familiarizing with the rules and norms of the society from the perspective of parents are among these purposes. "Parsons also consider two basic functions for the family, i.e. socialization and prosperity of the child's personality." So it seems that parents' parenting styles are likely to affect children's personality traits. Parenting styles is a set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth. In the present study, ponderable points in parenting styles, physical presence of parents at home, that is the time to be with the children and cultural spaces of the family are considered. Educational achievement means the fulfillment of

expected level of education, and an education organization approaches its predetermined goals. Educational achievement means increase of learning, increase of the level of good scores and admission of students in the courses and educational grades

Mehrafza (2005) in a study examined the relationship between parenting styles and creativity and academic achievement of the students of grade three of high school and showed that there was a significantly positive relationship between the emotional atmosphere of the family, declining to the principles of democracy, and creativity. Furthermore, there was a significantly negative relationship between the creativity and dictatorship principles and there was no statistically significant relationship between the emotional atmosphere of the family, declining to absolute freedom, and creativity.

Abedi et al. (2005) in a study examined the relationship between motivations of educational achievement of high school students of Isfahan and their family characteristics. The results showed that from among family factors associated with educational achievement, motivation, parents' expectations of children's success, authoritarian parenting style and family structure (modern natural family) explain educational achievement motivation.

Biabangard (2005) in a study examined the relationship of self-esteem and motivation with educational achievement among students of grade three of high school in Tehran. The researcher found that there was a significant correlation between self-esteem, achievement motivation, and educational achievement, between self-esteem and achievement motivation, between self-esteem and educational achievement, and between achievement motivation and educational achievement. There was no significant difference between self-esteem, achievement motivation, and educational achievement of both groups of male and female students of the fields of the Humanities and Experimental Sciences.

All of the parenting styles have varying characteristics across cultures. Different ethnic groups define parenting styles according to their norms Barber (1996). For example Chinese American parents demonstrated more strictness as compared to European Americans Lin and Fu (1990). Permissive and authoritarian parenting styles are correlated with negative psychological and behavioral outcomes (Anne et al. 2008). Also Pong et al. (2005) found that there is strong correlation between academic achievement and authoritative parenting as compared to

authoritarian and permissive parenting styles. In one study Dornbusch et al. (1987) found that parenting styles vary across different cultures. For example, authoritative parenting style was positively related to school grades and students' performance was higher in European American students. However, authoritative parenting style resulted in lower academic grades and was not related to the academic performance of Asian American students.

There is also a cultural difference which draws a thin line between parenting styles. Asian cultures show authoritarian parenting as compared to the U.S. and Europe. Also, Asian students demonstrate more effective academic achievement with parents who have attributes of authoritarian parenting as compared to the West and European countries where the majority of students' academic achievement is the result of authoritative parenting. In one study Dornbusch et al. (1987) found that parenting styles vary across different cultures.

Authoritative parenting style affects European American adolescents for the better while authoritarian parenting improves the academic performance of Asian American adolescents. In another study, it was found that parents of Chinese American adolescents were more strict than European American parents which is a characteristic of authoritarian parenting style Lin and Fu (1990). In summation, it can be said that the cultural effect of parenting styles should be further analyzed in order to have a broader understanding of them and their effect on the psychosocial behavior of children.

All three parenting styles have certain effects on children's psychological, social, and moral development. Academic performance, problem solving behavior, psychosocial development, and social competence are among the key domains which are strongly affected by these parenting styles. Findings from this research have shown that: children who rate their parents as authoritative are socially and instrumentally more competent in academics as compared to those who observed their parents as non-authoritative (Baumrind 1991), and children who rated their parents as permissive perform poorly in all domains.

There are certain policy implications that stem from this review. First, there is substantial evidence that authoritative parenting has a positive impact on the academic performance (GPA) of young children. Secondly, studies suggest that authoritative parenting has greater impact on the academic performance of young children as compared to that of authoritarian and permissive parenting.

Third, most of the studies in this review suggest that western parents put more focus on being authoritative rather than authoritarian and permissive. As the family is the basic learning environment for children, a suitable home environment helps in child development (Benasich and Brooks-Gunn 1996). The two dimensions of parenting styles (i.e. parental warmth and responsiveness) are effective strategies when children are in distress (Dittman et al. 2011). It can be suggested that both home environment and parenting styles are effective predictors of academic performance in young children.

Authoritative parenting is an effective predictor of academic performance. Most of the academic performance and sustained optimal development of college students outcomes are the result of authoritative parenting (Turner et al. 2009). There are several characteristics of the authoritative approach that are helpful in positive academic outcomes. Authoritative parenting styles support the autonomy of children which helps in better academic performance (Garn et al. 2010). Roche et al. (2007) found that school performance can be improved effectively when authoritative approach is used. Review suggests that adolescents whose parents had characteristics of the authoritative parenting style developed self-enhancing attributes (Kaisa et al. 2000). In one study, it was found that there is a positive relationship between the authoritative parenting style and academic achievement while permissive parenting was negatively associated with academic achievement in adolescents (Elham et al. 2012).

Also, higher academic achievement scores and psychosocial measures revealed that authoritative parenting was more effective compared to that of authoritarian and permissive parenting styles (Rashmi et al. 2005). An authoritative parenting style also results in the intrinsic motivation of adolescents. Children who pointed out that their parents were authoritative had high intrinsic motivation in them which led them towards achieving high levels of devotion to their studies and in showing good academic performance (having high GPA). Results suggest that authoritative parenting is more effective for the academic success and achievement of adolescents. Pong et al. (2005) found that there is a strong correlation between academic achievement and authoritative parenting as compared to authoritarian and permissive parenting styles. Only one study conducted by Barnhart et al. (2013) highlighted that permissive parenting is effective compared to those of authoritarian and authoritative parents.

Authoritative parents are supportive of their children. They are flexible in nature, encourage the view point of children, and have effective communication skills (Dornbusch et al., 1987). The balance between such qualities and framework of rules promotes child development by providing an appropriate amount of guidance as well. Authoritative parenting is effective for child development. Children raised by parents who were authoritative in nature had higher psychosocial ability and had higher psychosocial and maturity scores, and their behavioral and psychosocial scores were lowest. Also, they scored higher in self-reliance and they were less depressed (Lamborn et al. 1991).

Authoritative parents do exert influence and control over children, but the magnitude of control is not as much as compared to that of authoritarian or permissive parents. This flexible control of authoritative parents promotes child-centered democratic control by making their children more independent. Children are not stressed following the instructions from their parents. Children of authoritative parents are socially more developed in interaction with peers and other adults. Also, these children have better emotional intelligence as compared to that of children of authoritarian and permissive parents. Children of authoritarian and permissive parents had lower self-perception of academic ability. Also, children who reported their parents as authoritative were self-reliant as compared to that of authoritarian and permissive families (Baumrind 1991).

As authoritarian parents had high demands from their children, so children had low self-perception and demonstrated lower academic achievement. The lowest cognitive competence and self-regulation was found in adolescents from neglectful families (Steinberg et al. 1994). Little or no communication skills and reserved behavior in children are the result of authoritarian practices (Baumrind 1971). Authoritarian parents tend to exert more rigid framework of rules and also expect obedience from children as well, so self-regulation in children may be promoted but independence of self-expression is not allowed. Intrinsic motivation, self-reliance and perceptions of competence in adolescents are destabilized as a result of high demandingness, strict rules and obedience from authoritarian parents (Steinberg et al. 1994). On the other end of the spectrum, children of permissive parents have freedom of expression and independence but due to the absence of a framework of rules they are emotionally less intelligent and have less social and intellectual competence as compared to others.

In regard to positive outcomes, the examination of the relationship between parenting style and academic achievement is among the most pervasive in the research literature. Several studies in the literature propose that the authoritative parenting style is associated with higher academic achievement (Steinberg, Lamborn, Dornbusch& Darling, 1992; Hickman, Bartholomae, &McKenry, 2000). Cohen and Rice (1997) surveyed a sample of 386 matched parent-child pairs in order to examine the relevance of parenting style to adolescent educational achievement. Results indicated that students with low grades rated their parents as less authoritative, more permissive (indulgent) and more authoritarian than did students with high grades. Based on the study results, researchers concluded that perceived authoritative parenting by students was associated with higher academic achievement.

Paulson (1994) investigated the relationship between parenting characteristics and achievement among a sample of 247 adolescents. Standardized scales were used to operationalize parenting style in order to examine its association to academic achievement which was measures by adolescent self-reported grades. Results indicated that higher levels of parental control accompanied by both maternal and paternal responsiveness (characteristic of authoritative parenting) were related to higher academic achievement. Paulson concluded that authoritative parents have children who perform better in schools.

Steinberg, Lamborn, Dornbusch and Darling (1992) examined the impact of authoritative parenting on the school achievement of an ethnically and socioeconomically heterogeneous sample of 6400 American 14-18 year olds. Standardized scales and other self-report instruments were used to assess the relationship between parenting style and academic outcomes. The results indicated that authoritative parenting had a significant impact on adolescent schools performance during the high school year. This was seen in both the significant correlations between authoritativeness and the indices of achievement as well as in the comparison of academic scores among adolescents from households varying in authoritativeness. On both indices, adolescents from clearly authoritative homes scored higher than their peers from homes that were neither unquestionably non-authoritative or unquestionably authoritative, who in turn scored higher than students from definitely non-authoritative homes. The researchers concluded that authoritative parenting

promotes better academic achievement, and students who describe their parents as authoritative report better school performance.

Gonzales, Cauce, Friedman and Mason (1996) investigated the influence of parenting variables on the school performance of 120 African American junior high students. Instruments included maternal reports of parenting variables and adolescent self-reports of grade point average. Results indicated that maternal support and the presence of warm, affectionate parent-child relationships (characteristic of authoritative parenting) have a significant influence on all positive child development outcomes including academic achievement. It was further concluded by the researchers that maternal support had a significant effect on adolescent grades.

Pittman and Chase-Lansdale (2001) explored associations between parenting and multiple adolescent outcomes in a sample of 302 adolescent girls and their female caregivers from impoverished neighborhoods. A mixed methods design involving standardized instruments and in-depth interviews was used to examine the influence of parenting style on academic achievement. Results indicated that parenting style groups were significantly related to teenagers' reported grades, and adolescents with disengaged (neglectful) mothers had significantly lower grades than adolescents with mothers who displayed any other parenting style. The researchers concluded that to adolescent girls with authoritative mothers showed the best adjustment of all parenting style groups, while girls with disengaged (neglectful) mothers a showed the worst adjustment of all parenting style groups.

2.3 The strategies in which parenting styles can enhance students' Academic performance

Several implications can be made for future practice from the study results and conclusions. Teachers should engage students in academic tasks that promote more intrinsic motivation, instead of routine tasks that focus on test preparation and standardized performance. Academic tasks that stimulate intrinsic motivation by channeling a student's sense of curiosity, challenge and satisfaction will promote the higher achievement outcomes. For example, assignments and projects that relate to a student's interests and career goals as well as make meaningful connections between their classroom experience and the real world should be used. However, teachers should

be aware that some forms of extrinsic motivation can promote higher intrinsic motivation, and therefore higher achievements.

Also, teachers should be more sensitive to diverse parenting environments, and take into account a student's predominant parenting style in devising their teaching methods. Additionally, teachers should consider the appropriateness of all three parenting styles to different environmental situations, including the educational setting. Teachers should remember that authoritative parenting, in particular, is ideally suited for the educational setting due to its strong relationship with intrinsic motivation, which in turn promotes higher achievement outcomes. Lastly, teachers should be aware that academic achievement is impacted by multiple influences.

Guidance counselors should not direct students in their high school curriculum and career goals based solely on standardized tests and grades. Guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades. Guidance counselors should motivate students to raise their own aspirations regardless of race or social class background. Like teachers, guidance as the counselors can be a source of extrinsic motivation to promote a greater sense of intrinsic motivation in students, and thus, higher achievement outcomes. For example, students may achieve higher due to a greater degree of aspiration (intrinsic) encouraged by their guidance counselor (extrinsic).

School social workers can provide resources in the community for example parenting classes that can help improve the skills for parents in rearing their children in a way that is more conducive for higher achievement outcomes. School social workers should offer parenting classes that incorporate an authoritative style of parenting based on the findings and recommendations of previous research. However, the diverse parenting styles of multicultural populations should be considered in developing any programming for parents. Also, school social workers should provide resources for disadvantaged families that increase resource and social capital, and therefore promote higher achievement outcomes.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the research design, the study population, the sample size and selection, sampling techniques, methods of data collection, procedure of data collection, data management and analysis, reliability and validity of the research instruments as well as data processing, analysis and interpretation.

3.1 Research design

The research was carried out through quantitative and qualitative approaches. The study used cross-sectional survey design. According to Kombo and Tromp (2006), a research design is the glue that holds all the elements in a research project together. The survey research design was chosen because it puts into consideration constraints of cost, created quickly, administered easily and it could be used to collect information on wide range of issues that include personal facts, attitudes, past behaviours and opinions. In this research, the population was large and could not be managed easily, but with the use of samples taken the researcher was able to obtain accurate and ample information.

3.2 The study area

Pelham and Blanton (2006) defines a study area as geography area for which data is analyzed either as site based study area or geographical unit based study area. The study took place in the selected secondary schools that is Masuliita Secondary School, St. Pius Kiziba-Masuliita and Light College Katikamu Senior Secondary school all in Masuliita Town Council.

3.3 The study population

McMillan & Schumacher (2001) state that the population refers to the group of individuals that have one or more characteristics in common that are of interest to the researcher, therefore the population of study will comprise the school heads and their deputies, Directors of studies, and

teachers as well as the students. From each of the above schools, the researcher obtained the study population from the administration, staff and students as shown here;

Table 3.1: Showing the study population

Category	Number	Percentage
Head teacher	03	3.0
Deputy head teachers	03	3.0
Directors of studies	03	3.0
Teachers (10 from Masuliita Secondary School, 10 from St. piuskiziba and 10 from c) Light College Katikamu selected)	30	30.3
Students (20 from Masuliita Secondary School, 20 from St. Pius Kiziba and 20 from c) Light College Katikamu selected)	60	60.6
Total	**99**	**100.0**

3.4 Sampling methods

According to Kothari (2011), there are two sampling methods which were used in this study, namely probability (representative) sampling and non-probability (non-representative) sampling.

With probability sampling, the researcher determined the chance or probability of an element being included in the sample. This method gave each and every member of the population an equal chance of being selected for the sample. Examples of probability sampling included simple random sampling, stratified sampling and cluster sampling from which the researcher selected the suitable sampling techniques for this study.

With non-probability sampling, the researcher determined only those elements he deemed important for the study to be included in the sample. This method gave the researcher the mandate to select out only those members that were important for consideration in the sample. Examples of non-probability sampling included purposive sampling and multi-stage sampling and others from which the researcher selected the suitable sampling techniques for this study.

3.5 Sample size determination

This sample size for this study was selected using a number of sampling methods, namely; probability and non-probability in which then the researcher used the purposive and random sampling techniques. The sample size for the current study was selected based on the formulae set by Yamane (1973).

Yamane sample calculation is a way to determine the sample size for a study. It was the most ideal method to use when the only thing one know about the underlying population they were sampling from is its size. The Yamane sample size states that:

$$nY = \frac{N}{1+Ne^2}$$

Where nY

is the Yamane sample size, N is your underlying population size and e is determined from the confidence you are seeking from your study. That is, if you want to be 95% sure about the results of your study then $e=0.05$.

N= the study population which is 102

e= the level of significant co-efficient which is 0.05^2

$$n= \frac{N}{1+ N\,(0.05)^2}$$

$$n= \frac{99}{1+ 99\,(0.05)^2}$$

$$n= \frac{99}{1+0.2}$$

n=82

Table 3.2: Study population and sample size distribution

Category	Number	Sample size	Sample technique
Head teacher	03	03	Purposive
Deputy head teachers	03	03	Purposive
Directors of studies	03	03	Purposive
Teachers (20 from Masuliita Secondary School, 25 from St. Pius Kiziba and 30 from c) Light College Katikamu selected)	30	27	Random
Students (20 from Masuliita Secondary School, 25 from St. Pius Kiziba and 30 from c) Light College Katikamu selected)	60	46	Random
Total	**99**	**82**	

3.6 Data collection methods

According to Mugenda and Mugenda (2003) *t*he research study applied the following data collection methods;

3.6.1 Secondary data sources

Mugenda and Mugenda (2003) state that the secondary method of research involved the use of library sources, published and unpublished literature, official reports and other important policy documents and position papers were sought from resource centers.

3.6.2 Interview

Mugenda and Mugenda (2003) state that another method that was used by the researcher was the interview method involving face-to face interview which had a distinguished advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation.

3.7 Data collection tools/ instruments

According to Kavulia (2007), this was the first hand information from the people concerned. A number of tools were used for data collection and these included self-administered questionnaires and interview guides.

3.7.1 Self-administered questionnaire

According to Kavulia (2007), the researcher used the questionnaire technique or tool for collecting data from the field which were constructed with open ended and close ended questions. The researcher opted to use the questionnaires because they could be used to collect large amounts of information from a large number of people in a short period of time, and it was a relatively cost effective, quick and easily quantifiable by the researcher to analyze the data and to compare the findings for clarity.

3.7.2 Interview guide

According to Connaway & Powell (2010), the researcher set questions to guide the oral/ mouth to mouth interactions between the researcher and the respondents. The data collected by this method was more correct compared to the other methods that were used for data collection. The interview instrument was good to use since the researcher went to the field himself and asked the respondents for information that was necessary for the research thus yielding more information from the head teachers, and other administrators in the field compared to other methods.

3.8 Data Quality Control

The following criteria was applied to this qualitative and quantitative study in order to make the research credible that is reliability and validity. Respondents' checking was undertaken to give credibility to the analysis. It was now be up to the reader to determine whether the text had sufficient credibility to qualify as quality piece of research.

3.8.1 Reliability

Saunders et al. (2007) define reliability as the characteristics of measurement concerning precision, accuracy and consistency. For the data to be reliable, it yielded the same results if the data is repeated for a number of times. Usually reliability was ensured through minimizing errors in the research tools. The researcher will ensure reliability through a test- retest-strategy. This involved piloting about 07 questionnaires to the students of education at post graduate levels outside the population of study. The questionnaires were re-piloted and then compared with items in the two pilot studies. Only those items with correlation coefficient of greater or equal to 0.7 were included in the questionnaires because values of at least 0.7 were acceptable for research. The coefficients were determined through ranking items in the first study and those in the second study to determine the difference between ranks.

The data was collected by the researcher thereby avoiding the potential of bias. Transcriptions were checked against verbatim notes. The internal consistency of data coding and analysis was enhanced as the researcher himself did all the coding and analysis.

3.8.2 Validity

According to Babbie, (2010), reliability refers to the extent to which the same answers can be obtained using the same instruments more than one time. In simple terms, if your research is associated with high levels of reliability, then other researchers need to be able to generate the same results, using the same research methods under similar conditions. It is noted that reliability problems crop up in many forms. Reliability is a concern every time a single observer is the source of data, because we have no certain guard against the impact of that observer's subjectivity. According to Wilson (2010) reliability issues are most of the time closely associated with subjectivity and once a researcher adopts a subjective approach towards the study, then the level of reliability of the work was going to be compromised.

Validity of research can be explained as an extent at which requirements of scientific research method have been followed during the process of generating research findings. Oliver (2010) considers validity to be a compulsory requirement for all types of studies. There are different forms of research validity and main ones are specified by Cohen et al (2007) as content validity,

criterion-related validity, construct validity, internal validity, external validity, concurrent validity and face validity.

Measures to ensure validity of a research include, but not limited to the following points:

a) Appropriate time scale for the study had to be selected;

b) Appropriate methodology had to be chosen, taking into account the characteristics of the study;

c) The most suitable sample method for the study had to be selected;

d) The respondents were not pressured in any ways to select specific choices among the answer sets.

It is important to understand that although threats to research reliability and validity can never be totally eliminated, however researchers need to strive to minimize this threat as much as possible. To enhance confidence in the findings data was collected using self-administered questionnaires and key informant interviews.

3.9 Data collection and processing

According to Connaway & Powell (2010), in order to shift the power of the researcher/participant relationship to the study participants, the research was undertaken in environments that were selected by and comfortable for study respondents. Key informants were interviewed at their convenience. In this way it was an interviewee-guided interview and the researcher was able to direct, select and structure the story. Data editing coding the data and cleaning was done after data had been collected to ensure that all mistakes made by respondents were cleared then entering the data into the computer for analysis and summarizing the data.

3.10 Data analysis

According to Kothari (2011), raw data obtained was collected, coded, grouped and presented in tables and graphs. The researcher was prompted to use this method because it analyses data to draw thorough conclusions. Partington (2003) states that there is little standardization with no absolutes where a specific type of qualitative data relates to a specific type of analysis. Neuman (2011) further opines that no single qualitative data analysis approach is widely accepted, while Schurink et al., (2011) posits that there are always variations in the number and description of steps for the same process of data analysis by different authors. From the preceding views, it can

thus be inferred that each qualitative data analysis to some extent was uniquely designed event. With the preceding in mind, the qualitative data analysis of this research (responses from the semi-structured interviews) was done according to a qualitative content analysis process that integrated Creswell's (2013) analytic spiral with the process as described by Marshall and Rossman (1999).

The qualitative content analysis involved the following procedures:

Recording of data was done by audio recording on a digital voice recorder, while audio recording on another tape recorder served as backup of electronic failure and faults and to ensure that all voices could be heard. Taking notes served as further backup and provided the context to the interviews. Verbatim transcription of the responses from the interview commenced as soon as possible and was done by the researcher.

To ensure that the researcher becomes acquainted with the data for the purpose of analysis and interpretation, the original interview of the completed verbatim transcription were listened to again. Transcription notation symbols, comments and the taking of field notes as suggested by Henninget al., (2004) states that it was used to capture non-transcribable text to gain as much of the complete picture as possible, in an endeavour to ensure the reliability and validity of the data, the verbatim transcribed interviews were presented to the respondents to verify and sign off.

The entire transcribed text and field notes were thoroughly read at first to obtain an overall and comprehensive impression of the content and context before the abstraction process of coding began where units of meaning was identified or labelled. Codes were named or labellled to specific units or segments of related meaning identified within the field notes and transcripts (Henninget al., 2004). The transcribed text was arranged in meaningful themes and categories.

As progress was made with the analysis, further sub themes and sub categories were included to identify meaning connections, relationships and trends. The coding process for the field notes and transcripts consisted of three steps described by Thiétart (2007) and Neuman (2011), namely: open coding, axial coding and selective coding.

Open coding involved the identification and naming of segments of meaning from the field notes and transcripts in relation to the research topic. The focus of open coding was on wording, phrasing, context, consistency, frequency, extensiveness and specificity of comments.

Consequently, the segments of meaning from the field notes and transcripts were clearly marked (highlighted) and labelled in a descriptive manner.

The codes were eventually evaluated for relevance to the research aims. Related codes were then listed in categories according to the research aims and theoretical framework from the literature study. The analytic process was further informed by inquisitive questions to identify thematic relationships from the various categories, according to both the inductive and deductive reasoning process. Questions were included amongst others (Henning et al., 2004).

Data was analyzed using some computer program mainly Statistical package for Social scientists (SPSS) which was used so as to give a clear presentation of the various responses and the significance of each response depending on the magnitude of the corresponding number and frequency percentage of total responses and conclusions were drawn on the basis of those frequencies. Analysis was based on both descriptive and inferential statistics techniques.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter focuses on the presentation, analysis and interpretation of findings on the parenting styles and students' Academic performance in selected Secondary Schools in Masuliita Town Council. The researcher contacted 82 respondents of whom 77 availed responses for the study. The presentation, analysis and interpretation is based on the respondents personal variables, the different parenting styles used on learners in selected Secondary Schools, the influence of parenting styles on the academic achievements of students in selected Secondary Schools and the strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council.

4.1 The respondents' personal variables

The respondents' personal; variable are vital to know the composition and relationship between the respondents and the problems being studied. The study findings on respondents' personal; variables are presented in the section below;

Table 4.1: Age Bracket of the Respondents

		Frequency	Percent	Valid Percent
Valid	18 - 30 Years	36	46.8	46.8
	31 - 40 Years	16	20.8	20.8
	41 - 50 Years	10	13.0	13.0
	51 - 60 Years	12	15.6	15.6
	Above 61 Years	3	3.9	3.9
	Total	77	100.0	100.0

Source: Field Data, 2018

The study findings in table 4.1 above revealed that the respondents were in different age brackets where by 46.8% of the respondents were aged 18 to 30 years, 20.8% were aged 31 to 40 years, 13.0% were aged 41 to 50 years, 15.6% were aged 51 to 60 years and 3.9% were aged 60years and

above. Despite the fact that most respondents were aged 20 to 49 years, all the respondents were different age groups.

Table 4.2: Gender of the Respondents

		Frequency	Percent	Valid Percent
Valid	Male	31	40.3	40.3
	Female	46	59.7	59.7
	Total	77	100.0	100.0

Source: Field Data, 2018

Regarding the gender of respondents, it was revealed that 40.3% of the respondents were males and 59.7% were females, with majority of the respondents being males, all the respondents were able to avail vital for the study and thus their conditions for the study is crucial for the study.

Table 4.3: Current Marital Status

		Frequency	Percent	Valid Percent
Valid	Married	35	45.5	45.5
	Single	29	37.7	37.7
	Divorced	10	13.0	13.0
	Widowed	3	3.9	3.9
	Total	77	100.0	100.0

Source: Field Data, 2018

Regarding findings on the marital status of the respondents, 45.5% of the respondents were married, 37.7% were single, 13.0% were divorced and 3.9% were widowed, as presented in table 4.3, so the findings of the study show that most respondents were married, while the least were widowed, but all respondents' availed data which was vital for this study.

Table 4.4: Highest education level attained

		Frequency	Percent	Valid Percent
Valid	Certificate	37	48.1	48.1
	Diploma	33	42.9	42.9
	Bachelors	5	6.5	6.5
	Masters	2	2.6	2.6
	Total	77	100.0	100.0

Source: Field Data, 2018

Regarding the highest level of education attained, the results of the study showed that 48.1% of the respondents had certificates, 42.9% had diploma, 6.5% had Bachelor's degrees and 2.6% had master's education. So all respondents were literate enough to avail data required for fulfillment of the study

Table 4.5: Period you have been in the school

		Frequency	Percent	Valid Percent
Valid	0 - 5 Years	21	27.3	27.3
	6 - 10 Years	46	59.7	59.7
	11 - 14 Years	5	6.5	6.5
	15 and above years	5	6.5	6.5
	Total	77	100.0	100.0

Source: Field Data, 2018

The respondents had served and been in the school for varying periods of time where by 27.3% of the respondents had been in their respective schools for 0 to 5 years, 59.7% had been here for 11 to 14 years, and 6.5% had been in the school for 15 years and above. This implies that the respondents had been in the school for a short and medium period of time, but all availed valuable data for this study.

4.2 The different parenting styles used on learners in selected Secondary Schools in Masuliita Town Council

The study findings on the different parenting styles used on learners in selected Secondary Schools in Masuliita Town Council are presented, analyzed and interpreted in this section;

4.2.1 There is more use of authoritarian style on children

The study findings on whether there is more use of authoritarian parenting style in children reveal that 33 (42.9%) disagreed, 49 (11.7%) were not sure and 35(45.5%) agreed as presented in table 4.6;

Table 4.6: Responses on whether there is more use of authoritarian style on children

		Frequency	Percent	Valid Percent
Valid	Disagree	33	42.9	42.9
	Not Sure	9	11.7	11.7
	Agree	35	45.5	45.5
	Total	77	100.0	100.0

Source: Field Data, 2018

The research study found out that the parents of the children are quite taught and adhere to the strict parenting rules to raise up respectable and academically successful children as agreed by 45.5% which has seen the schools have children who have been tamed and seldom or do not at all engage in strikes in the schools. Furthermore, 42.9% noted that the children have fitted into the strict school cultures which promote discipline and academic excellence. But the conformations of authoritarian parenting and authoritarian school management style have ensured the children are well trained in the school.

4.2.2 Authoritarian style is only situational

The study findings on whether authoritarian style is only situational shows that 10 (12.9%) of the respondents disagreed, 09 (11.7%) were not sure and 58 (75.3%) agreed as presented in table 4.7;

Table 4.7: Responses on whether authoritarian style is only situational

		Frequency	Percent	Valid Percent
Valid	Disagree	10	12.9	12.9
	Not Sure	9	11.7	11.7
	Agree	58	75.3	75.3
	Total	77	100.0	100.0

Source: Field Data, 2018

The findings of the study revealed that authoritarian parenting style is largely situational for example when children perform poorly in examinations, their parents attribute it to laziness and bad peer influence as agreed by 75.3% which makes the parents come in with a hard hand and usually follow up to school with the aim of ensuring that the children improve on their academic performance. Furthermore, as the girls and boys get into adolescents, they tend to become rowdy which requires hard and strict parental intervention, hence authoritarian parenting being situational in this case.

4.2.3 Authoritarian style is vital in ensuring better individual academic excellence of learners

The research study set out to examine whether authoritarian style is vital in ensuring better individual academic excellence of learners, and the results obtained revealed that 31.2% of the respondents disagreed, 1.3% were not sure and 67.5% agreed as presented in table 4.8;

Table 4.8: Responses on whether authoritarian style is vital in ensuring better individual academic excellence of learners

		Frequency	Percent	Valid Percent
Valid	Disagree	24	31.2	31.2
	Not Sure	1	1.3	1.3
	Agree	52	67.5	67.5
	Total	77	100.0	100.0

Source: Field Data, 2018

The findings of the study reveal that the parents exert pressure on the children with the view of ensuring the concentrate on academics to pass well. Thus 67.5% of the respondents agreed that the children are right away from home encouraged using hard means by like punishing poor

performers. As stated by 31.2% of the respondents, the children who are subjected to authoritarian parenting like strict rules at home and cannot express their liberty often end up becoming poor performers. However, parents are so possessive and exert a lot of measure on the children to perform well in academics.

4.2.4 Authoritarian style keeps the learners more focused on the process of learning

The responses on whether authoritarian style keeps the learners more focused on the process of learning show that 24.7% of the respondents disagreed, 3.9% were not sure and 71.4% agreed as presented in table 4.9;

Table 4.9: Responses on whether authoritarian style keeps the learners more focused on the process of learning

		Frequency	Percent	Valid Percent
Valid	Disagree	19	24.7	24.7
	Not Sure	3	3.9	3.9
	Agree	55	71.4	71.4
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study findings, 71.4% of the respondents agreed that the parents ensure that their children concentrate on academics. This means that parents are focused on making sure that their children read books, attend lessons regularly and on time so that they can perform well in examinations. Usually failure to adhere to this strict culture may have the children punished for being non-submissive to the parents and also at school; they are subjected to punishment for failure to attend lessons and for weak performance.

4.2.5 Authoritarian style keeps the learners more focused on results in academics

The findings on whether authoritarian style keeps the learners more focused on results in academics show that 33 (42.9%) of the respondents disagreed, 16 (20.8%) were not sure, 28 (36.4%) agreed as presented in table 4.10;

Table 4.10: Responses on whether authoritarian style keeps the learners more focused on results in academics

		Frequency	Percent	Valid Percent
Valid	Disagree	33	42.9	42.9
	Not Sure	16	20.8	20.8
	Agree	28	36.4	36.4
	Total	77	100.0	100.0

Source: Field Data, 2018

The success of academic depends on the good and excellent results obtained by the learners. The study findings reveal that 42.9% of the respondents did not agree because the learning process is handled better by teachers and less by parents, the parents simply support their children and teachers, whereas 36.4% agreed that the parents want their children to perform well, it's why they provided well directed parenting to ensure that they the best grades in both internal and external examinations.

4.2.6 Authoritarian parenting style ensures knowledge of learner's capabilities on the side of teachers

The study findings on whether authoritarian parenting style ensures knowledge of learner's capabilities on the side of teachers reveal that 19 (24.7%) of the respondents disagreed, 14 (18.2%) were not sure and 44 (57.1%) agreed as presented in table 4.11;

Table 4.11: Responses on whether authoritarian parenting style ensures knowledge of learner's capabilities on the side of teachers

		Frequency	Percent	Valid Percent
Valid	Disagree	19	24.7	24.7
	Not Sure	14	18.2	18.2
	Agree	44	57.1	57.1
	Total	77	100.0	100.0

Source: Field Data, 2018

The study revealed that children tend to become below performers with better monitoring from teachers. And the study showed that 57.1% agreed that the teachers tutor/ teach the learners what they need to pass and ensure that they are able to perform well. The parents usually liaise with the teachers so that there is regular communication and feedback on the performance of the learners to ensure that the children can progress well with the support of the parents and the school.

4.2.7 The ways in which authoritarian parenting style enable the learners improve academic performance

Table 4.12: The ways in which authoritarian parenting style enable the learners improve academic performance

		Frequency	Percent	Valid Percent
Valid	Concentrate more on learning	30	38.9	38.9
	Fear to spoil their education career	26	33.8	33.8
	The children become more focused on career pursuit	21	27.3	27.3
	Total	77	100.0	100.0

Source: Field Data, 2018

The study findings on the ways in which authoritarian parenting style enable the learners improve academic performance style enable the learners improve academic performance show that 38.9% agreed that they concentrate more on learning to achieve academic performance, 33.8% agreed that because the children fear to spoil their children and 27.3% agreed that the children become more focused on pursuit of their careers.

4.2.8: The ways in which authoritarian parenting style retard learners' academic progress

Table 4.13: The ways in which authoritarian parenting style retard learners' academic progress

		Frequency	Percent	Valid Percent
Valid	Too much fear creates anxiety	46	59.7	59.7
	Over possessiveness makes children not to have freedom	31	40.3	40.3
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study findings in table 13, 46 (59.7%) of the respondents agreed that there too much fear which creates anxiety among the children and 31(40.3%) agreed there is over possessiveness which makes children not to have freedom which retards their academic performance.

4.2.9 Authoritative parenting involves high control of children behaviors at home and school

The study findings on whether authoritative parenting involves high control of children behaviors at home and school show that 6 (7.8%) of the respondents disagreed, 1 (1.3%) was not sure and 70 (90.9%) agreed as presented in table 4.14;

Table 4.14: Responses on whether authoritative parenting involves high control of children behaviors at home and school

		Frequency	Percent	Valid Percent
Valid	Disagree	6	7.8	7.8
	Not Sure	1	1.3	1.3
	Agree	70	90.9	90.9
	Total	77	100.0	100.0

Source: Field Data, 2018

From the study findings in table 4.14, 90.9% if the respondents agreed that there is high control on the conduct and behavior of the children at home where the parents teach and train children through the basics of life for better survival right from have and this starts as early as the children are still young and continues as they grow up and proceed to school. This helps the children to learn good behaviors and get determination to look after themselves and be more integrated into the school community.

4.2.10: Authoritative parenting enables to control children through better explanation and be understanding of the reason for the kind of behavior

The research study on whether authoritative parenting enables to control children through better explanation and be understanding of the reason for the kind of behavior show that 20 (25.8%) of the respondents disagreed, 1 (1.3%) were not sure and 56 (72.7%) agreed as presented in the table below;

Table 4.15: Responses on whether authoritative parenting enables to control children through better explanation and be understanding of the reason for the kind of behavior

		Frequency	Percent	Valid Percent
Valid	Disagree	20	25.8	25.8
	Not Sure	1	1.3	1.3
	Agree	56	72.7	72.7
	Total	77	100.0	100.0

Source: Field Data, 2018

Parents are meant to stream line the conduct and behavior of their children while at home and help the school teachers and administrators find them good people to work with in order to ensure that their behavior de not deteloriate into bad one which can destruct their education. This means that school and home must work together to help develop a wholistic child, and from the study thus, 72.7% agreed that with authoritative parenting, children are able to understand what they do well and why they behave the way they behave. This enables the school to tame and manage the children better for god results in the future.

4.2.11 Authoritative parenting creates high esteem in children

Findings on whether authoritative parenting creates high esteem in children shows that 11 (14.3%) of the respondents disagreed, 1 (1.3%) were not sure and 65 (84.4%) agreed as presented in table 4.16;

Table 4.16: Responses on whether authoritative parenting creates high esteem in children

		Frequency	Percent	Valid Percent
Valid	Disagree	11	14.3	14.3
	Not Sure	1	1.3	1.3
	Agree	65	84.4	84.4
	Total	77	100.0	100.0

Source: Field Data, 2018

The study findings revealed that children who have grown up under authoritative parenting tend to learn to be less gullible and astute. The findings reveal that 84.4% agreed that such children tend to be industrious, collaborative, hardworking which makes then move fast and more accomplished. They are respectful of their parents and they take the good advice from them, are strict in observing rules and regulations which help them to survive well in life for example respect for parents, accepting good counsel from peers and elder people including their teachers at school.

4.2.12 Authoritative parenting enables the learners to achieve success with peers

Findings on whether authoritative parenting enables the learners to achieve success with peers revealed that 3 (3.9%) of the respondents were not sure and 74 (96.1%) agreed as presented in table 4.17;

Table 4.17: Responses on whether authoritative parenting enables the learners to achieve success with peers

		Frequency	Percent	Valid Percent
Valid	Disagree	-	-	-
	Not Sure	3	3.9	3.9
	Agree	74	96.1	96.1
	Total	77	100.0	100.0

Source: Field Data, 2018

The children from authoritative families tend to be well assertive in school and among the peers which makes them strong and outspoken members of their community. According to the study, 96.1% of the respondents agreed that such children also make their peers like their ways which promotes success for them. The peer who have been brought up under strict rules and regulations tend to share the same with their contemporaries and those whom they tend to be with for long at school pick some characters from them.

4.2.13 Authoritative parenting enables children to settle in better academic and professional settings

The research findings on whether authoritative parenting enables children to settle in better academic and professional settings revealed that 11 (14.3%) of the respondents disagreed and 66 (85.7%) agreed as presented in table 4.18;

Table 4.18: Responses on whether authoritative parenting enables children to settle in better academic and professional settings

		Frequency	Percent	Valid Percent
Valid	Disagree	11	14.3	14.3
	Not Sure	-	-	-
	Agree	66	85.7	85.7
	Total	77	100.0	100.0

Source: Field Data, 2018

The children brought up a governed under authoritative style are better prepared as outspoken and determined people to take up responsibilities and better their academic and professional expertise. The findings showed that 85.7% of the respondents agreed that these children have well built cognitive abilities and can ably fit with anybody else in their setting. This is because their parents in addition to their natural ability, tend to train them in several livelihood aspects which including liking to be literate and thus pursue education to meet the ends of having good and paying education career for example many children agreed that they want to be well off better than even their parents when they are done with their academics.

4.2.14 Authoritative parents have high expectations for achievement and maturity

The findings on whether authoritative parents have high expectations for achievement and maturity shows that 6 (7.8%) of the respondents disagreed, 2 (2.6%) were not sure and 69 (89.6%) agreed as presented in table 4.19;

Table 4.19: Responses on whether authoritative parents have high expectations for achievement and maturity

		Frequency	Percent	Valid Percent
Valid	Disagree	6	7.8	14.3
	Not Sure	2	2.6	2.6
	Agree	69	89.6	89.6
	Total	77	100.0	100.0

Source: Field Data, 2018

The parents who exert authoritative parenting on their children tend to have high expectations, achievement, and maturity because as agreed by 89.6% of the respondents, it implies that the children under this kind of setting tend to mature up and become more independent in the decision they make, and also because they can take on risks, they tend not to have fear for risk taking and can thus achieve better in academics.

4.2.15 Children of authoritative parents are appear happy and content

The study findings on whether the children of authoritative parents are appear happy and content show that 22 (28.6%) of the respondents disagreed, 2 (2.6%) were not sure and 53 (68.8%) agreed as presented in table 4.20;

Table 4.20: Responses on whether children of authoritative parents are appear happy and content

		Frequency	Percent	Valid Percent
Valid	Disagree	22	28.6	28.6
	Not Sure	2	2.6	2.6
	Agree	53	68.8	68.8
	Total	77	100.0	100.0

Source: Field Data, 2018

Authoritative parents tend to focus their efforts into teaching their children how it is done rather than just giving it to them or not showing them how to do it. The research found out that 68.8% of the respondents agreed that authoritative parents want the children to follow into their successful footsteps which means that they teach them how to behave well, how to work, how to study and even give them guidance on career pursuits which helps to build the cognitive appreciation of the children about what is done to succeed and live a happy rich and enjoyable life. Despite the fact that 28.6% disagreed noting that sometimes authoritative parenting oversteps the kin boundaries and infringes on the simple human rights the children have for example the right to rest, the right to personal fulfillment in terms of career choices, it right to assert that children of authoritative parents are appear happy in the way their health looks and content with the academic achievements which and when they are good.

4.2.16 Children of authoritative parents are more independent

Findings on whether the children of authoritative parents are more independent shows that 7 (9.1%) disagreed, 2 (2.6%) were not sure and 68 (88.3%) agreed as presented in table 4.21;

Table 4.21: Children of authoritative parents are more independent

		Frequency	Percent	Valid Percent
Valid	Disagree	7	9.1	9.1
	Not Sure	2	2.6	2.6
	Agree	68	88.3	88.3
	Total	77	100.0	100.0

Source: Field Data, 2018

From table 4.21, the research found out that most respondents agreed that the authoritative parents tend to allow their children to handle some of their own private business for example which school they need to go for the course they ought to pursue and a couple of other independent choices they can make but with their advice. For 9.1% who disagreed reasoned that the children do not have to enjoy the liberty similar to that of their parents. The research discovered that 88.3% of the respondents agreed that the parents who mind constructive business and give their children the opportunity to follow into their footsteps by teaching them virtues like being professional

encourage them to like education and such children tend to be active in class because they see education as the best way to achieve better livelihood standards.

4.2.17 Children of authoritative parents achieve higher academic success

The research study on whether children of authoritative parents achieve higher academic success reveal that 2 (2.6%) of the respondents disagreed and 75 (97.6%) agreed as presented in table 4.22;

Table 4.22: Responses on whether children of authoritative parents achieve higher academic success

		Frequency	Percent	Valid Percent
Valid	Disagree	2	2.6	2.6
	Agree	75	97.4	97.4
	Total	77	100.0	100.0

Source: Field Data, 2018

The authoritative parents tend to be concerned with the academic details of their children. They make regular academic consultation and questioning the integrity of their children in school. The study findings show that 97.6% of the respondents agreed that children who have the close care of their parents tend to settle better and fast in school which boosts their academic achievements because their hard work is reciprocated by good grades in both internal and external assessments. This most common in St. Pius Kiziba and Katikamu SDA school. For the 2.6% who disagreed noted that the over indulgence of parents into the academics of children makes them hate school, but authoritative parents are able to help their children build better confidence in their learning for better outcomes.

4.2.18 Indulgent styles fail to set any standards for behavior among the children

The research study on whether Indulgent styles fail to set any standards for behavior among the children reveal that 9 (11.7%) of the respondents disagreed, 16 (201.8%) were not sure, and 52 (67.5%) agreed as presented in table 4.23;

Table 4.23: Responses on whether indulgent styles fail to set any standards for behavior among the children

		Frequency	Percent	Valid Percent
Valid	Disagree	9	11.7	11.7
	Not sure	16	20.8	20.8
	Agree	52	67.5	67.5
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study, there are instances when indulgence into the life and pattern of livelihood of the children is largely influenced by parents as the teachers to the children. The research discovered that 67.5% of the respondents agreed that sometime the over engagement of parents in the affairs of children make the children to conceal a lot of vital information from these parents thereby making it hard for them to guide their conduct. Though 11.7% stated for parents who indulge in the care for children get regular feedback from the school which promotes the performance of their children. But generally over indulgence in the affairs and life of the children is not good and it means that such a parent will fail to set any standards for behavior among the children for their weaknesses are already exposed to the children whom they live very close to.

4.2.19 Indulgent style of parenting is tolerant of all behaviors among children

The research study on Indulgent style of parenting is tolerant of all behaviors among children reveal that 19 (24.7%) of the respondents disagreed, 6 (7.8%) were not sure, and 52 (67.5%) agreed as presented in table 4.24;

Table 4.24: Responses on whether indulgent style of parenting is tolerant of all behaviors among children

		Frequency	Percent	Valid Percent
Valid	Disagree	19	24.7	24.7
	Not sure	6	7.8	7.8
	Agree	52	67.5	67.5
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study findings in table 4.24, the findings agreed that indulgent parents as shown by 67.5% allows all the learners right at home are parented and only those positive aspects of indulgence like reading, local scientific innovations which are initiated right from home tend to be tolerant to all behaviors among children with the aim of reforming the weak ones. For 24.7% who disagreed that many parents want children who respect them and the education officers at school so that they can benefit from what the teachers teach them and guide them in the pursuit of their career ends. The general agreement though is that indulgent parents tend to be tolerant to all the behaviors among children in the respective homes and schools.

4.2.20 Indulgent parents give in to their child's desires easily

The research study on whether Indulgent parents give in to their child's desires easily that 20 (25.9%) of the respondents disagreed, 21 (27.3%) were not sure and 36 (46.7%) agreed as presented in table 4.26;

Table 4.26: Responses on whether indulgent parents give in to their child's desires easily

		Frequency	Percent	Valid Percent
Valid	Disagree	20	25.9	25.9
	Not sure	21	27.3	27.3
	Agree	36	46.7	46.7
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study findings in table 4.26, 46.7% of the respondents agreed some parents who over indulge with their children using the brotherly and sisterly approach tend to become lenient to their children and in case they have desires, they find it easy to give in to keep the children happy. 25.9% noted that giving in to the desires than aspirations of the children is usually a weakness of those parents who have not helped the children to learn but fend for them in everything and allow them to question the authority of the parents. But the respondents agreed that their parents tend to give in and allow the children to put in place mechanisms to entice their caregivers to be like them.

4.2.21 Permissive-indulgent parents are usually affectionate, caring and involved for their children

The study findings on whether permissive-indulgent parents are usually affectionate, caring and involved for their children show that 20 (25.9%) of the respondents disagreed, 21 (27.3%) were not sure and 36 (46.7%) agreed as presented in table 4.27;

Table 4.27: Permissive-indulgent parents are usually affectionate, caring and involved for their children

		Frequency	Percent	Valid Percent
Valid	Disagree	20	25.9	25.9
	Not sure	21	27.3	27.3
	Agree	36	46.7	46.7
	Total	77	100.0	100.0

Source: Field Data, 2018

The research revealed that 46.7% of the respondents agreed that permissive-indulgent parents are usually affectionate being that they have a lot of love and care for their children, and involved as such they can sacrifice a lot of their time and resources to please their children which may help the hardworking children to accomplish academics and obtain the best results. The study further noted that 25.9% of the respondents noted that the parents who indulge for their children tend to spoil and show them rather misleading instead of good straight paths since they allow them get involved in whatever they may find good and enjoyable for example night discos, and this weak state of affairs leads to poor performance of the children in school. Thus Permissive-indulgent parents are usually affectionate, caring and involved for their children which if not well handled sets bad precedent and spoils the would be good children by letting them live free and scattered life characterized by indulgence in sexual pleasures and other anti-social habits often leading to poor results and low or no academic achievements.

4.2.22 Permissive-indulgent parents are extremely tolerant to children behavoiur

Findings on whether permissive-indulgent parents are extremely tolerant to children behavoiur found out that 10 (12.9%) of the respondents disagreed, 44 (57.4) were not sure and 23 (29.9%) agreed as presented in table 4.28;

Table 4.28: Responses on whether permissive-indulgent parents are extremely tolerant to children behavoiur

		Frequency	Percent	Valid Percent
Valid	Disagree	10	12.9	12.9
	Not sure	44	57.4	57.4
	Agree	23	29.9	29.9
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study, 57.4% of the respondents were not sure if permissive-indulgent parents are extremely tolerant to children behavior because the parents of the learners aim for better education for their children and as such seldom tolerate irate behavior like absconding from school except due to lack of fees as noted by 12.9% of the respondents. Therefore it is not thought of and it has not been found out that parents give their children of secondary level going age the freedom to decide their fate, this does not happen, they are strict, but to 29.9% who agreed, some parents give some degree of autonomy to the learners in advanced level because they consider them to be mature and can decide their future well. But by no assumption the parents are not tolerant to bad behaviors, they only tolerate the good behaviors in their children.

4.2.23 Permissive-indulgent parents tend to be neglectful on children in some situations

The findings on whether the permissive-indulgent parents tend to be neglectful on children in some situations shows that 10 (12.9%) of the respondents disagreed, 10 (12.9%) were not sure and 57 (74.0%) agreed as presented in table 4.29;

Table 4.29: Permissive-indulgent parents tend to be neglectful on children in some situations

		Frequency	Percent	Valid Percent
Valid	Disagree	10	12.9	12.9
	Not sure	10	12.9	12.9
	Agree	57	74.0	74.0
	Total	77	100.0	100.0

Source: Field Data, 2018

According t situational analysis in reference to whether the permissive-indulgent parents tend to be neglectful on children, it was agreed by 74.0% of the respondents that because many parents do not have stealth touch with their children in polygamous families, others have single mothers and others challenges, there is a tendency by mainly fathers to neglect and let even the young girls marry off at a tender age and miss education. However, 12.9% did not agree because many parents who have chosen to have their children in school want them to complete the entire secondary school course. the respondents agreed that because of the high birth rates in this largely poverty stricken part of Wakiso district, the rate of school drop out in the mentioned schools of Karikamu SDA, Masulita Secondary is quite high because education is not a priority to some parents.

4.2.24 Permissive parents set very few rules and boundaries and they are reluctant to enforce rules

Findings on whether permissive parents set very few rules and boundaries and they are reluctant to enforce rules show that 10 (12.9%) of the respondents disagreed, 2 (2.6) were not sure and 65 (84.4%) agreed as presented in table 4.30;

Table 4.30: Responses on whether permissive parents set very few rules and boundaries and they are reluctant to enforce rules

		Frequency	Percent	Valid Percent
Valid	Disagree	10	12.9	12.9
	Not sure	2	2.6	2.6
	Agree	65	84.4	84.4
	Total	77	100.0	100.0

Source: Field Data, 2018

The nature of parenting is the foundation upon which the mantle of education rests. The study found out that 84.4% of the respondents agreed that parents who have permissive parenting style tend to fail in controlling the behaviors of their own children or those they take care of because there may be no ground rules to govern the conduct of the children in the homes. This is because their weak decision making makes them so permissive and they tend not to have rules in places for the conduct of their children, even where a few weak ones exist, they are not enforced. This leads to children being not well guided and at school thye get dismissed and also drop out of school if their indiscipline is extreme.

4.3 The influence of parenting styles on the academic achievements of students in selected Secondary Schools in Masuliita Town Council

The study findings on the influence of parenting styles on the academic achievements of students in selected Secondary Schools in Masuliita Town Council are presented, analysed and interpreted in this section;

4.3.1 Parenting is the basis for wholistic development

The current study set out to examine whether parenting is the basis for wholistic development, and the results obtained revealed that 16.9% disagreed, 5.2% were not sure, 77.9% agreed as presented in table 4.31;

Table 4.31: Parenting is the basis for wholistic development

		Frequency	Percent	Valid Percent
Valid	Disagree	13	16.9	16.9
	Not Sure	4	5.2	5.2
	Agree	60	77.9	77.9
	Total	77	100.0	100.0

Source: Field Data, 2018

From table 4.31, it was noted that indeed the parenting style one uses on his/her children influences who they become in the future and as such, 77.9% agreed that the parents teach the children all the formative aspects of livelihood like hygiene, eating habits, behavior and other aspects of life growth. In the event of authoritarian parenting the children will end up being

introvert, while with authoritative parenting, the person ends being extrovert because they are allowed to take some control over themselves as peoples.

4.3.2 Parenting responsible for growth and development of children's talents

The current study set out to examine whether parenting is responsible for growth and development of children's talents and the results obtained revealed that 9.1% of the respondents disagreed, 9.1% were not sure and 81.8% agreed as presented in table 4.32;

Table 4.32: Parenting responsible for growth and development of children's talents

		Frequency	Percent	Valid Percent
Valid	Disagree	7	9.1	9.1
	Not Sure	7	9.1	9.1
	Agree	63	81.8	81.8
	Total	77	100.0	100.0

Source: Field Data, 2018

Talent discovery in children usually starts at home if the parents care about developing their children into people who can benefit from the natural endowments they have besides formal education. Those parents who care about talent development encourage their children to practice what they want, so as agreed by 81.8% of the respondents now many parents allow their children to take part in co-curricular activities as a way to enjoy the bursaries for education that the schools give and also the tertiary institutions when they go beyond advanced levels. Though 9.1% did not agree because they believe that their children would best benefit from formal education and less or not from co-curricular activities, but overall, parenting responsible for growth and development of children's talents.

4.3.3: Parenting enhances children's ability to apply the knowledge and skills acquired in class and in daily life

The current study set out to examine whether parenting enhances children's ability to apply the knowledge and skills acquired in class and in daily life show that 68.8% of the respondents agreed and 31.2% strongly agreed as presented in table 4.33;

Table 4.33: Parenting enhances children's ability to apply the knowledge and skills acquired in class and in daily life

		Frequency	Percent	Valid Percent
Valid	Agree	53	68.8	68.8
	Strongly Agree	24	31.2	31.2
	Total	77	100.0	100.0

Source: Field Data, 2018

Charity begins at home, thus 68.8% agreed that parental support helps the children to become more skilled as they learn a lot from home regarding life planning like taking care of themselves, how to relate with other people, exploit their natural abilities during play and domestic chores, and so on, and 31.2% further agreed that this enhances the children's ability to apply the knowledge and skills acquired in class and in daily life so that they can assimilate the knowledge they have acquired while growing up and skills they adopt while learning so that they can live better life in future as learn and educated persons.

4.3.4: Parenting style influences students' academic achievements

The research study on whether parenting style influences students' academic achievements reveal that 9.1% of the respondents disagreed, 9.1% were not sure and 81.8% agreed as presented in table 4.34;

Table 4.34: Parenting style influences students' academic achievements

		Frequency	Percent	Valid Percent
Valid	Disagree	7	9.1	9.1
	Not Sure	7	9.1	9.1
	Agree	63	81.8	81.8
	Total	77	100.0	100.0

Source: Field Data, 2018

According to the study findings in table 4.34, 81.8% agreed that the approach parents have towards their children in terms of teaching them how to conduct themselves, how to relate with others and a couple of other issues for better livelihood standards. However, 9.1% disagreed because they state that the teachers and the general school environment which ensure that the children achieve

better results, but from the findings thus, parenting style influences students' academic achievements.

Table 4.35: Parenting style influences students' discipline at school

		Frequency	Percent	Valid Percent
Valid	Agree	38	49.4	49.4
	Strongly Agree	39	50.6	50.6
	Total	77	100.0	100.0

Source: Field Data, 2018

The current study findings on whether parenting style influences students' discipline at school showed that all respondents agreed that since charity begins at home, the parents of children develop them at the earliest stages of their lives which means that with 100%, the parents teach children mannerism when they have started breast feeding, when they start recognizing people, when they continue to learn better in life, up when school comes in to take on the day and boarding routine of shaping the academic and more external life events in the growth and development of the child. Children from permissive families tend to have a Laissez Faire approach to academics.

4.4 The strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council

The study findings on the strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council are presented, analyzed and interpreted in this section;

Table 4.36: Responses on the strategies for enhancing students' Academic performance

Strategies for enhancing students' Academic performance	Disagree	Not sure	Agree
Teachers ought to engage students in academic tasks that promote more intrinsic motivation	-	11 (14.3%)	66 (85.7%)
Teachers should motivate academic tasks that stimulate intrinsic motivation by channeling a student's sense of curiosity	03 (3.9%)	06 (7.8%)	68 (88.3%)
Promote assignments and projects that relate to a student's interests and career goals	-	03 (3.9%)	74 (96.1%)
Teachers and parents should make meaningful connections between children's classroom experience and the real world	08 (10.4%)	-	69 (89.6%)
Teachers ought to become more sensitive to diverse parenting environments	10 (12.9%)	10 (12.9%)	57 (74.0%)
Teachers should take into account a student's predominant parenting style in devising their teaching methods	14 (18.2%)	04 (5.2%)	59 (76.6%)
Guidance counselors should not direct students in their high school curriculum and career goals based solely on standardized tests and grades	21 (27.3%)	04 (5.2%)	52 (67.5)
Guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades	-	-	77 (100%)
Guidance counselors should motivate students to raise their own aspirations	-	18 (23.4%)	59 (76.6%)

Source: Field Data, 2018

The respondents came up with several strategies for enhancing students' academic performance of the learners in the selected schools of Katikamu SDA, St. Pius Kiziba and Masuulita Secondary school. The study thus revealed that 85.7% of the respondents agreed that teachers ought to engage

students in academic tasks that promote more intrinsic motivation , that is motivation from inside them to like studies for example engage them in games and sports for ample periods of time, encouraging competition for better marks in assessment, rewarding the best performing students in order to awaken the students to become more serious with academics. The researcher was informed during the study that, "the *learners ought to be involved in recreation activities which makes them like school" (Interview with respondent)* and thus will be encouraged to read better and pass the internal and external examinations.

The study also discovered that with 88.3% of the respondents in agreement that teachers should motivate academic tasks with thanking the students, reading out their names on assembly and other forms of recognition which stimulate intrinsic motivation by channeling a student's sense of curiosity, when the children are made to compete for better marks, get recognized for good performance and the subsequent praises this comes with good teaching. This can drive better performance from the school and bring with academic prosperity.

In additional to that, the study discovered that teachers can come up with assignments such as life planning skills tests to learn who the individual students are , than as agreed by 96.1% of the respondents that the assignments and projects like tailoring , hand work, music dance and drama must be crafted in such a way that they can promote the talents and skills the children might have which may help the learners develop their talents in the areas f their interest and the career paths they wish to attained through career goals in place.

The study found out that teachers and parents should make meaningful connections between children's classroom experience and the real world. This was agreed by 89.6% of the respondents would involve teachers encouraging the children to carry out experiments for instance in agriculture in homes and have their books signed with comments from the parents. This would show that the teachers and the parents are on the same page supervising the academic progress of the children is attained in the real world.

Parenting differs from one home to the other. The study findings in table 4.31 on whether teachers ought to become more sensitive to diverse parenting environments found out that 74.0% of the respondent agreed that the teachers have through their professional ethics ensure that the learners

stay in school and achieve education for them to become brighter and recognized career paths in the future.

According to the interview, the researcher was in additional to the 76.6% who agreed informed that it, 'it was vital for the teacher to put into account a student's predominant parenting style in devising their teaching methods

Guidance counselors are important in helping the concerned persons get the support they deserve. According to 67.5% of the respondents, it is suggested that since there should not be direct students in their high school curriculum and career goals based solely on standardized tests and grades except those admitted. And in addition to this, 100% suggested that guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades and guidance counselors should motivate students to raise their own aspirations as agreed by 76.6%.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion of findings

The findings of the study are discussed with the related voice from the literature review in this section;

5.1.1 The different parenting styles used on learners in selected Secondary Schools in Masuliita Town Council

According to the study, the children are cared for under what is commonly appreciated as parenting in homes right from the time they are born, and the process continues through the life time, and intermittently interrupted when one is sent to school where they interact with other learners and exhibit the life style they have learn while at home. According Baumrind (1997), noted that each type of behavior is easily correlated to a specific kind of parenting. The research study found out that the parents of the children are instrumental in bringing them up at home because they are the ones whom they interact with immediately at birth and for the first part of their life on earth seeing them and copying from them life ways.

a) Authoritarian parenting style

From the study, it was revealed that strict parenting/authoritarian parenting comprising rules and regulations on children is in place to tame any excesses from the children as they grow up and school. Mehrafza (2014) states that authoritarian parents are unresponsive to their children's needs and are generally not nurturing. Children of authoritarian parents tend to have an unhappy disposition, are less independent, appear insecure, possess lower self-esteem, exhibit more behavioral problems, perform worse academically, have poorer social skills and are more prone to mental issues. With this kind of upbringing and rearing, the children are fitted into the strict school cultures which promote discipline and academic excellence, thus conformations of authoritarian parenting and authoritarian school management style combined ensure the children are well tamed in school.

Thus it is by no default that one can say that authoritarian parenting style is largely situational for example when children perform poorly in examinations, their parents attribute it to laziness and bad peer influence which may make them punish them and segregate them from bad company. In addition to that, 75.3% agreed that parents come in high handed on children with the aim of improving the academic performance of their children.

The parents exert pressure on the children with the view of ensuring the concentrate on academics to pass well, and this involves streamlining them right away from home, and in extreme cases the lazy ones are punished. Normally such homes have strict rules on children. So 71.4% agreed that the parents ensure that their children concentrate on academics as the prime activity hence supporting the schooling by providing school fees and requirements. Authoritarian parents will give the child a swift and severe punishment without even trying to listen for John's explanation for being late. In a single word, the best description for authoritarian parents might be 'obedience.' In extreme cases, authoritarian parents might even become abusive. Children of authoritarian parents tend to have low self-esteem and make moral decisions based on rules instead of on internalized beliefs about what is right and wrong. From the study, 90.9% agreed that there is high control on the conduct and behavior of the children at home where the parents teach and train children through the basics of life for better survival right from have and this starts as early as the children are still young and continues as they grow up and proceed to school. This helps the children to learn good behaviors and get determination to look after themselves and be more integrated into the school community.

b) Authoritative parenting

According to the study, both school and home are meant to work together to help develop a wholistic child in terms of discipline and academic achievement. From the field, 72.7% agreed that with authoritative parenting, children are able to understand what they do well and why they behave the way they behave because the semi-coercive means used on them keep them active. The children who have grown up under authoritative parenting tend to learn to be less gullible and are more astute, and 84.4% further agreed that such children tend to be industrious, collaborative, hardworking which makes then perform better. They are respectful of their parents and they take the good advice from them, are strict in observing rules and regulations which help them to survive

well in life for example respect for parents, accepting good counsel from peers and elder people including their teachers at school.

The children from authoritative families tend to be well assertive in school and among the peers which makes them better academic performers, and on this, 96.1% agreed that such children also make their peers like their ways which promotes success for them. Hence, the children brought up a governed under authoritative style are better prepared as outspoken and determined people to take up responsibilities and better their academic and professional expertise because have well built cognitive abilities and can ably fit with anybody else in their setting. Roche et al., (2007) revealed that authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussion and using reasoning. They are affectionate and supportive and encourage independence. This parenting style is also known as Democratic Parenting Style. This is because their parents in addition to their natural ability, tend to train them in several livelihood aspects which including liking to be literate and thus pursue education to meet the ends of having good and paying education career for example many children agreed that they want to be well off better than even their parents when they are done with their academics.

Authoritative parents want the children to follow into their successful footsteps which means that they teach them how to behave well, how to work, how to study and even give them guidance on career pursuits which helps to build the cognitive appreciation of the children about what is done to succeed and live a happy rich and enjoyable life. In further analysis, 88.3% agreed that the parents who mind constructive business and give their children the opportunity to follow into their footsteps by teaching them virtues like being professional encourage them to like education and such children tend to be active in class because they see education as the best way to achieve better livelihood standards. Based on Baumrind's research, children of authoritative parents are appear happy and content, are more independent, achieve higher academic success, develop good self-esteem, interact with peers using competent social skills, have better mental health less depression, anxiety, suicide attempts, delinquency, alcohol and drug use and exhibit less violent tendencies. The authoritative parents tend to be concerned with the academic details of their children, so children who have the close care of their parents tend to settle better and fast in school which boosts their academic achievements because their hard work is reciprocated by good grades in both

internal and external assessments. This most common in St. Pius Kiziba and Katikamu SDA school.

c) Indulgence

According to the study, sometime over engagement of parents in the affairs of children make the children to conceal a lot of vital information from these parents thereby making it hard for them to guide their conduct. Related to Baumrind (1971), indulgent or permissive parents fail to set any standards for behavior, are tolerant of all behaviors, and give in to their child's desires. In other words, these parents are low in the control dimension but high in the warmth and support dimension. They let their kids do whatever they want, such as eat ice cream and cookies for dinner or go to bed at 2:00 am after watching scary movies all night. Over indulgence in the affairs and life of the children is not good and it means that such a parent will fail to set any standards for behavior among the children for their weaknesses are already exposed to the children whom they live very close to.

Indulgent parents allow learners right at home are parented and only those positive aspects of indulgence like reading, local scientific innovations which are initiated right from home tend to be tolerant to all behaviors among children with the aim of reforming the weak ones. According to the study findings, parents who over indulge with their children using the brotherly and sisterly approach tend to become lenient to their children and in case they have desires, they find it easy to give in to keep the children happy.

d) Permissive-indulgent

The study revealed that permissive-indulgent parents are usually affectionate being that they have a lot of love and care for their children, and involved as such they can sacrifice a lot of their time and resources to please their children which may help the hardworking children to accomplish academics and obtain the best results. The parents who indulge for their children tend to spoil and show them rather misleading instead of good straight paths since they allow them get involved in whatever they may find good and enjoyable for example night discos, and this weak state of affairs leads to poor performance of the children in school.

According to Kim and Rohner (2002), permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These parents are warm and indulgent but they do not like to say no or disappoint their children. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions. Thus Permissive-indulgent parents are usually affectionate, caring and involved for their children which if not well handled sets bad precedent and spoils the would be good children by letting them live free and scattered life characterized by indulgence in sexual pleasures and other anti-social habits often leading to poor results and low or no academic achievements. According to the study, permissive-indulgent parents are extremely tolerant to children behavior because the parents of the learners aim for better education for their children and as such seldom tolerate irate behavior like absconding from school except due to lack of fees as noted by 12.9% of the respondents.

Therefore it is not thought of and it has not been found out that parents give their children of secondary level going age the freedom to decide their fate, this does not happen, they are strict, some parents give some degree of autonomy to the learners in advanced level because they consider them to be mature and can decide their future well. According to 84.4% of the respondents agreed that parents who have permissive parenting style tend to fail in controlling the behaviors of their own children or those they take care of because there may be no ground rules to govern the conduct of the children in the homes. This is because their weak decision making makes them so permissive and they tend not to have rules in places for the conduct of their children, even where a few weak ones exist, they are not enforced.

5.1.2 The influence of parenting styles on the academic achievements of students in selected Secondary Schools in Masuliita Town Council

The parenting style one uses on his/her children influences who they become in the future. Rezaee (2015), the relationship of parents with children or parenting style serves multiple purposes. Moral and psychological training, identification, growth and development of children's talents, skills, familiarizing with the rules and norms of the society from the perspective of parents are among these purposes. According to 77.9% of the respondents, it was agreed that the parents teach the children all the formative aspects of livelihood like hygiene, eating habits, behavior and

other aspects of life growth. In the event of authoritarian parenting the children will end up being introvert, while with authoritative parenting, the person ends being extrovert because they are allowed to take some control over themselves as peoples.

Talent discovery in children usually starts at home if the parents care about developing their children as agreed by 81.8% of the respondents, so many parents allow their children to take part in co-curricular activities as a way to enjoy the bursaries for education that the schools give and also the tertiary institutions when they go beyond advanced levels. Parental support helps the children to become more skilled as they learn a lot from home regarding life planning like taking care of themselves, how to relate with other people, exploit their natural abilities during play and domestic chores, and others. This enhances the children's ability to apply the knowledge and skills acquired in class and in daily life so that they can assimilate the knowledge they have acquired while growing up and skills they adopt while learning so that they can live better life in future as learn and educated persons.

Biabangard (2005) sates that there was a significant correlation between self-esteem, achievement motivation, and educational achievement, between self-esteem and achievement motivation, between self-esteem and educational achievement, and between achievement motivation and educational achievement. There was no significant difference between self-esteem, achievement motivation, and educational achievement of both groups of male and female students of the fields of the Humanities and Experimental Sciences. The current study found out that parenting style influences students' discipline at school showed that all respondents agreed that since charity begins at home, the parents of children develop them at the earliest stages of their lives.

The parents teach children mannerism when they have started breast feeding, when they start recognizing people, when they continue to learn better in life, up when school comes in to take on the day and boarding routine of shaping the academic and more external life events in the growth and development of the child. Children from permissive families tend to have a Laissez Faire approach to academics.

5.1.3 The strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council

The respondents came up with several strategies for enhancing students' academic performance of the learners in the selected schools of Katikamu SDA, St. Pius Kiziba and Masuulita Secondary school. The study found out that teachers ought to engage students in academic tasks that promote more intrinsic motivation, that is motivation from inside them to like studies for example engage them in games and sports for ample periods of time, encouraging competition for better marks in assessment, rewarding the best performing students in order to awaken the students to become more serious with academics. The study discovered that with 88.3% of the respondents in agreement that teachers should motivate academic tasks with thanking the students, reading out their names on assembly and other forms of recognition which stimulate intrinsic motivation by channeling a student's sense of curiosity, when the children are made to compete for better marks, get recognized for good performance and the subsequent praises this comes with good teaching. This can drive better performance from the school and bring with academic prosperity.

The study discovered that 96.1% of the respondents agreed that that the assignments and projects like tailoring, hand work, music dance and drama must be crafted in such a way that they can promote the talents and skills the children might have which may help the learners develop their talents in the areas of their interest and the career paths they wish to attained through career goals in place. The study found out that teachers and parents are encouraging the children to carry out experiments for instance in agriculture in homes and have their books signed with comments from the parents. This would show that the teachers and the parents are on the same page supervising the academic progress of the children is attained in the real world.

The teachers have through their professional ethics ensure that the learners stay in school and achieve education for them to become brighter and recognized career paths in the future. Since there should not be direct students in their high school curriculum and career goals based solely on standardized tests and grades except those admitted. And in addition to this, 100% suggested that guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades and guidance counselors should motivate students to raise their own aspirations.

5.2 Summary of findings

The following is the thematic summary of findings;

5.2.1 The different parenting styles used on learners in selected Secondary Schools in Masuliita Town Council

a) Authoritarian parenting style

The research study found out that there is authoritarian parenting and such parents make their adhere to the strict parenting rules to rise up respectable and academically successful children. The strict school cultures which promote discipline and academic excellence. But the conformations of authoritarian parenting and authoritarian school management style have ensured the children are well trained in the school.

The parents come in with a hard hand and usually follow up to school with the aim of ensuring that the children improve on their academic performance. Furthermore, as the girls and boys get into adolescents, they tend to become rowdy which requires hard and strict parental intervention, hence authoritarian parenting being situational in this case. The children who are subjected to authoritarian parenting like strict rules at home and cannot express their liberty often end up becoming poor performers. However, parents are so possessive and exert a lot of measure on the children to perform well in academics.

According to the study, the parents ensure that their children concentrate on academics. This means that parents are focused on making sure that their children read books, attend lessons regularly and on time so that they can perform well in examinations. Usually failure to adhere to this strict culture may have the children punished for being non-submissive to the parents and also at school they are subjected to punishment for failure to attend lessons and for weak performance. The parents want their children to perform well, it's why they provided well directed parenting to ensure that they the best grades in both internal and external examinations. The parents usually liaise with the teachers so that there is regular communication and feedback on the performance of the learners to ensure that the children can progress well with the support of the parents and the school. There is high control on the conduct and behavior of the children at home where the parents teach and train children through the basics of life for better survival right from have and

this starts as early as the children are still young and continues as they grow up and proceed to school. This helps the children to learn good behaviors and get determination to look after themselves and be more integrated into the school community.

b) Authoritative parenting

School and home must work together to help develop a wholistic child, and from the study thus, 72.7% agreed that with authoritative parenting, children are able to understand what they do well and why they behave the way they behave. Children who have grown up under authoritative parenting tend to learn to be gullible and astute. The children tend to be industrious, collaborative, hardworking which makes then move fast and more accomplished. They are respectful of their parents and they take the good advice from them, are strict in observing rules and regulations which help them to survive well in life for example respect for parents, accepting good counsel from peers and elder people including their teachers at school.

The children also make their peers like their ways which promotes success for them. The peer who have been brought up under strict rules and regulations tend to share the same with their contemporaries and those whom they tend to be with for long at school pick some characters from them.

The children brought up a governed under authoritative style are better prepared as outspoken and determined people to take up responsibilities and better their academic and professional expertise. These children have well built cognitive abilities and can ably fit with anybody else in their setting. This is because their parents in addition to their natural ability, tend to train them in several livelihood aspects which including liking to be literate and thus pursue education to meet the ends of having good and paying education career for example many children agreed that they want to be well off better than even their parents when they are done with their academics.

The children under this kind of setting tend to mature up and become more independent in the decision they make, and also because they can take on risks, they tend not to have fear for risk taking and can thus achieve better in academics. Authoritative parents want the children to follow into their successful footsteps which means that they teach them how to behave well, how to work, how to study and even give them guidance on career pursuits which helps to build the cognitive appreciation of the children about what is done to succeed and live a happy rich and enjoyable life.

The authoritative parents tend to allow their children to handle some of their own private business for example which school they need to go for the course they ought to pursue and a couple of other independent choices they can make but with their advice. For 88.3% of the respondents agreed, the parents who mind constructive business and give their children the opportunity to follow into their footsteps by teaching them virtues like being professional encourage them to like education and such children tend to be active in class because they see education as the best way to achieve better livelihood standards.

The authoritative parents tend to be concerned with the academic details of their children. They make regular academic consultation and questioning the integrity of their children in school. The study findings show show that 97.6% agreed that children who have the close care of their parents tend to settle better and fast in school which boosts their academic achievements because their hard work is reciprocated by good grades in both internal and external assessments. This most common in St. Pius Kiziba and Katikamu SDA school.

c) Indulgence

Over indulgence in the affairs and life of the children is not good and it means that such a parent will fail to set any standards for behavior among the children for their weaknesses are already exposed to the children whom they live very close to. Indulgent parents as agreed by 67.5% allows all the learners right at home are parented and only those positive aspects of indulgence like reading, local scientific innovations which are initiated right from home tend to be tolerant to all behaviors among children with the aim of reforming the weak ones. The agreement though is that indulgent parents tend to be tolerant to all the behaviors among children in the respective homes and schools.

Some parents who over indulge with their children using the brotherly and sisterly approach tend to become lenient to their children and in case they have desires, they find it easy to give in to keep the children happy. The respondents agreed that their parents tend to give in and allow the children to put in place mechanisms to entice their caregivers to be like them.

d) Permissive-indulgent

The research revealed that permissive-indulgent parents are usually affectionate being that they have a lot of love and care for their children, and involved as such they can sacrifice a lot of their time and resources to please their children which may help the hardworking children to accomplish academics and obtain the best results. The study further noted that the parents who indulge for their children tend to spoil and show them rather misleading instead of good straight paths since they allow them get involved in whatever they may find good and enjoyable for example night discos, and this weak state of affairs leads to poor performance of the children in school. Thus Permissive-indulgent parents are usually affectionate, caring and involved for their children which if not well handled sets bad precedent and spoils the would be good children by letting them live free and scattered life characterized by indulgence in sexual pleasures and other anti-social habits often leading to poor results and low or no academic achievements. 74.0% of the respondents agreed that many parents do not have stealth touch with their children in polygamous families, others have single mothers and others challenges, there is a tendency by mainly fathers to neglect and let even the young girls marry off at a tender age and miss education. The respondents agreed that because of the high birth rates in this largely poverty stricken part of Wakiso district, the rate of school drop out in the mentioned schools of Karikamu SDA, Masulita Secondary is quite high because education is not a priority to some parents.

The nature of parenting is the foundation upon which the mantle of education rests. The study found out that 84.4% of the respondents agreed that parents who have permissive parenting style tend to fail in controlling the behaviors of their own children or those they take care of because there may be no ground rules to govern the conduct of the children in the homes. This is because their weak decision making makes them so permissive and they tend not to have rules in places for the conduct of their children, even where a few weak ones exist, they are not enforced.

5.2.2 The influence of parenting styles on the academic achievements of students in selected Secondary Schools in Masuliita Town Council

Indeed the parenting style one uses on his/her children influences who they become in the future and 77.9% agreed that the parents teach the children all the formative aspects of livelihood like hygiene, eating habits, behavior and other aspects of life growth. In the event of authoritarian

parenting the children will end up being introvert, while with authoritative parenting, the person ends being extrovert because they are allowed to take some control over themselves as peoples.

Talent discovery in children usually starts at home if the parents care about developing their children into people who can benefit from the natural endowments they have besides formal education. Those parents who care about talent development encourage their children to practice what they want, so as agreed by 81.8% of the respondents now many parents allow their children to take part in co-curricular activities as a way to enjoy the bursaries for education that the schools give and also the tertiary institutions when they go beyond advanced levels. Parental support helps the children to become more skilled as they learn a lot from home regarding life planning like taking care of themselves, how to relate with other people, exploit their natural abilities during play and domestic chores, and so on. This enhances the children's ability to apply the knowledge and skills acquired in class and in daily life so that they can assimilate the knowledge they have acquired while growing up and skills they adopt while learning so that they can live better life in future as learn and educated persons.

According to the study, the approach parents have towards their children in terms of teaching them how to conduct themselves, how to relate with others and a couple of other issues for better livelihood standards..

With 100%, the parents teach children mannerism when they have started breast feeding, when they start recognizing people, when they continue to learn better in life, up when school comes in to take on the day and boarding routine of shaping the academic and more external life events in the growth and development of the child. Children from permissive families tend to have a Laissez Faire approach to academics and thus their performance would be poor.

5.2.3 The strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council

The respondents came up with several strategies for enhancing students' academic performance of the learners in the selected schools of Katikamu SDA, St. Pius Kiziba and Masuulita Secondary school. The included study motivation from inside them to like studies for example engage them in games and sports for ample periods of time, encouraging competition for better marks in assessment, rewarding the best performing students in order to awaken the students to become

more serious with academics, thus will be encouraged to read better and pass the internal and external examinations.

The study found out that 88.3% of the respondents in agreed that teachers should motivate academic tasks with thanking the students, reading out their names on assembly and other forms of recognition which stimulate intrinsic motivation by channeling a student's sense of curiosity, when the children are made to compete for better marks, get recognized for good performance and the subsequent praises this comes with good teaching. This can drive better performance from the school and bring with academic prosperity. Furthermore, 96.1% of the respondents agreed that there are assignments and projects like tailoring , hand work, music dance and drama must be crafted in such a way that they can promote the talents and skills the children might have which may help the learners develop their talents.

The study found out that teachers and parents should make meaningful connections between children's classroom experience and the real world. This involves teachers encouraging the children to carry out experiments for instance in agriculture in homes and have their books signed with comments from the parents. The teachers have through their professional ethics ensure that the learners stay in school and achieve education for them to become brighter and recognized career paths in the future.

According to the interview, the researcher was in additional to the 76.6% who agreed informed that it, 'it was vital for the teacher to put into account a student's predominant parenting style in devising their teaching methods. Since there should not be direct students in their high school curriculum and career goals based solely on standardized tests and grades except those admitted. And in addition to this, 100% suggested that guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades and guidance counselors should motivate students to raise their own aspirations in academics for pursuit of their intended goals.

5.3 Conclusion of the findings

5.3.1 The different parenting styles used on learners in selected Secondary Schools in Masuliita Town Council

According to the study, the children are cared for under what is commonly appreciated as parenting in homes right from the time they are born, and the process continues through the life time, and intermittently interrupted when one is sent to school where they interact with other learners and exhibit the life style they have learn while at home. The research study found out that the parents of the children are instrumental in bringing them up at home because they are the ones whom they interact with immediately at birth and for the first part of their life on earth seeing them and copying from them life ways.

It was revealed that strict parenting authoritarian parenting comprising rules and regulations on children is in place to tame any excesses from the children as they grow up and school. Authoritarian parents are unresponsive to their children's needs and are generally not nurturing. Children of authoritarian parents tend to have an unhappy disposition, are less independent, appear insecure, possess lower self-esteem, exhibit more behavioral problems, perform worse academically, have poorer social skills and are more prone to mental issues. Thus it is by no default that one can say that authoritarian parenting style is largely situational for example when children perform poorly in examinations, their parents attribute it to laziness and bad peer influence which may make them punish them and segregate them from bad company. The parents exert pressure on the children with the view of ensuring the concentrate on academics to pass well, and this involves streamlining them right away from home, and in extreme cases the lazy ones are punished. Normally such homes have strict rules on children. The parents ensure that their children concentrate on academics as the prime activity hence supporting the schooling by providing school fees and requirements.

With authoritative parenting, children are able to understand what they do well and why they behave the way they behave because the semi-coercive means used on them keep them active. The children who have grown up under authoritative parenting tend to learn to be less gullible and are more astute. These children tend to be more productive and respectful for their parents and they

take the good advice from them, are strict in observing rules and regulations which help them to survive well in life for example respect for parents, accepting good counsel from peers and elder people including their teachers at school. The children brought up a governed under authoritative style are better prepared as outspoken and determined people to take up responsibilities and better their academic and professional expertise because have well built cognitive abilities and can ably fit with anybody else in their setting. Parents set rules and enforce boundaries by having open discussion and using reasoning. They are affectionate and supportive and encourage independence. Authoritative parents want the children to follow into their successful footsteps which means that they teach them how to behave well, how to work, how to study and even give them guidance on career pursuits which helps to build the cognitive appreciation of the children about what is done to succeed and live a happy rich and enjoyable life. The parents who mind constructive business and give their children the opportunity to follow into their footsteps by teaching them virtues like being professional encourage them to like education and such children tend to be active in class because they see education as the best way to achieve better livelihood standards.

Sometime over engagement of parents in the affairs of children make the children to conceal a lot of vital information from these parents thereby making it hard for them to guide their conduct. Over indulgence in the affairs and life of the children is not good and it means that such a parent will fail to set any standards for behavior among the children for their weaknesses are already exposed to the children whom they live very close to. Indulgent parents allow learners right at home are parented and only those positive aspects of indulgence like reading, local scientific innovations which are initiated right from home tend to be tolerant to all behaviors among children with the aim of reforming the weak ones.

The parents who indulge for their children tend to spoil and show them rather misleading instead of good straight paths since they allow them get involved in whatever they may find good and enjoyable for example night discos, and this weak state of affairs leads to poor performance of the children in school. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions. Thus Permissive-indulgent parents are usually affectionate, caring and involved for their children which if not well handled sets bad precedent and spoils the would be good children by letting them live free and scattered life characterized by indulgence in sexual pleasures and

other anti-social habits often leading to poor results and low or no academic achievements. Parents who have permissive parenting style tend to fail in controlling the behaviors of their own children or those they take care of because there may be no ground rules to govern the conduct of the children in the homes.

5.3.2 The influence of parenting styles on the academic achievements of students in selected Secondary Schools in Masuliita Town Council

The parenting style was agreed teach the children all the formative aspects of livelihood like hygiene, eating habits, behavior and other aspects of life growth. In the event of authoritarian parenting the children will end up being introvert, while with authoritative parenting, the person ends being extrovert because they are allowed to take some control over themselves as peoples.

Many parents allow their children to take part in co-curricular activities as a way to enjoy the bursaries for education that the schools give and also the tertiary institutions when they go beyond advanced levels. Parental support helps the children to become more skilled as they learn a lot from home regarding life planning like taking care of themselves, how to relate with other people, exploit their natural abilities during play and domestic chores, and others. Parenting style influences students' discipline at school showed that all respondents agreed that since charity begins at home, the parents of children develop them at the earliest stages of their lives. The parents teach children mannerism when they have started breast feeding, when they start recognizing people, when they continue to learn better in life, up when school comes in to take on the day and boarding routine of shaping the academic and more external life events in the growth and development of the child.

5.3.3 The strategies for enhancing students' Academic performance in selected Secondary Schools in Masuliita Town Council

The study found out that teachers ought to engage students in academic tasks that promote more intrinsic motivation, that is motivation from inside them to like studies for example engage them in games and sports for ample periods of time, encouraging competition for better marks in assessment, rewarding the best performing students in order to awaken the students to become more serious with academics. The teachers should motivate academic tasks with thanking the

students, reading out their names on assembly and other forms of recognition which stimulate intrinsic motivation by channeling a student's sense of curiosity, when the children are made to compete for better marks, get recognized for good performance and the subsequent praises this comes with good teaching. This can drive better performance from the school and bring with academic prosperity.

The assignments and projects like tailoring, hand work, music dance and drama must be crafted in such a way that they can promote the talents and skills the children might have which may help the learners develop their talents in the areas of their interest and the career paths they wish to attained through career goals in place. The study found out that teachers and parents are encouraging the children to carry out experiments for instance in agriculture in homes and have their books signed with comments from the parents. The teachers have through their professional ethics ensure that the learners stay in school and achieve education for them to become brighter and recognized career paths in the future. Since there should not be direct students in their high school curriculum and career goals based solely on standardized tests and grades except those admitted. Guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades   and   guidance counselors should motivate students to raise their own aspirations.

5.4 Recommendations of the study

Having exhausted the study on parenting styles and students' academic performance of senior two and senior five students in Masuliita Town Council with particular focus on selected secondary schools. The following recommendations are given;

i. The parents should use authoritative parenting style which is open to better upbringing of the children and model them into elitists persons who can benefit from the current education system for better skills development and advancement of knowledge Secondary Schools in Masuliita Town Council.

ii. There should be motivation of learners by parents and staff using intrinsic and extrinsic motivators like thanking the students, reading out their names on assembly and other forms of recognition which stimulate intrinsic motivation by promoting the student's sense of curiosity, when the children are made to compete for better marks, get recognized for good

performance and the subsequent praises this comes with good teaching. This can drive better performance from the school and bring with academic prosperity.

iii. There should be increase in the interaction between parents and teachers in order to establish a bridge for better monitoring of children both at home and school because communication about the child become easy.

5.5 Areas for further study

1. Analyzing the impact of authoritative parenting style on the academic achievement of learners under the UPE programme in Uganda;

2. Assessment of the impact authoritative parenting style on the cognitive development of adolescents in rural areas in Uganda; and

3. Permissive parenting style and the promoting of anti-social behaviours among adolescents in slum areas in Uganda

References

Arnett, J.J. (2010) Oh, grow up: Generational grumbling and the new life stage of emerging adulthood; Commentary on Trzesniewski & Donnellan (2010).*Perspectives on Psychological Science, 5*, 89-92.

Babbie, E. R. (2010) The Practice of Social Research, Cengage Learning

Baumrind, D. (1971) Current patterns of parental authority.*Developmental Psychology Monographs, 4*(1, part 2)

Biabangard E. (2006) The relationship between self-esteem, achievement motivation and academic achievement in third year high school students of Tehran, Psychological Studies; 4(3): 131–44

Buskist, W., &Benassi, V. A. (2012). *Effective college and university teaching: Strategies and tactics for the new professoriate*. Thousand Oaks, Calif.: Sage.

Buskist, W., &Groccia, J. E. (Eds.) (2012) *Evidence-based teaching. New directions in teaching and learning*. San Francisco: Jossey-Bass.

Cohen, L., Manion, L., Morrison, K, & Morrison, R.B. (2007) Research methods in education, Routledge

Creswell, John W. (2013) Qualitative Inquiry and Research Design: Choosing Among Five Approaches; Third edition. Washington DC: Sage.

Daniel, D.B. (2009). *When helping hurts: Teaching as codependency*. Paper presented at the 31st annual National Institute on the Teaching of Psychology, St. Petersburg Beach, Fla.

Eazazi SH. (1997) Family sociology with an emphasis on the role, structure and function of the family in contemporary period, Tehran: Enlightened Women's Studies; p. 16.

Eckersley, R. (2010). Commentary on Trzesniewski and Donnellan: A transdisciplinary perspective on young people's well-being. *Perspectives on Psychological Science, 5*, 76-80.

Eisenberg, N., Fabes, R.A. ., & Spinrad, T.L. (2006) Pro-social development. In W. Damon & R. M. Lerner (Series Eds.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology* (6th ed.), *Vol. 3: Social, emotional, and personality development* (pp. 646-718). New York: Wiley.

Feng, X., Shaw, D.S., Kovacs, M., Lane, T., O'Rourke, F.E., & Alarcon, J. (2008). Emotion regulation in preschoolers: The roles of behavioral inhibition, maternal affective behavior, and maternal depression. *Journal of Child Psychology and Psychiatry, 49*, 132-141.

Forsyth, D.R. (2003). *The professor's guide to teaching: Psychological principles and practices*. Washington: American Psychological Association.

Garn, A.C., Matthews, M.S., Jolly, J.L.: (2010) Parental influences on the academic motivation of gifted students: aself-determination theory perspective. Gifted Child Q. 54, 263–272

Ginsburg, K.R., Durbin, D.R., García-España, J.F., Kalicka, E.A., & Winston, F.K. (2009).Associations between parenting styles and teen driving, safety-related behaviors and attitudes.*Pediatrics, 124*, 1040-1051.

Gonzalez, A.R., Doan Holbein, M.F., Quilter, S.: (2002) High school students' goal orientations and their relationshipto perceived parenting styles. Contemp. Educ. Psychol. 27, 450–470

Goss-Lucas, S., & Bernstein, D.A. (2005) *Teaching psychology: A step-by-step guide*. Mahwah, N.J.: Lawrence Erlbaum.

Greenberger, E., Lessard, J., Chen, C., &Farruggia, S.P. (2008) Self-entitled college students: Contributions of personality, parenting, and motivational factors. *Journal of Youth and Adolescence, 37*, 1193-1204.

Griffin, B.W. (2004) Grading leniency, grade discrepancy, and student ratings of instruction. *Contemporary Educational Psychology, 29*, 410-425

Grolnick, W.S., Ryan, R.M.: (1989) Parent styles associated with children's self-regulation and competence in school.J. Educ. Psychol. 8l, 143–154

Hamidreza, Z., Behnaz, N.E., Maryam, R.: (2013) Parenting styles and academic procrastination. Procedia Soc.Behav. Sci. 84, 57–60

Hatamizargaran F. (2012) Check the status of burnout nurse managers and administrators teaching hospitals in Shiraz [dissertation] Shiraz: School of Management and Medical Information, Shiraz University of Medical Sciences

Heaven, P.C.L., Joseph, C.: (2008) Parental styles, conscientiousness, and academic performance in high school: athree-wave longitudinal study. Psychol. Bull. 34, 451–461

Henning, E., van Resburg and Smit,B (2004) Fining Your Way in Qualitative Research, Pretoria, Van, Schaik Publishers

Houts, R.M., Caspi, A., Pianta, R.C., Arseneault, L., & Moffitt, T.E. (2010) The challenging pupil in the classroom: The effect of the child on the teacher. *Psychological Science, 12*, 1802-1810.

Huey, E.L., Saylera, M.F., Rinn, A.N.: (2013) Effects of family functioning and parenting style on early entrants'academic performance and program completion. J Educ. Gift. 36, 418–432

Hyojung, S., Jayoung, L., Boyoung, K., Sang, M.L.: (2012) Students' perceptions of parental bonding styles and theiracademic burnout. Asia Pac. Educ. Rev. 13, 509–517

Jewrell, R., Mullis, A.K., Fortner, L.A., Mullis, R.L.: (2012) Relationships between parenting styles and the academicperformance of adolescents. J. Fam. Soc. Work 15, 202–216

Johnson, V.E. (2002). Teacher course evaluations and student grades: An academic tango. *Chance, 15*, 9-16.

Joshi A, Ferris JC, Otto AL, Regan PC. (2003) Parenting styles and academic achievement in college students, Psychological Reports; 93: 823–8

Kaisa, A., HAE, K.S., Jari-Erik, N.: (2000) Parenting styles and adolescents' achievement strategies. J. Adolesc. 23,205–222

Katerina, A., Alexopoulos, D.A., Katerina, M.-K.:(2012) Perceptions of father parenting style, empathy, and self-esteem among Greek preadolescents, Marriage Fam. Rev. 48, 293–309

Kathleen, M.R., Adelson, J.L., Callahan, C.M., Houlihan, D.V., Keizer, B.M.: (2012)Gifted students' perceptions ofparenting styles: associations with cognitive ability, sex, race, and age. Gifted Child Q. 57, 15–24

Kaufman, D, A. Kraay and P. Zoido-Lobatón (1999) Governance Matters, World Bank Policy Research Working Paper 2196. Washington, D.C.: World Bank.

Kaufmann, D., Gesten, E., Lucia, R.C.S., Salcedo, O., Rendina–Gobioff, G., Gadd, R.: (2000)The relationshipbetween parenting style and children's adjustment: the parents' perspective. J. Child Fam. Stud. 9, 231–245

Kavulia Joseph M. (2007) How To Write Research And Term Papers, Jomo Kenyatta, Foundation, Nairobi Kenya

Kefayat M. (2012) The relationship between attitudes and parenting practices with creativity of the first year high school students of Ahvaz [dissertation] Ahvaz: Chamran University

Kim, K., Rohner, R.P.: (2002) Parental warmth, control, and involvement in schooling: predicting academic achievement among Korean American adolescents. J. Cross-Cult. Psychol. 33, 127–140

Kimble BA. (2014) The parenting styles and dimensions Questionnaire: a reconceptualization and validation [dissertation] Oklahoma: Oklahoma State University

Kivulia Roberts H., (2007) Systematic Reviews in the Social Sciences. A Practical Guide, Oxford, UK, Blackwell Publishing Ltd

Kochanska, G., Aksan, N., & Joy, M.E. (2007) Children's fearfulness as a moderator of parenting in early socialization: Two longitudinal studies. *Developmental Psychology, 43*, 222-237.

Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing: An introduction . Nairobi: Paulines Publications Africa

Kombo, K. D., & Tromp, L. A. (2006) Proposal thesis writing, Makuyu : Don Bosco Printers

Kothari C.R. (2011) Research methodology methods and techniques, Vikas Publishing House PVT

Kothari C.R. (2011) Research Methodology, Methods and Techniques; New Age International Publishers Davyaganj, New Delhi

Kothari, C.R., (2011) Quantitative Techniques, 2nd ed., New Delhi: Vikas Publishing House Pvt. Ltd

Lamborn, S.D., Mounts, N.S., Steinberg, L., Dornbusch, S.M.: (1991)Patterns of competence and adjustment amongadolescents from authoritative, authoritarian, indulgent, and neglectful families. Child Dev. 62, 1049–1065

Lim, S.-L., Lim, B.K.: (2008) Parenting style and child outcomes in Chinese and immigrant Chinese families' currentfindings and cross-cultural considerations in conceptualization and research. Marriage Fam. Rev. 35,21–43

Lin, C.C., Fu, V.R.: (1990) A comparison of child-rearing practices among Chinese, immigrant Chinese, andCaucasian-American parents. Child Dev. 61, 429–433

Lola, B., Shrinidhi, I.: (2008) Parenting styles: the impact on student achievement. Marriage Fam. Rev. 43, 14–38

Love, D.A., &Kotchen M.J. (2010) Grades, course evaluations, and academic incentives.*Eastern Economic Journal, 36*, 151-163.

Lynn SilipigniConnaway, Ronald R. Powell (2010) Basic Research Methods for Librarians, Fifth Edition, ABC-CLIO, 17 Sep 2010

Maher F, Komaijani M. (2006) Parenting practices and adolescent conduct disorder in adolescents compared to normal, Journal of Khorasegan Branch; 33:46–63

Marsh, H.W., & Roche, L.A. (2000) Effects of grading leniency and low workload on students' evaluation of teaching: Popular myth, bias, validity, or innocent bystanders? *Journal of Educational Psychology, 92*, 202-228.

Marshall, Catherine and Gretchen B. Rossman (1999) Designing qualitative research. 3rd, ed. London: Sage Publications

McMillan, H. J., & Schumacher, S. (2001). Research in education (5th ed.). London: Addison Wesley Longman.

McMillan, J. H., & Schumacher, S. (2001) Research in Education. A Conceptual Introduction (5th ed.) New York: Longman

Mehrafza M. (2014) The relationship between parenting style and creativity of student achievement in the third year of Tabriz [dissertation] Tabriz: Medical school

Moosavi H. (2002) Inhibitory effect of cognitive training on the seat sharing, Achievement Motivation and Shahed student achievement, Journal of Bahar Psychology; 3: 18–29

Mugenda Olive, Abel Mugenda (2003) Research Methods, Quantitative And Qualitative Approaches; Acts Press , Nairobi Kenya

Mugenda, O. M. &Mugenda, A. G. (2003) Research methods: Quantitative and qualitative Approaches. Nairobi: African Centre for Technology Studies

Mugny, G., Chatard, A., &Quiamzade, A. (2006) The social transmission of knowledge at the university: Teaching style and epistemic dependence. E*uropean Journal of Psychology of Education, 21*, 413-427.

Mullen, G.E., &Tallent-Runnels, M.K. (2006) Student outcomes and perceptions of instructors' demands and support in online and traditional classrooms.*Internet and Higher Education, 9*, 257-266

National Environment Management Act (1994) Banjul, Gambia

Neuman W. Lawrence (2011) Social Research Methods: Qualitative and Quantitative Approaches, 7th Edition, University of Wisconsin, Whitewater

Oso, W. Y., &Onen, D. (2009) A general guide to writing research proposal and report. Nairobi: Jomo Kenyatta Foundation

Parke, R.D., &Buriel, R. (2006) Child development and the family, In W. Damon & R. M. Lerner (Series Eds.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology* (6th ed.), *Vol. 3: Social, emotional, and personality development* (pp. 429-504). New York: Wiley.

Partington, D. (Ed.). (2003) Essential skills for management research; London: Sage

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009) Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9*, 105-119.

Paulussen-Hoogeboom, M. C., Stams, G. J., Hermanns, J. M., Peetsma, T. T., & van den Wittenboer, G. L. (2008).Parenting style as a mediator between children's negative emotionality and problematic behavior in early childhood.*Journal of Genetic Psychology, 169*, 209-226.

Pelham, B. W.; Blanton, H. (2006) Conducting Research in Psychology: Measuring the Weight of Smoke, 3rd Edition. Wadsworth Publishing

Pellerin, L.A. (2004). Applying Baumrind's parenting typology to high schools: Toward a middle-range theory of authoritative socialization. *Social Science Research, 34*, 283-303.

Pomerantz, E.M., Moorman, E.A.: (2007) The how, whom, and why of parents' involvement in children's academiclives: more is not always better. Rev. Educ. Res. 77, 373–410

Pong S.L., Lingxin, H., Erica, G.: (2005) The roles of parenting styles and social capital in the school performanceof immigrant Asian and Hispanic adolescents. Soc. Sci. Q. 86, 928–950

Poorkarimi J. (2010) Comparison of job satisfaction and motivation in self-employment and non-self-employed agricultural graduates, Journal of research and planning in higher education; 15(1): 155–75

Rashmi, G., Elizabeth, L., Diana, U., Carol, K.: (2005) Parenting style and academic achievement for East Indian andCanadian Adolescents. J. Comp. Fam. Stud. 36, 653–661

Rezaee R, Keshtkar V. (2013) Basic sciences curriculum in medical education. JAMP; 1(1): 28–32

Rezaee R, Nabeiei P. (2015) Effect of Workshop Training on Self-Directed Learning Skills of Students at Shiraz University of Medical Sciences. Res Dev Med Educ.; 4(2): 129–31.

Roche, K.M., Ensminger, M.E., Cherlin, A.J.: (2007) Parenting style and adolescent outcomes among African andLatino families living in low income. J. Fam. Issue 11, 882–909

Rohrkemper, M.M. (1984). How teaching for understanding changes the rules in the classroom. *Educational Leadership, 51*, 19-21.

Roosevelt, M. (2009) Student expectations seen as causing grade disputes.*The New York Times,* p. A15

Ross, J., Hammer, N.: (2002) College freshmen: Adjustment and achievement in relation to parenting and identitystyle. J. Undergrad. Res. 5, 211–218

Saunders, M., P. Lewis, et al. (2007) Research Methods for Business Students; Fourth Harlow, England, FT Prentice Hall, Pearson Education

Schurink, W.J. (2011) Qualitative research in management and organisational studies with reference to recent South African research; South African Journal of Human Resource Management, 1(3), 2–14

Seif AK. (2014) Educational Psychology, Tehran: Agah

Shaljan, A.: (2010) Parenting Practices, Parenting Style, and Children's School Achievement. Psychol. Stud. 55,283–289

Silipigni Connaway Lynn and Powell Ronald R. (2010) Basic Research Methods for Librarians, Fifth Edition

Snyder, T.L., & Bassett, J.F. (2011, February 26). *Permissive, authoritarian, and authoritative professors: Applying the concept of parenting styles to the college classroom*. Poster presented at the Southeastern Conference on the Teaching of Psychology, Atlanta.

Spera, C.: (2005) A Review of the Relationship Among Parenting Practices, Parenting Styles, and Adolescent SchoolAchievement. Educ. Psychol. Rev 17

Spera, C.: (2006) Adolescents' Perceptions of Parental Goals, Practices, and Styles in Relation to Their Motivationand Achievement. J Early Adolesc. 26, 456–490

Steinberg, L., Lamborn, S.D., Darling, N., Mounts, N.S., Dornbusch, S.M.: (1994) Over-time changes in adjustmentand competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families.Child Dev. 65, 754–770

Suet-ling, P., Jamie, J., Vivien, C.: (2010) Authoritarian parenting and Asian adolescent school performance: insightsfrom the US and Taiwan. Int. J. Behav. Develop. 34, 62–72

Svinicki, M.S., &McKeachie, W. (2010) *McKeachie's teaching tips: Strategies, research and theory for college and university teachers*. Belmont, Calif.: Wadsworth/Cengage Learning.

Trzesniewski, K.H., &Donnellan, M.B. (2010) Rethinking "Generation Me": A study of cohort effects from 1976–2006, *Perspectives on Psychological Science, 5*, 58-75.

Twenge, J.M. (2006). *Generation Me: Why today's young Americans are more confident, assertive, entitled — and more miserable than ever before*. New York: Free Press.

Twenge, J.M. (2013) Teaching Generation Me. *Teaching of Psychology, 40*, 66-69.

Twenge, J.M., & Campbell, W.K. (2010) Birth cohort differences in the monitoring of the future dataset and elsewhere: Further evidence for Generation meme-Commentary on Trzesniewski&Donnellan. *Perspectives on Psychological Science, 5*, 81-88.

Van Petegem, K., Creemers, B., Aelterman, A., &Rosseel, Y. (2008) The importance of pre-measurements of wellbeing and achievement for students' current wellbeing.*South African Journal of Education, 28*, 451-468.

Walker, J.M. (2008) Looking at teacher practices through the lens of parenting style [Special issue: The role of interpersonal relationships in student motivation]. *Journal of Experimental Education, 76*, 218-240.

Walker, J.M. (2009) Authoritative classroom management: How control and nurturance work together. *Theory Into Practice, 48*, 122-129.

Wentzel, K.R (2002) Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence.*Child Development, 73*, 287-301

Yamane, T., (1973) Statistics: An Introductory Analysis, 3rd Ed., New York: Harper and Row

Yusefi AR, Ghasemi GH, Firuznia S. (2009) The relationship between academic motivation and academic achievement of medical students of Isfahan University of Medical Sciences, Iranian Journal of Medical Education; 9(1): 79–84.

APPENDICES

APPENDIX 1: QUESTIONNAIRE TO ADMINISTRATORS AND TEACHERS

Dear respondent,

I am pleased with gratitude to have you as a key respondent in this research/ study.

I am Kyobe Charles, a master's degree candidate at Nkumba University currently undertaking research titled, "PARENTING STYLES AND STUDENTS' ACADEMIC PERFORMANCE
IN MASULIITA TOWN COUNCIL: A CASE OF SECONDARY SCHOOLS" which after successful completion will enable me attain a Master's of Education (Education Management and Planning).

I request you to support my study by availing data/ opinions about the simple questions put to you. There is no wrong answer for this study, so your opinion shall be highly appreciated.

The information you provide shall be only for academic purposes, and as such your identity shall always remain confidential.

Yours faithfully,

……………………………………………………..

KYOBE CHARLES
CANDIDATE

Section A: Background information of respondents
Tick the most appropriate

1. **Gender /Sex**

   Male (…..)   Female (…..)

2. **Marital status**

   Single (……) Married (…..) Others (…..)

   For other give details…………………………………………………………………………

3. **Education level attained**

   Certificate (……) Diploma (……) Higher diploma (…..)

   Bachelors degree (…….) Master's Degree (…….) Others (……)

   For others specify……………………………………………………………………..…

4. **What is your position in the school?**

   Head teacher (…….) Deputy Head Teacher (……..) Director of Studies (……)

   Teacher (………)

   For any details, provide them here……………………………………………………………

5. **For how long have you served in the school?**

   0-4 years   (…….)

   5-9 years   (…….)

   10-15 years   (…….)

   16 years and above   (……..)

Section B: The different parenting styles used on learners in Schoolsin Masuliita Town Council

For some questions you are provided with the following from which to choose your response:

1=Disagree, 2=Not sure, 3=Agree

   a) **Authoritarian parenting style**

1. There is more use of authoritarian style on children

Disagree (…….) Not sure (……) Agree (…….)

2. Authoritarian style is only situational

Disagree (…….) Not sure (……) Agree (…….)

3. Authoritarian style is vital in ensuring better individual academic excellence of learners

Disagree (…….) Not sure   (……) Agree (…….)

4. Authoritarian style keeps the learners more focused on the process of learning

Disagree (…….) Not sure   (……) Agree (…….)

5. Authoritarian style keeps the learners more focused on results in academics

Disagree (…….) Not sure   (……) Agree (…….)

6. Authoritarian parenting style ensures knowledge of learner's capabilities on the side of teachers

Disagree (…….) Not sure   (……) Agree (…….)

7. Authoritarian parenting style ensures knowledge of learners' capabilities on the side of parents/ care givers

Disagree (…….) Not sure   (……) Agree (…….)

8. In what ways does authoritarian parenting style enable the learners improve academic performance?

i) …………………………………………………….
ii) …………………………………………………….
iii) ……………………………………………………
iv) …………………………………………………….

9. In what ways does authoritarian parenting style retard learners' academic progress?

i) …………………………………………………….
ii) …………………………………………………….
iii) ……………………………………………………
iv) …………………………………………………….

b) Authoritative style

1. Authoritative parenting involves high control of children behaviors at home and school

Disagree (…….) Not sure   (……) Agree (…….)

2. Authoritative parenting enables to control children through better explanation and be understanding of the reason for the kind of behavior

Disagree (…….) Not sure   (……) Agree (…….)

3. Authoritative parenting creates high esteem in children

Disagree (…….) Not sure   (……) Agree (…….)

4. Authoritative parenting enables the leaners to achieve success with peers

Disagree (…….) Not sure   (……) Agree (…….)

5. Authoritative parenting enables children to settle in better academic and professional settings

Disagree (…….) Not sure   (……) Agree (…….)

6. Authoritative parents have high expectations for achievement and maturity

Disagree (…….) Not sure   (……) Agree (…….)

7. Children of authoritative parents are appear happy and content

Disagree (…….) Not sure   (……) Agree (…….)

8. Children of authoritative parents are more independent

Disagree (…….) Not sure   (……) Agree (…….)

9. Children of authoritative parents achieve higher academic success

Disagree (…….) Not sure   (……) Agree (…….)

c) Indulgent style

1. Indulgent stylefail to set any standards for behavior among the children

Disagree (…….) Not sure   (……) Agree (…….)

2. Indulgent style of parenting is tolerant of all behaviors among children

Disagree (…….) Not sure   (……) Agree (…….)

3. Indulgent parents give in to their child's desires easily

Disagree (…….) Not sure   (……) Agree (…….)

d) Permissive-indulgent parenting style

1. Permissive-indulgent parents are usually affectionate, caring and involved for their children

Disagree (…….) Not sure   (……) Agree (…….)

2. Permissive-indulgent parents are extremely tolerant to children behavoiur

Disagree (…….) Not sure   (……) Agree (…….)

3. Permissive-indulgent parents tend to be neglectful on children in some situations

Disagree (…….) Not sure   (……) Agree (…….)

4. Permissiveparents set very few rules and boundaries and they are reluctant to enforce rules

Disagree (…….) Not sure   (……) Agree (…….)

Section C: The influence of parenting styles on the academic achievement of students

1. Parenting is the basis for wholistic development

Disagree (…….) Not sure   (……) Agree (…….)

2. Parenting is responsible for growth and development of children's talents

Disagree (…….) Not sure   (……) Agree (…….)

3. Parenting enhances children's ability to apply the knowledge and skills acquired in class and in daily life

Disagree (…….) Not sure   (……) Agree (…….)

4. Parenting style influences students' academic achievement

Disagree (…….) Not sure   (……) Agree (…….)

5. Parenting style influences students' discipline at school

Disagree (…….) Not sure   (……) Agree (…….)

Section D: The strategies in which parenting styles can enhance students' Academic performance

1. Teachers ought to engage students in academic tasks that promote more intrinsic motivation

Disagree (…….) Not sure (……) Agree (…….)

2. Teachers should motivate academic tasks that stimulate intrinsic motivation by channeling a student's sense of curiosity

Disagree (…….) Not sure (……) Agree (…….)

3. Promote assignments and projects that relate to a student's interests and career goals

Disagree (…….) Not sure (……) Agree (…….)

4. Teachers and parents should make meaningful connections between children's classroom experience and the real world

Disagree (…….) Not sure (……) Agree (…….)

5. Teachers ought to become more sensitive to diverse parenting environments?

Disagree (…….) Not sure (……) Agree (…….)

6. Teachers should take into account a student's predominant parenting style in devising their teaching methods

Disagree (…….) Not sure (……) Agree (…….)

7. Guidance counselors should not direct students in their high school curriculum and career goals based solely on standardized tests and grades

Disagree (…….) Not sure (……) Agree (…….)

8. Guidance counselors should take more into account a student's aspirations or plans after high school, and encourage students to fulfill their highest potential despite test scores and grades

Disagree (…….) Not sure (……) Agree (…….)

9. Guidance counselors should motivate students to raise their own aspirations

Disagree (…….) Not sure (……) Agree (…….)

Thank you

APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

1. What are the various parenting ways most children are subjected to?
2. Tell me about your relationship with your students
3. How does the relationship with your parents influence your
   a) Learning at school?
   b) Academic performance?

4. In what ways does the parenting style enable the learners improve academic performance?

5. In what ways does authoritarian parenting style retard learners' academic progress?

6. Do your parents control your behaviours

   a) At home and

   b) At school?

7. In what ways do your parents influence the way you view yourself regarding what you can do and what you cannot do?

8. What role do the following play in fostering learning?

   a) Parents
   b) Teachers
   c) Guidance counselors
   d) School social workers

9. Any other relevant information

Thank you